A-level
POLISH
7687/1
PAPER 1 READING AND WRITING

Mark scheme

June 2020

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A

Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	**P**	1

Qu	Accept	Mark
01.2	**N**	1

Qu	Accept	Mark
01.3	**F**	1

Qu	Accept	Mark
01.4	**F**	1

Qu 01	Accept	Mark
01.5	**P**	1

Qu	Accept	Mark
01.6	**F**	1

Qu	Accept	Mark
01.7	**F**	1

Qu	Accept	Mark
01.8	**P**	1

Summary question

Qu 02	Accept (key idea underlined)	Mark	Notes
Bullet 1	Any 2 from 3 • Tematem utworu jest <u>los byłego powstańca</u> Józefa Skawińskiego, (1) • <u>zmuszonego do opuszczenia ojczyzny</u> po klęsce powstania i (1) • <u>skazanego na tułaczkę</u> po świecie. (1)	2	Accept: Tematem utworu jest historia polskiego emigranta, Reject: Tematem utworu jest <u>prawdziwa historia</u> Józefa Skawińskiego, Accept: zmuszonego do emigracji i Accept: skazanego na wędrówkę po różnych kontynentach.
Bullet 2	• Bohater tułał się <u>po różnych kontynentach</u>/krajach/świecie. (1) • <u>Szukał miejsca, które zastąpiłoby mu ojczyznę</u>/gdzie mógłby się osiedlić na stałe. (1)	2	Accept: Bohater był w Australii, Afryce i Ameryce. Accept: Szukał nowej ojczyzny.
Bullet 3	Any 1 from 3 • Lektura *Pana Tadeusza* przeniosła go do ojczyzny, którą utracił/przywołała wspomnienia/obudziła tęsknotę za ojczyzną. (1) • Pogrążony w lekturze nie zapalił latarni, <u>stracił pracę</u> i znów stał się tułaczem. (1) • <u>Na dalszą tułaczkę udał się spokojny</u>, bo odnalazł w lekturze ojczyznę. (1)	3	Accept: Lektura spowodowała, że stracił pracę. Accept: Przez lekturę odnalazł spokój i ojczyznę.

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Generic example of 'lifted' language:

1
Text includes *Having finished her studies, she became a doctor.*
Summary task includes the bullet point • *What she did before becoming a doctor*
Correct answer is *She studied*
Student writes in response to that bullet point *Having finished her studies, she became a doctor*
No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2
Text includes *… because computers will replace teachers*
Summary task includes the bullet point *Technological changes anticipated*
Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation *Teachers will be replaced by computers*
Student writes in response to that bullet point *because computers will replace teachers*
No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:
incorrect but close to correct spellings
incorrect genders/case forms and consequential errors of agreement

Serious errors include:
incorrect verb forms especially irregular forms, incorrect use of pronouns
missing or incorrect agreements of adjectives or past participles.

Complex language includes:
use of pronouns of all types
tenses that support conceptual complexity
connectives supporting a range of subordinate clauses including those requiring subjunctive
constructions with verbs and verbs followed by infinitive with correct preposition
use of present and past participles.

Mark	AO3 quality of language marks in reading summary task
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content

Summary 1: 81 words – AO3 5/5

Tematem noweli są losy byłego powstańca, który po upadku powstania musiał opuścić swoją ojczyznę, by udać się na przymusową emigrację. Skawiński wędruje po różnych kontynentach w poszukiwaniu miejsca na osiedlenie się na stałe, które zastępowałoby mu ojczyznę. Gdy wreszcie po wielu latach takie miejsce znalazł szybko je stracił przez lekturę *Pana Tadeusza*. Zaczytawszy się w poemacie zapomniał o swoich obowiązkach i stracił pracę i dom. Mimo to odnalazł spokój w sercu, bo na kartkach poematu odnalazł ojczyznę,dawno utraconą i prawie zapomnianą.

Summary 2: 82 words – AO3 4/5

Latarnik to novella Henryka Sienkiewicza, utwór patriotyczny gdy Polska jeszcze cierpiała pod zaborcą. Utwór Sienkiewicza opisuje losy polskiego emigranta Józefa Skawińskiego, który tuła się po cały świecie szukając miejsca, w którym mógłby się osiedlić, ale w każdym miejscu, od Australii do Afryki, spotyka go jakiś pech, na przykład pożar albo nieuczciwego partnera w biznesu, tak że często musi wyruszać się w dalszą drogę. Wreszcie znajduje ojczyznę na stronach utworu Adama Mickiewicza, Pan Tadeusz, która przyniesie mu spokój i ukojenie w jego wędrowanie.

Summary 3: 70 words – AO3 3/5

Latarnik jest nowelą o historii bohatera o nazwisku Józefa Skawińskiego, który był powstańcem i był też tym tytułowym latarnikiem w książce. Tułał się po całym świecie od od Australii przez Afrykę po obie Ameryki i wszędzie prześladował go pech. Nie mógł zagrzać miejsca, chociaż był pracowity i odważny i uparty. Wreszcie osiedlił się na smotnej wyspie, gdzie znalazł pracę jako latarnik i tam odnalazł ojczyznę, ale na kartkach Pana Tadeusza.

Summary 4: 63 words – AO3 2/5

Latarnik jest utworem napisanym przez Henryka Sienkiewicza. Jest ona autobiografią polskiego emigranta Józefa Skawińskiego, który nie mógł znaleść spokój po udziale w wielu wojnach. Gdziekolwiek próbował swoje szczęście, spotykała go jakaś nieprzyjemność, która spowodowała, że musiał dalej poszukiwać miejsca, w którym mógłby osiedlić się i znaleść spokój. Pod koniec historii Skawińskiego, on odnajduje ojczyznę, ale nie w miejscu, tylko w lekturze Pana Tadeusza.

Summary 5: 50 words – AO3 1/5

Latarnik jest nowelą patriotyczną o Skawińskim. Skawiński jest latarnikiem. Tuła się po Ameryce, Afryce i Australii. Na końcu osiedla się na samotnej wyspie. Raz nie zapalił latarnia, bo zaczytał się w lekturze Pan Tadeusz, to błąd nie do wybaczenia i udaje się na swoją ostatnią tułaczkę, bo jest już stary.

Qu	Accept	Mark	Notes
03.1	Any 1 of 2 Tomek był szykanowany z powodu nadwagi (1) / ludzie patrzyli na niego z góry (1)	1	
Qu			
03.2	Any 2 of 3 Zamykał się w sobie, (1) / jeszcze bardziej się izolował (1) / czuł się bezradny (1)	2	
Qu			
03.3	Any 2 of 4 Tomek odetchnął z ulgą (1) / pozostał strach i piętno przeżytej traumy (1) / nie zmienił stosunku do ludzi (1) / jest wciąż otwarty na nowe znajomości (1)	2	
Qu			
03.4	Any 1 of 2 Oliwia różniła się sposobem ubierania (1) / nietypowymi dla jej pokolenia zainteresowaniami (lata 80te, historia, malarstwo) (1)	1	
Qu			
03.5	Czułaby, że nie jest sobą (odczuwałaby to, jak gwałt na własnej naturze) (1)	1	
Qu			
03.6	Dlaczego ludzie nie akceptują inności, (nawet jeśli im w niczym nie zagraża) (1)	1	

Qu	Accept	Mark	Notes
04.1	Any 2 of 4 Jako władców dostojnych (1) / dumnych (1) / świadomych swojej siły i władzy (1) / majestatycznych (1)	2	
Qu	Accept	Mark	Notes
04.2	Any 2 of 4 Portrety Świerzego nie są takie wyidealizowane (1) / pokazują władców jakimi byli, czyli ludźmi z krwi i kości (1) / oparte są na aktualnej wiedzy historycznej (1) / pokazują realia epoki (1)	2	
Qu	Accept	Mark	Notes
04.3	Any 3 of 4 Młode pokolenie może dowiedzieć się prawdy o początkach państwa polskiego (1) / że była to historia dynamiczna i emocjonalna, nie tylko koturnowa (1) / że pierwsi władcy nie byli tacy kulturalni i wspaniali (1) / dążąc do władzy często byli okrutni i bezwzględni (1)	3	

Question 5

Translation into English
Acceptable quality of English in translations into English:

Errors in spelling
Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers
Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation
Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu 05	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		**Accept**	**Reject**
1	Dla dzisiejszej młodzieży szkolnej	For today's school pupils/students/youth at school *or* For school pupils/students nowadays	modern, current students (*without* 'school')
2	internet jest guru:	the internet/the web is a/their guru	God
3	po co mam się męczyć,	why should I/do I need to suffer/bother/tire myself out	do I have to/must I
4	skoro wystarczy kliknąć	when/if/since I just need to click/all it takes is a click	*Other linking words or lack of linking word*
5	i zaraz będę wiedział.	and I'll know immediately.	can/could
6	Bo internet wie.	Because the internet knows./It's all there on the internet.	
7	Nie trzeba przesiewać wiadomości -	You don't need to/needn't sift through/select the/loads of information -	You mustn't sieve
8	przecież sieć wie lepiej.	after all/obviously/clearly/certainly the web knows best/knows better/has better information.	surely

9	Nowy świat jest łatwo kopiowalny:	Copying is easy in the modern/new world/The modern world is easy to copy/It is easy to copy in the modern world:	copiable
10	młodzi dzielą się filmami, muzyką, notatkami z lekcji	the young share/ exchange/ swap films, music, lesson notes	divide
11	i bez wstydu ściągają całe fragmenty,	and have no qualms about downloading entire/ whole sections/chunks/shamelessly copy	all sections
12	z których kompilują zadania domowe.	from which they compile/make up/compose/put together their homework/coursework/ assignments.	house, household
13	Zamiast samodzielnej i własnoręcznie napisanej odpowiedzi	Instead of an individual/personal/ personally written/hand-written/ original answer	
14	wklejają do zeszytu wydruk z definicją.	they paste/glue/stick into their exercise book a printout with a/the definition.	they copy
15	Nowym wyzwaniem szkoły jest nauczyć ich,	The new challenge facing/of/for the/a school/schools is to teach them	A or no article instead of *The* aim, objective, task
16	co to jest wiarygodne źródło	what is a trustworthy/reliable/ credible source/which sources are credible	believable
17	oraz że istnieją prawa autorskie.	and that there is such a thing as copyright/that copyright/author's rights exist(s).	
18	Nie widzą różnicy między opinią profesora a celebryty.	They see no difference/don't distinguish between the opinion of the/a teacher/professor/academic and of a celebrity.	
19	A gdy zwrócić im uwagę	And if they are reproached/ criticised/reprimanded/told off/if you tell them off	
20	uważają, że nauczyciele ich nie rozumieją.	they believe/ think / claim the teachers do not understand them.	say/ point out

[10 marks]

Section B   Research project Questions 6-9

Assessment Objectives 2, 3 and 4

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

Assessment Objective 2

Mark	AO2
9-10	**Very good evaluation of the research topic** The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.
7-8	**Good evaluation of the research topic** Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.
5-6	**Reasonable evaluation of the research topic** Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.
3-4	**Limited evaluation of the research topic** A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.
1-2	**Very limited evaluation of the research topic** A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content.

Assessment Objective 3

	AO3
9-10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7-8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5-6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3-4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:
incorrect but close to correct spellings
incorrect genders/case forms and consequential errors of agreement

Serious errors include:
incorrect verb forms especially irregular forms, incorrect use of pronouns
missing or incorrect agreements of adjectives or past participles.

Complex language includes:
use of pronouns of all types
tenses that support conceptual complexity
connectives supporting a range of subordinate clauses including those requiring subjunctive
constructions with verbs and verbs followed by infinitive with correct preposition
use of present and past participles.

Assessment Objective 4

Research project essay	AO4
Mark	**Descriptors**
17-20	**Excellent critical and analytical response to the question set** Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.
13-16	**Good critical and analytical response to the question set** Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.
9-12	**Reasonable critical and analytical response to the question set** Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.
5-8	**Limited critical and analytical response to the question set** Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.
1-4	**Very limited critical and analytical response to the question set** A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.
0	The student produces nothing worthy of credit in response to the question.

Indicative content

06 Research topic: Poland during the communist era

W latach 1945-89 Polska podlegała władzy komunistycznej. Przeanalizuj w jaki sposób ideologia komunizmu rzutowała na życie codzienne polskiego społeczeństwa tamtego okresu.

- the principles of the socialist economy (AO2)
- influence its inefficiency had on people's everyday lives (AO2)
- what the state did to resolve the problems of shortages of goods (AO2)
- how society coped with the permanent shortages of goods (AO2)
- what led to the collapse of the system (AO2)

- availability of products/services
- impact of the ruling party on people's lives and careers
- lack of democracy/impact on people's lives (freedom of speech and belief)
- suppression of the influence of the Catholic Church
- social protests (strikes, riots)/government's response
- political repression
- forms of civil resistance (eg underground opposition, samizdat, independent trade unions)

07 Research topic: Racism in Poland

Przemiany ustrojowe w Polsce po upadku komunizmu otworzyły Polskę na świat, co miało skutek w napływie imigrantów. Przeanalizuj czy i jaki miało to wpływ na stosunek Polaków do „obcych".

- what factors play a role in the growing phenomenon of racism in Poland (AO2)
- whether Polish society is ready for multiculturalism (AO2)
- what social groups are linked to racist views (AO2)
- what forms does Polish racism take (AO2)
- how it should be combatted (AO2)

- the historical roots of racism in Poland
- how ethnic discrimination has changed since 1989
- specific examples of racism
- how the Polish state deals with racism
- other ways of combatting racism

08 Research topic: Tourism in Poland

Wolny rynek oraz rosnąca zamożność społeczeństwa rozbudziły nowe potrzeby i dały możliwości zagospodarowania czasu wolnego. Przeanalizuj jak wpłynęły one na rozwój nowych form turystyki w Polsce.

- how interest in Poland's regional cooking is changing (AO2)
- what underpins eating habits and culinary traditions (AO2)
- the effects of the practice of culinary tourism (AO2)
- what factors determine a region's attractiveness to tourists (AO2)
- what Podlasie is renowned for (AO2)

- new trends in tourism in Poland
- expectation of clients/tourists
- how the tourism industry meets these expectations
- examples of new forms of tourism
- how culinary tourism is linked to other types of tourism
- the most popular forms of culinary tourism

09 Research topic: The resistance movement in Poland during World War II

Zmieniająca się sytuacja w okupowanym kraju powodowała zmiany w formach oporu wobec okupanta. Przeanalizuj jakie to były zmiany i jaka była ich skuteczność.

- what change occurred in the resistance movement towards the end of 1942 (AO2)
- who initiated and supervised this change (AO2)
- what characterised the new forms of combat (AO2)
- what skills were needed (AO2)
- what were the benefits of the experience of having fought in Minor Sabotage (AO2)

- the occupying regime's policy regarding Poland and Polish people
- how the Poles responded to the reality of the occupation
- who organised the opposition (dates, names)
- how the forms of the opposition changed over time
- how effective the opposition was
- when and why did 'Minor Sabotage' lose its prominent role