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# AS Polish

PLSH2-Unit 2 Reading and Writing  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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](http://aqa.org.uk)

**Unit 2****Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		<b>% of A2</b>	<b>Marks</b>
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
Section 1	20		20
Section 2	15	5	20
Section 3	40	20	60

**Section 1**

Answers should indicate that:

- candidates are able to identify the relevant information in the passage;
- candidates are able to convey this information in their own words.

Q	Accept	Marks	Reject
1(a) (i)	Wzbogacamy nasz świat wewnętrzny poprzez wymianę myśli i uczuć, i to co wnoszą do niego inni ludzie.	2	

Q	Accept	Marks	Reject
1(a) (ii)	Powierzchowne kontakty mają wpływ na nasze samopoczucie, poczucie własnej wartości i nastroj.	3	

Q	Accept	Marks	Reject
1(a) (iii)	Nie łatwo jest słuchać, bo osobie mówiącej trzeba dać priorytet, uznać, że jest ważniejsza od nas, poświęcić uwagę jej uczuciom, spojrzeniu na świat, na rzeczywistość. Często nie chcemy słyszeć niczego poza tym, co sami myślimy.	3	

Q	Accept	Marks	RejCect
1(a) (iv)	Słuchamy selektywnie, poszukując informacji, które potwierdzą to co już wiemy. Nie jesteśmy racjonalni, obiektywni, spostrzegamy głównie to, co potwierdza nasze przekonania.  Prowadzimy monolog, nie słuchając odpowiedzi.  Rezultatem jest obalenie mitu, że jesteśmy racjonalni.  Odmienne zdanie wywołuje dysonans.	2	

Q	Accept	Marks	Reject
1(a)(v)	Pierwszą szkołą komunikacji jest dom rodzinny ponieważ od bliskich nam osób uczymy się pierwszych wzorców porozumiewania się i komunikacji.	2	

Q	Accept	Marks	Reject
1(a) (vi)	Przywiązujemy zbyt małą wagę do niszczącej mocy słów.	1	

Q	Accept	Marks	Reject
1(a) (vii)	W głębokiej rozmowie granice między mówiącym i słuchającym się zacierają, zdania płyną, myśli się przenikają. Wychodzimy umocnieni i szczęśliwi.	2	

Q	Accept	Marks
1(b) (i)	P	1

Q	Accept	Marks
1(b) (ii)	F	1

Q	Accept	Marks
1(b) (iii)	F	1

Q	Accept	Marks
1(b) (iv)	?	1

Q	Accept	Marks
1(b) (v)	P	1

**Total marks for this part = 20 marks**

**Section 2**

Passage for translation.

**Total marks = 20**

For section 2, the following criteria will be used for response to written language (AO2).

<b>Response to Written Language (AO2)</b>	
12-15	Very good understanding of the original and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-7	Shows satisfactory understanding of the original and translated in a language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
2-4	Shows poor understanding of the original and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-1	Little or nothing of merit.

For section 2, the following criteria will be used for knowledge of grammar (AO3).

<b>Knowledge of Grammar (AO3)</b>	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

**Section 3**

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Response to Written Language = 20 marks (AO2)  
 Knowledge of Grammar = 10 marks (AO3)

<b>Response to Written Language (A02)</b>	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence are not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

<b>Knowledge of Grammar (AO3)</b>	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension.

**Total for Section 3 = 30 marks x 2 = 60 marks**  
**Total for Unit 2 = 100 marks**