



# General Certificate of Education

## Polish 5686

### *POL1 Responsive Writing*

# Mark Scheme

## *2006 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

## Unit 1

### Criteria for Assessment

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
A02	Response to written language	65	65
A03	Knowledge of grammar	25	25
A04	Knowledge of society	10	10
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>A02</b>	<b>A03</b>	<b>A04</b>
Section 1	27	10	3
Section 2	15		
Section 3	23	15	7

**Section 1**

<b>Question</b>	<b>Accept</b>	<b>Marks</b>
a	Korczak był lekarzem i wychowawcą dzieci/dyrektorem domu sierot.	1
b	Był łysy z bródką miał lekki chód i żywość ruchów.	2
c	Korczak zachowywał się jak jego podopieczni, wtapiał się w otoczenie dzieci, grał z nimi w siatkówkę i palanta/był aktywny/chronił, bronił, dzieci.	3
d	Korczak chronił dzieci przed nieprzyjaznym światem, przed samotnością, brutalnością dorosłych, sadyzmem szkoły.	3
e	5 sierpnia 1942 roku zamknięto Dom Sierot/wysłano ich do obozu koncentracyjnego	1
f	Dzieci szły pod zielonym sztandarem, bo zieleń jest symbolem życia.	1
g	Korczak bazował na poczucia odpowiedzialności samych dzieci/samorząd, na ich zdolności podejmowania decyzji, nie krzyczał, nie groził.	3
h	Postanowił bić się tylko raz na tydzień a później przestać.	1
i	„Pandoktor” poradził mu trzy bójki tygodniowo, a później zmniejszać.	1
j	Urodził się w Warszawie, jako Henryk Goldszmit, studiował medycynę, poświęcił się pracy społecznej, pracował w szpitalu w Mandżurii, odbył praktykę w Berlinie, Paryżu i Londynie.	3
k	Poświęcił się pracy wychowawczej/społeczney, został dyrektorem żydowskiego Domu Sierot w wolnych chwilach pisał o dzieciach.	2
l	Żandarmii zabrali im wóz kartofli, Korczak protestował i został zaaresztowany.	2
m	Powinna być lekturą, bo mówi nam o świecie, w którym zło zwyciężyło dobro i że wobec barbarzyństwa jesteśmy bezradni.	2
n	Radzić sobie powinniśmy, pielęgnując pamięć, przeszłość i przekazując ją i mając życzliwe nastawienie do ludzi.	2
o	Individual responses based on the text would be accepted.	3
	<b>Total</b>	<b>30</b>

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
9-10	The knowledge and use of most structures is good. There are still some inaccuracies but these are usually in attempts at more complex structures.

**Total for Section 1 = 40 marks**

**Section 2**

For the translation, the following criteria will be used.

<b>Marks</b>	<b>Response to Written Language (A02)</b>
0-1	Little or nothing of merit.
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.
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.
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.
12-15	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.

**Total for Section 2 = 15 marks**

**Section 3**

<b>Marks</b>	<b>Knowledge of Grammar (A03)</b>
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.
3-5	The level of manipulation of structures and the number of errors make comprehension difficult.
6-8	There is some awareness of structure. There are still basic errors but communication is generally maintained.
9-12	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
13-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.

Marks	Knowledge/Response/Reaction (A02/A04)
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but points made are not always justified or illustrated. The answer generally lacks a clear focus.
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified.

**Total for Section 3 = 45 marks**

**Total for Unit 1 = 100 marks**