



**General Certificate of Education (A-level)
June 2012**

Polish

PLSH1

(Specification 2685)

Unit 1: Reading and Writing

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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Unit 1

Criteria for Assessment

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	100	100

The marks will be allocated in the following way.

	AO2	AO3	TOTAL
Section 1	35	10	45
Section 2	10		10
Section 3	30	15	45

Section 1**1(a)**

		Marks	Accept	Reject
1 (a) (i)	Fundacja Komunikacji społecznej sprawdza, o czym i jak rozmawia się w domach.	1		
1 (a) (ii)	Pierwsze wrażenia były pozytywne, budujące, że każdy jest zgodny, rozmowny – cud, miód.	2		
1 (a) (iii)	Po bliższym przyjrzeniu się, okazuje się, że nie ma o czym rozmawiać. Mało mówią nie tylko rodzice do dzieci, ale mało rozmawiają rodzice ze sobą./ Brak komunikacji między rodzicami.	3		
1 (a) (iv)	Komunikowanie się/dobra rozmowa to podstawa rozwoju człowieka.	1		
1 (a) (v)	Zachęca się rodziców do rozmawiania z dzieckiem/bobomiganie, zanim jeszcze rozwinię się u niego mowa. Dzięki temu dziecko zaczyna szybciej i lepiej rozumieć rodziców.	2		
1 (a) (vi)	Polacy uważają, że rodzina jest najważniejsza.	1		
1 (a) (vii)	Starsi uważają młodych za niewychowanych smarkaczy, a dla młodych starsi to wapniaki i dziadki. Uważamy, że im ktoś starszy, tym bardziej zacofany. Kto ma 35 lat jest u kresu młodości.	3		
1 (a) (viii)	Większość wierzy, że każdy konflikt da się rozwiązać.	1		
1 (a) (ix)	Konflikty są rozwiązywane przez awantury, krzyki, rzucanie czym popadnie, ciche dni i nie poruszanie drażliwych tematów.	4		
1 (a) (x)	Rodziców interesują wyłącznie fakty – co tam w szkole? Odrobiłeś lekcje?	1		

		Marks	Accept	Reject
1 (a) (xi)	Nie ma szczerych rozmów, nie ma pytań o emocjonalne doświadczenia, tak nas wychowano. *See note below.	2		
1 (a) (xii)	Polacy mają kłopot z okazywaniem emocji w sposób łagodny, nie umiemy mówić o tym co czujemy. *See note below.	2		
1 (a) (xiii)	Pocieszające jest, że jakoś żyjemy i radzimy sobie z tym brakiem rozmów. Do poprawy sytuacji konieczne jest zaufanie./ Musimy nauczyć się ufać ludziom i to nie tylko najbliższym.	2		
1 (a) (xiv)	Studia dają większą wiedzę o sobie i większą pewność w kontaktach z ludźmi.	1		
1 (a) (xv)	Any clearly expressed answer to the point giving required amount of pieces of information.	4		

* *Polacy mało ze sobą rozmawiają o poważnych sprawach, nie ma szczerych rozmów, nie umiemy mówić o tym co czujemy.*

Answer is interchangeable for 1 point in both questions xi and xii as long as the same answer is not given for both.

Total marks = 30 marks

1(b)

		Marks	Accept	Reject
1 (b) (i)	P	1		
1 (b) (ii)	F	1		
1 (b) (iii)	?	1		
1 (b) (iv)	F	1		
1 (b) (v)	P	1		

Total marks = 5 marks

Marks	Knowledge of Grammar (AO3)
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.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Section 1 = 45 marks

Section 2

For the translation, the following criteria will be used.

Marks	Response to Written Language (AO2)
9-10	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	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.
5-6	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.
3-4	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.
0-2	Little or nothing of merit.

Total for Section 2 = 10 marks

Section 3

Marks	Response to Written Language (AO2)
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.
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
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.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

Marks	Knowledge of Grammar (AO3)
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Section 3 = 45 marks

Total for Unit 1 = 100 marks

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion