



**General Certificate of Education (A-level)  
June 2013**

**Polish**

**PLSH1**

**(Specification 2685)**

**Unit 1: Reading and Writing**

**Final**

***Mark Scheme***

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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.

		<b>% of AS</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	35	10	45
Section 2	10		10
Section 3	30	15	45

**Section 1****1(a)**

		<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
1 (a) (i)	Demografowie i psychologowie martwią się spadkiem przyrostu naturalnego.	1		
1 (a) (ii)	Dawniej mało kto decydował się na jedno dziecko, ponieważ dużo dzieci umierało/była duża śmiertelność wśród dzieci.	1		
1 (a) (iii)	Domy pełne sióstr, braci i kuzynów były dawniej naturalnym środowiskiem dziecięcego rozwoju.	1		
1 (a) (iv)	Stanley Hall był Amerykaninem, pionierem psychologii rozwojowej i eksperymentalnej/psychologiem/napisał książkę i stworzył ujemne pojęcie jedynaka.	2		
1 (a) (v)	Ogłosiła prace poświęcone jedynakom wszystkich ras i klas społecznych. Badała charakter, inteligencję i osiągnięcia jedynaków.	4		
1 (a) (vi)	Badania wykazały, że nie ma wielkich różnic, jedynacy zaczęli szybciej/wcześnie mówić, mieli większy zasób pojęć, lepiej wypadali w testach na inteligencję i osiągnęli więcej w życiu. Nie byli bardziej samotni, samolubni, nieprzygotowani do życia.	3		
1 (a) (vii)	Osiągnięcia medycyny powodują, że mniej dzieci umiera/osiągnięcia medycyny pozwalają bez lęku inwestować w jedynaków. Drugi powód, że dzieci są drogie.	1		
1 (a) (viii)	Jedynacy w Chinach są kontaktowi, potrafią odnaleźć się/żyć w grupie, są zaradni, niezależni, zmotywowani, nie mają problemów emocjonalnych.	4		
1 (a) (ix)	Z badań wynika, że jedynacy są bardziej zgodni, łatwiej ustępują, częściej poszukują nowych bodźców/ informacji, są mniej neurotyczni.	4		
1 (a) (x)	Rozwój dziecka zależy od rodziców, szkoły i przyjaciół oraz statusu ekonomicznego rodziny.	4		

		Marks	Accept	Reject
1 (a) (xi)	Specjaliści przestrzegają rodziców przed nadmierną opieką, lękiem o przyszłość, trzymaniem pod kloszem.	2		
1 (a) (xii)	Zdanie ucznia	3		

**Total marks = 30 marks**

**1(b)**

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

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
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.

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
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**

**Converting Marks into UMS marks**

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

**Mark Ranges and Award of Grades**

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