



A-level POLISH 7687/3

PAPER 3 LISTENING, READING AND WRITING

Mark scheme

Specimen 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**Listening****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 recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the question set.

| Qu | Accept | Mark |
|------|--------|------|
| 01.1 | B | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.2 | B | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.3 | A | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.4 | A | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.5 | C | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.6 | C | 1 |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.1 | B, D, F, G | 4 | In any order |

| Qu | Accept | Mark | Notes |
|------|------------|------|--------------|
| 02.2 | B, C, F, H | 4 | In any order |

| Qu | Accept | Mark | Notes |
|------|--|------|---|
| 03.1 | <ol style="list-style-type: none"> 1. Przemiany pokoleniowe 2. Kwestia mieszkania razem przed ślubem 3. Opinie na temat dobrego związku | 3 | <p>Re 1 accept: zmiany pokoleniowe</p> <p>Re 2, reject: Kwestia mieszkania/mieszkanie razem</p> |

| Qu | Accept | Mark | Notes |
|------|--|------|---|
| 03.2 | <ol style="list-style-type: none"> 1. Kiedy związek staje się poważny 2. Kiedy młodzi idą na swoje/usamodzielnią się 3. Kiedy mają swoje mieszkanie | 2 | <p>Any two</p> <p>Reject: Kiedy jest odpowiedni moment or Po to, żeby utrzymać mieszkanie, które kupili za wspólny kredyt</p> |

| Qu | Accept | Mark | Notes |
|------|---|------|--|
| 03.3 | <ol style="list-style-type: none"> 1. Podobna pozycja społeczna, np. wykształcenie i miejsce zamieszkania 2. Finanse/wspólne zobowiązania | 2 | <p>Reject:</p> <p>Re 1 Podobieństwa</p> <p>Re 2 Finanse w sensie dobrych perspektyw na zarobki</p> |

| Qu | Accept | Mark | Notes |
|------|---|------|---------|
| 03.4 | <ol style="list-style-type: none"> 1. Rośnie akceptacja związku partnerskiego 2. Równy podział ról pomiędzy małżonkami/mężem i żoną 3. Zwiększa się przychylność/tolerancja w stosunku do mniej tradycyjnych modeli związków | 2 | Any two |

Summary question

| Qu 04 | Accept | Mark | Notes |
|-----------------|--|------|---|
| Bullet 1 | Any two details 1. Pokazanie sztuki okresu art deco 2. Wprawienie odwiedzających w dobry nastrój 3. Promuje bal charytatywny z okazji 100-lecia powstania TPM | 2 | Reject: Pokazanie oryginalnych sukni, biżuterii, mebli, portretu Poli Negri |

| Qu | Accept | Mark | Notes |
|-----------------|---|------|--|
| Bullet 2 | Any two details 1. Powstało w 1916 2. Istniało jednak wtedy tylko dwa lata 3. W latach 1963-1983 działał Klub Młodych Przyjaciół Muzeum 4. Koniec XX wieku to zastój w rozwoju 5. W 2015 r. zmieniono nazwę i zaczęto promować mecenat | 2 | Reject: Pod koniec XX wieku brakowało pieniędzy, nie było zainteresowania stowarzyszeniem, zmieniały się strategie rządzących. |

| Qu | Accept | Mark | Notes |
|-----------------|---|------|-------|
| Bullet 3 | Any three details 1. Kupno cegiełki 2. Sponsorowanie ławki w parku 3. „Adopcja” obrazu Chełmońskiego 4. Kupno karty członkowskiej | 3 | |

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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 recording. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information from the stimulus, e.g. 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 the listening 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 88 words – AO3 5/5

Obecnie w Muzeum Narodowym można obejrzeć wystawę z okresu art deco, który miał miejsce na początku XX wieku. Wystawa wprawia w dobry nastrój i promuje bal z okazji setnej rocznicy powstania Towarzystwa Przyjaciół muzeum. Towarzystwo powstało w 1916 roku, ale działało tylko dwa lata. Koniec XX nie był dobry, bo Towarzystwo nie miało pieniędzy na rozwój. W 2015 sytuacja zaczęła się zmieniać, zmieniła się nazwa i zaczęto promować mecenat artystyczny, polega on między innymi na tym, że każdy może zasponsorować ławkę albo zaadoptować na rok jakiś znany obraz.

Summary 2 79 words – AO3 4/5

W Muzeum Narodowym jest wystawa o art deco, który miał miejsce na początku XX wieku. Wystawa wprawiła w dobry nastrój i zabawę z okazji setnej rocznicy powstania Towarzystwa Przyjacieli Muzeum. Towarzystwa jest od 1916 roku, ale było tylko przez dwóch lat. Koniec XX nie był dobry, bo Towarzystwo nie miało pieniędzy na rozwoju. W 2015 wszystko zaczęło się zmieniać, tak jak nazwa i teraz promuje się mecenat artystyczny, bo każdy może zasponsorować ławkę albo zaadoptować na jakiś znany obraz.

Summary 3 74 words – AO3 3/5

W Muzeum Narodowym jest wystawa o art deco, którego miał miejsce na początku XX wieku. Wystawa wprawiła w dobry nastrój i zabawę bo powstała od Towarzystwa Przyjacieli Muzeum. Towarzystwo jest od 1916 lata, ale było tylko przez dwóch lat. Koniec nie był dobry, bo Towarzystwo nie miało pieniędzy na rozwoju. W 2015 wszystko zaczęło się, tak jak pewna nazwa i mecenat dla sztuki, bo każdy może kupić ławkę albo jakiś znany obraz na rok.

Summary 4 76 words – AO3 2/5

W Muzeum Narodowym jest wystawa o art deco, którego były na początku XX wieku. Wystawa wprawiła w bardzo dobry nastrój i wszyscy poszli się bawić bo powstała od Towarzystwa Przyjacieli Muzeum. Towarzystwa jest od 1916 lata, ale jest tylko przez dwóch lat. Koniec nie ma dobry, bo Towarzystwo nie ma dać na rozwoju. W 2015 wszystko zaczęły się, tak jak pewna nazwa i mecenat dla sztuki, bo każdy już ma ławka albo jakiś rysownik do domu.

Summary 5 67 words – AO3 1/5

W Muzeum jest wystawami art deco, którego jest na początku XX wieku. Wystawa jest w humorze i wszyscy poszli się bawić bo od powstało Towarzystwu Przyjacieli Muzeum. Towarzystwa jest od lata, ale tylko trzech lat. Koniec nie ma dobry, bo ma dać nie ma na rozwoju. W 2015 wszystko jest, tak jak pewna nazwa i pieniądze dla sztuki, bo każdy już ma ławka albo rysuje o domu.

Section B Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling

Errors of spelling will not be tolerated.

Prefixes and suffixes, inflection of nouns and adjectives, conjugation of verbs and the use of appropriate tenses and aspects (perfective / imperfective) must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

| Qu | | | |
|-----|---|---|-----------------------------|
| 05 | The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks. | | |
| Box | | Accept | Reject |
| 1 | Although | Mimo że/Chociaż/Pomimo tego, że | Jednakże |
| 2 | traditionally a holy day, | tradycyjnie świąteczny/uznawany za święto | tradycyjny święty dzień |
| 3 | Easter Monday in Poland | Wielki Poniedziałek/Poniedziałek Wielkanocny w Polsce | |
| 4 | is these days | obecnie jest | w tych dniach |
| 5 | most often | najczęściej/bardzo często | |
| 6 | connected | utożsamiany/ łączony | połączony |
| 7 | with a specific practical joke - | z konkretnym/pewnym żartem/psikusem/dowcipem | ze specyficznym praktycznym |
| 8 | throwing water over people, | oblewania/polewania wodą ludzi | Rzucać wodę |
| 9 | sometimes over | i/a czasami na/ a czasami nawet | czasami nad |
| 10 | complete | całkowicie | kompletnymi |
| 11 | strangers. | obcych ludzi/nieznajomych | obcymi. |
| 12 | The day is called Smigus Dyngus | Ten dzień nazywany jest Śmigus Dyngus | |
| 13 | or Wet Monday | albo Lany Poniedziałek | |
| 14 | and, even when sunny, | I nawet jeśli świeci słońce/jest słonecznie | i nawet kiedy słonecznie |
| 15 | it's advisable | zaleca się | poradzi się |
| 16 | to venture out only | wychodzić tylko | wyjść |
| 17 | with an umbrella | z parasolem/parasolką | z parasolka |
| 18 | and a good sense of humour. | oraz/i dobrym humorem/w dobrym humorze. | i dobry humor |
| 19 | The roots | Korzenie | |
| 20 | of this practice | tego zwyczaju | |
| 21 | are thought to be | tkwią/uważa się, że leżą | |
| 22 | in the tradition of baptism | w tradycji chrztu | |
| 23 | (from the Christian perspective) | (z chrześcijańskiej perspektywy) | |
| 24 | and a more general | a bardziej ogólnie | |
| 25 | spring purification | w wiosennym oczyszczeniu | |

| | | | |
|----|-------------------------------------|---|--|
| 26 | (from pagan tradition). | (z tradycji pogańskiej). | |
| 27 | Some connect it | Niektórzy utożsamiają to | |
| 28 | with Mieszko I of Poland, | z Mieszko I/z Mieszkiem I z Polski, | |
| 29 | who married and became Christian | który ożenił się oraz przyjął chrzest | |
| 30 | on Easter Day in 966 AD. | w Wielkanoc w 966 roku/roku pańskiego. | |

[10 marks]

| Conversion grid | |
|-----------------|------|
| Number of ticks | Mark |
| 28-30 | 10 |
| 25-27 | 9 |
| 22-24 | 8 |
| 19-21 | 7 |
| 16-18 | 6 |
| 13-15 | 5 |
| 10-12 | 4 |
| 7-9 | 3 |
| 4-6 | 2 |
| 1-3 | 1 |
| 0 | 0 |

Section C

Multi-skill task

Assessment Objectives 1, 2 and 3

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 200 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 1

| Mark | AO1 |
|------|---|
| 9-10 | Very good evaluation of the source The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions. |
| 7-8 | Good evaluation of the source Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions. |
| 5-6 | Reasonable evaluation of the source Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions. |
| 3-4 | Limited evaluation of the source A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions. |
| 1-2 | Very limited evaluation of the source A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions. |
| 0 | The student produces nothing worthy of credit. |

Assessment Objective 2

| Mark | AO2 |
|------|--|
| 9-10 | <p>Very good evaluation of the source</p> <p>The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions</p> |
| 7-8 | <p>Good evaluation of the source</p> <p>Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p> |
| 5-6 | <p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 3-4 | <p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 1-2 | <p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 0 | <p>The student produces nothing worthy of credit.</p> |

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.

Possible content

- EU membership has presented a big and real opportunity for Poland to become an important part of Europe again
- Poland has always been at the heart of Europe, but the post-war division has created a feeling of isolation and sense of exclusion
- Change in perception of Poland by other countries
- Poland, as part of a bigger European community, has an impact on its processes and decisions
- Poles benefit from freedom of travel and open job market
- Country's infrastructure and wider economy have benefited from big investments
- Not all Poles seem to appreciate the change, young people in particular seem to take the EU membership benefits for granted – education system and a lack of perspective might be the reasons behind this
- A large number of young Poles take part in student exchange programmes and more and more foreign students choose Poland as a country for an exchange visit – mutual benefits
- Some EU investments are not based on a real need, possible mismanagement?
- Growing bureaucracy, which is becoming a financial burden for Polish taxpayers
- Little control over legal system
- Growing control of foreign corporations
- Emigration en masse – a 'brain drain' – its effect will be felt over future generations.

[30 marks]

(10 AO1, 10 AO2, 10 AO3)