



General Certificate of Education

Polish 1685 *Specification*

PLSH1 Reading and Writing

Mark Scheme

2009 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.

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Set and published by the Assessment and Qualifications Alliance.

Unit 1**Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		% of AS	Marks
A02	Response to written language	75	75
A03	Knowledge of grammar	25	25
	TOTAL	100	100

The marks will be allocated in the following way.

	A02	A03
Section 1	35	10
Section 2	10	
Section 3	30	15

Section 1**1(a)**

		Marks	Accept	Reject
1 (a) (i)	Dziecku powinno się zacząć czytać jak najwcześniej, już niemowle rozumie / a najlepiej wtedy, kiedy jego rodzice są dziećmi.	1		
1 (a) (ii)	Rodzice, którym czytano w dzieciństwie najwięcej czytają dzieciom.	1		
1 (a) (iii)	Dziecko rozumie, że jest bezpiecznie, przyjemnie, że ktoś trzyma je w ramionach i mówi do niego ciepłym głosem, pokazuje kolorowe obrazki.	4		
1 (a) (iv)	Nauka języka polega głównie na słuchaniu.	1		
1 (a) (v)	Dziecko uczy się nowych słów i wyrażeń.	2		
1 (a) (vi)	Zdaniem autorki, wszystko dzisiaj jest postawione na głowie, ponieważ rodzice często dbają o to, żeby maluch w przedszkolu uczył się angielskiego, a nie dbają o to, żeby dobrze opanował język ojczysty.	1		
1 (a) (vii)	Czekając w poczekalni u dentysty natrafiła w tygodniku na artykuł ” 20 minut dziennie to wszystko, czego nam potrzeba”/ znalazła artykuł mówiący o potrzebie czytania. Dzieciom.	1		
1 (a) (viii)	Artykuł uświadomił autorce jak ważne jest czytanie / trzeba czytać od urodzenia	1		
1 (a) (ix)	Czytanie zaspakaja potrzeby dziecka na płaszczyźnie psychicznej, umysłowej i moralnej. Buduje więź między dzieckiem a rodzicem, zaspakaja potrzebę miłości i bezpieczeństwa	3		
1 (a) (x)	Dziecko, któremu czytamy zaczyna myśleć, ma poczucie bezpieczeństwa, miłości i wartości. Poznaje piękne wzorce zachowań i lepiej się przez to zachowuje. Dziecko któremu nie czytamy czuje się źle i często postępuje źle, ma kompleksy i kłopoty ze sobą.	4		
1 (a) (xi)	Rodzice często zrzucają odpowiedzialność na nauczycieli i trenerów.	2		

		Marks	Accept	Reject
1 (a) (xii)	Pod maską agresji dzieci często ukrywają brak poczucia własnej wartości.	1		
1 (a) (xiii)	Rodzice powinni zrezygnować z mniej ważnych spraw i przyjemności i zainwestować w dziecko.	3		
1 (a) (xiv)	Wprowadza się do programów szkolnych głośne czytanie ponieważ rodzice sami mało czytają. aby zachęcić rodziców do czytania	1		
1 (a) (xv)	Any response that is to the point and includes four pieces of information to obtain full marks.	4		

Total marks = 30 marks

1(b)

		Marks	Accept	Reject
1 (b) (i)	P	1		
1 (b) (ii)	F	1		
1 (b) (iii)	P	1		
1 (b) (iv)	?	1		
1 (b) (v)	P	1		
	Total	5		

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 little or no 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 (A02)
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	Knowledge of Written Language (A02)
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 (A03)
12-15	The knowledge and use of most structures is good. There is 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 structures. 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