



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

**Polish**

**PLSH2**

**(Specification 2685)**

**Unit 2: Reading and Writing**

**Final**

***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.

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.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**Unit 2**

The assessment objectives will be allocated in the following way.

		<b>% of A2</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	20		20
Section 2	15	5	20
Section 3	40	20	60

**Section 1**

Answers should indicate that:

- candidates are able to identify the relevant information in the passage;
- candidates are able to convey this information in their own words.

Q	Accept	Marks	Reject
1 (a) (i)	Nasze sumienie kształtują rodzice, wychowawcy, lektury, filmy i nasze własne przemyślenia.	3	

Q	Accept	Marks	Reject
1 (a) (ii)	Nasze sumienie daje znać o sobie, gdy musimy podjąć jakąś kontrowersyjną dla nas decyzję lub gdy zrobiliśmy coś sprzecznego z naszym sumieniem/ naszym systemem wartości/ gdy zachowaliśmy się niestosownie.	2	

Q	Accept	Marks	Reject
1 (a)(iii)	Nie możemy spać, rozpamiętujemy nasze zachowanie/uczynki i zadajemy sobie pytanie: jak mogliśmy tak postąpić? Przestajemy wierzyć samemu sobie, tracimy do siebie zaufanie, czujemy do siebie wstręt, myślimy, że cały świat widzi, jak podle postąpiliśmy.	3	

Q	Accept	Marks	Reject
1 (a) (iv)	Najlepsze rozwiązanie – zadośćuczynienie. Powinniśmy naprawić krzywdę, jeśli to możliwe lub przyznać się do winy, jeśli krzywd nie da się odwrócić.	2	

Q	Accept	Marks	Reject
1 (a) (v)	Powodzenie znajomości zależy od zbieżności naszego sumienia z sumieniem drugiej osoby.	1	

Q	Accept	Marks	Reject
1 (a) (vi)	Student's answer to the question set by the author of the article containing 4 pieces of information.	4	



<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1 (b) (i)	F	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1 (b) (ii)	P	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1 (b) (iii)	F	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1 (b) (iv)	?	1

<b>Q</b>	<b>Accept</b>	<b>Marks</b>
1 (b) (v)	P	1

**Total marks for this part = 20 marks**

**Section 2**

Passage for translation.

**Total marks = 20**

For section 2, the following criteria will be used for response to written language (AO2).

<b>Response to Written Language (AO2)</b>	
12-15	Very good understanding of the original and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
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.
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.
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.
0-1	Little or nothing of merit.

For section 2, the following criteria will be used for knowledge of grammar (AO3).

<b>Knowledge of Grammar (AO3)</b>	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

**Section 3**

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Response to Written Language = 20 marks (AO2)  
 Knowledge of Grammar = 10 marks (AO3)

<b>Response to Written Language (A02)</b>	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence are not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero source will automatically result in a zero score for the answer as a whole.

<b>Knowledge of Grammar (AO3)</b>	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension

**Total for Section 3 = 30 marks x 2 = 60 marks**  
**Total for Unit 2 = 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.