
AS-LEVEL

Polish

Unit 1 Reading and Writing
Mark scheme

1685
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Version: 1: Final

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

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)	Wiele kolekcji i zbiorów mogłoby okazać się bezwartościowymi gdyby wykryto wszystkie fałszerstwa (fałszywki).	1		
1(a) (ii)	Kopie miały te samą wartość co oryginały ponieważ były wykonane z równie drogich materiałów, ich wykonanie wymagało od kopiującego artysty tyle samo wysiłku i talentu co wykonanie oryginału.	3		
1(a) (iii)	Michelangelo wyrzeźbił śpiącego Kupidyna, który niczym się nie różnił od starożytnych wzorów/wyglądał jak starożytna rzeźba.	2		
1(a) (iv)	Zakopał w ziemi o dużej zawartości kwasów, żeby rzeźba wyglądała jakby miała kilka wieków.	2		
1(a) (v)	Kardynał odkrył fałszerstwo, zażądał zwrotu kosztów, zachwycił się talentem młodego artysty, zaprosił go do siebie do Rzymu i został jego protektorem / opiekunem / mecenasem / patronem.	4		
1(a) (vi)	Londyn był ośrodkiem handlu dziełami sztuki.	1		
1(a) (vii)	Kupujący kierowali się względami estetycznymi i nazwiskiem autora.	2		
1(a) (viii)	Najprostszym sposobem było podpisywanie nieznanymi obrazów znanymi nazwiskami.	1		
1(a) (ix)	Malarze brali obraz mało znanego autora i przerabiali go tak, by wyglądał jak znane dzieło lub używano stylizacji (gdzie fałszerz brał elementy z kilku obrazów znanego artysty i umieszczał je na jednym płótnie).	2		
1(a) (x)	Fałszerze pokrywali kopie specjalnym lakierem i suszyli je na słońcu.	2		

1(a) (xi)	Thomas Keating był angielskim konserwatorem i mistrzem w podrabianiu obrazów/ fałszerzem obrazów.	2		
1(a) (xii)	Keating na malowidle zostawiał napis ołowianym bielidłem, czasem używał współczesnych farb albo dorysowywał jakiś nieistniejący w oryginale element.	3		
1(a) (xiii)	Keating fałszował obrazy jako protest przeciwko modzie na awangardę i bogacenie się krytyków i handlarzy.	2		
1(a) (xiv)	Na rynku dzieł sztuki trwa wyścig między ekspertami i fałszerzami, metody wykrywania są coraz doskonalsze, a liczba fałszerzy rośnie.	2		
1(a) (xv)	Współczesny rynek nie może istnieć bez podróbek, ponieważ od 10% do 40% sławnych dzieł sztuki to podróbki/ Ponieważ wiele zbiorów muzealnych jest fałszywkami.	1		

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)	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

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