



# **General Certificate of Secondary Education**

## **Polish 3686**

**3686/W Writing**

## **Mark Scheme**

*2007 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.

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.

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**WRITING TEST****MARK SCHEME PART ONE****Principles of Marking**

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

**MARK ALLOCATION**

	Communication	Quality of Language	Total
List	2		2
Message	12	8	20
Letter	8	12	20
Text	8	12	20
Total	30	32	62

**QUESTION 1 - List Question**

This question will be assessed for Communication only.

Marks	Degree of Communication
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark – 2

**QUESTION 2 - Message Question**

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

**DEGREE OF COMMUNICATION**

For each of the six tasks, the following criteria will be used.

<b>Marks</b>	<b>Degree of Communication</b>
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

**QUALITY OF LANGUAGE**

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

<b>Marks awarded for Communication</b>	<b>Marks available for Quality of Language</b>	<b>Quality of Language</b>
0 - 1	0	Inaccuracy is almost always a barrier to communication.
2 - 4	1 - 2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
5 - 6	3 - 4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
7 - 8	5 - 6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
9 - 12	7 - 8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Maximum mark 12 + 8 = 20

**QUESTION 3 - Letter Question**

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

**DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

**Tasks to Marks - Degree of Communication**

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1	1		Communicates <i>a little</i> basic information (e.g. simple facts).
2 – 8 (0 Dev)	2		
3 - 8 (1 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
3 - 8 (2 Dev)	4		
5 - 8 (3 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
5 - 8 (4 Dev)	6	Must include an opinion, if not, revert to 4 marks	
7 - 8 (5 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
7 - 8 (6 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

<b>Range / Complexity</b>	<b>Marks</b>	<b>Accuracy</b>
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	<b>0</b>	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	<b>1</b>	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	<b>2</b>	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	<b>3</b>	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	<b>4</b>	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	<b>5</b>	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	<b>6</b>	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

**QUESTION 4 – Text Question**

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

**DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task. The candidate's response should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

**Tasks to Marks - Degree of Communication**

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 – 4 (0 Dev)	1		Communicates <i>a little</i> basic information (e.g. simple facts).
1 - 4 (1 Dev)	2		
2 - 4 (2 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
2 - 4 (3 Dev)	4		
3 - 4 (4 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
3 - 4 (5 Dev)	6	Must include an opinion, if not, revert to 4 marks	
4 (6 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
4 (7 - 8 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than one mark higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

<b>Range / Complexity</b>	<b>Marks</b>	<b>Accuracy</b>
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	<b>0</b>	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	<b>1</b>	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	<b>2</b>	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	<b>3</b>	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	<b>4</b>	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	<b>5</b>	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	<b>6</b>	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the paper is 62.



**PART TWO**

## Question 1

**Name four rooms in a house.**

Accept any four understandable items. Tick each word you accept and cross each word you reject.

0	0 understandable words
1	1-2 understandable words
2	3-4 understandable words

(2 marks)

**Some common/possible candidate responses and what to do with them:**

<b>Accept</b>	<b>Reject</b>
pokój gościnny/jadalny/dziecinny †	living rum/liwing rum
duży pokój/mały pokój ‡	pokój
hol	przebudówka
garaż	

† If you accept one of these words, do **not** accept a synonym as well, thus pokój gościnny and salon would gain only one mark.

‡ Duży pokój **or** mały pokój can gain a mark, but writing both **cannot** gain 2 marks.

This is not an exhaustive list. Please contact the Principal Examiner with additional queries.

## Question 2

There are 6 tasks. Award 0, 1 or 2 marks per attempted task. Write the mark in the margin across from the task. A global mark of up to 8 is then awarded for Quality of Language.

Task	2 Marks	1 Mark	0 Marks
a	Moim ulubionym sportem jest...	No attempt at a sentence/ one word answer	Required message is not communicated
b	Chciałbym/chciałabym nauczyć się...	No attempt at a sentence	Required message is not communicated
c	Dobrze jest ćwiczyć, aby być zdrowym	No attempt at a sentence/ one word answer	Required message is not communicated
d	Ćwiczę .... razy dziennie/tygodniowo/miesięcznie	No attempt at a sentence	Required message is not communicated
e	Powinno się jeść dużo owoców/sałatek/jarzyń	No attempt at a sentence	Required message is not communicated
f	Najbardziej lubię jeść	No attempt at a sentence	Required message is not communicated

(20 marks)

The mark for Quality of Language will depend on the mark given for communication. **There must be no diversion from the conversion chart printed in Part 1 of the Mark Scheme.**

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

## Question 3

- Place a tick in the margin at the point where the task has been accomplished.
- Place a cross if a task is attempted, but not successfully conveyed.
- When a Development has been accomplished, write D in the margin. Any form of development of a given task is acceptable.

**Only one development per task in this question.**

Task	Minimum	Development
1	Opisz miejsce, gdzie spędziłeś wakacje.	Full description of <b>place</b> . <b>D1</b> <b>Use of adjectives OR opinions</b>
2	Jaka była pogoda?	Use of adjectives <b>OR opinions</b> in description. <b>D2</b>
3	Jakie były miejsca rozrywek?	<b>Full</b> description of recreational places. <b>D2</b>
4	Co robiłeś/aś podczas wakacji? <b>Simple response</b>	How they spent their time. <b>At least 2 noteworthy details</b> . <b>D3</b>
5	Opisz wycieczkę lub miejsce, które zwiedziłeś. <b>Simple response “pojechaliśmy do Warszawy”</b>	Full description of trip or place of interest visited. <b>Must include adjectives, details OR opinions</b> . <b>D3</b>
6	Co ci się podobało i nie podobało podczas wakacji?	<b>Must include both</b> likes and dislikes for a development. <b>D4</b>
7	Co lubisz brać ze sobą na wakacje? <b>Name of item only.</b>	Include a description of the item and reason for <b>OR</b> consequence of taking it. <b>D5</b>
8	Jakie wakacje planujesz w przyszłym roku? Dlaczego?	A short description of plans for next year, <b>reason</b> and <b>justification</b> . <b>D6</b>

(20 marks)

## Question 4

- Place a tick in the margin at the point where the task has been accomplished.
- Place a cross in the margin if a task is attempted, but not successfully conveyed.
- When a Development has been accomplished, write D1 for the first, D2 for the second, etc.

**Developments in this question must take the form of an additional phrase / idea to an accepted task. Up to two developments per task in this question.**

Task	Minimum	Development
<b>1</b>	Który z zawodów wydaje Ci się najbardziej ciekawy? Dlaczego?	Any description of a job. <b>D1</b> Reason for liking that particular job. <b>D2</b>
<b>2</b>	Co chciałbyś studiować? Dlaczego? W jaki sposób musisz się do tego przygotować?	<b>Full</b> description of future studies. <b>AND/OR</b> Reason for choosing it. <b>D3</b> How you should prepare for it. <b>D4</b> <b>Must include reason/justification</b>
<b>3</b>	Kto miał największy wpływ na twoją decyzję? ( <b>Just person mentioned. "moja mama"</b> ) <b>Can also accept Co miało if appropriate.</b>	Who influenced him/her most. <b>D5</b> <b>+ extra detail (e.g. adjective)</b> How were they influenced giving <b>reasons</b> and <b>justification</b> . <b>D6</b>
<b>4</b>	Jakie problemy mogą być związane z twoim przyszłym zawodem?	Is able to foresee any problems with his/her future job... <b>D7</b> ... and <b>justify it</b> . <b>D8</b>

(20 marks)

## Quality of language (Q3 &amp; 4)

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together. †	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some <b>successful attempts</b> at a variety of structures including attempts <b>at longer sentences</b> using appropriate <b>linking words</b> . ‡ Some personal opinions are successfully expressed. <i>There are successful attempts at using more than one time frame.</i>	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable
There is a wider range of vocabulary and structure which communicates descriptions and opinions with <b>some precision</b> . Longer sentences, including the use of <b>subordinate clauses</b> , <sup>n</sup> are used more regularly and with increasing success.	5	Inaccuracies are <b>mainly</b> of a <b>minor</b> nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A <b>wide range</b> of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are <b>hardly any</b> major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

## Notes

The assessment criteria for range & complexity and accuracy were explained thoroughly at the Standardisation Meeting. Key points are highlighted above.

† Linking words such as *i, bo, ale, dlatego, że ...*

‡ This should be more than just *jest* + a list. Appropriate words or phrases include *później, w ostatnią / następną sobotę*, etc.

<sup>n</sup> Note the plural form. *Ponieważ, że* indicates a subordinate clause

There must be more than one time frame to receive a mark of 4 or above in R/C

\* **A major error interferes with communication.** Genders and possessives are minor errors.