

GCSE

POLISH

Unit 2 – Reading
Mark Scheme

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Version 1.0 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

READING & LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a student may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, students are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where students are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM)
 - 4/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and 4 are both used by the student).

5. In multiple choice questions where students must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
7. Where a student has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
8. Where a student spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a student offers two different responses in English or in the target language, eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

Question	Accept	Marks	Reject / Notes
1 (a)	A, C, F In any order	3	

Question	Accept	Marks	Reject / Notes
1 (b)	B	1	

Question	Accept	Marks	Reject / Notes
1 (c)	C	1	

Question	Accept	Marks	Reject / Notes
2 (a)	A	1	

Question	Accept	Marks	Reject / Notes
2 (b)	D	1	

Question	Accept	Marks	Reject / Notes
2 (c)	F	1	

Question	Accept	Marks	Reject / Notes
3 (a)	A	1	

Question	Accept	Marks	Reject / Notes
3 (b)	B	1	

Question	Accept	Marks	Reject / Notes
4 (a)	A	1	

Question	Accept	Marks	Reject / Notes
4 (b)	E	1	

Question	Accept	Marks	Reject / Notes
4 (c)	F	1	

Question	Accept	Marks	Reject / Notes
4 (d)	B	1	

Question	Accept	Marks	Reject / Notes
4 (e)	C	1	

Question	Accept	Marks	Reject / Notes
5 (a)	T/True	1	

Question	Accept	Marks	Reject / Notes
5 (b)	F/False	1	

Question	Accept	Marks	Reject / Notes
5 (c)	F/False	1	

Question	Accept	Marks	Reject / Notes
5 (d)	?/Not in the text	1	

Question	Accept	Marks	Reject / Notes
5 (e)	T	1	

Question	Accept	Marks	Reject / Notes
6 (a)	B	1	

Question	Accept	Marks	Reject / Notes
6 (b)	A	1	

Question	Accept	Marks	Reject / Notes
7 (a)	P/Past	1	Answers written in a language other than English

Question	Accept	Marks	Reject / Notes
7 (b)	F/Future	1	Answers written in a language other than English

Question	Accept	Marks	Reject / Notes
8 (a)	A	1	

Question	Accept	Marks	Reject / Notes
8 (b)	B	1	

Question	Accept	Marks	Reject / Notes
8 (c)	A	1	

Question	Accept	Marks	Reject / Notes
8 (d)	B	1	

Question	Accept	Marks	Reject / Notes
9 (a)	T/True	1	

Question	Accept	Marks	Reject / Notes
9 (b)	T/True	1	

Question	Accept	Marks	Reject / Notes
9 (c)	F/False	1	

Question	Accept	Marks	Reject / Notes
9 (d)	?/Not in the text	1	

Question	Accept	Marks	Reject / Notes
9 (e)	T/True	1	

Question	Accept	Marks	Reject / Notes
9 (f)	F/False	1	

Question	Accept	Marks	Reject / Notes
10 (a)	P	1	

Question	Accept	Marks	Reject / Notes
10 (b)	N	1	

Question	Accept	Marks	Reject / Notes
10 (c)	P+N	1	

Question	Accept	Marks	Reject / Notes
10 (d)	P	1	

Question	Accept	Marks	Reject / Notes
10 (e)	P+N	1	

Question	Accept	Marks	Reject / Notes
10 (f)	N	1	

Question	Accept	Marks	Reject / Notes
11 (a)	D	1	

Question	Accept	Marks	Reject / Notes
11 (b)	G	1	

Question	Accept	Marks	Reject / Notes
11 (c)	A	1	

Question	Accept	Marks	Reject / Notes
11 (d)	H	1	

Question	Accept	Marks	Reject / Notes
11 (e)	B	1	

Question	Accept	Marks	Reject / Notes
11 (f)	<p>People <u>spend a lot of money</u> on cleaning products, <u>but rarely use</u> them!</p> <p>People forget to use the products</p> <p>We spend money on products we never use</p> <p>People waste money</p>	1	Anything similar which conveys the same message

Question	Accept	Marks	Reject / Notes
12 (a)	<p>Have a rest/relax (1)</p> <p>Write a book/books (about the people she has helped) (1)</p>	2	Any similar sense conveyed in English

Question	Accept	Marks	Reject / Notes
12 (b)	<p>Awful because buildings were not fit for purpose/old/barracks (1)</p> <p>Awful because no electricity/used oil lamps/no light (1)</p> <p>Awful because she worked till late (and there was no bus to take her home) (1)</p> <p>When it snowed she was taken home on a sleigh! (1)</p> <p>Awful because of (widespread) poverty (1)</p>	2	<p>Any two answers in any order</p> <p>Any similar sense conveyed in English</p>

Question	Accept	Marks	Reject / Notes
12 (c)	<p>She talked to people (for hours) (1)</p> <p>She led workshops/advice sessions/lessons for parents (1)</p> <p>She was a good listener (1)</p> <p>She did not criticise parents (1)</p> <p>She gave hope to parents (1)</p> <p>She was an authority (1)</p> <p>She gave problem solving advice (1)</p> <p>She did not make people feel incompetent/inadequate (1)</p> <p>She informed of the dangers of letting children watch too much TV (1)</p>	3	<p>Any three answers in any order</p> <p>Any similar sense conveyed in English</p>

Question	Accept	Marks	Reject / Notes
12 (d)	<p>It showed the importance of consistency when disciplining/bringing up children (1)</p> <p>It showed the importance of talking to your children/finding time for your children (to ensure a healthy relationship) (1)</p> <p>It showed the importance of not being confrontational (1)</p>	2	<p>Answers can appear in any order</p> <p>Any similar sense conveyed in English</p> <p>It showed the need to be strict</p>

Question	Accept	Marks	Reject / Notes
13 (a)	<p>They had to divert/move 2 rivers (along with the fish in them) (1)</p> <p>Change the direction/flow</p> <p>They had to divert/move a road (1)</p> <p>There were separate groups of Engineers (1)</p>	2	<p>Answers can appear in any order</p> <p>Any similar sense conveyed in English</p> <p>Lake instead of river</p> <p>Any reference to fish alone</p>

Question	Accept	Marks	Reject / Notes
13 (b)	<p>There was a runway/landing strip (in use) on either side of the building site (1)</p> <p>There was a busy road (one of the busiest roads in the UK) next to the building site (1)</p>	2	<p>Answers can appear in any order</p> <p>Any similar sense conveyed in English</p> <p>Racing track instead of runway</p> <p>Lake instead of river</p> <p>Roads (by itself)</p>

Question	Accept	Marks	Reject / Notes
13 (c)	<p>Lots of different projects/tasks taking place/happening <u>at the same time/simultaneously</u> (1)</p> <p>No space to store anything (on site) (1)</p>	2	<p>Answers can appear in any order</p> <p>Any similar sense conveyed in English</p> <p>Reject answers referring to lots of projects (without reference to them taking place at the same time/all at once)</p>

Question	Accept	Marks	Reject / Notes
13 (d)	<p>Tunnels flooded/leaked and drowned workmen/filled with water (1)</p> <p>Tunnels collapsed/caved in/subsided (1)</p>	2	<p>Answers can appear in any order</p> <p>Any similar sense conveyed in English</p> <p>Tunnels destroyed/damaged (not specific enough)</p>

Question	Accept	Marks	Reject / Notes
13 (e)	<p><u>A verb is required in each point to gain the mark</u></p> <p>They work in groups (1)</p> <p>Health & safety comes first/is important (1)</p> <p>They have machines to help (1)</p> <p>They have protective clothing (1)</p>	2	<p>Answers can appear in any order</p> <p>Any 2 of the answers are acceptable</p> <p>Any similar sense conveyed in English</p> <p>Health & Safety (no verb)</p> <p>Security (too vague, no verb)</p>

Total = 65 marks