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# AS-LEVEL

## Polish

Unit 1 – PLSH1 - Reading and Writing  
Mark scheme

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1685  
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Version: 1.0 Final

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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](http://aqa.org.uk)

**Unit 1****Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		<b>% of AS</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	35	10	45
Section 2	10		10
Section 3	30	15	45

**Section 1****1(a)**

		<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
1(a) (i)	Matka była aktorką, a ojciec reżyserem teatralnym.	2		
1(a) (ii)	Wychowywał się w atmosferze miłości i szacunku.	2		
1(a) (iii)	Dwa wstrząsające wydarzenia to – odejście matki od ojca i porwanie przez ojca małego Rudolfa.	2		
1(a) (iv)	Rodzina mogła żyć na wysokim poziomie dzięki pracowitości Modrzejewskiej i jej rozwijającej się karierze aktorskiej, sławie i małżeństwu z Chłapowskim.	3		
1(a) (v)	Dzięki małżeństwu z hrabią Chłapowskim Modrzejewska zyskała awans społeczny, nowe kontakty i oddanego towarzysza na resztę życia.	3		
1(a) (vi)	Muzyka, mosty, sport, gimnastyka i konie to główne zamiłowania Rudolfa.	2		
1(a) (vii)	Wyjazd był pomysłem Rudolfa.	1		
1(a) (viii)	Modrzejewska w Anaheim założyła kolonię artystyczną.	1		
1(a) (ix)	Ameryka przyjęła ich ciepło, otoczyła opiekuńczym ramieniem i była trampoliną do sukcesu matki i syna.	2		
1(a) (x)	Modrzejewski wyjechał na studia techniczne do Francji.	1		
1(a) (xi)	Podjął pracę konstruktora mostów, miał z tej pracy dużo satysfakcji i dała mu ona wysoką pozycję społeczną i ekonomiczną.	3		
1(a) (xii)	Jako pierwszy użył betonu do budowy mostów.	1		

1(a) (xiii)	Film opowiada o życiu prywatnym Rudolfa Modjeskiego, o jego karierze jako konstruktora mostów i wpływie jego dzieł na rozwój Ameryki.	2		
1(a) (xiv)	Reżyserka ma nadzieję, że dzięki filmowi poznamy osiągnięcia wielkiego Polaka i podbudujemy naszą dumę narodową.	2		
1(a) (xv)	Stały się łącznikiem między miastami, ulicami, ludźmi, a więc narzędziem rozwoju ludzkości/przyczyniły się do postępu, do tego, że ludzie mogli szybciej i wygodniej pokonywać naturalne przeszkody. Mosty przyczyniły się do rozwoju komunikacji. Akceptujemy inne sformułowania jeśli dają one odpowiedź na zadane pytanie, ale nie akceptujemy powtórzenia słów z pytania.	3		

**Total marks = 30 marks**

**1(b)**

		Marks	Accept	Reject
1(b) (i)	F	1		
1(b) (ii)	P	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.

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
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**

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
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.

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
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**