



**General Certificate of Education (A-level)**  
**June 2011**

**Polish**

**PLSH1**

**(Specification 2685)**

**Unit 1: Reading and Writing**

***Mark Scheme***

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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.

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## Unit 1

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)	Chopin był częstym gościem na salonach, ponieważ w 2010 roku była obchodzona 200 rocznica urodzin Chopina i rok 2010 był ogłoszony Rokiem Chopinowskim.	1		
1 (a) (ii)	Mikołaj zabrał ze sobą skrzypce, flet i kilka książek Woltera.	2		
1 (a) (iii)	Mikołaj Chopin poznał przyszłą żonę w majątku Fryderyka Skarbka w Żelazowej Woli.	1		
1 (a) (iv)	Miał różne prace, był nauczycielem Fryderyka Skarbka, wykładał w Liceum Warszawskim, uczył francuskiego i niemieckiego, grał na instrumentach i prowadził z żoną pensjonat.	3		
1 (a) (v)	Fryderyk nie skończył liceum, ponieważ rodzina uznała to za stratę czasu. Podjął naukę w konserwatorium.	1		
1 (a) (vi)	Uznano go za cudowne dziecko, ponieważ sam nauczył się grać i umiał ze słuchu odtworzyć każdą melodię i potrafił improwizować.	2		
1 (a) (vii)	Rodzice dbali o jego rozwój umysłowy i fizyczny. Wychowany w ciepłej atmosferze, był kochany i chwalony; dało mu to poczucie własnej wartości, pewności kim był, co znaczył, ile był wart.	4		
1 (a) (viii)	Profesor Żywny uważał, że nie należy przeszkadzać tak utalentowanemu chłopcu i pozwolił mu do wszystkiego dochodzić samemu.	2		
1 (a) (ix)	Nauczył go zasad harmonii i kompozycji oraz zaznajomił go z muzyką Bacha.	2		
1 (a) (x)	Chopin miał 7 lat.	1		

		Marks	Accept	Reject
1 (a) (xi)	Ważny był dla niego ubiór, moda – krój surduta, spodni, fason kapelusza, rękawiczki. Był modnisiem.	2		
1 (a) (xii)	Opuścił Warszawę, aby uniknąć zbliżającego się wybuchu powstania, i aby zrobić karierę.	1		
1 (a) (xiii)	Był mile widziany na salonach towarzyskich ponieważ był dowcipny, dobrze wychowany, mówił po francusku, niemiecku, angielsku i po włosku. Był duszą towarzystwa.	3		
1 (a) (xiv)	George Sand była kobietą wyjątkową – spokrewniona z królami Francji, pisarka, baronowa. Nosila spodnie, paliła cygara. Pomimo swojego temperamentu była bardzo opiekuńcza.	3		
1 (a) (xv)	Any answer expressing student's two comments on the above article.	2		

**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)	P	1		

**Total marks = 5 marks**

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
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 little or no 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

Marks	Knowledge of 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 structures. 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**

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)