



General Certificate of Education

Polish 5686 *Specification*

POL1 Responsive Writing

Mark Scheme

2008 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.

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Set and published by the Assessment and Qualifications Alliance.

Unit 1**Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		% of AS	Marks
A02	Response to written language	65	65
A03	Knowledge of grammar	25	25
A04	Knowledge of society	10	10
	TOTAL	100	100

The marks will be allocated in the following way.

	A02	A03	A04
Section 1	27	10	3
Section 2	15		
Section 3	23	15	7

Section 1

Question	Accept	Marks
a	Zdaniem autora artykułu, warto uczyć się języka polskiego, bowiem nigdy nie wiadomo, kiedy nam się to przyda. Może zostaniemy tłumaczami, lub lektorem może dostaniemy pracę, gdzie znajomość polskiego będzie potrzebna i zapewni nam awans. Pomaga też w określeniu własnej tożsamości i kulturowego dziedzictwa.	2
b	Ewa zna polski, niemiecki, hiszpański, francuski i angielski.	2
c	Ewa mówi świetnie po polsku, ma poprawną wymowę i bogate słownictwo.	2
d	Ewa uważa, że bycie dwujęzyczną pomogło jej w nauce języków obcych.	1
e	Rodzice obawiają się, że dziecku pomiesza się języki i może to opóźnić ich rozwój.	2
f	W Kanadzie, Szwajcarii czy Belgii dwu- i wielojęzyczność spotyka się od setek lat.	1
g	Badania wykazują, że dorastanie w dwujęzycznym środowisku wpływa na przyszłe zdolności językowe dzieci, wpływa pozytywnie na rozwój dziecka ułatwia naukę kolejnych języków oraz rozwija zdolność abstrakcyjnego myślenia.	3
h	Wielojęzycznym dzieciom zdarza się używać w jednym zdaniu słów z różnych języków / mieszać języki i popełniać błędy językowe.	2
i	Pierwszy dotyczy rodzin mieszanych, w których każde z rodziców komunikuje się z dzieckiem w swoim ojczystym języku. Druga metoda dotyczy rodzin emigranckich, gdzie w domu używa się języka ojczystego rodziców, natomiast języka otoczenia dziecko uczy się od otoczenia, native speakers, w szkole, poza domem.	4
j	Przykładem jest pokolenie dzieci urodzonych w Anglii, których rodzice przyjechali tutaj po II wojnie światowej.	1
k	Najlepsze wyniki gwarantuje konsekwencja i zachęcanie dziecka do interakcji poprzez zabawy, filmy i książki.	2
l	W uczeniu języka pomaga zabawa, płyty, filmy, książki, wyjazdy i spędzanie wakacji w Polsce i uczęszczanie do polskiej szkoły.	1
m	Polskie szkoły dają dzieciom możliwość kontaktu z innymi dziećmi, pomagają rozwijać ich umiejętności językowe i pogłębiają wiedzę o kulturze i historii kraju ich rodziców.	3
n	Odpowiedź na temat, zawierająca wystarczająco informacji na cztery punkty i wyrażająca własne zdanie kandydata na problemy poruszane w artykule.	4
Total		30

Marks	Knowledge of Grammar (AO3)
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
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.

Total for Section 1 = 40 marks

Section 2

For the translation, the following criteria will be used.

Marks	Response to Written Language (A02)
0-1	Little or nothing of merit.
2-4	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.
5-7	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.
8-11	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.
12-15	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.

Total for Section 2 = 15 marks

Section 3

Marks	Knowledge of Grammar (A03)
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.
3-5	The level of manipulation of structures and the number of errors make comprehension difficult.
6-8	There is some awareness of structure. There are still basic errors but communication is generally maintained.
9-12	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
13-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.

Marks	Knowledge/Response/Reaction (A02/A04)
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
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.
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
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.

Total for Section 3 = 45 marks

Total for Unit 1 = 100 marks