



General Certificate of Education

Polish 6686

POL2 Culture and Society

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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Unit 2

The assessment objectives will be allocated in the following way.

| | | % of A2 | Marks |
|-----|------------------------------|----------------|--------------|
| A02 | Response to written language | 45 | 45 |
| A03 | Knowledge of grammar | 25 | 25 |
| A04 | Knowledge of society | 30 | 30 |
| | TOTAL | 100 | 100 |

The marks will be allocated in the following way.

| | A02 | A03 | A04 |
|------------|------------|------------|------------|
| Section 1a | 10 | | |
| Section 1b | 5 | 5 | |
| Section 2 | 30 | 20 | 30 |

Section 1

| Question | Accept | Marks |
|-----------------|---|--------------|
| (i) | Dialekt odnosi się do całości języka – gramatyki, słownictwa i wymowy podczas gdy akcent odnosi się tylko do wymowy. | 3 |
| (ii) | Autorka czuje się dobrze w Londynie, bo jest to miasto, w którym jest wiele akcentów i dialektów i właśnie ta różnorodność sprawia, że chociaż się nie jest Londyńczykiem, nie czuje się w tym mieście obco. | 3 |
| (iii) | <p>Any response answering the question and giving four pieces of information will be accepted.</p> <p>Zgadzam się, z autorką artykułu, że w Londynie się słyszy przeróżne dialekty i akcenty. Podoba mi się ta różnorodność, czyni ona miasto ciekawszym i bardziej przyjaznym dla cudzoziemców, którzy jak autorka, nie czują się w nim obco. Jednak czasem myślę, że byłoby łatwiej, gdyby np. w radio i w telewizji więcej osób używało standardowej wymowy, myślę, że to by ułatwiło zrozumienie szczególnie cudzoziemcom i emigrantom.</p> | 4 |
| | Total | 10 |

Answers should indicate that:

- candidates are able to identify the relevant information in the passage;
- candidates are able to convey this information in their own words.

(b) Passage for translation.

**Total = 10 marks
(See grids overleaf)**

For section 1b the following criteria will be used for response to written language (A02)

| Response to Written Language (A02) | |
|---|--|
| 0-1 | Passage inaccurately translated; overall meaning not conveyed successfully; the sentences are mainly a 'word for word' translation, poor spelling. |
| 2-3 | Many contain a number of errors, 3-4 substantial ones, but central meaning is conveyed. The sentences reveal some fluency and some awareness of appropriate style. |
| 4-5 | May contain a few errors in style, but central meaning is substantially conveyed; good to excellent command of the main areas of awareness of appropriate style. |

For section 1b the following criteria will be used for knowledge of grammar (A03)

| Knowledge of Grammar (A03) | |
|-----------------------------------|--|
| 0-1 | Errors are elementary and so numerous as to impede comprehension. |
| 2 | Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect. |
| 3 | The grammatical structures are known but success in applying them is inconsistent, especially in less common structures. |
| 4 | Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas. |
| 5 | The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature. |

Total for Section 1 = 20 marks

Section 2**Topics/Essays**

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

| | | | | |
|-------|----------------------|---|----------|-------|
| (i) | Knowledge of Society | = | 15 marks | (AO4) |
| (ii) | Reaction/Response | = | 15 marks | (AO2) |
| (iii) | Knowledge of Grammar | = | 10 marks | (AO3) |

| Knowledge of Society (A04) | |
|-----------------------------------|---|
| 0-1 | The answer shows no relevance to the topics/texts/question. A zero score will automatically result in a zero score for the answer as a whole. |
| 2-4 | Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. |
| 5-7 | Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. |
| 8-11 | Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used and the answer is generally relevant to the topics/question. |
| 12-15 | Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. |

| Reaction / Response (A02) | |
|----------------------------------|---|
| 0-1 | Little or no reaction. No real illustration or justification. |
| 2-4 | Little relevant reaction / opinion / evaluation, generally factual or descriptive, lacks structure and order. |
| 5-7 | Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported. |
| 8-11 | Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression. |
| 12-15 | A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated / justified. Well balanced and coherent. |

| Knowledge of Grammar (A03) | |
|-----------------------------------|--|
| 0-2 | Errors are elementary and so numerous as to impede comprehension. |
| 3-4 | Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect. |
| 5-6 | The grammatical structures are known but success in applying them is inconsistent, especially in less common structures. |
| 7-8 | Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas. |
| 9-10 | The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature. |

Total for Section 2 = 40 marks x 2 = 80 marks

Total for Unit 2 = 100 marks