



**General Certificate of Secondary Education  
June 2011**

**Polish**

**46852**

**(Specification 4685)**

**Unit 2: Reading**

***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.

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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## 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 candidates 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 candidate 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 candidate 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, candidates 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 candidates 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)
  - ✓/X/?
  - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates 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 candidate 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 candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a candidate 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.

**GCSE Polish Reading 2011**

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 1 (a)    | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 1 (b)    | A      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 2        | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 3        | A      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 4 (a)    | F      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 4 (b)    | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 4 (c)    | A      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 4 (d)    | G      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 5 (a)    | B      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 5 (b)    | E      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 5 (c)    | G      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 5 (d)    | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 5 (e)    | F      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 6 (a)    | Teresa | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 6 (b)    | Asia   | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 7        | C      | 1     |                |

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

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

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 9 (a)    | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 9 (b)    | A      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 10 (a)   | T      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 10 (b)   | F      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 10 (c)   | ?      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 10 (d)   | T      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 10 (e)   | F      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (a)   | P + N  | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (b)   | P      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (c)   | N      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (d)   | P + N  | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (e)   | N      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 11 (f)   | P      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 12 (a)   | E      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 12 (b)   | B      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 12 (c)   | F      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 12 (d)   | G      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 13 (a)   | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 13 (b)   | B      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 13 (c)   | C      | 1     |                |

| Question | Accept | Marks | Reject / Notes |
|----------|--------|-------|----------------|
| 13 (d)   | C      | 1     |                |

| Question | Accept  | Marks | Reject / Notes |
|----------|---|-------|----------------|
| 14 (a)   | Girls prepare in advance, look for (nice) presents, write cards etc, whereas boys leave preparations to the last minute | 2     |                |

| Question | Accept   | Marks | Reject / Notes |
|----------|--|-------|----------------|
| 14 (b) 1 | (Red) roses / (heart-shaped) chocolates / flowers / box of chocolates / chocolates | 1     | card plant     |

| Question | Accept   | Marks | Reject / Notes               |
|----------|--|-------|------------------------------|
| 14 (b) 2 | (Red) roses / (heart-shaped) chocolates / flowers / box of chocolates / chocolates | 1     | Accept any 2 correct answers |

| Question | Accept   | Marks | Reject / Notes          |
|----------|--|-------|-------------------------|
| 14 (c)   | A romantic meal out with a glass of wine. Better than spending money on unnecessary gifts<br><u>meal in a restaurant</u> / meal out (1 <sup>st</sup> mark)<br>because more romantic / better than spending money on unnecessary gifts (2 <sup>nd</sup> mark) | 2     | "because it is cheaper" |

| Question | Accept                 | Marks | Reject / Notes |
|----------|------------------------|-------|----------------|
| 15 (a)   | Fireman / fire fighter | 1     |                |

| Question | Accept                  | Marks | Reject / Notes |
|----------|-------------------------|-------|----------------|
| 15 (b)   | Head chef / Chef / Cook | 1     | szef / Chief   |

| Question | Accept                 | Marks | Reject / Notes           |
|----------|------------------------|-------|--------------------------|
| 15 (c)   | Dentist / Orthodontist | 1     | Doctor / <i>Dentysta</i> |

| Question | Accept  | Marks | Reject / Notes                |
|----------|---|-------|-------------------------------|
| 15 (d)   | Air Hostess / (Member of) cabin crew / Stewardess | 1     | Waitress / <i>Stewardessa</i> |



| Question | Accept   | Marks | Reject / Notes  |
|----------|--|-------|---|
| 16 1     | They are no good for her <b>or</b> She will not learn anything good from them / these friends / they are a bad influence | 1     | 16 1, 16 2, 16 3: accept any 3 correct answers in any order |

| Question | Accept  | Marks | Reject / Notes   |
|----------|---|-------|--|
| 16 2     | Her (new) friends / they / some of them <b>smoke</b> cigarettes / smoke | 1     | 16 1, 16 2, 16 3: accept any 3 correct answers in any order<br>Using <u>they</u> to precede answer is <u>not</u> essential<br>cigarettes |

| Question | Accept   | Marks | Reject / Notes  |
|----------|--|-------|---|
| 16 3     | Her (new) friends / they / some of them are noisy<br>Also accept: Her (new) friends / they are <b>not good students at school</b><br>Her (new) friends / they are <b>not well behaved at school</b><br>don't have good grades<br>have bad grades | 1     | 16 1, 16 2, 16 3: accept any 3 correct answers in any order<br>naughty / rude |

| Question | Accept  | Marks | Reject / Notes                         |
|----------|---|-------|--|
| 17 (a) 1 | (If Mum is not prepared to give them / her friends a chance)<br><b>She will always defend her friends</b><br>protect her friends<br>support her friends<br>speak up for her friends<br>stick up for her friends<br>stand by her friends | 1     | save her friends<br>secure her friends |

| Question | Accept  | Marks | Reject / Notes     |
|----------|---|-------|--------------------|
| 17 (a) 2 | (If Mum is not prepared to give them / her friends a chance)<br><b>She will get angry / annoyed with her mother</b><br>She will get cross (with Mum)<br>She will be unhappy (with Mum)<br>She will be mad (with Mum)<br>She will argue (with Mum) | 1     | Reject swear words |

| Question | Accept   | Marks | Reject / Notes |
|----------|--|-------|----------------|
| 17 (b) 1 | (She will get to know the friends and) <b>realise she is worrying unnecessarily</b><br>instincts / opinions<br>fears / worries (were / are unnecessary)<br>she will get to know them / the friends <u>better</u> | 1     |                |

| Question | Accept  | Marks | Reject / Notes                               |
|----------|---|-------|--|
| 17 (b) 2 | (She will get to know the friends and) (she could) <b>realise that they are nice</b> (and that their parents do not give them sufficient attention etc) | 1     | Get to know them / the friends <u>better</u> |

| Question | Accept   | Marks | Reject / Notes   |
|----------|--|-------|--|
| 18       | She...<br>does not throw rubbish on the ground / floor / doesn't litter<br>recycles / re-uses<br>takes her own (carrier) bags when going shopping<br>does not waste water / does not leave taps running (unnecessarily)<br>does not use CFCs/ CFC sprays / deodorant(s)<br>separate waste<br>segregate waste<br>segregate waste for re-use /re-cycling | 3     | Accept any 3 correct answers in any order<br>segregate rubbish<br>separate rubbish<br>"doesn't use plastic bags" (as a stand alone item) |

| Question | Accept   | Marks | Reject / Notes   |
|----------|--|-------|--|
| 19 (a)   | <p><b>A</b> (They went to a market and)<br/>(There was food available from all over the world) No Polish food on offer</p> <p>They realised that there was no Polish food on offer (at the market) (despite the range of food available) or they noticed a gap in the market</p> <p>They could not find any <i>bigos/pierogi</i> etc (at the market)</p> <p><b>B</b> There are many Poles in England</p> <p>They decided to do something about it</p> <p>They wanted to change the situation</p> <p>British people could taste / buy Polish food</p> <p>To introduce people to Polish food</p> | 2     | <p>Up to 2 marks can be awarded for this question</p> <p>One mark for an item from <b>box A</b></p> <p>A second mark for an item from <b>box B</b></p> |

| Question | Accept   | Marks | Reject / Notes   |
|----------|--|-------|--|
| 19 (b) 1 | <p>They had to bring / make / prepare samples of Polish food / <i>bigos / pierogi</i> / for market bosses / chefs to try / taste</p> | 1     | <p>Up to 2 marks can be awarded for 19 (b) 1 and 19 (b) 2 in any order</p> <p>Accept English mis-spelling of 'chef'</p> <p>Not <u>someone</u> – must refer to a chef or boss / manager</p> <p>1 mark should be related to food</p> |

| Question | Accept   | Marks | Reject / Notes   |
|----------|--|-------|--|
| 19 (b) 2 | <p>They had to wait for a stall / pitch / space to become free / available</p> | 1     | <p>Up to 2 marks can be awarded for 19 (b) 1 and 19 (b) 2 in any order</p> <p>1 mark should be related to getting a free space etc</p> |

| Question | Accept  | Marks | Reject / Notes   |
|----------|---|-------|--|
| 19 (c) 1 | <p>There is / was a constant queue (outside the stall)</p> <p>Many people / crowd of people</p> <p>Accept recognisable mis-spellings of queue (cue/que/q)</p> | 1     | <p>Up to 2 marks can be awarded for 19 (c) 1 and 19 (c) 2 in any order</p> |

| Question | Accept  | Marks | Reject / Notes  |
|----------|---|-------|---|
| 19 (c) 2 | <p>They have (a group of) regular customers (who come for dinner / lunch)</p> <p>The boss / manager / chef from a neighbouring / another / a different market visited and claimed / said / stated / that she wanted (to see / have) a similar stall (etc) at her market</p> | 1     | Up to 2 marks can be awarded for 19 (c) 1 and 19 (c) 2 in any order |

**Total = 65 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)