
A-level
POLISH
7687/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2021

Version: 1.0 Final



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.

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Section A**Listening****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	C (są ważną częścią życia młodych ludzi.)	1

Qu	Accept	Mark
01.2	A (nie potrafią się bez nich obejść.)	1

Qu	Accept	Mark
01.3	C (robi to, co inni w jego wieku.)	1

Qu	Accept	Mark
01.4	B (wpływa negatywnie na codzienne życie.)	1

Qu	Accept	Mark
01.5	B (doświadczają skutków uzależnienia.)	1

Qu	Accept	Mark
01.6	B (tylko osoby uzależnionej.)	1

Question	Accept		Mark
02.1	A, C, E, J (in any order)		4
	A	Dzięki członkostwu w UE Polacy czują się bezpiecznie.	
	C	Polaków interesowały głównie zyski ekonomiczne.	
	E	Polska rozwija się dynamiczniej niż niektóre kraje członkowskie.	
	J	Lepiej jeździ się po polskich drogach.	

Qu	Accept		Mark
02.2	A	F (fałszywe)	4
	B	P (prawdziwe)	
	C	N (nie wiadomo)	
	D	N (nie wiadomo)	

Qu	Accept	Mark	Notes
03.1	<ol style="list-style-type: none"> odzwierciedlają historię lub obyczajowość kraju związane są z ważnymi wydarzeniami jednostki/ lub danej społeczności często powiązane są ze świętami religijnymi 	2	<p>Re 1: only one mark will be awarded for choosing one or both options</p> <p>Any two</p>

Qu	Accept	Mark	Notes
03.2	<ol style="list-style-type: none"> zwyczajem praktykowanym na Śląsku/Wielkopolsce/ Kaszubach zwyczajem związanym ze ślubem polega na uroczystym tłuczeniu szkła odbywa się przed domem panny młodej 	3	Any three

Qu	Accept	Mark	Notes
03.3	<ol style="list-style-type: none"> oznacza pożegnanie przeszłości przejście do innego stanu społecznego hałas z nim związany odpędza złe duchy (zapewniając szczęście nowożeńcom) 	2	Any two

Qu	Accept	Mark	Notes
03.4	<ol style="list-style-type: none"> brał udział w ceremonii zawarcia małżeństwa (zaślubin) poznawał ze sobą przyszłych małżonków cieszył się poważaniem/szacunkiem swojej społeczności 	2	Any two

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

Incorrect but close to correct spellings.

Serious errors include:

Incorrect verb forms especially irregular forms incorrect use of pronouns.

Complex language includes:

Use of pronouns of all type

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition use of present and past participles.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept	Mark	Notes
04	Bullet 1 <ul style="list-style-type: none"> • Ci, którzy chcą mieć wpływ na rozwój dziecka. • Ci, którzy mają specyficzny styl życia np. wiele podróżują. • Ci, którzy mieli złe doświadczenie z tradycyjną szkołą. 	2	Any two details
	Bullet 2 <ul style="list-style-type: none"> • Daje dużo wolności. • Jest mniej stresująca. • Można wybrać styl i metody pracy dostosowane do potrzeb ucznia. • Czas na naukę wykorzystywany jest bardziej efektywnie. • Jest więcej czasu na rozwijanie indywidualnych pasji i zainteresowań. 	3	Any three details
	Bullet 3 <ul style="list-style-type: none"> • Dzieci mają mniejszy kontakt z rówieśnikami. • Dzieci nie uczą się zasad współżycia. • Rodzic, jako edukator powinien weryfikować i rozwijać swoje kwalifikacje. • Rodzic, <u>jako nauczyciel</u>, powinien korzystać z porad fachowców (pedagoga, psychologa). 	2	Any two details Reject: Rodzic powinien korzystać z porad pedagoga i psychologa. Only accepted with <i>nauczyciel</i>

Indicative content**Summary 1 87 words – AO3 5/5**

Z uczenia w domu korzystają rodzice, którzy są niezadowoleni ze szkoły, bo np. ich dziecko nie ma pomocy od szkoły. Niektórzy nie mogą chodzić do normalnej szkoły bo ich rodzice dużo podróżują i oni jeżdżą z nimi. Uczenie się w domu daje dużo swobody. Każdy uczy się tak jak mu najbardziej pasuje. Materiały do nauki łatwo zdobyć, bo jest internet, tylko trzeba na końcu zdać egzamin. Wadą takich szkół jest to, że się nie ma kolegów a rodzice nie zawsze wszystkiego mogą nauczyć, bo nie są fachowcami.

Summary 2 97 words – AO3 4/5

Od ponad dwudziestu lat jest w Polsce możliwość uczenia się edukacją pozaszkolną, zwaną domową. Niektórzy nie mogą chodzić do szkoły, bo dużo podróżują i niektórzy nie lubią swojej szkoły. Jak się ma edukacja domowa to nie ma dzwonka i można odrabiać lekcje i uczyć się kiedy chce. Można też robić inne rzeczy więcej niż nauka, bo jest więcej czasu. Trzeba tak jak w normalnej szkole zdać egzamin, ale nie jest tak trudno. Zła strona takiej szkoły to nie ma się tak dużo kolegów jak w normalnej szkole, co można z nimi spotkać i robić różne rzeczy.

Summary 3 86 words – AO3 3/5

Z edukacji pozaszkolnej korzysta w Polsce coraz więcej ludzi. Potocznie nazywa się edukacją domową. Jest alternatywną formą edukacji. Niektórzy decydują się na ten krok bo np. częste wyjazdy ze względu na styl życia. Edukacja daje dużo wolności bo nie ma dzwonka na lekcje i można pójść na spacer kiedy się chce. Można robić inne rzeczy które się lubi np. używać dużo komputera i inne pomocy. To jest tylko jeden obowiązek żeby zdać egzamin ale nie jest tak jak w normalnej szkole i dzieci muszą mieć kontakt z rówieśnikami.

Summary 4 71 words – AO3 2/5

W Polsce edukacja możliwa jest od ponad dwudziestu lat. Często decydują się na ten krok np. częste wyjazdy. Powody na alternatywną edukację są bardzo różne i indywidualne. Edukacja pozwala na pójście na spacer gdy jest ładna pogoda i nie ma dzwonka i stopnie. Można więcej pracować na komputerze, niż w normalnej szkole, i droga nie jest taka trudna. Specjaliści ostrzegają przed zagrożeniami o kontakt z rówieśnikami inaczej uczą się zasad współżycia w grupie.

Summary 5 59 words – AO3 1/5

Edukacja pozaszkolna, zwaną potocznie edukacją domową, rodziny decydują się bardzo różnie i indywidualnie. Ono często wyjeżdżają. Edukacja przede wszystkim daje dużo wolności, jak jest ładna pogoda to można pójść na spacer. Technologia jest nieograniczony dostęp. Jednak obowiązek zdać egzamin, jak w normalnej szkole. Specjaliści ostrzegają przed zagrożeniami, z jakimi muszą się liczyć rodzice. Bo dzieci nie uczą się w większej grupie.

Section B

Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling

Errors of spelling will not be tolerated.

Prefixes and suffixes, inflection of nouns and adjectives, conjugation of verbs and the use of appropriate tenses and aspects (perfective/imperfective) must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	There have been successive waves	Były kolejne/krótco po sobie następujące fale	
2	of emigration from Poland	emigracji z Polski	
3	in her history -	w historii (w historii Polski) -	
4	some political,	niektóre polityczne,	
5	some economic.	niektóre ekonomiczne.	jakieś
6	The most recent	Najnowsza/Ostatnia	Niedawno
7	took place	miała miejsce	
8	after Poland joined the European Union,	po wejściu Polski do Unii Europejskiej,	
9	when an estimated	kiedy to około	
10	two million people,	dwa miliony ludzi,	
11	mainly young adults,	głównie młodych,	
12	left to seek employment	wyjechało w poszukiwaniu pracy/zatrudnienia	
13	in more prosperous countries.	w bogatszych/bardziej zamożnych krajach.	
14	It is too early	Za wcześnie jest	
15	to carry out	na (przeprowadzenie)	
16	a cost-benefit analysis	analizę (analizy) kosztów i strat	
17	of this social change.	tej społecznej zmiany.	zmiany socjalnej
18	On the one hand,	Z jednej strony,	Po jednej stronie
19	for example,	na przykład	
20	Poland now has	w Polsce, jest teraz	
21	a drastic shortage	drastyczny niedobór/brak	

Box		Accept	Reject
22	of doctors and nurses.	lekarzy i pielęgniarek.	
23	On the other,	Z drugiej strony,	
24	money	pieniądze	
25	earned abroad	zarobione za granicą	
26	is being sent back,	są wysyłane z powrotem,	
27	boosting the economy.	podbudowując/wzmacniając gospodarkę.	ekonomię
28	What the balance will be	Jaki będzie tego rezultat/bilans	bilans
29	thirty years from now,	za trzydzieści lat,	
30	we can only guess.	możemy tylko zgadywać.	

[10 marks]

Conversion grid	
Number of ticks	Mark
28-30	10
25-27	9
22-24	8
19-21	7
16-18	6
13-15	5
10-12	4
7-9	3
4-6	2
1-3	1
0	0

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 200 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

Assessment Objective 1

Mark	AO1
9–10	Very good evaluation of the source The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	Good evaluation of the source Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	Reasonable evaluation of the source Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	Limited evaluation of the source A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	Very limited evaluation of the source A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	Very good evaluation of the source The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	Good evaluation of the source Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	Reasonable evaluation of the source Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	Limited evaluation of the source A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	Very limited evaluation of the source A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 3

Mark	AO3
9–10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7–8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5–6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3–4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

Incorrect but close to correct spellings.

Serious errors include:

Incorrect verb forms especially irregular forms incorrect use of pronouns.

Complex language includes:

Use of pronouns of all types

Tenses that support conceptual complexity connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

Use of present and past participles.

Q6

Possible content:

- Artists' response to environmental crisis
- Land art contribution to people's attitude to nature
- How the aim of ecological art changed the role of the artist
- How the subject matter of ecological art changed artistic practice
- Examples of ecological art:
 - site specific projects
 - trash art
 - eco-design
- Main characteristic of socially engaged art
 - inspired by the real world and its problems
 - questioning existing rules and ideas
- Techniques and methods used by artists
 - traditional e.g., paintings, installations, films, performance
 - engaging people in the process of creating art
 - street art
- Characteristics of socially engaged art in Poland after 1989
 - the "Other" as a new subject of art
 - art as a vehicle for changing society
- Long-term effects of socially engaged art, as desired by artists
 - what was considered controversial becomes a norm
 - growing tolerance

[30 marks]

(10 AO1, 10 AO2, 10 AO3)