

---

**A-level  
POLISH  
7687/1**

**Paper 1 Reading and Writing**

---

**Mark scheme**

**June 2020**

---

**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 Examiner.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2020 AQA and its licensors. All rights reserved.

## Section A

### 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 text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu.	Accept	Mark	Notes
01.1	<b>Any 3 out of 5</b> to najprostszy i często najtańszy sposób na to, aby w czasie studiów zamieszkać za granicą (1)/ sprawdzić swoje siły w murach prestiżowych europejskich uczelni (1)/ można podskolić język (1)/ zatrzymać ciekawe międzynarodowe znajomości (1)/ inwestycja na przyszłość (1)	3	

Qu.	Accept	Mark	Notes
01.2	<b>Any 3 out of 5</b> Tolerancji wobec innych kultur (1)/ zdolności do szybszego rozwiązywania problemów (1) / lepszego radzenia sobie ze zmianami (1)/ lepszej organizacji (1)	3	<u>If not mentioned in Q 01.1, accept:</u> Podskolić język

Qu.	Accept	Mark	Notes
01.3	<b>Any 2 out of 3</b> Problem z formalnościami w czasie rekrutacji do programu (1) / rzeczywistość jest czasami inna niż to, co obiecują niektóre uczelnie (1)/ konieczność studiowania przedmiotów, które nie są zgodne z naszymi zainteresowaniami (1)	2	

**Summary question**

Qu	Accept	Mark	Notes
02	<p><b>Bullet 1</b></p> <p><b>Any 2 out of 3</b></p> <ul style="list-style-type: none"> <li>• <u>Zniechęcenie spowodowane ilością stron</u> (1)</li> <li>• Zniechęcenie faktem, że jest to lektura szkolna (1)</li> <li>• <u>Zainteresowanie/zaintrygowanie faktem, że znajomi uważają ją za jedną z najciekawszych licealnych lektur.</u> (1)</li> </ul>	2	
	<p><b>Bullet 2</b></p> <p><b>Any 3 out of 5</b></p> <ul style="list-style-type: none"> <li>• <u>Bohater powieści zdobywa za granicą ogromny majątek.</u> (1)</li> <li>• Zakochany w Izabeli, pomaga jej rodzinie (1)</li> <li>• <u>Aby przypodobać się Izabeli, żyje jak arystokrata</u> (1)</li> </ul>	3	Students must mention two characters (Stanisław Wokulski and Izabela Łęcka)
	<p><b>Bullet 3</b></p> <p><b>Any 2 out of 3</b></p> <ul style="list-style-type: none"> <li>• <u>Klasy wyższe są obojętne, nie są zainteresowane innymi mieszkańcami/ ich styl życia cechuje lekkomyślność</u> (1)</li> <li>• <u>Istnieje ogromny podział pomiędzy biednymi a bogatymi / ogromna różnica w warunkach życia pomiędzy biednymi i bogatymi</u> (1)</li> <li>• Mieszczanie nie są zainteresowani rozwojem miasta / interesuje ich tylko ich własny los (1)</li> </ul>	2	<p><b>Please note:</b> Students must mention <b>two</b> different social classes as presented in the Prus's novel</p>

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 AO2 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 text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately 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.

**\*Generic example of 'lifted' language:**

**1**

Text includes *Having finished her studies, she became a doctor.*

Summary task includes the bullet point • *What she did before becoming a doctor*

Correct answer is *She studied*

Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *because computers will replace teachers*

Summary task includes the bullet point • *Technological changes anticipated*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation

*Teachers will be replaced by computers*

Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

**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 and 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.

Mark	AO3 quality of language marks in 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.

#### Indicative content

##### Summary 1: 86 words – AO3 5/5

Autor recenzji początkowo nie był zainteresowany przeczytaniem Lalki B. Prusa, dlatego, że nie tylko jest to długa powieść, ale też obowiązkowa lektura szkolna. Głównym bohaterem jest Stanisław Wokulski, który jest bogatym kupcem. Jest zakochany w Izabeli Łęckiej i wszystko, co robi, robi dla zdobycia jej uczucia. Niestety, Łęcka, która lubi bogactwo i flirty z wieloma mężczyznami, nie zwraca niego uwagi. Wokulski, zraniony i załamany, bankruntuje. Prus w powieści pokazuje straszliwy los biedoty, lekkomyślnych i obojętnych na otoczenie ludzi z wyższych klas oraz ciasnych umysłowo mieszkańców.

##### Summary 2: 80 words – AO3 4/5

Autor recenzji na początku nie chciał czytać Lalki B. Prusa, dlatego, że to nie tylko długa powieść, ale i obowiązkowa lektura. Opowiada o Stanisławie Wokulskim, który jest bogatym kupcem. Zakochał się w Izabeli Łęcka i robi wszystko, aby ją zdobyć. Niestety, Izabela, nie zwracała nie niego uwagi, bo on dla niej jest tylko handlarzem. Wokulski załamał się psychicznie i wszystko stracił. Bolesław Prus pokazał w powieści okropny los biednych ludzi, samolubnych ludzi z wyższych klas oraz sztywno myślących mieszkańców miast.

Summary 3: 82 words – AO3 3/5

Na początku autor nie chciał czytać Lalki B. Prusa, dlatego, że to długa powieść, ale też obowiązkowa lektura. Głównym bohaterem jest Stanisław Wokulski, który jest bogatym kupiecem. Zakochał w pięknej Izabeli Łęckiej i dużo im pomaga. Niestety, Łęcka, która lubi bogactwo i flirty z wieloma mężczyznami, nigdy bendzie go kochać. Wokulski, zraniony i ze zniszczona psycha, jest na końcu w bankrutcie. Prus w powieści pokazuje straszny los biedy, obojętnych ludzi z wyższej klasy oraz mieszkańców, co nie chcą aby Warszawa się rozwinela.

Summary 4: 59 words – AO3 2/5

Autor nie chciał czytać Lalki B. Prusa, dlatego, że to długa powieść i obowiązkowa lektura. Bohaterami jest Stanisław Wokulski, który jest bogat i Izabela Łęcka i Wokulski nie słucha innych, tylko chce ja zdobywać. Izabela kocha się kilku mężczyznom i nie umieje się zdecydować. W powieści jest losy biednych ludzi, egości z wysokiej klasy oraz dużo zacofanych mieszkańców miast.

Summary 5: 64 words – AO3 1/5

Lalka jej się nie podobał, bo to długa ksioszka i lekturą. Jest Stanisław Wokulski, co jest bogaty i Izabela Łęcka i Wokulski nie słucha innych, tylko jej pomaga i chce ja mieć. Izabela jest zła osoba, nie lubi Wokulskiego, bo jest kupiecem. Mieszkańcy tam sa egości z wysokiej klasy oraz dużo zacofane mieszkańców miast i biedni. I jest bloto. Mysle ze to była dobra ksioszka

Qu	Accept	Mark	Notes
03.1	N	1	

Qu	Accept	Mark	Notes
03.2	F	1	

Qu	Accept	Mark	Notes
03.3	P	1	

Qu	Accept	Mark	Notes
03.4	F	1	

Qu	Accept	Mark	Notes
03.5	P	1	

Qu	Accept	Mark	Notes
03.6	N	1	

Qu	Accept	Mark	Notes
03.7	P	1	

Qu	Accept	Mark	Notes
03.8	P	1	

Qu	Accept	Mark	Notes
04.1	Any 2 out of 3 Była najkrótsza w roku (1) / w tę noc zakwitął kwiat paproci (tylko w tę noc) (1)/ znalazła kwiatu mógł stać się bogaty OR niewidzialny (1)	2	

Qu	Accept	Mark	Notes
04.2	Any 1 out of 2 W przeszłości obchodzono to święto cztery dni, a dziś obchodzi się tylko jednego dnia (1)/ dziś nie jest już obchodzone (1)	1	

Qu	Accept	Mark	Notes
04.3	Any 3 out of 4 Wierzono, że udział w obrzędach wzmocni tych, którzy brali w nich udział (1)/ Skoki przez ogień oczyszczają (1)/ skoki przez ogień chroniły przed złą energią (1)/ ogniska miały zapewnić polom zwierzętom płodność (1)	3	

Qu	Accept	Mark	Notes
04.4	Wróżby/zwyczaje dotyczyły zakochanych/miłości (1)	1	Accept any negative opinion provided it is justified, e.g. <i>Uważam, że Walentynek to</i> <i>święto komercyjne i nie ma nic wspólnego</i> <i>z tradycją nocy świętojańskiej.</i>

**Question 5****Translation into English**

Acceptable quality of English in translations into English.

**Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu			
Box		Accept	Reject
05	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
1	Ponad 35 procent osób w wieku powyżej 60 lat	More than 35 percent of people aged 60 and above	
2	korzysta w Polsce z Internetu.	in Poland use the Internet.	
3	Wśród zalet surfowania wymieniają oni najczęściej	When asked about benefits they most often mention	
4	szbki dostęp do informacji	a fast access to information	
5	i łatwy kontakt z rodziną czy znajomymi.	and an easy way to stay in touch with family or friends.	
6	Jest to szczególnie ważne dla ludzi starszych,	It is particularly important for elderly people,	
7	bo zmniejsza poczucie osamotnienia i ułatwia kontakt zwłaszcza tym,	because it decreases the feeling of loneliness and eases/helps communication especially for those	

8	kto/s, którzy są ograniczeni ruchowo.	who are less mobile.	
9	Jest też pomocne, gdy bliscy pracują za granicą.	It also helps when their relatives/close ones work abroad.	
10	To właśnie oni wprowadzają	It is exactly them who introduce	
11	osoby starsze w wirtualny świat	the older people/generation to the virtual world	
12	i uczą jak obsługiwać komunikatory	and teach them how to use applications/ instant messengers	
13	czy konta społecznościowe.	or social media.	
14	Seniorzy korzystają też często z kursów	Seniors often make a good use of/take part in/attend/ sign up for courses	
15	organizowanych w bibliotekach czy	organized in/by libraries or	
16	przez organizacje samorządowe.	by local council/organisations.	
17	Co ciekawe, dla seniorów Internet nie jest	Interestingly, the fact that for older people/generation the Internet is not	
18	światem równoległym do realnego	a real world/doesn't not exist to parallel world/a real one.	
19	i w przeciwieństwie do młodszych użytkowników	and as opposed to younger users	
20	nie marnują na nim czasu	they don't waste their time on the Internet.	

[10 marks]

**Section B Research project****Questions 6-9****Assessment Objectives 2, 3 and 4****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 are marks 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 300 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 2

Mark	AO2
9–10	<p><b>Very good evaluation of the research topic</b></p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7–8	<p><b>Good evaluation of the research topic</b></p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5–6	<p><b>Reasonable evaluation of the research topic</b></p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3–4	<p><b>Limited evaluation of the research topic</b></p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1–2	<p><b>Very limited evaluation of the research topic</b></p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

**Assessment Objective 3**

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 and 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.

**Assessment Objective 4**

Research project essay		AO4
Mark	Descriptors	
17–20	<p><b>Excellent critical and analytical response</b></p> <p>Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.</p>	
13–16	<p><b>Good critical and analytical response</b></p> <p>Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9–12	<p><b>Reasonable critical and analytical response</b></p> <p>Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5–8	<p><b>Limited critical and analytical response</b></p> <p>Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1–4	<p><b>Very limited critical and analytical response</b></p> <p>A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	The student produces nothing worthy of credit in response to the question.	

**0 | 6****Research topic: Poland during the communist era**

W roku 1989 upadł w Polsce ustroj socialistyczny. Przeanalizuj, które osoby i wydarzenia miały wpływ na powstanie NSZZ (Niezależnych Samorządnych Związków Zawodowych) *Solidarność* oraz w konsekwencji przyczyniły się do tego upadku.

**[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- Kuroń's political background and his activities up to 1976 (AO2)
- Worker's Defence Committee (Komitet Obrony Robotników; KOR) and its role (AO2)
- the state's reaction to any forms of protests (imprisonment of dissidents) (AO2)
- Kuroń and his role in publicizing the movement (AO2)
- introducing the martial law as a last attempt to suppress the unrest (AO2)

**Additional points of indicative content**

- KOR's members, willingness of intelligentsia and workers to cooperate for a common cause
- increasing economic crisis – late 70./Gdańsk's shipyard/Lech Wałęsa
- lack of democracy/impact on people's lives (freedom of speech and belief)
- suppression of the influence of the Catholic Church/visit of John Paul II in 1979 and its impact
- regular social protests (strikes 1956, 1968, 1970, 1976, riots)/government's response
- political repression/censorship

**0 | 7****Research topic: Racism in Poland**

Ostatnie lata przyniosły wzrost przyzwolenia społecznego na rasistowskie zachowania. Przeanalizuj sposoby, za pomocą których można przeciwdziałać postawom rasizmu i nietolerancji.

**[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- events highlighting fight with racist views (AO2)
- reasons behind the growing number of cases of racism in Poland (AO2)
- role of media and its impact on people's views (AO2)
- forms racism in Poland takes (AO2)
- the role of education in preventing and fighting racism (AO2)

**Additional points of indicative content**

- the historical roots of racism in Poland
- how ethnic discrimination has changed since 1989
- specific examples of racism
- ways the Polish state deals with racism
- other ways of fighting racism

**0 | 8****Research topic: Tourism in Poland**

Polska jest równie atrakcyjna dla turystów jak wiele, znanych z doskonałej oferty turystycznej, krajów europejskich. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

**[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- Poland's tourist infrastructure is changing (AO2)
- good accommodation choices and rising standard of service (AO2)
- factors determining Poland's increasing attractiveness to tourists (AO2)
- city breaks as the most popular reason for visiting Poland (AO2)
- characteristics of foreign tourists in Poland (AO2)

**Additional points of indicative content**

- new trends in tourism in Poland
- regional variety of attractions offered
- many UNESCO approved sites
- level of transport infrastructure varies
- seasonal offer as a limiting factor of tourist industry in Poland
- relatively weak tourist information service – need for publications in different languages

**0 | 9****Research topic: The resistance movement in Poland during World War II**

Do najgłośniejszych akcji bojowych Armii Krajowej zaliczamy akcje likwidacyjne wysokich oficerów niemieckich odpowiedzialnych za terror panujący na ziemiach polskich. Przeanalizuj wybrane akcje AK i ich wpływ na losy ludności cywilnej w okupowanej Polsce.

**[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- impact of the Nazi occupation on the life of ordinary people (AO2)
- who initiated the actions of resistance movement (AO2)
- dilemma faced by the resistance (AO2)
- impact these actions had on people's (Poles living under occupation) morale (AO2)
- effectiveness of AK's actions and its impact on German occupants (AO2)

**Additional points of indicative content**

- the occupying regime's policy regarding Poland and Polish people
- Poles' response to the reality of the German and Soviet occupation
- origins and structure of the resistance (dates, names)
- various actions of the resistance movement, their aims and outcomes
- effectiveness of the resistance
- The Warsaw Rising and its consequence