

A-level
POLISH
7687/1

Paper 1 Reading and Writing

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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	1. Internet był drogi 2. Internet był bardzo wolny 3. rozwój Internetu oraz handlu w sieci	2	Any 2 out of 3

Qu.	Accept	Mark	Notes
01.2	1. serwis pozwalał sprzedawać produkty małym przedsiębiorcom 2. siatka dystrybucji w miejscach i regionach bez wielkich centrów handlowych czy sieciowych sklepów 3. można było tam kupić właściwie wszystko / różnorodność towarów	3	

Qu.	Accept	Mark	Notes
01.3	1. reklama / promocja 2. przyjazny / łatwy w obsłudze 3. prosty system płatności 4. ubezpieczenie na transakcje (do 10 tys. zł.) 5. preferencje handlowe Polaków	3	Any 3 out of 5

Summary question

Qu	Accept	Mark	Notes
02	Bullet 1 • ma chorego ojca • słabo mówi po polsku • nie mieszka w Polsce / wraca do Polski	2	Any 2 out of 3
	Bullet 2 • kraj z pięknymi szklanymi domami • ludzie są szczęśliwi • wielu ludzi ma pracę • domy są tanie, pięknie urządzone • całe wsie i miasteczka tak wyglądają	3	Any 3 out of 5
	Bullet 3 • brudne i brzydkie budynki • poobdzierana farba • pourywane rynny • dziurawe dachy, spleśniałe ściany • wszędzie błoto	2	Any 2 out of 5

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, eg *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, eg... *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: 93 words – AO3 5/5

Bohater tekstu, Cezary Baryka to młody człowiek, który ma chorego ojca i mieszkał poza granicami Polski. Wiemy, że słabo mówi po polsku. Z drugiej strony czasem mówi bo chce sprawić przyjemność ojcu. Ojciec Cezarego opowiedział mu, że w Polsce wszyscy są szczęśliwi. Powiedział mu też, że w Polsce jest dużo pięknych szklanych domów, że są bardzo ekologiczne i że wszędzie jest czysto. Po przyjeździe do Polski Cezary zobaczył zupełnie co innego, wszystko było brudne. Wszędzie było błoto. Każdy dom był inny, a niektóre miały dziury w dachach. Nie było tam nic ze szkła.

Summary 2: 86 words – AO3 4/5

Cezary Baryka to młody człowiek, który ma chorego ojca i mieszka za granicami Polski. Wiemy, że słabo mówi po polsku. Z drugiej strony to muwi bo chce sprawić przyjemność ojcu. Ojciec opowiedział mu, że w Polsce ludzie są szczęśliwi. Powiedział mu też, że w Polsce jest dużo pięknych szklanych domów, że są ekologiczne i że tam jest czysto. Po przyjeździe do Polski Cezary będzie widział zupełnie co innego, wszystko będzie brudne. Wszędzie błoto. Każdy dom inny, a niektóre miały podziurawione dachy. Nie było tam szklane domy.

Summary 3: 83 words – AO3 3/5

Cezary Baryka to młody człowiek, który ma chory ojca i mieszka za Polska. Trochę muwi po polsku. Po drugie to muwi bo nie chce sprawić przyjemność ojcu. Ojciec opowiedział mu, że w Polsce ludzie są szczęśliwi. Powiedział mu też, że w Polsce jest dużo pięknych szklanych domów, że one była ekologiczne i że tam jest czysto. Po przyjeździe do Polski Cezary będzie widział zupełnie co innego, wszystko będzie brudne. Wszędzie błoto. Każdy dom jest inny, a niektóre miały dachy. Szklane domy były nigdzie.

Summary 4: 74 words – AO3 2/5

Cezary to chłopak, ma chorego ojca i mieszka za Polską. Trochę mówi po polsku. Po drugie to mówi bo chce sprawić przyjemność ojcu. Ojciec powiedział mu, że w Polsce ludzie byli szczęśliwi. Powie mu, że w Polsce jest dużo pięknych szklanych domów, że one były ekologiczne i że tam jest często. Jak jechał do Polski Cezary, ulice pełne błota, na domy różnej wysokości. Każdy dom, a tam miały dachy. Nie ma tam Szklane domy.

Summary 5: 61 words – AO3 1/5

Cezary to chłopak i mieszka za Polską. Trochę mówi po polsku. Po drugie to mówi bo chce sprawić przyjemność ojcu. Ojciec mówi w ludzi szczęśliwi. Powiedział mu, że w Polsce jest dużo domów i że tam jest często. Jak jedzie na pociąg do polski Cezary, ulice pełne błota, na domy różnej wysokości. Każdy dom, dziurawe dachy. Nie ma tam Szklane domy.

Qu	Accept	Mark	Notes
03.1	N	1	

Qu	Accept	Mark	Notes
03.2	F	1	

Qu	Accept	Mark	Notes
03.3	N	1	

Qu	Accept	Mark	Notes
03.4	F	1	

Qu	Accept	Mark	Notes
03.5	F	1	

Qu	Accept	Mark	Notes
03.6	P	1	

Qu	Accept	Mark	Notes
03.7	F	1	

Qu	Accept	Mark	Notes
03.8	P	1	

Qu	Accept	Mark	Notes
04.1	1. nacisk na uczenie się na pamięć (1) 2. brak uczenia przez analizę czy testowanie hipotez (1) 3. dbanie o wszystkich, tych mniej i bardziej uzdolnionych (1)	3	

Qu	Accept	Mark	Notes
04.2	1. wszyscy Polacy doceniają znaczenie nauki (1) 2. panuje powszechne uznanie dla zdobytych dodatkowych kwalifikacji (1)	2	

Qu	Accept	Mark	Notes
04.3	1. ta sama metoda nauki jak w szkołach średnich (1) 2. studenci nie podważają opinii / autorytetów profesorów (1) 3. polskie uniwersytety nie są wysoko w rankingach globalnych / tylko kilka jest w tych rankingach (1) 4. najzdolniejsi absolwenci szkół średnich wyjeżdżają na studia za granicę / nie zostają na studia w Polsce (1)	2	Any 2 out of 4

Question 5**Translation into English**

Acceptable quality of English in translations into English.

Errors in spelling

Where the student'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 students 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			
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.		
Box		Accept	Reject
1	Bez względu na to,	Regardless of (what)	
2	jaki stosunek mamy do disco polo,	our attitude towards / to disco polo is,	
3	nie można zaprzeczyć,	it cannot be denied / one cannot deny	
4	że jest ono elementem polskiej rzeczywistości.	that it is an element / part of Polish (real) life / reality.	
5	O czym to świadczy?	What does this mean?	
6	Przede wszystkim, że jesteśmy narodem,	First of all / Above all that we are a nation	country
7	który lubi się bawić.	that likes to have fun / to have a good time / amuse ourselves.	
8	Wydaje się to zaprzeczać	This seems to contradict	

Box		Accept	Reject
9	niektórym skojarzeniom na temat polskiej kultury.	some associations / opinions / perceptions about Polish culture.	
10	Często myślimy o niej w kontekście cierpienia	We often think of it in the context of suffering	
11	– smutku, powagi	– sadness, solemnity / seriousness	
12	i wydarzeń związanych z tego rodzaju emocjami.	and events related to these kinds / types of emotions.	
13	Z kolei disco polo jest muzyką	On the other hand, disco polo is the music	
14	impresową, weselną, festynową	for parties, weddings, fetes / fairs	
15	i skoro bawi się do niej aż tyle osób, to	and since so many people enjoy it/have fun with it	
16	oznacza to, że dla Polaków ważna jest zabawa.	it means that fun / enjoyment / entertainment is important to Poles.	
17	Muzyka ta jest oczywiście prosta,	This music is of course simple,	
18	zarówno jeśli chodzi o tekst, jak i melodię, ale wydaje mi się,	both in text and melody / both lyrically and musically, but it seems to me	
19	że jest to po prostu dowód,	that this is simply a proof	
20	iż wszyscy bardzo potrzebujemy rozrywki.	that we all need entertainment / amusement very much / we all are in need of entertainment / amusement.	

[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	Very good evaluation of the research topic 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.
7–8	Good evaluation of the research topic 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.
5–6	Reasonable evaluation of the research topic 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.
3–4	Limited evaluation of the research topic 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.
1–2	Very limited evaluation of the research topic 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.
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	Excellent critical and analytical response 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.	
13–16	Good critical and analytical response 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.	
9–12	Reasonable critical and analytical response 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.	
5–8	Limited critical and analytical response 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.	
1–4	Very limited critical and analytical response 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.	
0	The student produces nothing worthy of credit in response to the question.	

0	6
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Research topic: Poland during the Communist era

Korzystając z informacji zawartych w powyższym artykule oraz zdobytej wiedzy napisz wypracowanie po polsku, na około 300 słów, na poniżej podany temat:

Bez Okrągłego Stołu nie byłoby wolnej Polski. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

[40 marks]**Indicative content (AO2)**

The indicative content is neither prescriptive nor exhaustive.

- Martial Law (December 1981) (AO2).
- 1983 – further strikes and protests despite an improvement in the economic situation (AO2).
- The authorities were more inclined than ever to negotiate with the opposition (AO2).
- 1988 – further strikes and the Round Table talks proposal (B. Geremek and A. Stelmachowski) (AO2).
- Postponing the meeting in the hope that the opposition will eventually drop the key demand (ie. the re-legalisation of Solidarity) (AO2).

Additional points of indicative content (AO4)

Note: The student's opinion and interpretation of the topic are not prescribed but have to be fully justified and illustrated.

- Solidarity as a real political force, threatening not only the Communist authorities of Poland but also its allies.
- Martial Law and Solidarity outlawed (1981–1989).
- Role of the Church.
- January 1989 – various meetings and talks (Wałęsa and Kiszczak heading two delegations).
- The Round Table talks (6 February–5 April 1989):
 - defining the shape of the future system
 - including upcoming elections
 - introduction of the President's office, new economic policy
 - the organisation of the judiciary and local government
 - Solidarity status.
- Loss of power by the Communist government and formation of the new government under Tadeusz Mazowiecki.
- Student's conclusion.

0	7
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Research topic: Racism in Poland

Korzystając z informacji zawartych w powyższym artykule oraz zdobytej wiedzy napisz wypracowanie **po polsku**, na około 300 słów, na poniżej podany temat:

Edukacja jest najlepszym narzędziem zwalczania rasizmu i dyskryminacji.
Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

[40 marks]**Indicative content (AO2)**

The indicative content is neither prescriptive nor exhaustive.

- Continuous presence of discrimination or racism in our society (AO2).
- A growing awareness of various programmes promoting tolerance (AO2).
- The International Day of Fighting Racism and other events (AO2).
- The Polish-Norwegian programme exploring identity and similarities between nations as an example of changing attitudes (AO2).
- Awareness of political issues, clickbait and fake news and their impact on our relationships (AO2).

Additional points of indicative content (AO4)

Note: The student's opinion and interpretation of the topic are not prescribed but have to be fully justified and illustrated.

- Lack of education as an obstacle to accepting a growing diversity in society.
- The role of education and the role of educators.
- Widespread programmes promoting fairness and inclusivity – families' involvement.
- Need to change the mentality of division and promote openness. Establishing codes of behaviour reflecting recent societal changes.
- The role of the government and NGOs.
- The role of the media.

0	8
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Research topic: Tourism in Poland

Korzystając z informacji zawartych w powyższym artykule oraz zdobytej wiedzy napisz wypracowanie **po polsku**, na około 300 słów, na poniżej podany temat:

Rozwijająca się infrastruktura turystyczna nie musi niszczyć środowiska naturalnego. Do jakiego stopnia zgadzasz się z tym stwierdzeniem? Uzasadnij na podstawie powyższego tekstu oraz przynajmniej jednego innego regionu bądź obiektu turystycznego.

[40 marks]**Indicative content (AO2)**

The indicative content is neither prescriptive nor exhaustive.

- Małopolska as one of the biggest and most attractive tourist regions in Poland (AO2).
- Małopolska's exceptional natural features (AO2).
- Natural features and their impact on culture and the prosperity of the whole region (AO2).
- The necessity to protect the environment and the impact of tourism (AO2).
- Ecotourism and adding limits on tourist numbers (AO2).
- Tourists' awareness (or lack of it) of their impact on nature/the environment (AO2).

Additional points of indicative content (AO4)

Note: The student must name at least one other region or one more place of interest and analyse its environmental impact.

- Geographical position and features of chosen region/attractions.
- Natural resources and their impact on developing infrastructure (eg Green Velo Cycle Trail).
- Tourist activities and the impact on biodiversity.
- Tourist infrastructure (transport, accommodation, information, catering, etc.) and its positive/negative impact.
- Justification of choice.

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

Korzystając z informacji zawartych w powyższym tekście oraz zdobytej wiedzy napisz wypracowanie **po polsku**, na około 300 słów, na poniżej podany temat.

Akcje zbrojne, pomimo chwilowych sukcesów, nie miały większego sensu. Do jakiego stopnia zgadzasz się z tym stwierdzeniem? Uzasadnij na podstawie powyższego tekstu oraz przynajmniej jednej innej akcji Ruchu Oporu.

[40 marks]**Indicative content (AO2)**

The indicative content is neither prescriptive nor exhaustive.

- Examples of the Home Army's actions (AO2).
- Resourcefulness and organisational skills of the resistance fighters (AO2).
- Action "Góral" as an example of spectacular success (AO2).
- Impact of these actions on people's morale (Poles living under occupation) (AO2).
- Effectiveness and impact of the Home Army's actions on German occupants (AO2).

Additional points of indicative content (AO4)

Note: The student's opinion and interpretation of the question are not prescribed but have to be fully justified and illustrated.

- Repression and cruel consequences for civilians after resistance actions.
- 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 outcome.
- The Warsaw Uprising and its consequences.