

A-level  
POLISH

7687/2

PAPER 2 WRITING (SET TEXTS AND FILMS)

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Mark scheme

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V1.0

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.

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

## 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.

<b>AO3</b>	
17-20	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.
13-16	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.
9-12	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.
5-8	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.
1-4	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

incorrect genders/case forms and consequential errors of agreement

**Serious errors include:**

incorrect verb forms especially irregular forms, incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

**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.

<b>AO4</b>	
17-20	<p><b>Excellent critical and analytical response to the question set</b></p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13-16	<p><b>Good critical and analytical response to the question set</b></p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9-12	<p><b>Reasonable critical and analytical response to the question set</b></p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5- 8	<p><b>Limited critical and analytical response to the question set</b></p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1-4	<p><b>Very limited critical and analytical response to the question set</b></p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	The student produces nothing worthy of credit in response to the question.

**Section A: Books****Sławomir Mrożek: *Tango*****Either****Question 01.1**

„Totalna wolność prowadzi do chaosu i anarchii”. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?  
– przeanalizuj w oparciu o treść sztuki.

**Possible content**

- Presentation of the situation in the family – three generations.
- Eugeniusz and Eugenia’s attitude to life – conformism.
- Analysis of Stomil’s and Eleonora’s protest against old values.
- Analysis of young generation; Artur and Ala. Artur’s rebellion against the situation in the house.
- Edek – an outsider – his outlook and values.
- Contrasting the groups and concluding what they created and Artur’s failure.
- Edek’s coming to power, explaining what made it possible thus answering the question set.
- Conclusion drawing together the wider aspects of the play.

**[40 marks]****Or****Question 01.2**

Przeanalizuj czy Artur był skazany na porażkę w próbie wprowadzenia porządku do swojego życia i otoczenia.

**Possible content**

- Three generations presented in the play.
- Eugeniusz and Eugenia; their behaviour and values.
- Stomil and Eleonora; their protest against old values and situation they created.
- Artur’s dissatisfaction with the present status quo and his actions to remedy it.
- Analysis of his failure – lack of vision and understanding of people.
- What his failure resulted in – Edek’s coming to power.
- Victory of a dictator and totalitarian system.

**[40 marks]**

**Jarosław Iwaszkiewicz: *Panny z Wilka i Brzezina***

**Either**

**Question 02.1**

Przeanalizuj postawy i konflikty głównych bohaterów – Wiktora z *Panien z Wilka* oraz dwóch braci, Stanisława i Bolesława z *Brzeziny*.

**Possible content**

- Wiktor's arrival in Wilko after 15 years of absence.
- Wiktor's mid-life crisis, loss of his friend and attempts to pick up where he left 15 years ago.
- Re-evaluation and realisation that one cannot turn the clock back.
- Conflict of two brothers based on their different circumstances and outlook on life.
- Their young years.
- Stanislaw's illness and his imminent death.
- Boleslaw's mourning after the loss of his wife.
- Reconciliation of the brothers.

**[40 marks]**

**Or**

**Question 02.2**

Przeanalizuj jak stosunek do życia głównych bohaterów wpływa na przebieg wypadków w powyższych opowiadaniach Iwaszkiewicza.

**Possible content**

- Analysis of Wiktor's situation/reasons for coming to Wilko.
- Wiktor's mid-life crisis/attempt to relive his youth resulting in trying to form some relation with the sisters/analysis of the failure of his attempt.
- Wiktor's re-evaluation/changed outlook on life resulting in leaving Wilko.
- Analysis of how Stanisław's character and attitude to life had an impact on Bolesław's behaviour and actions.
- Analysis of the events that follow Stanisław's arrival/how they trigger the events in *Brzezina*. Analysis of events that resulted in Bolesław's shaking off his inertia and being able to face his responsibilities.
- Conclusion - similarity to certain degree of the metamorphosis of both characters although caused by different events.

**[40 marks]**

**Jerzy Andrzejewski: *Popiół i diament***

**Either**

**Question 03.1**

Do jakiego stopnia czyny i postawy sędziego Kosseckiego można uznać za usprawiedliwione?

**Possible content**

Kossecki's life and standing in society before the war.

His actions in the concentration camp.

Kossecki's return home and inability to cope with his past.

Kossecki's two conversations with Podgórski and his attempts to justify his actions in the concentration camp.

Evaluation of whether it is possible to have two lives and two sets of values - one in the time of peace and one in the time of war.

**[40 marks]**

**Or**

**Question 03.2**

Przeanalizuj jak wydarzenia historyczne przedstawione w powieści odzwierciedlają polityczne i moralne dylematy związane z antykomunistycznym ruchem oporu w Polsce tuż po zakończeniu drugiej wojny światowej.

**Possible content**

Consider the relevance of the time the action of the book takes place to the events.

Maciej, Andrzej and captain Waga, the representatives of AK (Home Army) and their involvement in the fight under German occupation and their actions now.

May 8<sup>th</sup> 1945 peace and explanation of the new political system in Poland.

Attitude to the new regime of the Home Army. Maciek and Andrzej's dilemma and moral choices.

Choices made by Drewnowski and president Świącki in the new situation.

Jerzy Szretter, Alek, Felek and Marcin - the influences of the war on their moral values.

The influence of war on people's behaviour.

**[40 marks]**

**Section B: Films**

**Krzysztof Kieślowski: *Przypadek***

**Either**

**Question 04.1**

Do jakiego stopnia tytuł filmu *Przypadek* trafnie odzwierciedla treści w nim zawarte?

**Possible content**

Presentation of the structure of the film - three different stories each presenting a different Witek based on the coincidence at the railway station.

First story – his life influenced by the person met on the train.

Different attitude in the second, influenced by the person met on the train.

Witek in the third deciding to stay for his wife's party and travelling by plane.

How Witek's life was based on the little coincidental facts.

The aptness of the title in conveying the meaning of the film.

**[40 marks]**

**Or**

**Question 04.2**

Na podstawie trzech historii pokazanych w filmie przeanalizuj na ile skutecznie, Twoim zdaniem, udało się reżyserowi przedstawić scenę polityczną tamtych czasów.

**Possible content**

Analysis of Witek's life and career as a member of communist regime - his rise and fall/ how the regime manipulated him to its advantage.

Analysis of Witek's life as an active member of the opposition.

Witek's attempt in the third story to be apolitical and lead a normal family life and the result of it – draw conclusion.

How the three different attitudes to the political scene resulted in the different fate of the protagonist.

Conclusion – how successful the director was in presenting the political situation of those times.

**[40 marks]**

**Andrzej Wajda: *Katyń***

**Either**

**Question 05.1**

W jakim stopniu film zgłębia tematykę odwagi i determinacji w życiu człowieka?

**Possible content**

Analysis of different groups of society in new political situation.

Analysis of the impact of the new situation on the wife and the daughter of the colonel, clergy, intelligentsia, people in power and the army.

Evaluation of how they come to terms with the new situation from the aspect of courage and determination.

Wajda's view and evaluation of the theme of heroism and determination.

**[40 marks]**

**Or**

**Question 05.2**

Przeanalizuj powody, dla których reżyser przedstawia wydarzenia w filmie z perspektywy kobiet.

**Possible content**

Relevant facts of Wajda's life in the period of World War II.

Waiting women – mothers, wives and sisters.

Their problems, difficulties and dilemmas.

Two sisters; difference of attitude.

Heroism of women and Wajda's acknowledgment of it.

**[40 marks]**



