

**A-level**  
**POLISH**  
**7687/1**

Paper 1 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 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 © 2021 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	Utrata wiary, że świat staje się coraz lepszy (1) / utrata wiary w postęp (1)	1	Any one out of two

Qu.	Accept	Mark	Notes
01.2	Należą do tego ruchu ludzie z całego świata/z różnych krajów/ruch jest bez granic (1) należą ludzie o różnych poglądach politycznych (1)	2	The name of the movement does not constitute its nature, therefore will not be awarded a mark

Qu.	Accept	Mark	Notes
01.3	Powodzie OR topnienie lodowców (1) /ciągłe pożary (1) /migracje (1) /potencjalne wojny o wodę (1)	3	Any three out of four  Do not accept <i>powodzie</i> and <i>topnienie lodowców</i> as two separate answers, ie worth 2 marks, it is either/or

Qu.	Accept	Mark	Notes
01.4	Pierwsze pokolenie (które jest) naprawdę gotowe poświęcić się dla klimatu (1) /to, co było dla pokolenia rodziców marzeniem albo oznaką sukcesu, dla pokolenia autora jest zbytkiem, luksusem, który mogą odrzucić (1) /cały problem dotyczy ich bezpośrednio (dla pokolenia rodziców nie wydawał się tak ważny), to właśnie oni będą musieli żyć z konsekwencjami zmian klimatycznych (1) /zmiany w stylu życia (1)	2	Any two out of four  Lifting from the text (eg not eating meat or travelling by train) should not be accepted  In order to achieve full marks a candidate has to mention details relating to two generations

**Summary question**

Qu	Accept	Mark	Notes
02	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• Stary Boryna – zdenerwowany, niezadowolony/zniecierpliwiony, drwi/śmieje się /wyśmiewa się z (prób rozmowy reszty) rodziny/uparty/zdecydowany (1)</li> <li>• Kowalowa – boi się, ale znajduje odwagę na konfrontację z Boryną (1)</li> <li>• Antek – najstarszy syn Boryny, spokojny, ale zdeterminowany (1)</li> <li>• Hanka – żona Antka, zrozpaczona, odważna, zbuntowana (1)</li> </ul>	3	Any three out of four  Students must mention three characters
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• Boryna przepisał w testamencie część ziemi Jagnie, swojej przyszłej żonie (1)</li> <li>• Młodzi czują się skrzywdzeni/zdradzeni, żądają sprawiedliwości (1)</li> <li>• Uważają, że ciężko pracują/harują za darmo/a niewiele z tego mają (1)</li> <li>• Uważają, że ziemia należy do nich/im się należy (1)</li> <li>• Boryna nie dał Antkowi ziemi, którą odziedziczył po matce (1)</li> </ul>	3	Any three out of five
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• Rozwścieczony/zły Boryna każe/sugeruje im, że mogą się wyprowadzić (jeśli nie podobają się im jego decyzje) (1)</li> <li>• Brak porozumienia, można powiedzieć, że konflikt się pogłębił/nie doszli do porozumienia (1)</li> </ul>	1	Any one out of two  Reject– Hanka zaczęła płakać (emotion, therefore relating to bullet point 1) OR w domu zapanowała cisza

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: 92 words – AO3 5/5**

Ojciec Boryna właśnie wrócił po pracy z pola do domu. Był w niezbyt dobrym nastroju. W domu czekała na niego Kowalowa i syn Antek z żoną. Przyszli porozmawiać na temat zapisu. Kowalowa rozmawiała z Boryną nieśmiało, za to Hanka była bardzo zdenerwowana i szybko zaczęła krzyczeć. Młodzi Borynowie nie mogli zrozumieć, dlaczego ojciec przepisał ziemię swojej przyszłej żonie. Uważali, że oni ciężko pracują, a nic za to nie dostają i ziemia po prostu należy do nich. Niestety, rozmowa nie zakończyła się dobrze, bo ojciec kazał im się wyprowadzić, jeśli czują się pokrzywdzeni.

**Summary 2: 89 words – AO3 4/5**

Ojciec Boryna właśnie wrócił po pracy do domu. Był w nie zbyt dobrym nastroju. W domu czekała na niego Kowalowa i syn Antek z żoną. Przyszli rozmawiać na temat zapisu. Kowalowa mówiła z Boryną nieśmiało, za to Hanka była bardzo zdenerwowana i zaczęła krzyczeć. Młodzi nie mogli zrozumieć, dlaczego ojciec pszepisał ziemię swojej przyszłej żonie. Uważali, że oni ciężka pracują, a nic za to nie dostają i ziemia po prostu należy do nich. Niestety, nie zakończyło się dobrze, bo ojciec kazał im się wyprowadzić, jeśli myślą że to niesprawiedliwe.

**Summary 3: 83 words – AO3 3/5**

Ojciec Boryna właśnie wrócił do domu. Był trochę zły. W domu czekała na niego Kowalowa i syn Antek i żona. Przyszli porozmawiać o zapisu. Kowalowa rozmawiała z Boryną spokojnie, za to Hanka była bardzo zdenerwowana i szybko zaczęła wżaskać. Młodzi nie mogli rozumieć, dlaczego ojciec przepisał ziemię swojej dla swojej żonie. Uważali, że oni ciężko harują, a nic za to nie dostają i ziemia należy do nich. Niestety, rozmowa nie zakończyła się dobrze, bo ojciec kszyczał, żeby się wyprowadzili, jeśli czują się skrzywdzeni.

**Summary 4: 77 words – AO3 2/5**

Ojciec Boryna właśnie wrócił do domu i był zły. W domu była Kowalowa i syn Antek i żona. Przyszli porozmawiać o zapisu. Kowalowa rozmawiała i Boryna po cichu, za to Hanka była bardzo zdenerwowana i szybko zaczęła wżaskać. Oni pytali po co ojciec przepisze ziemię swojej dla swojej żonie. Uważali, że oni harują, a i tak nic nie dostają i ziemia jest nich. Niestety, po rozmowach ojciec kszyczał, żeby się wyprowadzili, jak im się to nie podoba.

**Summary 5: 74 words – AO3 1/5**

Ojciec Boryna właśnie wraca do domu i był zły. W domu był Kowalowa i syn Antek i żona. Przyszli porozmawiać o zapisu. Kowalowa muwila i Boryna po cichu, za to Hanka była bardzo zdenerwowana i chciała wżaskać. Oni pytali po co on przepisze ziemię swojej dla swojej żonie. Jak oni harują, a i tak nic nie dostają i ziemia jest nich. Niestety, po rozmowach kszyk, żeby się wprowadzili, jak im się to nie podoba.

Qu	Accept	Mark	Notes
03.1	F	1	

Qu	Accept	Mark	Notes
03.2	N	1	

Qu	Accept	Mark	Notes
03.3	F	1	

Qu	Accept	Mark	Notes
03.4	P	1	

Qu	Accept	Mark	Notes
03.5	F	1	

Qu	Accept	Mark	Notes
03.6	N	1	

Qu	Accept	Mark	Notes
03.7	P	1	

Qu	Accept	Mark	Notes
03.8	N	1	



Qu	Accept	Mark	Notes
04.1	To brak środków na życie/brak pieniędzy na zaspokojenie podstawowych potrzeb (1)	1	

Qu	Accept	Mark	Notes
04.2	Społeczne wykluczenie (1) /utrata odczucia godności (1) /brak szacunku (1) /utrata wolności (1)	2	Any two out of four

Qu	Accept	Mark	Notes
04.3	Polacy uważają biednych za winnych swego losu (1) /panuje stereotyp biednego jako złego człowieka (1) /pracodawcy niechętnie ich zatrudniają/robią łaskę (1) /zatrudniają biednych bez umowy o pracę/zatrudniają na czarno (1) /nie płacą należycie za wykonane przez nich prace (1)	3	Any three out of five

Qu	Accept	Mark	Notes
04.4	Pomoc finansowa nie jest wystarczająca/jest jej zbyt mało w stosunku do potrzeb/to kropla w morzu potrzeb (1)	1	

## **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			
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	Matka Polka jest wzorcem kobiecości,	The Polish mother is a model of femininity,	<u>Example of</u> femininity
2	efektem naszej skomplikowanej historii,	the result of our complicated history	
3	która stworzyła ten specyficzny stereotyp kobiety.	which created this specific image/stereotype of a woman.	
4	Jest ona heroiczna,	She is heroic,	
5	zdolna do niesamowitych poświęceń dla dobra Ojczyzny	capable of incredible sacrifices for the good of the Motherland,	
6	i skoncentrowana przede wszystkim	and focused primarily	
7	na rodzinie, nie na sobie.	on the family, not on herself.	
8	Tragiczne losy w historii naszego państwa powodowały	The historical turbulence of our statehood/country meant	
9	iż na kobietach spoczywał obowiązek	that it was women who were responsible	
10	wychowywania swoich dzieci w duchu głębokiego patriotyzmu.	for raising their children in the spirit of deep patriotism.	
Box		Accept	Reject
11	Matki dbały o ciągłość języka i kultury,	They took care of the continuity of language and culture,	
12	ale też w imię dobra wspólnego	but also, in the name of the common good,	
13	posyłały swoich synów na pewną śmierć.	sent their sons to certain death.	
14	Musiały one przy tym dbać o cały dom,	At the same time, they had to take care of the whole house,	

15	pod nieobecność swoich mężów, walczących za Polskę.	in the absence of their husbands, fighting for Poland/when their husbands were fighting for Poland.	
16	Ogrom spraw, z którymi musiały uporać się	The enormity of the matters/things they had to deal with	
17	budzi podziw	is admirable	
18	i do dziś oddziałuje na mentalność	and to this day affects the mentality	
19	wielu polskich kobiet.	of many Polish women.	
20	Czy jednak nie czas to zmienić?	But isn't it (the) time to change that? / Isn't it time for a change?	

**[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	<b>Very good evaluation of the research topic</b> 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	<b>Good evaluation of the research topic</b> 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	<b>Reasonable evaluation of the research topic</b> 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	<b>Limited evaluation of the research topic</b> 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	<b>Very limited evaluation of the research topic</b> 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**

<b>AO3</b>	
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**

<b>Research project essay</b>		<b>AO4</b>
<b>Mark</b>	<b>Descriptors</b>	
17–20	<b>Excellent critical and analytical response</b> 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	<b>Good critical and analytical response</b> 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	<b>Reasonable critical and analytical response</b> 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	<b>Limited critical and analytical response</b> 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	<b>Very limited critical and analytical response</b> 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
---	---

**Research topic: Poland during the communist era**

Komunizm zagrażał nie tylko tożsamości naszego narodu, ale i fizycznej egzystencji polskiego Kościoła. Przeanalizuj postawę władz PRL w stosunku do Kościoła katolickiego. Czy, według Ciebie, władzom udało się osiągnąć cele swojej polityki?

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

The indicative content is neither prescriptive nor exhaustive.

- Catholic press is made illegal (AO2)
- removal of RE from the educational curriculum (AO2)
- widespread/ strong propaganda against the Church (AO2)
- priests who were openly anti-communist arrested (AO2)
- Primate Stefan Wyszyński arrested after refusal to sign the decree (AO2)

**Additional points of indicative content**

- invigilation of the Church members
- murder of Father Jerzy Popiełuszko
- visit of John Paul II in 1979 and its impact
- every day repression/censorship of people who were openly religious
- PAX and Tygodnik Powszechny and their 'controlled' freedom

0	7
---	---

**Research topic: Racism in Poland**

Często słyszy się, że problem rasizmu, ze względu na homogeniczność społeczeństwa, w Polsce nie istnieje. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

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

The indicative content is neither prescriptive nor exhaustive.

- historically Poland was one of the most multicultural countries (AO2)
- conflicts and tensions were present even then (AO2)
- homogenous society as a result of war/post war changes and politics (AO2)
- patriotism is being mixed up with nationalism (AO2)
- it would be natural for Poland to be multicultural/to welcome other cultures (AO2)

**Additional points of indicative content**

- the historical roots of racism in Poland
- how ethnic discrimination has changed since 1989
- reasons behind the growing number of cases of racism in Poland
- forms racism takes in Poland
- ways of fighting racism

0	8
---	---

**Research topic: Tourism in Poland**

Na podstawie tekstu o Puszczy Białowieskiej i wybranego innego obiektu turystycznego w Polsce, opisz ich wyjątkowość i atrakcyjność.

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

The indicative content is neither prescriptive nor exhaustive.

- Białowiecki National Park as a national treasure (AO2)
- it is an example of trans-border UNESCO site (AO2)
- the forest is well preserved and one can see how nature looked like centuries ago (AO2)
- variety and richness of species/trees (AO2)
- it was a hunting ground for Polish Kings (AO2)

**Note:** Student must also name one more specific site and analyse its uniqueness.

**Additional points of indicative content**

- historical background
- cultural activities
- geographical position and features
- culinary/craft/any specialties
- justification of choice

0	9
---	---

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

Przeanalizuj dramatyczne wybory oraz losy żołnierzy AK po odebraniu ostatniego rozkazu dowódcy i rozwiązaniu Armii Krajowej.

**[40 marks]**

**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- Soviet occupation of Poland at the end of WWII (AO2)
- Gen. Okulicki's last orders (AO2)
- Tragedy as end of war does not bring independence, fight for freedom continues (AO2)
- Officers ordered to go into hiding/underground organization continues to function (AO2)
- new occupation begins (AO2)

**Additional points of indicative content**

- the occupying regime's policy regarding Home Army
- Gen. Okulicki's arrest and death (in Soviet prison)
- NKVD and its role in fight with the Home Army
- many Home Army soldiers leave Poland, thus saving their lives
- Witold Pilecki's life as an example of a Polish resistance fighter