

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

Paper 1 Reading and Writing

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**Mark Scheme**

June 2022

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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.

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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	założenie, według którego nawiązanie kontaktu między dwiema przypadkowymi osobami na Ziemi wymaga średnio zaangażowania sześć osób. (1)	1	<b>Reject:</b> badania amerykańskiego psychologa/Stanleya Milgrama (without explanation)

Qu.	Accept	Mark	Notes
01.2	można było założyć sobie tam konto dopiero po otrzymaniu zaproszenia/ekskluzywność /zamknięty dla innych (1) / bezpieczny (1) był to serwis elitarny (1)	2	Any two out of three

Qu.	Accept	Mark	Notes
01.3	nowy portal koncentruje się wyłącznie na społecznościach/grupach (1) nie ma możliwości publikowania postów bezpośrednio w profilu użytkownika (1) / nie ma możliwości zbierania znajomych (1) / nie można udostępniać własnych zdjęć (1)	3	Any three out of four

Qu.	Accept	Mark	Notes
01.4	Poprzez pomoc firmom/stowarzyszeniom (1) / oferuje niedrogi/tani/atrakcyjny finansowo pakiet, który pomoże prowadzić im (firmom/stowarzyszeniom) działalność (1)	2	

**Summary question**

Qu	Accept	Mark	Notes
02	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• Elżbieta odwiedziła matkę minionej wiosny (1)</li> <li>• Spotkanie miało miejsce na południu Europy/nad Morzem Śródziemnym (1)</li> <li>• Spotkanie miało miejsce we Włoszech (1)</li> </ul>	2	Any two out of three
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• Matka ubrana była w piękną suknię z miękkiej wełny (1)</li> <li>• Wyglądała pięknie / bogato / bardzo świeżo (młodo) (1)</li> <li>• Elżbieta czuła obojętność / patrzyła na nią z obojętnością, jak na obcą kobietę (1)</li> <li>• Przyglądała się matce z ciekawością/matka wzbudzała w niej ciekawość (1)</li> </ul>	2	Any two out of four
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• Matka milczała (1)</li> <li>• Była zniecierpliwiona czekaniem (1)</li> <li>• Uporczywie patrzyła na bramę/wpatrzona w bramę w oczekiwaniu na mężczyznę (1)</li> <li>• Gdy mężczyzna w końcu przyszedł, matka nawet się nie uśmiechnęła/była obojętna/nie okazała żadnych emocji (1)</li> </ul>	3	Any three out of four

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: 90 words – AO3 5/5

Elżbieta spotkała się z matką wiosną, poprzedniego roku. Odwiedziła ją w jej włoskiej willi, nad Morzem Śródziemnym. Matka wyglądała wtedy pięknie, miała na sobie elegancką suknię z miękkiej wełny i z perłowymi guzikami. Elżbieta nie czuła do niej miłości, była dla niej po prostu obca kobietą. Można powiedzieć, że matka była dla Elżbiety obojętna. Podczas wizyty córki, prawie się nie odzywała, cały czas czekała na kogoś ze zniecierpliwieniem. Stała na tarasie i patrzyła przed siebie. Kiedy w końcu przyszedł mężczyzna, na którego czekała, matka nawet się do niego nie uśmiechnęła.

#### Summary 2: 89 words – AO3 4/5

Elżbieta spotkała się z matką popzedniego roku, na wiosne. Odwiedziła ją na jej włoskiej willi, nad Morzem Śródziemnym. Matka wyglądała wtedy pięknie, miała na sobie super elegancką suknię z miękkiej wełny i z perłowymi guzikami. Elżbieta nic nie czuła do niej, była dla niej po prostu jak inna kobieta. Można powiedzieć, że matka była obojętna. Podczas wizyty córki, prawie się nie odzywała, czekała na kogoś ze zniecierpliwieniem. Stała na willi i patrzyła przed siebie. Kiedy w końcu przyszedł meszczyzna, na którego czekała, matka się nawet nie śmiała do niego.

#### Summary 3: 79 words – AO3 3/5

Elżbieta spotkały się z matką popszedniego roku, na wiosne. Odwiedziła ją na jej włoskiej willi, nad Morzem Śródziemnym. Matka była ładna i miała na sobie super elegancką suknię z miękkiej wełny i z perłowymi guzikami. Elżbieta nic nie odczuła, była dla niej jak inna kobieta. Można powiedzieć, że z matka było obojętnie. Podczas wizyty się nie odzywała. Stała na willi i patrzyła przed nimi. Kiedy w końcu przyszedł meszczyzna, na którego czekała, matka się nawet nie śmiała do niego.

**Summary 4: 70 words – AO3 2/5**

Elżbieta spotkały się z matką w tamtym roku, na wiosnę. Odwiedziła ją na jej willi, nad Morzem Śródziemnym. Matka to jest ładna i miała na sobie super elegancką sukienkę z guzikami. Elżbieta nic nie odczuwała, była dla niej jak inna kobieta. Można powiedzieć, że tu było obojętne. Podczas wizyty siedziała cicho i stała na willi i patrzyła przed nimi. Kiedy w końcu przyszedł ten gość to nawet nie śmiała się.

**Summary 5: 59 words – AO3 1/5**

Elżbieta z matką w tamtym roku, na wiosnę była na jej willi, nad morzem. Matka to jest ładna i miała na sobie sukienkę i też miała guziki. Elżbieta nic nie odczuwała, bo to jak inna kobieta. Można powiedzieć, że obojętne i że siedzi cicho i stała na willi i patrzyła przed nimi. Jak w końcu przyszedł to nawet śmiała się.

Qu	Accept	Mark	Notes
03.1	F	1	

Qu	Accept	Mark	Notes
03.2	N	1	

Qu	Accept	Mark	Notes
03.3	P	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	N	1	

Qu	Accept	Mark	Notes
03.8	N	1	



Qu	Accept	Mark	Notes
04.1	Według Komisji Polska wciąż rozwija się bardzo dynamicznie (1) / dynamiczny rozwój Polski może potrwać jeszcze kilka lat (1) / w Polsce nadal rośnie produktywność pracowników (1) / Polska przyciąga wiele inwestycji (1)	2	Any two out of four

Qu	Accept	Mark	Notes
04.2	Starzenie się społeczeństwa (1) / wzrastająca liczba emerytów (1)	1	Any one out of two

Qu	Accept	Mark	Notes
04.3	Wspieranie rozwoju karier kobiet (1) / zachęcanie pracowników z zagranicy do przyjazdu do Polski (1)	2	

Qu	Accept	Mark	Notes
04.4	W Polsce może mieszkać więcej cudzoziemców (1) / w Polsce może mieszkać tyle samo cudzoziemców co w innych krajach Europy Zachodniej (1) / Polska ma szansę powrotu do bycia państwem zróżnicowanym etnicznie i kulturowo (1)	2	Any two out of three

**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	Wskutek partyjnych manipulacji,	As a result of (a political) party manipulations,	
2	niechęci i oskarżeń po Marcu '68	aversion/antipathy/spite/ill will and accusations, after March '68	
3	z Polski wyjechało kilkanaście tysięcy	more than ten/a dozen or more/over a dozen of thousand people left Poland	thousands
4	osób żydowskiego pochodzenia.	who were Jewish/of Jewish descent.	
5	Rzuca się w oczy wysoki poziom wykształcenia:	It is significant/striking that many of them were highly educated:	
6	odsetek studentów i osób po studiach był wśród nich	the percentage of students and graduates among them	
7	osiem razy większy niż wśród ogółu mieszkańców Polski.	was eight times higher than among the entire population of Poland.	
8	Najliczniejsi byli	The most numerous comprised/The largest group included	the most common

Box		Accept	Reject
9	inżynierowie, lekarze i ekonomiści.	engineers, doctors and economists.	
10	Do jesieni 1969 roku podania o zgodę na wyjazd	By the/ Until autumn of 1969, applications for permission to travel/to leave	
11	złożyło blisko pięciuset wykładowców i naukowców,	were submitted by nearly five hundred/500 lecturers and scientists,	
12	w tym postaci wybitne i znane.	including eminent and well-known figures.	amazing, clever, smart
13	Wśród emigrantów było dwustu dziennikarzy,	Among the emigrants/migrants there were two hundred/200 journalists,	immigrants
14	ponad sześćdziesięciu pracowników radia i telewizji,	over sixty/60 radio and television employees,	
15	około stu muzyków i artystów.	about one hundred/100 musicians and artists.	
16	Był to skutek wybitnie antyinteligentnego	It was the result of the eminently/remarkably/highly anti-intellectual	
17	tonu kampanii marcowej.	tone/character of the March campaign.	
18	Trudno przecenić straty,	It is difficult to overestimate the loss	It is hard/difficult to measure/recover/estimate/judge
19	jakie Polska poniosła z powodu odpływu	that Poland suffered as a result of the drain (emigration or brain drain accepted)	
20	tych wysoko wykształconych i utalentowanych ludzi.	of these highly educated and talented people.	clever

**[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
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**Research topic: Poland during the Communist era**

Powstanie Solidarności stanowiło zagrożenie dla systemu komunistycznego. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

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

The indicative content is neither prescriptive nor exhaustive.

- Official registration of Solidarity as a union for all workers as a milestone in the history of the PRL (AO2).
- 1<sup>st</sup> Convention (1980) and creating a Solidarity manifesto (AO2).
- Reaction of the CCCR and the Communist government in Poland (AO2).
- Huge popularity of the movement, which inspired the establishment of other independent organisations (AO2).
- Publishing independent press and books, their wider availability and impact on society (AO2).

**Additional points of indicative content (AO4)**

- The visit of John Paul II in 1979 and its impact on establishing the Solidarity movement.
- Introduction of Martial Law (13 Dec 1981) and the suppression of the Solidarity movement.
- The role of Lech Wałęsa/Anna Walentynowicz/Tadeusz Mazowiecki (among others).
- Popularity of the movement outside of Poland, which resulted in interest and support in the West and awakening in other countries of the Eastern bloc.
- Round Table talks – 1989.



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

Największym niebezpieczeństwem dla walki z wszelkimi przejawami dyskryminacji jest obojętność. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

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

The indicative content is neither prescriptive nor exhaustive.

- Experience of discrimination and a lack of reaction (peer pressure?) (AO2).
- 'Ghetto benches' as a form of segregation at pre-war universities and different reactions of academics (AO2).
- Thoughtless use of discriminatory language (AO2).
- Lack of an institutional reaction to racism and discrimination (AO2).
- The need to stop being indifferent to intolerance and discrimination (AO2).

**Additional points of indicative content (AO4)**

- The historical roots of intolerance in Poland.
- How ethnic discrimination has changed since 1989.
- Ways of fighting different types of discrimination, including challenging cultural and social stereotypes.
- The role of NGOs and education.
- The role of the media.

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

Ostatnie lata to okres wzmożonego rozwoju turystycznego wielu regionów w Polsce. Przeanalizuj infrastrukturę i atrakcyjność turystyczną Kujaw oraz co najmniej jednego, wybranego przez Ciebie, innego regionu Polski.

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

The indicative content is neither prescriptive nor exhaustive.

- Kujawy as a culturally varied and touristically attractive region in Poland (AO2).
- Bory Tucholskie and its attractiveness (watersports, etc.) (AO2).
- Cycling routes in the region are well maintained and have a good infrastructure (AO2).
- The richness of culture, history and traditions (AO2).
- Bydgoszcz and Torun are both cities worth visiting and offer many unique tourist sites (AO2).

**Additional points of indicative content (AO4)**

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

- Geographical position and features.
- Historical background.
- Tourist activities.
- Tourist infrastructure (transport, accommodation, information, catering, etc.)
- Justification of choice.

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

Wybuch Powstania Warszawskiego był koniecznością. Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

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

The indicative content is neither prescriptive nor exhaustive.

- Decision about the Uprising was taken in unique and difficult circumstances (AO2).
- Military goals (and their dependency on the help of the Allies) (AO2).
- Political goals (the fight for independence from Soviet influence) (AO2).
- Communist propaganda (AO2).
- Dilemma related to the fate of civilians (AO2).
- Legacy of the Warsaw Uprising (AO2).

**Additional points of indicative content (AO4)**

**Note:** Candidates can agree or disagree with the statement, in both cases justification of choice is essential.

- The Home Army and other organisations had been preparing for the fight since the beginning of the occupation.
- Part of operation Tempest – trying to assert Polish political and military autonomy.
- On the other hand, Tempest operations led to the disarmament of Home Army units and the arrest, execution or deportation of its leaders.
- Humanitarian disaster as a result of the Uprising.
- The destruction of Warsaw.