AQA

A-level
POLISH
7687/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2022

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 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

Section A

Listening

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 recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	**B** (nie pasują do stereotypu.)	1

Qu	Accept	Mark
01.2	**A** (jest mało znane szerszemu społeczeństwu.)	1

Qu	Accept	Mark
01.3	**A** (brak pomocy ze strony państwa.)	1

Qu	Accept	Mark
01.4	**A** (być samodzielnym.)	1

Qu	Accept	Mark
01.5	**C** (wyzwolić pozytywne emocje.)	1

Qu	Accept	Mark
01.6	**A** (niełatwe.)	1

Qu	Accept	Mark
02.1	**P** (prawda)	1

Qu	Accept	Mark
02.2	**F** (fałsz)	1

Qu	Accept	Mark
02.3	**P** (prawda)	1

Qu	Accept	Mark
02.4	**N** (nie wiadomo)	1

Qu	Accept	Mark
02.5	**F** (fałsz)	1

Qu	Accept	Mark
02.6	**N** (nie wiadomo)	1

Qu	Accept	Mark
02.7	**P** (prawda)	1

Qu	Accept	Mark
02.8	**N** (nie wiadomo)	1

Qu	Accept	Mark	Notes
03.1	3 out of 4 1. miłość 2. więzi między członkami 3. aceptacja 4. wzajemny szacunek	3	Any three

Qu	Accept	Mark	Notes
03.2	3 out of 4 1. nie są powodem założenia rodziny 2. posiadanie ich odkłada się w czasie 3. coraz więcej młodych par nie ma dzieci 4. dzieci są źródłem szczęścia w rodzinie/rodzina z dziećmi uważana jest wciąż za najlepszy model rodziny	3	Any three Note: Not accepted - Narodziny pierwszego dziecka witane są z radością

Qu	Accept	Mark	Notes
03.3	2 out of 2 1. możliwość samorealizacji w różnych dziedzinach (zawodowej/towarzyskiej) 2. prawo do autonomii/decydowania o swoim czasie wolnym/wyboru znajomych	2	

Qu	Accept	Mark	Notes
03.4	1 out of 2 1. pogodzeniu spraw zawodowych z życiem rodzinnym 2. uznaniu, że *być* ważniejsze niż *mieć*	1	Note: Re: 2. Both words *być* and *mieć* have to be mentioned

Summary questions

Qu	Accept	Mark	Notes
04	**Bullet 1** Any three details • znajdują się **chętni do działania** • organizowane są szkolne/demokratyczne **wybory** • odbywa się **prezentacja** kandydatów • wybiera się najlepszych w tajnym **głosowaniu**	3	Any three details
	Bullet 2 • doradzanie rządzącym w sprawach dot. młodzieży • wpływanie na środowisko młodzieżowe/ zachęcanie młodzieży do działania przez inicjowanie imprez/ edukowanie młodzieży poprzez pogadanki i spotkania **(any of those)**	2	
	Bullet 3 Any two details • praca nad projektem przyjaznego miejsca dla młodzieży • budowa skateparku • organizacja międzyszkolnego konkursu piosenki	2	Any two details

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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 recording. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information 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 o*r, 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
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.

Mark	AO3 quality of language marks in the listening summary task
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

Młodzieżowa Rada Samorządowa powstaje w szkołach jak znajdą się chętni do jej stforzenia. Kandydaci na członków rady prezentują się przed uczniami a następnie są demokratycznie wybierani w szkolnych wyborach które są tajne. Wygrywają najlepsi. Zadaniem rady jest przede wszystkim doradzanie politykom w sprawach, które dotyczą młodzieży. Ale Rady dają też przykład uczniom, że warto działać, że można robić ciekawe rzeczy dla siebie. Dodatkowym celem Rady jest równiesz edukowanie młodych ludzi poprzez spotkania i dyskusje. Przykładami działań Rady są projekt pszyjaznego dla młodzieży miejsca w mieście, budowa skateparku i zorganizowanie międzyszkolnego konkursu piosenki.

Summary 2 85 words – AO3 4/5

Młodzieżowa Rada Samorządowa działa w szkole jak są osoby chconcy się zangarzować. Kandydaci na członków muszom sie zaprezentowac przed uczniami w szkole gdzie są następnie wybierani w wyborach w tajnym głosowaniu. Wybiera się tych co sa najlepsze. Zakresy działania rady jest szerszy jak doradzanie politykom w sprawach młodzieży, zachencania młodziezy do działania przez imprezy kulturalne, sportowe i inne. Też wplywanie przez spotkania i dyskusje. Przykłady działań Rady są wiele jak projekt pszyjaznego dla młodzieży miejsca w mieście, budowa skateparku i zorganizowanie między szkolny konkursu piosenki.

Summary 3 86 words – AO3 3/5

Proces tworzenia Młodzieżowej Rady Samorządowej wyglonda ze Młodzieżowa Rada Samorządowa działa w szkole jak są osoby chcący się zangarzować. Kandydaci na członków muszom sie zaprezentowac przed uczniami w szkole gdzie są następnie wybierani w wyborach w tajnym głosowaniu. Wybiera się tych co sa najlepsze. Zakresy działania rady jest szerszy jak doradzanie politykom w sprawach młodzieży, zachencania młodziezy do działania przez imprezy kulturalne, sportowe i inne. Też wplywanie poprzez spotkania i dyskusje. Przykłady działań Rady są wiele jak projekt pszyjaznego dla młodzieży miejsca w mieście, budowa skateparku i zorganizowanie między szkolnego konkursu piosenki.

Summary 4 90 words – AO3 2/5

Proces tworzenia Młodziezowej Rady Samorzadowej wygląda że znalazło się kilka osob chconcych się zangazować. Zorganizowaliśmy szkolne wybory gdzie kandydaci musieli zaprezentowac sie i wybraliśmy najlepszych. Fszyscy byli dobrze pszygotowani. Wybory były demokratyczne i tajne. Zakresy dzialania młodzieżowych rad widze szerzej. Jesteśmy by doradzac wladzom z drugiej strony staramy się wplywac na młodzież. Robimy dzialania jak impresy spotrowe i ekologiczne i spolecznosciowe. Spotkania edukacyjne to jest tesz wazna czensc dzialania rad. Pracujemy by bylo miejsce dla mlodziezy do spendzania czasu wolnego i jest pomysl to jest budowa skateparku i konkurs piosenki.

Summary 5 97 words – AO3 1/5

Proces tworzenia Młodziezowej Rady Samorzadowej wygląda że dzała w mojej szkole jak znalazła się kilka osóp chconcych się zangazować. Zorganizowaliśmy szkolne wybory i wybraliśmy najlepszych. Fszyscy byli dobrze pszygotowani. Wybory były demokratyczne. Zakresy dzialania młodzieżowych rad widze zeby doradzac wladzom z drugiej strony wplywac na nasze srodowisko przez co robimy dzialania jak impresy spotrowe i ekologiczne i spolecznosciowe. Spotkania edukacyjne to jest tesz wazna czensc dzialania rad. Pracujemy nad projectem by bylo miejsce dla mlodziezy bespieczne do spendzania wolnego czasu i jeden z spomysluf jest budowa skateparku i konkurs piosenki. Odbendzie sie tesz concert finalowy w sierpniu.

Section B   Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling:
Errors of spelling will not be tolerated.

Prefixes and suffixes, inflection of nouns and adjectives, conjugation of verbs and the use of appropriate tenses and aspects (perfective/imperfective) must be correct.

Errors of gender:
Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers:
Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation:
A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors:
Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		**Accept**	**Reject**
1	The Culture of the Highlanders	Kultura górali	góralska
2	is a vast	jest rozległym/szerokim	wielkim
3	and interesting subject.	i interesującym tematem.	przedmiotem.
4	While spending time in the Tatras	Podczas pobytu w Tatrach	
5	you can still experience	możesz/można wciąż doświadczyć	można dalej
6	the Highland culture	kultury góralskiej/podhalańskiej	
7	at first hand.	z pierwszej ręki./na żywo.	
8	Its most characteristic feature	Jej najbardziej charakterystyczną cechą,	aspektem
9	which enables you	po której możesz/można	
10	to tell	poznać	powiedzieć
11	if you are dealing with	czy masz /ma się do czynienia z	
12	a true Highlander,	prawdziwym góralem,	
13	is the dialect,	jest gwara/dialekt,	
14	a language which is	język, który jest	
15	somewhat archaic	nieco archaiczny,	
16	but still alive.	ale ciągle żywy.	
17	It is spoken	Mówi się nim	Jest mówiony

Box		Accept	Reject
18	on a daily basis	na co dzień (codziennie)	
19	and by no means only at home	i nie tylko w domu,	
20	but also, at work or school.	ale także w pracy lub szkole.	
21	A further feature of Highland culture	Kolejną cechą kultury góralskiej	dalszą
22	is the dress	jest strój/ubiór,	ubranie
23	formerly	kiedyś/dawniej/w przeszłości	przedtem
24	worn every day	noszony na co dzień,/codziennie	
25	but currently	a obecnie	
26	only during holidays	tylko podczas świąt/świątecznych dni	wakacji
27	and important events	i ważnych wydarzeń/specjalnych okazji/uroczystości	
28	such as weddings	(takich) jak śluby	
29	christenings	chrzty	
30	and funerals.	i pogrzeby.	

[10 marks]

Conversion grid	
Number of ticks	**Mark**
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Section C

Multi-skill task

Assessment Objectives 1, 2 and 3

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 200 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 1

Mark	AO1
9–10	**Very good evaluation of the source** The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	**Good evaluation of the source** Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	**Reasonable evaluation of the source** Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	**Limited evaluation of the source** A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	**Very limited evaluation of the source** A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	**Very good evaluation of the source** The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions
7–8	**Good evaluation of the source** Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	**Reasonable evaluation of the source** Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	**Limited evaluation of the source** A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	**Very limited evaluation of the source** A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

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.
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Incorrect but close to correct spellings
Incorrect genders/case forms and consequential errors of agreement.

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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.

Possible Content

- Political, economic, and professional reasons for emigration in communist Poland. (AO2)
- Positive and negative consequences of those decisions for individual artists: (AO2)
  - Kurt Weber's case: prejudice and nostalgia
  - Jerzy Skolimowski's case: necessity and success
  - Dariusz Wolski's case: professional motivation and success.

- Emigration as a choice in post-communist Poland: (AO2)
  - Young generation film director's case: difficult road to success.
  - Psychological and sociological costs of emigration

- Emigration of well-educated because of lack of mobility in the labor market (AO1)
  - Zofia's case: a young doctor not able to fulfill her professional ambitions.

- Emigration of older generation: (AO1)
  - Artur's case: working abroad and investing in Poland.

- Psychological costs of emigration: (AO1)
  - missing family and the country
  - missing sense of being at home.

[30 marks]

(10 AO1, 10 AO2, 10 AO3)