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

Paper 1 Reading and Writing

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**Mark scheme**

June 2023

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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 | Otrzymują olbrzymie sumy od państwa (1) oszukują (deklarują niższe zarobki, aby dostać pomoc od rządu) (1) brudzą (niszczą) pola namiotowe (1) | 2    | Any two out of three |

| Qu.  | Accept  | Mark | Notes                |
|------|---|------|----------------------|
| 01.2 | Stereotyp to brak odpowiedzialności (1) / brak umiejętności planowania sobie życia (1) / alkoholizm (1) | 2    | Any two out of three |

| Qu.  | Accept   | Mark | Notes |
|------|--|------|-------|
| 01.3 | Spadek po PRL (1) wyraz niechęci ideologii komunistycznej do (dużej) rodziny (1) | 2    |       |

| Qu.  | Accept   | Mark | Notes                |
|------|--|------|----------------------|
| 01.4 | To inwestycja w przyszłe pokolenia (1) / powoduje ożywienie na rynku OR wpływa korzystnie na gospodarkę całego kraju (1) / zmienia wizerunek rodziny wielodzietnej (1) | 2    | Any two out of three |

## Summary question

| Qu | Accept  | Mark | Notes                 |
|----|---|------|-----------------------|
| 02 | <b>Bullet 1</b> <ul style="list-style-type: none"> <li>Najpierw (bez żadnej wiedzy) pisze zlecony/zamówiony artykuł (1).</li> <li>Zaciekawiony tematem poszukuje więcej informacji na ten temat/czyta i dowiaduje się więcej (1).</li> <li>Sprawdza, czy to co napisał jest poprawne/trafne/realne/prawdziwe/ma podstawy (1).</li> </ul>  | 2    | Any two out of three  |
|    | <b>Bullet 2</b> <ul style="list-style-type: none"> <li>Jest przedstawiany jako bohater (1).</li> <li>Bez głębi i naturalności/bezpośredniości (1).</li> <li>Przedstawiany jest bardziej jako symbol niż prawdziwy człowiek (człowiek z krwi i kości) (1).</li> </ul>  | 2    | Any two out of three  |
|    | <b>Bullet 3</b> <ul style="list-style-type: none"> <li>Oficjalna nauka ma specyficzny stosunek do poety-mistrza (1).</li> <li>Istnieje wiedza/opracowanie oficjalne (dla wszystkich) (1).</li> <li>Oprócz niej istnieje wiedza nieoficjalna dostępna tylko dla nielicznych badaczy/fachowców/znawców literatury, którzy rozmawiają o niej/przekazują ją sobie po cichu/w prywatnych rozmowach (1).</li> <li>Nie należy z poetów robić świętych, bo ich życiowe, często dramatyczne, historie, są dla czytelników fascynujące/najbardziej ciekawe (1).</li> <li>Nie każdy fakt z ich życia jest ważny/ nie każdy fakt jest warty uwagi (1).</li> </ul> | 3    | Any three out of five |

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. \*'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Generic example of ‘lifted’ language:**

**1**

Text includes, eg *Having finished her studies, she became a doctor.*

Summary task includes the bullet point • *What she did before becoming a doctor*

Correct answer is *She studied*

Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

**2**

Text includes, eg ... *because computers will replace teachers*

Summary task includes the bullet point • *Technological changes anticipated*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation

*Teachers will be replaced by computers*

Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings.

**Serious errors include:**

incorrect verb forms especially irregular forms and incorrect use of pronouns.

**Complex language includes:**

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

| Mark | AO3 quality of language marks in reading summary tasks  |
|------|---|
| 5    | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.        |
| 4    | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.     |
| 3    | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task. |
| 2    | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.  |
| 1    | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.                              |
| 0    | The student produces nothing worthy of credit.  |

## Indicative Content

### Summary 1: 95 words – AO3 5/5

Pisząc artykuły autor zaciekawia się ich tematami tak bardzo, że nawet po oddaniu ich do druku kontynuuje on szukanie informacji. Tak jakby chciał potwierdzić albo przekonać się, że napisał prawdę. Według autora Mickiewicz przedstawiany jest jak bohater i bardziej jak symbol, a nie człowiek z krwi i kości. Po zapoznaniu się z nowymi dokumentami o Mickiewiczu autor doszedł do wniosku, że istnieją dwie wersje jego życiorysu, jedna oficjalna i idealna oraz druga prywatna. O tej drugiej wiedzą tylko specjaliści, którzy rozmawiają o niej po cichu i autor uważa, że nie powinniśmy robić z Mickiewicza świętego.

### Summary 2: 91 words – AO3 4/5

Pisząc artykuły autor ciekawi się ich tematami tak bardzo, że nawet po oddaniu ich do druku kontynuuje on szukanie informacji. Tak jakby chciał przekonać się, że napisał prawdę. Według autora Mickiewicz przedstawiany jest jak bohater i bardziej jak symbol, a nie człowiek z krwi i kości. Po zapoznaniu się z nowymi dokumentami na temat Mickiewicza autor myśli, że istnieją dwie wersje życiorysu Mickiewicza, jedna oficjalna i piękna oraz druga prywatnie. O tej drugiej tylko specjaliści, którzy dyskutują o tym po cichu i autor uważa, że nie powinniśmy robić z Mickiewicza świętego.

### Summary 3: 83 words – AO3 3/5

Pisze artykuły autor i zaciekawiał się ich tematami do tego stopnia, że nawet po oddaniu ich do druku kontynuuje on szukanie tych informacji. On chciał potwierdzić że napisze prawdę. Według autora Mickiewicz jest ucharakteryzowany na bohatera i staje się raczej symbolem. Po poznaniu się z nowymi dokumentami autor myśli, że istnieją dwie wersje życiorysu Mickiewicza, jedna oficjalna i upiększona

oraz druga prywatna. O tej drugiej wiedzą specjaliści, którzy gadają o tym po cichu i autor uważa, że nie można robić z Mickiewicza świętym.

**Summary 4: 62 words – AO3 2/5**

Pisze artykuły i autor ciekawi się ich tematami i nawet po daniu ich do druku szuka. On chciał potwierdzić że napisze prawdę. Według autora Mickiewicza jest jak bohater i jeszcze jest symbol. Poznał się z nowymi dokumentami i autor pomyślał, że tam jest dwie wersje życia Mickiewicz, jedna oficjalna i druga prywatna. Fachowcy mówili o tym po cichu bo Mickiewicza jest święty.

**Summary 5: 60 words – AO3 1/5**

Pisze artykuły i ciekawia się tematami i nawet po oddaniu ich do druku szuka jeszcze i on chciał potwierdzić że to prawda, Mickiewicza jak bohater i jest symbol i poznał się z nowym dokumentem i autor pomyślał, że tam dwa życia, jednak jak oficjalna i druga prywatna jak cicho. Fachowcy mówili na ucho do Mickiewicza jak święty.

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.1 | N      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.2 | F      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.3 | P      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.4 | F      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.5 | N      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.6 | N      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.7 | P      | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 03.8 | P      | 1    |       |



| Qu   | Accept  | Mark | Notes   |
|------|---|------|---|
| 04.1 | Dworzec Morski jest miejscem, gdzie rozpoczynały się emigracyjne losy Polaków (1) stąd pasażerowie odpływali do Ameryki Północnej (1) | 1    | Any one out of two<br><b>Reject:</b> bo tam pływał “Batory” |

| Qu   | Accept  | Mark | Notes |
|------|---|------|-------|
| 04.2 | Emigrantom/Polakom, którzy wyjechali z Polski (1) imigrantom (ludziom, którzy przybyli do/osiedlili się w Polsce) (1) | 2    |       |

| Qu   | Accept   | Mark | Notes                 |
|------|--|------|-----------------------|
| 04.3 | sentyment (1) / wspomnienia (o wyjeździe z Polski i żegnaniu się z bliskimi) (1) / refleksje/zastanowienie się (nad rolą, jaką odgrywa w ich życiu Polska), refleksje patriotyczne (1) / refleksje o emigracji/decyzjami o powrotach (1) | 3    | Any three out of four |

| Qu   | Accept  | Mark | Notes   |
|------|---|------|---|
| 04.4 | Promowanie pozytywnych wartości związanych z migracją (1) / promowanie wkładu/wpływu, jaki Polacy mają w budowę społeczeństw na całym świecie (1) | 1    | Any one out of two<br><b>Reject:</b> muzeum promuje emigrację |

**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   | Zanim upadł komunizm   | Before the fall of communism,  |        |
| 2   | College of Europe w Belgii ukończyło zaledwie dziesięciu Polaków   | only ten Poles graduated from/finished the College of Europe in Belgium. |        |
| 3   | Zmiana nastąpiła po 1992 roku,   | This changed after 1992,   |        |
| 4   | czyli w momencie utworzenia  | at the moment, of establishing (when) / creating / opening               |        |
| 5   | filii na warszawskim Natolinie.  | the University's branch (was established) in Warsaw's Natolin.           |        |
| 6   | Obecnie uczelnia w Natolinie przyciąga studentów   | Currently, the university (school) in Natolin attracts students          |        |
| 7   | zarówno z Polski, jak i z całej Europy   | both from Poland and from all over Europe                                |        |
| 8   | poszukujących prawdziwie wielokulturowego doświadczenia  | who are looking for a truly multicultural experience                     |        |
| 9   | i międzynarodowej kariery.   | and an international career.   |        |

| Box |  | Accept  | Reject  |
|-----|--|---|---------|
| 10  | Otoczenie kampusu w Natolinie jest wyjątkowo atrakcyjne. | The surroundings of the Natolin campus are exceptionally attractive.  |         |
| 11  | Położony w zabytkowym parku i rezerwacie przyrody,       | Located in a historic park and nature reserve,                        |         |
| 12  | dawnych terenach łowieckich króla Polski,                | the former hunting ground of the king of Poland,                      | fishing |
| 13  | pozostaje cichą wyspą zieleni                            | it remains a quiet green island                                       |         |
| 14  | zaledwie rzut kamieniem od centrum Warszawy.             | just a stone's throw from the centre of Warsaw.                       |         |
| 15  | Co więcej, położenie kampusu w Polsce,                   | Moreover, the location of the campus in Poland,                       |         |
| 16  | kraju na wschodniej granicy Unii Europejskiej, czyni go  | a country close to the eastern border of the European Union, makes it |         |
| 17  | idealnym punktem wyjścia do badania politycznego         | an ideal starting point for political                                 | exit    |
| 18  | i społeczno-gospodarczego                                | and socio-economic research   |         |
| 19  | obecnego i przyszłego wpływu UE                          | of the current and future impact of the EU                            |         |
| 20  | na Europę Środkowo-Wschodnią.                            | on Central and Eastern Europe.  |         |

**[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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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**

Cenzura to klucz to zrozumienia istoty totalitaryzmu. Przeanalizuj wpływ cenzury na życie polskiego społeczeństwa w czasach PRL.

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

The indicative content is neither prescriptive nor exhaustive.

- Establishment of the Main Office of Control of Press, Publications and Performances in 1946 (AO2).
- Communist era censorship targeted topics associated with Soviet repression against Polish citizens, works critical of communism or labelled as subversive (AO2).
- Paradoxically it had some positive influence on the arts (greater creativity and efficiency) (AO2).
- Self-censorship as the ultimate goal of communist propaganda (AO2).
- Creating a distorted view of the world and falsifying periods and some facts about Polish history (propaganda in education and its influence over generations brought up in the communist era) (AO2).

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

- Censorship and propaganda as ways to manipulate society.
- Lack of information about events in the country (political, economic aspects), wide spread and tight censorship of the press.
- Censorship and control over the usage of language.
- Fictional reality (crime and disease free, lack of debate, existing media presenting positive, and very often made up, news relating to a harmonious and happy life in the Eastern bloc).
- Censorship of people who were openly religious.
- Taking away inner freedom, independent thinking and feeling of security in an attempt to create *homo sovieticus*.
- The 'captive mind' mentality and the culture of fear.
- The role of Radio Free Europe and Radio Free America as well as underground publishing (eg *samizdat* / "*drugi obieg*").



|   |   |
|---|---|
| 0 | 7 |
|---|---|

**Research topic: Racism in Poland**

Na postawy Polaków wobec innych ras i narodów największy wpływ mają stereotypy.  
Do jakiego stopnia zgadzasz się z tym stwierdzeniem?

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

The indicative content is neither prescriptive nor exhaustive.

- A definition of a stereotype (positive, negative or neutral) (AO2).
- Stereotypes versus discrimination (AO2).
- Reasons for discrimination (AO2).
- Stereotypical and racial profiling as experienced by the trainer, 'hidden assumptions' (AO2).
- Stereotypical thinking/view of the world sanctioned and supported by political systems and their institutions (AO2).

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

- The historical roots of stereotypes in Poland.
- Post-1945 governments' use of stereotypes to achieve political goals.
- Education and its role in creating and maintaining the existing stereotypes (choice of literary texts, popular slogans).
- Make up of post-war Polish society (homogeneity) made challenging stereotypes more difficult (fear of the unknown).
- Changing attitudes amongst Polish society – discussion as a starting point.
- Examples of positive stereotyping.

|   |   |
|---|---|
| 0 | 8 |
|---|---|

**Research topic: Tourism in Poland**

Turystyka kulinarna pozwala na poznanie nie tylko regionalnych przysmaków, ale i wielu lokalnych atrakcji. Przeanalizuj atrakcyjność Szlaku Wielkopolskiego oraz co najmniej jednego, wybranego przez Ciebie, innego polskiego szlaku kulinarnego.

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

The indicative content is neither prescriptive nor exhaustive.

- St. Martin's Croissant as the main delicacy on Wielkopolska's culinary route (AO2).
- History of the Croissant embedded in the history of the region (AO2).
- History of this tradition – past and present (AO2).
- Protected status as a means to preserve the uniqueness of the region (local ingredients, traditional and ecological production methods) (AO2).
- The Poznan Croissant Museum as a place to discover more about the history of Poznan and its unique dialect. (AO2).

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

**Note:** The student must also name at least one more specific culinary route in Poland and analyse its culinary and tourist attractions.

- Geographical position and features.
- Culinary/craft/specialties.
- Historical background.
- Cultural/leisure activities.
- Justification of choice.

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

*„Do chwili rozpoczęcia walki zbrojnej, wyrazem wojny na ziemiach polskich jest walka cywilna”* – to jedno z 10 przykazań polskiego ruchu oporu. Przeanalizuj działalność pionu cywilnego Polskiego Państwa Podziemnego.

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

The indicative content is neither prescriptive nor exhaustive.

- The complexity of Polish Underground State emphasising the civil resistance movement (AO2).
- Artefacts coming from different places illustrating the pervasive nature of the engagement of civilians during the German occupation.
- Documents, photos, memories, intelligence reports, pieces of homework, court sentences as examples of civilian involvement (AO2).
- Underground education (taking place in homes).
- Cultural events (theatre, cabarets) as a form of resistance (AO2).
- Publishing activities.

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

- Phenomenon of underground press (eg. „Biuletyn Informacyjny” or „Rzeczpospolita Polska”).
- Theatre performances in private homes, boycotting cinemas.
- So called *small sabotage* – scouts’ activities, eg: harassing Germans, anti-German inscriptions and drawings, destroying German exhibitions, tearing flags, etc.
- Underground judiciary system (combating treason, collaboration).
- Sabotage (eg. defective work for the enemy, evasion of duties).
- Other forms of underground education (the Flying University).
- Intelligence activities (candidates can mention Witold Pilecki or Jan Karski).