

---

**A-level**  
**POLISH**  
**7687/3**

Paper 3 Listening, Reading and Writing

---

**Mark scheme**

June 2023

---

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](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 © 2023 AQA and its licensors. All rights reserved.

**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	A (internetu.)	1

Qu	Accept	Mark
01.2	C (uczy się głównie teorii.)	1

Qu	Accept	Mark
01.3	A (czasu.)	1

Qu	Accept	Mark
01.4	C (zajmują się szkolnymi błahostkami.)	1

Qu	Accept	Mark
01.5	B (identyfikują się z problemem.)	1

Qu	Accept	Mark
01.6	A (postawa rządu.)	1

Qu	Accept	Mark
02.1	N (nie wiadomo)	1

Qu	Accept	Mark
02.2	F (fałsz)	1

Qu	Accept	Mark
02.3	N (nie wiadomo)	1

Qu	Accept	Mark
02.4	P (prawda)	1

Qu	Accept	Mark
02.5	N (nie wiadomo)	1

Qu	Accept	Mark
02.6	P (prawda)	1

Qu	Accept	Mark
02.7	N (nie wiadomo)	1

Qu	Accept	Mark
02.8	F (fałsz)	1

Qu	Accept	Mark	Notes
03.1	1. pasażerowie statku 2. ojciec i córka/rodzina 3. stary mężczyzna i młoda kobieta 4. emigranci	2	2 out of 4  Re:2 one mark for either “ojciec” or “córka” or both Re:3 one mark for „stary mężczyzna” or „młoda kobieta” or both

Qu	Accept	Mark	Notes
03.2	1. strach/przestrach 2. zdziwienie 3. chorobę	2	2 out of 3  Reject: byli biedni

Qu	Accept	Mark	Notes
03.3	1. nie byli rozumiani 2. samotni 3. źle traktowani/lekceważeni 4. wyśmiewani 5. odpychani	2	2 out of 5

Qu	Accept	Mark	Notes
03.4	1. spór z sąsiadem (o krowę, która weszła w szkodę) 2. Wawrzon nie chciał zapłacić sąsiadowi za szkodę 3. przegrana sprawa sądowa 4. wysokie koszty procesu z sąsiadem o odszkodowanie 5. (skutkiem czego) utrata (części) dobytku (konia)	3	3 out of 5

**Summary question**

Qu	Accept	Mark	Notes
04	<b>Bullet 1</b> <ul style="list-style-type: none"> <li>• upadek kopalń i przemysłu ciężkiego</li> <li>• rewitalizacja terenu kopalń</li> <li>• nowa funkcja historycznych obiektów</li> </ul>	2	2 out of 3
	<b>Bullet 2</b> <ul style="list-style-type: none"> <li>• bogatych tradycjach amatorskiego ruchu muzycznego (chóry, orkiestry)</li> <li>• istnieniu Akademii Muzycznej/sławie jej absolwentów</li> <li>• rozwiniętej infrastrukturze kulturalnej <b>or</b> istnieniu sal koncertowych/klubów muzycznych/studia nagraniowego/wytwórni płytowej</li> </ul>	2	2 out of 3
	<b>Bullet 3</b> <ul style="list-style-type: none"> <li>• rozsławiają miasto w Polsce i świecie</li> <li>• przyciągają liczną publiczność/turystów</li> <li>• budują nowy wizerunek miasta</li> <li>• przyczyniają się do rozwoju miasta</li> </ul>	3	3 out of 4

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* 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.

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 listening and 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 97 words – AO3 5/5

Katowice były miastem z dużą liczbą kopalń. W ostatnich latach większość kopalń już została zamknięta. Niektóre po przebudowanie i odnowieniu mieszczą orkiestry czy muzea. Dzisiaj Katowice chcą być znane z tego, że są miastem kultury, zwłaszcza muzyki. Jest to możliwe, bo Katowice mają długie tradycje amatorskiego muzykowania oraz najstarszą w Polsce uczelnię muzyczną, którą ukończyło wielu sławnych muzyków. W Katowicach jest dzisiaj bardzo dużo miejsc związanych z muzyką – sale koncertowe, studia nagrań itp. Ważną rolę w sławieniu Katowic i tworzeniu nowego oblicza miasta mają festiwale muzyczne, których jest 27. Festiwale przyciągają turystów i pomagają miastu się rozwijać.

#### Summary 2 106 words – AO3 4/5

Katowice były miastem kopalni i węgla. W ostatnich latach na terenie Katowic już większość została zamknięta, a tereny poddane revitalizacji. Dzisiaj mieszczą się tam takie instytucje kulturalne jak narodowa orkiestra symfoniczna i muzeum śląskie. Katowice chcą być znane, że są miastem kultury, zwłaszcza muzyki, bo mają bogate tradycje np. chury. Tę wielu sławnych muzyków pochodzi z Katowic. W Katowicach jest dużo miejsc związanych z muzyką takich jak sale koncertowe, wytwórnie płytowe i studia nagraniowe. Ważna rola w promowaniu mają liczne festiwale muzyczne, których jest tu 27. Dla każdego coś się znajdzie. Festiwale przyciągają turystów ze świata i pomagają w rozwoju miasta i tworzeniu jego nowego image.

#### Summary 3 110 words – AO3 3/5



Katowice to miasto kopalni i węgla. To stereotyp. Większość kopalni już została skwikowanych a tereny podane rewitalizacji. Nazywa się to strefa kultury, gdzie mają siedziby jak narodowa orkiestra i muzeum śląskie. Dzisiaj Katowice mają wizerunek jako miasto kultury i muzyki, bo działają tu chóry i orkiestry dęte. Są też studia nagrani, kluby muzyczne. Katowice chcą mieć wizerunek jako miasta kultury, zwłaszcza muzyki, bo mają bogate tradycje np. ponad 100 chórów i orkiestry amatorskiego ruchu. Liczne sale koncertowe, studia nagraniowe i kluby muzyczne. Znaczenie festiwali dla rozwoju miasta jest bardzo duże. Jest 27 festiwali i dla każdego coś się znajdzie. Festiwale przyciągają turystów z kraju i świata i pomagają rozwojowi miasta.

**Summary 4 91 words – AO3 2/5**

Katowice to miasto kopalni i węgla. Większość kopalni już została skwikowanych a tereny podane rewitalizacji. Nazywa się to strefa kultury, gdzie mają siedziby jak narodowa orkiestra i muzeum śląskie. Dzisiaj Katowice mają wizerunek jako miasto kultury i muzyki, bo działają tu chóry i orkiestry dęte. Są też studio nagrani, kluby muzyczne i najstarsza uczelnia muzyczna której są absolwenci znani w świecie muzyki. Festiwale są ważną rolę w promowaniu Katowic jako festiwalowej stolicy polski. Odbija się tam 27 festiwali i przyciąga tysięcy turystów z zagranicy i kraju. Katowice to miasto się rozwija.

**Summary 5 103 words – AO3 1/5**

Katowice się zmieniły w ostatnich latach większość kopalni zostało skwikowanych a tereny podane rewitalizacji. Przykładem dawni kopalni Katowice nazwano strefa kultury. Tutaj mają siedziby narodowa orkiestra polskiego radia czy muzeum. to miasto kopalni i węgla. Większość kopalni już zostało skwikowanych a tereny podane rewitalizacji. Nazywa się to strefa kultury, gdzie mają siedziby jak narodowa orkiestra i muzeum śląskie. Opiera się nowy wizerunek Katowic jako miasta kultury i muzyki. Działają u nas chóry i orkiestry dęte od 100 lat. Są też znani w świecie muzyki. Sale koncertowe i kluby muzyczne i studia nagraniowe. Znaczenie festiwali dla rozwoju miasta jest 27 festiwali i tysiące turystów.

## **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	When I started	Kiedy zaczynałam/zaczynałem (rozpoczęłam/rozpocząłem)	
2	my adventure with the students	moją/swoją przygodę ze studentami	
3	at the "School of Tolerance",	w "Szkole Tolerancji"	
4	I aimed to make them aware of	miałam na celu uświadomienie im	
5	how important	jak ważne (są)	
6	certain values are:	pewne wartości (są):	
7	understanding,	zrozumienie,	rozumienie
8	human dignity,	godność człowieka,	
9	openness,	otwartość,	otworzenie
10	tolerance.	tolerancja.	
11	We talked about the problems	Rozmawialiśmy o problemach	
12	of the modern world,	współczesnego/dzisiejszego świata, (we współczesnym/dzisiejszym świecie)	
13	including refugees	włączając uchodźców	
14	and anti-Semitism.	i antysemityzm.	
15	The results of the survey	Wyniki ankiety/badań,	
16	I conducted among my students	którą/które przeprowadziłam wśród moich studentów,	
17	convinced me	przekonały mnie	

Box		Accept	Reject
18	of the need for such lessons.	o potrzebie takich lekcji.	
19	Some of them	Niektórzy (z nich)	
20	admitted their parents'	przyznali, że ich rodzice	
21	prejudices	mają uprzedzenia	
22	towards the homeless,	wobec bezdomnych	
23	or a dislike of the disabled.	albo niechęć do niepełnosprawnych.	
24	Fortunately,	Na szczęście,	
25	although the vast majority	mimo, że zdecydowana większość	
26	assessed our society	oceniła nasze społeczeństwo	
27	as being full of divisions,	jako pełne podziałów,	
28	there is hope for the future	jest nadzieja na przyszłość,	
29	because the young generation has a much more	ponieważ młode pokolenie ma dużo bardziej	
30	tolerant attitude to life.	tolerancyjny stosunek do życia.	

[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 Question 06****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	<b>Very good evaluation of the source</b> 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	<b>Good evaluation of the source</b> 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	<b>Reasonable evaluation of the source</b> 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	<b>Limited evaluation of the source</b> 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	<b>Very limited evaluation of the source</b> 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**

<b>Mark</b>	<b>AO2</b>
9–10	<b>Very good evaluation of the source</b> 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	<b>Good evaluation of the source</b> 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	<b>Reasonable evaluation of the source</b> 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	<b>Limited evaluation of the source</b> 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	<b>Very limited evaluation of the source</b> 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**

<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.

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.

### **Possible Content**

- The importance of the EU involvement in Frombork. (AO1)
  - economic deprivation of the region (lack of local funds and high level of unemployment)
  - region rich in historical monuments
  - high cost of restoration
- The restoration of the cathedral for the benefit of the tourists. (AO1)
- The restoration and new use of historical buildings (Frombork stronghold, 19<sup>th</sup> century park and palace). (AO1)
- Creating new facilities for artists (workshops, studios, spaces for exhibitions) (AO1)
- Importance of cultural heritage. (AO2)
- EU policy towards cultural heritage and its effect: (AO2)
  - saving national and regional heritage
  - increasing tourist attractiveness of underdeveloped regions
  - attracting investors (creating new facilities for tourists – hotels, restaurants, spa, conference centres etc).
- Benefits for the regions. (AO2)

**[30 marks]**

(10 AO1, 10 AO2, 10 AO3)