

**A-level  
POLISH  
7687/3**

**Paper 3 Listening, Reading and Writing**

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**Mark scheme**

June 2020

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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 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.

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**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, e.g. by ‘lifting’ an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	B	1

Qu	Accept	Mark
01.2	B	1

Qu	Accept	Mark
01.3	A	1

Qu	Accept	Mark
01.4	B	1

Qu	Accept	Mark
01.5	A	1

Qu	Accept	Mark
01.6	C	1

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<b>Qu</b>	<b>Accept</b>	<b>Mark</b>
<b>02.1</b>	<b>A, D, F, G</b> (in any order)	<b>4</b>

<b>Qu</b>	<b>Accept</b>	<b>Mark</b>
<b>02.2</b>	<b>A, E, F, J</b> (in any order)	<b>4</b>

Qu	Accept	Mark	Notes
03.1	<ol style="list-style-type: none"> <li>1. polityka/politycy nie mają wysokich notowań w społeczeństwie</li> <li>2. młodzi ludzie są krytyczni wobec demokracji</li> <li>3. są przekonani, że politycy są bardziej zajęci swoimi karierami/ zdobywaniem głosów wyborców</li> <li>4. nie interesuje ich opinia zwykłych ludzi.</li> </ol>	2	Re 2 accept: nie wierzą w demokrację

Qu	Accept	Mark	Notes
03.2	<ol style="list-style-type: none"> <li>1. przywrócić zaufanie</li> <li>2. pokazać, że polityka to nie abstrakcja/to realne sprawy, które ich dotyczą</li> <li>3. utrzymywać regularny i bezpośredni kontakt/ spotykać się z wyborcami/młodzieżą</li> <li>4. politycy (na szczeblu lokalnym) powinni dawać przykłady inicjatyw/otwierać swoje biura</li> </ol>	3	

Qu	Accept	Mark	Notes
03.3	<ol style="list-style-type: none"> <li>1. dowozu do szkoły</li> <li>2. organizacji wydarzeń kulturalnych</li> <li>3. zagospodarowania placów zabaw</li> </ol>	2	Any two

Qu	Accept	Mark	Notes
03.4	<ol style="list-style-type: none"> <li>1. bo to podstawa demokracji</li> <li>2. społeczeństwa obywatelskiego</li> <li>3. samorządnego</li> <li>4. kapitał na przyszłość</li> </ol>	2	Any two

**Summary questions**

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.

**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 incorrect use of pronouns.

**Complex language includes:**

Use of pronouns of all type

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.

<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
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.

Qu 04	Accept	Mark	Notes
<b>Bullet 1</b>	<p>Any three details</p> <ol style="list-style-type: none"> <li>1. konserwacji starych taśm – czyszczeniu, uzupełnianiu braków</li> <li>2. skanowaniu i wprowadzaniu do pamięci komputera</li> <li>3. w komputerze kadry filmu opracowuje się cyfrowo</li> <li>4. osobno pracuje się nad dźwiękiem - usuwa trzaski, uczytelnia dialogi</li> </ol>	3	

Qu	Accept	Mark	Notes
<b>Bullet 2</b>	<p>Any two details</p> <ol style="list-style-type: none"> <li>1. wiele filmów zaginęło podczas wojny</li> <li>2. stan odnalezionych jest bardzo zły</li> <li>3. technologia ratuje filmy przed zniszczeniem</li> <li>4. przedłuża im życie</li> </ol>	2	

Qu	Accept	Mark	Notes
<b>Bullet 3</b>	<p>Any two details</p> <ol style="list-style-type: none"> <li>1. rekonstrukcja kilkanastu przedwojennych filmów</li> <li>2. można je znowu oglądać w kinach, w internecie, zakupić kopię</li> <li>3. stare kino znowu staje się modne i zdobywa nową publiczność</li> <li>4. stare filmy są bezcennym źródłem dla historyków i badaczy kina</li> </ol>	2	



**Indicative content****Summary 1 88 words – AO3 5/5**

Rekonstrukcja starych filmów polega na tym, że się je najpierw zabezpiecza i konserwuje to znaczy czyści, uzupełnia braki, skleja. Następnie takie nowe kopie scanuje się i zapisuje w komputerze. Potem opracowuje cyfrowo. Oddzielnie pracuje się nad dźwiękiem. Rekonstrukcja starych filmów jest ważna dla polskiej kultury, ponieważ wiele zginęło podczas wojny, a te które zostały są bardzo zniszczone i niekompletne. Gdyby nie technologia nie możnaby ich dalej używać. Zdigitalizowane można oglądać w kinach, też za darmo w internecie i stają się modne. Z filmów historycy mają wiedzę o przeszłości.

**Summary 2 80 words – AO3 4/5**

Rekonstrukcja starych filmów polega, że się je zabezpiecza, konserwuje i czyści i uzupełnia. Następnie się skanuje na komputer i też się pracuje nad dźwiękiem. Rekonstrukcja starych filmów jest ważna bo 70% filmów zginęło w wojnie i te co zostały są bardzo złym stanie. Gdyby technologia niemożliwe by było, żeby filmy przeżyły dłużej. Dzisiaj można je oglądać w kinie, na komputerze i kupić w sklepie. One są bardzo lubiane i oglądane i można się z nich dużo dowiedzieć o dawnych czasy.

**Summary 3 71 words – AO3 3/5**

Bieże w nim udział duza grupa specjalistuf. Taśmy sie konserwuje, czyści, skleja i ubytki. Taka praca jest wiele miesięcy. Negatif scanowany w computer pamiec. Osobno pracuje nad dziwiekiem. Mozna powidziec technologia w pore polskim zabytkom kultury. Duzo filmy zagineli podczas wojny. Cudem ozyskano sa w zlym stanie, zniscone i uszkodzone. Dzieki technologia mozna zrobic nowe kopie filmuf i dac mu zycie. Filmy mozna dzisiaj ogladac w kinie i na wlasnego computera.

**Summary 4 73 words – AO3 2/5**

Restukcja starich filmuf jest dlugym i zlozonim. Bieże w nim udział duza grupa specjalistuf z roznych. Stare taszmy sie ciszci i scleya i zupelnia ubytki. Negatif filmu jest scanowany i podlega oprupce cifrowej computera. Osobno nad dźwiękiem. Wiele filmuw zaginelo woynie sfiatowej. Sa bardzo sniszcone i uskocone technologia ratuje mu zycie. Mozna ogladac stare kino w internet i DVD. Stare actory ulubione. I jest snuf modne. Wiedzy dla historykuf i badacy kina.

**Summary 5 52 words – AO3 1/5**

Restuksya slozonim i dlugim. Duza specyjalistuf skleja i zupelnya bitky. Taka prasa kilka miesjaci. Negativ filmu scanovani. Oni sa scan na computer pamiec. Duzo film bilo zginie w wojny. Sudem syskano i digitacya nowi film, nowy zycie i dawni sfietnosc. Film yest za darmo w computera i w stare kino snofu modne.

## **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 film 'Icarus. The legend of Mietek Kosz'	Film „Ikar. Legenda o Mietku Koszu” / Legenda Mietka Kosza	
2	met with an enthusiastic	spotkał się z entuzjastyczną	był spotykany
3	response	reakcją	odpowiedzią, opinią
4	from the audience,	publiczności / widowni	
5	thanks to a brilliant	dzięki wspaniałej / świetnej	
6	performance by Dawid Ogrodnik.	roli Dawida Ogrodnika.	przedstawieniu przez występowi
7	He was able	Umiał / potrafił	
8	bring the character to life	ucieleśnić postać, wcielić się w postać	charakter przywrócić (bohatera) do życia urzeczywistnić
9	with very few sources	mając niewielką / małą ilość źródeł/ przy pomocy niewielkiej ilości źródeł	
10	available.	(sobie) dostępnych / do swojej dyspozycji.	
11	In order to prepare himself for the role	Aby/by przygotować się do roli	
12	Ogrodnik was faced with	Ogrodnik *miał przed sobą / **stanął przed	
13	a truly gigantic	naprawdę *gigantyczne/ogromne **gigantycznym / **ogromnym	
14	challenge.	*wyzwanie/zadanie/**wyzwaniem/zadaniem.	
15	To make his creation credible	Aby / żeby uwiarygodnić / zrobić wiarygodną swoją kreację	

16	the actor spent hours	aktor godzinami przebywał / spędzał wiele godzin	spędzał godziny
17	in the company of	w towarzystwie	
<b>Box</b>		<b>Accept</b>	<b>Reject</b>
18	blind people.	(osób / ludzi) niewidomych.	
19	His most difficult task	Jego najtrudniejszym zadaniem	
20	was to imitate	było naśladowanie / odtworzenie / imitowanie	
21	the artist's movements	ruchów artysty	
22	at the piano.	przy fortepianie.	na fortepianie
23	He listened intensely	*Wysłuchiwał się / **Słuchał intensywnie / z uwagą	
24	to the few recordings	*w niewielką ilość / **niewielkiej ilości / niewielu nagrań	niektórych
25	of Kosz's piano pieces.	partii / utworów fortepianowych Kosza.	kawałków
26	He spent hours	*Godzinami / **Spędzał wiele godzin	spędzał godziny
27	practising scales,	*ćwiczył gamy / **ćwicząc gamy / **na ćwiczeniu gam	praktykując skale
28	so as not to rely	aby / żeby nie polegać	
29	entirely	całkowicie / zupełnie	
30	on a double.	na dublerze.	

[10 marks]

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
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 6

#### 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 is one mark 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	<p><b>Very good evaluation of the source</b></p> <p>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.</p>
7–8	<p><b>Good evaluation of the source</b></p> <p>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.</p>
5–6	<p><b>Reasonable evaluation of the source</b></p> <p>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.</p>
3–4	<p><b>Limited evaluation of the source</b></p> <p>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.</p>
1–2	<p><b>Very limited evaluation of the source</b></p> <p>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.</p>
0	The student produces nothing worthy of credit.

**Assessment Objective 2**

Mark	AO2
9–10	<p><b>Very good evaluation of the source</b></p> <p>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.</p>
7–8	<p><b>Good evaluation of the source</b></p> <p>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.</p>
5–6	<p><b>Reasonable evaluation of the source</b></p> <p>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.</p>
3–4	<p><b>Limited evaluation of the source</b></p> <p>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.</p>
1–2	<p><b>Very limited evaluation of the source</b></p> <p>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.</p>
0	<p>The student produces nothing worthy of credit.</p>



**Assessment Objective 3**

Mark	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.
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 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.

**Indicative content:**

- talented students no longer involved in student politics
- history of student politics driven by passionate students
- examples of students' roles in politics, such as language movement
- majority of students' negative attitude about student politics
- students unions are being influenced by political parties
- difference of political ideology triggering violence
- educational institution's role of creating a holistic person
- students' union playing a vital role in promoting skills, such as leadership
- changing nature of student's union in recent times
- self-centred and muscular politics for financial benefit
- contemporary national issues that may need to be addressed
- students' sense of awareness during the time of national crisis.

## Question 6

### Possible content

#### Past methods

##### Advantages:

Children

- having respect towards adults
- having a sense of responsibility and independence
- learning resourcefulness
- learning through experience
- spending time playing with peers outdoors
- having a sense of humility

##### Disadvantages:

Children

- treated as “objects” of care
- restricted in expressing their opinions
- tending to avoid confrontation
- developing conformism
- subjected to physical punishment
- having difficulty in decision-making in adult life

#### Present methods

##### Advantages:

Children

- being more creative and spontaneous
- being more able to express their needs
- being open to new friendships and relationships
- having high self-esteem
- having a sense of security
- being involved in decision-making

##### Disadvantages:

Children

- having an exaggerated sense of entitlement
- having tendency to make impulsive decisions
- feeling lost and helpless in difficult situations
- avoiding challenges in favour of comfort and security
- being over-confident/arrogant
- being over-protected

[30 marks]  
(10 AO1, 10 AO2, 10 AO3)