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# AS-LEVEL

## Polish

Unit 1 – PLSH1 – Reading and Writing  
Mark scheme

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1685  
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Version: 1.0 Final

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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)

**Unit 1****Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
Section 1	35	10	45
Section 2	10		10
Section 3	30	15	45

**Section 1****1(a)**

		<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
1(a) (i)	Będzie zimno / zamrzną rzeki / jeziora. Lód nawet może skuje Tamizę i Bałtyk. / Staniemy nad brzegiem morza i ujrzymy zamrożone lodowe bałwany. Any two pieces acceptable.	2		
1(a) (ii)	Profesor Zharkova odkryła, że Słońce zaczyna się lenić / jego aktywność spada.	1		
1(a) (iii)	Jak Słońce jest mniej aktywne to mniej ciepła dociera do Ziemi i tym chłodniej jest na naszej planecie.	2		
1(a) (iv)	Ustalono, że Słońce jest wyjątkowo kapryśne i na jego powierzchni zachodzą burzliwe procesy, których siła zmienia się co 10-12 lat. Klimat się ochłodzi, wejdziemy w epokę lodowcową.	1		
1(a) (v)	Przeanalizowała cykle słoneczne i stwierdziła, że im mniej aktywne jest Słońce, tym mniej plam na nim i tym chłodniej na Ziemi.	2		
1(a) (vi)	Znaczne ochłodzenie klimatu możemy odczuć w 2022 roku, ponieważ Słońce będzie mniej aktywne / będzie mniej plam na Słońcu.	2		
1(a) (vii)	Wtedy z północnej i środkowej Europy oraz północnej Ameryki ustąpiły lodowce i zrobiło się ciepło. Wyrastały drzewa i trawy, roślinność przyciągała zwierzęta i ludzi. Powstał świat, jaki nas otacza.	3		
1(a) (viii)	Pierwszą ochłodzenie poczuli mieszkańcy Islandii. Mrozy przychodziły wcześniej, ścinały / zamrażało zboże na polach. Ludzie nie mogli zbierać plonów. Przenieśli się na wybrzeże, zaczęli żyć z rybołówstwa. 3 out of 5	3		
1(a) (ix)	Bałtyk zamrzł, pokryła go gruba pokrywa lodu. 1 out of 2	1		

1(a) (x)	Lód wiele razy skuł / pokrył Tamizę. Mamy wiele obrazów pokazujących mieszkańców Londynu jeżdżących po Tamizie na łyżwach lub odwiedzających jarmarki na rzece. Przeszto uprawiać winorośl. / Zachowało się / mamy wiele zapisków na ten temat.	3		
1(a) (xi)	W Holandii zamrzły kanały, a w Alpach lodowce niszczyły wioski, / pola, / sady. 2 out of 4	2		
1(a) (xii)	Całe rejony były odcięte od świata / Ludzie byli odcięci od świata, umierali z głodu i zimna.	1		
1(a) (xiii)	Zmarła jedna trzecia mieszkańców Europy. / Na całym świecie zmarło 100 milionów osób. 1 out of 2	1		
1(a) (xiv)	1816 był to rok bez lata, / rok biedy, / mróz w maju zniszczył uprawy, / w Quebecu w czerwcu leżał śnieg. Były powodzie, / ludzie wyniszczeni wojnami chorowali, umierali. Wiele rzek pozostawało zamrzniętych nawet w sierpniu. 4 out of 5.	4		
1(a) (xv)	Zrobiło się cieplej pod koniec XIX wieku i jest tak do dziś. Nastąpił najszybszy i najbardziej spektakularny rozwój cywilizacyjny.	2		

**Total marks = 30 marks**

**1(b)**

		Marks	Accept	Reject
1(b) (i)	F	1		
1(b) (ii)	P	1		
1(b) (iii)	P	1		
1(b) (iv)	?	1		
1(b) (v)	F	1		

**Total marks = 5 marks**

Marks	Knowledge of Grammar (AO3)
9-10	The knowledge and use of most structures is good. There are still some inaccuracies but these are usually in attempts at more complex structures.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Section 1 = 45 marks**

**Section 2**

For the translation, the following criteria will be used.

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
9-10	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	Shows good understanding of the original and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-6	Shows satisfactory understanding of the original and translated in a language that has a limited range of vocabulary. Errors in spelling punctuation and grammar are intrusive and affect comprehension.
3-4	Shows poor understanding of the original and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-2	Little or nothing of merit.

**Total for Section 2 = 10 marks**

**Section 3**

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified.
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but points made are not always justified or illustrated. The answer generally lacks a clear focus.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Section 3 = 45 marks**

**Total for Unit 1 = 100 marks**