



A-level
POLISH
7687/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	C (zjednoczone w UE.)	1

Qu	Accept	Mark
01.2	C (niepokojem.)	1

Qu	Accept	Mark
01.3	B (wszyscy Polacy.)	1

Qu	Accept	Mark
01.4	A (restrukturyzację gospodarki.)	1

Qu	Accept	Mark
01.5	C (zmiany mentalności.)	1

Qu	Accept	Mark
01.6	C (wyspecjalizowane produkty.)	1

Qu	Accept	Mark
02.1	N (nie wiadomo)	1

Qu	Accept	Mark
02.2	N (nie wiadomo)	1

Qu	Accept	Mark
02.3	F (fałsz)	1

Qu	Accept	Mark
02.4	P (prawda)	1

Qu	Accept	Mark
02.5	F (fałsz)	1

Qu	Accept	Mark
02.6	F (fałsz)	1

Qu	Accept	Mark
02.7	P (prawda)	1

Qu	Accept	Mark
02.8	P (prawda)	1

Qu	Accept	Mark	Notes
03.1	<p><u>prenumeraty:</u></p> <ol style="list-style-type: none"> 1. książek 2. wykładów edukacyjnych 3. programów ubezpieczeń 	2	Any 2 out of 3

Qu	Accept	Mark	Notes
03.2	<ol style="list-style-type: none"> 1. rozwój cyfryzacji 2. pandemia 3. szeroka oferta usług 	2	Any 2 out of 3

Qu	Accept	Mark	Notes
03.3	<ol style="list-style-type: none"> 1. brak reklam 2. wiarygodność/wysoka jakość podawanych treści 3. wygoda 4. oszczędność czasu i nerwów 	3	Any 3 out of 4

Qu	Accept	Mark	Notes
03.4	<ol style="list-style-type: none"> 1. poszerzają tematykę 2. organizują konkursy 3. można wygrać nagrody 	2	Any 2 out of 3

Summary question

Qu	Accept	Mark	Notes
04	Bullet 1 <ul style="list-style-type: none"> • po skończeniu szkoły nie mógł znaleźć pracy w zawodzie • z pracy na gospodarstwie nie mógł się utrzymać • stosunki z ojczyzną nie układały mu się dobrze 	2	Any 2 details
	Bullet 2 <ul style="list-style-type: none"> • ciężko pracował w wielu różnych miejscach • jego życie ograniczało się do pracy • czuł się zmęczony takim życiem bez perspektyw 	2	Any 2 details
	Bullet 3 <ul style="list-style-type: none"> • dzięki zarobionym na emigracji pieniądzom mógł wyremontować i rozbudować dom • nie bał się ryzyka inwestując w agroturystykę/wynajem domu turystom • pobyt na emigracji zmienił jego sposób myślenia/ma dużo pomysłów na rozwój gospodarstwa • przekonał się, że w Polsce tak jak w Anglii ciężką pracą można się dorobić 	3	Any 3 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* 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 the 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 – AO3 5/5 (82 words)

Marek wyjechał do Anglii jak skończył szkołę gastronomiczną i nie mógł znaleźć pracy. Było trudno się utrzymać z pracy w gospodarstwie. Poza tym w jego domu nie było dobrej atmosfery przez ojczyma. W Anglii bardzo dużo musiał pracować i nie wydawał pieniędzy na rozrywkę, bo chciał jak najwięcej pieniędzy odłożyć. Po powrocie do Polski odnowił stary dom i wynajmował turystom. Nie bał się ryzykować. W Anglii się nauczył, że jak się pracuje i ma pomysły to można dobrze sobie żyć w kraju.

Summary 2 – AO3 4/5 (86 words)

Życie Marka w Polsce było ciężkie bo nie było pracy w jego zawodzie i z pracy na gospodarstwie ciężko było wyżyć. Marek wyjechał do Anglii i bardzo dużo pracował od rana do wieczora i rzadnych rozrywek, bo chciał pieniądze oszczędzić. Miał już dość takiego życia i wrócił do Polski do rodzinnego domu. Przyszedł mu pomysł do głowy żeby wynajmować dom ludziom na wakacje i tak zarabiać pieniądze. Życie na emigracji go nauczyło że jak się dużo pracuje i się ma pomysły to można się dorobić i dobrze żyć.

Summary 3 – AO3 3/5 (73 words)

Marek wyjechał do Anglii bo nie było pracy jak skończył szkoły gastronomicznej. Z pracy na gospodarstwie nie dało się żyć, bo ojczym nie dbał o ziemię. Marek postanowił wyjechać do Anglii i tam ciężko pracować bez rozrywek i rzadnych wydatków. Po latach miał dość takiego życia i postanowił wrócić do Polski. Wyremontował dom i pomyślał wynajmować go ludziom na wakacje. Nie bał się, bo jak wrócił z Anglii to inaczej patrzy na świat.

Summary 4 – AO3 2/5 (74 words)

Marka historia typowa dla pokolenia i środowiska. Po skończeniu szkoły nie miałem prace w zawodzie. Pomyslałem wyjechać do Angli. Robiłem każdą pracę która wpadła w ręce od rana do wieczora żadnych rozrywek i jak najwięcej nie wydawania pieniędzy. Wrucilem do rodzinnego domu który stał pusty i był w złym stanie. Potem pomysł zbudować i żeby ludziom wyjmować na wakacje. Było ryzyko ale ja się nie bałem bo patrzy inaczej na świat jak wrucilem z Angli.

Summary 5 – AO3 1/5 (70)

Marek historia dla pokolenia, bo nie miałem prace w zawodzie i ojczym nie bał o ziemię. I też nie gdało się wyżyć. Pomyslał nie ma miejsca i wyjechał do Angli. Cieszką pracę od rana i do wieczora i ani wydawania pieniędzy i rozrywek. Już miał dość i pomyslał wrucić do rodzinnego domu. Potem pomysł do głowy wyjmować ludziom dom na wakacje. Jest okolica piękna. Dzięki cieszkiej pracy można się dorobić.

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	Katarzyna Kobro is considered	Katarzyna Kobro uznawana jest za	
2	one of the most outstanding	jedną z najwybitniejszych	
3	sculptors of the twentieth century,	rzeźbiarek XX wieku,	
4	who changed the way we think	która zmieniła sposób, w jaki myślimy	
5	about sculpture.	o rzeźbie/o rzeźbach.	
6	Creative research	Twórcze/kreatywne poszukiwania (nie)	
7	led her	doprowadziły/ło ją	
8	to a ground-breaking	do przełomowej	
9	concept of space.	koncepcji/konceptu przestrzeni.	
10	“Sculpture is simply	“Rzeźba jest po prostu	
11	the shaping of	(u)kształtowaniem	
12	form in space”,	formy w przestrzeni”,	
13	she wrote.	(na)piślała.	
14	Kobro’s most productive period	Najbardziej owocny/produktywny okres Kobro	
15	was between 1922 and 1939	to były lata/to był okres pomiędzy 1922 a 1939 (rokiem),	
16	when she made	Kiedy/gdy (s)tworzyła	
17	her famous	swoje sławne/słynne	
18	spatial compositions.	kompozycje przestrzenne.	

Box		Accept	Reject
19	Very few of her works	Zaledwie kilka/Niewiele/Bardzo mało (z) jej prac	
20	have survived to this day –	dotrwało/przetrwało do dzisiaj –	
21	some only in photographs.	niektóre tylko na fotografiach/zdjęciach.	
22	Thanks to them,	Dzięki nim	
23	it was possible to recreate	było możliwe odtworzenie	
24	the first innovative sculpture of Kobro	pierwszej nowatorskiej/innovacyjnej rzeźby Kobro	
25	from 1920 –	z 1920 (roku) –	
26	a dynamic combination of	dynamicznego połączenia/dynamicznej kombinacji	
27	metal parts,	części metalu (metalowych),	
28	fragments of wood,	fragmentów drewna,	
29	glass	szkła	
30	and cork.	i korka.	

[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	<p>Very good evaluation of the source</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>Good evaluation of the source</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>Reasonable evaluation of the source</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>Limited evaluation of the source</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>Very limited evaluation of the source</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	<p>The student produces nothing worthy of credit.</p>

Assessment Objective 2

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

(AO1):

- romantic ideal of a Polish Mother as a stereotype of an ideal woman and mother
- roots of the Polish Mother stereotype:
 - patriarchal tradition
 - a traditional view of the role of women in Polish society
- characteristic of a typical Polish Mother of the communist era:
 - the need to reconcile work with looking after family
 - the burden/hardship of running a house in conditions of permanent shortages
- the youngest generation of Polish Mothers:
 - the idea of being a super mother still alive in the young generation
 - societal pressure on young women today (to be perfect mothers and wives and to be fulfilled professionally).

(AO2):

- The role of the family and mothers in maintaining the national identity of Poles in the 19th century
- the origin of the term Polish Mother
- characteristics of an ideal Polish Mother in Mickiewicz's poem:
 - a mother bringing up her son(s) in the national spirit
 - a mother prepared to sacrifice the lives of her son(s)
 - a mother accepting her fate and social expectations
- Poland regaining independence and its effect on a mother's role in the society:
 - schools taking over patriotic education of young generation from mothers
 - a woman-citizen as an alternative to a Polish Mother
 - a new meaning of the term Polish Mother
- the return of the myth of Polish Mother during WWII.

(10 AO1, 10 AO2, 10 AO3)