

GCSE 2004

June Series



Mark Scheme

Polish

(Reading)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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:

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READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. / means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.

4. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM or R/F/NT)
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
2. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **t.c.** = tout court **NFP** = no further penalty

READING TESTS

Question	Accept	Mark	Reject
1	October	1	
2	Stamp collecting (as a hobby)	1	post signs
3	Snow	1	
4	Gold/ golden	1	
5	By post Delivered personally By telephone (any two)	2	
6	i) motyl ii) kwiat iii) ananas iv) cukierek	4	
7	a) 12 b) 2:20 / 14:20	2	in words
8	i) <input type="checkbox"/> C ii) <input type="checkbox"/> E iii) <input type="checkbox"/> A	3	

Question	Accept	Mark	Reject
9	i) <input type="text" value="A"/> ii) <input type="text" value="C"/>	2	
10	a) Tadek b) Alek c) Jola	1 1 1	
11	a) <input type="text" value="G"/> b) <input type="text" value="D"/> c) <input type="text" value="A"/> d) <input type="text" value="E"/> e) <input type="text" value="B"/>	5	
12	<input type="text" value="D"/> <input type="text" value="A"/> <input type="text" value="F"/> <input type="text" value="B"/>	4	
13	rodziców <input type="text" value="C"/>	1	

Question	Accept	Mark	Reject
14	a) <input type="checkbox"/> A b) <input type="checkbox"/> C c) <input type="checkbox"/> F d) <input type="checkbox"/> B	1 1 1 1	
15	a) W Niemczech, Frankfurtie b) Bo są ciekawe tematy / nudne tematy napisane w ciekawy sposób c) Żeby redakcja wydrukowała ich list Żeby młodzież z zagranicy pisała do pisma Żeby było więcej artykułów spoza Anglii (any two)	1 1 2	Bo artykuły są “ekstra”
16	i) <input type="checkbox"/> x ii) <input type="checkbox"/> ✓ iii) <input type="checkbox"/> ?	1 1 1	
17	a) Oszczędzanie/ marnowanie wody, zanieczyszczanie wody b) Aby czytelnicy pomyśleli co będzie jak zabraknie wody, Aby pomyśleli, co można zrobić aby woda była mniej zanieczyszczona Proszą o ratowanie wody Proszą o chronienie środowiska (any two)	2 2	<i>woda, środowisko</i>

Question	Accept	Mark	Reject
18	(a) Muszą uczyć się języków obcych/ historii/ języka polskiego/ pisać do gazet, pism/ brać udział w konkursach (any three)	3	
	(b) interesować się polityką / gospodarką / kulturą / oglądać telewizję / czytać / zdać maturę / rozwijać się / mieć szerokie zainteresowania / bądź czynny / kółko teatralne / wiedza o społeczeństwie / konkursy recytatorskie / pracować z radiostacją + pismem (any three)	3	
19	a) Podobają mu się, bo wpływają na nastrój, b) pocieszają, wzruszają / filmy są na każdy nastrój c) Stare, dawne filmy/ kasety	1 1 1	“na każdą okazję” kasety, filmy (without “stare”)
20	Opiekuńczy: - bo opiekuje się chorym ojcem - Dzielny, pełen nadziei - bo się nie poddaje - bo nie traci nadziei, że tata wyzdrowieje (any one)	1	
21	a) chcą uprawiać ulubiony sport, ale choroba im przeszkadza / nie mogą robić to co chcą, bo są chorzy b) Krzysiek się tylko żali, ale Julcia nie daje za wygraną i szuka innego zajęcia. (Accept only feelings, not just what they want)	1 1	są chorzy

Question	Accept	Mark	Reject
22	For someone to form an opinion about you/ create a good impression	1	Think of a sentence about you.
23	Positive – writing about playing jokes/ pranks/ tricks Negative – falling for a prank, being on the receiving end of a prank, reacting to a prank	1 1	Tell jokes
24	a) Write about what they are interested in/ upset by/ cheered up by b) These are general topics e.g. school, relationships, that interest youth / to talk to others on similar subjects	1 1	What you like Translated words from text / to learn more (without additional info)
25	He climbed an apple tree and broke his leg / limping round the house / leg is in a cast	2	He can't go anywhere / has to watch TV / holiday has turned out different

Total Mark 62