
A-LEVEL

Panjabi

Unit 2 Reading and Writing
Mark scheme

2680
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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

Unit 2

The assessment objectives will be allocated in the following way.

		% of A2	Marks
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	100	100

	AO2	AO3
Section 1	20	
Section 2	15	5
Section 3	40	20

Section 1

Q	Accept	Marks	Reject / Notes
1(a)(i)	ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਿਹਤ ਨੂੰ ਹੋਣ ਵਾਲੇ ਨੁਕਸਾਨ	1	

Q	Accept	Marks	Reject / Notes
1(a)(ii)	<ul style="list-style-type: none"> ਇਹ ਅਧਿਐਨ 3.58 ਲੱਖ ਲੋਕਾਂ ਤੇ ਕੀਤਾ ਗਿਆ (1) ਇਹ ਅਧਿਐਨ 18 ਸਾਲ ਤੱਕ ਚਲਦਾ ਰਿਹਾ (1) ਇਹ ਹੁਣ ਤੱਕ ਦਾ ਸਭ ਤੋਂ ਵੱਡਾ ਸਰਵੇਖਣ ਹੈ। (1) 	2	Any two of three required

Q	Accept	Marks	Reject / Notes
1(a)(iii)	<ul style="list-style-type: none"> ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਿਹਤ ਨੂੰ ਨੁਕਸਾਨ ਨਹੀਂ ਹੁੰਦਾ (1) ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਲੰਬੇ ਸਮੇਂ ਲਈ ਵਰਤੋਂ ਨਾਲ ਦਿਮਾਗ ਦਾ ਕੈਂਸਰ ਨਹੀਂ ਹੁੰਦਾ (1) 	2	

Q	Accept	Marks	Reject / Notes
1(a)(iv)	ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਕਰਨ ਨਾਲ ਜਾਂ ਨਾਂ ਕਰਨ ਨਾਲ ਕੈਂਸਰ ਦੇ ਅੰਕੜਿਆਂ ਵਿੱਚ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪੈਂਦਾ	2	Answer must show comparison

Q	Accept	Marks	Reject / Notes
1(a)(v)	<ul style="list-style-type: none"> (ਬ੍ਰਿਸਟਿਲ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਮਾਹਿਰਾਂ ਨੇ ਕਿਹਾ ਹੈ ਕਿ) ਇਹ ਅਧਿਐਨ ਲੋਕਾਂ ਨੂੰ ਗਲਤ ਪਾਸੇ ਵੱਲ ਲਾਉਂਦਾ ਹੈ (1) (ਵਿਸ਼ਵ ਸਿਹਤ ਸੰਸਥਾ ਦੇ ਅਧਿਕਾਰੀ ਮੰਨਦੇ ਹਨ ਕਿ) ਦਿਨ ਵਿੱਚ 15 ਮਿੰਟ ਤੋਂ ਵੱਧ ਮੋਬਾਇਲ ਵਰਤਣ ਨਾਲ ਕੈਂਸਰ ਦਾ ਖਤਰਾ ਹੋ ਸਕਦਾ ਹੈ (1) ਅਤੇ ਇਹ ਖਤਰਾ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਦੇ ਵਧਣ ਨਾਲ ਵਧਦਾ ਜਾਵੇਗਾ (1) 	3	

Q	Accept	Marks	Reject / Notes
1(b)(i)	ਠੀਕ	1	

Q	Accept	Marks	Reject / Notes
1(b)(ii)	ਪਤਾ ਨਹੀਂ	1	

Q	Accept	Marks	Reject / Notes
1(b)(iii)	ਗਲਤ	1	

Q	Accept	Marks	Reject / Notes
1(b)(iv)	ਠੀਕ	1	

Q	Accept	Marks	Reject / Notes
1(b)(v)	ਪਤਾ ਨਹੀਂ	1	

Q	Accept	Marks	Reject / Notes
1(c)(i)	3	1	

Q	Accept	Marks	Reject / Notes
1(c)(ii)	9	1	

Q	Accept	Marks	Reject / Notes
1(c)(iii)	12	1	

Q	Accept	Marks	Reject / Notes
1(c)(iv)	6	1	

Q	Accept	Marks	Reject / Notes
1(c)(v)	2	1	

Total for Section 1 = 20 marks

Translation from English into Panjabi

ਹੁਣੇ ਹੁਣੇ ਸ਼ਿਕਾਗੋ ਵਿੱਚ ਹਵਾ ਪ੍ਰਦੂਸ਼ਣ ਤੇ ਹੋਈ ਵਿਸ਼ਵ ਕਾਨਫਰੰਸ ਵਿੱਚ ਭਾਰਤ ਨੂੰ ਦੁਨੀਆਂ ਭਰ ਵਿੱਚ ਮਾੜਾ ਦਰਜਾ ਦਿੱਤਾ ਗਿਆ। ਇਸ ਕਾਨਫਰੰਸ ਦੇ ਦੌਰਾਨ ਇਹ ਵੀ ਰਿਪੋਰਟ ਕੀਤਾ ਗਿਆ ਕਿ ਇਸ ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਕਾਰਨ ਕਈ ਭਾਰਤੀਆਂ ਦੀ ਉਮਰ ਤਿੰਨ ਸਾਲ ਤੋਂ ਜ਼ਿਆਦਾ ਘਟ ਰਹੀ ਹੈ।

ਇਸ ਰਿਪੋਰਟ ਅਨੁਸਾਰ, ਭਾਰਤ ਦੀ ਅੱਧੀ ਆਬਾਦੀ, ਲਗਭਗ 660 ਮਿਲੀਅਨ ਲੋਕ ਅਜਿਹੇ ਵਾਤਾਵਰਣ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ ਜਿੱਥੇ ਪ੍ਰਦੂਸ਼ਣ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ। ਮਾਹਿਰਾਂ ਨੇ ਦੱਸਿਆ ਹੈ ਕਿ ਭਾਰਤ ਵੱਲੋਂ ਆਰਥਿਕ ਵਿਕਾਸ ਤੇ ਵੱਧ ਜ਼ੋਰ ਦਿੱਤਾ ਜਾ ਰਿਹਾ ਹੈ ਪਰ ਵਾਤਾਵਰਣ ਵੱਲ ਬਿਲਕੁਲ ਧਿਆਨ ਨਹੀਂ ਦਿੱਤਾ ਜਾਂਦਾ। ਤਾਜ਼ੇ ਅੰਕੜੇ ਦਿਖਾਉਂਦੇ ਹਨ ਕਿ ਦੁਨੀਆਂ ਦੇ 20 ਸਭ ਤੋਂ ਵੱਧ ਪ੍ਰਦੂਸ਼ਿਤ ਸ਼ਹਿਰਾਂ ਵਿੱਚੋਂ 13 ਸ਼ਹਿਰ ਭਾਰਤ ਵਿੱਚ ਹਨ ਜਿਹਨਾਂ ਵਿੱਚੋਂ ਦਿੱਲੀ ਸਭ ਤੋਂ ਵੱਧ ਪ੍ਰਦੂਸ਼ਿਤ ਹੈ।

ਪ੍ਰਦੂਸ਼ਣ ਕਾਰਨ ਹੋ ਰਹੀਆਂ ਗੰਭੀਰ ਬਿਮਾਰੀਆਂ ਨਾਲ ਲੋਕਾਂ ਦੀ ਸਿਹਤ ਤੇ ਅਸਰ ਹੋਣ ਕਰਕੇ ਉਤਪਾਦਨ ਘਟ ਰਿਹਾ ਹੈ। ਇਸ ਰਿਪੋਰਟ ਵਿੱਚ ਪ੍ਰਦੂਸ਼ਣ ਘਟਾਉਣ ਲਈ ਇਸ ਗੱਲ ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਗਿਆ ਹੈ ਕਿ ਆਧੁਨਿਕ ਟੈਕਨੋਲੋਜੀ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋਏ ਇਸ ਤੇ ਲਗਾਤਾਰ ਨਜ਼ਰ ਰੱਖੀ ਜਾਵੇ।

(AO3, 5 marks + AO2, 15 marks) = 20 marks

For Section 2 the following criteria will be used for Response to Written Language (AO2).

Response to Written Language (AO2)	
12-15	Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original, and translated in language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-7	Shows satisfactory understanding of the original, and translated in language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
2-4	Shows poor understanding of the original, and translated in language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-1	Little or nothing of merit.

For Section 2 the following criteria will be used for Knowledge of Grammar (AO3).

Knowledge of Grammar (AO3)	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
3	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

Total for Section 2 = 20 marks

Section 3

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Reaction/Response = 20 marks (AO2)

Knowledge of Grammar = 10 marks (AO3)

Response to Written Language (AO2)	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts, with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated, with conclusions. Clear evidence of personal reaction, well-illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

Knowledge of Grammar (AO3)	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
5-6	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension.

Notes for Answers

Question 3

- 3(a) This question tests the students' knowledge, understanding and appreciation of the literary aspects of the British-Panjabi short story text. In the introduction, students are expected to identify the text chosen for the answer and the author should be clearly named. Then the students should state clearly the two stories chosen to answer the question. Students should be aware of the time period in which the stories are set.

The students are expected to outline the characteristics of an uninteresting story. Then the students are expected to develop the essay by identifying which of these weaknesses are found in the two stories selected and to what extent. The students should develop the essay by linking the identified characteristics to the main events in the stories by giving examples.

The students are then expected to evaluate the discussion by giving their own reaction and to reach a conclusion.

Describing the content of the stories alone would be regarded as inappropriate and might not be worthy of credit.

- 3(b) This question tests the students' knowledge and understanding of the British-Panjabi short story text. In the introduction, students are expected to identify the text chosen for the answer and the author should be clearly named. Then the students should state clearly the two stories chosen to answer the question. The students should be aware of the time period in which the stories are set.

The students are expected to comment briefly on the opening statement. The students are then expected to develop the essay by outlining the subject matter of the two stories selected and analyse them in relation to the difficulties faced by elderly Panjabi people. The students should identify any issues raised in the stories which are not linked to the elderly. Then the students should explain the extent to which the statement in the question applies in the two stories selected. The students should link their explanations to the stories by giving examples.

The students are then expected to evaluate the discussion and to give their own reaction.

Describing the content of the stories alone would be regarded as inappropriate and might not be worthy of credit.

Question 4

- 4(a) This question tests the students' knowledge of the Panjabi novel they studied. In the introduction, students are expected to identify the novel and its author. The students should be aware of the time period in which the novel is set.

First the students are expected to comment generally on the language, style and dialect used in the novel. Then the students are expected to discuss and explore the contribution of language, style and dialect in making the story successful. The points made should be supported and justified by giving examples from the novel selected.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the language, style and dialect contribute to making the plot successful. The students are expected to offer their personal reaction based on the discussion in their essays.

Describing the content of the novel alone would be regarded as inappropriate and might not be worthy of credit.

- 4(b) This question tests the students' knowledge of the Panjabi novel they studied. In the introduction, students are expected to identify the novel and its author. The students should be aware of the time period in which the novel is set.

First the students are expected to identify the main characters, and choose one that is central and most important for the plot. Then the student is expected to explain how this character is important to the story and how the story would be affected if this character was taken out. The discussion should be linked to the role of the character in the novel and backed up by examples from the novel.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the chosen character's role is pivotal to the plot. The students are expected to offer their personal reaction based on the discussion in their essays.

Describing the content of the novel alone would be regarded as inappropriate and might not be worthy of credit.

Question 5

- 5(a) This question tests the students' knowledge and awareness of the changing situation of workers particularly from the states of Bengal and Bihar in the last 40 years and how these workers have changed the socio-economic landscape.

In the first part, students are expected to outline the positive contribution made to the Panjabi economy by these workers as well as the negative impact on the Panjabi community in the short and medium term. The students are also expected to discuss the long-term impact of these workers on the socio-economic development of the Panjab.

The following points may be included in the discussion:

- Workers provided cheap labour for farmers and factory owners in the beginning
- Farm owners/factory owners became lazy and did less work themselves
- Indigenous people learnt bad habits such as chewing tobacco etc.
- Some of these migrant workers stole from their employers
- Migrant workers became established in the Panjab; some now own businesses and some are active in politics
- Or any other relevant points.

In conclusion, the students should refer to the main discussion points and evaluate the social and economic impact made by these migrant workers.

The students are expected to offer their personal reaction based on the discussion in their essays.

- 5(b) This question tests the students' knowledge and awareness of the growing power of the media in the Panjab.

In the first part, students are expected to comment on the statement in the question about the growing power of the media in the Panjab and give their reaction in brief. Then they are expected to discuss in detail the good and bad effects of the growing power of the media on the Panjabi people.

The following points may be included in the discussion:

Good effects:

- Brings people's problems and issues out in the open
- Empowers people
- Gives people an opportunity to voice their opinions
- Forces authorities to act/resolve issues/take responsibility
- Focuses attention on the culprits
- Or any other relevant points.

Bad effects:

- Biased reporting
- Lack of privacy
- Gives ideas for future crime
- Makes people more vulnerable
- Or any other relevant points.

In conclusion, the students should refer to the main discussion points and evaluate the overall impact of the growing power of the media in the Panjab.

The students are expected to offer their personal reaction based on the discussion in their essays.

Question 6

- 6(a) This question tests the students' knowledge and awareness of issues regarding the decreasing use of Panjabi amongst the Panjabi people in Britain, the reasons behind this decline and its potential effects on future generations.

As an introduction, students are expected to reflect and comment on the statement in question. Then in the first part the students are expected to discuss the reasons behind the decline of Panjabi usage amongst the Panjabi people in Britain.

Possible reasons behind the decline in Panjabi usage:

- Panjabi is not taught in many state schools
- Lower status of Panjabi compared with English
- Importance of English in everyday life and in employment
- Some parents don't speak much Panjabi at home with their children
- Influence of television and media
- Or any other relevant points.

In the second part, students are expected to suggest possible effects of low Panjabi usage on Panjabi people living in Britain:

- Not being able to communicate with their elders and relatives in the Panjab
- Not being able to understand and read the religious scriptures, consequently losing touch with their religion
- Not being able to understand Panjabi songs and Panjabi television programmes, consequently losing touch with their culture and heritage
- Eventually forgetting their roots and background
- Or any other relevant points.

In conclusion, the students should refer to the main discussion points and evaluate the reasons for the decline in Panjabi usage amongst the Panjabi people in Britain and the potential impact on future generations.

The students are expected to offer their personal reaction based on the discussion in their essays.

- 6(b) This question tests the students' knowledge and awareness of how Panjabi television programmes help Panjabi people to stay connected with their religion and culture.

In the first part, students are expected to discuss and explore the relevant television channels available in Britain. Then the students should identify a range of religious and cultural programmes on these channels. They should then explore the role of these programmes in helping Panjabi people to remain connected with their religion and culture.

Examples of individual programmes should be used to support the points made.

The students should refer to the main discussion points and evaluate to end with an overall conclusion.

The students are expected to offer their personal reaction based on the discussion in their essays.

Total for Section 3 = 30 marks x 2 = 60 marks

Total for Unit 2 = 100 marks