



A-level
PANJABI
PANJ2

Unit 2 Reading and Writing

Mark scheme

June 2018

Version: 1.0 Final



1 8 6 A P A N J 2 / M S

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)	ਪਿੰਡਾਂ ਦੀ ਦਿੱਖ/ਸ਼ਕਲ ਬਦਲ ਗਈ ਹੈ।	1	

Q	Accept	Marks	Reject / Notes
1(a)(ii)	<ul style="list-style-type: none"> • ਪੱਕੀਆਂ/ਚੌੜੀਆਂ ਸੜਕਾਂ ਬਣ ਗਈਆਂ ਹਨ। (1) • ਨਾਲੀਆਂ ਤੇ ਸੀਵਰੇਜ ਬਣ ਗਏ ਹਨ। (1) • ਵੱਡੀਆਂ/ਵਧੀਆ ਕੋਠੀਆਂ ਬਣ ਗਈਆਂ ਹਨ। (1) 	2	Any 2 of 3

Q	Accept	Marks	Reject / Notes
1(a)(iii)	<ul style="list-style-type: none"> • ਇਨ੍ਹਾਂ ਵਿੱਚ ਲੋਕ ਨਹੀਂ ਰਹਿੰਦੇ/ਖਾਲੀ ਪਈਆਂ ਹਨ। (1) • ਕਿਉਂਕਿ ਮਾਲਕ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ। (1) 	2	

Q	Accept	Marks	Reject / Notes
1(a)(iv)	<ul style="list-style-type: none"> • ਸਾਲਾਂ ਬਾਅਦ ਆਉਂਦੇ ਹਨ। (1) • ਰੁੱਤ/ਮੌਸਮ ਬਦਲਦੇ ਹੀ ਮੁੜ ਜਾਂਦੇ ਹਨ। (1) 	2	

Q	Accept	Marks	Reject / Notes
1(a)(v)	ਆਪਣੇ ਅਮੀਰ ਹੋਣ ਦਾ ਦਿਖਾਵਾ ਕਰਦੇ ਹਨ।	1	

Q	Accept	Marks	Reject / Notes
1(a)(vi)	<ul style="list-style-type: none"> • ਸਧਾਰਣ ਸਹੂਲਤਾਂ ਤੋਂ ਵਾਂਝੇ ਹਨ/ਕੱਚੀਆਂ ਗਲੀਆਂ/ਨਾਲੀਆਂ ਤੋਂ ਬਿਨਾਂ (1) • ਲੋਕ ਗਰੀਬ ਹਨ/ਸਰਕਾਰ ਮਦਦ ਨਹੀਂ ਦੇ ਰਹੀ। (1) 	2	

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

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

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

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

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

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

Q	Accept	Marks	Reject / Notes
1(c)(ii)	4	1	

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

Q	Accept	Marks	Reject / Notes
1(c)(iv)	11	1	

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

Total for Section 1 = 20 marks

Translation from English into Panjabi**ਜੌੜੇ ਪੈਂਡਾ ਬੱਚਿਆਂ ਤੇ ਪਹਿਲੀ ਨਜ਼ਰ**

ਦੇ ਦੁਰਲੱਭ ਪੈਂਡਾ ਬੱਚੇ ਆਪਣੀ ਗੌਰਵਮਈ ਮਾਂ ਨਾਲ ਪਹਿਲੀ ਵਾਰ ਜਨਤਾ ਦੇ ਸਾਹਮਣੇ ਆਏ ਹਨ। ਇਨ੍ਹਾਂ ਜੌੜੇ ਬੱਚਿਆਂ ਦਾ ਜਨਮ ਦੱਖਣ-ਪੱਛਮੀ ਚੀਨ ਵਿੱਚ ਇੱਕ ਖੋਜ ਕੇਂਦਰ ਵਿੱਚ ਅਪ੍ਰੈਲ ਵਿੱਚ ਹੋਇਆ ਤਾਂ ਇਨ੍ਹਾਂ ਦਾ ਇਕੱਲੇ ਇਕੱਲੇ ਦਾ ਭਾਰ 6 ਔਂਸ ਤੋਂ ਘੱਟ ਸੀ।

ਇਹ ਬੱਚੇ ਜਿਨ੍ਹਾਂ ਦਾ ਅਜੇ ਨਾਂ ਨਹੀਂ ਰੱਖਿਆ, ਇਸ ਕੇਂਦਰ ਵਿੱਚ ਜਨਮ ਲੈਣ ਵਾਲੇ ਪਹਿਲੇ ਬੱਚੇ ਹਨ, ਜੋ ਕਿ ਦੇਸ਼ ਦੇ ਪੈਂਡਿਆਂ ਲਈ ਬਣਾਏ ਪ੍ਰਜਨਨ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਅਹਿਮ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦਾ ਹੈ। ਸਟਾਫ ਉਨ੍ਹਾਂ ਦੀ ਮਾਂ ਬਾਰੇ ਚਿੰਤਤ ਹੋ ਗਏ ਜਦ ਉਸ ਨੇ ਜਨਮ ਦੇਣ ਤੋਂ ਪਹਿਲਾਂ ਖਾਣਾ ਛੱਡ ਦਿੱਤਾ। ਚੀਨ ਵਿੱਚ ਲੋਕਾਂ ਨੇ ਜਨਮ ਇੰਟਰਨੈੱਟ ਤੇ ਦੇਖਿਆ ਅਤੇ ਬੱਚੇ ਪਹਿਲਾਂ ਹੀ ਮਸ਼ਹੂਰ ਹੋ ਗਏ ਹਨ।

ਇਹ ਅੰਦਾਜ਼ਾ ਲਗਾਇਆ ਗਿਆ ਹੈ ਕਿ ਜੰਗਲ ਵਿੱਚ 2000 ਤੋਂ ਘੱਟ ਪੈਂਡੇ ਬਚਦੇ ਹਨ ਅਤੇ ਮਾਦਾ ਪੈਂਡੇ ਸਾਲ ਵਿੱਚ ਇੱਕ ਵਾਰੀ ਬਸੰਤ ਰੁੱਤੇ ਆਂਡਾ ਸੈੱਲ ਪੈਦਾ ਕਰਦੇ ਹਨ। ਫਿਰ ਵੀ 2015 ਦੇ ਇੱਕ ਸਰਵੇਖਣ ਤੋਂ ਪਤਾ ਲੱਗਣ ਤੋਂ ਬਾਅਦ ਕਿ ਇਸ ਗਿਣਤੀ ਵਿੱਚ 2003 ਤੋਂ 17 ਪ੍ਰਤੀਸ਼ਤ ਵਾਧਾ ਹੋਇਆ ਹੈ, ਮਾਹਿਰਾਂ ਨੇ ਦੱਸਿਆ ਹੈ ਕਿ ਪੈਂਡੇ ਹੁਣ ਖਤਰੇ ਦੇ ਗਰੁੱਪ ਵਿੱਚ ਨਹੀਂ ਹਨ।

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

Candidates are expected to identify a couple of scenes from each story which are central to the plot. After giving a brief description of these scenes, candidates should develop the essay by discussing and explaining how and why these scenes are so important to the story. Candidates should evaluate the impact of these scenes on the plot.

Candidates are then expected to conclude the discussion by giving their own reaction.

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 candidates' knowledge and understanding of the British-Panjabi short story text. In the introduction, candidates are expected to identify the text chosen for the answer and the author should be clearly named. Then candidates should state clearly the two stories chosen to answer the question. Candidates should be aware of the time period in which the stories are set.

Candidates are expected to comment briefly on the opening statement. Candidates are then expected to develop the essay by outlining the life experiences of the main characters in the story and explaining how this is a key quality of a short story. Candidates are expected to develop the essay by discussing how this makes the story fast-moving and interesting for the reader. Then, candidates should evaluate the extent to which the statement in the question applies in the two stories selected. Candidates should link their explanations to the stories by giving examples.

Candidates 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 candidates' knowledge, understanding and appreciation of the Panjabi novel studied. In the introduction, candidates are expected to identify the novel and the author. Candidates should be aware of the time period in which the novel is set.

Candidates are expected to write about the novelist's literary skills which have impressed them and made the novel interesting, for example: language used, style, plot development, characterisation and scene setting. To justify the points made, suitable examples should be given from the novel.

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 candidates' knowledge of the Panjabi novel they studied. In the introduction, candidates are expected to identify the novel and its author. Candidates should be aware of the time period in which the novel is set.

Firstly, candidates are expected to identify the scenes that do not sit comfortably with the plot of the novel. Then candidates are expected to explain how and why these scenes stand out as artificial or unrealistic in the story. Candidates should explore the impact of these scenes on the reader and reflect on how they affect the success of the novel.

In conclusion, candidates should refer to the main discussion points and evaluate the extent to which these scenes affect the novel adversely. Candidates 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 candidates' knowledge and awareness of the economic situation in which lots of farmers find themselves in the Panjab, and the impact this is having on their lives.

The following points may be included in the discussion:

- farmers are struggling to make a living
- farming is becoming a costly business
- they have taken out loans to subsidise the cost
- difficulty of repaying loans as they are not able to sell crops at competitive prices
- or any other relevant points.

In conclusion, candidates should refer to the main discussion points and evaluate the overall situation surrounding farmers in the Panjab.

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

- 5(b) This question tests the candidates' knowledge and awareness of the social and economic circumstances in the Panjab, and the picture portrayed in Panjabi songs.

In the first part, candidates are expected to comment on the statement in the question about Panjabi songs and the social and economic issues in the Panjab.

Social and economic issues:

- issues related to unemployment
- cost of marriage and dowry
- pollution
- corruption
- drugs
- or any other relevant points.

Then candidates should explore the extent to which these issues are portrayed in Panjabi songs, with examples.

In conclusion, candidates should refer to the main discussion points and evaluate the overall representation of the Panjab's social and economic situation in Panjabi songs.

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

Question 6

- 6(a) This question tests the candidates' knowledge and awareness of the changing lifestyle and thinking of younger generations of Panjabi people.

The following points may be included in the discussion:

- younger generation save less and spend more
- more focus on personal/family pleasure, eg going on holiday, eating out
- more liberal about mixed marriages
- spending more on houses, cars etc
- less religious
- do not have as strong ties with relatives in India
- or any other relevant points.

Converse arguments supporting the attitude and lifestyle of the first generation of Panjabis in Britain are acceptable.

In conclusion, candidates should refer to the main discussion points and evaluate the changes in attitude and lifestyle of younger generations of Panjabis compared with the older generations in Britain.

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

- 6(b) This question tests the candidates' knowledge, awareness and appreciation of the role of the family in supporting their children.

In the first part, candidates are expected to reflect on the opening statement. Then they should explore the role that parents and families play in the success of the younger members.

The following points may be included in the discussion:

- having high expectations of children/siblings
- encouraging them to have high aspirations for themselves
- giving moral support
- providing financial support
- getting them started on the property ladder
- or any other relevant points.

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

Candidates 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