



A-LEVEL

Panjabi

Unit 2 Reading and Writing
Mark scheme

2680
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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.

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)	<ul style="list-style-type: none"> ਨੀਂਦ ਦਾ ਸਮਾਂ ਨਿਸ਼ਚਿਤ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। (1) ਘੱਟ ਤੋਂ ਘੱਟ 7 ਘੰਟੇ ਸੌਣਾ ਚਾਹੀਦਾ ਹੈ। (1) 	2	

Q	Accept	Marks	Reject / Notes
1(a)(ii)	<ul style="list-style-type: none"> ਚੰਗੀ ਨੀਂਦ ਵਾਸਤੇ ਦਿਮਾਗ ਨੂੰ ਠੰਡਾ ਰੱਖੋ। (1) ਮਨ ਨੂੰ ਸ਼ਾਂਤ ਰੱਖੋ। (1) ਦਿਮਾਗ ਨੂੰ ਤਣਾਅ ਤੋਂ ਮੁਕਤ ਰੱਖੋ। (1) 	2	Any 2 of 3

Q	Accept	Marks	Reject / Notes
1(a)(iii)	<ul style="list-style-type: none"> ਬੁਰੀਆਂ/ਫਿਕਰ ਵਾਲੀਆਂ/ਉਦਾਸ ਕਰ ਦੇਣ ਵਾਲੀਆਂ ਗੱਲਾਂ ਬਾਰੇ ਨਾ ਸੋਚੋ। (1) ਜ਼ਰੂਰੀ ਕੰਮਾਂ ਦੀ ਸੂਚੀ ਬਣਾ ਲਉ। (1) (ਰਾਤ) ਦਸ ਵਜੇ ਤੋਂ ਬਾਅਦ ਟੀ ਵੀ, ਕੰਪਿਊਟਰ ਤੇ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾ ਕਰੋ। (1) 	2	Any 2 of 3

Q	Accept	Marks	Reject / Notes
1(a)(iv)	<ul style="list-style-type: none"> ਖਾਣਾ ਸੌਣ ਤੋਂ ਘੱਟ ਤੋਂ ਘੱਟ ਤਿੰਨ ਘੰਟੇ ਪਹਿਲਾਂ ਖਾਓ (1) Reason: ਤੁਹਾਡੀ ਖੂਨ ਵਿਚਲੀ ਸ਼ੂਗਰ ਸਾਰੀ ਰਾਤ ਵਧੀ ਰਹੇਗੀ ਤੇ ਸੌਣ ਵਿੱਚ ਮੁਸ਼ਕਲ ਪੈਦਾ ਕਰੇਗੀ (1) 	2	

Q	Accept	Marks	Reject / Notes
1(a)(v)	<ul style="list-style-type: none"> ਕਹਾਣੀ ਆਨੰਦਮਈ ਤੇ ਹੌਲੀ ਰਫਤਾਰ ਨਾਲ ਚੱਲਣ ਵਾਲੀ ਹੋਵੇ। (1) ਜ਼ਿਆਦਾ ਉਤੇਜਿਤ ਕਰਨ ਵਾਲੀ ਨਾ ਹੋਵੇ। (1) 	2	Any 2 of 3

	<ul style="list-style-type: none"> ਪੜ੍ਹਨ ਤੋਂ ਆਪਣੇ ਆਪ ਨੂੰ ਆਸਾਨੀ ਨਾਲ ਰੋਕ ਸਕੋ। (1)		
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Q	Accept	Marks	Reject / Notes
1(b)(i)	ਗਲਤ	1	

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

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

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

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

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

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

Q	Accept	Marks	Reject / Notes
1(c)(iii)	10	1	

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

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

Total for Section 1 = 20 marks

Translation from English into Panjabi

ਕੋਲੰਬੀਆ ਦੇ ਜੰਗਲ ਵਿੱਚ ਬਾਂਦਰਾਂ ਨਾਲ ਪਲੀ ਔਰਤ- ਮਰੀਨਾ ਚੈਪਮੈਨ

ਇੱਕ ਦੱਖਣੀ ਅਮਰੀਕਨ ਔਰਤ ਨੇ ਪਹਿਲੀ ਵਾਰ ਕਹਾਣੀ ਦੱਸੀ ਹੈ ਕਿ ਕਿਸ ਤਰ੍ਹਾਂ ਉਹ ਕੋਲੰਬੀਆ ਦੇ ਸੰਘਣੇ ਜੰਗਲਾਂ ਵਿੱਚ ‘ਜੰਗਲ ਬੁੱਕ’ ਦੇ ਪਾਤਰ ‘ਮੋਗਲੀ’ ਦੀ ਤਰ੍ਹਾਂ ਪਲੀ। ਜਦ ਉਹ ਕੋਲੰਬੀਆ ਵਿੱਚ ਬੱਚੀ ਸੀ, ਤਾਂ ਮਰੀਨਾ ਨੂੰ ਉਸ ਦੇ ਘਰੋਂ ਚੁੱਕ ਲਿਆ ਗਿਆ ਸੀ ਅਤੇ ਜੰਗਲ ਵਿੱਚ ਇਕੱਲੀ ਨੂੰ ਛੱਡ ਦਿੱਤਾ ਸੀ। ਮਰੀਨਾ ਸ਼ਾਇਦ ਬਚ ਨਾ ਪਾਉਂਦੀ ਜੇ ਬਾਂਦਰਾਂ ਦੇ ਝੁੰਡ ਨੇ ਉਸ ਨੂੰ ਲੱਭ ਨਾ ਲਿਆ ਹੁੰਦਾ।

ਮਰੀਨਾ ਛੋਟੇ ਚਿੱਟੇ ਮੂੰਹ ਵਾਲੇ ਬਾਂਦਰਾਂ ਦੇ ਝੁੰਡ ਨਾਲ ਰਹੀ। ਉਸ ਨੇ ਬਾਂਦਰਾਂ ਦੀ ਨਕਲ ਕੀਤੀ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਤਰ੍ਹਾਂ ਖਾਣਾ ਸਿੱਖਿਆ ਅਤੇ ਦਰਖਤਾਂ ਤੇ ਚੜ੍ਹਨਾ ਸਿੱਖਿਆ। ਮਰੀਨਾ ਨੇ ਇੱਕ ਨਵੀਂ ਕਿਤਾਬ ‘ਦ ਗਰਲ ਵਿਦ ਨੋ ਨੇਮ’ ਲਿਖੀ ਹੈ ਜਿਸ ਵਿੱਚ ਉਸ ਨੇ ਦੱਸਿਆ ਹੈ ਕਿ ਜੰਗਲ ਵਿੱਚ ਜ਼ਿੰਦਗੀ ਕਿਸ ਤਰ੍ਹਾਂ ਦੀ ਸੀ।

ਮਰੀਨਾ ਹੁਣ ਬਰਤਾਨੀਆ ਵਿੱਚ ਆਪਣੇ ਪਤੀ, ਦੋ ਬੱਚਿਆਂ ਤੇ ਤਿੰਨ ਪੋਤੇ-ਪੋਤੀਆਂ ਨਾਲ ਖੁਸ਼ੀ ਖੁਸ਼ੀ ਰਹਿ ਰਹੀ ਹੈ। ਉਹ ਆਪਣੇ ਆਪ ਨੂੰ ਖੁਸ਼ਕਿਸਮਤ ਸਮਝਦੀ ਹੈ ਕਿ ਉਹ ਜ਼ਿੰਦਾ ਹੈ।

(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 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 the candidate should state clearly the two stories chosen to answer the question. The candidate should be aware of the time period in which the stories are set.

The candidate is expected to identify two female characters in two stories from the text and describe their roles briefly in the respective stories. Then the candidate is expected to develop the essay by comparing their roles. The candidates are also expected to discuss and analyse the impact of their role on the plot development. The candidate should evaluate this impact by linking the roles of the two female characters to the main events in the stories by giving examples.

The candidate is 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 the candidate should state clearly the two stories chosen to answer the question. The candidate should be aware of the time period in which the stories are set.

The candidate is expected to comment briefly on the opening statement. The candidate is then expected to develop the essay by outlining the problems of the Panjabi community in Britain in the two stories selected. Then the candidate should analyse the stories to find out if and how the author provides solutions to the problems portrayed. Then, the candidate should evaluate the extent to which the statement in the question applies in the two stories selected. The candidate should link his/her explanations to the stories by giving examples.

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

First the candidates are expected to reflect briefly on the opening statement to show what they understand by it. Then the candidates are expected to discuss and explore the contribution of different aspects of literary qualities such as language, style and dialect, plot

and scene setting etc in making novel successful. The candidate should then analyse these in relation to the novel chosen. The points made should be supported and justified by giving examples from the novel selected.

In conclusion, the candidates should refer to the main discussion points and evaluate the extent to which the various literary qualities contribute to making the novel successful. The 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.

- 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. The candidates should be aware of the time period in which the novel is set.

First the candidates are expected to identify the main characters, and then decide on who is a hero/heroine. Then the candidate is expected to explain how and why this character is worthy of this title and important to the story. 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 candidates should refer to the main discussion points and evaluate the extent to which the chosen character's role is pivotal to the plot. The 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 candidate's knowledge and awareness of the transport system in the Panjab.

In the first part, candidates are expected to outline the main means of transport used by the public in the Panjab. Then, they should discuss and explore the effectiveness and difficulties associated with the transport system.

The following points may be included in the discussion:

- People travel mainly by scooters, motorcycles, cars, buses, trains
- Increasing number of people travel by cars and own them
- Trains are considered to be a reliable means of travel and are preferred for long distance travel
- There are considerable traffic problems leading to congestion and delays
- Some roads are in poor condition which affects travel and safety
- The number of road accidents is on the increase and many prove to be fatal
- Driving is a challenge as people on the road don't follow traffic rules
- Or any other relevant points.

In conclusion, the candidates should refer to the main discussion points and evaluate the overall success/effectiveness of the transport system in the Panjab.

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

- 5(b) This question tests the candidate’s knowledge and awareness of the subject matter of Panjabi films.

In the first part, candidates are expected to comment on the statement in the question about Panjabi films mirroring Panjabi people’s real lives. Then they are expected to discuss in detail whether or not this is true in relation to Panjabi films with examples.

The following points may be included in the discussion depending on the films chosen:

- Issues of unemployment
- Family feuds over family land
- Difficulties faced by the Panjabi people moving abroad
- Economic pressures and problems related to farming and farmers
- Or any other relevant points.

In conclusion, the candidates should refer to the main discussion points and evaluate the overall representation of Panjabi people’s issues and difficulties in Panjabi films.

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

Question 6

- 6(a) This question tests the candidate’s knowledge and awareness of the social and economic contribution made by the Panjabi people in Britain.

The following points may be included in the discussion:

- The majority of Panjabi people work and pay taxes
- A significant number hold highly paid jobs and pay higher rate tax
- A significant number contribute to the society
- There is a noteworthy number of Panjabis who own and run businesses and provide employment for others
- There are many Panjabi councillors, some Lord Mayors and even MPs
- Or any other relevant points.

In conclusion, the candidates should refer to the main discussion points and evaluate the contribution of the Panjabi people in Britain.

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

- 6(b) This question tests the candidate's knowledge, awareness and appreciation of the role of gurdwaras in teaching Panjabi.

In the first part, candidates are expected to reflect on the opening statement. Then they should explore the reasons why there is a significant increase in the teaching of Panjabi in gurdwaras.

The following points may be included in the discussion:

Reasons for increase of Panjabi classes at gurdwaras:

- Panjabi is central to the Panjabi culture as it provides access to religious scriptures and history
- Panjabi is highly valued as a mother tongue and it is an effective way of connecting with your roots and background
- Gurdwaras see it as their duty to promote Panjabi
- Or any other relevant points.

Difficulties in teaching Panjabi at gurdwaras

- Shortage of suitably experienced Panjabi teachers
- Dependent on voluntary work
- Unsuitable learning environment in some cases
- Lack of resources
- Or any other relevant points.

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

The 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