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**A-level**  
**PANJABI**  
**7682/1**

Paper 1 Reading and Writing

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**Mark scheme**

June 2020

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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 Examiner.

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.

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## 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.

## Reading tests

### General principles of marking

Follow the mark scheme as set out.

#### Answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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 target language. A separate assessment of spelling, punctuation and grammar is not required 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 student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section, eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. The following general principles should be applied in relation to answers in the target language:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. This means that even if the spelling error results in the creation of a word in another language including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

**Section A Reading and Translation (Questions 1–5)**

**Comprehension questions to be answered in target language (Assessment Objective 2 only).**

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	Key idea	Mark	Notes
01.1	ਹੁਣ ਨੌਜਵਾਨ ਰਵਾਇਤੀ ਪਾਰਟੀ ਦੀ ਹਮਾਇਤ ਨਹੀਂ ਕਰਦੇ / ਹੁਣ ਉਹ ਚੰਗੇ ਭਵਿੱਖ ਬਾਰੇ ਸੋਚਣ ਵਾਲੇ ਨੇਤਾ ਅਤੇ ਪਾਰਟੀ ਦੀ ਮਦਦ ਕਰਦੇ ਹਨ।	1	

Qu	Key idea	Mark	Notes
01.2	ਪਹਿਲਾਂ ਪੰਜਾਬ ਵਿੱਚ ਪੰਜ ਦਰਿਆਵਾਂ ਦਾ ਪਾਣੀ ਸੀ। ਹੁਣ ਪਾਣੀ ਗੰਦਾ / ਪ੍ਰਦੂਸ਼ਿਤ ਹੋ ਗਿਆ ਹੈ। ਪ੍ਰਦੂਸ਼ਿਤ ਪਾਣੀ ਨਾਲ ਬਿਮਾਰੀਆਂ ਫੈਲ ਰਹੀਆਂ ਹਨ।	2	Any <b>two</b> details <b>One</b> mark for <b>each</b> detail

Qu	Key idea	Mark	Notes
01.3	ਵੱਧ ਤੋਂ ਵੱਧ ਦਰੱਖਤ ਲਾਉਣੇ ਚਾਹੀਦੇ ਹਨ [1 mark] ਪਾਣੀ ਨੂੰ ਦੂਸ਼ਿਤ ਹੋਣ ਤੋਂ ਰੋਕਣਾ ਚਾਹੀਦਾ ਹੈ / ਪਾਣੀ ਦੀ ਵਰਤੋਂ ਸੰਜਮ ਨਾਲ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। [1 mark]	2	<b>One</b> mark for <b>each</b> detail

Qu	Accept	Mark	Notes
01.4	ਕੁਦਰਤੀ ਆਫ਼ਤਾਂ ਮੀਂਹ ਅਤੇ ਹਨੇਰੀ ਨਾਲ ਫਸਲਾਂ ਦਾ ਨੁਕਸਾਨ ਹੋ ਜਾਂਦਾ ਹੈ। [1 mark] ਸਰਕਾਰਾਂ ਖੇਤੀਬਾੜੀ ਦੇ ਸੁਧਾਰ ਲਈ ਧਿਆਨ ਨਹੀਂ ਦਿੰਦੀਆਂ। [1 mark]	2	<b>One</b> mark for <b>each</b> detail

Qu	Accept	Mark	Notes
01.5	ਵਾਤਾਵਰਣ ਸਬੰਧੀ ਮਸਲਿਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇ ਕੇ / ਵਾਤਾਵਰਣ ਬਚਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਕੇ	1	

**Summary question (AO2 and AO3)**

Qu 02	Key idea	Mark	Notes
Bullet 1	ਨੌਜਵਾਨਾਂ ਨੂੰ ਨੌਕਰੀ ਨਹੀਂ ਮਿਲਦੀ ਖੇਤੀਬਾੜੀ ਨਾਲ ਗੁਜ਼ਾਰਾ ਨਹੀਂ ਹੁੰਦਾ	2	ਰੁਜ਼ਗਾਰ ਨਹੀਂ ਮਿਲਦਾ
Bullet 2	ਹਰੇਕ ਮਾਂ ਆਪਣੇ ਧੀ-ਪੁੱਤ ਨਾਲੋਂ ਵਿਛੜ ਕੇ ਖੁਸ਼ ਨਹੀਂ, ਧੀ-ਪੁੱਤ ਬਾਰੇ ਫਿਕਰ ਕਰਦੀ ਹੈ, ਸਰਕਾਰ ਨੂੰ ਦੋਸ਼ ਦਿੰਦੀ ਹੈ।	3	ਮਾਂਵਾਂ ਦੁਖੀ ਹੁੰਦੀਆਂ ਹਨ ਚਿੰਤਾ ਕਰਦੀਆਂ ਹਨ
Bullet 3	ਰੁਜ਼ਗਾਰ ਬਾਰੇ ਨੀਤੀ ਤਿਆਰ ਕਰੇ ਅਤੇ ਨੌਜਵਾਨਾਂ ਨੂੰ ਰੁਜ਼ਗਾਰ ਦੇਣ ਦੀ ਸਖਤ ਕੋਸ਼ਿਸ਼ ਕਰੇ / ਨੌਜਵਾਨਾਂ ਨੂੰ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵੱਲ ਜਾਣ ਤੋਂ ਰੋਕਣ ਦੇ ਯਤਨ ਕਰੇ	2	ਨੌਕਰੀਆਂ ਦੇਵੇ / ਕੰਮ ਦੇਵੇ

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 AO2 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 text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately 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 and consequential errors of agreement  
 incorrect or missing accents unless these alter the meaning.

**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 (as in *si* sentences)  
 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.

The above examples are neither prescriptive nor exhaustive.

Mark	AO3 quality of language marks in 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:** 90 words – AO3 5/5

ਆਪਣੇ ਦੇਸ਼ ਵਿੱਚ ਨੌਕਰੀ ਨਾ ਮਿਲਣ ਅਤੇ ਖੇਤੀਬਾੜੀ ਦੇ ਕੰਮ ਨਾਲ ਘਰੇਲੂ ਖਰਚ ਪੂਰਾ ਨਾ ਹੋਣ ਕਾਰਨ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਂਦੇ ਹਨ। ਮਾਂ-ਬਾਪ ਪੁੱਤਰਾਂ ਨੂੰ ਅੱਖਾਂ ਤੋਂ ਓਹਲੇ ਨਹੀਂ ਕਰਨਾ ਚਾਹੁੰਦੇ ਕਿਉਂਕਿ ਪੁੱਤਰ ਦੀ ਦੇਖਭਾਲ ਅਤੇ ਖਾਣ-ਪੀਣ ਦੀ ਚਿੰਤਾ ਮਾਂਵਾਂ ਨੂੰ ਬਹੁਤ ਤੜਫਾਉਂਦੀ ਹੈ। ਮਾਂ ਸੋਚਦੀ ਹੈ ਕਿ ਬਿਮਾਰ ਹੋਣ ਤੇ ਮੇਰੇ ਪੁੱਤਰ ਦਾ ਖਿਆਲ ਕੌਣ ਰੱਖੇਗਾ। ਸਰਕਾਰ ਇਸ ਗੱਲ ਦੀ ਪ੍ਰਵਾਹ ਨਹੀਂ ਕਰਦੀ ਕਿ ਬਹੁਤ ਸਾਰੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾ ਰਹੇ ਹਨ। ਸਰਕਾਰ ਨੂੰ ਨੌਜਵਾਨਾਂ ਨੂੰ ਰੁਜ਼ਗਾਰ ਦੇਣ ਲਈ ਨੀਤੀ ਬਣਾਉਣੀ ਚਾਹੀਦੀ ਹੈ ਅਤੇ ਨੌਕਰੀਆਂ ਦੇਣ ਦੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ।

**Summary 2:** 90 words – AO3 4/5

ਆਪਣੇ ਦੇਸ਼ ਵਿੱਚ ਨੌਕਰੀ ਨਾ ਮਿਲਣ ਅਤੇ ਖੇਤੀਬਾੜੀ ਦੇ ਕੰਮ ਨਾਲ ਘਰੇਲੂ ਖਰਚ ਪੂਰਾ ਨਾ ਹੋਣ ਕਾਰਨ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਂਦੇ ਹਨ। ਮਾਂ-ਬਾਪ ਪੁੱਤਰਾਂ ਨੂੰ ਅੱਖਾਂ ਤੋਂ ਪਰੇ ਨਹੀਂ ਕਰਨਾ ਚਾਹੁੰਦਾ ਕਿਉਂਕਿ ਪੁੱਤਰ ਦੀ ਦੇਖਭਾਲ ਅਤੇ ਖਾਣ-ਪੀਣ ਦੀ ਚਿੰਤਾ ਮਾਂਵਾਂ ਨੂੰ ਬਹੁਤ ਤੜਫਾਉਂਦੀ ਹੈ। ਮਾਂ ਸੋਚਦੀ ਹੈ ਕਿ ਬਿਮਾਰੀ ਹੋਣ ਤੇ ਮੇਰੇ ਪੁੱਤਰ ਦਾ ਖਿਆਲ ਕੌਣ ਰੱਖੇਗਾ। ਸਰਕਾਰ ਇਸ ਗੱਲ ਦੀ ਪ੍ਰਵਾਹ ਨਹੀਂ ਕਰਦੀ ਕਿ ਬਹੁਤ ਸਾਰੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਰ ਹੋ ਰਹੇ ਹਨ। ਸਰਕਾਰ ਨੂੰ ਨੌਜਵਾਨਾਂ ਨੂੰ ਰੁਜ਼ਗਾਰ ਦੇਣ ਲਈ ਪਾਲਿਸੀ ਬਣਾਉਣੀ ਚਾਹੀਦੀ ਹੈ ਅਤੇ ਨੌਕਰੀਆਂ ਦੇਣ ਦੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ।

**Summary 3:** 90 words – AO3 3/5

ਆਪਣੇ ਦੇਸ਼ ਵਿੱਚ ਨੌਕਰੀ ਅਤੇ ਖੇਤੀਬਾੜੀ ਦੇ ਕੰਮ ਨਾਲ ਗੁਜ਼ਾਰਾ ਨਾ ਹੋਣ ਕਾਰਨ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਂਦੇ ਹਨ। ਮਾਂ-ਬਾਪ ਪੁੱਤਰਾਂ ਨੂੰ ਅੱਖਾਂ ਤੋਂ ਪਰੇ ਨਹੀਂ ਕਰਨਾ ਚਾਹੁੰਦਾ ਕਿਉਂਕਿ ਪੁੱਤਰ ਦੀ ਦੇਖਭਾਲ ਅਤੇ ਖਾਣ-ਪੀਣ ਦੀ ਚਿੰਤਾ ਮਾਂਵਾਂ ਨੂੰ ਬਹੁਤ ਤੜਫਾਉਂਦੀ ਹੈ। ਮਾਂ ਸੋਚਦੀ ਹੈ ਕਿ ਬਿਮਾਰੀ ਕਰਕੇ ਮੇਰੇ ਪੁੱਤਰ ਦਾ ਖਿਆਲ ਕੌਣ ਰੱਖੇਗਾ। ਲੀਡਰ ਤਾਂ ਸਰਕਾਰ ਦੇ ਹਨ ਇਸ ਗੱਲ ਦੀ ਪ੍ਰਵਾਹ ਨਹੀਂ ਕਰਦੇ ਕਿ ਬਹੁਤ ਸਾਰੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਰ ਹੋ ਰਹੇ ਹਨ। ਸਰਕਾਰ ਨੂੰ ਨੌਜਵਾਨਾਂ ਨੂੰ ਰੁਜ਼ਗਾਰ ਦੇਣ ਲਈ ਪਾਲਿਸੀ ਬਣਾ ਚਾਹੀਦੀ ਹੈ ਅਤੇ ਨੌਕਰੀਆਂ ਦੇ ਰਹੇ ਹਨ।

**Summary 4:** 90 words – AO3 2/5

ਆਪਣੇ ਦੇਸ਼ ਵਿੱਚ ਨੌਕਰੀ ਨਾ ਮਿਲਦੀ ਅਤੇ ਖੇਤੀਬਾੜੀ ਦਾ ਕੰਮ ਨਾਲ ਘਰੇ ਖਰਚ ਪੂਰਾ ਨਾ ਹੋਣ ਕਰ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਂਦਾ ਹਨ। ਮਾਂ-ਬਾਪ ਪੁੱਤਰਾਂ ਦੀ ਅੱਖਾਂ ਤੋਂ ਓਹਲੇ ਨਹੀਂ ਕਰਦੇ ਤਾਂ ਚਾਹੁੰਦੇ ਕਿਉਂਕਿ ਪੁੱਤਰ ਦੀ ਦੇਖ ਭਾਲ ਅਤੇ ਖਾਣ-ਪੀਣ ਦੀ ਚਿੰਤਾ ਮਾਂਵਾਂ ਨੂੰ ਬਹੁਤ ਤੜਫਾਉਂਦੀ ਹੈ। ਮਾਂ ਸੋਚਦਾ ਹੈ ਕਿ ਬਿਮਾਰ ਹੋਣ ਤੇ ਮੇਰੇ ਪੁੱਤਰ ਦਾ ਖਿਆਲ ਕੌਣ ਰੱਖੇਗਾ। ਸਰਕਾਰ ਇਸ ਗੱਲ ਦੀ ਪ੍ਰਵਾਹ ਕਰਦੀ ਨੀ ਕਿ ਬਹੁਤ ਸਾਰੇ ਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਰ ਹੋ ਰਹੇ ਹਨ। ਸਰਕਾਰ ਨੂੰ ਜਵਾਨਾਂ ਰੋਜ਼ ਗਾਰ ਦੇਣ ਲਈ ਨੀਤੀ ਬਣਾਉਣੀ ਚਾਹੀਦੀ ਅਤੇ ਨੌਕਰੀਆਂ ਦੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹੈ।

**Summary 5:** 90 words – AO3 1/5

ਆਪਣੇ ਦੇਸ਼ ਵਿੱਚ ਨੌਕਰੀ ਨਾ ਮਿਲਣਾ ਖੇਤੀਬਾੜੀ ਦਾ ਕੰਮ ਘਰ ਦਾ ਖਰਚ ਪੂਰਾ ਨਾ ਕਾਰਨ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਜਾਂਦੇ ਹਨ। ਮਾਂ-ਬਾਪ ਪੁੱਤਰਾਂ ਨੂੰ ਅੱਖਾਂ ਤੋਂ ਓਹਲੇ ਕਰਦਾ ਚਾਹੁੰਦਾ ਨਾਲੇ ਪੁੱਤਰ ਦੀ ਭਾਲ ਅਤੇ ਖਾਣ-ਪੀਣਾ ਚਿੰਤਾ ਦਾ ਮਾਂਵਾਂ ਨੂੰ ਬਹੁਤ ਤੜਫ ਹੁੰਦਾ ਹੈ। ਮਾਂ ਸੋਚਦਾ ਹੈ ਬਿਮਾਰ ਹੋਣ ਤਾਂ ਮੇਰੇ ਪੁੱਤਰ ਦਾ ਖਿਆਲ ਰੱਖੇਗਾ ਕੀ ਕਰੂਗਾ। ਸਰਕਾਰ ਲੀਡਰ ਨਾਲ ਇਸ ਗੱਲ ਨਹੀਂ ਕਰਦੇ ਨਹੀਂ ਪਰਬਾਹ ਕਿ ਬਹੁਤ ਸਾਰੇ ਨੌਜਵਾਨ ਜਾ ਰਹੇ ਹਨ ਵਿਦੇਸ਼ ਕੋਲ। ਸਰਕਾਰ ਨੂੰ ਨੌਜਵਾਨਾਂ ਲਈ ਗੁਜ਼ਗਾਰ ਦੇਣ ਲਈ ਬਣਾਉਣੀ ਹੈ ਨੀਚੀ ਨੌਕਰੀਆਂ ਦੇਣੀਆਂ ਯਤਨ ਕਰਨੇ ਹੈ।



## Comprehension questions (Assessment Objective 2)

Qu	Accept	Mark	Notes
03.1	ਲੇਖਕ ਅਨੁਸਾਰ ਉਮਰ ਵਿੱਚ ਵੀਹ ਪੱਚੀ ਸਾਲ ਦਾ ਫਰਕ ਹੋਣ ਕਾਰਨ ਬੱਚਿਆਂ ਦੀਆਂ ਸੋਚਾਂ ਅਤੇ ਉਮੀਦਾਂ ਵੱਖਰੀਆਂ ਰਹਿਣਗੀਆਂ ਇਸ ਕਰਕੇ ਇਹ ਬਣਿਆ ਰਹੇਗਾ।	1	

Qu	Accept	Mark	Notes
03.2	ਇਸ ਦਾ ਮੁੱਖ ਕਾਰਨ ਉਦਯੋਗਿਕ ਵਿਕਾਸ / ਸਾਡੇ ਸਮਾਜਿਕ ਆਰਥਿਕ ਢਾਂਚੇ ਵਿੱਚ ਹੋਈ ਭੰਨ-ਤੋੜ ਹੈ।	1	

Qu	Accept	Mark	Notes
03.3	ਪਹਿਲਾਂ ਬੱਚੇ ਮਾਪਿਆਂ ਤੇ ਨਿਰਭਰ ਕਰਦੇ ਸਨ [1 mark] ਹੁਣ ਦੇ ਬੱਚੇ ਆਜ਼ਾਦ ਹਨ। [1 mark]	2	<b>One</b> mark for <b>each</b> detail

Qu	Accept	Mark	Notes
03.4	ਘਰ ਵਿੱਚ ਸਖਤੀ ਅਤੇ ਡਰ ਦਾ ਮਾਹੌਲ ਨਹੀਂ ਬਣਾ ਕੇ ਰੱਖਣਾ ਚਾਹੀਦਾ / ਨਿਮਰਤਾ ਅਤੇ ਸਤਿਕਾਰ ਚੰਗੇ ਸੰਬੰਧ ਬਣਾਉਣ ਲਈ ਅਧਾਰ ਹਨ।	1	

Qu	Accept	Mark	Notes
03.5	ਇਸ਼ਾਰਾ	1	

Qu	Accept	Mark	Notes
03.6	ਅਕਸਰ	1	

Qu	Accept	Mark	Notes
03.7	ਕਠੋਰਤਾ	1	

Qu	Accept	Mark	Notes
04.1	ਸਿੱਖਿਆ ਇੱਕ ਵਪਾਰ ਬਣਾ ਦਿੱਤੀ ਹੈ।	1	

Qu	Accept	Mark	Notes
04.2	ਮਾਧੇ ਤੰਗ ਹੋ ਕੇ ਮਾਡਲ ਸਕੂਲਾਂ ਦੀਆਂ ਫੀਸਾਂ ਦਿੰਦੇ ਹਨ।	1	

Qu	Accept	Mark	Notes
04.3	ਹਰ ਸਕੂਲ ਵਿੱਚ ਦਾਖਲੇ ਦਾ ਚੌਥਾ ਹਿੱਸਾ ਗਰੀਬ ਪਰਿਵਾਰਾਂ ਦੇ ਬੱਚਿਆਂ ਦਾ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। [1 mark] ਪਰ ਸਕੂਲ ਇਸ ਕਾਨੂੰਨ ਦੀ ਪਾਲਣਾ ਨਹੀਂ ਕਰ ਰਹੇ। [1 mark]	2	<b>One mark for each detail</b> <b>Reject:</b> ਹਰ ਬੱਚੇ ਨੂੰ ਲਾਜ਼ਮੀ ਤੇ ਮੁਫਤ ਸਿੱਖਿਆ ਮਿਲਣੀ ਚਾਹੀਦੀ ਹੈ

Qu	Accept	Mark	Notes
04.4	ਅੱਠਵੀਂ ਦੇ ਇਮਤਿਹਾਨ ਦੀ ਹਰ ਬੱਚੇ ਦੀ ਇੱਕ ਹਜ਼ਾਰ ਰੁਪਿਆ ਪ੍ਰੀਖਿਆ ਫੀਸ ਲਈ ਜਾਂਦੀ ਹੈ।	1	

Qu	Accept	Mark	Notes
04.5	ਟੈਕਸ ਦਾ ਵੱਡਾ ਹਿੱਸਾ ਸਿੱਖਿਆ ਤੇ ਖਰਚ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਸਿੱਖਿਆ ਦਾ ਵਪਾਰ ਬੰਦ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਬਾਰੂਵੀਂ ਜਮਾਤ ਤੱਕ ਸਿੱਖਿਆ ਮੁਫਤ ਕਰ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ।	2	Any <b>two</b> details <b>One mark for each detail</b> <b>Reject:</b> ਅਨੇਕਾਂ ਸਹੂਲਤਾਂ ਪ੍ਰਦਾਨ ਕਰਕੇ

**Question 5 Translation (into English) (Assessment Objective 2)**

**Translation into English**

Acceptable quality of English in translations into English

**Errors of spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg weight mis-spelt as waight is acceptable but mis-spelt as wait gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**A successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu			
5	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		Accept	Reject
1	ਹਾਸ਼ਮ ਸ਼ਾਹ ਪੰਜਾਬੀ ਦੇ	Hasham Shah is considered to	
2	ਮਸ਼ਹੂਰ ਕਵੀਆਂ ਵਿੱਚੋਂ	be one of the famous	
3	ਇੱਕ ਮੰਨਿਆਂ ਜਾਂਦਾ ਹੈ।	Panjabi poets.	
4	ਉਸ ਦੇ ਪਿੰਡ ਦੇ ਲੋਕ	The residents of his home village	
5	ਉਸ ਦੀ ਪੰਜਾਬੀ ਸਾਹਿਤ	organise an annual	
6	ਨੂੰ ਦੇਣ ਲਈ	cultural fair	
7	ਇੱਕ ਸਭਿਆਚਾਰਕ ਮੇਲੇ	to celebrate his contribution	
8	ਦਾ ਪ੍ਰਬੰਧ ਕਰਦੇ ਹਨ।	to Panjabi literature.	

9	ਇਸ ਸਾਲ ਮੇਲੇ ਦੀ ਪ੍ਰਬੰਧਕ ਕਮੇਟੀ ਨੇ	This year the organising committee	
10	ਮਸ਼ਹੂਰ ਅਦਾਕਾਰ ਅਤੇ ਗਾਇਕ,	of the fair invited “Gippy” Grewal,	
11	ਗਿੱਪੀ ਗਰੇਵਾਲ ਨੂੰ ਸੱਦਾ ਦਿੱਤਾ।	the famous actor and singer.	
12	ਉਸ ਨੇ ਇਹ ਦੱਸਦੇ ਹੋਏ ਕਿ ਪੰਜਾਬੀ ਫਿਲਮਾਂ ਕਿਸ	He entertained the audience	
13	ਤਰ੍ਹਾਂ ਬਣਦੀਆਂ ਹਨ ਹਨ ਦਰਸ਼ਕਾਂ ਦਾ ਮਨੋਰੰਜਨ ਕੀਤਾ ਅਤੇ	by telling them how films are made	
14	ਦੱਸਿਆ ਕਿ ਫਿਲਮਾਂ ਬਣਾਉਣ ਲਈ ਫਿਲਮ ਉਦਯੋਗ	and explained the problems	
15	ਨੂੰ ਕਿਹੜੀਆਂ ਮੁਸ਼ਕਲਾਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪੈ ਰਿਹਾ ਹੈ।	the industry is facing.	
16	ਬਹੁਤ ਸਾਰੇ ਦਰਸ਼ਕ	Many spectators were	
17	ਇਸ ਕਲਾਕਾਰ ਨਾਲ	hoping to have their photograph	
18	ਆਪਣੀ ਫੋਟੋ ਖਿਚਵਾਉਣਾ ਚਾਹੁੰਦੇ ਸਨ,	taken with the artist but,	
19	ਪਰ ਪੁਲਿਸ ਨੂੰ ਉਸ ਦੀ ਸੁਰੱਖਿਆ ਦੀ ਚਿੰਤਾ ਕਾਰਨ,	due to the police’s concerns for his security,	
20	ਉਨ੍ਹਾਂ ਦੀ ਇਹ ਖਾਹਸ਼ ਪੂਰੀ ਨਾ ਹੋ ਸਕੀ।	their wish could not come true.	

**Section B Writing (Research Project) (Optional questions 6–9)****(Assessment Objectives 2, 3 and 4)****Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 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 2**

Mark	AO2
9–10	<p><b>Very good evaluation of the research topic</b></p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7–8	<p><b>Good evaluation of the research topic</b></p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5–6	<p><b>Reasonable evaluation of the research topic</b></p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3–4	<p><b>Limited evaluation of the research topic</b></p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1–2	<p><b>Very limited evaluation of the research topic</b></p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for these questions. AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

**Assessment Objective 3**

<b>AO3</b>	
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.
0	The student produces nothing worthy of credit.

**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 singular/plural agreement.

**Serious errors include:**

incorrect verb forms  
incorrect use of pronouns  
missing or incorrect agreements of gender and adjectives.

**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.

The above examples are neither prescriptive nor exhaustive.

**Assessment Objective 4**

<b>Research project essay</b>		<b>AO4</b>
<b>Mark</b>	<b>Descriptors</b>	
17–20	<p><b>Very good critical and analytical response</b>            Very good knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the research topic.</p>	
13–16	<p><b>Good critical and analytical response</b>            Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9–12	<p><b>Reasonable critical and analytical response</b>            Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5–8	<p><b>Limited critical and analytical response</b>            Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1–4	<p><b>Very limited critical and analytical response</b>            A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	<p>The student produces nothing worthy of credit in response to the question.</p>	

AO4 marks should be awarded for relevant evidence drawn from the student's individual research (ie evidence beyond that in the written source text provided) and for the success with which students use that evidence in their essay. (For examples, see items **not** marked as AO2 in indicative content).

**Indicative content**

**Question 6**

**Research topic: Women in Panjabi society**

ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਬਦਲ ਰਹੀਆਂ ਰਸਮਾਂ ਨਾਲ ਔਰਤ ਦੀ ਸਥਿਤੀ ਵਿੱਚ ਆ ਰਹੀਆਂ ਤਬਦੀਲੀਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- Concept of inequalities in reality (AO2)
- How the concept of equalities can be changed (AO2)
- Social traditions regarding equalities for women (AO2)
- Real status of women in Panjabi society (AO2)
- Impact of equalities in terms of heritage rights (AO2)
- Scrutiny of women's day to day life
- Blame culture penalising women
- Status of women after divorce
- Status of widows and increased scrutiny
- How the status of women can get better in reality

The above is not exhaustive.



**Question 7**

**Research topic: Social issues in the Punjab**

ਕਈ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਦੇ ਅਪਰਾਧ ਦੀ ਦੁਨੀਆਂ ਵਿੱਚ ਦਾਖਲ ਹੋਣ ਦਾ ਪੰਜਾਬੀ ਸਮਾਜ ਤੇ ਕੀ ਅਸਰ ਪੈ ਰਿਹਾ ਹੈ ? ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਇਸ ਸਮੱਸਿਆ ਦੇ ਹੱਲ ਲਈ ਨੌਜਵਾਨ ਆਪ ਕੀ ਕਰ ਸਕਦੇ ਹਨ ।

- Portrayal of the current situation of unemployment (AO2)
- Lack of opportunities to keep Young people engaged (AO2)
- Impact of unemployment circumstances on young people (AO2)
- Life style and influence of the illegal drug business (AO2)
- Government's policy on licenses for arms and its impact (AO2)
- Issue of bribery –and its effects on young people
- Culture of encouragement in the Panjabi music
- Drugs and failure of law and order
- Criminal incidents happening in Panjabi society involving young people
- How young people can help to eradicate this problem

The above is not exhaustive.

**Question 8**

**Research topic: Tourism in the Punjab**

ਪੰਜਾਬ ਦੀਆਂ ਦੇਖਣਯੋਗ ਇਤਿਹਾਸਕ ਥਾਵਾਂ ਦੀ ਸਾਂਭ-ਸੰਭਾਲ ਅਤੇ ਮਸ਼ਹੂਰੀ ਕਰਨ ਬਾਰੇ ਸਰਕਾਰ ਦੀ ਸੋਚ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਪੰਜਾਬ ਵਿੱਚ ਸੈਲਾਨੀਆਂ ਦੀ ਗਿਣਤੀ ਵਧਾਉਣ ਲਈ ਸਰਕਾਰ ਨੂੰ ਕੀ ਸੁਝਾਅ ਦਿਓਗੇ।

- Awareness of historical places in the Punjab (AO2)
- Appreciation of architectural places (AO2)
- Passion for art amongst Panjabi rulers (AO2)
- Impact of foreign and other cultures' architecture (AO2)
- Comparison of historical buildings with other countries (AO2)
- Government's attitude to preserve historical buildings
- Lack of promotion of sight seeing
- Inappropriate use of historical buildings
- Lack of policy to promote tourism
- Lack of awareness and advertisement to promote tourism

The above is not exhaustive.

**Question 9**

**Research topic: Partition of the Punjab in 1947**

‘ਪੰਜਾਬ ਦੀ ਵੰਡ ਨੇ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦਾ ਜਾਨੀ ਨੁਕਸਾਨ ਕਰਦੇ ਹੋਏ ਉਨ੍ਹਾਂ ਦੇ ਪਰਿਵਾਰਕ ਜੀਵਨ ਨੂੰ ਸਮਾਜਿਕ ਤੇ ਆਰਥਿਕ ਪੱਖ ਤੋਂ ਬਹੁਤ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ।’ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ।

- Violence and its impact (AO2)
- Main occupation of Panjabi people – agriculture (AO2)
- Social structure and harmonious community (AO2)
- Portrayal of genocide AO2)
- Impact on family and social life (AO2)
- Religious identity and suffering
- Migration –regional rather than religious basis
- Consequences - economic impact and loss
- People becoming homeless
- Impact of partition on people’s emotions

The above is not exhaustive.