



**General Certificate of Education (A-level)
June 2013**

Panjabi

PANJ2

(Specification 2680)

Unit 2: Reading and Writing

Final

Mark Scheme

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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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
1(a)(i)	ਵਾਰਤਾ ਵਿੱਚ ਚੰਗੀ ਸਿਹਤ ਦੀ ਤੁਲਨਾ ਦੌਲਤ ਨਾਲ ਇਸ ਤਰ੍ਹਾਂ ਕੀਤੀ ਗਈ ਹੈ ਕਿ ਚੰਗੀ ਸਿਹਤ ਨੂੰ ਧੰਨ ਦੌਲਤ ਤੋਂ ਵੀ ਜ਼ਰੂਰੀ ਮੰਨਿਆਂ ਹੈ ਕਿਉਂਕਿ ਚੰਗੀ ਸਿਹਤ ਤੋਂ ਬਿਨਾਂ ਕੁਝ ਨਹੀਂ ਹੋ ਸਕਦਾ ।	1	

Q	Accept	Marks	Reject
1(a)(ii)	<ul style="list-style-type: none"> ਸਿਹਤ ਸਿੱਖਿਆ ਦੇ ਪ੍ਰਬੰਧ ਦੀ ਘਾਟ ਹੈ । (1) ਇਸ ਵਾਸਤੇ ਸਾਰਿਆਂ ਨੂੰ ਸਮਾਜ ਨਾਲ ਮਿਲ ਜੁਲ ਕੇ ਕੰਮ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ । (1) 	2	

Q	Accept	Marks	Reject
1(a)(iii)	<ul style="list-style-type: none"> ਸਰਕਾਰ ਸਿਹਤ ਸਿੱਖਿਆ ਦਾ ਵਿਸ਼ਾ ਸਕੂਲਾਂ ਵਿੱਚ ਪੜ੍ਹਾਉਣਾ ਲਾਜ਼ਮੀ ਕਰ ਸਕਦੀ ਹੈ । (1) ਗੁਰਦਵਾਰੇ, ਮੰਦਰਾਂ ਤੇ ਹੋਰ ਥਾਂਵਾਂ ਤੇ ਖਾਣਾ ਬਨਾਉਣ ਵਾਲਿਆਂ ਲਈ ਟਰੇਨਿੰਗ ਲੈਣੀ ਜ਼ਰੂਰੀ ਬਣਾ ਸਕਦੀ ਹੈ । (1) 	2	

Q	Accept	Marks	Reject
1(a)(iv)	<ul style="list-style-type: none"> ਸਿਹਤਮੰਦ ਰਹਿਣ ਲਈ ਛੇਤੀ ਪਚ ਜਾਣ ਵਾਲਾ ਅਤੇ ਥੋੜ੍ਹਾ ਭੋਜਨ ਖਾਣਾ ਚਾਹੀਦਾ ਹੈ । (1) ਉਮਰ ਅਨੁਸਾਰ ਖਾਣੇ ਵਿੱਚ ਤਬਦੀਲੀ ਲਿਆਉਣੀ ਚਾਹੀਦੀ ਹੈ । (1) 	2	

Q	Accept	Marks	Reject
1(a)(v)	<ul style="list-style-type: none"> ਨੌਜਵਾਨਾਂ ਨੂੰ ਹਰ ਰੋਜ਼ ਇੱਕ ਘੰਟਾ ਇਸ ਤਰ੍ਹਾਂ ਦੀ ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ਜਿਸ ਨਾਲ ਉਨ੍ਹਾਂ ਦੀਆਂ ਮਾਸ-ਪੇਸ਼ੀਆਂ ਅਤੇ ਹੱਡੀਆਂ ਮਜ਼ਬੂਤ ਹੋਣ । 	1	ਹਰ ਰੋਜ਼ ਇੱਕ ਘੰਟਾ ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ

Q	Accept	Marks	Reject
1(a)(vi)	<ul style="list-style-type: none"> ਸਿਹਤ ਚੰਗੀ ਰੱਖਣ ਲਈ ਹੋਰ ਗੱਲਾਂ ਇਹ ਹਨ ਕਿ ਤਣਾਅ ਤੋਂ ਬਚਿਆ ਜਾਵੇ ਅਤੇ (1) ਖੁਸ਼ ਰਿਹਾ ਜਾਵੇ / ਹਰ ਰੋਜ਼ ਹੱਸਣਾ ਬਹੁਤ ਹੀ ਮਹੱਤਵਪੂਰਨ ਹੈ । (1) 	2	

Q	Accept	Marks	Reject
1(b)(i)	ਠ (ਠੀਕ)	1	

Q	Accept	Marks	Reject
1(b)(ii)	ਗ (ਗਲਤ)	1	

Q	Accept	Marks	Reject
1(b)(iii)	ਗ (ਗਲਤ)	1	

Q	Accept	Marks	Reject
1(b)(iv)	? (ਵਾਰਤਾ ਵਿੱਚ ਨਹੀਂ)	1	

Q	Accept	Marks	Reject
1(b)(v)	ਠ (ਠੀਕ)	1	

Q	Accept	Marks
1(c)(i)	5	1

Q	Accept	Marks
1(c)(ii)	7	1

Q	Accept	Marks
1(c)(iii)	1	1

Q	Accept	Marks
1(c)(iv)	10	1

Q	Accept	Marks
1(c)(v)	2	1

Total for Section 1 = 20 marks

Section 2

Question 2

Translation from English into Panjabi

ਵਾਤਾਵਰਣ ਬਚਾਓ

ਵਾਤਾਵਰਣ ਦੀ ਦੇਖਭਾਲ ਘਰ ਤੋਂ ਸ਼ੁਰੂ ਹੁੰਦੀ ਹੈ। ਇਸ ਵਿੱਚ ਉਹ ਇਲਾਕੇ ਵੀ ਸ਼ਾਮਲ ਹਨ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਅਸੀਂ ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਜਾਂਦੇ ਹਾਂ ਜਿਵੇਂ ਕਿ ਉਹ ਥਾਂਵਾਂ ਜਿੱਥੇ ਅਸੀਂ ਪਿਕਨਿਕ ਮਨਾਉਂਦੇ ਹਾਂ ਜਾਂ ਛੁੱਟੀਆਂ ਤੇ ਜਾਂਦੇ ਹਾਂ। ਇਹ ਸਾਡਾ ਨੈਤਿਕ ਫਰਜ਼ ਹੈ ਕਿ ਇਨ੍ਹਾਂ ਥਾਂਵਾਂ ਨੂੰ ਸਾਫ ਰੱਖਿਆ ਜਾਵੇ ਅਤੇ ਵਾਤਾਵਰਣ ਦੇ ਬਚਾਅ ਲਈ ਆਪਣਾ ਯੋਗਦਾਨ ਪਾਇਆ ਜਾਵੇ।

ਅੱਜ ਦੁਨੀਆਂ ਦੇ ਇੱਕ ਪਾਸੇ ਜੋ ਕੁਝ ਹੁੰਦਾ ਹੈ ਭਾਵੇਂ ਉਹ ਕਿੰਨਾ ਵੀ ਦੂਰ ਹੋਵੇ, ਉਸ ਦਾ ਅਸਰ ਜੋ ਕੁਝ ਤੁਹਾਡੇ ਘਰ ਹੋ ਰਿਹਾ ਉਸ ਉੱਤੇ ਹੋ ਸਕਦਾ ਹੈ। ਇਸ ਕਰਕੇ ਸਾਨੂੰ ਲੋੜ ਹੈ ਕਿ ਅਸੀਂ ਆਪਣੀਆਂ ਕ੍ਰਿਆਵਾਂ ਬਾਰੇ ਗੰਭੀਰਤਾ ਨਾਲ ਸੋਚੀਏ ਕਿ ਇਹ ਸੰਸਾਰ ਦਾ ਪ੍ਰਦੂਸ਼ਣ ਘਟਾਉਣ ਵਿੱਚ ਕਿਸ ਤਰ੍ਹਾਂ ਯੋਗਦਾਨ ਪਾ ਸਕਦੀਆਂ ਹਨ।

ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ, ਦਰਿਆਵਾਂ ਅਤੇ ਸਮੁੰਦਰ ਨੂੰ ਦੂਸ਼ਿਤ ਕਰਨਾ, ਇਹ ਸਭ ਕੁਝ ਵਾਤਾਵਰਣ ਦਾ ਨੁਕਸਾਨ ਕਰਨ ਵਿੱਚ ਹਿੱਸਾ ਪਾਉਂਦਾ ਹੈ। ਗੰਦੀਆਂ ਗੈਸਾਂ ਨਾਲ ਵਧਿਆ ਹੋਇਆ ਪ੍ਰਦੂਸ਼ਣ ਧਰਤੀ ਤੇ ਤਾਪਮਾਨ ਵਧਾ ਸਕਦਾ ਅਤੇ ਮੀਂਹ ਨੂੰ ਤੇਜ਼ਾਬ ਵਿੱਚ ਬਦਲ ਸਕਦਾ ਹੈ।

ਵਿਗਿਆਨੀਆਂ ਵਲੋਂ ਕੀਤੀਆਂ ਤਾਜ਼ੀਆਂ ਖੋਜਾਂ ਤੋਂ ਪਤਾ ਲਗਦਾ ਹੈ ਕਿ ਸਾਡਾ ਵਾਤਾਵਰਣ ਇਸ ਹੱਦ ਤੱਕ ਖਰਾਬ ਹੋ ਸਕਦਾ ਹੈ ਕਿ ਇਸ ਵਿੱਚ ਜ਼ਿੰਦਾ ਰਹਿਣਾ ਮੁਸ਼ਕਲ ਹੋ ਜਾਵੇਗਾ। ਇਹ ਸਾਡੇ ਲਗਾਏ ਹੋਏ ਅਨੁਮਾਨ ਦੇ ਸਮੇਂ ਤੋਂ ਪਹਿਲਾਂ ਹੋਣਾ ਸੰਭਵ 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 a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8 – 11	Shows good understanding of the original and translated in a 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 a 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 a 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 opinions. 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 source 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

- (a) 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 named. Then the candidate should state clearly the two stories chosen to answer the question. The candidates should identify and comment on the following:

- characters;
- subject matter or plot;
- main events happening in the stories;
- the time period in which the stories are set.

The candidates are expected to develop the essay by discussing how the literary devices stated above are used by the author to make these stories interesting for the reader. The candidates should justify the main points by giving examples from the stories.

The candidates are then expected to evaluate the discussion and conclude to what extent the author has used these literary devices successfully to make the stories interesting.

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

- (b) This question tests the candidates' knowledge, understanding and appreciation of the British Panjabi Short Story text. In the introduction, candidates are expected to identify the British Panjabi Short Story text chosen for the answer and the author should be named. Then the candidates should state clearly the two stories chosen to answer the question.

First of all, the candidates are expected to comment on the statement in the question to demonstrate understanding and to reflect on it. The candidates should demonstrate awareness of the time period in which the stories are set and its relevance to the contemporary Panjabi society. Then the candidates are expected to develop their response by discussing the customs and traditions portrayed in the stories and how these traditions present the lifestyle of Panjabi people.

In conclusion, the candidates are expected to give their opinion on how successfully the author has portrayed the customs and traditions as part of the lifestyle of the contemporary Panjabi society.

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

Question 4

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

First, the candidates are expected to identify the main incidents happening in the novel. Then they need to explain how these incidents are helpful in developing the storyline and discuss how they contribute to developing the reader's understanding of plot development in the novel. The discussion should demonstrate understanding of the main incidents in the plot development with reference to their impact on the reader.

Candidates should evaluate the points discussed to reach an overall conclusion by commenting on the contribution of the individual incidents on plot development.

- (b) This question tests the candidates' knowledge and understanding 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 male and female characters in the novel. Then they need to discuss how the male and female characters are developed throughout the story of the novel and compare the predominance of these characters.

Then the discussion should develop to demonstrate gender equalities or inequalities portrayed in the novel. Then the candidate should compare these gender equalities and inequalities with the current situation in the modern Panjabi society.

In conclusion, the candidates should evaluate the main points discussed and state to what extent the novel portrays the male predominant society.

Question 5

- (a) This question tests the candidates' knowledge and awareness of Panjabi people preferring to speak English or Hindi and why they feel inferior while speaking the Panjabi language in the Punjab. In their introduction they are expected to discuss a few examples of their experience eg watching Panjabi people in the media, experience with relatives etc. Then they are expected to write about the reasons why Panjabi people prefer to speak in English or Hindi and why they feel inferior to speak Panjabi.

In the second part of their essays, candidates are expected to advise people to change their habit and to speak Panjabi. They should also mention what Panjabi people should do to promote the Panjabi language.

The answer should be based on items such as the following.

Reasons:

- People want to show that they are intelligent and their social status is high
- They are influenced by migrants working in the Punjab who speak Hindi
- They consider English increases their job perspectives
- Status of Panjabi in the Punjab is low, even in government offices
- Or any other valid reason.

Advise against speaking English / Hindi because:

- Panjabi being mother tongue is a part of identity of Panjabi people
- Panjabi language will be lost
- If they don't respect their language, other people will not
- Accessing the religious scriptures
- History, culture and heritage
- Or any other valid point.

In conclusion, candidates need to sum up their essays by encouraging Panjabi people to speak their language and to take pride in it.

- (b) Candidates are expected to discuss briefly the statement about the problem of child labour. Then they should give examples of children working in different industries and explore why the problem of child labour is so big in the Punjab. They should also acknowledge that it is difficult to tackle this problem.

In the second part of the essay the candidates are expected to give a number of relevant suggestions to solve this problem. They may elaborate on some of the following points.

Reasons:

- Poverty and too many children in poor families
- Cheap labour exploited by employers
- No provision of compulsory education age or its implementation
- No support from the state for poor people to raise children
- Or any other valid point.

Suggestions to tackle the problem:

- Strict law regarding child labour
- Restriction on number of hours and the types of job children do
- Fine the employers who are in breach of the law
- Employers' duty for the welfare of children who work for them
- Financial support for children from the state
- Compulsory schooling
- Or any other valid point.

In conclusion, candidates are expected to acknowledge the fact that this is a social problem deep rooted in the Punjab's economy and it should be addressed by both the Panjabi people and the government.

Question 6

- (a) Candidates are expected to acknowledge the problem and agree with it. Then they need to discuss the sort of inferior quality videos that such singers use to promote their songs.

Then the candidates should discuss what effects such videos are having on the Panjabi language and society, and how these videos are affecting the young generation, acknowledging the fact that Panjabi youngsters think that what is portrayed in the video is the Panjabi culture, when it is not at all.

They should base their discussion around the following points.

Effects:

- Wrong image of Panjabi girls and their clothes
- Drinking in large groups encouraging drinking culture
- Fighting in gangs – showing wrong role models
- Songs only about girls, in some cases not relevant at all
- Or any other relevant point.

Solutions

- Idea of having strict censorship on all videos of Panjabi songs
- Panjabi people listening to and watching quality music
- People should refuse to buy and watch such videos
- TV channels should promote quality songs only
- Singers and artists portraying the wrong culture should be fined
- Or any other relevant point.

In conclusion, candidate should acknowledge that it is the responsibility of every Panjabi person to take appropriate steps to tackle this problem.

- (b) Candidates are expected to acknowledge the fact that a lot of Panjabi people go to the Punjab for shopping before weddings. They need to give their own views on the topic, whether it is a good idea or not.

Then they are expected to write the advantages and disadvantages of shopping in the Punjab. They need to elaborate on the other factors associated with shopping in the Punjab, especially for weddings.

They may elaborate on the following points.

Advantages:

- Latest fashion and variety
- Panjabi suits cheaper than suits in England
- Good embroidery work
- Meeting relatives at the same time
- Helping the economy of the Punjab
- Or any other relevant point.

Disadvantages:

- Expensive air tickets and other expenses
- Bargaining at shops in the Punjab
- Ending up buying for other relatives who live in Punjab
- Time-consuming and hassle
- Or any other relevant point.

Candidates need to conclude their essays by evaluating and summing up their views and giving their opinion on whether people should go to the Punjab for shopping, or not.

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

Total for Unit 2 = 100 marks

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion