



## **General Certificate of Education**

# **Panjabi 2680** *Specification*

**PANJ2      Reading and Writing**

## **Mark Scheme**

*2010 examination - June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

**UNIT 2**

The assessment objectives will be allocated in the following way.

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

	<b>AO2</b>	<b>AO3</b>
Section 1	20	
Section 2	15	5
Section 3	40	20

---

**Section 1 – Notes for answers**
**Question 1(a)**

- (i) ਬਹੁਤ ਢੁਕਵਾਂ ਹੈ ਕਿਉਂਕਿ ਇਸ ਅਨੁਸਾਰ ਅੱਠ ਘੰਟੇ ਸੌਣ ਨਾਲ ਸਿਹਤ ਠੀਕ ਰਹਿੰਦੀ ਹੈ ।  
(Any candidate response which conveys the same meaning)

(1 mark)

- (ii) ਘੱਟ ਸੌਣ ਜਾਂ ਵੱਧ ਸੌਣ ਨਾਲ ਦਿਲ ਦੇ ਦੌਰੇ ਦਾ ਖਤਰਾ ਵਧ ਸਕਦਾ ਹੈ । ਹੋਰ ਵੀ ਕਈ ਬਿਮਾਰੀਆਂ ਲੱਗ ਸਕਦੀਆਂ ਹਨ ।

(2 marks)

- (iii) ਘੱਟ ਜਾਂ ਵੱਧ ਸੌਣ ਨਾਲ :

- ਭਾਰ ਵਧ ਸਕਦਾ ਹੈ ;
- ਹਾਜ਼ਮੇ ਨੂੰ ਕੰਟਰੋਲ ਕਰਨ ਵਾਲੇ ਹਾਰਮੋਨਜ਼ ਤੇ ਅਸਰ ਪੈਂਦਾ ਹੈ ;
- ਸਰੀਰ ਵਿੱਚ ਚਰਬੀ ਵਧਣ ਦਾ ਖਤਰਾ ਪੈਦਾ ਹੁੰਦਾ ਹੈ ।

(3 marks)

- (iv) - ਮੋਟਾਪੇ ਤੋਂ ਬਚਣ ਲਈ ਉਚਿਤ ਖੁਰਾਕ ਖਾਣੀ ਚਾਹੀਦੀ ਹੈ ;  
- ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ;  
- ਚਰਬੀ ਪੈਦਾ ਕਰਨ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਨਹੀਂ ਖਾਣੀਆਂ ਚਾਹੀਦੀਆਂ ।

(Any two out of three)  
(2 marks)

- (v) - 8 ਘੰਟੇ ਸੌਣ ਨਾਲ ਸਿਹਤ ਠੀਕ ਰਹਿੰਦੀ ਹੈ ਅਤੇ ਸਰੀਰ ਚੁਸਤ ਰਹਿੰਦਾ ਹੈ ;  
- ਬਿਮਾਰੀਆਂ ਤੋਂ ਬਚਾਅ ਹੋ ਜਾਂਦਾ ਹੈ ;  
- ਸੋਚਣ ਸ਼ਕਤੀ ਵਧ ਜਾਂਦੀ ਹੈ ।

(Any two out of three)  
(2 marks)

---

**Question 1(b)****Part 1**

1	ਗਲਤ
2	ਠੀਕ
3	ਗਲਤ
4	ਠੀਕ
5	?

(5 Marks)

**Part 2**

ੳ	4
ਅ	6
ੲ	7
ਸ	9
ਹ	10

(5 Marks)

**Total for Section 1 = 20 marks**

**Section 2****Question 2****Translation from English into Panjabi****ਮੇਰੀ ਮਾਤਾ ਜੀ**

ਮੈਂ ਪੰਦਰਾਂ ਸਾਲਾਂ ਦਾ ਸੀ ਜਦੋਂ ਮੇਰੀ ਮਾਤਾ ਜੀ ਨੂੰ ਗੰਭੀਰ ਬਿਮਾਰੀ ਲੱਗ ਗਈ ਸੀ ਜਿਸ ਨਾਲ ਉਨ੍ਹਾਂ ਦੇ ਤੁਰਨ ਫਿਰਨ ਤੇ ਅਸਰ ਪਿਆ ਸੀ। ਸਾਡੇ ਪਰਿਵਾਰ ਲਈ ਇਹ ਸਹਿਣ ਕਰਨਾ ਬਹੁਤ ਔਖਾ ਸੀ। ਸਕੂਲ ਦੇ ਆਮ ਦਿਨ ਨੂੰ ਮੈਂ ਪਹਿਲਾਂ ਉੱਠ ਕੇ ਸਾਢੇ ਸੱਤ ਵਜੇ ਤਿਆਰ ਹੋ ਜਾਂਦਾ ਹਾਂ, ਤਦ ਤੱਕ ਮੇਰੇ ਭੈਣ ਭਰਾ ਸੁੱਤੇ ਉੱਠ ਜਾਂਦੇ ਹਨ। ਮੇਰੇ ਪਿਤਾ ਜੀ ਅਤੇ ਮੈਂ ਉਨ੍ਹਾਂ ਦੇ ਕੱਪੜੇ ਪਾਉਣ ਅਤੇ ਨਾਸ਼ਤਾ ਤਿਆਰ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਦੇ ਹਾਂ। ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਮੇਰੇ ਪਿਤਾ ਜੀ ਰਾਤ ਦਾ ਖਾਣਾ ਬਣਾਉਂਦੇ ਹਨ ਅਤੇ ਮੈਂ ਆਪਣੇ ਭਰਾ ਦੀ ਉਸ ਦੇ ਹੋਮ ਵਰਕ ਵਿੱਚ ਮਦਦ ਕਰਦਾ ਹਾਂ। ਇਹ ਨਿਸ਼ਚਿਤ ਕਰਨਾ ਮੇਰੀ ਜ਼ਿੰਮੇਵਾਰੀ ਹੈ ਕਿ ਮੇਰੇ ਮਾਤਾ ਜੀ ਸਮੇਂ ਸਿਰ ਆਪਣੀ ਦਵਾਈ ਖਾਣ ਅਤੇ ਉਚਿਤ ਖਾਣਾ ਖਾਣ।

ਮੈਂ ਆਪਣੇ ਮਾਤਾ ਜੀ ਨਾਲ ਬਹੁਤ ਪਿਆਰ ਕਰਦਾ ਹਾਂ ਅਤੇ ਹਮੇਸ਼ਾ ਉਨ੍ਹਾਂ ਨਾਲ ਆਪਣੀਆਂ ਮੁਸ਼ਕਲਾਂ ਬਾਰੇ ਗੱਲ ਬਾਤ ਕਰਦਾ ਹਾਂ। ਕਈ ਵਾਰ ਉਹ ਮੇਰੇ ਵਾਲ ਵੀ ਵਾਹ ਦਿੰਦੇ ਹਨ, ਪਰ ਕਿਉਂਕਿ ਉਨ੍ਹਾਂ ਦੇ ਹੱਥ ਸੁੱਜੇ ਹੋਏ ਹਨ ਇਸ ਕਰਕੇ ਬਹੁਤ ਦਰਦ ਹੋ ਸਕਦਾ ਹੈ। ਉਹ ਅਕਸਰ ਮੈਨੂੰ ਹਸਾ ਦਿੰਦੇ ਹਨ, ਪਰ ਉਨ੍ਹਾਂ ਬਾਰੇ ਸਭ ਤੋਂ ਚੰਗੀ ਗੱਲ ਇਹ ਹੈ ਕਿ ਉਨ੍ਹਾਂ ਦੀ ਸੋਚ ਹਮੇਸ਼ਾ ਵਧੀਆ ਹੁੰਦੀ ਹੈ ਅਤੇ ਉਹ ਮੇਰੀ ਮਦਦ ਕਰਦੇ ਹਨ ਅਤੇ ਹਰ ਚੀਜ਼ ਵਿੱਚ ਮੇਰੀ ਹਮਾਇਤ ਕਰਦੇ ਹਨ। ਉਹ ਦੁਨੀਆਂ ਵਿੱਚ ਸਭ ਤੋਂ ਵਧੀਆ ਮਾਂ ਹੈ।

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

For Section 2 the following criteria will be used for response to written language (AO2).

<b>Response to Written Language (AO2)</b>	
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).

<b>Knowledge of Grammar (AO3)</b>	
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)

<b>Reaction/Response (AO2)</b>	
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.

<b>Knowledge of Grammar (AO3)</b>	
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 candidate's knowledge and understanding of the text. Candidates should identify the text studied as well as the stories chosen and its author clearly. In the first part they are expected to give their views about the language used by the author: vocabulary, dialect used, use of idioms, proverbs, use of register, tone, etc. In the second part they should explain the literary qualities such as plot development, the environment portrayed, the writing style, characterisation, etc. The answer should be in the form of a coherent essay and examples should be given from the relevant stories. Narrating a story will be regarded as inappropriate.
- (b) Candidates are expected to identify the text and its author at the start of the answer. The choice of two stories needs to be made carefully to reflect the demands of the question. Then candidates need to discuss in detail the main events or issues in the stories and relate to life aspects of Panjabi people living in Britain. The answer should include examples from the stories.

**Question 4**

- (a) This question tests the candidate's understanding and appreciation of a novel. Candidates are expected to write about a character they liked most in the novel. In the second part of the question they are expected to explain which qualities of this character have influenced them. Answers need to be detailed and coherent.
- (b) This question tests the candidate's knowledge and understanding of the text. The candidate is expected to refer to facts used in the novel to portray society and its traditions. Then the chosen text should be analysed and discussed to show how and to what extent it reflects these traditions. Examples should be given to justify the answer.

**Question 5**

- (a) This question expects candidates to write an informative essay based on their knowledge pointing out clearly the sort of difficulties NRI are still facing, although they have contributed a lot to boost the economy of the Panjab. Candidates are expected to highlight the difficulties and solutions. For example :-

Difficulties:

- no assistance from the government agencies
- lack of facilities
- land/houses/possessions given to relatives to look after. Difficulties in getting these back.
- time-consuming and legal obligations etc

Solutions:

- more support from the government
- help from local people and agencies
- priorities to provide essential services e.g. electricity connections, fast approval of plans and projects etc.
- any other relevant solutions

(b) This question tests the candidate's knowledge and awareness of the widespread problem of unemployment in the Panjab and how this has influenced the life of people. Answers should be based on the current economic conditions and facts such as:

- creates frustration amongst people
- facing hardship and poverty
- people lose confidence in government, e.g. false promises of providing employment
- increase in crime and drug addiction.
- young people's desperation to move abroad to find employment.

### Question 6

(a) Candidates should write briefly about the problem ie: addiction to computer games and mobile phones. Then they are expected to write about the impact of these habits and what harm they are causing. They may include the following points:

- mobile phones and computers are expensive and time-consuming and youngsters lose concentration on their education
- excessive use of mobile phones and computers can be a health hazard eg playing computer games most of the time could harm their eye-sight.

They are also expected to give suggestions to eradicate these problems. They may include the following points:

- positive use of the computer to enhance their study
- parents should keep an eye on them and control misuse of computer games and mobile phones
- facilitate other interesting/challenging activities for young people, eg outdoor and indoor physical activities
- any other relevant suggestions.

(b) Candidates are expected to give and discuss reasons about why newly married couples prefer to stay separate from their parents. It will be expected that in their answers, different candidates may have different views, depending on their personal perceptions and family experiences. Examples should be given to justify their answer and it should be in form of an informative essay and based on the following points:

- they don't like to live in a joint family
- like to be independent and self-sufficient;
- don't like parents' interference in their life
- they follow other people
- they do not want to take on family responsibilities
- like to take on new challenges.

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

**Total for Unit 2 = 100 marks**