



A-LEVEL

Panjabi

Unit 2 Reading and Writing
Mark scheme

2680
June 2015

Version: 1 Final Mark Scheme

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)	ਆਪਣੀ ਸਮਰੱਥਾ ਅਨੁਸਾਰ ਖਰਚ ਕਰੋ/ ਜਿੰਨੀ ਆਮਦਨੀ ਹੈ, ਉੱਨਾ ਹੀ ਖਰਚ ਕਰੋ	2	

Q	Accept	Marks	Reject / Notes
1(a)(ii)	<ul style="list-style-type: none"> • ਲੋਕਾਂ ਦੀਆਂ ਬਹੁਤ ਵੱਡੀਆਂ ਵੱਡੀਆਂ ਖਾਹਸ਼ਾਂ ਹਨ • ਲੋਕਾਂ ਦੀਆਂ ਲੋੜਾਂ ਬਹੁਤ ਵਧ ਗਈਆਂ ਹਨ/ ਲੋਕਾਂ ਨੇ ਲੋੜਾਂ ਵਧਾ ਲਈਆਂ ਹਨ • ਨਵੀਆਂ ਤੇ ਮਹਿੰਗੀਆਂ ਚੀਜ਼ਾਂ ਖਰੀਦ ਕੇ ਆਪਣੇ ਆਪ ਨੂੰ ਖੁਸ਼ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਵਿੱਚ ਲੱਗੇ ਹੋਏ ਹਨ 	2	Any two of three

Q	Accept	Marks	Reject / Notes
1(a)(iii)	<ul style="list-style-type: none"> • ਲੋਕ ਅੱਥੇ ਹੋ ਕੇ ਜ਼ਿਆਦਾ ਪੈਸੇ ਕਮਾਉਣ ਵਿੱਚ ਲੱਗੇ ਹੋਏ ਹਨ • ਲੋਕ ਜ਼ਿਆਦਾ ਪੈਸੇ ਕਮਾਉਣ ਲਈ ਗਲਤ ਢੰਗ ਅਪਣਾ ਰਹੇ ਹਨ • ਰਿਸ਼ਤੇ ਖਰਾਬ ਹੋ ਰਹੇ ਹਨ/ਟੁੱਟ ਰਹੇ ਹਨ • ਪ੍ਰੇਸ਼ਾਨੀ ਨਾਲ ਲੋਕਾਂ ਨੂੰ ਦਿਮਾਗੀ ਬਿਮਾਰੀਆਂ ਲੱਗ ਰਹੀਆਂ ਹਨ 	2	Any two of four

Q	Accept	Marks	Reject / Notes
1(a)(iv)	<ul style="list-style-type: none"> ਲੋਕਾਂ ਨੂੰ ਚੀਜ਼ਾਂ ਖਰੀਦਣ ਤੇ ਪੈਸੇ ਖਰਚਣ ਦੀ ਆਦਤ ਪੈ ਗਈ ਹੈ ਲੋਕ ਵਧੀਆ ਤੇ ਮਹਿੰਗੀਆਂ ਚੀਜ਼ਾਂ ਖਰੀਦਣਾ ਫੈਸ਼ਨ ਸਮਝਦੇ ਹਨ ਜ਼ਿਆਦਾ ਪੈਸਾ ਖਰਚ ਕੇ ਸ਼ਾਨ ਮਹਿਸੂਸ ਕਰਦੇ ਹਨ ਜ਼ਿਆਦਾ ਪੈਸਾ ਖਰਚ ਕੇ ਆਪਣੇ ਆਪ ਨੂੰ ਉੱਚਾ ਦਿਖਾਉਣਾ ਚਾਹੁੰਦੇ ਹਨ 	2	Any two of four

Q	Accept	Marks	Reject / Notes
1(a)(v)	<ul style="list-style-type: none"> ਇੱਛਾਵਾਂ ਤੇ ਕਾਬੂ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ। ਦਿਖਾਵਾ ਨਹੀਂ ਕਰਨਾ ਚਾਹੀਦਾ। ਸਾਧਾਰਨ ਜ਼ਿੰਦਗੀ ਜੀ ਕੇ ਹੀ ਖੁਸ਼ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ। 	2	Any two of three

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)	ਠੀਕ	1	

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

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

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

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

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

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

Q	Accept	Marks	Reject / Notes
1(c)(v)	8	1	

Total for Section 1 = 20 marks

Translation from English into Panjabi

ਨਵੀਂ ਟੈਕਨੋਲੋਜੀ ਸਾਡੇ ਸੰਸਾਰ ਅਤੇ ਰਹਿਣ-ਸਹਿਣ ਨੂੰ ਦਿਨ ਪਰ ਦਿਨ ਬਦਲ ਰਹੀ ਹੈ। ਮੋਬਾਇਲ ਫੋਨ, ਕੰਪਿਊਟਰ ਤੇ ਇੰਟਰਨੈੱਟ ਵਰਗੀਆਂ ਕਾਢਾਂ ਨੇ ਸਾਡੀ ਜ਼ਿੰਦਗੀ ਬੜੀ ਆਸਾਨ ਕਰ ਦਿੱਤੀ ਹੈ। ਫਿਰ ਵੀ, ਇਨ੍ਹਾਂ ਵਿੱਚੋਂ ਕੁਝ ਕਾਢਾਂ ਸਮਾਜ ਵਿੱਚ ਵਿਵਾਦੀ ਵਿਸ਼ੇ ਬਣ ਚੁੱਕੀਆਂ ਹਨ। ਟੈਲੀਵਿਜ਼ਨ ਸਭ ਤੋਂ ਵੱਧ ਵਿਵਾਦੀ ਹੈ।

ਟੈਲੀਵਿਜ਼ਨ ਕਈ ਸਾਲਾਂ ਤੋਂ ਸੰਚਾਰ ਦਾ ਇੱਕ ਮਹੱਤਵਪੂਰਨ ਸਾਧਨ ਰਿਹਾ ਹੈ। ਟੈਲੀਵਿਜ਼ਨ ਰਾਹੀਂ ਲੋਕ ਇਤਿਹਾਸਕ ਅਤੇ ਵਰਤਮਾਨ ਘਟਨਾਵਾਂ ਆਪਣੇ ਘਰ ਵਿੱਚ ਬੈਠੇ ਹੀ ਦੇਖ ਸਕਦੇ ਹਨ। ਟੈਲੀਵਿਜ਼ਨ ਬੱਚਿਆਂ ਅਤੇ ਵੱਡਿਆਂ ਲਈ ਸਿਖਾਉਣ ਦਾ ਸਭ ਤੋਂ ਵਧੀਆ ਸਾਧਨ ਵੀ ਹੋ ਸਕਦਾ ਹੈ। ਕਈ ਟੈਲੀਵਿਜ਼ਨ ਪ੍ਰੋਗਰਾਮ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਵਾਲੇ ਅਤੇ ਵਿਦਿਅਕ ਹੁੰਦੇ ਹਨ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਪ੍ਰੋਗਰਾਮ ਸਾਡੇ ਬੱਚਿਆਂ ਨੂੰ ਨੈਤਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਅਤੇ ਸਮਾਜਿਕ ਰਵਾਇਤਾਂ ਸਿਖਾ ਸਕਦੇ ਹਨ।

ਪਰ ਟੈਲੀਵਿਜ਼ਨ ਦੇ ਨੁਕਸਾਨ ਵੀ ਹਨ। ਜ਼ਿਆਦਾ ਗੰਭੀਰ ਨੁਕਸਾਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਹੈ ਕਿ ਟੈਲੀਵਿਜ਼ਨ ਲੋਕਾਂ ਦੀ ਅਸਲੀ ਜ਼ਿੰਦਗੀ ਦੇ ਆਪਸੀ ਰਿਸ਼ਤਿਆਂ ਵਿੱਚ ਦਖਲ-ਅੰਦਾਜ਼ੀ ਕਰ ਸਕਦਾ ਹੈ। ਕੁਝ ਲੋਕ ਬਹੁਤ ਸਮਾਂ ਲੋਕਪ੍ਰਿਯ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਫਿਲਮਾਂ ਦੇਖਣ ਤੇ ਲਗਾਉਂਦੇ ਹਨ। ਇਸ ਦਾ ਕੁਝ ਲੋਕਾਂ ਤੇ ਬੁਰਾ ਅਸਰ ਹੁੰਦਾ ਹੈ ਅਤੇ ਉਹ ਆਪਣੇ ਰੋਜ਼ਾਨਾ ਫਰਜ਼ਾਂ ਨੂੰ ਭੁੱਲ ਜਾਂਦੇ ਹਨ ਅਤੇ ਇੱਕ ਦੂਜੇ ਨਾਲ ਮਿਲਣਾ ਵਰਤਣਾ ਛੱਡ ਦਿੰਦੇ 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

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

The student is expected to outline the literary qualities or explain why it is a good story. Then the student is expected to develop the essay by identifying which of these qualities are found in the two stories selected and to what extent. The student should develop the essay by linking the identified literary qualities to the main events in the stories by giving examples.

The student is then expected to evaluate the discussion by giving their own reaction and reach a conclusion.

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

- (b) This question tests the students' knowledge and understanding of the British-Panjabi short story text. In the introduction, students are expected to identify the text chosen for the answer and the author should be clearly named. Then the student should state clearly the two stories chosen to answer the question. The student should be aware of the time period in which the stories are set.

The student is expected to comment briefly on the opening statement. The student is then expected to develop the essay by outlining the life experiences of the main characters conveyed in the two stories. Then, the student should explain what he/she can learn from the life experiences of the characters in the stories. The student should link his/her explanations to the stories by giving examples.

The student is then expected to evaluate the discussion and give their own reaction.

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

First the students are expected to identify and describe the factors that reduce the reader's interest in a novel. Then the students are expected to discuss and explore the literary techniques the author has employed to maintain the reader's interest in the novel. The points made should be supported and justified by giving examples from the novel selected.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the author has been successful in maintaining the reader's interest in the novel. The students are expected to offer their personal reaction based on the discussion in their essays.

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

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

First the students are expected to identify the main characters, and choose one whom he/she considers to be a good role-model. The student is then expected to explain the reasons for that character as a role model. The student should then develop the essay further by discussing and explaining what he/she can learn from this character's life in the novel and support the points made with examples from the events in the novel relating to this character.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the chosen character can prove to be a good role-model. The students are expected to offer their personal reaction based on the discussion in their essays.

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

Question 5

- (a) This question tests the students' knowledge and awareness of the progress made by the Kabaddi game at international level.

In the first part, students are expected to acknowledge and comment on the statement in the question. Then they are expected to discuss in detail the success of the 4th Pearls World Kabaddi Cup 2013 in order to put it firmly on the world map.

The following points may be included in the discussion:

- Far more countries took part compared to previous world tournaments
- Teams representing all sub-continent
- Big monetary prizes for the first three positions which proved to be a significant incentive for the participants
- Women's teams participated with enthusiasm
- Enthusiasm displayed by the players and spectators
- Broadcasted on PTC internationally
- Or any other relevant points

In conclusion, the students should refer to the main discussion points and evaluate the level of success of this 4th Kabaddi World Cup in bringing the game closer to being included in the next Olympics.

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

- (b) This question tests the students' knowledge and awareness of the problem of gender-related abortions of girls in the Panjab.

In the first part, students are expected to acknowledge and comment on the statement in the question and give their reaction in brief. Then they are expected to discuss in detail the social issues behind this problem. Then the students are expected to suggest solutions to eradicate this problem.

The following points may be included in the discussion:

Social issues:

- Male dominant society
- Women's financial dependence on males for survival/women's lack of independence
- Expensive wedding ceremonies
- Dowry system- law against this not enforced
- Potential risk of crime against women and girls
- Lower employment opportunities for women and girls
- Different traditional practices regarding inheritance for girls
- Lack of serious punishment for medical staff involved in this illegal act
- Lack of serious punishment for those who commit crimes against women
- Or any other relevant points

Solutions:

- Enforce law against dowry system
- Serious punishment for those who commit crimes against women
- Serious punishment for medical staff carrying out illegal abortions
- Financial independence for women
- Equality in inheritance practices
- More job opportunities for women
- Or any other relevant points

In conclusion, the students should refer to the main discussion points and evaluate the potential success of stopping gender-related abortions of girls in the Panjab.

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

Question 6

- (a) This question tests the students' knowledge and awareness of issues of racial and cultural bias affecting Panjabis in acquiring higher level employment posts in Britain.

As an introduction, students are expected to reflect and comment on the statement in question. Then, in the first part, the students are expected to discuss the obstacles that prevent Panjabis from acquiring higher level employment posts.

The following points and their impact may be included in the discussion:

- Racism - direct and institutional
- Lack of social network at higher level
- Language/Accent in English
- Corruption - employ people whom they know
- Lack of trust in Panjabis- considered as outsiders in the upper circle
- Low expectations and lack of belief in their ability
- Or any other relevant points

In the second part, students are expected to suggest solutions to the problems discussed which may include:

- Racism needs to be taken seriously by the authorities and complaints should be acted upon
- Elocution lessons to remove accent bias
- Diversity monitoring in employment
- Enforce laws against corruption
- Equal Opportunities training for employers
- Or any other relevant points

In conclusion the students should refer to the main discussion points and evaluate the level of difficulty faced by Panjabis in acquiring higher level employment posts in Britain and the potential success of removing this inequality.

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

- (b) This question tests the students' knowledge and awareness of the contribution made by Panjabi festivals to keeping the Panjabi culture and heritage alive.

In the first part, students are expected to discuss how Panjabi festivals celebrated in the community contribute to keeping the Panjabi culture and heritage alive. Examples from festivities celebrated in the family and community should be used to explain what he/she learns from these about his/her culture and heritage.

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

The students 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

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

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