
GCE

PANJABI

Unit 2 PANJ2
Mark scheme

2680
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Version/Stage: 1.0 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
1(a)(i)	ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਦੀ ਯਾਦ ਵਿੱਚ ਮਾਣ-ਸਨਮਾਨ	1	

Q	Accept	Marks	Reject
1(a)(ii)	ਜ਼ਿੰਦਗੀ ਦੇ ਆਖਰੀ ਪਲਾਂ ਤੱਕ ਲਿਖਦੇ ਰਹੇ	1	

Q	Accept	Marks	Reject
1(a)(iii)	<ul style="list-style-type: none"> ਚਾਰ ਸੌ ਕਹਾਣੀਆਂ/ਵੀਹ ਕਹਾਣੀ- ਸੰਗ੍ਰਹਿ ਲਿਖੇ (1) ਕਈ ਕਾਵਿ-ਸੰਗ੍ਰਹਿ ਲਿਖੇ (1) 	2	

Q	Accept	Marks	Reject
1(a)(iv)	<ul style="list-style-type: none"> ‘ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਸਵੇਰ ਸਾਰ’ ਨਾਲ ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਮਸ਼ਹੂਰ ਕਹਾਣੀਕਾਰ ਬਣੇ। 	1	

Q	Accept	Marks	Reject
1(a)(v)	<ul style="list-style-type: none"> ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਨੇ ਆਪਣੀਆਂ ਕਹਾਣੀਆਂ ਪ੍ਰੋਫੈਸਰ ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ ਨੂੰ ਸੁਣਾ ਕੇ ਬਹੁਤ ਚਾਅ / ਖੁਸ਼ੀ ਮਹਿਸੂਸ ਕੀਤੀ ਪ੍ਰੋਫੈਸਰ ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ ਨੇ ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਨਾਲ ਪਿਆਰ ਕੀਤਾ / ਉਹਨਾਂ ਦੀਆਂ ਕਹਾਣੀਆਂ ਦੀ ਸਿਫਤ ਕੀਤੀ 	2	

Q	Accept	Marks	Reject
1(a)(vi)	<ul style="list-style-type: none"> ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਨੇ ਪ੍ਰੋਫੈਸਰ ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ ਤੋਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਜ਼ਿੰਦਗੀ ਦੀ ਸਚਾਈ ਨੂੰ ਪੇਸ਼ ਕਰਨਾ ਸਿੱਖਿਆ (1) ਅਤੇ ਆਪਣੀਆਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਇਸ ਗੁਣ ਦਾ ਹੋਰ ਵਿਕਾਸ ਕੀਤਾ (1) 	2	

Q	Accept	Marks	Reject
1(a)(vii)	ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਨੇ ਆਪਣੀਆਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਸਮਾਜ ਦੇ ਆਮ ਆਦਮੀ ਨੂੰ ਅੱਗੇ ਲਿਆ ਕੇ ਪੇਸ਼ ਕੀਤਾ ਹੈ	1	

Q	Accept	Marks	Reject
1(b)(i)	ਠੀਕ	1	

Q	Accept	Marks	Reject
1(b)(ii)	ਗਲਤ	1	

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

Q	Accept	Marks	Reject
1(b)(iv)	ਗਲਤ	1	

Q	Accept	Marks	Reject
1(b)(v)	ਠੀਕ	1	

Q	Accept	Marks	Reject / Notes
1(c)(i)	11	1	

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

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

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

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

Total for Section 1 = 20 marks

Section 2**Question 2****Translation from English into Panjabi****ਅੰਤਰਰਾਸ਼ਟਰੀ ਸੰਗੀਤ ਦੇ ਮਹਾਨ ਕਲਾਕਾਰ ਉਸਤਾਦ ਰਵੀ ਸ਼ੰਕਰ**

ਮਹਾਨ ਭਾਰਤੀ ਸਿਤਾਰ ਕਲਾਕਾਰ ਰਵੀ ਸ਼ੰਕਰ ਜਿਨ੍ਹਾਂ ਨੇ ਬੀਟਲ ਵਰਗੇ ਸਿਤਾਰਿਆਂ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ 92 ਸਾਲ ਦੀ ਉਮਰ ਵਿੱਚ ਸਵਰਗਵਾਸ ਹੋ ਗਏ। ਪਿਛਲੇ ਹਫਤੇ ਉਹਨਾਂ ਦੇ ਦਿਲ ਦੇ ਅਪਰੇਸ਼ਨ ਦੌਰਾਨ ਵਾਲਵ ਪਾਇਆ ਗਿਆ ਸੀ ਜਿਸ ਤੋਂ ਉਹ ਠੀਕ ਨਾ ਹੋ ਸਕੇ ਤੇ ਕੱਲ੍ਹ ਉਹ ਸੈਨ ਡੀ ਏਗੋ ਹਸਪਤਾਲ ਵਿੱਚ ਚਲ ਵਸੇ, ਇਸ ਵੇਲੇ ਉਹਨਾਂ ਦੀ ਧਰਮ ਪਤਨੀ ਸੁਕੰਨਿਆ ਉਹਨਾਂ ਦੇ ਨਾਲ ਸੀ। ਭਾਰਤੀ ਸ਼ਾਸਤਰੀ ਸੰਗੀਤ ਨੂੰ ਆਪਣੇ ਕੰਮ ਰਾਹੀਂ ਦੁਨੀਆਂ ਭਰ ਵਿੱਚ ਹਰਮਨ ਪਿਆਰਾ ਬਣਾਉਂਦੇ ਹੋਏ 1960 ਦੇ ਦਹਾਕੇ ਵਿੱਚ ਮਸ਼ਹੂਰ ਹੋਣ ਵਾਲੇ ਰਵੀ ਸ਼ੰਕਰ ਨੂੰ ਜੌਰਜ ਹੈਰੀਸਨ ਨੇ ਦੁਨੀਆਂ ਦੇ ਸੰਗੀਤ ਦਾ ਰੱਬ ਵਰਗਾ ਪਿਤਾ ਕਹਿ ਕੇ ਸੰਬੋਧਨ ਕੀਤਾ।

ਕੱਲ੍ਹ ਰਾਤ ਭਾਰਤੀ ਪ੍ਰਧਾਨ ਮੰਤਰੀ ਮਨਮੋਹਨ ਸਿੰਘ ਨੇ ਸ਼ੰਕਰ ਨੂੰ “ਕੌਮੀ ਖਜ਼ਾਨਾ ਅਤੇ ਦੁਨੀਆਂ ਵਿੱਚ ਭਾਰਤੀ ਸਭਿਆਚਾਰ ਦਾ ਰਾਜਦੂਤ” ਦੱਸਿਆ। 1982 ਦੀ ਫਿਲਮ ਗਾਂਧੀ ਵਿੱਚ ਸ਼ੰਕਰ ਦੇ ਸੰਗੀਤ ਨੂੰ ਔਸਕਰ ਦੀ ਲਿਸਟ ਲਈ ਚੁਣਿਆ ਗਿਆ। ਸ਼ੰਕਰ ਯੂ.ਐਸ.ਏ. ਦੀ ਗਾਇਕਾ ਨੌਰਾ ਜੋਨਜ਼ ਅਤੇ ਸਿਤਾਰ ਕਲਾਕਾਰ ਅਨੁਸ਼ਕਾ ਸ਼ੰਕਰ ਰਾਈਟ ਦੇ ਪਿਤਾ ਸਨ। ਜੋਨਜ਼ ਨੇ ਕਿਹਾ “ਉਨ੍ਹਾਂ ਦੇ ਸੰਗੀਤ ਨੇ ਲੱਖਾਂ ਲੋਕਾਂ ਦੇ ਦਿਲਾਂ ਨੂੰ ਛੂਹਿਆ। ਮੈਂ ਅਤੇ ਹਰ ਥਾਂ ਤੇ ਸੰਗੀਤ ਨੂੰ ਪਿਆਰ ਕਰਨ ਵਾਲੇ ਲੋਕ ਉਨ੍ਹਾਂ ਦੀ ਘਾਟ ਮਹਿਸੂਸ ਕਰਨਗੇ।”

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

The students are expected to comment on and discuss the importance of events and their location in the context of the general literary devices used in making the story text successful. Then the students are expected to develop the essay by identifying the main events and their locations for each of the two stories. The students are expected to analyse the appropriateness of the location to the main events in the story. The suitability of the events, their locations and the impact of these on the stories should then be discussed in some detail. The main points should be justified by giving examples from the stories.

The students are then expected to evaluate the discussion, 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 candidate should state clearly the two stories chosen to answer the question.

The students are expected to comment briefly on the opening statement. The students are then expected to develop the essay by outlining the messages conveyed to the reader in the two stories and make references to the particular events related to the points made. However, the students should appreciate that the messages conveyed may not be direct and that they may be left for the reader to extract. The students should justify the main points by giving examples from the stories.

The students are 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 that 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 comment briefly on the opening statement in the question. Then the students are expected to identify the main characters in the novel and

identify the hero/heroine and the villain. The students should then develop the essay by discussing and analysing how the author has characterised and used the role of the villain in bringing out the role of the hero/heroine, with examples from the story.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the author has used these to make the novel successful. 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 that 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 in the novel, both male and female, and identify the main story line. The students should then develop the essay by discussing the relationship between the main male and female characters, drawing out events where love and disagreement are portrayed. The students are expected to analyse how the author has developed and used these scenes and events of love and argument to make a positive impact on the novel.

In conclusion, the students should refer to the main discussion points and evaluate the extent to which the author has used such feelings successfully. 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 Kabaddi game at national and international level, and its impact on the economy of the Panjab.

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 contribution made by the Kabaddi game to the development of the Panjab's economy.

The following points may be included in the discussion:

- Kabaddi world cup tournaments held in the Panjab
- Teams representing all sub-continent
- Kabaddi spectators from all over the world visiting the Panjab
- Creates employment opportunities for people in the Panjab
- Kabaddi Coaches going abroad to train teams overseas
- Benefits to local businesses
- Or any other relevant points.

In conclusion, the students should refer to the main discussion points and evaluate the level of contribution made to the Panjab economy by the development of the Kabaddi game at national and international level.

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 safety of girls/women in the Panjab, particularly when they are away from home.

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 effects of this problem on the freedom of girls/women as well as the economic situation of the Panjab.

The following points may be included in the discussion:

- Girls/women are afraid to leave home alone
- Women feel unsafe at work
- Girls/women cannot live life as individuals
- Girls miss out on equal opportunities
- Reinforces values of male-dominant society
- Reduction/loss in tourism to the Panjab
- Negative impact on global image of the Panjab and its economy
- Or any other relevant points.

Demands from the Panjab government

- Steps taken to ensure safety of women both in society and in the workplace
- Strict laws with zero tolerance for crimes against women
- Reassurance for women
- Self-defence training for women
- Or any other relevant points.

In conclusion, the students should refer to the main discussion points and evaluate the level of equality offered to women in relation to men.

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 general issues facing the elderly Panjabi people in Britain.

In the first part, students are expected to discuss in detail the problems facing the elderly Panjabi community living in Britain.

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

- Loneliness/living on their own
- Neglected by their children and families
- Difficulty communicating in English
- Transport problems
- Lack of social centres/day centres
- Financial problems
- Lack of health/entertainment facilities
- Or any other relevant points.

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

- Families given financial incentive to look after them
- Access to free and easy transport
- Opening more social/day centres to cater for elderly Panjabi people in Britain
- More entertainment facilities
- Or any other relevant points.

In conclusion the students should refer to the main discussion points and evaluate the level of difficulties faced by elderly Panjabi people in Britain.

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 fast changing situation in the Panjab where British Non-Resident Indians (NRI) are receiving poor treatment and facing significant problems in relation to buying property and maintaining it. The students are expected to show appreciation of the changing attitude of British NRIs.

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 reasons for this change in their attitude.

The following points may be included in the discussion:

- Family feuds over farmland where immediate families are not willing to hand over the land or property to NRI families
- Fear of personal harm by family members and relatives over land or property arguments
- Laws are not in favour of NRIs
- No clear advantage or profit from investing in property
- Need money in Britain to provide financial help to their family
- Future generations of NRIs unable to deal with the problems
- Simply too much hassle
- Or any other relevant points.

In the second part, students are expected to give suggestions to the Panjab government to encourage the British NRI to invest in the Panjab.

The following points may be included in the discussion:

- Clear laws in favour of NRIs
- Protection from harm/danger of attacks
- Fast track court system
- High profit from land/property/business
- Reduce corruption
- Make it hassle-free
- Or any other relevant points.

In conclusion, 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