



**General Certificate of Education (A-level)
June 2011**

Panjabi

PANJ2

(Specification 2680)

Unit 2: Reading and Writing

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 candidates' 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 candidates' 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)	ਦਾਜ਼ ਇੱਕ ਬੁਰਾਈ ਅਤੇ ਮੁਸੀਬਤ ਬਣ ਗਿਆ ਹੈ / ਇਹ ਇੱਕ ਵੱਡੀ ਸਮੱਸਿਆ ਹੈ।	1	

Q	Accept	Marks	Reject
1(a)(ii)	ਸਹੁਰੇ ਘਰ ਜਾ ਰਹੀ ਲੜਕੀ ਦੀ ਪੈਸੇ ਅਤੇ ਸਾਮਾਨ ਨਾਲ ਮਦਦ ਕਰਨ ਲਈ।	1	

Q	Accept	Marks	Reject
1(a)(iii)	ਲੜਕੇ ਵਾਲਿਆਂ ਦੀਆਂ ਮੰਗਾਂ ਪੂਰੀਆਂ ਕਰਨ ਲਈ ਬਹੁਤ ਖਰਚ ਕਰਕੇ ਦਾਜ ਦੇਣਾ ਪੈਂਦਾ ਹੈ।	1	

Q	Accept	Marks	Reject
1(a)(iv)	- ਅਮੀਰ ਲੋਕਾਂ ਦੀ ਰੀਸ ਕਰਦੇ ਹੋਏ ਮਜ਼ਬੂਰੀ ਵੱਸ ਦਾਜ ਦੇਣਾ ਪੈਂਦਾ ਹੈ। - ਕਰਜ਼ੇ ਚੁੱਕਣੇ ਪੈਂਦੇ ਹਨ / ਜਾਇਦਾਦਾਂ ਵੇਚਣੀਆਂ ਪੈਦੀਆਂ ਹਨ।	1 + 1	

Q	Accept	Marks	Reject
1(a)(v)	Any two - ਉਨ੍ਹਾਂ ਨਾਲ ਬਦਸਲੂਕੀ ਹੁੰਦੀ ਹੈ। - ਹੋਰ ਦਾਜ ਲਿਆਉਣ ਲਈ ਦੁਖੀ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। - ਲੜਾਈ ਝਗੜੇ ਅਤੇ ਨੌਬਤ ਲੜਕੀ ਦੀ ਮੌਤ ਤੱਕ ਵੀ ਪਹੁੰਚ ਰਹੀ ਹੈ।	2	

Q	Accept	Marks	Reject
1(a)(vi)	Any three or equivalent - ਸਰਕਾਰ ਵਲੋਂ ਬਣਾਏ ਕਾਨੂੰਨਾਂ ਨੂੰ ਸਖਤੀ ਨਾਲ ਲਾਗੂ ਕਰਵਾਉਣਾ; - ਲੋਕਾਂ ਵਿੱਚ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨੀ; - ਦਾਜ ਦੀ ਮੰਗ ਕਰਨ ਵਾਲੇ ਲੋਕਾਂ ਦਾ ਸਮਾਜਿਕ ਬਾਈਕਾਟ ਕਰਨਾ; - ਮੁੰਡੇ ਕੁੜੀਆਂ ਨੂੰ ਸਵੈਨਿਰਭਰ ਹੋ ਕੇ ਮਨਮਰਜ਼ੀ ਨਾਲ ਵਿਆਹ ਕਰਨ ਲਈ ਉਤਸ਼ਾਹ ਦੇਣਾ।	3	

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)	ਗਲਤ	1	

Q	Accept	Marks	Reject
1(b)(iv)	ਠੀਕ	1	

Q	Accept	Marks	Reject
1(b)(v)	?	1	

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

Q	Accept	Marks
1(c)(ii)	9	1

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

Q	Accept	Marks
1(c)(iv)	4	1

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

Total for Section 1 = 20 marks

Section 2

Question 2

Translation from English into Panjabi

ਬੋਲੀ ਦੀ ਮਹੱਤਤਾ

ਕਿਸੇ ਵੀ ਸਭਿਆਚਾਰ ਵਿੱਚ ਬੋਲੀ ਬਹੁਤ ਮਹੱਤਵਪੂਰਣ ਹੈ ਅਤੇ ਇੱਕ ਦੂਸਰੇ ਨਾਲ ਗੱਲ ਬਾਤ ਕਰਨ ਤੋਂ ਇਲਾਵਾ ਬੋਲੀ ਹੋਰ ਵੀ ਬਹੁਤ ਕੁਝ ਕਰਦੀ ਹੈ। ਬੋਲੀਆਂ ਲੋਕਾਂ ਦੀ ਸੋਚ ਬਦਲ ਦਿੰਦੀਆਂ ਹਨ ਅਤੇ ਇਹ ਇਨਸਾਨ ਦੀ ਸਭਿਆਚਾਰਕ ਪਛਾਣ ਦਾ ਜ਼ਰੂਰੀ ਹਿੱਸਾ ਹਨ। ਵੱਖ ਵੱਖ ਬੋਲੀਆਂ ਦਾ ਸਿੱਖਣਾ ਦਿਮਾਗ ਦੇ ਵਿਕਾਸ ਕਰਨ ਵਿੱਚ ਮਹੱਤਵਪੂਰਣ ਭੂਮਿਕਾ ਨਿਭਾਉਂਦਾ ਹੈ। ਵਿਦਿਅਕ ਖੋਜ ਤੋਂ ਪਤਾ ਲਗਦਾ ਹੈ ਕਿ ਜਿਹੜੇ ਬੱਚੇ ਇੱਕ ਤੋਂ ਵੱਧ ਬੋਲੀਆਂ ਬੋਲਦੇ ਹਨ ਉਨ੍ਹਾਂ ਦੀ ਸੋਚਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵੱਖ ਵੱਖ ਤਰੀਕਿਆਂ ਨਾਲ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ। ਇਸ ਨਾਲ ਉਨ੍ਹਾਂ ਦੀ ਸਿੱਖਣ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਸੁਧਾਰ ਹੁੰਦਾ ਹੈ ਅਤੇ ਵਿਦਿਅਕ ਪ੍ਰਾਪਤੀਆਂ ਵਿੱਚ ਵਾਧਾ ਹੁੰਦਾ ਹੈ।

ਭਾਰਤ ਸਮੇਤ ਹੋਰ ਬਹੁਤ ਸਾਰੇ ਦੇਸ਼ ਹਨ ਜਿੱਥੇ ਇੱਕ ਤੋਂ ਵੱਧ ਭਾਸ਼ਾ ਬੋਲੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਤੁਹਾਨੂੰ ਉਸ ਸਮਾਜ ਵਿੱਚ ਇੱਕ ਤੋਂ ਵੱਧ ਸਭਿਆਚਾਰ ਮਿਲਣਗੇ। ਭਾਰਤ ਵਿੱਚ ਅੰਗਰੇਜ਼ੀ ਦੂਜੀ ਸਭ ਤੋਂ ਵੱਧ ਬੋਲੀ ਜਾਣ ਵਾਲੀ ਭਾਸ਼ਾ ਹੈ। ਭਾਰਤ ਦੇ ਬਹੁਤ ਸਾਰੇ ਭਾਗਾਂ ਵਿੱਚ ਲੋਕ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਗੱਲ ਬਾਤ ਕਰਦੇ ਹਨ। ਇਸ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦਿਆਂ ਸਰਕਾਰ ਨੇ ਹਿੰਦੀ ਦੇ ਨਾਲ ਨਾਲ ਅੰਗਰੇਜ਼ੀ ਨੂੰ ਵੀ ਦਫਤਰੀ ਭਾਸ਼ਾ ਮੰਨ ਲਿਆ 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 candidate's knowledge and understanding of the text. Candidates should identify the text studied and its author clearly. The choice of two stories needs to be made carefully to reflect the demands of the question. Candidates are expected to explain how the author has created good scene-setting through various literary devices such as language, dialect, characters, location etc. and appropriate atmosphere, language and characterisation to make the story interesting and meaningful. They should state how relevant the environment is to what takes place in the two stories. The answer should be in the form of a coherent essay and examples should be given from the relevant stories. Simply narrating a story will be regarded as inappropriate.
- (b) Candidates are expected to identify the text and name of the author at the beginning of their answer. The stories selected should be clearly stated. Then, the candidates should write about what social problems the author has portrayed in his/her stories and to what extent the author has been successful in suggesting solutions as well as entertaining the readers. Illustrate the points made by justification from the stories.

Question 4

- (a) This question tests the candidate's understanding and appreciation of a novel. Candidates are expected to write about how the novelist has used the literary skills and devices to make the novel interesting, for example: language used, style, plot development, characterisation and scene setting etc. To justify the points made suitable examples should be given from the novel.
- (b) This question tests the candidate's knowledge and understanding of the text. The candidate is expected to identify the text and its writer. From knowledge of the content they are asked to write about the various roles played by women, e.g. as a wife, mother, daughter, daughter-in-law, neighbour etc. in the novel. The candidates are expected to discuss how effectively these roles have been played by the characters.

The answer should be justified with appropriate examples from the novel.

Question 5

- (a) This question tests the candidate's knowledge and awareness of the on-going trend of parents to send their children to English medium schools in the Panjab. In the first part they are expected to write about the reasons why this is happening. In the second part they are expected to write about the consequences. The answer should be based on items such as:

Reasons:

- parents want to show off that they are rich and their social status is high;
- they consider English superior to Panjabi;
- they feel that if their children speak English, they will get better jobs;
- the majority of parents prefer to send their children to English medium schools because they do not like their children to mingle with children from poor backgrounds;
- much higher prospects of going abroad.

Consequences:

- division in society;
- it will seriously damage the status of Panjabi as a state language;
- children will drift away from their culture and religion.

(b) Candidates are expected to write an essay based on the knowledge of how the influx of migrant workers in the Panjab has affected the economy. Candidates are expected to write what advantages and disadvantages of these workers are to the Panjab and its economy.

Advantages:

- cheap labour;
- hard working;
- they take on difficult jobs;
- they contribute to increased output in the agriculture sector;
- skilled workers contribute to developing the building and other industrial sectors.

Disadvantages:

- people of the Panjab get lazy;
- contribute to increase in unemployment;
- increase in crime;
- spread drug addiction and smoking;
- negative impact on Panjabi language and culture.

Candidates may include other relevant advantages and disadvantages.

Question 6

(a) Candidates should write briefly about the situation where many people are not looking after their elderly parents. They are expected to highlight the attitude of children e.g: sons, daughters and daughter-in-laws for not caring for their elderly parents leaving them in care homes or not looking after them when they need them. Candidates are also expected to put some points forward to eradicate these problems.

Reasons:

- they need more freedom;
- too much interference from the elderly;
- they have no time to look after them;
- have demanding jobs, have no time or energy;
- too selfish.

Solutions:

- help from the community and voluntary care groups;
- more help from the government and other agencies;
- opening new residential homes for Asian elderly people;
- advice to elderly people regarding their expectations and life style in today's world;
- benefits for young couples who decide to look after their parents.

Candidates may include other relevant reasons and solutions.

- (b) Candidates are expected to write about what sort of difficulties the youngsters are facing who come to the U.K on a student visa. They should highlight these problems clearly and also give suggestions to eradicate these problems.

Problems:

- problems with affording accommodation, food and other facilities;
- lack of support, no family or relatives here;
- no prospect of getting part time jobs due to unemployment levels;
- they are reluctant to go back because they have paid huge sums of money to get here;
- working too hard to send money home / to repay debts.

Solutions:

- British government should issue fewer student visas;
- give good advice to tackle these problems;
- raise awareness amongst parents and families back in the Panjab;

- Asian businesses should help them to find / provide part-time jobs;
- communities could help them to find accommodation and food;
- provide moral support.

Candidates may include other relevant problems and solutions.

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

Total for Unit 2 = 100 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.