

A-level
PANJABI
7682/2

PAPER 2 WRITING (SET TEXTS AND FILMS)

Mark scheme

V1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication. Serious errors are defined as those which adversely affect communication.

Minor errors include:

- Incorrect but close to correct spellings
- Incorrect singular/plural agreement

Serious errors include:

- Incorrect verb forms
- Incorrect use of pronouns
- Missing or incorrect agreements of gender and adjectives

Complex language includes:

- use of pronouns of all types
- tenses that support conceptual complexity connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
- use of present and past participles.

AO4	
17-20	<p>Excellent critical and analytical response to the question set</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13-16	<p>Good critical and analytical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9-12	<p>Reasonable critical and analytical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5- 8	<p>Limited critical and analytical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1-4	<p>Very limited critical and analytical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	The student produces nothing worthy of credit in response to the question.

Section A: Books

ਨੂਰੀ : ਬੂਟਾ ਸਿੰਘ ਸ਼ਾਦ

Either

Question 01.1

ਇਸ ਨਾਵਲ ਦੇ ਦੋ ਮਰਦ ਪਾਤਰਾਂ ਵਿੱਚ ਸਮਾਨਤਾਵਾਂ ਅਤੇ ਅੰਤਰਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

Possible content

- Identification of the two male characters presented in the play - Jagtar Singh, Sher Singh.
- Analysis of the characters and features of their personalities:

Sher Singh: (Noori's father) - very aggressive towards family members as well as the villagers, chauvinist, disrespectful towards his wife Sardarni, unloving father, intimidating to everyone around him, gets involved in fights, has a bad reputation in the village.

Jagtar Singh: (Noori's uncle/Sher Singh's brother)- calm and peaceful, very caring towards Noori and her mother, looks after Noori as his own daughter and finds pleasure in fulfilling her dreams, challenges Sher Singh on his bad attitude and behaviour, liberal.

- Analysis of how they are similar and how they are different using chosen examples.
- Conclusion as to the extent to which similarities and differences do exist.
- Evaluation as to what contribution these similarities and differences make to the novel

[40 marks]

Or

Question 01.2

“ਇਸ ਨਾਵਲ ਵਿੱਚ ਇਸਤ੍ਰੀ ਪਾਤਰਾਂ ਨੂੰ ਮਰਦ ਪਾਤਰਾਂ ਦੇ ਮੁਕਾਬਲੇ ਕਮਜ਼ੋਰ ਦਿਖਾਇਆ ਗਿਆ ਹੈ।”
ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ? ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ।

Possible content

- Presentation of male and female characters in the novel - Jagtar Singh, Sher Singh, Sardarni, Noori and her friend Rubi.
- Analysis of the role played by the chosen male and female character(s) in the novel.
- Discussion of Sher Singh's aggression towards his wife and daughter as it is portrayed in the novel and how the female characters Sardarni and Noori stand up against the oppression from Sher Singh.
- Discussion of how Sher Singh changes in character at the end of the novel.
- Conclusion as to the extent to which the female characters are portrayed as weak compared to the male characters with reasons to support the points made.

[40 marks]

ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ: ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ

Either

Question 02.1

“ਇਸ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚ ਲੇਖਕ ਨੇ ਆਮ ਲੋਕਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਦੇ ਦੁਖਾਂਤ ਅਤੇ ਮੁਸ਼ਕਲਾਂ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਹੈ।” ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ? ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਅਧਾਰ ਤੇ ਇੱਕ ਲੇਖ ਲਿਖੋ।

Possible content

- Analysis of how the stories represent the common people with chosen examples to illustrate this.
- Analysis of the techniques used by the author to portray and present the difficulties and tragedies of the common people in Panjabi society with chosen examples from the stories.
- Evaluation as to how successfully the author has managed to portray these difficult and tragic experiences in the stories.
- Conclusion as to what extent the stories do represent the difficulties and the tragedies of the common people in Panjabi society with reasons/examples.

[40 marks]

Or

Question 02.2

“ਬੈਨੀਵਾਲ ਦੇ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਦੇ ਪਾਤਰ ਮੁਸ਼ਕਲ ਹਾਲਾਤਾਂ ਵਿੱਚੋਂ ਲੰਘਦੇ ਹੋਏ ਵੀ ਆਪਣੀਆਂ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨੂੰ ਨਹੀਂ ਭੁੱਲਦੇ।” ਲੇਖਕ ਨੇ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਪਾਤਰਾਂ ਦੇ ਚਿਤਰਣ ਰਾਹੀਂ ਇਹ ਗੱਲ ਕਿੱਥੋਂ ਤੱਕ ਦਰਸਾਈ ਹੈ? ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

Possible content

- Identification of the chosen main characters to be discussed within the two chosen stories.
- Analysis of techniques used by the author to portray the characters and their values, with specific examples from the two chosen stories.
- Evaluation of the use of characterisation to develop the plots of the two stories.
- Conclusion as to what extent the author has portrayed characters who make decisions in line with their values.

[40 marks]

ਸਾਵੇ ਪੱਤਰ: ਮੋਹਨ ਸਿੰਘ

Either

Question 03.1

‘ਸਾਵੇ ਪੱਤਰ’ ਕਾਵਿ-ਸੰਗ੍ਰਹਿ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਕਵਿਤਾਵਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਦੱਸੋ ਕਿ ਕਵੀ ਨੇ ਸੁੱਖ-ਦੁੱਖ ਦੇ ਜਜ਼ਬੇ ਕਿਵੇਂ ਬਿਆਨ ਕੀਤੇ ਹਨ ?

Possible content

- Discussion of the content and themes presented in the two chosen poems.
- Analysis of the different emotions expressed in the chosen poems - how the author expresses these different emotions and the techniques used to do this in the chosen poems, with examples.
- Analysis of the impact of the emotions expressed in the chosen poems on the reader.
- Conclusion as to how successful the author has been in expressing and conveying these different emotions.

[40 marks]

Or

Question 03.2

‘ਸਾਵੇ ਪੱਤਰ’ ਕਾਵਿ-ਸੰਗ੍ਰਹਿ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੇਸ਼ ਕੀਤੇ ਕਿਸੇ ਦੋ ਮੁੱਖ ਵਿਸ਼ਿਆਂ ਦਾ ਉਦਾਹਰਣ ਦਿੰਦੇ ਹੋਏ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

Possible content

- Analysis of the main themes explored in the poems selected, with examples to support and justify the points made. These themes could cover love, childhood, a mother's love, patriotism, loyalty, sacrifice and youth.
- Discussion of and reaction to the different techniques within the chosen poems which are used by the author to convey these themes to the reader.
- Analysis of how successful the author has been in portraying and conveying these main themes in the poems studied.

[40 marks]

Section B: Films

ਅਸਾਂ ਨੂੰ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

Either

Question 04.1

ਇਸ ਫਿਲਮ ਵਿੱਚ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਨੂੰ ਵਾਪਸ ਪੰਜਾਬ ਆਉਣ ਤੇ ਪੇਸ਼ ਆਉਣ ਵਾਲੇ ਮਸਲਿਆਂ ਦਾ ਵਿਸਥਾਰ ਵਿੱਚ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

Possible content

- Reference to how Kanwaljit Dhillon supports his brother in India by sending money – expressing love for the family.
- Kanwaljit Dhillon's worry over how his children Mehar and Aman are losing touch with their Panjabi culture and background.
- Analysis of Deep's reaction to his brother Kanwaljit's decision to live permanently in India.
- Analysis of how Deep and his wife react when there is a talk of dividing up the land and property.
- Analysis of how Kanwaljit and Deep's mother feel when the two brothers decide to divide up the home and the land.
- Evaluation of the extent to which the issues represented in the film are typical to Panjabis living abroad returning to the Punjab.

[40 marks]

Or

Question 04.2

ਨਵੀਂ ਪੀੜ੍ਹੀ ਦੇ ਨੌਜਵਾਨਾਂ ਨੂੰ ਆਪਣੇ ਪਿਛੋਕੜ ਨਾਲ ਜੋੜਨ ਵਿੱਚ ਇਹ ਫਿਲਮ ਕਿੰਨੀ ਕੁ ਸਫਲ ਰਹੀ ਹੈ ? ਇਸ ਦਾ ਵਿਸਥਾਰ ਵਿੱਚ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

Possible content

- Reference to Kanwaljit Dhillon's desire to visit the Punjab and how he misses his family, home and the village.
- How he dreams about taking his children Mehar and Aman to the Punjab and his desire for them to absorb the experience of their roots and culture.
- Discussion of how Kanwaljit Dhillon is worried that, whilst living in Canada, his children are losing out on their Panjabi culture and roots.
- Analysis with specific examples from the film as to how Mehar and his sister Aman start liking life in the Punjab and decide to choose their life partners from the Punjab.
- Analysis of the role of Mehar and Aman in the film and how their positive experiences in the Punjab influence other young Panjabi people in the audience.
- Evaluation of the extent to which the film has been successful in terms of Panjabi youth living abroad being inspired to connect with their Panjabi culture and roots back home.

[40 marks]

ਜੱਟ ਐਂਡ ਜੁਲੀਐਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

Either

Question 05.1

ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ ਕਿ ਹਾਸ-ਰਸ ਇਸ ਫਿਲਮ ਨੂੰ ਸਫਲ ਬਣਾਉਣ ਵਿੱਚ ਕਿਵੇਂ ਜ਼ਿੰਮੇਵਾਰ ਹੈ ?

Possible content

- Discussion of the the comedy scenes and humourous dialogue punches with specific examples: Fateh Singh's mirror talk, 'Fateh De Pate', 'Hadban te Chaped' and Shampy Daku's behaviour.
- Analysis of the importance and success of these comedy scenes in entertaining the film's audience.
- Analysis of the contribution and success of the actor Diljit Dosanjh's delivery of the funny scenes and dialogues.
- Evaluation of how these comedy aspects of the film are responsible for its success.

[40 marks]

Or

Question 05.2

ਇਸ ਫਿਲਮ ਦਾ ਸਿਰਲੇਖ ਫਿਲਮ ਦੇ ਨਾਇਕ ਅਤੇ ਨਾਇਕਾ ਦੇ ਰੋਲ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਢੁੱਕਦਾ ਹੈ ? ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਇੱਕ ਲੇਖ ਲਿਖੋ।

Possible content

- Presentation of Fateh Singh and Pooja as the hero and the heroine of the film.
- Explanation and interpretation of the film title 'Jatt and Juliet 2'
- Discussion of how Pooja and Fateh Singh's markedly different characters contribute to the film.
- Analysis of the role of the hero and the heroine in terms of characterisation - Fateh Singh's typical rural Panjabi style and language and Pooja's Canadian English accent and style.
- Evaluation of the extent to which the title is appropriate to the roles of Fateh Singh and Pooja in the film using examples from specific scenes.

[40 marks]

