



**General Certificate of Secondary Education  
June 2012**

**Panjabi**

**46802H**

**(Specification 4680)**

**Unit 2: Reading (Higher)**

***Mark Scheme***

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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.

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 from: [aqa.org.uk](http://aqa.org.uk)

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## READING TESTS

### **Notes on the Marking Scheme**

#### *Non-verbal Answers*

Follow the mark scheme as set out.

#### *Verbal Answers*

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
  - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
  - (b) Where a candidate has given alternatives or additional information in an answer, the following criteria should be applied:
    - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
    - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
  - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
  - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
  - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. ..../..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
  - T/F/?
  - ✓/X/?
  - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).

5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
6. No mark scheme can cover all possible answers. When in doubt:
  - look for the key idea, where this is appropriate.
  - **NFP** = no further penalty
7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

**GCSE Panjabi 2012 Reading CMI+**

**Higher Tier**

Question	Accept	Marks	Reject / Notes
1 (a)	He is getting obese / fat / overweight	1	

Question	Accept	Marks	Reject / Notes
1 (b)	<b>In any order:</b> 1. He does not eat home cooked food (1) 2. He eats take-away every day (1)	2	

Question	Accept	Marks	Reject / Notes
1 (c)	(They feel) angry	1	

Question	Accept	Marks	Reject / Notes
1 (d)	She gives him sandwiches and fruit (for lunch)	1	Fruit / sandwich(es) on its own

Question	Accept	Marks	Reject / Notes
2 (a)	F	1	

Question	Accept	Marks	Reject / Notes
2 (b)	T	1	

Question	Accept	Marks	Reject / Notes
2 (c)	F	1	

Question	Accept	Marks	Reject / Notes
2 (d)	?	1	

Question	Accept	Marks	Reject / Notes
2 (e)	F	1	

Question	Accept	Marks	Reject / Notes
3 (a)	He does not like it	1	Not happy / not very happy

Question	Accept	Marks	Reject / Notes
3 (b)	<b>One of two:</b> People are always ringing him on his mobile / difficult to relax	1	

Question	Accept	Marks	Reject / Notes
3 (c)	Mobile and computer	1	Both details required

Question	Accept	Marks	Reject / Notes
3 (d)	<b>One of two:</b> She is able to do her school work on laptop / talk to friends on her mobile	1	

Question	Accept	Marks	Reject / Notes
4	<b>In this order:</b> 5, 8, 7, 2, 6	5	Words instead of numbers are acceptable

Question	Accept	Marks	Reject / Notes
5 (a)	Fashionable clothes / fashion clothes	1	Clothes (on its own)

Question	Accept	Marks	Reject / Notes
5 (b)	<b>In any order:</b> 1. You look nice 2. (Everyone) likes you	2	

Question	Accept	Marks	Reject / Notes
5 (c)	She buys them in sale / she looks out for sales	1	Sale

Question	Accept	Marks	Reject / Notes
6 (a)	Good / very good / very positive / gets along with them (accept 'close')	1	

Question	Accept	Marks	Reject / Notes
6 (b)	<b>Any two:</b> <ul style="list-style-type: none"> <li>• They give her everything she needs</li> <li>• They give her whatever money she asks for</li> <li>• They do not ever let her feel down</li> <li>• They give her good advice</li> </ul>	2	

Question	Accept	Marks	Reject / Notes
6 (c)	Similarity - both of their mothers have nice nature (1)  Difference - Reena's father has nice nature, but Pardeep's father's nature is stern / strict (1)	2	As long as comparison is made and it's clear, strict / stern is not necessary



Question	Accept	Marks	Reject / Notes
6(d)	<p><b>In any order:</b></p> <ol style="list-style-type: none"> <li>1. Pardeep does not talk to him much</li> <li>2. Pardeep gets told off whenever he meets him</li> </ol>	2	

Question	Accept	Marks	Reject / Notes
6 (e)	She has much better relationship with her grandparents than parents	1	

Question	Accept	Marks	Reject / Notes
6 (f)(i)	Money minded, unappreciative, irresponsible etc.	1	

Question	Accept	Marks	Reject / Notes
6 (f)(ii)	Put work before children / do not spend time with their children	1	Link justification to response given in 6(f)(i)

Question	Accept	Marks	Reject / Notes
7 (a)	9 out of 10 teachers are women / fewer (less) male teachers compared to female teachers	1	

Question	Accept	Marks	Reject / Notes
7 (b)	Men do not like working with young children	1	Children

Question	Accept	Marks	Reject / Notes
7 (c)	Because men are good role models for (young) children	1	

Question	Accept	Marks	Reject / Notes
8 (a)	<ul style="list-style-type: none"> <li>• Plant trees (1)</li> <li>• and save your future (1)</li> </ul>	2	

Question	Accept	Marks	Reject / Notes
8 (b)	<p><b>Two of three:</b></p> <ul style="list-style-type: none"> <li>• Make more land available for agriculture</li> <li>• To obtain wood for wood products</li> <li>• Natural destruction of forest by wildfires</li> </ul>	2	

Question	Accept	Marks	Reject / Notes
8 (c)	<ul style="list-style-type: none"> <li>• Animals die because they lose their homes (1)</li> <li>• Decrease in rainfall (1)</li> </ul>	2	

Question	Accept	Marks	Reject / Notes
8 (d)	<p><b>In any order:</b></p> <ol style="list-style-type: none"> <li>1. Total ban on clearing forests to acquire land</li> <li>2. Twice the number of trees should be planted compared with before</li> </ol>	2	

Question	Accept	Marks	Reject / Notes
8 (e)	The number of trees planted are going up each year	1	

**Total paper marks – 45**

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](http://www.aqa.org.uk/umsconversion).