



# General Certificate of Secondary Education

## Punjabi 3681

*3681/R Reading*

# Mark Scheme

*2005 examination - June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

## READING TESTS

### Notes on the Marking Scheme

#### *Non-verbal Answers*

Follow the mark scheme as set out.

#### *Verbal Answers (English or Target Language)*

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. This applies whether the answer is in English or in the target language. 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 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/?
  - Target language equivalent as instructed in rubric
  - ✓/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.

**Foundation Tier**

Question	Key Idea	Accept	Marks	Reject
1 (a)	Not to drink water	Do not drink water	1	water or drink
(b)	It is not clean	It is dirty	1	
2 (a)	Next Saturday	Saturday	1	Any other day
(b)	4 'O'clock	4.00 p.m.	1	Any other time
(c)	D.J. Jagga	'Jagga'	1	D.J.
(d)	Manjit		1	Friend
3	B		1	Any other letter
4 (ੳ)	ਮਾਸੀ ਜੀ ਦੇ ਲੜਕੇ ਦਾ	ਅੰਟੀ ਜੀ ਦੇ ਲੜਕੇ ਦਾ	1	ਲੜਕੇ ਦਾ/ਮਾਸੀ ਜੀ/ਲੜਕੀ
(ਅ)	ਕੋਚ ਵਿੱਚ	ਕੋਚ	1	
(ੲ)	ਗੁਰਦਾਸ ਮਾਨ		1	ਗੁਰਦਾਸ / ਮਾਨ
5	2		1	More than one answer for each
	3		1	
	6		1	
	1		1	
	4		1	
6 (ੳ)	ਫਰੈਂਚ		1	ਜੂਨ or 16
(ਅ)	16 ਜੂਨ		1	
(ੲ)	ਦੇ ਘੰਟੇ	9.30 – 11.30	1	
(ਸ)	ਅੰਗ੍ਰੇਜ਼ੀ		1	
(ਹ)	ਸ਼ੁੱਕਰਵਾਰ		1	
7	ਠ		1	
	ਗ		1	
	?		1	
	ਠ		1	
	ਗ		1	
8 (ੳ)	ਵੀਹ ਅਕਤੂਬਰ	20 ਅਕਤੂਬਰ	1	ਅਕਤੂਬਰ or 20
(ਅ)	ਰਾਮਗੜੀਆ ਹਾਲ		1	ਹਾਲ
(ੲ)	ਚਾਰ ਘੰਟੇ	ਛੇ ਤੋਂ ਦਸ	1	
(ਸ)	ਪਟਾਕੇ (ਚਲਾਏ ਜਾਣਗੇ)	ਪਟਾਕੇ (ਚੱਲਣਗੇ)	1	
(ਹ)	ਤਿੰਨ ਪੌਂਡ	£3	1	

Question	Key Idea	Answer	Marks	Reject
9	2		1	
10 (ੳ)	<ul style="list-style-type: none"> <li>• ਖਰਾਬ ਰਹੇਗਾ</li> <li>• (ਤੇਜ਼) ਹਵਾ ਚੱਲੇਗੀ</li> <li>• ਠੰਡ (ਬਹੁਤ) ਹੋਵੇਗੀ</li> <li>• ਬਰਫ ਪੈਣ ਦੀ (ਉਮੀਦ) ਹੈ</li> <li>• ਮੀਂਹ</li> </ul>	Any 2 of 5	2	
(ਅ)	ਹਵਾ ਦੀ ਰਫਤਾਰ ਘਟ ਜਾਵੇਗੀ ਤਾਪਮਾਨ ਵਧ ਜਾਵੇਗਾ ਧੁੱਪ (ਨਿੱਕਲ ਆਵੇਗੀ)	2 of 3 ਹਵਾ ਘਟ ਜਾਵੇਗੀ	2	
		<b>Total</b>	<b>35</b>	

**Higher Tier**

Question	Key Idea	Accept	Marks	Reject
1 (ੳ)	ਵੀਹ ਅਕਤੂਬਰ	20 ਅਕਤੂਬਰ	1	ਅਕਤੂਬਰ
(ਅ)	ਰਾਮਗੜ੍ਹੀਆ ਹਾਲ		1	ਹਾਲ
(ੲ)	ਚਾਰ ਘੰਟੇ	6 - 10	1	
(ਸ)	ਪਟਾਕੇ (ਚਲਾਏ ਜਾਣਗੇ)	ਪਟਾਕੇ (ਚੱਲਣਗੇ)	1	
(ਹ)	ਤਿੰਨ ਪੌਂਡ	£3	1	
2	ਠ		1	
	ਗ		1	
	?		1	
	ਠ		1	
	ਗ		1	
3 (ੳ)	<ul style="list-style-type: none"> <li>• ਖਰਾਬ ਰਹੇਗਾ</li> <li>• ਤੇਜ਼ ਹਵਾ ਚੱਲੇਗੀ</li> <li>• ਠੰਡ ਬਹੁਤ ਹੋਵੇਗੀ</li> <li>• ਬਰਫ ਪੈਣ ਦੀ ਉਮੀਦ ਹੈ</li> <li>• ਮੀਂਹ</li> </ul>	Any 2 of 5	2	
(ਅ)	<u>ਹਵਾ</u> / ਹਵਾ ਦੀ (ਰਫਤਾਰ) <u>ਘਟ ਜਾਵੇਗੀ</u> ਤਾਪਮਾਨ ਵਧ ਜਾਵੇਗਾ ਧੁੱਪ (ਨਿੱਕਲ ਆਵੇਗੀ)	2 of 3  ਹਵਾ ਘਟ ਜਾਵੇਗੀ	2	
4	1 = 8 2 = 10 3 = 2 4 = 7 5 = 1 6 = 11 7 = 4 8 = 9 9 = 6		1 1 1 1 1 1 1 1 1	

Question	Key Idea	Accept	Marks	Reject
5 (ੳ)	<ul style="list-style-type: none"> <li>25 ਸਾਲ</li> <li>ਇਹ ਉਮਰ ਨਾ ਜ਼ਿਆਦਾ ਛੋਟੀ ਤੇ ਨਾ ਜ਼ਿਆਦਾ ਵੱਡੀ ਹੈ</li> </ul>	ਇਹ ਵਿਆਹ ਲਈ ਠੀਕ ਉਮਰ ਹੈ	1 1	
(A)	<ul style="list-style-type: none"> <li>ਦੋਨੋਂ ਵਿਆਹ ਮਾਤਾ ਪਿਤਾ ਦੀ ਸਲਾਹ ਨਾਲ ਕਰਵਾਉਣਗੇ</li> <li>ਅਮਨਦੀਪ ਵਿਆਹ ਤੋਂ ਪਹਿਲਾਂ ਲੜਕੀ ਨੂੰ ਮਿਲਣਾ ਤੇ ਜਾਣਨਾ ਚਾਹੁੰਦਾ ਹੈ, ਰਵਿੰਦਰ ਨਹੀਂ</li> </ul>	(one mark for similarity and one for difference)	1 1	
(e)	<ul style="list-style-type: none"> <li>ਪੰਜਾਬ ਵਿੱਚ ਬਹੁਤ ਰਿਸ਼ਤੇਦਾਰ ਰਹਿੰਦੇ ਹਨ ।</li> <li>ਪੰਜਾਬ ਦੀਆਂ ਕੁੜੀਆਂ ਸੁਹਣੀਆਂ ਹੁੰਦੀਆਂ ਹਨ</li> <li>ਉਹਨਾਂ ਨੂੰ ਪੰਜਾਬੀ ਕਲਚਰ ਦਾ ਪੂਰਾ ਗਿਆਨ ਹੁੰਦਾ ਹੈ</li> <li>ਪੰਜਾਬ ਦੇ ਵਿਆਹ ਦਿਲਚਸਪ ਹਨ।</li> </ul>	Two of four	2	
(s)	<ul style="list-style-type: none"> <li>ਉਸ ਨਾਲ ਪਿਆਰ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ / ਪਸੰਦ ਦਾ ਹੋਵੇ</li> <li>ਆਦਤਾਂ/ਦਿਲਚਸਪੀਆਂ ਮਿਲਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ</li> <li>ਵਿਆਹ ਤੋਂ ਪਹਿਲਾਂ ਉਸਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣਦੀ ਹੋਵੇ ।</li> </ul>	Two of four	2	
(ਹ)	<ul style="list-style-type: none"> <li>ਆਪਣੀ ਮਰਜ਼ੀ ਕਰਨ ਵਾਲੀ</li> <li>ਸਖਤ ਸੁਭਾਅ ਵਾਲੀ</li> <li>ਆਪਣੇ ਫੈਸਲੇ ਆਪ ਲੈਣ ਵਾਲੀ</li> <li>ਅਗਾਂਹ-ਵਧੂ / ਮਾਡਰਨ</li> </ul>	Any 1 of 4	1	

Question	Key Idea	Accept	Marks	Reject
6 (ੳ)	<ul style="list-style-type: none"> <li>ਨੌਕਰੀ ਤੇ ਜਾਣਾ ਪੈਂਦਾ ਹੈ ।</li> <li>ਘਰ ਦਾ ਕੰਮ ਖਤਮ ਨਹੀਂ ਹੁੰਦਾ ।</li> <li>ਥਕਾਵਟ ਬਹੁਤ ਹੋ ਜਾਂਦੀ ਹੈ ।</li> </ul>	Any 2 of 3	2	
(ਅ)	<ul style="list-style-type: none"> <li>ਤੀਵੀਆਂ ਦੀ ਜ਼ਿੰਦਗੀ ਸੌਖੀ ਹੈ ।</li> <li>ਘਰ ਬੈਠ ਕੇ ਗੱਪਾਂ ਮਾਰ ਸਕਦੇ ਹਾਂ ।</li> <li>ਨੌਕਰੀ ਤੇ ਨਹੀਂ ਜਾਣਾ ਪਵੇਗਾ ।</li> <li>ਘਰ ਦਾ ਕੰਮ ਨੌਕਰ ਕਰਨਗੇ ।</li> <li>ਘੁੰਮਣ ਫਿਰਨ ਲਈ ਸਮਾਂ ਜ਼ਿਆਦਾ ਹੋਵੇਗਾ</li> <li>ਵਧੀਆ ਵਧੀਆ ਕੱਪੜੇ ਪਾ ਕੇ ਬਜ਼ਾਰ ਜਾਣ ਦਾ ਮੌਕਾ ਮਿਲਦਾ ਹੈ ।</li> </ul>	Any 2 of 6	2	
7 (a)	He is the <u>first Asian player</u> to play in the ( <u>English Premier</u> ) <u>Football League</u> / Premier football.		2	
(b)	<ul style="list-style-type: none"> <li>Mum is English.</li> <li>Dad is Panjabi.</li> <li>Dad is a shopkeeper</li> <li>His parents are (very) proud of him</li> </ul>	Any 1 of 4	1	Parents are very supportive
(c)	They feel very good/they feel proud/feel happy/feel honoured.		1	
(d)	He played for England's under 19 team.		1	Under 19 team / England's team.
(e)	<ul style="list-style-type: none"> <li>He is a good/fast runner</li> <li>He plays for a good team (Newcastle United)</li> <li>He nearly scored a goal against Manchester United.</li> <li>He is a good attacker</li> </ul>		1	
(f)	<ul style="list-style-type: none"> <li>(i) It has inspired/enthused them to play football/go into other sports.</li> <li>(ii) Inspires them to play for big teams.</li> </ul>		1	
(g)	<ul style="list-style-type: none"> <li>Not encouraged to go into this field.</li> <li>Are not naturally good/ do not have the genetic tendency to be good</li> </ul>	Racism. Prefer to go into higher education (or any other suitable answer).	1	
		Total	<b>45</b>	