



A-level PANJABI

PAPER 1 READING AND WRITING

Mark scheme

June 2020

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

Section A Reading**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Key idea	Mark	Reject/Notes
01.1	<ul style="list-style-type: none"> ਕਿਉਂ ਕਿ ਹੁਣ ਪੰਜਾਬ ਵਿੱਚ ਹਰੇਕ ਕੋਲ ਮੋਬਾਇਲ ਫੋਨ ਹੈ 	1	ਇਨ੍ਹਾਂ ਖੇਡਾਂ ਲਈ ਕੰਪਿਊਟਰ ਦੀ ਲੋੜ ਨਹੀਂ
01.2	<ul style="list-style-type: none"> ਕਿੰਨੀ ਉਮਰ ਦੇ ਬੱਚੇ ਖੇਡ ਸਕਦੇ ਹਨ (1) ਖੇਡ ਦਾ ਵਿਸ਼ਾ ਕੀ ਹੈ/ਮਾਰਧਾੜ ਕਿੰਨੀ ਕੁ ਹੈ/ਜੁਰਮ ਹੈ ਜਾਂ ਨਹੀਂ (1) 	2	ਉਮਰ, ਵਿਸ਼ਾ/ਲੜਾਈ/ਜੁਰਮ
01.3	<ul style="list-style-type: none"> ਕੁਝ ਕਹਿੰਦੇ ਹਨ ਕਿ ਖੇਡਾਂ ਸਿੱਧਾ ਜੁਰਮ ਵਿੱਚ ਵਾਧਾ ਕਰਦੀਆਂ ਹਨ (1) ਬਹੁਤੇ ਕਹਿੰਦੇ ਹਨ ਕਿ ਇਸ ਦਾ ਕੋਈ ਸਬੂਤ ਨਹੀਂ (1) 	2	1 mark for each detail
01.4	<ul style="list-style-type: none"> ਤਰੀਕੇ ਨਾਲ ਕੰਮ ਕਰਨਾ ਸਿੱਖ ਲੈਣਗੇ (1) ਸਮੱਸਿਆ ਸੁਲਝਾਉਣ ਦੇ ਤਰੀਕੇ ਸਿੱਖਣਗੇ (1) 	2	
01.5	<ul style="list-style-type: none"> ਖੇਡਾਂ ਬੱਚਿਆਂ ਨੂੰ ਗੁੱਸੇਖੋਰ ਬਣਾਉਂਦੀਆਂ ਹਨ 	1	

Summary question

Qu 02	Key idea	Mark	Notes
Bullet 1	<ul style="list-style-type: none"> ਲੋਕਾਂ ਵਿੱਚ ਏਕਤਾ ਵਧਾ ਕੇ ਖੁਸ਼ੀ ਮਨਾਈ ਜਾਵੇ (1) ਆਪਣੇ ਸਭਿਆਚਾਰ ਤੇ ਰੀਤੀ-ਰਿਵਾਜਾਂ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ (1) 	2	Accept: ਵੱਖ ਵੱਖ ਧਰਮਾਂ ਦੇ ਲੋਕਾਂ ਵਿੱਚ ਏਕਤਾ ਲਿਆਈ ਜਾਂਦੀ ਹੈ
Bullet 2	<ul style="list-style-type: none"> ਸ਼ਰਾਬ ਅਤੇ ਨਸ਼ਿਆਂ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ (1) ਲੜਾਈਆਂ ਹੁੰਦੀਆਂ ਹਨ (1) 	2	Accept: ਪੁਲਿਸ ਬੁਲਾਈ ਜਾਂਦੀ ਹੈ
Bullet 3	<ul style="list-style-type: none"> ਲੋਕਾਂ ਨੂੰ ਗੁਆਚ ਰਹੇ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਬਾਰੇ ਪਤਾ ਲੱਗੇਗਾ (1) ਆਪਸੀ ਪਿਆਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ (1) ਰੀਤੀ ਰਿਵਾਜਾਂ ਬਾਰੇ ਪਤਾ ਲੱਗੇਗਾ (1) 	3	Accept: ਲੋਕ ਚੰਗੇ ਰੀਤ ਸੁਣ ਸਕਣਗੇ ਰਿਸ਼ਤਿਆਂ ਬਾਰੇ ਜਾਣ ਸਕਣਗੇ

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

Generic example of 'lifted' language:*1**Text includes *Having finished her studies, she became a doctor.*Summary task includes the bullet point • *What she did before becoming a doctor*Correct answer is *She studied*Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2Text includes ... *because computers will replace teachers*Summary task includes the bullet point *Technological changes anticipated*Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation*Teachers will be replaced by computers*Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

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.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	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 where required by the task.
4	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 where required by the task.
3	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 where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	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 where required by the task.
0	The student produces nothing worthy of credit.

Indicative content

Summary 1: 90 words – AO3 5/5

ਪੰਜਾਬ ਵਿੱਚ ਮੇਲੇ ਜਾਣ ਦਾ ਉਦੇਸ਼ ਹੁੰਦਾ ਹੈ ਕਿ ਜਾ ਕੇ ਲੋਕਾਂ ਨਾਲ ਮਿਲ ਜੁਲ ਕੇ ਏਕਤਾ ਵਧਾਈ ਜਾਵੇ ਅਤੇ ਅਪਣੇ ਪੁਰਾਣੇ ਰਿਵਾਜਾਂ ਬਾਰੇ ਸਿੱਖ ਕੇ ਆਪਣੇ ਸਭਿਆਚਾਰ ਦੀ ਸੰਭਾਲ ਕੀਤੀ ਜਾਵੇ। ਪਰ ਲੋਕ ਮੇਲਿਆਂ ਵਿੱਚ ਨਸ਼ੇ ਵਰਤ ਕੇ ਅਤੇ ਲੜਾਈਆਂ ਕਰਕੇ ਮੇਲੇ ਦਾ ਮਹੱਲ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਮੇਲਿਆਂ ਵਿੱਚ ਲੋਕਾਂ ਨੂੰ ਚੰਗੇ ਪਾਸੇ ਲਾਕੇ ਉਨ੍ਹਾਂ ਦੀ ਸਿਹਤ ਠੀਕ ਰੱਖਣ ਲਈ ਖੇਡ ਮੁਕਾਬਲੇ, ਚੰਗੇ ਸੰਗੀਤ ਲਈ ਸਾਫ-ਸੁਥਰੇ ਗੀਤ ਗਾਉਣ ਵਾਲਿਆਂ ਦੇ ਪਰੋਗਰਾਮ ਅਤੇ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਲਈ ਨੁਮਾਇਸ਼ਾਂ ਲਾ ਕੇ ਸਿੱਖਿਆ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ।

Summary 2: 90 words – AO3 4/5

ਪੰਜਾਬ ਵਿੱਚ ਮੇਲੇ ਜਾਂਦੇ ਹਨ ਤਾਂ ਕਿ ਲੋਕ ਮਿਲ ਜੁਲ ਕੇ ਇਕੱਠੇ ਹੋ ਕੇ ਰਹਿਣ ਅਤੇ ਆਪਣੇ ਪੁਰਾਣੇ ਰਿਵਾਜਾਂ ਬਾਰੇ ਸਿੱਖ ਕੇ ਆਪਣੇ ਸਭਿਆਚਾਰ ਦੀ ਸੰਭਾਲ ਕਰਨਾ ਸਿੱਖ ਲੈਣ। ਪਰ ਕਈ ਲੋਕ ਮੇਲਿਆਂ ਵਿੱਚ ਸ਼ਰਾਬ ਪੀ ਕੇ ਅਤੇ ਰੌਲਾ ਪਾ ਕੇ ਤੇ ਲੜਾਈਆਂ ਕਰਕੇ ਮੇਲੇ ਦਾ ਸੁਆਦ ਹੀ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਮੇਲਿਆਂ ਵਿੱਚ ਲੋਕਾਂ ਦੀ ਸਿਹਤ ਠੀਕ ਰੱਖਣ ਲਈ ਖੇਡ ਮੁਕਾਬਲ ਕਰਨੇ ਚਾਹੀਦੇ ਹੈ, ਚੰਗੇ ਗੀਤ ਗਾਉਣ ਵਾਲਿਆਂ ਦੇ ਪਰੋਗਰਾਮ ਕਰਨੇ ਚਾਹੀਦਾ ਹਨ ਤਾਂ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਲਈ ਦਿਖਾ ਕੇ ਸਿੱਖਿਆ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ।

Summary 3: 90 words – AO3 3/5

ਪੰਜਾਬ ਵਿੱਚ ਮੇਲੇ ਕਰਦੇ ਹਨ ਕਿ ਲੋਕ ਇਕੱਠੇ ਹੋ ਕੇ ਰਹਿਣ ਤੇ ਲੜਾਈ ਨਾ ਕਰਨ। ਲੋਕ ਆਪਣੇ ਪੁਰਾਣੇ ਰਿਵਾਜ ਸਿੱਖ ਕਰਨ ਆਪਣੇ ਸਭਿਆਚਾਰ ਸਿੱਖ ਲੈਣ ਨਹੀਂ ਤਾਂ ਪਤਾ ਨਹੀਂ ਲਗਣਾ। ਪਰ ਕਈ ਲੋਕ ਸ਼ਰਾਬ ਪੀ ਕੇ ਰੌਲਾ ਪਾ ਕੇ ਤੇ ਲੜਾਈਆਂ ਕਰਕੇ ਮੇਲੇ ਦਾ ਸੁਆਦ ਹੀ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਮੇਲਿਆਂ ਵਿੱਚ ਲੋਕਾਂ ਦੀ ਸਿਹਤ ਠੀਕ ਕਰਨ ਲਈ ਮੈਚ ਕਰਨ ਹਨ। ਚੰਗੇ ਗੀਤ ਦੇ ਪਰੋਗਰਾਮ ਕਰਨੇ ਚਾਹੀਦਾ ਹਨ ਤਾਂ ਲੋਕ ਰਾਂਦ ਨਹੀਂ ਸੁਣਨਾ। ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਲਈ ਬਾਰੇ ਕੇ ਸਿੱਖਿਆ ਦੇਣ ਚਾਹੀਦੀ ਹੈ।

Summary 4: 90 words – AO3 2/5

ਪੰਜਾਬ ਵਿੱਚ ਮੇਲਾ ਕਰਦੇ ਕਿ ਲੋਕ ਇਕੱਠੇ ਹੋਣ ਖੁਸ਼ ਹ ਜਾਣ ਤੇ ਲੜਾਈ ਨਾ ਕਰਨ। ਲੋਕ ਪੁਰਾਣੇ ਰਿਵਾਜ ਸਿੱਖ ਲੈਣ ਕਰਨ ਤਾਂ ਆਪਣੇ ਸਭਿਆਚਾਰ ਪਤਾ ਲਾ ਕੇ ਰਖਾਂ ਲਊਗਾ। ਪਰ ਲੋਕ ਸ਼ਰਾਬ ਪੀ ਕੇ ਆ ਕੇ ਲੜਾਈ ਤੇ ਰੌਲਾ ਕਰਦੇ ਪਾ ਕੇ ਤੇ ਲੜਾਈਆਂ ਕਰਕੇ ਮੇਲੇ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਮੇਲਿਆਂ ਵਿੱਚ ਲੋਕਾਂ ਦੀ ਸਿਹਤ ਠੀਕ ਕਰਨ ਖੇਡ ਖਡ ਕੇ ਗੀਤ ਕਰਨੇ ਚਾਹੀਦਾ ਹਨ ਤਾਂ ਲੋਕ ਰਾਂਦੇ ਸੁਣਨਾ ਕਰਨ। ਲੋਕਾਂ ਨੂੰ ਰਿਸ਼ਤੇ ਬਣ ਬਣ ਕੇ ਨੁਮਾਇਸ਼ ਦ ਦੇਣ ਕੇ ਉਹ ਸਿੱਖਿਆ ਕਰ ਦੇਣ ਚਾਹੀਦਾ ਹੈ।

Summary 5: 90 words – AO3 1/5

ਤੁਸਿ ਪੰਜਾਬ ਵਿੱਚ ਮੇਲਾ ਕਰੇ ਕਿ ਹੋਣ ਖੁਸ਼ ਹ ਜਾਣ ਲੋਕ ਤੇ ਲੜਾਈ ਨਾ ਦੁਜੇ ਨਾ। ਤੂੰ ਲੋਕ ਨਾਲ ਪੁਰਾਣੇ ਰਿਵਾਜ ਕਰਨ ਤਾਂ ਆਪਣੇ ਸਭਿਆਚਾਰ ਰਖਾਂ ਲਊਗਾ। ਪਰ ਲੋਕ ਸ਼ਰਾਬ ਪੀ ਕੇ ਆ ਕੇ ਕਰੇ ਲੜਾਈ ਰੌਲਾ ਕਰਦੇ ਪਾ ਕੇ ਤੇ ਲੜਾਈਆਂ ਕਰਕੇ ਮੇਲੇ ਖਰਾਬ ਹਨ। ਮੇਲਿਆਂ ਵਿੱਚ ਖੇਡ ਖਡ ਕੇ ਗੀਤ ਕਰਨੇ ਚਾਹੀਦਾ ਹਨ ਤਾਂ ਲੋਕ ਰਾਂਦੇ ਸੁਣਨਾ ਕਰਨ। ਲੋਕਾਂ ਨੂੰ ਰਿਸ਼ਤੇ ਬਣ ਬਣ ਕੇ ਦ ਦੇਣ ਕੇ ਉਹ ਸਿੱਖਿਆ ਕਰ ਦੇਣ ਚਾਹੀਦਾ ਹੈ। ਪਰ ਮੇਲੇ ਕਰਨਾ ਚਾਹੀਦਾ ਮੇਂ ਪਸਨਦ ਕਰਦਾ।

Question 3

Qu 03	Accept	Mark	Notes
3.1	<p>ਉਦਾਸ/ਦੁਖੀ/ਨਾਖੁਸ਼/ਡਰਦਾ</p> <p>ਕਾਰਣ:</p> <ul style="list-style-type: none"> ਆਪਣੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਦੀਆਂ ਕਬਰਾਂ ਕੋਲ ਰੋਜ਼ ਬੈਠਦਾ ਸੀ/ ਆਪਣੀ ਕਬਰ ਆਪਣੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਦੇ ਕੋਲ ਚਾਹੁੰਦਾ ਸੀ/ ਉਸ ਦਾ ਆਪਣੇ ਪਰਿਵਾਰ ਤੇ ਪਿੰਡ ਵਾਲਿਆਂ ਨਾਲ ਰਿਸ਼ਤਾ ਖਤਮ ਹੋ ਜਾਣਾ ਸੀ 	1 1	Any 1 of 3
3.2	<p>ਉਹ ਚੀਜ਼ਾਂ ਹਾਸਲ ਕਰਨ ਵਿੱਚ ਜ਼ਿਆਦਾ ਦਿਲਚਸਪੀ ਲੈਣ ਲਗ ਪਏ/ ਇੱਕ ਦੂਜੇ ਨਾਲ ਚੀਜ਼ਾਂ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਮੁਕਾਬਲੇ ਕਰਨ ਲਗ ਪਏ</p>	1	
3.3	<ul style="list-style-type: none"> ਰੂੜੇ ਨੂੰ ਪੁੱਤ ਕਹਿ ਕੇ ਬੁਲਾਉਣ ਵਾਲੇ ਸਿਆਣੇ ਲੋਕ ਮੁੱਕ ਗਏ ਜਿਹੜੇ ਮੁੰਡੇ ਰੂੜੇ ਦੇ ਹੱਥਾਂ ਵਿੱਚ ਜਵਾਨ ਹੋਏ, ਉਹ ਹੁਣ ਆਪਣੇ ਕੰਮਾਂ ਤੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਮਗਨ ਸਨ ਨਵੀਂ ਪੀੜ੍ਹੀ ਦੇ ਜਵਾਨ ਮੁੰਡੇ ਰੂੜੇ ਨੂੰ ਬਾਬਾ ਕਹਿ ਕੇ ਬੁਲਾਉਂਦੇ ਸਨ 	2	Any 2 of 3
3.4	ਸੁਹਿਰਦਤਾ	1	
3.5	ਦੌੜ ਦੌੜਦਾ	1	
3.6	ਤੁਰ ਗਏ	1	

Question 4

Qu	Key idea	Mark	Notes
04.1	<ul style="list-style-type: none"> ਮਹਿੰਗੇ ਕੱਪੜੇ/ਜੁੱਤੀਆਂ ਖ਼ੀਦਣਾ (1) ਮਹਿੰਗੇ ਰੈਸਟੋਰੈਂਟਾਂ ਵਿੱਚ ਖਾਣੇ ਖਾਣੇ (1) 	2	
04.2	<ul style="list-style-type: none"> ਮੀਡੀਆ ਦਾ ਮਸ਼ਹੂਰ ਲੋਕਾਂ ਦੇ ਰਹਿਣ ਸਹਿਣ ਦੇ ਢੰਗ ਨੂੰ ਵਧਾਵਾ ਦੇਣਾ (1) ਲੋਕਾਂ ਦਾ ਆਪਣੇ ਦੋਸਤਾਂ ਵਾਂਗ ਨਾ ਰਹਿ ਸਕਣ ਕਰਕੇ ਘਟੀਆ ਮਹਿਸੂਸ ਕਰਨਾ (1) 	2	
04.3	<ul style="list-style-type: none"> ਚੰਗੀ ਪੜ੍ਹਾਈ ਲਈ ਮਿਹਨਤ ਕਰਨੀ (1) ਉਹ ਭਵਿੱਖ ਵਿੱਚ ਆਪਣਾ ਰਹਿਣ ਸਹਿਣ ਦਾ ਢੰਗ ਚੁਣ ਸਕਣਗੇ (1) 	2	
04.4	<ul style="list-style-type: none"> ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਆਮਦਨੀ ਅਨੁਸਾਰ ਖਰਚਾ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਸਮਝਾਉਣ (1) 	1	

Question 5**Translation into English**

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu 5	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		Accept	Reject
1	ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਆਪਣਾ ਜ਼ਿਆਦਾ ਸਮਾਂ	Many people spend	People
2	ਕੰਮ ਤੇ ਬਿਤਾਉਂਦੇ ਹਨ।	a lot of their time at work.	their time
3	ਕੋਈ ਵੀ ਇਹ ਨਹੀਂ ਚਾਹੁੰਦਾ	No one wants to	
4	ਕਿ ਉਹ ਕਿਸੇ ਤਣਾਅ ਵਾਲੀ ਨੌਕਰੀ	in a stressful job	difficult
5	ਕਰਨ ਵਿੱਚ ਫਸਿਆ ਰਹੇ।	be stuck in.	
6	ਇਹ ਜਾਣ ਕੇ ਦੁੱਖ ਹੁੰਦਾ ਹੈ	It is disheartening to know	
7	ਕਿ ਸਿਰਫ ਅਠਤਾਲੀ ਪ੍ਰਤੀਸ਼ਤ ਪੰਜਾਬੀ ਲੋਕ	that only 48% of Panjabi people	
8	ਆਪਣੇ ਕੰਮ ਤੇ ਖੁਸ਼ ਹਨ।	are happy at work.	
9	ਇਨ੍ਹਾਂ ਵਿੱਚੋਂ ਲਗਭਗ ਦੋ ਤਿਹਾਈ ਲੋਕਾਂ ਨੇ	Two-thirds of these people	
10	ਆਪਣੀ ਪਸੰਦ ਦੀ ਨੌਕਰੀ ਚੁਣੀ ਸੀ,	chose the job they liked	

11	ਪਰ ਹੁਣ ਉਹ ਆਪਣੇ ਕੰਮ ਤੋਂ ਸੰਤੁਸ਼ਟ ਨਹੀਂ ਹਨ।	but now they are not satisfied with their job.	not happy
12	ਇਹ ਨਹੀਂ ਹੋ ਸਕਦਾ ਕਿ	It is not possible that	
13	ਕੋਈ ਵੀ ਨੌਕਰੀ	any job	
14	ਸੌ ਪ੍ਰਤੀਸ਼ਟ ਉਚਿਤ ਹੋਵੇ।	will be 100% appropriate.	good
15	ਪਰ ਜੇ ਤੁਸੀਂ ਆਪਣਾ ਕੰਮ	But if you	
16	ਪਸੰਦ ਨਹੀਂ ਕਰਦੇ,	do not like your job,	
17	ਤਾਂ ਸ਼ਾਇਦ ਉਹ ਸਮਾਂ ਆ ਗਿਆ ਹੈ ਕਿ	then perhaps the time has come	
18	ਕੋਈ ਹੋਰ ਦਿਲਚਸਪ ਨੌਕਰੀ ਦੇਖ ਲਈ ਜਾਵੇ।	to find another interesting job.	better job/good job
19	ਨਵੀਂ ਕੰਪਨੀ ਨਾਲ ਨਵੇਂ ਸਿਰੇ ਤੋਂ ਕੰਮ ਸ਼ੁਰੂ ਕਰਨ	A new job with a new company	
20	ਨਾਲ ਬਹੁਤ ਸਾਰੀਆਂ ਸਮੱਸਿਆਵਾਂ ਹੱਲ ਹੋ ਸਕਦੀਆਂ ਹਨ।	could solve a lot of problems.	difficulties

Section B Research project Questions 6-9**Assessment Objectives 2, 3 and 4****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.

Assessment Objective 2

Mark	AO2
9-10	<p>Very good evaluation of the research topic</p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7-8	<p>Good evaluation of the research topic</p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5-6	<p>Reasonable evaluation of the research topic</p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3-4	<p>Limited evaluation of the research topic</p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1-2	<p>Very limited evaluation of the research topic</p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for these questions. AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

Assessment Objective 3

AO3	
9-10	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.
7-8	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.
5-6	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.
3-4	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.
1-2	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.

Assessment Objective 4

Research project essay		Assessment Objective 4
Mark	Descriptors	
17-20	<p>Very good critical and analytical response</p> <p>Very good knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the research topic.</p>	
13-16	<p>Good critical and analytical response</p> <p>Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9-12	<p>Reasonable critical and analytical response</p> <p>Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5-8	<p>Limited critical and analytical response</p> <p>Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1-4	<p>Very limited critical and analytical response</p> <p>A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	<p>The student produces nothing worthy of credit in response to the question.</p>	

AO4 marks should be awarded for relevant evidence drawn from the student's individual research (ie evidence beyond that in the written source text provided) and for the success with which students use that evidence in their essay. (For examples, see items **not** marked as AO2 in indicative content).

Indicative content**Research topic 6: Women in Panjabi society**

ਕਾਰਜ-ਸਥਾਨ ਤੇ ਔਰਤਾਂ ਦੀ ਗਿਣਤੀ ਵਧਣ ਨਾਲ ਰਵਾਇਤੀ ਪਰਿਵਾਰਕ ਜੀਵਨ ਤੇ ਅਸਰ ਪੈਣ ਦੇ ਤਰੀਕਿਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- Additional income benefits the whole family (A02)
- Inequality of domestic responsibilities between husband and wife (A02)
- Childcare can be helpfully provided by extended family (A02)
- Having a career can impact on choice to have children and when (A02)
- Working women can inspire their own children to achieve
- Working women seen as more equal in the eyes of the family
- Access to more affluent lifestyle for the family because of increased disposable income
- Greater interaction between fathers and children due to shared accountabilities/ responsibilities within the family
- Potential to have a more influential role in decision making within the family unit as a working woman
- Impact on marriage decisions for young Panjabi women
- Changes in family values with increase in the number of working Panjabi women

Research topic 7: Social issues in the Panjab

ਗਰੀਬੀ ਕਿਸ ਹੱਦ ਤੱਕ ਨੌਜਵਾਨ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਜੀਵਨਸ਼ੈਲੀ ਵਿੱਚ ਹੱਦਬੰਦੀ ਪੈਦਾ ਕਰਦੀ ਹੈ? ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ ਕਿ ਹਾਲ ਹੀ ਦੇ ਸਾਲਾਂ ਵਿੱਚ ਸਰਕਾਰ ਇਸ ਸਮੱਸਿਆ ਨੂੰ ਸੰਬੋਧਨ ਕਰਨ ਵਿੱਚ ਕਿੱਥੋਂ ਤੱਕ ਸਫਲ ਰਹੀ ਹੈ।

- Portrayal of current situation regarding child labour (AO2)
- Law/government's failure to implement the law (AO2)
- Compulsory education for all is only on paper (AO2)
- Work places where under-aged children are employed in the Punjab (AO2)
- Nature of work these children are undertaking
- Issues and concerns regarding these children's health and safety
- New government initiatives to eradicate child labour
- International attitude towards child labour in the Asian sub-continent
- Free elementary education for all children in government schools
- Consequences for employers employing children

Research topic 8: Tourism in the Panjab

ਪੰਜਾਬ ਸਰਕਾਰ ਨੇ ਇੱਕ ਜਾਂ ਜ਼ਿਆਦਾ ਸੈਰ-ਸਪਾਟੇ ਦੀਆਂ ਥਾਵਾਂ ਤੇ ਸੈਲਾਨੀਆਂ ਦੇ ਤਜਰਬਿਆਂ ਵਿੱਚ ਕਿਵੇਂ ਸੁਧਾਰ ਲਿਆਂਦਾ ਹੈ ?
ਸਰਕਾਰ ਦੁਆਰਾ ਚੁੱਕੇ ਇਹ ਕਦਮ ਕਿੱਥੋਂ ਤੱਕ ਸਫਲ ਰਹੇ ਹਨ ?

- Latest development in the Punjab eg roads, shopping malls, international companies (AO2)
- Amritsar airport and facilities for the tourists (AO2)
- Changing attitude of government and development of different projects (AO2)
- Security of tourists and other people at tourist sites at night (AO2)
- Need to attract tourists and develop tourism as an industry
- Economic impact of tourism
- Modernising infrastructures for travelling and other facilities
- Development of heritage and protecting it

Research topic 9: Partition of the Panjab in 1947

ਪੰਜਾਬੀ ਸਮਾਜ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕਰਨ ਵਾਲੀਆਂ ਘਟਨਾਵਾਂ ਵਿੱਚੋਂ ਪੰਜਾਬ ਦੀ ਵੰਡ ਨੂੰ ਸਭ ਤੋਂ ਦਰਦਨਾਕ ਘਟਨਾ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ ।
ਤੁਸੀਂ ਇਸ ਨਜ਼ਰੀਏ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ਅਤੇ ਕਿਉਂ ?

- Historical context – British rule (AO2)
- Religious movement – tension in communities (AO2)
- India's partition – Pakistan (East and West) (AO2)
- Impact/damage to families and business caused by the partition (AO2)
- Anti-social activities during the partition
- Consequences and impact on society
- Issues of leadership and freedom
- Help/compensation for refugees

