



A-level PANJABI 7682/3

PAPER 3 LISTENING, READING AND WRITING

Mark scheme

Specimen 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

Listening

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 recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01.1	B, C, E, G, I, K	6	In any order

Qu	Accept	Mark	Notes
02.1	ਗੀਤਕਾਰ / ਗੀਤ ਲਿਖਣ ਲਈ	1	Reject: ਸੰਗੀਤ /ਗੀਤਾਂ ਲਈ

Qu	Accept	Mark	Notes
02.2	ਉਸ ਦੇ ਗੀਤ ਗਾ ਕੇ ਬਹੁਤ ਸਾਰੇ ਗਾਇਕ ਮਸ਼ਹੂਰ ਹੋਏ ਹਨ।	1	

Qu	Accept	Mark	Notes
02.3	ਪੰਜਾਬ ਪੁਲਿਸ ਵਿੱਚ ਨੌਕਰੀ / ਪੁਲਿਸ ਦਾ ਸਿਪਾਹੀ	1	Reject: ਰਿਟਾਇਰ ਹੈ

Qu	Accept	Mark	Notes
02.4	ਉਦਾਸ ਗੀਤਾਂ ਲਈ	1	Reject: ਉਦਾਸੀ ਲਈ

Qu	Accept	Mark	Notes
02.5	ਸਰੋਤਿਆਂ ਦੀ ਪਸੰਦ ਦੇ ਗੀਤ ਲਿਖਦਾ ਹੈ (1) ਨਵੇਂ ਢੰਗਾਂ ਨਾਲ ਨਵੇਂ ਗਾਇਕ ਪੇਸ਼ ਕਰਦਾ ਹੈ (1)	2	Reject: ਨਵੇਂ ਗੀਤ ਲਿਖਦਾ ਹੈ ਨਵੇਂ ਗਾਇਕ ਪੇਸ਼ ਕਰਦਾ ਹੈ

Qu	Accept	Mark	Notes
02.6	ਪੰਜਾਬੀ ਦੇ ਪਿੰਡਾਂ ਬਾਰੇ ਕਿਤਾਬ ਲਿਖੀ ਹੈ (1) ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਦੂਰ ਕਰਨ ਲਈ ਸੇਵਾ ਕਰਦਾ ਹੈ (1)	2	Reject: ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਸੇਵਾ

Qu	Accept	Mark	Notes
03.1	<ul style="list-style-type: none"> • ਰੁਜ਼ਗਾਰ ਦੇ ਮੌਕੇ ਘੱਟ • ਪੈਸੇ ਦਾ ਲਾਲਚ 	1	Any one of these

Qu	Accept	Mark	Notes
03.2	<ul style="list-style-type: none"> • ਡਰਦੇ ਹੋਏ ਰਹਿ ਰਹੇ ਹਨ • ਗਰੀਬੀ ਦਾ ਜੀਵਨ ਬਿਤਾ ਰਹੇ ਹਨ 	1	Any one of these

Qu	Accept	Mark	Notes
03.3	<ul style="list-style-type: none"> • ਅਣਖੀ ਸੁਭਾਅ ਦੇ ਹਨ • ਕਿਸੇ ਦੀ ਗੱਲ ਨਹੀਂ ਸਹਾਰਦੇ 	1	Any one of these

Qu	Accept	Mark	Notes
03.4	<ul style="list-style-type: none"> • ਬੱਚਿਆਂ ਦੇ ਸੁਪਨੇ ਪੂਰੇ ਕਰ ਦੇਣਗੇ • ਕਰਜ਼ਾ ਲਾਹ ਦੇਣਗੇ • ਘਰ ਵਿੱਚ ਖੁਸ਼ੀਆਂ ਲਿਆ ਦੇਣਗੇ 	2	Any two of these

Qu	Accept	Mark	Notes
03.5	<ul style="list-style-type: none"> • ਜਦੋਂ ਉਹ ਕਿਸੇ ਅਣਚਾਹੇ ਦੇਸ਼ ਵਿੱਚ ਪਹੁੰਚ ਜਾਂਦੇ ਹਨ। 	1	Reject: ਮਾੜੇ ਦੇਸ਼ ਵਿੱਚ ਪਹੁੰਚ ਜਾਂਦੇ ਹਨ

Qu	Accept	Mark	Notes
03.6	<ul style="list-style-type: none"> • ਗੁਰਦੁਆਰਿਆਂ ਵਿੱਚ ਰਹਿ ਕੇ ਗੁਜ਼ਾਰਾ ਕਰਦੇ ਹਨ • ਕਈ ਜੇਲ੍ਹਾਂ ਵਿੱਚ ਰੁਲ ਰਹੇ ਹਨ 	2	1 mark for each point

Qu	Accept	Mark	Notes
03.7	<ul style="list-style-type: none"> • ਵਿਦੇਸ਼ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ ਪੁਛ-ਗਿੱਛ ਕਰਨ • ਏਜੰਟਾਂ ਦੇ ਮਗਰ ਨਾ ਲੱਗਣ 	1	Any one of these

Summary question

Qu 04	Key idea	Mark	Notes
Bullet 1	<p>(Any three)</p> <ul style="list-style-type: none"> • ਬਹੁਤ ਸਮਾਂ ਬਰਬਾਦ ਕਰਦੇ ਹਨ • ਪੜ੍ਹਾਈ ਵੱਲ ਧਿਆਨ ਘੱਟ ਦਿੰਦੇ ਹਨ • ਗਲਤ ਚੀਜ਼ਾਂ ਦੇਖਦੇ ਹਨ • ਜ਼ਿੰਦਗੀ ਖਤਰੇ ਵਿੱਚ ਪੈ ਸਕਦੀ ਹੈ 	3	
Bullet 2	<ul style="list-style-type: none"> • ਪਰਿਵਾਰ ਨਾਲ ਗੱਲਬਾਤ ਲਈ ਟਾਈਮ ਨਹੀਂ ਹੈ • ਆਪਸੀ ਦੂਰੀਆਂ ਵਧਦੀਆਂ ਹਨ 	2	Reject: ਪਰਿਵਾਰ ਤੇ ਅਸਰ ਪਿਆ ਹੈ
Bullet 3	<ul style="list-style-type: none"> • ਮਾਪਿਆਂ ਨੂੰ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਸਹੀ ਢੰਗ ਨਾਲ ਵਰਤੋਂ ਲਈ ਬੱਚਿਆਂ ਨੂੰ ਸਮਝਾਉਣ ਦੀ ਲੋੜ ਹੈ • ਮਾਪਿਆਂ ਨੂੰ ਬੱਚਿਆਂ ਦੇ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਦਾ ਧਿਆਨ ਰੱਖਣ ਦੀ ਲੋੜ ਹੈ 	2	

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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. However, no AO1 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.)

2

Text 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 ਅੱਜ ਕੱਲ੍ਹ ਬੱਚੇ ਮੋਬਾਇਲ ਫੋਨ ਤੇ ਬਹੁਤ ਸਮਾਂ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਉਹ ਆਪਣੀ ਪੜ੍ਹਾਈ ਦਾ ਨੁਕਸਾਨ ਕਰਦੇ ਹਨ। ਮੋਬਾਇਲ ਫੋਨ ਤੇ ਇੰਟਰਨੈੱਟ ਹੋਣ ਕਰਕੇ ਉਹ ਮਾੜੀਆਂ ਗੱਲਾਂ ਦੇਖ ਕੇ ਖਤਰਾ ਵਿੱਚ ਹੋ ਸਕਦੇ ਹਨ। ਘਰ ਵਿੱਚ ਉਨ੍ਹਾਂ ਕੋਲ ਮਾਤਾ-ਪਿਤਾ ਜਾਂ ਭੈਣ-ਭਰਾ ਨਾਲ ਗੱਲ ਕਰਨ ਦਾ ਸਮਾਂ ਨਹੀਂ ਹੁੰਦਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਆਪਸ ਵਿੱਚ ਸਬੰਧ ਖਰਾਬ ਹੋ ਜਾਂਦੇ ਹਨ। ਇਸ ਸਮੱਸਿਆ ਬਾਰੇ ਮਾਪਿਆਂ ਅਤੇ ਬੱਚਿਆਂ ਦੋਨਾਂ ਨੂੰ ਦੱਸ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ ਅਤੇ ਮਾਪਿਆਂ ਨੂੰ ਬੱਚਿਆਂ ਦੀ ਨਿਗਰਾਨੀ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿ ਉਹ ਮੋਬਾਇਲ ਫੋਨ ਚੰਗੀ ਤਰ੍ਹਾਂ ਵਰਤਣ।

Summary 2: 90 words – AO3 4/5

ਅੱਜ ਕੱਲ੍ਹ ਬੱਚੇ ਪੰਜਾਬ ਵਿੱਚ ਮੋਬਾਇਲ ਫੋਨ ਤੇ ਬਹੁਤ ਸਮਾਂ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਉਹ ਪੜ੍ਹਾਈ ਦਾ ਨੁਕਸਾਨ ਕਰਦੇ। ਇੰਟਰਨੈੱਟ ਤੇ ਜਾ ਕੇ ਉਹ ਮਾੜੀਆਂ ਗੱਲਾਂ ਦੇਖਦੇ ਹੈ ਅਤੇ ਇਸ ਨਾਲ ਖਤਰੇ ਵਿੱਚ ਹੋ ਸਕਦੇ ਹੈ। ਘਰ ਵਿੱਚ ਉਨ੍ਹਾਂ ਕੋਲ ਪਰਿਵਾਰ ਨਾਲ ਗੱਲ ਕਰਨ ਦਾ ਸਮਾਂ ਨਹੀਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਸਬੰਧ ਖਰਾਬ ਹੋ ਜਾਂਦੇ ਹਨ ਕਰਕੇ ਗੱਲਾਂ ਨਹੀਂ ਕਰਦੇ। ਇਸ ਲਈ ਮਾਪਿਆਂ ਅਤੇ ਬੱਚਿਆਂ ਸਾਰਿਆਂ ਨੂੰ ਸਿਖਾ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ ਅਤੇ ਬੱਚਿਆਂ ਨੂੰ ਦੇਖਣਾ ਹੈ ਕਿ ਉਹ ਕੀ ਕਰਦੇ ਹੈ ਅਤੇ ਦੱਸਣਾ ਹੈ ਕਿ ਉਹ ਮੋਬਾਇਲ ਫੋਨ ਠੀਕ ਤਰ੍ਹਾਂ ਵਰਤ ਕਰਨ।

Summary 3: 90 words – AO3 3/5

ਬੱਚੇ ਪੰਜਾਬ ਵਿੱਚ ਵੀ ਮੋਬਾਲ ਫੋਨ ਤੇ ਬਹੁਤ ਸਮਾਂ ਖਰਾਬ ਕਰਦੇ। ਪੜ੍ਹਾਈ ਦਾ ਨੁਕਸਾਨ ਹੋ ਜਾਂਦਾ ਹੁੰਦਾ। ਇਨਟਰਨੈਟ ਤੇ ਉਹ ਗਦੀਆਂ ਚੀਜ਼ਾਂ ਦੇਖਦੇ ਤੇ ਕਰਦੇ ਹੈ। ਗਲਤ ਗਲਾ ਕਰਕੇ ਖਤਰੇ ਵਿਚ ਫਸਦੇ ਹਾਂ। ਘਰ ਵਿੱਚ ਮਾਂ ਪੇ ਨਾਲ ਗੱਲ ਕਰਨ ਦਾ ਸਮਾਂ ਨਹੀਂ ਉਨ੍ਹਾਂ ਦੇ ਭੇਣ ਭਰਾ ਉਨਾ ਨਾਲ ਲੜਦੇ ਹਨ ਦੋਸਤੀ ਕਰਕੇ ਗੱਲਾਂ ਨਹੀਂ ਕਰਦੇ। ਮਾਪਿਆਂ ਤਾਂ ਬੱਚਿਆਂ ਨੂੰ ਦੱਸਣਾ ਹੈ ਕਿ ਮੋਬਾਲ ਫੋਨ ਮਾੜਾ ਹਾ ਅਤੇ ਮਾਂ ਪੇ ਬੱਚਿਆਂ ਨੂੰ ਦੇਖਣਾ ਹੈ ਕਿ ਉਹ ਕੀ ਕਰਦੇ ਹਾ ਤਾਂ ਦੱਸਣਾ ਕਿ ਉਹ ਮੋਬਾਲ ਫੋਨ ਘੱਟ ਕਰਨ ਅਤੇ ਠਕਿ ਕਰਨ।

Summary 4: 90 words – AO3 2/5

ਪੰਜਾਬ ਵਿੱਚ ਮੋਬਾਲ ਫੋਨ ਵਰਤਦੇ ਹਾ ਤੇ ਸਮਾਂ ਖਰਾਬ ਕਰਦੇ। ਪੜ੍ਹਾਈ ਦਾ ਨੁਕਸਾਨ ਕਰ ਹੋ ਜਾਂਦਾ। ਉਹ ਗਦੀਆਂ ਚੀਜ਼ਾਂ ਦੇਖਦੇ ਅਤੇ ਖਰਾਬ ਹੋ ਜਾਂਦੇ ਹਾ। ਗਲਤ ਗਲਾ ਕਰਦੇ ਮੋਬਾਲ ਫੋਨ ਤੇ ਦੇਖ ਕੇ ਫੇ ਖਤਰਾ ਹੋ ਜਾਂਦਾ ਹਾਂ। ਘਰ ਵਿੱਚ ਮਾਂ ਪੇ ਨਾਲ ਗੱਲ ਕਰਨ ਸਮਾਂ ਨਹੀਂ ਪਣ ਪਰਾ ਨਾਲ ਲੜਦੇ ਹਨ ਕਰਕੇ ਗੱਲਾਂ ਨਹੀਂ ਕਰਦੇ। ਸਾਰੇਆਂ ਨੂੰ ਦੱਸਣਾ ਮੋਬਾਲ ਫੋਨ ਮਾੜਾ ਹਾ ਅਤੇ ਮਾਂ ਪੇ ਬੱਚਿਆਂ ਨੂੰ ਦੇਖਣਾ ਹੈ ਕੀ ਕਰਦੇ ਹਾ ਮੋਬਾਲ ਤੇ ਗਦੀਆ ਚੀਜ਼ਾ ਨਹਿਮਿ ਦਕਦਾ ਤਾਂ ਦਸਣੇ ਕਿ ਉਹ ਮੋਬਾਲ ਫੋਨ ਅਤੇ ਠਕਿ ਵਰਤ ਕਰਨ।

Summary 5: 90 words – AO3 1/5

ਮੋਬਾਲ ਪੰਜਾਬ ਫੋਨ ਵਿੱਚ ਹਾ ਵਰਤਦੇ ਤੇ ਸਮਾਂ ਕਰਦੇ ਖਰਾਬ। ਨੁਕਸਾਨ ਕਰਕੇ ਪੜ੍ਹਾਈ ਹੋ ਜਾਂਦਾ। ਉਹ ਦੇਖਦੇ ਗਦੀਆਂ ਖਰਾਬ ਅਤੇ ਹੋ ਚੀਜ਼ਾਂ ਜਾਂਦੇ ਹਾ। ਸਾਰੇ ਜਣੇ ਗਲਤ ਮੋਬਾਲ ਫੋਨ ਤੇ ਗਲਾ ਕਰਦੇ ਸ਼ਲੀਲ ਦੇਖ ਕੇ ਫੇ ਹੋ ਜਾਂਦਾ ਹਾਂ। ਮਾਂ ਪੇ ਨਾਲ ਗੱਲ ਘਰ ਵਿੱਚ ਕਰਨ ਨਹੀਂ ਪਣ ਪਰਾ ਨਾਲ ਲੜਦੇ ਹਨ। ਸਾਰੇਆਂ ਨੂੰ ਦੱਸਣਾ ਮੋਬਾਲ ਫੋਨ ਮਾੜਾ ਹਾ ਅਤ ਬਦ ਕਰਨ ਕਹਿਣਾ ਮਾਂ ਪੇ ਦੇਖਣਾ ਹੈ ਕੀ ਕਰਦੇ ਹਆ ਮੋਬਾਲ ਤੇ ਚੀਜ਼ਾ ਗਦੀਆ ਨਹਿਮਿ ਦਕਦਾ ਤਾਂ ਦਸਣੇ ਕਿ ਉਹ ਮੋਬਾਲ ਫੋਨ ਨਾ ਕਰਨ ਨਹੀ ਤਾ ਮੋਬਾਲ ਫੋਨ ਨਹੀਂ ਲੈ ਸਕਦਾ।

Section B

Question 5 Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling

Errors of spelling will not be tolerated.

Verb endings and verb forms must be correct.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
5	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	When they are around	ਲਗਭਗ	
2	the age of twenty	ਵੀਹ ਸਾਲ ਦੇ	
3	young Panjabis	ਜਵਾਨ ਪੰਜਾਬੀ ਲੋਕ	ਲੋਕ
4	are at a key stage	ਮੁੱਖ ਪੜਾਅ ਤੇ ਹੁੰਦੇ ਹਨ	
5	in their lives	ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਦੇ	
6	as they transition into adulthood	ਜਦ ਉਹ ਬਾਲਗ ਬਣ ਜਾਂਦੇ ਹਨ	ਵੱਡੇ
7	and take their place	ਆਪਣਾ ਸਥਾਨ ਹਾਸਲ ਕਰਦੇ ਹਨ	
8	in Panjabi society.	ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ	
9	The Great	ਮਹਾਨ	ਮੰਦਾ
10	Recession	ਮੰਦਵਾੜੇ	

11	has focused the attention	ਨੇ ਧਿਆਨ ਖਿੱਚਿਆ ਹੈ	
12	of many politicians	ਕਈ ਸਿਆਸਤਦਾਨਾਂ ਦਾ	ਲੀਡਰ
13	on the challenges	ਚੁਣੌਤੀਆਂ ਵੱਲ	ਸਮੱਸਿਆਵਾਂ
14	these young people face	ਇਨ੍ਹਾਂ ਜਵਾਨ ਲੋਕਾਂ ਨੂੰ ਆਉਣ ਵਾਲੀਆਂ	
15	when entering employment.	ਜਦੋਂ ਰੁਜ਼ਗਾਰ ਸ਼ੁਰੂ ਕਰਦੇ ਹਨ	
16	Unemployment can mean	ਬੇਰੁਜ਼ਗਾਰੀ ਕਰਕੇ	
17	that young Panjabis	ਜਵਾਨ ਪੰਜਾਬੀ ਲੋਕਾਂ ਨੂੰ	
18	are at a greater risk	ਜ਼ਿਆਦਾ ਜੋਖਮ ਹੋ ਸਕਦਾ ਹੈ	ਖਤਰੇ ਵਿੱਚ
19	of poverty	ਗਰੀਬੀ ਵਿੱਚ ਪੈਣ ਦਾ	
20	and they can even become involved	ਅਤੇ ਉਹ ਸ਼ਾਮਲ ਵੀ ਹੋ ਸਕਦੇ ਹਨ	
21	in criminal behaviour as a consequence.	ਜ਼ੁਰਮੀ ਵਿਹਾਰ ਵਿੱਚ	ਬੁਰੇ
22	All young people	ਸਾਰੇ ਜਵਾਨ ਲੋਕਾਂ ਨੂੰ	ਲੋਕਾਂ ਨੂੰ
23	should be	ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ	ਦੱਸਣਾ
24	encouraged	ਉਤਸ਼ਾਹਿਤ	
25	to participate	ਹਿੱਸਾ ਲੈਣ ਲਈ	
26	in the politics of	ਰਾਜਨੀਤੀ ਵਿੱਚ	
27	their own country	ਆਪਣੇ ਦੇਸ਼ ਦੀ	
28	so that	ਤਾਂ ਕਿ	
29	their voice	ਉਨ੍ਹਾਂ ਦੇ ਵਿਚਾਰ	ਅਵਾਜ਼
30	can be heard.	ਸੁਣੇ ਜਾ ਸਕਣ	

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

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 200 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 1

Mark	AO1
9-10	<p>Very good evaluation of the source</p> <p>The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p>
7-8	<p>Good evaluation of the source</p> <p>Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p>
5-6	<p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
3-4	<p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
1-2	<p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
0	<p>The student produces nothing worthy of credit.</p>

Assessment Objective 2

Mark	AO2
9-10	<p>Very good evaluation of the source</p> <p>The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions</p>
7-8	<p>Good evaluation of the source</p> <p>Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p>
5-6	<p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
3-4	<p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
1-2	<p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
0	<p>The student produces nothing worthy of credit.</p>

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.

Indicative content multi-skill task essay

- The historical tradition of the dowry system (AO1)
- Relationships have less value, financial greed is more important (AO1)
- Positive changes in people's attitude and behaviour (AO1)
- The changing attitude of girls and their increasing self-esteem (AO1)
- Minority cause dowry issues (AO1)
- Inequality between boys and girls (AO2)
- Issue of dowries has greater impact on poorer elements of society (AO2)
- Financial burden of dowry system (AO2)
- Educational opportunities for girls have had an important impact (AO2)
- Government actions to deal with dowry issues (AO2)

