



A-level
PANJABI
7682/2

Paper 2 Writing

Mark scheme

June 2020

Version: 1.0 Final



6 A 2 0 7 6 8 2 / 2 / M S

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 Examiner.

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

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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 genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity (as in *si* sentences)
 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.

The above examples are neither prescriptive nor exhaustive.

AO4	
17–20	Excellent critical and analytical response to the question set 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.
13–16	Good critical and analytical response to the question set 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.
9–12	Reasonable critical and analytical response to the question set 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.
5–8	Limited critical and analytical response to the question set 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.
1–4	Very limited critical and analytical response to the question set 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.
0	The student produces nothing worthy of credit in response to the question.

Annotations for essay marking:

Tick = content point considered in award of AO4 mark

REP = repetition

? = unclear

IRRL = irrelevant

SEEN = examiner has seen the page (where no other annotations appear)

0 1

ਨੂਰੀ: ਬੁਟਾ ਸਿੰਘ ਸ਼ਾਦ

0 1 . 1

ਨੂਰੀ ਨਾਵਲ ਵਿੱਚ ਕੁੜੀਆਂ ਦੇ ਵਿਆਹ ਤੈਅ ਕਰਨ ਵਾਲੇ ਹਾਲਾਤ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਇਹ ਕਿਵੇਂ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿਚਲੀਆਂ ਬੁਰਾਈਆਂ ਦਰਸਾਉਂਦੇ ਹਨ।

[40 marks]

Indicative content

- A brief description of the situation when Sher Singh visits Noori's college and fixes her marriage with Jabarjang Singh and Noori's reaction.
- Analysis of Noori and Jabarjang Singh's mismatch, how they are different using examples from the novel such as:
 - Noori – an educated, very nice-looking girl; studies in the college; has respect for everyone; good at her education; liked by everyone at the college.
 - Jabarjang Singh – not very handsome; uneducated; interested in arms and violence; described as being brave; has had a number of fights.
- Analysis of the circumstance in which Sher Singh re-fixes Noori's marriage:
 - the circumstances of this second fixture with Jabajang's father following Jabarjang's death; age gap; social and financial status in society; Noori having no say in both fixtures.
 - justification of Sher Singh's action, as Noori's father, being the instigator of this social problem.
- In conclusion, justifying how the vicious aspects of Panjabi society are demonstrated, giving examples, eg the social problems encountered in these circumstances:
 - mismatch
 - education
 - social status
 - financial position
 - everyone's viewpoints
 - Sher Singh's motive – not Noori's happiness but social status and personal gain at the cost of this
 - age gap
 - Sher Singh's forced decision and threats etc.

The above is not exhaustive.

0 1 . 2

‘ਜੇ ਪੰਜਾਬ ਦੀ ਹਰ ਇੱਕ ਧੀ ਦਾ ਪਿਤਾ ਜਗਤਾਰ ਸਿੰਘ ਵਰਗਾ ਹੋਵੇ ਤਾਂ ਪੰਜਾਬੀ ਸਮਾਜ ਹੀ ਬਦਲ ਜਾਵੇਗਾ।’
ਇਸ ਕਥਨ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement and introduction of Jagtar Singh as an ideal father to Noori, (even if he is her uncle).
- Jagtar Singh as a father who has time for Noori and having a very strong bond with her, and Noori's insistence that he is her father and not Sher Singh as he has raised her by performing the duties of a good father from her childhood.
- Jagtar Singh supporting Noori to get into college and making the arrangement against his younger brother's will.
- Noori's desire to share all information with Jagtar Singh; Jagtar Singh's efforts and desire to get Noori married to her boyfriend, Tejpal, behind his brother's back in order to do justice for Noori.
- Jagtar Singh's vision regarding Tejpal not being rich and not having status; his desire to give him his share of land and arranging Noori's marriage with Tejpal.
- In conclusion, justifying their evaluation of the statement, eg Jagtar Singh being an ideal father as he keeps Noori's interest and wellbeing at the forefront of his decisions, and he always listens to Noori and how this might impact on changing society.

The above is not exhaustive.

0 2

ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ: ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਨੀਪਾਲ

0 2 . 1

‘ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ ਵਿੱਚ ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਨੀਪਾਲ ਸਮੱਸਿਆ ਪੇਸ਼ ਕਰਨ ਦੇ ਨਾਲ ਨਾਲ ਉਸ ਦੇ ਹੱਲ ਲਈ ਸੁਝਾਅ ਵੀ ਬਹੁਤ ਚੰਗੇ ਢੰਗ ਨਾਲ ਦਿੰਦਾ ਹੈ।’ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the two stories and the characters they have chosen for representation in their essay.
- Analysis of how the two stories they have chosen represent the problems, with examples to illustrate this.
- Analysis of how the storywriter uses characters, plot and incidents to represent the social problems of the common people in Panjabi society with examples.
- Evaluation of how successfully the author has managed to solve the problems through plot development, characters, circumstances and suggestions with examples.
- In conclusion, justifying their evaluation of the statement as to what extent the stories studied do represent the problems fairly and how the solutions from them can be justified.

The above is not exhaustive.

0 2 . 2

‘ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ ਵਿੱਚ ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਨੀਪਾਲ ਨਾਰੀ ਨੂੰ ਕਮਜ਼ੋਰ ਨਹੀਂ ਸਗੋਂ ਨਿਡਰ ਬਣਾ ਕੇ ਪੇਸ਼ ਕਰਦਾ ਹੈ।’ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਵਿਚਾਰ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the two stories and the characters they have chosen for representation in their essay.
- Analysis of how the author presents the female characters in his stories, with examples of circumstances.
- Justifying, with examples of issues presented in the stories, how female characters’ reactions demonstrate bravery.
- Justifying to what extent the author has portrayed female characters being brave rather than weak.
- In conclusion, justifying their evaluation of the statement as to how the author has represented women as being courageous not weak in the stories studied.

The above is not exhaustive.

0 3

ਸਾਵੇ ਪੱਤਰ : ਮੋਹਨ ਸਿੰਘ

0 3 . 1

‘ਮੋਹਨ ਸਿੰਘ ਦੀ ਕਵਿਤਾ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਦੀ ਹੋਈ ਮਨੁੱਖ ਨੂੰ ਬਦਲਾਅ ਲਿਆਉਣ ਲਈ ਪ੍ਰੇਰਦੀ ਹੈ।’ ਇਸ ਵਿਚਾਰ ਦਾ ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying their two chosen poems for discussion and how the content of those poems presents the feelings of love.
- Analysis of the emotions expressed in the chosen poems; how the author expresses these different emotions to bring about change in Panjabi society, with examples.
- Analysis of the impact on the reader of the emotions and viewpoints, expressed in the chosen poems, to change for the better.
- In conclusion, justifying their evaluation of the statement as to how successful the author has been, in the poems studied, in motivating the reader, through the emotion of love, to persuade them to bring about change.

The above is not exhaustive.

03.2

‘ਮੋਹਨ ਸਿੰਘ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਔਰਤ ਦੀ ਸੁੰਦਰਤਾ ਦਾ ਵਰਣਨ ਕਰਦਾ ਹੋਇਆ ਸਮਾਜ ਵਿੱਚ ਉਸ ਨਾਲ ਹੋ ਰਹੀਆਂ ਵਧੀਕੀਆਂ ਦੀ ਨਿੰਦਾ ਕਰਦਾ ਹੈ।’ ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the two poems for discussion about the beauty of woman.
- Discussion of the circumstances in which the poet portrays the beauty in his poems such as ‘ਗੁਲੇਲੀ’ and ‘ਸਿੰਧਣ’, and reaction to the problems portrayed and the status of women in Panjabi society.
- Analysis of how the poet has criticised the circumstances and the problems the women face in his view, eg ‘ਗੁਲੇਲੀ’ lives in deprivation and how ‘ਸਿੰਧਣ’ is treated following her husband’s death.
- In conclusion, justifying their evaluation of the statement as to how successful the author has been in portraying and conveying these main messages in the poems studied.

The above is not exhaustive.

0 4

ਅਸਾਂ ਨੂੰ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

0 4 . 1

‘ਇਸ ਫਿਲਮ ਦੇ ਪਾਤਰ ਪੰਜਾਬ ਵਿੱਚ ਰਹਿੰਦੇ ਪੰਜਾਬੀਆਂ ਦਾ ਲਾਲਚ ਦਰਸਾਉਂਦੇ ਹਨ।’ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement.
- Reference is made to how Deep Dhillon lives in the Punjab as a rich farmer – expressing the support he gets from his brother in Canada and the social status he has gained for the family, due to his brother’s support in comparison with other people in his village and area.
- Discussion about how Deep’s wife gets greedy and Deep wanting his brother to go back to Canada so that he can possess all his belongings in the Punjab.
- Analysis of Deep’s action to bribe the revenue clerk to make Kanwaljit’s life a misery so that he leaves the Punjab; comments on the corrupt infrastructure in the Punjab.
- Evaluation of the extent to which the issue of greed represented in the film is typical of Panjabi people’s relatives living in the Punjab and how real the presentation of this issue is in the film.
- In conclusion, justifying their evaluation of the statement as to how greed in the Punjab has been presented.

The above is not exhaustive.

04.2

‘ਇਹ ਫਿਲਮ ਪੰਜਾਬੀਆਂ ਦੇ ਰਿਸ਼ਤਿਆਂ ਵਿੱਚ ਪੈ ਰਹੀ ਤਰੇੜ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ।’ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement.
- Reference to Kanwaljit Dhillon’s relationships with his family, home, the village and his sister in law’s desire to grab everything.
- How Deep Dhillon plays a trick on his brother to grab all of the land and his house, while Kanwaljit has true love for the family.
- Discussion about how Kanwaljit Dhillon is worried that, whilst living in Canada, his children are losing out on their relatives and culture, whilst his brother and his wife do not care about the relationships but care about taking over his land and his house.
- In conclusion, justifying their evaluation of the statement as to the extent to which the film has been successful in terms of showing the problems that Panjabi people have, whilst living abroad, about their land and properties and losing their relatives as they become greedy.

The above is not exhaustive.

0 5

ਜੱਟ ਤੇ ਜੁਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

0 5 . 1

‘ਇਹ ਫਿਲਮ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਨੂੰ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾ ਕੇ ਪੇਸ਼ ਆਉਣ ਵਾਲੀਆਂ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਸੁਚੇਤ ਕਰਦੀ ਹੈ।’ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement.
- Discussion of the problems faced by young Panjabi people moving to other countries, such as the language barrier, law and order of the country, challenging lifestyle and importance of time to go to work, etc.
- Identification of problems faced by ‘Shantty’ who is keen to settle in Canada; being in a different country; (with examples).
- Analysis of the importance of adapting to the culture of the country with examples of how the police officers do their duty to serve the people, demonstrating different attitudes.
- In conclusion, justifying their evaluation of the statement as to how the incidents in the film send a strong message to make people aware of the problems faced by young Panjabi people settling in other countries, eg employment, family life, integration etc.

The above is not exhaustive.

0 5 . 2

‘ਇਸ ਫਿਲਮ ਰਾਹੀਂ ਪੰਜਾਬ ਅਤੇ ਕੈਨੇਡਾ ਦੀ ਪੁਲਿਸ ਦੇ ਕੰਮ ਕਰਨ ਦੇ ਵੱਖਰੇ ਵੱਖਰੇ ਢੰਗ ਪੇਸ਼ ਕੀਤੇ ਗਏ ਹਨ ?
ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement.
- Identification of the shortfalls of police in the Punjab and representation of Fateh Singh as a corrupt police officer who wants to get promotion at any cost; other incidents in the film showing the selfishness of some police officers.
- Discussion about corruption and the infringement of human rights by some Panjabi police officers and its impact on ordinary people.
- Discussion of how Canadian police officers are shown as law abiding and doing their duty to serve people, with examples of incidents portrayed in the film.
- In conclusion, justifying their evaluation of the statement as to the extent to which the film has been successful in terms of showing the differences and by suggesting what sort of things the Panjabi police could learn from the Canadian police and what they can adapt to change their image to serve the Panjabi people.

The above is not exhaustive.