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A-level  
PANJABI  
7682/2

Paper 2 Writing

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Mark scheme

June 2021

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Version: 1.0 Final

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](http://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.

<b>AO3</b>	
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.

<b>AO4</b>	
17–20	<p><b>Excellent critical and analytical response to the question set</b></p> <p>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.</p>
13–16	<p><b>Good critical and analytical response to the question set</b></p> <p>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.</p>
9–12	<p><b>Reasonable critical and analytical response to the question set</b></p> <p>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.</p>
5–8	<p><b>Limited critical and analytical response to the question set</b></p> <p>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.</p>
1–4	<p><b>Very limited critical and analytical response to the question set</b></p> <p>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.</p>
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 : ਬੂਟਾ ਸਿੰਘ ਸ਼ਾਦ

0 1 . 1

ਇਸ ਨਾਵਲ ਵਿੱਚ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਨੌਜਵਾਨ ਮੁੰਡੇ ਅਤੇ ਕੁੜੀਆਂ ਵਿੱਚ ਅਸਮਾਨਤਾਵਾਂ ਪੇਸ਼ ਕਰਨ ਵਾਲੀਆਂ ਘਟਨਾਵਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

**[40 marks]****Indicative content**

- A brief description of the issue(s) portrayed in the novel.
- Analysis of equality in terms of daily life in the novel.
- Importance of equality in educational opportunities and analysis of Noori's start at college.
- Equalities in decision making such as marriage/girls' opinions/treatment of females by the male characters.
- Portrayal of male predominance in society as portrayed in the novel.
- Analysis of the circumstance in which Noori is forced to marry Jabarjang Singh and then his father, which is a mismatch.
- Concluding statement detailing the justification for their analysis of the incidents, with brief examples.

The above is not exhaustive. Accept any other reasonable, valid response.

0 1 . 2

‘ਸ਼ੇਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਮਾਜ ਦੀਆਂ ਬਹੁਤ ਸਾਰੀਆਂ ਬੁਰਾਈਆਂ ਪੇਸ਼ ਕਰਦਾ ਹੈ।’ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ?

[40 marks]

**Indicative content**

- Sher Singh and his court cases – the portrayal of social issues associated with his character.
- Issue of status in Panjabi culture – land, arms and manpower.
- How his parental duties are ignored and the lifestyle he leads.
- Promotion of arms and fights between landlords – the culture this engenders.
- Forced marriage because of the greed for money and status.
- Not having time for children and/or not listening to his own daughter.
- Concluding statement to justify their examination of how the author has represented the social problems of Panjabi society, with brief examples.

The above is not exhaustive. Accept any other reasonable, valid response.

**0 2** ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ : ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ

**0 2 . 1** ‘ਇਸ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚ ਕਹਾਣੀਕਾਰ ਛੋਟੀਆਂ ਛੋਟੀਆਂ ਘਟਨਾਵਾਂ ਨਾਲ ਪਾਠਕ ਦਾ ਧਿਆਨ ਵੱਡੇ ਮਸਲਿਆਂ ਤੇ ਕੇਂਦਰਿਤ ਕਰਦਾ ਹੈ।’ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਮੁਲਾਂਕਣ ਕਰੋ ਕਿ ਲੇਖਕ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨ ਵਿੱਚ ਕਿੰਨਾ ਕੁ ਸਫਲ ਹੋਇਆ ਹੈ।

**[40 marks]**

**Indicative content**

- Acknowledgement of the statement, identifying their **two** stories and the incidents they have chosen for representation.
- Analysis of how the **two** stories they have chosen represent the issues through using small incidents.
- Identification of issues presented and analysis of how the author uses the incidents to highlight the issues.
- Evaluation of how successfully the author has managed to present the issues through incidents in their chosen stories.
- Justification of the statement analysing how clearly the author has put his point across to the readers.
- Concluding statement to justify whether they agree/disagree, with brief examples of the issues presented.

The above is not exhaustive. Accept any other reasonable, valid response.



**0 2 . 2**

‘ਇਸ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਵਿੱਚ ਕਹਾਣੀਕਾਰ ਨੇ ਪੰਜਾਬ ਦਾ ਪੇਂਡੂ ਜੀਵਨ ਹੂ-ਬਹੂ ਪੇਸ਼ ਕੀਤਾ 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 their **two** stories and the characters they have chosen for representation.
- Examples of their examination of a variety of incidents, and the circumstances in which the stories are written; whether they represent Panjabi village culture.
- Justifying, using examples of situations presented in the stories, how these relate to real Panjabi village life as portrayed in the stories.
- Justifying to what extent the author has portrayed the picture of a Panjabi village, its life and past etc.
- Examining the situations and characters representing daily life in Panjabi culture as portrayed in the stories.
- Concluding statement to justify their examination of how the author has represented the reality of village life overall in his stories.

The above is not exhaustive. Accept any other reasonable, valid response.

**0 3** ਸਾਵੇ ਪੱਤਰ : ਮੋਹਨ ਸਿੰਘ

**0 3 . 1** ‘ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਉਸ ਦੇ ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਲਈ ਪਿਆਰ ਦੀ ਝਲਕ ਸਾਫ ਦਿਖਾਈ ਦਿੰਦੀ ਹੈ।’ ਇਸ ਵਿਚਾਰ ਦੀ ਪੁਸ਼ਟੀ ਕਰਨ ਲਈ ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦਾ 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 for the Punjab and Panjabi culture.
- Analysis of the emotions expressed in their chosen poems; the type of love portrayed and how clear it is.
- Analysis of the poems with examples to show at least **two** types of love portrayed in his poems.
- Analysis of how clearly the poet portrays emotion towards the Panjabi culture.
- Clear demonstration of the type of emotions presented in the poems of their choice.
- Concluding statement to justify their analysis of the poems studied as to how successful the poet has been, in portraying the sense of his emotions of love.

The above is not exhaustive. Accept any other reasonable, valid response.

**03.2**

‘ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਉਸ ਦਾ ਜ਼ਿੰਦਗੀ ਦੀ ਅਸਲੀਅਤ ਪੇਸ਼ ਕਰਨ ਦਾ ਹੌਸਲਾ ਸਾਫ਼ ਦੇਖਿਆ ਜਾ ਸਕਦਾ 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 their **two** poems for the discussion of the reality of life portrayed.
- Discussion of the circumstances in which the poet portrays the incidents of real life in his poems.
- Analysis of how the poet relates the issues portrayed in his poems with real life.
- Examination of the situations of real life in the poems with comments – how real are these in the poet’s presentation.
- Comment on the emotion of presenting real life in his poems, with examples from their **two** chosen poems.
- Concluding statement to justify their evaluation of the viewpoint as to how successful the poet has been in portraying real life in the poems.

The above is not exhaustive. Accept any other reasonable, valid response.

0 4

ਅਸਾਂ ਿ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

0 4 . 1

‘ਇਸ ਫਿਲਮ ਵਿਚਲੀਆਂ ਵੱਖ ਵੱਖ ਘਟਨਾਵਾਂ ਨਾਲ ਪ੍ਰਵਾਸੀ ਪੰਜਾਬੀਆਂ ਦੀ ਆਪਣੇ ਵਤਨ ਤੇ ਮਾਣ ਕਰਨ ਦੀ ਭਾਵਨਾ ਤੇ ਬਹੁਤ ਵੱਡੀ ਸੱਟ ਵੱਜਦੀ ਹੈ।’ ਇਸ ਵਿਚਾਰ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

**[40 marks]****Indicative content**

- Acknowledgement of Panjabi people living abroad, their pride and love for their homeland and their desire to go back.
- Discussion of the difference in the viewpoint of young Panjabi people regarding going back to the Punjab to live there.
- Reference to the changed attitude and thinking of people living in the Punjab.
- Analysis of their relatives’ love for their money and property and the desire to possess that – how relationships break down over their properties.
- Examination of the disappointment of Panjabi people living abroad in the services from government officers and the issue of bribery.
- Explanation of the heart breaking situation of Panjabi people living abroad.
- Concluding statement, with examples, to justify their viewpoint of whether/how the incidents hurt the natural pride of Panjabi people living abroad, with brief examples.

The above is not exhaustive. Accept any other reasonable, valid response.

0 4 . 2

‘ਇਸ ਫਿਲਮ ਦਾ ਸੰਗੀਤ ਹਰੇਕ ਦ੍ਰਿਸ਼ ਲਈ ਢੁਕਵਾਂ ਹੈ।’ ਇਸ ਵਿਚਾਰ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

**[40 marks]**

**Indicative content**

- Acknowledgement of the statement with comments on the quality of the music and its relevance to each scene.
- Reference to the promotion of traditional dance as a significant characteristic of the Panjabi culture in the film.
- Examination of the festivals celebrated and the music played at the parties in the film.
- Explanation of the portrayal and promotion of Panjabi culture through music on the University campus.
- Discussion of the use of music on different occasions, including sad occasions, for example when the separation of the two brothers is being discussed, and its impact on viewers.
- Analysis of the impact of the music of the title song sung at the end of the film, bringing everyone together and taking pride in their homeland.
- Concluding statement to justify their viewpoint of the appropriateness of the music in each scene, with brief examples.

The above is not exhaustive. Accept any other reasonable, valid response.

**0 5** ਜੱਟ ਤੇ ਜੁਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

**0 5 . 1** ਇਸ ਫਿਲਮ ਵਿਚਲੀਆਂ ਘਟਨਾਵਾਂ ਦੀ ਜਾਂਚ ਕਰਦੇ ਹੋਏ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਦੀ ਆਪਣੇ ਸਭਿਆਚਾਰ ਵਿੱਚ ਹੀ ਵਿਆਹ ਕਰਵਾਉਣ ਦੀ ਮਹੱਤਤਾ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

**[40 marks]**

**Indicative content**

- Acknowledgement of the statement regarding their viewpoint as to whether the film does encourage young Panjabi people to get married within their own culture.
- Discussion of the problems young Panjabi people face when they choose to marry someone from a different culture.
- Examination of the problems faced by couples whose partners are from different cultures.
- Analysis of the importance of adapting to the culture and family life, including barriers faced.
- Justification of the importance and advantages of getting married in their own Panjabi culture, with examples.
- Concluding statement to justify their evaluation in comparison with love marriages in real life, especially when the young people are living in different cultures.

The above is not exhaustive. Accept any other reasonable, valid response.

**0 5 . 2** ਇਸ ਫਿਲਮ ਵਿਚਲੀਆਂ ਘਟਨਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਨਾਇਕ ਦਾ ਹਾਸੇ-ਮਜ਼ਾਕ ਵਾਲਾ ਸੁਭਾਅ ਉਸ ਨੂੰ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਨੂੰ ਹੱਲ ਕਰਨ ਵਿੱਚ ਕੀ ਮਹੱਤਤਾ ਰੱਖਦਾ ਹੈ ?

**[40 marks]**

**Indicative content**

- Acknowledgement of the statement with examples of serious incidents.
- Examination of the portrayal of the Panjabi police's image – stealing the goods of their seniors while a woman comes to report the theft of her purse.
- Reference to the situations when the hero resolves his issues in daily life as a policeman.
- Discussion about the way he treats his fellow female police officer, with examples of his funny nature.
- Explanation of his phone conversation with his senior police officer to seek advice and picking up the points made.
- Justification of the way he persuades his fellow female officer in Canada not to get married to her boyfriend from a different culture.
- Concluding statement to justify whether they think he resolved the issues in an amusing way or not.

The above is not exhaustive. Accept any other reasonable, valid response.