



A-level
PANJABI
7682/1

Paper 1 Reading and Writing

Mark scheme

July 2022

Version: 1.0 Final



2 2 6 A 7 6 8 2 / 1 / 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.

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Reading tests

General principles of marking

Follow the mark scheme as set out.

Answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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 target language. A separate assessment of spelling, punctuation and grammar is not required 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 student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section, eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. The following general principles should be applied in relation to answers in the target language:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. This means that even if the spelling error results in the creation of a word in another language including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Section A Reading and Translation (Questions 1–5)

Comprehension questions to be answered in target language (Assessment Objective 2 only).

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.

Summary question (AO2 and AO3)

Qu	Accept	Mark	Notes
01.1	ਕਿਉਂਕਿ ਅੱਜ ਕੱਲ੍ਹ ਹੱਥ ਦਾ ਕੰਮ ਫੈਸ਼ਨ ਜਗਤ ਵਿੱਚ ਪ੍ਰਚਲਿਤ ਹੈ।	1	

Qu	Accept	Mark	Notes
01.2	ਅੱਜ ਕੱਲ੍ਹ ਫੁਲਕਾਰੀ ਸਜਾਵਟ ਦੇ ਸਾਮਾਨ / ਡਿਜ਼ਾਈਨਰ ਪੁਸ਼ਾਕਾਂ ਦੇ ਰੂਪ ਵਿੱਚ ਪ੍ਰਸਿੱਧ ਹੋ ਰਹੀ ਹੈ।	1	Award one mark if the candidates list any two of these décor accent items – cushion covers, table clothes, wall hangings / designer clothing

Qu	Accept	Mark	Notes
01.3	ਪਹਿਲਾਂ 52 ਕਿਸਮ ਦੇ ਫੁਲਕਾਰੀ ਦੇ ਟਾਂਕੇ ਹੁੰਦੇ ਸਨ, ਪਰ ਹੁਣ ਇੰਨੀਆਂ ਕਿਸਮਾਂ ਦੀ ਕਾਰੀਗਰੀ ਬਹੁਤ ਘੱਟ ਲੋਕ ਕਰ ਸਕਦੇ ਹਨ।	1	

Qu	Accept	Mark	Notes
01.4	<ul style="list-style-type: none"> • ਤਨੂ ਨੇ ਆਧੁਨਿਕ ਸ਼ੈਲੀ ਦੀਆਂ ਫੁਲਕਾਰੀ ਪੁਸ਼ਾਕਾਂ ਬਣਾਉਣੀਆਂ ਸ਼ੁਰੂ ਕੀਤੀਆਂ (ਜੋ ਕਿ ਜਵਾਨ ਔਰਤਾਂ ਆਸਾਨੀ ਨਾਲ ਪਾ ਕੇ ਕੰਮ ਕਰ ਸਕਣ) • ਤਨੂ ਨੇ ਸੂਟ, ਸਾੜੀਆਂ ਜਾਂ ਲਹਿੰਗੇ ਫੁਲਕਾਰੀ ਦੀ ਕਢਾਈ ਵਾਲੇ ਬਣਾਏ। 	1	Candidates can give a response corresponding to either of the two bullet points

Qu	Accept	Mark	Notes
01.5	ਹੁਣ ਨੌਜਵਾਨ ਮਰਦ ਵੀ ਫੁਲਕਾਰੀ ਦੀ ਕਢਾਈ ਵਾਲੇ ਕੱਪੜੇ ਪਾਉਂਦੇ ਹਨ (ਜੋ ਕਿ ਡਿਜ਼ਾਈਨਰ ਮਨੀਸ਼ ਮਲਹੋਤਰਾ ਤੋਂ ਪ੍ਰੇਰਿਤ ਹਨ।)	1	

Qu	Accept	Mark	Notes
01.6	ਪੇਚੀਦਾ	1	

Qu	Accept	Mark	Notes
01.7	ਆਧੁਨਿਕ (ਆਧੁਨਿਕ ਸ਼ੈਲੀ ਦੀਆਂ)	1	

Qu	Accept	Mark	Notes
01.8	ਮਸ਼ਹੂਰ	1	

Summary question (AO2 and AO3)

Qu 02	Key idea	Mark	Notes
Bullet 1	<ul style="list-style-type: none"> ਅਫ਼ਰੀਕਾ ਤੋਂ ਛੁੱਟੀਆਂ ਤੇ ਆਏ ਪ੍ਰਵਾਸੀਆਂ ਵੱਲੋਂ ਲਿਆਏ ਮਹਿੰਗੇ ਅਤੇ ਆਸਾਨੀ ਨਾਲ ਨਾ ਮਿਲਣ ਵਾਲੇ ਤੋਹਫੇ ਦੇਖ ਕੇ । ਚੰਗੀਆਂ ਨੌਕਰੀਆਂ ਮਿਲਣ ਅਤੇ ਵਧੇਰੇ ਪੈਸੇ ਕਮਾਉਣ ਦੇ ਮੌਕੇ ਹੋਣ ਕਰਕੇ । ਵਿਆਹ ਲਈ ਚੰਗੇ ਰਿਸ਼ਤੇ ਆਉਣ ਕਰਕੇ । 	3	One mark for each point.
Bullet 2	<ul style="list-style-type: none"> ਲੇਖਕ ਦੇ ਫੁਰਤੀਲੇ ਦਿਮਾਗ ਵਿੱਚ ਸਾਹਸੀ ਕਾਰਨਾਮੇ ਕਰਨ / ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਸੰਵਾਰਨ ਦੇ ਮੌਕੇ ਭਾਲਣ ਦੀ ਤਾਂਘ ਪੈਦਾ ਹੋਈ (ਜੋ ਜ਼ਿੰਦਗੀ ਦਾ ਐਸਾ ਮੁੱਖ ਕਦਮ ਲੈਣ ਨਾਲ ਹੁੰਦਾ ਹੈ ।) ਉਹ ਇੱਕ ਵਿਜੇਤਾ / ਨਵੀਨ ਆਵਿਸ਼ਕਾਰੀ ਹੋਣ ਦੇ ਸੁਪਨੇ ਲੈਣ ਲੱਗ ਪਿਆ । 	2	One mark for each point.
Bullet 3	<ul style="list-style-type: none"> ਉਸ ਨੇ ਟੈਲੀਗ੍ਰਾਫੀ / ਰੇਲਵੇ ਕਲੱਰਕ ਦੀ ਨੌਕਰੀ ਕੀਤੀ । ਕਿਉਂਕਿ ਟੈਲੀਗ੍ਰਾਫੀ ਇੱਕ ਅਨਮੋਲ ਪ੍ਰਬੰਧਕੀ ਯੋਗਤਾ ਮੰਨੀ ਜਾਂਦੀ ਸੀ । ਤਾਂ ਕਿ ਪਿੱਛੇ ਆਰਥਿਕ ਹਲਾਤਾਂ ਨਾਲ ਜੂਝ ਰਹੇ ਆਪਣੇ ਪਰਿਵਾਰ ਨੂੰ ਪੈਸੇ ਭੇਜ ਕੇ ਉਨ੍ਹਾਂ ਦੀ ਮਦਦ ਕਰ ਸਕੇ । 	2	<p>Bullet point 1 answers the question ‘what’ kind of job he took up.</p> <p>Bullet points 2 and 3 answers ‘why’.</p> <p>So candidates need to list point 1 and either of the other two points.</p>

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 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 AO2 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 AO2 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 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.

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: 89 words – AO3 5/5

ਛੁੱਟੀਆਂ ਤੇ ਆਏ ਪ੍ਰਵਾਸੀਆਂ ਵੱਲੋਂ ਲਿਆਂਦੇ ਗਏ ਮਹਿੰਗੇ ਤੋਹਫ਼ਿਆਂ ਨੂੰ ਦੇਖ ਕੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਣ ਲਈ ਉਤਾਵਲੇ ਹੁੰਦੇ ਸਨ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਚੰਗੀਆਂ ਨੌਕਰੀਆਂ ਮਿਲਣ ਦੇ ਮੌਕੇ ਸਨ ਅਤੇ ਇਸ ਨਾਲ ਵਿਆਹ ਦੇ ਚੰਗੇ ਰਿਸ਼ਤੇ ਵੀ ਆਉਂਦੇ ਸਨ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਵਸਣ ਦਾ ਫ਼ੈਸਲਾ ਕਰਨ ਤੋਂ ਬਾਅਦ ਲੇਖਕ ਅੰਦਰ ਸਾਹਸੀ ਕਾਰਨਾਮੇ ਕਰਨ ਦੀ ਤਾੱਘ ਪੈਦਾ ਹੋਈ ਅਤੇ ਉਹ ਇੱਕ ਵਿਜੇਤਾ ਹੋਣ ਦੇ ਸੁਪਨੇ ਲੈਣ ਲੱਗ ਪਿਆ। ਉਸ ਨੇ ਟੈਲੀਗ੍ਰਾਫ਼ੀ ਸਿੱਖ ਕੇ ਰੇਲਵੇ ਕਲਰਕ ਦੀ ਨੌਕਰੀ ਕੀਤੀ ਤਾਂ ਕਿ ਆਪਣੇ ਪਰਿਵਾਰ ਨੂੰ ਪੈਸੇ ਭੇਜ ਕੇ ਮਦਦ ਕਰ ਸਕੇ।

Summary 2: 82 words – AO3 4/5

ਪ੍ਰਵਾਸੀ ਮਹਿੰਗੇ ਤੋਹਫ਼ੇ ਲਿਆਂਦੇ ਸੀ ਤੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਣ ਲਈ ਲੁਭਾਵਿਤ ਹੁੰਦੇ ਸੀ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਚੰਗੀ ਨੌਕਰੀ ਮਿਲਦੀ ਸੀ ਅਤੇ ਵਿਆਹ ਦੇ ਚੰਗੇ ਰਿਸ਼ਤੇ ਵੀ ਇਸ ਲਈ ਉੱਥੇ ਵਸਣਾ ਲਾਭਦਾਇਕ ਸੀ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਵਸਣ ਦਾ ਫ਼ੈਸਲਾ ਕਰਨ ਤੋਂ ਬਾਅਦ ਲੇਖਕ ਅੰਡਰ ਜ਼ਿੰਦਗੀ ਸਵਾਰਣ ਦੀ ਤਾੱਘ ਹੋਈ ਅਤੇ ਨਵੀਨ ਅਵਿਸ਼ਕਾਰੀ ਹੋਣ ਦੇ ਸੁਪਨੇ ਲੈਣ ਲੱਗ ਪਿਆ। ਲੇਖਕ ਨੇ ਟੈਲੀਗ੍ਰਾਫ਼ੀ ਸਿੱਖ ਲਈ ਤੇ ਰੇਲਵੇ ਕਲਰਕ ਦੀ ਨੌਕਰੀ ਕੀਤੀ ਤਾਂ ਕਿ ਉਹ ਪੈਸਾ ਪੈਸਾ ਬਚਾ ਕੇ ਪਰਿਵਾਰ ਡੀ ਮਦਦ ਕਰ ਸਕੇ।

Summary 3: 60 words – AO3 3/5

ਮਹਿੰਗਾ ਤੋਹਫ਼ੇ ਦੇਖ ਕੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਣਾ ਚਾਹੁੰਦੇ ਸਨ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਚੰਗੀ ਨੌਕਰੀ ਮਿਲਦੇ ਸੀ। ਵਿਆਹ ਦੇ ਰਿਸ਼ਤੇ ਵੀ ਆਉਂਦੇ ਸਨ। ਅਫ਼ਰੀਕਾ ਵਸਣ ਦਾ ਫ਼ੈਸਲਾ ਕਰਨ ਤੋਂ ਬਾਅਦ ਉਹ ਸਾਹਸੀ ਕਾਰਨਾਮੇ ਦੀ ਤਾਂਘ ਪੈਦਾ ਹੋਇਆ। ਉਸ ਨੇ ਟੈਲੀਗ੍ਰਾਫ਼ੀ ਸਿੱਖ ਲਈ। ਰੇਲਵੇ ਕਲਰਕ ਦੀ ਨੌਕਰੀ ਕੀਤੀ। ਆਪਣੇ ਪਰਿਵਾਰ ਨੂੰ ਪੈਸੇ ਭੇਜਣ ਲਈ ਮਦਦ ਵਾਸਤੇ।

Summary 4: 54 words – AO3 2/5

ਮਹਿੰਗਾ ਤੋਹਫ਼ੇ ਲਿਆਂਦੇ ਦੇਖ ਕੇ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ ਜਾਣਾ ਚਾਹੁੰਦੇ ਸਿਰੇ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਚੰਗੀ ਨੌਕਰੀ ਮਿਲਦੇ ਸਿਰੀ। ਵਿਆਹ ਦੇ ਰਿਸ਼ਤੇ ਆਉਂਦੇ ਸਿਰੇ। ਅਫ਼ਰੀਕਾ ਜਾਣ ਦਾ ਫ਼ੈਸਲਾ ਕਰਨ ਤੋਂ ਬਾਅਦ ਉਹ ਬਹੁਤ ਸੁਪਨੇ ਦੇਖਦਾ ਸਿਰਾ। ਉਹ ਟੈਲੀਗ੍ਰਾਫ਼ੀ ਸਿੱਖਿਆ। ਰੇਲਵੇ ਕਲਰਕ ਦਾ ਨੌਕਰੀ ਕਿਤਾ। ਪਰਿਵਾਰ ਪੈਸੇ ਭੇਜਣ ਲਈ ਮਦਦ ਲਈ।

Summary 5: 27 words – AO3 1/5

ਵਿਦੇਸ਼ ਜਾਣ ਮਹਿੰਗੇ ਤੋਹਫ਼ਿਆਂ ਲਈ। ਅਫ਼ਰੀਕਾ ਵਿੱਚ ਚੰਗੀ ਨੌਕਰੀ। ਲੇਖਕ ਸੁਪਨੇ ਲੈਂਡੇ ਸੀ। ਰੇਲਵੇ ਕਲਰਕ ਦੀ ਨੌਕਰੀ ਕੀਟਾ। ਪਰਿਵਾਰ ਪੈਸੇ ਭੇਜ ਵਾਸਤੇ।

Comprehension questions (Assessment Objective 2)

Qu	Accept	Mark	Notes
03.1	ਆਮ ਤੌਰ ਤੇ ਲੋਕ ਫਿਲਮ ਨਿਰਮਾਤਾਵਾਂ ਨੂੰ ਸਿਰਫ਼ ਪੈਸਿਆਂ ਦੇ ਬੈਲਿਆਂ ਦੇ ਰੂਪ ਵਿੱਚ ਦੇਖਦੇ ਹਨ।	1	

Qu	Accept	Mark	Notes
03.2	<ul style="list-style-type: none"> ਇਨਸਾਨੀ ਕਿਰਦਾਰਾਂ ਨੂੰ ਸਮਝਣ ਦਾ। ਵੱਖੋ-ਵੱਖਰੇ ਵਿਸ਼ਿਆਂ / ਸ਼ਖਸੀਅਤਾਂ ਤੇ ਸਮੱਗਰੀ ਪੇਸ਼ ਕਰਨ ਦਾ। 	2	One mark for each point.

Qu	Accept	Mark	Notes
03.3	<ul style="list-style-type: none"> ਪੰਜਾਬ ਵਿੱਚ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਸ਼ਾਲ ਸਾਗਰ (ਹਮੇਸ਼ਾ ਹੀ ਮੌਜੂਦ ਰਿਹਾ) ਹੈ। ਜੇ ਮੌਕੇ ਪੰਜਾਬ ਪੇਸ਼ ਕਰਦਾ ਹੈ ਉਨ੍ਹਾਂ ਨੂੰ ਲੈ ਕੇ ਮਨਮੋੜ (ਹਮੇਸ਼ਾ ਹੀ ਬਹੁਤ) ਆਸ਼ਾਵਾਦੀ ਹੈ। 	1	One mark for any of these responses. Candidates can list either of the two.

Qu	Accept	Mark	Notes
03.4	<ul style="list-style-type: none"> ਪੰਜਾਬ ਇਹੋ ਜਿਹੀਆਂ ਫਿਲਮਾਂ ਪੇਸ਼ ਕਰੇ / ਬਣਾਵੇ ਜਿਨ੍ਹਾਂ ਨੂੰ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵੀ ਵਧੇਰੇ ਪ੍ਰਸੰਸਾ ਮਿਲੇ। 	1	

Qu	Accept	Mark	Notes
03.5	<ul style="list-style-type: none"> ਵਾਈਟ ਹਿੱਲ ਸਟੂਡੀਓਜ਼ ਉੱਭਰਦੇ ਸਿਤਾਰਿਆਂ ਵਾਸਤੇ ਅਦਾਕਾਰੀ ਪੇਸ਼ੇ ਦੀ ਸ਼ੁਰੂਆਤ ਦਾ ਇੱਕ ਜ਼ਰੀਆ ਹੈ। ਵਾਈਟ ਹਿੱਲ ਸਟੂਡੀਓਜ਼ ਅਨੁਭਵੀ ਕਲਾਕਾਰਾਂ ਲਈ ਦੂਜੇ ਘਰ ਵਰਗਾ ਹੈ। 	1	One mark for any of these responses. Candidates can list either of the two.

Qu	Accept	Mark	Notes
03.6	(ਵਾਈਟ ਹਿੱਲ ਸਟੂਡੀਓਜ਼ ਦੀ ਫਿਲਮ 'ਸਰਦਾਰਜੀ 2') ਪਹਿਲੀ ਪੰਜਾਬੀ ਫਿਲਮ ਸੀ ਜਿਸ ਨੂੰ ਕੋਕਾ-ਕੋਲਾ ਦੀਆਂ ਬੋਤਲਾਂ ਉੱਤੇ ਛਪਾਈ ਨਾਲ ਮਸ਼ਹੂਰੀ ਮਿਲੀ।	1	

Qu	Accept	Mark	Notes
04.1	<ul style="list-style-type: none"> ਮਹਾਨਕੋਸ਼ ਸਿੱਖੀ ਦੇ ਸ਼ਾਸਤਰਾਂ ਦਾ ਪਹਿਲਾ ਵਿਸ਼ਵਕੋਸ਼ ਸੀ। ਮਹਾਨਕੋਸ਼ ਅੱਜ ਵੀ ਸਿੱਖ ਸਾਹਿਤ ਦਾ ਇੱਕ ਅਨੋਖਾ (ਨਿਰਦੇਸ਼ਕ) ਦਸਤਾਵੇਜ਼ ਹੈ। 	1	One mark for any of these responses. Candidates can list either of these.

Qu	Accept	Mark	Notes
04.2	<ul style="list-style-type: none"> ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਪੰਜਾਬ ਦੇ ਤੇਜ਼ੀ ਨਾਲ ਅਲੋਪ ਹੋ ਚੁੱਕੇ ਵਿਰਸੇ ਬਾਰੇ ਚਿੰਤਤ ਸਨ / ਬਹੁਤ ਸਾਰਾ ਵਿਰਸਾ ਪੁਰਾਣਾ ਹੋਣ ਕਰਕੇ, ਮੌਸਮ ਅਤੇ ਹਮਲਿਆਂ ਕਰਕੇ ਬਿਲਕੁਲ ਤਬਾਹ ਹੋ ਚੁੱਕਾ ਸੀ। ਅਜੇ ਵੀ ਬਹੁਤ ਕੁਝ ਅਜਿਹਾ ਬਚਿਆ ਹੋਇਆ ਸੀ ਜਿਸ ਨੂੰ ਸੰਭਾਲਣ ਦੀ ਲੋੜ ਸੀ। 	2	One mark for each point.

Qu	Accept	Mark	Notes
04.3	ਪੰਜਾਬ ਡਿਜੀਟਲ ਲਾਇਬ੍ਰੇਰੀ 20 ਲੱਖ ਪੰਨਿਆਂ ਨੂੰ ਹਰ ਸਾਲ ਡਿਜੀਟਲ ਬਣਾਉਂਦੀ ਹੈ (ਅਤੇ ਅਗਲੇ ਸਾਲ ਵਾਸਤੇ 40 ਲੱਖ ਪੰਨਿਆਂ ਦਾ ਲਕਸ਼ / ਟੀਚਾ ਹੈ)।	1	

Qu	Accept	Mark	Notes
04.4	(ਪੰਜਾਬ ਡਿਜੀਟਲ ਲਾਇਬ੍ਰੇਰੀ) ਸਰਕਾਰੀ ਅਤੇ ਨਿੱਜੀ ਸੰਸਥਾਵਾਂ ਦੀ ਮਦਦ ਕਰਦੀ ਹੈ।	1	

Qu	Accept	Mark	Notes
04.5	ਵਿਦਵਾਨਾਂ ਅਤੇ ਖੋਜੀਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੇ ਕੰਮ ਲਈ ਸਮੱਗਰੀ ਉਪਲਬਧ ਕਰਵਾਉਣਾ।	1	

Qu	Accept	Mark	Notes
04.6	ਇਹ ਦੱਖਣੀ ਏਸ਼ੀਆ ਵਿੱਚ ਆਰੰਭ ਹੋਣ ਵਾਲੀ ਪਹਿਲੀ (ਮੁਫਤ) ਔਨਲਾਈਨ ਡਿਜੀਟਲ ਲਾਇਬ੍ਰੇਰੀ ਬਣੀ ਹੈ।	1	

Qu	Accept	Mark	Notes
04.7	ਮਹੱਤਵ ਇਹ ਹੈ ਕਿ ਇਹ ਫਾਰਸੀ ਦੀਆਂ ਵਿਲੱਖਣ (ਹਸਤ-) ਲਿਖਤਾਂ ਹਨ।	1	

Question 5 Translation (into English) (Assessment Objective 2)

Translation into English

Acceptable quality of English in translations into English.

Errors of 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.

A 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	ਭਾਰਤ ਨੂੰ ਅੰਗਰੇਜ਼ਾਂ ਤੋਂ ਆਜ਼ਾਦ ਕਰਾਉਣ ਲਈ	To free India from the British	
2	ਆਜ਼ਾਦੀ ਦੀ ਲੜਾਈ ਲੜਨ ਵਾਲੇ	freedom fighter	
3	ਕ੍ਰਾਂਤੀਕਾਰੀ ਸਰਦਾਰ ਭਗਤ ਸਿੰਘ ਨੇ ਹਜ਼ਾਰਾਂ ਨੌਜਵਾਨਾਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕੀਤਾ।	revolutionary Sardar Bhagat Singh inspired thousands of youths.	
4	ਮਾਰਚ, ਸੰਨ 1931 ਨੂੰ	In March, 1931	
5	ਜੇਲ੍ਹ ਤੋਂ ਆਪਣੀ ਆਖਰੀ ਚਿੱਠੀ ਵਿੱਚ	in his last letter from jail	
6	ਉਸ ਨੇ ਆਪਣੇ ਕਾਮਰੇਡਾਂ ਨੂੰ ਲਿਖਿਆ,	he wrote to his comrades,	
7	‘ਜੇ ਮੈਂ ਫਾਂਸੀ ਦੇ ਫੰਧੇ ਤੋਂ ਭੱਜ ਜਾਵਾਂ	‘If I escape the noose	
8	ਤਾਂ ਇਹ ਸਪੱਸ਼ਟ ਹੋ ਜਾਵੇਗਾ	then it will become evident	

9	ਕਿ ਮੈਂ ਕਮਜ਼ੋਰ ਹਾਂ, ਡਰਿਆ ਹੋਇਆ ਹਾਂ	that I am weak, scared	
10	ਅਤੇ ਕ੍ਰਾਂਤੀ ਦੇ ਚਿੰਨ੍ਹ ਤੇ ਦਾਗ ਲੱਗ ਜਾਵੇਗਾ।	and the symbol of revolution will be tarnished.	
11	ਪਰ ਮੇਰਾ ਫਾਂਸੀ ਦੇ ਫੌਧੇ ਤੱਕ	but my going to the gallows	
12	ਸਾਹਸ ਨਾਲ ਜਾਣਾ	with courage	
13	ਹਿੰਦੁਸਤਾਨੀ ਮਾਂਵਾਂ ਨੂੰ ਐਸੇ ਬੱਚੇ ਪੈਦਾ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦੇਵੇਗਾ	will make Hindustani mothers aspire to have children	
14	ਜੋ ਮੇਰੇ ਵਰਗੇ ਹੋਣ	who are like myself	
15	ਅਤੇ ਦੇਸ਼ ਲਈ	and for the country	
16	ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਕੁਰਬਾਨ ਕਰਨ ਵਾਲਿਆਂ ਦੀ ਗਿਣਤੀ	the number of those who will sacrifice their lives	
17	ਇੰਨੀ ਵਧ ਜਾਵੇਗੀ	will go up so much	
18	ਕਿ ਵਿਦੇਸ਼ੀ ਤਾਕਤਾਂ ਲਈ	that for foreign powers	
19	ਇਹ ਸੰਭਵ ਨਹੀਂ ਹੋਵੇਗਾ	it will not be possible	
20	ਕਿ ਉਹ ਕ੍ਰਾਂਤੀ ਨੂੰ ਰੋਕ ਸਕਣ।’	to contain the revolution’.	

Section B Writing (Research Project) (Optional questions 6–9)**(Assessment Objectives 2, 3 and 4)****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	<p>The student produces nothing worthy of credit.</p>

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 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.

Assessment Objective 4

Research project essay		AO4
Mark	Descriptors	
17–20	<p>Very good critical and analytical response 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 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 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 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 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

Question 6

Research topic: The role of women in Panjabi Society

ਪੁਰਾਣੇ ਸਮੇਂ ਵਿੱਚ ਔਰਤ ਦੀ ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਵਿੱਚ ਕਿਹੋ ਜਿਹੀ ਭੂਮਿਕਾ ਹੁੰਦੀ ਸੀ ? ਸਮੇਂ ਦੇ ਨਾਲ-ਨਾਲ ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤ ਦੀ ਭੂਮਿਕਾ ਵਿੱਚ ਆਈਆਂ ਤਬਦੀਲੀਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ ।

- Role of women in the Panjabi family in the past. (AO2)
- Women enjoy equal status in the Panjabi family. (AO2)
- Shift in the woman's role in the Panjabi family. (AO2)
- Panjabi women have the freedom to choose a life partner. (AO2)
- Law protection against domestic violence. (AO2)
- Anti-dowry law to protect Panjabi women.
- Panjabi women are not considered a burden on the Panjabi family.
- Panjabi girls support their parents financially like boys do.
- Panjabi women play an active role in important decision-making in the family.
- Panjabi girls support and look after their parents in sickness and in health.

The above is not exhaustive.

Question 7

Research topic: Social issues in the Punjab

ਅੱਜ ਕੱਲ੍ਹ ਗਰੀਬੀ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ ਕਿਵੇਂ ਪ੍ਰਭਾਵਿਤ ਕਰ ਰਹੀ ਹੈ ? ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਗਰੀਬੀ ਦੇ ਹੱਲ ਲਈ ਪੰਜਾਬ ਸਰਕਾਰ ਨੂੰ ਕਿਹੋ ਜਿਹੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ ।

- Portrayal of the current situation of poverty in the Punjab. (AO2)
- Some farmers have to work for low wages due to scarcity of jobs. (AO2)
- Effects of poverty on education and schooling. (AO2)
- Malnutrition leads to many childhood diseases. (AO2)
- Poor housing and water cause diseases. (AO2)
- Poverty can be a cause of social unrest.
- Poverty can fuel terrorism.
- Young people get involved in drug dealing to get rich quickly.
- Travel agents victimise young people seeking employment abroad.
- Unsafe work environment.

The above is not exhaustive.

Question 8**Research topic: Tourism in the Punjab**

ਪੰਜਾਬ ਵਿੱਚ ਦੇਖਣਯੋਗ ਥਾਂਵਾਂ ਦੇ ਵਿਕਾਸ ਲਈ ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ ਕੀਤੇ ਜਾ ਰਹੇ ਯਤਨਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਸੈਲਾਨੀਆਂ ਦੀ ਗਿਣਤੀ ਵਧਾਉਣ ਲਈ ਸਰਕਾਰ ਸੈਰ-ਸਪਾਟੇ ਦੇ ਬੁਨਿਆਦੀ ਢਾਂਚੇ ਦੇ ਵਿਕਾਸ ਲਈ ਹੋਰ ਕਿਹੋ ਜਿਹੇ ਉਪਰਾਲੇ ਕਰ ਸਕਦੀ ਹੈ।

- Allocated Rs 500 crores for tourist infrastructure. (AO2)
- A new highway is being built. (AO2)
- Developing the Floating Restaurant to attract tourists. (AO2)
- A memorial is being built for shri Guru Ravidass Ji. (AO2)
- Developing the Ropar wetland as a tourist attraction. (AO2)
- Promote the Punjab's rich religious heritage, especially the famous Golden Temple at Amritsar.
- Strengthen domestic tourism infrastructure.
- Develop highway motels and restaurants at suitable locations.
- Franchise state complexes to the private sector for refurbishing places of attraction.
- Develop economy and budget hotels as well as shopping arcades.

The above is not exhaustive.

Question 9

Research topic: Partition of the Punjab in 1947

1947 ਵਿੱਚ ਹੋਈ ਪੰਜਾਬ ਦੀ ਵੰਡ ਦੇ ਪਿਛੋਕੜ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ 1947 ਦੀ ਵੰਡ ਨਾਲ ਹੋਣ ਵਾਲੇ ਜਾਨ ਤੇ ਮਾਲ ਦੇ ਨੁਕਸਾਨ ਨੂੰ ਕਿਵੇਂ ਰੋਕਿਆ ਜਾ ਸਕਦਾ ਸੀ।

- British policy of 'divide and rule' led to partition. (AO2)
- Muslim minority feared dominance by the Hindu majority. (AO2)
- Widespread violence between Muslims and Hindus in Calcutta. (AO2)
- Some provinces were given the right to choose but others were divided up. (AO2)
- The minority populations of Hindus, Sikhs and Muslims had to migrate. (AO2)
- The massacre of Jallianwala Bagh put a final nail in the coffin of British Raj in India.
- World War Two depleted all the resources of the British Raj and it had no choice but to give freedom to India.
- Partition caused a perpetual rift between Hindus and Muslims.
- The tribespeople invaded Kashmir that led to division of Kashmir into Indian Kashmir and Pakistani Kashmir.
- The partition of Bengal led to the creation of a new country – Bangladesh.

The above is not exhaustive.