



A-level
PANJABI
7682/2

Paper 2 Writing

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 A 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.

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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	<p>Excellent critical and analytical response to the question set</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>Good critical and analytical response to the question set</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>Reasonable critical and analytical response to the question set</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>Limited critical and analytical response to the question set</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>Very limited critical and analytical response to the question set</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

ਨਾਵਲ ਦੀਆਂ ਘਟਨਾਵਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਲੇਖਕ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਅਸਲਾ ਰੱਖਣ ਦੇ ਰਿਵਾਜ ਨਾਲ ਪੈਦਾ ਹੋਈਆਂ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਕਿਵੇਂ ਪੇਸ਼ ਕਰਦਾ ਹੈ।

[40 marks]

Indicative content

- A brief description of Sher Singh's passion for firearms, his views about firearms and the court cases against him.
- Analysis of Charhat Singh and his family's status in the area.
- Jabarjang's passion for firearms when he comes to college to see Noori and his death in an encounter using firearms.
- Jabarjang's family being ruined as he is the only son.
- Analysis of use of firearms in the murder of Tejpal and Noori.
- Analysis of Noori's family losing their only daughter.
- Justification incorporates the fact that both families were ruined by using the firearms.

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

0 1 . 2

‘ਨਾਵਲ ਵਿਚਲੇ ਤੈਅ ਕੀਤੇ ਵਿਆਹ ਅਣਉਚਿਤ ਹਨ, ਇਹ ਦਰਸਾਉਣ ਲਈ ਲੇਖਕ ਪਾਤਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਬਹੁਤ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਕਰਦਾ ਹੈ।’

ਇਸ ਕਥਨ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Portrayal of Sher Singh’s role in arranging Noori’s marriage.
- Comparison of characters, Noori and Jabarjang being an inappropriate match.
- Analysis of the facts and reasons for arranging their marriage.
- Analysis of re-arranging Noori’s marriage with Charhat Singh – Jabarjang’s father.
- Comments on an inappropriate match in both arrangements for these arranged marriages.
- Justification of the statement with brief conclusion.

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

0 2

ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ: ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ

0 2 . 1

‘ਲੇਖਕ ਨੇ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਦਾ ਆਪਣੇ ਆਰਥਿਕ ਲਾਭ ਲਈ ਪਾਲੇ ਹੋਏ ਪਸ਼ੂਆਂ ਨਾਲ ਪਿਆਰ ਪੇਸ਼ ਕਰਕੇ ਪੰਜਾਬੀ ਲੋਕਾਂ ਨੂੰ ਵਧੀਆ ਅਤੇ ਦੇਖਭਾਲ ਕਰਨ ਵਾਲੇ ਬਣਾ ਕੇ 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 the **two** stories ਮੰਗਲੀ and ਝੱਖੜ .
- Analysis of how Manglee feels when she is separated from her mother.
- Commenting on the human attitude and treatment of other animals, ignoring Manglee, then changing attitude when she grows and the family has milk.
- Analysis of Jhakharh’s story of how the family ensures that there is someone to look after their animals.
- Justify the fact that these pet animals are an integral part of people’s daily life and they care for their animals like children.
- Conclude the author has portrayed a new type of relationship in which there is a caring attitude and love for the animals.

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

0 2 . 2

‘ਲੇਖਕ ਆਪਣੀਆਂ ਕਹਾਣੀਆਂ ਲਈ ਹਮੇਸ਼ਾ ਇਸ ਤਰ੍ਹਾਂ ਦੀਆਂ ਘਟਨਾਵਾਂ, ਸਥਾਨ ਅਤੇ ਪਾਤਰਾਂ ਦੀ ਚੋਣ ਕਰਦਾ ਹੈ ਜਿਹੜੇ ਆਪਸ ਵਿੱਚ ਪੂਰੀ ਤਰ੍ਹਾਂ ਘੁਲ-ਮਿਲ ਕੇ ਵਧੀਆ ਕਹਾਣੀ ਪੇਸ਼ ਕਰਦੇ ਹਨ।’

ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਵਿਚਾਰ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** stories to refer to in the essays.
- Introduction of subject matter, characters, incidents and places where the story is set.
- Comment on the appropriateness of the incidents and the places where the stories are set.
- Analysis of how the author has presented and used characters in the stories to state his viewpoint.
- Justifying, with examples of issues presented in the stories, how well they relate to the incidents, characters and the places where the stories are set.
- Justifying to what extent the author has been successful in stating his viewpoint by using the incidents, characters and the places where the stories are set.

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

0 3

ਸਾਵੇ ਪੱਤਰ: ਮੋਹਨ ਸਿੰਘ

0 3 . 1

‘ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਔਰਤ ਦੇ ਪਿਆਰ ਅਤੇ ਵਫ਼ਾਦਾਰੀ ਦਾ ਬਹੁਤ ਸੁੰਦਰ ਚਿੱਤਰ ਪੇਸ਼ ਕਰਦੀਆਂ ਹਨ।’

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** chosen poems for discussion on the issue.
- Analysis of the love and loyalty in the poems identified for example, **Anarkali**, **Noorjahan** or **Basant**.
- Analysis of the love and loyalty portrayed in the poems.
- Analysis of their role in changing their partners' lives.
- Justification from the chosen poems on the issues of love and loyalty.
- In conclusion, justifying their evaluation of the statement as to how successful the author has been, in the poems studied, in showing love and loyalty from women in the Panjabi society.

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

03.2 ‘ਮੋਹਨ ਸਿੰਘ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੇਸ਼ ਕਰਦਾ ਹੈ ਕਿ ਜਦੋਂ ਲੋਕਾਂ ਦੇ ਆਰਥਿਕ ਹਾਲਾਤ ਬਦਲਦੇ ਹਨ ਤਾਂ ਸਮਾਜ ਵਿੱਚ ਮਨੁੱਖੀ ਰਿਸ਼ਤੇ ਵੀ ਬਦਲ ਜਾਂਦੇ ਹਨ।’

ਇਸ ਵਿਚਾਰ ਦਾ ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** poems in which human relationships are portrayed in different economic circumstances.
- Analysis of economic circumstances and relationships between rich and powerful in ‘ਮੈਂ ਨਹੀਂ ਰਹਿਣਾ ਤੇਰੇ ਗਰਾਂ’ and changing relationships when the power slips away.
- Analysis of relationships portrayed in the poem ‘ਜੀਵਨ’.
- Analysis of how the poet has presented people’s relationships in the society and how these are affected by the economic situation.
- Analysis of how the relationships are affected in the poems studied.
- In conclusion, justifying their analysis of the statement as to how successful the author has been in portraying the main messages.

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

0 4

ਅਸਾਂ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

0 4 . 1

‘ਇਸ ਫਿਲਮ ਵਿੱਚ ਇਹ ਗੱਲ ਬੜੇ ਹੀ ਸੁਚੱਜੇ ਢੰਗ ਨਾਲ ਦਿਖਾਈ ਗਈ ਹੈ ਕਿ ਪੰਜਾਬ ਵਿੱਚ ਅਫਸਰ ਵਿਦੇਸ਼ੀ ਪੰਜਾਬੀਆਂ ਨੂੰ ਬਹੁਤ ਪ੍ਰੇਸ਼ਾਨ ਕਰਦੇ ਹਨ।’

ਤੁਸੀਂ ਇਸ ਗੱਲ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with some examples from the film.
- Reference made to Gurpreet Ghugi’s role and corruption at the upper level as other officers have colluded with the revenue clerk.
- Brief account of incidents showing how Panjabis living abroad are hassled.
- Comments on the scenes of the film and how realistically these problems are portrayed through this film.
- Brief account of Kanwaljit’s 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 who collude with officers who hassle Panjabis living abroad.
- In conclusion, justifying their evaluation of the statement as to how Panjabis living abroad are treated by the officials in the Punjab have been presented and the impact of this on Panjabi society.

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

- 0 4 . 2** ਇਹ ਪੁਸ਼ਟੀ ਕਰੋ ਕਿ ਇਸ ਫਿਲਮ ਦੇ ਗੀਤ ਦਰਸ਼ਕਾਂ ਦਾ ਧਿਆਨ ਸਮਾਜ ਵਿੱਚ ਪੰਜਾਬੀਆਂ ਦੇ ਆਪਸੀ ਮੇਲ-ਜੋਲ, ਰਿਸ਼ਤੇ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਕਾਇਮ ਰੱਖਣ ਦੀ ਮਹੱਤਤਾ ਵੱਲ ਖਿੱਚਦੇ ਹਨ।

[40 marks]

Indicative content

- Acknowledgement of the statement with brief examples.
- Reference to the opening song encouraging young people to be together and create a happy environment for all.
- Analysis of songs being sung to celebrate the festival and how the Panjabis living abroad are adapting and keeping their culture alive while living in different countries.
- Portrayal of songs playing parts in other celebrations shown in the film, such as Harbhajan Mann singing on different occasions in the film.
- Importance of the song of partition of land and house between brothers and how they cannot divide the relationships as referred very strongly to their mother.
- In conclusion, justifying their evaluation of the statement as to the extent the songs in the film are encouraging Panjabi people to stay together and respect relationships and keep the culture alive.

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

0 5 ਜੱਟ ਤੇ ਜੁਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

0 5. **1** ‘ਇਹ ਫਿਲਮ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿਚਲੇ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਮੁੰਡਿਆਂ ਅਤੇ ਕੁੜੀਆਂ ਵਿੱਚ ਅਸਮਾਨਤਾਵਾਂ ਬੜੇ ਵਧੀਆ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕਰਦੀ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਗੱਲ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with examples in brief.
- Discussion of the hidden problems on the issue of equalities faced by some young Panjabi girls living abroad.
- Analysis of the choice of profession by the girl and mother’s stereotypical view and how Diljit Dosanjh comments on it.
- Analysis of the choice of a partner and Diljeet’s comments to bring people’s attention towards how girls are treated unequally.
- Analysis of the view of the girl having her mother staying with her and how it is viewed in the society.
- In conclusion, justifying their evaluation of the statement as to how the incidents and comedy by Diljit Dosanjh in this film sends a strong message.

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

05.2

‘ਇਸ ਫਿਲਮ ਦੇ ਪਾਤਰ ਸ਼ੈਂਪੀ ਦਾ ਇਰਾਦਾ ਅਤੇ ਤਜਰਬੇ ਉਨ੍ਹਾਂ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਵਰਗੇ ਹਨ ਜਿਹੜੇ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਕੰਮ ਕਰਨ ਜਾਂਦੇ ਹਨ।’

ਇਸ ਵਿਚਾਰ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement referring to Shampy's intention.
- Shampy's intentions and the mismatch in his ability and skills to settle in a foreign country as he is not able to complete the form in English.
- Shampy's enthusiasm about telling everyone that he is going to Canada and when he tells the police how he is treated.
- Discussion about corruption and unnecessary hassle and barriers created by the officials in the Punjab for those young people who are going abroad.
- Analysis of the problems Shampy faces while he is in Canada.
- In conclusion, justifying their evaluation of the statement as to the extent to which they agree that Shampy has presented a good picture of young people's intentions and experiences for going abroad.

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