



A-level
PANJABI
7682/1

Paper 1 Reading and Writing

Mark scheme

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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	<ul style="list-style-type: none"> ਕਿਉਂਕਿ ਟੈਲੀਵਿਜ਼ਨ ਪ੍ਰੋਗਰਾਮਾਂ ਨਾਲ ਜਨਤਾ ਦੀ ਰਾਏ / ਸੱਭਿਆਚਾਰਕ ਕਦਰਾਂ ਤੇ ਪ੍ਰਭਾਵ ਪੈਂਦਾ ਹੈ। ਸਮਾਜ ਦੀ ਸੋਚ ਨੂੰ ਬਦਲਣ ਲਈ / ਜਨਤਾ ਦੀ ਰਾਏ ਤੇ ਪ੍ਰਭਾਵ ਪਾਉਣ ਲਈ। 	1	One mark for any of these responses.

Qu	Accept	Mark	Notes
01.2	ਸਮਾਜਿਕ ਮੁਸ਼ਕਲਾਂ ਨੂੰ (ਟੈਲੀਵਿਜ਼ਨ ਤੇ) ਵਿਅੰਗਮਈ ਢੰਗ ਨਾਲ ਉਜਾਗਰ ਕੀਤਾ।	1	

Qu	Accept	Mark	Notes
01.3	ਲੋਕਾਂ ਨੇ (ਭ੍ਰਿਸ਼ਟਾਚਾਰ / ਰਿਸ਼ਵਤਖੋਰੀ ਦੇ ਵਿਰੁੱਧ) ਪ੍ਰਦਰਸ਼ਨ ਕੀਤੇ।	1	

Qu	Accept	Mark	Notes
01.4	ਉਨ੍ਹਾਂ ਨੂੰ ਆਮ ਆਦਮੀ ਨਾਲ ਜੁੜੀਆਂ ਮੁਸ਼ਕਲਾਂ ਉੱਤੇ ਵਿਅੰਗਮਈ ਚੋਟ ਕਰਨ ਦਾ ਤਜਰਬਾ ਹਾਸਲ ਹੋਇਆ।	1	

Qu	Accept	Mark	Notes
01.5	<ul style="list-style-type: none"> ਇਸ ਪ੍ਰੋਗਰਾਮ ਨੇ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ ਨੂੰ ਬਹੁਤ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਰਾਹੀਂ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ ਜਾਂ ਲੋਕਾਂ ਨੂੰ ਇਹ ਸੋਝੀ ਹੋਈ ਕਿ ਦੇਸ਼ ਦੇ ਨੇਤਾਵਾਂ ਜਾਂ ਸਿਆਸਤਦਾਨਾਂ ਦਾ ਫਰਜ਼ ਜਨਤਾ ਦੀ ਸੇਵਾ ਕਰਨਾ ਹੈ (ਨਾ ਕਿ ਲੋਕਾਂ ਤੇ ਰਾਜ ਕਰਨਾ)। 	1	One mark for any of these responses.

Qu	Accept	Mark	Notes
01.6	ਫੁੱਘਾ	1	

Qu	Accept	Mark	Notes
01.7	ਹੁਨਰ	1	

Qu	Accept	Mark	Notes
01.8	ਸੋਝੀ	1	

Summary question (AO2 and AO3)

Qu 02	Key idea	Mark	Notes
Bullet 1	ਪੰਜਾਬੀ ਮਰਦਾਂ ਦੇ ਪ੍ਰਵਾਸ ਕਰਨ ਦੇ ਮੁੱਖ ਕਾਰਨ ਹਨ: <ul style="list-style-type: none"> ਘਰ ਲਈ ਕਮਾਈ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਹੋਣਾ। ਪਰਿਵਾਰ ਦੀ ਮਾਲੀ ਹਾਲਤ / ਜੀਵਨ ਪੱਧਰ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ। ਵਧੇਰੇ ਪੈਸੇ ਕਮਾਉਣ ਦੀ ਇੱਛਾ। 	2	Any two of these bullets. One mark for each bullet.
Bullet 2	ਮਰਦਾਂ / ਪਤੀਆਂ ਦੇ ਪ੍ਰਵਾਸ ਕਰਨ ਨਾਲ, ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ: <ul style="list-style-type: none"> ਔਰਤਾਂ ਨੂੰ ਵਧੇਰੇ ਪਰਿਵਾਰਕ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਨਿਭਾਉਣੀਆਂ ਪੈਂਦੀਆਂ ਹਨ। ਔਰਤਾਂ ਘਰ ਦਾ ਖਰਚ ਸੰਭਾਲਦੀਆਂ ਹਨ / ਜ਼ਰੂਰੀ ਫੈਸਲੇ ਵੀ ਲੈਂਦੀਆਂ ਹਨ। ਬਹੁਤ ਔਰਤਾਂ ਆਪਣੇ ਆਪ ਨੂੰ ਤਾਕਤਵਰ / ਆਜ਼ਾਦ ਮਹਿਸੂਸ ਕਰਦੀਆਂ ਹਨ। 	2	Any two of these bullets. One mark for each bullet.
Bullet 3	ਮਰਦਾਂ / ਪਤੀਆਂ ਦੇ ਪ੍ਰਵਾਸ ਕਰਨ ਨਾਲ, ਸਾਂਝੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ: <ul style="list-style-type: none"> ਔਰਤਾਂ ਨੂੰ ਆਪਣੇ ਸਹੁਰੇ ਪਰਿਵਾਰ ਨਾਲ ਰਹਿਣਾ ਪੈਂਦਾ ਹੈ। ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਘਰ ਦੀ ਸੰਭਾਲ / ਸਹੁਰੇ ਪਰਿਵਾਰ ਦੀ ਦੇਖਭਾਲ / ਰੋਟੀ ਬਣਾਉਣੀ / ਸਫਾਈ ਤੱਕ ਹੀ ਸੀਮਿਤ ਹੈ। ਔਰਤਾਂ ਨੂੰ ਪਰਿਵਾਰ ਦੀਆਂ ਬੰਦਸ਼ਾਂ ਵਿੱਚ ਰਹਿਣਾ ਪੈਂਦਾ ਹੈ / ਔਰਤਾਂ ਨੂੰ ਕੋਈ ਆਜ਼ਾਦੀ ਨਹੀਂ ਹੈ। ਪਰਿਵਾਰਕ ਫੈਸਲੇ ਲੈਣ ਸਮੇਂ ਔਰਤਾਂ ਦੀ ਕੋਈ ਸਲਾਹ ਨਹੀਂ ਲਈ ਜਾਂਦੀ। 	3	Any three of these bullets. One mark for each point.

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: 92 words – AO3 5/5

ਘਰ ਲਈ ਕਮਾਈ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਅਤੇ ਜੀਵਨ ਸ਼ੈਲੀ ਦੇ ਸੁਧਾਰ ਲਈ ਕਈ ਮਰਦ ਪੰਜਾਬ ਤੋਂ ਪ੍ਰਵਾਸ ਕਰ ਜਾਂਦੇ ਹਨ। ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਆਪਣੇ ਪਤੀਆਂ ਦੀ ਗੈਰਹਾਜ਼ਰੀ ਵਿੱਚ ਔਰਤਾਂ ਨੇ ਵਧੇਰੇ ਜ਼ਿੰਮੇਵਾਰੀ ਲਈ ਹੈ। ਉਹ ਜ਼ਰੂਰੀ ਫੈਸਲੇ ਲੈਂਦੀਆਂ ਹਨ ਅਤੇ ਆਪਣੇ ਆਪ ਨੂੰ ਤਾਕਤਵਰ ਮਹਿਸੂਸ ਕਰਦੀਆਂ ਹਨ। ਸਾਂਝੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਔਰਤਾਂ ਆਪਣੇ ਸਹੁਰੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਨਾਲ ਰਹਿੰਦੀਆਂ ਹਨ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਭੂਮਿਕਾ ਘਰ ਦੀ ਸੰਭਾਲ ਤੱਕ ਹੀ ਸੀਮਿਤ ਹੈ। ਪਰਿਵਾਰਕ ਫੈਸਲੇ ਲੈਣ ਵਿੱਚ ਔਰਤਾਂ ਕੋਲੋਂ ਕੋਈ ਸਲਾਹ ਨਹੀਂ ਲਈ ਜਾਂਦੀ ਅਤੇ ਨਾ ਹੀ ਉਨ੍ਹਾਂ ਨੂੰ ਕੋਈ ਅਜ਼ਾਦੀ ਹੁੰਦੀ ਹੈ।

Summary 2: 73 words – AO3 4/5

ਪਰਿਵਾਰ ਡੀ ਮਾਲੀ ਹਾਲਤ ਵਿੱਚ ਸੁਧਾਰ ਲਈ ਮਰਦ ਪੰਜਾਬ ਤੋਂ ਪ੍ਰਵਾਸ ਕਰਦੇ ਹਨ, ਘਰ ਡੀ ਕਮਾਈ ਡੀ ਜ਼ਿੰਮੇਵਾਰੀ ਲੈਂਦੇ ਹੈ। ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਪਤੀਆਂ ਡੇ ਪ੍ਰਵਾਸ ਕਰ ਜਾਣ ਨਾਲ ਔਰਤਾਂ ਵਧੇਰੇ ਜ਼ਿੰਮੇਵਾਰੀ ਲੈਂਦੀਆਂ ਹਨ, ਆਪਣੇ ਆਪ ਨੂੰ ਅਜ਼ਾਦ ਮਹਿਸੂਸ ਕਰਦੀਆਂ ਹਨ। ਸਾਂਝੇ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤਾਂ ਆਪਣੇ ਸਹੁਰਿਆਂ ਨਾਲ ਰਹਿੰਦੀਆਂ ਹਨ, ਸਫਾਈ ਕਰਦੀਆਂ ਹਨ। ਘਰ ਸੰਭਾਲਦੀਆਂ ਹਨ। ਉਨ੍ਹਾਂ ਨੂੰ ਕੋਈ ਅਜ਼ਾਦੀ ਨਹੀਂ। ਉਹ ਫੈਸਲੇ ਨਹੀਂ ਲੈ ਸਕਦੀਆਂ। ਫੈਸਲੇ ਵੀ ਨਹੀਂ ਲੈ ਸਕਦੀਆਂ।

Summary 3: 45 words – AO3 3/5

ਵਧੇਰੀ ਕਮਾਈ ਲਈ ਲੋਕ ਪੰਜਾਬ ਤੋਂ ਪ੍ਰਵਾਸ ਕਰਦੇ। ਮਰਦ ਜ਼ਿੰਮੇਵਾਰ ਹੁੰਦੇ। ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਔਰਤਾਂ ਘਰ ਦਾ ਖਰਚਾ ਸੰਭਾਲਦੀਆਂ। ਤਾਕਤਵਰ ਮਹਿਸੂਸ ਕਰਦੀਆਂ ਹਨ। ਸਾਂਝੇ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤਾਂ ਸਿਰਫ ਘਰ ਸੰਭਾਲਦੀਆਂ। ਪਰਿਵਾਰ ਦੀ ਦੇਖਭਾਲ ਕਰਦੀਆਂ। ਪਰ ਫੈਸਲੇ ਨਹੀਂ ਲੈ ਸਕਦੀਆਂ ਕੋਈ ਅਜ਼ਾਦੀ ਵੀ ਨਹੀਂ।

Summary 4: 38 words – AO3 2/5

ਵਧੇਰੀ ਖਮਾਈ ਲਈ ਪੰਜਾਬ ਤੋਂ ਜ਼ਿਆਦਾਤਰ ਮਰਦ ਪ੍ਰਵਾਸ ਖਰਦੇ ਹਨ। ਛੋਟੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਔਰਤਾਂ ਵਧੇਰੇ ਜ਼ਿੰਮੇਵਾਰੀ ਲੈਂਦੀ ਅਤੇ ਫੈਸਲੇ ਵੀ ਲੈਂਦੀ। ਸਾਂਝੇ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤਾਂ ਘਰ ਸੰਭਾਲਦੀ, ਸਫਾਈ ਕਰਦੀ ਹਨ। ਫੈਸਲੇ ਮਰਦ ਲੈਂਦੇ ਹੈ। ਔਰਤਾਂ ਨਹੀਂ ਫੈਸਲੇ ਲੈਂਦੀ।

Summary 5: 24 words – AO3 1/5

ਮਰਦ ਕਮਾਈ ਲਈ ਪ੍ਰਵਾਸ ਕਰਦਾ ਹਨ। ਸ਼ੋਟੇ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤਾਂ ਜ਼ਿੰਮੇਵਾਰ ਹੈ। ਤਾਕਤਵਰ ਹੈ। ਸਾਂਝੇ ਪਰਿਵਾਰ ਵਿੱਚ ਔਰਤ ਰੋਟੀ ਬਣਾਉਣੀ ਹੈ। ਅਜ਼ਾਦੀ ਨਹੀਂ ਹਨ।

Comprehension questions (Assessment Objective 2)

Qu	Accept	Mark	Notes
03.1	<ul style="list-style-type: none"> ਸਾਰੇ ਦੇਸ਼ ਦੀ ਉੱਚ-ਸਿੱਖਿਆ ਦਾ ਏਕੀਕਰਨ ਕਰਨ ਲਈ ਉੱਚ-ਸਿੱਖਿਆ ਕਮਿਸ਼ਨ ਦੀ ਸਥਾਪਨਾ ਕਰਨਾ। ਸਾਰੀਆਂ ਸਰਕਾਰੀ ਅਤੇ ਗੈਰ-ਸਰਕਾਰੀ ਸੰਸਥਾਵਾਂ ਦਾ ਇੱਕੋ ਜਿਹੇ ਨਿਯਮਾਂ ਦੀ ਪਾਲਣਾ ਕਰਨਾ। ਸਾਰੀਆਂ ਸੰਸਥਾਵਾਂ ਵਿੱਚ ਦਾਖਲੇ ਲਈ ਇੱਕੋ ਜਿਹੀ ਪ੍ਰੀਖਿਆ ਦਾ ਹੋਣਾ। 	2	<p>Any two of three.</p> <p>One mark for any of these responses.</p>

Qu	Accept	Mark	Notes
03.2	<ul style="list-style-type: none"> ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦਾ ਅਨੁਪਾਤ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ। ਬਹੁਤ ਵਿਦਿਆਰਥੀ ਇੰਨੀ ਤਰੱਕੀ / ਸਫਲਤਾ ਹਾਸਲ ਨਹੀਂ ਕਰਦੇ। ਦਸਵੀਂ ਜਮਾਤ ਦੇ ਕਈ ਵਿਦਿਆਰਥੀ ਪੰਜਵੀਂ ਜਮਾਤ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਵੀ ਨਹੀਂ ਦੇ ਸਕਦੇ। 	2	<p>Accept:</p> <p>ਜਿੱਥੇ ਸਿੱਖਿਆ ਦਾ ਪੱਧਰ ਬਹੁਤ ਨੀਵਾਂ ਹੈ।</p> <p>Any two of three.</p> <p>One mark for any of these responses.</p>

Qu	Accept	Mark	Notes
03.3	<ul style="list-style-type: none"> ਡਿਗਰੀ ਕੋਰਸ 4 ਸਾਲ ਦਾ ਹੋਵੇਗਾ ਨਾ ਕਿ 3 ਸਾਲ ਦਾ। ਵਿਸ਼ਿਆਂ ਦੀ ਬਹੁਤ ਵਧੀਆ ਚੋਣ / ਵਿਦਿਆਰਥੀ ਜ਼ਿਆਦਾ ਵਿਸ਼ਿਆਂ ਦੀ ਚੋਣ ਕਰ ਸਕਣਗੇ। ਡਿਗਰੀ ਕੋਰਸ ਅੱਧ-ਵਿਚਕਾਰ ਛੱਡਣ ਦਾ ਮਤਲਬ ਹੈ ਕਿ ਡਿਪਲੋਮਾ ਮਿਲੇਗਾ। 	3	<p>One mark for any of these responses.</p>

Qu	Accept	Mark	Notes
04.1	ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਸੰਕਟ ਲਈ ਜਾਗਰੂਕਤਾ ਪੈਦਾ ਕਰਨਾ।	1	One mark.

Qu	Accept	Mark	Notes
04.2	ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ (ਵੱਖ-ਵੱਖ ਚੈਰਿਟੀ ਸੰਸਥਾਵਾਂ ਤੋਂ) ਕਈ ਸਮਾਜਿਕ ਕਾਰਜਕਰਤਾਵਾਂ / ਨੌਜਵਾਨਾਂ / ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਹਿੱਸਾ ਲਿਆ।	1	One mark for any of the responses separated by slashes.

Qu	Accept	Mark	Notes
04.3	<ul style="list-style-type: none"> ਲੋਕਾਂ ਨੇ ਸ਼ਾਂਤਮਈ ਪ੍ਰਦਰਸ਼ਨ ਕੀਤਾ। ਲੋਕਾਂ ਨੇ ਹੱਥਾਂ ਵਿੱਚ ('ਸਾਫ਼ ਹਵਾ ਲਈ ਪੌਦੇ ਲਗਾਓ' ਅਤੇ 'ਧੂੰਏਂ ਤੇ ਸੈਂਸਰ ਲਾਓ' ਵਰਗੇ) ਬੈਨਰ ਫੜ ਕੇ ਪ੍ਰਦਰਸ਼ਨ ਕੀਤਾ। ਲੋਕਾਂ ਨੇ ਨਾਅਰੇ ਲਗਾਏ। 	2	Any two of three. One mark for any of these responses.

Qu	Accept	Mark	Notes
04.4	ਗ੍ਰੇਟਾ ਤੋਂ ਪ੍ਰੇਰਿਤ ਹੋ ਕੇ ਹੁਣ ਤੱਕ ਲੱਖਾਂ (185 ਦੇਸ਼ਾਂ ਦੇ 40 ਲੱਖ) ਵਿਦਿਆਰਥੀ ਸੜਕਾਂ ਤੇ ਉੱਤਰੇ / ਕੋਲਾ ਆਧਾਰਿਤ ਕਾਰੋਬਾਰਾਂ ਨੂੰ ਬੰਦ ਕਰਨ ਦੀ ਮੰਗ ਕੀਤੀ।	1	

Qu	Accept	Mark	Notes
04.5	<ul style="list-style-type: none"> ਸਾਹ ਦੀਆਂ ਬਿਮਾਰੀਆਂ ਵਧ ਰਹੀਆਂ ਹਨ। ਸਾਲਾਨਾ ਹਜ਼ਾਰਾਂ (87,400) ਮਰੀਜ਼ ਹਸਪਤਾਲਾਂ ਵਿੱਚ ਦਾਖਲ ਹੁੰਦੇ ਹਨ। 	1	One mark for any of these responses. Candidates can list either of these.

Qu	Accept	Mark	Notes
04.6	<ul style="list-style-type: none"> ਕਿਉਂਕਿ (ਸਰਕਾਰ 15 ਮੁਫਤ ਬੂਟੇ ਦੇਣ ਦਾ ਪ੍ਰਸਤਾਵ ਤਾਂ ਕਰ ਰਹੀ ਹੈ, ਪਰ) ਰੁੱਖਾਂ ਦੇ ਬਚਾਅ ਲਈ ਕੋਈ ਫੰਡ ਨਹੀਂ ਹੈ। ਸਰਕਾਰ ਦਾ ਧਿਆਨ ਬਿਮਾਰੀਆਂ ਦੇ ਕਾਰਨਾਂ ਨੂੰ ਰੋਕਣ ਤੇ ਨਹੀਂ ਬਲਕਿ ਹਸਪਤਾਲਾਂ ਦੇ ਨਿਰਮਾਣ ਤੇ ਹੈ। 	2	One mark for any of these responses.

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	ਪਹਿਲਾਂ ਤਿਉਹਾਰ ਮਨਾਉਣਾ	Earlier, to celebrate festivals	
2	ਆਪਣੇ ਮਹਾਨ ਸਭਿਆਚਾਰ ਦੇ ਪ੍ਰਗਟਾਵੇ ਲਈ	to showcase one's glorious culture	
3	ਜ਼ਰੂਰੀ ਮੰਨਿਆ ਜਾਂਦਾ ਸੀ।	was considered necessary.	
4	ਪਰ ਹੁਣ	But now	
5	ਪੈਸੇ ਅਤੇ ਆਧੁਨਿਕਤਾ ਦੀ ਅੰਨ੍ਹੀ ਦੌੜ ਵਿੱਚ	in the blind race of money and modernity	
6	ਕਈ ਪੰਜਾਬੀਆਂ ਨੇ	many Panjabis have	
7	ਤਿਉਹਾਰਾਂ ਦੇ ਅਸਲ ਮਹੱਤਵ ਨੂੰ ਭੁਲਾ ਦਿੱਤਾ ਹੈ।	abandoned the real significance of festivals.	
8	ਕਰਵਾ ਚੌਥ ਹੋਵੇ, ਲੋਹੜੀ ਜਾਂ ਦੀਵਾਲੀ,	Whether it is Karwa Chauth, Lohri or Diwali,	

9	ਅਫ਼ਸੋਸ ਦੀ ਗੱਲ ਹੈ	it is regrettable	
10	ਕਿ ਕਈ ਦਿਨ-ਦਿਹਾਰ ਹੁਣ	that now many festive occasions	
11	ਵਿਖਾਵਾ ਕਰਨ ਦੇ ਮੌਕੇ ਤੋਂ ਵਧ ਹੋਰ ਕੁਝ ਵੀ ਨਹੀਂ ਰਹੇ।	remain nothing more than an opportunity to show off.	
12	ਮਹਿੰਗਾਈ ਇੰਨੀ ਵਧ ਗਈ ਹੈ	Inflation has increased so much	
13	ਕਿ ਸਧਾਰਨ ਆਦਮੀ ਲਈ	that for a common man	
14	ਜਸ਼ਨ ਮਨਾਉਣੇ	commemorating occasions	
15	ਮੁਸ਼ਕਲ ਹੋ ਗਏ ਹਨ।	has become problematic.	
16	ਫਿਲਮੀ ਸਿਤਾਰੇ ਅਤੇ ਮਸ਼ਹੂਰ ਕਲਾਕਾਰ	Film stars and famous artists	
17	ਐਸੇ ਸਮੇਂ ਤੇ	at such times	
18	ਅਮੀਰੀ ਦੇ ਝੂਠੇ ਦਿਖਾਵੇ ਕਰਦੇ ਹਨ	make false displays of prosperity	
19	ਪਰ ਉਨ੍ਹਾਂ ਵਰਗੀ ਨੁਮਾਇਸ਼ ਕਰਨੀ	but to show off like them	
20	ਆਮ ਆਦਮੀ ਦੀ ਪਹੁੰਚ ਤੋਂ ਬਾਹਰ ਹੈ।	is unaffordable for an ordinary person.	

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**

ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਬਦਲ ਰਹੀ ਭੂਮਿਕਾ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਸੁਝਾਅ ਦਿਉ ਕਿ ਪੰਜਾਬ ਸਰਕਾਰ, ਪੰਜਾਬੀ ਇਸਤਰੀਆਂ ਨੂੰ ਵਧੇਰੇ ਹੱਕ ਦੇਣ ਲਈ ਹੋਰ ਕਿਹੜੇ ਉਪਰਾਲੇ ਕਰ ਸਕਦੀ ਹੈ।

- A brief background of Panjabi women's status in society. (A02)
- Delayed age at marriage. (A02)
- Decreased fertility rate. (A02)
- Increased family headship. (A02)
- Lower employment rate. (A02)
- Enforce law for equal pay at the workplace.
- Introduce benefit/pension scheme for working women.
- Set up fast track courts for women.
- Remove loopholes in women's law.
- Set up rehabilitation centres for drug addicts, prostitutes and mentally unwell women.
- Support campaign against alcohol.

The above is not exhaustive.

Question 7**Research topic: Social issues in the Punjab**

ਪੰਜਾਬ ਵਿੱਚ ਅਪਰਾਧ ਕਰਨ ਦੇ ਢੰਗਾਂ ਵਿੱਚ ਕਿਹੋ ਜਿਹੀਆਂ ਤਬਦੀਲੀਆਂ ਆਈਆਂ ਹਨ? ਪੰਜਾਬ ਤੇ ਅਪਰਾਧ ਦੇ ਸਮਾਜਿਕ ਅਤੇ ਆਰਥਿਕ ਪ੍ਰਭਾਵ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- The changes in the methods of committing crime. (A02)
- The home, car and business insurance premiums can rise. (A02)
- The costs of crime to businesses. (A02)
- The people may be frightened to go out of their own homes. (A02)
- The people can find it difficult to sell/buy their homes. (A02)

- The costs of crime to the Punjab Government.
- The new businesses may avoid setting up in the area.
- The existing businesses may close down because of repeated robberies and loss of earnings.
- The costs of repairing damage from the vandalism.
- The tourism industry may suffer.

The above is not exhaustive.

Question 8

Research topic: Tourism in the Punjab

ਪੰਜਾਬ ਦੀਆਂ ਘੱਟੋ-ਘੱਟ ਦੋ ਪ੍ਰਮੁੱਖ ਵਿਰਾਸਤੀ ਸੈਰ-ਸਪਾਟੇ ਵਾਲੀਆਂ ਥਾਂਵਾਂ ਦਾ ਵਰਣਨ ਕਰੋ ? ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ ਵਿਰਾਸਤੀ ਸੈਰ-ਸਪਾਟੇ ਦੇ ਵਿਕਾਸ ਲਈ ਉਠਾਏ ਗਏ ਕਦਮਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- The development of the Birth of Khalsa museum of Sikhism. (A02)
- Inauguration of an iconic structure of memorials for the freedom fighters. (A02)
- The restoration of Ram Tirath Temple in Amritsar. (A02)
- The restoration of the monuments related to the Mughal Empire. (A02)
- The development of Mughal Sarais – where the Mughal armies used to halt. (A02)
- A masterplan for the Golden Temple to improve tourism in the Punjab.
- The planning of promotion and marketing for tourism in consultation with the United Nations World Tourism Organisation.
- The heritage and cultural attractions in and around Patiala are being included into a tourist circuit.
- The Jagatjit Palace in Kapurthala, modelled on Versailles in France, is being opened for international tourists.

The above is not exhaustive.

Question 9**Research topic: Partition of the Punjab in 1947**

ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ 1947 ਦੀ ਵੰਡ ਦੇ ਜਿਹੜੇ ਦੁਖਦਾਈ ਨਤੀਜੇ ਭੁਗਤਣੇ ਪਏ, ਉਨ੍ਹਾਂ ਦਾ ਵਰਣਨ ਕਰੋ। ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ ਕਿ ਵੰਡ ਤੋਂ ਪਹਿਲਾਂ ਜੋ ਕੁਝ ਹੋਇਆ ਉਸ ਨੇ ਦੁਖਦਾਇਕ ਘਟਨਾਵਾਂ ਵਿੱਚ ਕਿਵੇਂ ਯੋਗਦਾਨ ਪਾਇਆ।

- Millions of Hindus, Sikhs and Muslims started crossing borders on foot or in trains. (A02)
- The Sikhs of Rawalpindi faced a massacre and migrated to Indian Punjab. (A02)
- The Muslims faced a massacre in Bihar by the Hindus. (A02)
- The berserk mob wiped out Sikh settlements and desecrated religious places. (A02)
- A Muslim mob attacked Shri Harmandir Sahib and assassinated refugees in a train from Pakistan. (A02)
- The British policy 'divide and rule' on its own cannot be held responsible for the partition.
- The Hindus refused to share utensils with Muslims while eating and drinking.
- The Congress Party had separate pots for the Hindus and Muslims at the District level Offices.
- All the parties could not agree on fair representation for the Muslims in the Assembly or election.
- A written consent for the partition was sought from all the concerned parties.
- Sir Cyril Radcliffe hastily drew lines on the map to determine India and Pakistan's new borders.

The above is not exhaustive.