



A-level
PANJABI
7682/2

Paper 2 Writing

Mark scheme

June 2023

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.

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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 ਦੇ ਪਾਤਰ ਤੇਜਪਾਲ ਦੇ ਚਰਿੱਤਰ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਉਹ ਕਿਵੇਂ ਇੱਕ ਚੰਗਾ ਪੰਜਾਬੀ ਨੌਜਵਾਨ ਹੋਣ ਦੀ ਉਦਾਹਰਣ ਪੇਸ਼ ਕਰਦਾ ਹੈ।

[40 marks]

Indicative content

- A brief description of Tejpal's role in the novel.
- Tejpal as a sports person supported by the college.
- Tejpal's love for Noori – as an inspiration.
- Being a poor but dedicated student he achieved very well in all areas.
- Honesty – explaining his economic situation to Jagtar Singh.
- Marrying his love in challenging circumstances.
- Justification incorporates the facts and outstanding qualities of Tejpal.

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

0 1 . 2

ਨਾਵਲ ਵਿਚਲੀਆਂ ਘਟਨਾਵਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਨੂਰੀ ਅਤੇ ਤੇਜਪਾਲ ਨੂੰ ਆਪਣਾ ਪਿਆਰ ਸਫਲ ਬਣਾਉਣ ਲਈ ਕਿਹੜੀਆਂ ਸਮਾਜਿਕ ਸਮੱਸਿਆਵਾਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪਿਆ।

[40 marks]

Indicative content

- Portrayal of Noori's falling in love at first sight with Tejpal.
- Forced engagement of Noori and Jabarjang was a step towards forced marriage.
- Analysis of Noori's idea of running away and settling somewhere else.
- Reactions to Noori's visit to college hostel to meet Tejpal.
- College staff's, particularly Professor Bhalwan's, reaction towards Tejpal.
- Charhat Singh's intention to marry Noori forcibly.
- 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 ‘ਕਹਾਣੀਆਂ ਵਿਚਲੀਆਂ ਘਟਨਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਪਾਤਰ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਨੂੰ ਚੰਗਾ ਬਣਾਉਣ ਲਈ ਆਪਣੀ ਸੋਚ ਬਦਲ ਲੈਂਦੇ ਹਨ।’

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.
- Clear introduction of chosen incidents and characters in the stories.
- Commenting on how relevant the incidents are to portray the culture of Punjab.
- Analysis of chosen characters’ thinking in relation to the incidents.
- Justify the fact that the incidents and characters are presenting day to day life in the villages.
- Conclude how the author has portrayed Panjabi culture getting better with personal reaction.

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

0 2 . 2

‘ਬੈਣੀਵਾਲ ਦੀਆਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਪੰਜਾਬ ਦੇ ਪਿੰਡਾਂ ਦਾ ਵਾਤਾਵਰਣ ਇੱਕ ਜ਼ਰੂਰੀ ਹਿੱਸਾ 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 to refer to in the essays.
- Introduction of stories in the context of the Panjabi village environment.
- Comment on the appropriateness of the places where the stories are set.
- Analysis of how the author has presented the environment in the village.
- Justifying, with examples from the stories, how important the environment of a village is as a background to the incidents portrayed.
- Justifying to what extent the author has been successful in bringing his stories to life by using the environment 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 ਜ਼ਿੰਦਗੀ ਦੀ ਅਸਲੀਅਤ ਨੂੰ ਬਹੁਤ ਹੀ ਚੰਗੇ ਢੰਗ ਨਾਲ 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 incidents of daily life and their reality.
- Analysis of life portrayed in the poems.
- Analysis of poet's viewpoints about the incidents.
- Justification from the chosen poems about showing how the real situations are portrayed.
- In conclusion, how successful the author has been, in the poems studied, in showing the reality of life in the Panjabi society.

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

03.2 ‘ਮੋਹਨ ਸਿੰਘ ਨੇ ਆਪਣੀਆਂ ਦੇਸ਼ ਪਿਆਰ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੰਜਾਬੀਆਂ ਦੀ ਬਹਾਦਰੀ ਨੂੰ ਵਧੀਆ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕੀਤਾ ਹੈ।’

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 bravery of Panjabi people is shown such as ਸਿਪਾਹੀ ਦਾ ਦਿਲ, ਦੇਸ਼ ਪਿਆਰ।
- Analysis of circumstances in which poems were written.
- Analysis of bravery of Panjabi people portrayed in the poems.
- Analysis of how the poet has presented people’s sacrifices for their homeland.
- Analysis of how the homeland is prioritised over relationships.
- In conclusion, justifying their analysis of the statement as to how successful the author has been in portraying the bravery of Panjabi people.

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 ਪੰਜਾਬ ਦੇ ਪੇਂਡੂ ਜੀਵਨ ਨਾਲ ਜੁੜੀਆਂ ਮੁਸ਼ਕਲਾਂ ਨੂੰ ਬਹੁਤ ਚੰਗੀ ਤਰ੍ਹਾਂ ਦਿਖਾਇਆ ਗਿਆ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with some examples from the film.
- Reference to incidents showing the difficulties faced by the villagers.
- Brief account of incidents showing how Panjabis are behaving in the village.
- Comments on the scenes of the film and how realistically these are portrayed through this film.
- Brief account of intentions of people in the village and their habits of talking about other families' matters.
- Evaluation of the extent to which the typical views of Panjabi people's difficulties are presented.
- In conclusion, justifying their evaluation of the statement with reference to incidents.

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

0 4 . 2 ‘ਇਹ ਫਿਲਮ ਪੰਜਾਬੀਆਂ ਨੂੰ ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਕਰਨ ਦੀ ਸਲਾਹ ਦਿੰਦੀ ਹੈ।’

ਇਸ ਕਥਨ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement with brief examples.
- Reference to the relationships and the love of relatives.
- Analysis of incidents in which relationships are not valued.
- Portrayal of the relevant song and importance of relationships mentioned in the song.
- Importance of the message that relatives cannot be divided.
- In conclusion, justifying their evaluation of the statement as to the extent the incidents in the film encourage Panjabi people to stay together and value relationships.

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

0 5 ਜੱਟ ਤੇ ਜੁਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

0 5. **1** ‘ਇਹ ਫਿਲਮ ਪੰਜਾਬ ਪੁਲਿਸ ਦੇ ਕੰਮ ਬਾਰੇ ਬੜੇ ਹਾਸੇ ਭਰੇ ਢੰਗਾਂ ਨਾਲ ਟਿੱਪਣੀਆਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with examples in brief.
- The behaviour of Punjab police officers and their honesty.
- Analysis of the incidents of drinking, stealing uniforms of seniors.
- Analysis of the incidents driven by different motives at all ranks.
- Analysis of the views of Inspector Joginder Singh.
- In conclusion, justifying their evaluation of the statement as to how the incidents and comedy show the behaviour of Punjab Police.

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

0 5 . 2

‘ਇਹ ਫਿਲਮ ਮਾਪਿਆਂ ਨੂੰ ਆਪਣੇ ਬੱਚਿਆਂ ਦੇ ਭਵਿੱਖ ਬਾਰੇ ਆਪਣੇ ਵਿਚਾਰ ਬਦਲਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਦੀ ਹੈ।’

ਇਸ ਵਿਚਾਰ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement referring to parents' views regarding the future of their children.
- Analyse funny incidents in which typical thinking is challenged.
- Evaluate how the choice of a partner is changed.
- Discussion about the choice of profession.
- Analysis of the problems young people have regarding intercultural marriages.
- In conclusion, assessment of the statement as to the extent to which they agree that parents need to change their thinking.

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