
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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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	- ਉਨ੍ਹਾਂ ਦੇ ਰਾਜ ਦਰਬਾਰ ਵਿੱਚ ਸਿਰਫ ਸਿੱਖ ਹੀ ਨਹੀਂ ਬਲਕਿ ਹੋਰ ਧਰਮਾਂ ਦੇ ਲੋਕ ਵੀ (ਉੱਚੇ ਅਹੁਦਿਆਂ ਤੇ) ਨਿਯੁਕਤ ਸਨ। - ਉਨ੍ਹਾਂ ਦੇ ਰਾਜ ਦਰਬਾਰ ਵਿੱਚ ਨੌਕਰੀਆਂ ਧਰਮ ਦੇ ਅਧਾਰ ਤੇ ਨਹੀਂ ਬਲਕਿ ਯੋਗਤਾ ਦੇ ਅਧਾਰ ਤੇ ਦਿੱਤੀਆਂ ਜਾਂਦੀਆਂ ਸਨ।	1	One mark for any of these responses.

Qu	Accept	Mark	Notes
01.2	(ਉਨ੍ਹਾਂ ਨੇ ਇਨ੍ਹਾਂ ਇਲਾਕਿਆਂ ਦੀ) ਜਨਤਾ ਤੇ ਕੋਈ ਅਤਿਆਚਾਰ ਨਹੀਂ ਹੋਣ ਦਿੱਤਾ। (ਦੂਸਰੇ ਧਰਮਾਂ ਦੇ ਲੋਕਾਂ ਤੇ) ਸਿੱਖ ਧਰਮ ਥੋਪਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਨਹੀਂ ਕੀਤੀ।	1	One mark for any of these responses

Qu	Accept	Mark	Notes
01.3	- ਸੁਨਹਿਰੀ ਮਸਜਿਦ ਨੂੰ ਮੁੜ ਮੁਸਲਮਾਨਾਂ ਦੇ ਹਵਾਲੇ ਕੀਤਾ। ‘ਹਜ਼ਰਤ ਦਾਤਾ ਗੰਜ ਬਖਸ਼’ / ‘ਮੌਜ-ਏ-ਦਰਿਆ’ ਵਰਗੇ ਮਕਬਰਿਆਂ ਦੀ ਮੁਰੰਮਤ (ਵੀ ਰਾਜਸੀ ਖਜ਼ਾਨੇ ਤੋਂ ਰਕਮ ਦੇ ਕੇ) ਕਰਵਾਈ।	2	Candidates need to list both points. 1 mark for each point

Qu	Accept	Mark	Notes
01.4	(ਲਾਹੌਰ ਵਿਖੇ) ਲੋਕਾਂ ਦੇ ਇਲਾਜ ਲਈ ਇੱਕ ਮੁਫਤ ਹਸਪਤਾਲ ਖੁਲ੍ਹਵਾਇਆ।	1	

Qu	Accept	Mark	Notes
01.5	ਦਿਆਲੂ	1	

Qu	Accept	Mark	Notes
01.6	ਤਾਕਤ	1	

Qu	Accept	Mark	Notes
01.7	ਅੱਤਿਆਚਾਰ	1	

Summary question (AO2 and AO3)

Qu 02	Key idea	Mark	Notes
Bullet 1	ਪੰਜਾਬ ਵਿੱਚ ਵਿਧਾਨ ਸਭਾ ਦੀਆਂ ਚੋਣਾਂ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ: - ਅੱਜ ਤੱਕ ਪੰਜਾਬ ਦੀ ਰਾਜਨੀਤੀ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭਾਗੀਦਾਰੀ ਬਹੁਤ ਘੱਟ ਰਹੀ ਹੈ। (1952 ਤੋਂ) ਪੰਜਾਬ ਵਿੱਚ ਵਿਧਾਨ ਸਭਾ ਦੀਆਂ ਚੋਣਾਂ ਵਿੱਚ ਹੁਣ ਤੱਕ ਸਿਰਫ 507 ਔਰਤਾਂ ਨੇ ਉਮੀਦਵਾਰ ਬਣ ਕੇ ਹਿੱਸਾ ਲਿਆ ਹੈ। - ਅੱਜ ਤੱਕ ਸਿਰਫ 89 ਔਰਤਾਂ ਪੰਜਾਬ ਦੀ ਵਿਧਾਨ ਸਭਾ ਲਈ ਚੁਣੀਆਂ ਗਈਆਂ ਹਨ, (ਜਦ ਕਿ 1799 ਮਰਦ ਵਿਧਾਇਕ ਚੁਣੇ ਜਾ ਚੁੱਕੇ ਹਨ)।	2	Any two of these bullets. One mark for each bullet.
Bullet 2	ਮੁੱਖ ਮੰਤਰੀ ਦੇ ਅਹੁਦੇ ਤੇ ਕੰਮ ਕਰਨ ਵਾਲੀ ਇਸਤਰੀ ਬਾਰੇ ਜਾਣਕਾਰੀ: - ਰਾਜਿੰਦਰ ਕੌਰ ਭੱਠਲ ਪੰਜਾਬ ਦੀ ਪਹਿਲੀ ਇਸਤਰੀ ਮੁੱਖ ਮੰਤਰੀ ਸੀ। (ਕਾਂਗਰਸ ਪਾਰਟੀ ਦੀ) ਰਾਜਿੰਦਰ ਕੌਰ ਭੱਠਲ ਦਾ ਕਾਰਜ ਕਾਲ ਸਿਰਫ 82 ਦਿਨਾਂ ਦਾ ਸੀ (ਜੋ ਕਿ ਪੰਜਾਬ ਦੇ ਹੁਣ ਤੱਕ ਰਹਿ ਚੁੱਕੇ ਮੁੱਖ ਮੰਤਰੀਆਂ ਵਿੱਚੋਂ ਸਭ ਤੋਂ ਛੋਟਾ ਸੀ)। - ਭੱਠਲ ਪੰਜਾਬ ਦੀ ਪਹਿਲੀ ਇਸਤਰੀ ਉਪ ਮੁੱਖ ਮੰਤਰੀ ਵੀ ਰਹਿ ਚੁੱਕੀ ਹੈ।	3	One mark for each bullet.
Bullet 3	ਮੰਤਰੀ ਦੇ ਅਹੁਦੇ ਤੇ ਕੰਮ ਕਰਨ ਵਾਲੀਆਂ ਇਸਤਰੀਆਂ: - ਹੁਣ ਤੱਕ ਕੁਝ ਹੀ ਇਸਤਰੀਆਂ ਨੇ ਮੰਤਰੀ ਦੇ ਪਦ ਤੇ ਕੰਮ ਕੀਤਾ ਹੈ। (ਸ਼੍ਰੋਮਣੀ ਅਕਾਲੀ ਦਲ ਪਾਰਟੀ ਦੀ) ਡਾਕਟਰ ਉਪਿੰਦਰਜੀਤ ਕੌਰ ਪੰਜਾਬ ਦੀ ਪਹਿਲੀ ਅਤੇ ਇੱਕੋ-ਇੱਕ ਔਰਤ ਵਿੱਤ ਮੰਤਰੀ ਬਣੀ। - ਪਹਿਲੀ ਅਤੇ ਇੱਕੋ-ਇੱਕ ਮੁਸਲਿਮ ਮੰਤਰੀ (ਕਾਂਗਰਸ ਪਾਰਟੀ ਦੀ) ਰਜ਼ੀਆ ਸੁਲਤਾਨ ਸੀ। - ਮੌਜੂਦਾ (ਸਮੇਂ ਦੀ ਆਮ ਆਦਮੀ ਪਾਰਟੀ) ਸਰਕਾਰ ਵਿੱਚ ਸਿਰਫ ਦੋ ਔਰਤਾਂ ਮੰਤਰੀ ਦੇ ਅਹੁਦੇ ਤੇ ਨਿਯੁਕਤ ਹਨ (ਅਨਮੋਲ ਗਗਨ ਮਾਨ ਅਤੇ ਡਾਕਟਰ ਬਲਜੀਤ ਕੌਰ)।	2	Any two 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: 89 words – AO3 5/5

ਅੱਜ ਤੱਕ ਪੰਜਾਬ ਦੀ ਰਾਜਨੀਤੀ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਬਹੁਤ ਘੱਟ ਰਹੀ ਹੈ। ਪੰਜਾਬ ਵਿਧਾਨ ਸਭਾ ਦੀਆਂ ਅੱਜ ਤੱਕ ਹੋਈਆਂ ਚੋਣਾਂ ਵਿੱਚ ਸਿਰਫ 507 ਔਰਤ ਉਮੀਦਵਾਰਾਂ ਨੇ ਹਿੱਸਾ ਲਿਆ ਹੈ। ਪੰਜਾਬ ਦੀ ਇੱਕੋ-ਇੱਕ ਔਰਤ ਮੁੱਖ ਮੰਤਰੀ ਰਾਜਿੰਦਰ ਕੌਰ ਭੱਠਲ ਸੀ ਜਿਸ ਦਾ ਕਾਰਜਕਾਲ 82 ਦਿਨਾਂ ਦਾ ਰਿਹਾ। ਭੱਠਲ ਪੰਜਾਬ ਦੀ ਪਹਿਲੀ ਇਸਤਰੀ ਉਪ ਮੁੱਖ ਮੰਤਰੀ ਵੀ ਰਹਿ ਚੁੱਕੀ ਹੈ। ਪੰਜਾਬ ਸਰਕਾਰ ਵਿੱਚ ਹੁਣ ਤੱਕ ਮੰਤਰੀ ਦੇ ਅਹੁਦੇ ਤੇ ਵੀ ਔਰਤਾਂ ਘੱਟ ਹੀ ਰਹੀਆਂ ਹਨ। ਪੰਜਾਬ ਦੀ ਇੱਕੋ-ਇੱਕ ਇਸਤਰੀ ਵਿੱਤ ਮੰਤਰੀ ਉਪਦਰਸ਼ੀਤ ਕੌਰ ਰਹੀ ਹੈ।

Summary 2: 66 words – AO3 4/5

ਪੰਜਾਬ ਦੀ ਰਾਜਨੀਤੀ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਘੱਟ ਰਹੀ ਹੈ। ਪੰਜਾਬ ਵਿਧਾਨ ਸਭਾ ਦੀਆਂ ਚੋਣਾਂ ਵਿੱਚ ਮਰਦਾਂ ਦੀ ਗਿਣਤੀ ਜ਼ਿਆਦਾ ਰਹੀ ਹੈ। ਪੰਜਾਬ ਦੀ ਔਰਤ ਮੁੱਖ ਮੰਤਰੀ ਰਾਜਿੰਦਰ ਕੌਰ ਭੱਠਲ ਸੀ। ਭੱਠਲ ਪੰਜਾਬ ਦੀ ਪਹਿਲੀ ਇਸਤਰੀ ਉੱਪ ਮੁੱਖ ਮੰਤਰੀ ਵੀ ਰਹਿ ਚੁੱਕੀ ਹੈ। ਪੰਜਾਬ ਸਰਕਾਰ ਵਿੱਚ ਮੰਤਰੀ ਅਹੁਦੇ ਤੇ ਵੀ ਔਰਤਾਂ ਘੱਟ ਹੀ ਰਹੀਆਂ ਹਨ। ਮੁਸਲਿਮ ਮੰਤਰੀ ਰਜ਼ੀਆ ਸੁਲਤਾਨ ਸੀ।

Summary 3: 50 words – AO3 3/5

ਪੰਜਾਬ ਦੀ ਰਾਜਨੀਤੀ ਵਿੱਚ ਔਰਤਾਂ ਘੱਟ ਹੈ। ਛੋਣਾਂ ਵਿੱਚ ਮਰਦਾਂ ਜ਼ਿਆਦਾ ਹੈ – 1799। ਸਿਰਫ 89 ਔਰਤਾਂ ਮੰਤਰੀ ਸੀ। ਔਰਤ ਮੁੱਖ ਮੰਤਰੀ ਰਾਜਿੰਦਰ ਸੀ। ਪੰਜਾਬ ਸਰਕਾਰ ਵਿੱਚ ਮੰਤਰੀ ਅਹੁਦੇ ਤੇ ਔਰਤਾਂ ਘੱਟ ਹੀ ਰਹੀਆਂ ਹਨ। ਮੁਸਲਿਮ ਮੰਤਰੀ ਰਜ਼ੀਆ ਸੁਲਤਾਨ ਸੀ। ਰਜ਼ੀਆ ਅਤੇ ਅਨਮੋਲ ਮੰਤਰੀ।

Summary 4: 30 words – AO3 2/5

ਰਾਜਨੀਤ ਵਿੱਚ ਔਰਤ ਘੱਟ – 507 ਉਮਡਿਵਾੜ। ਮਰਡ ਵਿਧਾਨ ਸਭਾ ਜਾਦਾ। ਭੱਠਲ 82 ਦਿਨ ਅਤੇ ਔਰਤ ਮੁੱਖ ਮੰਤਰੀ। ਸਰਕਾਰ ਵਿੱਚ ਔਰਤ ਮੰਤਰੀ ਰਜ਼ੀਆ, ਅਨਮੋਲ। ਜਾਡਾ ਨਹੀਂ ਔਰਤਾਂ।

Summary 5: 25 words – AO3 1/5

ਪੰਜਾਬ ਵਿੱਚ ਔਰਤ ਘੱਟ ਰਾਜਨੀਤੀ। ਜਾਦੇ ਰਾਜਨੀਤੀ ਮਰਦ ਹੈ। ਭੱਠਲ ਮੁੱਖ ਮੰਤਰੀ ਹੈ ਔਰਤ ਹੈ। ਇਸਟਰ ਵਿੱਠ ਮੰਤਰੀ ਡਾਕਟਰ ਉਪਿੰਦਰਜੀਤ ਹੈ।

Comprehension questions (Assessment Objective 2)

Qu	Accept	Mark	Notes
03.1	- ਢੋਲੀ ਦੀ ਤਾਲ ਦੀ ਲੈਅ ਮੁਤਾਬਕ ਹੀ ਨੱਚਣ ਵਾਲੇ (ਪਹਿਲਾਂ ਹੌਲੀ ਅਤੇ ਫਿਰ ਤੇਜ਼ ਗਤੀ ਵਿੱਚ) ਨੱਚਦੇ ਹਨ। - ਚੰਗਾ ਢੋਲੀ (ਸੋਹਣੀਆਂ ਤਾਲਾਂ ਵਜਾ ਕੇ) ਉਨ੍ਹਾਂ ਲੋਕਾਂ ਨੂੰ ਵੀ ਨਚਾ ਦਿੰਦਾ ਹੈ ਜਿਹੜੇ ਨੱਚਣਾ ਨਹੀਂ ਜਾਣਦੇ।	2	One mark for any of these responses.

Qu	Accept	Mark	Notes
03.2	(ਪਾਕਿਸਤਾਨ ਤੋਂ) ਭਾਰਤ ਆਏ ਸ਼ਰਨਾਰਥੀ ਪਰਿਵਾਰਾਂ ਦੇ ਉਪਰਾਲਿਆਂ ਕਰਕੇ - ਵਿਸਾਖੀ ਦੇ ਮੇਲਿਆਂ ਤੋਂ ਇਲਾਵਾ ਕਈ ਮੌਕਿਆਂ / ਥਾਂਵਾਂ ਤੇ (ਭੰਗੜੇ ਦੇ) ਪ੍ਰਦਰਸ਼ਨਾਂ ਕਰਕੇ - ਸੰਨ 1954 ਵਿੱਚ ਗਣਤੰਤਰ ਦਿਵਸ ਦੀ ਪਰੇਡ ਵਿੱਚ (ਭੰਗੜੇ ਦੇ) ਪ੍ਰਦਰਸ਼ਨ ਕਰਕੇ - ਫ਼ਿਲਮਾਂ ਵਿੱਚ ਨਜ਼ਰ ਆਉਣ ਕਰਕੇ / ਪ੍ਰਦਰਸ਼ਨਾਂ ਕਰਕੇ	3	One mark for any 3 of these responses.

Qu	Accept	Mark	Notes
03.3	- ਭੰਗੜੇ ਵਿੱਚ ਪਾਇਆ ਜਾਣ ਵਾਲਾ ਰੰਗਲਾ ਪਹਿਰਾਵਾ (ਜਿਸ ਵਿੱਚ ਰੰਗੀਨ ਕੁੜਤੀ, ਲੁੰਗੀ, ਦੁਪੱਟਾ, ਤੁਰਲੇ ਵਾਲੀ ਪੱਗ ਆਦਿ ਸ਼ਾਮਲ ਹਨ)। - ਪੰਜਾਬੀ ਗਾਇਕ/ ਕਲਾਕਾਰਾਂ (ਸੁਰਿੰਦਰ ਛਿੰਦਾ, ਸੁਰਜੀਤ ਬਿੰਦਰਖੀਆ ਅਤੇ ਏ.ਐੱਸ. ਕੰਗ) ਦੇ ਗੀਤਾਂ ਅਤੇ ਬੋਲੀਆਂ।	2	One mark for each of these responses.

Qu	Accept	Mark	Notes
04.1	1. ਉਨ੍ਹਾਂ ਨੇ (12 ਸਾਲ ਦੀ ਉਮਰ ਤੋਂ ਹੀ) ਸ਼ਾਸਤਰੀ ਸੰਗੀਤ ਦੀ ਵਿੱਦਿਆ ਲਈ। 2. ਉਨ੍ਹਾਂ ਨੇ ਪਟਿਆਲਾ ਸੰਗੀਤ ਘਰਾਣੇ (ਦੇ ਉਸਤਾਦਾਂ) ਤੋਂ ਠੁਮਰੀ (ਅਤੇ ਗਜ਼ਲ) ਗਾਉਣ ਦਾ ਹੁਨਰ ਸਿੱਖਿਆ। 3. ਉਨ੍ਹਾਂ ਨੇ (ਕੁੰਦਨ ਲਾਲ ਸ਼ਰਮਾ ਤੋਂ) ਕਾਫ਼ੀਆਂ ਗਾਉਣ ਦੀ ਕਲਾ ਸਿੱਖੀ।	3	One mark for each of these responses.

Qu	Accept	Mark	Notes
04.2	(ਵਧੇਰੇ ਪ੍ਰਸਿੱਧੀ ਮਿਲਣ ਦਾ ਮੁੱਖ ਕਾਰਨ ਸੀ) ਐੱਚ.ਐਮ.ਵੀ. ਕੰਪਨੀ ਵੱਲੋਂ ਇਸ ਗੀਤ ਦੀ ਰਿਕਾਰਡਿੰਗ / ਇਸ ਰਿਕਾਰਡ ਦੀ ਵਧੇਰੇ ਵਿਕਰੀ।	1	One mark for any of the responses separated by slashes.

Qu	Accept	Mark	Notes
04.3	(ਦਿੱਲੀ ਆਉਣ ਤੋਂ ਬਾਅਦ) ਉਨ੍ਹਾਂ ਨੇ ਕਈ ਪੰਜਾਬੀ ਗੀਤ ਗਾਏ ਜਿਵੇਂ ਕਿ ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਦੇ ਲਿਖੇ ਗੀਤ / ਬਾਬਾ ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ ਦੀਆਂ ਕਾਫ਼ੀਆਂ / ਧਾਰਮਿਕ ਗਾਣੇ / ਲੋਕ ਗੀਤ।	1	One mark.

Qu	Accept	Mark	Notes
04.4	ਭਾਰਤ ਸਰਕਾਰ ਨੇ ਸੁਰਿੰਦਰ ਕੌਰ ਜੀ ਨੂੰ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ (ਚੀਨ ਅਤੇ ਰੂਸ ਵਿਖੇ) ਸੰਗੀਤ ਸਮਾਰੋਹਾਂ ਵਿੱਚ ਗਾਉਣ ਲਈ ਭੇਜਿਆ।	1	

Qu	Accept	Mark	Notes
04.5	• (ਸੰਨ 2002 ਵਿੱਚ) ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਨੇ ਉਨ੍ਹਾਂ ਨੂੰ ਡੋਕਟਰੇਟ ਦੀ ਡਿਗਰੀ ਦਿੱਤੀ। • (ਸੰਨ 2006 ਵਿੱਚ) ਭਾਰਤ ਸਰਕਾਰ ਨੇ ਕਲਾ ਦੇ ਖੇਤਰ ਵਿੱਚ ਉਨ੍ਹਾਂ ਦੇ ਯੋਗਦਾਨ ਲਈ ਉਨ੍ਹਾਂ ਨੂੰ ਪਦਮ ਸ਼੍ਰੀ ਅਵਾਰਡ / ਪੁਰਸਕਾਰ ਦਿੱਤਾ। • (ਉਨ੍ਹਾਂ ਦੀ ਮੌਤ ਤੋਂ ਬਾਅਦ ਭਾਰਤ ਦੇ ਪ੍ਰਧਾਨ ਮੰਤਰੀ) ਡਾਕਟਰ ਮਨਮੋਹਨ ਸਿੰਘ ਨੇ ਸੁਰਿੰਦਰ ਕੌਰ ਨੂੰ (ਉਨ੍ਹਾਂ ਦੀ ਸੁਰੀਲੀ ਆਵਾਜ਼ ਕਰਕੇ) ‘ਪੰਜਾਬ ਦੀ ਕੋਇਲ’ ਕਹਿ ਕੇ ਉਨ੍ਹਾਂ ਦਾ ਆਦਰ ਕੀਤਾ।	2	Candidates need to list 2 points. One mark for any two of these three 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	ਪਿਛਲੇ ਕੁਝ ਸਾਲਾਂ ਤੋਂ	For the last few years	
2	ਪੰਜਾਬੀ ਘਰਾਂ ਵਿੱਚ	in Panjabi homes	
3	ਰੋਟੀ ਬਣਾਉਣ ਦੀ	making chapattis	
4	ਪਰੰਪਰਾ	the tradition of	
5	ਘਟਦੀ ਜਾ ਰਹੀ ਹੈ।	has been reducing.	
6	ਪਹਿਲਾਂ ਸਿਰਫ ਖਾਸ ਮੌਕਿਆਂ ਤੇ ਹੀ ਲੋਕ	Earlier, only on special occasions	
7	ਢਾਬੇ ਦੇ ਵੰਨ-ਸੁਵੰਨੇ ਅਤੇ ਸਵਾਦ ਖਾਣੇ ਖਾਂਦੇ ਸਨ ,	people ate myriad and tasty foods in eateries,	
8	ਪਰ ਹੁਣ ਤਾਂ	but now	

9	ਕਈ ਲੋਕਾਂ ਲਈ	for many people	
10	ਇਹ ਆਮ ਗੱਲ ਹੋ ਗਈ ਹੈ।	this has become a common occurrence.	
11	ਇੱਕ ਸਮਾਂ ਸੀ	There was a time	
12	ਜਦੋਂ ਪੰਜਾਬ ਦੇ ਲੋਕ	when Panjabi people	
13	ਘਰ ਦਾ ਬਣਿਆ ਤਾਜ਼ਾ ਖਾਣਾ ,	(ate) fresh homemade food,	
14	ਜਿਵੇਂ ਕਿ	such as	
15	ਸਰ੍ਹੋਂ ਦਾ ਸਾਗ, ਮੱਕੀ ਦੀ ਰੋਟੀ, ਦਾਲ, ਪੂੜੇ ਅਤੇ ਖੀਰ ਖਾ ਕੇ	mustard/ leafy greens, cornmeal chapatti, lentils, pancakes and rice pudding	
16	ਖੁਸ਼ ਹੁੰਦੇ ਸਨ / ਸਿਹਤਮੰਦ ਰਹਿੰਦੇ ਸਨ।	felt happy / stayed healthy.	
17	ਪਰ ਅੱਜ ਕੱਲ੍ਹ ਦੀ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ	But today's young generation	
18	ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਪੌਸ਼ਟਿਕ ਭੋਜਨ ਦੀ ਬਜਾਏ	instead of such wholesome/ balanced food	
19	ਭੋਜਨ ਬਾਹਰੋਂ ਮੰਗਵਾ ਕੇ ਖਾ ਰਹੀ ਹੈ	is getting and eating takeaway food (food bought from outside home)	
20	ਅਤੇ ਆਪਣੀ ਸਿਹਤ ਨੂੰ ਖਰਾਬ ਕਰ ਰਹੀ ਹੈ।	and is damaging their own health.	

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	Very good evaluation of the research topic 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.
7–8	Good evaluation of the research topic 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.
5–6	Reasonable evaluation of the research topic 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.
3–4	Limited evaluation of the research topic 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.
1–2	Very limited evaluation of the research topic 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.
0	The student produces nothing worthy of credit.

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	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.
13–16	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.
9–12	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.
5–8	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.
1–4	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.
0	The student produces nothing worthy of credit in response to the question.

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 ਸਥਿਤੀ ਵਿੱਚ ਜਿਹੜਾ ਸੁਧਾਰ ਹੋਣਾ ਚਾਹੀਦਾ ਸੀ ਉਹ ਅਜੇ ਤੱਕ ਨਹੀਂ ਹੋ ਸਕਿਆ।’ ਇਸ ਕਥਨ ਦੀ ਪੁਸ਼ਟੀ ਕਰਨ ਲਈ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- Background of women’s status in Panjabi society. (AO2)
- Women hold prominent positions in Panjabi society. (AO2)
- Only rich people’s girls acquire higher education. (AO2)
- Labour-class women are paid less compared to men. (AO2)
- The labour-class women have to work longer hours. (AO2)
- Some of the labour-class women face mental and physical abuse.
- Most labour-class women are malnourished.
- Some Panjabi women sacrificed their lives because of demand of dowry from their in-laws.
- Some Panjabi women stay in abusive relationship because they don’t want to be stigmatised as ‘a lone woman or a divorced woman’.
- Some Panjabi families get their daughters married into an influential family to support their financial status.

The above is not exhaustive.

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

ਪੰਜਾਬ ਦੀਆਂ ਮੁੱਖ ਸਮਾਜਿਕ ਸਮੱਸਿਆਵਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਸੁਝਾਅ ਦਿਓ, ਪੰਜਾਬ ਸਰਕਾਰ ਇਨ੍ਹਾਂ ਸਮੱਸਿਆਵਾਂ ਦੇ ਹੱਲ ਲਈ ਕਿਹੜੇ ਕਦਮ ਉਠਾ ਸਕਦੀ ਹੈ?

- Many Panjabi people spend lots of money on weddings to show off. (AO2)
- Some Panjabi families still abort their female child due to fear of dowry. (AO2)
- The shopkeepers make profits through adulteration of edible goods. (AO2)
- The majority of the Punjab Government officials are corrupt. (AO2)
- The mafia/gang culture is booming due to the corrupt officials or politicians. (AO2)
- Take steps to make the farming of small and marginal farmers profitable.
- Anti female foeticide law should be strictly implemented.
- There should be strict punishment for adulteration of edible goods.
- The corrupt Punjab government officials should get strict punishment.
- The Punjab government should create a task force to finish mafia/ gang culture.

The above is not exhaustive.

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

ਪੰਜਾਬ ਦੇ ਖੇਤਰੀ ਖਾਣਿਆਂ ਦਾ ਵਰਣਨ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਪੰਜਾਬ ਦੇ ਖਾਣੇ ਅਤੇ ਖਾਣਿਆਂ ਨੂੰ ਪਕਾਉਣ ਦੇ ਢੰਗਾਂ ਉੱਤੇ ਕਿਹੜੇ ਵਿਦੇਸ਼ੀ ਪ੍ਰਭਾਵ ਹਨ।

- Panjabi cuisine is associated with food from the Punjab region of India and Pakistan.
- Panjabi cuisine is known for its wide range of vegetarian and meat dishes as well as butter-like flavour.
- There are many styles of cooking available in the Punjab, however, tandoor cooking style has become quite popular.
- Cornmeal Chapati and mustard leafy greens are the main dishes of the Punjab.
- Dairy products are a prominent part of Panjabi cuisine.
- Food additives, spices and chutneys are used to enhance the flavour of the dishes.
- Background how invaders looted the Punjab and influenced Panjabi cuisine. (AO2)
- The fleeing Panjabis from Pakistan brought with them tandoor. (AO2)
- The samosa came from Persia, however, filling was adapted to the local taste of the people. (AO2)
- From the Northwest Frontier arrived the simple but robust flavour of a nomadic people. (AO2)
- The British people left a strong imprint on the Panjabi foods and cooking techniques. (AO2)

The above is not exhaustive.

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

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਮਾਜ ਤੇ 1947 ਦੀ ਭਾਰਤ ਅਤੇ ਪਾਕਿਸਤਾਨ ਦੀ ਵੰਡ ਦੇ ਪ੍ਰਭਾਵ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਸੁਝਾਅ ਦਿਓ ਕਿ ਪੰਜਾਬ ਸਰਕਾਰ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਮਾਜ ਤੇ ਵੰਡ ਦੇ ਪ੍ਰਭਾਵ ਨੂੰ ਘੱਟ ਕਰਨ ਲਈ ਕਿਹੜੇ ਕਦਮ ਉਠਾ ਸਕਦੀ ਹੈ।

- Had it not been for the partition of the Punjab, Lahore and Amritsar would have developed a lot. (A02)
- The villages on both sides of the border are underdeveloped due to the fear of war. (A02)
- Punjabs on both sides had to bear a huge cost when trade was stopped between the two countries. (A02)
- Some industries migrated out of the Punjab because of wars between India and Pakistan due to the Punjab being a cross-border state. (A02)
- Arms race between two countries adversely affects economic progress and welfare of the people in both countries. (A02)
- The border, water supply or any other disputes should be resolved through high level talks between the two countries.
- Ease visa restrictions so that people could see their relatives in the west Punjab.
- Allow singers and actors to perform in the west Punjab to encourage cultural ties.
- Organise friendly cricket matches between the two countries and allow Pakistani players to play in the Indian Premier League cricket matches.
- Sign bilateral trade agreements to encourage trade between the two countries so that people on both sides of the border could benefit.

The above is not exhaustive.