
A-level
PANJABI
7682/2

Paper 2 Writing

Mark scheme

June 2024

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.

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.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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	Excellent critical and analytical response to the question set 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.
13–16	Good critical and analytical response to the question set 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.
9–12	Reasonable critical and analytical response to the question set 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.
5–8	Limited critical and analytical response to the question set 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.
1–4	Very limited critical and analytical response to the question set 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.
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

‘ਇਸ ਨਾਵਲ ਵਿੱਚ ਬੰਦੂਕਾਂ ਅਤੇ ਪਿਸਤੌਲਾਂ ਨਾਲ ਪੰਜਾਬੀ ਪਰਿਵਾਰਾਂ ਦੀ ਤਬਾਹੀ ਨੂੰ ਬੜੇ ਵਧੀਆ ਤਰੀਕੇ ਨਾਲ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ।’

ਇਸ ਕਥਨ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- A brief description of Sher Singh’s role in the novel.
- Sher Singh’s character and actions in daily life.
- Sher Singh and his friends’ passion for guns and pistols.
- Jabarjang’s death and his family’s circumstances.
- Charhat Singh’s intention to marry Noori and the fight with Sher Singh’s family.
- Death of Noori and Tejpai and destruction of their families.
- Justification incorporating the facts about destruction of families due to guns.

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

0 1 . 2 ‘ਇਸ ਨਾਵਲ ਵਿੱਚ ਸ਼ੇਰ ਸਿੰਘ ਨੂੰ ਇੱਕ ਅਜਿਹੇ ਪਾਤਰ ਵਜੋਂ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ ਜਿਹੜਾ ਔਰਤਾਂ ਦੀ ਇੱਜ਼ਤ ਬਿਲਕੁਲ ਨਹੀਂ ਕਰਦਾ।’

ਉਦਾਹਰਣਾਂ ਦੇ ਕੇ ਇਸ ਕਥਨ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgment of the statement with clear agreement or disagreement.
- Portrayal of Sher Singh’s role as a husband, treating his wife badly with examples.
- Sher Singh’s attitude towards Noori’s education at a college.
- Sher Singh’s action about arranging Noori’s wedding with Jabarjang having no regard for Noori at all.
- Sher Singh’s response to Charhat Singh’s intention to marry Noori.
- Sher Singh’s dispute and treatment of his wife over the issue of Noori’s marriage.
- 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 ਬੈਨੀਵਾਲ

0 2 . 1

‘ਕਹਾਣੀਆਂ ਵਿੱਚ ਬੈਨੀਵਾਲ ਔਰਤਾਂ ਨੂੰ ਜਾਗ੍ਰਿਤ ਕਰਕੇ ਪੰਜਾਬੀ ਸਮਾਜ ਦੀਆਂ ਬੁਰਾਈਆਂ ਦੂਰ ਕਰਨ ਦੇ ਯਤਨ ਕਰਦਾ ਹੈ।’

ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** stories (ਫੈਸਲਾ ਅਤੇ ਦਾਜ).
- Clear introduction of female characters and the social issues presented in the stories.
- Commenting on incidents the writer wants to present through female characters.
- Analysis of whether the social issue chosen has been addressed clearly and how chosen characters try to change other people's thinking.
- Justify the fact that female characters are presenting the way forward to bring a change in Panjabi society.
- Conclude how the author has empowered female characters with personal reaction.

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

0	2	2	‘ਬੈਣੀਵਾਲ ਦੀਆਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਪ੍ਰੇਮ ਵਿਆਹਾਂ ਅਤੇ ਅੰਤਰਜਾਤੀ ਵਿਆਹਾਂ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਵਧੀਆ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ।’ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਕਥਨ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।
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[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** stories (ਘਰ ਦੀ ਪੱਤ ਅਤੇ ਅਫਸਾਨਾ).
- Introduction of issues presented in stories in the context of the statement.
- Comment on the presentations of topics of the stories.
- Analysis of how the author has presented his views through characters in the stories.
- Analyse the portrayal of issues related to love marriages and intercaste marriages.
- Justifying to what extent the author has been successful presenting the subject matter successfully.

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

0 3

ਸਾਵੇ ਪੱਤਰ: ਮੋਹਨ ਸਿੰਘ

0 3 . 1

‘ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਪੰਜਾਬੀ ਔਰਤਾਂ ਦੀ ਸੁੰਦਰਤਾ ਬਹੁਤ ਚੰਗੇ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕਰਦੀਆਂ ਹਨ।’

ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying their **two** chosen poems (ਗੁਲੇਲੀ ਅਤੇ ਸਿੰਧਣ) for discussion on the topic.
- Analysis of the context of the poems and the portrayal of beauty.
- Analyse the way beauty of women is praised by the poet.
- Analyse portrayal of beauty of women in poverty.
- Poet’s reaction to the way beautiful women are treated in Panjabi society.
- Justify to what extent the poet has been successful in presenting the beauty of women in his poems.

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

0

3

2

‘ਮੋਹਨ ਸਿੰਘ ਨੇ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਸੁਧਾਰ ਲਿਆਉਣ ਦੇ ਸੁਝਾਅ ਵਧੀਆ ਤਰੀਕ ਨਾਲ ਪੇਸ਼ ਕੀਤੇ ਹਨ।’

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

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** poems in which ideas for social improvements are addressed such as ਮੈਂ ਨਹੀਂ ਰਹਿਣਾ ਤੇਰੇ ਗਰਾਂ, ਰੱਬ, ਜੀਵਨ etc.
- Analysis of circumstances and the issues.
- Analysis of the poet's viewpoint of a good society with examples.
- Analysis of the drawbacks to society the poet has presented in his poems.
- Analysis of how the Panjabi people can bring a change in Panjabi society.
- In conclusion, justifying their analysis of the statement as to how successful the author has been suggesting the changes in the Panjabi society.

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

0 4

ਅਸਾਂ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

0 4 . 1

‘ਇਹ ਫਿਲਮ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਰਹਿੰਦੇ ਪੰਜਾਬੀਆਂ ਬਾਰੇ ਪੰਜਾਬ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਦੀ ਬਦਲ ਚੁੱਕੀ ਸੋਚ ਨੂੰ

ਚੰਗੇ ਤਰੀਕੇ ਨਾਲ ਪੇਸ਼ ਕਰਦੀ 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 changed thinking of Panjabi people.
- Brief account of incidents of Panjabi people’s behaviour towards Panjabis living abroad.
- Comments on the problems created for the Panjabis living abroad.
- Brief account of intentions of officers towards the Panjabi people living abroad.
- Evaluation of the extent to which people have changed over the years.
- 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 'ਇਸ ਫਿਲਮ ਦੇ ਨਾਇਕ ਵਿੱਚ ਉਹ ਸਾਰੇ ਗੁਣ ਮੌਜੂਦ ਹਨ ਜਿਹੜੇ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਲਈ ਇੱਕ ਵਧੀਆ ਉਦਾਹਰਣ ਪੇਸ਼ ਕਰਦੇ ਹਨ।'

ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇਸ ਕਥਨ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement with brief examples of the qualities of the hero as a good Panjabi young man.
- Reference to his behaviour demonstrating his love for the Punjab while living in a foreign country.
- Analysis of incidents where he presents himself as an ideal Panjabi young man.
- Portrayal of the way he deals with people while visiting the Punjab.
- Reference to the incidents in which he respects Panjabi culture and the way of living in the Panjabi village.
- In conclusion, justifying their evaluation of the statement as to the extent that the hero of this film can be considered as a good Panjabi young man.

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

0 5

ਜੱਟ ਤੇ ਜੂਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

0 5 . 1

‘ਇਹ ਫਿਲਮ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਣ ਵਾਲੇ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਨੂੰ ਆਉਣ ਵਾਲੀਆਂ ਸਮੱਸਿਆਵਾਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਹੱਲ ਪੇਸ਼ ਕਰਨ ਵਿੱਚ ਸਫਲ ਰਹੀ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with examples from the film.
- The basic problems that young people have when going abroad – language, form filling, etc.
- Analysis of the incidents which address issues like responsibility, work and the way of life abroad.
- Analysis of the incidents which demonstrate difficulties young people have in a foreign country.
- Analysis of the views of Panjabi people living abroad about the behaviour of young people who try to settle abroad.
- In conclusion, justifying their evaluation of the statement as to how the incidents and the characters of this film teach young people the way of living in a foreign country.

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

05.2 'ਇਹ ਫਿਲਮ ਪੰਜਾਬੀ ਸਮਾਜ ਨੂੰ ਸੁਨੇਹਾ ਦਿੰਦੀ ਹੈ ਕਿ ਮਾਪਿਆਂ ਨੂੰ ਬੱਚਿਆਂ ਦੀ ਗੱਲ ਸੁਣਨੀ ਚਾਹੀਦੀ ਹੈ ਅਤੇ ਉਨ੍ਹਾਂ ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਥੋਪਣੇ ਨਹੀਂ ਚਾਹੀਦੇ।'

ਇਸ ਵਿਚਾਰ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement referring to the incidents in which parents are imposing their views on their children.
- Analyse the incidents in which parents do not want their young children to go against their views.
- Evaluate how the parents impose their views on their children regarding their future career.
- Discussion about the choice of a partner and wedding.
- Analysis of the solutions of Panjabi young people's problems demonstrated in the film.
- In conclusion, justifying their evaluation of the statement as to the extent to which they agree the film puts a light on the message that parents should not impose their views on their children but listen to them.

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