



A-level Panjabi 7682/3

Paper 3 Listening, Reading and Writing

Mark scheme

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6 A 2 0 7 6 8 2 / 3 / 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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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal 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 Listening

Comprehension questions to be answered in target language but with no AO3 marks.

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.

Qu	Accept	Mark	Notes
01	B, C, F, G, L	5	In any order

Qu	Accept	Mark	Notes
02.1	ਪੰਜਾਬੀ ਫਿਲਮਾਂ ਵਿੱਚ ਅਦਾਕਾਰੀ ਦੀ ਉਸ ਦੀ ਖੂਬਸੂਰਤੀ ਲਈ 'ਮਿਸ ਵਰਲਡ ਪੰਜਾਬਣ ਖਿਤਾਬ' ਲਈ	2	Any two details One mark for each detail

Qu	Accept	Mark	Notes
02.2	(ਗੁਰਦੁਵਾਰਿਆਂ ਵਿੱਚ) ਛੋਟੇ ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਪੜ੍ਹਾਈ	1	

Qu	Accept	Mark	Notes
02.3	ਉਹ ਆਸਟ੍ਰੇਲੀਆ ਵਿੱਚ ਪੈਦਾ ਹੋਈ ਸੀ ਪਰ ਅਸਲ ਵਿੱਚ ਉਸ ਦਾ ਜਨਮ ਪੰਜਾਬ ਵਿੱਚ ਹੋਇਆ ਸੀ।	1	Reject: ਉਸ ਦਾ ਜਨਮ ਪੰਜਾਬ ਵਿੱਚ ਹੋਇਆ ਸੀ। On its own

Qu	Accept	Mark	Notes
02.4	ਸ਼ੀਸ਼ੇ ਅੱਗੇ ਅਦਾਕਾਰੀ ਕਰਨ ਤੋਂ / ਆਪਣੇ-ਆਪ ਨਾਲ ਗੱਲਾਂ ਕਰਨ ਤੋਂ	1	

Qu	Accept	Mark	Notes
02.5	ਮਾਡਲਿੰਗ ਕਰਨ ਦੀ [1 mark] ਪੰਜਾਬੀ ਫਿਲਮਾਂ ਵਿੱਚ ਕੰਮ ਕਰਨ ਦੀ [1 mark]	2	One mark for each detail

Qu	Accept	Mark	Notes
02.6	(ਮਨਮੋਹਨ ਸਿੰਘ ਅਤੇ ਹਰਭਜਨ ਮਾਨ ਨੇ) ਟੀ ਵੀ ਤੇ 'ਮਿਸ ਵਰਲਡ ਪੰਜਾਬਣ' ਮੁਕਾਬਲਾ ਦੇਖ ਕੇ ਰੋਲ ਦੀ ਪੇਸ਼ਕਸ਼ ਕੀਤੀ।	1	

Qu	Accept	Mark	Notes
03.1	ਬਿਹਾਰ ਵਿੱਚ ਅੱਤ ਦੀ ਗਰੀਬੀ ਹੋਣ ਕਰਕੇ ਬਿਹਾਰ ਵਿੱਚ ਕੰਮ ਨਾ ਮਿਲਣ ਕਰਕੇ ਕੰਮ ਕਰਨ ਆਉਂਦੇ ਹਨ	1	Any one detail

Qu	Accept	Mark	Notes
03.2	ਕਿਉਂਕਿ ਬਿਹਾਰੀ ਮਜ਼ਦੂਰਾਂ ਨੇ ਉਨ੍ਹਾਂ ਦੇ ਕੰਮ ਸਾਂਭ ਲਏ ਹਨ [1 mark] ਕਿਉਂਕਿ ਪੰਜਾਬ ਦੇ ਮਜ਼ਦੂਰਾਂ ਨੂੰ ਘੱਟ ਤਨਖਾਹ ਤੇ ਕੰਮ ਕਰਨਾ ਪੈਂਦਾ ਹੈ [1 mark]	2	One mark for each detail

Qu	Accept	Mark	Notes
03.3	ਬਿਹਾਰੀ ਮਜ਼ਦੂਰਾਂ ਦੀ ਗਿਣਤੀ ਵਧ ਰਹੀ ਹੈ [1 mark] ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਗਿਣਤੀ ਘੱਟ ਰਹੀ ਹੈ / ਉਹ ਵਿਦੇਸ਼ ਜਾ ਰਹੇ ਹਨ [1 mark]	2	One mark for each detail

Qu	Accept	Mark	Notes
03.4	ਰਿਕਸ਼ਾ ਚਲਾਉਂਦੇ ਸਨ ਖੇਤਾਂ ਵਿੱਚ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਸਨ ਕਿਸਾਨਾਂ ਦੇ ਨੌਕਰ ਸਨ	2	Any two details One mark for each detail

Qu	Accept	Mark	Notes
03.5	ਉਹ ਅਮੀਰ ਹੋ ਗਏ ਹਨ ਜ਼ਿਆਦਾ ਪੈਸਿਆਂ ਵਾਲੇ ਕੰਮਾਂ ਤੇ ਉਨ੍ਹਾਂ ਦੀ ਸਰਦਾਰੀ ਹੈ ਵੱਡੀਆਂ ਵੱਡੀਆਂ ਕੋਠੀਆਂ ਬਣਾਉਂਦੇ ਹਨ	1	Any one detail

Qu	Accept	Mark	Notes
03.6	ਸਿਨਮਾ ਘਰਾਂ ਵਿੱਚ ਹਿੰਦੀ ਫਿਲਮਾਂ ਦੀ ਭਰਮਾਰ [1 mark] ਹਿੰਦੀ ਅਖਬਾਰਾਂ ਦੀ ਵਧ ਰਹੀ ਗਿਣਤੀ [1 mark]	2	One mark for each detail

Summary question

Qu 04	Key idea	Mark	Notes
Bullet 1	ਦੋਸਤਾਂ /ਰਿਸ਼ਤੇਦਾਰਾਂ ਨਾਲ ਔਨਲਾਈਨ ਗੱਲਾਂ ਕਰ ਸਕਦੇ ਹਾਂ ਆਪਣੀ ਕੰਪਨੀ ਲਈ ਘਰੋਂ ਬੈਠੇ ਕੰਮ ਕਰ ਸਕਦੇ ਹਾਂ ਘਰੋਂ ਬੈਠੇ ਚੀਜ਼ਾਂ ਵੇਚ ਅਤੇ ਖਰੀਦ ਸਕਦੇ ਹਾਂ ਇੰਟਰਨੈੱਟ ਤੇ ਖੋਜ ਕਰਕੇ ਪੜ੍ਹਾਈ ਕਰ ਸਕਦੇ ਹਾਂ ਇੰਟਰਨੈੱਟ ਤੇ ਗੱਲਾਂ ਕਰਨ ਨਾਲ ਖਰਚ ਘੱਟ ਆਉਂਦਾ ਹੈ	3	Any three details One mark for each detail
Bullet 2	ਨਿੱਜੀ / ਬੈਂਕ ਖਾਤਿਆਂ ਦੀ ਜਾਣਕਾਰੀ ਦੀ ਚੋਰੀ ਹੋ ਸਕਦੀ ਹੈ ਕੰਪਿਊਟਰ ਵਿੱਚੋਂ ਜ਼ਰੂਰੀ ਫਾਈਲਾਂ ਗਾਇਬ ਹੋ ਸਕਦੀਆਂ ਹਨ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਮਾਂ ਬਰਬਾਦ ਹੋ ਸਕਦਾ ਹੈ ਅਸਲੀਲ ਸਮੱਗਰੀ ਬੱਚਿਆਂ ਨੂੰ ਗੁਮਰਾਹ ਕਰ ਸਕਦੀ ਹੈ	2	Any two details One mark for each detail Reject: ਚੋਰੀ ਹੋ ਸਕਦੀ ਹੈ
Bullet 3	ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਵੇਲੇ ਬੱਚਿਆਂ ਤੇ ਨਜ਼ਰ ਰੱਖਣੀ ਚਾਹੀਦੀ ਹੈ [1 mark] ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਦੀ ਚੋਰੀ ਅਤੇ ਬੱਚਿਆਂ ਨੂੰ ਗਲਤ ਵੈੱਬਸਾਈਟਾਂ ਤੇ ਜਾਣ ਤੋਂ ਰੋਕਣ ਲਈ ਕੰਪਿਊਟਰ ਤੇ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਲਈ ਸਾਫਟਵੇਅਰ ਲਗਾਉਣਾ ਚਾਹੀਦਾ ਹੈ [1 mark]	2	One mark for each detail

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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 recording. However, no AO1 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 AO1 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 AO1 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 singular/plural agreement.

Serious errors include:

incorrect verb forms

incorrect use of pronouns

missing or incorrect agreements of gender and adjectives.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

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.

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: 90 words – AO3 5/5

ਇੰਟਰਨੈੱਟ ਨੇ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਦੇ ਜੀਵਨ ਵਿੱਚ ਬਹੁਤ ਵੱਡੀ ਤਬਦੀਲੀ ਲਿਆਂਦੀ ਹੈ। ਹੁਣ ਉਹ ਆਪਣੇ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਬੈਠੇ ਸਾਕ-ਸਬੰਧੀਆਂ ਅਤੇ ਮਿੱਤਰਾਂ ਨਾਲ ਜਿੰਨ੍ਹਾਂ ਚਿਰ ਮਰਜ਼ੀ ਗੱਲਬਾਤ ਕਰ ਸਕਦੇ ਹਨ। ਵਿਦਿਆਰਥੀ ਇਸ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਪੜ੍ਹਾਈ ਕਰ ਸਕਦੇ ਹਨ। ਪਰ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਸਮਝਦਾਰੀ ਨਾਲ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ਕਿਉਂਕਿ ਇਸ ਤੇ ਸਾਰੀ ਜਾਣਕਾਰੀ ਸਹੀ ਨਹੀਂ ਹੁੰਦੀ, ਤੁਹਾਡੀਆਂ ਫਾਈਲਾਂ ਅਚਾਨਕ ਅਲੋਪ ਹੋ ਸਕਦੀਆਂ ਹਨ ਅਤੇ ਤੁਹਾਡੀ ਵਿਅਕਤੀਗਤ ਜਾਣਕਾਰੀ ਚੋਰੀ ਹੋ ਸਕਦੀ ਹੈ। ਮਾਪਿਆਂ ਨੂੰ ਚਾਹੀਦਾ, ਆਪਣੇ ਬੱਚਿਆਂ ਤੇ ਨਜ਼ਰ ਰੱਖਣ, ਕੰਪਿਊਟਰ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਸੁਰੱਖਿਆ ਲਈ ਕੋਈ ਪ੍ਰੋਗਰਾਮ ਇੰਸਟਾਲ ਕਰਨ।

Summary 2: 90 words – AO3 4/5

ਇੰਟਰਨੈੱਟ ਰਾਹੀਂ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਦੇ ਜੀਵਨ ਵਿੱਚ ਬਹੁਤ ਵੱਡੀ ਤਬਦੀਲੀ ਆਈ ਹੈ। ਹੁਣ ਉਹ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਬੈਠੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਨਾਲ ਜਿੰਨ੍ਹਾਂ ਚਿਰ ਚਾਹੇ ਗੱਲਬਾਤ ਕਰ ਸਕਦੇ। ਵਿਦਿਆਰਥੀ ਇਸ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਪੜ੍ਹਾਈ ਕਰ ਸਕਦੇ ਹੈ। ਪਰ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਸਮਝ ਨਾਲ ਕਰਨੀ ਚਾਹੀਦੀ ਕਿਉਂਕਿ ਇਸ ਤੇ ਸਾਰੀ ਜਾਣਕਾਰੀ ਠੀਕ ਨਹੀਂ ਹੁੰਦੀ, ਤੁਹਾਡੀਆਂ ਫਾਈਲਾਂ ਅਚਾਨਕ ਗੁਆਚ ਵੀ ਸਕਦੀਆਂ ਹੈ ਅਤੇ ਤੁਹਾਡੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਚੋਰੀ ਹੋ ਸਕਦੀ ਹੈ। ਮਾਪਿਆਂ ਨੂੰ ਚਾਹੀਦੇ, ਆਪਣੇ ਬੱਚਿਆਂ ਤੇ ਨਜ਼ਰ ਰੱਖਣ, ਕੰਪਿਊਟਰ ਦੀ ਸੁਰੱਖਿਆ ਲਈ ਕੋਈ ਪ੍ਰੋਗਰਾਮ ਇੰਸਟਾਲ ਕਰਨ।

Summary 3: 90 words – AO3 3/5

ਇੰਟਰਨੈੱਟ ਨਾਲ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਦੀ ਜਿੰਦਗੀ ਵਿੱਚ ਬਹੁਤ ਫਰਕ। ਹੁਣ ਉਹ ਬਾਰ ਬੈਠੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰ ਨਾਲ ਦੇਰ ਤਕ ਗੱਲਾਂ ਕਰ ਸਕਦੇ। ਵਿਦਿਆਰਥੀਆਂ ਇਸ ਨਾਲ ਪੜ੍ਹਾਈ ਕਰ ਸਕਦੇ ਹਾਂ। ਪਰ ਇੰਟਰਨੈੱਟ ਸਮਝ ਨਾਲ ਵਰਤੋਂ ਕਰਨੀ ਚਾਹੀਦਾ ਕਿਉਂਕਿ ਇਸ ਤੇ ਸਾਰੀ ਕੁਝ ਠੀਕ ਨਹੀਂ ਹੁੰਦੀ, ਤੁਹਾਡੇ ਫਾਈਲਾਂ ਕਿਸੇ ਵੇਲੇ ਗੁੰਮ ਵੀ ਸਕਦੇ ਹੈ ਅਤੇ ਤੁਹਾਡੀ ਜਾਣਕਾਰੀ ਚੋਰੀ ਹੋ ਸਕਦੇ ਹੈ ਤੇ ਬਚੇ ਗਲਤ ਪਾਸੇ ਜਾ ਸਕਦਾ ਹੈ। ਮਾ ਪੇ ਨੂੰ ਚਾਹੀਦੇ, ਆਪਣੀ ਬੱਚਿਆਂ ਨੂੰ ਦੇਖਨ ਜਦ ਇੰਟਰਨੈੱਟ ਤੇ ਹੁਨਦੇ, ਕੰਪਿਊਟਰ ਦੀ ਰਾਕੀ ਲੇਈ ਕੋਈ ਪ੍ਰੋਗਰਾਮ ਲਗਾ ਸਕਦੇ।

Summary 4: 90 words – AO3 2/5

ਐਟਰਨੈਟ ਨਾਲ ਪੰਜਾਬ ਦੇ ਲੋਕ ਜੀਵਨ ਵਿੱਚ ਬਹੁਤ ਫਰਕ। ਹੁਣ ਉਹ ਕਰ ਬੈਠੇ ਪਰਵਾਰ ਦੇ ਲੋਕਾ ਨਾਲ ਦੇਰ ਤਕ ਗੱਲਾਂ ਬਾਤਾ ਕਰਦੇ। ਪਰਨ ਵਾਲੇ ਇਸ ਨਾਲ ਪਰਾਈ ਕਰ ਸਕਦੇ ਹਾਂ। ਪਰ ਐਟਰਨੈਟ ਤਿਆਨ ਨਾਲ ਵਰਤਨਾ ਚਾਹੀਦੇ ਕਿਉ ਜੋ ਇਸ ਵਿਚ ਸਬ ਕੁਛ ਠਕਿ ਨਹੀਂ ਹਾਂ, ਬੁਹਾਡੇ ਜਰੂਰਿ ਪੇਪਰ ਕਿਸੇ ਵੇਲੇ ਗੁੰਮ ਵੀ ਸਕਦੇ ਹੈ ਅਤੇ ਬੁਹਾਡਾ ਜਾਨਕਾਰੀ ਚੋਰ ਲੇ ਸਕਦੇ ਤੇ ਬਚੇ ਗਲਤ ਪਾਸੇ ਜਾ ਸਕਦਾ ਹੈ। ਮਾ ਪੇ ਨੂੰ ਦੇਕਨਾ, ਆਪਣੀ ਬੱਚੇਆਂ ਨੂੰ ਦੇਖਨ ਜਦ ਐਟਰਨੈਟ ਤੇ ਹੁਨਦੇ, ਕੰਪਿਊਟਰ ਦੀ ਰਾਕੀ ਲੇਈ ਕੁਛ ਕਰ ਸਕਦੇ।

Summary 5: 90 words – AO3 1/5

ਐਟਰਨੈਟ ਤੇ ਜੀਵਨ ਵਿੱਚ ਬਹੁਤ ਫਰਕ ਹਾਂ ਪਨਜਾਬੀ ਲੋਗ। ਹੁਣ ਗੱਲਾਂ ਕਰਦੇ ਹਾਂ ਅਤੇ ਕਰ ਬੈਠੇ ਪਰਵਾਰ ਦੇ ਲੋਕਾ ਨਾਲ ਹੋ ਜਾਂਦਾ। ਪਰਾਈ ਕਰ ਸਕਦੇ ਹਾਂ ਸਮਾਂ ਕਰਾਬ ਹੋ ਪਰਨ ਵਾਲੇ ਹਾਂ। ਏਸ ਵਿਚ ਸਬ ਕੁਛ ਪਤਾ ਨਹਿ ਕਿਉ ਜੋ ਠਕਿ ਨਹੀਂ ਹਾਂ ਐਟਰਨੈਟ ਵਰਤਨਾ ਚਾਹੀਦੇ ਤਿਆਨ ਨਾਲ ਹੋ। ਗੁੰਮ ਵੀ ਸਕਦੇ ਹਾਂ ਬੁਹਾਡੇ ਜਰੂਰਿ ਪੇਪਰ ਕਿਸੇ ਟਾਇਮ ਹੋ ਅਤੇ ਲੇ ਸਕਦੇ ਜਾਨਕਾਰੀ ਚੋਰ ਤੇ ਗਲਤ ਪਾਸੇ ਬਚੇ ਜਾ ਸਕਦਾ ਹਾਂ। ਮਾ ਪੇ ਨੂੰ ਦੇਕਨਾ ਹਾਂ, ਐਟਰਨੈਟ ਤੇ ਆਪਣੀ ਬੱਚੇ ਨੂੰ ਦੇਖਨ ਜਦ ਹੁਨਦੇ ਹੋ।

Section B

Question 5 Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling

Errors of spelling will not be tolerated.

Verb endings and verb forms must be correct.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
5	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	Some students think	ਕੁਝ ਵਿਦਿਆਰਥੀ ਸੋਚਦੇ ਹਨ	
2	it is amusing	ਇਹ ਮਜ਼ਾਕ ਵਾਲੀ ਗੱਲ ਹੈ	
3	to assault	ਕੁੱਟਮਾਰ ਕਰਨਾ	
4	a meagre rickshaw puller,	ਗਰੀਬ ਰਿਕਸ਼ੇ ਵਾਲੇ ਦੀ,	
5	to pull	ਖਿੱਚਣਾ	
6	a train's chain,	ਰੇਲ ਗੱਡੀ ਦੀ ਚੇਨ	
7	or to create havoc	ਜਾਂ ਭੰਨ ਤੋੜ ਕਰਨਾ	
8	in theatres.	ਥੀਏਟਰਾਂ ਵਿੱਚ।	
9	If this is not	ਜੇ ਇਹ ਨਹੀਂ ਹੈ	
10	hooliganism,	ਗੁੰਡਾਗਰਦੀ,	
11	then what is it?	ਤਾਂ ਫਿਰ ਇਹ ਕੀ ਹੈ ?	

12	Instead of breaking the law,	ਕਾਨੂੰਨ ਤੋੜਨ ਦੀ ਬਜਾਏ,	
13	these students need to	ਉਨ੍ਹਾਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਚਾਹੀਦਾ ਹੈ	
14	set a good example.	ਕਿ ਇੱਕ ਚੰਗੀ ਮਿਸਾਲ ਕਾਇਮ ਕਰਨ।	
15	They should emerge	ਉਨ੍ਹਾਂ ਨੂੰ ਬਾਹਰ ਆਉਣਾ ਚਾਹੀਦਾ ਹੈ	
16	from their isolated bubble	ਆਪਣੇ ਅਲੱਗ ਘੇਰੇ ਵਿੱਚੋਂ	
17	in which they only debate	ਜਿਸ ਵਿੱਚ ਉਹ ਸਿਰਫ	
18	films, sports matches	ਫਿਲਮਾਂ, ਖੇਡਾਂ ਦੇ ਮੈਚਾਂ	
19	and the teachers.	ਅਤੇ ਅਧਿਆਪਕਾਂ ਬਾਰੇ ਬਹਿਸ ਕਰਦੇ ਹਨ।	
20	They ought to participate	ਉਨ੍ਹਾਂ ਨੂੰ ਜ਼ਰੂਰ ਹਿੱਸਾ ਲੈਣਾ ਚਾਹੀਦਾ ਹੈ	
21	actively in politics	ਰਾਜਨੀਤੀ ਵਿੱਚ ਸਰਗਰਮੀ ਨਾਲ	
22	– this is the best way	– ਇਹ ਸਭ ਤੋਂ ਵਧੀਆ ਤਰੀਕਾ ਹੈ	
23	to transform society.	ਸਮਾਜ ਵਿੱਚ ਪਰਿਵਰਤਨ ਲਿਆਉਣ ਦਾ।	
24	However, they will need	ਪਰੰਤੂ, ਉਨ੍ਹਾਂ ਨੂੰ ਲੋੜ ਹੈ	
25	to be vigilant	ਚੇਤੰਨ ਹੋਣ ਦੀ	
26	and not give support	ਉਨ੍ਹਾਂ ਨੂੰ ਮਦਦ ਨਹੀਂ ਦੇਣੀ ਚਾਹੀਦੀ	
27	to any political party	ਕਿਸੇ ਵੀ ਰਾਜਨੀਤਕ ਪਾਰਟੀ ਨੂੰ	
28	whose leaders	ਜਿਸ ਦੇ ਨੇਤਾ	ਲੀਡਰ
29	exploit them	ਉਨ੍ਹਾਂ ਦਾ ਸ਼ੋਸ਼ਣ ਕਰਦੇ ਹੋਣ	ਭੜਕਾਉਂਦੇ
30	to accomplish their own political agenda.	ਆਪਣਾ ਰਾਜਨੀਤਕ ਮੰਤਵ ਪੂਰਾ ਕਰਨ ਲਈ।	

[10 mark]

Conversion grid	
Number of ticks	Mark
28-30	10
25-27	9
22-24	8
19-21	7
16-18	6
13-15	5
10-12	4
7-9	3
4-6	2
1-3	1
0	0

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

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 200 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 1

Mark	AO1
9–10	<p>Very good evaluation of the source</p> <p>The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p>
7–8	<p>Good evaluation of the source</p> <p>Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p>
5–6	<p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
3–4	<p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
1–2	<p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
0	<p>The student produces nothing worthy of credit.</p>

Assessment Objective 2

Mark	AO2
9–10	<p>Very good evaluation of the source</p> <p>The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p>
7–8	<p>Good evaluation of the source</p> <p>Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p>
5–6	<p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
3–4	<p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
1–2	<p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
0	<p>The student produces nothing worthy of credit.</p>

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 singular/plural agreement.

Serious errors include:

incorrect verb forms
incorrect use of pronouns
missing or incorrect agreements of gender and adjectives.

Complex language includes:

use of pronouns of all types
tenses that support conceptual complexity
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.

Indicative content multi-skill task essay

- Impact of fashion on health (AO1)
- Fashion impacted most of the college youths (AO1)
- College girls/young women are crazy about wearing stylish clothes (AO1)
- Role of education institutions & tailors (AO1)
- Impact of Western culture (AO1)
- Today's parents want their children to keep up with the latest fashion (AO2)
- Role of social media (AO2)
- Impact of celebrities from TV, films and Panjabi song videos (AO2)
- Impact of corporate world and culture of socialising (AO2)
- Fashion is a necessity to keep up pace with the modern society (AO2)