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**A-level**  
**PANJABI**  
**7682/1**

Paper 1 Reading and Writing

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**Mark scheme**

June 2021

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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.

## 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.

Qu	Key idea	Mark	Notes
01.1	ਤਾਂ ਕਿ ਹਮਲੇ ਦੀ ਸੂਰਤ ਵਿੱਚ ਦੋਵਾਂ ਕਿਲਿਆਂ (ਕਿਲ੍ਹਾ ਲੌਕਹਾਰਟ ਅਤੇ ਕਿਲ੍ਹਾ ਗੁਲਿਸਤਾਨ) ਨੂੰ (ਸਾਰਾਗੜ੍ਹੀ ਵੱਲੋਂ) ਸੁਚੇਤ ਕੀਤਾ ਜਾ ਸਕੇ।	1	

Qu	Key idea	Mark	Notes
01.2	<ul style="list-style-type: none"> <li>ਸੈਨਿਕਾਂ ਦੇ ਕਮਾਂਡਰ ਨੇ ਇਨ੍ਹਾਂ ਨੂੰ ਆਤਮਸਮਰਪਣ ਕਰਨ ਦੀ ਸਲਾਹ ਦਿੱਤੀ ਸੀ ਪਰ ਇਸ ਦੇ ਬਾਵਜੂਦ ਸੈਨਿਕਾਂ ਨੇ ਅਫ਼ਗ਼ਾਨਾਂ ਦਾ ਮੁਕਾਬਲਾ ਕਰਨ ਦਾ ਫ਼ੈਸਲਾ ਕੀਤਾ।</li> <li>ਦੁਸ਼ਮਣ ਦੀ ਗਿਣਤੀ ਭਾਰੀ ਹੋਣ ਦੇ ਬਾਅਦ ਵੀ ਸਿੱਖ ਸੈਨਿਕ ਪਿੱਛੇ ਨਹੀਂ ਹਟੇ।</li> <li>ਸਿਰਫ਼ 21 ਸੈਨਿਕ 10 ਹਜ਼ਾਰ ਅਫ਼ਗ਼ਾਨਾਂ ਨਾਲ ਲੜੇ।</li> </ul>	2	<b>One mark for each response.</b> Candidates can list any two.

Qu	Key idea	Mark	Notes
01.3	<ul style="list-style-type: none"> <li>ਸ਼ਹੀਦ ਹੋਏ ਸੈਨਿਕਾਂ ਨੂੰ ਮਰਨ-ਉਪਰੰਤ “ਇੰਡੀਅਨ ਆਰਡਰ ਔਫ਼ ਮੈਰਿਟ” ਦਿੱਤਾ ਗਿਆ (ਜੋ ਕਿ ਉਸ ਵੇਲੇ ਦਾ ਅੰਗਰੇਜ਼ੀ ਹਕੂਮਤ ਵੱਲੋਂ ਕਿਸੇ ਵੀ ਭਾਰਤੀ ਸੈਨਿਕ ਨੂੰ ਦਿੱਤਾ ਗਿਆ ਸਭ ਤੋਂ ਉੱਚਾ ਬਹਾਦਰੀ ਪੁਰਸਕਾਰ ਸੀ)</li> </ul>	1	<b>One mark</b> Note: The wording in brackets is a supporting statement that some candidates may use too as a response or part of their response. Please accept as an alternative.

Qu	Accept	Mark	Notes
01.4	ਯੂਨੈਸਕੋ ਨੇ ਇਸ ਨੂੰ ਇਤਿਹਾਸ ਦਾ ਇੱਕ ਮਹਾਨ ਯੁੱਧ ਕਰਾਰ ਦਿੱਤਾ ਹੈ / ਯੂਨੈਸਕੋ ਨੇ ਇਸ ਨੂੰ ਇੱਕ ਅਨੂਠੀ ਬਹਾਦਰੀ ਦੀ ਮਿਸਾਲ ਕਿਹਾ ਹੈ।	1	<b>One mark</b>

Qu	Accept	Mark	Notes
01.5	ਆਤਮਸਮਰਪਣ ਕਰਨਾ	1	One mark

Qu	Accept	Mark	Notes
01.6	ਮਰਨ-ਉਪਰੰਤ	1	One mark

Qu	Accept	Mark	Notes
01.7	ਸਭ ਤੋਂ ਉੱਚਾ	1	One mark

**Summary question (AO2 and AO3)**

Qu 02	Key idea	Mark	Notes
Bullet 1	<ul style="list-style-type: none"> <li>ਕਿਸਾਨਾਂ ਨੇ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਰੇਲ ਦੀਆਂ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ ਕਰ ਲਿਆ।</li> <li>ਘੱਟ ਤੋਂ ਘੱਟ 25 ਰੇਲ ਗੱਡੀਆਂ ਰੱਦ ਕੀਤੀਆਂ ਗਈਆਂ ਅਤੇ ਸੱਤ ਹੋਰਨਾਂ ਦਾ ਰਸਤਾ ਬਦਲ ਦਿੱਤਾ ਗਿਆ।</li> <li>ਵਿਰੋਧ ਪ੍ਰਦਰਸ਼ਨ ਕਾਰਨ ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਆਉਣ ਜਾਣ ਵਾਲੇ ਹਜ਼ਾਰਾਂ ਯਾਤਰੀ ਫਸ ਗਏ।</li> </ul>	2	<p><b>Bullet point 1</b> answers 'how the protest was organised'. Award <b>one</b> mark.</p> <p><b>Bullet points 2 and 3</b> answer 'the impact the protest had on the public'. Candidates may list <b>either</b> bullet point 2 <b>or</b> bullet point 3. Award <b>one</b> mark.</p>
Bullet 2	<ul style="list-style-type: none"> <li>ਇੱਕ ਸੰਪੂਰਨ ਰਾਸ਼ਟਰੀ ਨੀਤੀ ਦੁਆਰਾ ਕਿਸਾਨਾਂ ਦੀਆਂ ਪਰੇਸ਼ਾਨੀਆਂ ਜਿਵੇਂ ਕਿ ਖਰਾਬ ਮੌਸਮ, ਕਰਜ਼ਾ ਆਦਿ ਨੂੰ ਦੂਰ ਕੀਤਾ ਜਾਵੇ।</li> <li>ਕਿਸਾਨਾਂ ਦੀਆਂ ਵਧਦੀਆਂ ਆਤਮ-ਹੱਤਿਆਵਾਂ ਦੇ ਕਾਰਨਾਂ ਨੂੰ ਸੰਬੰਧਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ।</li> <li>ਕਿਸਾਨਾਂ ਦੇ ਸਮਾਜਿਕ ਸੁਰੱਖਿਆ ਦੇ ਅਧਿਕਾਰ ਤੇ ਜ਼ੋਰ</li> <li>ਕਿਸਾਨਾਂ ਲਈ ਵਿੱਤੀ ਸਰੋਤਾਂ ਤੱਕ ਪਹੁੰਚ ਦੀ ਮਹੱਤਤਾ ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਗਿਆ ਹੈ।</li> </ul>	2	<p><b>One</b> mark for <b>each</b> point. (Candidates may list any point along the lines of the bulleted list.)</p>
Bullet 3	<ul style="list-style-type: none"> <li>ਸਰਕਾਰ, ਬੈਂਕਾਂ ਅਤੇ ਵਿੱਤੀ ਸੰਸਥਾਵਾਂ ਕਿਸਾਨਾਂ ਦੀਆਂ ਪਰੇਸ਼ਾਨੀਆਂ ਨਹੀਂ ਸਮਝ ਰਹੀਆਂ।</li> <li>ਬੈਂਕਾਂ ਅਤੇ ਵਿੱਤੀ ਸੰਸਥਾਵਾਂ ਕਿਸਾਨਾਂ ਦੀ ਮਦਦ ਨਹੀਂ ਕਰ ਰਹੀਆਂ।</li> <li>ਕਿਸਾਨਾਂ ਦੇ ਕਰਜ਼ੇ ਮੁਆਫ਼ ਨਹੀਂ ਕੀਤੇ ਜਾ ਰਹੇ।</li> <li>ਸਵਾਮੀਨਾਥਨ ਕਮਿਸ਼ਨ ਦੀ ਰਿਪੋਰਟ ਦੀਆਂ ਸਿਫ਼ਾਰਸ਼ਾਂ ਨੂੰ ਲਾਗੂ ਨਹੀਂ ਕੀਤਾ ਗਿਆ।</li> <li>ਸਰਕਾਰ ਰਿਪੋਰਟ ਦੀ ਖੋਜ ਅਤੇ ਸਿਫ਼ਾਰਸ਼ਾਂ ਤੇ ਗੌਰ ਨਹੀਂ ਕਰ ਰਹੀ।</li> </ul>	3	<p><b>One</b> mark for <b>each</b> point (Candidates may list any point along the lines of the bulleted list.)</p>

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 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 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.



<b>Mark</b>	<b>AO3 quality of language marks in listening and reading summary tasks</b>
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

ਕਿਸਾਨਾਂ ਨੇ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਰੇਲ ਦੀਆਂ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ ਕਰ ਲਿਆ ਅਤੇ ਵਿਰੋਧ ਪ੍ਰਦਰਸ਼ਨ ਕਾਰਨ ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਆਉਣ ਜਾਣ ਵਾਲੇ ਹਜ਼ਾਰਾਂ ਯਾਤਰੀ ਫਸ ਗਏ। ਸਵਾਮੀਨਾਥਨ ਕਮਿਸ਼ਨ ਦੀ ਰਿਪੋਰਟ ਦੇ ਅਨੁਸਾਰ ਏੱਕ ਸੰਪੂਰਨ ਰਾਸ਼ਟਰੀ ਨੀਤੀ ਦੁਆਰਾ ਕਿਸਾਨਾਂ ਦੀਆਂ ਪਰੇਸ਼ਾਨੀਆਂ ਜਿਵੇਂ ਕਿ ਕਰਜ਼ਾ ਅਤੇ ਵੱਧਦੀਆਂ ਆਤਮ-ਹੱਤਿਆਵਾਂ ਦੇ ਕਾਰਨਾਂ ਨੂੰ ਸੰਬੋਧਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਕਿਸਾਨ ਇਸ ਲਈ ਆਤਮ-ਹੱਤਿਆਵਾਂ ਕਰ ਰਹੇ ਹਨ ਕਿਉਂਕਿ ਕਸਾਨਾਂ ਦੇ ਕਰਜ਼ੇ ਮੁਆਫ਼ ਨਹੀਂ ਕੀਤੇ ਜਾ ਰਹੇ। ਬੈਂਕਾਂ ਅਤੇ ਵਿੱਤੀ ਸੰਸਥਾਵਾਂ ਵੀ ਕਿਸਾਨਾਂ ਦੀ ਮਦਦ ਨਹੀਂ ਕਰ ਰਹੀਆਂ ਅਤੇ ਨਾ ਹੀ ਰਿਪੋਰਟ ਦੀਆਂ ਸਿਫ਼ਾਰਸ਼ਾਂ ਨੂੰ ਲਾਗੂ ਕੀਤਾ ਗਿਆ ਹੈ।

**Summary 2:** 62 words – AO3 4/5

ਕਿਸਾਨਾਂ ਨੇ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਰੇਲ ਦੀਆਂ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ ਕਰ ਲਿਆ ਜਿਸ ਕਰਕੇ 25 ਟ੍ਰੇਨਾਂ ਰੱਦ ਕੀਤੀਆਂ ਗਈਆਂ ਅਤੇ ਸੱਤ ਹੋਰਨਾਂ ਦਾ ਰਸਤਾ ਬਦਲ ਦਿੱਤਾ ਗਿਆ। ਸਵਾਮੀਨਾਥਨ ਕਮਿਸ਼ਨ ਦੀ ਰਿਪੋਰਟ ਦੇ ਅਨੁਸਾਰ ਕਿਸਾਨਾਂ ਦੀਆਂ ਪਰੇਸ਼ਾਨੀਆਂ ਨੂੰ ਸੰਬੋਧਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਕਿਸਾਨ ਆਪਣੀਆਂ ਪਰੇਸ਼ਾਨੀਆਂ ਅਤੇ ਕਰਜ਼ੇ ਹੇਠ ਦੱਬੇ ਹੋਣ ਕਰਕੇ ਆਤਮ-ਹੱਤਿਆਵਾਂ ਕਰ ਰਹੇ ਹਨ। ਬੈਂਕ ਅਤੇ ਸਰਕਾਰ ਕਿਸਾਨਾਂ ਦੀ ਮਦਦ ਨਹੀਂ ਕਰ ਰਹੇ।

**Summary 3:** 53 words – AO3 3/5

ਕਿਸਾਨਾਂ ਨੇ ਰੇਲ ਦੀਆਂ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ ਕੀਤਾ। 25 ਟ੍ਰੇਨਾਂ ਰੱਦ ਕੀਤੀਆਂ ਗਈਆਂ। ਸੱਤ ਹੋਰਨਾਂ ਦਾ ਰਸਤਾ ਬਦਲ ਦਿੱਤਾ ਗਿਆ। ਸਵਾਮੀਨਾਥਨ ਕਮਿਸ਼ਨ ਦੀ ਰਿਪੋਰਟ ਦੇ ਅਨੁਸਾਰ ਪਰੇਸ਼ਾਨੀਆਂ ਨੂੰ ਸੰਬੋਧਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਕਿਸਾਨ ਕਰਜ਼ਾ ਹੇਠ ਦੱਬੇ ਹੋਣ ਅਤੇ ਖ਼ਰਾਬ ਮੌਸਮ ਵਰਗੀ ਪਰੇਸ਼ਾਨੀਆਂ ਕਰਕੇ ਆਤਮ-ਹੱਤਿਆਵਾਂ ਕਰਦੇ। ਬੈਂਕ ਅਤੇ ਸਰਕਾਰ ਕਿਸਾਨਾਂ ਦੀ ਮਦਦ ਨਹੀਂ ਕਰਦੇ।

**Summary 4:** 52 words – AO3 2/5

ਕਿਸਾਨਾਂ ਨੇ ਰੇਲ ਦੀਆਂ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ ਕੀਤਾ। ਟ੍ਰੇਨਾਂ ਰੱਦ ਅਤੇ ਸੱਤ ਦਾ ਰਸਤਾ ਬਦਲ ਦਿੱਤਾ। ਯਾਤਰੀ ਫਸ ਗਏ। ਸਵਾਮੀਨਾਥਨ ਦੇ ਅਨੁਸਾਰ ਪਰੇਸ਼ਾਨੀਆਂ ਨੂੰ ਸੰਬੋਧਿਤ ਕਰੋ ਅਤੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ ਨਾਲ। ਕਿਸਾਨ ਕਰਜ਼ਾ ਹੇਠ ਹੋਣ ਅਤੇ ਖ਼ਰਾਬ ਮੌਸਮ ਵਰਗੀ ਪਰੇਸ਼ਾਨੀ ਕਰਕੇ ਆਤਮ-ਹੱਤਿਆ ਕਰਦੇ। ਸਵਾਮੀਨਾਥਨ ਕਮਿਸ਼ਨ ਦੀ ਰਿਪੋਰਟ ਦੀਆਂ ਸਿਫ਼ਾਰਸ਼ਾਂ ਨੂੰ ਲਾਗੂ ਨਹੀਂ ਕੀਤਾ।

**Summary 5:** 26 words – AO3 1/5

ਕਿਸਾਨਾਂ ਨੇ ਪਟੜੀਆਂ ਤੇ ਕਬਜ਼ਾ। ਟ੍ਰੇਨਾਂ ਰੱਦ। ਸਵਾਮੀਨਾਥਨ ਅਨੁਸਾਰ ਪਰੇਸ਼ਾਨੀਆਂ ਨੂੰ ਸੰਬੋਧਿਤ ਕਰੋ। ਕਿਸਾਨ ਆਤਮ-ਹੱਤਿਆ ਕਰਦੇ ਪਰੇਸ਼ਾਨੀ ਕਰਕੇ। ਸਰਕਾਰ ਰਿਪੋਰਟ ਦੀ ਸਿਫ਼ਾਰਸ਼ਾਂ ਤੇ ਗੌਰ ਨਹੀਂ ਕਰਦੀ।

**Comprehension questions (Assessment Objective 2)**

Qu	Accept	Mark	Notes
03.1	ਕਿਉਂਕਿ ਖਿਡਾਰੀ ਮਿਲਖਾ ਸਿੰਘ ਵਾਂਗ ਕਾਮਯਾਬ ਅਤੇ ਮਸ਼ਹੂਰ ਹੋਣਾ ਚਾਹੁੰਦੇ ਹਨ / ਕਿਉਂਕਿ ਅੱਜ ਤੱਕ ਦੌੜਨ ਵਿੱਚ ਕੋਈ ਵੀ ਜਿੱਤ ਨਹੀਂ ਸਕਿਆ।	1	The candidate may write either or.

Qu	Accept	Mark	Notes
03.2	(ਕਿ ਵਧੇਰੇ ਹੁਨਰ ਹੋਣ ਦੇ ਬਾਵਜੂਦ) ਨੇੜੇ ਦੇ ਭਵਿੱਖ ਵਿੱਚ ਕੋਈ ਵੀ ਭਾਰਤੀ ਓਲੰਪਿਕ ਵਿੱਚ ਤਮਗਾ ਜਿੱਤਦਾ ਨਜ਼ਰ ਨਹੀਂ ਆਉਂਦਾ।	1	

Qu	Accept	Mark	Notes
03.3	ਮਿਹਨਤ / ਕੜੀ ਮਿਹਨਤ	1	Some candidates may write words that are synonyms of Dedication / Effort / Commitment – please accept any relevant responses.

Qu	Accept	Mark	Notes
03.4	<ul style="list-style-type: none"> <li>ਉਹ ਭਾਰਤ ਨੂੰ ਓਲੰਪਿਕ ਵਿੱਚ ਤਮਗਾ / ਸੋਨੇ ਦਾ ਤਮਗਾ ਜਿੱਤਦਾ ਵੇਖਣਾ ਚਾਹੁੰਦੇ ਹਨ।</li> <li>ਉਹ ਭਾਰਤ ਦੇ ਕੋਨੇ-ਕੋਨੇ ਤੋਂ 100 ਮਿਲਖਾ ਸਿੰਘ ਲੱਭ ਕੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਿਖਲਾਈ ਦੇਣਾ ਚਾਹੁੰਦੇ ਹਨ।</li> <li>ਉਹ ਭਾਰਤ ਦੇ ਕੋਨੇ-ਕੋਨੇ ਵਿੱਚੋਂ ਹੁਨਰਮੰਦ ਖਿਡਾਰੀਆਂ ਦੀ ਭਾਲ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹਨ।</li> </ul>	2	<p>Candidates may list any 2 points along the lines of the bulleted list.</p> <p><b>One</b> mark for <b>each</b> point/reason along the lines of the bulleted list.</p>

Qu	Accept	Mark	Notes
03.5	ਖਿਡਾਰੀਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੀ ਕਾਰਗੁਜ਼ਾਰੀ ਅਤੇ ਬਿਹਤਰੀ ਵਾਸਤੇ ਜਾਂਚਣਾ ਚਾਹੀਦਾ ਹੈ।	1	

Qu	Accept	Mark	Notes
03.6	ਸਰਕਾਰ ਨੂੰ ਖੇਡਾਂ ਦੀਆਂ ਵਧੇਰੇ ਅਕੈਡਮੀਆਂ ਖੋਲ੍ਹਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ ਜਿੱਥੇ ਖਿਡਾਰੀ ਖੇਡਾਂ ਦੇ ਨਾਲ-ਨਾਲ ਪੜ੍ਹ ਵੀ ਸਕਣ।	1	

Qu	Accept	Mark	Notes
04.1	ਇਹ ਸੰਗੀਤ ਸੰਮੇਲਨ ਚੋਟੀ ਦੇ ਕਲਾਕਾਰਾਂ ਨੂੰ ਆਪਣੀ ਕਲਾ ਦੀ ਪ੍ਰਦਰਸ਼ਨੀ ਲਈ ਇੱਕ ਮੰਚ ਦਿੰਦਾ ਹੈ।	1	

Qu	Accept	Mark	Notes
04.2	<ul style="list-style-type: none"> <li>ਸ਼ਾਸਤਰੀ ਸੰਗੀਤ ਦੀ ਬਹੁਤ ਚੰਗੀ ਜਾਣਕਾਰੀ</li> <li>ਕਮਾਲ ਦੀ ਸੁਰੀਲੀ ਅਵਾਜ਼</li> </ul>	2	

Qu	Accept	Mark	Notes
04.3	ਹਰਿਵੱਲਭ ਜੀ ਵੱਲੋਂ ਆਪਣੇ ਗੁਰੂ ਬਾਬਾ ਤੁਲਜਾਗਿਰੀ ਨੂੰ ਸ਼ਰਧਾਂਜਲੀ ਭੇਂਟ ਕਰਨ ਲਈ ਸ਼ੁਰੂ ਕੀਤਾ ਗਿਆ ਸੀ।	1	

Qu	Accept	Mark	Notes
04.4	ਭਗਤੀ ਦੇ ਗੀਤ ਗਾਏ ਗਏ ਸਨ।	1	

Qu	Accept	Mark	Notes
04.5	<ul style="list-style-type: none"> <li><b>ਕੀ</b> – ਮੁੱਖ ਤਬਦੀਲੀ ਸੀ ਇਸਤਰੀ ਕਲਾਕਾਰਾਂ ਨੂੰ ਸੱਦਾ ਦੇਣਾ ਕਿਉਂਕਿ ਪਹਿਲਾਂ ਇਸਤਰੀਆਂ ਨੂੰ ਸੰਮੇਲਨ ਵਿੱਚ ਪ੍ਰਦਰਸ਼ਨ ਕਰਨ ਦੀ ਜਾਂ ਦਰਸ਼ਕਾਂ ਵਿੱਚ ਬੈਠਣ ਦੀ ਮਨਜ਼ੂਰੀ ਨਹੀਂ ਸੀ।</li> <li><b>ਕਿਉਂ</b> – ਇਸਤਰੀਆਂ ਆਪਣੀ ਕਲਾ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕਰਨਾ ਚਾਹੁੰਦੀਆਂ ਸਨ ਅਤੇ ਨਾਲ ਹੀ ਪੁਰਸ਼ਾਂ ਦੇ ਸਮਾਨ ਦਰਜਾ ਵੀ ਪ੍ਰਾਪਤ ਕਰਨਾ ਚਾਹੁੰਦੀਆਂ ਸਨ।</li> </ul>	2	<p><b>One</b> mark for <b>each</b> detail (What and Why).</p> <p><b>Reject:</b> ਪੁਰਾਣੀ ਪਰੰਪਰਾ ਦਾ ਖਿਆਲ ਰੱਖਣ ਦੇ ਨਾਲ ਆਧੁਨਿਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਨੂੰ ਵੀ ਮੁੱਖ ਰੱਖਿਆ ਗਿਆ, ਜਿਸ ਕਰਕੇ ਬਦਲਾਅ ਆਉਂਦੇ ਗਏ।</p>

Qu	Accept	Mark	Notes
04.6	(ਹਿੰਦੁਸਤਾਨੀ) ਸ਼ਾਸਤਰੀ ਸੰਗੀਤ ਦੇ ਗੜ੍ਹ ਦੇ ਤੌਰ ਤੇ ਪ੍ਰਸਿੱਧ ਹੈ।	1	

**Question 05 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			
05	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	ਪੰਜਾਬ ਦੀਆਂ ਯੂਨੀਵਰਸਿਟੀਆਂ, ਕਾਲਜਾਂ ਅਤੇ ਸਕੂਲਾਂ ਦੇ ਪ੍ਰਤੀਨਿਧੀਆਂ ਨੇ	Representatives of Universities, colleges and schools of Punjab have	
2	ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਦੀ ਘੋਸ਼ਣਾ ਦਾ ਸਵਾਗਤ ਕੀਤਾ ਹੈ।	welcomed the announcement of New Education Policy 2020.	
3	ਭਾਰਤ ਵਿੱਚ ਲਗਭਗ ਚੌਤੀ ਸਾਲਾਂ ਬਾਅਦ ਨਵੀਂ ਨੀਤੀ	After almost 34 years, a new strategy in India	
4	ਪੇਸ਼ ਕੀਤੀ ਗਈ ਹੈ	has been introduced	
5	ਅਤੇ ਸਕੂਲਾਂ-ਕਾਲਜਾਂ ਦੇ ਪ੍ਰਬੰਧ ਵਿੱਚ ਕਾਫੀ ਬਦਲਾਅ ਕੀਤੇ ਗਏ ਹਨ।	and many changes have been made to the schools and colleges' systems.	
6	ਪਹਿਲੀ ਵਾਰੀ ਅਜਿਹਾ ਹੋਇਆ ਹੈ	It has happened for the first time	
7	ਕਿ ਸਿੱਖਿਆ ਨੀਤੀ ਨੂੰ ਬਣਾਉਣ ਲਈ,	that to formulate the education policy,	
8	ਦੇਸ਼ ਦੇ ਅਧਿਆਪਕਾਂ, ਮਾਪਿਆਂ	country's teachers, parents	

9	ਅਤੇ ਜਨ-ਪ੍ਰਤੀਨਿਧੀਆਂ	and public representatives	
10	ਨਾਲ ਸਲਾਹ ਮਸ਼ਵਰਾ ਕੀਤਾ ਗਿਆ ਹੈ।	have been consulted	
11	ਸਰਕਾਰ ਦੀ	on the government's	
12	ਸਾਹਸੀ ਨੀਤੀ ਬਾਰੇ।	courageous policy.	
13	ਚੰਡੀਗੜ੍ਹ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਵਾਈਸ ਚਾਂਸਲਰ ਨੇ ਕਿਹਾ ,	The Vice Chancellor of Chandigarh University said,	
14	“ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ 2020	“New Education Policy-2020	
15	ਦੇ ਲਾਗੂ ਹੋਣ ਨਾਲ	The implementation of	
16	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਉੱਚ-ਵਿੱਦਿਆ ਦੇ ਵਧੇਰੇ ਮੌਕੇ ਮਿਲਣਗੇ	will offer more opportunities to the students for Higher Education	
17	ਜਿਸ ਨਾਲ ਵਿਦਿਆਰਥੀ ਵਿਸ਼ਵ ਪੱਧਰ ਤੇ ਮੁਕਾਬਲਾ ਕਰਨ ਦੇ ਕਾਬਲ ਹੋ ਜਾਣਗੇ।	which will make students able to compete globally.	
18	ਇਹ ਹਮੇਸ਼ਾ ਲਈ	It will forever	
19	ਭਾਰਤੀ ਸਿੱਖਿਆ ਵਿਵਸਥਾ ਨੂੰ ਬਿਲਕੁਲ ਤਬਦੀਲ ਕਰਕੇ	completely transform – the Indian Education System,	
20	ਇਸ ਨੂੰ ਆਧੁਨਿਕ ਬਣਾ ਦੇਵੇਗੀ।”	modernise it.”	

**Section B Writing (Research Project) (Optional questions 06–09)****(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><b>Very good evaluation of the research topic</b></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><b>Good evaluation of the research topic</b></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><b>Reasonable evaluation of the research topic</b></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><b>Limited evaluation of the research topic</b></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><b>Very limited evaluation of the research topic</b></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	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**

<b>AO3</b>	
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.

The above examples are neither prescriptive nor exhaustive.



**Assessment Objective 4**

Research project essay		AO4
Mark	Descriptors	
17–20	<p><b>Very good critical and analytical response</b>            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><b>Good critical and analytical response</b>            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><b>Reasonable critical and analytical response</b>            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><b>Limited critical and analytical response</b>            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><b>Very limited critical and analytical response</b>            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 06**

**Research topic: The role of women in Panjabi Society**

ਪੰਜਾਬ ਵਿੱਚ ਔਰਤਾਂ ਦਾ ਨੌਕਰੀਆਂ ਵੱਲ ਰੁਝਾਨ ਵਧਣ ਨਾਲ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਔਰਤ ਦੀ ਸਥਿਤੀ ਵਿੱਚ ਆਈਆਂ ਤਬਦੀਲੀਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- Contribution of Panjabi women towards the household income. (AO2)
- Shift in the demand of dowry from a girl's parents in the Punjab. (AO2)
- Shift in gender equality between boy and girl. (AO2)
- Women can be found working in all kinds of professions. (AO2)
- Shift in Panjabi people's orthodox view of Panjabi woman. (AO2)
- Women enjoy gender equality in the workplace.
- Women actively take part in the democratic process and elections.
- Women don't get married very young.
- Women have the freedom of choosing their life partner.
- Now women play an active role in politics and the media.

The above is not exhaustive.

**Question 07**

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

ਅੱਜ ਕੱਲ੍ਹ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ ਕਿਹੜੀਆਂ ਸਮਾਜਿਕ ਮੁਸ਼ਕਲਾਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪੈ ਰਿਹਾ ਹੈ ? ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਇਨ੍ਹਾਂ ਸਮੱਸਿਆਵਾਂ ਦੇ ਹੱਲ ਲਈ ਪੰਜਾਬ ਸਰਕਾਰ ਨੂੰ ਕਿਹੋ ਜਿਹੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ ।

- Portrayal of the main social problems in the Punjab. (AO2)
- Set up speedy trials, strictly punish and confiscate assets of drug dealers. (AO2)
- Rehabilitate young people (youths) by providing free IT training. (AO2)
- Use young people (youths) with relevant IT skills to help out farmers. (AO2)
- Provide free training and subsidies for young people (youths) who are not interested in doing traditional agriculture. (AO2)
- Revival of small and medium scale industry to support rural young people (youths).
- Encourage domestic and local entrepreneurs to set up businesses in the Punjab.
- Clear and comprehensive agriculture policy by the Punjab government.
- Reduce Primary and Secondary school pupils' dropout rate.

The above is not exhaustive.

**Question 08****Research topic: Tourism in the Punjab**

ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਵਿੱਚ ਵੱਖ ਵੱਖ ਮੌਕਿਆਂ ਤੇ ਕਿਹੋ ਜਿਹੇ ਖਾਣੇ ਖਾਏ ਜਾਂਦੇ ਹਨ ? ਪੰਜਾਬੀ ਖਾਣਿਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹੋਏ ਲਿਖੋ ਕਿ ਪੱਛਮੀ ਦੇਸ਼ਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਖਾਣੇ ਇੰਨੇ ਮਸ਼ਹੂਰ ਹੋਣ ਦੇ ਕੀ ਕਾਰਨ ਹਨ ।

- The Panjabi foods for hospitality. (AO2)
- The special Panjabi foods for festivals. (AO2)
- The place of spices and condiments in Panjabi foods. (AO2)
- Indian restaurants and takeaways are big contributors towards the UK's economy. (AO2)
- Panjabi cultural food can play a vital role in the growth of tourism and the Punjab government should develop regional cookery schools. (AO2)
- Panjabi foods taste delicious, with rich and buttery flavours.
- Panjabi foods can be good for your health if cooked in oil.
- Panjabi foods are filling and can provide energy throughout the day.
- Panjabi foods are quite cheap in comparison to most western foods.
- Panjabi foods are readily available in the supermarkets.

The above is not exhaustive.

**Question 09**

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

‘1947 ਵਿੱਚ ਹੋਈ ਪੰਜਾਬ ਦੀ ਵੰਡ, ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਅੱਜ ਵੀ ਸਮਾਜਿਕ ਤੇ ਆਰਥਿਕ ਪੱਖ ਤੋਂ ਪ੍ਰਭਾਵਿਤ ਕਰ ਰਹੀ ਹੈ।’ ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

- The region of Kashmir is the root cause of disputes between India and Pakistan. (AO2)
- The difficulties faced by Sikh pilgrims wishing to visit the prominent Gurdwaras in the Pakistani Punjab. (AO2)
- No cure for poverty due to the arms race between the two rival countries. (AO2)
- People living near the boundary line have to suffer due to the tension between the two countries. (AO2)
- Inflation due to the imposition of high tariffs on the import and export of goods. (AO2)
- Danger of drug trafficking and smuggling fake currency into the Punjab.
- Law and order issues in the Punjab due to cross-border terrorism.
- Loss of income for actors, singers and sportsmen due to restrictions on performing in the rival Punjab.
- Divided families are sometimes unable to visit their family members left in Pakistani Punjab.
- Now both sides should (It is time for both sides to) forget the bitterness of the past and move forward for a better future (for all).

The above is not exhaustive.