



# General Certificate of Education

## Panjabi 6681

### *PAN 2 Culture and Society*

# Mark Scheme

## *2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

## Unit 2

The assessment objectives will be allocated in the following way.

		<b>% of A2</b>	<b>Marks</b>
AO2	Response to written language	45	45
AO3	Knowledge of grammar	25	25
AO4	Knowledge of society	30	30
	<b>TOTAL</b>	100	100

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Section 1a	10		
Section 1b	5	5	
Section 2	30	20	30

## Section 1 - Notes for answers

### Question 1

(a)

(1) ਪਿੰਡਾਂ ਵਿੱਚ ਸੜਕਾਂ ਸਕੂਲ ਤੇ ਬਿਜਲੀ ਦੀਆਂ ਸਹੂਲਤਾਂ

(2 marks)

(2) ਕਿਸਾਨਾਂ ਲਈ ਟ੍ਰੈਕਟਰ, ਬਿਜਲੀ ਦਾ ਸਮਾਨ ਖਾਦ ਤੇ ਹੋਰ ਦਵਾਈਆਂ ਆਦਿ ਬਣਾਉਣ ਵਾਲੇ ਸਰਮਾਏਦਾਰ ਜਾਂ ਸਨਅਤਕਾਰਾਂ ਨੂੰ ।

(2 marks)

(3) ਆੜ੍ਹਤ ਦਾ ਵਪਾਰ, ਰਾਈਸ ਸ਼ੈਲਰ ਤੇ ਹੋਰ ਛੋਟੇ ਉਦਯੋਗ ।

(2 marks)

(4) ਕਣਕ ਤੇ ਝੋਨੇ ਦੀਆਂ ਫਸਲਾਂ ਲਈ ਪਾਣੀ ਦੀ ਦੁਰ ਵਰਤੋਂ (ਲੋੜ ਤੋਂ ਵੱਧ ਵਰਤੋਂ) ਕਰਕੇ ਪਾਣੀ ਦੀ ਥੁੜ੍ਹ ਜਾਂ ਕਮੀ।

(2 marks)

(5) ਖੁਸ਼ ਨਹੀਂ ਹਨ/ ਦੁਖੀ ਹਨ ;

(ii) ਖੇਤੀ 'ਚੋਂ ਮੁਨਾਫਾ ਨਹੀਂ ਰਿਹਾ ।

(iii) ਖੇਤੀ ਨਾਲ ਕਿਸਾਨਾਂ ਦਾ ਗੁਜ਼ਾਰਾ ਮੁਸ਼ਕਲ ਹੋ ਰਿਹਾ ਹੈ ।

(iv) ਕਿਸਾਨਾਂ ਨੂੰ ਦਲਾਲ ਤੇ ਸਰਮਾਏਦਾਰ ਲੋਕ ਲੁੱਟ ਰਹੇ ਹਨ ।

(v) ਖੇਤੀ ਕਰਨ ਲਈ ਖਰਚੇ ਵੱਧ ਗਏ ਹਨ ।

(2 marks)

Two any such statements

Total = 10 marks

(b) Translation from English into Panjabi.

## ਸਪਾਈਡਰਮੈਨ ਦਾ ਸਮਰਪਣ

ਉਸਦੇ ਪਰੋਟੈਸਟ/ਰੋਸ/ਵਿਰੋਧ ਨਾਲ ਵਪਾਰ ਨੂੰ ਲੱਖਾਂ ਪੌਂਡਾਂ ਦਾ ਨੁਕਸਾਨ ਹੋਇਆ (ਖਰਚਾ ਝੱਲਣਾ ਪਿਆ) ਅਤੇ ਲੰਡਨ ਵਿੱਚ ਕਾਫੀ ਟਰੈਫਿਕ ਦੀ ਗੜਬੜ ਹੋਈ। ਪਰ ਕਲੂ ਛੇ ਦਿਨਾਂ ਪਿਛੋਂ, ਇੱਕ ਬਣ ਰਹੀ ਬਿਲਡਿੰਗ ਤੇ ਲੱਗੀ 100 ਫੁੱਟ ਉੱਚੀ ਕਰੇਨ ਦੀ ਟੀਸੀ ਤੇ ਸਪਾਈਡਰਮੈਨ ਦੇ ਕੱਪੜੇ ਪਾਈ ਬੈਠਾ ਡੇਵਿਡ ਚਿੱਕ, ਆਪਣੇ ਆਪ ਥੱਲੇ ਉੱਤਰ ਆਇਆ। ਉਸਨੂੰ ਛੋਟੀ ਹੀ ਗ੍ਰਿਫਤਾਰ ਕਰ ਲਿਆ ਗਿਆ। ਉਸ ਦੀ ਉਮਰ 36 ਸਾਲ ਹੈ, ਅਤੇ ਉਹ ਇਸ ਕਰਕੇ ਰੋਸ ਪ੍ਰਗਟ ਕਰ ਰਿਹਾ ਸੀ ਕਿ ਉਸ ਨੂੰ ਆਪਣੀ 4 ਸਾਲ ਦੀ ਉਮਰ ਦੀ ਬੱਚੀ ਨੂੰ ਮਿਲਣ ਤੇ ਰੋਕ ਲਾ ਦਿੱਤੀ ਗਈ ਸੀ। ਜਦੋਂ ਉਹ ਟਾਵਰ ਬ੍ਰਿਜ ਵਿਖੇ ਲੱਗੀ ਕਰੇਨ ਤੋਂ ਥੱਲੇ ਉੱਤਰਿਆ ਤਾਂ ਉਸਦੇ ਸਪੋਰਟਰਾਂ/ਸਾਥੀਆਂ/ਹਮਾਇਤੀਆਂ/ਸਮਰਥਕਾਂ ਨੇ ਤਾੜੀਆਂ ਵਜਾਈਆਂ।

ਸਪਾਈਡਰਮੈਨ ਵਾਲੀ ਡਰੈੱਸ ਉੱਤੇ ਕਾਲੀ ਜੈਕਟ ਪਾਈ, ਉਸਨੂੰ ਪੁਲੀਸ ਅਫਸਰ/ਸਿਪਾਹੀ ਆਪਣੀ ਪੁਲੀਸ ਵੈਨ ਵਲ ਲੈ ਗਏ, ਉਨ੍ਹਾਂ 'ਚੋਂ ਇੱਕ ਖੁੱਲ੍ਹ ਕੇ ਮੁਸਕਰਾ ਰਿਹਾ ਸੀ। ਉਸਦੇ ਇੱਕ ਸਪੋਰਟਰ ਨੇ ਪੁਲੀਸ ਘੇਰਾ ਤੋੜ ਦਿੱਤਾ ਤੇ ਉੱਚੀ ਦੇ ਕੇ ਕਿਹਾ “ਡੇਵਿਡ ਇੱਕ ਬਹਾਦਰ/ਹੀਰੋ ਹੈ,” ਜਿਸ ਨੂੰ ਇੱਕ ਵਰਦੀ ਵਾਲੇ ਅਫਸਰ ਨੇ ਫੌਰਨ ਕੰਧ ਨਾਲ ਕੱਠਾ (ਗੁੱਛ ਮੁੱਛ) ਕਰ ਦਿੱਤਾ।

ਮਿਸਟਰ ਚਿੱਕ ਦੇ ਰੋਸ ਕਰਕੇ ਮੈਂਟ ਪੁਲੀਸ ਨੂੰ ਹਰ ਰੋਜ਼ ਘੱਟੋ ਘੱਟ 10 ਹਜ਼ਾਰ ਪੌਂਡ ਦਾ ਨੁਕਸਾਨ ਹੋਇਆ। ਟਾਵਰ ਬ੍ਰਿਜ ਨੂੰ ਜਾਣ ਵਾਲੀਆਂ ਸੜਕਾਂ ਦੇ ਬੰਦ ਕਰਨ ਨਾਲ ਮੋਟਰ ਕਾਰਾਂ ਵਾਲੇ 10 ਮੀਲ ਲੰਮੀ ਲਾਈਨ ਵਿੱਚ ਫਸ ਗਏ। ਟੇਲਰ ਵੁਡਰੋਅ ਕੰਪਨੀ ਦੇ ਸੌ ਤੋਂ ਵੱਧ ਕਾਮਿਆਂ ਨੂੰ, ਜੋ 45 ਮਿਲੀਅਨ ਪੌਂਡ ਦੀ ਆਫਿਸ ਬਿਲਡਿੰਗ ਤੇ ਕੰਮ ਕਰ ਰਹੇ ਸਨ, ਕੰਮ ਬੰਦ ਕਰਨਾ ਪਿਆ। ਇਹ ਕੰਪਨੀ ਬਰਜਿਸ ਹਿੱਲ ਦੇ ਮਿਸਟਰ ਚਿੱਕ ਤੇ ਮੁਕੱਦਮਾ ਕਰਨ ਬਾਰੇ ਸੋਚ ਰਹੀ ਹੈ।

5 + 5 marks (see grids overleaf)

Total = 10 marks

For section 1b the following criteria will be used for response to written language (AO2)

	<b>Response to Written Language (AO2)</b>
0-1	Passage inaccurately translated; overall meaning not conveyed successfully; the sentences are mainly a ‘word for word’ translation, poor spelling.
2-3	Many contain a number of errors, 3-4 substantial ones, but central meaning is conveyed. The sentences reveal some fluency and some awareness of appropriate style.
4-5	May contain a few errors in style, but central meaning is substantially conveyed; good to excellent command of the main areas of awareness of appropriate style.

For section 1b the following criteria will be used for knowledge of grammar (AO3)

	<b>Knowledge of Grammar (AO3)</b>
0-1	Errors are elementary and so numerous as to impede comprehension.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

**Total for Section 1 = 20 marks**

## Section 2

### Literary Topics

#### Notes for Answers

These notes are only guidelines for the examiner, showing how a candidate is expected to develop his/her essay. When applying the marking criteria, the accuracy or the relevance of the material in the candidate's written answer/essay will be subject to these guidance notes.

#### Question 2

- (a) Candidates are expected to name any one British Panjabi short story writer and the book of his/her stories they have read thoroughly. They will then write an introduction to this book in the form of an essay, which may include a number of items e.g. number of stories, naming as many as they can, and saying a few words about each of the named stories i.e. what is it about and whether they liked it or not; or any similar information which they think appropriate to mention in their essay. However, any essay which picks up only one or two titles and then narrates simply a story will be regarded as missing the point.
- (b) This question requires candidates first to say a few words about any British Panjabi short story writer, and then name any two of his/her stories. From each of the named stories they will identify one main character in order to write a comparative commentary on the two characters, bringing out any strengths, weaknesses, similarities and differences. Again, narration of a story in this essay will be regarded as inappropriate.

#### Question 3

- (a) In their answer candidates are expected to explain fully the reasons which attracted or influenced them to choose the topic of the 'Panjabi Novel' for their study. A good essay will illustrate their answer with some examples from the novel or novels they studied for this topic.
- (b) This question requires candidates to comment critically on any one incident in the novel they studied which they did not like; and then make some suggestions to the writer as to how that incident could have been described or dealt with better. A good essay will depend upon the candidate's thorough study of the novel, as comments on any incident without reference to the rest of story in the novel would not make a complete answer.

#### Question 4

- (a) This essay is based on a statement which says that writing an autobiography is the easiest and self-promoting literary skill. Candidates are asked to comment on this statement, arguing as to what extent they agree with it. It is expected that a good answer will depend upon the candidate's knowledge of the topic and a thorough study of at least one book of autobiography.
- (b) In this question candidates have the opportunity to name any one book of autobiography which they have studied and write a brief commentary either about the book or its author. The contents of the essay/commentary may include such items as a brief life sketch of the writer, the main features of his/her character/life style or a critical review of the book. In any case, a good essay should start with the proper introduction of the writer and his/her book.

**Question 5**

- (a) This essay requires candidates to make an informed commentary about the economic progress in the state of the Panjab (India), especially with reference to the contributions made by Panjabi migrants living abroad e.g. in Britain, Canada, U.S.A. etc. as well as those migrants from other states of India who have come to live and work in the Panjab. A good essay will explore the ways as to how each type of migrant has been able to contribute towards the economic progress of this state.
- (b) This essay is about the means of transport and travel in the Panjab. The question requires candidates to write their answer on the basis of either their own personal experience resulting from a visit, or information gained from their friends or relatives, or from their study of a documentary film, newspaper or a book. It may be that different candidates may have different experience or information regarding this topic, but all are expected to say a few words about the variety of transport e.g. paddle rickshaws, auto rickshaws, buses, coaches, trains, lorries and the condition of the roads and vehicles as well as facilities and accidents etc.

**Question 6**

- (a) This question requires candidates to write an essay on the subject of the downfall of the Sikh Empire in the Panjab in the mid 19<sup>th</sup> century. The essay should be based on the proper study of a book. The contents of the essay should include historical facts such as the scheming of Dogra Sardars after the death of Maharaja Ranjit Singh, the rivalry of successors to the throne, the struggle for supremacy by the Sandha-Walia Sardars and other military generals, the conniving and cunning of the British officials, the deteriorating discipline among the Khalsa forces etc.
- (b) (i) In this question candidates have a choice for their essay. One is about the invasions of the Ahmad Shah Abdali (Durani), the king of Afghanistan. Between 1748-68 Abdali invaded the Panjab on ten occasions, but never stayed there for more than six months. The main purpose of his invasions was to establish Afghanistan's supremacy over the Governments of Lahore, Multan, Sirhind and Kashmir and collect as much of the state's revenue as possible. On two occasions at least he was able to go beyond the Panjab and subdue the ruler of Delhi, returning with loads of riches for himself and his soldiers, who freely plundered and looted the civilian population of the cities and towns on their course. However, each time while returning to Kabul or to Kandhar, he was much disturbed by the activities of the Sikhs, who tried to snatch away some of his booty by means of tactical guerrilla attacks. In 1762, annoyed and irritated, he was able to entice the Sikh chiefs into a trap, killing more than 20,000 of their soldiers and families, and demolishing their sacred shrines at Amritsar.
- (ii) This essay refers to the events leading to the death (martyrdom) of the four sons of Guru Gobind Singh at the beginning of the 18<sup>th</sup> century, giving a brief account of how the two elder ones (in their early teens) died fighting the Mughal armies in the battle of Chamkaur Sahib; whereas the two younger ones, aged under ten, were captured with their grandmother and then bricked-up alive at the orders of the governor of Sirhind.

### Question 7

- (a) This question requires candidates to write an informed essay surveying the place or position of the Panjabi community in Britain in the last twenty years, especially with reference to their participation and contribution in the political field. It is hoped that candidates who have chosen the study of this topic in depth would be able to mention the fact that the Panjabi community in Britain is showing an active interest, both in local Government Councils, as well as in the national parliamentary elections. (There are at least four MPs, two lords in the Houses of Parliament and over a dozen Mayors and scores of Councillors in various Town Halls belonging to the Panjabi community.)
- (b) In their answers candidates are expected to point out clearly that in Britain, although the Sikh community is generally regarded as synonymous with the Panjabi community, nevertheless a significant number of Hindus as well as some Buddhists, Christians and Muslims also belong to the Panjabi community from India. Candidates are expected to mention that all these Panjabis belonging to different faith groups have certain common features e.g. the land of origin, the Panjabi language, a common culture or way of life, sharing and enjoying the same jokes, stories, food, fun and fairs. But the question is how these different groups of Panjabis go about their social relations with each other e.g. the celebration of festivals, social occasions, visits, marriages, birthday parties etc. It is expected that in their essay different candidates may have different views, depending upon their personal perceptions and family experiences.



**Topics/Essays**

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

(i)	Knowledge of Society	=	15 marks	(AO4)
(ii)	Reaction/Response	=	15 marks	(AO2)
(iii)	Knowledge of Grammar	=	10 marks	(AO3)

<b>Knowledge of Society (AO4)</b>	
0-1	The answer shows no relevance to the topics/texts/question. A zero score will automatically result in a zero score for the answer as a whole.
2-4	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples.
5-7	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used.
8-11	Demonstrates a thorough knowledge and understanding of the topics/texts. A good range of sources and guidance is used and the answer is generally relevant to the topic/question.
12-15	Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question.

<b>Reaction/Response (AO2)</b>	
0-1	Little or no reaction. No real illustration or justification.
2-4	Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
5-7	Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
8-11	Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
12-15	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.

	<b>Knowledge of Grammar (AO3)</b>
0-2	Errors are elementary and so numerous as to impede.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

**Total for Section 2 = 40 marks x 2 = 80 marks**

**Total for Unit 2 = 100 marks**