



General Certificate of Education

Panjabi 6681

PAN2 Culture and Society

Mark Scheme

2006 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.

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

The marks will be allocated in the following way.

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

Section 1 - Notes for Answers**Question 1**

(a)

- (i) ਚੰਗੀ ਗਾਇਕੀ ਦੀ ਪਛਾਣ ਹੁਣ ਇੰਨੀ ਗੀਤਾਂ ਨੂੰ ਸੁਣ ਕੇ ਨਹੀਂ ਕੀਤੀ ਜਾਂਦੀ, ਜਿੰਨੀ ਗਾਣ ਵਾਲਿਆਂ ਦੀ ਐਕਟਿੰਗ ਤੇ ਨਾਲ ਦਿਖਾਏ ਗਏ ਨਾਚ ਦੇ ਅਧਾਰ ਤੇ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

(2 marks)

- (ii) * ਵਧੀਆ (ਦਮ ਵਾਲੀ) ਅਵਾਜ਼ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ।
* ਸੰਗੀਤ ਵਿੱਚ ਲੈਅ ਦੀ ਵਰਤੋਂ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ।
* ਗੀਤਾਂ ਦੇ ਬੋਲ ਦਿਲਚਸਪ ਤੇ ਆਕਰਸ਼ਿਤ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।
* Any other suitable ideas/suggestions in English.

Any two of four points (2 marks)

- (iii) * ਉੱਚੇ ਪੱਧਰ ਦੀ ਗਾਇਕੀ ਤੇ ਸੰਗੀਤਕਾਰੀ ਦੀ ਕਦਰ ਘਟ ਗਈ ਹੈ।
* ਨਵੇਂ ਗਾਇਕ ਪੈਸੇ ਦੇ ਜ਼ੋਰ ਨਾਲ ਅੱਗੇ ਵਧਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ।
* ਆਕਰਸ਼ਿਤ ਵਿਡੀਓ ਬਣਾ ਕੇ ਸਰੋਤਿਆਂ ਨੂੰ ਮਗਰ ਲਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

Any two of three points (2 marks)

- (iv) ਪੁਰਾਣੀ ਗਾਇਕੀ ਵਿੱਚ ਗਾਇਕ:

- * ਅਖਾੜਿਆਂ ਵਿੱਚ ਇਤਿਹਾਸਕ ਕਿੱਸੇ ਤੇ ਕਹਾਣੀਆਂ ਗਾਉਂਦੇ ਹਨ।
- * ਪੁਰਿਵਾਰਕ ਰਿਸ਼ਤਿਆਂ ਦੇ ਸਵਾਲ ਜਵਾਬ ਦੇ ਰੂਪ ਵਿੱਚ ਦੋ-ਗਾਣੇ ਗਾਉਂਦੇ ਸਨ।
- * ਢੰਡ ਸਾਰੰਗੀ ਨਾਲ ਯੋਧਿਆਂ ਦੀਆਂ ਵਾਰਾਂ ਗਾਉਂਦੇ ਸਨ।

If the question is answered from the perspective of modern singers, the answer would be acceptable in the negative version.

Any two of three points (2 marks)

- (v) * ਗੀਤਾਂ ਨੂੰ ਪਹਿਲਾਂ ਟੀ ਵੀ ਤੇ ਦਿਖਾਇਆ ਜਾਂਦਾ ਹੈ।
* ਵਿਡੀਓ ਬਣਾਏ ਜਾਂਦੇ ਹਨ।
* ਵਿਡੀਓ ਵਿੱਚ ਲੜਕੀਆਂ ਨੂੰ ਘੱਟ ਤੋਂ ਘੱਟ ਕੱਪੜਿਆਂ ਵਿੱਚ ਦਿਖਾਇਆ ਜਾਂਦਾ ਹੈ।

Any two of three points (2 marks)**Total = 10 marks****(b) Translation from English into Panjabi**

ਸ੍ਰੀਮੀਂ ਇੱਕ ਅਜਿਹੇ ਦੇਸ਼ ਵਿੱਚ ਰਹਿੰਦੇ ਹਾਂ ਜਿੱਥੇ ਸ਼ਰਾਬ ਜ਼ਿਆਦਾ ਪੀਤੀ ਜਾਂਦੀ ਹੈ, ਇੱਕੋ ਵਾਰ ਵੱਧ ਮਾਤਰਾ ਵਿੱਚ ਸ਼ਰਾਬ ਪੀਣ ਦੀ ਆਦਤ ਵਧ ਰਹੀ ਹੈ, ਖਾਸ ਕਰਕੇ ਜਵਾਨ ਲੋਕਾਂ ਵਿੱਚ। ਇੱਕ ਥੋੜ੍ਹੀ ਦੇਰ ਪਹਿਲਾਂ ਸ਼ੁੱਕਰਵਾਰ ਨੂੰ ਸ਼ਰਾਬੀ ਗਰੁੱਪਾਂ ਨੇ ਪੁਲੀਸ ਨੂੰ ਇੰਨੀ ਬਿਪਤਾ ਪਾਈ ਕਿ ਥੋਕੀ-ਹਾਰੀ ਪੁਲੀਸ ਨੇ ਇਸ ਨੂੰ 'ਕਾਲਾ ਸ਼ੁੱਕਰਵਾਰ' ਦਾ ਨਾਂ ਦੇ ਦਿੱਤਾ।

ਸ੍ਰੀ ਮਾਨ ਜੌਹਨ ਸਟੀਵਨਜ਼, ਯੂ.ਕੇ. ਦੇ ਸਭ ਤੋਂ ਵੱਡੇ ਪੁਲੀਸ ਅਫਸਰ ਨੇ ਸੂਚਨਾ ਦਿੱਤੀ ਹੈ ਕਿ ਪੁਲੀਸ ਤੇ ਹੋ ਰਹੇ ਹਮਲੇ ਵਧ ਰਹੇ ਹਨ ਤੇ ਇਸ ਦਾ ਸਬੰਧ ਜ਼ਿਆਦਾ ਸ਼ਰਾਬ ਪੀਣ ਨਾਲ ਹੈ। ਉਸ ਨੇ ਨਵੇਂ ਲਾਈਸੈਂਸ ਕਾਨੂੰਨਾਂ ਦਾ ਵਿਰੋਧ ਕੀਤਾ ਹੈ ਅਤੇ ਕਿਹਾ ਕਿ 24 ਘੰਟੇ ਦਾ ਲਾਈਸੈਂਸ ਲਾਗੂ ਕਰਨ ਤੇ ਸਮੱਸਿਆ ਹੋਰ ਵੀ ਜ਼ਿਆਦਾ ਵਧ ਜਾਵੇਗੀ। ਫਿਰ ਵੀ ਮਾਹਿਰ ਇਹ ਉਮੀਦ ਕਰਦੇ ਹਨ ਕਿ ਹੋਰ ਲੰਬੇ ਘੰਟੇ ਦਾ ਸਮਾਂ ਲੋਕਾਂ ਨੂੰ ਸਮਝ ਨਾਲ ਸ਼ਰਾਬ ਪੀਣ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰੇਗਾ ਅਤੇ ਸ਼ਰਾਬ ਪੀਣ ਵਾਲਿਆਂ ਦਾ ਗਲੀਆਂ ਵਿੱਚ ਨਿਕਲਣ ਦਾ ਵਹਿਨ ਸੰਭਲ/ਟਿਕ ਜਾਵੇਗਾ।

ਇੱਕੋ ਵਾਰ ਜ਼ਿਆਦਾ ਮਾਤਰਾ ਵਿੱਚ ਸ਼ਰਾਬ ਪੀਣੀ ਇੱਕ ਗੰਭੀਰ ਮਸਲਾ ਹੈ ਅਤੇ ਸਾਨੂੰ ਆਪਣੇ ਯੂਰਪੀਨ ਗੁਆਂਢੀਆਂ ਤੋਂ ਸਿੱਖਣਾ ਚਾਹੀਦਾ ਹੈ ਕਿ ਸ਼ਰਾਬ ਵੱਲ ਘੱਟ ਖਤਰਨਾਕ ਵਿਹਾਰ ਕਿਵੇਂ ਵਧਾਇਆ ਜਾਵੇ।

5+5 marks (see grids overleaf)**Total = 10 marks**

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

	Response to Written Language (AO2)
0-1	Passage inaccurately translated; overall meaning not conveyed successfully; the sentences are mainly a ‘word for word’ translation, poor spelling.
2-3	May 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)

	Knowledge of Grammar (AO3)
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) This is a general question that tests the candidates' understanding and appreciation of the main literary features of a story. Candidates are then expected to take a critical look to see how far these features are apparent in the story book chosen. Candidates should conclude by giving suggestions on how to improve the stories/book. The book read should be identified clearly as well as its author at the start of the answer.
- (b) Candidates are expected to pick out two stories from a story book and these should be clearly identified. Then they are expected to give a detailed response, using examples from the text, explaining the various aspects of British Panjabis' lives that have been portrayed and give personal views evaluating how far these relate to real life.

Question 3

- (a) In this question, candidates are expected to disclose the novel title and preferably the author too. Candidates are expected to give a detailed account of what they have learnt about the characters lives in the story. For the second part of the answer, candidates should give their views based on literary qualities, to inspire readers to study this novel.
- (b) This is a question that tests the candidates' knowledge and understanding about 'what makes a good novel'. Candidates are then expected to use these qualities of a good novel to assess the literary position of the novel studied. The response should be in the form of a coherent essay.

Question 4

- (a) In this question candidates are expected to write an informative essay about a writer's life as presented in their autobiography. The response should contain different aspects of the writer's life.
- (b) For this question, candidates are expected to write a full essay in the form of a book review. The book review should take into account the positive and negative features of the text.

Non-Literary Topics

Question 5

- (a) Candidates are expected to give a brief account of India's partition from Pakistan and as a consequence the separation of East and West Panjab. Candidates should also outline the events of this troublesome period resulting in mass migration of Panjabis from both sides. The answer is expected to be a full essay detailing good and/or bad effects of the events on Panjabi people's lives.

- (b) Candidates are expected to clarify the meaning of the term ‘ਅੰਨ-ਦਾਤਾ’ as they understand it. In the second part of the answer, there should be an evaluation of the statement and to what extent it is true today. In the last part of the question, candidates should outline the possible difficulties in maintaining agriculture in the Panjab e.g. shortage of water, low selling price of crops, farmers’ debts etc.

Question 6

- (a) Candidates are expected to clarify the meaning of the statement in the question. To prove the statement candidates should put forward arguments detailing the personal and professional sacrifices made by Guru Gobind Singh and his family to protect and develop the Sikh religion.
- (b) For this question candidates are expected to give a brief account of the Sikh Raj under the leadership of Maharaja Ranjit Singh and the acknowledgement of its success. Candidates should provide an accurate account of how it ended. They are then asked to assess how far the English contributed to the downfall of the Sikh Raj and who the other main contributors were. It should be written as an informative essay, based on facts.

Question 7

- (a) In this question candidates are expected to compare the lifestyles of Panjabis living in the the Panjab and those living in Britain. Their answer should cover the similarities and differences in lifestyle. Lifestyle could be taken as a variety of things e.g. type of housing, facilities, daily routines, food, transport, family life etc. The answer should be based upon the candidates’ own experiences.
- (b) Candidates are expected to explain what they understand by the statement in the question. Then they should discuss the statement and its two main aspects; religious and social, with examples from experience of how the community uses the Gurduaras/Mandirs in formal and informal contexts. There should be a conclusion reached at the end of the answer on the basis of the arguments put forward in the essay.

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)

Knowledge of Society (AO4)	
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.

Reaction/Response (AO2)	
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.

Knowledge of Grammar (AO3)	
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