



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

## **General Certificate of Education**

# **Panjabi 6681**

**PAN2      Culture and Society**

## **Mark Scheme**

*2007 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.

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**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>	<b>100</b>	<b>100</b>

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)

- (i) ਪੈਟਰਿਕ ਜੇ ਬੁਕੇਨਿਨ ਨੇ ਪੱਛਮ ਦੇ ਦੇਸ਼ਾਂ ਦੀ ਤੇਜ਼ੀ ਨਾਲ ਘਟਦੀ ਆਬਾਦੀ ਦੇ ਮਸਲੇ ਤੇ ਚਿੰਤਾ ਪ੍ਰਗਟ ਕੀਤੀ ਹੈ। ਉਸ ਨੂੰ ਫਿਕਰ ਹੈ ਕਿ ਇਸ ਦਾ ਪੱਛਮ ਤੇ ਡੂੰਘਾ ਪ੍ਰਭਾਵ ਪਵੇਗਾ ਤੇ ਭਵਿੱਖ ਵਿੱਚ ਪੱਛਮ ਦੇ ਮੁਲਕਾਂ ਵਿੱਚ ਗੰਭੀਰ ਤਬਦੀਲੀਆਂ ਦਾ ਕਾਰਨ ਬਣੇਗਾ। ਇਸ ਨਾਲ ਹੌਲੀ ਹੌਲੀ ਪੱਛਮ ਦਾ ਅੰਤ ਹੋਣ ਦਾ ਵੀ ਖਤਰਾ ਹੈ।

(2 marks)

- (ii) ਪੰਜਾਬ ਵਿੱਚ ਕੁੜੀਆਂ ਦੀ ਗਿਣਤੀ ਮੁੰਡਿਆਂ ਮਗਰ ਘਟਦੀ ਜਾ ਰਹੀ ਹੈ। ਹਰੇਕ ਹਜ਼ਾਰ ਮੁੰਡੇ ਪਿੱਛੇ ਕੁੜੀਆਂ ਦੀ ਗਿਣਤੀ ਸਿਰਫ ਛੇ – ਸੱਤ ਸੌ ਹੈ। ਗਰਭਵਤੀ ਹੋਣ ਤੇ ਲਿੰਗ ਜਾਂਚ ਤੇ ਕੁੜੀ ਹੋਣ ਤੇ ਗਰਭਪਾਤ ਕਰਾਉਣਾ।

(2 marks)

- (iii) **Similarity** – ਪੰਜਾਬ ਵਿੱਚ ਤੇ ਪੱਛਮ ਵਿੱਚ ਲੋਕ ਬੱਚੇ ਘੱਟ ਪੈਦਾ ਕਰਦੇ ਹਨ।  
**Difference** – ਪੰਜਾਬ ਵਿੱਚ ਜਵਾਨ (ਬੱਚੇ ਜੰਮਣ ਵਾਲੀਆਂ) ਔਰਤਾਂ ਦੀ ਆਬਾਦੀ ਘਟ ਰਹੀ ਹੈ।

(2 marks)

- (iv) ਅਗਲੇ ਪੈਂਤੀ ਕੁ ਸਾਲਾਂ ਨੂੰ ਸਾਲਾਨਾ ਵਸੋਂ ਵਾਧਾ ਹਜ਼ਾਰ ਜੋੜੇ ਪਿੱਛੇ 2300 ਤੋਂ ਘਟ ਕੇ 450 ਤੇ ਆ ਜਾਣ ਦਾ ਖਤਰਾ ਹੈ। (ਬਹੁਤ ਘਟ ਜਾਵੇਗਾ)  
ਪੰਜਾਬ ਦਾ ਸਭਿਆਚਾਰ ਤੇ ਵਿਰਸਾ ਗੁਆਚ ਜਾਵੇਗਾ / ਖਾਲਸ ਨਹੀਂ ਰਹੇਗਾ।  
ਪੰਜਾਬ ਵਿੱਚੋਂ ਪੰਜਾਬੀ ਬੋਲੀ ਖਤਮ ਹੋ ਜਾਵੇਗੀ।  
(One of two effects on culture and heritage)

(2 marks)

(v)

- ਲਿੰਗ ਜਾਂਚ ਨੂੰ ਰੋਕਣਾ ਚਾਹੀਦਾ ਹੈ।
- ਗੈਰ – ਕਾਨੂੰਨੀ ਲਿੰਗ ਜਾਂਚ ਤੇ ਗਰਭਪਾਤ ਕਰਨ ਵਾਲੇ ਡਾਕਟਰਾਂ ਨੂੰ ਸਖਤ ਸਜ਼ਾ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ।
- ਲੋਕਾਂ ਨੂੰ ਇਸ ਸਮੱਸਿਆ ਬਾਰੇ ਜਾਗ੍ਰਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ।

Or any other suitable response

(Two responses required)

(2 marks)

Total = 10 marks

(b) Translation from English into Panjabi

ਹੱਸਣਾ ਸਿਹਤ ਲਈ ਚੰਗਾ ਹੈ

ਵਿਗਿਆਨੀਆਂ ਨੇ ਸਲਾਹ ਦਿੱਤੀ ਹੈ ਕਿ ਦਿਲ ਨੂੰ ਸਿਹਤਮੰਦ ਰੱਖਣ ਲਈ ਰੋਜ਼ ਘੱਟੋ-ਘੱਟ ਇੱਕ ਵਾਰ ਖੁੱਲ੍ਹ ਕੇ ਹੱਸੋ। ਇੱਕ ਤਾਜ਼ਾ ਖੋਜ ਵਿੱਚ ਉਹਨਾਂ ਨੇ ਹੱਸਣ ਦੇ ਸਿਹਤ ਤੇ ਫਾਇਦਿਆਂ ਨੂੰ ਲੱਭਿਆ ਹੈ। ਇਹ ਰਿਪੋਰਟ ਖੋਲ੍ਹ ਕੇ ਦੱਸਦੀ ਹੈ ਕਿ ਖੁੱਲ੍ਹ ਕੇ ਹੱਸਣ ਨਾਲ ਖੂਨ ਦੀਆਂ ਨਾੜੀਆਂ ਦੇ ਅੰਦਰਲੇ ਪੱਠੇ ਢਿੱਲੇ ਪੈ ਜਾਣ ਕਰਕੇ ਖੁੱਲ੍ਹ ਜਾਂਦੀਆਂ ਹਨ, ਜਿਸ ਨਾਲ ਖੂਨ ਦੇ ਵਹਾਨ ਵਿੱਚ ਤੇਜ਼ੀ ਆਉਂਦੀ ਹੈ। ਇਸ ਨਾਲ ਖੂਨ ਦਾ ਦਬਾਅ ਘਟਦਾ ਹੈ ਅਤੇ ਬਿਮਾਰੀਆਂ ਨਾਲ ਲੜਨ ਦੀ ਸ਼ਕਤੀ ਵਧਦੀ ਹੈ। ਹੁਣ ਚੰਗੀ ਸਿਹਤ ਬਣਾਈ ਰੱਖਣ ਵਿੱਚ ਹੱਸਣਾ ਵੀ ਇੰਨਾ ਹੀ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਮੰਨਿਆ ਜਾਣ ਲੱਗ ਪਿਆ ਹੈ ਜਿੰਨੀਆਂ ਦੌੜਨ ਭੱਜਣ ਵਾਲੀਆਂ ਹੋਰ ਕਸਰਤਾਂ।

ਭਾਰਤ ਵਿੱਚ ਬਹੁਤ ਚਿਰ ਤੋਂ ਹਾਸਾ ਇੱਕ ਚੰਗੀ ਦਵਾਈ ਮੰਨੀ ਜਾਂਦੀ ਰਹੀ ਹੈ, ਪਰ ਹੁਣ ਇਹ ਪਹਿਲਾਂ ਨਾਲੋਂ ਵੀ ਸੱਚ ਜਾਪਦਾ ਹੈ ਕਿਉਂਕਿ ਇਹ ਦਿਲ ਨੂੰ ਸਿਹਤਮੰਦ ਰੱਖਦਾ ਹੈ।

5+5 marks (see grids overleaf)

Total =10 marks

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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**

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## Section 2

### 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.

### Literary Topics

#### Question 2

- (a) This question tests the candidate's ability to express his/her views about the text studied in written Panjabi. The candidate is expected to state the short story book studied and its author at the start of the answer. The candidate should then pick out two favourite stories and explain in detail what he/she likes about them and why.
- (b) This is a more general question. At the start, the candidate is expected to clarify the chosen story book. The candidate then should pick out the main problems facing Panjabis living in Britain, which have been illustrated in the stories by the author. The candidate is expected to illustrate the problems with examples from any two stories.

#### Question 3

- (a) This question tests the candidate's knowledge and understanding of the text. The candidate should identify the novel and the main characters within it. The personality of the main characters should be explored and explained in detail, linking them to their role in the story. In the second part of the answer, having explored the characters' roles and personalities, the candidate is asked to analyse their roles in terms of Panjabi culture and what can be learnt from it.
- (b) This question tests the candidate's awareness and understanding of the literary qualities of a novel. In the first part of the question the candidates are expected to outline the qualities of a good novel. Then the chosen text should be identified and discussed in detail with examples to show the extent to which these qualities are found.

#### Question 4

- (a) This is a general question that tests the candidate's awareness and appreciation of autobiography as a different form of literature. The candidates are expected to explore the author's motives in writing an autobiography, from personal, professional and literary perspectives. The main body of the answer should contain details of benefits and advantages of autobiographical texts to readers and authors.
- (b) In the main part of the answer, the candidates are expected to review some positive and some negative life experiences of the author of the chosen autobiography. Then, the candidates should extract, interpret and infer to explain how the author reacts and responds to these life experiences. In the last part of the answer, the candidates are asked to give their personal view and what they can learn from it.

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## Non-Literary Topics

### Question 5

- (a) The problem of water shortage and the water table getting deeper and deeper by the year in the Panjab should be outlined at the start. The reasons behind this problem should include the following:  
Intensive cultivation of certain crops (rice and wheat) requiring heavy irrigation; too much water pumped out from the ground to meet the excess demand; lack of rainfall etc.

Based on the above points, appropriate solutions should be suggested.

- (b) Candidates are expected to write from their own perspective why the youth are so eager to live in western countries. Economic benefits should be identified as the main attraction. The busy and stressful lifestyle, missing family in the Panjab etc. should be among the drawbacks.

### Question 6

- (a) **SINGH SABHA LEHAR (1873—1920)**

#### **Reasons and purposes for starting this movement**

The Singh Sabha movement was started during the period when the Panjab was included in the British Raj and Panjabi culture, heritage and religion were under threat.

To reduce outside influence and maintain and protect the Sikh religion and its teachings.

To promote Panjabi language and literature.

To create loyalty in the public for the British Raj.

#### **Achievements :**

- Made Sikhs aware of their spiritual and literary roots.
- Helped people to give up complex Hindu ways of worshipping.
- Gave the Sikh religion a separate and independent recognition.
- Got rid of many social ills such as child marriages, parda, killing girls.
- New emphasis on Panj Kakkar and motivated people to take Amrit.
- Opened many educational institutions. Made provision for girls' education.
- Encouraged and inspired the public to be politically aware, active and involved.

- (b) In this question, candidates are expected to show awareness of the success and downfall of the Sikh Raj in the Panjab. The answer should make implicit the position of the Dogras during this period in general. The main part of the answer should discuss the positive contribution made by the Dogras during the rising of the Sikh Raj. In addition, there should be a critical discussion on the negative role played by the Dogras contributing to the downfall of the Sikh Raj. The answer should be an accurate account based on historical facts.

**Question 7**

- (a) Candidates answer this question from their experience. The answer should reflect how Panjabis treat their guests with utmost respect and courtesy. There should be explanations about how the guests are made to feel welcome and offered the best food and comforts. Family practices and routines can also be included.
  
- (b) For this question, candidates do not have to agree with the statement totally. However, candidates need to have a stance about young people's interest in their religion and some acceptance of it declining. The reasons behind this decline should be explored in detail. Candidates should suggest practical ideas to increase the young people's interest in their religion.



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.

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<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**