



## **General Certificate of Education**

# **Panjabi 6681** *Specification*

**PAN2      Culture and Society**

## **Mark Scheme**

*2008 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

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**Section 1 – Notes for Answers**

**Question 1**

(a)

- (i) ਇਹ ਪੁਰਾਣੀਆਂ ਖੇਡਾਂ ਦਾ ਮੇਲਾ ਇੱਕ ਚੰਗੀ ਯਾਦ ਬਣ ਜਾਵੇਗਾ ।  
ਜਾਂ ਇਸ ਨਾਲ ਮੇਲ ਖਾਂਦਾ ਹੋਰ ਕੋਈ ਜਵਾਬ ।

(2 marks)

- (ii) ਆਪਣੇ ਸਭਿਆਚਾਰ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਲਈ ਕੁਝ ਵੀ ਕਰਨ ਲਈ ਤਿਆਰ ਹਨ ।  
ਆਪਣੇ ਸਭਿਆਚਾਰ ਤੇ ਵਿਰਸੇ ਨੂੰ ਜਿਉਂਦਾ ਰੱਖਣ ਲਈ ਬਹੁਤ ਕੋਸ਼ਿਸ਼ਾਂ ਕਰਦੇ ਹਨ ।

(2 marks)

- (iii) ਕਨੇਡਾ ਦੀਆਂ ਵਿਸ਼ਵ ਖੇਡਾਂ ਵਿੱਚ ਕਬੱਡੀ ਨੂੰ (ਮਹਿਮਾਨ ਖੇਡ ਵਜੋਂ) ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ।

(1 mark)

- (iv) ਪੰਜਾਬ ਦੀਆਂ ਵਿਰਾਸਤੀ/ ਪੁਰਾਣੀਆਂ ਖੇਡਾਂ ਨੂੰ ਦੁਬਾਰਾ ਜੀਵਤ ਕਰਨਾ ।  
ਜਨਤਾ ਵਿੱਚ ਖੇਡਾਂ ਬਾਰੇ ਜਾਗ੍ਰਿਤੀ ਪੈਦਾ ਕਰਨਾ ।  
ਨੌਜਵਾਨਾਂ ਦੀ ਖੇਡਾਂ ਵਿੱਚ ਦਿਲਚਸਪੀ ਵਧਾਉਣੀ ।

Any two of three  
(2 marks)

- (v) ਮਨੋਰੰਜਨ ਲਈ ਸਭਿਆਚਾਰਕ ਪ੍ਰੋਗਰਾਮ ਵੀ ਹੋਵੇਗਾ ।  
ਔਰਤਾਂ / ਬੱਚੇ ਵੀ ਮੇਲੇ ਦਾ ਆਨੰਦ ਮਾਣ ਸਕਣਗੇ ।

(2 marks)

- (vi) ਮਸ਼ਹੂਰ ਕਲਾਕਾਰ ਜਿਵੇਂ ਕਿ ਗੁਰਦਾਸ ਮਾਨ ਤੇ ਰਾਜ ਬੱਬਰ ਮੇਲੇ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣਗੇ ।

(1 mark)

**Total = 10 marks**

**(b) Translation from English into Panjabi**

ਬੋੜੀ ਦੇਰ ਪਹਿਲਾਂ ਇੱਕ ਸਰਵੇਖਣ ਕੀਤਾ ਗਿਆ ਜਿਸ ਵਿੱਚ ਲੂਣ, ਖੂਨ ਦਾ ਵੱਧ ਦਬਾਉ ਅਤੇ ਦਿਮਾਗ ਦੇ ਦੌਰੇ ਵਿਚਕਾਰ ਜੋੜ ਬਾਰੇ ਦੱਖਣੀ ਏਸ਼ੀਅਨ ਭਾਈਚਾਰੇ ਨੂੰ ਸੁਚੇਤ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਨੂੰ ਸਾਹਮਣੇ ਲਿਆਂਦਾ ਗਿਆ ਹੈ । ਇਸ ਸਰਵੇਖਣ ਵਿੱਚ ਬਰਤਾਨੀਆ ਦੇ 300 ਦੱਖਣੀ ਏਸ਼ੀਅਨ ਪਿਛੋਕੜ ਦੇ ਲੋਕਾਂ ਨੂੰ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਗਏ ਅਤੇ ਪਤਾ ਲੱਗਾ ਕਿ ਇਹਨਾਂ ਵਿੱਚੋਂ ਸਿਰਫ ਛੇ ਪ੍ਰਤੀਸ਼ਤ ਲੋਕਾਂ ਨੂੰ ਲੂਣ ਦੀ ਵੱਧ ਤੋਂ ਵੱਧ ਯੋਗ ਮਾਤਰਾ, ਰੋਜ਼ਾਨਾ 6 ਗਰਾਮ ਬਾਰੇ ਪਤਾ ਸੀ ।

ਜ਼ਿਆਦਾ ਦੱਖਣੀ ਏਸ਼ੀਅਨ ਲੋਕ ਲੂਣ ਨੂੰ ਆਪਣੀ ਖੁਰਾਕ ਦਾ ਇੱਕ ਮਹੱਤਵਪੂਰਣ ਹਿੱਸਾ ਸਮਝਦੇ ਹਨ ਅਤੇ ਇਸ ਦਾ ਉਪਯੋਗ ਰਵਾਇਤੀ ਪਕਵਾਨਾਂ ਵਿੱਚ ਉੱਭਰ ਕੇ ਸਾਹਮਣੇ ਆਉਂਦਾ ਹੈ । ਤਾਂ ਵੀ, ਉਹ ਆਪਣੇ ਖਾਣੇ ਜ਼ਿਆਦਾ ਤਰ ਤਾਜ਼ੇ ਸਮਾਨ ਨਾਲ ਤਿਆਰ ਕਰਦੇ ਹਨ ਨਾਂ ਕਿ ਬਣੀਆਂ ਬਣਾਈਆਂ ਵਸਤਾਂ ਤੋਂ । ਇਸ ਲਈ ਉਹ ਆਪਣੇ ਖਾਣੇ ਵਿੱਚ ਲੂਣ ਦੀ ਮਾਤਰਾ ਨੂੰ ਘਟਾ ਕੇ ਆਸਾਨੀ ਨਾਲ ਯੋਗ ਪੱਧਰ ਤੇ ਲਿਆ ਸਕਦੇ ਹਨ । ਇਹ ਉਮੀਦ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਕਈ ਏਸ਼ੀਅਨ ਪਰਿਵਾਰ ਇਸ ਰਿਪੋਰਟ ਵਿੱਚ ਦਿੱਤੀ ਜਾਣਕਾਰੀ ਦਾ ਫਾਇਦਾ ਉਠਾ ਸਕਣਗੇ ।

(AO2, 5 marks, AO3, 5 marks- see grids overleaf) = 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**

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**

## Notes for Answers (Section 2)

### Literary Topics

#### Question 2

- (a) This question tests the candidate's knowledge and understanding of the themes and topics contained in the stories. The candidate is expected to state the text studied and its author at the start. The two stories to be used to answer the question should be identified. Then, the main themes and topics presented in the two stories should be carefully explored in relation to various aspects of British Panjabi culture. The aspects portrayed should be discussed and illustrated with examples from the stories. The answer should be concluded by the candidate giving a personal response about the author's portrayal of these aspects.
- (b) This question tests the candidate's knowledge and appreciation of the literary skills of the story writer. The candidate is expected to identify the story text and its author. The stories selected should be clearly stated. Then, the candidate should discuss how the author has tried to make the text entertaining and illustrate the points made with examples from the stories. The answer should include discussion as to what extent the author has been successful in entertaining the readers.

#### Question 3

- (a) This question tests the candidate's knowledge and understanding of the text as well as the appreciation of the important part played by the leading characters, and the challenge of creating and fulfilling a central role for the hero and heroine in a novel. First, the candidate is expected to state the Panjabi novel studied and its author. Then, the main characters in the story should be identified, picking out the hero and heroine. The answer should be developed by detailed discussion of the main events in the story and the part played by the hero & heroine, offering justifications for their position.
- (b) This question tests the candidate's knowledge and understanding of the topic. In addition, it tests the candidate's ability and skill to analyse the content in relation to Panjabi culture, values and manners. The candidate is expected to identify the novel studied and its author. Then the content of the chosen text should be analysed and discussed to show how and to what extent it reflects the Panjabi way of life. The answer should be illustrated with examples from the text and evaluated with clear conclusions.

#### Question 4

- (a) The candidate is expected to state the text studied along with its author. The question tests the candidate's knowledge of the text. The candidate should outline the successes of the author as explained in the text and then pick out the reasons, events, people behind his/her success. The answer should be backed up with examples from the text.
- (b) This question tests the candidate's knowledge and ability to unpick and analyse the text to search for specific information. The candidate is expected to identify the text and its writer. From knowledge of the content, the candidate should formulate a thesis of the

author's personality. The ideas will be credited as correct as long as they make sense and are backed up by examples from the text.

### Question 5

- (a) This question tests the candidate's knowledge and awareness of the settlement of Panjabis all over the world, particularly England, America and Canada. More importantly, it tests his/her knowledge of the contribution made by the Panjabis in the economic development of the Panjab. The answer should encompass some of these points:
- giving direct financial help to relatives in the Panjab;
  - buying farmland and other property;
  - investing money in banks in the Panjab;
  - opening new businesses;
  - visiting the Panjab on a regular basis and shopping (tourism)
  - helping family to settle overseas.
- (b) This question tests the candidate's knowledge and awareness of the widespread problem of corruption in the Panjab. In the first part of the answer, the candidate is expected to discuss and draw conclusions about the effects of corruption on the social and economic development of the Panjab. The discussion should encompass some of these points:
- perpetuates and breeds dishonesty and corruption;
  - puts NRIs off investing in the Panjab;
  - creates a black market in the economy;
  - investors lose confidence in the system;
  - reduces accountability and holds up transactions.

In the second part of the answer, the candidate is expected to give realistic advice to the public and the government of the Panjab on ways of eradicating corruption. However, the candidate should show some awareness that the problem of corruption has been recognised by the government and some steps have been taken to stamp it out.

### Question 6

- (a) This question tests the candidate's knowledge and awareness of the 19<sup>th</sup> century history of the Panjab. The candidate should be aware that the Namdhari/Kooka movement was inspired by Baba Balak Singh and Baba Ram Singh as a puritan movement to revive religious devotion amongst the Sikh community. A strict code of conduct was introduced and enforced among his followers who were also popularly known as Kooka Sikhs. They made a significant contribution to social and religious improvements at the time. The answer should reflect this and should be based on facts such as:
- Amritdhari as Guru Gobind Singh Ji explained;
  - emphasis on namsimran; hence namdharis;
  - strict emphasis on sikh ethics such as stealing, begging etc;
  - protested against the slaughtering of cows;
  - prohibition on asking for dowry, killing baby girls, forcing women to remain widows;

- belief in simple life style;
- simple, inexpensive wedding ceremonies according to Sikh maryada;
- opened 22 centres to teach and preach about Sikh religion.

The answer should be in the form of a coherent essay.

- (b) This question tests the candidate's knowledge and awareness of womens' status in society in the first half of the 19<sup>th</sup> century Panjab. The answer should be based on historical facts from the following list:

- women were generally respected; some were highly regarded and looked up to;
- high cast/class Hindu were still practising the 'Sati'; in very many cases, the Brahmins compelled women to become 'Satis';
- women wore Parada and Burka, generally stayed indoors;
- slave trade of women was stopped by Maharaja Ranjit Singh in 1834;
- women shared work in the fields with men in Majha region and in central Panjab;
- some women were very brave and good warriors eg. Rani Sada Kaur and Sahib Kaur led men in battlefields.

### Question 7

- (a) The candidate answers this question from his/her experience. First, the candidate should explore and explain why and how young people in the Panjab and Britain fall into the trap of taking drugs. In the second part of the answer, he/she is expected to explain the dangers of drug taking in order to alert them and stop them from doing so.
- (b) First, the candidate is expected to explain the statement in the question, recognising that it is a generalisation. Then, he/she should explore the reasons behind their success. The answer should be in form of an informative essay, based around these points:
- Panjabis are very hard working;
  - very ambitious and well motivated;
  - value education;
  - like to take on challenges;
  - very positive /believe in making progress;
  - very adaptive /learn quickly;
  - work closely with families/ supportive families;
  - very sociable;
  - value their culture and have a strong social and religious philosophy.

Examples from family life are acceptable in this essay.