



AS Punjabi

PANJ1 – Unit 1 Reading and Writing
Mark scheme

June 2018

Version/Stage: 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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

Unit 1**Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	100	100

The marks will be allocated in the following way.

	AO2	AO3
Section 1	35	10
Section 2	10	
Section 3	30	15

Section 1

Insert [

Q	Accept	Mark	Reject / Notes
1	nOjvanA lzl nSe bhuq mafe hn .	1	

Q	Accept	Mark	Reject / Notes
2	wuSmxA/ivroWI iWrA ¥ nuksan phuNca[ux lzl .	1	

Q	Accept	Mark	Reject / Notes
3	<ul style="list-style-type: none"> •]ap hl nSe krm wl]awq pa rhe hn . (1) • mihNge nSe krna v<dl g<l smjwe hn . (1) 	2	

Q	Accept	Mark	Reject / Notes
4	<ul style="list-style-type: none"> • nSe]asanl nal/bhuq iml rhe hn . 	1	

Q	Accept	Mark	Reject / Notes
5	<ul style="list-style-type: none"> • rihx-sihx iv<cll]A GatA (1) • mihmanA wl seva lzl Srab wl vrqoM (1) 	2	

Q	Accept	Mark	Reject / Notes
6	<ul style="list-style-type: none"> • [uh socwe hn ik Srab cNgl cIZ hE . (1) • nSe krm lzl Ku<IH jAwe hn/pReirq ho jAwe hn . (1) 	2	

Q	Accept	Mark	Reject / Notes
7	<ul style="list-style-type: none"> • 2000 qoM muNde kuf]A iv<c Srab wl]awq vWI hE . (1) • pNjab iv<c sarl wun]A we mukable bhuq iZ]awa hE . (1) 	2	

Q	Accept	Mark	Reject / Notes
8	<ul style="list-style-type: none"> Srab wl vɾqoM bNw kɾn (1) b<ic]A qe [unHA we wosqA bare jaxn (1) 	2	

Q	Accept	Mark	Reject / Notes
9	hostlA wl ingranl iv<c suWar kɾke nSe wl vɾqoM rok skwl]A hn .	1	

Q	Accept	Mark	Reject / Notes
10	niS]A wl mShUɾl kɾn vale glqA/nSe vecx vail]A wa bazlkat kɾke yogwan pa skwe hn .	1	

Q	Accept	Mark	Reject / Notes
11(i)]aZaw Any Appropriate sentence in Panjabi	2	wrong word
11(ii)	ssqa Any Appropriate sentence in Panjabi	2	wrong word
11(iii)	nlvA Any Appropriate sentence in Panjabi	2	wrong word
11(iv)	Gtx Any Appropriate sentence in Panjabi	2	wrong word
11(v)]am Any Appropriate sentence in Panjabi	2	wrong word

Total 10 marks

Insert]

Q	Accept	Mark	Reject / Notes
12(i)	g glq	1	
12(ii)	T Tlk	1	
12(iii)	g glq	1	
12(iv)	T Tlk	1	
12(v)	? pqa nhIM	1	

Total 5 marks

Q	Accept	Mark	Reject / Notes
13(i)	SurU]aq	1	
13(ii)	CA	1	
13(iii)	jgHa	1	
13(iv)	bZurg	1	
13(v)]Nq	1	

Total 5 marks

Total marks 35 + 10 marks Knowledge of Grammar AO3
Total for Section 1 = 45 marks

Marks	Knowledge of Grammar (AO3)
9-10	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Section 2**Translation into English**

Geography has always been my favourite subject at school. It has made me realise that the earth is a beautiful place, but it is in desperate need of our help.

People of my generation will be the first to feel the impact of climate change. Therefore, geography should be taught as a compulsory subject, otherwise we will leave the next generation to face an uncertain future.

By keeping the topic of climate change as a part of the school curriculum we can inspire young people to take on the challenge of tackling the danger posed by our rapidly changing environment.

Marks	Response to Written Language (AO2)
9-10	Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	Shows good understanding of the original, and translated in language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-6	Shows satisfactory understanding of the original, and translated in language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
3-4	Shows poor understanding of the original, and translated in language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-2	Little or nothing of merit.

Total for Section 2 = 10 marks

Section 3

Candidates are expected to elaborate on these points in their article. If they write something relevant to the sub-topic, that will be awarded marks as well.

nvIM tEknOIOjl wl vrqoM rahIM jaxkarl we laB

- ijhfl mrZI jaxkarl lExl hove, jlwI iml jAwI hE
- ij<Qe mrZI ikse vl ivSe qe jaxkarl lE skwe ho

b<ic]A iv<c ikqabA pfHn wl rucl wl Gat

- mldl]a we saWnA iv<c vaWa
- ikqabA naloM vWI]A peSkarl

ikqabA pfHn bare quhade ivcar

- cNgl]awq hE
- bhug sarl jaxkarl ikqabA qoM hl iml skwl hE

kl izNtrnE>t ikqabA wl QA lE lvega

- lE skwa hE/nhIM lE skwa
- ivcar wl puStl wlll we ke

pfHn wl rucl pEwa krm lzl suja]

- skUUA iv<c ikqabA pfHn we mukable
- hr roZ pfHn wa mOka

Section 3

Marks	Response to Written Language (AO2)
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified.
19-24	The answer is generally on the subject, with a number of relevant points, but not always appropriately supported.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but points made are not always justified or illustrated. The answer generally lacks a clear focus.
6-12	A limited number of points are made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

Marks	Knowledge of Grammar (AO3)
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Section 3 = 45 marks**Total for Unit 1 = 100 marks**