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# A-level PANJABI 7682/1

Paper 1 Reading and Writing

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Mark scheme

June 2025

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Version: 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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Reading tests

### General principles of marking

Follow the mark scheme as set out.

### Answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
  - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
  - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
  - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
  - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section, eg in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. The following general principles should be applied in relation to answers in the target language:
  - (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
  - (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
  - (c) Wrong gender – accept (unless this causes ambiguity).
  - (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
  - (e) Wrong tense – accept as long as student comprehension is not in question.
  - (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. This means that even if the spelling error results in the creation of a word in another language including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

**Section A Reading and Translation (Questions 1–5)****Comprehension questions to be answered in target language (Assessment Objective 2 only).**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

**Summary question (AO2 and AO3)**

| Qu   | Accept                                                                                                                                                                                                                 | Mark | Notes                                                                      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------|
| 01.1 | ਕਈ ਕਿਤਾਬਾਂ ਦੀਆਂ ਦੁਕਾਨਾਂ ਬੰਦ ਹੋ ਗਈਆਂ ਹਨ / ਕਈ ਦੁਕਾਨਦਾਰ ਵੱਡੀਆਂ ਦੁਕਾਨਾਂ ਬੰਦ ਕਰਕੇ ਛੋਟੀ ਜਗ੍ਹਾ ਤੇ ਚਲੇ ਗਏ ਹਨ / ਕਰਤਾਰ ਬੁੱਕ ਸਟੋਰ ਪਹਿਲਾਂ ਇੱਕ ਵੱਡੀ ਤਿੰਨ ਮੰਜ਼ਲੀ ਇਮਾਰਤ ਸੀ ਪਰ ਅੱਜ ਇਸ ਦੁਕਾਨ ਦਾ ਕੰਮ ਉਸ ਇਮਾਰਤ ਦੇ ਤਹਿਖਾਨੇ ਤੋਂ ਚਲ ਰਿਹਾ ਹੈ। | 1    | <b>One</b> mark for <b>any</b> of these responses separated by the slashes |

| Qu   | Accept                                                                                                                                                                                                                                                                         | Mark | Notes                                              |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------|
| 01.2 | <ul style="list-style-type: none"> <li>ਪਹਿਲਾਂ ਗਾਹਕ ਦੂਰੋਂ-ਦੂਰੋਂ ਆ ਕੇ ਕਿਤਾਬਾਂ ਖਰੀਦਦੇ ਸਨ / ਕਈ ਗਾਹਕ ਬਹੁਤ ਦੇਰ ਤੱਕ ਸੈਂਕੜੇ ਕਿਤਾਬਾਂ ਖੋਲ੍ਹ-ਖੋਲ੍ਹ ਕੇ ਦੇਖਦੇ ਸਨ।</li> <li>ਅੱਜ-ਕੱਲ੍ਹ ਗਾਹਕਾਂ ਨੂੰ ਸਭ ਕੁਝ ਝੱਟ-ਪਟ ਚਾਹੀਦਾ ਹੈ / ਕਈ ਗਾਹਕ ਕਿਤਾਬਾਂ ਔਨਲਾਈਨ ਪੜ੍ਹਨਾ ਜਾਂ ਖਰੀਦਣਾ ਪਸੰਦ ਕਰਦੇ ਹਨ।</li> </ul> | 2    | <b>One</b> mark for <b>each of</b> these responses |

| Qu   | Accept                                                                                                                                                                                                         | Mark | Notes                                              |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------|
| 01.3 | <ul style="list-style-type: none"> <li>ਕੁਝ ਲੋਕ ਬਗੈਰ ਕਿਸੇ ਮਰਿਆਦਾ ਦੇ ਧਾਰਮਿਕ ਗ੍ਰੰਥ / ਧਾਰਮਿਕ ਰਸਾਲੇ ਔਨਲਾਈਨ ਪੜ੍ਹ ਲੈਂਦੇ ਹਨ।</li> <li>ਆਪਣੀ ਸਹੂਲਤ ਮੁਤਾਬਕ ਗੁਰੂਆਂ ਦੀ ਬਾਣੀ ਪੜ੍ਹਨ ਨਾਲ ਗੁਰੂਆਂ ਦੀ ਬੇਅਦਬੀ ਹੁੰਦੀ ਹੈ।</li> </ul> | 2    | <b>One</b> mark for <b>each of</b> these responses |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 01.4 | ਤਰੀਕੇ  | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 01.5 | ਦੁਰਲੱਭ | 1    |       |

| Qu   | Accept | Mark | Notes |
|------|--------|------|-------|
| 01.6 | ਨਿਸ਼ਠਾ | 1    |       |

## Summary question (AO2 and AO3)

| Qu 02    | Key idea                                                                                                                                                                                                                                                                                                                         | Mark | Notes                                                                                              |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------|
| Bullet 1 | <p>ਦਲਿਤ ਨੌਜਵਾਨਾਂ ਵੱਲੋਂ ਆਪਣੇ ਜੀਵਨ ਪੱਧਰ ਵਿੱਚ ਸੁਧਾਰ ਲਿਆਉਣ ਦੇ ਉਪਰਾਲੇ:</p> <ul style="list-style-type: none"> <li>• ਕਈ ਨੌਜਵਾਨ ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੱਭਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ।</li> <li>• ਉਹ ਪੜ੍ਹਾਈ ਤੇ ਬਹੁਤ ਜ਼ੋਰ ਦਿੰਦੇ ਹਨ।</li> <li>• ਕਿਸੇ ਚੰਗੀ ਯੂਨੀਵਰਸਿਟੀ ਤੋਂ ਡਿਗਰੀ ਲੈਣਾ ਚਾਹੁੰਦੇ ਹਨ।</li> <li>• ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੈਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ।</li> </ul> | 2    | <p><b>Any two</b> of these <b>four</b> bullets.</p> <p><b>One</b> mark for <b>each</b> bullet</p>  |
| Bullet 2 | <p>ਸਰਕਾਰੀ ਨੌਕਰੀ ਮਿਲਣ ਵਿੱਚ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ:</p> <ul style="list-style-type: none"> <li>• ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੈਣ ਦੀ ਦੌੜ ਵਿੱਚ ਕਈ ਲੋਕ ਲੱਗੇ ਹੋਏ ਹਨ।</li> <li>• ਸਰਕਾਰੀ ਨੌਕਰੀਆਂ ਬਹੁਤ ਘੱਟ ਹਨ।</li> <li>• ਸਰਕਾਰੀ ਨੌਕਰੀਆਂ ਸਿਫਾਰਸ਼ ਤੋਂ ਬਿਨਾਂ ਨਹੀਂ ਮਿਲਦੀਆਂ।</li> </ul>                                                                         | 2    | <p>Any <b>two</b> of these bullets</p> <p><b>One</b> mark for <b>each</b> bullet</p>               |
| Bullet 3 | <p>ਫੌਜ ਵਿੱਚ ਭਰਤੀ ਹੋਣ ਦੀਆਂ ਕੋਸ਼ਿਸ਼ਾਂ ਦੇ ਲਾਭ:</p> <ul style="list-style-type: none"> <li>• ਇਸ ਵਿੱਚ ਕਿਸੇ ਸਿਫਾਰਸ਼ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ।</li> <li>• ਇਸ ਵਿੱਚ ਕਿਸੇ ਡਿਗਰੀ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ।</li> <li>• ਫੌਜ ਵਿੱਚ ਤਰੱਕੀ ਦੇ ਬਹੁਤ ਮੌਕੇ ਮਿਲਦੇ ਹਨ।</li> <li>• ਸਮਾਜ ਵਿੱਚ ਫੌਜੀ ਅਫਸਰ ਦਾ ਰੁਤਬਾ ਵੀ ਉੱਚਾ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ।</li> </ul>                    | 3    | <p>Any <b>three</b> of these <b>four</b> bullets</p> <p><b>One</b> mark for <b>each</b> bullet</p> |

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. \*'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Generic example of ‘lifted’ language:**

**1**

Text includes *Having finished her studies, she became a doctor.*

Summary task includes the bullet point *What she did before becoming a doctor.*

Correct answer is *She studied.*

Student writes in response to that bullet point *Having finished her studies, she became a doctor.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *because computers will replace teachers.*

Summary task includes the bullet point *Technological changes anticipated.*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation, *Teachers will be replaced by computers.*

Student writes in response to that bullet point *because computers will replace teachers.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement

incorrect or missing accents unless these alter the meaning.

**Serious errors include:**

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives or past participles.

**Complex language includes:**

use of pronouns of all types

tenses that support conceptual complexity (as in *si* sentences)

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

The above examples are neither prescriptive nor exhaustive.

| Mark | AO3 quality of language marks in listening and reading summary tasks                                                                                                                                                          |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.        |
| 4    | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.     |
| 3    | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task. |
| 2    | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.                                            |
| 1    | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.                              |
| 0    | The student produces nothing worthy of credit.                                                                                                                                                                                |

### Indicative content

#### Summary 1: 89 words – AO3 5/5

ਆਪਣੇ ਜੀਵਨ ਪੱਧਰ ਵਿੱਚ ਸੁਧਾਰ ਲਿਆਉਣ ਲਈ ਕਈ ਦਲਿਤ ਨੌਜਵਾਨ ਕਿਸੇ ਚੰਗੀ ਯੂਨੀਵਰਸਿਟੀ ਤੋਂ ਡਿਗਰੀ ਲੈ ਕੇ ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੱਭਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ। ਪਰ ਸਰਕਾਰੀ ਨੌਕਰੀਆਂ ਮਿਲਣਾ ਮੁਸ਼ਕਲ ਹੈ ਕਿਉਂਕਿ ਕਈ ਲੋਕ ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੈਣ ਦੀ ਦੌੜ ਵਿੱਚ ਲੱਗੇ ਹੁੰਦੇ ਹਨ ਅਤੇ ਅਜਿਹੀਆਂ ਨੌਕਰੀਆਂ ਸਿਫਾਰਸ਼ ਤੋਂ ਬਿਨਾਂ ਨਹੀਂ ਮਿਲਦੀਆਂ। ਕਈ ਦਲਿਤ ਨੌਜਵਾਨਾਂ ਮੁਤਾਬਕ ਫੌਜ ਵਿੱਚ ਭਰਤੀ ਹੋਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਨਾ ਲਾਭਦਾਇਕ ਹੈ ਕਿਉਂਕਿ ਇਸ ਵਿੱਚ ਕਿਸੇ ਸਿਫਾਰਸ਼ ਜਾਂ ਡਿਗਰੀ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ ਅਤੇ ਸਮਾਜ ਵਿੱਚ ਫੌਜੀ ਅਫਸਰ ਦਾ ਰੁਤਬਾ ਵੀ ਉੱਚਾ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ।

#### Summary 2: 71 words – AO3 4/5

ਜੀਵਨ ਪੱਧਰ ਵਿੱਚ ਸੁਧਾਰ ਲਿਆਉਣ ਲਈ ਕਈ ਦਲਿਤ ਨੌਜਵਾਨ ਸਰਕਾਰੀ ਨੌਕਰੀ ਲੱਭਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ। ਪਰ ਸਰਕਾਰੀ ਨੌਕਰੀਆਂ ਮਿਲਣਾ ਅਸਾਨ ਨਹੀਂ ਹੈ ਕਿਉਂਕਿ ਕਈ ਲੋਕ ਸਰਕਾਰੀ ਨੌਕਰੀ ਦੀ ਦੌੜ ਵਿੱਚ ਲੱਗੇ ਹੁੰਦੇ ਹਨ ਅਤੇ ਅਜਿਹੀਆਂ ਨੌਕਰੀਆਂ ਸਿਫਾਰਸ਼ ਤੋਂ ਬਿਨਾਂ ਨਹੀਂ ਮਿਲਦੀਆਂ। ਕੁਝ ਦਲਿਤ ਨੌਜਵਾਨ ਫੌਜ ਵਿੱਚ ਭਰਤੀ ਹੋਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ ਕਿਉਂਕਿ ਇਸ ਵਿੱਚ ਸਿਫਾਰਸ਼ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ ਅਤੇ ਤਰੱਕੀ ਦੇ ਮੌਕੇ ਵੀ ਮਿਲਦੇ ਹਨ।

**Summary 3:** 50 words – AO3 3/5

ਆਪਣੇ ਜੀਵਨ ਸੁਧਾਰ ਲਈ ਡਲਿਤ ਨੌਜਵਾਨਾਂ ਨਕਿਰੀ ਲਈ ਯੂਨੀਵਰਸਿਟੀ ਤੋਂ ਡਿਗਰੀ ਲੈਣਾ ਹੈ। ਸਰਕਾਰੀ ਨੌਕਰੀ ਮੁਸਕਲ ਨਾਲ ਮਿਲਦੀ, ਸਿਫਾਰਸ਼ ਨਾਲ ਮਿਲਦੀ।। ਕੁਝ ਨੌਜਵਾਨ ਫੌਜ ਵਿੱਚ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਕਿਉਂਕਿ ਕਿਸੇ ਸਿਫਾਰਸ਼ ਜਾਂ ਡਿਗਰੀ ਦੀ ਲੋੜ ਨਹੀਂ। ਫੌਜੀ ਅਫਸਰ ਡਾ ਉਚਾ ਰੁਤਬਾ ਤੇ ਤਰੱਕੀ ਵੀ ਮਿਲਦੀ।

**Summary 4:** 32 words – AO3 2/5

ਦਲਿਤ ਨੌਜਵਾਨਾ ਯੂਨੀਵਰਸਿਟੀ ਡਿਗਰੀ ਲੈਂਦੇ ਹਾ ਸਰਕਾਰ ਨੌਕਰੀ ਲਈ। ਬੋਟ ਲੋਕਾ ਸਰਕਾਰ ਨੌਕਰੀ ਲੈਣਾ ਹੈ। ਅਸਾਨ ਨਹੀਂ ਹੈ। ਦਲਿਤ ਨੌਜਵਾਨਾ ਫੌਜ ਨੌਕਰੀ ਲਬਦਾ ਹੈ। ਤਰੱਕੀ ਮਿਲਦੇ ਹੈ।

**Summary 5:** 26 words – AO3 1/5

ਨੌਜਵਾਨ ਯੂਨੀਵਰਸਿਟੀ ਡਿਗਰੀ ਲੈ ਕੇ ਨੌਕਰੀ ਕਰਦਾ। ਸਰਕਾਰ ਨੌਕਰ ਮੁਸਕਲ। ਸਿਫਾਰਿਸ਼ ਨਾਲ ਮਿਲੇ। ਨੌਜਵਾਨ ਫੌਜ ਵਿੱਚ ਭਰਤੀ। ਫੌਜੀ ਰੁਤਬ ਤਰੱਕੀ ਲਈ।

**Comprehension questions (Assessment Objective 2)**

| Qu   | Accept                                                                                                                                                                                                                                                                                | Mark | Notes                                                  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------|
| 03.1 | <ol style="list-style-type: none"> <li>1. (ਪਿੰਡ ਦੀ ਅਬਾਦੀ / ਆਬਾਦੀ ਮੁਤਾਬਕ) ਪੰਚਾਇਤ ਵਿੱਚ ਪੰਚਾਂ ਦੀ ਗਿਣਤੀ 6 ਤੋਂ 13 ਤੱਕ ਵੀ ਹੁੰਦੀ ਸੀ।</li> <li>2. ਸਰਪੰਚ ਦੀ (ਸਿੱਧੀ) ਚੋਣ ਪਿੰਡਾਂ ਦੇ ਵੋਟਰ ਲੋਕਤੰਤਰਿਕ ਤਰੀਕੇ ਨਾਲ ਕਰਦੇ ਸਨ।</li> <li>3. ਸੰਨ 1952 ਵਿੱਚ ਪੰਜਾਬ ਗ੍ਰਾਮ ਪੰਚਾਇਤ ਐਕਟ ਹੋਂਦ ਵਿੱਚ ਆਇਆ।</li> </ol> | 2    | <b>One</b> mark for <b>any two</b> of these responses. |

| Qu   | Accept                                                                                                                                                                                                                        | Mark | Notes                                                  |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------|
| 03.2 | <ul style="list-style-type: none"> <li>• ਦਲਿਤ ਪੰਚ ਪਿੰਡ ਦੀ ਦਲਿਤ ਆਬਾਦੀ ਦੇ ਹਿਸਾਬ ਨਾਲ ਹੋਣਗੇ।</li> <li>• ਸਰਪੰਚ ਦੀ ਚੋਣ ਲਈ ਵੀ ਰਾਖਵਾਂਕਰਨ ਲਾਗੂ ਹੋ ਗਿਆ।</li> <li>• ਪੰਚਾਇਤ ਵਿੱਚ ਇੱਕ ਤਿਹਾਈ ਹਿੱਸਾ ਔਰਤਾਂ ਲਈ ਰਾਖਵਾਂ ਕਰ ਦਿੱਤਾ ਗਿਆ।</li> </ul> | 2    | <b>One</b> mark for <b>any two</b> of these responses. |

| Qu   | Accept                                                                                                                                                                                                                                                                                      | Mark | Notes                                              |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------|
| 03.3 | <ul style="list-style-type: none"> <li>• ਪਿੰਡਾਂ ਵਿੱਚ ਰਾਜਨੀਤਕ ਸਰਗਰਮੀਆਂ ਬਹੁਤ ਤੇਜ਼ ਹੋ ਜਾਂਦੀਆਂ ਹਨ।</li> <li>• ਸਰਪੰਚ ਅਤੇ ਪੰਚ ਦੇ ਪਦ ਲਈ ਦਾਅਵੇਦਾਰ ਹੱਥ ਪੈਰ ਮਾਰਨੇ ਸ਼ੁਰੂ ਕਰ ਦਿੰਦੇ ਹਨ।</li> <li>• ਧੜੇਬੰਦੀਆਂ (ਅਤੇ ਗੁੱਟਬਾਜ਼ੀਆਂ) ਕਾਰਨ ਕਈ ਵਾਰ ਲੜਾਈਆਂ ਹੋ ਜਾਂਦੀਆਂ ਹਨ / ਦੁਰਘਟਨਾਵਾਂ ਵਾਪਰ ਜਾਂਦੀਆਂ ਹਨ।</li> </ul> | 1    | <b>One</b> mark for <b>any</b> of these responses. |

| Qu   | Accept                                                                                                                                                                                                                                                     | Mark | Notes                                                               |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------|
| 03.4 | <ul style="list-style-type: none"> <li>ਵੋਟਾਂ ਵੇਲੇ ਹੋਣ ਵਾਲੀ ਖਿੱਚੋਤਾਣ / ਲੜਾਈ ਝਗੜਿਆਂ ਤੋਂ ਬਚਾਅ ਹੋ ਜਾਂਦਾ ਹੈ।</li> <li>ਪਿੰਡ ਨੂੰ ਆਪਣੇ ਵਿਕਾਸ ਲਈ ਇੱਕ ਚੰਗਾ ਸਰਪੰਚ ਮਿਲ ਜਾਂਦਾ ਹੈ।</li> <li>ਪਿੰਡ ਨੂੰ ਆਮ ਲੋਕਾਂ ਦੀਆਂ ਮੁਸ਼ਕਲਾਂ ਨੂੰ ਸਮਝਣ ਵਾਲਾ ਸਰਪੰਚ ਮਿਲ ਜਾਂਦਾ ਹੈ।</li> </ul> | 2    | <b>One</b> mark for <b>any two</b> of these <b>three</b> responses. |

| Qu   | Accept                                                                                                                                                                                                                                                                                                                                                  | Mark | Notes                                                  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------|
| 04.1 | <ul style="list-style-type: none"> <li>ਇਹ ਖੇਡਾਂ ਪੰਜਾਬ ਦੇ ਨੌਜਵਾਨਾਂ (ਅਤੇ ਬੱਚਿਆਂ) ਨੂੰ ਚੰਗੇ ਪਾਸੇ ਲਾਉਣ ਲਈ ਆਰੰਭ ਕੀਤੀਆਂ ਗਈਆਂ।</li> <li>ਇਹ ਖੇਡਾਂ ਸੰਨ 1933 ਵਿੱਚ ਸਰਦਾਰ ਇੰਦਰ ਸਿੰਘ ਗਰੇਵਾਲ (ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਸਾਥੀਆਂ) ਨੇ ਸ਼ੁਰੂ ਕੀਤੀਆਂ।</li> <li>ਪਹਿਲੇ ਸਾਲ ਇੱਕ ਹਾਕੀ ਟੂਰਨਾਮੈਂਟ ਕਰਵਾਇਆ ਗਿਆ।</li> <li>ਜੇਤੂ ਟੀਮ ਨੂੰ ਇਨਾਮ ਵਿੱਚ ਇੱਕ (ਛੋਟਾ ਜਿਹਾ) ਜਿਸਤੀ ਕੱਪ ਦਿੱਤਾ ਗਿਆ।</li> </ul> | 2    | <b>One</b> mark for <b>any two</b> of these responses. |

| Qu   | Accept                                        | Mark | Notes |
|------|-----------------------------------------------|------|-------|
| 04.2 | ਤਾਂ ਕਿ ਉਹ (100 ਤੋਲੇ) ਦਾ ਸੋਨੇ ਦਾ ਕੱਪ ਜਿੱਤ ਸਕਣ। | 1    |       |

| Qu   | Accept                                                                                                                                          | Mark | Notes                                                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------|
| 04.3 | ਕਿਉਂਕਿ ਉਲੰਪਿਕ ਖੇਡਾਂ ਦੀ ਤਰ੍ਹਾਂ ਕਿਲ੍ਹਾ ਰਾਇਪੁਰ ਦੀਆਂ ਖੇਡਾਂ ਵਿੱਚ ਵੀ ਬਹੁਤ ਸਾਰੇ ਖੇਡ ਮੁਕਾਬਲੇ ਕਰਵਾਏ ਜਾਂਦੇ ਹਨ / ਇਹ ਭਾਰਤ ਦਾ ਸਭ ਤੋਂ ਵੱਡਾ ਪੇਂਡੂ ਖੇਡ ਮੇਲਾ ਹੈ। | 1    | <b>One</b> mark for <b>any</b> of these responses separated by the slash. |

| Qu   | Accept                                                                                                                                                                                                                                 | Mark | Notes                                            |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------|
| 04.4 | <ul style="list-style-type: none"> <li>• (ਸੰਨ 2023 ਦੀਆਂ ਖੇਡਾਂ ਵਿੱਚ) ਸੱਤ ਸਾਲ ਦੀ ਉਮਰ ਤੋਂ ਲੈ ਕੇ ਨੌਂਬੇ ਸਾਲ ਦੇ ਖਿਡਾਰੀਆਂ ਨੇ ਹਿੱਸਾ ਲਿਆ।</li> <li>• 3000 ਖਿਡਾਰੀਆਂ ਨੇ ਹਿੱਸਾ ਲਿਆ।</li> <li>• (ਕਿਲ੍ਹਾ ਰਾਇਪੁਰ ਦੀਆਂ) ਇਹ 83ਵੀਆਂ ਖੇਡਾਂ ਸਨ।</li> </ul> | 1    | <b>One</b> mark for <b>any</b> of these bullets. |

| Qu   | Accept                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark | Notes                                                     |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------|
| 04.5 | <ul style="list-style-type: none"> <li>• (ਜਿੱਤ ਦੀ ਖਾਤਰ) ਕਈ ਬੈਲ ਗੱਡੀ ਚਾਲਕ ਆਪਣੇ ਬਲਦਾਂ ਨੂੰ ਦੌੜ ਤੋਂ ਪਹਿਲਾਂ ਭੰਗ ਜਾਂ ਸ਼ਰਾਬ ਪਿਲਾ ਦਿੰਦੇ ਸਨ (ਤਾਂ ਕਿ ਬਲਦ ਜ਼ਿਆਦਾ ਤੇਜ਼ ਦੌੜ ਸਕਣ)।</li> <li>• (ਜਿੱਤ ਦੀ ਖਾਤਰ) ਕਈ ਬੈਲ ਗੱਡੀ ਚਾਲਕ ਬਲਦਾਂ ਨੂੰ ਹਾਨੀਕਾਰਕ ਟੀਕੇ ਲਗਾ ਦਿੰਦੇ ਸਨ (ਤਾਂ ਕਿ ਬਲਦ ਜ਼ਿਆਦਾ ਤੇਜ਼ ਦੌੜ ਸਕਣ)।</li> <li>• (ਜਿੱਤ ਦੀ ਖਾਤਰ) ਕਈ ਬੈਲ ਗੱਡੀ ਚਾਲਕ ਮੇਖ ਲੱਗੀ ਸੋਟੀ ਨਾਲ ਬਲਦਾਂ ਨੂੰ (ਦੌੜ ਵੇਲੇ) ਲਹੂ ਲੁਹਾਨ ਕਰ ਦਿੰਦੇ ਸਨ (ਤਾਂ ਕਿ ਬਲਦ ਜ਼ਿਆਦਾ ਤੇਜ਼ ਦੌੜ ਸਕਣ)।</li> </ul> | 3    | <b>One</b> mark for <b>each of these three</b> responses. |

**Question 5 Translation (into English) (Assessment Objective 2)****Translation into English**

Acceptable quality of English in translations into English.

**Errors of spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted, eg weight mis-spelt as waight is acceptable but mis-spelt as wait gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**A successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

| Qu  |                                                                                                                                                                                                                 |                                                                          |        |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------|
| 05  | The table below shows the type of answer that is acceptable for each section of the text.<br>Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up. |                                                                          |        |
| Box |                                                                                                                                                                                                                 | Accept                                                                   | Reject |
| 1   | ਫਗਵਾੜਾ ਦੇ ਨਜ਼ਦੀਕ ਸਥਿਤ,                                                                                                                                                                                          | Located near Phagwara,                                                   |        |
| 2   | ਪਲਾਹੀ ਪੰਜਾਬ ਦਾ ਇੱਕ ਆਧੁਨਿਕ ਪਿੰਡ ਹੈ।                                                                                                                                                                              | Palaahi is a modern village in the Panjab/Punjab.                        |        |
| 3   | ਉੱਥੇ ਰਹਿਣ ਦਾ ਪੱਧਰ                                                                                                                                                                                               | There the living standards                                               |        |
| 4   | ਅਤੇ ਸਹੂਲਤਾਂ                                                                                                                                                                                                     | and facilities                                                           |        |
| 5   | ਵਿਦੇਸ਼ਾਂ ਵਰਗੀਆਂ ਹਨ।                                                                                                                                                                                             | are like those in foreign countries.                                     |        |
| 6   | ਉੱਥੋਂ ਪ੍ਰਵਾਸ ਕਰਨ ਤੋਂ ਬਾਅਦ                                                                                                                                                                                       | Since emigrating from there                                              |        |
| 7   | ਸਮਾਜ ਸੇਵਕ ਸਰਦਾਰ ਜਗਤ ਸਿੰਘ ਪਲਾਹੀ                                                                                                                                                                                  | social worker Sardar Jagat Singh Palaahi                                 |        |
| 8   | ਅਤੇ ਵਿਦੇਸ਼ ਵਿੱਚ ਰਹਿੰਦੇ ਵੀਰਾਂ ਨੇ, ਪੈਸੇ ਭੇਜ ਕੇ,                                                                                                                                                                   | and brothers (people) residing (living) overseas have, by sending money, |        |

|    |                                          |                                                    |  |
|----|------------------------------------------|----------------------------------------------------|--|
| 9  | ਪਿੰਡ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਵੱਡਾ ਯੋਗਦਾਨ ਪਾਇਆ ਹੈ।  | hugely contributed to the village's development.   |  |
| 10 | ਉੱਥੇ ਇੱਕ ਪੌਲੀਟੈਕਨਿਕ ਹੈ                   | There is a polytechnic                             |  |
| 11 | ਜਿੱਥੋਂ ਹਜ਼ਾਰਾਂ ਨੌਜਵਾਨ,                   | from where thousands of youngsters,                |  |
| 12 | ਤਕਨੀਕੀ ਸਿੱਖਿਆ ਲੈ ਕੇ,                     | after receiving technical qualification/education, |  |
| 13 | ਚੰਗੀਆਂ ਤਨਖਾਹਾਂ ਵਾਲੀਆਂ ਨੌਕਰੀਆਂ ਕਰ ਰਹੇ ਹਨ। | are in well/highly paid jobs.                      |  |
| 14 | ਪਲਾਹੀ ਵਿਖੇ ਇੱਕ ਸ਼ਾਨਦਾਰ ਲਾਇਬ੍ਰੇਰੀ,        | In Palaahi there is an excellent library,          |  |
| 15 | ਦੋ ਬੈਂਕ ਅਤੇ ਤਿੰਨ ਸਕੂਲ ਹਨ।                | two banks and three schools.                       |  |
| 16 | ਉੱਥੇ ਦੀਆਂ ਸੜਕਾਂ ਤੇ,                      | There are                                          |  |
| 17 | ਸੂਰਜ ਦੀ ਰੋਸ਼ਨੀ ਨਾਲ ਚਲਣ ਵਾਲੀਆਂ            | solar powered                                      |  |
| 18 | ਲਾਈਟਾਂ ਲੱਗੀਆਂ ਹੋਈਆਂ ਹਨ।                  | lights installed on the streets/roads.             |  |
| 19 | ਉਹ ਪੰਜਾਬ ਦਾ ਪਹਿਲਾ ਪਿੰਡ ਸੀ                | That was Panjab's/Punjab's first village           |  |
| 20 | ਜਿੱਥੇ ਇੰਟਰਨੈੱਟ ਕੁਨੈਕਸ਼ਨ ਸ਼ੁਰੂ ਹੋਇਆ ਸੀ।   | where internet connection started.                 |  |

**Section B Writing (Research Project) (Optional questions 6–9)****(Assessment Objectives 2, 3 and 4)****Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

**Assessment Objective 2**

| Mark | AO2                                                                                                                                                                                                                                                                |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9–10 | <b>Very good evaluation of the research topic</b><br>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.              |
| 7–8  | <b>Good evaluation of the research topic</b><br>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.                  |
| 5–6  | <b>Reasonable evaluation of the research topic</b><br>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.                |
| 3–4  | <b>Limited evaluation of the research topic</b><br>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.                 |
| 1–2  | <b>Very limited evaluation of the research topic</b><br>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions. |
| 0    | The student produces nothing worthy of credit.                                                                                                                                                                                                                     |

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for these questions. AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

**Assessment Objective 3**

| <b>AO3</b> |                                                                                                                                                                                                                                                                                               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9–10       | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.              |
| 7–8        | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.           |
| 5–6        | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task. |
| 3–4        | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.                                               |
| 1–2        | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.                            |
| 0          | The student produces nothing worthy of credit.                                                                                                                                                                                                                                                |

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings  
 incorrect genders and consequential errors of agreement  
 incorrect or missing accents unless these alter the meaning.

**Serious errors include:**

incorrect verb forms especially irregular forms  
 incorrect use of pronouns  
 missing or incorrect agreements of adjectives or past participles.

**Complex language includes:**

use of pronouns of all types  
 tenses that support conceptual complexity (as in *si* sentences)  
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition  
 use of present and past participles.

The above examples are neither prescriptive nor exhaustive.

**Assessment Objective 4**

| <b>Research project essay</b> |                                                                                                                                                                                                                                                                                                                                                           | <b>AO4</b> |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Mark</b>                   | <b>Descriptors</b>                                                                                                                                                                                                                                                                                                                                        |            |
| 17–20                         | <b>Very good critical and analytical response</b><br>Very good knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the research topic. |            |
| 13–16                         | <b>Good critical and analytical response</b><br>Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.                              |            |
| 9–12                          | <b>Reasonable critical and analytical response</b><br>Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.    |            |
| 5–8                           | <b>Limited critical and analytical response</b><br>Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.          |            |
| 1–4                           | <b>Very limited critical and analytical response</b><br>A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.        |            |
| 0                             | The student produces nothing worthy of credit in response to the question.                                                                                                                                                                                                                                                                                |            |

AO4 marks should be awarded for relevant evidence drawn from the student's individual research, (ie evidence beyond that in the written source text provided), and for the success with which students use that evidence in their essay. (For examples, see items not marked as AO2 in indicative content).

**Indicative content****Question 6****Research topic: The role of women in Panjabi society**

ਇਹ ਪਤਾ ਲਗਾਉਣ ਲਈ ਕਿ ਪੰਜਾਬੀ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਨੇ ਮਰਦਾਂ ਦੀ ਭੂਮਿਕਾ ਨੂੰ ਕਿਵੇਂ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ ਹੈ, ਪੰਜਾਬੀ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਔਰਤਾਂ ਦੀ ਭੂਮਿਕਾ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

- Historical family traditions. (AO2)
- Education led to women's empowerment. (AO2)
- Women's economic contributions to family. (AO2)
- Shift in decision-making. (AO2)
- Panjabi extended families moving towards nuclear families. (AO2)
- Panjabi women balance dual responsibilities.
- Influence on men's attitudes.
- New change in social expectations.
- Panjabi families are moving towards collaborative and supportive partnerships.
- A broader cultural transformation in Panjabi families due to changing roles of women.

The above is not exhaustive.

**Question 7****Research topic: Social issues in the Punjab**

ਪੰਜਾਬੀ ਸਮਾਜ ਤੇ ਗਰੀਬੀ ਦੇ ਪ੍ਰਭਾਵ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਸੁਝਾਅ ਦਿਉ ਕਿ ਸਰਕਾਰ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚੋਂ ਗਰੀਬੀ ਦੂਰ ਕਰਨ ਲਈ ਕਿਹੜੇ ਕਦਮ ਉਠਾ ਸਕਦੀ ਹੈ।

- The economic growth in the Punjab is low. (AO2)
- Lack of basic necessities and health care facilities. (AO2)
- Lack of access to education and employment opportunities. (AO2)
- People may fall into the vicious circle of poverty. (AO2)
- The fear of social exclusion and marginalisation. (AO2)
- Improving infrastructure and services in urban areas.
- Focusing on agriculture.
- Promoting entrepreneurship.
- Investing in education.
- Providing social safety nets.

The above is not exhaustive.

**Question 8****Research topic: Tourism in the Punjab**

ਪੰਜਾਬ ਵਿੱਚ ਸੈਰ-ਸਪਾਟੇ ਦੇ ਵਿਕਾਸ ਲਈ ਕੀਤੇ ਗਏ ਯਤਨਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਸੁਝਾਅ ਦਿਉ ਕਿ ਪੰਜਾਬ ਵਿੱਚ ਸੈਰ-ਸਪਾਟੇ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਹੋਰ ਸੁਧਾਰ ਕਿਵੇਂ ਲਿਆਂਦਾ ਜਾ ਸਕਦਾ ਹੈ।

- Investment in infrastructure. (AO2)
- The Punjab government has initiated 'the Punjab Tourism for Economic Growth Project'. (AO2)
- Airport expansion programme. (AO2)
- Hotel industry growth. (AO2)
- Digital infrastructure for tourism. (AO2)
- Investment in transportation.
- Heritage conservation.
- Accommodation facilities.
- Promotion and marketing.
- Community involvement.

The above is not exhaustive.

**Question 9****Research topic: Partition of the Punjab in 1947**

ਵੰਡ ਦੇ ਪਿਛੋਕੜ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ। ਭਾਰਤ ਅਤੇ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਜਿਹੜੇ ਮਤਭੇਦ ਅਜੇ ਤੱਕ ਜਾਰੀ ਹਨ ਕੀ ਉਹ ਹੈਰਾਨੀਜਨਕ ਹਨ ?

- Religious divide. (AO2)
- Political ambitions. (AO2)
- The Radcliffe line. (AO2)
- Resource allocation. (AO2)
- Mass migration and violence. (AO2)
- Kashmir conflict.
- Communal violence and ethnic tensions.
- Nuclear dimension.
- Proxy wars and terrorism.
- National identity and historical narratives.

The above is not exhaustive.