



A-level PANJABI 7682/2

Paper 2 Writing

Mark scheme

June 2025

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

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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.

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.

AO3	
17–20	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.
13–16	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.
9–12	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.
5–8	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.
1–4	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.

AO4	
17–20	Excellent critical and analytical response to the question set Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13–16	Good critical and analytical response to the question set Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
9–12	Reasonable critical and analytical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
5–8	Limited critical and analytical response to the question set Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1–4	Very limited critical and analytical response to the question set A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit in response to the question.

Annotations for essay marking:

Tick = content point considered in award of AO4 mark

REP = repetition

? = unclear

IRRL = irrelevant

SEEN = examiner has seen the page (where no other annotations appear).

0 1

ਨੂਰੀ: ਬੂਟਾ ਸਿੰਘ ਸ਼ਾਦ

0 1 . 1

‘ਨੂਰੀ ਨਾਵਲ ਵਿੱਚ ਜਗਤਾਰ ਸਿੰਘ ਦੇ ਪਾਤਰ ਨੇ ਇੱਕ ਬਹੁਤ ਹੀ ਅਕਲਮੰਦ ਪੰਜਾਬੀ ਹੋਣ ਦੀ ਉਦਾਹਰਣ ਪੇਸ਼ ਕੀਤੀ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਕਥਨ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- A brief description of Jagtar Singh’s role in the novel.
- Jagtar Singh’s character and actions in daily life in support of his family.
- Jagtar Singh’s attitude towards bringing up Noori and the education of girls.
- Jagtar Singh’s views about Noori’s love/arranged marriage.
- Jagtar Singh’s actions for supporting Tejpal.
- Jagtar Singh’s sacrifices in his life for others.

The above is not exhaustive. Accept any reasonable, valid response.

0 1 . 2

‘ਇਸ ਨਾਵਲ ਅਨੁਸਾਰ ਇੱਕ ਔਰਤ ਦਾ ਮਾਣ ਸਿਰਫ ਜ਼ਮੀਨ-ਜਾਇਦਾਦ ਹੀ ਨਹੀਂ ਸਗੋਂ ਉਸ ਦਾ ਚੰਗਾ ਪਤੀ ਵੀ ਹੈ।’

ਉਦਾਹਰਣਾਂ ਦੇ ਕੇ ਇਸ ਕਥਨ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgment of the statement with clear agreement or disagreement.
- Portrayal of Sher Singh’s role as a husband – his views about his wife in relation to his property.
- Sher Singh’s views about Noori’s marriage.
- Jabarjang and Charhat Singh’s actions and views about Noori being a bride.
- Charhat Singh’s intention to marry Noori on the basis of being rich and powerful.
- Sher Singh’s dispute and treatment of his wife over the issue of Noori’s marriage.
- Jagtar Singh’s support for Noori’s love marriage and Tejpal being an ideal match for Noori.
- Justifying their evaluation of the statement with reference to incidents.

The above is not exhaustive. Accept any other reasonable, valid response.

0 2

ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ: ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ

0 2 . 1

‘ਕਹਾਣੀਆਂ ਵਿੱਚ ਬੈਣੀਵਾਲ ਨੇ ਪੰਜਾਬ ਦੇ ਪਿੰਡਾਂ ਵਿੱਚ ਸ਼ਰਾਬ ਅਤੇ ਨਸ਼ਿਆਂ ਨਾਲ ਹੋਣ ਵਾਲੇ ਨੁਕਸਾਨ ਦੀ ਚੰਗੀ ਤਸਵੀਰ ਪੇਸ਼ ਕੀਤੀ ਹੈ।’

ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying **two** stories (ਨਾ ਘਰ ਦਾ ਨਾ ਘਾਟ ਦਾ ਅਤੇ ਅਮਨ ਤੇ ਏਕਾ / ਫੈਸਲਾ ਆਦਿ).
- Clear introduction of Makhan Singh's character and the issue of alcohol abuse in ਨਾ ਘਰ ਦਾ ਨਾ ਘਾਟ ਦਾ ਅਤੇ ਅਮਨ ਤੇ ਏਕਾ।
- Commenting on incidents of Makhan Singh staying at his in-laws' and coming back to his village.
- Analysis of this social issue presented in ਅਮਨ ਤੇ ਏਕਾ।
- Use of alcohol in villages during elections.
- Use of drugs and alcohol in the story ਫੈਸਲਾ and their impact on people's lives.
- Conclude how the author has empowered villagers with their reaction to eradicate the problem of alcohol and drugs.

The above is not exhaustive. Accept any other reasonable, valid response.

0 2 . 2

‘ਬੈਠੀਵਾਲ ਦੀਆਂ ਕਹਾਣੀਆਂ ਵਿੱਚ ਪਿਆਰ ਦੇ ਦੁਖਾਂਤ ਨੂੰ ਵਧੀਆ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ।’

ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਵਿਚਾਰ ਦੀ ਪੁਸ਼ਟੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying the **two** stories of these three (ਝੱਖੜ, ਘਰ ਦੀ ਪੱਤ ਤੇ ਅਫਸਾਨਾ).
- Comment on Mohabat Singh’s love, efforts and change of relationship in ਝੱਖੜ।
- Comment on Rani and Sukhminder’s love, efforts to see each other and sad ending.
- Analysis of how the author has presented his views about love through characters in the stories chosen.
- Justifying, with examples of incidents presented in the stories, how Panjabi people react and give grief to characters’ love and relationships.
- Analyse Chand Singh and Avtar Kaur’s marriage and the circumstances/Rani and Sukhminder’s relationship and circumstances.
- People’s reactions to their marriage and attitude towards them.
- Justifying to what extent the author has been successful in presenting the subject matter.

The above is not exhaustive. Accept any other reasonable, valid response.

0 3

ਸਾਵੇ ਪੱਤਰ: ਮੋਹਨ ਸਿੰਘ

0 3 . 1

‘ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਗਰੀਬੀ ਨੂੰ ਬਹੁਤ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕਰਦੀਆਂ ਹਨ।’

ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖੋ ਕਿ ਤੁਸੀਂ ਇਸ ਵਿਚਾਰ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying their **two** chosen poems (ਗੁਲੇਲੀ ਤੇ ਮੈਂ ਨਹੀਂ ਰਹਿਣਾ ਤੇਰੇ ਗਰਾਂ।)
- Analysis of the circumstances in the context of the poems and the portrayal of poverty.
- The way poverty is presented by the poet with examples.
- Portrayal of beauty in poverty.
- Poet's reaction to the way poor people are treated in Panjabi society.
- Reaction of poet against the society in which there is poverty and unfair treatment with examples from the poems.
- In conclusion, personal reaction on how successful the poet has been in presenting the poverty in his poems.

The above is not exhaustive. Accept any other reasonable, valid response.

03.2 ‘ਮੋਹਨ ਸਿੰਘ ਨੇ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਔਰਤ ਦੀ ਵਧ ਰਹੀ ਆਜ਼ਾਦੀ ਦੀ ਗੱਲ ਕੀਤੀ ਹੈ।’

ਇਸ ਵਿਚਾਰ ਦਾ ਕਿਸੇ ਦੋ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement, identifying **two** poems in which the idea of women’s independence is addressed such as ਅਨਾਰਕਲੀ ਤੇ ਨੂਰਜਹਾਂ etc.
- Analysis of circumstances and the issues with examples from the poems.
- Analysis of the poet’s viewpoint of a woman’s independence with examples.
- Analysis of society the poet has presented in his poems.
- Analysis of how the Panjabi people can bring a change in Panjabi society using examples from the poems.
- In conclusion, justifying their analysis of the statement as to how successful the author has been in suggesting changes in Panjabi society needed to ensure women’s equal rights.

The above is not exhaustive. Accept any other reasonable, valid response.

0 4

ਅਸਾਂ ਮਾਣ ਵਤਨਾਂ ਦਾ: ਮਨਮੋਹਨ ਸਿੰਘ

0 4 . 1

‘ਇਹ ਫਿਲਮ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਉਨ੍ਹਾਂ ਪੰਜਾਬੀਆਂ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਦੀ ਹੈ ਜਿਨ੍ਹਾਂ ਨੇ ਆਪਣੇ ਪਰਿਵਾਰ ਦਾ ਭਵਿੱਖ ਚੰਗਾ ਬਣਾਉਣ ਲਈ ਆਪਣਾ ਦੇਸ਼ ਛੱਡਿਆ ਸੀ।’

ਤੁਸੀਂ ਇਸ ਗੱਲ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ?

[40 marks]

Indicative content

- Acknowledgement of the statement with some examples of characters from the film.
- Reference to the circumstances of Panjabi people who moved abroad.
- Brief account of incidents of behaviour and thinking of Panjabi people living abroad regarding their homeland.
- Comments on the contribution of Panjabis living abroad towards the development of the Punjab.
- Brief account of Panjabi people's success in settling in other countries.
- Evaluation of the extent to which people have changed over the years.
- In conclusion, justifying their evaluation of the statement with reference to incidents.

The above is not exhaustive. Accept any other reasonable, valid response.

04.2

‘ਇਸ ਫਿਲਮ ਅਨੁਸਾਰ ਪੰਜਾਬ ਵਿੱਚ ਵਸਦੇ ਲੋਕ ਚਾਹੁੰਦੇ ਹਨ ਕਿ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਉਨ੍ਹਾਂ ਦੇ ਰਿਸ਼ਤੇਦਾਰ ਵਾਪਸ ਆ ਕੇ ਪੰਜਾਬ ਵਿੱਚ ਰਹਿਣ ਲੱਗ ਪੈਣ।’

ਇਸ ਕਥਨ ਤੇ ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਟਿੱਪਣੀ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement with brief examples of the intention of Panjabi people living abroad.
- Analysis of incidents in which they are treated as unwelcome guests.
- Portrayal of the way Panjabis living in the Punjab treat Panjabis from abroad while they are visiting the Punjab.
- Reference to the incidents in which the Panjabis from abroad are made uncomfortable while in the Punjab.
- Give examples of reasons that drive Panjabi people to behave the way they do towards Panjabis living abroad.
- In conclusion, comment on the statement.

The above is not exhaustive. Accept any other reasonable, valid response.

0 5

ਜੱਟ ਤੇ ਜੁਲੀਅਟ 2: ਅਨੁਰਾਗ ਸਿੰਘ

0 5 . 1

‘ਇਸ ਫਿਲਮ ਦੀ ਨਾਇਕਾ ਇੱਕ ਪੱਕੇ ਇਰਾਦੇ ਵਾਲੀ ਸਫਲ ਕੁੜੀ ਹੈ ਜਿਹੜੀ ਪੰਜਾਬੀ ਸਮਾਜ ਦੇ ਪੁਰਾਣੇ ਰਿਵਾਜਾਂ ਨੂੰ ਬਦਲ ਦੇਣਾ ਚਾਹੁੰਦੀ ਹੈ।’

ਤੁਸੀਂ ਇਸ ਗੱਲ ਨਾਲ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ ?

[40 marks]

Indicative content

- Acknowledgement of the statement with examples from the film about the character of the heroine presented in the film.
- The basic old traditions presented in the film.
- Analysis of the incidents which address changing the old traditions related to jobs, marriages etc.
- Analysis of the incidents which demonstrate difficulties young Panjabi girls have in a foreign country.
- Analysis of the views of Panjabi people living abroad about the behaviour of young girls regarding their freedom in their choice of job/marriages etc.
- In conclusion, justifying their evaluation of the statement as to how the incidents and the character of the heroine shows that she is changing some traditions by setting a good example.

The above is not exhaustive. Accept any other reasonable, valid response.

05.2

‘ਇਸ ਫਿਲਮ ਦੇ ਮਜ਼ਾਕੀਆ ਪਾਤਰ ਅਤੇ ਹਾਸੇ ਵਾਲੀਆਂ ਘਟਨਾਵਾਂ ਲੋਕਾਂ ਨੂੰ ਚੰਗੇ ਕੰਮਾਂ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ ਵਾਲੀਆਂ ਹਨ।’

ਇਸ ਵਿਚਾਰ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ।

[40 marks]

Indicative content

- Acknowledgement of the statement referring to the funny incidents.
- Analyse the incidents in which characters inspire people to do the right things, eg follow the rules to pay car parking charges, pay the bill at the restaurant etc.
- Evaluate how the hero changes the view of the heroine’s mother regarding her daughter’s job in the police force.
- Discuss the incidents about the choice of a partner and wedding and the lessons learnt from these incidents.
- Analysis of the incidents regarding young people’s problems and how these inspire them to go on the right pathway.
- In conclusion, justifying their evaluation of the statement as to the extent to which they agree the film uses comedy to inspire people to do the right things.

The above is not exhaustive. Accept any other reasonable, valid response.