



A-level PANJABI 7682/3

Paper 3 Listening, Reading and 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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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal 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 Listening

Comprehension questions to be answered in target language but with no AO3 marks.

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.

Qu	Accept	Mark	Notes
01	B, C, D, G, M	5	In any order

Qu	Accept	Mark	Notes
02.1	ਸਤਿਕਾਰ ਅਤੇ ਸਹਿਣਸ਼ੀਲਤਾ	1	Both qualities are required for one mark.

Qu	Accept	Mark	Notes
02.2	- ਪੈਰੀਂ ਜਾਂ ਗੋਡੀ ਹੱਥ ਲਾ ਕੇ - ਬਜ਼ੁਰਗਾਂ ਦੀਆਂ ਅਸੀਸਾਂ ਲੈ ਕੇ	2	Accept ਅਖੀਰਲੇ ਵੇਲੇ ਤੱਕ ਬਜ਼ੁਰਗਾਂ ਦੀ ਦੇਖਭਾਲ ਕਰਕੇ

Qu	Accept	Mark	Notes
02.3	ਚਾਰ ਪੀੜ੍ਹੀਆਂ: ਉਨ੍ਹਾਂ ਦੇ ਮਾਪੇ, ਉਹ ਆਪ, ਉਨ੍ਹਾਂ ਦੇ ਬੱਚੇ, ਪੋਤੇ-ਪੋਤੀਆਂ/ਦੋਹਤੇ-ਦੋਹਤੀਆਂ	2	Any two out of these four and accept any reference to ਨੌਜਵਾਨਾਂ

Qu	Accept	Mark	Notes
02.4	- ਕੰਮ ਦੀ ਭਾਲ - ਜੰਗ ਤੋਂ ਬਾਅਦ ਪੁਨਰ ਨਿਰਮਾਣ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣ ਲਈ	2	

Qu	Accept	Mark	Notes
02.5	- ਕੰਮਾਂ ਕਾਰਾਂ ਤੇ ਜਾਂ ਫੌਜ ਵਿੱਚ ਪੱਗ ਬੰਨ੍ਹਣ ਦੇ ਹੱਕ ਲਈ - ਬੈਚਲਰ ਅਤੇ ਮਾਸਟਰ ਡਿਗਰੀਆਂ ਦੀ ਮਾਨਤਾ ਲਈ	2	Do not accept references to struggles in the army, on its own.

Qu	Accept	Mark	Notes
03.1	ਭਾਰਤ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਲਈ ਦੁਨੀਆ ਵਿੱਚ ਦੂਜੇ ਨੰਬਰ ਤੇ ਹੈ।	1	

Qu	Accept	Mark	Notes
03.2	ਇੰਟਰਨੈੱਟ ਚੈਨਲ ਹੁਣ ਬਹੁਤ ਹਨ।	1	Accept reference to ਕਰੋੜਾਂ ਦਰਸ਼ਕਾਂ ਨੂੰ ਜਾਣਕਾਰੀ ਅਤੇ ਮਨੋਰੰਜਨ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ।

Qu	Accept	Mark	Notes
03.3	ਨੌਜਵਾਨ ਵਰਗ	1	

Qu	Accept	Mark	Notes
03.4	- ਆਪਣੇ ਸਮੇਂ ਅਨੁਸਾਰ ਟੀ ਵੀ ਦੇਖਣਾ - ਸ਼੍ਰੀ ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਤੋਂ ਸਿੱਧਾ ਪ੍ਰਸਾਰਨ ਦੇਖ ਸਕਦੇ ਹਨ। - ਨੈਟਵਰਕਿੰਗ ਤੇ ਅਲੱਗ ਅਲੱਗ ਤਰ੍ਹਾਂ ਦੇ ਲੜੀਵਾਰ ਪ੍ਰੋਗਰਾਮ ਦੇਖ ਸਕਦੇ ਹਨ। - ਯੂਟਿਊਬ ਤੇ ਵੀਡੀਓ ਦੀ ਖੋਜ ਕਰ ਸਕਦੇ ਹਨ।	3	Accept any three of these four options. Reject: Could watch videos on YouTube.

Qu	Accept	Mark	Notes
03.5	ਕਿਉਂਕਿ ਜਲੰਧਰ ਤੋਂ ਚਾਰ ਮੁੱਖ ਡਿਜੀਟਲ ਚੈਨਲ ਆਉਂਦੇ ਹਨ।	1	Accept the list of following TV channels: 1. ਪੰਜ-ਆਬ ਟੀ ਵੀ 2. ਪ੍ਰਾਈਮ ਏਸ਼ੀਆ 3. ਜੀ ਪੰਜਾਬੀ 4. ਪੀ ਟੀ ਸੀ ਪੰਜਾਬੀ

Qu	Accept	Mark	Notes
03.6	- ਪੰਜਾਬੀਆਂ ਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਦੇ ਨਾਲ ਜੋੜਨਾ - ਪੰਜਾਬੀਆਂ ਨੂੰ ਆਪਣੇ ਵਿਰਸੇ ਦੇ ਨਾਲ ਜੋੜਨਾ - ਪੰਜਾਬੀਆਂ ਨੂੰ ਆਪਣੇ ਸਭਿਆਚਾਰ ਦੇ ਨਾਲ ਜੋੜਨਾ - ਪੰਜਾਬੀਆਂ ਨੂੰ ਜਾਗਰੂਕ ਕਰਨਾ	2	Accept the reference to ਨਵੇਂ ਕਲਾਕਾਰਾਂ ਨੂੰ ਅੰਤਰ-ਰਾਸ਼ਟਰੀ ਮਾਨਤਾ ਪ੍ਰਾਪਤ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕੀਤੀ ਹੈ। Accept any two of these four options.

Summary question

Qu 04	Key idea	Mark	Notes
Bullet 1	- ਉਹ ਦੇਸ਼ ਦਾ ਭਵਿੱਖ/ ਪੂੰਜੀ ਹੁੰਦੇ ਹਨ। - ਉਨ੍ਹਾਂ ਦਾ ਰਾਜਨੀਤਿਕ ਯੋਗਦਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਨੂੰ ਮਜ਼ਬੂਤ / ਕਮਜ਼ੋਰ ਬਣਾਉਂਦਾ ਹੈ। - ਉਹ ਸਾਰੇ ਮਸਲਿਆਂ ਬਾਰੇ ਜਾਣਦੇ ਹਨ। - ਉਹ ਹਰ ਦੇਸ਼ ਦੀ ਨੀਂਹ ਅਤੇ ਸਰਮਾਇਆ ਹੁੰਦੇ ਹਨ।	3	Any three of these four
Bullet 2	- ਰਾਜਨੀਤਿਕ ਪ੍ਰਣਾਲੀ ਨੂੰ ਬਦਲਣਾ ਔਖਾ ਹੈ। - ਉਨ੍ਹਾਂ ਦੀ ਕੋਈ ਵੀ ਉਮੀਦ ਪੂਰੀ ਨਹੀਂ ਹੁੰਦੀ।	2	
Bullet 3	- ਬਰਤਾਨੀਆ ਵਿੱਚ ਪਹਿਲੇ ਦਸਤਾਰਧਾਰੀ ਪੁਰਸ਼ ਦੀ ਸੰਸਦ ਵਿੱਚ ਚੋਣ - ਪੰਜਾਬੀ ਇਸਤਰੀਆਂ ਦਾ ਸੰਸਦ ਦੀਆਂ ਮੈਂਬਰ ਹੋਣਾ - ਕਨੇਡਾ ਦੀਆਂ ਰਾਜਨੀਤਿਕ ਪਾਰਟੀਆਂ ਵਿੱਚ ਕਈ ਪੰਜਾਬੀ ਨੌਜਵਾਨਾਂ ਦਾ ਹੋਣਾ / ਉਹ ਸੰਸਦ ਵਿੱਚ ਪੰਜਾਬੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲ ਸਕਦੇ ਹਨ।	2	Accept any two of these three

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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 recording. However, no AO1 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 AO1 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 AO1 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 singular/plural agreement.

Serious errors include:

incorrect verb forms

incorrect use of pronouns

missing or incorrect agreements of gender and adjectives.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

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.

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: 90 words – AO3 5/5

ਨੌਜਵਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਦਾ ਭਵਿੱਖ ਹੁੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦਾ ਰਾਜਨੀਤੀ ਵਿੱਚ ਯੋਗਦਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਨੂੰ ਮਜ਼ਬੂਤ ਬਣਾਉਂਦਾ ਹੈ। ਨੌਜਵਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਦੀ ਨੀਂਹ ਅਤੇ ਸਰਮਾਇਆ ਹੁੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦੇ ਜਲੜੀ ਨਿਰਾਸ਼ ਹੋਣ ਦੇ ਕਾਰਨ ਹਨ : ਰਾਜਨੀਤਕ ਪ੍ਰਣਾਲੀ ਨੂੰ ਬਦਲਣਾ ਔਖਾ ਹੈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਕਿਸੇ ਵੀ ਉਮੀਦ ਦਾ ਪੂਰਾ ਨਾ ਹੋਣਾ। ਦੁਨੀਆਂ ਦੀ ਆਧੁਨਿਕ ਰਾਜਨੀਤੀ ਵਿੱਚ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀਆਂ ਉਦਾਹਰਣਾਂ ਹਨ : ਬਰਤਾਨੀਆ ਵਿੱਚ ਪਹਿਲੇ ਦਸਤਾਰਧਾਰੀ ਪੁਰਸ਼ ਦੀ ਸੰਸਦ ਵਿੱਚ ਚੋਣ ਅਤੇ ਕੁਝ ਪੰਜਾਬੀ ਇਸਤਰੀਆਂ ਦਾ ਵੀ ਸੰਸਦ ਦੀਆਂ ਮੈਂਬਰ ਹੋਣਾ।

Summary 2: 90 words – AO3 4/5

ਨੌਜਵਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਦਾ ਭਵਿੱਖ ਹੁੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦਾ ਰਾਜਨੀਤੀ ਵਿੱਚ ਯੋਗਦਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਨੂੰ ਮਜ਼ਬੂਤ ਬਣਾਉਂਦਾ ਹੈ। ਨੌਜਵਾਨ ਕਿਸੇ ਵੀ ਦੇਸ਼ ਦੀ ਨੀਂਹ ਅਤੇ ਸਰਮਾਇਆ ਹੁੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦੇ ਜਲੜੀ ਨਿਰਾਸ਼ ਹੋਣ ਦੇ ਕਾਰਨ ਹਨ : ਰਾਜਨੀਤਕ ਪ੍ਰਣਾਲੀ ਨੂੰ ਬਦਲਣਾ ਔਖਾ ਹੈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਕਿਸੇ ਵੀ ਉਮੀਦ ਦਾ ਪੂਰਾ ਨਾ ਹੋਣਾ। ਦੁਨੀਆਂ ਦੀ ਆਧੁਨਿਕ ਰਾਜਨੀਤੀ ਵਿੱਚ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀਆਂ ਉਦਾਹਰਣਾਂ ਹਨ : ਬਰਤਾਨੀਆ ਵਿੱਚ ਪਹਿਲੇ ਦਸਤਾਰਧਾਰੀ ਪੁਰਸ਼ ਦੀ ਸੰਸਦ ਵਿੱਚ ਚੋਣ ਅਤੇ ਕੁਝ ਪੰਜਾਬੀ ਇਸਤਰੀਆਂ ਦਾ ਵੀ ਸੰਸਦ ਦੀਆਂ ਮੈਂਬਰ ਹੋਣਾ।

Section B

Question 05 Translation (into target language)

Guidance on level of accuracy in translations into the target language

Errors of spelling

Errors of spelling will not be tolerated.

Verb endings and verb forms must be correct.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	Fort Mubarak	ਕਿਲ੍ਹਾ ਮੁਬਾਰਕ,	
2	is located	ਪੰਜਾਬ ਦੇ	
3	in the Bathinda district	ਬਠਿੰਡਾ ਜ਼ਿਲ੍ਹੇ ਵਿੱਚ	
4	of the Punjab.	ਸਥਿਤ ਹੈ।	
5	It is the oldest	ਇਹ ਭਾਰਤ ਦਾ	
6	remaining fort	ਸਭ ਤੋਂ ਪੁਰਾਣਾ	
7	in India,	ਬਚਿਆ ਹੋਇਆ ਕਿਲ੍ਹਾ ਹੈ,	
8	with a history	ਜਿਸ ਦਾ ਇਤਿਹਾਸ	
9	that goes back to	1100 ਤੋਂ 1200 ਈਸਵੀ	
10	1100–1200 AD.	ਤੱਕ ਪਿੱਛੇ ਜਾਂਦਾ ਹੈ।	

11	In the eighteenth century,	ਅਠਾਰਵੀਂ ਸਦੀ ਵਿੱਚ,	
12	Bathinda was	ਬਠਿੰਡੇ ਨੂੰ	
13	won by	ਮਹਾਰਾਜਾ ਆਲਾ ਸਿੰਘ ਨੇ	
14	Maharaja Ala Singh and	ਜਿੱਤ ਲਿਆ ਅਤੇ	
15	the fort was captured.	ਕਿਲ੍ਹੇ ਨੂੰ ਆਪਣੇ ਕਬਜ਼ੇ ਵਿੱਚ ਕਰ ਲਿਆ।	
16	This fort	ਇਹ ਕਿਲ੍ਹਾ	
17	is a symbol	ਇਸ ਖੇਤਰ ਦੀ ਅਮੀਰ ਵਿਰਾਸਤ	
18	of the rich heritage of the region	ਦਾ ਪ੍ਰਤੀਕ ਹੈ	
19	and reflects	ਅਤੇ ਪੰਜਾਬ ਦੀ ਇਤਿਹਾਸਕ ਮਹੱਤਤਾ	
20	the historical importance of the Punjab.	ਨੂੰ ਦਰਸਾਉਂਦਾ ਹੈ।	
21	It is about 118 feet high and	ਇਹ ਲਗਭਗ 118 ਫੁੱਟ ਉੱਚਾ ਹੈ ਅਤੇ	
22	it serves	ਮੀਲਾਂ ਤੋਂ ਆਲੇ-ਦੁਆਲੇ ਦਿਖਾਈ ਦੇਣ ਵਾਲੀ	
23	as a prominent memorial	ਇੱਕ ਪ੍ਰਮੁੱਖ ਯਾਦਗਾਰ ਵਜੋਂ	
24	visible from miles around.	ਕੰਮ ਕਰਦਾ ਹੈ।	
25	The building has a	ਇਹ ਇਮਾਰਤ	
26	combination of Hindu, Islamic and Sikh	ਹਿੰਦੂ, ਇਸਲਾਮਿਕ/ਮੁਸਲਿਮ ਅਤੇ ਸਿੱਖ	
27	building constructional styles.	ਇਮਾਰਤ ਉਸਾਰੀ ਕਲਾਵਾਂ/ਸ਼ੈਲੀਆਂ ਦਾ ਸੁਮੇਲ ਹੈ।	
28	This monument highlights	ਇਹ ਸਮਾਰਕ	
29	the diversity, amazing history	ਵਿਭਿੰਨਤਾ, ਹੈਰਾਨਕੁਨ/ਸ਼ਾਨਦਾਰ ਇਤਿਹਾਸ ਅਤੇ ਪੰਜਾਬ ਦੇ ਸਭਿਆਚਾਰ ਨੂੰ	
30	and culture of the Punjab.	ਉਜਾਗਰ ਕਰਦਾ ਹੈ।	

Conversion grid	
Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Section C

Multi-skill task Question 06

Assessment objectives 1, 2 and 3

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 200 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 1

Mark	AO1
9–10	Very good evaluation of the source The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	Good evaluation of the source Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	Reasonable evaluation of the source Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	Limited evaluation of the source A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	Very limited evaluation of the source A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	Very good evaluation of the source The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	Good evaluation of the source Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	Reasonable evaluation of the source Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	Limited evaluation of the source A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	Very limited evaluation of the source A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 3

AO3	
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 singular/plural agreement.

Serious errors include:

- incorrect verb forms
- incorrect use of pronouns
- missing or incorrect agreements of gender and adjectives.

Complex language includes:

- use of pronouns of all types
- tenses that support conceptual complexity
- 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.

Indicative content multi-skill task essay

- The Pre-Independence Era (Early 20th century) AO1
- The post-Independence period (1947 onward) AO1
- The Khalsa Movement (1970s and 1980s) AO1
- The Post-Khalsa Movement (Late 1980s) AO1
- The 21st century era AO1
- The Shiromani Akali Dal (SAD) AO2
- The Indian National Congress Party AO2
- The Aam Aadmi Party (AAP) AO2
- The Bharatiya Janata Party (BJP) AO2
- The Communist Party of India (Marxist) (CPI-M) AO2