



**General Certificate of Education (A-level)
June 2012**

Panjabi

PANJ2

(Specification 2680)

Unit 2: Reading and Writing

Report on the Examination

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General

On the whole, the paper was well received by the majority of students. It appears that there were significantly more mature students entered this year. The performance of these students was significantly better compared with last year's cohort. However, it is worth noting that there was a significant number of less able students who wrote incomplete and irrelevant responses and lost marks.

It seems that a lot of students do not answer appropriately and tend to copy the text rather than understanding the questions and answering them. Teachers are advised to prepare exemplar model answers to questions to show students what is expected of them, and to use past examination papers and mark schemes to improve students' exam technique. Moreover, teachers need to have a particular focus on the teaching and learning of language and grammar to equip students with the skills to answer questions with the depth and maturity required.

Section 1 (Compulsory for all students)

Question 1(a)

General Comments

There were two texts set for reading and comprehension. Students were required to read a passage in Panjabi for question 1(a) about the problem of unemployment and then answer four short questions relating to the text studied. For each question, students were required to write their answer in two or three sentences at the most. However, the answer needed to address the question in a relevant and direct manner. Wherever students tried to lift sentences from the passage indiscriminately, marks could not be awarded. Similarly, answers which were vague and unfocused were worthy of little extra credit.

Specific comments about each question:

1(a)(i) More able students answered this question fully and without any difficulty. Only the very able deduced the answer to identify the problem of unemployment in India compared with the rest of the world. They were required to give the key facts mentioned in the text that “ (i) ਭਾਰਤ ਵਿੱਚ ਬੇਰੁਜ਼ਗਾਰੀ ਵਿੱਚ ਵਾਧੇ ਦੀ ਰਫਤਾਰ (ਹੋਰ ਦੇਸ਼ਾਂ ਨਾਲੋਂ) ਤੇਜ਼ ਹੈ; (ii) ਆਬਾਦੀ ਤੇਜ਼ੀ ਨਾਲ ਵਧ ਰਹੀ ਹੈ । ” Many got part of the information right and gained one mark. Less able students relied on copying for the second part of the answer without understanding the question and lost marks.

1(a)(ii) Generally, most students scored well on this question. The general factors responsible for the increase in unemployment were “(i) ਆਰਥਿਕ ਤਰੱਕੀ ਦੀ ਸੁਸਤ ਚਾਲ; (ii) ਉਦਯੋਗਾਂ ਵੱਲ ਬੇਧਿਆਨੀ; ਖੇਤੀ ਬਾੜੀ ਦੀ ਉੱਨਤੀ ਵੱਲ ਅਣਗਹਿਲੀ; (iii) ਆਪਣਾ ਕੰਮ ਖੋਲ੍ਹਣ ਲਈ ਸਾਧਨ ਨਾ ਹੋਣੇ ; and (iv) ਸਰਕਾਰ ਦੀ ਅਸਫਲਤਾ । ” and the students were required to write three out of these four. These factors were identified by the majority of students.

1(a)(iii) This question was generally well answered by students and the majority were able to score high marks without any difficulty. However, there were many students who missed out one of the three required points in their response and did not get the mark. Students were required to write three effects of unemployment on youngsters and these points were mentioned in the text as follows: (i) ਨੌਜਵਾਨਾਂ ਨੂੰ ਯੋਗਤਾ ਅਨੁਸਾਰ ਨੌਕਰੀ ਨਹੀਂ ਮਿਲ ਰਹੀ ; (ii) ਨਸ਼ੇ ਕਰ ਰਹੇ ਹਨ ; (iii) ਚੋਰੀਆਂ ਤੇ ਲੁੱਟ-ਮਾਰ ਕਰ ਰਹੇ ਹਨ; (iv) ਵਿਦੇਸ਼ਾਂ ਨੂੰ ਜਾਣ

ਲਈ ਪੈਸੇ ਤਬਾਹ ਕਰ ਰਹੇ ਹਨ . Some of the students only mentioned that “ ਨੌਜਵਾਨ ਵਿਦੇਸ਼ਾਂ ਨੂੰ ਜਾ ਰਹੇ ਹਨ ” and could not gain a mark as it was an incomplete answer.

1(a)(iv) This question was very accessible and almost all students did very well on this question. Students were required to write two suggestions given in the text to resolve the problem of unemployment. The majority managed to write two points required to score two marks. The three points stated in the text were “ (i) ਵਧ ਰਹੀ ਆਬਾਦੀ ਨੂੰ ਕੰਟਰੋਲ ਕਰਨਾ ; (ii) ਵਿੱਦਿਅਕ ਢਾਂਚੇ ਵਿੱਚ ਸੁਧਾਰ; and (iii) ਆਪਣਾ ਕੰਮ ਖੋਲ੍ਹਣ ਲਈ ਮਦਦ ਕਰਨੀ .

On the whole, this question was more accessible in comparison with the previous year's question.

Question 1(b)

This question was attempted well by almost all students as it was very accessible. Almost all students managed to score high marks on this question. They were required to write True, False and Don't Know against the statements. Some students found question 1(b) (iv) ਬਹੁਤੇ ਚੈਨਲ ਕਾਮਯਾਬੀ ਨਾਲ ਕੰਮ ਕਰ ਰਹੇ ਹਨ confusing and they lost one mark.

Question 1(c)

This question required students to read the first part of a sentence and match it with an appropriate second part. This question proved to be a little challenging. A small number of more able students managed to score full marks while the majority could not make appropriate sentences stating the facts from the texts. Out of these five questions, question 1(c)(v) was found to be most challenging. The appropriate sentence was “ਦਰਸ਼ਕਾਂ ਦਾ ਮਨਪਰਚਾਵਾ ਕਰਨ ਤੋਂ ਇਲਾਵਾ – (6) ਬਾਕੀ ਖੇਤਰਾਂ ਵਿੱਚ ਇਹ ਚੈਨਲ ਅਜੇ ਬਹੁਤ ਪਿੱਛੇ ਹਨ ।”

Question 2

This question was a translation of an English text into Panjabi about education. The text explained boys' and girls' attainment and parental expectations. The majority of students were able to achieve high marks as they seemed to have understood the text, its language and content. However, some words, phrases and sentences created problems for some students. These were:

- Some of the students found the term 'one quarter' difficult to translate into Panjabi.
- In the second sentence, the fact was 'twice the number of boys' and some students translated that boys dislike school twice as much as girls.

Other words found to be difficult were:

- highlighted - ਪਤਾ ਲੱਗਿਆ ਹੈ
- revealed – ਸਾਹਮਣੇ ਲਿਆਂਦਾ
- expectations – ਉਮੀਦਾਂ
- Higher education – ਉੱਚੇਰੀ ਵਿੱਦਿਆ

However, there were many students who, in spite of their good vocabulary in Panjabi, were unable to score high marks because of very poor spelling and other grammatical mistakes.

Section 2

This section is divided into four topic areas, two literary and two non-literary topics. Students are expected to choose only two topics for their two essays. Each topic has two alternative questions of which the students can answer one only.

Literary Topics

Topic 1 (The British – Panjabi Short Story)

Question 3(a)

This question was set to test students' knowledge and understanding of the British Panjabi story text. In the introduction, students were expected to identify the text chosen for the answer and the author should have been named. Then students should have stated clearly the two stories they had chosen to answer the question. The students should have been aware of the time period in which the stories were set.

Students were expected to develop the essay by discussing the content of the stories and explaining how the author has used the literary devices (such as plot development, language and style, scene setting and characterisation etc.) to make the stories interesting to the reader. Students were expected to justify the main points by giving examples from the stories.

This was the second most popular question. The majority of students who chose this question based their answer on either 'ਬਦਰੰਗ' ਲੇਖਕ ਸ਼ਿਵਚਰਨ ਗਿੱਲ . A small number chose 'ਵੱਖਰੀ ਨਸਲ' ਲੇਖਕ ਹਰੀਸ਼ ਮਲਹੋਤਰਾ । Only one or two chose the text 'ਵਲਾਇਤ ਵਾਪਸੀ' ਲੇਖਕ ਹਰਿੰਦਰ ਸਿੰਘ ਬਜਾਜ । One or two chose 'ਸ਼ਰਨ' ਲੇਖਕ ਸੁਰਜੀਤ ਸਿੰਘ ਕਾਲੜਾ । The text and the author were clearly stated by most students. More able students wrote detailed essays, picking out the content/events and linking them to the literary devices used by the respective writers. However, less able students resorted to describing the stories without much reference to literary devices used by the author to make the stories interesting. Students who did this scored very low marks.

Question 3(b)

This question was designed to test students' knowledge, understanding and appreciation of the text. In the introduction, students were expected to identify the text chosen for the answer and the author should have been named. Then students should have stated clearly the two stories they had chosen to answer the question. Students should have been aware of the time period in which the stories were set.

First of all, students were expected to comment on the statement in the question "ਇੱਕ ਚੰਗਾ ਕਹਾਣੀਕਾਰ ਕਹਾਣੀ ਵਿੱਚ ਸਮਾਜ ਨੂੰ ਸ਼ੀਸ਼ੇ ਵਿੱਚ ਤਸਵੀਰ ਦੀ ਤਰ੍ਹਾਂ ਦਿਖਾ ਦਿੰਦਾ ਹੈ" to demonstrate their understanding and reflect on it. Then students were expected to develop their response by discussing the aspects of contemporary social life portrayed in the two stories and giving examples. They should have then used this discussion to evaluate the extent to which the author had reflected contemporary society. In conclusion, students were expected to give their opinion on how successful the author had been in portraying society.

Nearly all students who attempted this question stated the text book studied and identified the two stories clearly. Good essays were where students identified various aspects of the characters' lives and incidents happening in society. They also tried to assess to what extent the author portrayed an appropriate picture of society. However, less able students were

unable to assess the entertaining properties of the text and others were unable to address the question, instead describing the content. Such essays scored very low marks.

Topic 2 (The Panjabi Novel)

Question 4(a)

This question tested students' knowledge and understanding of the Panjabi novel they have studied. In the introduction, students were expected to identify the novel and its author. Students should have been aware of the time period in which the novel was set.

Firstly, students were expected to identify the main characters in the novel. Then they needed to explain how these characters are developed throughout the novel and discuss how they contributed to the development of the plot. The discussion should have demonstrated the students' understanding of the main events of the story, with reference to the characters involved and giving examples.

In conclusion, students should have pointed out the main discussion points and evaluated the role of the characters in the novel. Students were expected to offer their personal reaction based on the discussion in their essays.

Most of the answers to this question were based on the novels 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ' ਲੇਖਕ ਰਜਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, 'ਮਤਰਈ ਮਾਂ' ਲੇਖਕ ਨਾਨਕ ਸਿੰਘ ਅਤੇ 'ਪਵਿੱਤਰ ਪਾਪੀ' ਲੇਖਕ ਨਾਨਕ ਸਿੰਘ । The text studied and the author were clearly stated by nearly all students. Most students were able to pick out the main characters and how their roles were developed in the novel. They were able to identify the parts played by various characters in the novel they studied. The majority of the students offered a limited number of points to justify their arguments, instead describing the roles of characters, and therefore were unable to score high marks. A number of students described the story without addressing the question and only scored a few marks.

One student wrote his essay based on the Hindi novel 'Devdass'. Since it was not a Panjabi novel, the student was not awarded any marks.

Question 4(b)

This question tested students' knowledge and understanding of the Panjabi novel they studied. In the introduction, students were expected to identify the novel and its author. Students should have been aware of the time period in which the novel was set.

First, the students were expected to identify the main characters and their lives as portrayed in the novel. Then they should have developed their response by discussing how these characters' lives compare with the lifestyle of Panjabi people in modern society. This comparison should have included similarities and differences, with examples from the novel.

This question was the third most popular choice. Answers to this question were of good quality. These essays contained a comprehensive list of points from the storyline of the novel and linked these to the question, explaining how the culture, values, mannerisms and feelings of Panjabis were represented in it and how these aspects compare with modern Panjabi society. However, there were some poor essays as well where students made no attempt to address the question and just described the story, scoring low marks.

Non-Literary Topics

Topic 1 (Socio-Economic Study of the Panjab (India) Since 1947)

Question 5(a)

This question tested students' awareness and knowledge of what is happening to the Sports, Cycle and Electrical goods industries in the Punjab. In the first part, students were expected to acknowledge and comment on the issue raised in the question. Then they were expected to write about the reasons why this is happening. In the second part, they were expected to give ideas about what can be done to address this issue.

The answer should have been based on some of the facts such as:

Reasons:

- Imported goods are very cheap and manufacturers in the Punjab are unable to compete with them on price.
- Difference in quality encourages customers to buy imported goods.
- Raw materials used by the manufacturers are more expensive.
- Sources of energy are expensive and unreliable.

Solutions:

- Encouragement for people to buy local products
- Government should restrict imports from other countries.
- Raw material should be more readily available.
- Government should provide financial help and reduce sales tax or other relevant taxes.
- Manufacturers should explore alternative sources of energy.
- Or any other ideas.

This question was attempted by a few students. There were a range of responses ranging from poor to good quality. Some students did not understand the question and wrote their essays on the importance of sports and bicycles in general. They did not score high marks as their focus was very narrow.

Question 5(b)

Students were expected to acknowledge and comment on the issue raised in the question. First of all, they needed to explain the lifestyle of Panjabi people which contributes to this problem. Then they were expected to give their own views as to why Panjabi people are feeling ashamed to do their own work, based on their knowledge and experience. Students were expected to explain the impact of this attitude on people's day to day lives and how it is disadvantaging people in the Punjab:

They might elaborate on the following points.

Reasons:

- People in the Punjab are lazy.
- Showing off to people / status symbol in society.
- Cheap labour.

Disadvantages:

- Servants do not work properly.
- They are expensive to keep.
- In some cases they take over businesses or properties.
- In some cases servants can be dishonest and disloyal.
- Some servants steal money and can pose a danger in some cases.

This question was attempted by approximately 25% of students. Some of the more able students wrote very good essays. They elaborated on the points expected and provided logical arguments. These students wrote about both the reasons behind this problem and the disadvantages of these. However, some students only mentioned limited points and could not elaborate on these. These answers were based on personal knowledge and experiences as expected. Most of the answers were of average and below average standard.

Topic 2 (The Panjabi Community in India and Abroad)

Question 6(a)

This was the least popular question and students answered this based on their experience. Firstly, students should have acknowledged religious practices as being the main role of Panjabi society's religious places. Then they should have commented on what other activities are organised and offered by these places of worship. Then students were expected to comment on how relevant these activities are and whether they meet the needs of people attending the religious places.

In the second part of their essay, students needed to mention some current issues or common problems faced by the community and what these religious places can do to support people in their community.

They might suggest that a religious place should:

- Give information to people about health issues.
- Open gyms for exercise.
- Teach Panjabi or any other community language.
- Care for the elderly i.e. day centres, recreational centres.
- Address social issues such as reducing the burden of expensive weddings and parties.

Fewer than ten students chose to answer this question. The majority of these were more able students. Their essays were of a good quality and they offered a range of suggestions. These essays included students' view points and they reasoned for them very logically, suggesting what these religious places can do for the community. These students scored high marks for content, but some students did not score high marks for the knowledge of grammar (AO3).

Question 6(b)

This was the most popular question and approximately sixty percent of students attempted this. Students were expected to acknowledge that there are still arranged marriages taking place in Panjabi society where the bride or groom are born and brought up in the Punjab. It is obvious that there might be pressures and difficulties when a newly wedded couple starts living together, but these immigrant brides or grooms face more challenges.

Then they should highlight some of these problems. The solutions that students suggest should address the problems outlined.

Possible Difficulties:

- Cultural differences.
- Lack of support from husband / wife.
- Ill treatment from in-laws (particularly on brides).
- Language barriers (communication problems).

Solutions:

- They should try to understand and appreciate the differences between eastern and western cultures.
- Try to communicate more in English.
- Try to gain the confidence of their husband / wife.
- Understanding of the family lifestyle.
- Students' own relevant points were also considered for awarding marks.

Most of the responses were authentic and relevant. Students generally wrote about the main problems faced by brides and grooms who settle in England which include the problem of communicating using the English language, family expectations, jobs, homes and a range of cultural misunderstandings. Good essays went into considerable detail covering a wide range of points and giving opinions and advice. Students' thinking, reflection and evaluation were impressive in most cases. A small number of students got mixed up with the problems faced by those people who come to study in England. They were awarded marks for the common, relevant problems only.

However, the language and grammar skills were observed to be weaker among students this year, particularly those who studied in England, hence these students scored lower marks in this area in general.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

UMS conversion calculator www.aqa.org.uk/umsconversion.