



**General Certificate of Education (A-level)  
June 2011**

**Panjabi**

**PANJ2**

**(Specification 2680)**

**Unit 2: Reading and Writing**

***Report on the Examination***

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## General Comments

The overall impression of the quality of work was very good. The paper made similar demands in comparison with the previous year's paper. It was well received by all students. Overall, the general quality of work was good and students at the upper end of the ability range scored slightly higher marks as this new style paper seems to be more accessible. In some cases, however, at the lower end of the ability range, the quality of language was poor and students copied parts of the text. Some students answered parts of questions correctly but could not write the complete answers as they had difficulty in understanding exactly what the requirements of the questions were. All questions were clear and unambiguous.

On the whole, the majority of students found the paper well within their reach and attempted all the questions. The answers provided by the majority of students were well structured and interesting. Teachers are advised to put particular focus on the teaching and learning of language and grammar to prepare students with the skills to answer questions in depth and with maturity.

Although most students demonstrated a good knowledge of key vocabulary, there was evidence of poor spelling and syntax error, especially in complex sentences. Teachers are advised to train students to read and understand the questions, the demands made by each question and the marks allocated to each question.

Particularly for Section 3, students should be prepared to write the response to the situation portrayed in the phrasing of the question. They should be advised to read the questions carefully to establish what they are asked to write: whether it is about a character, story or a situation or about the subject matter. In order to score high marks they should be advised to read the question very carefully and understand what they are required to write, how to elaborate on the points given and then accomplish the task. Where students are giving their opinion they should justify it by giving some good and logical examples.

Finally, the language and grammar skills were observed to be significantly poorer among the students this year, hence scoring lower marks in this area in general.

## Section 1

### Question 1(a)

#### Comprehension Questions

- 1 (a) (i) Only about a third of students answered this question correctly. They were required to write the meaning of the heading. Only the very able students scored 1 mark for this question. Many students wrote 'ਦਾਜ਼ ਦੇਣਾ ਜ਼ਰੂਰੀ ਹੈ' and lost a mark.
- 1(a) (ii) Well over half of the students answered this question well and scored one mark. Some students wrote only part of the answer such as 'ਧੀ ਨੂੰ ਸੁਖੀ ਦੇਖਣਾ ਚਾਹੁੰਦੇ ਹਨ' and lost a mark.
- 1(a) (iii) This question was answered correctly by almost half of the students. Students were required to write that parents has to give a dowry to fulfil the demands of the boy's side. Many students wrote 'ਮੰਗਾਂ ਪੂਰੀਆਂ ਕਰਨੀਆਂ ਪੈਂਦੀਆਂ ਹਨ' and lost a mark.

- 1(a) (iv) More than half of the students managed to score full marks for this question. However, part of this question appeared to be demanding and some students at the lower end of the ability range could not answer the first part and lost 1 mark. The required answer was two of the following 1 ਅਮੀਰ ਲੋਕਾਂ ਦੀ ਰੀਸ ਕਰਦੇ ਹੋਏ ਮਜ਼ਬੂਰੀ ਵੱਸ ਦਾਜ ਦੇਣਾ ਪੈਂਦਾ ਹੈ 2 ਕਰਜ਼ੇ ਚੁੱਕਣੇ ਪੈਂਦੇ ਹਨ / ਜਾਇਦਾਦਾਂ ਵੇਚਣੀਆਂ ਪੈਦੀਆਂ ਹਨ।
- 1(a) (v) This part of the question was answered very well by almost three quarters of the students and they elaborated on the required two points out of three of the following:- 1 ਉਨ੍ਹਾਂ ਨਾਲ ਬਦਸਲੂਕੀ ਹੁੰਦੀ ਹੈ 2 ਹੋਰ ਦਾਜ ਲਿਆਉਣ ਲਈ ਦੁਖੀ ਕੀਤਾ ਜਾਂਦਾ ਹੈ 3 ਲੜਾਈ ਝਗੜੇ ਅਤੇ ਨੌਬਤ ਲੜਕੀ ਦੀ ਮੌਤ ਤੱਕ ਵੀ ਪਹੁੰਚ ਰਹੀ ਹੈ।
- 1(a) (vi) This part of the question was quite demanding as it required students to mention three points. Nearly three quarters of students scored full marks by giving three points while students at the lower end of the ability range could not write a complete answer and therefore failed to gain all the marks. The three points they were supposed to write out of 4 were: 1 ਸਰਕਾਰ ਵਲੋਂ ਬਣਾਏ ਕਾਨੂੰਨਾਂ ਨੂੰ ਸਖਤੀ ਨਾਲ ਲਾਗੂ ਕਰਵਾਉਣਾ। 2 ਲੋਕਾਂ ਵਿੱਚ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨੀ। 3 ਦਾਜ ਦੀ ਮੰਗ ਕਰਨ ਵਾਲੇ ਲੋਕਾਂ ਦਾ ਸਮਾਜਿਕਬਾਈਕਾਟ ਕਰਨਾ। 4 ਮੁੰਡੇ ਕੁੜੀਆਂ ਨੂੰ ਸਵੈਨਿਰਭਰ ਹੋ ਕੇ ਮਨਮਰਜ਼ੀ ਨਾਲ ਵਿਆਹ ਕਰਨ ਲਈ ਉਤਸ਼ਾਹ ਦੇਣਾ।

### Question 1(b)

In this part, students were required to read the text and five sentences given in the grid. Students were required to compare these five sentences with the subject matter of the text which was 'Effects of fashion on the students'. After reading the text they had to put a tick in the appropriate box ie wrong, right or don't know. This part was very well answered by around three quarters of the students. There were some less able students who lost marks due to guessing.

### Question 1(c)

In this part, there were five incomplete sentences based on the text. Students were required to complete the sentences by choosing the correct one from the second part of the sentences and inserting the appropriate number in the boxes given in the first part. Well over three quarters of students were able to achieve high marks, as they seemed to have understood the text. However, students at the lower end of the ability range were not able to score full marks mainly because they were unable to understand the text.

## Section 2

### Question 2

The passage for translation into Panjabi was set on the topic of 'Importance of Language'. Almost all students understood the language, context and the content of the extract and more than a third of them scored 7 out of 10 marks for AO3 (Knowledge of grammar) and a few scored 10 out of 15 marks for AO2 (Response to written language). A few students did not understand the tense used in the text. They translated it in the past tense instead of the present tense and lost marks. On the whole, this section was attempted well by almost all students.

### **Section 3**

This section is divided into four topic areas, two literary and two non-literary topics. Students were expected to choose only two questions from these topics. Each topic has a choice of two alternative questions and students have to answer only one question.

#### **Literary Topics**

##### **Topic 1 (The British – Panjabi short story)**

###### **Question 3(a)**

This question tests students' knowledge and understanding of the short stories read by them. Students were expected to identify the text studied and its author clearly. They were expected to explain about how the author has created a good scene-setting through various literary devices such as language, dialect, characters, location etc. and appropriate atmosphere, language and characterisation to make the story interesting and meaningful; also how relevant the environment is to what goes on in the two stories. The majority of the students who chose the question based their answer on 'ਬਦਰੰਗ' ਲੇਖਕ ਸ਼ਿਵਚਰਨ ਗਿੱਲ। The text and the author were clearly stated by most students. Many able students wrote detailed essays mentioning the language used and the literary qualities. However, less able students resorted to describing the stories without much reference to the expected answer and they scored very low marks.

###### **Question 3(b)**

Students were expected to identify the text and name of the author at the beginning of their answer. They were expected to write the names of two stories selected. Then, the students were expected to write about the social problems the author has portrayed in his stories and to what extent has the author been successful in suggesting solutions as well as entertaining the readers. Students wrote a good essay with reference to social problems that Panjabi people face in Britain. But less able students were unable to address the question and they only described the content of the stories so scored low marks.

##### **Topic 2 (The Panjabi Novel)**

###### **Question 4(a)**

This question tests the students' understanding and appreciation of a novel. Students were expected to write about how the novelist has used the literary skills and devices to make the novel interesting, for example the language used, style, plot, characterisation and scene-setting etc. Students were expected to give suitable examples from the novel. Most of the answers were based on the novels 'ਮਤਰੋਈ ਮਾਂ' and 'ਪਵਿੱਤਰ ਪਾਪੀ' by Nanak Singh and 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ' by Rajinder Singh Bedi. The text studied and the author, were clearly stated by nearly all students. A number of students scored 10 out of 20 marks for AO2 Response to Written Language and more than a third scored 7 out of 10 marks for AO3 Knowledge of Grammar. Many less able students wrote a limited number of points for the justification and mainly narrated the text from the novel and therefore scored very low marks.

### **Question 4(b)**

This question tests the students' knowledge and understanding of the text. The students were expected to identify the text and its writer. From knowledge of the content they were asked to write about the various roles played by women eg as a wife, mother, daughter, daughter-in-law, neighbour etc. in the novel. The answers were expected to be with justification and appropriate examples from the novel. A very small number of students answered this question, out of which a small minority answered it well. The essays were generally of below average quality as the students did not address the question fully and they scored very low marks

### **Non - Literary Topics**

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

### **Question 5(a)**

This question tests the student's knowledge and awareness of the on-going trend of parents to send their children to English medium schools in the Punjab. In the first part they were expected to write about the reasons why this is happening. In the second part they were expected to write about the consequences. Their answers should have been based on these points: parents want to show off that they are rich and their social status is high, they consider English to be superior than Panjabi, they feel that if their children speak English they will get better jobs, the majority of parents prefer to send their children to English medium schools because they don't like their children to mingle with children from poor backgrounds, and there is a much higher prospect of going abroad.

This question was attempted by a number of students. They failed to understand the question and wrote answers based on the importance of English. They didn't elaborate on the reasons and consequences. Some of these responses were very poor and not relevant. Many students' answers were lacking in relevant detail, with poor language and poor grammar.

### **Question 5(b)**

Students were expected to write an essay based on their knowledge of how the influx of migrant workers in the Punjab has affected the economic condition. Students were expected to write what the advantages and disadvantages for these workers are to the Punjab and its economy. Advantages such as; cheap labour, hard working, they take on difficult jobs and contribute to an increased output in the agriculture sector, skilled workers contribute to develop the building and other industrial sectors.

They were expected to write disadvantages as well ie the people of Punjab get lazy, contribute to an increase in unemployment, an increase in crime, spread drug addiction and smoking, have a negative impact on Punjabi language and culture

A very small number of students answered this question. Most students wrote only the advantages but failed to mention the disadvantages. The answers were generally not detailed as expected and fell short of explaining the true effects of migrant workers on the life of people in the Panjab.

## **Topic 2 (The Panjabi Community in India and Abroad)**

### **Question 6(a)**

Students were expected to write briefly about the situation where many people are not looking after their elderly parents. They were expected to highlight the attitude of sons, daughters and daughters-in-law for not looking after their elderly parents. Students were also expected to put some points forward for eradicating these problems.

Reasons expected were:

- they need more freedom
- too much interference from the elderly
- they have no time to look after them
- have demanding jobs, have no time or energy
- too selfish.

And the solutions expected were:

- help from the community and Voluntary care groups
- more help from the government and other agencies
- opening new residential homes for the Asian elderly people
- advice to elderly people about their expectations and life style
- benefits for young couples who decide to look after their parents.

This question was a popular choice but most of the essays were of an average standard as many students answered the first part of the question very well but responses to the second part were observed to be less detailed in general and rather brief in many cases. Therefore they scored very low marks.

### **Question 6(b)**

The students were expected to write about what sort of difficulties youngsters are facing who come to the UK on a student visa. They were expected to highlight these problems clearly and also give suggestions for eradicating these problems.

Problems expected were:

- problems with affording accommodation, food and other facilities
- lack of support, no family or relative here
- no prospect of getting part-time jobs due to unemployment level
- reluctant to go back because they have paid huge sums of money to get there
- working too hard to send money home / to repay debts.

Solutions expected were:

- British government should issue fewer student visas
- give good advice to tackle these problems
- raise awareness amongst parents and families back in the Punjab
- Asian businesses should help them find / provide part-time jobs
- communities could help them to find accommodation and food
- provide moral support.

This question was also a popular choice with students. Most of the responses were relevant but many students' answers were mediocre and they mentioned only a few points such as accommodation and less knowledge of the English language. The majority of students failed to give solutions and so lost marks.

### **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

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