



General Certificate of Education

Panjabi 2681 *Specification*

PANJ2 Responsive Writing

Report on the Examination *2010 examination - June series*

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Introduction

This was the first examination of the new specification. The paper comprises three sections:

Section 1 = 20 marks

Section 2 = 20 marks

Section 3 = 60 marks

Section 1

A passage, or passages, of authentic material in Panjabi on which a variety of questions are set which require either non-verbal or short answers in Panjabi.

Section 2

A passage of approximately 150 words in English for translation into Panjabi.

Section 3

Two literary and two non-literary topics as set in the specification. Two alternative questions are set on each topic. Candidates may choose any two topics and answer only one question on each of their chosen topics. No more than two questions should be answered in this section. Candidates are expected to write approximately 200 words in answer to each question.

General Comments

The paper made similar demands in comparison with the previous year's legacy paper. Overall the general quality of candidates' work was good and candidates at the upper end of the ability range scored slightly better marks. In some cases, however, at the lower end, the quality of language was poor and candidates copied parts of the text by matching a phrase or a part of the sentence with the vocabulary used in the questions. Some candidates answered parts of questions correctly but could not write the complete answer as they had difficulty in understanding exactly what the questions required. All questions were clear and unambiguous. On the whole the majority of candidates found the paper well within their reach and attempted every question. The answers provided by the majority of candidates were well structured and interesting.

Teachers are advised to have a particular focus on the teaching and learning of the Panjabi language and grammar to prepare candidates with the skills needed to answer the questions in the depth and maturity required. Teachers are also advised to prepare model answers to questions to show candidates so that they know what is expected of them and to use past examination papers and mark schemes to improve their examination technique.

Section 1

Question 1(a)

Comprehension Questions

- (i) The majority of candidates did not answer this question very well. They were required to state how far the heading was appropriate. Only the most able candidates scored 1 mark for this question.

- (ii) The majority of candidates answered this question well and scored full marks. Some candidates failed to write both points required for this question and lost 1 mark. These points were: ਘੱਟ ਸੌਣ ਜਾਂ ਵੱਧ ਸੌਣ ਨਾਲ ਦਿਲ ਦੇ ਦੌਰੇ ਦਾ ਖਤਰਾ ਵਧ ਸਕਦਾ ਹੈ। ਹੋਰ ਵੀ ਕਈ ਬਿਮਾਰੀਆਂ ਲੱਗ ਸਕਦੀਆਂ ਹਨ। Candidates who copied out text randomly were not awarded marks.
- (iii) This question was quite demanding as it required candidates to mention three points. Candidates at the upper end of the ability range scored full marks by giving three points while candidates at the lower end could not write a complete answer and therefore failed to gain all the marks. The three points they were supposed to write were: (1) ਭਾਰ ਵਧ ਸਕਦਾ ਹੈ (2) ਹਾਜ਼ਮੇ ਨੂੰ ਕੰਟਰੋਲ ਕਰਨ ਵਾਲੇ ਹਾਰਮੋਨਜ਼ ਤੇ ਅਸਰ ਪੈਂਦਾ ਹੈ (3) ਸਰੀਰ ਵਿੱਚ ਚਰਬੀ ਵਧਣ ਦਾ ਖਤਰਾ ਪੈਂਦਾ ਹੁੰਦਾ ਹੈ।
- (iv) This question was answered well by the majority of candidates who scored full marks. Candidates were required to write any two points out of possible three which were : ਮੋਟਾਪੇ ਤੋਂ ਬਚਣ ਲਈ ਉਚਿਤ ਖੁਰਾਕ ਖਾਣੀ ਚਾਹੀਦੀ ਹੈ, ਕਸਰਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ ਅਤੇ ਚਰਬੀ ਪੈਦਾ ਕਰਨ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਨਹੀਂ ਖਾਣੀਆਂ ਚਾਹੀਦੀਆਂ। Some candidates did not understand the question and wrote incorrect answers, so they could not score any marks.
- (v) The majority of candidates managed to score full marks for this question. However part of this question was demanding and some candidates at the lower end could not answer appropriately. The required answer was two of the following three points. 8 ਘੱਟ ਸੌਣ ਨਾਲ ਸਿਹਤ ਠੀਕ ਰਹਿੰਦੀ ਹੈ ਅਤੇ ਸਰੀਰ ਚੁਸਤ ਰਹਿੰਦਾ ਹੈ ; ਬਿਮਾਰੀਆਂ ਤੋਂ ਬਚਾਅ ਹੋ ਜਾਂਦਾ ਹੈ ; ਸੋਚਣ ਸ਼ਕਤੀ ਵਧ ਜਾਂਦੀ ਹੈ।

Question 1(b)

Part 1

Candidates were required to read the text and five sentences given in the grid. Candidates were then required to compare these five sentences with the subject matter of the text which was about the effects of pollution on the environment. Then they had to put a tick in the appropriate box i.e. true, false or not in text. This part was very well answered by the majority of candidates. There were some candidates who lost marks due to not fully understanding the text.

Part 2

In this part there were five incomplete sentences based on the text. Candidates 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. The majority of candidates were able to achieve good marks, as they seemed to have understood the text. However, candidates at the lower end were not able to score full marks. Some less able candidates matched sentences without understanding the text, e.g. ਪ੍ਰਦੂਸ਼ਿਤ ਪਾਣੀ ਨਾਲ should have been matched with ਪੌਦੇ ਤੇ ਪਾਣੀ ਵਿੱਚ ਰਹਿਣ ਵਾਲੇ ਜੀਵ ਜੰਤੂ ਮਰ ਸਕਦੇ ਹਨ, however some candidates matched it with ਖਤਰਨਾਕ ਬਿਮਾਰੀਆਂ ਲੱਗ ਸਕਦੀਆਂ ਹਨ and thereby failed to gain the marks.

Section 2

The passage for translation into Panjabi was set on the topic of 'My Mother'. Almost all candidates understood the language, context and the content of the extract and the majority of them did well in translating it into Panjabi. A number of candidates were unable to understand the first sentence which was ਮੇਰੀ ਮਾਤਾ ਜੀ ਨੂੰ ਰੰਭੀਰ ਬਿਮਾਰੀ ਲੱਗ ਗਈ ਸੀ ਜਿਸ ਨਾਲ ਉਨ੍ਹਾਂ ਦੇ ਤੁਰਨ ਫਿਰਨ ਤੇ ਅਸਰ ਪਿਆ ਸੀ। ਸਾਡੇ ਪਰਿਵਾਰ ਲਈ ਇਹ ਸਹਿਣ ਕਰਨਾ ਬਹੁਤ ਔਖਾ ਸੀ। They lost marks for not translating it correctly. Some candidates did not understand the tense used in the text. They translated it in the past tense and lost marks. On the whole this section was attempted well by the majority of candidates. However, some candidates, in spite of their good knowledge of vocabulary in Panjabi, were unable to score high marks because of poor spelling and other grammatical mistakes. For example: 'I always share my problems with her' was translated into the past tense - ਮੈਂ ਆਪਣੇ ਦੁੱਖ ਉਸ ਨੂੰ ਦੱਸਦਾ ਸੀ rather than ਮੈਂ ਆਪਣੀਆਂ ਮੁਸ਼ਕਲਾਂ ਉਨ੍ਹਾਂ ਨਾਲ ਸਾਂਝੀਆਂ ਕਰਦਾ ਹਾਂ।

Literary Topics

Topic 1 (The British – Panjabi Short Story)

Question 3(a)

This question tested the candidates' knowledge and understanding of the text. Candidates should have identified the text studied and its author clearly. Then they were expected to explain the language used by the author and the literary qualities in their chosen two stories. Answers were expected to be in the form of a coherent essay with examples given from the relevant stories.

The majority of candidates who chose the question based their answer on 'ਬਦਰੰਗ' ਲੇਖਕ ਸ਼ਿਵਚਰਨ ਗਿੱਲ। A small number chose 'ਵਲਾਇਤ ਵਾਪਸੀ' by Harinder Singh. The text and the author were clearly stated by most candidates. Many able candidates wrote detailed essays mentioning the language used and the literary qualities. However, less able candidates resorted to narrating the content of their chosen stories rather than answering the question set and they scored very low marks.

Question 3(b)

Candidates were expected to identify the text and its author at the start of the answer. The choice of two stories needed to be made carefully to reflect the demands of the question. Then candidates needed to write about which aspects of the lives of Panjabi people living in Britain had been highlighted in the stories by the author. Nearly all candidates were able to pick two stories clearly. Candidates wrote good essays with reference to Panjabi people's lives in Britain. But again less able candidates were unable to address the question and they simply described the content of the two stories and scored low marks.

Topic 2 (The Panjabi Novel)

Question 4(a)

This question tested the candidates' understanding and appreciation of the novel. First, candidates were expected to state the Panjabi novel they had studied and its author and then outline which character they liked most in the novel. In the second part of the question they were expected to explain what qualities of that character had influenced them.

This was a popular choice for candidates. Most of the answers were based on the novels 'ਮਤਰਈ ਮਾਂ' by Nanak Singh and 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ' by Rajinder Singh Bedi. A small number chose 'ਪਵਿੱਤਰ ਪਾਪੀ' by Nanak Singh. The text studied and the author were clearly stated by nearly all candidates. Most candidates were able to describe the character they liked most and to explain and justify their choice. Some candidates, however, offered a limited number of points for their choice and mainly narrated the text from the novel and therefore scored very low marks.

Question 4(b)

Candidates were expected to state the text they had studied along with its author. The question tested the candidates' knowledge and understanding of the text. Candidates were expected to comment on the plot and subject matter of the novel and facts used to portray society and its traditional values.

A very small number of candidates answered this question, out of which a small minority answered it well. The essays were generally of below average quality as candidates 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 expected candidates to write an formal essay based on their knowledge pointing out clearly what sort of difficulties NRI were still facing, although they have contributed a lot to boost the economy of the Panjab. Candidates were expected to highlight the difficulties and particularly:

- no assistance from the government agencies
- bullying tactics of people and relatives
- time consuming and legal obligations etc.

This question was attempted by a small number of candidates. Some responses were very comprehensive and relevant, covering a wide range of points, backed-up by examples based on experience. Many candidates however wrote weak responses lacking relevant detail, with poor language and grammar.

Question 5(a)

This question tested the candidates' knowledge and awareness of the widespread problem of unemployment. Candidates were expected to write an essay from their own perspective on how unemployment has influenced the life of people in the Panjab. Their answers should have been based on the current economic conditions and facts such as: rising food prices, low wages, no jobs for qualified people and manual and skilled labour, negative support from the government etc.

A very small number of candidates answered this question. The question was generally not fully understood by candidates. Most answers were of an average or below average standard. Answers were generally not detailed and fell short of explaining the true effect of unemployment on the life of people in the Panjab.

Topic 2 (The Panjabi Community in India and Abroad)

Question 6(a)

Candidates answered this question from their own experience. They were expected to write briefly about the problem of addiction to computer games and mobile phones. Then they were expected to write about the impact of these habits and what harm they are causing. They were also expected to give suggestions to eradicate these problems. They were expected to include points such as using the computer positively to enhance their study, less use of mobile phones, parents keeping an eye on and controlling misuse of mobile phones, etc.

This question was a popular choice but most essays were of an average standard. Many candidates answered the first part of the question very well but responses to the second part were less detailed in general and, therefore, they scored low marks.

Question 6(b)

Candidates were expected to give valid reasons about why newly married couples prefer to stay separate from their parents. It was expected that in their answers different candidates would have different views, depending on their personal perceptions and family experiences. Answers should have been in form of an informative essay based around points such as the following:

- they need their own place
- do not like parental interference
- want to stand on their own feet
- want to be independent
- do not like to live in an extended family
- living away due to jobs.

This question was also a popular choice with candidates. Most of the responses were relevant but many candidates' answers were average and they mentioned only a few points such as the poor attitude of mothers-in-law and parents in particular, rather than expanding on other points.

Concluding Remarks

Although most candidates 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 candidates to read and understand the questions, the demands made by the questions and the marks allocated. Teachers are advised to discuss how the Panjabi language works in terms of grammatical structures. Candidates should be advised to read the whole text when answering questions in Section 1(a) and 1(b) as some points related to the information in answering a particular question might be in another part of the text.

Particularly for Section 3, candidates should be prepared to write a response which answers the questions set. They should be advised to read the questions carefully to establish what they are asked to write about, whether it is about a character, story or a situation or about the subject matter. In order to score good 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 candidates are giving their opinion they should justify it by giving some good and logical examples.

Finally, language and grammar skills were observed to be significantly weaker among some candidates this year.

Mark Ranges and Award of Grades

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