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A-LEVEL

Panjabi

Unit 2 Reading and Writing  
Report on the Examination

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2680  
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## General Comments

On the whole, the paper was well received by the majority of students. The performance was slightly better compared with last year's cohort. This may have been due to the interesting nature and accessibility of some essay questions.

It was noticeable that the main difficulties students seem to have is the ability to read complex text, understand sophisticated vocabulary and address the questions, especially when answering questions that require longer responses. In particular, students could not be awarded high marks on the literary essay questions as despite their thorough knowledge of the texts, they seemed to lack the experience and skill needed to write focused answers. Teachers are advised to prepare exemplar answers to questions to show students what is expected of them, and to use past examination papers, mark schemes and examiner reports to help students to improve their exam technique.

Moreover, teachers need to focus particularly on the teaching and learning of language and grammar to equip students with the skills to answer questions with the depth and maturity required at this level.

## Section 1

On the whole, this section was well received by the majority of students. There were two texts set for reading comprehension.

### Question 1 (a)

For Question 1 (a), students were required to read a passage in Panjabi on the effect of using mobile phones on health and then answer five short questions relating to the text. For each question, students were required to write two or three sentences at the most. However, answers had to address the questions in a relevant and direct manner. Answers which were vague and lacked focus were not worthy of credit and they were not awarded marks.

#### 1 (a) (i)

This question was generally found to be quite challenging. Most able students were able to capture the full meaning of the title, however, less able students could not interpret and deduce the information required for the answer. They were required to write that “ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਿਹਤ ਨੂੰ ਹੋਣ ਵਾਲੇ ਨੁਕਸਾਨ”, or words to this effect. Many less able candidates conveyed the meaning of only part of the title and therefore could not be awarded the full two marks available.

#### 1 (a) (ii)

Students found this question quite challenging. Students were expected to write two of the following three details: “ਇਹ ਅਧਿਐਨ 3.58 ਲੱਖ ਲੋਕਾਂ ਤੇ ਕੀਤਾ ਗਿਆ, ਇਹ ਅਧਿਐਨ 18 ਸਾਲ ਤੱਕ ਚਲਦਾ ਰਿਹਾ, ਇਹ ਹੁਣ ਤੱਕ ਦਾ ਸਭ ਤੋਂ ਵੱਡਾ ਸਰਵੇਖਣ ਹੈ।” Most students were able to score one mark.

**1 (a) (iii)**

This question was answered reasonably well by most students and the majority were able to score one mark out of two. There were only two details available. Students were expected to write the following two details: “ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸਿਹਤ ਨੂੰ ਨੁਕਸਾਨ ਨਹੀਂ ਹੁੰਦਾ, ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਲੰਬੇ ਸਮੇਂ ਲਈ ਵਰਤੋਂ ਨਾਲ ਦਿਮਾਗ ਦਾ ਕੈਂਸਰ ਨਹੀਂ ਹੁੰਦਾ।” Most students found it difficult to provide two distinct points for two marks. Some less able students relied on copying chunks of text and lost marks.

**1 (a) (iv)**

Over half of the students were awarded one mark out of two. Students were required to write: “ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਕਰਨ ਨਾਲ ਜਾਂ ਨਾਂ ਕਰਨ ਨਾਲ ਕੈਂਸਰ ਦੇ ਅੰਕੜਿਆਂ ਵਿੱਚ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪੈਂਦਾ।” Some students gave only part of the required information.

**1 (a) (v)**

This question was answered successfully by about 70% of students and most were awarded full marks. There were three details available and students were expected to write following details: “(ਬ੍ਰਿਸਟਿਲ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ਮਾਹਿਰਾਂ ਨੇ ਕਿਹਾ ਹੈ ਕਿ) ਇਹ ਅਧਿਐਨ ਲੋਕਾਂ ਨੂੰ ਗਲਤ ਪਾਸੇ ਵੱਲ ਲਾਉਂਦਾ ਹੈ, (ਵਿਸ਼ਵ ਸਿਹਤ ਸੰਸਥਾ ਦੇ ਅਧਿਕਾਰੀ ਮੰਨਦੇ ਹਨ ਕਿ) ਦਿਨ ਵਿੱਚ 15 ਮਿੰਟ ਤੋਂ ਵੱਧ ਮੋਬਾਇਲ ਵਰਤਣ ਨਾਲ ਕੈਂਸਰ ਦਾ ਖਤਰਾ ਹੋ ਸਕਦਾ ਹੈ, ਅਤੇ ਇਹ ਖਤਰਾ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਦੇ ਵਧਣ ਨਾਲ ਵਧਦਾ ਜਾਵੇਗਾ।”

**Question 1 (b)**

This question was accessible and attempted well by the majority of students. Students were required to read the text provided and write ‘true’, ‘false’ or ‘don’t know’ for each of the statements given. Question 1 (b) (i), 1 (b) (iii) and 1 (b) (v) were found to be challenging by some students. Only the most able scored full marks on this section.

**Question 1 (c)**

This question required students to read the first part of a sentence and match it with an appropriate sentence given in the second part. This question proved to be reasonably challenging, although the majority of students did perform well. Question 1 (c) (i), 1 (c) (ii) and 1 (c) (iii) were the three questions which nearly all students answered correctly, and Question 1 (c) (v) was the most challenging.

**Section 2**

This question was a translation of an English text into Panjabi on the topic of air pollution. Students engaged well with the text and the majority were awarded average or above average marks as they seemed to understand the text, its language and the content. However, there were some words, phrases and sentences that created problems for some students. The majority of students found the terms “poor ranking” (ਮਾੜਾ ਦਰਜਾ) and “productivity” (ਉਤਪਾਦਨ) difficult to translate into Panjabi. Other words that students found difficult to translate were:

Life expectancy – ਜ਼ਿੰਦਗੀ ਦੀ ਸੰਭਾਵਨਾ

Economic development – ਆਰਥਿਕ ਵਿਕਾਸ

Fresh statistics – ਤਾਜ਼ਾ ਅੰਕੜੇ

However, there were many students who, in spite of their good vocabulary in Panjabi, were not awarded high marks because of very poor spelling and serious grammatical mistakes. On the whole, students performed quite well on this question.

### Section 3

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

#### Literary Topics

##### Topic 1 (The British – Panjabi Short Story)

##### Question 3 (a)

This question tested the students' knowledge, understanding and appreciation of the literary aspects of the British – Panjabi Short Story text. In the introduction, students were expected to identify the text chosen for the answer and the author should have been clearly named. Then the students should have stated clearly the two stories chosen to answer the question. Students should have been aware of the time period in which the stories are set.

The students were expected to outline the characteristics of an uninteresting story. Then the students were expected to develop the essay by identifying which of these weaknesses are found in the two stories selected. Students should have developed the essay by linking the identified characteristics to the main events in the stories, giving examples. The students were then expected to evaluate the discussion by giving their own reaction, and reach a conclusion.

This question was not very popular with students. The majority of students who chose this question based their answer on either “ਬਦਰੰਗ’ ਲੇਖਕ ਸ਼ਿਵਚਰਨ ਗਿੱਲ”. A small number chose “ਸ਼ਰਨ’ ਲੇਖਕ ਸੁਰਜੀਤ ਸਿੰਘ ਕਾਲੜਾ”. The texts and the authors were clearly stated by most students. More able students wrote detailed essays, outlining the literary qualities in the two chosen stories, and linked these to the content. Many students did not understand the meaning of the key word “ਨੀਰਸ” which led them to write an unfocused response. Less able students resorted to describing the stories without much suitable reference to literary qualities. In these cases, students were not awarded high marks.

##### Question 3 (b)

This question tested the students' knowledge and understanding of the British – Panjabi Short Story text. In the introduction, students were expected to identify the text chosen for the answer and the author should have been clearly named. Then the students should have stated clearly the two stories chosen to answer the question. Students should have been aware of the time period in which the stories are set.

The students were expected to comment briefly on the opening statement. The students were then expected to develop the essay by outlining the subject matter of the two stories selected and analyse them in relation to the difficulties faced by elderly Panjabi people. The students should

have identified any issues raised in the stories which are not linked to the elderly. Then the students should have explained the extent to which the statement in the question applies in the two stories selected. The students should have linked their explanations to the stories by giving examples. The students were then expected to evaluate the discussion and to give their own reaction.

Nearly all students who attempted this question stated the text studied and identified the two stories clearly. In the best essays, students selected the main events in the stories and explained how they were linked to young people and the elderly people's lives. More able students discussed and evaluated these in detail. However, less able students focused on describing the stories and any explanation of learnt messages was brief. Such essays were not awarded high marks.

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

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

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

First the students were expected to comment generally on the language, style and dialect used in the novel. Then the students were expected to discuss and explore the contribution of language, style and dialect in making the story successful. The points made should have been supported and justified by giving examples from the novel selected.

In conclusion, the students should have referred to the main discussion points and evaluated the extent to which the language, style and dialect contribute to making the plot successful. The students were expected to offer their personal reaction based on the discussion in their essays.

This question was not a popular choice. Those who chose this question answered it on the basis of the novels "ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ" ਲੇਖਕ ਰਜਿੰਦਰ ਸਿੰਘ ਬੋਦੀ, 'ਮਤਰਦੀ ਮਾਂ' ਲੇਖਕ ਨਾਨਕ ਸਿੰਘ ਅਤੇ 'ਪਵਿੱਤਰ ਪਾਪੀ' ਲੇਖਕ ਨਾਨਕ ਸਿੰਘ". The novel studied, and the author, was clearly stated by nearly all students. Many of the responses were superficial and lacked depth. Only the most able appreciated the question fully and explained the literary techniques used by the author to make the novel interesting.

A number of students described the story without addressing the question and so could not be awarded high marks.

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

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

First the students were expected to identify the main characters and choose one that is central and most important for the plot. Then the students were expected to explain how this character is important to the story and how the story would be affected if this character was taken out. The discussion should be linked to the role of the character in the novel and backed up by examples from the novel.

In conclusion, the students should have referred to the main discussion points and evaluated the extent to which the chosen character's role is pivotal to the plot. The students were expected to offer their personal reaction based on the discussion in their essays.

This was a very popular question. There were some excellent essays written for this question. Many responses were based on more than one character, which took away the main focus. However, there were also some poor essays as well where students made no attempt to address the question and simply described the story, scoring few marks. Some students addressed only the first part of the question.

## **Non-Literary Topics**

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

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

This question tested the students' knowledge and awareness of the changing situation of workers in the last 40 years, particularly those from the states of Bengal and Bihar, and how these workers have changed the socio-economic landscape.

In the first part, students were expected to outline the positive contribution made to the Panjabi economy by these workers as well as the negative impact on the Panjabi community in the short and medium term. The students were also expected to discuss the long-term impact of these workers on the socio-economic development of the Panjab.

The following points could be included in the discussion:

- Workers provided cheap labour for farmers and factory owners in the beginning
- Farm owners/factory owners became lazy and did less work themselves
- Indigenous people learnt bad habits such as chewing tobacco etc.
- Some workers stole from their employers
- Migrant workers became established in the Panjab; some now own businesses and some are active in politics
- Or any other relevant points.

In conclusion, the students should have referred to the main discussion points and evaluated the social and economic impact made by these migrant workers. The students were expected to offer their personal reaction based on the discussion in their essays.

This question was attempted by a large number of students. There were a good number of points and detailed discussion offered by more able students. However, the responses from some less able students were shallow and lacked detail and discussion. Some less able students did not explain the effects on both aspects, social and economic. In such cases, they were not awarded high marks as their focus was narrow and did not fulfil all the requirements of the question.

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

This question tested the students' knowledge and awareness of the growing power of the media in the Panjab.

In the first part, students were expected to comment on the statement in the question about the growing power of the media in the Panjab and give their reaction in brief. Then they were expected to discuss in detail the good and bad effects of the growing power of the media on the Panjabi people.

The following points could be included in the discussion:

**Good effects**

- Brings people's problems and issues out in the open
- Empowers people
- Gives people an opportunity to voice their opinions
- Forces authorities to act/resolve issues/take responsibility
- Focuses attention on the culprits
- Or any other relevant points.

**Bad effects**

- Biased reporting
- Lack of privacy
- Gives ideas for future crime
- Makes people more vulnerable
- Or any other relevant points.

In conclusion, the students should have referred to the main discussion points and evaluated the overall impact of the growing power of the media in the Panjab. The students were expected to offer their personal reaction based on the discussion in their essays.

This question was attempted by a significant number of students. Students generally engaged well with this question. Some more able students wrote very good essays. They elaborated on the points expected and provided logical arguments with suitable examples. These students wrote about both the good and bad effects of the media, with clear examples. However, some less able students only mentioned a limited number of either good or bad effects. Most of the answers were of average and above average standard and scored good marks.

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

**Question 6 (a)**

This question tested the students' knowledge and awareness of issues regarding the decreasing use of Panjabi amongst Panjabi people in Britain, the reasons behind this decline and its potential effects on future generations.

In the introduction, students were expected to reflect and comment on the statement in the question. Then in the first part, the students were expected to discuss the reasons behind the decline of Panjabi usage amongst Panjabi people in Britain.

**Possible reasons behind the decline in Panjabi usage:**

- Panjabi is not taught in many state schools
- Lower status of Panjabi compared with English
- Importance of English in everyday life and employment
- Some parents don't speak much Panjabi at home with their children
- Influence of television and media



- Or any other relevant points.

**In the second part, students were expected to suggest possible effects of low Panjabi usage on Panjabi people living in Britain, such as:**

- Not being able to communicate with their elders and relatives in the Panjab
- Not being able to understand and read the religious scriptures, consequently losing touch with their religion
- Not being able to understand Panjabi songs and Panjabi television programmes, consequently losing touch with their culture and heritage
- Eventually forgetting their roots and background
- Or any other relevant points.

In conclusion, the students should have referred to the main discussion points and evaluated the reasons for the decline in Panjabi usage amongst Panjabi people in Britain and the potential impact on future generations. The students were expected to offer their personal reaction based on the discussion in their essays.

This question was a very popular choice. There were many excellent responses which addressed both parts of the question. Some candidates answered the first part of the question well but the response to the second part was either very brief, or missing altogether. Such essays did not score high marks.

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

This question tests the students' knowledge and awareness of how Panjabi television programmes help Panjabi people to stay connected with their religion and culture.

In the first part, students were expected to discuss and explore the relevant television channels available in Britain. Then the students should have identified a range of religious and cultural programmes on these channels. They should then have explored the role of these programmes in helping Panjabi people to remain connected with their religion and culture. Examples of individual programmes should have been used to support the points made.

The students should have referred to the main discussion points and evaluated to end with an overall conclusion. The students were expected to offer their personal reaction based on the discussion in their essays.

This was a very popular question. Most of the responses were authentic and relevant. Students engaged well with the question, showing appreciation of the range of TV channels and cultural programmes on offer in Britain, and their contribution in maintaining the religion and culture.

Good essays went into considerable detail, covering a wide range of programmes and how they are a source of religious and cultural knowledge, and inspiration for Panjabi people. Students' thinking, reflection and evaluation were impressive in many cases. Less able students focused their responses on describing the content of programmes. However, language and grammar skills were observed to be weaker among the students generally, particularly those who studied in England, hence these students were awarded lower marks in general in this area.

## **Mark Ranges and Award of Grades**

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

## **Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)