



A-LEVEL PANJABI

Unit 2 Reading and Writing
Report on the Examination

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General comments

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

It was noticeable that the main difficulties some students seem to have are the ability to read complex text, understand sophisticated vocabulary and address the questions, especially when answering questions that require longer answers. 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 reports on the exam 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 Comprehension

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

Question 1 (a)

For Question 1(a), students were required to read a passage in Panjabi on the effect of following suggestions for good sleep 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 worthy of little extra credit and they were not awarded marks.

Part (i) was generally found to be quite accessible. Most able students were able to provide both details required for two marks. They were required to write that 'ਨੀਂਦ ਦਾ ਸਮਾਂ ਨਿਸ਼ਚਿਤ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ, ਅਤੇ ਘੱਟ ਤੋਂ ਘੱਟ 7 ਘੰਟੇ ਸੌਣਾ ਚਾਹੀਦਾ ਹੈ' or words to this effect. Many less able students missed one detail and therefore could not be awarded the full two marks available.

Students found part (ii) quite within their reach. They were expected to write two of the following three details: 'ਚੰਗੀ ਨੀਂਦ ਵਾਸਤੇ ਦਿਮਾਗ ਨੂੰ ਠੰਡਾ ਰੱਖੋ, ਮਨ ਨੂੰ ਸ਼ਾਂਤ ਰੱਖੋ, ਦਿਮਾਗ ਨੂੰ ਤਣਾਅ ਤੋਂ ਮੁਕਤ ਰੱਖੋ'। Most students were able to score full marks.

Part (iii) was answered reasonably well by most students, and the majority were able to score at least one mark out of the two available. There were only three details available. Students were expected to write two details from the following three: 'ਬੁਰੀਆਂ/ਫਿਕਰ ਵਾਲੀਆਂ/ਉਦਾਸ ਕਰ ਦੇਣ ਵਾਲੀਆਂ ਗੱਲਾਂ ਬਾਰੇ ਨਾ ਸੋਚੋ, ਜ਼ਰੂਰੀ ਕੰਮਾਂ ਦੀ ਸੂਚੀ ਬਣਾ ਲਉ, (ਗਤ) ਦਸ ਵਜੇ ਤੋਂ ਬਾਅਦ ਟੀ ਵੀ, ਕੰਪਿਊਟਰ ਤੇ ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਨਾ ਕਰੋ'। More able students were able to score full marks. Some less able students relied on copying chunks of text and lost marks.

Part (iv) was answered correctly by the majority of students, and most were therefore awarded full marks. There were two details available and students were required to give both. These were: ਖਾਣਾ ਸੌਣ ਤੋਂ ਘੱਟ ਤੋਂ ਘੱਟ ਤਿੰਨ ਘੰਟੇ ਪਹਿਲਾਂ ਖਾਓ, and a reason: 'ਤੁਹਾਡੀ ਖੂਨ ਵਿਚਲੀ ਸ਼ੂਗਰ ਸਾਰੀ ਰਾਤ ਵਧੀ ਰਹੇਗੀ ਤੇ ਸੌਣ ਵਿੱਚ ਮੁਸ਼ਕਲ ਪੈਦਾ ਕਰੇਗੀ।'

Some students found part (v) somewhat challenging. Over half of students were awarded one mark out of the two available. Students were required to write: 'ਕਹਾਣੀ ਆਨੰਦਮਈ ਤੇ ਹੌਲੀ ਰਫਤਾਰ ਨਾਲ ਚੱਲਣ ਵਾਲੀ ਹੋਵੇ, ਜ਼ਿਆਦਾ ਉਤੇਜਿਤ ਕਰਨ ਵਾਲੀ ਨਾ ਹੋਵੇ।' Some students gave only part of the required information.

Question 1(b)

This question was accessible and attempted well by the majority of students. The text was based on the topic of 'Correct control over children: a big challenge for parents'. Students were required to write 'true', 'false' or 'don't know' for each of the statements. Parts (iii) and (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 second part. This question proved to be a reasonable challenge, although the majority of students did perform well. Parts (i) and (iii) were the two questions which nearly all students answered correctly, and part (v) was the most challenging.

Section 2 Translation

This question was a translation of an English text into Panjabi on the topic of 'A South American woman who grew up with monkeys in the Columbian Jungle'. 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 found the word 'dense' difficult to translate into Panjabi. Other words that students found difficult to translate were:

South – ਦੱਖਣ

Character – ਪਾਤਰ

Group – ਝੁੰਡ

Survived – ਬਚਦੀ

Grand children – ਪੋਤੇ/ਦੋਤੇ, ਪੋਤੀਆਂ/ਦੋਤੀਆਂ

Feels – ਮਹਿਸੂਸ ਕਰਦੀ

On the whole, students performed quite well on this question. 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.

Section 3 Literary and non-literary essays

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 only one.

Literary Topics

Topic 1 (The British-Panjabi Short Story)

Question 3(a)

ਜਿਹੜੀ ਕਹਾਣੀਆਂ ਦੀ ਕਿਤਾਬ ਤੁਸੀਂ ਪੜ੍ਹੀ ਹੈ ਉਸ ਵਿਚਲੀਆਂ ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਨੂੰ ਮੁੱਖ ਰੱਖਦੇ ਹੋਏ ਦੋ ਔਰਤ ਪਾਤਰਾਂ ਦੀ ਕਹਾਣੀ ਵਿੱਚ ਭੂਮਿਕਾ ਦੀ ਤੁਲਨਾ ਕਰਦੇ ਹੋਏ ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ।

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

Students were expected to identify two female characters in two stories from the text and described their roles briefly in the respective stories. Then they were expected to develop the essay by comparing their roles. Students were also expected to discuss and analyse the impact of their role on plot development. The student should have evaluated this impact by linking the roles of the two female characters to the main events in the stories by giving examples. Students were then expected to conclude the discussion by giving their own reaction.

This question was less popular with students. The majority of students who chose this question based their answer on '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 role of two female characters. However, less able students resorted to describing the stories without a real focus on the question. In these cases, students were not awarded high marks.

Question 3(b)

ਬਰਤਾਨਵੀ ਪੰਜਾਬੀ ਨਿੱਕੀਆਂ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ੇ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਹੀ ਨਹੀਂ ਦੱਸਦੇ ਸਗੋਂ ਹੱਲ ਕਰਨ ਦੇ ਸੁਝਾਅ ਵੀ ਦਿੰਦੇ ਹਨ। ਜਿਹੜਾ ਵੀ ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ ਤੁਸੀਂ ਪੜ੍ਹਿਆ ਹੈ ਉਸ ਤੇ ਇਹ ਕਥਨ ਕਿੱਥੋਂ ਤੱਕ ਲਾਗੂ ਹੁੰਦਾ ਹੈ? ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਦੇ ਆਧਾਰ ਤੇ ਇਸ ਵਿਸ਼ੇ ਤੇ ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ।

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

Students were expected to comment briefly on the opening statement. They were then expected to develop the essay by outlining the problems of the Panjabi community in Britain in the two stories selected. Then students should have analysed the stories to find out if and how the author provided solutions to the problems portrayed. They should have evaluated the extent to which the statement in the question applies in the two stories selected. Students should have linked their explanations to the stories by giving examples. Finally, they were expected to evaluate the discussion and to give their own reactions.

Nearly all students who attempted this question stated the text studied and identified the two stories clearly. In the best essays, students selected problems portrayed in the two stories selected and discussed how the author provided solutions within the stories. Some very able students read the preface and showed knowledge and understanding of the author's intentions behind writing the stories. More able students discussed and evaluated these in detail. However, less able students focused on describing the stories without much personal reaction. Such essays were not awarded high marks.

Topic 2 (The Panjabi Novel)

Question 4(a)

ਕਿਸੇ ਨਾਵਲ ਨੂੰ ਸਫਲ ਬਣਾਉਣ ਲਈ ਨਾਵਲਕਾਰ ਨੂੰ ਸਾਹਿਤਕ ਕਲਾ ਦੇ ਵੱਖ-ਵੱਖ ਢੰਗ ਵਰਤਣੇ ਪੈਂਦੇ ਹਨ। ਜਿਹੜਾ ਵੀ ਪੰਜਾਬੀ ਨਾਵਲ ਤੁਸੀਂ ਪੜ੍ਹਿਆ ਹੈ ਉਸ ਵਿੱਚ ਨਾਵਲਕਾਰ ਨੇ ਅਜਿਹੇ ਕਿਹੜੇ ਢੰਗ ਵਰਤੇ ਹਨ? ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇੱਕ ਲੇਖ ਲਿਖੋ।

This question tested students' knowledge of the Panjabi novel they had 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 is set.

First students were expected to reflect briefly on the opening statement to show what they understood by it. Then they were expected to discuss and explore the contribution of different aspects of literary qualities such as language, style and dialect, plot and scene setting etc in making a novel successful. The student should have then analysed these in relation to the novel chosen. 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 various literary qualities contribute to making the novel successful. Students were expected to offer their personal reactions based on the discussion in their essays.

This essay was not a particularly popular choice. Those who chose to answer this question answered it on the basis of the novels 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ' ਲੇਖਕ ਰਜਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, 'ਮਤਰਈ 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 successful.

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

Question 4(b)

ਜਿਹੜਾ ਪੰਜਾਬੀ ਨਾਵਲ ਤੁਸੀਂ ਪੜ੍ਹਿਆ ਹੈ ਉਸ ਵਿੱਚੋਂ ਕਿਹੜੇ ਪਾਤਰ ਨੂੰ ਤੁਸੀਂ ਨਾਇਕ/ਨਾਇਕਾ ਚੁਣੋਗੇ ਅਤੇ ਕਿਉਂ? ਇਸ ਨਾਵਲ ਦੇ ਆਧਾਰ ਤੇ ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ।

This question tested students' knowledge of the Panjabi novel they had 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 is set.

First students were expected to identify the main characters, and then to decide on who is a hero/heroine. Then they were expected to explain how and why this character is worthy of this title and is important to the story. The discussion should have been linked to the role of the character in the novel and backed up by examples from the novel.

In conclusion, 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. 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. Most of the responses were based on characters of 'ਮਦਨ' ਅਤੇ 'ਜਮਨਾ' from the novel 'ਮਤਰਈ ਮਾਂ'. A small number of students based their responses on the novel 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ'. Good essays justified their choice of hero and heroine well. A small number of students concentrated on describing the story and did not justify their choice well.

Non-literary Topics**Topic 1 (Socio-Economic Study of the Panjab (India) Since 1947)****Question 5(a)**

ਪੰਜਾਬ ਵਿੱਚ ਆਵਾਜਾਈ ਦੇ ਸਾਧਨਾਂ ਬਾਰੇ ਆਪਣੇ ਤਜਰਬੇ ਦੇ ਆਧਾਰ ਤੇ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the student's knowledge and awareness of the transport system in the Panjab.

In the first part, students were expected to outline the main means of transport used by the public in the Panjab. Then, they should have discussed and explored the effectiveness and difficulties associated with the transport system.

The following points may have been included in the discussion:

- People travel mainly by scooters, motorcycles, cars, buses, trains
- An increasing number of people travel by cars and own them
- Trains are considered to be a reliable means of travel and are preferred for long distance travel
- There are considerable traffic problems leading to congestion and delays
- Some roads are in poor condition, which affects travel and safety
- The number of road accidents is on the increase and many prove to be fatal
- Driving is a challenge as people on the road don't follow traffic rules

- Or any other relevant points.

In conclusion, students should have referred to the main discussion points and evaluated the overall success/effectiveness of the transport system in the Panjab. They were expected to offer their personal reactions based on the discussion in their essays.

This question was attempted by a significant number of students. More able students offered a good number of points and detailed discussion. However, the responses from some less able students were shallow and lacked detail and discussion. In such cases, they were not awarded high marks.

Question 5(b)

‘ਪੰਜਾਬੀ ਫਿਲਮਾਂ ਪੰਜਾਬ ਵਿੱਚ ਰਹਿੰਦੇ ਅਤੇ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਦੀ ਜ਼ਿੰਦਗੀ ਦੀ ਸਹੀ ਤਸਵੀਰ ਪੇਸ਼ ਕਰਦੀਆਂ ਹਨ’। ਇਸ ਕਥਨ ਨਾਲ ਤੁਸੀਂ ਕਿੱਥੋਂ ਤੱਕ ਸਹਿਮਤ ਹੋ? ਆਪਣੇ ਤਜਰਬੇ ਦੇ ਆਧਾਰ ਤੇ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the students’ knowledge and awareness of the subject matter of Panjabi films. In the first part, students were expected to comment on the statement in the question about Panjabi films mirroring Panjabi people’s real lives. Then they were expected to discuss in detail whether or not this is true in relation to Panjabi films with examples.

The following points may have been included in the discussion depending on the films chosen:

- Issues of unemployment
- Family feuds over family land
- Difficulties faced by the Panjabi people moving abroad
- Economic pressures and problems related to farming and farmers
- Or any other relevant points.

In conclusion, students should have referred to the main discussion points and evaluated the overall representation of the issues and difficulties faced by Panjabi people in Panjabi films. Students were expected to offer their personal reactions based on the discussion in their essays.

This question was attempted by a significant number of students. They generally engaged well with the question, and some more able students wrote very good essays. They elaborated on the points expected and provided logical arguments with suitable examples. These students illustrated their arguments with clear examples from the films. However, some less able students’ essays lacked discussion and examples. Most answers were of average and above average standard and scored good marks.

Topic 2 (The Panjabi Community in India and Abroad)

Question 6(a)

ਪੰਜਾਬੀਆਂ ਨੇ ਬਰਤਾਨੀਆ ਦੇ ਆਰਥਿਕ ਅਤੇ ਸਮਾਜਿਕ ਖੇਤਰ ਵਿੱਚ ਕੀ ਯੋਗਦਾਨ ਪਾਇਆ ਹੈ? ਇਸ ਵਿਸ਼ੇ ਤੇ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the students’ knowledge and awareness of the social and economic contribution made by the Panjabi people in Britain.

The following points may be included in the discussion:

- The majority of Panjabi people work and pay taxes
- A significant number hold highly paid jobs and pay higher rate tax
- A significant number contribute to the society
- There is a noteworthy number of Panjabis who own and run businesses and provide employment for others
- There are many Panjabi councillors, some Lord Mayors and even MPs
- Or any other relevant points.

In conclusion, students should have referred to the main discussion points and evaluated the contribution of the Panjabi people in Britain. Students were expected to offer their personal reactions based on the discussion in their essays.

This question was a reasonably popular choice. There were many excellent responses provided, which addressed the question in detail. Some less able students left out the more important points and answered more at personal or family level rather than discussing the broader Panjabi community.

Question 6(b)

ਗੁਰਦੁਆਰਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਕਲਾਸਾਂ ਦੀ ਗਿਣਤੀ ਲਗਾਤਾਰ ਵਧ ਰਹੀ ਹੈ। ਤੁਹਾਡੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਅਜਿਹਾ ਕਿਉਂ ਹੋ ਰਿਹਾ ਹੈ? ਗੁਰਦੁਆਰਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਵਿੱਚ ਕੀ ਮੁਸ਼ਕਲਾਂ ਆ ਰਹੀਆਂ ਹਨ? ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the students' knowledge, awareness and appreciation of the role of gurdwaras in teaching Panjabi. In the first part, students were expected to reflect on the opening statement. Then they should have explored the reasons why there is a significant increase in the teaching of Panjabi in the gurdwaras.

The following points may have been included in the discussion:

Reasons for increase of Panjabi classes at gurdwaras:

- Panjabi is central to the Panjabi culture and religion as it provides access to religious scriptures and history
- Panjabi is highly valued as a mother tongue and it is an effective way of connecting with your roots and background
- Gurdwaras see it as their duty to promote Panjabi
- Or any other relevant points.

Difficulties in teaching Panjabi at gurdwaras

- Shortage of suitably experienced Panjabi teachers
- Dependence on voluntary work
- Unsuitable learning environment in some cases
- Lack of resources
- Or any other relevant points.

Students should have referred to the main discussion points and evaluated to end with an overall conclusion. They were expected to offer their personal reactions 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 role of gurdwaras in teaching Panjabi.

Good essays went into considerable detail covering a range of reasons for the increase in Panjabi classes in gurdwaras. Equally, such essays showed deep understanding of the problems encountered. Less able students did not address both parts of the essay equally well, and their language and grammar skills were observed to be weaker among these students generally. They were therefore awarded lower marks in general in this area.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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](#)