



A-LEVEL PANJABI

Unit 2 Reading and Writing
Report on the Examination

2680
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General Comments

On the whole, the paper was well received by the majority of students. The performance was slightly down compared with last year's cohort. This was mainly due to the challenging nature of a small number of questions in Section 1.

It was noticeable that the main difficulties students seem to have are the ability to read complex texts, understand sophisticated vocabulary and address the questions, especially when answering questions that require longer answers. In particular, some 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 past 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

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 changing picture of villages in the Panjab' 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 credit and were not awarded marks.

Question 1(a)(i)

This question was generally found to be quite challenging. Most able students were able to express the title in simpler Panjabi, as required for one mark. They were required to write that "ਪਿੰਡਾਂ ਦੀ ਦਿੱਖ/ਸ਼ਕਲ ਬਦਲ ਗਈ ਹੈ" or words to this effect. Many less able students missed the exact meaning and therefore could not be awarded the mark.

Question 1(a)(ii)

Students found this question quite within their reach. Students were expected to write two of the following three details: "ਪੱਕੀਆਂ/ਚੌੜੀਆਂ ਸੜਕਾਂ ਬਣ ਗਈਆਂ ਹਨ, ਨਾਲੀਆਂ ਤੇ ਸੀਵਰੇਜ ਬਣ ਗਏ ਹਨ, ਵੱਡੀਆਂ/ਵਧੀਆਂ ਕੋਠੀਆਂ ਬਣ ਗਈਆਂ ਹਨ।" Most students were able to score full marks.

Question 1(a)(iii)

This question was answered reasonably well by most students, and the majority were able to score full marks. There were only two details available. Students were expected to write both details: "ਇਨ੍ਹਾਂ ਵਿੱਚ ਲੋਕ ਨਹੀਂ ਰਹਿੰਦੇ/ਖਾਲੀ ਪਈਆਂ ਹਨ, ਕਿਉਂਕਿ ਮਾਲਕ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ।" Some less able students relied on copying chunks of text and lost marks. Others missed out the second detail and therefore were only able to score one mark out of two.

Question 1(a)(iv)

This question was found to be somewhat challenging by many students. Most students were able to score one of the two marks but struggles to provide the second detail. Students were expected to give the following two details: “ਸਾਲਾਂ ਬਾਅਦ ਆਉਂਦੇ ਹਨ, ਰੁੱਤ/ਮੌਸਮ ਬਦਲਦੇ ਹੀ ਮੁੜ ਜਾਂਦੇ ਹਨ।” Less able students didn't quite grasp the first detail in its entirety.

Question 1(a)(v)

This question was found to be reasonably accessible by the majority of students. The information required was “ਆਪਣੇ ਅਮੀਰ ਹੋਣ ਦਾ ਦਿਖਾਵਾ ਕਰਦੇ ਹਨ।” Some students gave only part of the required information and therefore were not able to get the mark.

Question 1(a)(vi)

This question was attempted well, and most students were able to score full two marks by providing the required details: “ਸਧਾਰਣ ਸਹੂਲਤਾਂ ਤੋਂ ਵਾਂਝੇ ਹਨ/ਕੱਚੀਆਂ ਗਲੀਆਂ/ਨਾਲੀਆਂ ਤੋਂ ਬਿਨਾਂ, ਲੋਕ ਗਰੀਬ ਹਨ/ਸਰਕਾਰ ਮਦਦ ਨਹੀਂ ਦੇ ਰਹੀ।”

Question 1(b)

This question was accessible and attempted well by the majority of students. The text was based on the topic of ‘Let's change our thinking and attitude in everyday life’. Students were required to write True, False or Don't know for each of the statements. Parts 1 and 4 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. Questions 1(c)(i) and 1(c)(iv) were the two questions which nearly all students answered correctly, and Question 1(c)(ii) was the most challenging.

Section 2

This question was a translation of an English text into Panjabi on the topic of ‘First look at the twin baby pandas’. Students engaged well with the text, and the majority were awarded half marks or better 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 phrase ‘breeding’ difficult to translate into Panjabi. Other words that students found difficult to translate were:

South-west ਦੱਖਣ-ਪੱਛਮੀ

Proud- ਗੌਰਵਮਈ

Important- ਅਹਿਮ

Breeding- ਪ੍ਰਜਨਨ

Survey – ਸਰਵੇਖਣ

Experts- ਮਾਹਿਰ

On the whole, students performed quite well on this question. However, there were a number of 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

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 should answer only one.

It appeared that some students had not been taught to write good essays. Teachers are reminded to teach and develop essay writing skills in their students, and to remind them to focus their answers on the question set rather than regurgitating information from essays practised in class.

Literary Topics

Topic 1 (The British – Panjabi Short Story)

Question 3(a)

ਜਿਹੜੀ ਕਹਾਣੀਆਂ ਦੀ ਕਿਤਾਬ ਤੁਸੀਂ ਪੜ੍ਹੀ ਹੈ ਉਸ ਵਿਚਲੇ ਕਿਹੜੇ ਅਜਿਹੇ ਦ੍ਰਿਸ਼ ਹਨ ਜੋ ਕਿ ਇਨ੍ਹਾਂ ਕਹਾਣੀਆਂ ਦਾ ਧੁਰਾ ਹਨ ਅਤੇ ਕਿਵੇਂ? ਕਿਸੇ ਦੋ ਕਹਾਣੀਆਂ ਨੂੰ ਮੁੱਖ ਰੱਖਦੇ 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 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.

Students were expected to identify a couple of scenes from each story which are central to the plot. After giving a brief description of these scenes, students should have developed the essay by discussing and explaining how and why these scenes are so important to the story. Students should have evaluated the impact of these scenes on the plot.

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 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 main scenes. 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 ਕੁੱਝ ਕੁ ਪੰਨਿਆਂ ਤੇ ਪਾਤਰਾਂ ਦੀ ਪੂਰੀ ਜ਼ਿੰਦਗੀ ਦੇ ਤਜਰਬੇ ਪੇਸ਼ ਕਰ ਦਿੰਦੀਆਂ 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।

This question tested the students' knowledge and understanding 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 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.

Students were expected to comment briefly on the opening statement. Students were then expected to develop the essay by outlining the life experiences of the main characters in the story and explaining how this is a key quality of a short story. Students were expected to develop the essay by discussing how this makes the story fast-moving and interesting for the reader. Then, students 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.

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 outlined and discussed how the stories covered the lifetime experiences of the main characters. 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)

ਜਿਹੜਾ ਵੀ ਪੰਜਾਬੀ ਨਾਵਲ ਤੁਸੀਂ ਪੜ੍ਹਿਆ ਹੈ ਉਸ ਵਿੱਚ ਨਾਵਲਕਾਰ ਦੀ ਲਿਖਤ-ਕਲਾ ਦੇ ਕਿਹੜੇ ਢੰਗਾਂ ਨੇ ਤੁਹਾਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ ਹੈ ? ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ ।

This question tested the students' knowledge, understanding and appreciation of the Panjabi novel studied. In the introduction, students were expected to identify the novel and the author. Students should have shown awareness of the time period in which the novel is set.

Students were expected to write about the novelist's literary skills which have impressed them and made the novel interesting, for example: language used, style, plot development, characterisation and scene setting. To justify the points made, suitable examples should have been given from the novel.

This essay was reasonably popular with students. Those who chose to answer this question answered it on the basis of the novels "ਇੱਕ ਚਾਦਰ ਅਧੋਰਾਣੀ" 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 ਦ੍ਰਿਸ਼ ਬਣਾਉਣੀ ਜਿਹੇ ਲਗਦੇ ਹਨ ਅਤੇ ਕਿਉਂ? ਇਨ੍ਹਾਂ ਦ੍ਰਿਸ਼ਾਂ ਦਾ ਨਾਵਲ ਦੀ ਸਫਲਤਾ ਤੇ ਕੀ ਪ੍ਰਭਾਵ ਪੈਂਦਾ ਹੈ? ਇਸ ਨਾਵਲ ਦੇ ਆਧਾਰ ਤੇ ਉਦਾਹਰਣਾਂ ਸਹਿਤ ਇੱਕ ਲੇਖ ਲਿਖੋ।

This question tested the 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.

Firstly, students were expected to identify the scenes that do not sit comfortably with the plot of the novel. Then students were expected to explain how and why these scenes stood out as artificial or unrealistic in the story. Students should have explored the impact of these scenes on the reader and reflected on how they affect the success of the novel.

In conclusion, students should have referred to the main discussion points and evaluated the extent to which these scenes affect the novel adversely. Students were expected to offer their personal reaction based on the discussion in their essays.

This was not a very popular question. However, there were some excellent answers. Most of the responses were based on the novel 'ਮਤਰਦੀਮਾਂ'. A small number of students based their responses on the novel 'ਇੱਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ'. Good essays justified the choice of the scenes well and explained the effect on novel. 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 ਕਿਸਾਨਾਂ ਦੀ ਆਰਥਿਕ ਹਾਲਤ ਉਨ੍ਹਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਤੇ ਕੀ ਪ੍ਰਭਾਵ ਪਾ ਰਹੀ ਹੈ? ਮੀਡੀਆ ਵਿੱਚ ਪੜ੍ਹੇ-ਸੁਣੇ ਆਪਣੇ ਤਜਰਬੇ ਦੇ ਆਧਾਰ ਤੇ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the students' knowledge and awareness of the economic situation in which lots of farmers find themselves in the Panjab, and the impact this is having on their lives.

The following points could be included in the discussion:

- farmers are struggling to make a living
- farming is becoming a costly business
- they have taken out loans to subsidise the cost
- the difficulty of repaying loans as they are not able to sell crops at competitive prices
- or any other relevant points.

In conclusion, students should have referred to the main discussion points and evaluated the overall situation surrounding farmers in the Panjab.

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. 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. In such cases, they were not awarded high marks.

Question 5(b)

ਪੰਜਾਬੀ ਗਾਣੇ ਕਿੱਥੋਂ ਤੱਕ ਪੰਜਾਬ ਦੇ ਆਰਥਿਕ ਅਤੇ ਸਮਾਜਿਕ ਹਾਲਤ ਦੀ ਸਹੀ ਤਸਵੀਰ ਪੇਸ਼ ਕਰਦੇ ਹਨ ?
ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ ।

This question tested the students' knowledge and awareness of the social and economic circumstances in the Panjab, and the picture portrayed in Panjabi songs.

In the first part, students were expected to comment on the statement in the question about Panjabi songs and the social and economic issues in the Panjab.

Social and economic issues:

- issues related to unemployment
- the cost of marriage and dowry
- pollution
- corruption
- drugs
- or any other relevant points.

Then students should have explored the extent to which these issues are portrayed in Panjabi songs, with examples.

This question was attempted by a significant number of students. Students generally engaged well with the question. 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 songs.

While some less able students lacked discussion and examples in their responses, most answers were of average or above average standard and scored good marks.

Topic 2 (The Panjabi Community in India and Abroad)

Question 6(a)

ਬਰਤਾਨੀਆ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਦੀ ਨਵੀਂ ਪੀੜ੍ਹੀ ਦੀ ਸੋਚ ਅਤੇ ਰਹਿਣ-ਸਹਿਣ ਪੁਰਾਣੀ ਪੀੜ੍ਹੀ ਦੇ ਮੁਕਾਬਲੇ ਕਿਵੇਂ ਬਦਲ ਰਹੇ ਹਨ ? ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ ।

This question tested the students' knowledge and awareness of the changing lifestyle and thinking of younger generations of Panjabi people.

The following points could be included in the discussion:

- the younger generation save less and spend more
- more focus on personal/family pleasure, eg going on holiday, eating out
- more liberal about mixed marriages
- spending more on houses, cars etc
- less religious
- do not have as strong ties with relatives in India
- or any other relevant points.

Counter-arguments supporting the attitude and lifestyle of the first generation of Panjabis in Britain were also acceptable.

In conclusion, students should have referred to the main discussion points and evaluated the changes in attitude and lifestyle of younger generations of Panjabis compared with the older generations in Britain.

Students were expected to offer their personal reaction based on the discussion in their essays.

This question was a reasonably popular choice. There were many excellent responses which addressed the question in detail. Some less able students left out the more important points and answered at a personal or family level rather than on the broader Panjabi community. A small number of students compared the lifestyle of young people in the Panjab and Britain, which was not appropriate, and such responses were not able to score many marks.

Question 6(b)

ਭਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਨੌਜਵਾਨ ਪੰਜਾਬੀਆਂ ਦੀ ਸਫਲਤਾ ਪਿੱਛੇ ਉਨ੍ਹਾਂ ਦੇ ਮਾਤਾ-ਪਿਤਾ ਅਤੇ ਪਰਿਵਾਰਾਂ ਦਾ ਕਿੱਥੋਂ ਤੱਕ ਹੱਥ ਹੈ? ਉਦਾਹਰਣਾਂ ਦਿੰਦੇ ਹੋਏ ਇੱਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਲੇਖ ਲਿਖੋ।

This question tested the students' knowledge, awareness and appreciation of the role of the family in supporting their children.

In the first part, students were expected to reflect on the opening statement. Then they should have explored the role that parents and families play in the success of the younger members of the family.

The following points could be included in the discussion:

- having high expectations of children/siblings
- encouraging them to have high aspirations for themselves
- giving moral support
- providing financial support
- getting them started on the property ladder
- or any other relevant points.

Students should have referred to the main discussion points and evaluated to end with an overall conclusion.

Students were expected to offer their personal reaction based on the discussion in their essays.

This was a quite popular question. Most of the responses were authentic and relevant. Students engaged well with the question, showing appreciation of the role of parents and families in supporting young people.

Good essays went into considerable detail covering a range of points with examples. Equally, such essays showed deep understanding of the way many Panjabi families operate. Less able students lacked depth and discussion. However, there were some weak language and grammar skills.

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](#)