



**General Certificate of Education**

**Panjabi 1681**

**PANJ1      Responsive Writing**

**Report on the Examination**

*2009 examination - June series*

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## General Comments

On the whole the paper made similar demands in comparison with the previous year's paper. It was well received by all candidates. Overall the general quality of work of the candidates was in line with last year and candidates at the upper end scored slightly better marks as this new style paper seems to be more accessible.

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.

## Section 1

Comprehension Questions.

### Question 1

The majority of candidates answered this question very well. They were required to write “ ਕਿਸੇ ਦੇਸ਼ ਦੇ ਸਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਨ ਅਤੇ ਸਮਝਣ ਲਈ / ਰੀਤੀ ਰਿਵਾਜਾਂ ਨੂੰ ਬੱਚਿਆਂ ਤੱਕ ਪਹੰਚਾਉਣ ਲਈ ਬੋਲੀ ਦਾ ਗਿਆਨ ਹੋਣਾ ਜ਼ਰੂਰੀ ਹੈ। ”.

### Question 2

The majority of candidates answered this question well and scored full marks. Some candidates failed to write both points required for this question. These points were “(1) ਬੋਲੀ ਲੋਕਾਂ ਦੇ ਜੀਵਨ ਵਿੱਚੋਂ ਜਨਮ ਲੈਂਦੀ ਹੈ। (2) ਬੋਲੀ ਦੇ ਸਹਾਰੇ ਹੀ ਲੋਕ ਹੋਰ ਗੱਲਾਂ/ਖੇਤਰਾਂ ਬਾਰੇ ਸਿੱਖ ਸਕਦੇ ਹਨ। ”. Some candidates at the lower end of the mark range mixed up their answers with the third question's later part and gave incorrect answers. They were given one mark for the correct part of their answer.

### Question 3

This question was answered well by the majority of candidates and scored full marks. This question required the following two points: “(1) ਬਾਹਰੀ ਤੇ ਅੰਦਰੂਨੀ ਤਾਕਤਾਂ ਬੋਲੀ ਦੇ ਵਿਕਾਸ ਨੂੰ ਰੋਕਣ ਲਈ ਯਤਨ ਕਰਦੀਆਂ ਹਨ (2) ਕਿਉਂਕਿ ਉਹ ਲੋਕ ਇਹ ਨਹੀਂ ਚਾਹੁੰਦੇ ਕਿ ਲੋਕਾਂ ਦੇ ਦਿਲਾਂ ਵਿੱਚ ਆਪਣੇ ਇਤਿਹਾਸ ਤੇ ਰਹਿਣ ਦੇ ਤੌਰ ਤਰੀਕਿਆਂ ਬਾਰੇ ਪਿਆਰ ਪੈਦਾ ਹੋਵੇ। ” Some candidates did not understand the question and wrote incorrect answers, so they could not score any marks.

### Question 4

This question was quite demanding as it required candidates to mention three points. Candidates at the upper end 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 ‘(i) ਪੰਜਾਬੀ ਦੇ ਵਿਕਾਸ ਦੀ ਸਮੱਸਿਆ ਤੇ ਹਾਲਤ ਬਾਰੇ

ਜਾਣਿਆ/ਸੰਕਟ ਨੂੰ ਪਛਾਣਿਆ। (ii) ਆਪਣੀ ਬਾਣੀ ਪੰਜਾਬੀ ਵਿੱਚ ਲਿਖ ਕੇ ਪੰਜਾਬੀ ਨੂੰ ਸਤਿਕਾਰ ਤੇ ਮਹੱਤਵਪੂਰਨ ਥਾਂ ਦਿੱਤਾ। (iii) ਪੰਜਾਬੀ ਨੂੰ ਦੁਨੀਆ ਦੀਆਂ ਮਸ਼ਹੂਰ ਬੋਲੀਆਂ ਵਿੱਚ ਸ਼ਾਮਲ ਕੀਤਾ। A significant number of candidates missed out the first part required to answer this question.

### Question 5

The majority of candidates managed to score full marks on the first part of this question which required the straight-forward answer ‘ਹੋਰ ਗੁਰੂਆਂ ਤੇ ਭਗਤਾਂ ਨੇ ਪੰਜਾਬੀ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਹਿੱਸਾ ਪਾਇਆ’ However part of this question appeared demanding and some candidates at the lower end could not answer appropriately. The required answer was one of the following two points “(i) ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੇ ਧਾਰਮਿਕ ਅਤੇ ਸਮਾਜਿਕ ਜੀਵਨ ਦਾ ਭਾਗ ਬਣ ਗਈ। (ii) ਪਰ ਸਿੱਖਿਆ ਦੇਣ ਦਾ ਮਾਧਿਅਮ ਤੇ ਨੌਕਰੀ ਦਿਵਾਉਣ ਲਈ ਸਹਾਇਕ ਬੋਲੀ ਨਾ ਬਣ ਸਕੀ।”

### Question 6

This question was the most demanding question as there was a strong distracter in the text. A significant number of candidates did not score full marks. The question required candidates to say that ਪੰਜਾਬ ਦੇ ਲੋਕ ਪੰਜਾਬੀ ਦੇ ਰਾਜਸੀ ਭਾਸ਼ਾ ਬਣਨ ਦਾ ਵਿਰੋਧ ਕਰਨ ਲੱਗ ਪਏ / ਰਾਜਸੀ ਭਾਸ਼ਾ ਬਣਨ ਦੇ ਰਾਹ ਵਿੱਚ ਰੋੜ੍ਹਾ ਅਟਕਾਉਣ ਲੱਗ ਪਏ ਅਤੇ ਪੰਜਾਬੀ ਰਾਜਭਾਸ਼ਾ ਨਾ ਬਣ ਸਕੀ। However, many candidates mentioned its impact on society which was also stated in the text. Candidates at the upper end answered this question well and scored full marks.

### Question 7

The majority of candidates answered this question well but some did not mention ‘English-medium schools’ and instead wrote ‘English language’. As this was not the correct answer, they could not be awarded marks. The correct required answer was ‘ਅੰਗਰੇਜ਼ੀ ਮਾਧਿਅਮ ਵਾਲੇ ਸਕੂਲਾਂ ਦੀ ਵਧ ਰਹੀ ਗਿਣਤੀ ਪੰਜਾਬੀ ਬੋਲੀ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਡੀ ਰੁਕਾਵਟ ਹੈ।’ A number of candidates wrote ‘ਲੋਕ ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਅੰਗਰੇਜ਼ੀ ਪੜ੍ਹਾਉਣਾ ਚਾਹੁੰਦੇ ਹਨ।’

### Question 8

This question was answered well by the majority of candidates and they managed to score full marks. A few candidates mixed up their answers with question 7 and some mentioned only one part of the required answer. The required answer was ‘ਲੋਕ ਅੰਗਰੇਜ਼ੀ ਸਕੂਲਾਂ ਵਿੱਚ ਬੱਚੇ ਪੜ੍ਹਾਉਣਾ ਇੱਜ਼ਤ ਤੇ ਅਮੀਰੀ ਦੀ ਨਿਸ਼ਾਨੀ ਸਮਝਦੇ ਹਨ and ਪੰਜਾਬੀ ਸਿਰਫ ਗਰੀਬ ਲੋਕਾਂ ਦੀ ਬੋਲੀ ਬਣ ਕੇ ਰਹਿ ਜਾਵੇਗੀ ਜਾਂ ਘਰਾਂ ਵਿੱਚ ਹੀ ਬੋਲੀ ਜਾਣ ਵਾਲੀ ਬੋਲੀ ਬਣ ਕੇ ਰਹਿ ਜਾਵੇਗੀ।’

### Question 9

This question was attempted very well and the majority of candidates scored good marks. However, some candidates could not answer part (v) and wrote ਗੋ instead of a ‘?’.

**Question 10**

This question was challenging and the majority of candidates did not score full marks. The most common errors were in part (iii) and (iv) as the words ਪਿੜ ਵਿੱਚ and ਰੁਤਬਾ were not provided as answers. Some candidates wrote ‘ਰੋੜਾ ਅਟਕਾਇਆ ਜਾਵੇ’ and ਪਛੜਿਆ ਰੱਖਿਆ ਜਾਵੇ as an answer to part (i); both of these phrases were in the text and were considered relevant and were awarded a mark.

**Question 11**

This question was attempted very well by almost all candidates and they provided a range of answers which differentiated well. If a candidate provided an antonym and spelled it correctly it was awarded one mark; if he/she has used that antonym in a sensible sentence then he/she was awarded two marks for each part of the question. This created differentiation in treating candidates according to their answers. There were candidates at the upper end who scored full marks while some candidates at the lower end did not score well.

Awarding marks for knowledge of grammar in Section 1 was crucial in some cases as candidates answered the questions by copying parts of the extract directly. However, marks were awarded according to the quality of work produced by candidates answering all questions in Section 1. Particular attention was paid to question 11 as it required candidates to write their own sentences and other questions also gave candidates a real opportunity to write their answers in own words.

**Section 2**

The passage for translation into English was set on the topic of the Olympic Games with particular reference to the preparations in London. Almost all candidates understood the language, context and the content of the extract and the majority of them did well in translating it into English.

A number of candidates translated the first sentence very well. The majority of candidates missed out ‘with great enthusiasm’ or an equivalent rendering of the phrase which meant that they did not translate the phrase ਜ਼ੋਰ-ਸ਼ੋਰ ਨਾਲ। Some candidates did not understand the sentence and they translated it as ‘people are preparing themselves for taking part in different sports’. In third sentence the word ‘ਅਸੀਂ’ was mixed up with ‘ਅਸੀਂ’ and was translated incorrectly.

The second sentence in the second paragraph was translated incorrectly by a significant number of candidates at the lower end. They translated ਰੋੜੀ as a car rather than a train. On the whole this section was attempted well by almost all candidates.

**Section 3**

This task appeared to make similar demands in comparison with last year’s legacy specification paper and was attempted well by almost all candidates. Candidates were asked to write an article on the re-use and recycling of materials. Candidates were given five sub-headings to encourage them to write an article by elaborating on them.

The task appeared to appeal to candidates who had some first hand knowledge of the topic. The majority of candidates provided thorough answers and elaborated very well on the points given. Their answers were interesting and supported with real examples and logical opinions.

These candidates managed to score good marks, more able candidates and candidates with average ability were able to produce good language and they scored reasonably good marks for their knowledge of grammar.

A few candidates had difficulty in addressing the points given and writing an article and a few wrote a letter which was not required by this question. However, the content of their letters were appropriate in the context of the challenge set in this question. These candidates were penalised for writing a letter but awarded marks as they provided an acceptable response to the points given. They justified their answers with their opinion on the points raised in the question. Most candidates were able to deal with the task very well.

Some candidates at the lower end had such a limited knowledge of Panjabi that they could not spell simple words. They copied some sentences from the stimulus given in the paper to start the task in Section 3 but their sentences were not structured appropriately. The common mistakes they made were agreement of verb with singular, plural, masculine or feminine subjects and the sentence ending.

### **Concluding remarks**

On the whole the paper appeared to be fair and well balanced and made similar demands in comparison with the legacy specification paper. 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 question and the marks allocated to the question. It is advised that teachers should discuss how the language works in terms of grammatical structures as this specification is proving a bridge between GCSE and A level. Candidates should be advised to read the whole text when answering questions in Section 1 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 the response to the situation portrayed in the stimulus. They should be advised to read the rubric carefully to establish what they are asked to write: whether it is a letter or an article. In order to score good marks they should be advised to read the stimulus 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 by giving some good and logical examples.

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

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