



**General Certificate of Education (A-level)
June 2012**

Panjabi

PANJ1

(Specification 2680)

Unit 1: Reading and Writing

Report on the Examination

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General Comments

On the whole, the paper was slightly more challenging in comparison with the previous year's paper. It was well received by all students. Overall, the quality of work produced by the students was in line with last year's cohort. However, for some less able students, the quality of language was poor and students copied parts of the text by matching a phrase or a part of the sentence with the vocabulary used in the questions. Some students answered parts of questions correctly but could not give a complete answer as they had difficulty in fully understanding the questions. All questions were clear and unambiguous.

On the whole, the majority of students found the paper well within their reach and attempted every question. The answers provided by the majority of students were well structured and interesting.

Section 1

Comprehension questions:

Question 1

This question was attempted by almost all students. They were required to write two points “ਨੌਜਵਾਨ ਚਾਹੁੰਦੇ ਹਨ ਕਿ ਨੌਕਰੀ ਤੋਂ ਚੰਗੀ ਤਨਖਾਹ ਮਿਲੇ, ਕੰਮ ਕਰਕੇ ਮਨ ਖੁਸ਼ ਹੋਵੇ / ਸੰਤੁਸ਼ਟੀ ਮਿਲੇ . The majority of students managed to answer this question very well.

Question 2

The majority of students answered this question very well but some students failed to write both points required for this question. These points were “ਉਨ੍ਹਾਂ ਨੂੰ ਸਹੀ ਸਲਾਹ ਨਹੀਂ ਮਿਲਦੀ/ ਸਲਾਹ ਅਤੇ ਸੇਧ ਦੀ ਘਾਟ ਹੈ ਅਤੇ ਕੋਰਸ ਬਹੁਤ ਹਨ /ਬਹੁਤ ਸਾਰੇ ਰਾਹ ਹਨ”. Some less able students mixed up their answers with the third question and wrote wrong answers.

Question 3

This question was answered well by the majority of students. The question required any two of these points “ਜ਼ਿਆਦਾਤਰ ਮਾਪੇ ਆਪਣੇ ਬੱਚਿਆਂ ਦੀ ਯੋਗਤਾ ਤੋਂ ਵੱਧ ਉਮੀਦ ਕਰਦੇ ਹਨ, ਲੋਕਾਂ ਦੀ ਰੀਸ ਕਰਕੇ ਬੱਚੇ ਨੂੰ ਗਲਤ ਕੋਰਸ ਕਰਵਾ ਦਿੰਦੇ ਹਨ ਤੇ ਬੱਚੇ ਨਾਲ ਨਿਆਂ ਨਹੀਂ ਕਰਦੇ, ਬੱਚੇ ਕੰਮ ਤੇ ਪੂਰੀ ਸਫਲਤਾ ਪ੍ਰਾਪਤ ਨਹੀਂ ਕਰਦੇ।” Some less able students did not understand the question and wrote wrong answers.

Question 4

This question appeared to be quite challenging as it required students to mention two suggestions given in the text. More able students scored full marks by giving three points, while students at the lower end of the ability range could not write complete answers and lost marks. The suggestions they were supposed to write were ‘(i) ਨੌਜਵਾਨ ਜਾਣਨ ਕਿ ਉਹ ਕਿਹੜਾ ਕੰਮ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹਨ , ਕੀ ਇਹ ਉਨ੍ਹਾਂ ਦਾ ਮਨਪਸੰਦ ਕੰਮ ਹੈ, ਕੀ ਇਹ ਕੰਮ ਕਰਨ ਦੀ ਉਨ੍ਹਾਂ ਕੋਲ ਯੋਗਤਾ ਹੈ । (ii) ਕੀ ਉਹ ਇਹ ਕੰਮ ਕਰਕੇ ਖੁਸ਼ ਰਹਿਣਗੇ ਅਤੇ ਇਸ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨਿਭਾ ਸਕਣਗੇ । (iii) ਚੁਣੇ ਹੋਏ ਕੰਮ ਕਰਨ ਵਾਲੀ ਨੌਕਰੀ ਮਿਲ ਸਕਦੀ ਹੈ ਜਾਂ ਕਾਰੋਬਾਰ ਕਰਨ ਦੇ ਕਿੰਨੇ ਕੁ ਮੌਕੇ ਹਨ ।’ A significant number of students only partly answered this question.

Question 5

The majority of students managed to score full marks. The first part of this question was assessing students' ability to understand the facts stated in the text and answer the question by writing ਠੋ, ਗੋ or ? . The majority of students scored 4/5 marks, while some more able students scored full marks. A few less able students did not score high marks for this question.

Question 6

This question appeared to be challenging and the majority of students did not score full marks. The common errors were made in part (ii) as the words ਰੀਸ ਕਰਕੇ – ਭੇਡ-ਚਾਲ and (iv) ਬੇਇਨਸਾਫੀ and ਅਨਿਆਂ were not provided as answers. Some students wrote 'ਜ਼ਿਆਦਾਤਰ' instead of ਅਨੇਕਾਂ as an answer to part (i). Both of these phrases were in the text and were considered relevant and students were awarded a mark as appropriate.

Question 7

This question appeared to be challenging and approximately fifty percent of the students could not explain what the writer means by 'ਸਵਰਗ ਦਾ ਸੁਪਨਾ'. Therefore, they did not score a mark.

Question 8

This question was answered well by the majority of students and they managed to score a mark. A few students mixed up their answers with question 7 and continued copying the text from the insert. These students were not awarded a mark.

Question 9

This question was asked in a challenging way, minimising opportunities for lifting from the text. A lot of students lost marks as they did not read the question carefully and responded inappropriately. A significant number copied from the text that, 'ਪੰਜਾਬੀਆਂ ਦੇ ਇਸ ਰੁਜ਼ਾਨ ਨੇ ਲੱਖਾਂ ਏਜੰਟ ਪੈਦਾ ਕੀਤੇ ਹਨ,'। As it was not an appropriate answer, they lost a mark. As the second part followed on from the first part and required an explanation 'how', these students did not score the mark for this part of the question either. Some of the more able students did well at this question.

Question 10

This question appeared to be challenging too, as there was a very strong distractor in the passage. The obvious wrong answer was 'ਏਜੰਟ' as there were specific details for this answer in the passage. The majority of students did not score full marks. Those students who could not answer part 1 made a mistake in answering the latter part of the question as well. The required answer was "ਨੌਜਵਾਨਾਂ ਨੂੰ ਬਾਹਰਲੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਭੇਜਣ ਦੇ ਕੰਮ ਵਿੱਚ ਕਈ ਗਾਇਕ, ਰਾਗੀ ਢਾਡੀ ਅਤੇ ਨਾਟਕ ਮੰਡਲੀਆਂ ਵਾਲੇ ਆਗੇ ਹਨ ਅਤੇ ਕਈ ਤਾਂ ਆਪਣਾ ਕੰਮ ਛੱਡ ਕੇ ਇਹੀ ਧੰਦਾ ਕਰਨ ਲੱਗ ਪਏ ਹਨ ।

Question 11

This question was attempted very well by almost all students and they provided precise, correct answers.

Question 12

This question was also attempted very well by the majority of students. They were required to list tasks that agents do to obtain a visa for sending young people to foreign countries. Almost all students who attempted this question scored high marks.

Question 13

This question proved to be very accessible and a significant number of students answered appropriately.

Question 14

There was a range of answers to this question. More able students did very well while less able students did not score high marks. This question gave students an opportunity to demonstrate their knowledge of language and its application when writing independently.

Awarding the marks for knowledge of grammar in Section 1 was crucial as some of the students answered the questions by copying parts of the extract directly. Marks were awarded according to the quality of work produced by the students answering all questions in Section 1, but particular attention was paid to Question 14 as it required students to write their own sentences. Other questions also gave students a real opportunity to write their answers in their own words.

Section 2

The passage for translation into English was set on the topic of computers and their uses. Almost all students understood the language, context and the content of the extract and the majority of them did well in translating it into English. This passage was equally demanding in comparison with the previous year's paper.

A number of more able students translated the first sentence very well but a small number of students got confused and translated it as 'computer education is very important'. A number of students found the words 'personal' and 'accessed' difficult to translate into Panjabi.

The majority of students could not write an appropriate word for a reader, which is 'ਪਾਠਕ'. Instead they used Panjabi words equivalent to 'writer' or 'teacher' and many other alternatives which were not appropriate. In the last sentence, many students found the word 'limited' difficult to translate into Panjabi.

On the whole this section was attempted well by almost all students and they scored reasonably high marks.

Section 3

This task appeared to make similar demands in comparison with last year and was attempted well by almost all students. Students were asked to write an article on the topic of Cyber Bullying. Students were given five sub-headings to stimulate them to write an article and elaborate on the topic.

This task appeared to be interesting and slightly challenging but students have had some immediate knowledge of this topic. The majority of students provided thorough answers and elaborated very well on the points given. Their answers were interesting and supported with real examples and logical opinions. These students managed to score high marks. More able students and students of average ability were able to produce good language and they scored reasonably high marks for their knowledge of grammar.

A few students had difficulties in addressing the points given and writing an article as they did not understand the concept of Cyber Bullying. However, the content of their articles was appropriate in the context of this question and focused on the generic topic of bullying. These students were awarded marks as they provided acceptable responses to some of the points required. They justified their answers with their opinion on the points raised in the question on bullying.

A few less able students did not produce much work and one candidate did not write anything in this section. This candidate's knowledge of the Panjabi language appeared to be a barrier. Some less able students 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 three, but their sentences were not structured appropriately. The common mistakes they made were agreement of verbs 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 slightly challenging demands in comparison with last year's paper. Although most students demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and syntax errors, especially on Question 14 and in complex sentences in their articles. Teachers are advised to train students to read and understand the questions, as some of them did not pay attention to detail eg 'Cyber Bullying' but wrote good essays on bullying in general which meant they failed to gain full marks. Teachers should discuss how the language works in terms of grammatical structures as this specification is providing a bridge between GCSE and A level. Students should be advised to read the whole texts while answering questions in Section 1 as some points which relate to answering a particular question might be in another part of the text.

For Section 3, in particular, students should be guided to write their response to the situations portrayed in the stimulus. They should be advised to read the rubric and the stimulus carefully, understand what they are required to write, how to elaborate on the points given and then accomplish the task. Where students are giving their opinion, they should justify this by giving some good and logical examples based on their immediate experiences.

Mark Ranges and Award of Grades

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

UMS conversion calculator www.aqa.org.uk/umsconversion.