



**General Certificate of Education (A-level)  
June 2011**

**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. Overall, the general quality of students' work was in line with last year's cohort and it seems that students and teachers have a better understanding of the specification requirements and assessment tasks. Some students at the upper end of the ability range scored very high marks while the performance of the students in the middle and the lower end of the ability range was similar to the previous year.

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 and they managed to score similar marks in comparison with the previous year's cohort.

## Section 1

Comprehension questions:

This section was more accessible than the previous year as there were two small passages set for reading and comprehension. These two passages were on two different topics and students found these interesting. Students of all abilities scored reasonably good marks. Questions 1 to 7 were set on the first passage which covered the topic 'ਖੇਤੀ ਵਿੱਚ ਕਿਸਾਨਾਂ ਨੂੰ ਲਾਭ ਕਿਵੇਂ ਹੋਵੇ' and questions 8 to 13 were set on the topic 'ਮੁਸੀਬਤ ਦਾ ਕਾਰਨ ਬਣੀ ਪੌਲੀਥੀਨ'। The majority of students did well and scored quite highly in this section.

### Question 1

This question was attempted by all students and the majority of them provided the correct answer: "ਪੰਜਾਬ ਸਾਰੇ ਰਾਜਾਂ ਨਾਲੋਂ ਜ਼ਿਆਦਾ ਅਨਾਜ ਪੈਦਾ ਕਰਦਾ ਹੈ।" Only a few students at the lower end could not answer this question.

### Question 2

The majority of students answered this question well and provided the required answer which was "ਪੰਜਾਬ ਦੀ ਖੇਤੀ ਕਰਨ ਯੋਗ ਜ਼ਮੀਨ ਸਾਰੇ ਦੇਸ਼ ਦੀ ਜ਼ਮੀਨ ਦਾ ਦੋ ਪ੍ਰਤੀਸ਼ਤ ਹਿੱਸਾ ਹੈ।" There were some students at the lower end of the ability range who could not understand this question and answered it with incorrect responses.

### Question 3

This question was answered well by the majority of students and almost all students who answered this correctly provided both points mentioned in the text: "ਕਿਸਾਨਾਂ ਨੇ ਮੱਛੀ ਪਾਲਣ, ਖੁੰਭਾਂ ਉਗਾਉਣ ਅਤੇ ਡੇਅਰੀ ਦੇ ਕੰਮ ਕੀਤੇ ਅਤੇ ਇਨ੍ਹਾਂ ਨਾਲ ਉਨ੍ਹਾਂ ਦੀ ਆਰਥਿਕ ਹਾਲਤ ਵਿੱਚ ਸੁਧਾਰ ਹੋਇਆ / ਆਮਦਨੀ ਵਧ ਗਈ।"

### Question 4

This question appeared to be demanding as it required students to mention two points. They had to mention the difficulties farmers are facing which were "ਫਸਲਾਂ ਦੀ ਚੰਗੀ ਕੀਮਤ ਨਹੀਂ ਮਿਲ ਰਹੀ ਅਤੇ ਬਿਜਲੀ ਤੇ ਪਾਣੀ ਦੀ ਬਹੁਤ ਘਾਟ ਹੈ" and the majority of students answered this part very well but the second part of the question required the consequences of these problems and a

significant number of students could not answer this part and lost one mark. The required answer was “ਉਨ੍ਹਾਂ ਦਾ ਖਰਚ ਵਧ ਰਿਹਾ ਹੈ ਅਤੇ ਉਨ੍ਹਾਂ ਸਿਰ ਕਰਜ਼ਾ ਵੀ ਜ਼ਿਆਦਾ ਹੋ ਰਿਹਾ ਹੈ।”

### Question 5

This question was accessible and the majority of students managed to score full marks in this question. They were required to write four suggestions for “ਖੇਤੀਬਾੜੀ ਨੂੰ ਲਾਭਦਾਇਕ ਬਣਾਉਣ ਲਈ ਕਿਸਾਨਾਂ ਨੂੰ ਕੀ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ” and there were at least six suggestions in the text.

### Question 6

This question appeared to be challenging and the majority of students could not score full marks. The common errors were made in part 6(ii) ਕਦਮ ਚੁੱਕਣਾ/ ਪੁਲਾਘਾਂ ਪੁੱਟਣਾ 6(iii) ਪਹਿਲਾਂ ਨਾਲੋਂ ਹਾਲਤ ਚੰਗੀ / ਸੁਧਾਰ and 6(iv) ਕੀਮਤ ਮਿਲਣੀ / ਮੁੱਲ ਪੈਣਾ as these words were not provided as answers.

### Question 7

These questions 7 to 13 were set on the second passage on a different topic. It made the paper interesting and it covered a wider range of topics than the previous year’s paper. This question was only partly answered by the students. There was a strong distracter in the passage that “ਪੌਲੀਥੀਨ ਨੂੰ ਜ਼ਮੀਨ ਹੇਠ ਦਬਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ” but the required answer was “ਜਦੋਂ ਪੌਲੀਥੀਨ ਨੂੰ ਜਲਾਇਆ ਜਾਂਦਾ ਹੈ ਤਾਂ – and a significant number of students did not answer the second part requiring that as a consequence “ਜ਼ਹਿਰੀਲੀਆਂ ਗੈਸਾਂ ਪੈਦਾ ਹੁੰਦੀਆਂ ਹਨ ਅਤੇ ਇਨ੍ਹਾਂ ਨਾਲ ਵਾਤਾਵਰਣ ਦੂਸ਼ਿਤ ਹੁੰਦਾ ਹੈ / ਮਨੁੱਖੀ ਜੀਵਨ ਲਈ ਖਤਰਾ ਪੈਦਾ ਹੁੰਦਾ ਹੈ।”

### Question 8

This question was answered well by almost all students. Only a few students at the lower end of the ability range could not answer it correctly.

### Question 9

This question was attempted very well by the majority of students. A significant number of students scored a mark in this question.

### Question 10

This question appeared to be challenging and students at the upper end of the ability range answered it well but students with lower ability could not deduce the information from the text and wrote incorrect responses. The correct response was “ਲੇਖਕ ਫਿਕਰਮੰਦ ਹੈ ਕਿ ਪੌਲੀਥੀਨ ਦਾ ਗੰਦ ਇੰਨਾ ਜ਼ਿਆਦਾ ਵਧ ਰਿਹਾ ਹੈ ਕਿ ਇਸ ਤੇ ਕਾਬੂ ਪਾਉਣਾ ਮੁਸ਼ਕਲ ਹੋ ਜਾਵੇਗਾ।”

### Question 11

This question required two points but a number of students answered it providing only one and the first point ਸਰਕਾਰ ਪੌਲੀਥੀਨ ਦੀ ਵਰਤੋਂ ਤੇ ਰੋਕ ਲਾਵੇ।” The second part of the answer was that “ਵਿਗਿਆਨੀਆਂ ਦੀ ਸੌਖੀ ਤਰ੍ਹਾਂ ਗਲ ਸਕਣ ਵਾਲੀ ਪੌਲੀਥੀਨ ਦੀ ਖੋਜ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰੇ” and this point was given by approximately half of the students who scored full marks.

### Question 12

This question was attempted very well by almost all students and they scored high marks on this question. Students were required to put a ✓ or ✗ or a ? against the statements. Since there were strong distracters built in to the statements, approximately half of the students could score full marks on this question.

### Question 13

Students provided a range of differentiated answers for this question. If a student provided an antonym and spelled it correctly – it was awarded one mark; if he/she had used that antonym in a sensible sentence then he/she was awarded the full two marks for each part of the question. This created differentiation in treating students fairly according to their answers. There were students at the upper end who scored full marks while some students at the lower end could not score high marks. The common mistake was made in writing an antonym of the Panjabi word ‘ਖਾਸ/ਅਮ’ but some students provided the words ‘ਮਾਮੂਲੀ ਜਾਂ ਐਵੀ’ and they were awarded the marks.

Awarding the marks for Knowledge of Grammar in Section 1 was very crucial in some cases as the students answered the questions by copying the parts of the extract by matching some words. However, marks were awarded according to the quality of work produced by the students answering all questions in Section 1. Question 13 was extremely useful in this determination 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. Some students at the upper end of the ability range produced extremely good quality content and the language used by them was of a good standard.

### Section 2

This question was comparable with the previous year’s question and made similar demands on students. This year’s text was based on an interesting and relevant topic. The text set for translation was portraying a picture of students coming from India to study in the United Kingdom. Almost all students could relate to the Panjabi text very well as it was an appropriate topic on a familiar situation in the Punjabi society. The majority of students 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 students translated the first sentence very well. A significant number of students used ‘Punjabi students’ instead of Indian students. A lot of students missed out the word ‘get admission,’ and a significant number of students did not understand the Panjabi equivalent of ability ‘ਯੋਗਤਾ’ and they translated that as intelligence or contribution which were not relevant. There were a number of words students did not include in their translations which were ‘ਹਰ ਸਾਲ, ਪਹਿਲ, ਯੋਗਤਾ’ etc. The first sentence of the second paragraph was misunderstood by a number of students and they translated ‘as many students go to universities there are twice as many Indian students.’ On the whole, the text was well received by students and they scored marks according to their abilities.

### Section 3

This task appeared to be very accessible making a similar demand in comparison with last year’s paper and was attempted well by all students except one who did not attempt any section. Students were asked to write an article for their school magazine on the topic of their favourite job. They were required to elaborate on the points given in the question.

This task appeared to be interesting and students had a very good 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, based on their experience and logical opinions. These students managed to score high marks, more able students and students with average ability were able to produce good language and they scored reasonably high marks for their knowledge of grammar. A majority of students at the upper end of the ability range managed to score very high marks in this section. In some cases the quality of work and language was outstanding.

A few students at the upper end of the ability range produced extremely good language but they produced irrelevant responses as they based their articles on their experience. These students had difficulties in addressing the points given and wrote a letter which was not required by this question. However, the content of some of these articles was appropriate in the context of the challenge set in this question. These students were awarded marks wherever they provided an acceptable response to the points given. They justified their answers with their opinion on the points raised in the question.

Most students were able to deal with the task very well despite making a mistake of writing a letter. Students at the lower end of the ability range didn't elaborate on all points and they were awarded marks accordingly.

A few less able students did not produce much work and one student did not write anything in this section and this student's knowledge of the Panjabi language appeared to be a barrier in this matter. A few students at the lower end had 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 and feminine subjects and the verb ending.

### **Concluding remarks:**

On the whole, the paper appeared to be fair, well balanced, and slightly demanding in comparison with last year's paper. Although most students demonstrated good knowledge of the key vocabulary, there was evidence of poor spelling and syntax error especially in complex sentences. Teachers are advised to train students to read and understand the questions, the demands made by the question and the marks allocated to the question as some students only answered parts of some questions in Section 1. It is advised that teachers should discuss how the language works in terms of grammatical structures as this unit is providing a bridge between GCSE and A level. In order to score high marks they should elaborate on the points given in their own words. Where students are giving their opinion they should justify with logical reasons and examples.

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

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

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