



**General Certificate of Secondary Education
June 2011**

Panjabi

46804

(Specification 4680)

Unit 4: Writing

Report on the Examination

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General Comments

This is the first examination of the new GCSE specification. The format of the paper is completely new and is not tiered. Apart from question 1, which has not changed, the rest of the questions have changed to a new style and students had a choice of attempting question 2a or 2b and 3a or 3b. The majority of students attempted questions very well by answering and elaborating all the bullet points fully and scored very high marks. Some wrote very lengthy articles which did not attract any extra marks. The main problems were with spelling and the construction of sentences. A few students wrote Manbir's brother as feminine in question 2a and also wrote about the school library instead of their local library. The students who obtained the lower marks were those who were unable to express themselves clearly in Panjabi. In some cases, students scored lower marks in Accuracy and Range and Complexity because of their inadequate linguistic skills and poor vocabulary. On the whole, the majority of students found the paper well within their reach and attempted the questions very well. The answers provided by the majority of students were well structured and to the point.

Question 1

In this question students were asked to make a list of four items they might eat in an Indian restaurant. This question was very well answered and the majority of students did not face any difficulty in writing the names of four things. Full credit was given to students even if there were some spelling mistakes in their answers. Some of the popular correct answers were ਸਮੋਸੇ, ਆਲੂ ਰੋੜੀ, ਰਸ ਮਲਾਈ, ਮਟਰ ਪਨੀਰ। Almost all students scored full marks for this question.

Question 2

2a Students were required to write an e-mail about their views and give advice on the life-style of Manbir's brother. They were also required to write about their own life-style eg what they do to maintain a healthy life-style and also if they have any bad habits. In this question students were required to write their views and reasons for their opinions. This question gave four tasks and was assessed for Content, Range of Language and Accuracy. Many students only used one tense to answer this question instead of the required two time frames but had excellent content, fluency and complex sentences. A few students wrote the answers in English and therefore scored a mark of zero for Content, Range of language and Accuracy. Nearly a fifth of students scored 11 marks out of 20 for Content and completed most of the tasks without any difficulty and conveyed their message without ambiguity.

The majority of students who chose to do this question used longer sentences with linking words but their sentence structure wasn't correct and a third of students scored 4 marks for Range of Language.

Most of the students were credited with between 3-4 marks for Accuracy. More than half scored 3 marks out of 10. A small number of students received zero marks.

2b Students were required to write an e-mail about library facilities they would like, their favourite books with reasons, opinions about ICT facilities in the library and also views on staff. In this question students were required to write their views and reasons for their opinions. This question gave four tasks and was assessed for Content, Range of Language and Accuracy. Many students wrote about their school library. Some of the able students used only one tense, and perhaps had not been given clear guidance. Many students used a dictionary well but there were a number of students who could not use the vocabulary found in the dictionary accurately. Most of the students attempted this task extremely well by using all three time frames and elaborating on each point.

Not many students chose this question but those who chose to attempt this question, completed all the tasks without any difficulty and conveyed their message without ambiguity. A fifth of students were credited with marks in the sufficient to very good assessment criteria bands. The majority of students who chose to do this question used longer sentences with linking words. A third of students scored 4 out of 10 marks. The majority of tasks were generally accurate with errors occurring in attempts at more complex structures. Verb and tense formations were usually correct and more than half scored 3 out of 10.

Question 3

- 3a** This question required students to write about their views about sports eg which sport you liked when you were young and the importance of sports in people's lives, the advantages and disadvantages of playing sport at professional level from a young age and more opportunities for young people in the community with reasons. In this question students were required to write their views and reasons for their opinions. Good use of dictionary was obvious in several students' replies. Some found it hard to use Panjabi vocabulary for advantages, disadvantages and professional players. This question gave five tasks and was assessed for Content, Range of Language and Accuracy. Most students chose this question and completed most of the tasks without any difficulty and conveyed their message without ambiguity. A number of students were credited with marks in the sufficient or very good bands of the assessment criteria. Some more complex sentences were attempted and were often successful. A fifth of students were credited with 4 marks and nearly half scored 3 marks for Range of Language.

The majority of tasks were fairly accurate with some errors. A number were credited with 4 marks and half scored 3 marks out of 10. Verb forms and tense formations were sometimes unsuccessful. The intended meaning was clear. A very few students received zero marks.

- 3b** This question required students to write an e-mail to an action group to describe their area, things they didn't like in the area, when they moved, with reasons, give suggestions on how to improve the area, how action groups could help to bring about improvements and the benefits to local people from these improvements. Almost all described their area well. Attempting the second bullet point was found to be a little contradicting as they praised where they lived in the first paragraph, then in the second paragraph they said they did not like their area.

Students who chose this question completed most of the tasks without any difficulty and conveyed their message without ambiguity. For Content a number of students were credited with marks in the sufficient or very good bands of the assessment criteria. A number of students were credited with marks in the limited or poor bands of the assessment criteria.

Students who chose to do this question used a good variety of appropriate vocabulary. Some more complex sentences were attempted and were often successful. Some students used a variety of vocabulary and structures. Nearly a fifth were credited with 4 marks and more than a half scored 3 marks for Range of Language.

Almost three quarters of students were credited with 3 marks and only a few scored 4 marks for Accuracy. The majority of tasks were attempted fairly accurately with some errors. Sentence structure and the time frames were sometimes unsuccessful. The intended meaning was clear. A very few students received zero marks.

Guidance Notes for Examiners

The following guidance, provided to examiners during the marking period, is reproduced below for information.

1. Principles of marking

- 1.1 All marking must be done in accordance with the published criteria for assessment.
- 1.2 The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- 1.3 In Questions 2 and 3 there is no need to count the number of words used to answer each question. The sole criterion is completion of the two tasks.

2 Mechanics of Marking

2.1 Question 1 Content

Marks	Content
0	No understandable words
1	1-2 words conveyed without ambiguity
2	3-4 words conveyed without ambiguity

- 2.2 Question 2 - Suggested content points are not compulsory. No automatic penalty can be applied if candidates choose not to address these particular points in their answer.
- 2.3 Question 3 – Suggested points are not compulsory. No automatic penalty can be applied if students choose not to address those particular points in their answer.
- 2.4 Assessment Criteria for Questions 2 and 3

Content	
Marks	Criteria
13-14	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Mark	Criteria
5	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
4	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are often successful.
3	Some variety of vocabulary and structures used. Including attempts at longer sentences using appropriate linking words which are sometimes successful.
2	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy	
Mark	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- 2.5 The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table on next page)
- 2.6 The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table on next page)
- 2.7 If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy. (See table on next page)
- 2.8 If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy. (See table on next page)

2.9

Content	Marks for each of Range of Language and Accuracy
0	0
1-3	1-2
4-6	1-3
7-9	1-4
10-12	1-5
13-14	1-5

2.10 To score a mark of 5 for Range of Language, the candidate needs to use successfully a minimum of two verb tenses.

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