



**General Certificate of Secondary Education
June 2012**

Panjabi

46804

(Specification 4680)

Unit 4: Writing

Report on the Examination

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General Comments

This is the second examination series of the new GCSE specification. The paper is not tiered. The style and format of the paper is identical to the previous year's paper. Students had the choice of attempting Question 2a or 2b and 3a or 3b. The majority of students attempted questions very well by answering and elaborating on all the bullet points fully and scored high marks. Some wrote very lengthy articles which were not awarded extra marks. The main problems were with spelling and the construction of sentences. The students who obtained lower marks were those who were unable to express themselves clearly in Panjabi. In some cases, students scored lower marks for Accuracy and Range of Language 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 give the names of four fruits they like. This question was very well answered and the majority of students did not face any difficulty in writing the names of four fruits. Full credit was given to students even if there were some spelling mistakes in their answers. Some of the popular correct answers were: ਸੇਬ, ਅੰਗੂਰ, ਅੰਬ, ਖਰਬੂਜਾ, ਸੰਤਰਾ। A small number of students wrote English words in Panjabi such as 'ਐਪਲ' which were not credited. Almost all students scored full marks for this question.

Question 2

2a Students were required to write an e-mail about their views of love and arranged marriages. They were also required to describe a wedding they have recently attended and give their own views about getting married. In this question students were required to write their views and give reasons for their opinions. This question contained four tasks and marks were awarded for Content, Range of Language and Accuracy. The majority of students used two tenses to answer this question and had excellent content, fluency and complex sentences. More than half of the students 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 was not fully correct and they scored 3 or 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 5. A small number of students scored 1 mark out of 5 for accuracy.

2b Students were required to write an e-mail about the benefits of doing further study, their views on the difficulties of doing further study, the advantages of getting a job straight after school and advice for Harjit. In this question, students were required to write their views and give reasons for their opinions. This question gave four tasks and marks were awarded for Content, Range of Language and Accuracy. Students' responses were focused and addressed the tasks well. 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.

Slightly fewer students chose this question compared with 2a, but those who chose to attempt this question completed all the tasks without any difficulty and conveyed their

message without ambiguity. More than half scored 8-12 marks for content. Students' responses were quite authentic. The majority of students who chose to do this question used longer sentences with linking words. The majority of answers 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 5 marks.

Question 3

3a This question required students to write about their views of reality TV shows e.g. whether they watch reality TV shows and why/why not, why reality TV shows are so popular, how reality TV shows affect the viewers, the type of reality TV show they would like to go on and why, and other types of television programmes that are worth watching. In this question, students were required to write their views and give reasons for their opinions. Good use of the dictionary was obvious in several students' replies. The question contained five tasks and marks were awarded for Content, Range of Language and Accuracy. About half of the students chose this question and completed most of the tasks without any difficulty and conveyed their message without ambiguity. The majority of students were credited with marks in the sufficient or good bands of the assessment criteria for language. Students' responses were interesting and based on personal experience. Some more complex sentences were attempted and were often successful. Nearly half of the students scored 3 marks out of 5 for Range of Language.

The majority of answers were fairly accurate with some errors. A small number were credited with 5 marks and more than half scored 3 or 4 marks out of 5. Verb forms and tense formations were sometimes unsuccessful. The intended meaning was clear. Very few students received zero mark.

3b This question required students to write a response to the city council about how their city appeals to tourists now, what has been putting tourists off visiting their city, how they would improve their city, why people in their city deserve to win the lottery money and how they would encourage the public to get involved. The first and second bullet points were not always described distinctly in students' responses. A variety of different ideas were put forward for the third bullet point and some were more authentic than others. A small number did not clearly address the last task. Very few students wrote responses that were not linked to ideas suggested in the bullet points.

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

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 half scored 3 out of 5 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 used were sometimes unsuccessful. The intended meaning was clear. 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 students 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