



AS Level Panjabi

Unit 1 Reading and Writing
Report on the Examination

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General Comments

The paper was accessible to students of all ability ranges. On the whole the paper was slightly demanding in comparison with the papers from previous years. Overall, the general quality of students' work was in line with last year. However, in some cases, at the lower end, the quality of language was poor and a number of 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 the questions correctly but could not write the complete answer as they had difficulties in understanding what precisely the questions were asking. All questions were clear and there was no ambiguity.

On the whole the majority of students found the paper well within their reach and attempted every question except a few students at the lower end of ability range. The answers provided by the majority of students were well structured and interesting to read.

Section 1

Comprehension questions: There were two texts set for this section. This section of the paper appeared to be slightly more demanding than the previous year's paper as students did not score such high marks overall.

Question 1

This question appeared to be very challenging as a majority of students could not provide the correct answer. They were required to write “ਵਰਿੰਦਰ ਦੀਆਂ ਫਿਲਮ ਵਿੱਚ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦਾ ਸਹੀ ਰੂਪ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਸੀ।”

Question 2

The vast majority of students managed to answer both parts of this question very well. A small number of students could not answer the question as they mixed up the answers with the answer to question 3.

Question 3

This question appeared to be very accessible as the students were asked about the problem portrayed in the Bollywood Panjabi film 'Sarpanch' and how it is affecting the Panjabi youth. The vast majority of students managed to answer this question very well and only a few students at the lower end of the ability range could not manage to answer the second part.

Question 4

This question appeared to be easier and the vast majority of students did very well at this question.

Question 5

This question was very accessible and almost all students did very well at this question.

Question 6

A significant number of students found this question difficult to answer and provided the wrong answer. The required answer was ਵਰਿੰਦਰ ਅਜੇ ਤੱਕ ਸਭ ਤੋਂ ਪਸੰਦ ਕੀਤਾ ਜਾਣ ਵਾਲਾ ਅਦਾਕਾਰ ਹੈ।

Question 7

The majority of students answered this question well. Only a few students at the lower end of the ability range could not score marks for this question. The common mistake they made were to write the antonym of the word 7(i) ਬਦਸੂਰਤ, and 7(ii) ਸਕੀ।

Question 8

This question was demanding as the vast majority of students could not precisely tell the meaning of ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਅੱਜ ਤੇ ਭਲਕ। Only some students at the upper end of ability range did well in this question.

Question 9

This question appeared to be accessible as a majority of students scored good marks at this question. They provided both points ਪੰਜਾਬੀ ਬੋਲੀ ਦੀ ਘਟ ਰਹੀ ਵਰਤੋਂ and ਬੋਲਣ, ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਵਿੱਚ ਹੋ ਰਹੀਆਂ ਗਲਤੀਆਂ clearly.

Question 10

This question was answered well by a majority of students as they provided a clear answer explaining that ਕੋਈ ਵੀ ਬੋਲੀ ਹਮੇਸ਼ਾ ਇੱਕੋ ਜਿਹੀ ਨਹੀਂ ਰਹਿੰਦੀ।

Question 11

Almost three quarter of the students answered this question very well and managed to score a mark. Only a few students at the lower end of the ability range were unable to answer this question. The answer required was “ਭੂਗੋਲਿਕ, ਸਮਾਜਿਕ ਅਤੇ ਤਕਨੀਕੀ ਹਾਲਾਤ” but they did not understand that and wrote other parts of text, with a majority of them explaining the impact of media.

Question 12

This question appeared to be challenging as approximately half of the students answered it wrongly. They were expected to provide two facts that (i) ਪੁਰਾਣੇ ਜ਼ਮਾਨੇ ਵਿੱਚ ਸੰਚਾਰ ਸਾਧਨ ਘੱਟ ਹੁੰਦੇ ਸੀ and (ii) ਅੱਜ ਕੱਲ੍ਹ ਸੰਚਾਰ ਸਾਧਨਾਂ ਦਾ ਵਿਕਾਸ ਹੋਣ ਕਰਕੇ ਇਹ ਕੰਮ ਸੌਖਾ ਹੋ ਗਿਆ ਹੈ।

Question 13

The majority of students managed to score good marks on this question. The objective of this question was assessing students' ability to understand the facts stated in the text and answer the

question by writing ਠ, ਚ or ?. The majority of students scored 4/5 marks whilst some at the upper end of the ability range scored full marks. A few students were unable to score good marks at this question.

Question 14

This question required students to write a synonym. A significant number of students answered appropriately and scored high marks, but a significant number of students were unable to score marks. The most challenging words appeared to be 14(i) ਡਾਢਾ and (iv) ਜਮਾਨੇ।

These questions gave students an opportunity to demonstrate their knowledge of language and its application when writing their responses to the questions. However, marks were awarded according to the quality of work produced by the students when answering all the questions within Section 1. Particular attention was paid to those questions which required students to write their own sentences. Although the topics were accessible in this section, many students found it slightly difficult as the questions were worded in a manner which meant that they were unable to lift the parts of the text. The majority of the students scored better marks in this section in comparison with last year's cohort.

Section 2

The passage for translation into English was set on the topic of media with a particular reference to the online Panjabi newspapers. Almost all students understood the language, context and the content of the extract. The majority of them did equally well in comparison with last year's cohort. This passage was also equally demanding in comparison to the paper from previous years. A significant number of students could not translate the phrase ਮੀਲ ਪੱਥਰ ਗੰਡਣਾ and misinterpreted the sentence.

However some of the students missed out a few key words such as 'people from countries all over the world'. A number of students had difficulties in translating the following words:

ਜੁੜ ਗਏ ਹਨ -connected

ਮੀਲ ਪੱਥਰ – setting mile stones

ਭਵਿੱਖ - future

On the whole this section was attempted well by almost all students except a small number of students at the lower end of the ability range. This question made similar demands and students scored similar marks in comparison with previous year's cohort.

Section 3

This task appeared to be equally accessible in comparison with last year and was attempted well by a majority of students. Students were asked to write an article on the topic of discrimination. Students were given five sub-headings to stimulate them to write their account and views by elaborating on the sub-headings.

This task appeared to be very interesting to students and they appeared to have knowledge of the issue. The majority of students provided thorough answers and elaborated very well on the points

given. Their answers were interesting and were supported with real examples and logical opinions. These students managed to score good marks. More able students and students with average ability were able to produce good language and scored reasonably good marks for their knowledge of grammar.

A few students at the lower end of the ability range had difficulties in addressing the topic. A number of them could not elaborate on all bullet points and they lost marks. However, the content of their articles were appropriate in the context of the challenge set in this question. These students were awarded some marks as they provided acceptable responses to some of the points required. They justified their answers with their own opinion on the points given in the question.

A few less able students did not produce much and a very small number of students did not write a response to this section. These students' knowledge of the Panjabi language appeared to be a barrier in this matter. Some students at the lower end of the range of performance had such a limited knowledge of Panjabi that they could not spell simple words. They had 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 a majority of students made in this section 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 slightly more demanding in comparison with last year's paper. Although most students demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and of syntax errors. Teachers are advised to train students to read and understand the questions and respond appropriately. They should also be advised to answer the question rather than extracting matching statements from the text. It is advised that 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 rubric and the stimulus carefully, understand what they are required to write, how to elaborate on the points given and include their own opinion. Where students are giving their opinion they should justify it by giving some good and logical examples based on their experiences.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)