



A-LEVEL PANJABI

Unit 1 Reading and Writing
Report on the Examination

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General comments

This year's paper was accessible to students of all abilities. On the whole, its level of demand was similar to that of papers from previous years, although small number of reading and comprehension questions proved easier than in 2016. Overall, the quality of students' work was in line with last year. However, in some cases at the lower end of the ability range, the quality of language was poor and a number of students copied parts of the text where a phrase matched 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 precisely what the questions asked despite the fact that there was no ambiguity in the questions.

The majority of students the paper accessible and were able to attempt every question. A very small number of less able students were unable to attempt all questions The answers provided by the majority of students were well structured and interesting to read.

Section 1 Comprehension

There were two texts set for this section of the paper. On the whole, this section appeared to be equally demanding to the previous year's paper and students scored very good marks. Both the passages and the questions themselves proved very accessible, and many students scored higher marks in this section compared with the previous year's cohort.

Insert 1 (ੳ)

Question 1

Almost all students provided the appropriate answer to this question. They were required to write "ਸਤਲੁਜ ਦਰਿਆ ਦੇ ਗੰਦੇ ਪਾਣੀ ਨਾਲ ਲੋਕਾਂ ਨੂੰ ਬਹੁਤ ਖਤਰਨਾਕ ਬਿਮਾਰੀਆਂ ਲੱਗ ਰਹੀਆਂ ਹਨ।" Those students who answered correctly were awarded the mark, but some students at the lower end of ability range could not work out the meaning of the title.

Question 2

The vast majority of students managed to answer both parts of this question very well. They were required to provide two facts "ਲੁਧਿਆਣੇ ਸ਼ਹਿਰ ਦਾ ਗੰਦਾ ਪਾਣੀ ਇਸ ਵਿੱਚ ਪੈ ਰਿਹਾ ਹੈ" and "ਫੈਕਟਰੀਆਂ ਦਾ ਤੇਜ਼ਾਬੀ ਪਾਣੀ ਇਸ ਵਿੱਚ ਮਿਲ ਰਿਹਾ ਹੈ" । A small number of students could not answer the question but copied some other phrases from the text.

Question 3

This question appeared to be very accessible. Students were asked what the effect of the polluted water was on people and were expected to write "ਲੋਕ ਖਤਰਨਾਕ ਬਿਮਾਰੀਆਂ ਦੇ ਸ਼ਿਕਾਰ ਹੋ ਰਹੇ ਹਨ". 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 were unable to do so.

Question 4

This question appeared to be very accessible and the vast majority of students answered it well. Some students at the lower end of the ability range copied the sentences from the text and scored marks. They were required to write that "ਜੀਵ-ਜੰਤੂਆਂ ਦੀਆਂ ਕਈ ਕਿਸਮਾਂ ਖਤਮ ਹੋ ਗਈਆਂ ਹਨ।"

Question 5

This question was also very accessible and almost all students answered it well.

Question 6

A number of students found this question difficult and gave the wrong answer. They were required to write “ਕੁਝ ਫੈਕਟਰੀਆਂ ਦੇ ਮਾਲਕ ਰਿਸ਼ਵਤ ਦੇ ਕੇ ਇਹ ਹੁਕਮ ਮੰਨਣ ਤੋਂ ਬਚ ਜਾਂਦੇ ਹਨ।” Only a third of the cohort were able to do this.

Question 7

The majority of students answered this question very well, with only a few students at the lower end of the ability range failing to score the mark.

Question 8

This question appeared to be very challenging as a significant number of students answered only one part of it. They wrote “ਬੁੱਢੇ ਨਾਲੇ ਦੇ ਆਲੇ-ਦੁਆਲੇ ਦੀ ਜ਼ਮੀਨ ਤੇ ਲੋਕਾਂ ਨੇ ਗੈਰ-ਕਾਨੂੰਨੀ ਕਬਜ਼ੇ ਕੀਤੇ ਹੋਏ ਹਨ।” and could not be awarded both marks.

Question 9

This question was answered very well by almost all students. Only a few less able students could not write the correct answer.

Question 10

This question appeared to be equally challenging to the equivalent question in 2016, and a significant number of students failed to score full marks. The common errors were made in parts (iv) and (v) where ਹੇਠਲਾ – ਉਪਰਲਾ and ਨਜ਼ਾਇਜ਼ – ਜ਼ਾਇਜ਼ were not attempted correctly. Students were often unable to make sentences using these words.

Insert 2 (ਅ)**Question 11**

This question was demanding. The majority of students could not precisely express the two feelings conveyed in the text and provided actions instead of feelings. They were expected to write two out of these three sentences “ਮਹਿਮਾਨ ਆਉਣ ਤੇ ਲੋਕਾਂ ਨੂੰ ਬਹੁਤ ਖੁਸ਼ੀ ਹੁੰਦੀ ਸੀ।, ਲੋਕ ਮਹਿਮਾਨਾਂ ਦੀ ਸੇਵਾ ਕਰਨਾ ਚੰਗੇ ਭਾਗਾਂ ਵਾਲੀ ਗੱਲ ਸਮਝਦੇ ਸੀ। and ਇੰਨਾ ਆਨੰਦ ਮਾਣਦੇ ਸੀ ਕਿ ਸਮਾਂ ਬਹੁਤ ਜਲਦੀ ਬੀਤ ਜਾਂਦਾ ਸੀ। Some students at the upper end of the ability range answered this question very well.

Question 12

The majority of students scored good marks on this question. The objective of the question was to assess students' ability to understand the facts stated in the text and answer the question by writing ਠ, ਗ or ?. The majority of students scored 3/5 marks, while some at the upper ability end scored full marks.

Question 13

This question required students to write an antonym and use it in their own sentence. A significant number of students answered appropriately and scored good marks, but some were unable to do so. The most challenging part of this question appeared to be (ii) ਸੁਭਾਰਾ (v) ਮਜ਼ਬੂਤ।

Knowledge of grammar

Marks were awarded according to the quality of work produced by the students taking into account all questions within Section 1. Particular attention was paid to Question 13 as it required students to write their own sentences and gave them an opportunity to demonstrate their knowledge of language and its application when writing independently. However, other questions also gave students the opportunity to write answers using their own words, and this was taken into account when awarding marks.

Section 2 Translation

The passage for translation into English was set on the topic of the Panjabi language's importance, with particular reference to how music played a part in the development of the language. Almost all students understood the language, context and the content of the extract, and the overall demand of the question was similar to that of the equivalent question in 2016. On the whole almost all students made a good attempt at answering this question except a small number of students at the lower end of the ability range. However, about half of students found the following words difficult to translate:

ਸਭਿਆਚਾਰ – culture

ਇਤਿਹਾਸ – history and

ਰੀਤੀ ਰਿਵਾਜ – traditions.

Section 3 Essay

This task appeared to be equally accessible in comparison to last year and was attempted well by almost all students. They were asked to write an article on the concept of wedding parties and celebrations in expensive hotels and halls. Students were given five sub-headings to stimulate them to write their account and views by elaborating on them.

This task appeared to be very interesting as almost all students have had some immediate experiences of attending wedding parties and, therefore, knowledge of the issues, advantages and disadvantages associated with these big celebrations. 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 good marks, more able students and those in the middle of the ability range 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 all points. A number of them could not elaborate on some of the bullet points and therefore lost marks. Even so, the content of their essays were appropriate in the context of challenge set in the question, and they were awarded some marks as they provided acceptable responses to some of the points required. Even at the lower end, most students were able to justify their answers with their opinion on the points given in the question.

A few less able students produced very short answers, with a few not attempting this section at all. These students' knowledge of the Panjabi language appeared to be a barrier in this matter. Some students at the lower end had a limited knowledge of Panjabi and could not spell simple words. They had 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 or feminine subjects and the sentence ending.

Concluding remarks

On the whole the paper appeared to be fair, well balanced and equally accessible in comparison to last year's paper. Although most students demonstrated good knowledge of key vocabulary, there was evidence of poor spelling and syntax error and difficulty using complex sentences in some students' essays. Teachers are advised to train students to read the questions carefully and make sure they understand them. They should also be advised to answer the precise questions in Section 1 rather than simply extracting matching statements from the text. Teachers should also discuss how the language works in terms of grammatical structures with their students to help them make the transition from GCSE to A-level.

In Section 3 students should be advised to read the rubric and the stimulus carefully, to understand what they are required to write and how to elaborate on the points given, and to include their own opinions. Where students are giving their opinion they should always justify it by giving some sound and logical examples based on their immediate experiences.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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](#)