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# 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 slightly higher than that of papers from previous years. 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, in Section 1, a number of students simply 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. This was despite the fact that there was no ambiguity in the questions. Section 2 appeared to be more demanding than the previous year's paper.

The majority of students 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 as demanding as the previous year's paper and students scored very good marks. Both the passages and the questions themselves proved to be very accessible, and many students scored equally well in this section as the previous year's cohort did.

### Insert 1 (ੳ)

#### Question 1

Almost all students provided the appropriate answer to this question. They were required to write the meaning of the title of the text. 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 answered both parts of this question very well. They were required to write “ਦੁਸ਼ਮਣਾਂ/ਵਿਰੋਧੀ ਧਿਰਾਂ ਨੂੰ ਨੁਕਸਾਨ ਪਹੁੰਚਾਉਣ ਲਈ ਲੋਕ ਨਸ਼ੇ ਵਰਤਦੇ ਸਨ”। A small number of students could not answer the question.

#### Question 3

This question was very accessible. Students were asked provide two details about young people's tendency to get drugs and were expected to write “ਆਪ ਹੀ ਨਸ਼ੇ ਕਰਨ ਦੀ ਆਦਤ ਪਾ ਰਹੇ ਹਨ ਮਹਿੰਗੇ ਨਸ਼ੇ ਕਰਨਾ ਵੱਡੀ ਗੱਲ ਸਮਝਦੇ 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 demanding, and approximately half of the cohort answered it correctly. Some students at the lower end of the ability range copied the sentences from the text and could not score marks as the question asked for the meaning of the phrase used in the text. They were required to write that “ਨਸ਼ੇ ਆਸਾਨੀ ਨਾਲ/ਬਹੁਤ ਮਿਲ ਰਹੇ ਹਨ।”

**Question 5**

This question required two details and was also very accessible. Almost all students answered it well.

**Question 6**

A number of students found this question difficult and gave the wrong answer. Some of the students copied parts of the text referring to the previous question. They were required to write “ਉਹ ਸੋਚਦੇ ਹਨ ਕਿ ਸ਼ਰਾਬ ਚੰਗੀ ਚੀਜ਼ ਹੈ। ਨਸ਼ੇ ਕਰਨ ਲਈ ਖੁਲ੍ਹ ਜਾਂਦੇ ਹਨ/ਪ੍ਰੀਤ ਹੋ ਜਾਂਦੇ ਹਨ।”

**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. This question required students to write two findings from the survey, and they were expected to write “2000 ਤੋਂ ਮੁੰਡੇ ਕੁੜੀਆਂ ਵਿੱਚ ਸ਼ਰਾਬ ਦੀ ਆਦਤ ਵਧੀ ਹੈ। ਪੰਜਾਬ ਵਿੱਚ ਸਾਰੀ ਦੁਨੀਆਂ ਦੇ ਮੁਕਾਬਲੇ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ।”

**Question 8**

This question appeared to be challenging as a significant number of students answered only one part of it. They wrote “ਸ਼ਰਾਬ ਦੀ ਵਰਤੋਂ ਬੰਦ ਕਰਨ” but could not provide the second detail which was, “ਬੱਚਿਆਂ ਤੇ ਉਨ੍ਹਾਂ ਦੇ ਦੋਸਤਾਂ ਬਾਰੇ ਜਾਣਨ”.

**Question 9**

This question required one detail about the actions that social organisations could take, and it was answered very well by almost all students. Only a few less able students could not write the correct answer.

**Question 10**

This question was very accessible, and almost all students apart from a few students at the lower end of the ability range answered it very well.

**Question 11**

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 at the lower end of the ability range were unable to do so. The most challenging parts of this question were (i) ਗੁਲਾਮ and (v) ਖਾਸ।

**Insert 2 (ਅ)****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 4/5 marks, while some at the upper ability end scored full marks.

**Question 13**

This question required students to find the synonyms used in the text. Students understood the task and the majority attempted this question very well. The only word they found difficult was “ਸਿਆਣੇ”।

**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 11 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 these were taken into account when awarding marks.

**Section 2 Translation**

The passage for translation into English was set on the topic of the impact of climate change and the importance of teaching geography, with a particular reference to making geography a compulsory subject. Almost all students understood the context and the content of the extract, but the text itself appeared to be demanding as a significant number of students could not understand a couple of key words.

On the whole students made a good attempt at answering this question, with the exception of 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:

ਧਰਤੀ earth

ਪੌਣ-ਪਾਣੀ climate

ਅਨਿਸਚਿਤ uncertain.

**Section 3 Essay**

This task appeared to be equally accessible as last year’s and was attempted well by almost all students. They were asked to write an article on the use of new information technology and children’s lack of interest in reading books. Students were given five sub-headings as a stimulus for them to write their own account and elaborate on their views.

This task appeared of great interest to students, who almost all had some immediate experience of using internet based resources and books. They therefore had some knowledge of the issue, and of the advantages of using the internet and other web-based resources and the disadvantages associated with not reading books. The majority of students provided thorough answers and elaborated very well on the points given. Their answers were interesting and supported by real examples and logical opinions. These students managed to score good marks. Those in the middle of the ability range were able to produce some 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 only made a couple of more general points. The content of their essays was appropriate in the context of the challenge set by

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.

### **Concluding remarks**

On the whole the paper appeared to be fair, well balanced and equally accessible as last year's paper. Although most students demonstrated good knowledge of key vocabulary, there was evidence of poor spelling, syntactical errors and difficulty using complex sentences in some students' essays. Teachers are advised to teach 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 make sure they understand what they are required to write and how to elaborate on the points given, and to include their own opinions in their answers. Where students are giving their opinion they should always justify it by giving some sound and logical examples based on their immediate 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](#)