



GCSE

PANJABI

8683/RH: Reading Higher
Report on the Examination

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General comments

The overall demand of the paper was slightly lower than the 2019 paper; however, the students still did not perform well - probably due to the knock-on effects on their study time due to Covid-19. The paper was more accessible because there were more multiple-choice questions as compared with the 2019 paper and the vocabulary from outside the vocabulary list had also been replaced with simpler vocabulary. However, the mean mark went down by 4.9, suggesting that students found this paper difficult. The students found questions 1-4, 7, 10 and 12 quite accessible, however they found questions 5, 6, 8, 9 and 11 difficult. Questions 8, 9 and 11 were specifically aimed at higher ability students, therefore all students were not expected to do well. Questions 5 and 6 were aimed at low demand but students still did not perform well.

Section A

Question 01

A significant proportion of students (around 80%) found all parts of this question quite accessible as it was a low demand question and a common question between Foundation and Higher tier papers.

Question 02

A good number of students performed well on this question as it was based on a popular Panjabi festival 'Lohri'. Many students (73%) found question 02.3 accessible. A similar proportion of students scored at least one mark on both questions 02.1 and 02.2. The most common mistake in question 02.1 was that students did mention 'harvesting the crops' but they did not mention 'winter' crops hence failed to gain a mark for the first detail. On question 02.2, for the first detail, answers such as 'People sit around the fire' were considered as guesswork hence got rejected. Some students wrote 'people throw winter things in the fire' and lost a mark for the second detail.

Question 03

A highly significant number of students (93.5%) performed very well on all parts of this question. It was a medium demand question, however the vocabulary from outside the list was replaced with simpler vocabulary due to the effect of Covid-19.

Question 04

Most of the sub-questions in this question were aimed at higher ability students but still a significant number of students (81%) found this whole question accessible because it was based on a popular topic 'views about teachers'. A difficult word was replaced with a simpler word due to the effect of Covid-19 which might have helped students slightly to perform better on this question. The students' best performance was seen on question 04.2 in which around 86% scored the mark; that question was a medium demand question.

Question 05

This was a high demand question aimed at higher ability students. Although the question was on the familiar topic 'homework', most students struggled to gain more than one mark because they either found the text challenging or the vocabulary used for filling in the blanks was too difficult.

However, three out of four words were common words in Panjabi and only the fourth word ‘ਭੂਮਿਕਾ’ was challenging for many students as there was no simple word in Panjabi and a cognate ‘role’ could not be used due to the high demand of the question, even while making any allowances for the effect of Covid-19.

Question 06

This was another high demand question. Most students do not perform well on questions about the environment in Panjabi as the environment vocabulary is quite difficult. Around 60% of students answered question 06.1 as ‘due to noise from the vehicles/horns’ and scored well; however the rest of the students answered ‘the pollution caused by people/vehicles’ and received no marks as it was not a specific enough answer. The correct answer for this question as per the mark scheme was ‘noise pollution’.

A very good number of students (69%) performed well on question 06.2 as they found it quite accessible. However, the students performed worst of all on question 06.3 as only a small number of students (12%) scored a mark. A significant number of students clearly did not know what ‘ਕਚਿਹਰੀਆਂ’ was in English. This Panjabi word could not be simplified as and the cognate ‘courts’ could not be used due to this question being a high demand question.

Question 07

This question contained two sub-questions: one aimed at high demand and the other at medium demand. It was based on the popular topic of ‘social media’. Overall the question discriminated well with around 42% of students scoring two marks on question 07.1 and 61% scoring two marks on question 07.2.

On question 07.1 most students managed to work out from the text that social media is beneficial as it provides ‘online learning opportunities’; however, the rest of the students struggled to provide an answer as a disadvantage (‘many teachers could be unemployed’) as they did not know what ‘ਬੇਰੁਜ਼ਗਾਰ’ meant in English.

In question 07.2, a good number of students managed to find the advantage of social media from Jagveer’s views; however, around 39% students were unable to comprehend ‘ਆਦੀ ਹੋ ਜਾਣ ਦਾ ਡਰ ਹੈ।’ in Panjabi that meant ‘fear of addiction’ in English.

However, answers like ‘you get used to social media / you can form a habit of social media that is difficult to get rid of’ were considered correct and awarded one mark.

Section B

Question 08

This question was aimed at lower ability students and it was a common question between the Foundation and Higher tier papers. Around 55% of higher tier students performed well on this question as compared to only around 35% of foundation tier students. Question 08.2 was the most challenging sub-question with only around 44% of students gaining this mark. A possible reason for the overall rather disappointing performance could be that the folk song was written in a poetry format and the students struggled to understand language in the poems because it is usually harder than prose.

Question 09

This question assessed students' knowledge about past and future tenses. The students were meant to identify two past and two future problems and write in the correct sections in the table in front of the correct present problems. However, only around 32% of students were able to identify two past and two future problems correctly and managed to write their answers in the correct places in the table. The rest of the students either did not write the past or future problems in the right place or could not identify past and future problems from the text. A few students wrote their answers in English rather than in Panjabi hence did not score any marks despite the fact that their answers were correct: they are required to write their answers in Panjabi in section B.

Question 10

Most students found this question accessible as it was based on an interesting topic of 'Holidays in the Punjab' and was medium demand. Around 47% students scored full (4) marks and most of the students (71%) gained at least three marks.

Question 11

This question contained six sub-questions, two of them medium demand and four of them high demand. A good number of students (on average 61%) scored well on questions 11.1 – 11.4. However, on average only around 36% of students could score the marks on questions 11.5 and 11.6 as both questions were aimed at higher ability students. Many students struggled to match 'most spectacular' in option C with 'far better' in the text in question 11.5. Around 58% students failed to gain a mark in question 11.6 as they could not find the synonym 'presents' in the text for the word 'gifts' in option B.

Section C**Question 12**

Most students performed well on this question as they found it reasonably accessible. The average mark scored by the students was 6.94 out of 9 marks; however, only around 15% students could achieve full marks. A few lower ability students translated 'good actor' as 'big actor' hence did not get a mark. A significant number of students translated 'ਪਿਛਲੇ ਹਫ਼ਤੇ' as 'last week' and scored one mark. A few students translated 'ਇੱਕ ਵਜੇ ਦੁਪਿਹਰ ਨੂੰ' as at 1:00 o'clock in the evening/morning but such answers were not considered correct. Some students translated 'village's mela' as 'town's mela' but this not accepted for a mark as this part was aimed at higher ability students. Many students did not know what 'ਪ੍ਰਸਿੱਧ ਗਾਉਣ ਵਾਲਾ' was hence could not score a mark on the last sentence.

The most common mistakes made by students included: wrong translations of 'ਪਿਛਲੇ ਹਫ਼ਤੇ', 'ਅਗਲੇ ਹਫ਼ਤੇ'; incorrect verb forms and omission in translation of a few words in each part of the different sentences. In order to gain better marks in translation, teachers are advised to teach students a range of tenses, connectives and frequency words.

Mark Ranges and Award of Grades

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