



GCSE

PANJABI

8683/WH: Writing (Higher)
Report on the Examination

8683
June 2022

Version: 1.0

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General comments

The quality of work produced for summer examination was pleasing. This year students had three options to choose for question 1 and for question 2.

The paper differentiated very well in that students were able to score marks over a variety of questions. The majority of students were entered appropriately for Higher tier.

The quality of work seen in the overlap questions (question that appear in Foundation and Higher tiers) was of a higher standard than at the Foundation tier. Students' ability to use a variety of tenses and complex language were notable.

Students were also able to express and justify opinions well in writing test.

A few students were unsuccessful; this was due to inaccuracy that caused a delay in communicating messages. This was mainly due to inaccurate verb formation or students writing extended responses, far longer than the suggested word count, which created more scope for error.

Another barrier to achievement was omission or misinterpretation of the bullet points in Questions 2.1, 2.2 and 2.3.

Question 1

For question 1 there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total. All four bullet points must be covered, but there is no need for equal coverage of the bullets.

The quality of work seen was generally good. Many students were able to provide extended responses, which demonstrated their ability to extend ideas, express opinions, justify opinions and refer to different time frames. Where some students were less successful, this was mostly due to misinterpretation of bullet points and over-long responses, which lead to more scope for error. This summer Higher tier paper, question 1 had an additional option for the candidates to choose from.

Content

The criteria for assessment focus on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions.

In some cases, a bullet point seemed to be misunderstood, therefore some students lost four marks for Content. In order to score 7 marks or more for Content, four bullet points must be covered.

In addition, although students had no difficulty in developing ideas and express opinions, there were lapses in accuracy which led to a lack of clarity of communication and this affected students' marks.

Question 1.1

This was the most popular choice with students. It was on a topic of film, with which students are familiar, but it is important to remind students that the specification requires them to use their

knowledge to respond to the exact requirements of the task rather than just reproduce relearned language.

The bullet points 1, 2 and 3 were based on students' immediate experiences and were well covered, with many good responses. Bullet point 3 was designed to draw an opinion. The last bullet point, the future time frame proved to be problematic, ਭਵਿੱਖ ਵਿੱਚ ਵਧੀਆ ਫਿਲਮਾਂ ਬਣਾਉਣ ਬਾਰੇ ਸੁਝਾਅ Some students misinterpreted the bullet point and wrote their responses in past or present tense rather than the future. They had difficulties in using the appropriate form of the verb.

Question 1.2

This was least popular choice with students. This question was also on a familiar topic of local area. Similarly, as in Question 1.1, bullet points 1 and 3 were generally covered very well and the responses to these showed good developments. Bullet point 3 was designed to elicit an opinion. Bullet point 3 was usually quite well done.

The last bullet point proved challenging with the future time frame reference as some students responded using past or present time frame eg ਨਵੇਂ ਇਲਾਕੇ ਵਿੱਚ ਰਹਿੰਦਾ / ਰਹਿੰਦੀ ਸੀ। rather than e.g., ਭਵਿੱਖ ਵਿੱਚ ਮੈਂ ਇਸ ਇਲਾਕੇ ਵਿੱਚ ਰਹਿਣਾ ਚਾਹੁੰਦੀ / ਚਾਹੁੰਦਾ ਹਾਂ।

Question 1.3

This was the second popular choice with students This question was also on a familiar topic of jobs. Similarly, as in Question 1.2, bullet points 1 and 2 were generally covered very well and the responses to these showed good developments. Bullet point 3 was designed to elicit an opinion.

Bullet point 3 was usually quite well done.

The fourth bullet point proved demanding with the future time frame reference as a few students responded using past or present time frame e.g. ਪਾਰਟ- ਟਾਈਮ ਨੌਕਰੀ ਲੱਭਣ ਲਈ ਦੁਕਾਨਾਂ / ਸਟੋਰਾਂ ਵਿੱਚ ਗਿਆ/ਗਈ ਸੀ / ਕੀਤੀ ਸੀ। rather than e.g., ਭਵਿੱਖ ਵਿੱਚ ਪਾਰਟ- ਟਾਈਮ ਨੌਕਰੀ ਲਈ ਦੁਕਾਨਾਂ / ਸਟੋਰਾਂ ਵਿੱਚ ਜਾ ਕੇ / ਇੰਟਰਨੈੱਟ ਤੋਂ ਵੀ ਪਾਰਟ- ਟਾਈਮ ਨੌਕਰੀ ਲੱਭ ਸਕਦੇ ਹੋ।

Advice to students

- Plan to write roughly the suggested number of words.
- Mention all of the bullet points. Attempt to write something relevant about them rather than omitting them. Tick off the bullet points on the question paper once all points been covered.
- Be aware of which bullet points target the different time frames and check that the verb formation is accurate.
- Make sure to include opinions as required by the task.
- Make sure to include opinions, reasons and justifications as required by the task.
- Aim to use a variety of vocabulary.

Question 2

For Question 2, there are 15 marks for Content, 12 marks for Range of Language and 5 marks for Accuracy. Students are expected to write approximately 150 words in total about two different bullet points. Both bullet points must be covered, but there is no need for equal coverage of the bullets.

The quality of the work was varied. Many students appeared to be capable of writing confidently in response to both bullet points, using language that was accurate and wide-ranging. There were some students who found it difficult to fulfil the requirements of open-ended tasks. Students were required to write things that were relevant to the bullet points. Where students exceeded the suggested word count significantly, there were usually more errors, which did have a negative impact on the marks in many cases.

This summer Higher paper, question 2 had an additional option for the candidates to choose from.

Content

The criteria for assessment focus on four elements: relevance and detail (implicit in this is coverage of the bullet points), amount of information conveyed, clarity of communication and expression and justification of opinions. Students had lot to say in response to each of the two bullet points in each question and they were able to develop their answers, expressing and justifying opinions. The main difficulty was that some students made serious errors while writing beyond the suggested number of words, which was 150.

Question 2.1

Question 2.1 was the most popular choice and the quality of responses to this question was very good as students were able to write about both bullet points with a good ability to express and justify opinions. Where students were less successful, this was due to misinterpretation of the bullet points or very lengthy responses which increased scope for error.

In the first bullet point of 2.1, students were required to write about ਮਨਪਸੰਦ ਤਿਉਹਾਰ but for second point a few numbers of students ignored the words like ਭਵਿੱਖ ਵਿੱਚ ਤਿਉਹਾਰ ਮਨਾਉਣ ਦੀ ਮਹੱਤਤਾ, Importance of celebrating festival in the future and did not refer to these in their responses.

Their writing was about a favourite festival only, rather than 'Importance of celebrating festival in future. Nearly all students were able to write successfully elaborating the ਮਨਪਸੰਦ ਤਿਉਹਾਰ

Once again, this is a topic with which students are familiar and they were able to provide a great deal of information.

Question 2.2

This question was also on a familiar topic of Charity and less popular in students. Similarly, as in Question 2.1, bullet point 1 ਚੈਰਿਟੀ ਲਈ ਕੰਮ and ਭਵਿੱਖ ਵਿੱਚ ਚੈਰਿਟੀ ਦੇ ਕੰਮਾਂ ਦੀ ਮਹੱਤਤਾ was generally covered well and the responses to these showed good developments.

The second bullet point ਭਵਿੱਖ ਵਿੱਚ ਚੈਰਿਟੀ ਦੇ ਕੰਮਾਂ ਦੀ ਮਹੱਤਤਾ proved challenging with the future time frame reference as some students responded using past or present time frame e.g ਚੈਰਿਟੀ ਦੇ ਕਈ ਕੰਮ ਕੀਤੇ ਸੀ। rather than e.g. ਭਵਿੱਖ ਵਿੱਚ ਸਾਨੂੰ ਚੈਰਿਟੀ ਦੇ ਕੰਮ ਜ਼ਰੂਰ ਕਰਦੇ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ ਇਸ ਨਾਲ ਆਉਣ ਵਾਲੀ ਪੀੜ੍ਹੀ ਦੇ ਬੱਚੇ ਚੈਰਿਟੀ ਨਾਲ ਜੁੜੇ ਰਹਿਣਗੇ।

Some students misinterpreted bullet point 2, words like ‘ਭਵਿੱਖ ਵਿੱਚ in the future ’and interpreted it as ‘past ’ rather than ‘in the future’. This was due to students writing pre-learnt material relating to the topic of school and education.

In a few cases, this material could not be credited as it was not addressing the bullet point. These students could not achieve marks in the 13 – 15 band. Bullet point 2 in this question ਭਵਿੱਖ ਵਿੱਚ ਚੈਰਿਟੀ ਦੇ ਕੰਮਾਂ ਦੀ ਮਹੱਤਤਾ was not successfully addressed.

Question 2.3

This question was the second popular choice this summer, almost all students were able to write successfully about ਸਕੂਲ / ਕਾਲਜ ਦੀ ਜ਼ਿੰਦਗੀ and ਭਵਿੱਖ ਵਿੱਚ ਯੂਨੀਵਰਸਿਟੀ ਦੀ ਪੜ੍ਹਾਈ ਬਾਰੇ। Almost all students wrote at length on both bullet points, describing in detail of school /college activities, routine and about university study in the future.

Some students did not understand bullet point 2, words as they were expected to write ‘ਭਵਿੱਖ ਵਿੱਚ in the future ’but they wrote it as ‘past ’ rather than ‘in the future’. This might be due to students writing pre-learnt material relating to the topic of school and education.

In a few cases, this material could not be credited as it was not addressing the bullet point. These students could not achieve marks in the 13 – 15 band. Bullet point 2 in this question ਭਵਿੱਖ ਵਿੱਚ ਯੂਨੀਵਰਸਿਟੀ ਦੀ ਪੜ੍ਹਾਈ ਬਾਰੇ ’ was not successfully addressed. This is a topic with which students are familiar and they were able to provide a great deal of information.

Range of language

The key features of criteria for assessment here are variety of language and a confident ability to produce complex sentences. It is worth noting that reference is not made to time frames or tenses in the criteria, but the use of these would be considered to be attempts at complexity.

In terms of variety of language, there was an impressive variety of connectives seen; such as ਜਿਵੇਂ ਕਿ, ਹੁਣ, ਫੇਰ ਅਤੇ, ਬਾਅਦ ਵਿੱਚ। A range of negatives were attempted by some students; ਨਹੀਂ, ਅਜਿਹਾ ਨਹੀਂ। There were other successful attempts at complexity: ਜੇ, ਜੇਕਰ, ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿ, ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿਉਂਕਿ and the use of adjectives ਜ਼ਰੂਰੀ, ਚੰਗਾ, ਤੋਂ ਵੱਧ। There was also a

wide range of tenses, including the future time frame. It was noted that there were instances of attempts to include idioms that were sometimes not relevant to the task.

Accuracy

The criteria for assessment focus mainly on verbs and tense formations, and the type of errors that students make. It is to be noted that a 'major' error is one that interferes with communication, and a 'minor error', albeit still an inaccuracy, does not. The majority of students were able to produce work worthy of 3/4 marks and above. Common major errors included the inappropriate use of subject verb agreement in Panjabi and poor formation of the perfect tense. Minor errors included gender and verb agreement, inaccurate adjectives agreement and minor misspellings.

Advice to students

- Aim to write approximately the number of words required.
- Read the bullet points carefully and ensure that you know exactly what they require in terms of response.
- Make sure that what you write relates to the bullet points.
- At the end of each task, check that your verbs and spellings are accurate.
- Make sure you include opinions, reasons and justifications as required by the task.
- Aim to use a variety of vocabulary.

Question 3

For this question, there are 6 marks for Conveying key messages and 6 marks for Application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 4 to 9, the question differentiated well, with all students able to score some marks.

There were some key vocabulary items which were known to many students in the Panjabi language, for example, 'Sunday, village, grandparents, health'. The passage was divided into 13 key messages:

Conveying key messages

The translation is divided into 13 key messages (see below). As a general rule, the wrong person or wrong tense of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

Other reasonable alternative translations were also accepted. Minor errors did not prevent award of marks for conveying key messages provided they were communicated. Because of this, when awarding marks for application of grammatical knowledge of language and structures, inaccurate language was considered. For example, language such as ਸ਼ਾਮ / ਰਾਤ ਦਾ ਖਾਣਾ, ਪਿੰਡ, ਖਾਧਾ, ਤੁਰਨਾ, ਜਾਵਾਂਗਾ / ਜਾਵਾਂਗੀ, ਸਿਹਤਮੰਦ, ਛੁੱਟੀਆਂ were often either incorrect, omitted or spelt incorrectly, and this influenced mark awarded for application of grammatical knowledge and structures.

		1 mark	0 marks
1	Last Sunday,	ਪਿਛਲੇ ਐਤਵਾਰ ਨੂੰ This was done very well but some students could not spell 'ਪਿਛਲੇ ਐਤਵਾਰ' and wrote as 'ਪਿਚਲੇ ਐਤਵਾਰ'।	ਪਿਛਲੇ
2	I wrote my essay and	ਮੈਂ ਆਪਣਾ ਲੇਖ ਲਿਖਿਆ ਅਤੇ ਨਿਬੰਧ was also accepted as a correct answer. Some students did not know 'ਲੇਖ' wrote in ਦੇਸੈ English essay and could not score mark.	ਆਪਣਾ
3	then spent the evening with my grandmother.	ਫਿਰ ਸ਼ਾਮ ਆਪਣੀ ਦਾਦੀ ਜੀ / ਨਾਨੀ ਜੀ ਨਾਲ This was done very well.	ਦਾਦੀ ਜੀ/ਨਾਨੀ ਜੀ
4	in the village	ਪਿੰਡ ਵਿੱਚ ਗੁਜ਼ਾਰੀ। This was done very well.	ਗੁਜ਼ਾਰੀ
5	We ate our dinner	ਅਸੀਂ ਰਾਤ ਦਾ ਖਾਣਾ ਖਾਧਾ। 'ਸ਼ਾਮ ਦਾ ਖਾਣਾ' was also accepted as correct answer.	ਖਾਣਾ
6	at my uncle's house.	ਚਾਚਾ ਜੀ / ਮਾਮਾ ਜੀ ਦੇ ਘਰ This was done very well.	ਮਾਮਾ , ਚਾਚਾ
7	I left my mobile phone	ਮੈਂ ਆਪਣਾ ਮੋਬਾਇਲ ਫੋਨ This was done very well.	ਮੋਬਾਇਲ
8	at home	ਘਰ ਹੀ ਛੱਡ ਗਿਆ / ਗਈ This was done very well.	ਘਰ
9	and did not speak to any friends.	ਅਤੇ ਦੋਸਤਾਂ / ਸਹੇਲੀਆਂ ਨਾਲ ਗੱਲ ਨਹੀਂ ਕੀਤੀ। This was done very well.	ਦੋਸਤ
10	In the next holiday,	ਅਗਲੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ This was done very well.	ਛੁੱਟੀਆਂ
11	I would like to go for a walk	ਮੈਂ ਤੁਰਨ ਲਈ ਜਾਣਾ ਹੈ Some students could not spell 'ਤੁਰਨਾ' and wrote as 'ਤਰਨਾ' and lost mark, this caused a problem for many and it was common to see ਤਰਨ ਗਈ/ਤਰਨ ਗਿਆ ਸੀ।	ਤਰਨ
12	as I	ਕਿਉਂਕਿ ਮੈਂ This was done very well.	ਮੈਂ
13	want to stay fit.	ਤੰਦਰੁਸਤ ਰਹਿਣਾ ਚਾਹੁੰਦਾ / ਚਾਹੁੰਦੀ ਹਾਂ। 'ਸਿਹਤਮੰਦ ਰਹਿਣਾ' was also accepted as correct answer.	ਠੀਕ

Advice to students

- Practise high frequency words and phrases, especially connectives, negatives and prepositions.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the little words.
- Check verb tenses and sentence endings in Panjabi.

Mark Ranges and Award of Grades

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