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**GCSE**

**PANJABI**

8683/RH Reading Higher Tier  
Report on the Examination

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## **General comments**

This year's paper was more accessible than the 2019 Paper for the students as there were more multiple choice questions and more accessible vocabulary as compared with the 2019 Paper. However, the mean mark has gone down by around 4 marks as compared with the 2019 Paper which suggests that the students found this year's paper higher in demand.

## **Section A**

### **Question 1**

An average of 83% of students scored a mark on each of the sub-questions. Students performed well on this question because it was based on an interesting short story and the vocabulary was also more accessible.

### **Question 2**

The students performed well on question 2.2 with over three quarters gaining the full 2 marks available. However, students found 2.1 difficult with only 1 mark out of the 2 being achieved by any student. The main reason was that the students were meant to write 'to be a part of decision making' as the answer while they instead wrote 'to be a part of holiday trip'. In question 2.3 most students scored one mark for the first detail 'at a dining table' however they struggled to work out 'ਅਜਾਇਬ ਘਰ' which means 'museum' which was needed for the answer in the second detail.

### **Question 3**

This question was aimed at a medium level of demand and the vocabulary was also simplified. An average of just over 75% of students gained marks each part of this question.

### **Question 4**

This multiple choice question, was aimed at a higher grade. The extended text set on the topic 'The schools in the Punjab' saw less than half the students gaining marks.

### **Question 5**

This question focused on a music concert review where students had to complete sentences. Although it was aimed at higher level of demand, many students performed well in this question.

Two options were repeated in Q5 by mistake. We are extremely sorry for this error which should not have occurred.

### **Question 6**

This was another high demand, open-response question. For 6.1 students struggled to write the correct answer. For example, 'The worries help us to get things done / to gain everyday life experiences' but lost a mark as such answers were considered as mere guesswork. The students performed better on question 6.2 around 61% scoring the mark. Question 6.3 was the most challenging of these questions with about a third of students gaining a mark. Most wrote their answer as 'worrying about work' rather than 'being unhappy at work / job'.

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**Question 7**

Almost half of the students found this question on opinions about marriage and partnership accessible.

**Section B****Question 8**

The setting of a question on a folk song, to fulfil the requirement of the specification of a question on a poem, for three years. Students generally do not perform well on a question, however, this year around 71% of students gained marks which was pleasing to see.

**Question 9**

This question tested students' knowledge about past and future tense. The students needed to identify two past problems and two future problems and write in the correct sections in the table. They performed well with around 84% gaining 3 or 4 marks. This year fewer students wrote their answers in English and put down present, past or future problems in the wrong place.

**Question 10**

The students had to read lots of Panjabi text that included the options in Panjabi. Still, almost 30% of the students scored 3 marks and around 50% 2 marks of the 4 available. The better performance seen could be due to the familiar topic 'Food and eating out'.

**Question 11**

This multiple choice question was aimed at medium to high demand. On average around 65% gained the mark on the sub-questions with the exception of 11.2. Most students performed less well on this question because it was a high demand question. Another reason was that students struggled to relate the Panjabi phrase 'ਹਿੰਸਾ ਵਾਲੀਆਂ ਘਟਨਾਵਾਂ' with option A 'ਸਮਾਜ ਵਿੱਚ ਸ਼ਾਂਤੀ ਨਾ ਹੋਣਾ'.

**Section C****Question 12**

Over 80% of students scored 6 out of the 9 available marks on this question. Parts of the translation that caused the most difficulties for students were:

Sentence part 5: 'Science City'

Sentence part 6: A few students could not translate 'ਤੇਹਫਾ' into 'present / gift' and they used the verb 'buy' instead of 'bought, hence lost a mark.

Sentence part 9: This part of the sentence was aimed at the higher grades. Therefore, only some students could access a mark for this part of the sentence. Most students could not score a mark because they wrote 'high / biggest / largest / big / longest dam' instead of 'the highest / tallest dam'.

To gain good marks in this task the students are advised to practise their translation skills in class using passages containing a range of tenses (three-time frames) 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.