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**GCSE**

**PANJABI**

8683/WF Writing Foundation Tier  
Report on the Examination

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## General comments

This year the centres prepared students appropriately for the requirements of the specification, which resulted in many students performing well in the Writing paper. The majority of students had been entered appropriately this summer. The quality of work in this year is encouraging with a broad range of performance. The paper differentiated well in that students were able to score marks over a variety of questions. This report will provide a complete summary of the Foundation Writing examination in terms of student performance in this paper.

## Question 1

This opening question requires students to write four simple sentences in Panjabi. Students are awarded marks only for communication on this question and each of the four sentences written by the student are marked separately, each scoring a maximum of 2 marks.

The majority of students attempted to write full sentences but there were some instances where the responses consisted of a single word. If they conveyed the message with some ambiguity, they were awarded one mark.

Other reasons why a response could not be credited were:

- Information was repeated, for example 'ਇੱਕ ਕੁੜੀ ਹੈ' 'ਤਸਵੀਰ ਵਿੱਚ ਮੈਂ ਇੱਕ ਕੁੜੀ ਦੇਖਦਾ / ਦੇਖਦੀ ਹਾਂ'
- Sentences were not appropriate in the context of the photo such as 'ਇੱਕ ਮੁੰਡਾ ਪੜ੍ਹਦਾ ਹੈ। / ਕੁੜੀ ਬੈਠੀ ਲਿਖਦੀ ਹੈ।' as the rubric required the students to refer to the photo.

Teachers should advise students to look at the photo carefully and write about what they see.

The reasons why one mark was awarded rather than two are as follows:

- For the delay in communication caused by inaccuracy, misuse or incorrect spellings of words and the use of English words such as kitchen, mother and table etc.
- There is no verb and a minimum of two words, for example: ਪਰਿਵਾਰ, ਪਿਤਾ and ,ਮਾਤਾ, ਕੁੜੀ, ਮੁੰਡਾ one word answer, no mark.

The best responses made repeated use of ਤਸਵੀਰ ਵਿੱਚ or included a simple sentence about the family ਇੱਕ ਛੋਟਾ ਪਰਿਵਾਰ ਬੈਠਾ ਹੈ। ਇਹ ਪਰਿਵਾਰ ਖੁਸ਼ ਹੈ। was frequently seen.

This demonstrated some students' ability to use a complex sentence with a conjunction.

**Advice to students**

Students must include a verb in their sentence. They must keep the sentences short and simple to ensure that a clear message is being communicated.

**Question 2**

In this question there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Some of the students wrote more than the recommended 40 words. Very often this meant that more errors were made by those students, impacting adversely on their marks.

**Content**

The criteria for assessment address both coverage of the bullet points and clarity of communication.

The most successful responses were to the point, addressed all the bullet points and developed at least one or two of them. All four key ideas, ਮਨਪਸੰਦ ਥਾਂ ਬਾਰੇ, ਕਮਰਾ, ਗੁਆਂਢੀ ਅਤੇ ਮੌਸਮ were understood by almost all students and they were able to produce good to reasonable responses.

The main discriminator in the awarding of marks was the level of clarity of communication. There were, however, some students who did not address all bullet points in their responses and did not achieve full marks.

Last bullet point ,Some students did write in the res past tense eg, ਮੈਨੂੰ ਗਰਮੀ ਦਾ ਮੌਸਮ ਪਸੰਦ ਸੀ, ਜਾਂ ਮੈਨੂੰ ਗਰਮੀ ਦਾ ਮੌਸਮ ਪਸੰਦ ਹੈ । Students could write anything at all in relation to each bullet point, although the majority tended to give their opinion on each aspect.

There were often lapses in clarity when students tried to use tenses other than the present. There is no requirement to do that in this question.

**Quality of language**

In order to score well for quality of language, students had to show a variety of structures, but there is no requirement for complexity. So, where students gave opinions for each aspect, they could vary their language, for example by using verbs such as ਮੈਂ ਆਪਣਾ ਕਮਰਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ / ਕਰਦਾ ਹਾਂ and adjectives such as ਵੱਡਾ / ਛੋਟਾ ।

Those students who kept to simple language like this also tended to produce accurate language.

### Advice to students

- Aim to write roughly ten words per bullet point. However, try to keep to approximately 40 words in total.
- Refer to all bullet points. Attempt to write something about each rather than omitting them.
- Tick off each bullet point on the question paper once you have written about it.

### Question 3

For this question, there are 5 marks for conveying the message and 5 marks for application of grammatical knowledge of language and structures. It was pleasing to see that this task differentiated well across the range of grades (1-5) with all students making a good attempt at the task and scoring some marks. There were some key vocabulary items which were not well known, for example, 'Table' and 'yesterday'.

The sentences were divided into 12 key messages, as in the table below.

	Message	Accept	Reject
1	This is a big room	ਮੇਰੇ ਘਰ ਵਿੱਚ ਇਹ ਇੱਕ	ਇਸਦਾ
2	in my house.	ਵੱਡਾ ਕਮਰਾ ਹੈ।	ਕਮਰਾ
3	In the evening we	ਅਸੀਂ ਸ਼ਾਮ ਨੂੰ।	ਸ਼ਾਮ
4	watched a film.	ਇੱਕ ਫਿਲਮ ਦੇਖੀ ਸੀ।	ਫਿਲਮ
5	My uncle	ਮੇਰੇ ਮਾਮਾ ਜੀ	ਮੇਰੇ ਪਿਤਾ ਜੀ
6	worked in	[ਇੱਕ ਛੋਟੀ ਦੁਕਾਨ ਵਿੱਚ]	ਵੱਡੇ ਸਟੋਰ
7	a small store.	[ਕੰਮ ਕਰਦੇ ਹਨ.]	ਕੰਮ
8	She likes	[ਉਹ ਆਪਣੀ ਕਾਲੀ]	ਨੀਲੀ
9	her black	[ਸਕੂਲ ਦੀ ਵਰਦੀ]	ਸਕੂਲੀ
10	school uniform.	[ਪਸੰਦ ਕਰਦੀ ਹੈ।]	ਪਸੰਦ
11	Yesterday, I bought	[ਕੱਲ੍ਹ ਸ਼ਹਿਰ ਤੋਂ ਮੈਂ ਇੱਕ ਕਿਤਾਬ]	ਮੈਂ ਇੱਕ
12	a book from the city.	[ਖਰੀਦੀ ਸੀ।]	ਖਰੀਦੀ

## **Application of grammatical knowledge of language and structures**

Minor errors did not prevent awarding of marks for conveying key messages, as long as they were communicated. When awarding marks for application of grammatical knowledge of language and structures, inaccurate language was considered eg ਮੈਂ ਕੱਲ੍ਹ ਰਾਤ ਗਈ ਸੀ / ਗਿਆ ਹੈ।

### **Advice to students**

- Practise high frequency words and phrases.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the words like ਇਸ, ਉਹ, ਇਹ etc.
- Always check verb tenses and endings.

### **Question 4**

For this question, there are 10 marks for content and 6 marks for quality of language. Students are required to write approximately 90 words in total about four different bullet points. All bullet points should be covered, but there is no requirement for equal coverage of the bullet points.

Students were able to achieve full marks by writing in the region of 90 words. At this tier, it was usually students who wrote concisely and accurately who scored the highest marks. This year Foundation tier, Question 4 had options for the students 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. Students need to be reminded that coverage of all the bullet points is key, as misinterpreting or omitting even one means that the award of a mark above 6 is impossible, given that for the award of marks in the range 7-10, all aspects of the task must be covered.

In addition, although students had no difficulty in developing ideas and expressing opinions, there were occasions when inaccuracy led to a lack of clarity of communication, and this impacted on marks awarded.

### **Question 4.1**

This was the most popular choice with students. It was on the topic of Internet and Technology, 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 pre-learnt language.

The bullet points 1, 2 and 3 were well covered, with many good responses. Bullet point 4 was designed to draw an opinion. In bullet point 4, the future time frame proved to be problematic, ਭਵਿੱਖ ਵਿੱਚ ਟੈਕਨੋਲੋਜੀ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਸੁਝਾਅ। Some students wrote their responses in present tense rather than the future.

**Question 4.2**

This was the second popular choice with students. This question was also on a familiar topic of a school trip. Similarly, as in Question 4.1, bullet points 1, 2 and 3 were generally covered well and the responses to these showed good developments.

The fourth bullet point (ਭਵਿੱਖ ਵਿੱਚ ਟਰਿੱਪ ਨੂੰ ਵਧੀਆ ਬਣਾਉਣ ਲਈ ਸੁਝਾਅ) proved challenging with the future time frame reference. Some students responded using past time frame eg ਸਕੂਲ ਟਰਿੱਪ ਪੰਜਾਬ ਲੈ ਕੇ ਗਏ ਸਨ। Rather than eg, ਭਵਿੱਖ ਵਿੱਚ ਪੰਜਾਬ ਲੈ ਕੇ ਜਾਣ ਜਿਸ ਨਾਲ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਬੋਲੀ ਤੇ ਪੰਜਾਬ ਬਾਰੇ ਹੋਰ ਪਤਾ ਲਗ ਸਕੇਗਾ।

**Quality of language**

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy.

The range of vocabulary used in response to all questions was appropriate and reasonably wide ranging. There were some longer sentences using a variety of connectives such as ਕਿਉਂਕਿ, ਪਰ, ਅਤੇ, ਇਸ ਕਾਰਨ etc. Most students were able to make an attempt at all three-time frames and the tasks were designed to encourage this.

The students were able to write accurately in the present tense using subject and verb agreement between the first and third person in a singular form.

**Advice to students**

- Aim to write approximately the suggested number of words.
- Refer to all the bullet points. Attempt to write something about them rather than omitting them.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions, reasons and justifications as required by the task.
- Aim to use a wide range of vocabulary.

### **Mark Ranges and Award of Grades**

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