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GCSE

**PANJABI**

8683/WH

Report on the Examination

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## General comments

The quality of work produced for summer examination was good. 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.

Students' ability to use a variety of tenses and complex language were notable. Students were able to express and justify opinions well in writing test.

A few students were unsuccessful, this was due to inaccuracy that caused problems in communicating messages. This was mainly due to inaccurate verb formation or students writing extended responses, far longer than the suggested word count.

### 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 very 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 few students were less successful, this was mostly due to misinterpretation of bullet points and over-long responses, which lead to more scope for error.

### 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, 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 question was attempted well and this was the most popular choice with students. It was on a topic of technology and internet, 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 students wrote information about the internet in the past time frame. Positive or negative opinions were expressed and accepted in the answers and good suggestions were written by the students about uses of technology in the future. Most of the students were able to include all the bullet points in their response.

### Question 1.2

This was the least popular choice with students although the question was on a familiar topic of a school trip. Bullet points 1 and 3 were generally covered very well and the responses to these showed good developments.

The last bullet point proved challenging with the future time frame reference as some students responded using past or present time frame eg ਸਕੂਲ ਦਾ ਟਰਿੱਪ ਵਧੀਆ ਸੀ।

Rather than eg., ਮੈਂ ਕਹਾਂਗੀ /ਕਹਾਂਗਾ ਕਿ ਭਵਿੱਖ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬ ਲੈ ਕੇ ਜਾਓ ਤਾਂ ਕਿ ਉਹ ਪਿੰਡਾਂ ਅਤੇ ਸ਼ਹਿਰਾਂ ਦੇ ਜੀਵਨ ਨੂੰ ਦੇਖਣ ਤੇ ਸਮਝਣ।

### Advice to students

- Plan to write roughly the suggested number of words.
- Mention all of the bullet points.
- Attempt to write something relevant rather than omitting answers.
- Tick off the bullet points on the question paper once all points have 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. 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.

### 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 a few 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 ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਸੁਣੇ ਗਏ ਸੰਗੀਤ ਬਾਰੇ

but for second point a few numbers of students ignored the words like ਸੰਗੀਤ ਦੇ ਫਾਇਦੇ ਜਾਂ ਬਾਰੇ ਨੁਕਸਾਨ miss the second part of bullet point. Their writing was about a favourite singer only, rather than advantages and disadvantages of listening to any type of Music. Nearly all students were able to write successfully elaborating the ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਸੁਣੇ ਗਏ ਸੰਗੀਤ ਬਾਰੇ। 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 healthy and homemade food. Bullet point one and two were ਘਰ ਦੇ ਬਣਾਏ ਖਾਣੇ ਦੇ ਫਾਇਦੇ ਅਤੇ ਨੁਕਸਾਨ and ਭਵਿੱਖ ਵਿੱਚ ਸਿਹਤਮੰਦ ਰਹਿਣ ਬਾਰੇ। It was generally covered very well with the responses to these showing good developments. The second bullet point proved slightly more challenging with the future time frame reference as some students responded using past or present time frame eg ਸਿਹਤ ਠੀਕ ਰੱਖਣ ਲਈ ਬਹੁਤ ਕੰਮ ਕੀਤੇ ਸਨ। Rather than eg. ਭਵਿੱਖ ਵਿੱਚ ਸਾਨੂੰ ਸਿਹਤਮੰਦ ਰਹਿਣ ਬਾਰੇ ਕਸਰਤ ਜ਼ਰੂਰ ਕਰਦੇ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ ਇਸ ਨਾਲ ਆਉਣ ਵਾਲੇ ਸਮੇਂ ਵਿੱਚ ਸਿਹਤ ਠੀਕ ਰਹੇਗੀ।

### 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 ਬਾਅਦ ਵਿੱਚ, ਜਿਵੇਂ ਕਿ। A range of negatives were attempted by some students; ਬਿਲਕੁਲ ਨਹੀਂ, ਅਜਿਹਾ ਨਹੀਂ। There were other successful attempts at complexity: 'ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿ, ਕਿਉਂਕਿ and the use of adjectives ਤੋਂ ਵੱਧ, ਜ਼ਰੂਰੀ, ਚੰਗਾ। 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 or 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 for the task
- 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.

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.

		1 mark	0 marks
1	My parents say that	ਮੇਰੇ ਮਾਤਾ ਪਿਤਾ ਜੀ ਕਹਿੰਦੇ ਹਨ ਕਿ	ਮੇਰੇ ਮਾਤਾ
2	I should spend less time on my computer.	ਮੈਨੂੰ ਆਪਣੇ ਕੰਪਿਊਟਰ ਤੇ ਘੱਟ ਸਮਾਂ ਬਿਤਾਉਣਾ ਚਾਹੀਦਾ ਹੈ ।	ਕੰਪਿਊਟਰ
3	Yesterday I	ਕੱਲ੍ਹ ਮੈਂ	ਕੱਲ੍ਹ
4	met my friends and	ਆਪਣੇ ਦੋਸਤਾਂ ਨੂੰ ਮਿਲਿਆ / ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨੂੰ ਮਿਲੀ ਅਤੇ	ਦੋਸਤਾਂ
5	afterwards I cooked rice.	ਫਿਰ ਮੈਂ ਚੌਲ ਬਣਾਏ ।	ਚੌਲ
6	When I was	ਜਦੋਂ ਮੈਂ	ਪ੍ਰਾਇਮਰੀ
7	in primary school,	ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਵਿੱਚ ਹੁੰਦਾ/ ਹੁੰਦੀ ਸੀ ,	ਸੀ
8	I wanted to be a singer.	ਮੈਂ ਗਾਇਕਾ ਬਣਨਾ ਚਾਹੁੰਦੀ ਸੀ । /ਮੈਂ ਗਾਇਕ ਬਣਨਾ ਚਾਹੁੰਦਾ ਸੀ ।	ਗਾਇਕਾ /ਗਾਇਕ
9	In the next holiday,	ਮੈਂ ਅਗਲੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ	ਛੁੱਟੀਆਂ
10	I would like to celebrate	[ਆਪਣਾ ਜਨਮਦਿਨ ]	ਜਨਮਦਿਨ

11	my birthday in the Punjab	[ਪੰਜਾਬ ਵਿੱਚ ਮਨਾਉਣਾ ਚਾਹਾਂਗੀ / ਚਾਹਾਂਗਾ ]	ਪੰਜਾਬ
	and stay at	[ ਅਤੇ ਸਾਡੇ ਫਾਰਮ ਹਾਊਸ ]	ਅਤੇ ਆਪਣੇ
	our farmhouse.	[ਤੇ ਰਹਾਂਗਾ/ਰਹਾਂਗੀ।]	ਕੋਠੀ

### Application of grammatical knowledge of language and structures

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 ਕੰਪਿਊਟਰ , ਬਿਤਾਉਣਾ , ਗਾਇਕਾ/ਗਾਇਕ, ਬਣਨਾ ਚਾਹੁੰਦਾ/ ਚਾਹੁੰਦੀ , ਫਾਰਮ -ਹਾਊਸ, ਛੁੱਟੀਆਂ were often either incorrect, omitted or spelt incorrectly, and this influenced mark awarded for application of grammatical knowledge and structures.

### 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.