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GCSE

**PANJABI**

8683/RF: Reading Foundation  
Report on the Examination

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## General comments

As this was the first examination of the new GCSE specification, there were some major changes in the paper in comparison with previous series. It was evident that some Foundation tier students found this new Reading paper quite challenging, particularly answering questions in Panjabi and coping with the new task of translating a Panjabi text into English in Section C.

## Section A

### Question 1

Pleasingly, this proved to be an accessible start to the paper with a significant number of students (87%) answering this question very well. Part 1.2 was answered very well by most students, as it referred to a sport which is a cognate in Panjabi ‘ਫੁਟਬਾਲ’.

### Question 2

A good number of students found this question accessible; however, some students (40%) struggled to answer 2.1 as they did not understand ‘ਪੰਦਰਾਂ ਪੌਂਡ’ in Panjabi. The majority of students answered parts 2.2 and 2.4 very well, which was pleasing.

### Question 3

Most students (80%) found this question quite accessible and answered correctly. Students performed marginally better in 3.2 compared to 3.1, due to the distractors involving Panjabi numbers. This made the question demanding for the students at lower end of the ability range and discriminated well.

### Question 4

More than half of the cohort performed well on all parts of this question. Most students performed very well on parts 4.2 and 4.4. However, only a quarter of students could answer parts 4.1 and 4.3 correctly. The majority of students got confused by the distractor ‘ਵਧੀਆ’ with ‘big’ and got part 4.1 incorrect. Many students did not score the mark on 4.3 due to confusion over tenses. The text stated that Spanish was taught in school in the past but not at present, but many students answered that ‘children can still learn Spanish at school’ as true and did score a mark. This question discriminated between students very well.

### Question 5

Just under three quarters of students found this question challenging and scored less than 4 marks here. However, a significant number of students scored half marks, and a good number of students gained 3 marks. Many students found the Panjabi words ‘ਧੁੱਪ ਸੇਕਣਾ’, ‘ਖਰਚ’ and ‘ਬਿਮਾਰ ਹੋ ਸਕਦੇ’ quite challenging and did not score at all.

### Question 6

This question was based on an adapted literary source. A good number of students found this literature-based question quite challenging. Almost half of the students answered parts 6.1, 6.3, 6.4 and 6.5 well, however just over one quarter of students could answer parts 6.2, 6.6 and 6.7

correctly. The students did not perform well on part 6.2 as the distractor was more popular than the correct answer, the reason being both words ‘ਫੁੱਲ’ and ‘ਫਲ’ sounded the same in Panjabi. Most students (68%) could not work out what ‘ਮਿੱਠੇ ਗੀਤ’ was in Panjabi and could not score the mark. Only a small number of students scored one mark in part 6.7 and it proved to be the most demanding part question here as students could not comprehend what ‘ਸ਼ਹਿਦ’ meant in English.

### Question 7

More than half of the cohort found this question accessible and answered correctly. However, those who did not score found Panjabi words, like ‘ਬੁੱਧਵਾਰ’ ‘ਪਿਤਾ ਜੀ’ and ਕੰਮ ਤੋਂ ਜ਼ਿਆਦਾ ਛੁੱਟੀ ਨਹੀਂ ਮਿਲਦੀ’ quite challenging.

### Question 8

Although this question was of higher demand, approximately 70% found it quite accessible because they could relate this topic well to the ‘Vaisakhi’ programme in their own town.

### Question 9

This was the first question which required answers in Panjabi and only 43% of students answered this question correctly. In addition, the vocabulary items on the topic of ‘healthy/unhealthy living’ were quite challenging. Students performed less well on part 9.3 as compared to other parts of the question because they confused the Panjabi word ‘ਤੁਰਦਾ’ with ‘ਤਰਨਾ’ and they could not find the correct statement and relied instead on guesswork.

### Question 10

A good number of students found this question demanding and did not score full marks. However, about half of the students managed to score one mark on part 10.3. A good 70% of students did not score on 10.1, as they could not work out the right type of house from the three given options. Around a third of the students scored the mark on part 10.2 as they found the Panjabi phrase ‘ਦਰੱਖਤਾਂ ਤੋਂ ਬਣੇ ਫੱਟਿਆਂ’ quite challenging in terms of the question ‘What material was the house made of?’

### Question 11

A good number of students found this question accessible and scored full marks. However, under half of students scored well on part 11.1 and the rest of students could not work out meaning of two key words ‘ਚੰਗਾ’ and ‘ਛੇਤੀ ਗੁੱਸੇ ਹੋ ਜਾਂਦਾ’ required for answering the P/N view question.

### Question 12

This question was based on a short story taken from Panjabi literature. Over a third could answer this question well which was pleasing. Half of the students performed well on part 12.1 and part 12.2 was the least well done part out of all parts in this question.

**Question 13**

This question was an overlap question which appeared on both the Foundation and Higher tier papers and is targeted at the highest grades on this paper.

Over a third of students found this question accessible and scored full marks. Part 13.3 was done well with approximately 47% scoring the mark, while part 13.1 was done the least well with just over a third of students scoring the mark.

Students scored well on 13.3 because they managed to work out ‘ਸਨਿੱਚਰਵਾਰ ਨੂੰ ਕੰਮ ਕਰਨਾ ਪੈਂਦਾ ਹੈ’ for the weekend option A which was pleasing. They performed less well on part 13.1 as they failed to understand the reason ‘ਪੜ੍ਹਾਈ ਵਿੱਚ ਪਿੱਛੇ ਰਹਿਣਾ’ having a bad impact which meant ‘ਪਾਰਟ-ਟਾਈਮ ਨੌਕਰੀ ਮਾੜੀ ਹੈ’.

**Section C****Question 14**

Students found this task quite challenging with only a small number scoring full marks. However, it was pleasing to see that more than half of the students managed to score five marks and above out of a possible nine.

Students should be reminded of the need for precision in this task. The translated text should make sense and students must ensure that they keep the text closely aligned with the original passage and avoid paraphrasing. It is also useful for students to re-read what they have written to make sure it makes sense and ensure that they have not missed anything out, particularly little words. Connectives and verb tenses must be translated accurately.

As there are nine marks for the translation of the text, this is divided up into nine sections with one mark awarded for each section. Comments on each section are provided below.

**Section 1**

‘ਪਿਛਲੇ ਹਫਤੇ’ was correctly translated by most students.

**Section 2**

The past tense was needed here and most students correctly translated it.

**Section 3**

ਪਾਰਟੀ was nearly always correctly translated by almost all students as it was a cognate word ‘party’.

**Section 4**

Most students correctly translated this section and wrote in the past tense as required.

**Section 5**

Most students correctly translated this section. However, some translated 'they filmed' instead of 'I filmed' and did not score the mark.

**Section 6**

Only some students translated this section correctly as the majority of students found 'family members and relatives dancing' quite difficult to translate accurately.

**Section 7**

Most students correctly translated this section. However, very few translated 'camera/movie camera'.

**Section 8**

The present tense was needed here. However, some students incorrectly translated this section as a past tense.

**Section 9**

Most students correctly translated this section.

**Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

**Mark Ranges and Award of Grades**

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