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GCSE

**PANJABI**

8683/RH: Reading Higher  
Report on the Examination

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8683  
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## General comments

Most students at this tier coped well with this first paper of the new specification, which was pleasing. The paper included questions requiring answers in Panjabi and a translation task from Panjabi into English which are new tasks in the paper.

There were some unattempted questions and students need to be advised to manage their time across the paper.

## Section A

### Question 1

Most students answered this question very successfully with scored full marks, which was a pleasing start to the paper. Part 1.2 was least successfully answered of all parts because the distractor 'ਫਲ' was more popular than the correct answer 'ਫੁਲ' - the main reason being both words sound the same in Panjabi.

### Question 2

Overall, a very good number of students scored well on this question. Part 2.2, 2.3 and 2.4 were very well answered by most students. However, students did not score that well on part 2.1 as just under half of students blamed young people for going overdrawn by saying 'they don't check their balance and keep spending'. Such answers were rejected. A few students wrote 'It takes 3-4 days for money to come into their account' which implied they were talking about their income/pocket money coming into their account rather than saying 'It takes 3-4 days for transactions to take place.'

### Question 3

Pleasingly, the majority of students answered this question very well and scored full marks. However, 3.4 was least well done part of the question, as just over half of students (50.82%) got confused over tenses and that led to incorrect answers. According to the stimulus, 'there used to be a lot of industry before in the city but now all industry has moved to other countries'.

### Question 4

A good number of students scored full marks and almost 94% scored more than half the marks (3 marks). Although this question was a high demand question, a significant number of students still did very well, managing to score high marks.

### Question 5

Just under half of the students did well on this question as it was aimed at the higher grades. Most students answered part 5.1 very well; however, just over one third of students did not score on parts 5.2 and 5.3. The least well done part was part 5.3 (31.48% scored the mark). Many students wrote for part 5.3 a complete negative view of university: 'there is no point going to university as the university fees have tripled'. The most common correct answers were 'there is no point doing a degree at university which does not help you find a job' and 'you should only do a degree at university which will help you find a job afterwards'.

**Question 6**

Pleasingly, a significant number of students scored full marks on this question as they found this topic quite relevant to their daily lives. In part 6.3, the distractor discriminated well between higher and low ability students where some students selected option B 'walking with his mum' instead of the correct option C 'joining the gym'.

**Question 7**

Although this question was a high demand question, a good number of students scored well on this question. As this question was based on an Asian Mela and students could relate well to the Mela in their own town, 98% managed to score half marks (2 marks).

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

This was an overlap question and was answered very well by the majority of students. All four parts of this question were answered very well, with parts 8.2 and 8.3 proving to be the most accessible parts, with a success rate respectively of approximately 91% and 88%. Part 8.1 was the least accessible question, with a success rate of 65%.

**Question 9**

The questions on this literary passage based on a short story led to an overall pleasingly high score. Parts 9.1, 9.2 and 9.4 were answered very well with an average success rate of 87.90%. The majority of students scored well on part 9.3. However, a small number of students failed to see the relationship between being the 'only child' and 'she had no brother or sister' and did not score the mark.

**Question 10**

Just less than three quarters scored well on this medium demand question. Parts 10.1, 10.2 and 10.3 proved to be more accessible with a slightly more students scoring full marks. However, 10.4 and 10.5 proved to be less accessible, as on average just under 65% scored well. It appeared that students had difficulty in relating to 'ਚੰਗੇ ਨੰਬਰ' with 'ਚੰਗੇ ਗਰੇਡ ਲੈਣ' in part 10.4. In part 10.5, students scored slightly less well as compared with other parts of this question because they found it difficult to relate 'ਸੰਤੁਲਿਤ ਭੋਜਨ ਖਾਣ' with 'ਸਾਰੇ ਤੱਤਾਂ ਨਾਲ ਭਰਪੂਰ ਖੁਰਾਕ'। Unfortunately, some students got this part wrong, as the distractor 'ਪਾਰਕ ਵਿੱਚ ਕਸਰਤ ਕਰਨ' was more popular than the correct answer.

**Question 11**

This question was a high demand question, with the exception of part 11.1, and this question discriminated well between students of all abilities. Overall, this question was answered well by about half of students. Despite being medium demand, over a third of students could answer part 11.1 correctly.

In part 11.2, most students performed well as they found this part quite accessible. On average nearly half of students successfully answered parts 11.3 and 11.4. The least successfully answered part was 11.5 with only 28% achieving the marks, as Ravinder's view contained complex language on TV serial programmes.

## Section C

### Question 12

This question discriminated well and students wrote a wide range of answers. Slightly less than a third of students scored full marks. Pleasingly, a significant number of students gained 5 marks and above out of 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 ਮਹੀਨੇ’ was almost always translated correctly.

#### Section 2

ਮੈਂ ਪੰਜਾਬ ਗਿਆ ਸੀ।’ was mostly translated well. A very few students translated ‘he goes to Panjab on holidays’ and scored no mark as the past tense was required.

#### Section 3

Many students translated this section correctly.

#### Section 4

Most students translated ‘(currently more children study) in English schools than state schools’ to qualify for one mark but some students translated something completely opposite to that ‘(currently more children study) in state schools than English schools’ and failed to gain the mark.

#### Section 5

The majority of students translated ‘there are new restaurants in big cities’ accurately and scored one mark.

#### Section 6

Many students translated this section correctly by writing ‘where a variety of food is available’.

#### Section 7

Most students translated correctly ‘there are many bazaars/ shopping centres’ however some students wrote ‘there is a shop’ and did not score the mark as it lacked precision in terms of the original text.

### **Section 8**

The future tense was required here and most students translated this section correctly as 'where you will be able to buy'.

### **Section 9**

The majority of students translated this section well however some wrote '(where you will be able to buy) things for your friends and family' instead of writing 'gifts/presents for your friends and family' and did not score the mark.

**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.