



GCSE

PANJABI

8683/WF: Writing Foundation
Report on the Examination

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General comments

Centres prepared students appropriately for the requirements of the new specification, which resulted in many students performing well in the new Writing paper.

The quality of work in this first year is encouraging with a broad range of performance. The paper differentiated very well in that students were able to score marks over a variety of questions. The vast majority of students had been entered appropriately.

This report will provide a comprehensive overview of the Foundation Writing test 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 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 ਮੌਸਮ ਸੁਹਣਾ ਹੈ ' ਤਸਵੀਰ ਵਿੱਚ ਮੌਸਮ ਸੁਹਣਾ ਹੈ'
- sentences were not appropriate in the context of the photo such as 'ਇੱਕ ਮੁੰਡਾ ਕਿਤਾਬ ਪੜ੍ਹਦਾ 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 sand, bucket and beach etc.
- There is no verb and a minimum of two words, for example: 'ਚੰਗਾ ਮੌਸਮ' and ਸਾਈਕਲ ਖੜ੍ਹਾ।
- ਪਰਿਵਾਰ - one word answer, no mark

The best responses made repeated use of ਤਸਵੀਰ ਵਿੱਚ or included a simple sentence about the weather ਮੌਸਮ ਸੁਹਣਾ ਹੈ (The weather is nice). ਇਹ ਇੱਕ ਪਰਿਵਾਰ ਹੈ ਅਤੇ ਮੌਸਮ ਸੁਹਣਾ 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. 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 students wrote considerably 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, ਨਾਂ ਅਤੇ ਉਮਰ, ਪਰਿਵਾਰ, ਪਸੰਦ ਅਤੇ ਸਿਹਤ, 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. Some students did write in the past tense e.g. ਮੈਂ ਦਿਲਜੀਤ ਦੇ ਗਾਣੇ ਸੁਣਨਾ ਪਸੰਦ ਕਰਦੀ ਸੀ।

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 ਦਿਲਜੀਤ ਦੇ ਗਾਣੇ ਸੁਣਨਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ/ਕਰਦਾ ਹਾਂ and adjectives such as ਦਿਲਚਸਪ/ਬੇਰਿੰਗ. 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.

Foundation Q3

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, 'sometimes' and 'airport'.

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

		1 mark	0 marks
1	I study in	ਮੈਂ ਪੜ੍ਹਦੀ / ਪੜ੍ਹਦਾ ਹਾਂ। This was translated very well, even by students who struggled with some of the other more straightforward messages.	ਮੈਂ ਹਾਂ
2	a college.	ਕਾਲਜ ਵਿੱਚ This was generally done well, minor misspelling of ਕਾਲਜ was allowed as there were many of these.	ਵਿੱਚ ਹਾਂ
3	On Sundays,	ਐਤਵਾਰ ਵਾਲੇ ਦਿਨ ਐਤਵਾਰ ਨੂੰ was accepted too	ਦਿਨ ਵਾਲੇ
4	I visit	ਮਿਲਣ ਜਾਂਦੀ / ਜਾਂਦਾ ਹਾਂ। This was translated well but few students did not write the correct day.	ਮਿਲ ਹੈ
5	my granddad.	ਮੈਂ ਆਪਣੇ ਦਾਦਾ ਜੀ ਨੂੰ This was attempted very well.	ਦਾਦਾ
6	Sometimes	ਕਦੀ ਕਦੀ ਮੈਂ Some students used ਕਦੇ ਕਦੇ it was accepted.	ਹਮੇਸ਼ਾ, ਕਦੇ
7	I play football/	ਫੁਟਬਾਲ ਖੇਡਦਾ / ਖੇਡਦੀ ਹਾਂ। This was generally well done	ਫੁਟਬਾਲ ਹੈ
8	with friends.	ਆਪਣੇ ਦੋਸਤਾਂ / ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ This was done well.	ਸਹੇਲੀ ਹੈ
9	There is a new airport	ਇੱਕ ਨਵਾਂ ਹਵਾਈ ਅੱਡਾ ਹੈ। ਹਵਾਈ ਅੱਡਾ' was frequently not known.	ਨਵਾਂ ਹਨ
10	near my house.	ਮੇਰੇ ਘਰ ਦੇ ਨੇੜੇ / ਮੇਰੇ ਘਰ ਦੇ ਲਾਗੇ- was accepted too. This was done well.	ਨੇੜੇ ਹਨ
11	Last night I went	ਮੈਂ ਕੱਲ੍ਹ ਰਾਤ ਗਈ / ਗਿਆ ਸੀ। This was reasonably done well.	ਜਾਣਾ ਹਨ
12	to the cinema with my family.	ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਸਿਨੇਮਾ ਦੇਖਣ This was generally well understood.	ਆਪਣੇ ਦੋਸਤ

Application of grammatical knowledge of language and structures

Minor errors did not prevent award of marks for conveying key messages provided they were communicated. When awarding marks for application of grammatical knowledge of language and structures, inaccurate language was considered e.g. ਮੈਂ ਕਲ੍ਹ 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, 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. Many students did this, but others wrote too much and made more errors in their writing. This affected the mark for Quality of language. At this tier, it was usually students who wrote concisely and accurately who scored the highest marks.

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 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 more popular choice with students. It was on the topic of my city, with which students are familiar, but it is important to remind students that this new specification requires them to use their knowledge to respond to the exact requirements of the task rather than just reproduce pre-learned language.

As the bullet points 1, 2 and 3 were based on students' immediate experiences these were well covered, with many good responses. Bullet point 3 was designed to draw an opinion. In bullet point 4, the future time frame proved to be problematic, ਸ਼ਹਿਰ ਨੂੰ ਹੋਰ ਚੰਗਾ ਬਣਾਉਣ ਲਈ ਕੀ ਸੁਝਾਅ ਦਿਉਗੇ।

Some students wrote their responses in present or past tense rather than the future.

Question 4.2

This question was also on a familiar topic of my school. Similarly, as in Question 4.1, bullet points 1 and 2 were generally covered very well and the responses to these showed good developments. Bullet point 1 was designed to elicit an opinion. Bullet point 3 was usually quite well done but some students used this as a prompt to write about any issue or problem they faced last year at home and this could not be credited. The fourth bullet point proved most problematic with the future time frame reference as some students responded using past or present time frame eg ਪਿਛਲੇ ਸਾਲ ਸਕੂਲ ਦੀ ਵਰਦੀ ਕਾਲੀ ਸੀ। ਪਿਛਲੇ ਸਾਲ ਸਕੂਲ ਦੀ ਵਰਦੀ ਦਾ ਰੰਗ ਬਦਲ ਗਿਆ ਸੀ।

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 both questions was appropriate and reasonably wide-ranging. There were some longer sentences using a variety of connectives such as ਪਰ, ਅਤੇ, ਕਿਉਂਕਿ etc. Some students were able to make an attempt at all three time frames and the tasks were designed to encourage this.

Most 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 of 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.