



GCSE

PANJABI

8683/WH: Writing Higher
Report on the Examination

8683
June 2019

Version: 1.0

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General comments

The quality of work produced for this new examination was pleasing. The paper differentiated very well in that students were able to score marks over a variety of questions. The majority of students had been entered appropriately for Higher tier.

The quality of work seen in the overlap questions was of a higher standard than at the Foundation tier. The ability to use a variety of tenses and more complex language was notable and students were also able to express and justify opinions very well.

Where students were unsuccessful, this was due to inaccuracy that caused a delay in communicating messages. This was mainly due to inaccurate verb formation or students writing extended responses, far longer than the suggested word count, which created more scope for error. Another barrier to achievement was omission or misinterpretation of the bullet points in Questions 2.1 and 2.2.

Question 1

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 must be covered, but there is no need for equal coverage of the bullets.

The quality of work seen was generally good, with many students able to provide extended responses, which demonstrated their ability to extend ideas, express opinions, justify opinions and refer to different time frames. Where students were less successful, this was mainly due to misinterpretation of bullet points and overlong 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, four marks were lost for Content. In order to score 7 marks or more for Content, all tasks in 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 was the more popular choice with students. It was on a topic of my city which was familiar to students. It is important that students remember 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 it was expected, bullet points 1, 2 and 3 were detailed with many good responses. Bullet point three was designed to elicit an opinion. In bullet point 4 the future time frame proved to be challenging, ਸ਼ਹਿਰ ਨੂੰ ਹੋਰ ਚੰਗਾ ਬਣਾਉਣ ਲਈ ਕੀ ਸੁਝਾਅ ਦਿਉਗੇ। Some students misinterpreted the bullet point and wrote their responses in the present or past tense rather than future. They had difficulties in using the appropriate form of the verb.

Question 1.2

Again, this question was on a familiar topic of my school. In this question, question bullet point 1 ਮਨਪਸੰਦ ਅਧਿਆਪਕ and bullet point 2 ਸਕੂਲ ਦੀ ਵਰਦੀ were generally well done and the responses to these showed good developments. Bullet point 1 was designed to elicit an opinion. Bullet point 3 was attempted very well by most students but some students used this as a prompt to write about a problem they faced last year which could not be credited. The last bullet point ਸਕੂਲ ਵਿੱਚ ਕੀ ਬਦਲੋਗੇ was done well by most of students but a few students at the lower end of the ability range either attempted to write too much or misinterpreted the bullet point and responded using a past or present time frame.

Advice to students

- Plan to write roughly the suggested number of words.
- Mention all of the bullet points. Attempt to write something relevant about them rather than omitting them. Tick off the bullet points on the question paper once all points 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. Students were required to write things that were relevant to the bullet points. 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 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 ਦੇਖੇ ਹੋਏ ਮਨਪਸੰਦ ਟੈਲੀਵਿਜ਼ਨ ਪ੍ਰੋਗਰਾਮ ਬਾਰੇ but a significant number of students ignored the first two words and did not refer to these in their responses. Their writing was about a favourite TV programme they watch and the advantages and disadvantages of watching television, rather than ‘favourite TV programme they have had watched’. In Question 2.1, nearly all students were able to write successfully elaborating the ‘ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਣ ਦੇ ਚੰਗੇ ਅਤੇ ਮਾੜੇ ਅਸਰ’ advantages and disadvantages of watching TV. Once again, this is a topic with which students are familiar and they were able to provide a great deal of information.

Question 2.2

In Question 2.2, almost all students were able to write successfully about the importance of holidays. Almost all students wrote at length on both bullet points, describing in detail a future holiday and a range of holiday activities and plans.

Some students misinterpreted bullet point 1 ‘ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਛੁੱਟੀਆਂ ਦੀ ਮਹੱਤਤਾ’ and interpreted it as ‘past holiday’ rather than ‘the importance of holidays’. This was due to students writing pre-learnt material relating to the topic of holiday. In some cases, this material could not be credited as it was not addressing the bullet point. These students could not achieve marks in the 13 – 15 band. Bullet point 2 in this question ‘ਆਉਣ ਵਾਲੀਆਂ ਛੁੱਟੀਆਂ ਬਾਰੇ’ was more successfully addressed. This is a topic with which students are familiar and they were able to provide a great deal of information.

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 ਜਿਵੇਂ ਕਿ, ਹੁਣ, ਫੇਰ ਅਤੇ, ਬਾਅਦ ਵਿੱਚ। A range of negatives were attempted by some students; ਕਦੇ ਵੀ ਨਹੀਂ, ਅਜਿਹਾ ਨਹੀਂ। There were other successful attempts at complexity: ‘ਜੇ, ਜੇਕਰ, ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿ, ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿਉਂਕਿ’ and the use of adjectives ਜ਼ਰੂਰੀ, ਚੰਗਾ, ਮਾੜਾ, ਤੋਂ ਵੱਧ। 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 3/4 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.
- 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

Higher 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.

There were some key vocabulary items which were known to many students in the Panjabi language, for example, 'helpful, immediately, celebrated, waiters, restaurant'.

The passage was divided into 13 key messages:

Conveying key messages

| | | | |
|---|------------------------------|--|-----------|
| 1 | We ate | ਅਸੀਂ ਖਾਣਾ ਖਾਧਾ। This was done very well but some students could not spell 'ਖਾਣਾ ਖਾਧਾ' and wrote as ਕਾਨਾ ਕਾਦਾ। | Rejected |
| 2 | at a Panjabi restaurant | ਪੰਜਾਬੀ ਰੈਸਟੋਰੈਂਟ ਵਿੱਚ / ਢਾਬਾ / ਹੋਟਲ ਵਿੱਚ was also accepted as a correct answer. | ਰੈਸਟੋਰੈਂਟ |
| 3 | in town last week. | ਪਿਛਲੇ ਹਫ਼ਤੇ ਟਾਊਨ ਦੇ / ਸ਼ਹਿਰ ਦੇ was also accepted as correct answer. | ਪਿਛਲੇ |
| 4 | My family celebrated because | ਮੇਰੇ ਪਰਿਵਾਰ ਨੇ ਖੁਸ਼ੀ ਮਨਾਈ ਕਿਉਂਕਿ This was done very well. | ਕਿਉਂਕਿ |
| 5 | my brother has a new job. | ਮੇਰੇ ਭਰਾ ਨੂੰ ਨਵੀਂ ਨੌਕਰੀ ਮਿਲੀ This was done very well. | ਨੌਕਰੀ |
| 6 | The waiters | ਬਹਿਰੇ / ਕੰਮ ਕਰਨ ਵਾਲੇ was also accepted, as correct answer. The message was sometimes not conveyed because 'The waiters' was translated as ਵੇਟਰ / ਬੇਟਰ. | ਕੰਮ |
| 7 | are very helpful. | ਬਹੁਤ ਮਦਦਗਾਰ / ਮਦਦ ਕਰਨ ਵਾਲੇ ਹਨ। ਮਦਦਗਾਰ caused a problem for many and it was common to see ਮਦਦ ਕਰਦੇ ਸੀ। | ਬਹੁਤ ਹਨ |
| 8 | When we arrived | ਜਦੋਂ ਅਸੀਂ ਪਹੁੰਚੇ This was done very well. | ਅਸੀਂ |

| | | | |
|----|-----------------------------------|---|-------------------|
| 9 | they immediately gave us a table. | ਤੁਰੰਤ / ਜਲਦੀ / ਛੇਤੀ ਹੀ ਸਾਨੂੰ ਮੇਜ਼ ਦਿੱਤਾ। / ਮੇਜ਼ was also accepted too as correct answer. This was done very well. | ਦਿੱਤਾ। |
| 10 | It was my first visit | ਮੈਂ ਪਹਿਲੀ ਵਾਰ ਗਈ / ਗਿਆ ਸੀ। This was done very well. | ਪਹਿਲੀ |
| 11 | to this restaurant, | ਇਸ ਰੈਸਟੋਰੈਂਟ ਵਿੱਚ / ਤੇ This was done very well. | ਰੈਸਟੋਰੈਂਟ |
| 12 | but I will go there | ਪਰ ਮੈਂ ਉੱਥੇ ਜਾਵਾਂਗਾ / ਜਾਵਾਂਗੀ। | ਰੈਸਟੋਰੈਂਟ ਦਾ ਖਾਣਾ |
| 13 | again with my friends. | ਆਪਣੇ ਦੋਸਤਾਂ / ਆਪਣੀ ਸਹੇਲੀਆਂ ਨਾਲ ਫਿਰ ਜਾਵਾਂਗਾ / ਜਾਵਾਂਗੀ। | ਦੋਸਤ ਸੀ |

Application of grammatical knowledge of language and structures

Other reasonable alternative translations was 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 ਮਦਦਗਾਰ, ਬਹਿਰੇ, ਢਾਬਾ, ਖਾਧਾ, ਤੁਰੰਤ, ਜਾਵਾਂਗਾ / ਜਾਵਾਂਗੀ, ਟਾਊਨ ਅਤੇ ਭਰਾ 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.