



GCSE

Panjabi

8683/WH Paper 4 Writing Higher Tier

Report on the Examination

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General Points

The overall performance of students this year was very encouraging. Students were able to refer to different time frames and express opinions and reasons and the quality of work generally seen across the paper and especially in the responses to Question 1 was impressive. Some students failed to score marks when inaccuracy caused a delay in communicating messages. The main reasons for this continue to be inaccurate verb formations or answering in the wrong time frame. In addition, in some cases, students are being encouraged to produce language, which is too complex and as a result, their responses were not able to produce successful complex sentences.

Question 1

For this question, there were 10 marks for Content and 6 marks for Quality of language. Students are advised to write approximately 90 words in total about four different bullet points. All bullet points need to be addressed, but there is no need for equal coverage of the bullets. Students approached this question well, with many able to produce extended pieces of writing with developed responses. They were aware of the need to produce three-time frames and express at least two opinions and, for the most part, were successful in achieving this.

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, inaccuracy and therefore lack of clarity of communication can impact negatively on marks awarded. Although students are now aware of the need to produce three-time frames, there was occasionally some mismatch between the time markers in bullet points and the time frames produced in the response, which also negated the message.

Question 1.1

Although this was a less popular choice with students, the task covered topics with which they are familiar and bullet points were often fully addressed and rarely omitted, leading to some very impressive responses. Bullet point 1 ਮਨੋਰੰਜਨ ਲਈ ਦੇਖੋ ਕਿਸੇ ਪ੍ਰੋਗਰਾਮ ਬਾਰੇ provided many students with the opportunity to develop detailed responses, although they need to be reminded that they are required to answer in the past tense. Bullet point 2 was well covered. Most students responded well to bullet points 3 and 4. Where there were less successful responses, this was because some students did not refer to the future time frame/suggestions for future entertainment.

Question 1.2

This was the more popular choice with students. Bullet point 1 was, overall, well covered with most students developing the response in some detail such as they are describing rooms in their house, how many floors they have, type of house, when they moved in this new house, area, facilities around the house etc. Interpretation of bullet points 2 and 4 presented no problems for students, although inaccurate tense formations sometimes had a negatives impact on marks. Bullet point 3 also elicited some good extended responses, although, where students were less successful, was when they referred to picnic and family getting together without making reference to festivals, which was a requirement of the task set.

Advice to students

- Aim to write roughly the suggested number of words.
- Mention all of the bullet points.
- Attempt to write something about the bullet points rather than omitting them.
- Tick off the bullet points in the rubric once they have been addressed.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions regularly across the piece of work.

Question 2

For this question, there are 15 marks for content, 12 marks for range of language and 5 marks for accuracy. Students are advised 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. Students' responses were generally very good with most able to cover both bullet points in detail. They demonstrated well their ability both to justify opinions and to provide a variety of language with a level of complexity.

Content

The criteria for assessment focus on four elements: relevance and detail, 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

This was a more popular choice with students as it addressed a topic with which they are very familiar. There were some impressive responses to this question. Students were able to produce extended pieces of writing. Where students were less successful was when they did not clearly communicate their views on bullet point 1, did not notice the **ਭਵਿੱਖ** reference of bullet point 2, or used an inappropriate tense.

Bullet point 1 was **ਅੱਜ-ਕੱਲ੍ਹ ਵਿਆਹਾਂ ਤੇ ਹੋ ਰਿਹਾ ਵਾਧੂ ਖਰਚ** Students were able to provide detailed and extended responses, conveying a lot of information using fancy words and phrases such as: **ਠਾਠ-ਥਾਠ, ਧੁੰਮ-ਧਮ, ਆਲੀਸ਼ਾਨ, ਚਾਅ, ਰੀੜਾਂ, ਜਨੇਤ**

In addition, bullet point 2 referred to **ਭਵਿੱਖ ਵਿਚ ਹੋਣ ਵਾਲੇ ਜੀਵਨ-ਸਾਥੀ ਬਾਰੇ** and if students did not directly refer to, this had a negative impact on marks awarded for content, as no direct reference to future created ambiguity and did not clearly communicate, given the requirement of the task. There were some impressive responses to this bullet point where students were mentioning what qualities they would like to see or have in their future life partner such as: **ਦਿਆਲੂ, ਮਿਹਨਤੀ, ਅਮੀਰ, ਸਿੱਖ ਹੋਵੇ, ਮੇਰੇ ਮਾਤਾ-ਪਿਤਾ ਦਾ ਸਤਿਕਾਰ ਕਰਨ ਵਾਲਾ, ਮੈਨੂੰ ਫੁੱਲ ਲਿਆ ਕੇ ਦੇਵੇ, ਮੇਰੇ ਮਾਂ-ਬਾਪ ਦੀ ਸੇਵਾ ਕਰੇ**

Question 2.2

This was second popular choice. Bullet point 1 ਅੱਜ-ਕੱਲ੍ਹ ਨੌਕਰੀਆਂ ਤੇ ਕੰਪਿਊਟਰ ਦੇ ਪ੍ਰਭਾਵ was generally covered well and the responses to these showed good developments.

Some students misunderstood the first bullet point and mentioned the advantages and disadvantages of the computers rather than writing about the effects of computers on jobs. Therefore, they did not score full marks in the content. The second bullet point ਭਵਿੱਖ ਵਿੱਚ ਨੌਕਰੀ ਲਈ ਇੰਟਰਵਿਊ ਦੀ ਤਿਆਰੀ proved challenging with the future time frame reference as some students responded using past time frame eg ਪਿਛਲੇ ਹਫ਼ਤੇ ਮੇਰੀ ਇੰਟਰਵਿਊ ਸੀ। ਮੇਰੀ ਇੰਟਰਵਿਊ ਟੀਮਜ਼ ਤੇ ਸੀ। rather than eg ਅਗਲੇ ਹਫ਼ਤੇ ਮੇਰੀ ਇੰਟਰਵਿਊ ਹੈ/ਹੋਵੇਗੀ। ਮੇਰੀ ਇੰਟਰਵਿਊ ਟੀਮਜ਼ ਤੇ ਹੈ/ਹੋਵੇਗੀ।

Accuracy

The criteria for assessment focused mainly on verbs and tense formations, and the type of errors that students make. 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 roughly the number of words suggested.
- Read the bullet points and the scene setting carefully, ensuring you know exactly what they require in terms of response.
- Target the key words in the bullet points and refer to them in your response.
- Tailor the language you know to suit the demands of the question, rather than just writing everything you know about the topic.
- When including complex language, check that your verbs and spellings are accurate.

Questions 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 all grades, 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, 'homework, history, mathematics, village, expensive'. The passage was divided into 13 key messages:

Conveying key messages

	Message	Accept	Reject
1	Every day I do	ਮੈਂ ਹਰ ਰੋਜ਼ ਕਰਦੀ / ਕਰਦਾ ਹਾਂ This was translated very well. students wrote a variety of phrases for every day eg ਹਰ ਰੋਜ਼, ਹਰੇਕ ਦਿਨ	ਹਰ ਹਫ਼ਤੇ

2	homework,	ਘਰ ਕਰਨ ਲਈ ਮਿਲਿਆ ਕੰਮ / ਹੋਮਵਰਕ/ਸਕੂਲ ਤੋਂ ਮਿਲਿਆ ਕੰਮ/ਸਕੂਲ ਦਾ ਕੰਮ The vast majority of students were able to convey the messages and score marks here. Only a few students wrote house work instead of homework.	ਕੰਮ
3	so I use	ਇਸ ਲਈ ਮੈਂ ਵਰਤਦਾ / ਵਰਤਦੀ ਹਾਂ। This was translated well.	ਮੈਂ
4	the Internet to help me.	ਮਦਦ ਲਈ ਇੰਟਰਨੈੱਟ This was done well.	ਇੰਟਰਨੈੱਟ
5	It is very useful, especially	ਖਾਸ ਕਰ ਕੇ ਇਹ ਬਹੁਤ ਲਾਭਦਾਇਕ/ਫਾਇਦੇਮੰਦ ਹੁੰਦਾ ਹੈ। Some students could not translate useful.	ਲਾਭਦਾਇਕ
6	if I am studying History or Mathematics.	ਜੇ ਮੈਂ ਇਤਿਹਾਸ ਜਾਂ ਹਿਸਾਬ/ਗਣਿਤ ਦਾ ਕੰਮ ਕਰਦੀ / ਕਰਦਾ ਹਾਂ। The key message was sucessfully conveyed by most of the students.	ਮੈਂ ਇਤਿਹਾਸ
7	During our holiday	ਆਪਣੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ This was done very well.	ਛੁੱਟੀਆਂ ਵਿੱਚ
8	we visited our old village	ਅਸੀਂ ਆਪਣੇ ਪੁਰਾਣੇ ਪਿੰਡ ਗਏ ਸੀ This was translated very well.	ਪਿੰਡ ਨੂੰ ਗਏ
9	in the Punjab.	ਜੋ ਕਿ ਪੰਜਾਬ ਵਿੱਚ ਹੈ। This was done well.	ਪੰਜਾਬ
10	I bought a dhol for my friend	ਮੈਂ ਆਪਣੇ ਦੋਸਤ / ਆਪਣੀ ਸਹੇਲੀ/ਮਿਤਰ ਲਈ ਇੱਕ ਢੋਲ ਖਰੀਦਿਆ The vocabulary here is widely known by students.	ਦੋਸਤ / ਸਹੇਲੀ / ਢੋਲ
11	because it was not too expensive.	ਕਿਉਂਕਿ ਇਹ ਬਹੁਤ ਮਹਿੰਗਾ ਨਹੀਂ ਸੀ ।ਸਸਤਾ ਸੀ was also accepted as a correct answer.	ਮਹਿੰਗਾ
12	Next year	ਅਗਲੇ ਸਾਲ This was translated very well.	ਸਾਲ
13	I will go to Shimla.	ਮੈਂ ਸ਼ਿਮਲਾ ਜਾਵਾਂਗੀ / ਜਵਾਂਗਾ। This was done well.	ਮੈਂ

Application of grammatical knowledge of language and structures

Minor errors did not prevent the awarding 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 ਇੰਟਰਨੈੱਟ, ਸਹਾਇਤਾ, ਲਾਭਦਾਇਕ, ਇਤਿਹਾਸ, ਗਣਿਤ, ਢੋਲ, ਮਹਿੰਗਾ 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.