



GCSE

Panjabi

8683/WF Paper 4 Writing Foundation Tier

Report on the Examination

8683

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General comments

Most of the students were able to attempt all the questions and it was extremely rare to see blank responses. Students were able to refer to different time frames and express opinions, which enabled them to meet the demands of the assessment criteria for Questions 4. The students who obtained the lower marks were those who were unable to express themselves clearly in Panjabi. In some cases, students scored lower marks for accuracy and range of language because of their inadequate linguistic skills and limited vocabulary.

Question 1

Photo card requires students to write four sentences in Panjabi. Each sentence is marked separately and is worth a maximum of two marks. Students are awarded marks only for communication for this question. The best responses included successful use of simple phrases and the majority of students attempted to write full sentences such as:

- ਇਸ ਤਸਵੀਰ ਵਿੱਚ ਪਰਿਵਾਰ ਪਿਕਨਿਕ ਤੇ ਗਿਆ ਹੈ।
- ਇਸ ਤਸਵੀਰ ਵਿੱਚ ਪਰਿਵਾਰ ਛੁੱਟੀਆਂ ਤੇ ਆਇਆ ਹੈ।
- ਤਸਵੀਰ ਦੇ ਸੱਜੇ ਪਾਸੇ ਟੋਕਰੀ ਹੈ।

There were some 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:

- incorrect use of present continuous tense.
- ambiguity with numbers.
- wrong family phrases.
- no verb
- the use of English words such as family, basket and tree etc.

Advice to student

- Keep the sentences simple to communicate a clear message.
- Include a verb in the sentence.
- Avoid adding a variety of details to individual sentences.

Question 2

Teachers are reminded that there are 10 marks for Content and 6 marks for Quality of language. Students are advised 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.

Content

The criteria for assessment address both coverage of the bullet points and clarity of communication. Students generally understood the bullet points and nearly all were able to offer some information on each of them. Students are advised to write about 40 words but many responses were far too long. Some covered each bullet point more than adequately but supplementary material sometimes created lapses

often influencing marks. The first, third and the last bullet points elicited some good responses from the students. The fourth bullet point was where they produced inaccurate version.

Quality of Language

There were good attempts at variety, for example, different ways of expressing opinions, different persons of the verb such as ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ ਕਈ ਕੱਲਬ ਚਲਾਏ ਜਾਂਦੇ ਹਨ, ਮੈਂ ਹੋਮਵਰਕ ਕਰਨਾ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ ਕਿਉਂਕਿ ਮੈਂ ਥੱਕ ਜਾਂਦਾ ਹਾਂ। Again, where students failed to score marks, this generally occurred when verb formations were not accurate and where they had attempted to write much more than the 40 words and, therefore, created more scope for error.

Advice to students

- Aim to write roughly the number of words suggested.
- Mention all the of the bullet points.
- Attempt to write something about them rather than omitting them.

Question 3

For this question, there are 5 marks for conveying key messages and 5 marks for application of grammatical knowledge of language and structures. Question differentiated well with all students being able to score some marks. There were some key vocabulary items which were not well known, for example, 'Tall', 'Pollution' and 'City'.

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

	Message	1 mark	0 mark
1	I am	ਮੈਂ ਹਾਂ। This was translated very well.	ਮੈਂ
2	very tall.	ਬਹੁਤ ਲੰਮਾ / ਲੰਮੀ This was reasonably done well. Some students used word high instead of tall.	ਬਹੁਤ
3	I do not like	ਮੈਂ ਪਸੰਦ ਨਹੀਂ ਕਰਦੀ / ਕਰਦਾ This was translated well.	ਮੈਂ ਪਸੰਦ ਕਰਦੀ / ਕਰਦਾ
4	Mathematics	ਹਿਸਾਬ This was done well.	ਸਾਬ

5	but I like Panjabi.	ਪਰ ਪੰਜਾਬੀ ਪਸੰਦ ਕਰਦੀ / ਕਰਦਾ ਹਾਂ । The vocabulary here is widely known by students.	ਪੰਜਾਬੀ ਨਹੀਂ ਕਰਦੀ
6	There is a lot of pollution	ਬਹੁਤ ਪ੍ਰਦੂਸ਼ਣ ਹੈ । The vast majority of students were able to convey the messages and score marks here.	ਬਹੁਤ
7	in this city.	ਇਸ ਸ਼ਹਿਰ ਵਿੱਚ was frequently not known. This was reasonably done well. Some students used town and village word instead of city.	ਸ਼ਹਿਰ
8	Normally, we do sport	ਅਸੀਂ ਆਮ ਤੌਰ ਤੇ ਖੇਡਦੇ ਹਾਂ । This sentence contained high demand elements, and the most able students coped well.	ਖੇਡਦੇ ਹਾਂ
9	at the sports club.	ਖੇਡਾਂ ਵਾਲੇ ਕਲੱਬ ਵਿੱਚ The key message was successfully conveyed.	ਕਲੱਬ ਵਿੱਚ
10	Last year,	ਪਿਛਲੇ ਸਾਲ This was translated very well.	ਇਸ ਸਾਲ
11	I went on holiday	ਮੈਂ ਛੁੱਟੀਆਂ ਤੇ ਗਿਆ / ਗਈ ਸੀ । This was done well.	ਗਿਆ / ਗਈ ਸੀ ।
12	with my family.	ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ This was translated very well.	ਪਰਿਵਾਰ

Application of grammatical knowledge of language and structures

There was usually a direct correlation between the mark for key messages and the mark for application of grammar. However, this was sometimes lower, if the student had been allowed several key messages despite poor grammar and/or spelling; or higher, if the mark for Key messages had been lowered by several relatively minor errors.

Advice to students

- Practise high frequency words and phrases eg prepositions, school subjects.
- Practise frequency and time expressions eg usually, today, tomorrow, yesterday, last, next etc.
- Check verb tenses and endings.
- Check carefully that all aspects of the translation have been addressed.

Question 4

For this question, there were 10 marks for content and 6 marks for quality of language. Students were required to write approximately 90 words in total about four different bullet points. All bullet points had to be covered, but there was no need for equal coverage of the bullets.

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 of them 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.

Question 4.1

This was the least popular choice with students, although this question was based on topic Free-time activities with which students are familiar. First 3 bullet points were communicated clearly with opinions. In bullet point 4, the future time frame proved to be problematic, ਭਵਿੱਖ ਵਿੱਚ ਨੌਜਵਾਨਾਂ ਦੇ ਮਨੋਰੰਜਨ ਲਈ ਸੁਝਾਅ. Some students wrote their responses in present tense rather than the future.

Question 4.2

This was most popular choice with students. Bullet point 1,2 and 4 were communicated clearly with opinions. Students described their new house using a wide range of words and phrases: ਨਵਾਂ ਘਰ, ਸਹੁਣਾ ਘਰ, ਸਾਡੀ ਨਵੀਂ ਕੋਠੀ। Bullet point 3 was misunderstood by some students so rather than writing about a festival or celebration they mentioned about family getting together without referring to a festival. Due to this some students lost marks in the communication.

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 on the question paper once they have been covered.
- Make sure you include opinions as required by the task.

Mark Ranges and Award of Grades

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