



GCSE

Punjabi

8683/WF – Writing (Foundation)

Report on the examination

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General comments

The overall performance of students this year was encouraging. The paper differentiated well as the students were able to score marks over a variety of questions. The variety of questions in the paper provided an opportunity for all students to demonstrate their skills and knowledge. This year it was particularly encouraging to see an improvement in the quality of responses for questions 4.1 and 4.2. This report will provide a complete summary of the Foundation Writing examination 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 best responses included successful use of simple phrases and the majority of students attempted to write full sentences such as:

ਇਸ ਤਸਵੀਰ ਵਿੱਚ ਇੱਕ ਕੁੜੀ ਲੈਪਟੋਪ ਵਰਤਦੀ ਹੈ।

ਤਸਵੀਰ ਵਿੱਚ ਇੱਕ ਅਧਿਆਪਕ ਧਿਆਨ ਨਾਲ ਦੇਖਦਾ ਹੈ।

The majority of students attempted to write full sentences but 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. Teachers are reminded that this question is not marked for quality of language. For this reason, there is no need to provide any complex or variety of language.

Where students were unable to score marks, it was mainly for the following reasons:

- Information was repeated: ਤਸਵੀਰ ਵਿੱਚ ਇੱਕ ਕੁੜੀ ਹੈ। ਤਸਵੀਰ ਵਿੱਚ ਮੈਂ ਇੱਕ ਕੁੜੀ ਦੇਖ ਸਕਦਾ ਹਾਂ।
- Sentences were not appropriate in the context of the photo such as ਤਸਵੀਰ ਵਿੱਚ ਸਾਰੇ ਖੁਸ਼ ਹਨ।

Advice to students

- 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

In this question there are 10 marks for Content and 6 marks for Quality of Language. Students were 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 of the students wrote 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, ਤੁਹਾਡਾ ਜਨਮਦਿਨ, ਤੋਹਫਾ, ਪਾਰਟੀ ਅਤੇ ਖਾਣੇ ਬਾਰੇ 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.

Bullet points 2,3 & 4, some students did write in the past and future tense eg, ਮੈਨੂੰ ਫੋਨ ਮਿਲਿਆ ਸੀ।, ਪਾਰਟੀ ਇੱਕ ਹਾਲ ਵਿੱਚ ਹੋਵੇਗੀ।/ਪਾਰਟੀ ਘਰ ਕੀਤੀ ਸੀ।, ਖਾਣਾ ਮੇਰੇ ਮਾਤਾ ਜੀ ਤਿਆਰ ਕਰਨਗੇ।/ਖਾਣਾ ਢਾਬੇ ਤੋਂ ਆਵੇਗਾ। Students could write anything at wanted 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

There were good attempts at variety, for example, different ways of expressing opinions, different persons of the verb. So, where students gave opinions for each aspect, they could vary their language, for example by using verbs such as ਮੈਂ ਜਨਮਦਿਨ ਤੇ ਪਾਰਟੀ ਕਰਨੀ ਪਸੰਦ ਕਰਦੀ ਹਾਂ। and adjectives such as ਵੱਡੀ, ਸ਼ਾਨਦਾਰ, ਸਵਾਦ, ਮਹਿੰਗਾ

Again, where students were unable 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.
- Tick off each bullet point on the question paper once you have written about it.

Question 3

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, 'Maths', 'Evening' and 'Gifts'. The sentences were divided into 12 key messages, as in the table below.

	Message	Accept	Reject
1	This is a	ਇਹ ਇੱਕ	ਇਹ
2	small shop.	ਛੋਟੀ ਦੁਕਾਨ ਹੈ।	ਦੁਕਾਨ
3	We played	ਅਸੀਂ ਖੇਡੇ	ਖੇਡ
4	tennis	ਟੈਨਿਸ	ਮੈਚ
5	in the evening.	ਸ਼ਾਮ ਨੂੰ	ਸ਼ਾਮ
6	My father	ਮੇਰੇ ਪਿਤਾ ਜੀ	ਦਾਦਾ ਜੀ
7	only likes to work	ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹਨ।	ਕੰਮ
8	from home.	ਸਿਰਫ ਘਰੋਂ	ਦਫਤਰ
9	My brother does not like	ਮੇਰਾ ਭਰਾ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ।	ਪਸੰਦ
10	to study maths.	ਹਿਸਾਬ/ਗਣਿਤ ਪੜ੍ਹਨਾ	ਪੜ੍ਹਨਾ
11	We bought many nice gifts	ਸੁੰਦਰ ਕਈ ਤੋਹਫੇ	ਤੋਹਫੇ
12	during the holiday.	ਛੁੱਟੀਆਂ ਵਿੱਚ ਖਰੀਦੇ।	ਖਰੀਦੇ

Application of grammatical knowledge of language and structures

Minor errors did not prevent awarding of marks for conveying key messages, as long as they were communicated. 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.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the words like ਅਸੀਂ, ਇਹ, ਮੇਰਾ, ਮੇਰੇ etc.
- Always check verb tenses and endings.

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 most popular choice with students. It was on the topic of Sports with which students are familiar, but it is important to remind students that the specification requires them to use their knowledge to respond to the exact requirements of the task rather than just reproduce pre-learnt language. The bullet points 1, 2 and 4 were well covered, with many good responses. In bullet point 3, the past time frame proved to be problematic, ਦੇਖੇ ਹੋਏ ਖੇਡ ਮੁਕਾਬਲੇ ਬਾਰੇ some students wrote their responses in future or present tense rather than the past.

Question 4.2

This was the second popular choice with students. This question was also on a familiar topic of environment. Bullet points 1, 2 and 3 were generally covered well and the responses to these showed good developments. The fourth bullet point (ਭਵਿੱਖ ਵਿੱਚ ਖੇਡਾਂ ਖੇਡਣ ਬਾਰੇ ਸੁਝਾਅ) proved challenging with the students. Some students wrote their responses in present tense rather than the future.

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 all questions was appropriate and reasonably wide ranging. 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 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.