



**GCSE**  
**Punjabi**  
8683/RH

## Report on the examination

Version: 1.0  
June 2025

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## General Comments

The demand of this year's paper was broadly consistent with that of the previous year. However, the students appeared to find it marginally more accessible, as evidenced by a slight increase in the mean mark from last year's figure by approximately 1%. Like the previous year, the paper did not require using outside vocabulary. The quantity of multiple-choice questions remained unchanged; however, students were required to read approximately 159 fewer words. This increase in mean performance may be attributable to the reduction of reading load or potentially to variances in cohort ability.

The demand of this year's questions was comparable to the questions last year. The students considered questions 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11 and 12 accessible; however, they perceived only question 01.7 difficult.

## Section A

### Question 01

This question was based on literature, and it was common between the Foundation and Higher tier papers. Overall, the students scored a mean mark around 74% on questions 01.1-01.6. The students found this question quite accessible and performed well by scoring a mean mark 3% higher compared to last year. Although the short story was written in direct speech, the students still managed to score well because most common Panjabi words were used rather than the words from the outside vocabulary list which make it difficult for students to score marks.

### Question 02

This question was on the topic 'future plans and ambitions.' The students found this question very accessible because it was an interesting topic, and the vocabulary used was also accessible. The mean mark scored by the students was around 71% which was 1% higher than the previous year on a similar question.

### Question 03

This was a multi-choice question based on the topic 'Student accommodation'. The students found it quite accessible which was endorsed by the mean mark scored around 85%. However, they found it slightly less accessible compared to last year as the mean mark went down by around 8%.

### Question 04

This was a multi-choice question aimed at a high grade. The mean mark scored around 60% compared to 90% last year showed it discriminated well between high and low ability students. Although the difficult vocabulary was replaced with most commonly used words, it was still appropriate to the demand of the question. That was why the less successful students struggled to score well on this question.

### Question 05

This was the complete text type question based on the topic 'Punjabi parents'. It was a high demand question, but the students still managed to score a mean mark around 61%. However, the mean mark scored by the students was 16% lower compared to last year, suggesting that this question discriminated well between high and low ability students, despite the fact that targeted vocabulary words 'ਉਮੀਦਾਂ', 'ਵਿੱਦਿਆ', 'ਇੱਜ਼ਤ' and 'ਆਦਰਯੋਗ' were quite accessible. Generally, students don't perform as well on this question because they do not practise 'complete the text' type questions in the classroom.

### Question 06

This question was set on 'Punjabi weddings in Punjabi community'. The students found this question quite accessible by scoring a mean mark around 80% that was 11% higher on a similar question compared to last year. The most common answers for question 06.1 were 'getting married through a middleman/matchmaker'. The answers, like 'traditional or cultural marriage' were rejected as they were considered mere guesswork. The answers, like 'parents/family members/relatives/matchmaker/middleman' were accepted for question 06.2. Most common acceptable correct answers for question 06.3 were 'want to marry or not/continue seeing each other or not'. The answers, like 'where to go on honeymoon/who to invite on wedding' were considered mere guesswork and scored no mark.

### Question 07

The students found this question quite accessible as shown by the mean mark of around 90% scored by the students. The students' performance on this question was better than last year as they scored a 15% higher mean mark compared to last year. Most common advantages for question 07.1 were 'pay online/buy stuff online' and most common disadvantages were 'money gets stolen'. Most common answers for question 07.2 were 'people can work from anywhere/anytime/whenever' and the most common disadvantage was 'new technology devices are expensive'. The answers like 'you can use your phone anywhere and anytime' without a reference to work got rejected and scored no mark.

## Section B

### Question 08

This was a common question between Foundation and Higher tier papers. It was a low demand question which was based on a Punjabi folk song. Most of the students found this question very accessible as the mean mark scored was around 82%, this was up 29% compared to the mean mark scored last year. It appeared the simplified or most common vocabulary in the question helped students to score high marks.

### Question 09

This question tested students' knowledge about two timeframes. The students were meant to select activities that happened in the past or will happen in the future for two people in the text and put them in the correct columns: 'Past' and 'future'. The mean mark scored was around 88% that was 8% higher compared to last year suggesting that the student performance on this question-type is improving. The most common answers for Harleen were 'ਬਜ਼ੁਰਗਾਂ ਨਾਲ ਗੱਲਾਂ ਕਰਦਾ'

ਸੀ/ ਕਿਤਾਬਾਂ ਇਕੱਠੀਆਂ ਕਰੇਗਾ।’ The most common answers for Dalbeer were ‘ਬੇਘਰੇ ਲੋਕਾਂ ਨੂੰ ਖਾਣਾ ਦੇਣ ਜਾਂਦਾ ਸੀ/ ਸਮੇਂ ਵੇਚੇਗਾ।’ Some low ability students wrote present time activities in the past or the future column hence lost marks. A few students wrote pastime activities in the future column or vice versa and therefore didn’t gain marks.

Centres are advised to teach students past and future timeframes and make students familiar with the column titles which are kept the same every year, in order to gain good marks in this question.

### Question 10

This was a multiple-choice question based on an interesting topic ‘school life’. The mean mark scored was around 86% by the students, suggesting that they found this question very accessible. Most common vocabulary might have contributed toward scoring a 7% higher mean mark compared to last year.

### Question 11

This was a multi choice high demand question set on the UK’s Panjabi people’s holiday destinations. This question had some challenging Panjabi vocabulary and complex sentence structures. Therefore, the students could only score a mean mark around 66% which was 1% lower compared to last year, suggesting the students found this question slightly less accessible compared to last year. However, students performed less well on two sub-questions out of 6 sub-questions: 11.3 (mean mark was around 38%) and 11.6 (mean mark was about 37%). The students performed less well on these sub-questions because of complex sentence structures in the text, challenging vocabulary and plausible distractors.

## Section C

### Question 12

The students scored a mean mark around 80% on the translation question. They not only performed well on this question, but they also scored a mean mark around 11% higher compared to last year. Around 87% students scored 6 out of 9 marks compared to around 70% last year. It appeared that students worked very well on the advice given in the Examiners report last year. Most common mistakes students made in the translation task were as follows:

Sentence part 4: Some students translated this part of the sentence in present tense rather than in future tense as follows ‘However, I don’t get a job in this country’ instead of ‘However, I will not work in this country’ and lost a mark. However, the translation of this part as ‘However, I am not going to work in this country’ was considered for a mark.

Sentence part 6: A few students struggled to translate ‘ਦਵਾਈਆਂ ਦੀ ਦੁਕਾਨ’ into a chemist’s shop/pharmacy.

Sentence part 7: Some students didn’t translate ‘ਨਵਾਂ’ into English, they just translated this part as ‘The doctors’ rather than ‘The new doctors’ and didn’t score a mark.

A couple of students wrote their translation in the third person and lost marks. The students are advised not to change the pronoun in the Panjabi text, please keep the pronoun the same while translating, otherwise marks can be deducted for not translating pronouns correctly. For example, if the Panjabi text is written in the first person, please don't change into the third person. Please keep practising translation skills in the classroom using three timeframes, different connectives and frequency words.

## Mark Ranges and Award of Grades

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