



GCSE

Punjabi

8683/WH – Writing (Higher)

Report on the examination

Version: 1.0
June 2025

Further copies of this report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Points

The quality of work produced for this summer examination was good. The paper differentiated very well demonstrating that students were able to score marks over a variety of questions. The majority of students were entered appropriately for Higher tier. Students' ability to use a variety of tenses and complex language were notable. Students were able to express and justify opinions well in writing exam. A few students were unable 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. Other barriers to achievement were a lack of knowledge of key vocabulary and the inability to respond to targeted rubrics and bullet points.

Question 1

For question 1 there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total. All four bullet points must be covered, 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 the 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

This was the more popular choice with students. Bullet point 1 (ਤੁਹਾਡੀ ਮਨਪਸੰਦ ਖੇਡ) was very accessible to students, and they were able to produce extended responses. The bullet points 2 and 4 were well covered, with many good responses. Most students responded well to bullet point 3. Where there were less successful responses, this was because some students did not recognise the time marker, ਦੇਖੇ ਹੋਏ and did not refer to past sport competition or a match they had watched. Most of the students were able to include all the bullet points in their response.

Question 1.2

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 was generally covered very well and the responses to these showed good developments. Interpretation of bullet points 2 and 3 presented no problems for students, although inaccurate tense formations sometimes had a negative impact on marks. The last bullet point proved challenging with the future time frame reference as some students responded using past or present time frame eg ਹੋਰ ਪੌਦੇ ਲਾਏ ਗਏ ਸੀ।

Advice for 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 ਪੱਕੇ ਦੋਸਤਾਂ/ਪੱਕੀਆਂ ਸਹੇਲੀਆਂ ਦੇ ਗੁਣ Students were able to provide detailed and extended responses, conveying a lot of information using fancy words and phrases such as: ਦਿਆਲੂ, ਮਿਹਨਤੀ, ਮਿਲਣਸਾਰ, ਸ਼ੁਗਲੀ, ਵਫਾਦਾਰ, ਭਰੋਸਯੋਗ, ਸਿੱਖ ਹੋਵੇ, ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਦਾ ਸਤਿਕਾਰ ਕਰਨ ਵਾਲਾ।

Question 2.2

This was second popular choice. Bullet point 1 ਅੱਜ-ਕੱਲ੍ਹ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਪੜ੍ਹਾਈ ਦੀ ਮਹੱਤਤਾ was generally covered well and the responses to these showed good developments. Some students misunderstood the first bullet point and mentioned about their study using lessons they have and their school day rather than writing about importance of education/study. Therefore, they did not score full marks in the content.

In addition, bullet point 2 referred to ਭਵਿੱਖ ਵਿੱਚ ਤੁਹਾਡੇ ਸੁਪਨਿਆਂ ਦਾ ਸਕੂਲ/ਕਾਲਜ and if students did not directly refer to a dream school or college, this had a negative impact on marks awarded for content, as no direct reference to dream school or college created ambiguity and did not clearly communicate, given the requirement of the task.

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 messy 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.

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 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, 'grew, farm, charity, village, cities, pollution'. The passage was divided into 13 key messages:

		1 mark	0 marks
1	Last month	ਪਿਛਲੇ ਮਹੀਨੇ	ਹਫ਼ਤੇ
2	we went to	ਅਸੀਂ ਗਏ ਸੀ	ਗਏ
3	a wedding party.	ਇੱਕ ਵਿਆਹ ਦੀ ਪਾਰਟੀ ਤੇ	ਪਾਰਟੀ
4	It was in a village in the Punjab,	ਇਹ ਪੰਜਾਬ ਦੇ ਇੱਕ ਪਿੰਡ ਵਿੱਚ ਸੀ।	ਪੰਜਾਬ
5	where my father grew up	ਇੱਥੇ ਮੇਰੇ ਪਿਤਾ ਜੀ ਵੱਡੇ ਹੋਏ	ਪਿਤਾ ਜੀ
6	and studied.	ਅਤੇ ਉਨ੍ਹਾਂ ਨੇ ਪੜ੍ਹਾਈ ਕੀਤੀ।	ਪੜ੍ਹੀ
7	I visited our farms and	ਮੈਂ ਆਪਣੇ ਖੇਤਾਂ ਵਿੱਚ ਗਿਆ/ ਗਈ ਅਤੇ	ਦੇਖੇ
8	now the villages are very clean.	ਹੁਣ ਪਿੰਡ ਬਹੁਤ ਸਾਫ਼ ਹਨ।	ਸਾਫ਼
9	There is a lot of pollution in the cities.	ਸ਼ਹਿਰਾਂ ਵਿੱਚ ਪਰਦੂਸ਼ਨ ਬਹੁਤ ਹੈ।	ਸ਼ਹਿਰ ਵਿੱਚ
10	After my A-levels	ਏ ਲੈਵਲ ਕਰਨ ਤੋਂ ਬਾਅਦ	ਏ ਲੈਵਲ
11	I will spend four weeks	ਮੈਂ ਚਾਰ ਹਫ਼ਤੇ ਗੁਜ਼ਾਰਾਂਗਾ / ਗੁਜ਼ਾਰਾਂਗੀ	ਚਾਰ
12	in India and	ਭਾਰਤ ਵਿੱਚ ਅਤੇ	ਇੰਡੀਆ
13	will do charity work there.	ਉੱਥੇ ਚੈਰਿਟੀ ਲਈ ਕੰਮ ਕਰਾਂਗਾ / ਕਰਾਂਗੀ।	ਕੰਮ

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 ਪਰਦੂਸ਼ਨ, ਸ਼ਹਿਰਾਂ, ਪਰਉਪਕਾਰ, ਪਿੰਡ, ਚੈਰਿਟੀ, ਛੁੱਟੀਆਂ were often either incorrect, omitted or spelt incorrectly, and this influenced marks 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.