



A-LEVEL PANJABI

7682/1: Paper 1 (Reading and Writing)
Report on the Examination

7682
June 2022

Version: 1.0

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

Copyright © 2022 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges 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 schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General overview

This was the first real test of the new A-level Panjabi specification on a full cohort. Overall, the demand of the paper was similar to last year's paper. However the students performed less well than last year, as shown by the drop in the mean mark by around 5 marks. The drop in the mean mark could well be a result of a change in the cohort, as last year's cohort was made up of only high ability students while this year's cohort was mixed, or it could be an impact of the study time lost to Covid 19. The demand of this year's questions was similar to the questions set last year, however the students found questions 01.2, 01.6, 01.7, 01.8, 03.2, 04.2, 04.3, 04.4, 04.5, 04.6 and 04.7 quite challenging.

Section A

Question 1

Overall, the students performed very well on questions 01.1 – 01.5; however, only around 48% could achieve one mark on question 01.2 as they found this question difficult. The majority of students found questions 01.6 and 01.7 quite difficult as only around 37% could achieve one mark. Many students struggled to find the synonyms in the text and wrote similar words which were not in the text and so failed to gain marks. The students need to be made aware that they are required to find the synonyms *in the text* and that words written from outside the text can not be awarded any marks. However, around 50% of students managed to find the synonym for question 01.8 as they found the word in the question accessible.

Question 2

The mean mark scored by the students on this question was around 64%. On average the students scored four out of seven marks for assessment objective 2 (AO2) and around four marks out of five for AO3. The students found the given prose for writing a summary difficult as only around 1% could score full marks for AO2, compared to around 71% of students who scored four marks. However, the students performed much better in AO3 as around 17% of students achieved five marks and around 76% gained four marks.

The higher ability students managed to summarise three points from the text for the first bullet point; however the lower ability students struggled to comprehend 'wurl<BqohF Hence they could only summarise two points out of three. Many students managed to find the relevant information from the text to summarise two points for the second bullet point and scored well. The students were supposed to understand the Panjabi text 'bhumu<ll pRbNwq' for answering the third bullet point. However, many students struggled to understand 'valuable administrative ability' hence they opted for the other reason as their answer.

Most students wrote their summaries in around 90 words, however some students did not stick to the word length. The students are reminded that long summaries are marked for content or language as far as the first natural break, i.e. the end of the sentence or main clause between 90 and 100 words. They are also reminded that AO2 marks cannot be awarded for lifting language which does not match the phrasing of the bullet point. The students should avoid 'lifting' as the lifted language unnecessarily increases the word count and it is not eligible for AO3 marks.

Question 3

Most students found all parts of this question accessible and scored reasonably well. Around 49% students scored two marks on question 03.2, with a further 21% of students scoring only one mark as they provided only one detail.

Question 4

The majority of students found this question quite challenging; hence only a small number of students scored well across all parts of this question. Many students managed to find a relevant answer but wrote the answer in the wrong place and hence failed to gain the mark because either they did not really understand the question, or they found the text quite difficult. The students' worst performance was seen on question 04.5 where only 18% of students gained the mark. The students were supposed to give two details for question 04.2, however only very few students (11%) could score two marks whereas around 60% scored at least one mark.

Question 5

There were ten marks for translating the Panjabi passage into English. Although the average mark scored by the students was around 6, less than 5% of students scored full marks. The translation is considered successful if each element of the original text is found in the translation. The most common mistakes in the translation were as follows (see the mark scheme for the detailed breakdown of points):

1. Many translated this part of the sentence well.
2. The majority knew how to translate this part of the sentence.
3. There were only around 5% students who could translate 'kRAqIkarlās 'revolutionary'. A significant number of students struggled to translate this word into English. Some students also found 'pReirqI difficult to translate into 'inspire' in English.
4. A significantly high number of students managed this section of the sentence well: 'In March 1931'. Maybe the year 1931 written in English and a cognate used for name of the month was the reason for a successful translation of this part.
5. The majority translated well 'jel qoM JapxI JaKrl ic<TI iv<c' but some did not mention 'lost/Jail' in their English translation and hence lost a mark.
6. Many students translated this part of the sentence well; however, they found the cognate 'comrades' difficult to read and translate. Some students translated it as a 'commander' and failed to gain a mark.
7. Most students translated the direct speech as it is in the inverted commas and scored well. However, some students tried to convert the pronoun 'I' in the first person into third person and made a mess and did not score well.
- 8-9. The students found these two parts of the sentence quite accessible.

10. Many students found 'kRAql we icNnH qe wag l<g javedg' difficult to translate. However, some translated this part as 'movement will be stained' and scored well.
11. The majority of students managed to translate this part of the sentence as they found it very accessible.
12. Most students translated the phrase 's əh s n ə l j ə x ə' as 'going with courage', however low ability students translated 'courage' as 'breath' because the word in Panjabi 's əh s' resembles the Panjabi word 's əh' for 'breath'.
13. Many students found 'p R n ə' quite difficult to translate as 'aspire/motivate'.
- 14-19. Many students found these sections/parts of the translation quite accessible.
20. The Panjabi word 'k R I' in this section/part was quite challenging for many students. However, some students translated it as 'movement' and scored a mark.

Section B

Questions 6 – 9

The most popular topic was 'The role of women in Punjabi society' as 54 students chose this topic for essay writing and scored on average around 60% marks. In second place was the topic 'Social issues in the Punjab': 30 students attempted this question and scored an average mark of around 52%. The third most popular choice, chosen by 22 students, was 'Partition of the Punjab in 1947' with a mean mark of around 60%. The least favourite topic was 'Tourism in the Punjab': only five students attempted this question and scored on average around 68% - the highest marks of all topics, because only higher ability students had a go at this question.

In this section the students were meant to write an essay of approximately 300 words in Panjabi. However, most students wrote too many words. The students are advised to write to the point; if they write more words, they are likely to make more mistakes hence they would lose marks for AO3. In order to gain top marks, the students are advised to get five points from the reading passage (AO2) and they should link this information to their own research (AO4). It was seen that on average the students scored many fewer marks for AO2 than they did for AO4 in the essays written on research topics. The students are advised not to copy from the reading passage otherwise they won't get any marks.

Mark Ranges and Award of Grades

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