
A-LEVEL PANJABI

7682/3: Paper 3 (Listening, Reading and Writing)
Report on the Examination

7682
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General overview

The overall demand of the paper was comparable to last year's paper. It was quite natural for the mean mark to go down by around 8 marks as this year's cohort was made up of mixed ability students compared with last year's cohort which only had higher ability students. The majority of students received this paper very well and performed well on all the questions. However, the students found questions 02.6, 03.1, 03.3, 03.4 and 06 challenging.

Question 01

This multiple-choice question was aimed at low ability students hence the majority of students performed very well on this question – every student scored at least 2 marks, with over half of the students scoring at least 4 marks.

Question 02

Most of the students found this question quite accessible and scored very good marks. Around 86% of students scored both marks on question 02.1. A significantly high number of students managed very well to work out that 'anybody who is 18 years old or over' has the right to vote but the rest of the students struggled to comprehend 'Members of the Legislative Assembly are elected by the public through a direct election process'. However, only around 39% could achieve two marks on question 02.6; a significant number of students mentioned only one point. Most of the students mentioned the first point 'they are answerable to the Members of the Legislative Assembly for their actions', however struggled to work out what 'vote of no confidence' was. A few low ability students mentioned as a second point 'The Members of the Legislative Assembly can ask any question to the Ministers or the Chief Minister' and did not score the second mark.

Question 03

Overall, a good number of students performed very well on this question as they found the material accessible. Many students mentioned as an answer for the first detail in question 03.1 the names of industrial cities rather than 'industrial cities/big cities' as expected by the mark scheme; however they were still awarded one mark. A significant number (79%) of students scored one mark on question 03.2, however only around 52% students gained two marks. A good number of students failed to gain a second mark either because they found it difficult to comprehend the second point or they did not bother to mention the second point as an answer. A common reason for failing to gain the second mark on question 03.3 was because they wrote 'The youths had to ask for money from the officers' while the right answer was 'The youths were fed up with the corrupt officers who asked for money even to do a trivial job'. The most common mistake made by the students on question 03.4 was 'the drugs go to the other countries/cities through the Punjab' rather than to other states as per the recording source and the mark scheme.

Question 4

Students tended to perform well on this question as on average they scored around eight marks out of twelve. Some students wasted their valuable word count on an introduction and wrote double the length of the required word length and so lost marks. The students are advised to write

to the point for each bullet point and not to waste word count on an introduction or unnecessary copying from the text. The students are reminded not to write long summaries as the examiners stop marking after 90 to 100 words: the more they write, the more likely they are to make more mistakes and lose marks for AO3. They should remember that there are no AO3 marks for the language copied from the text.

Many students managed to write about two of the three marking points for the first bullet point. Some wrote that ‘people can register their names online with the doctor’ or ‘search for the availability of the medicines online’ for the second bullet point; however that was considered as one point as per the mark scheme hence they were not awarded two marks for AO1. Many students mentioned the other two points as expected in the mark scheme and scored two marks. The majority managed well to identify two points for the third bullet point from the given recording source. The students are advised to double check their verb forms, pronouns, genders and adjectives for agreement in order to score good marks for AO3.

Question 5

The average mark scored by the students on this question was just under seven out of ten marks. The students are reminded to perfect their skills of translation in class to score good marks. They should know that errors of spellings are not tolerated in the translation, and they should avoid writing alternative words because the alternatives are not accepted unless both alternative and the answer are correct. The translation is only considered successful if it contains each element of the text to be translated and it does not have omissions or paraphrasing. The most common mistakes made by the students in each section of the translation were as follows (see the mark scheme for the detailed breakdown of points):

1. This part of the sentence in English created no problem for the students.
2. Most of the students struggled to translate ‘culture’ into Panjabi.
3. The majority translated ‘take pride’ well into Panjabi.
4. ‘Most of them’ phrase in English was translated well by many students into the target language without any problem.
5. ‘Many mimicking the west’ part of the sentence was translated well, however a few translated the phrase as ‘copying the west’ hence did not gain a mark for using the cognate.
- 6-11. Most students translated these parts of the sentences very well.
12. The majority translated ‘foreign students’ into Panjabi well, however a few translated this phrase as ‘foreign youths’ and did not score a mark.
13. This part of the sentence was translated well by most students.
14. The word ‘culture’ caused a problem for many students.
15. The word ‘often’ was a problem for some of the students.
- 16-18. These parts of the sentences were quite accessible for many students.
19. The lower ability students found it hard to translate ‘to follow’ into Panjabi.

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20. This part of the sentence was translated well by many students.
 21. Again, 'often' caused a problem for some of the students.
 22. 'Especially' was not easy to translate for some students.
 23. This part of the sentence was accessible for many students due to the cognates 'suits, kurta and pyjamas'.
 24. Many translated 'be spotted wearing' very well into Punjabi.
 25. A significant number of students found 'many' very accessible to translate.
 26. 'Identity and culture' caused problems for some students.
 27. The majority of students translated 'make every effort' very well.
 28. Many students translated 'so deeply' well, however some students found this phrase quite challenging to translate into Punjabi.
 29. Only higher ability students could translate 'heritage' well into Punjabi, however low ability students translated it as 'culture' and hence did not score a mark.
 30. The majority translated this phrase well, however a few students wrote wrong spellings of the translated word into Punjabi for 'we' as 'j<sl' which did not mean 'we' it rather meant 'eighty' hence scored no marks.

Question 6

A good number of students found this question very accessible as it was set on a quite interesting topic. The students scored around 16.5 marks on average out of 30 marks. The average mark of around four marks out of ten scored by the students in AO2 suggests that either students found the written source difficult, or they were not told by their teachers that they need to bring out five points from the written source. The mean mark of around six acquired by all the students in AO1 points out that most students found the recording source quite accessible and scored good marks. The rest of the students struggled to comprehend the recording source because either their listening skills were not up to a good standard, or they found the conversation hard to understand because of the higher-level vocabulary used. The average mark for AO3 was again around six out of ten. Students and teachers are advised that the students cannot be awarded any marks for AO1 and AO3 if they do not show any evidence of understanding the spoken and written sources. The students should not copy from the spoken and written sources as they need to manipulate the language to show their understanding of both sources.

In order to gain good marks in AO1 and AO3, the students are advised to write an essay of no more than 200 words using the relevant information in the written and spoken sources, to summarise views and draw appropriate conclusions. Although incorrect spellings close to correct spellings are acceptable, incorrect spellings that lead to a word which means something else in the target language will be considered as a serious error. The students should ensure the gender, pronoun and adjective do agree with the verb and the verb forms are correct. To gain good marks in AO3, the students should spend their spare time on reading through their essay one more time to check for any grammatical mistakes. A long essay does not necessarily attract more marks as

the examiners look for the related content covered in the essay; moreover the students are likely to make more mistakes in a long essay hence they are likely to lose marks for AO3 rather than gaining more marks.

Mark Ranges and Award of Grades

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