



A-LEVEL PANJABI

Paper 2
Report on the Examination

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General Comments

All of the questions on the paper were attempted; all enabled students to demonstrate some level of understanding of the work and some degree of success in their critical and analytical response to the question chosen. For the literary texts, by far the most popular were ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ and ਨੂਰੀ . Both films were equally popular amongst students.

On nearly all questions, a majority of answers were in the excellent or good bands for AO4: knowledge of texts and films was accurate and detailed and was used to good effect to defend and support judgements made. The overall impression was that students had enjoyed and engaged with their study of the works in question. However it was felt that a majority of students retell the incidents in both novels and short stories with a lot of detail and lose track of what is asked for in the questions.

There was clear evidence that, where students had taken time to prepare and plan their answers, this was reflected in the quality of the response produced. The process of planning allows for the specific focus of the question to be considered and for knowledge to be organised around a number of key points that are relevant to that question. Essays where detailed planning had not occurred tended to be recycled versions of essays written previously based on past papers, which may or may not be fully relevant to the question chosen.

Students should make it clear at the start of their answer which one of the two questions they have chosen and this information must be shown in their answer booklet. In some cases there was simply the number of the question and no indication of which of the two options for that particular question had been chosen.

Observations on specific questions

Part A Books

Questions 01.1 and 01.2

Around one-third of students opted for question 01.1 and approximately two-thirds for 01.2. Answers to both questions were good, with a very clear understanding of the issues in the novel ਨੂਰੀ written by ਬੁਟਾ ਸਿੰਘ ਸ਼ਾਦ and reasons for their significance in the novel. Most of these answers were in the excellent band for AO4; these were characterised by a full and detailed explanation of the role of the hero as an ideal Panjabi young person representing the culture and traditions portrayed in the novel on the one hand, and reasons on the other. In question 01.2, many students provided details of incidents which created barriers in society for the success of Noori and Tejpal's love rather than analysing how these incidents impacted on their lives.

Questions 02.1 and 02.2

Question 02.1 was the more popular choice from the stories ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ written by ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ . More than one-third of students answering this question achieved scores in either the excellent or good band for AO4 and they successfully addressed all elements in the question, outlining the incidents, characters and how they affected other people's thinking as a result of issues raised and elaborated in the stories. Most of the students referred to the stories ਫੈਸਲਾ ਤੇ ਠੱਗੀ

Question 02.2 was less well answered as some students could not justify, with examples from the stories, how the importance of a village is as a background to the incidents portrayed and the places where the stories take place.

Questions 03.1 and 03.2

A very few students attempted questions from poetry ਸਾਵੇ ਪੱਤਰ written by ਮੋਹਨ ਸਿੰਘ. These essays were of a very good quality in terms of both AO3 and AO4.

Part B Films**Questions 04.1 and 04.2**

The question choice on film ਅਸਾਂ ਨੂੰ ਮਾਣ ਵਤਨਾਂ ਦਾ was made by approximately a quarter of the cohort with equally good performance across both questions. Question 04.1 was attempted by many students who had good knowledge of the story of the film and managed to present Panjabi village people's difficulties. Question 04.2 was attempted very well and the essays based on the value of relations were interesting to read; these students scored very good marks on both aspects – AO3 and AO4.

Questions 05.1 and 05.2

These questions based on film ਜੱਟ ਐਂਡ ਜੁਲੀਅਟ were equally popular. Almost all students demonstrated a very good knowledge of the film and the issues in the questions. Their essays were interesting to read as there were very good references to relevant incidents with appropriate justifications. They analysed the incidents and demonstrated good knowledge of the issues. Most of these students scored very good marks at both aspects AO3 and AO4.

Assessment Objective 3

Overall the performance for AO3 at least matched the score from previous sessions for AO3 and there was ample evidence that the teaching and study of works through Panjabi effectively developed the vocabulary and linguistic structures needed to present clear and convincing arguments in Panjabi. In the majority of cases errors in language did not impede understanding, but there were instances where understanding was delayed because of inaccurate language or

because of gaps in vocabulary. There was a clear and close correlation between detailed and thoughtful planning in Panjabi and higher scores for AO3.

Assessment Objective 4

Most of the students demonstrated good understanding of questions and related to the subject matter of the questions they attempted. However there were some students who demonstrated a very good knowledge of the work, through thorough understanding of social issues and incidents related to these issues, but they did not address the question. It was evident that these students worked on sample questions and they lack the knowledge and skills to answer the question precisely with examples, analysis and justifications. Teachers should train the students to understand the question and answer the question effectively, addressing the points asked in the question.

Mark Ranges and Award of Grades

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