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# A-LEVEL PANJABI

7683/3 Paper 3 (Listening, Reading and Writing)  
Report on the Examination

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## General overview

That the mean mark has gone down by around half a mark (0.51) suggests that the students found this year's paper very slightly less accessible although the demand of the paper was obviously comparable to last year's paper. This year's cohort was also comparable to the previous year. Although most students received this paper very well, some students found questions 02.3, 02.5, 02.6, 03.2 and 03.6 challenging.

### Question 01

The students found this question a bit more challenging compared with the equivalent question on last year's paper: the mean mark was around 10% lower. Although this question was intended to be accessible to nearly all students, they found the language used in this question difficult to understand.

### Question 02

Many students scored well on questions 02.1, 02.2 and 02.4. However, on average only around 43% of students could achieve a mark on questions 02.3 and 02.6 as they found it difficult to work out people's reaction to Diljit Dosanjh's first film in question 02.3 and how to tell if he was a kind person in question 02.6. Only around 27% students achieved the marks in question 02.5 as the majority could not work out the three reasons that showed Diljeet to be a top performing artist. A few students failed to gain marks as they quoted the wrong figures for his yearly income and the money he charged for acting in a film. Some other students found it harder to work out 'producers' contained in the phrase 'he did not flatter the producers' as they had mistaken 'producers' for 'directors' and lost a mark.

### Question 03

The majority of the students could only score around 49% of the overall marks as they found question 03.2 and question 03.6 challenging. Only around 43% students could score full two marks as the majority struggled to find two reasons for the lack of job security for the private workers. Around 53% students got two marks in question 03.6 while 83% students scored at least one mark. Most students struggled to understand the meaning of Punjabi words for 'legal difficulties', 'reservation' and 'restrictions', hence lost a mark.

### Question 04

Most of the students answered this question well. However, it was observed that some students still write long summaries and hence lose marks unnecessarily. The students must write to the point information needed for each bullet point. If they write too much information for each bullet point their summary will be longer than 100 words and they will lose valuable marks for the content (AO1).

The students on average scored around 2% fewer marks on the summary question as compared to the previous year, mainly because they wrote over-long summaries. The majority managed to identify the first bullet point as required in the mark scheme; however, quite a few students wrote 'most youths were uneducated before the British Raj and used to keep themselves busy in their work' but failed to mention whether they took part in politics or not hence lost one mark for the content (AO1).

Many students managed to understand the required information for the second bullet point; however, they could only write the first point as required by the mark scheme. Most of them did not understand 'The students are unable to gain training as per the current needs of the industry due to the British Raj's education policy/old education policy'.

The majority managed to understand the information needed for the third bullet point as there were six main issues mentioned in the recording while they were needed to mention only three issues to gain three marks. Some students did not check their verb forms, pronouns, genders and adjectives carefully for agreement hence lost marks for AO3.

### **Question 05**

The average mark scored was around 12% less than the previous year on this task suggesting that the students found this task less accessible compared with the previous year. The students translated sentences well from 1 to 10. However, 'government's biased media' created a problem for many students in sentence 11. The sentence 14 'deployed at' was also quite difficult for many students. The sentence 17 'had to bow down' was also quite difficult to translate for the low ability students. 'Important movement' in sentence 23 also created a problem for some students. There was hardly any student who could translate 'democracy' and 'the ultimate' well into Panjabi in sentence 26. The sentences from 28 to 30 were quite challenging for most students hence only high ability students could translate those sentences well. The students are recommended to perfect their translation skills in class to gain good marks.

### **Question 06**

Around 57% students found this question very accessible because this question was set on an interesting topic. On average the students scored around 2% more marks on this question compared with the previous year. That the mean mark has gone up by 7% in AO2 suggests that the student found the written source more accessible compared with last year. That the mean mark has gone down by 2% in AO3 suggests that the quality of language was slightly lower than was seen last year.

Most students drew out a good number of points from both the insert and the recording source. They also drew valid conclusions based on their own research and the knowledge drawn from the written and the recording source; hence scored good marks. Some students did not bother to read the insert or listen to the recording and wrote the essay based on their own knowledge about the

‘Internet’ – these scored no marks. A few low ability students copied some text from the written source or insert and did not gain any marks for doing so.

The students are recommended to write an essay using information from both the written and the recording source in no more than 300 words. The students are more likely to make more grammatical mistakes if they write longer essays hence their marks for the quality of language (AO3) could be adversely affected.

### **Mark Ranges and Award of Grades**

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