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# A-LEVEL PANJABI

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

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## General overview

The overall demand of the paper was similar to last year. However, the students performed slightly less well compared with the previous year as shown by the drop in the mean mark – down by about 2.6 marks. It is difficult to say whether the overall performance of the students is affected by the difficulty level of the paper or due to the ability of this year's cohort. This year's cohort contained mixed ability students, the same as the cohort of the previous year. However, this year's cohort was larger than the cohort of the previous year. The students found questions 01.7, 01.8, 03.1, 03.2, 06, 08 and 09 very challenging because they found the text quite difficult to comprehend.

## Section A

### Question 01

Overall, the students performed very well on this question as the average mark scored by the students was around 78%. However, the students did not perform well on questions 01.7 and 01.8 as they were answered correctly by around 38% and 25% respectively. Thus the majority of students could not find the synonyms for 'ਕਾਬਲੀਅਤ' and 'ਜਾਰਗੁਕਤਾ' from the text because they found these words quite difficult.

### Question 02

Overall, the students performed better than last year as they scored around 7% more marks on this summary question. Their performance could have been even better if they had not written their summaries too long. It was observed that quite a few students wrote their summary using more than 100 words and hence lost marks unnecessarily.

### Question 03

Overall, the students did not perform well on this question as they scored around a 43% mean mark. It appears they found the vocabulary used in the context of 'education' quite difficult. Only around 26% of students managed to answer question 03.1 well. However, the majority kept writing about the motives of the new education policy rather than finding the proof in the text for the centralisation of the education system.

Around 57% students kept writing as an answer to question 03.2 'where the money will come from for the new education policy and whether the poor section of the country will be able to go to foreign universities' rather than writing two details which could show the current education system being under pressure. It appeared many students found this question quite challenging. However, around 73% of students found question 03.3 quite accessible and answered this question very well.

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**Question 04**

Around 78% of students (compared with around 21% of students last year) found this question very accessible. It appears the students performed well on this question because it was based on an interesting topic, 'environmental protection'.

**Question 05**

The mean mark went down by around 4%, suggesting that the students found this year's translation slightly more difficult compared with last year. Most students found sentence parts 1, 3, 4, 6, 8, 9, 12, 13, 15 and 17 accessible to translate well into English. However, quite a few students found sentence parts 2, 5, 7, 10, 11, 14, 16, 18, 19 and 20 difficult to translate.

Many students struggled to translate the highlighted words in the phrase 'ਆਪਣੇ ਮਹਾਨ ਸਭਿਆਚਾਰ ਦੇ ਪ੍ਰਗਟਾਵੇ ਲਈ' in the sentence part 2. These words meant 'culture' and 'to express or showcase'. Quite a few students found 'ਆਧੁਨਿਕਤਾ' and 'ਅੰਨ੍ਹੀ ਦੌੜ' in sentence part 5 quite difficult, which meant 'modernity' and 'blind race'. The two words 'ਅਸਲ' and 'ਮਹੱਤਵ' in sentence part 7 created problems for many students to translate accurately as 'real' and 'importance'. 'ਦਿਨ-ਦਿਹਾਰ' in sentence part 10 the students found hard to translate as 'festive occasions', however some students translated this phrase as 'festivals' and scored a mark.

Most students found the Panjabi phrase 'ਵਿਖਾਵਾਕਰਨ' challenging to translate into 'to show off' in sentence part 11. Most students found the Panjabi word 'ਜਸ਼ਨ' in sentence part 14 quite challenging to translate into 'occasions'; however, some of them translated this as 'festivals' but this didn't score any mark. The Panjabi words 'ਸਿਤਾਰੇ' and 'ਕਲਾਕਾਰ' in sentence part 16 which meant 'stars' and 'artists' caused problems in translation for some students; they translated these words as 'famous people' and scored no mark. The Panjabi phrase 'ਝੂਠੇ ਦਿਖਾਵੇ' in sentence 18 was also difficult to translate into 'false displays' for many students.

**Section B**

The most popular topic, like last year, was 'The role of women in Punjabi society' as around 70% of students attempted this question. The second most popular choice was the topic 'Partition of the Punjab', however this was chosen by only around 19% of students. The students' third choice was 'Social issues in the Punjab' which was chosen by around 8% of the cohort. The least favourite topic was 'Tourism in the Punjab' with only around 3% of students basing their essay writing on this topic. The students' average performance across four topics was around 17%, low compared with last year. The dip in the performance was due to the fact that the students mostly answered the first part of the question across each of the four topics and they only partially answered the second part of the questions.

**Question 06**

Around 43% students did well on this question though the majority of the students did not answer the second part of the question: 'what steps the Punjab government could take to give more rights to Punjabi women'. Another reason for the students not doing well in this question was that many of them included irrelevant information in their answers to the first part of the question.

**Question 07**

Of the four research topic essay choices, this was the one where the students performed best. The average mark scored by the students on this question was around 52%. The main reason for the better performance on this question was due to the fact that it had been selected mainly by students at the top end of the ability range.

**Question 08**

The few students who attempted this question rarely provided enough evidence of understanding the given passage, hence lost marks. The students hardly made any analysis of the steps taken by the Punjab government to promote heritage tourism, hence achieved low marks in AO4.

**Question 09**

Around 43% of the students scored well on this question; however the majority failed to score well by not addressing the second part of the question. It appeared that many students did not really understand the first part of the question well; that was why they were not answering the question and they were providing irrelevant information. Some lower ability students struggled to comprehend the prose and copied a paragraph or two from the passage – hence scored no marks for AO2.

The students are advised to perfect their translation skills in the classroom otherwise it is difficult to achieve good marks in the translation question. The students are advised to write their summary concisely and to the point as required for each bullet point; there are no marks for an introduction. If they are not sure about one of the bullet points they should not waste their words on that bullet point, otherwise even their correct answers for the last bullet point might not get any marks due to the summary being too long. They should also remember to manipulate language as 'lifted' language does not score any marks if it is not related to the bullet point and it does not score marks for AO3 either for being 'lifted'. The students must answer both parts of the essay question otherwise it is not possible to score good marks. They should also try to stick to the word limit of 300 words for the essay as they are likely to make more grammatical mistakes in a long essay; as a result, they could lose marks in AO3.

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

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