A-level
Panjabi
7682/2

Report on the examination

Version: 1.0
June 2025

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General Comments

All the questions on the paper were attempted, all questions enabled students to demonstrate a good 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 genres were *ਨੂਰੀ* and *ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ* / For the films, both films were equally popular amongst students. However, poetry was the least favourite choice.

Almost in 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 some of the students tend to retell the incidents in both novels and short stories with a lot of details and lose the track of what is asked in question.

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 occurred tended to be well organised and of a good quality, in these scripts' students demonstrated the knowledge of the work they studied and wrote fully relevant answers to the question chosen.

In a few 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. 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.

The overall demand of the paper was similar to previous year. The students on the whole were better prepared and there were more students at the upper end of ability range who seemed to be the speakers of Panjabi scored better marks. On the whole students at middle and lower ability range demonstrated similar performance in comparison with previous year.

Observations on specific questions
Part A Books

Questions 1.1 and 1.2

This genre was most favourite for students to attempt and around one third of students opted for either question 1.1 or 1.2. Answers to both the questions were good, with a very clear understanding of the issues of question in the novel *ਨੂਰੀ* written by *ਬੂਟਾ ਸਿੰਘ ਸ਼ਾਦ* and reasons in

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the context of this novel. Most of these answers were in the excellent band for AO4 and these were characterised by a full and detailed explanation for *ਜਗਤਾਰ ਸਿੰਘ ਦੇ ਪਾਤਰ ਦੀ ਬਹੁਤ ਹੀ ਅਕਲਮੰਦ ਪੰਜਾਬੀ ਹੋਣ ਦੀ* and his good work as being a father figure in the Panjabi society.

In question 1.2 many students provided details of incidents which demonstrated in the context of *ਔਰਤ ਦਾ ਮਾਣ ਸਿਰਫ ਜ਼ਮੀਨ-ਜਾਇਦਾਦ ਹੀ ਨਹੀਂ ਸਗੋਂ ਉਸ ਦਾ ਚੰਗਾ ਪਤੀ ਵੀ ਹੈ* with particular examples of incidents how husbands treated their wives in Noori novel. Their examples were appropriate, detailed and well supported with justifications.

Questions 2.1 and 2.2

Question 2.1 was from the stories *ਰਿਸ਼ਤਿਆਂ ਦੇ ਰੰਗ* written by *ਗੁਰਮੇਲ ਸਿੰਘ ਬੈਣੀਵਾਲ*, a number of students answering this question achieved scores in either the excellent or good band for AO4. They successfully addressed the question *ਪੰਜਾਬ ਦੇ ਪਿੰਡਾਂ ਵਿੱਚ ਸ਼ਰਾਬ ਅਤੇ ਨਸ਼ਿਆਂ ਨਾਲ ਹੋਣ ਵਾਲੇ ਨੁਕਸਾਨ* outlining the incidents, characters and how they represented social problems. Most of the students referred to the stories *ਫੈਸਲਾ ਤੇ ਘਰ ਦਾ ਨਾ ਘਾਟ ਦਾ* only some referred to *ਅਮਨ ਤੇ ਏਕਾ*।

Question 02.2 was answered well by most students who chose to answer the question in this genre. They demonstrated *ਕਹਾਣੀਆਂ ਵਿੱਚ ਪਿਆਰ ਦਾ ਦੁਖਾਂਤ* effectively and referred to the stories *ਝੱਖੜ, ਘਰ ਦੀ ਪੱਤ ਤੇ ਅਫਸਾਨਾ*। On the whole most students demonstrated good knowledge of stories, but some students referred to one story and a few made a wrong reference to the question.

Questions 03.1 and 03.2

A couple of students attempted questions from the poetry *ਸਾਵੇ ਪੱਤਰ* written by *ਮੋਹਨ ਸਿੰਘ*। The students who answered the questions from poetry *ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਗਰੀਬੀ* justified and provided very good account of details referring to poems *ਗੁਲੇਲੀ ਤੇ ਮੈਂ ਨਹੀਂ ਰਹਿਣਾ ਤੇਰੇ ਗਰਾਂ*। These essays were of a very good quality in terms of both AO3 and AO4. These students did very well as they demonstrated good appreciation of the poetry.

Part B Films

Questions 4.1 and 4.2

The questions 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 4.1 was attempted by many students who had good knowledge of the story of the film and managed to present the issue *ਪਰਿਵਾਰ ਦਾ ਭਵਿੱਖ ਚੰਗਾ ਬਣਾਉਣ ਲਈ ਪੰਜਾਬੀਆਂ ਵੱਲੋਂ ਆਪਣਾ ਦੇਸ਼ ਛੱਡਣਾ*। Some of the students muddled up and wrote about the changed attitude of Panjabi young people living abroad.

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Question 04.2 was attempted very well and the essays based on *ਪੰਜਾਬ ਵਿੱਚ ਵਸਦੇ ਲੋਕ ਚਾਹੁੰਦੇ ਹਨ ਕਿ ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਉਨ੍ਹਾਂ ਦੇ ਰਿਸ਼ਤੇਦਾਰ ਵਾਪਸ ਆ ਕੇ ਪੰਜਾਬ ਵਿੱਚ ਰਹਿਣ ਲੱਗ ਪੈਣ ।* Their examples were of a good quality, and they scored very good marks on both aspects – AO3 and AO4. Few less successful students muddled up the answers and wrote about the changed attitude of Panjabi people living abroad towards the Panjabi living in Punjab.

Questions 5.1 and 5.2

These questions based on film *ਜੱਟ ਐਂਡ ਜੂਲੀਅਟ* were equally popular, and students attempted both questions.

Question 5.1 students answered very well that *ਪੂਜਾ ਇੱਕ ਪੱਕੇ ਇਰਾਦੇ ਵਾਲੀ ਸਫਲ ਕੁੜੀ ਹੈ ਜਿਹੜੀ ਪੰਜਾਬੀ ਸਮਾਜ ਦੇ ਪੁਰਾਣੇ ਰਿਵਾਜਾਂ ਨੂੰ ਬਦਲ ਦੇਣਾ ਚਾਹੁੰਦੀ ਹੈ* with good examples of incidents from the film and scored very good marks. Almost all students demonstrated a very good knowledge of the film and the problems faced by Panjabi young young girls in the families and society due to the traditional thinking of Panjabi people. 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 problems. Most of these students scored very good marks at both aspects AO3 and AO4. Question 5.2 was attempted well by the students, and they referred to good examples of *ਮਜ਼ਾਕੀਆ ਪਾਤਰ ਅਤੇ ਹਾਸੇ ਵਾਲੀਆਂ ਘਟਨਾਵਾਂ* to justify the facts inspiring Panjabi people to do good deeds.

Assessment Objective 3

For many students the performance for AO3 at least matched their score with the previous year for AO4 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 a 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. Teachers should train the students to understand the question and answer the question effectively addressing the points asked in the question.

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Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

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