



## **2006**

## **LOTE Punjabi GA 3: Examination**

### **Oral Component**

#### **GENERAL COMMENTS**

Students' performance in the oral component of the examination was much better in 2006 than in the previous year. The quality of spoken language was a mixture of traditional and formal language. Most of the students were able to sustain the exchange appropriately.

This year there was a wide range of topics selected for the Detailed Study. Again, the most common topic was festivals; however, many students also prepared the topic 'Punjabi Culture'. It was highly pleasing to see a variety of items presented to support the Discussion. There was good variation in the sub-topics of festivals, such as Diwali, Dusehra and Vaisakhi. A few students explained in detail the historical significance of these festivals and their connection with Punjabi cultural values. Students are advised to prepare their Detailed Study carefully and to research it thoroughly using various resources such as the Internet, libraries and other media.

Some students still used many English words, in particular to express their school subjects and interests. This is to be avoided.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

In this section students were expected to converse about their personal world: their school life, family, home life, interests and aspirations. Many students were able to communicate well about these things. Unfortunately, the use of some English words to emphasise their viewpoint was observed.

Students generally gave relevant responses to the questions asked. Many students used traditional vocabulary and correct grammar; however, students should develop their range of vocabulary to strengthen their viewpoints. Pronunciation in general was quite good. Students in 2006 showed more confidence in expressing their views.

#### **Section 2 – Discussion**

Students were able to communicate well to express their understanding and knowledge of the sub-topic studied. The discussions on Punjabi culture, its history, customs and traditions were very healthy. The students expressed their viewpoints with strong content. For the topic on festivals, students provided good support materials such as photographs, models and diagrams to strengthen their discussion. A few students explained the historical and religious background of some festivals, which was highly praiseworthy.

Students should research and study more to prepare their Detailed Study. High achievers used correct sentences, broad vocabulary and many interesting facts to strengthen their opinions. A very few students were provided with assistance to formulate sentences. The quality of the discussions was much improved over last year.

### **Written Component**

#### **GENERAL COMMENTS**

In 2006 the cohort of students who sat the Punjabi examination consisted of 60 per cent female students and 40 per cent male students.

Students used the correct language for their responses, which is very encouraging, but spelling, grammar and sentence structure all caused some problems.

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## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A

In Part A, students were provided with three listening texts in Punjabi and were required to respond in English. Generally, students were able to correctly answer this part.

In Question 5, some students found it difficult to determine the contributions made by Guru Arjan Dev Ji to the editing of the Sikh scripture.

#### Text 1

##### Question 1

Any four of:

- melt a stone-hearted person
- heal the soul
- relieve fatigue
- communicate feelings
- remove dullness in life.

#### Text 2

##### Question 2

Either of:

- her brother wants to marry the girl, but her grandparents do not approve
- tensions in the home because of her brother's wedding.

##### Question 3

Both of:

- Ranjit's grandfather
- Ranjit's grandmother.

##### Question 4

| Views of the older generation  | Views of the modern generation  |
|--|---|
| <ul style="list-style-type: none"><li>• girl's parents wealthy (dowry)</li><li>• believe in traditions and customs</li><li>• believe in showing off to the relatives</li><li>• humble and understandable</li></ul> | <ul style="list-style-type: none"><li>• boy and girl know each other</li><li>• both educated</li><li>• both self-sufficient</li><li>• rigid and proud</li></ul> |

Students needed to provide three examples for each generation.

#### Text 3

##### Question 5

- He gave them grammatical uniformity.
- He classified the hymns according to the ragas, music or tunes.
- He added titles to the hymns of all saints and worshippers.

##### Question 6

Any four of:

- represents all the religions
- condemns the caste system
- rejects economic imbalance
- considers all humans equal
- believes all humans originate from the same force/eternal light
- recommends that we work hard and share our earnings with needy people.

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### **Part B**

In Part B, there were two texts: a telephone conversation and a short poem on nature. The questions were asked in both English and Punjabi, and students were required to answer in Punjabi. In this section, some students did exceptionally well on Questions 7 and 8.

#### **Text 4**

##### **Question 7**

Shaminder is expecting visitors and she wants the recipe for Samosas to serve to them.

##### **Question 8**

Any three of:

- chilli
- ginger
- coriander
- potato
- peas.

##### **Question 9**

The edges of the dough are touched with water before closing.

##### **Question 10**

They are ready when they turn golden brown.

#### **Text 5**

##### **Question 11**

Because the beauties of nature and the wonderful views of natural creations like mountains surprise him. We also bow our heads because we are paying homage to the disasters of nature that increase our knowledge.

## **Section 2 – Reading and responding**

### **Part A**

In this section, two texts in Punjabi were provided. The questions were asked in English and students were required to respond in English. One text was from a historical perspective and the other referred to the environmental problem of waste tyres. Students' performance in general was quite good and most students were able to provide the correct responses.

#### **Text 6**

##### **Question 12**

With his friends in the evenings.

##### **Question 13**

One of:

- his own son was scared to sit on his lap
- his friends came to the house to discuss important matters.

##### **Question 14**

On special occasions, people used to donate food and other things to the poor.

##### **Question 15**

| Festival | Evidence of its popularity                       |
|----------|--|
| Holi     | A colourful festival celebrated with enthusiasm  |
| Dussehra | A large number of people celebrate this festival |

##### **Question 16**

His birthday, because:

- he gets new clothes
- he looks like a king
- he had a big party.

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### **Text 7**

#### **Question 17**

Any five of:

- they can catch fire and produce toxic gases
- they block waterways/are an environmental hazard
- they breed mosquitoes
- they litter landscapes/are a health hazard
- they can be illegally dumped
- there are large numbers of waste tyres.

#### **Question 18**

Part 1

- manufacturing and import sector
- quantifies the number of waste tyres

Part 2

- examines various options for addressing the waste tyre problem
- how to reduce inappropriate tyre disposal
- to protect the sources which recycle them

## **Part B**

In this part, students were provided with a Punjabi text in the form of a letter. They were required to write a personal letter of 150–200 words in Punjabi to a friend informing them about the student's personal experience at school camp. Students were assessed according to the following criteria:

- understanding of the text
- knowledge and use of correct vocabulary and grammar
- letter writing skills
- structuring of sentences.

The attempts of most students were excellent, and there were some very creative ideas in their responses.

## **Section 3 – Writing in Punjabi**

There were four questions given in this section. Students were asked to respond to any one question in 200–250 words in Punjabi. The following criteria were used to mark this section:

- the depth and breadth of the content
- knowledge and understanding of the sentence structure
- accuracy, range and appropriateness of vocabulary and grammar.

Excellent texts were written by some students, who were awarded a good score; however, a few students struggled in this section due to their limited vocabulary and sentence structuring skills. There was a much improved level of content and ideas in this section than in 2005.