

# 2017 VCE Punjabi written examination report

## General comments

Students performed well in the 2017 VCE Punjabi written examination. Most students had prepared well, answered the tasks competently and demonstrated depth and breadth of knowledge. High-scoring students generally provided excellent responses. A small number of students achieved maximum marks.

The responses produced in the examination seemed to suggest that students found the examination engaging. Student responses indicated that parts of the examination were quite challenging but their responses were generally very good. They were generally able to offer correct linguistic elements, but there could be improvements in spelling, grammar and sentence structure.

Students are advised to read questions carefully and to answer all the questions.

## Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

### Section 1 – Listening and responding

For Section 1, students were required to demonstrate their capacity to understand and convey general and specific aspects of texts.

#### Part A – Answer in English

In Part A, students were provided with three aural Punjabi texts, which they were required to respond to in English. Although students generally performed well, some students did not address the criteria and responded in general terms rather than considering the specific key words in the assessment items.

##### Text 1

##### Question 1

Question 1 assessed the students' ability to understand instructions embedded in a context.

##### Question 1a.

Harleen makes the call for the following reasons:

- to apologise for not returning the call (was overseas/on work-related trip)
- to say thank you for the birthday presents
- to organise a time to take her to lunch/catch up.

This question was well answered by the majority of students. Other students missed out on marks by not answering the question fully.

**Question 1b.**

Two pieces of evidence from the text to describe the speaker’s changing emotions were:

- happy/satisfied at receipt of birthday presents/enjoyable tour – inferred from ‘successful’
- unhappy/embarrassed at the cost of the present.

This question was answered well by the majority of students; others missed out on marks by mentioning only one emotion.

Students should make sure that they practise how to address inferential questions.

**Text 2**

**Question 2**

Five pieces of evidence from the text that suggest that adding lemon to water is beneficial to health are that it:

- improves digestion as it helps to remove toxins from the body
- helps to maintain body temperature
- improves blood pressure
- reduces bad breath
- helps maintain body weight.

This question was answered correctly by the majority of students; others missed out on marks by mentioning that it cleanses the skin, although the question explicitly asked for evidence ‘other than cleansing the skin’.

**Text 3**

**Question 3**

The manager resolved the problem raised by the customer by:

- being polite and listening to the customer
- explaining what the store’s policy is (for example, ‘With no receipt, I’m afraid that’s our policy.’)
- saying that he will talk to the employee
- offering an apology
- offering a \$20 gift voucher for the next time the customer comes to the store.

For this question, the majority of students achieved full marks; others missed out on marks by not writing all the required responses.

**Part B – Answer in Punjabi**

For Part B, students were assessed on how well they understood general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately. In this section, all responses were required in Punjabi.

**Text 4**

**Question 4a.**

Room	Issue(s)
hall ਹਾਲ ਕਮਰਾ	<ul style="list-style-type: none"> <li>• ਪੌੜੀਆਂ ਦਾ ਜੰਗਲਾ ਠੀਕ ਤਰ੍ਹਾਂ ਨਹੀਂ ਜੋੜਿਆ ਗਿਆ/ਹਿੱਲਦਾ ਹੈ। (stair railing is not fixed properly and/or it is shaky)</li> </ul>

kitchen ਰਸੋਈ	<ul style="list-style-type: none"> <li>• ਰਸੋਈ ਦੇ ਮੇਜ਼ ਦਾ ਰੰਗ ਹਲਕਾ ਭੂਰਾ ਕਿਹਾ ਸੀ ਤੁਸੀਂ ਗਾੜ੍ਹਾ ਭੂਰਾ ਕਰ ਦਿੱਤਾ। (colour [light brown not dark brown] of benchtop is incorrect)</li> <li>• ਉਚਾਈ 1ਮੀਟਰ ਕਹੀ ਸੀ/ ਨਾਂ ਕਿ 1.1 ਮੀਟਰ (height [asked for benchtop height to be 1 metre and they made it 1.1 metre])</li> </ul>
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The majority of students answered this question well.

#### Question 4b.

Mr Billu's reaction to Keerit's phone call was that:

- he was surprised to hear about his work/was generally praised for his work
- he said he would go to inspect the issues raised (the following day) and try to resolve them.

This question was answered correctly by a quarter of students only; others answered only part of the question.

#### Text 5

##### Question 5a.

- In 2016, Mr Dosanj won first place in the Indian Public Speaking International speech competition, out of 10 000 competitors.
- This was the first time (in 50 years) that an Indian-Australian speaker won the world trophy.
- It is the first year that his country (India) has been commended for its leadership.

##### Question 5b.

- He has taken part/been practising in many such competitions over 10 years/a length of time/constantly.
- He has really made a point of learning something new from each experience.

The majority of students answered this question correctly.

#### Text 6

##### Question 6a.

The evidence that the wall mentioned is of archaeological significance is:

- it is a historical/1000-year-old wall passing through villages (or longest ancient wall in India)
- the government has approved funds to preserve it
- it is built in the 10th to 11th century/strong architecture from 10th to 11th century makes it amazing/significant.

##### Question 6b.

To protect the wall, the state government:

- is carrying out a survey of the wall authorised by the government
- will take further steps based on the team's findings
- has allocated 30 million rupees for its preservation.

Not all aspects were included in student responses.

## Section 2 – Reading and responding

### Part A – Answer in English

For Part A of Section 2, students were required to show their capacity to understand and convey general and specific aspects of texts. They were required to read two texts and answer in English. Some students answered these questions very well.

## **Text 7**

### **Question 7**

Students were required to read a text and then to determine to what extent Parthiban was successful in achieving his aims. Possible responses included:

- assisted people in prospering/improving their economic conditions (this was his aim according to the text); for example, 'taught' them to save/lots of savings accounts opened
- earned the trust of the people
- pioneered microloans
- brought the bank to the people
- brought unity
- brought people self-respect
- groups were able to open facilities such as a health centre and a library.

Some students responded to this question very well, analysing the information from the reading text. Some students missed out on marks due to a lack of understanding and/or they translated the whole piece of writing.

## **Text 8**

### **Question 8**

Five benefits of not burning paddy straw in the fields are:

- seeing the sun, the stars and the moon clearly
- maintaining fertility of the land/keeping people healthy by reducing harmful effects for land
- produce electricity
- keeping environment clean by reducing harmful effects on the land
- keeping people healthy by reducing harmful effects for humans.

About half of the students received full marks for this question. Some students missed out on marks by listing three or four benefits only, or they did not fully understand the question and translated from Punjabi into English.

## **Part B – Answer in Punjabi**

Students were required to read a text and then demonstrate an understanding of the stimulus text. They were required to write a response that was appropriate and relevant to context, purpose and audience; structure and sequence information and ideas; and manipulate language structures and vocabulary in Punjabi.

## **Text 9**

### **Question 9**

Students were required to write a letter to their younger brother, reminding him of his responsibilities towards his parents. In the letter, they needed to persuade their younger brother to change his behaviour by suggesting ways to better use his time. Students were also required to warn him of the dangers of keeping bad company and tell him about their future plans.

The majority of students answered this question well, and some students did exceptionally well by tackling all aspects of the letter with persuasive suggestions.

Students who scored well showed clear understanding and addressed all elements of the question. They were able to address the issue and advised appropriate suggestions as an elder brother or elder sister; for example:

- at the age you are, there is certainty of change in behaviour; it does not need to be a bad one. But when a son's foot fits into his father's shoe then the son needs to understand his responsibility about himself and others/parents
- in the future, instead of sitting with no-hopers, spend your time with our grandfather to learn successful stories of famous people or start taking part in sports
- a person's character represents him like a mirror and once it is tarnished it leaves its impact on the whole generation.

Students with high scores addressed the question very well, showing evidence of their understanding and level of preparation. They used rich vocabulary, idioms and examples of famous people to persuade the younger brother to change his habits.

Students who scored in the mid to low range exhibited minimal understanding of the task, and some students rewrote the question with few additions of suggestions.

## **Section 3 – Writing in Punjabi**

Students were required to select one question. Through their response, they were expected to demonstrate depth of treatment of information, ideas and/or opinions; write text appropriate and relevant to context, purpose and audience; structure and sequence information and ideas; and manipulate language structures and vocabulary in Punjabi.

In 2017 the three questions were of equal popularity among students.

Assessment criteria for this section were relevance and depth of content, accuracy and range of vocabulary and sentence structure, and the capacity to use conventions of text types.

### **Question 10**

Students were required to write a speech they would deliver to the Punjabi Youth Organisation announcing that a grant would be spent on two innovative projects related to providing food and shelter.

Students who did exceptionally well were able to suggest innovative techniques to solve the problem of food and shelter.

### **Question 11**

This question required students to write an imaginative story beginning with, 'Heera lay awake all night thinking about what to do, but at daybreak it was clear.'

Acceptable responses included the following aspects:

- correct format of a story suitable for any age group
- introduction, situation, complication, resolution, conclusion
- imaginative writing – it needed to be engaging, relevant and appropriate for the general population.

Very few students answered this question well. Students who did not score well did not write an imaginative story.

### **Question 12**

This question required students to write a letter to the school principal, reflecting on and evaluating the impact of two significantly different experiences that changed the direction they decided to take in life.

Acceptable responses included the following aspects:

- correct format of a formal letter
- comment on setting: last day of school
- two different experiences that changed the direction of their life and evaluation of each (at least two or more points for each experience)
- concluding comments.

More than one-third of students chose this question but very few answered it well. Some of the students rewrote the question repeatedly, adding little quality information and little mention of two different experiences but thanking the principal for admitting them in the school.

Students who scored well wrote a formal letter addressed to the school principal, mentioning two unforgettable and life-changing experiences that led to the direction they chose for the future.