

2019 VCE Punjabi written examination report

General comments

Generally, students performed very well in the 2019 Punjabi written examination. In Section 1 – Listening and responding, some responses reflected deep understandings of the texts and their context. In Section 2 – Reading and responding, students' responses were generally very well written, although some students needed to pay more attention to using the correct format when responding in Punjabi. A range of excellent responses was given in Section 3, with most students choosing the topic of women's safety. There were also some excellent responses on the topic of rights and responsibilities. No marks were awarded to students who wrote their responses in the wrong language.

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

Part A – Answer in English

Text 1

Question 1a.

To discuss Jivan's article: 'Celebrate festivals and save our heritage'.

Nearly all of the students answered this question correctly.

Question 1b.

- prevent us from being machine-like / keep us human / we are social animals / make time for ourselves
- a way for friends to gather and stay in touch / opportunity for people to gather and for friends to stay in touch
- keep us in touch with history, culture and traditions
- a way of getting involved with community issues and achievements

Many students wrote all four required responses for this question.

Text 2

Question 2

Requirements

- knowledge of dance steps
- knowledge of jewellery and accessories worn during dance
- knowledge of occasion for which this dance is performed

Incentives – any two of the following were accepted:

- entry for all ages is free
- best performing team will get a 10-day trip free of charge to train at the chief judge's academy in Punjab
- free food/accommodation/travel for winner
- chief judge from Punjab will give the award

Very few students answered this question well. Students are reminded to read questions carefully.

Text 3

Question 3

The poet tells them (any five of the following were accepted):

- to create their own path
- not to follow others blindly / do not become followers of only one way
- to trust themselves and work hard
- do not snatch anything from others and do not allow (others) to snatch
- that their future is in their own hands
- it's their responsibility to shape/brighten the future
- to teach the world / make the world understand

Many students provided all five required responses for this question.

Part B – Answer in Punjabi

Text 4

Question 4a.

ਆਪਣੀ ਨਾਨੀ ਨੂੰ ਇਹ ਦੱਸਣ ਲਈ ਕਿ (He informs his grandmother that):

- ਉਸਦੇ ਇਮਤਿਹਾਨ ਖਤਮ ਹੋ ਗਏ ਹਨ। (his examinations have finished/are over)
- ਉਹ ਪੰਜਾਬ ਆਉਣਾ ਚਾਹੁੰਦਾ ਹੈ/ ਉਹ ਵਿਹਲਾ ਹੋ ਗਿਆ ਹੈ। (he wants to come to the Punjab / he is free now)
- ਉਸਨੇ ਡਰਾਇਵਿੰਗ ਲਾਇਸੈਂਸ ਲੈ ਲਿਆ ਹੈ/ ਗੱਡੀ ਚਲਾਉਣੀ ਆ ਗਈ ਹੈ। (he has just got his driver's licence / he knows how to drive).

This question was answered very well by the majority of the students.

Question 4b.

ਨਾਨੀ ਇਹ ਦੱਸਦੀ ਹੈ ਕਿ – ਕੋਈ ਤਿੰਨ (The grandmother mentions – any three of):

- ਭਾਰਤ ਵਿੱਚ ਵੱਖਰੀ ਤਰ੍ਹਾਂ ਦੀ ਆਵਾਜਾਈ ਹੈ। (the traffic there is very different [e.g. rickshaws, horses and carts etc.]
- ਸੜਕਾਂ ਤੇ ਪਸ਼ੂ ਘੁੰਮਦੇ ਰਹਿੰਦੇ ਹਨ। (animals unexpectedly veer onto the roads)

- ਦੁਰਘਟਨਾਵਾਂ ਦਾ ਖਤਰਾ ਰਹਿੰਦਾ ਹੈ। (there is a huge risk of accidents)
- ਤਜਰਬੇ ਦੀ ਘਾਟ ਹੈ। (his lack of experience)
- ਗੱਡੀ ਚਲਾਉਣੀ ਔਖੀ ਹੈ। (difficult to drive).

This question was very well answered by the students.

Question 4c.

ਨਾਨੀ ਸੁਝਾਉ ਦਿੰਦੀ ਹੈ ਕਿ ਜੇਕਰ ਘੱਟ ਆਬਾਦੀ ਵਾਲੇ ਇਲਾਕੇ ਵਿੱਚ ਗਏ ਤਾਂ ਦਮਨ ਗੱਡੀ ਚਲਾ ਸਕਦਾ ਹੈ। (His grandmother suggests that if they go to a less populated area, he will be able to drive.)

Most students answered this question correctly.

Text 5

Question 5

ਜਗਤਾਰ (Jagtar)

- ਪੁੱਛਦਾ ਹੈ ਕਿ ਕਿਹੜੀ ਗੱਲ ਪਰੇਸ਼ਾਨ ਕਰ ਰਹੀ ਹੈ? (says 'tell me what's really bothering you')
- ਕਹਿੰਦਾ ਹੈ ਮੈਂ ਸਮਝਦਾ ਹਾਂ ਕਿ ਤੁਹਾਡਾ ਜੋ ਮਤਲਬ ਹੈ/ ਚਿੰਤਾ ਜਾਣਿਜ਼ ਹੈ। (says 'I understand your concern' / 'I understand what you mean')
- ਹੱਲ ਪੇਸ਼ ਕਰਦਾ ਹੈ ਕਿ ਕਿਸ ਤਰ੍ਹਾਂ ਸਾਨੂੰ ਵਧੀਆ ਉਦਾਹਰਨਾਂ ਪੇਸ਼ ਕਰਨੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ। ਵਧੀਆ ਸਾਹਿਤ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।/ ਬੱਚਿਆਂ ਲਈ ਸਮਾਂ ਕੱਢੋ।/ ਉਸਾਰੂ ਤਰੀਕੇ ਦੇ ਮਨੋਰੰਜਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। (provides solutions; e.g. we can set them a good example / be encouraging / help them choose literature and programs / find time for children / entertainment)
- ਉਸਨੂੰ ਕਹਿੰਦਾ ਹੈ ਫਿਕਰ ਨਾਂ ਕਰੋ, ਸਾਡੇ ਸਾਰਿਆਂ ਕੋਲ ਸਹਿਣਸ਼ੀਲਤਾ ਹੈ। (tells Binni not to worry as 'we all have our/a level of tolerance in life').

This question was not answered well. Some students misread the question and gave four solutions to rectify the problem instead of providing four pieces of evidence that indicate that the male speaker reassures the female speaker. Only a small number of students provided all four answers correctly.

Text 6

Question 6

ਪਰੋਫੈਸਰ ਹਾਰਵੀ ਸਮਿੱਥ – ਕੋਈ ਚਾਰ (Professor Harvey-Smith – any four of):

- ਜਾਗਰੂਕਤਾ ਵਧਾਉਣ ਵਿੱਚ ਮਦਦ ਕਰੇਗੀ/ ਸਮਝ ਵਧਾਉਣਗੇ/ ਨਿਸ਼ਾਨੇ ਰੱਖਣਗੇ। (will increase an understanding of the opportunities available for women in STEM / raise awareness of the issues that might hold women back)
- ਲਿੰਗ-ਸਮਾਨਤਾ ਲਈ ਸੱਭਿਆਚਾਰਕ ਤੇ ਸਮਾਜਿਕ ਤਬਦੀਲੀ ਦੀ ਮੁਹਿੰਮ ਚਲਾਉਣਗੇ (will help drive cultural and social change for gender equity by her advocacy)
- ਦੇਸ਼ ਵਿੱਚ ਘੁੰਮ ਕੇ/ ਉਹਨਾ ਲੋਕਾਂ ਨਾਲ ਮੇਲਜੋਲ, ਜੋ ਪਹਿਲਾਂ ਹੀ ਸਟੈਮ ਖੇਤਰ ਵਿੱਚ ਕੰਮ ਕਰ ਰਹੇ ਹਨ। (will travel around the country to engage with those already striving to achieve greater STEM equity)
- ਉਭਰਦੇ ਸਾਇੰਸਦਾਨਾਂ ਲਈ ਮਾਰਗ ਦਰਸ਼ਕ ਬਣਨਾ/ ਪ੍ਰੇਰਨਾ ਸ੍ਰੋਤ (is an inspirational and visible role model herself. She may therefore inspire young women to become scientists.)
- ਸਰਕਾਰੀ ਉਪਰਾਲਿਆਂ ਦੀ ਅਗਵਾਈ। (leads the government initiatives).

Students who scored well showed a thorough understanding of the text by appropriately conveying most of the relevant answers.

Section 2 – Reading and responding

Part A – Answer in English

Text 7

Question 7

Any five of the following were accepted.

- Hockey is government-owned and does not have sponsors, so money is tight. Hockey does not rely on advertising, which brings in lots of money for other sports.
- Hockey does not attract good players because of a lack of money; facilities are not state of the art and the player salaries are low (lower than cricket).
- The lack of facilities has caused a ripple effect: because the facilities are poor, there is more contact and more physical injuries. There is therefore a smaller pool of talent from which to select players.
- Fewer people watch hockey because hockey matches are shorter than cricket (75 minutes versus 1 day, several days etc.). Advertisers don't see much opportunity to make money and so are reluctant to invest in hockey.
- The government restricts funding.
- Astro turf (artificial grass) has increased ball speed and this requires greater stamina from players.

Most of the students answered this question very well.

Text 8

Question 8

Any five of the following were accepted.

Causes

- increase in middle-class demand / increase in clean water demand
- available water per capita has gone down
- large population
- few useable water resources

Consequences

- lack of access to drinking/clean water
- poor sanitation leading to contagious diseases
- children under five dying

Some students gave partially correct answers.

Part B – Answer in Punjabi

Question 9

Students were required to respond by email to a letter received from their sister regarding their further studies. Students who scored well followed proper email format and gave excellent ideas and justification for their wish to fulfil their dream for higher education. Students who wrote their response in the form of a letter did not score as highly. Some students could not give the required three reasons to justify their plan for further education. A few students used incorrect grammar and sentence structures. Students should be able to manipulate Punjabi authentically and creatively to

meet the requirements of the task. Most importantly, students should read the question carefully and respond accordingly.

Text type: email

Kind of writing: informative

Audience: family member

Format: as an email in informal language

Suggested points could include:

- comments about studies and their level of engagement
- interest in work related to social entrepreneurship and ideas about contributions to social work
- interest or not in following family tradition and careers
- comment about father wanting his child to join him as an executive engineer in the family business
- the writer's decision and reasons for it
- how family concerns will be addressed.

Section 3 – Writing in Punjabi

In this section, students were required to choose and respond to one topic out of three options. They were required to demonstrate depth of information, ideas and opinions, and write text relevant to context, purpose and audience. They also needed to maintain sentence structure, sequence and appropriate flow, and use idioms, quotes and traditional vocabulary.

Question 10

Students were required to write a formal letter to the mayor in their role as active members of a Punjabi youth group. They needed to persuade the mayor to accept the youth group's suggestions to raise the issue of women's safety. Many students attempted this question and gave excellent ideas to emphasise their viewpoints. They gave reasons why women's safety was important and suggested solutions to tackle this social issue in a persuasive way.

Question 11

For this question, students were required to write an evaluative speech on the topic of a person's rights and responsibilities to present at a school assembly. The response needed to be in speech format, with greetings at the start and end. Very few students attempted this question but some gave excellent opinions and examples from their daily life and reached a suitable conclusion after evaluating their ideas. Students who addressed this task partially could have given three rights and three responsibilities to evaluate.

Question 12

In this task, students were required to write an imaginative journal entry about three unusual incidents that occurred on their way home to 2019 after returning from a fascinating historical journey through time that began at the end of the 17th century.

Suggested points could include:

- imaginative writing style, i.e. manipulate the reader's response to the piece; create a strong sense of context
- a good deal of description and varying sentence length
- journal entry text type: date, place, time, structure, opening, fillers, conclusion, register etc.

- weaving into the text the context that you have returned from a fascinating historical journey through time that began at the end of the 17th century
- three unusual incidents that occurred on your way home to 2019.

Not many students chose this option, but a few responses were well written and engaging.