

2021 VCE Punjabi written external assessment report

General comments

Students in general performed very well in the 2021 Punjabi written examination. Section 1, Part A contained three questions based on the listening texts for which the students were asked to write in English. Part B responses were to be written in Punjabi. Students did equally well in both parts. In Section 2, students were required to write in English for the first two texts and in Punjabi for the third text. The students did very well while writing in English but gave average responses in Punjabi.

Some students wrote a very different response for the third question in Section 2, which was not appropriate and hence they could not be awarded marks. Students should aim to use the examination reading time efficiently to understand questions properly and respond accordingly.

Section 3 consisted of four options. In Question 10, students were to write a persuasive email to the board of trustees to approve using available funds for a humanitarian cause. In Question 11, students were asked to write an evaluative review of a premiere screening of a Punjabi film for the local community newspaper. In Question 12, students were required to write the script of a speech for the members of an organising committee for the annual three-day Punjabi sports and cultural program informing them about the enjoyable, competitive and comfortable arrangements for the participants and spectators. In Question 13, students were asked to write an imaginative story told from the perspective of an old tree during their excursion to the botanical gardens.

Many students wrote highly imaginative stories in response to Question 13. Some students also used idioms and traditional sayings successfully to make their writings more effective.

Question 10 was the next most popular choice. The film review was the least popular.

While writing in Punjabi, students who scored highly showed a high capacity to use sophisticated language, which at times included the use of idioms and quotes. Students should proofread their work to see if there are any issues with sentence structure, grammar and the legibility of their responses. In addition, students should read the question carefully and answer in the required format and context provided.

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 – Listening and responding in English

Some students provided incomplete answers or wrote answers in the wrong place. Students should aim to listen to the text carefully and answer the question appropriately. Answers in the incorrect spaces are not marked.

Question 1

In this section many students failed to write Friday to Sunday work requirements. Some wrote wrong days of the week.

Relevant answers included:

- stay there from Friday to Sunday
- buy groceries and/or cook vegetarian food
- assist/remind with taking medication
- speak, read and write Punjabi.

Question 2

In Question 2, a few students wrote their responses in opposite order: Harshi's grandmother in the right column and her friend's grandmother in the left column.

	Harshi's grandmother	Harshi's friend's grandmother
1	Active (goes for long walks, travels) / fixed time table for activities	Inactive (all day rests), moans and groans, free all the time
2	She started studying after retirement	Despite being healthy, watches advertisements about illness/medicines/retired people should rest
3	Cooks healthy meals	Tells her friends about health tips

Question 3

Relevant answers included:

- parking and reversing assistant
- adaptive cruise control
- lane keeping assistant
- automated emergency braking system
- efficient transmission / fuel efficient (1 L fuel = 18 km).

No mark was given for 'reversing camera'.

Part B – Listening and responding in Punjabi

Students in general scored highly for this part. A few students struggled to write Punjabi in full sentences.

Question 4

Relevant answers included any four of:

- ਵਾਤਾਵਰਨ ਦੇ ਵਿੱਚ ਹੋਈਆਂ ਤਬਦੀਲੀਆਂ ਕਰਕੇ ਜ਼ਮੀਨ ਦੀ ਉਪਜਾਊ ਸ਼ਕਤੀ ਤੇ ਫਰਕ ਪਿਆ ਹੈ / ਝਾੜ ਘੱਟ ਰਿਹਾ ਹੈ। (due to changes in environment, land fertility is affected / yield is affected (less))
- ਪੈਦਾ ਹੋਈ ਜਿਨਸ ਘੱਟ ਮੁੱਲ ਤੇ ਵਿਕਦੀ ਹੈ। (produce sell at lower prices)
- ਨਵੇਂ ਕਨੂੰਨ ਇਸ ਪਰਵਾਰਕ- ਪੰਦੇ ਦੀ ਖੁਦ-ਮੁਖਤਿਆਰੀ ਨੂੰ ਖਤਮ ਕਰ ਸਕਦੇ ਹਨ। (new laws may end the autonomy of this family-based occupation)

- ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਲਾਗੂ ਕਰਨ ਲਈ ਜ਼ਿਆਦਾ ਖਰਚਾ ਕਰਨਾ ਪਵੇਗਾ। ਕਿਸਾਨਾਂ ਨੂੰ ਗਾਹਕਾਂ ਨੂੰ ਸੰਤੁਸ਼ਟ ਕਰਨਾ ਪੈਂਦਾ ਹੈ। (spend more on new techniques / farmers have to respond to the customers' demands)
- ਗਾਹਕ ਖਾਲਸ ਤੇ ਜੈਵਿਕ ਉਪਜ ਚਾਹੁੰਦੇ ਹਨ, (pure and organic food demand by customers).

Question 5

Relevant answers included:

- ਭਾਰੇ ਥੱਲੇ ਵਾਲੇ ਬਰਤਨ ਵਿੱਚ ਪਕਾਉ। (cook in a heavy-based karahi/wok)
- ਹਲਕੇ ਸੇਕ ਤੇ ਪਕਾਉ/ ਘਿਉ ਮਧਮ ਸੇਕ ਤੇ ਗਰਮ ਕਰੋ। (cook on low flame)
- ਹਲਕਾ ਭੂਰਾ ਰੰਗ, ਖੁਸ਼ਬੂ ਆ ਜਾਏ (light brown colour and nice smell)
- ਲਗਾਤਾਰ ਹਿਲਾਉਂਦੇ ਰਹੋ। (keep stirring)
- ਮਿਸ਼ਰਣ ਦੇ ਬਿਲਕੁਲ ਠੰਡਾ ਹੋਣ ਤੋਂ ਪਹਿਲਾਂ-ਪਹਿਲਾਂ ਪਿੰਨੀਆਂ ਵੱਟ ਲਉ। (make pinnies while the mixture is still warm)
- ਹੱਥਾਂ ਨੂੰ ਘਿਉ ਲਗਾ ਕੇ ਪਿੰਨੀਆਂ ਵੱਟੋ। (grease your hands when making the pinnies).

Question 6

Relevant answers included any six of the following:

- ਆਸਟਰੇਲੀਆ ਵਿੱਚ ਜ਼ਿਆਦਾ ਸਿਹਤ ਸੰਬੰਧਤ ਪੇਸ਼ੇਵਰ ਲੋਕਾਂ ਦੀ ਲੋੜ ਹੈ (more health professionals are required in Australia)
- ਢੁੱਕਵੇਂ ਵਿਸ਼ੇ ਪੜ੍ਹੇ ਹਨ। (suitable subjects studied)
- ਦਾਖ਼ਲਾ ਸੌਖਾ ਹੈ, ਵਿਸ਼ਵ-ਵਿਦਿਆਲਿਆਂ ਜਾਂ ਟੇਫ਼ ਕਾਲਜਾਂ ਵਿੱਚ (easily available in the university or the TAFE)
- ਘੱਟ ਖਰਚਾ ਹੋਵੇਗਾ (less expensive)
- ਘੱਟ ਸਮਾਂ ਲੱਗੇਗਾ (its duration (of the course) / flexibility in duration)
- ਨੌਕਰੀ ਦੇ ਨਾਲ-ਨਾਲ ਹੋਰ ਪੜ੍ਹਾਈ ਹੋ ਸਕਦੀ ਹੈ। (flexibility in job and study arrangement)
- ਆਰਥਕ ਤੌਰ ਤੇ ਮਾਪਿਆਂ ਦਾ ਸਾਥ ਦੇ ਸਕੇਗੀ। (support parents financially while studying).

Section 2: Reading and responding

Part A – Reading and responding in English

In this section, students were asked to read, understand, analyse and evaluate the information in the given texts and convey the answers appropriately. The majority of students who were able to identify four or five points in these questions were able to score highly.

Question 7

Relevant answers included:

- lower than ground level
- four sides – four gates – people from all regions/religions can visit
- sarovar
- many windows
- two bungas.

Question 8

Relevant answers included any five of:

- government prioritises gender equality
- secondary education makes them eligible for jobs
- with advancement in technology, more clerical jobs become available
- increased education in college/TAFE/graduate courses
- flexible working hours
- legislation.

Part B – Reading and responding in Punjabi

Question 9

Students were required to demonstrate an understanding of the stimulus text and then write a response appropriate and relevant to context, purpose and audience. Most students scored highly in this question. Other students didn't respond appropriately to the context and purpose. They should aim to read the text and the question carefully and then write their responses accordingly.

ਜ਼ਰੂਰੀ ਨੁਕਤੇ (suggested points included):

- ਵਿਸ਼ੇ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ ਜੁਆਬ ਲਿਖਣਾ
- ਸੁਆਗਤ ਕਰਨ ਵਾਲਾ ਸੁਭਾਉ
- ਸੇਵਾ/ ਪ੍ਰਾਹੁਣਿਆਂ ਦੀ ਆਉ-ਭਗਤ ਵਾਲਾ ਸੁਭਾਉ
- ਵਾਤਾਵਰਨ ਦਾ ਫਿਕਰ, ਲੋਕਾਂ ਦਾ ਫਿਕਰ
- ਸਮਾਜਕ ਕੁਰੀਤੀਆਂ ਛੱਡਣ ਦਾ ਉਪਰਾਲਾ
- ਜੰਵ-ਘਰ ਬਣਾਉਣਾ
- ਸੱਭਿਆਚਾਰਕ ਚੀਜ਼ਾਂ ਦੀ ਸੰਭਾਲ
- ਯਾਦਗਾਰੀ ਫੇਰੀ
- ਸੁਚਾਰੂ ਤਰੀਕੇ ਨਾਲ ਲੇਖ ਦਾ ਅੰਤ
 - responds appropriately to the main subject
 - welcoming nature
 - service/guest hospitality
 - environmental concern, people's concern
 - an attempt to break free from social evils
 - community marriage palace construction
 - cultural items preservation
 - memorable visit
 - ending article with a positive note.

Section 3: Writing in Punjabi

There were four options in this section. Students were required to use persuasive, evaluative, informative or imaginative style to write their responses.

Question 10

Students were to write a persuasive email to the board of trustees to approve the ways of using the available funds for a humanitarian cause. Responses that scored highly included relevant points such as:

- using email format:
 - To
 - From
 - Subject
- a proper address/salutation/greetings
- an introduction to the funds available
- four ways to use the funds with reasons and explanation
- a proper ending.

Question 11

Students were asked to write an evaluative review of a premiere screening of a Punjabi film for the local community newspaper. This question was attempted by only a few students. Responses that scored highly included relevant points such as:

- name of film
- date and place of premiere show
- director, producer, cast
- brief story
- four features of the screening they liked and disliked
- suggestions for improvement.

Question 12

Students were asked to write the script of a speech for the members of an organising committee (for the annual three-day Punjabi Sports and Cultural program) about how they intend to make the program more enjoyable, competitive and comfortable for the participants and spectators. Responses that scored highly included informative and useful points such as:

- address the members
- greetings/salutations
- introduction to the annual games / cultural program
- various games, format, cultural items
- previous experience
- proposals for making the event more entertaining, competitive and comfortable
- concluding remarks.

Question 13

Students were asked to write an imaginative story told through the perspective of an old tree during their excursion to the botanical gardens. Many students opted for this question and wrote some excellent imaginative stories. Responses that scored highly included relevant points such as:

- introduction to the plate message on an old tree
- the plot of the story
- ending/conclusion.

Students had a good command of language, using idioms, sayings and traditional words to express their viewpoints. This was a very popular text among the students. They were able to demonstrate depth of information, ideas and opinions.