2022 VCE Punjabi oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, more than half of the students scored highly in both sections.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

In 2022 most students, communicated very well with the assessors and performed well in all three areas of communication, content and language.

Communication

Many students showed good potential to maintain and advance the exchange appropriately and effectively. However, they should improve their use of Punjabi words that are appropriate for the context being discussed. Students should also practise using repair strategies to self-correct when they use incorrect words or a word from another language.

Content

Some students demonstrated breadth and depth of information, ideas and opinions. They were able to explain their viewpoint with relevant examples. Other students need to be better prepared to elaborate further on any point they were discussing with the assessors. They should also practise talking about their personal world in a wide range of contexts such as school and family life, friends, interests and aspirations and not just be prepared in one or two subtopics.

Language

Students in general used language confidently in their conversation. They used appropriate vocabulary and grammar to express their opinions and ideas. A small number of students needed more preparation in their grammatical expressions and some students used English and Hindi words in their conversation.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engages the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Punjabi is spoken.

In 2022, students chose a range of subtopics, including Punjabi culture, music, famous personalities, historical events, environmental and social issues.

Some students were not familiar with the format of the oral exam and didn’t prepare for the detailed study. Teachers and students are advised to go through the study design and assessment guide to ensure that preparation is done for both parts of the examination.

Communication

Many students were able to maintain and advance the exchange appropriately and effectively.

Students had prepared on a range of subtopics, which was very encouraging. They are advised to practise their discussion on the subtopic selected with their family members or friends. Students should express their ideas in Punjabi language and avoid using words from English and Hindi.

Content

Students demonstrated a capacity to present information, ideas and opinions on a chosen subtopic. A few students didn’t prepare their subtopic in depth and ran short of ideas on their chosen subtopic. They should be prepared to answer any question relevant to their subtopic and have sufficient relevant content to meet the time requirement.

Language

Students used a wide range of vocabulary and idioms to strengthen their discussion. Most were able to demonstrate accurate vocabulary and grammar. Some students used English and Hindi words to express their ideas, which should be avoided. They should speak at appropriate pace and express their ideas clearly so that assessors can understand their viewpoint.

Students are advised to use repair strategies to correct their statements or expressions. They can ask the assessor to repeat the question if they did not understand it.

More information

Refer to the [VCE Punjabi study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/punjabi/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Punjabi.aspx) for full details on this study and how it is assessed.