



Oral Component

GENERAL COMMENTS

Students' performance in the oral component of the 2007 Punjabi examination was fairly good. The quality of spoken language was a mixture of traditional Punjabi and formal language. The students were able to sustain the conversation with minimum assistance.

There was a wide range of topics selected for the Detailed Study. The topics included historical and cultural traditions in addition to art and entertainment such as Punjabi films and songs. It was quite pleasing to see a variety of items used to support the Discussion, including posters, photographs and dresses. There was a good variation in the sub-topics of festivals. Students are advised to prepare their Detailed Study in depth; it should be well researched, prepared, and discussed in the classroom with the teacher and fellow students. More quotations, proverbs, idioms and sources of reference could be included.

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

SPECIFIC INFORMATION

Section 1 – Conversation

In this section students were expected to converse about their personal world, including their school life, family, home life, interests and aspirations. Many students were able to communicate well about these things. Unfortunately, some students used many English words to emphasise their viewpoint.

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 showed more confidence while explaining their personal world.

Section 2 – Discussion

Students were generally able to communicate well to express their understanding and knowledge of the sub-topic they had studied. Some students expressed their viewpoints well and demonstrated a very deep knowledge. Some students provided good support materials such as photographs, models and diagrams to strengthen their discussion. A few students elaborated on the background to their sub-topic, which was highly praiseworthy.

Students should research and study more to prepare their Detailed Study. Some students used excellent vocabulary but a few had problems in finding the appropriate Punjabi words. A very few students had to be provided with assistance to formulate sentences. Some students used repair strategy to correct themselves, which is admirable. In general, the quality of the discussions was quite good.

Written Component

GENERAL COMMENTS

Students used the correct language for their responses, which is very encouraging, but spelling, grammar and sentence structure all caused some problems. Students are advised not to write their names or school names anywhere in their written responses in the examination.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

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.

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In Question 2a., some students found it difficult to find the evidence from the text to support the view that Alfred Nobel recognised all people. In Question 2b., some students found it difficult to link Nobel's life with the prizes he established.

Text 1

Question 1a.

It is being organised:

- because it is a Punjabi Program on the *Vaisakhi* celebration
- for entertainment/as a cultural program.

Question 1b.

A local artist (named Sheera) is participating on stage for the first time.

Question 1c.

For crowd control

Question 1d.

All of:

- Punjabi food
- sweets
- CDs, VCDs, DVDs.

Text 2

Question 2a.

Both of:

- the Nobel Prize is for all men and women
- irrespective of country, religion and race.

Question 2b.

Nobel's life	Nobel prize established
<ul style="list-style-type: none"> • Scientist 	<ul style="list-style-type: none"> • Nobel Prize for Physics
Two of: <ul style="list-style-type: none"> • Economist • Author/writer • Pacifist 	<ul style="list-style-type: none"> • Nobel Prize for Economics • Nobel Prize for Literature • Nobel Peace Prize

Question 2c.

They are both physicists.

Text 3

Question 3a.

- Everybody celebrates it with happiness and vigour.
- People of all religions celebrate it.

Question 3b.

Festivity

- happiness and vigour
- celebrations by all

Lights

- glimmering glimmering lights
- golden temple illumination

Question 3c.

To follow the path of truth



Part B – Answer in Punjabi

Section 1, Part B contained two texts: a telephone conversation and a passage giving advice on healthy living. The questions were asked in both English and Punjabi, and students were required to answer in Punjabi. Some students did exceptionally well in this section.

Text 4

Question 4a.

They are close friends.

Question 4b.

Any five of:

- wedding photos
- photos of ladies’ musical performances
- Mehndi’s photos
- relatives’ photos
- photos of the Taj Mahal
- photos of sweet making or displays
- photos of food preparation.

Text 5

Any four of:

- taking deep breaths reduces tension
- getting a good sleep reduces tension and restores energy
- engaging in positive conversation can increase self confidence
- exercising keeps the body fit
- listening to music contributes to a content life
- laughing makes us healthy and creative.

Section 2 – Reading and responding

Part A – Answer in English

In this section, two written texts in Punjabi were provided. The questions were asked in English and students were required to respond in English. One text was about a bird and the other referred to astronauts in space. Students’ performance in general was quite good and most students were able to provide the correct responses. However, Question 6b. was difficult for some students.

Text 6

Question 6a.

Male hawk	Female hawk
<ul style="list-style-type: none"> • smoky, cloudy blue colour • small • weighs less • long flight • less adventurous 	<ul style="list-style-type: none"> • dark brown colour • bigger than the male hawk • weighs about half a kilo more than the male hawk • short flight • more adventurous

Question 6b.

Mating hawks

- make more noise
- make a ‘tee tooee’ double sound while following each other

Question 6c.

It kills pet chickens.



Question 6d.

cunning	<ul style="list-style-type: none"> • hides under the leaves of trees • pretends to rest while waiting to attack
cruel	<ul style="list-style-type: none"> • kills violently by cutting prey into pieces • peels its prey
protective	<ul style="list-style-type: none"> • kills doves and other small birds to feed its own babies

Text 7

Question 7a.

Any three of:

- the astronauts have to face very low and very high temperatures
- it protects them from micro-meteorites
- it controls heat and moisture in the body
- it has a water pipe circulating in the undergarments to keep the astronauts cool.

Question 7b.

Any four of:

- similar meals to what we eat on earth are available
- some meals are treated with heat to kill bacteria
- some meals are treated with radiation to kill microbes
- a diet rich in calcium and vitamins is provided to keep their bones stronger
- a range of drinks is available but cannot be taken by glass.

Part B – Answer in Punjabi

In this part, students were provided with a Punjabi text in the form of a speech. They were required to write an email of 150–200 words in Punjabi to a friend in England explaining how the points raised in the speech related to their personal experience.

Students were assessed according to the following criteria:

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

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

Answers could have included the following points.

- an introduction of the Punjabi people, special references to Punjab
- great people born in Punjab
- names of religious leaders/freedom fighters
- some of the great war heroes
- culture: songs, singers, artists, players, dances and dancers
- films and love stories
- business people/industrialists
- farming people and their work habits
- people's hospitality, food and traditional games like *kabaddi*
- helping nature, donating for national and international disaster

Section 3 – Writing in Punjabi

Four questions were given in this section, and students were asked to respond to any one question in 200–250 words in Punjabi. The following criteria were used to mark this section:

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

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Excellent responses were written by some students; however, a few students struggled in this section due to their limited vocabulary and grammatical skills. Some of the ideas were very creative. All questions were attempted by a similar number of students.

Question 9

Students had to write an imaginative story about their pet dog, which had started speaking in their language. Answers could have included the following points.

- what were you doing when you noticed your dog speaking
- any changes to the dog's daily routine
- the dog becoming more demanding
- asking for reading books
- selective in food choices
- friends were surprised
- how the dog explained its past
- the dog's future plans
- people at the shopping centre were amazed
- media people making appointments with you and your dog
- more expensive
- dog also started singing
- discussing TV programs

Question 10

Students had to write an article for a newspaper describing the customs and rituals performed during a Lohri celebration in India. Answers could have included the following points.

- the date of the celebration
- how many people attended
- how the Lohri was celebrated
- various traditions: welcome, tea party, shagan, gifts from people, preparation of sweets
- what the parents of the boy did
- what was offered to eat
- songs, dances, orchestra, etc.
- invitation to friends and relatives
- farewell of the relatives
- any memorable incidents
- distribution of sweets

Question 11

Students were asked to write an evaluative report for their school magazine discussing the advantages and disadvantages of a laptop computer program in the classroom. Answers could have included the following points.

- when the program started
- how many laptops there are
- how they are arranged
- how they are connected to power and the Internet
- which subjects they are used for
- whether teachers are promoting these
- any concerns of teachers
- how any problems are solved
- students' views
- abundance of resources
- assessment online
- reports
- email facilities in the classroom
- global connection
- fun activities/games on laptops
- virus spread in the school network
- chatting with unauthorised people

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Question 12

Students were asked to write the script for a speech to a school assembly persuading students to adopt a plan for the conservation of water. Answers could have included the following points.

- the importance of water
- water resources
- shortage of water
- effects on life due to water shortage
- government policies on water conservation
- stages of water restrictions
- reduce shower times
- recycle water (for example, kitchen grey water can be used for gardening)
- install rain water tank
- prevent water leaking