



2008

**LOTE: Punjabi GA 3: Examination**

## Oral component

### GENERAL COMMENTS

Students' performance in the oral component of the 2008 Punjabi oral examination was outstanding. Some students performed exceedingly well in the oral component of the examination and the language spoken by some students was excellent. However, some students used English words when describing their subjects and interests.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

In this section students were required to converse about their personal world, including lifestyle, school subjects, interests, and family and friends. The response was very encouraging and the level of spoken language was of a high standard. Some students used proverbs and idioms.

#### Section 2 – Discussion

Students provided a wide range of topics for the Detailed Study. Some students demonstrated an excellent knowledge and a very deep understanding of their prepared topics. Students brought good support materials, such as cultural items, dancing tools, traditional costumes, photographs and posters. A few students appeared to be under-prepared and needed support from the assessors to sustain the discussion.

Teachers may assist students in their preparation for the oral examination. They can encourage students to practise in the classroom before the examination. More role-playing activities in the classroom could boost students' performance.

## Written component

### GENERAL COMMENTS

Responses in the written component of the examination were very impressive. High achievers were able to answer most of the questions well.

While the examination paper was quite challenging for some students, it was a very balanced paper and made an effective assessment of the entire range of the students.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A – Answer in English

Nearly all students answered Question 1 correctly. Question 2 divided the students in the largest range of scores from lowest to highest. About 50 per cent of students obtained full marks in Question 3.

##### Text 1

##### Question 1a.

- he is going to call her more often
- he sends his best wishes
- at the end of conversation he asks if she needs anything

##### Question 1b.

- soccer training
- dance practice
- drama classes
- training the children in the orphanage to play the guitar and the harmonium

# 2008 Assessment Report



**Question 1c.**  
Supreet

**Text 2**

**Question 2a.**

Elements in mustard oil	Benefits
<ul style="list-style-type: none"><li>• omega fatty acid</li></ul>	<ul style="list-style-type: none"><li>• health/wellbeing</li></ul>
<ul style="list-style-type: none"><li>• selenium</li></ul>	<ul style="list-style-type: none"><li>• lungs/asthma</li><li>• heart/cholesterol</li></ul>
<ul style="list-style-type: none"><li>• antioxidants</li></ul>	<ul style="list-style-type: none"><li>• skin</li><li>• bones/arthritis</li></ul>

**Question 2b.**

- buy some/start cooking for health
- oil of kings, King of oils

**Text 3**

**Question 3**

- The government has set up the necessary telecom infrastructure.
- The government has established policies to support its development, which include incentives and concessions.
- It is supported by state-of-the-art equipment.
- Talented and trained professionals have come out of training centres to work there.
- Many big international companies are using its IT-enabled services.
- Many international conferences, exhibitions and IT workshops are organised in Bangalore.

## **Part B – Answer in Punjabi**

Questions 4 and 5 posed a challenge to most students.

**Text 4**

**Question 4a.**

- The poet contrasts the icy coldness of the shoulders of the Punjab with the warmth of her chest.
- The poet contrasts the silver melting and turning to gold.
- The Himalayas are the shelter of Punjab and Punjab is the shelter of India.

**Question 4b.**

The poet describes the Punjab as having rivers, mountains and plains, being sheltered by the Himalayas and having distinctive beauty.

**Text 5**

**Question 5a.**

Roshan is concerned about not getting a sufficiently high score to get in to medicine at university and about how to cover expenses without a job in the first year of studies.

This could be resolved by taking nursing as the entry score is not so high, so the student is able to work in the first year of study and the fees do not have to be paid upfront.



## **Section 2 – Reading and Responding**

### **Part A**

The reading texts were easy to understand and there was a mixture of easy and challenging questions. Half of the students were awarded full marks in Questions 6 and 7.

#### **Text 6**

##### **Question 6a.**

- background of family love of art/literature
- children were required to be self-reliant
- home was a breeding ground for the exchange of ideas

##### **Question 6b.**

- at peace in the world of nature
- loved solitude

##### **Question 6c.**

- He was awarded a knighthood by the British Government.
- He was awarded a Doctor of Literature by Oxford University.

##### **Question 6d.**

- classes in the open under the trees
- a new approach to teaching music/dance/painting/poetry
- aim to create an ideal person

#### **Text 7**

##### **Question 7a.**

- transport
- entertainment
- industries

##### **Question 7b.**

- a decrease in the incidence of loss of hearing
- a decrease in psychological disease
- a decrease in coronary disease

##### **Question 7c.**

Any four of:

- people who were hard of hearing would not hear the radio or television well
- people who make a living out of western style music
- people who make a living out of organising concerts
- people who manufacture fireworks
- people who play in bands.



## **Part B – Answer in Punjabi**

Students were asked to write a formal letter to the school principal from the school canteen manager, disagreeing with the criticism of children and agreeing with the statement that parents should take responsibility for their children's health.

Students presented very innovative and interesting ideas in response to this part.

## **Section 3 – Writing in Punjabi**

In this section, there were four questions on writing tasks. Most students attempted Questions 9, 10 and 11. Some of the responses were very creative and rich in context.

### **Question 9**

Students were required to write a review for a Punjabi film magazine in which they evaluated a Punjabi film they had seen recently.

### **Question 10**

Students were given the following scenario 'You dreamt that you and your family landed on a very distant planet inhabited by aliens'. They were required to write an imaginative story for their Punjabi newspaper about their experience and incidents that occurred during their stay.

### **Question 11**

Students were given the following scenario 'You have spent one month in India on a student exchange program'. They were required to write an article for their school's annual magazine persuading students to participate in the next exchange.

### **Question 12**

Students were required to write an informative script for a speech to deliver at a multicultural conference on the importance of Punjabi attire in the Punjabi community's ceremonies.