



Written component

GENERAL COMMENTS

In the 2012 Punjabi examination, some students exhibited excellent sentence structuring skills, and good listening and note-taking skills. Students were generally aware of the parameters of the various questions.

Students' overall performance was good. Students are advised to practise their writing skills regularly. During the examination, they should ensure that they read the key words in the questions and ensure that they answer all aspects of questions. Some students missed out on marks by not attempting questions.

SPECIFIC INFORMATION

Section 1 – Listening and Responding

Part A – Answer in English

In this part of the examination students were required to listen to three texts and answer the questions in English.

Text 1

Question 1a.

The weekly health topic was about improving health. The advice offered by the speaker was regular physical exercise and eating a healthy diet.

To obtain full marks, students needed to mention the issue being highlighted as well as the advice offered by the speaker. 'Daily walk' was also accepted. Most students answered this question well.

Question 1b.

A healthy body increases the brain's capacity to learn, think and estimate.

Some students provided only part of the required answer.

Text 2

Question 2a.

Raj wished to report

- a squatter
- because he was in fear of being harmed.

Most students received full marks for this question. A few students did not answer this question fully.

Question 2b.

Raj reported this person to the police because of (all of)

- shouting
- they were gathering with friends at the back of Raj's house
- too much alcohol/fear of being harmed.

Very few students answered this question correctly.

Question 2c.

Three of the following physical features should have been listed.

- around 40 years old
- long, black hair
- wears glasses
- short beard

Most students achieved full marks for this question.

2012 Assessment Report



Text 3

Question 3a.

Four of the following were accepted as reasons for encouraging people to buy this product.

- safe around pets
- effective on all surfaces/effective for up to a year
- no smell/odourless
- half of the proceeds will be donated to the Environment Protection Authority (EPA)
- powerful for use inside and outside

The majority of students answered this question very well. Some students did not give all parts of the required response.

Text 4

Question 4a.

Rita used the following kinds of themes to write her books.

- economic struggles of the characters
- personal emotional pain or struggles of life
- love of the land

Only half of the students obtained full marks for this question. A few students did not read the question properly and answered inaccurately.

Question 4b.

The reviewer felt that the following were reasons why it was worthwhile to buy the book.

- entertaining/engaging style
- thought-provoking
- affordable

A few students obtained full marks.

Part B – Answer in Punjabi

Text 5

Question 5

The two speakers disagreed. Their points of difference could be summarised as follows.

Seeran

The factory will provide

- employment
- economic stability
- opportunities for future progress.

Roshan

The factory will

- end prosperity and the natural beauty of villages
- pollute water
- increase noise pollution
- destroy traditional agricultural heritage.

Some students answered this question very well, while other students did not include both aspects of the question in their responses.

Text 6

Question 6a.

Newly arrived Raj was eligible to find work in Australia as a result of

- permanent residence
- qualification/experience/eye specialist.



Few students received full marks for this question.

Question 6b.

Before she arrived in Australia, Ravi thought she could work immediately as a doctor.

Most students answered this question correctly.

Question 6c.

As assistance, Mr Harjit provided addresses of companies to get a part-time job.

Some students answered this question incorrectly.

**Section 2 – Reading and responding
Part A – Answer in English**

Text 7

Question 7a.

- to reflect the implications of the impacts of technology
- to understand the impact of technology's long-term effects on society

Most students answered only half of the question.

Question 7b.

The writer's negative arguments regarding technology could be summarised to include the following points.

- people read differently
- lost the ability to concentrate for long periods of time
- people are not as literate
- there is an over-dependence on technology, leading to suffering and a lack of ability to make decisions
- people have lost valuable analytical skills
- people have lost the ability to listen
- young people are more interested in providing details of their personal lives online

Few students received full marks for this question as they did not provide enough detail in their responses.

Question 7c.

The author justified his conclusion

- by providing examples
- because good techniques are needed to analyse its long-term effect before use.

This question was not answered adequately by most students.

Text 8

Question 8a.

The symbolism of the lotus flower represented

- beauty versus ugliness of surroundings
- fragrant, spreading and engulfing thoughts

Only a few students answered this question well. Other students either did not read the question carefully or they did not use information based on the text, thereby missing out on marks.

Question 8b.

- Through his writing, Bhagat Ravidas's spoke out against injustice.
- He spoke to the upper class about social, religious and economic inequality.

In these ways, Bhagat Ravidas raised awareness about issues in society.



Most students answered this question correctly. Some students did not attempt this question.

Question 8c.

Bhagat Ravidas was a courageous person because

- he was born in a lower-class family and he challenged the upper class's claimed superiority
- his teachings raised awareness of social injustice
- his teachings focused on the world being a more humane place
- he wished for a socialist society.

This question was not answered properly. Many students settled for responding to this question by using basic answers and not enough detail. Others did not base their responses using information from the text.

Question 8d.

- inspirational
- applicable to today's life and the future

The majority of students answered this question incorrectly.

Question 8e.

The upper class reacted to his writings by fighting against Ravidas's campaign.

Some students received full marks but, overall, this question was answered poorly as students often did not pay attention to the details in the text.

Part B – Answer in Punjabi

Question 9

- response in email format
- appropriate address, introductory and concluding greetings
- comment regarding family (for example, enquiry) and exams (for example, congratulations or acknowledgment)
- a comment about friends
- mention of places to visit (at least two)
- comment related to holidays
- places to go out/have a good time
- comment providing two or three suggestions leading to decision-making regarding university
- persuasive language

Very few students answered all aspects of this question well. Some students did not read the question properly and wrote a letter instead of an email.

When writing an answer to this type of question, it is important that students read and address all parts of the question.

Where students did not achieve sound results for this question, there was evidence of gaps in their knowledge of grammar, script and vocabulary, in addition to missing key parts of the content.

Section 3 – Writing in Punjabi

Question 10

- mention trip to Punjab – what was advertised and suggested
- the trip was below your expectations
- features of a formal letter of complaint to the organisers
- evaluative language
- suggestions for future trips
- appropriate address and ending

2012 Assessment Report



Few students answered this question. Some students did not answer all aspects of the question, used poor sentence structure and made grammatical mistakes.

Question 11

- mention context: film star and script
- line: 'Oh no, not again ... another boring film!'
- text type – story
- story for teenage readers commencing with, 'The script was thrown into the air and away she ran...'
- introduction/middle/conclusion
- features of a story

Some students answered this question very well but made spelling mistakes and the structure of sentences was poor.

Question 12

- message addressed to friend overseas
- views about her/his graduation
- views about future plans
- feelings about either attending or missing the ceremony
- informal language

This question was not answered well by students as they often did not address all parts of the question.

Question 13

- mention invitation to speak at community function
- mention 3–4 contributions of Punjabi culture to Australian society, enriching cultures, language etc.
- features of a speech

Very few students attempted this question.