



2013

Languages: Punjabi GA 3: Examination

Oral component

GENERAL COMMENTS

In general, students performed well on the 2013 Punjabi oral examination; however, not all students demonstrated thorough preparation and presented a very good range of information, ideas relevant to the conversation. Some students had a good range of vocabulary and expressions. Well-prepared students were able to continue the conversation with minimal support. The majority of students used repair strategies and self-correction techniques well. Some students were not able to continue the conversation without a significant amount of support due to their limited range of vocabulary. They tended to rely on rote-learned answers and struggled to answer unexpected questions. Other students used many Hindi and English words. Students are reminded that they should speak only in Punjabi. Some students brought visual materials, such as charts, to support their topic; however, some relied too heavily on the visual materials.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section of the examination, students were expected to have a seven-minute conversation about their personal world, interests, family and friends, school and future aspirations. Well-prepared students were able to communicate well, engage with assessors and move the conversation forward. The majority of students demonstrated a good range of vocabulary and sophistication in their conversation. Some students found it difficult to advance the conversation and needed support from the assessors, while other students used many English words without any repair strategies. Most students were able to self-correct errors successfully.

Some students used pure Punjabi words, such as: ਰਿਸ਼ਵਤਖੋਰੀ (bribe/corruption), ਨਿਯਮ (rules), ਚਾਂਦੀ ਦੀ ਜੁੱਤੀ (bribe), ਪਰਦਰਸ਼ਨ (demonstration), ਵਿਧਵਾ ਆਸ਼ਰਮ (shelter for widows), ਮਹਿੰਗਾਈ (increasing costs), ਹਰਮਨ ਪਿਆਰੀ (popular), ਪਤੀ ਪਤਨੀ ਸਾਈਕਲ ਦੇ ਦੋ ਪਹੀਏ (Husband and wife two wheels of a cycle), ਅਧਿਆਪਕ (teacher), ਗਹੁ ਨਾਲ ਦੇਖਿਆ (gazed), ਵਰਾਂਡੇ (veranda or balcony), ਗੁਦਾਮ (storeroom at a bigger scale), ਪਰਾਹੁਣਚਾਰੀ, (ਰਚਿਪਣ) ਬਲਾਤਕਾਰ (hospitality), ਪਾਠਸ਼ਾਲਾ (word used for school)।

Section 2 – Discussion

In this section, students were required to give a one-minute introduction and participate in a seven-minute discussion of a selected Detailed Study topic. This year students prepared a variety of very good topics, such as Dowry, Women in India, Sikh Gurus, Changing World, Rights of Women, Pollution, Rising Costs, Sikh History, Punjabi Culture, Unemployment in Punjab, Art and Entertainment. Lack of in-depth preparation was observed when students were unable to clarify the title of their chosen topic. Some students required a great deal of support and prompting as the content of their discussion topic was inappropriate. Very few students showed evidence of in-depth preparation and the use of appropriate style and register. Students used English and Hindi words and some had problems with sentence structure. Others were unable to elaborate further on their topics and there was a lot of repetition.

Students are expected to continue the discussion for 7–8 minutes. In the classroom, further work on cultural and traditional knowledge would assist with the in-depth preparation of the Detailed Study. Continuous practice can improve outcomes.

Students are assessed against the criteria in the Conversation and Discussion sections of the examination. They are assessed on their capacity to maintain and advance the conversation effectively. The relevance of information and depth and breadth of content, accuracy of vocabulary, grammar and clarity of expression and pronunciation are assessed during the Conversation and the Discussion. It is important to choose the Detailed Study topic with care. Students are reminded to speak only in Punjabi and to avoid Hindi or English words. Thorough preparation of the chosen topic is important to ensure that students can refer effectively to the texts studied for the Detailed Study.

Students and teachers should check examination requirements in the study design to ensure that all aspects are met.