

2016 VCE Punjabi written examination report

General comments

Responses to the 2016 Punjabi written examination were generally very good. High-scoring students were able to provide excellent responses to the questions. Students generally used correct linguistic elements in their responses, but some improvements could be made in spelling, grammar and sentence structure.

In Section 1, Part A, most students answered all questions and some answered exceptionally well, showing their level of understanding and giving well-considered answers. The standard of writing in Section 3 was very high and many students wrote evaluative pieces of writing that showed in-depth understanding of the topic. However, some students did not answer all questions, used poor sentence structures and made grammatical mistakes.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding Part A – Answer in English

In Part A, students listened to three texts in Punjabi and needed to respond to questions in English. Although students generally performed well, some students did not address the criteria and responded in general terms rather than addressing the specific key words in the questions.

Text 1 Question 1

Acceptable responses for a summary of the phone message to Riti were:

- inquired about her science examination
- she is unable to pick her up from school (because she's still shopping)/said her friend will pick her up
- told her that she cooked her favourite vegetables and roti, and that sweet noodles are in the fridge
- her mother said she/her mother would be home after 5.30 pm.
- remember to feed the dog.

Text 2

Question 2

Purpose of announcement	<ul style="list-style-type: none"> to update passengers about boarding details as there has been a delay the flight is finally ready to board for London
People requested to board	<ul style="list-style-type: none"> people with disabilities parents with children under five passengers in seats 20 and above to follow
Reason for delay	flocks of birds on the runway

Text 3

Question 3a.

The purpose of the interview was to learn about the award given to the village, Moriwala.

Question 3b.

Students were required to provide evidence from the text that Sandy Kumar does not respond to the interviewer’s question. Relevant responses included:

- He does not mention the criteria at all/he is asked about the selection criteria.
- He describes how the concept began/without mentioning the criteria he describes the concept only.

Question 3c.

The money from recycling was being used:

- to support the cottage industry
- to provide opportunities for self-employment and to improve work skills and lifestyles.

Part B – Answer in Punjabi

Part B consisted of three aural texts. The questions were written in both English and Punjabi, and students were required to answer in Punjabi. It was evident that some students did not read the questions properly and many provided responses that were only partially correct.

Text 4

Question 4

Students were required to provide two similarities and three differences in the recipe for buttered lentils and roasted eggplant. Relevant answers included the following.

Similarities:

- same fried mixture in batter
- both are vegetarian dishes
- same seasoning and an example of seasoning (salt, pepper, coriander)

Differences:

- turmeric powder in the lentils but no turmeric powder in the eggplant
- lentils soaked in water and pressure cooker for lentils
- eggplant roasted and eggplant cooked without pressure cooker
- different spices used and examples of different spices for each

Text 5

Question 5

Relevant answers may have included the following:

- casual position (for example, university students, students on holidays)
- desirable: work flexible hours, including weekends
- small family business (for example, nursery, gardener, etc.)
- Friday deadline (any date was acceptable but it had to include the word 'Friday' in the date)
- experience gardening (person who loves outdoors, gardener)
- able to start work immediately
- desirable: able to work on the weekend – this is evidence because it states that the person interviewed sounds 'like exactly the type of gardener they need'.

Text 6

Question 6a.

The occasion being discussed was the annual Punjabi concert. Children and teachers from the school would be participating in the event.

Question 6b.

Students were asked to explain what would be performed that is significant, and by whom this would be performed. A sample response is as follows:

The senior boys and the male teachers will present the Malwai Gidha for the first time in the school. The girls will dance Gidha, and they will perform comedy skits this time to entertain the guests. The boys usually perform the comedy skits.

Section 2 – Reading and responding

Part A – Answer in English

In Part A of Section 2, students needed to read two texts in Punjabi and answer the questions in English. Students' performance in general was quite good. Some students, however, struggled to give correct responses as a result of ignoring specific detail in the texts.

Text 7

Question 7

Students were asked to provide **five** pieces of evidence from the text suggesting that ants are intelligent and resourceful. A sample response included five of the following:

- Ants cooperate to build things and to shift loads heavier than the individual is able to lift.
- Ants rush back to the nest squirting out a chemical/pheromone leading to a trail of individual ants carrying little bits of food.
- Groups of ants end up with their heads, and antennae, shoved up against the food, and then they start lifting and pulling.
- They change positions and roles (from a leader and steerer into a lifter and puller)/ants rotate jobs (for example, sometimes checking out the locale and being a scout, sometimes lifting and sometimes steering)/The leaders and the lifters help each other, and constantly rotate in and out of their jobs/About 10 per cent are leaders and 90 per cent are lifters.
- When an ant leaves and is replaced by another ant, this new ant will know where the nest is.

Text 8

Question 8

Students were provided with a short speech from which they had to summarise five extracurricular activities to which Tilak made a significant contribution. Students should not have included camping and activities related to science and mathematics.

Suggested points/responses students may have included were:

- helped young students to develop their interpersonal communication and leadership skills
- organised transition classes for Year 7 students
- mentored many young teachers
- organised innovative professional development activities
- contributed to the school's sports program (for example, training Year 8 girls in football and cricket).

Part B – Answer in Punjabi

Text 9

Question 9

For Part B, students were presented with a short scenario. They were then required to write a formal letter to the President of the Australian Punjabi Educational and Cultural Society, explaining their situation and requesting financial assistance so that they would be able to participate in the conference. In their letter, they were required to highlight the importance of their work and the benefits for the Punjabi community, if they were to participate in this conference. Most students provided excellent responses, and there were some very creative ideas.

Suggested points or responses students may have included were:

- correct structure for a letter
- mention of the research article 'The Status of the Punjabi Outside the Indian Region' that has been accepted to be presented at an international conference on Literature
- explanation that the organisers have offered you free accommodation, food and limited funds for local travel
- state that you are required to pay for your flight and the reason you need assistance with this/financial constraints
- highlight the importance of your work and two to three benefits for the Punjabi community if you participate in this conference.

It is strongly recommended that students and teachers refer to the criteria when practising these types of questions.

Section 3 – Writing in Punjabi

For this section of the examination, students were required to respond, in approximately 250 words in Punjabi, to one of three questions. Responses were assessed holistically on the quality of the response and on how well students:

- demonstrated depth of treatment of information, ideas and/or opinions
- wrote text appropriate and relevant to context, purpose and audience
- structured and sequenced information and ideas
- manipulated language structures and vocabulary in Punjabi.

Question 10

Students were asked to write a persuasive article about a current problem faced by youth in the Punjab for a Punjabi community newspaper, highlighting possible remedial steps and solutions that could be taken to tackle this problem.

Responses could have included:

- text type: newspaper article (title/topic, date, place, content, by-line (fictional name), register, style, layout)
- audience: readers of a local youth magazine, formal writing
- type of writing: persuasive
- title should be as indicated in the writing task
- identification of one of the current problems faced by youth in the Punjab
- persuasive language
- article for a Punjabi community newspaper, highlighting three or four possible remedial steps and solutions that could be taken to tackle this problem
- discussion and development of three or four well-developed ideas
- conclusion.

Some students answered this question very well and addressed all expected aspects of the question by giving a title of the problem and a brief introduction, causes of the problem and effects on the person, family and the whole community.

Question 11

Students were required to write an informal letter to their Australian friend, explaining the similarities and differences in each of two weddings their friends had attended. Responses could have included:

- text type: informal letter (title/heading, content [factual information], headings/subheadings, register, style, layout)
- audience: informal letter to an Australian friend
- type of writing: evaluative
- introduction, middle, conclusion
- informative content and language referring to Baljit and Sukhpreet, telling of two separate weddings they attended in India
- reference to Baljit attending his male cousin's wedding and Sukhpreet attending his female cousin's wedding
- three or four points indicating how both weddings were similar and different in terms of celebration
- outcome(s) or concluding statements.

Many students highlighted similarities and differences in ceremonies that take place at the bride's and groom's houses prior to and during the wedding.

Some students did not answer this question well, addressing only the celebration that takes place during a wedding. Instead of providing a conclusion, they included an invitation to their friend to join them for the wedding.

Question 12

Students were required to write a review for a cultural magazine about a disappointing experience spending a night in an expensive hotel.

Responses could have included:

- text type: review (title, date, place, content, author, register, style, layout)

- audience: readers of a cultural magazine
- type of writing: personal writing
- reference to strong recommendations from several friends
- reference to the stay in the expensive hotel
- reference to the experience being well below their expectations
- a review containing well-developed points for a cultural magazine
- a description of the disappointing experience
- examples of areas that require improvement
- appropriate conclusion.

This question was answered well by a few students, who made suggestions for improvement in room service, cleanliness, variety of meals and provision of wi-fi. However, some students answered only one part of the question by stating that it was expensive but well below the level of expected services for the money paid and did not give suggestions for areas of improvement.