

2022 VCE Punjabi written external assessment report

General comments

Students mostly scored highly in the 2022 Punjabi written examination. Section 1, Part A contained three questions based on the listening texts, for which the students were asked to respond in English. Part B responses were to be written in Punjabi. Students did equally well in both parts. In Section 2, students were required to write in English for the first two texts and in Punjabi for the third text. The students did well in both parts.

Some students didn't use all the prompts given in the text and lost marks accordingly. Students should aim to use the reading time efficiently to understand questions properly and respond accordingly.

While writing in Punjabi, students who scored highly showed a high-level capacity to use sophisticated language, which at times included the use of idioms and sayings. Students should aim to proofread their work to check for errors in sentence structures and grammar and ensure the legibility of their responses. In addition, students should read the question carefully and answer in the required format and context provided.

Specific information

Section 1: Listening and responding

Part A – Listening and responding in English

The majority of students responded very well in this part, but a few students provided incomplete answers for Questions 1, 2 and 3a. and identified incorrectly the *chakki* components for Question 3b.

Question 1

Relevant answers included:

- Organisation of exhibition / exploration of Punjabi culture
- Growing vegetables
- Cooking Punjabi food
- Budgeting / saving money

Question 2

Relevant answers included:

- Beauty (parks and gardens)
- Exceptional cleanliness / bins at every corner
- Villagers grow and share their produce / first self-sufficient village / produce organic manure
- Low rate of unemployment
- Established cottage industry / jobs in village

Question 3a.

Relevant answers included:

- Mention in the folk song / women's work
- Reference to God/religion
- Use in the wedding ceremony

Question 3b.

Relevant answers included:

- Nail: upper purrh spinning around it / hole to pour grains / cross to hold purrh and nail in alignment
- Handle in the upper purrh: to spin the upper purrh
- Parola/cheethra/cloth: to collect flour/product

Part B – Listening and responding in Punjabi

Students in general responded very well in this part. Very few students wrote their responses in English, which meant they were unable to be awarded any marks. Questions 4 and 5 were well attempted. The majority of students obtained full marks for Question 5, but only a few students were able to get full marks for Question 6.

Question 4

Relevant answers included:

- ਸਕੂਲ ਅਤੇ ਯੂਨੀਵਰਸਿਟੀਆਂ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਾਲ ਦੌਰਾਨ ਆਪਣੇ ਸ਼ੌਂਕ ਪੂਰੇ ਕਰਨ ਲਈ, ਕੰਮਾਂ ਲਈ ਅਤੇ ਆਪਣੇ ਪਰਵਾਰ ਨਾਲ ਸਮਾਂ ਬਿਤਾਉਣ ਲਈ ਵੱਧ ਦਿਨ ਮੁਹੱਈਆ ਕਰਦੀਆਂ ਹਨ। (Schools and universities provide an adequate number of holidays throughout the year for students to undertake hobbies, work opportunities and spend time with their family.)
- ਵਿਦਿਆਰਥੀ ਵੱਧ ਖਰਚਾ ਕਰ ਸਕਦੇ ਹਨ ਅਤੇ ਮਾਲੀ ਤੌਰ ਤੇ ਕਰਜ਼ਾਈ ਹੋ ਸਕਦੇ ਹਨ। (Students can spend money and make them financially broke.)
- ਆਪਣੇ ਆਪ ਨੂੰ ਨਿਰਾਸ਼ ਅਤੇ ਪੜ੍ਹਾਈ ਨਾਲੋਂ ਟੁੱਟੇ ਮਹਿਸੂਸ ਕਰ ਸਕਦੇ ਹਨ। (Can feel disengaged from learning.)
- ਉਨ੍ਹਾਂ ਦਾ ਨਾਤਾ ਆਪਣੇ ਜਮਾਤੀਆਂ ਨਾਲੋਂ ਅਤੇ ਆਪਣੇ ਹਮ-ਉਮਰ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲੋਂ ਟੁੱਟ ਚੁੱਕਾ ਹੋਵੇਗਾ। (Can feel disconnected from classmates and other students of their age.)

Question 5a.

Relevant answers included:

- 15 ਖਿਡਾਰੀ ਰਗਬੀ ਵਿੱਚ ਅਤੇ 7 ਖਿਡਾਰੀ ਕਬੱਡੀ ਵਿੱਚ (15 players in rugby team and seven in kabaddi team.)
- ਰਗਬੀ ਵਿੱਚ ਅੰਡਾਕਾਰ ਗੇਂਦ, ਕਬੱਡੀ ਵਿੱਚ ਕੋਈ ਗੇਂਦ ਨਹੀਂ (Oval shape ball in rugby. No ball in kabaddi.)
- ਕਬੱਡੀ ਵਿੱਚ ਇਕੱਲਾ ਰੇਡਰ ਰੇਡ ਪਾਉਣ ਜਾਂਦਾ ਹੈ ਜਦਕਿ ਰਗਬੀ ਵਿੱਚ ਸਾਰੇ ਖਿਡਾਰੀ ਗੋਲ ਕਰ ਸਕਦੇ ਹਨ / ਜਾਂ ਦੋ ਖੰਭਿਆਂ ਵਿਚਕਾਰ ਕਿੱਕ ਮਾਰਕੇ ਗੋਲ ਕਰ ਸਕਦੇ ਹਨ। (Single player raids to opponents to score a point in kabaddi whereas in rugby all players run to secure a point / can score a goal by kicking the ball through two poles.)

Question 5b.

Relevant answers included:

- ਕਬੱਡੀ ਨੂੰ ਮਾਨਤਾ ਪ੍ਰਾਪਤ ਹੋ ਰਹੀ ਹੈ ਅਤੇ ਵੱਖ-ਵੱਖ ਦੇਸ਼ਾਂ ਵਿੱਚ ਮੁਕਾਬਲੇਬਾਜ਼ੀ ਨਾਲ ਖੇਡੀ ਜਾ ਰਹੀ ਹੈ। (Kabaddi is becoming recognised and competitively played in a range of different countries.)
- ਆਉਣ ਵਾਲੇ ਭਵਿੱਖ ਵਿੱਚ ਇਹ ਉਲੰਪਿਕ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆ ਵਿੱਚ ਕਾਮਨਵੈਲਥ ਖੇਡਾਂ ਦਾ ਹਿੱਸਾ ਹੋਵੇਗੀ। (In the near future, it will become a part of the Olympic and Commonwealth Games here in Australia.)

Question 6

Relevant answers included any six of the following:

- ਭੋਗੀ ਅਤੇ ਲੋਹੜੀ ਦੋਵੇਂ 13/14 ਜਨਵਰੀ ਨੂੰ ਮਨਾਏ ਜਾਂਦੇ ਹਨ। (Like Bhogi, Lohri is also celebrated on 13/14 January.)
- ਭੋਗੀ ਅਤੇ ਲੋਹੜੀ ਵਿੱਚ ਔਰਤਾਂ ਧੂਣੀ ਦੁਆਲੇ ਨੱਚਦੀਆਂ ਅਤੇ ਗਾਉਂਦੀਆਂ ਹਨ। (Ladies dance around bonfire in Bhogi and Lohri festivals.)
- ਭੋਗੀ ਅਤੇ ਲੋਹੜੀ ਵਿੱਚ ਧੂਣੀ ਬਾਲੀ ਜਾਂਦੀ ਹੈ। (Bonfire is used in Bhogi and Lohri festivals.)
- ਭੋਗੀ ਅਤੇ ਵੈਸਾਖੀ ਦੋਵੇਂ ਵਾਢੀਆਂ ਦੇ ਤਿਉਹਾਰ ਹਨ। (Bhogi and Vaisakhi are both harvesting festivals.)
- ਭੋਗੀ ਅਤੇ ਹੋਲੀ ਦੋਵੇਂ ਰੰਗਾਂ ਦੇ ਤਿਉਹਾਰ ਹਨ। (Bhogi and Holi are both festivals of colours.)
- ਭੋਗੀ ਅਤੇ ਦੀਵਾਲੀ ਨੂੰ ਘਰਾਂ ਨੂੰ ਸਜਾਇਆ ਜਾਂਦਾ ਹੈ। (Decoration of houses is part of Bhogi and Diwali.)
- ਭੋਗੀ ਅਤੇ ਦੀਵਾਲੀ ਨੂੰ ਨਵੇਂ ਕੱਪੜੇ ਅਤੇ ਗਹਿਣੇ ਪਾਏ ਜਾਂਦੇ ਹਨ। (Wearing new clothes and jewellery is part of Bhogi and Diwali.)
- ਭੋਗੀ ਅਤੇ ਹੋਲੀ ਦੌਰਾਨ ਪਸ਼ੂਆਂ ਨੂੰ ਰੰਗਾਂ ਨਾਲ ਸਜਾਉਂਦੇ ਹਨ। (Decorate animals with colours during Bhogi and Holi.)

Section 2: Reading and responding

In this section, students were asked to read, understand, analyse and evaluate the information in the given texts and convey the answers appropriately. The majority of students were able to identify both points for Question 7a., but a few students were able to find the four points for Question 7b. Only a third of students received full marks for Question 8.

Part A – Reading and responding in English

Question 7a.

Relevant answers included:

- Synthetic clothes like polyester and nylon
- They are released by our washing machines into our wastewater system

Question 7b.

Relevant answers included:

- Short-cycle run and use cold water
- Use front-loading machine instead of top-loading machine
- Use full capacity as recommended by the manufacturer
- Use liquid detergent instead of powder

Question 8

Difficulties	How the poet intends to deal with them
Temptation of comforts/luxuries	Stay aloof to comforts / luxuries / run away
Calls to distract from the path of free life	Not to slow down / stay detached / continue the journey of living a free life

Part B – Reading and responding in Punjabi

Question 9

For the response, students were required to demonstrate an understanding of the stimulus text and then write their response appropriate and relevant to context, purpose and audience. Most students scored highly in this question. Some students didn't use all the prompts mentioned in the text to write a persuasive email. A few missed the essential components of an email format such as to, from and subject. They should aim to read the text and the question carefully and then write their responses accordingly.

ਜ਼ਰੂਰੀ ਨੁਕਤੇ

(email format): ਈਮੇਲ ਫਾਰਮੈਟ (To:) ਵੱਲ

- (From:) ਵਲੋਂ
- (Subject:) ਵਿਸ਼ਾ
- (Proper address/greeting) ਯੋਗ ਬੁਲਾਉਣਾ ਅਤੇ ਸੰਬੋਧਨ
- (Persuasive) ਪ੍ਰੇਰਨਾਮਈ
- (Proper ending) ਯੋਗ ਸਮਾਪਤੀ
- (Grammar) ਵਿਆਕਰਨ
- (Mistakes) ਗਲਤੀਆਂ
- (Idioms) ਮੁਹਾਵਰੇ

Suggested points students may have included:

- ਪੰਜਾਬੀ, ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਦੋ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਮਾਹਿਰ (Proficient in Punjabi, English and two other languages)
- ਬਾਰੂਵੀਂ ਦੀ ਯੋਗਤਾ/ 2 ਗਵਾਹ/ ਸਰਗਰਮ-ਊਰਜਾਵਾਨ (Year 12 qualification / two referees / active and energetic)
- ਹੁਣੇ-ਹੁਣੇ ਲਾਇਸੈਂਸ ਮਿਲਿਆ ਹੋਵੇ (Recently received the driving license)
- ਹਫ਼ਤੇ ਵਿੱਚ 24 ਘੰਟੇ 7 ਦਿਨ ਕੰਮ ਕਰ ਸਕਦਾ ਹੋਵੇ (ਢਲਨਯੋਗ ਹੋਵੇ) (Can work 24 hours and 7 days a week during the holidays [Very flexible])
- ਯਾਤਰਾ ਖੇਤਰ ਵਿੱਚ ਤਜਰਬਾ/ਅਨੁਵਾਦਕ (Has experience in a tourism sector as a translator)
- ਆਸਟਰੇਲੀਆ ਦੀਆਂ ਖਾਸ ਥਾਵਾਂ ਦਾ ਗਿਆਨ (Knowledge of Australian places of interest)

Section 3: Writing in Punjabi

Students were required to use evaluative, imaginative, and personal style to write their responses.

In Section 3, students were given three options: In Question 10, students were to write an evaluative report for a community newspaper about advantages and disadvantages of homework; in Question 11, students were asked to write an imaginative story of a magical paintbrush for publication in a youth magazine; and in Question 12, students were required to write a diary entry expressing their gratefulness and reflecting upon three aspects of a memorable holiday trip organised by their parents.

More than half of the students responded to Question 12, with some students using idioms and traditional sayings successfully to make their writing more effective.

Question 10 was the next most popular choice. Very few students wrote the imaginative story.

Question 10

Students were to write an evaluative report for their community newspaper, presenting the advantages and disadvantages of homework for high-school students.

High-scoring responses included relevant features such as:

- Heading of report
- Writer's name
- Date
- Introducing arguments / opening paragraph
- Discussion of arguments
- Conclusion of opinion
- Correct grammar
- Idioms

Arguments could have included:

- Advantages
 - Keep engaged with learning content
 - Develop time management skills
 - Ongoing preparation for tests and exams
- Disadvantages
 - Unnecessary stress
 - Lack of time left for social activities
 - Physical health can be negatively affected

Evaluative writing:

- aims to reach a conclusion through the logical presentation and discussion of facts and ideas
- presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives
- uses objective style; appeals to reason not emotion; creates an impression of balance and impartiality
- often includes expressions of cause, consequence, opposition and concession.

Question 11

The students were to write an imaginative story about a paintbrush they found in their dream for publication in a youth magazine. Very few students chose to respond to this question.

High-scoring responses included relevant features such as:

- Introduce characters and setting
 - First person
 - Best friend
 - Pet
 - Teacher
 - House
 - Streets
 - New world
- Introduce problem
 - Paintbrush was stolen, which causes havoc in the world
 - Paintbrush could break
 - Student makes an irreversible mistake painting, which impacts the world around them
- Provide solution
 - Paintbrush must be returned to the shop
 - Paintbrush must be broken and destroyed
 - Paintbrush must be securely packed away
- Correct grammar
- Idioms
- Conclusion
- Flow of content

Imaginative writing:

- uses the writer's creativity and imagination to entertain the reader
- usually creates a strong sense of context (physical surroundings and atmosphere) and situation
- normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important
- uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, and careful control of structure and sequencing to add to the overall effect by creating the desired atmosphere or conveying the required emotion
- may break normal sequencing for added impact, such as in a flashback or in a final disclosure, which puts a different interpretation on preceding passages.

Question 12

While expressing their gratitude, students were to write a diary entry about three aspects of a memorable holiday trip organised by their parents. Some students wrote very interesting features about their trip.

High-scoring responses included informative and useful features such as:

- Introductory address and greetings
- Three aspects to discuss
- Discuss plans
 - Tours
 - Food
 - Sightseeing
 - Hotel
 - Shopping
- Discuss budget
 - Cost of flights
 - Cost of accommodation
 - Cost of travel
 - Cost of sightseeing
- Date
- Correct grammar
- Idioms
- Conclusion/gratefulness

Personal writing:

- creates a sense of person/personality for the writer in the reader's mind
- establishes a relationship between the writer and the reader
- usually employs first- and/or second-person; subjective; informal, familiar style/register; often includes emotive language
- emphasises ideas, opinions, feelings and impressions, rather than factual, objective information
- uses the act of writing to help the author understand and unravel their own feelings or ideas
- may, in certain contexts, use contracted language, such as is used in speech.