



Oral Components

GENERAL COMMENTS

Generally, students' performances in the oral examination were very good. There was nearly double the amount of female students than there were male. Most of the students were able to sustain the conversation well.

Some students used a few Hindi words, such as *kaksha* for class and *varsh* for years, and/or English words, particularly to express their subjects and their interests. Students should remember to use only Punjabi during the examination.

As this was the first year that Punjabi was offered as a VCE subject, the overall performance was highly pleasing.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section, students were expected to converse about their personal world: their school life, family, home, interests and aspirations. Many students were able to communicate well about these topics, although some students used English words to emphasise their viewpoint.

Students were generally able to keep their responses relevant to the question asked. Many students used traditional vocabulary and correct grammar. However, some students used English sentence structures, such as *ਮੇਰੇ ਕੋਲ ਦੋ ਭਰਾ ਹਨ* instead of *ਮੇਰੇ ਦੋ ਭਰਾ ਹਨ*. Students should develop their range of vocabulary to strengthen their viewpoints. Pronunciation in general was quite good.

Section 2 – Discussion

Performances in the Discussion section were very strong. Students were able to communicate well and expressed their understanding and knowledge of the topics clearly. However, some students would benefit from undertaking more research and study for their Detailed Study. High achievers used correct sentence structures, broad vocabulary and many interesting facts to strengthen their opinions. Few students needed excessive assistance with vocabulary and sentence structures from assessors.

The most common topic for the Detailed Study was festivals. There was a good variation in the sub-topics, such as Diwali, Dusehera and Vaisakhi. A few students explained in detail the historical significance of these festivals and their connection with Punjabi cultural values. For the topic on festivals, they provided sufficient support materials such as photographs, models and diagrams to strengthen their discussion. A few students explained the historical and religious background of some festivals, which was highly praiseworthy.

Other students chose areas within art and entertainment for their Detailed Studies. Many of these students presented critical and broad views of Punjabi films. It is advised that students prepare thoroughly, using various resources such as the Internet, libraries and other media and resources.

Written Component

GENERAL COMMENTS

In 2005, the cohort of students who sat the Punjabi examination consisted of 68 per cent female students and 32 per cent male students. The mean scores for most of the questions were similar for both female and male students.

Students generally used correct language for their responses, which was very encouraging, but spelling, grammar and sentence structure could be improved upon.



SPECIFIC INFORMATION

Section 1 – Listening and responding

In Part A, students were provided with three aural Punjabi texts, which they needed to respond to in English. Generally students were able to answer this part correctly.

Part B consisted of two aural texts: one long conversation and another short poem on trees. The questions were asked in both English and Punjabi; however, students were required to answer in Punjabi. In this section, some students did not understand the question properly and therefore lost marks, particularly for Questions 10 and 11. Many gave answers that were only partially correct.

Section 2 – Reading and responding

In Part A of Section 2, two written texts in Punjabi were given and questions were framed in English for response in English. Students' performance in general was quite good; however, some students struggled to find the correct response due to a lack of understanding.

In Part B, students were provided with a text in the form of a letter written in Punjabi. They were required to write a persuasive letter in Punjabi, of 150–200 words, inviting a friend to study in Australia. Students were assessed according to the following criteria:

- understanding of the text
- knowledge and use of correct vocabulary and grammar
- letter writing skills
- structuring of sentences.

Most students provided excellent responses to this question, and there were some very creative ideas.

Section 3 – Writing in Punjabi

Students had to respond, in 200–250 words in Punjabi, to one of four questions that were given in this section. The following criteria were used to mark this section:

- the depth and breadth of the task
- knowledge and understanding of sentence structure, grammar and syntax
- rearranging words to suit the required tasks.

Excellent texts were written by some students, who were able to obtain a good score. A few students struggled in this section due to their limited vocabulary and sentence structuring skills.