

# 2024 VCE Punjabi oral external assessment report

Refer to the [VCE Punjabi study design](#) and [examination criteria and specifications](#) for full details on this study and how it is assessed.

## Section 1: Conversation

### What students did well

In the 2024 examination, students:

- engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations
- were able to communicate their points effectively, and demonstrated capacity to maintain and advance the exchange of ideas and views
- provided a range of relevant information, ideas and opinions with an appropriate depth
- responded confidently and were able to advance the conversation, including through the use of appropriate repair strategies as needed
- used appropriate grammar and sentence structures, and expressed their views using a range of appropriate vocabulary
- used traditional Punjabi-language words, sayings and idioms to express their command over the spoken language. Most students showed clarity of expression in their spoken language.

### Areas for improvement

In preparation for the examination, students could:

- practise answering a range of questions to be able to advance the conversation. A few students needed some assistance to maintain the conversation. Additionally, students should work on responding directly to questions rather than talking from their own experiences
- include the use of synonyms to strengthen their ideas and opinions while using grammatically correct sentence structure
- practise using repair strategies to advance the conversation when needed; for example, to correct words spoken in English or Hindi
- practise pronunciation, intonation, stress and tempo; for example, pronunciation of commonly used words
- practise appropriate vocabulary to avoid the use of slang
- build vocabulary specific to their personal world and their interactions with the language and culture as learners. A few students gave very brief responses to the assessors' questions, indicating a lack of vocabulary in the Punjabi language and command over the spoken language
- use correct sentence structures; for example, **ਮੇਰਾ** ਪਿਤਾ ਦਾ ਭਰਾ should be spoken as **ਮੇਰੇ** ਪਿਤਾ ਦਾ ਭਰਾ (my father's brother).

Students should note the following:

Incorrect use	Correct use	Translation
ਧੰਨਯਾਵਾਦ	ਧੰਨਵਾਦ	thank you
ਚੋਤਾ ਪਰਾ	ਛੋਟਾ ਭਰਾ	younger brother
ਦਾਦੂਤੇ ਚਾਚੂ	ਦਾਦਾ ਅਤੇ ਚਾਚਾ	grandfather and uncle
ਗਾਏ	ਗਾਂ	cow
ਪ੍ਰੀਖਸ਼ਾ	ਪ੍ਰੀਖਿਆ	examination

## Section 2: Discussion

### What students did well

In the 2024 examination, students:

- introduced the focus of the subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic
- chose a range of subtopics, including
  - the migration of Punjabi people
  - Punjabi music
  - Punjabi sports
  - Punjabi festivals (Vaisakhi, Diwali and Lohrhi)
  - the geography of Punjab
  - the challenges faced by Punjabi migrant women
  - the Punjabi-speaking community (Dr Surjeet Patar)
  - Punjabi great personalities (Maharaja Ranjit Singh, Sardar Jassa Singh Ahluwalia, Baba Banda Singh Bahadur, Bibi Rajni, Nirmaljit Singh Sekhon, Amrita Pritam, Kartar Singh Sarabha, Gadri Babbey and Maharani Jind Kaur)
  - Punjabi historical places such as Sri Mukatsar Sahib, Saragarhi and Amritsar
  - the 1947 Division of Punjab
- displayed the capacity to maintain and advance the exchange appropriately and effectively
- presented the information, ideas and opinions on their chosen subtopic, showing deep understanding and relevant breadth and depth of knowledge
- presented their content using accurate vocabulary and grammar.

### Areas for improvement

In preparation for the examination, students could:

- choose an appropriate subtopic to suit their ability and interests
- practise maintaining the conversation while remaining focused on their chosen subtopic. Some students could not maintain their discussion due to a lack of in-depth knowledge about their subtopic
- prepare their subtopic thoroughly, such as by including relevant information about the subtopic from different resources. They should practise their oral presentation in class or before someone who is an expert in Punjabi language and grammar, so they can receive feedback on areas for improvement

- research their subtopic and practise commonly used words and specific terms and vocabulary related to it
- practise using Punjabi sayings or idioms that are relevant to the subtopic to emphasise their ideas and opinions in the discussion. Students should avoid the use of English and Hindi words as well as slang. They should make use of ਟਕਸਾਲੀ ਬੋਲੀ (textbook language).

Students should note the following:

Incorrect use	Correct use	Translation
ਬੇ-ਘਰੀ ਹੁਈ	ਬੇ-ਘਰੀ ਹੋਈ	became homeless
ਭਵਿਸ਼ਯ	ਭਵਿੱਖ	future
ਬੜ੍ਹਤ	ਅੱਗੇ ਹੋਣਾ	leads by
ਮੰਮਾ - ਪਾਪਾ	ਮਾਤਾ - ਪਿਤਾ	mother - father
ਖਾਣਾ ਲਿੱਤਾ	ਖਾਣਾ ਲਿਆ	took food
ਸਾਵਣ ਦਾ ਮਹੀਨਾ	ਸਾਉਣ ਦਾ ਮਹੀਨਾ	the name of a Punjabi month