

# 2025 VCE Punjabi oral external assessment report

Refer to the [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 2025 examination, students:

- engaged in a general conversation about their personal world and aspects of Punjabi language and culture in Australian society from a personal or community perspective. For example, they discussed school and home life, family and friends, interests and aspirations, their hobbies, their favourite sports, food and films.
- provided a range of relevant information, ideas and opinions with an appropriate depth. For example, some students were able to present a range of views regarding their parents' and the community's expectations about household duties and studies, and to explain in detail how those views contrasted with their own.
- demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. For example, students gave detailed answers that included specific, interesting facts, effectively offering multiple avenues to follow up.
- used appropriate vocabulary and sentence structures; for example, ਮੈਂ ਇਸ ਚੀਜ਼ ਦੀ ਕੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿੰਦਾ ਕਰਦਾ ਹਾਂ। (I condemn this in the strongest terms). Generally, students used appropriate Punjabi vocabulary with very little use of Hindi or English words. A few students used English words but corrected themselves immediately.

### Areas for improvement

In preparation for the examination, students could:

- ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students should go beyond factual and brief answers and respond in a relevant and detailed manner.
- practise answering a range of questions to be able to advance the conversation. Students should be prepared for a variety of questions of different levels.
- practise using more complex sentence structures and syntax. For example, they could say ਮੈਂ ਪੰਜਾਬ ਵਿੱਚ ਜੰਮੀ ਪਲੀ ਤੇ ਵੱਡੀ ਹੋਈ ਸੀ। (I was born and raised in Punjab).
- practise using repair strategies to advance the conversation when needed. If students use a non-Punjabi language word during their conversation, they should correct it immediately.

- build vocabulary specific to the student's personal world and their interactions with the language and culture as learners. Students could use varied and sophisticated vocabulary in their conversation, which would reflect appropriate preparation for the examination; for example, ਗਾਗਰ ਵਿੱਚ ਸਾਗਰ (used to compliment people with exceptional qualities).

## Section 2: Discussion

### What students did well

In the 2025 examination, students:

- clearly introduced the focus of their subtopic from a community and/or global perspective, alerting assessors to the image they brought to support the discussion of one or more of the prescribed subtopics studied in class related to the concepts of Identity, Legacy, Responsibility or Sustainability
- demonstrated in-depth knowledge of their subtopic. Generally, students prepared their subtopics well for discussion.
- used the image to support the discussion on the subtopic. A few students brought posters with images related to their discussion subtopic, which included Punjabi singers, contemporary issues from Punjab, and ceremonies and festivals.
- clarified, elaborated on and defended opinions and ideas. Students were able to present and support their views with relevant examples and provide reasons to support their ideas. Most were able to expand on the questions asked and present detailed responses.
- communicated effectively with assessors throughout the discussion. Some students discussed their subtopic and the supporting visual material exceedingly well.

### Areas for improvement

In preparation for the examination, students could:

- choose an appropriate subtopic to suit their ability and interests. A well-suited subtopic will support students to prepare thoroughly.
- prepare for a discussion about a subtopic related to one or more of the prescribed topics studied in class and use the supporting visual material to explore the subtopic in sufficient depth. Students are reminded to include an image that relates to their subtopic and ensure they refer to the image during their discussion.
- provide a broad range of relevant information, ideas and opinions. Prepare the subtopic thoroughly and gather information about it from different resources.
- revise grammar. For example, they should be familiar with gender-specific sentence structures, such as ਮੇਰੇ ਮਾਤਾ ਜੀ ਨੇ ਚਾਹ ਬਣਾਈ ਸੀ (My mother made the tea).
- build a vocabulary specific to the subtopic chosen. For example, when discussing culture, students could mention ਖਾਣੇ (food), ਕੱਪੜੇ (clothes), ਗਾਣੇ (songs) and ਰਿਵਾਇਤਾਂ ਆਦਿ (traditions).
- avoid using words from English or Hindi. Students could use idioms or common Punjabi sayings to strengthen their viewpoint, such as ਸਾਰਿਆਂ ਨੂੰ ਇੱਕ ਅੱਖ ਨਾਲ ਵੇਖਣਾ। (treating everyone fairly).
- avoid repetition in their answers.
- practise for their discussion on the chosen subtopic with a friend or teacher.