



PUNJABI: SECOND LANGUAGE

ATAR course sample examination

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Listening and responding

30% (30 Marks)

Text 1: Phone call for getting a medical appointment

Question 1

(1 mark)

State the name of the receptionist who answered Ravi's call.

| Description | Mark |
|--------------|----------|
| Jass | 1 |
| Total | 1 |

Question 2

(1 mark)

State the reason for Ravi to seek an immediate appointment.

| Description | Marks |
|---|----------|
| Ravi has a sore throat/Ravi's throat is swollen | 1 |
| Total | 1 |

Question 3

(2 marks)

List any **two** identification questions that the receptionist asked Ravi.

| Description | Marks |
|--|----------|
| Any two of | |
| <ul style="list-style-type: none"> • full name • date of birth • full address | 1-2 |
| Total | 2 |

Question 4

(2 marks)

State **two** reasons why Ravi wants to see only Dr Ashish Singh.

| Description | Marks |
|---|----------|
| he has been seeing from many years | 1 |
| he understands Punjabi language so he can speak with him in Punjabi | 1 |
| Total | 2 |

Question 5

(3 marks)

Tick (✓) the **three** correct statements from the list below.

| Description | | Marks |
|---|-----|----------|
| Statements | (✓) | |
| The receptionist uses words such as 'please' and 'thank you' with her patients. | ✓ | 1 |
| The receptionist gives prescription to patients without consulting a doctor. | | |
| The receptionist gives assurance to the patients. | ✓ | 1 |
| The receptionist always tries to schedule the patients' appointments with their preferred doctor. | ✓ | 1 |
| Total | | 3 |
| Note: if more than three statements ticked, accept first three only. | | |

Question 6

(2 marks)

State **two** things that Ravi needs to bring to the appointment.

| Description | Marks |
|------------------|----------|
| Medicare card | 1 |
| driver's licence | 1 |
| Total | 2 |

Text 2: Job Interview

Question 7 (2 marks)

(a) Name the job that Amy has applied for. (1 mark)

| Description | Mark |
|-------------------|----------|
| event coordinator | 1 |
| Total | 1 |

(b) Identify the course that Amy is studying at the university. (1 mark)

| Description | Mark |
|----------------|----------|
| science degree | 1 |
| Total | 1 |

Question 8 (3 marks)

Outline **three** job requirements stated by the interviewer.

| Description | Marks |
|--|----------|
| communicates well in English and Punjabi | 1 |
| computer literate | 1 |
| able to work Saturdays and Sundays | 1 |
| Total | 3 |

Question 9 (4 marks)

Tick (✓) to indicate whether each of the following statements is true **or** false.

| Description Statements | Description | | Marks |
|---|-------------|--------------|----------|
| | True (✓) | False (✓) | |
| Amy is good at communicating in English. | ✓ | | 1 |
| Amy has studied Punjabi in Year 12. | ✓ | | 1 |
| Amy cannot work on Saturdays and Sundays. | | ✓ | 1 |
| The interview results will be available after three days. | ✓ | | 1 |
| Total | | | 4 |

Text 3: Khalsa Aid

Question 10

(1 mark)

State the year when Khalsa Aid was founded.

| Description | Marks |
|--------------|----------|
| 1999 | 1 |
| Total | 1 |

Question 11

(6 marks)

(a) State the **two** missions of Khalsa Aid.

(2 marks)

| Description | Marks |
|---------------------|----------|
| service to humanity | 1 |
| wellbeing for all | 1 |
| Total | 2 |

(b) Name **two** countries in which Khalsa aid has provided help to refugees during conflicts.

(2 marks)

| Description | Marks |
|--------------|----------|
| Albania | 1 |
| Kosovo | 1 |
| Total | 2 |

(c) State **two** earthquake affected regions where aid was given in January 2001. (2 marks)

| Description | Marks |
|----------------|----------|
| Turkiye | 1 |
| Gujrat/Gujarat | 1 |
| Total | 2 |

Question 12

(3 marks)

(a) Name **one** project that Khalsa Aid is currently working on and highlight the main motive of this project.

(2 marks)

| Description | Marks |
|--|----------|
| to supply clean drinking water to people in Gambia | 1 |
| rebuilding communities/making them self reliant | 1 |
| Total | 2 |

(b) Identify how this organisation is funded.

(1 mark)

| Description | Marks |
|-------------------|----------|
| through donations | 1 |
| Total | 1 |

Section Two: Reading and responding

30% (45 Marks)

Part A: Reading and responding in English

15% (30 Marks)

Text 4: My future plan

Read Text 4 and answer Questions 13 to 15.

Question 13

(2 marks)

List **two** Punjabi clothing items mentioned by the writer in the text.

| Description | Marks |
|--|----------|
| Any two of | |
| <ul style="list-style-type: none"> • Punjabi suits • Turbans • Kurta-Pyjamas • Dupattas/Phukari dupattas • children's clothes | 1-2 |
| Total | 2 |

Question 14

(2 marks)

State the **two** hobbies of the writer which are mentioned in the text.

| Description | Marks |
|--------------|----------|
| sewing | 1 |
| painting | 1 |
| Total | 2 |

Question 15

(6 marks)

Tick (✓) to indicate whether each of the following statements is true **or** false.

| Description | | | Marks |
|--|----------|-----------|----------|
| Statements | True (✓) | False (✓) | |
| The writer of the text attended the Punjabi cultural festival with their parents. | | ✓ | 1 |
| The Punjabi cultural festival was a good experience for the writer. | ✓ | | 1 |
| In the festival the exhibition of the beautiful clothes inspired the writer. | ✓ | | 1 |
| The writer of this text always wanted to be a dress designer. | | ✓ | 1 |
| The writer of this text wants to do a course in the Punjabi language. | | ✓ | 1 |
| The writer of this text is happy because they can use their hobbies in their career. | ✓ | | 1 |
| Total | | | 6 |

Text 5: Punjab Farm Technology Centre

Question 16

(4 marks)

- (a) State the name of the university Gurman is attending and provide the name of the course he is studying there. (2 marks)

| Description | Marks |
|---|----------|
| Prime University WA | 1 |
| post graduate degree in Agricultural Sciences | 1 |
| Total | 2 |

- (b) Name **two** crops that Gurman is currently researching at the university. (2 marks)

| Description | Marks |
|--------------|----------|
| wheat | 1 |
| rice | 1 |
| Total | 2 |

Question 17

(1 mark)

State the reason why Gurman wants to enrol at the Punjab Farm Technology Centre.

| Description | Marks |
|--|----------|
| Gurman wants to do a comparative study on different varieties of rice and wheat in Punjab and Perth. | 1 |
| Total | 1 |

Question 18

(2 marks)

Tick (✓) the **two** main activities in which Gurman wants to participate in at Punjab Farm Technology Centre.

| Statement | ✓ | Marks |
|--|---|----------|
| a two-month course in chemistry | | |
| a two-month course in agriculture/related to crops | ✓ | 1 |
| to attend the Diwali Festival | | |
| to participate in the farmer festivals | ✓ | 1 |
| Total | | 2 |

Question 19

(5 marks)

Tick **five** statements highlighting the major achievements of Punjab Farm Technology Centre in the field of crop research.

| Statement | (✓) | Marks |
|--|-----|----------|
| development of high-yield varieties of wheat | ✓ | 1 |
| development of water-efficient varieties of apple | | |
| development of water-efficient varieties of rice | ✓ | 1 |
| development of short-season varieties of groundnut | ✓ | 1 |
| development of environmental-friendly varieties of sunflower | | |
| development of short-season varieties of sunflower | ✓ | 1 |
| development of disease-resistant varieties of sugarcane | ✓ | 1 |
| Total | | 5 |

Note: if more than five statements ticked, accept first five only.

Text 6: The art of Punjabi calligraphy**Question 20****(2 marks)**

Fill in the blanks in the sentence below.

Gurmukhi calligraphy is the art of writing letter in a _____ and _____ way.

| Description | Marks |
|--------------|----------|
| creative | 1 |
| beautiful | 1 |
| Total | 2 |

Question 21**(4 marks)**

List **four** traditional tools used by calligraphers in Gurmukhi calligraphy.

| Description | Marks |
|--|----------|
| Any four of | |
| <ul style="list-style-type: none"> • wooden plank coated with yellow clay • bamboo pen • feathers of birds • ink • handmade paper • nibs | 1-4 |
| Total | 4 |

Question 22**(2 marks)**

Name **two** modern tools that are used in Gurmukhi calligraphy nowadays.

| Description | Marks |
|--------------------------|----------|
| fountain pens (pen) | 1 |
| readymade paper (papers) | 1 |
| Total | 2 |

Part B: Reading and responding in Punjabi

15% (15 Marks)

Text 7: Punjabi musical concert

Question 23

(15 marks)

Write a reflective article highlighting the main aspects of the Punjabi musical concert mentioned by the writer and include the writer's favourite instrument.

| Description | Marks |
|---|-----------|
| Content and relevance | |
| Favourite instrument – Rabab | 1 |
| Subtotal | 1 |
| Effectively engages the relevant audience and addresses all points in an article including well-developed elaboration of ideas and detailed information including the writer's thoughts about music and the musical concert | 3 |
| Includes some relevant content, including some reference to the stimulus (music and musical concert) text and questions, with some elaboration | 2 |
| Very limited relevance to the questions, and limited/no reference to stimulus | 1 |
| Subtotal | 3 |
| Linguistic resources – grammar | |
| Effectively uses a wide range of grammar and sentence structures. Clearly uses paraphrasing when referring to the stimulus text | 3 |
| Uses a range of grammar and sentence structures with occasional influence of the syntax of another language. Some paraphrasing is used when referring to the stimulus text | 2 |
| Relies predominantly on a limited range of sentence structures with the clear influence of the syntax of another language. Little or no evidence of paraphrasing | 1 |
| Subtotal | 3 |
| Linguistic resources – vocabulary | |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary and specialised vocabulary when required | 2 |
| Adequate command of basic vocabulary, but relies on repetitive use of this basic vocabulary | 1 |
| Subtotal | 2 |
| Accuracy | |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow Inconsistent application of rules of grammar makes some parts of writing awkward | 1 |
| Subtotal | 2 |
| Organisation | |
| Sequences information cohesively and coherently. Ideas are connected clearly in an appropriate length | 2 |
| Some sequencing and paragraphing with simple and straightforward connections | 1 |
| Subtotal | 2 |
| Conventions of text type and style of writing | |
| Uses all conventions of a reflective article (e.g. written in first person; informal and subjective language; layout appears authentic, including time and sequence) | 2 |
| Uses some of the conventions of an article | 1 |
| Subtotal | 2 |
| Total | 15 |

Section Three: Writing in Punjabi

40% (40 Marks)

Part A: Short response

15% (15 Marks)

Question 24

(15 marks)

Your school is organising food stalls related to different communities to celebrate Harmony Day. Write a persuasive email to your school principal explaining the importance of Punjabi food and persuade her to include Punjabi food in the harmony day celebrations as well.

In your email, include the following:

- the importance of Punjabi food for health
- the main reasons behind the popularity of Punjabi food
- the low cost of the Punjabi food.

| Description | Marks |
|---|----------|
| Content and relevance | |
| Provides all required content and well-developed examples in an email which engages the audience. Includes a range of relevant details and effective elaboration including: <ul style="list-style-type: none"> • why Punjabi food is important for the health • main reasons behind the popularity of Punjabi food • why Punjabi food is a low-cost option • Request to include Punjabi food in the harmony day food stalls | 4 |
| Includes mostly relevant content, including some reference to the question with some elaboration | 3 |
| Includes some content related to the question, provides little elaboration | 2 |
| Very limited relevance to the question | 1 |
| Subtotal | 4 |
| Linguistic resources – grammar | |
| Effectively uses a wide range of grammar and sentence structures | 3 |
| Uses a range of grammar and sentence structures with occasional influence of the syntax of another language | 2 |
| Relies predominantly on a limited range of sentence structures with the clear influence of the syntax of another language | 1 |
| Subtotal | 3 |
| Linguistic resources – vocabulary | |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required | 2 |
| Adequate command of basic vocabulary, but relies on repetitive use of this basic vocabulary | 1 |
| Subtotal | 2 |
| Accuracy | |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward | 1 |
| Subtotal | 2 |
| Organisation | |
| Sequences information cohesively and coherently. Ideas are connected clearly in an appropriate length | 2 |
| Some sequencing and paragraphing with simple and straightforward connections | 1 |
| Subtotal | 2 |

| Conventions of text type and style of writing | |
|--|-----------|
| Uses all conventions of a persuasive email (e.g. written in first person, includes salutation and valediction) | 2 |
| Uses some of the conventions of an email | 1 |
| Subtotal | 2 |
| Total | 15 |

Part B: Extended response

25% (25 Marks)

Question 25

(25 marks)

You have completed Year 12 and want to take a gap year to do volunteer work in Punjab. Your parents disapprove of your plans. Write a persuasive letter to convince them of your plans. In your letter, include the following:

- the advantages of taking a gap year
- why you are interested in volunteering opportunities in Punjab
- how volunteering in Punjab will positively impact your future career.

| Description | Marks |
|--|----------|
| Content and relevance | |
| Effectively engages the relevant audience and addresses all points in a persuasive letter including well-developed elaboration of ideas and detailed information including: <ul style="list-style-type: none"> • the advantages of taking a gap year • why you are interested in volunteering opportunities in Punjab • how volunteering in Punjab will positively impact your future career. | 6 |
| Includes most of the information required by the question. Uses examples to elaborate, but may be superficial with treatment of some information | 5 |
| Uses content which is generally relevant and covers a range of aspects with some elaboration | 4 |
| Uses familiar content which is generally relevant. Attempts to clarify information | 3 |
| Includes some information that is irrelevant to the question and highly repetitive | 2 |
| Provides content which has little relevance to the question | 1 |
| Subtotal | 6 |
| Linguistic resources – grammar | |
| Effectively uses a wide range of grammar and complex sentence structures | 4 |
| Uses a range of grammar and sentence structures | 3 |
| Uses some grammar and sentence structures | 2 |
| Relies predominantly on a limited range of sentence structures | 1 |
| Subtotal | 4 |
| Linguistic resources – vocabulary | |
| Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required | 4 |
| Uses a range of vocabulary and expressions to engage the audience. | 3 |
| Uses a limited range of vocabulary, selecting some words appropriate to the task | 2 |
| Relies predominantly on repetitive, basic vocabulary and expressions | 1 |
| Subtotal | 4 |
| Accuracy | |
| Uses language with a high-level of accuracy and consistency. Inaccuracies do not affect meaning or flow. | 4 |
| Uses language with a good level of accuracy. Word order is fairly accurate. Words are occasionally written inaccurately or inappropriately chosen. Inaccuracies occasionally affect meaning or flow | 3 |
| Uses language with some accuracy, sometimes omitting words. Words are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow | 2 |
| Incorrect use of language, such as word order and word choice, which impedes meaning and flow | 1 |
| Subtotal | 4 |

| | |
|---|-----------|
| Organisation | |
| Sequences information coherently and cohesively. Appropriate length. | 4 |
| Sequences most information coherently and cohesively. Appropriate length | 3 |
| Some sequencing and paragraphing is evident. Connections are simple and straightforward | 2 |
| Limited organisation impedes the flow and understanding. The connections between the ideas are sometimes unclear | 1 |
| Subtotal | 4 |
| Conventions of text type and style of writing | |
| Uses all conventions of a letter (e.g. written in first person, date, informal register; includes salutation and valediction) | 3 |
| Uses some of the conventions of a letter | 2 |
| Uses limited conventions of a letter | 1 |
| Subtotal | 3 |
| Total | 25 |

Question 26

(25 marks)

Write a personal letter to the manager of the company applying for this job. Include the following in your letter:

- your qualification and experience
- why you are interested in this particular role
- how will you contribute towards the growth of the company.

| Description | Marks |
|---|----------|
| Content and relevance | |
| Effectively engages the relevant audience and addresses all points in a personal letter including well-developed elaboration of ideas and detailed information including: <ul style="list-style-type: none"> • student's qualification and experience • reasons for student's interest to work as an English/Punjabi translator • contribution towards the growth of the company | 6 |
| Includes most of the information required by the question. Uses examples to elaborate, but may be superficial with treatment of some information | 5 |
| Uses content which is generally relevant and covers a range of aspects with some elaboration | 4 |
| Uses familiar content which is generally relevant. Attempts to clarify information | 3 |
| Includes some information that is irrelevant to the question and highly repetitive | 2 |
| Provides content which has little relevance to the question | 1 |
| Subtotal | 6 |
| Linguistic resources – grammar | |
| Effectively uses a wide range of grammar and complex sentence structures | 4 |
| Uses a range of grammar and sentence structures | 3 |
| Uses some grammar and sentence structures | 2 |
| Relies predominantly on a limited range of sentence structures | 1 |
| Subtotal | 4 |
| Linguistic resources – vocabulary | |
| Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required | 4 |
| Uses a range of vocabulary and expressions to engage the audience | 3 |
| Uses a limited range of vocabulary, selecting some words appropriate to the task | 2 |
| Relies predominantly on repetitive, basic vocabulary and expressions | 1 |
| Subtotal | 4 |
| Accuracy | |
| Uses language with a high-level of accuracy and consistency. Inaccuracies do not affect meaning or flow | 4 |
| Uses language with a good-level of accuracy. Word order is fairly accurate. Words are occasionally written inaccurately or inappropriately chosen. Inaccuracies occasionally affect meaning or flow | 3 |
| Uses language with some accuracy, sometimes omitting words. Words are often written inaccurately or inappropriately chosen. Inaccuracies affect meaning or flow | 2 |
| Incorrect use of language, such as word order and word choice, which impedes meaning and flow | 1 |
| Subtotal | 4 |

| | |
|---|-----------|
| Organisation | |
| Sequences information coherently and cohesively. Appropriate length | 4 |
| Sequences most information coherently and cohesively. Appropriate length | 3 |
| Some sequencing and paragraphing is evident. Connections are simple and straightforward | 2 |
| Limited organisation impedes the flow and understanding. The connections between the ideas are sometimes unclear | 1 |
| Subtotal | 4 |
| Conventions of text type and style of writing | |
| Uses all conventions of a letter (e.g. written in first person, date, formal register; includes salutation and valediction) | 3 |
| Uses some of the conventions of a letter | 2 |
| Uses limited conventions of a letter | 1 |
| Subtotal | 3 |
| Total | 25 |

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*