



SAMPLE COURSE OUTLINE

PUNJABI: SECOND LANGUAGE

ATAR YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Punjabi: Second Language – ATAR Year 12

Unit 3

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Punjabi: Second Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Personal – All things Punjabi. Students explore and reflect on the place of all things Punjabi in their lives and in their community. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • conversation • email • invitation • journal entry • note • review • script – of a speech • speech. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic, All things Punjabi. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – numeral (indefinite, totality), possessive • adverbs – affirmation • clauses – independent • mood – conditional • pronouns – personal, possessive • sentences and phrases – parts (subject + predicate), subject and subject modifier • tenses – simple past • verbs – copulative • voices – abstract • words – compounds with ਜੋੜਨੀ (synonyms), homonyms, position of ਚ in the word (with ਐ sound on the letter before ਚ).

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> • low, level and high tones of Punjabi words, as words with the same spelling can mean different things and can be pronounced differently by using low, level and high tone • consonants, inter-vocal consonant ਚ and vowels, and their relationship with the production of low, level, or high tone • phonetic and orthographic differences between groups of consonants with nearly the same orthographic structure. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> • presence of Punjabi products/items in society; for example, music, art, fashion, food, sport • personal experience/use of Punjabi products • importance of different types of attire for attending different occasions and when visiting different places • recognising that many things in Punjabi culture have significant ceremonial or cultural value, and that the cultural value and meaning of different cultural items are the same among Punjabi people of East and West Punjab • Punjabi events in the community/Australia. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker of the language • learn vocabulary and set phrases in context • reflect on cultural meanings, including register and tone • make connections with first language and practise speaking in the language • structure an argument and express ideas and opinions • use cohesive devices, apply register and grammar, and use repair strategies to practise the language. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 1: Oral communication Present a 6–8 minute speech in Punjabi.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Community – Punjabi traditional and modern arts. Students investigate Punjabi traditional and modern arts and their influence in the lives of those living in Punjabi-speaking communities. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • conversation • email • interview • journal entry • letter • message • review • script – of an interview.

Week	Key teaching points
	<p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic, Punjabi traditional and modern arts. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs – emphasis • cases – ablative, locative • conjugation – case (direct, indirect) • conjunctions – adverbial • particles – emphatic • sentences and phrases – exocentric (idiom phrases), interrogative tone, nominal phrases with connectives ਤੇ/ਅਤੇ and ਜਾਂ (two or more nouns), object and object modifier • tenses – past conditional • verbs – verb ਪੈਣਾ • words – compound with ਜੋੜਨੀ (pair of nouns), position of ਚ in the word (with ਏ sound on the letter before ਚ). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds • phonetic and orthographic differences between groups of consonants with nearly the same orthographic structure • the concept of abugida as the Punjabi writing system. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> • different traditional artefacts and modern arts displayed at a place represent their cultural and/or historical connection to that place • the decorative pieces displayed in a Punjabi home represent the beliefs, values and appreciation of that family for a particular aspect of Punjabi culture • appreciation and respect for people who practice and contribute to maintaining traditional forms of Punjabi arts • popular Punjabi literature in Punjabi-speaking communities, including the influence of religion and culture.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Punjabi • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning • listen and determine essential information from key words • scan texts, highlight key words and select appropriate information • recognise the attitude, purpose and intention of a text • read a question and determine the topic, audience, purpose, text type and style of writing • structure an argument, and express ideas and opinions. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 2: Responding to texts Listen to, read and view texts in Punjabi and respond to questions in Punjabi or English, as specified.</p>
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Global – The globalisation of Punjabi culture. Students examine the contribution of Punjabi people and their culture to the world. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • conversation • discussion • email • message • review • script – of a dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic, The globalisation of Punjabi culture.

Week	Key teaching points
	<p>Grammar</p> <ul style="list-style-type: none"> • adverbs – reason • clauses – relative • interjections – pleasure • participles – compound • postpositions – compound • sentences and phrases – idioms, nominal phrases with connectives ਤੇ/ਅਤੇ and ਜਾਂ (two noun phrases) • tenses – present perfect continuous • verbs – conjunct • words – compound with ਜੋੜਨੀ (repetition). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • low, level and high tones of Punjabi words, as words with the same spelling can mean different things and can be pronounced differently by using low, level or high tone • orthographic representation of vowels as diacritic symbols • the concept of abugida as the Punjabi writing system. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> • influence of popular culture on the identities of those in Punjabi-speaking communities • influence of well-known Punjabi literature on Punjabi-speaking communities • past and present reasons for migration of Punjabi people around the globe • migration experiences of Punjabi-speaking communities • Punjabi music, dance, media, entertainment, food, art and clothing and their influence on society and the global community • contributions of Punjabi speakers to the international community. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • analyse and evaluate information and ideas • manipulate known elements in a new context to create meaning in written forms • organise and maintain coherence of written text • evaluate and redraft written texts to enhance meaning • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 3: Written communication</p> <p>Write an article of approximately 200 words in Punjabi.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4 (a): Semester 1 practical (oral) examination Assessment Task 4 (b): Semester 1 written examination</p>

Sample course outline

Punjabi: Second Language – ATAR Year 12

Unit 4

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Personal – Planning my future. Students explore their choices as they plan for their future. <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • conversation • discussion • email • interview • invitation • journal entry • letter • message • script – of an interview. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • personal • persuasive. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic, Planning my future. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – demonstrative, numeral (distributive, fractional) • adverbs – manner • interjections – surprise • participles – adverbial, perfect* • pronouns – compound • sentences and phrases – complex, imperative • tenses – future conditional, present perfect • verbs – causative extensions (direct, indirect) • words – similar adjectives. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • consonants, inter-vocal consonant ਚ and vowels, and their relationship with the production of low, level, or high tone • phonetic and orthographic differences between groups of consonants with nearly the same orthographic structure.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> consulting with parents and elders about future plans and making decisions differences and similarities in the future plans, goals and aspirations of young people in Australia and Punjabi-speaking communities comparing future pathways of young Punjabi speakers and other Australians. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> read, listen to and view texts in Punjabi learn vocabulary and set phrases in context reflect on cultural meanings, including register and tone use oral clues to predict and help with interpreting meaning structure an argument and express ideas and opinions use cohesive devices, apply register and grammar, and use repair strategies to practise the language. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 5: Oral communication Participate in an 8–10 minute interview with a Punjabi speaker.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> Community – Studying and working in a Punjabi-speaking region. Students investigate education and career opportunities for young Punjabis living in Punjabi-speaking communities. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> article blog post conversation discussion email interview journal entry letter message script – of a dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> informative personal. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to the topic, Studying and working in a Punjabi-speaking region.

Week	Key teaching points
	<p>Grammar</p> <ul style="list-style-type: none"> • adjectives – qualitative (comparative, positive, superlative) • adverbs – doubt • cases – oblique • clauses – participle • particles – negative • pronouns – objective • sentences and phrases – nominal phrases with apposition, proverbs • tenses – future perfect continuous • verbs – ditransitive • words – compound with ਜੋੜਨੀ (antonyms). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • low, level and high tones of Punjabi words, as words with the same spelling can mean different things and can be pronounced differently by using low, level, or high tone • the concept of abugida as the Punjabi writing system. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> • different aspects of the schooling system in Punjab and in Australia • exploring education and career opportunities in Australia and abroad • personal, family and community aspirations of young Punjabis living in Punjabi-speaking communities. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning • make connections with prior learning • scan texts, highlight key words and select appropriate information • recognise the attitude, purpose and intention of a text • read a question and determine the topic, audience, purpose, text type and style of writing • organise and maintain coherence of written text • evaluate and redraft written texts to enhance meaning. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 6: Written communication</p> <p>Write a report of approximately 250 words in Punjabi.</p>

Week	Key teaching points
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Global – Study, work, or volunteer? Students examine career pathways, further education and/or volunteering opportunities at home or abroad and how the study of Punjabi can influence their choices. <p>Text types and styles of writing Text types Provide opportunities for students to respond and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • conversation • discussion • invitation • note • review • script – of a speech. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • persuasive. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic, Study, work, or volunteer? <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – pronominal • clauses – appositive • conjunctions – correlative • interjections – wish • particles – adverbial • postpositions – ਸੰਧੀ postpositions • tenses – past perfect, present conditional • words – position of ਚ in the word (with a sound ਐ on the letter before ਚ). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds • orthographic representation of vowels as diacritic symbols. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Punjabi language and culture:</p> <ul style="list-style-type: none"> • pathways for post-secondary education in Australia, Punjab and the world • the importance of volunteering and service to the community • the influence of modernisation and globalisation on the attitude of young people towards education and career choices.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • listen and determine essential information from key words • make links between English and Punjabi texts • summarise text in own words or re-organise and re-present the information • read a question and determine the topic, audience, purpose, text type and style of writing • use synonyms for variety in the sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use a monolingual and/or bilingual printed dictionary effectively. <p>Assessment Task 7: Responding to texts Listen to, read and view texts in Punjabi and respond to questions in Punjabi or English, as specified.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Semester 2 practical (oral) examination Assessment Task 8 (b): semester 2 written examination</p>