



SAMPLE COURSE OUTLINE

PUNJABI: BACKGROUND 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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Disclaimer

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: Background Language – ATAR Year 12

Unit 3 and Unit 4

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Punjabi: Background 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 – Making choices. Students reflect on the significant choices individuals may make in their life or career. <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 blog post conversation discussion email interview journal entry note 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: Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to significant choices individuals may make in their life or career. <p>Grammar</p> <ul style="list-style-type: none"> conjugation – case (direct, indirect) conjunctions – adverbial correlative nouns – nouns and verbs participles – imperfect adverbial (to indicate as soon as) pronouns – personal, possessive sentences and phrases – idioms, supplement noun and supplement noun modifier tenses – progressive words – compounds with ਜੋੜਨੀ (antonyms, repetition) <p>Sound and writing systems</p> <ul style="list-style-type: none"> students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • personal aspirations and family expectations • types of careers preferred by young Punjabis born outside of, and in, Australia • professions or career paths, types of work or travel destinations locally and internationally • the influence of family, friends and media on individual choice • wellbeing in career and life. <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 • make connections with prior learning • practise speaking in the language • ask for clarification and repetition to assist understanding • structure an argument and express ideas and opinions. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 1: Oral communication Participate in an 8–10 minute interview 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 – Culture and the arts. Students investigate culture and the arts 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"> • advertisement • article • blog post • conversation • invitation • letter • 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"> • 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, Culture and the arts. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – uninflected • adverbs – emphasis • cases – locative

Week	Key teaching points
	<ul style="list-style-type: none"> • clauses – appositive • participles – imperfect adverbial (to indicate time) • particles – iteration (adverbs, nouns†) • postpositions – compound • sentences and phrases – adjectival phrases • tenses – subjunctive • words – compounds with ਜੋੜਨੀ (pair of nouns), one word substitution <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the role of culture and the arts in Punjabi-speaking communities • differences and similarities between Punjabi-speaking communities’ culture and Australian culture • famous personalities from different fields of the arts • the contribution of artists to spreading awareness and conserving the rich heritage of Punjab • the influence of westernisation on Punjabi culture and the arts. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Punjabi • listen and determine essential information from keywords • work out the meaning of familiar and unfamiliar language by applying rules • make links between English and Punjabi texts • analyse and evaluate information and ideas • use synonyms for variety in sentences and conjunctions to link sentences • scan texts, highlight key words and select appropriate information • recognise the attitude, purpose and intention of a text • use information in a text to draw conclusions • summarise text in own words or reorganise and re-present the information. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 2: Responding to texts</p> <p>Listen to, read and view texts in Punjabi and respond to questions in Punjabi or English, as specified.</p>

Week	Key teaching points
11–14	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspectives and topic:</p> <ul style="list-style-type: none"> • Global – The changing nature of work. Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment. <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 • discussion • email • message • script – of a speech. <p>Styles of writing Provide opportunities for students to respond to and/or produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative. <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 changing nature of work. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – inflected • adverbs – simple • cases – instrumental • clauses – adverbial • participles – imperfect adverbial (to indicate while) • sentences and phrases – nominal phrases • verbs – causative extensions (direct, indirect) • words – compounds with ਜੋੜਨੀ (synonyms), homonyms <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • how technological advancement influences the landscape of future and lifelong education • issues related to the workplace, e.g. the changing roles of men and women at work, and the impact of unemployment on the individual and the community • influence of technology in both education and the workplace • the changing role of men and women in Punjabi-speaking communities and in Australia.

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"> • learn vocabulary and set phrases in context • make connections with prior learning • read a text and determine the topic, audience, purpose, text type and style of writing • analyse and evaluate information and ideas • manipulate known elements in a new context to create meaning in written forms • structure an argument and express ideas and opinions • use synonyms for variety in sentences, and conjunctions to link sentences • organise and maintain coherence of the written text • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 3: Written communication Write an article of approximately 250 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: Background 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 – Making a contribution. Students reflect on their role in their communities and explore how they can make a contribution to contemporary society. <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 • journal entry • note • presentation • 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"> • persuasive • 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 communities and their contribution to contemporary society. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – word ਵਾਂਗ/ਵਾਂਗੂੰ and/or ਵਰਗਾ • clauses – participle • conjugation – voice (active, passive) • nouns – modifier (postpositions) • participles – perfect • particles – iteration (adjectives, imperfect participles) • sentences and phrases – adverbial phrases • voice – passive <p>Sound and writing systems:</p> <ul style="list-style-type: none"> • students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • common future goals and aspirations of young people in Australia and Punjabi-speaking communities • practising the tradition of giving back to the wider community • young people’s values and responsibilities • balancing between personal values and responsibilities and social expectations of oneself • the role of young people in making a difference politically, socially and environmentally. <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 • make connections with prior learning • practise speaking in the language • use oral clues to predict and help with interpreting meaning • manipulate known elements in a new context to create meaning in spoken forms • 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 monolingual or bilingual dictionaries effectively. <p>Assessment Task 5: Oral communication Present an 8–10 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 identity in the international context. Students investigate the place of Punjabi-speaking communities in the world, including international migration experiences. <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 • email • invitation • letter • review • 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"> • 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 place of Punjabi-speaking communities in Australia and their migration experiences.

Week	Key teaching points
	<p>Grammar</p> <ul style="list-style-type: none"> • adjectives – word ਵਾਲਾ/ਵਾਲੀ • cases – ablative • clauses – relative • conjunctions – pronominal correlative • nouns – modifier (verbs) • postpositions – inflected, uninflected • sentences and phrases – verb and verb modifier • tenses – perfect • words – compound words with ਜੋੜਨੀ (pair of meaningful and meaningless words, Urdu-Persian words) <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the historical identity of Punjabi communities who served in the armed forces, particularly their contribution in World Wars I and II • the contribution of Punjabi-speaking communities to the Australian community • migration experiences of Punjabi community speakers (past, present and future) • personal migration stories and experiences of Punjabi speakers • political and social issues in East and West Punjab and in Punjabi-speaking communities around the world. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else • listen and determine essential information from key words • make links between English and Punjabi texts • scan texts, highlight key words, and select appropriate information • use information in a text to draw conclusions • read the text and determine the topic, audience, purpose, text type and style of writing. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 6: Responding to texts</p> <p>Listen to, read and view texts in Punjabi and respond to questions in Punjabi or English, as specified.</p>

11–14	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Global – Current global issues. Students examine a range of global issues and events and their impact on the individual and society. <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 • conversation • discussion • interview • 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 • persuasive. <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 used related to the global issues. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – modifiers (another adjective, emphasis) • adverbs – conjunctive • participles – compound • sentences and phrases – proverbs, verbal phrases • tenses – conditional • verbs – conjunct • words – using prefixes to create antonyms <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students demonstrate an understanding of low, level and high tones as an important element of the Punjabi sound system. They also demonstrate an understanding of the concept of abugida as a Punjabi writing system. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • becoming aware of current global issues • the role of media in contemporary society • the effects of new technologies on society • advertising and the language of persuasion. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • summarise text in own words or reorganise and re-present the information • manipulate known elements in a new context to create meaning in written forms • structure an argument and express ideas and opinions • organise and maintain coherence of the written text • proofread text once written.
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Week	Key teaching points
	<p>Dictionaries</p> <ul style="list-style-type: none">develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 7: Written communication Write an email of approximately 350 words in Punjabi.</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>