



## **SAMPLE COURSE OUTLINE**

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**PUNJABI: BACKGROUND LANGUAGE**

**ATAR YEAR 11**

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## **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: Background Language – ATAR Year 11

#### Unit 1 – Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Punjabi: Background Language course, unit and assessment requirements.</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Personal – Young people and their relationships. Students explore their relationships with family and their connections with friends.</li> </ul> <p><b>Text types and styles of writing</b> Text types</p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• blog post</li> <li>• conversation</li> <li>• description</li> <li>• discussion</li> <li>• email</li> <li>• interview</li> <li>• journal entry</li> <li>• letter</li> <li>• message</li> <li>• note</li> <li>• role play</li> <li>• script – interview</li> <li>• song</li> <li>• speech.</li> </ul> <p><b>Styles of writing</b> Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, Young people and their relationships.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – genitive pronoun as an adjective</li> <li>• conjugation – gender and number</li> <li>• mood – negative imperative†</li> <li>• participles – imperfect</li> <li>• particles – negative</li> <li>• phrases – nominal phrases with apposition</li> <li>• sentence types – parts (subject + predicate)</li> <li>• tenses – future perfect</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>verbs – root, infinitive</li> <li>words – compound, position of letter ਚ in the word.</li> </ul> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</li> </ul> <p><b>Intercultural understandings</b></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"> <li>culture of living in a joint/undivided family, and connections with the extended and distant family</li> <li>maintaining formal and informal relationships with friends</li> <li>use of the word <i>ji</i> to show respect to all elders and sometimes to younger people</li> <li>family and social customs when visiting someone or hosting a guest.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>connect with a native speaker of the language</li> <li>learn vocabulary and set phrases in context</li> <li>make connections with prior learning</li> <li>reflect on cultural meanings, including register and tone</li> <li>use synonyms for variety in the sentences and conjunctions to link sentences</li> <li>use cohesive devices, apply register and grammar, and use repair strategies to practise the language.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 1: Oral communication</b></p> <p>Participate in 8–10 minute conversation in Punjabi.</p>
6–10	<p><b>Perspectives and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic: Community – Traditions and values in a contemporary society. Students investigate how the traditions and values of Punjabi-speaking communities are maintained.</p> <p><b>Text types and styles of writing</b></p> <p><b>Text types</b></p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>comic strip</li> <li>description</li> <li>discussion</li> <li>image</li> <li>interview</li> <li>letter</li> <li>poem</li> <li>review</li> <li>script – speech</li> <li>song.</li> </ul>

Week	Key teaching points
	<p><b>Styles of writing</b> Provide opportunities for students to respond to, and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• persuasive</li> <li>• descriptive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, Traditions and values in a contemporary society.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – inflected</li> <li>• adverbs – affirmative†</li> <li>• conjugation – irregular perfective participle</li> <li>• mood – conditional</li> <li>• nouns – nouns to abstract nouns</li> <li>• participles – infinite</li> <li>• particles – vocative</li> <li>• phrases – nominal phrases with connectives ਤੇ/ਅਤੇ and ਜਾਂ</li> <li>• postpositions – ਸੰਘੀ postpositions</li> <li>• verbs – irregular, verb ਚੋਣਾ (to be)</li> <li>• voice – abstract.</li> </ul> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>• Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</li> </ul> <p><b>Intercultural understandings</b> 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"> <li>• understanding how different customs are maintained in the Punjabi-speaking communities</li> <li>• celebrating festivals according to their importance in community life</li> <li>• maintaining family values in daily life.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> <li>• scan texts, highlight key words and select appropriate information</li> <li>• recognise the attitude, purpose and intention of a text</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• proofread text once written</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• use cohesive devices, apply register and grammar, and use repair strategies to practise the language.</li> </ul>

Week	Key teaching points
	<p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 2: Responding to texts</b> Listen to, read and view texts in Punjabi and respond in English and/or Punjabi, as specified, to questions in Punjabi or English.</p>
11–15	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic: Global – Our changing environment. Students examine global environmental issues.</p> <p><b>Text types and styles of writing</b></p> <p><b>Text types</b> Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>advertisement</li> <li>article</li> <li>blog post</li> <li>discussion</li> <li>email</li> <li>infographic</li> <li>journal entry</li> <li>plan</li> <li>presentation</li> <li>speech</li> <li>summary.</li> </ul> <p><b>Styles of writing</b> Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>persuasive</li> <li>descriptive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions through texts used related to the topic, Our changing environment.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>adjectives – numeral and fractional</li> <li>adverbs – simple</li> <li>conjunctions – correlative</li> <li>mood – imperative, subjunctive presumptive</li> <li>nouns – abstract nouns to verbs</li> <li>participles – adverbial</li> <li>particles – emphatic</li> <li>sentence types – complex</li> <li>tenses – future conditional, present conditional</li> <li>verbs – regular</li> <li>words – word ਏ as connective, emphatic particle and postposition.</li> </ul> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information effectively, ideas and opinions in a variety of</li> </ul>

Week	Key teaching points
	<p>situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</p> <p><b>Intercultural understandings</b> 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"> <li>• exploring initiatives that encourage young global citizens to respect nature and use natural resources wisely</li> <li>• the growth of ecotourism</li> <li>• comparing approaches to taking care of the environment in Punjabi culture and other cultures</li> <li>• participating in community-based clean up campaigns, to conserve the local environment.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• use information in a text to draw conclusions</li> <li>• manipulate known elements in a new context to create meaning in written forms</li> <li>• structure an argument and express ideas and opinions</li> <li>• use synonyms for variety in the sentences and conjunctions to link sentences</li> <li>• evaluate and redraft written texts to enhance meaning.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 3: written communication</b> Write an article of approximately 160 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><b>Assessment Task 4 (a): Practical (oral) examination</b> <b>Assessment Task 4 (b): Written examination</b></p>

## Sample course outline

### Punjabi: Second Language – ATAR Year 11

#### Unit 2 – Semester 2

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Punjabi: Background Language course, unit and assessment requirements.</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Personal – Pressures in today’s society. Students explore a range of personal and social pressures and the relevance of these in their own lives.</li> </ul> <p><b>Text types and styles of writing</b></p> <p><b>Text types</b> Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• conversation</li> <li>• discussion</li> <li>• email</li> <li>• interview</li> <li>• journal entry</li> <li>• letter</li> <li>• message</li> <li>• poem</li> <li>• script – dialogue</li> <li>• Speech.</li> </ul> <p><b>Styles of writing</b> Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Pressures in today’s society.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – numeral (indefinite)</li> <li>• adverbs – doubt†</li> <li>• clauses – relative</li> <li>• conjugation – imperfect participle</li> <li>• mood – subjunctive contingent</li> <li>• nouns – verbs to abstract nouns</li> <li>• participles – perfect</li> <li>• phrases – postpositional</li> <li>• sentences – subject and subject modifier</li> <li>• tenses – past conditional</li> <li>• verbs – conjunct.</li> </ul>



Week	Key teaching points
	<p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>• Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information effectively, ideas and opinions in a variety of situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</li> </ul> <p><b>Intercultural understandings</b></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"> <li>• self-awareness and developing moral values</li> <li>• understanding the different roles of family members</li> <li>• peer and social pressures among the young</li> <li>• the pressure of conforming to family expectations.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• work out meaning of familiar and unfamiliar language meaning by applying rules</li> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• organise and maintain coherence of the written text</li> <li>• read a question and determine the topic, audience, purpose, text type and style of writing</li> <li>• structure an argument and express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms</li> <li>• use synonyms for variety in the sentences and conjunctions to link sentences.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 5: Written communication</b></p> <p>Write a letter of approximately 220 words in Punjabi.</p>
6–10	<p><b>Perspectives and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Community – Punjabi identity in the Australian context. Students investigate the place of Punjabi-speaking communities in Australia through migration experiences.</li> </ul> <p><b>Text types and styles of writing</b></p> <p><b>Text types</b></p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• blog post</li> <li>• comic strip</li> <li>• conversation</li> <li>• description</li> <li>• discussion</li> <li>• image</li> <li>• interview</li> <li>• poem</li> <li>• presentation</li> <li>• review</li> <li>• role play</li> <li>• song</li> <li>• summary.</li> </ul>

Week	Key teaching points
	<p><b>Styles of writing</b> Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• informative</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the place of Punjabi-speaking communities in Australia through migration experiences.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – uninflected, numeral (distributive)</li> <li>• conjugation – regular perfect participle</li> <li>• mood – indicative</li> <li>• nouns – noun to nouns</li> <li>• particles – adverbial</li> <li>• phrases – nominal</li> <li>• sentences – object and object modifier</li> <li>• tenses – past perfect</li> <li>• verbs – ditransitive</li> <li>• words – compound (similar adjectives, exocentric - idiom phrases).</li> </ul> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>• Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information effectively, ideas and opinions in a variety of situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</li> </ul> <p><b>Intercultural understandings</b> 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"> <li>• the contribution of the Punjabi-speaking communities to the Australian community</li> <li>• maintaining bicultural identity</li> <li>• Punjabi migration history and personal migration stories and experiences of Punjabi speakers</li> <li>• maintaining the custom of giving back to the community.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• listen and determine essential information from key words</li> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> <li>• make links between English and Punjabi texts</li> <li>• analyse and evaluate information and ideas</li> <li>• scan texts, highlight key words and select appropriate information</li> <li>• recognise the attitude, purpose and intention of a text</li> <li>• use information in a text to draw conclusions</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• reflect on cultural meanings, including register and tone.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul>

Week	Key teaching points
	<p><b>Assessment Task 6: Responding to texts</b> Listen to, read and view texts in Punjabi and respond in English and/or Punjabi as specified, to questions in Punjabi or English</p>
11–15	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Global – Media and communication. Students examine the media and new technologies and their impact on society.</li> </ul> <p><b>Text types and styles of writing</b></p> <p><b>Text types</b> Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• description</li> <li>• discussion</li> <li>• email</li> <li>• image</li> <li>• plan</li> <li>• presentation</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Styles of writing</b> Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• informative</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, Media and communication.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – numeral (totality)</li> <li>• adverbs – interrogative</li> <li>• clauses – dependent and independent</li> <li>• conjunctions – adverbial</li> <li>• participles – compound</li> <li>• postpositions – compound</li> <li>• tenses – present perfect continuous</li> <li>• verbs – copulative</li> <li>• voice – passive.</li> </ul> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>• Students show understanding and apply knowledge of the Punjabi sound and writing systems to communicate information effectively, ideas and opinions in a variety of situations. They demonstrate an understanding of difference between voiced and voiceless stops; aspirated and unaspirated stops; and dental and retroflex sounds.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> 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"> <li>• importance of digital literacy in education and the workplace</li> <li>• role of media in contemporary society</li> <li>• impact of the new technologies and the importance of ethics</li> <li>• influence of social media.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• practise speaking in the language</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• manipulate known elements in a new context to create meaning in spoken forms</li> <li>• structure an argument and express ideas and opinions</li> <li>• use cohesive devices, apply register and grammar and use repair strategies to practise the language.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 7: Oral communication</b> Participate in a 10–12 minute conversation 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><b>Assessment Task 8 (a): Practical (oral) examination</b> <b>Assessment Task 8 (b): Written examination</b></p>