



SAMPLE COURSE OUTLINE

PUNJABI: SECOND LANGUAGE

ATAR YEAR 11

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: Second Language – ATAR Year 11

Unit 1 – ਰਿਸ਼ਤੇ (Relationships)

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 – Family and friends. Students explore significant relationships and connections in their personal lives. <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 • comic strip • conversation • description • discussion • email • interview • journal entry • letter • message • poem. <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:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to the topic, Family and friends. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs – time • cases – direct, oblique, possessive • gender – inanimate feminine, inanimate masculine • nouns – abstract • participles – imperfect • particles – honorific • plurals – <i>plurale tantum</i> • pronouns – reflexive • sentence types – exclamatory, request • tenses – past continuous, simple past, simple present • verbs – the root, regular • words – prefixes.

Week	Key teaching points
	<p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:</p> <ul style="list-style-type: none"> • understanding that the schwa (short neutral vowel sound) 'a' is carried by each Punjabi consonant but when representing them orthographically schwa is omitted • using thirty-two independent consonants, three independent vowels, ten dependent vowels, two nasal markers, one geminate symbol or stress marker and three conjunct consonants to write and pronounce words • using six symbols of borrowed phonemes to write and pronounce assimilated and unassimilated loan words • demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant • using high, neutral, or low tone to pronounce the words correctly <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> • understanding the culture of living in a joint family, and strong emphasis placed on family values • appreciating the strong connection between immediate and extended family members and formal and informal relationships with friends • understanding the customary way of greeting someone in formal and informal situations is by shaking hands compared to traditional way of greeting someone was with folded hands or by touching the feet if greeting an elderly person • recognising that the word <i>ji</i> is used to show respect • appreciating family and social customs when visiting someone or hosting a guest. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • Provide opportunities for students to practise the following strategies: • read, listen to and view texts in Punjabi • learn vocabulary and set phrases in context • make connections with prior learning • reflect on cultural meanings, including register and tone • use synonyms for variety in the sentences and conjunctions to link sentences • practise speaking in the language • use oral clues to predict and help with interpreting meaning • ask for clarification and repetition to assist understanding • manipulate known elements in a new context to create meaning in spoken forms • 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 monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 1: Oral communication</p> <p>Participate in a 6–8 minute conversation in Punjabi.</p>
6–10	<p>Perspectives and topics</p> <p>Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Community – Traditions and celebrations. Students investigate how Punjabi culture, through traditions and celebrations, promotes a sense of community. <p>Text types and styles of writing</p> <p>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"> • article

Week	Key teaching points
	<ul style="list-style-type: none"> • comic strip • conversation • description • discussion • image • interview • journal entry • presentation • review • song. <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 used related to the topic, Traditions and celebrations. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs – time • cases – instrumental • conjugation – gender and number • conjunctions – subordinating • mood – conditional, indicative, subjunctive potential • nouns – abstract • postpositions – inflected • tenses – simple past, simple present • verbs – infinitive, regular • words – antonyms, suffixes. <p>Sound and writing systems Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:</p> <ul style="list-style-type: none"> • demonstrating knowledge of Punjabi orthography through text writing • demonstrating an awareness of the fact that Punjabi letters and words are written from left to right and characters are aligned below the line of writing except for five characters ਯ, ਖ, ਘ, ਙ, ਞ • understanding the principle of ‘one sound, one symbol’ • demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant. • using high, neutral or low tone to pronounce the words correctly • demonstrating knowledge of Punjabi orthography through text writing. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> • understanding the significance of festivals and celebrating them accordingly • recognising the significance of specific foods related to some traditional festivals • understanding the significance of colours and traditional clothes related to Punjabi culture • practising and maintaining traditions and customs while living 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"> • connect with a native speaker of the language • learn vocabulary and set phrases in context • reflect on cultural meanings, including register and tone • evaluate and redraft written texts to enhance meaning • proofread text once written • 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 and/or bilingual printed dictionaries effectively. <p>Assessment Task 2: Written communication Write an article of approximately 200 words in Punjabi.</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 – Keeping in touch. Students examine how people stay connected socially and safely around 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 • description • discussion • email • infographic • letter • presentation • summary. <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 • 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 used related to the topic, Keeping in touch. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs – frequency • cases – possessive • conjunctions – subordinating • mood – indicative, subjunctive optative • participles – imperfect • postpositions – inflected • tenses – simple future, simple past, simple present • verbs – infinitive • words – antonyms.

Week	Key teaching points
	<p>Sound and writing systems Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:</p> <ul style="list-style-type: none"> demonstrating an awareness of the fact that Punjabi letters and words are written from left to right and characters are aligned below the line of writing except for five characters ਴, ਵ, ਸ਼, ਷, ਠ understanding that the schwa (short neutral vowel sound) 'a' is carried by each Punjabi consonant but when representing them orthographically schwa is omitted understanding the principle of 'one sound, one symbol' demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> understanding the importance of seeking the guidance of elders living in Punjab on special occasions and during significant decision-making times recognising the value of staying in touch with distant and extended family using technology to maintain personal and social relationships. <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 analyse and evaluate information and ideas 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. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 3: Responding to texts Listen to, read, and view texts in Punjabi and respond in Punjabi and/or English, as specified, to questions in Punjabi or English.</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): Practical (oral) examination Assessment Task 4 (b): Written examination</p>

Sample course outline

Punjabi: Second Language – ATAR Year 11

Unit 2 – ਯਾਤਰਾ (Travel)

Semester 2

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 – On holiday. Students reflect on their own holiday experiences and discuss what is essential when planning a trip and travelling at home and abroad. <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 • comic strip • conversation • discussion • email • image • journal entry • summary. <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 • 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 used related to the topic, On holiday. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – qualitative, quantitative • adverbs – manner • cases – ablative, dative • conjugation – irregular perfect participle • participles – infinitive • postpositions – uninflected • pronouns – indefinite • sentence types – complex • verbs – irregular <p>Sound and writing systems Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:</p> <ul style="list-style-type: none"> • demonstrating an awareness of the fact that Punjabi letters and words are written from left to right and characters are aligned below the line of writing except for five characters ਅ, ਖ, ਘ, ਙ, ਙ

Week	Key teaching points
	<ul style="list-style-type: none"> • understanding that the schwa (short neutral vowel sound) 'a' is carried by each Punjabi consonant but when representing them orthographically schwa is omitted • demonstrating an awareness of the fact that no matter where a vowel occurs with a consonant, it is always pronounced after the consonant. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> • visiting cultural and heritage sites and respecting the customs surrounding them • appreciating that the traditional way of holidaying is spending time with family and friends and learning traditional and cultural skills • exhibiting appropriate behaviour to demonstrate respect for local culture and environment. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • practise speaking in the language • use oral clues to predict and help with interpreting meaning • connect with a native speaker of the language • ask for clarification and repetition to assist understanding • reflect on cultural meanings, including register and tone • use synonyms for variety in the sentences and conjunctions to link sentences • structure an argument and express ideas and opinions • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 5: 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 – Visiting Western Australia. Students explore Western Australia as a destination for Punjabi-speaking travellers and investigate how they would prepare a Punjabi-speaker for a trip to Western Australia. <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"> • article • comic strip • description • discussion • journal entry • letter • plan • summary. <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>

Week	Key teaching points
	<ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts used related to the topic, Visiting Western Australia. <p>Grammar</p> <ul style="list-style-type: none"> adjectives – qualitative (positive, comparative, superlative) adverbs – quantity cases – dative conjugation – imperfect participle conjunctions – adverbial mood – imperative, negative imperative participles – infinitive pronouns – relative sentence types – interrogative tenses – present continuous verb – verb ਹੋਣਾ (to be) voice – passive <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Punjabi and in particular:</p> <ul style="list-style-type: none"> using thirty-two independent consonants, three independent vowels, ten dependent vowels, two nasal markers, one geminate symbol or stress marker and three conjunct consonants to write and pronounce words using six symbols of borrowed phonemes to write and pronounce assimilated and unassimilated loan words understanding the principle of ‘one sound, one symbol’ demonstrating knowledge of Punjabi orthography through text writing. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> appreciating the expectations of Punjabi-speaking travellers when visiting Western Australia recognising the contributions of Punjab-speakers to Western Australia recognising that respecting and adhering to the rules and regulations of other countries when travelling is important appreciating the cultural diversity of other countries when travelling. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> make connections with prior learning structure an argument and express ideas and opinions organise and maintain coherence of written text proofread text once written 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 and/or bilingual printed dictionaries effectively. <p>Assessment Task 6: Written communication</p> <p>Write an email of approximately 150 words in Punjabi.</p>
11–15	<p>Perspectives and topics</p> <p>Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> Global – Travel trends. Students examine global trends in sustainable travel and tourism.

Week	Key teaching points
	<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 • advertisement • blog post • conversation • description • email • letter • presentation. <p>Styles of writing</p> <p>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</p> <p>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 used related to the topic, Travel trends. <p>Grammar</p> <ul style="list-style-type: none"> • cases – ablative, locative • conjugation – regular perfect participle • nouns – collective, concrete • postpositions – uninflected • sentence types – complex • tenses – future perfect, past perfect • verbs – conjunct • words – synonyms. <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Punjabi, and in particular:</p> <ul style="list-style-type: none"> • understanding that the schwa (short neutral vowel sound) ‘a’ is carried by each Punjabi consonant but when representing them orthographically schwa is omitted • understanding the principle of ‘one sound, one symbol’ • using high, neutral, or low tone to pronounce the words correctly. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Punjabi language and culture:</p> <ul style="list-style-type: none"> • understanding the influence of culture on travel preferences • demonstrating understanding, responsibility, and appreciation towards other cultures and environment • respecting and promoting practices around culture preservation. <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 • make connections with prior learning • listen and determine essential information from key words • recognise the attitude, purpose and intention of a text • summarise text in own words or re-organise and re-present the information

Week	Key teaching points
	<ul style="list-style-type: none"> • read a question and determine the topic, audience, purpose, text type and style of writing • reflect on cultural meanings, including register and tone • scan texts, highlight key words and select appropriate information. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 7: Responding to texts Listen to, read, and view texts in Punjabi and respond in Punjabi and/or English, as specified, to questions in Punjabi or English.</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): Practical (oral) examination Assessment Task 8 (b): Written examination</p>