



Western Australian Curriculum

Languages | Punjabi

Proposed Year level descriptions | Years 7–10
Draft for consultation | Not for implementation

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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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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.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Punjabi are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Punjabi curriculum Year level descriptions in the first column, the comparable Australian Curriculum version 9 Year level descriptions in the centre column and the proposed Year level descriptions for Western Australia in the third column.

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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>In Years 7 and 8, students are beginning their learning of Hindi language. This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Hindi to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Hindi within their family. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Hindi literacy knowledge of metalanguage to reflect on similarities and differences between Hindi and English language pronunciation, structures and features. They begin to use the conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students are beginning their learning of Punjabi language, and this will be influenced by prior learning and experiences of language learning. They may need encouragement to take risks in learning a new language at this stage in their social development. Students use Punjabi to interact and collaborate with teachers and peers, and to share information about themselves, family and friends, and interests. They locate and process key information, ideas and opinions in short texts and interactions, and develop strategies to translate and interpret meaning in between languages in familiar contexts. Students create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students recognise and use familiar conventions of spoken and written Punjabi to begin developing fluency and to respond to and create texts. They notice some similarities and differences between linguistic features in Punjabi and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Punjabi.</p>

Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>In Years 7 and 8, students are beginning their learning of Hindi language. This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Hindi to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Hindi within their family. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Hindi literacy knowledge of metalanguage to reflect on similarities and differences between Hindi and English language pronunciation, structures and features. They begin to use the conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding developed in Year 7 and focus on extending their oral and written communication skills and their understandings of Punjabi language and culture. They work with increased independence and may need encouragement to take risks in learning a new language at this stage in their social development.</p> <p>Students use Punjabi to interact and collaborate with teachers and peers and to share and compare information about daily life and school routines. They locate and process information, ideas, opinions and supporting details in texts, applying strategies to translate and interpret meaning in and between languages in familiar contexts. Students create informative, imaginative and personal texts, adapting rehearsed and modelled language and textual conventions appropriate to context, purpose and audience.</p> <p>Students use familiar conventions of spoken and written Punjabi to develop fluency and to respond to and create texts. They continue to notice similarities and differences between linguistic features in Punjabi and English and use metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they continue to explore how meaning is shaped in Punjabi.</p>

Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with other speakers of Hindi in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Punjabi to collaborate and interact with teachers and peers about Punjab and its culture. Students process and compare ideas and opinions from a range of texts, applying strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts. They work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students use features of spoken and written Punjabi to enhance fluency and to respond to and create texts. They continue to compare similarities and differences between linguistic features in Punjabi and English, using metalanguage to discuss them. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity, and they begin to explore how meaning is shaped in Punjabi.</p>

Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with other speakers of Hindi in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Punjabi to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They compare and interpret ideas and opinions from texts, applying a range of strategies to mediate meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage audiences.</p> <p>Students select and use an extended range of spoken and written Punjabi linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in Punjabi texts. Students reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating.</p>