



# Western Australian Curriculum

## Languages | Punjabi

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Proposed Achievement standards | Pre-primary–Year 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Draft for consultation | Not for implementation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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## Overview

The current Western Australian Curriculum: Languages, Punjabi was adopted 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 Achievement standards in the first column, the comparable Australian Curriculum version 9 (Hindi) Achievement standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use action-related talk, structured play, classroom instructions and routines when participating in spoken interactions to exchange greetings and provide simple information in Punjabi about themselves. Students recognise most pictures, symbols, keywords and some phrases of spoken Punjabi relating to their personal worlds and convey most simple, factual information with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, and respond with guidance, using verbal and non-verbal forms of expression. Students share with others familiar Punjabi words, phrases and gestures related to their personal worlds and explore how these may have similar or different meanings in English. They begin to talk about how Punjabi feels/sounds different when speaking or hearing it spoken by others.</p> <p>Students become familiar with the systems of the Punjabi language, with a satisfactory level of accuracy, experimenting with reproducing the common sounds and rhythms of spoken Punjabi. They notice features of the Punjabi sound and writing systems and begin to build vocabulary to identify familiar objects and environments and develop number knowledge. Students comment on how language is organised as 'text'. They identify the different ways of greeting, addressing and interacting with people of different ages and degrees of familiarity, and usually act accordingly. Students recognise Punjabi as one of the many languages spoken in Australia and around the world and begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Hindi texts, with support. They identify that Hindi and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Punjabi texts. They recognise and respond to classroom-related language. Children identify that Punjabi and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Punjabi and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use simple modelled language, gestures and other forms of expression, with occasional guidance, when participating in spoken and written interactions in Punjabi, to share information about themselves and to talk about their likes and dislikes. They locate some key words and information in simple spoken and written texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. Students respond to a range of short imaginative texts and participate in the shared performance and presentation of these texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, students use Punjabi and/or English to share with others simple Punjabi expressions, sounds and gestures, and to name some familiar objects. They talk about how voice, behaviour and body language may change when speaking Punjabi.</p> <p>Students become familiar with the systems of the Punjabi language, recognising and experimenting with reproducing the sound of the consonants and vowels of spoken and written Punjabi with a satisfactory level of accuracy. They experiment with the formation of letters and grouping them to make two-letter words. Students use some first elements of grammar and recognise simple vocabulary to identify and describe familiar animals, objects and environments. They make some comments about how language is organised as ‘text’ and that different types of texts have different features. Students recognise that there are different ways of interacting with people in Punjabi, and usually act accordingly. They recognise that Punjabi is one of the many languages spoken in Australia and identify some words and expressions that Punjabi and English borrow from each other.</p>	<p>By the end of Year 2, students use Hindi language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language in Devanāgarī script to create text. They copy Devanāgarī script to make words.</p> <p>Students imitate the sounds and rhythms of spoken Hindi. They demonstrate understanding that Hindi has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Hindi and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Punjabi language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use Punjabi language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of Punjabi. They identify similarities or differences of the Punjabi language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use simple modelled language when participating in spoken and written routine exchanges in Punjabi, to share information about how they are, offer wishes and talk about events in the day and over the year. Students identify some specific points of information in simple texts to mostly complete guided tasks, and they make use of familiar words and phrases, simple statements and modelled language to convey factual information about their personal worlds. They listen to, view and read a range of imaginative texts and respond in some detail using simple verbal and non-verbal forms of expression and some modelled language. Students create stories and perform imaginative scenarios, using familiar words and modelled language. They translate for others some of what they can express in Punjabi, and state how meanings are similar or different in English. Students recognise similarities and differences between cultural practices and related language use of Punjabi-speaking communities and of the wider Australian community.</p> <p>Students become familiar with the systems of the Punjabi language with a satisfactory level of accuracy, reproducing the sounds, rhythms and intonation patterns of Punjabi, and understand that <i>lagaan</i> has short and long sounds which provide a specific sound when paired with a consonant. They understand that the placement of <i>Gurmukhi</i> letters is normally aligned below the line of writing, and they use vowel symbols and consonants to create new words with a satisfactory level of accuracy. Students use words and expressions to convey factual information at word and simple sentence level and apply some first elements of grammar to write simple texts. They identify some different forms of texts that use different structures and features to achieve their purpose. Students identify some ways Punjabi speakers use language differently in different situations, and between people, and some ways that the Punjabi language has changed over time through its contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Hindi language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language in Devanāgarī script to create text. They copy Devanāgarī script to make words.</p> <p>Students imitate the sounds and rhythms of spoken Hindi. They demonstrate understanding that Hindi has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Hindi and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic Punjabi language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use Punjabi, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of Punjabi. They identify similarities or differences of Punjabi language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use simple modelled language, when participating in spoken and written interactions, to exchange information about friends and family members. Students locate specific points of information in a range of short texts and convey factual information about their personal worlds with simple statements, short descriptions and modelled texts. They participate in and respond to imaginative texts, acting out events, identifying and comparing their favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports. They translate words and expressions in simple texts, including English words that have been incorporated into Punjabi language, with a satisfactory level of accuracy. When interacting in Punjabi, students talk about what looks or feels similar to, or different from, their own language and culture.</p> <p>Students become familiar with the systems of the Punjabi language, recognising and reproducing the sounds of vowels by using sound symbols and consonants in <i>muharni</i>, with a satisfactory level of accuracy. They recognise and copy some high-frequency words in familiar contexts and use the Punjabi sound system, print conventions and basic punctuation to create simple text. Students use vocabulary related to information about friends and family members and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They begin to describe, with guidance, how the Punjabi language works, using terms similar to those used in English, and apply some of the language features and textual conventions in simple and familiar Punjabi texts. Students show how language use varies according to the participants' age, gender and relationship and the context of use. They talk about the differences between Punjabi, Australian and other cultures' practices and how these are reflected in language.</p>	<p>By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts, using Devanāgarī script as appropriate.</p> <p>Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar Punjabi structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Punjabi use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of Punjabi. They identify Punjabi language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use simple familiar language, with occasional guidance, when participating in spoken and written interactions to exchange information about their daily routines at home and school, significant days and their interests. They participate in most tasks that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They respond to imaginative texts, using modelled language, to make statements about characters or themes. Students create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students share meanings and understandings about aspects of Punjabi language and culture that are different from English.</p> <p>Students become familiar with the Punjabi sound and writing systems, with a satisfactory level of accuracy, using vocabulary and applying elements of grammar in simple spoken and written texts related to their interests and daily routines at home and school. They recognise characteristics of Punjabi pronunciation and intonation patterns to express themselves with a satisfactory level of accuracy. They begin, with guidance, to describe how the Punjabi language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts. They state that Punjabi is an important global language and list connections with several other languages. Students make some connections between language use and culture by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts, using Devanāgarī script as appropriate.</p> <p>Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Punjabi about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Punjabi or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of Punjabi. They describe and compare Punjabi language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in spoken and written interactions to exchange information about their home, neighbourhood and local community. They use mostly familiar language to participate in tasks that involve planning outings and conducting events. Students gather and compare information and supporting details, and convey information and ideas in different formats from texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experiences. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from Punjabi to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries, word lists and pictures to translate short familiar texts. Students identify ways in which culture influences language use and provide simple examples when comparing ways of communicating in Australian and Punjabi-speaking contexts.</p> <p>Students become familiar with the Punjabi sound and writing systems, understand that special symbols (<i>dutt</i>) are used as tone markers and recognise the relationship between consonants, <i>lagaan</i> and <i>lagakhar</i> to read and write simple texts with a satisfactory level of accuracy. They use a range of vocabulary and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy. Students talk about how the Punjabi language works, commenting on vocabulary and grammar, describing patterns, grammatical rules, and variations in language structures with guidance. They identify that texts have certain conventions and can take different forms. They explain that the differences in how people use Punjabi may be due to differences in register and regional variations. Students discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be interpreted differently by others.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Hindi language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Hindi or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and Devanāgarī script, to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation in spoken Hindi. They apply conventions of spelling and punctuation and use modelled structures when creating and responding in Hindi. They compare language structures and features in Hindi and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Punjabi about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Punjabi or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Punjabi sound and writing systems, and linguistic features, when responding to or composing texts. They compare Punjabi language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in, and sometimes initiating, spoken and written interactions to exchange information and to relate experiences about free time. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Punjabi. They gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds, and they convey simple information, ideas and opinions, selecting texts to suit the audience and context. Students share and compare, with some guidance, responses to characters, events and ideas and identify several cultural elements in imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. Students translate short texts from Punjabi to English and vice versa, explaining or providing a description, with guidance, to some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.</p> <p>Students are becoming more familiar with the systems of the Punjabi language, pronouncing high-frequency words and loan words from English following basic pronunciation rules. They are reading and writing simple sentences and phrases noticing spelling rules, and applying writing conventions to the text, with a satisfactory level of accuracy. They use vocabulary and expressions, and apply knowledge of grammatical elements, in simple spoken and written texts, with a satisfactory level of accuracy. Students talk about how the Punjabi language works, describing patterns, grammatical rules, and variations in language structures. Students explain how the Punjabi language is used differently in different contexts and situations and recognise the dynamic nature of language and culture, and the relationships that exist between languages. They discuss how the Punjabi language is constantly changing due to contact with other languages and the impact of new technologies and information. They explain how language and culture are integral to the nature of identity and communication.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Hindi language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Hindi or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and Devanāgarī script, to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation in spoken Hindi. They apply conventions of spelling and punctuation and use modelled structures when creating and responding in Hindi. They compare language structures and features in Hindi and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Punjabi about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Punjabi or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Punjabi sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss Punjabi language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating and participating in spoken and written interactions in Punjabi to exchange information about people, social events and school experiences. Students engage, with guidance, in the planning of Punjabi events or activities and participate in transactions. They access and summarise some key information and supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit various audiences and contexts. They express simple opinions and describe some of the themes, key ideas and techniques used in imaginative texts and create and present simple imaginative texts to entertain peers and younger audiences. They translate texts, with some inaccuracies, noticing when it is difficult to transfer meaning from one language to the other. Students interact with Punjabi speakers to share and compare some aspects of culture that affect communication and notice how their own culture impacts on language use. They also consider how their own biography influences their identity and communication.</p> <p>Students better understand the systems of the Punjabi language, using the features of the Punjabi sound system and building phonemic awareness. They experiment with stress and intonation to pronounce high tonal sounds in words and observe the slight differences in the formation of letters when reading and writing, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students describe how the Punjabi language works, using some relevant metalanguage to organise learning resources. They apply the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction. Students discuss how elements of communication and choice of language vary according to context and situation. They reflect on changes in their use of language/s over time, noticing how and when new ways are adopted, or existing ways are adapted. They identify some ways in which language use reflects cultural expression, assumptions and perspectives.</p>	<p>By the end of Year 8, students initiate and maintain interactions in Hindi language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.</p> <p>Students apply the conventions of spoken Hindi to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using metalanguage. They reflect on how the Hindi language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Punjabi to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Punjabi sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Punjabi and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions to exchange information on special holidays and travel, and to collaborate on tasks, activities and transactions. They access, summarise and share key ideas and information from texts and present them in different formats for their intended audiences. Students analyse key ideas, themes, values and techniques in imaginative texts and make some connections with other imaginative texts in their own language and culture. They also create and present simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the experience. Students translate and/or interpret texts, with some accuracy, and consider why there might be differences in interpretation. They consider how their biography influences their identity and communication, and shapes their intercultural experiences.</p> <p>Students apply the Punjabi sound and writing systems and use familiar vocabulary related to special holidays and travel, with a satisfactory level of accuracy. They apply most of the structures and conventions of a range of text types and identify most key features and functions of the different genres. They examine and, at times, vary elements of communication according to context and situation. Students discuss the nature and extent of Punjabi language use in both Australian and global contexts and explain the different cultural aspects of learning and using Punjabi, considering how this might be interpreted and responded to by members of the community.</p>	<p>By the end of Year 8, students initiate and maintain interactions in Hindi language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.</p> <p>Students apply the conventions of spoken Hindi to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using metalanguage. They reflect on how the Hindi language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Punjabi to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Punjabi sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Punjabi and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating, in part, and participating in sustained spoken and written interactions to exchange information on aspects of childhood, teenage life and relationships, and in tasks, activities and transactions. They analyse ideas and most information and, in part, identify context, purpose and intended audience from texts related to aspects of their personal and social worlds, and use some appropriate formats and styles of presentation to convey information and ideas, and offer their views. Students provide examples of how Punjabi imaginative texts reflect cultural values or experiences, and they create and present simple imaginative texts with moods and effects to engage different audiences. Students translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Punjabi and consider, at times, their own and others' responses and reactions in intercultural communication. They also share family and cultural traditions and experiences, and occasionally modify their language and behaviours in relation to different cultural perspectives.</p> <p>Students demonstrate an awareness that <i>Gurmukhi</i> script is an abugida writing system. They apply the Punjabi sound and writing systems and use familiar vocabulary related to aspects of childhood, teenage life and relationships, with a satisfactory level of accuracy. They use elements of Punjabi grammar, spelling and punctuation, with a satisfactory level of accuracy, to write texts in Punjabi. Students use metalanguage to discuss and explain some grammatical forms and functions. They describe the interrelationship between different text types, language choices, audience, context and purpose. Students describe how and why language is used differently in different contexts and with different speakers, and how language reflects and shapes cultural distinctions, such as community, social class, gender and generational norms.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Hindi language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Hindi to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Hindi texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Punjabi to share and compare information and experiences about Punjabi-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Punjabi. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts.</p> <p>Students apply features of the Punjabi sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between Punjabi and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating and participating in sustained spoken and written interactions to provide information on young people’s experiences and interest in contemporary culture and social issues. Students analyse, synthesise and evaluate some ideas and information, and identify how context and culture affect the way in which information is presented. Students explain how different effects are used in imaginative texts to reflect cultural influence and create and present simple imaginative texts to reflect cultural values, social issues or experiences. When translating and interpreting from one language to another, they describe how cultural perspectives and concepts have been represented. Students describe the experience of learning and using Punjabi, considering how intercultural communication involves modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Punjabi speakers and non-Punjabi speaking Australians.</p> <p>Students apply the Punjabi sound and writing systems when using familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. They analyse how elements of grammar can alter the meaning and determine the perspective in texts. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse how different types of texts include cultural and contextual elements, and explain how and why language is used differently in a range of texts. They explain how Punjabi language and culture have evolved, and how they continue to change over time, and they identify how language use has the power to influence social and cultural relationships and practices. Students describe how Punjabi language and culture are interrelated and how they shape, and are shaped by, each other.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Hindi language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Hindi to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Hindi texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Punjabi to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Punjabi. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts to engage different audiences.</p> <p>Students apply the Punjabi sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between Punjabi and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>