



Western Australian Curriculum

Languages | Punjabi

Proposed Achievement standards | 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Draft for consultation | Not for implementation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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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 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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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>By the end of Year 8, students use Hindi language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Hindi or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts, with Devanāgarī script in writing.</p> <p>Students approximate pronunciation and intonation of spoken Hindi. They demonstrate understanding that Hindi has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Hindi and English language structures and features, using metalanguage. They demonstrate awareness that the Hindi language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use modelled language when participating in spoken and written interactions in Punjabi to share and exchange information about self, family and friends, and interests. They locate and process specific information, in short texts and interactions in Punjabi. Students convey meaning in and between languages in a variety of ways. They use modelled language and textual conventions to create informative and personal texts.</p> <p>Students recognise and use familiar features of the Punjabi sound and writing system to interact and to respond to and create texts. They recognise and discuss similarities and differences between Punjabi and English, using metalanguage. They 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
N/A	<p>By the end of Year 8, students use Hindi language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Hindi or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts, with Devanāgarī script in writing.</p> <p>Students approximate pronunciation and intonation of spoken Hindi. They demonstrate understanding that Hindi has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Hindi and English language structures and features, using metalanguage. They demonstrate awareness that the Hindi language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use rehearsed and modelled language when participating in spoken and written interactions in Punjabi to share and compare information about daily life and school routines. They locate and process specific information, texts and interactions in Punjabi. Students convey meaning in and between languages in a variety of ways. They use rehearsed and modelled language and textual conventions to create informative and personal texts.</p> <p>Students recognise and use, with a satisfactory level of accuracy, familiar features of the Punjabi sound and writing system to interact with developing fluency and to respond to and create texts. They recognise and discuss similarities and differences between Punjabi and English, using metalanguage. They recognise examples of how language/s, culture/s, attitudes, beliefs</p>

Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>By the end of Year 10, students initiate and sustain Hindi language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Hindi or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Hindi to create texts.</p> <p>Students apply features and conventions of spoken Hindi to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Hindi, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Punjabi to share, compare and exchange information and experiences about Punjabi-speaking communities. They process and interpret/compare information, ideas and opinions in a range of texts and interactions in Punjabi. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative and personal texts.</p> <p>Students apply features of the Punjabi sound and writing system to interact with enhanced fluency and to respond to and create texts. They 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
N/A	<p>By the end of Year 10, students initiate and sustain Hindi language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Hindi or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Hindi to create texts.</p> <p>Students apply features and conventions of spoken Hindi to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Hindi, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Punjabi to share information and opinions about future plans and travel. They compare and interpret information, ideas and opinions in a range of texts and interactions in Punjabi. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative and personal texts to engage audiences.</p> <p>Students select and use features of the Punjabi sound and writing system to interact with enhanced fluency and to respond to and create texts. They reflect on and discuss similarities and differences between Punjabi and English, using metalanguage. They explain how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>