



# Western Australian Curriculum

## Languages | Punjabi

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Proposed Comparison of Curriculum | 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Draft for consultation | Not for implementation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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## 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

The first row contains the current Western Australian Curriculum: Languages, Punjabi curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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## Years 7–10

### Strand: Communicating

#### Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests</p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes</p>	<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities</p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to an Indonesian restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions</p>	<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel</p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Indonesian-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future</p> <p>Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations</p>
<b>Australian Curriculum v9</b>	<p>Interact with others using modelled language to exchange information in familiar contexts about self and personal worlds</p> <p>Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>		<p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds</p> <p>Use Punjabi language in exchanges to question, offer opinions and compare and discuss ideas</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	
<b>Proposed WA Curriculum</b>	<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Initiate and participate in exchanges to share and compare information and experiences about Punjab and its culture</p> <p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

## Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas</p> <p>Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>
<b>Australian Curriculum v9</b>	<p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>Develop and begin to apply strategies to interpret, translate and convey meaning in Punjabi in familiar contexts</p>		<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
<b>Proposed WA Curriculum</b>	<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p>

## Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas  Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas  Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas  Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture  Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
<b>Australian Curriculum v9</b>	Create spoken, written and multimodal, informative and imaginative texts using modelled Devanāgarī script, appropriate vocabulary, expressions, grammatical structures, and some textual conventions		Create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences	
<b>Proposed WA Curriculum</b>	Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences

## Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Translate and interpret phrases and short texts from Punjabi to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Punjabi to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Punjabi to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Punjabi to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
<b>Australian Curriculum v9</b>	N/A		N/A	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with Punjabi speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of Punjabi, through experiences or in attitudes to culture and intercultural communication</p>	<p>Engage with Punjabi speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Punjabi and how it might add further dimension to own identity</p>	<p>Engage with Punjabi speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using Punjabi and how it might add further dimension to own identity</p>
<b>Australian Curriculum v9</b>	N/A		N/A	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Strand: Understanding

### Sub-strand: Systems of Language

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, vowel combinations, double consonants, and differences in tone and rhythm between statements, questions, exclamations, requests and commands</p> <p>Learn to pronounce the letters of the Italian alphabet and make connections between spoken and written forms of common context-related words and expressions, and experiment with the effect of grave and acute accents on pronunciation,</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> <li>recognising, and applying when writing own texts, some rules of spelling and punctuation of the Italian language</li> <li>noticing gender and using familiar singular and plural nouns in the regular forms</li> <li>learning to use adjectives to describe people or objects, including agreement and position</li> <li>learning to use possessive adjectives in the first, second and third person forms when talking about family and possessions</li> <li>expressing likes and dislikes</li> <li>using interrogatives in modelled structures</li> <li>recognising subject pronouns and using the singular and the plural</li> <li>recognising and using singular conjugations and the <i>noi</i> form of verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense</li> <li>distinguishing between the infinitive and a conjugated verb</li> </ul>	<p>Continue to build awareness of the features of the Italian sound system, through identifying and producing consonant and vowel combinations, and experimenting with differences in tone and rhythm between statements, questions, exclamations, requests and commands</p> <p>Apply features of intonation and pronunciation, such as grave and acute accents when speaking, and apply rules of spelling when writing own texts in familiar contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> <li>applying rules related to nouns, such as gender and number, regular and common irregular singular and plural regular forms, gender and some exceptions</li> <li>developing awareness of various categories of nouns with common endings and comparing them to their English equivalents</li> <li>learning to use adjectives to describe things (including agreement and exceptions), and possessive adjectives</li> <li>using the demonstrative</li> <li>using interrogatives in familiar contexts</li> <li>using subject pronouns with the present tense</li> <li>using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day</li> <li>using prepositions of time and place to describe when and where</li> <li>using articulated prepositions in modelled structures</li> </ul>	<p>Understand and use the features of the Italian sound system, through recognising some common interjections, the differences in pronunciation of words with similar spelling, and common cognate words in speech</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> <li>using common irregular noun plurals and common collective nouns</li> <li>beginning to use common regular superlative adjectives</li> <li>using adverbs of time and manner</li> <li>using articulated or simple prepositions to indicate destinations and directions</li> <li>using interrogatives</li> <li>beginning to use modal verbs to indicate ability/willingness/necessity</li> <li>using verbs in the present tense to indicate action in the present (including irregular verbs and reflexives)</li> <li>beginning to use verbs in the present perfect tense, for example</li> <li>learning to use the imperfect tense of verbs in formulaic expressions</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<p>Understand and use the features of the Italian sound system, through recognising and using some common interjections, and recognising and applying the differences in pronunciation of words with similar spelling</p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> <li>beginning to use possessive and demonstrative pronouns</li> <li>recognising direct object pronouns and indirect object pronouns</li> <li>using adverbs to modify meaning of verbs and adjectives</li> <li>beginning to use the future tense</li> <li>using the conditional mood in modelled sentences and formulaic expressions</li> <li>using prepositions to introduce additional information when describing actions, people and objects, including articulated prepositions</li> <li>using modal verbs ability/willingness/necessity</li> <li>using the relative pronoun <i>che</i> to form complex sentences</li> <li>beginning to use disjunctive pronouns in formulaic expressions</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> <li>using irregular conjugations of the present tense of common irregular verbs in modelled sentences</li> <li>developing number knowledge and using cardinal numbers to state age and give the date</li> <li>recognising and using articulated prepositions with a, in modelled structures</li> <li>using modelled sentence structure to construct simple sentences in Italian</li> <li>beginning to use simple conjunctions to connect ideas</li> <li>using the negation non to form negative statements and questions</li> </ul> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<ul style="list-style-type: none"> <li>beginning to use commonly used adverbs, and bene to qualify verbs and adjectives</li> <li>recognising and using subject pronouns</li> <li>using verbs describing state (essere), possession (avere) and regular verbs describing actions in the present tense and common irregular verbs</li> <li>beginning to use reflexive pronouns and verbs in modelled sentences</li> <li>applying rules of sentence structure to construct simple sentences in Italian (subject–verb–object); make statements, ask questions and give/receive instructions (verb + object)</li> <li>using simple conjunctions to connect ideas</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p>		
<b>Australian Curriculum v9</b>	<p>Recognise and use features of the Punjabi sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p> <p>Develop knowledge of the Devanāgarī script and use structures and features of the Punjabi grammatical and writing systems to understand and create spoken, written and multimodal texts</p> <p>Compare Punjabi language structures and features with English, using familiar metalanguage</p>		<p>Apply features of the Punjabi sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts</p> <p>Select and use structures and features of the Punjabi grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p> <p>Reflect on and evaluate Punjabi texts, using metalanguage to discuss language structures and features</p>	
<b>Proposed WA Curriculum</b>	<p>Recognise and use familiar linguistic features of spoken Punjabi</p> <p>Begin to use linguistic features of Punjabi to respond to and create texts</p> <p>Begin to notice and discuss similarities and differences between Punjabi and English, using metalanguage</p>	<p>Apply familiar linguistic features of spoken Punjabi to interact with developing fluency</p> <p>Use linguistic features of Punjabi to respond to and create texts</p> <p>Notice and discuss similarities and differences between Punjabi and English, using metalanguage</p>	<p>Apply linguistic features of spoken Punjabi to interact with enhanced fluency</p> <p>Select and use a range of linguistic features of Punjabi to respond to and create texts</p> <p>Discuss similarities and differences between Punjabi and English, using metalanguage</p>	<p>Apply a range of linguistic features of spoken Punjabi to further extend fluency</p> <p>Select and use a range of linguistic features of Punjabi to enhance meaning when responding to and creating texts</p> <p>Reflect on and discuss the use of linguistic features in Punjabi and English, using metalanguage</p>

### Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Examine linguistic features in the texts to develop an understanding that languages vary according to elements, such as register Understand that Punjabi, like all languages, varies according to participants, roles and relationships, situations and cultures Recognise that Punjabi is a national language	Examine linguistic features in texts to understand that Punjabi language, like all languages, varies according to participants, roles and relationships, situations and cultures Understand the dynamic nature of Punjabi, and how it both influences and is influenced by other languages and cultures	Analyse how Punjabi is used in varying ways to achieve different purposes Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge	Analyse how Punjabi is used in varying ways to achieve different purposes, and changes over time Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge
<b>Australian Curriculum v9</b>	N/A		N/A	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

### Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Punjabi, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
<b>Australian Curriculum v9</b>	Recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values		Reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
<b>Proposed WA Curriculum</b>	Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating