



## **SAMPLE ASSESSMENT TASK**

---

**PUNJABI: SECOND LANGUAGE  
YEAR 7 (YEARS 7–10 SEQUENCE)**

---

**ਦੇਸਤੀ ਦਿਵਸ (FRIENDSHIP DAY)**

## **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.

## **Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Sample assessment task

### Punjabi: Second Language – Year 7

---

<b>Title of task</b>	ਦੇਸਤੀ ਦਿਵਸ (Friendship Day)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to friends.</p> <p>In Part A, they demonstrate their skills in comprehending written texts by accessing and summarising key information from the descriptions of four people.</p> <p>In Part B, they demonstrate their skills in writing Punjabi by completing a description of a best friend for a competition.</p> <p>In Part C, they demonstrate their skills in comprehending and speaking Punjabi by participating in an interview about the friend they described in Part B.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes their ability to speak and write Punjabi, using modelled and rehearsed language.
<b>Assessment strategy</b>	Short response – read for information in written text Extended response – write a profile Oral performance – respond to interview questions
<b>Evidence to be collected</b>	Completed task sheets Audiovisual recording of interview
<b>Suggested time</b>	Part A – 40 minutes Part B – 60 minutes Part C – 30 minutes for preparation and three minutes for the interview

## Content description

Content from the Western Australian curriculum

---

### Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about and share opinions, thoughts and feelings on people, social events and school experiences

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds

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 different audiences and contexts

### Understanding

Use the features of the Punjabi sound system and build phonemic awareness by experimenting with stress and intonation to pronounce high tonal sounds in words; for example, ਕ਼, ਘ, ਝ, ਢ, ਧ, ਭ

Consolidate the use of all the *lagaan*, linking them to short and long sounds

Distinguish the use of the *bindi* (ੰ) and *tippee* (ੰ) to pronounce Punjabi letters with a nasal quality

Use the *adhak* (ੌ) to give stress to the sound of a consonant that it precedes

Recognise and correctly pronounce the under-dotted characters ਸ਼, ਖ਼, ਗ਼, ਜ਼, ਫ਼, ਲ਼

Further understand that Punjabi is written from left to right, using the *Gurmukhi* script, with the letters being joined on top by a line to form a word, and, like in English, there are spaces between words when writing sentences

Observe the slight differences in the formation of letters; for example, ਗ, ਗ਼; ਮ, ਸ਼, ਸ਼

Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Punjabi grammatical system, including:

- becoming aware that pronouns can be used to ask questions; for example, ਕੌਣ; ਕਿਸਦਾ; ਕਿਹੜਾ
- becoming aware that pronouns act like an adjective when they modify nouns; for example, ਇਹ ਕਿਤਾਬ ਮੇਰੀ ਹੈ।
- using conjunctions to create compound sentences; for example, ਮੈਂ ਬਜ਼ਾਰ ਜਾਵਾਂ ਜਾਂ ਮੈਂ ਆਪਣਾ ਕੰਮ ਖ਼ਤਮ ਕਰਾਂ।
- observing that some words connect nouns and pronouns to a verb or other words in a sentence; for example, ਨੇ, ਨੂੰ, ਨਾਲ, ਲਈ; ਦਾਦੀ ਜੀ ਨੇ ਕਹਾਣੀ ਸੁਣਾਈ।; ਦਾਦੀ ਜੀ ਨੇ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਸੁਣਾਈ।; ਦਾਦੀ ਜੀ ਨੇ ਬੱਚਿਆਂ ਲਈ ਖੀਰ ਬਣਾਈ।
- becoming aware of the participle and its types; for example, ਰਾਮ ਰੋਜ਼ ਗਾਉਂਦਾ ਹੈ।; ਮੈਨੂੰ ਪੜ੍ਹਿਆ-ਲਿਖਿਆ ਅੱਜ ਵੀ ਯਾਦ ਹੈ।
- using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day; for example, ਨੀਤੀ ਅੱਜ ਪੇਣੇ ਪੰਜ ਵਜੇ ਘਰ ਆਈ ਹੈ।

## Task preparation

---

### Prior learning

Students have prior knowledge of and exposure to:

- the sound and writing systems of Punjabi
- context-related vocabulary and elements of grammar, including simple sentence structures, basic particles, use of ਮੈਂ ਚਾਹੁੰਦਾ/ ਚਾਹੁੰਦੀ ਹਾਂ ਅਤੇ ਮੈਂ ਕਰਦਾ/ ਕਰਦੀ ਹਾਂ, copular verbs, descriptive verbs, the Punjabi native numbering system and honorific forms referring to self
- a variety of texts related to descriptions of people
- the textual conventions of interviews, descriptions, forms and profiles.

### Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

---

### Assessment conditions

Parts A and B are to be completed by students working individually.

In Part C, the preparation for the interview is to be completed by students working individually and with a partner, and the interview is to take place between the student and the teacher.

### Resources

- Task sheets
- Electronic recording device
- A bilingual dictionary

## Instructions for teacher

Prior to administering the task, the students will need to be:

- taught the features of the Punjabi sound system; the use of all the *matravaan (lagaan)*, linking them to short and long sounds; and the use of the *bindi (ੰ)*, *tippee (ੰ)* and *adhak (ੌ)*
- exposed to a variety of texts related to descriptions of people; for example,
  - Punjabi With Navrup – Learn Punjabi | Learn Introduction Phrases | Basic Punjabi | Punjabi Made Easy | Navrup Kaur  
<https://www.youtube.com/watch?v=fnhDMZ-jJQw>
  - Asad Tariq – Introduction in Punjabi language  
<https://www.youtube.com/watch?v=xgtnFMPGtlk>
  - Ling – 100+ Country Names in Punjabi: An Easy Guide by Amnah Khan  
<https://ling-app.com/pa/country-names-in-punjabi/>
  - Personality – Adjectives in Punjabi: Learn Punjabi language  
<https://www.youtube.com/watch?v=HkY2nCDLxLw>
- taught context-related vocabulary and elements of grammar, including sentence structures; basic particles; use of -ਮੈਂ ਚਾਹੁੰਦਾ/ ਚਾਹੁੰਦੀ ਹਾਂ and copular verbs, such as the use of ਹੈ/ਸੀ; descriptive verbs to express emotions, sensory qualities or impressions; the Punjabi native numbering system to describe age; and honorific forms referring to self, such as ਮੈਂ/ਮੇਰਾ
- taught strategies for using a bilingual dictionary or be familiar with the use of an online dictionary, such as
  - Culture Alley – Sat sri akāl Lesson 17 on Basic Punjabi!  
[https://culturealley.com/PrintableVersion/Punjabi/17\)%20Expression%20of%20time%20.htm#/](https://culturealley.com/PrintableVersion/Punjabi/17)%20Expression%20of%20time%20.htm#/)  
Note: scroll down to 1. Expression of time and 2. Describing people
- provided with the textual conventions of interviews, descriptions, forms and profiles, and opportunities to practise them.

## Activities to scaffold the task

Provide sufficient opportunities for students to engage in language practice and writing activities to help them internalise the language, skills and cultural knowledge they need for this task, such as:

- listening to and reading descriptions of people introducing themselves and/or being introduced, and completing related cloze, matching, true/false and/or short answer activities to show understanding; for example, ਮੇਰਾ ਨਾਂ ਜਪਨ ਹੈ। ਮੈਂ ਬਾਰਾਂ ਸਾਲ ਦੀ ਹਾਂ। What is her name? How old is she?
- writing a paragraph to introduce self and a friend (real or fictional), such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। ਮੇਰਾ ਨਾਂ ਸ਼ਗੁਨ ਹੈ। ਮੈਂ ਬਾਰਾਂ ਸਾਲ ਦੀ ਹਾਂ। ਮੇਰਾ ਜਨਮ ਦਿਨ ਪਹਿਲੀ ਮਾਰਚ ਨੂੰ ਹੈ। ਮੈਨੂੰ ਭੰਗੜਾ ਪਾਉਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਇਹ ਮੇਰੀ ਸਹੇਲੀ ਅੰਜੂ ਹੈ ਅਤੇ ਇਹ ਬਹੁਤ ਸੋਹਣਾ ਗਾਉਂਦੀ ਹੈ। ਇਹ ਗਿਆਰਾਂ ਸਾਲ ਦੀ ਹੈ ਅਤੇ ਇਸ ਦਾ ਇਕ ਛੋਟਾ ਭਰਾ ਹੈ।
- using images to reinforce/introduce sentence structures and grammatical elements
- asking and providing information about people; for example, ਤੇਰੀ ਸਹੇਲੀ ਕਿੰਨੇ ਸਾਲ ਦੀ ਹੈ? ਇਹ ਗਿਆਰਾਂ ਸਾਲ ਦੀ ਹੈ। ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ? ਕੀ ਤੇਰੀ ਸਹੇਲੀ ਤੇਰੇ ਘਰ ਨੇੜੇ ਰਹਿੰਦੀ ਹੈ? ਨਹੀਂ।

- practising describing the physical attributes and interests of people in magazines or TV shows as a fictional friend, such as ਇਸ ਮੁੰਡੇ ਦਾ ਨਾਂ ਸ਼ਾਮ ਹੈ। ਇਹ ਪੰਦਰਾਂ ਸਾਲ ਦਾ ਹੈ। ਇਹ ਬਹੁਤ ਲੰਬਾ ਹੈ। ਇਸ ਨੂੰ ਬਾਸਕਟਬਾਲ ਖੇਡਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ।
- sending a text message, where students send simple sentences to introduce each other in a Blank phone messaging template (Appendix 1) in Punjabi. Encourage students to think about the different use of formal, polite and pleasant endings depending on their receiver
- designing an 'introduction' cartoon (Appendix 2), where students draw a cartoon introduction of themselves or their friend with full Punjabi sentences
- sending an email (Appendix 3), where students send an email in Punjabi, introducing themselves or introducing their friend.

## Task

### Part A: ਦੋਸਤ/ਮਿੱਤਰ (Friends)

Provide students with the task sheet.

Students read four profiles and respond in English to the related questions.

Prior to reading the profiles, advise students to read the questions and predict the type of information required to respond.

Prior to responding to the questions, advise students to highlight the sections of the text that may provide the information required to answer the questions.

Students should identify words within the highlighted sections that are unfamiliar to them, and use a bilingual dictionary to find the meaning of the words.

Students may use a bilingual dictionary to complete Part A of the task.

Advise students that they have 40 minutes to complete this part of the task.

### Part B: ਮੇਰੇ ਬੇਲੀ (My friends)

Prior to beginning Part B, students should be given time to review, as a class, the information, language and structures in the four profiles from Part A.

Provide students with Part B of the task.

As part of a radio competition for the International Day of Friendship, students complete a competition entry form, which describes their best friend. They can choose to write about a fictional best friend.

Students complete the form and include the following information in the description of their best friend:

- their name and age
- their nationality
- two of their physical attributes
- two of their interests
- one other piece of relevant information (for example, their personality).

Discuss with students the information that can be included in the description. Explain that they will be assessed on the information they provide, their language use and accuracy.

Students should aim to write approximately 100–150 words in Punjabi.

Students may use a bilingual dictionary to complete Part B of the task.

Inform students that they have 60 minutes to complete the task.

### Part C: ਦੋਸਤ ਨਾਲ ਮੁਲਾਕਾਤ (Interview about a friend)

Prior to beginning Part C, provide students with the opportunity to listen to spoken texts of people responding to questions and providing information about themselves and others.

Provide students with Part C of the task and the profile/description they produced for Part B.

Explain to students that they will participate in an interview where they will be required to respond to questions in Punjabi about themselves as well as the friend they described in Part B. The interview will be based on the questions from the task sheet for Part C. Questions will relate to name, age, nationality, physical attributes and interests.

Allow students 20 minutes to prepare their answers individually and 10 minutes to practise responding to the interview questions with a partner. Inform students that they will not be asked all the questions, and that the questions may be asked in a different order than the task sheet.

Inform students that:

- they have three minutes for the interview
- the interview will be recorded
- they will be interviewed by the teacher/language assistant
- they will be assessed on the information they provide, their language use and accuracy.

**Instructions to students**

**ਦੇਸਤੀ ਦਿਵਸ (Friendship Day)**

**Part A: ਦੇਸਤ/ਮਿੱਤਰ (Friends)**

**(19 marks)**

Read the profiles of Rehmat, Julia, Neil and Jyoti, and answer the questions that follow in English.

Use a bilingual dictionary to find the meaning of unfamiliar vocabulary.

You have 40 minutes to complete this part of the task.

ਪਹਿਲਾ ਮਿੱਤਰ	ਦੂਜਾ ਮਿੱਤਰ
<p><b>ਰਹਿਮਤ</b></p> <p>ਅਸਲਾਮ ਆਲੇਕੁਮ। ਮੇਰਾ ਨਾਂ ਰਹਿਮਤ ਹੈ। ਮੈਂ ਤੇਰ੍ਹਾਂ ਸਾਲ ਦਾ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ 30 ਅਕਤੂਬਰ ਨੂੰ ਹੈ। ਮੈਂ ਪਾਕਿਸਤਾਨ ਤੋਂ ਹਾਂ। ਮੇਰੇ ਵਾਲ ਸੰਘਣੇ ਤੇ ਘੁੰਗਰਾਲੇ ਹਨ। ਮੈਨੂੰ ਤੈਰਾਕੀ ਕਰਨਾ ਅਤੇ ਸਾਈਕਲ ਚਲਾਉਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਮੈਨੂੰ ਦੱਖਣ ਭਾਰਤੀ ਖਾਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਨੂੰ ਖਾਣਾ ਬਣਾਉਣਾ ਬਹੁਤ ਚੰਗਾ ਲੱਗਦਾ ਹੈ, ਇਸ ਕਰਕੇ ਮੈਂ ਖਾਨਸਾਮਾ ਬਣਨਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਚੰਗਾ ਲੱਗਿਆ।</p>	<p><b>ਯੂਲੀਆ</b></p> <p>ਹੈਲੋ, ਮੇਰਾ ਨਾਂ ਯੂਲੀਆ ਹੈ। ਮੇਰੀ ਉਮਰ ਬਾਰਾਂ ਸਾਲ ਹੈ। ਮੇਰਾ ਜਨਮਦਿਨ 22 ਮਈ ਨੂੰ ਹੈ। ਮੈਂ ਸਲੋਵੇਨੀਆ ਤੋਂ ਹਾਂ। ਮੇਰਾ ਕੱਦ ਲੰਮਾ ਹੈ ਅਤੇ ਮੇਰੇ ਵਾਲ ਲੰਮੇ ਤੇ ਸੁਨਹਿਰੇ ਹਨ। ਮੈਨੂੰ ਪੰਜਾਬੀ ਸੰਗੀਤ ਅਤੇ ਬੈਲੋ ਨਾਚ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਂ ਗਾਇਕਾ ਬਣਨਾ ਚਾਹੁੰਦੀ ਹਾਂ। ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਚੰਗਾ ਲੱਗਿਆ।</p>
ਤੀਜਾ ਮਿੱਤਰ	ਚੌਥਾ ਮਿੱਤਰ
<p><b>ਜੋਤੀ</b></p> <p>ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ। ਮੇਰਾ ਨਾਂ ਜੋਤੀ ਹੈ। ਮੈਂ ਤੇਰ੍ਹਾਂ ਸਾਲ ਦੀ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ 6 ਜਨਵਰੀ ਨੂੰ ਹੈ। ਮੈਂ ਭਾਰਤ ਦੇਸ਼ ਦੀ ਰਾਜਧਾਨੀ ਦਿੱਲੀ ਤੋਂ ਹਾਂ। ਮੇਰੇ ਵਾਲ ਕਾਲੇ ਹਨ। ਮੈਨੂੰ ਇਟੈਲਿਅਨ ਖਾਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੇਰੀ ਮਨਪਸੰਦ ਖੇਡ ਬਾਸਕਟਬਾਲ ਹੈ ਅਤੇ ਮੈਨੂੰ ਕੈਲੀਗਰਾਫੀ ਕਰਨੀ ਪਸੰਦ ਹੈ। ਮੈਂ ਆਸਟ੍ਰੇਲੀਆ ਜਾਣਾ ਚਾਹੁੰਦੀ ਹਾਂ। ਮੈਨੂੰ ਉਥੋਂ ਦੇ ਅਨੋਖੇ ਜਾਨਵਰ ਵੇਖਣ ਦੀ ਬਹੁਤ ਇੱਛਾ ਹੈ। ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਚੰਗਾ ਲੱਗਿਆ।</p>	<p><b>ਨੀਲ</b></p> <p>ਨਮਸਤੇ, ਮੇਰਾ ਨਾਂ ਨੀਲ ਹੈ। ਮੈਂ ਇੰਗਲੈਂਡ ਤੋਂ ਹਾਂ। ਮੈਂ ਗਿਆਰਾਂ ਸਾਲ ਦਾ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ 19 ਜੂਨ ਨੂੰ ਹੈ। ਮੇਰੇ ਵਾਲ ਭੂਰੇ ਅਤੇ ਸੰਘਣੇ ਹਨ। ਮੈਨੂੰ ਪੰਜਾਬੀ ਖਾਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਨੂੰ ਕ੍ਰਿਕਟ ਅਤੇ ਸੰਗੀਤ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਂ ਕ੍ਰਿਕਟ ਦਾ ਖਿਡਾਰੀ ਬਣਨਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਚੰਗਾ ਲੱਗਿਆ।</p>

**Question 1****(1 mark)**

How old is Rehmat?

---

**Question 2****(2 marks)**

State what Rehmat likes to do.

---

**Question 3****(2 marks)**

Give the date of Julia's birthday.

---

**Question 4****(1 mark)**Tick (✓) which **one** of the following statements is true according to the information provided.

- Jyoti is French.
- Jyoti's birthday is on 6 January.
- Jyoti likes the snow and winter.

**Question 5****(4 marks)**

List the differences in Jyoti's and Neil's interests.

Jyoti	Neil
• _____	• _____
• _____	• _____

**Question 6****(2 marks)**

Give the date of Neil's birthday.

---

**Question 7****(4 marks)**

Based on the information in the profile for the four friends, tick which statements below are true, and which are false.

Statement	True	False
Rehmat wants to become a singer.		
Julia likes Punjabi music and ballet.		
Jyoti likes Punjabi food.		
Neil likes music.		

**Question 8****(3 marks)**

Read Alisha's profile. According to her interests, choose a person, from the profiles on the previous page, who would be a suitable friend for Alisha. Explain your choice in English.

ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ।  
 ਮੇਰਾ ਨਾਂ ਅਲੀਸ਼ਾ ਹੈ। ਮੈਂ ਤੇਰਾਂ ਸਾਲ ਦੀ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ  
 9 ਫਰਵਰੀ ਨੂੰ ਹੈ। ਮੈਨੂੰ ਪੰਜਾਬੀ ਸੰਗੀਤ ਅਤੇ ਬੈਲੇ ਨਾਚ  
 ਬਹੁਤ ਪਸੰਦ ਹੈ। ਮੈਂ ਗਾਇਕਾ ਬਣਨਾ ਚਾਹੁੰਦੀ ਹਾਂ।  
 ਤੁਹਾਨੂੰ ਮਿਲ ਕੇ ਚੰਗਾ ਲੱਗਿਆ।

A suitable friend for Alisha is \_\_\_\_\_ because \_\_\_\_\_

---

**Part B: ਮੇਰੇ ਬੇਲੀ (My friends)**

**(20 marks)**

You are participating in a radio competition for the International Day of Friendship. Complete the competition entry form with your name and age and then provide information about your best friend. You may choose to write about a fictional best friend. In your description of your friend, include:

- their name and age **(2 marks)**
- their nationality **(1 marks)**
- their physical attributes (include two attributes) **(2 marks)**
- their interests (include two interests) **(2 marks)**
- one other piece of relevant information (for example, their personality) **(1 mark)**

You have 60 minutes to complete Part B and you may use a bilingual dictionary to complete the task.

Write approximately 100–150 words in Punjabi.

<b>Radio 9295: ਅੰਤਰਰਾਸ਼ਟਰੀ ਦੋਸਤੀ ਦਿਵਸ</b>	
<b>ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਕਿਸੇ ਇੱਕ ਦੋਸਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿਉ!</b>	
<b>ਮੈਂ ਹਾਂ</b> <b>(2 marks)</b>	
<b>ਨਾਮ</b>	
<b>ਉਮਰ</b>	
<b>ਮੇਰਾ ਬੇਲੀ</b> <b>(8 marks)</b>	
<b>ਵੇਰਵਾ</b>	



**Part C: ਦੇਸਤ ਨਾਲ ਮੁਲਾਕਾਤ (Interview about a best friend)****(18 marks)**

As part of the radio competition for International Friendship Day, you will be interviewed about the best friend you described in Part B using the questions below. Prepare your answers and practise responding to them with a partner in the class. You have 20 minutes to prepare and 10 minutes to practise.

You will not be asked all the questions and they may not be asked in the same order as shown below.

A Punjabi radio host (a teacher/language assistant) will interview you. The interview will take approximately three minutes and it will be recorded.

1. ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ?	
2. ਤੁਸੀਂ ਕਿੰਨੇ ਸਾਲ ਦੇ ਹੋ?	
3. ਤੁਹਾਡਾ ਜਨਮਦਿਨ ਕਦੋਂ ਹੈ?	
4. ਤੁਹਾਡਾ ਪਛੇਕੜ ਕੀ ਹੈ? (ਕੌਮੀਅਤ ਪਹਿਚਾਣ)	
5. ਤੁਹਾਡੇ ਦੇਸਤ ਦਾ ਕੀ ਨਾਮ ਹੈ?	
6. ਤੁਹਾਡੇ ਦੇਸਤ ਦੀ ਉਮਰ ਕਿੰਨੀ ਹੈ?	
7. ਤੁਹਾਡਾ ਦੇਸਤ ਕਿਸ ਦੇਸ਼ ਦਾ ਰਹਿਣ ਵਾਲਾ ਹੈ?	
8. ਤੁਹਾਡੇ ਦੇਸਤ ਦੇ ਵਾਲਾਂ ਦਾ ਰੰਗ ਕਿਹੜਾ ਹੈ?	
9. ਤੁਹਾਡਾ ਦੇਸਤ ਕਿਹੜੀ ਖੇਡ ਪਸੰਦ ਕਰਦਾ ਹੈ?	
10. ਇਹ ਦੇਸਤ ਤੁਹਾਡੇ ਲਈ ਖਾਸ ਕਿਉਂ ਹੈ? / ਤੁਹਾਨੂੰ ਇਸ ਦੇਸਤ ਬਾਰੇ ਸਭ ਤੋਂ ਵੱਧ ਕੀ ਪਸੰਦ ਹੈ?	

## Sample marking key

### Part A: ਦੋਸਤ/ਮਿੱਤਰ (Friends)

Description	Marks
<b>Question 1</b>	
13 years old	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 2</b>	
Swimming (1) and cycling (1)	1–2
<b>Subtotal</b>	<b>/2</b>
<b>Question 3</b>	
22 (1) May (1)	1-2
<b>Subtotal</b>	<b>/2</b>
<b>Question 4</b>	
Jyoti's birthday is on 6 January	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 5</b>	
<b>Jyoti</b>	1–2
<ul style="list-style-type: none"> <li>• Basketball (1)</li> <li>• Calligraphy (1)</li> </ul>	
<b>Neil</b>	1–2
<ul style="list-style-type: none"> <li>• Cricket (1)</li> <li>• Singing (1)</li> </ul>	
<b>Subtotal</b>	<b>/4</b>
<b>Question 6</b>	
19 (1) June (1)	1–2
<b>Subtotal</b>	<b>/2</b>
<b>Question 7</b>	
Rehmat wants to become a singer: false (1) Julia likes Punjabi music and ballet: true (1) Jyoti likes Punjabi food: false (1) Neil likes music: true (1)	1–4
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Question 8</b>	
Julia	1
Reasons must include any two of the following: <ul style="list-style-type: none"> <li>• they both like Punjabi music</li> <li>• they both want to become a singer</li> <li>• they are both learning ballet.</li> </ul>	1–2
<b>Subtotal</b>	<b>/3</b>
<b>Part A total</b>	<b>/19</b>

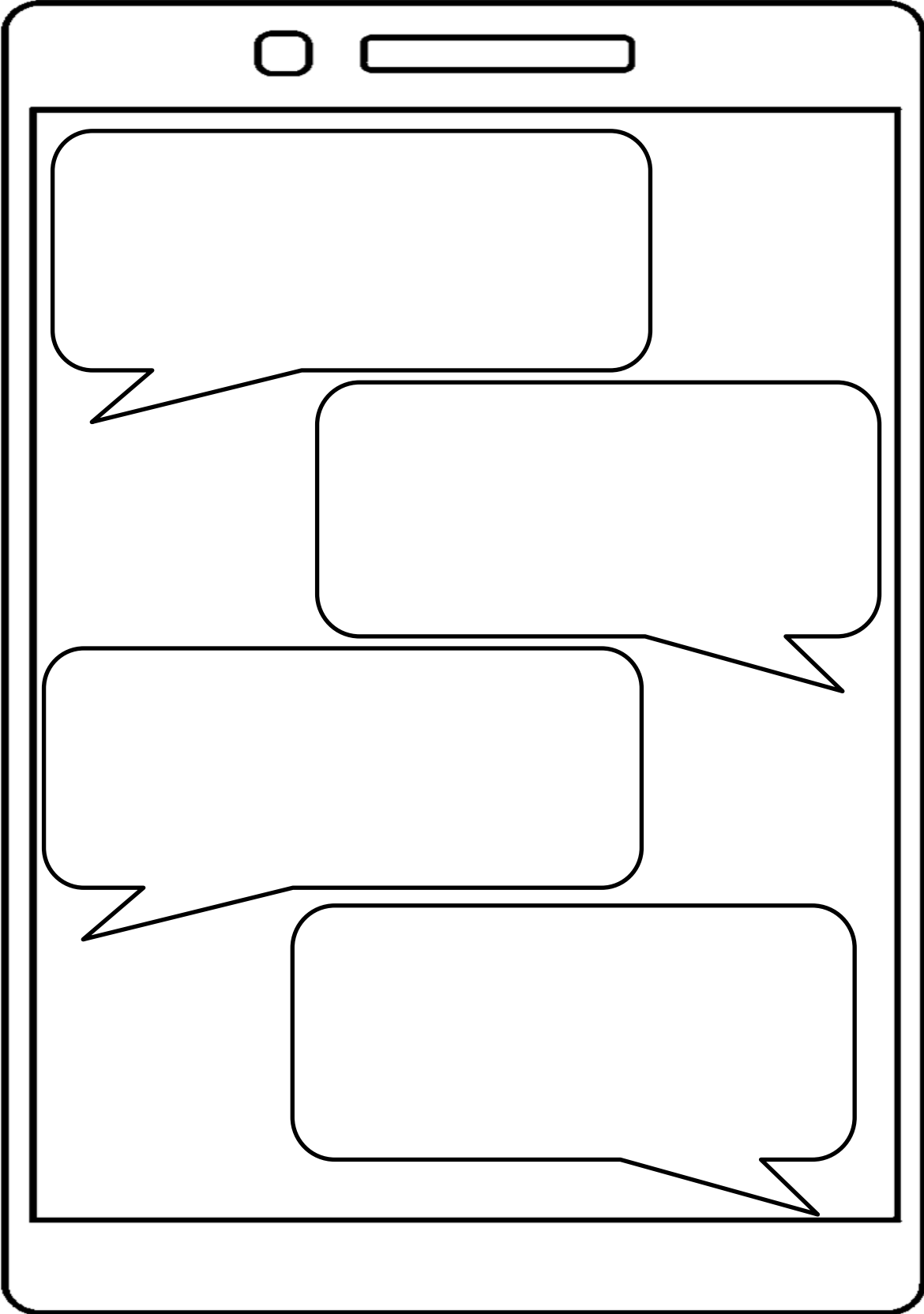
## Part B: ਮੇਰੇ ਬੇਲੀ (My friends)

Description	Marks
<b>Content</b>	
Completes the form with the required information about their name [1] and age [1].	1–2
Writes a detailed description of a best friend that addresses the following points: <ul style="list-style-type: none"> <li>• their name [1] and age [1]</li> <li>• their nationality [1]</li> <li>• their two physical attributes [1–2]</li> <li>• their two interests [1–2]</li> <li>• one other piece of relevant information [1]</li> </ul>	1–2 1 1–2 1–2 1
<b>Subtotal</b>	<b>/10</b>
<b>Grammatical elements and accuracy</b>	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently, including simple sentence structures, basic particles, use of ਚੈ/ਸੀ, copular verbs and honorific forms referring to self. Makes few errors.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts to use the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary and accuracy</b>	
Uses a variety of context-related vocabulary and expressions appropriately, including some that are less-rehearsed. Applies rules of spelling and punctuation consistently and with a high level of accuracy.	4
Uses a variety of context-related vocabulary and expressions appropriately. Spelling and punctuation are mostly consistent and correct.	3
Uses a variety of familiar and relevant context-related vocabulary and expressions. Makes some spelling and punctuation errors, though the intended meaning is clear.	2
Uses repetitive, basic vocabulary and expressions. Applies rules of spelling and punctuation with limited accuracy.	1
<b>Subtotal</b>	<b>/4</b>
<b>Sequencing</b>	
Sequences information coherently.	2
Shows limited sequencing of information. Relies on listing.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part B total</b>	<b>/20</b>

**Part C: ਦੋਸਤ ਨਾਲ ਮੁਲਾਕਾਤ (Interview about a best friend)**

Description	Marks
<b>Comprehension</b>	
Comprehends all or most questions with minimal support/clarification.	3
Comprehends most questions, may require some support/clarification.	2
Requires support.	1
<b>Subtotal</b>	<b>/3</b>
<b>Response</b>	
Responds with relevant and detailed information.	5
Responds with relevant information and somewhat-detailed descriptions.	4
Responds with relevant information and simple descriptions.	3
Responds with some relevant information.	2
Responds with single words and includes limited information.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammatical elements and accuracy</b>	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts to use the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
<b>Subtotal</b>	<b>/3</b>
<b>Vocabulary and accuracy</b>	
Uses a variety of context-related vocabulary and expressions accurately.	4
Uses a variety of familiar context-related vocabulary and expressions mostly accurately.	3
Uses repetitive, familiar vocabulary and expressions mostly accurately.	2
Uses repetitive, basic vocabulary and expressions, with errors.	1
<b>Subtotal</b>	<b>/4</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation.	3
Shows some inconsistency in pronunciation but meaning is clear.	2
Uses inaccurate pronunciation, which impedes comprehension at times.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part C total</b>	<b>/18</b>
<b>Total</b>	<b>/58</b>

Appendix 1: ਫੋਨ ਮੈਸੇਜਿੰਗ ਟੈਮਪਲੇਟ - ਜਾਣ-ਪਹਿਚਾਣ ਵਾਸਤੇ




**Appendix 2: ਕਾਰਟੂਨ ਟੈਮਪਲੇਟ - ਜਾਣ-ਪਹਿਚਾਣ ਵਾਸਤੇ**

ਇਹ ਹੈ! _____
--------------




Appendix 3: ਈ-ਮੇਲ - ਜਾਣ-ਪਹਿਚਾਣ ਵਾਸਤੇ

 ਈ-ਮੇਲ	
ਭੇਜਣ ਵਾਲੇ ਦੀ ਈ-ਮੇਲ ਦਾ ਪਤਾ	
ਪ੍ਰਾਪਤ ਕਰਨ ਵਾਲੇ ਦੀ ਈ-ਮੇਲ ਦਾ ਪਤਾ	
ਮਿਤੀ	
ਵਿਸ਼ਾ	

## **Acknowledgements**

### **Appendix 1**

Adapted from: Vexagrafi, (2016). *Phone Vector*. Retrieved October, 2023, from <https://openclipart.org/detail/254827/phone-vector>

Stock shapes from Microsoft 365 used with permission from Microsoft.

### **Appendix 3**

gezegen. (2012). *Email Rectangle Simple-4* [Vector]. Retrieved October, 2023, from <https://openclipart.org/detail/170587/email-rectangle-simple4>