

Summary of changes to the Western Australian Curriculum: Languages, Punjabi

Overall

The Western Australian Languages curriculum was originally adopted and adapted from the Australian Curriculum version 8.4 (2017) to develop year-level syllabuses.

The Languages curriculum has been revised against the Australian Curriculum version 9, contextualised for the *Western Australian Curriculum and Assessment Outline* to meet the needs of students and teachers. The content has been clarified and exemplified to support teachers in planning for teaching, learning, and assessment in a consultative process.

The revised proposed curriculum strengthens communicative competence, intercultural understanding and learner agency through developmental, inclusive and contextualised pathways.

Name of subject

The name of the subject has changed from Punjabi: Second Language to Punjabi. This reflects the nomenclature of the Australian Curriculum and recent changes to the School Curriculum and Standards Authority's senior secondary courses. The second language distinction was added to the six languages that were part of the original adopting and adapting of the Australian Curriculum version 8.4 to:

- align with ACARA's use of second language for Chinese
- align with the naming of the three pathways of Years 11 and 12 language courses and the *Application for permission to enrol in a WACE language course* process.

The inclusion of second language was to support teachers in their understanding of the intended audience for and pitch of the curriculum content.

Development of Years 7–10 sequence

To align with the six languages that were part of the original adopting and adapting of the Australian Curriculum version 8.4, the second sequence has been developed for Hindi, Korean, Punjabi and Tamil.

Strand and sub-strands

In both Pre-Primary to Year 10 (P–10) and Years 7–10 (7–10) sequences, the two-strand structure has been retained.

The number of sub-strands across the two strands has been reduced from eight to five.

Renamed

- The strand **Understanding** has been renamed **Understanding language and culture**.
- The sub-strand **Socialising** has been renamed **Interacting in Punjabi**.
- The sub-strand **Informing** has been renamed **Mediating meaning in and between languages**.
- The sub-strand **Creating** has been renamed **Creating text in Punjabi**.
- The sub-strand **Systems of language** has been renamed **Understanding systems of language**.

- The sub-strand **Role of language and culture** has been renamed **Understanding the interrelationship of language and culture**.

Removed

- The sub-strand **Translating**.
- The sub-strand **Reflecting**.
- The sub-strand **Language variation and change**.

Note: While **Translating**, **Reflecting**, and **Language variation and change** are no longer included as sub-strands, their underlying core content and intent have been embedded within other sub-strands of the revised structure.

Learning area content

Updated content

- Strengthening of ‘play-based’ activities in the examples in Pre-primary to Year 2 to align with the *Early Years Learning Framework*.
- Inclusion of, where practicable, culturally responsive examples adopted and adapted from ACARA version 9, to clarify the curriculum content and align with the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures.
- Addition of personal and social worlds as content-related topics for the **Interacting** sub-strand Year 6.
- Addition of Punjab and its culture as a content-related topic for the **Interacting** sub-strand in Year 9.
- Stronger alignment of content descriptions between languages.
- Stronger alignment of the Years 9 and 10 content between the two sequences.
- The focus of the **Creating text in Punjabi** sub-strand has been expanded to include informative and personal texts in addition to imaginative texts, a strong focus in the current Western Australian Curriculum. In adapting the content, efforts have been made to foreground imaginative texts.

Reorganised content

- Some content has been reorganised to support content threads that are clear and developmentally appropriate to the year level.
- Content from the removed sub-strands has been subsumed, where relevant, into each of the remaining strands.

Removed content

- Some of the content descriptions related to the sub-strands **Translating**, **Reflecting** and **Language variation and change** have been removed, and some have been subsumed into the content descriptions for the remaining strands.
- The in-language examples in the current **Socialising** sub-strand content and in other content descriptions have been removed.

Year level descriptions

- Phases of schooling information included to provide teachers with guidance about the sorts of curriculum experiences likely to support children and students at each phase.
- Updated to align with the revised content descriptions.

Achievement standards

- Reviewed to align with revised content descriptions.
- Streamlined to remove language-specific examples.
- Ensured the standards provide specific information for teachers to make informed judgements about student achievement.