



Western Australian Curriculum

Languages | Punjabi

Proposed Year level descriptions | 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Draft for consultation | Not for implementation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 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 Year level descriptions in the first column, the comparable Australian Curriculum version 9 (Hindi) Year level descriptions in the centre column and the proposed Year level descriptions for Western Australia in the third column.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Punjabi: Second Language with little to no prior experience of the Punjabi language and culture.</p> <p>In Pre-primary, students communicate in Punjabi, exchanging greetings and simple information about themselves with their teacher and peers through action-related talk and structured play. They participate in shared activities, facilitated by movement and gestures, to perform songs, stories and rhymes, or to respond to teacher talk and instruction in Punjabi. Students recognise pictures, symbols, keywords and phrases of spoken and written Punjabi in rhymes, songs and titles, and convey factual information about their personal worlds using gestures and familiar words. They engage by listening to and viewing short imaginative texts and through action and other forms of expression, and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.</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 by singing, reciting and repeating words and phrases in context. They experiment with the formation of letters and grouping them to make two-letter words. Students notice and use context-related vocabulary and recognise some first elements of grammar in simple spoken and written texts to generate language for purposeful interaction.</p> <p>In Pre-primary, students recognise that while English is the most commonly spoken language in Australia, Punjabi is one of many languages, including Aboriginal languages and Torres Strait Islander languages, which are spoken in Australia. They also notice similarities and differences between Punjabi and English, and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.</p> <p>Students learn Punjabi in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement, assist students in the language learning process.</p>	<p>In Foundation, Hindi language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. Background-language learners may also interact in Hindi within their family. Students strengthen and extend their communication and interpersonal skills by interacting with peers in Hindi through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.</p> <p>Students experience and imitate the sounds and gestures of Hindi language. They participate in shared listening and viewing of texts that represent Hindi and Hindi-speaking contexts. Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances. Background-language learners may bring examples of known Hindi contexts or texts to the classroom. Students learn that language can be represented in different ways, including the Roman alphabet and the Hindi Devanāgarī script. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the <i>Early Years Learning Framework</i> and each child’s knowledge base. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Punjabi provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>Children enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capabilities. Typically, children come to Punjabi with little to no prior experience of the language and culture.</p> <p>In Pre-primary, children explore Punjabi with peers, teachers, known adults and students from their own and other classes, through play-based and action-related learning. They exchange greetings and simple information about themselves, imitating gestures and using familiar words.</p> <p>Children participate in shared listening and viewing of Punjabi texts. They experiment with common vowel sounds and rhythms of spoken Punjabi, singing, reciting and repeating words and phrases in context. They notice similarities and differences between Punjabi and English, and other languages, and explore differences through creative play.</p> <p>Children receive extensive support through modelling and scaffolding. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 1 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Pre-primary and focuses on extending students' oral communication skills. Typically, the students' only exposure to and experience of Punjabi language and culture is from their school learning environment.</p> <p>In Year 1, students communicate in Punjabi, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided collaborative tasks using simple modelled language in songs, rhymes and games to support understanding and to convey meaning, or to respond to teacher talk and instruction in Punjabi. Students locate keywords and information in simple spoken and written texts about their personal worlds and convey factual information using pictures, familiar words and simple statements. They participate in listening to and viewing short imaginative texts and in the shared performance of imaginative texts.</p> <p>Students become familiar with the systems of the Punjabi language, recognising and experimenting with reproducing the common vowel sounds and rhythms of spoken Punjabi. They notice that Punjabi is written horizontally from left to right using the <i>Gurmukhi</i> script and letters are joined with a line on top to form words. They notice and use context-related vocabulary and recognise some first elements of grammar in simple spoken and written texts to generate language for purposeful interaction.</p> <p>In Year 1, students recognise that Australia is a multilingual society with speakers of many different languages, including Punjabi, and that Punjabi and English borrow words and expressions from each other. They recognise that in Punjabi, as in English and other languages, there are different ways of greeting and interacting with people.</p> <p>Students learn Punjabi in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement, assist students in the language learning process.</p>	<p>In Years 1 and 2, Hindi language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Hindi language to share information about themselves and their immediate environments using play-based and action-related learning. Background-language learners may also interact in Hindi in their local community. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia, India, Fiji and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. Background-language learners may bring prior knowledge of spoken language and gestures to the classroom. Students transition from spoken to written language and understand that Devanāgarī script is used to make words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.</p> <p>Punjabi provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 1, Punjabi language learning builds on each child's interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Punjabi to exchange information about themselves and participate in class experiences and everyday interactions that involve following instructions, responding to questions and making statements. Students recognise words and use modelled language to create texts.</p> <p>Children become familiar with the systems of the Punjabi language and use gestures, words and modelled expressions, and imitate Punjabi sounds, pronunciation and intonation. They locate specific points of information in a range of short familiar texts and convey information in simple statements, short descriptions and modelled texts. Children use their literacy capabilities in English and in Punjabi to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Punjabi for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 2 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 1 and focuses on extending students’ oral communication skills.</p> <p>In Year 2, students communicate in Punjabi, interacting with their teacher and peers in routine exchanges, such as asking each other how they are, offering wishes and sharing information about events in the day and over the year. They participate in guided collaborative tasks, taking turns, exchanging and negotiating, or responding to teacher talk and instruction in Punjabi. Students identify specific points of information from familiar types of simple texts to complete guided tasks and convey factual information about their personal worlds. They participate in listening to, viewing and reading imaginative texts, and create stories and perform imaginative scenarios.</p> <p>Students become familiar with the systems of the Punjabi language, experimenting with the pronunciation of short and long vowel sounds alone and when combined with consonants. They attempt legible and correctly formed letters using symbols and letters to write high-frequency words and simple sentences. They notice and use context-related vocabulary and some first elements of grammar in simple spoken and written texts, such as the relationship between gender, number and verb endings, linking words and a range of adjectives, to generate language for purposeful interaction.</p> <p>In Year 2, students recognise that all languages, including Punjabi, change continuously over time through contact with each other and changes in society. They understand that Punjabi speakers change how they use language in different situations and according to cultural norms.</p> <p>Students learn Punjabi in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, along with continuous feedback and opportunities to revisit, recycle and review, provide the essential scaffolding to assist students in the language learning process.</p>	<p>In Years 1 and 2, Hindi language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Hindi language to share information about themselves and their immediate environments using play-based and action-related learning. Background-language learners may also interact in Hindi in their local community. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia, India, Fiji and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. Background-language learners may bring prior knowledge of spoken language and gestures to the classroom. Students transition from spoken to written language and understand that Devanāgarī script is used to make words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Punjabi provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 2, Punjabi language learning builds on each child’s interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Punjabi to exchange information about themselves and family members, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students use words, familiar phrases and modelled language to create texts.</p> <p>Children become familiar with the systems of the Punjabi language and use gestures, words and modelled expressions, and imitate Punjabi sounds, pronunciation and intonation. They use their literacy capabilities in English and in Punjabi to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Punjabi for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 3 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 2 and focuses on extending students’ oral and written communication skills. Students benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p> <p>In Year 3, students communicate in Punjabi, interacting with their teacher and peers to exchange information about friends and family members. They participate in individual and collaborative tasks that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to imaginative texts, identifying and comparing 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.</p> <p>Students become familiar with the systems of the Punjabi language, integrating vowels and their corresponding sound symbols alongside consonants and <i>lagakhar</i> to form high-frequency Punjabi words. They apply the Punjabi sound system, adhering to print conventions, and incorporating basic punctuation, such as full stops, to write simple sentences. They notice and use context-related vocabulary and elements of grammar in simple spoken and written texts, such as noticing spelling shift in a root word when pluralising or changing the gender of a word and using conjunctions, to generate language for purposeful interaction. Students begin to develop a metalanguage in Punjabi for talking about language, using terms similar to those used in English.</p> <p>Students understand and demonstrate how language use varies according to the participants’ identity and context of use. They notice differences between Punjabi, Australian and other cultures’ practices and how these are reflected in language.</p> <p>In Year 3, students require extensive support with their language learning. Tasks are carefully scaffolded, and models and examples are provided, along with support for self-monitoring and reflection. Students are encouraged to use Punjabi as much as possible for classroom routines and social interactions, and in learning tasks.</p>	<p>In Years 3 and 4, Hindi language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Hindi to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Hindi in their local community to the classroom. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Hindi language sounds, pronunciation and intonation. Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Hindi to recognise similarities and differences between Hindi and English. They recognise that in Hindi every letter has a single sound. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Hindi language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 3, Punjabi language learning builds on each student’s interests and capabilities, including prior learning and experiences with language. Students continue to participate in activity-based learning through purposeful and structured activities. They use Punjabi to exchange information about themselves, family members and friends, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions.</p> <p>Students become familiar with the systems of the Punjabi language and use gestures, words and modelled expressions, and imitate Punjabi sounds, pronunciation and intonation. They use their literacy capabilities in English and in Punjabi to locate specific information in texts and convey information. Students begin to recognise and write high-frequency words and expressions in simple informative and imaginative texts.</p> <p>Students are encouraged to use Punjabi for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process. They recognise that language and culture reflect practices and behaviours.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 4 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 3 and focuses on extending students' oral and written communication skills.</p> <p>In Year 4, students communicate in Punjabi, interacting with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in texts, and gather and convey information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.</p> <p>Students become familiar with the systems of the Punjabi language, experimenting with the pronunciation of under-dotted loan words and intonation patterns. They compose text using simple and compound sentences with a focus on the uniformity and alignment of letters. They notice and use context-related vocabulary and elements of grammar in simple spoken and written texts to generate language for purposeful interaction, such as using adjectives to describe qualities or characteristics, conjunctions to make compound sentences and the present, past and future tenses to indicate time. Students develop a metalanguage in Punjabi for talking about language, using terms similar to those used in English.</p> <p>Students understand that Punjabi is an important global language and make connections between culture and language use.</p> <p>In Year 4, students continue to be encouraged to use Punjabi as much as possible for social interactions and in learning tasks.</p>	<p>In Years 3 and 4, Hindi language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Hindi to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Hindi in their local community to the classroom. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Hindi language sounds, pronunciation and intonation. Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Hindi to recognise similarities and differences between Hindi and English. They recognise that in Hindi every letter has a single sound. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Hindi language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 4, students build on the skills, knowledge and understanding they developed in Year 3 and focus on extending their oral and written communication skills and their understandings of language and culture. Students interact in Punjabi in purposeful and structured activities to exchange information about their personal world. They engage with a range of Punjabi texts and use their English literacy knowledge to locate and compare key information. Students share responses and make connections with their own experiences and feelings. They create and present informative and imaginative texts using familiar phrases and sentences and modelled textual conventions.</p> <p>Students become more familiar with the systems of the Punjabi language, recognising and applying features of intonation and pronunciation. They apply knowledge of grammatical elements to create texts and use familiar metalanguage to discuss Punjabi language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p> <p>Students are widening their social networks, experiences and communication repertoires in both English and Punjabi. They are encouraged to use Punjabi for classroom routines, social interactions and learning tasks. Students receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 5 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 4 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture.</p> <p>In Year 5, students communicate in Punjabi, initiating interactions with their teacher and peers to exchange information about their home, neighbourhood and local community. They engage in collaborative tasks that involve planning outings, conducting events and completing transactions. Students gather, compare and convey information and supporting details and ideas from texts related to their personal and social worlds. They engage with imaginative texts, sharing responses to characters, events and ideas, and make connections with their own experiences and feelings. Students create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings.</p> <p>Students become more familiar with the systems of the Punjabi language. They write words with complex spelling, using <i>lagakhar</i> and <i>dutt</i>. They distinguish between similar sounding words with minor spelling differences. They use context-related vocabulary and elements of grammar in simple spoken and written texts to generate language for purposeful interaction, such as using different tenses to indicate the time at which an action happened, and using homonyms, antonyms, synonyms and affixes to generate varied vocabulary. They build a metalanguage in Punjabi to comment on vocabulary and grammar and describe patterns, grammatical rules and variations in language structures.</p> <p>Students show understanding that there are different forms of spoken and written Punjabi used in different contexts within India and in other regions of the world. They are encouraged to reflect on how their own and others’ language use is shaped by and reflects communities’ ways of thinking and behaving and may be differently interpreted by others.</p> <p>In Year 5, students are widening their social networks, experiences, and communication repertoires in both their first language and Punjabi. They are supported to use Punjabi as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly limited to use for discussion, clarification, explanation, analysis and reflection.</p>	<p>In Years 5 and 6, Hindi language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing, and writing. They interact in Hindi to exchange information and ideas relating to their interests, school and local environment, and engage with Hindi-speaking communities in person or via digital access. Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning with support. Students use print and digital resources to extend their learning.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise and begin to use some conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Punjabi provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 5, students build on the skills, knowledge and understanding they developed in Year 4 and focus on extending their oral and written communication skills and their understanding of language and culture. They interact in Punjabi to exchange information and ideas related to their home, neighbourhood and the wider world. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They use their English literacy knowledge to locate and compare key information in texts and share responses. Students create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions.</p> <p>Students become more familiar with the systems of the Punjabi language, recognising and applying features of intonation and pronunciation. They use context-related vocabulary and develop and apply knowledge of grammatical elements to create or reinterpret, present or perform texts for different purposes, audiences and contexts. Students use familiar metalanguage to discuss Punjabi language structures and features.</p> <p>Students are widening their social networks, experiences and communication repertoires in Punjabi. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 6 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 5 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them, they also become more aware of the similarities and differences between the Punjabi language and culture and their own.</p> <p>In Year 6, students communicate in Punjabi, initiating interactions with their teacher and peers to exchange information and relate experiences about free time. They engage in individual and collaborative tasks with peers to plan events or activities to showcase their progress in learning and using Punjabi. Students gather, compare and respond to information and supporting details from texts related to their personal and social worlds. They convey information, ideas and opinions, and use them in new ways. Students share and compare responses to imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences and to suit a variety of modes or contexts.</p> <p>Students become more familiar with the systems of the Punjabi language, recognising that English loan words are pronounced differently and are written using the <i>Gurmukhi</i> script. They create text by using their understanding of <i>lagaan</i> names and <i>lagaan</i> symbols, <i>lagakhar</i> and <i>dutt</i>. Students generate language for purposeful interaction in spoken and written texts using context-related vocabulary and elements of grammar, including using inflected postpositions, three forms of the perfect tense to indicate the completion of an action, and pronouns as conjunctions to create cohesive texts. They build a metalanguage in Punjabi to describe patterns, grammatical rules and variations in language structures.</p> <p>Students understand that the Punjabi language is constantly changing due to contact with other languages and the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.</p> <p>In Year 6, students continue to widen their social networks, experiences and communication repertoires in both their first language and Punjabi. They are encouraged to use Punjabi as much as possible for interactions, structured learning tasks and language experimentation and practice.</p>	<p>In Years 5 and 6, Hindi language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing, and writing. They interact in Hindi to exchange information and ideas relating to their interests, school and local environment, and engage with Hindi-speaking communities in person or via digital access.</p> <p>Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning with support. Students use print and digital resources to extend their learning.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise and begin to use some conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 6, students build on the skills, knowledge and understanding they developed in Year 5 and focus on extending their oral and written communication skills and their understandings of language and culture. They interact in Punjabi in purposeful and structured activities to exchange information about their personal and social worlds. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They locate, compare and share key information in texts using their English literacy knowledge to identify Punjabi language structures and features. Students create and present informative and imaginative texts appropriate to audience, purpose and context.</p> <p>Students become more familiar with the systems of the Punjabi language. They use context-related vocabulary and develop and apply knowledge of grammatical elements in spoken and written texts. Students use familiar metalanguage to discuss and compare Punjabi language structures and features.</p> <p>Students continue to widen their social networks, experiences and communication repertoires. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 7 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 6 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture. Some students begin Year 7 with proficiency in languages other than Punjabi and bring existing language learning strategies and intercultural awareness to the new experience of learning Punjabi. Students’ growing textual knowledge, developed through English literacy, supports their developing Punjabi literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.</p> <p>In Year 7, students communicate in Punjabi, initiating and participating in interactions with peers and known adults to exchange information about and share opinions, thoughts and feelings about people, social events and school experiences. They engage in individual and collaborative tasks that involve planning, considering options, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas in texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts. Students respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple individual and shared imaginative texts to entertain peers and younger audiences.</p> <p>Students better understand the systems of the Punjabi language when encountered in spoken and written texts. They use features of the Punjabi sound and writing systems, with all the vowels and consonants. They experiment with stress and intonation to pronounce high tonal sounds. Students consolidate the use of all the <i>lagaan</i>, linking them to short and long sounds. They demonstrate the nasal sound by using the <i>bindi</i> or <i>tippee</i>. Students learn to pronounce and write the under-dotted characters borrowed from other languages when writing words. They generate language for purposeful interaction in spoken and written texts by using context-related vocabulary and applying elements of grammar, including using a range of tenses to describe routines and actions and experimenting with participles. Students continue to build a metalanguage in Punjabi to describe grammatical concepts and organise learning resources.</p>	<p>In Years 7 and 8, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language, in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate in different ways within and beyond the classroom to facilitate learning. Students listen, speak, read, view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Hindi literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Hindi and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students build on the skills, knowledge and understanding of prior learning and experiences. They focus on extending their oral and written communication skills and their understandings of language and culture. They use Punjabi to initiate and sustain interactions to share information, ideas and opinions about themselves, others, home and school. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They locate and process key information, ideas and opinions from texts, applying strategies to translate and convey meaning in and between languages. Students create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Punjabi to develop fluency and respond to and create texts. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Punjabi and English. They recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students recognise that Punjabi language is used differently according to the context and situation. They acknowledge that languages change over time and influence one another.</p> <p>In Year 7, students reflect on changes in their own use of language/s over time, noticing how and when new ways are adopted, or existing ways adapted.</p>		

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Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 8 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 7 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider how the experience impacts on the norms associated with their first language and culture.</p> <p>In Year 8, students communicate in Punjabi, initiating and participating in interactions with peers and known adults to discuss and share ideas, opinions and experiences of special holidays and travel. They engage in individual and collaborative tasks that involve planning experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. Students access, summarise and share key ideas and information from a range of texts related to their personal and social worlds. They organise and present information and ideas to raise awareness of and inform others about texts, using language and modes of presentation to compare perspectives and experiences. Students respond to imaginative texts, analysing the ideas, themes, values and techniques used to entertain audiences, and make connections with personal experiences. They create and present a range of simple imaginative texts, selecting appropriate language, rhythms and images to enrich the visual or listening experience.</p> <p>Students better understand the systems of the Punjabi language when encountered in simple spoken and written texts. They use the features of the Punjabi sound and writing systems, recognising the elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning. Students become aware of the importance of precise pronunciation, distinguishing between aspirated and unaspirated sounds to prevent distortion of the meaning of the word. They understand the subtle differences in similar looking letters, highlighting the significance of writing correct spellings in conveying intended meanings. Students generate language for purposeful interaction in spoken and written texts by continuing to extend their knowledge and use of context-related vocabulary and elements of grammar, including the use of prefixes and suffixes to change the meaning of a root word, extending their use of adjectives, and adverbs, and understanding that postpositions change form to comply with number, gender and case.</p>	<p>In Years 7 and 8, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language, in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate in different ways within and beyond the classroom to facilitate learning. Students listen, speak, read, view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Hindi literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Hindi and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and their understandings of language and culture. They use Punjabi to initiate and sustain interactions to share and compare information, ideas and opinions about going out, socialising, special events and leisure time. Students collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving. They locate, summarise and process information, ideas and opinions from texts, applying a range of strategies to translate and convey meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Punjabi to respond to and create texts with increased fluency. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Punjabi and English. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students continue to build a metalanguage to describe grammatical concepts and to organise learning.</p> <p>Students widen their social networks, experiences and communication repertoires in Punjabi. They are encouraged to investigate the nature and extent of Punjabi language use in both Australian and global contexts, reflect on different aspects of the cultural dimension of learning and using Punjabi, and consider how this might be interpreted and responded to by members of the community.</p> <p>In Year 8, students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts. Students use the Punjabi language in more extended and elaborate ways for classroom interactions and routines, task participation and structured discussion.</p>		

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Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 9 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in the Punjabi language developed in Year 8 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture.</p> <p>In Year 9, students communicate in Punjabi, initiating and participating in sustained interactions with others to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in individual and collaborative tasks that involve planning and managing activities, events or experiences and exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Punjabi cultural values or experiences. They create and present imaginative texts that involve moods and effects designed to engage different audiences.</p> <p>Students show understanding of the systems of the Punjabi language when encountered in simple spoken and written texts. They accurately utilise stress, intonation, and volume for effective communication in various social settings, and in some formal contexts. They actively listen to and distinguish tonal differences in letters, recognising high and low tone production based on their position within a word. They gain an understanding that the <i>Gurmukhi</i> script is an abugida writing system, where consonants and vowels are written as a unit. Students generate language for purposeful interaction in spoken and written texts, extending understanding and use of context related vocabulary and knowledge of grammatical elements such as consolidating the use of adjectives, different types of case and including idioms and proverbs to enhance the quality of their writing. Students further develop a metalanguage to discuss and explain grammatical forms and functions.</p> <p>In learning the Punjabi language, students explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generational norms.</p> <p>In Year 9, learning is characterised by consolidation and progression. Students work with increasing independence to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring.</p>	<p>In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with speakers of Hindi locally and globally through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. Background-language learners may source resources from their local and global communities to share with peers. Students expand their knowledge and control of Hindi pronunciation, intonation, structures and features. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Punjabi to initiate and sustain extended interactions to share and compare information about Punjab and its culture. Students collaborate in activities that involve planning, considering options, managing and problem-solving. They summarise and compare ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students select and use an extended range of spoken and written Punjabi linguistic features to respond to and create texts with enhanced fluency. They use metalanguage to discuss similarities and differences in how linguistic features are used. Students reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values.</p>

Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 10 Punjabi: Second Language builds on the skills, knowledge and understanding required to communicate in Punjabi developed in Year 9 and focuses on extending students’ oral and written communication skills and their understanding of the Punjabi language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work with increasing independence to analyse, reflect on and monitor their progress and intercultural experiences. They consider future pathways and prospects, including how the Punjabi language may feature in these.</p> <p>In Year 10, students communicate in Punjabi, initiating and participating in sustained interactions with others to discuss young people’s experiences and interests in contemporary culture and social issues. They contribute ideas, opinions and suggestions in individual and collaborative tasks related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives in texts and identify how context and culture affect how information is presented. They convey information and share comments, experiences and perspectives on texts, using language and various modes of presentation to achieve different purposes. Students analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, and create and present a range of imaginative texts on themes of personal or social relevance.</p> <p>Students show understanding of the systems of the Punjabi language, acknowledging that Punjabi exhibits variations across different parts of India and recognising that each dialect is shaped by the local language of its respective region. They interact using clear pronunciation, intonation, volume, and emphasis to convey meaning. They generate language for purposeful interaction in spoken and written texts by extending their understanding and use of context-related vocabulary and knowledge of grammatical elements, such as applying a range of tenses in complex sentences to describe events across time and using active and passive voices. Students extend their ability to combine two words to make a new word. Students further develop a metalanguage to discuss and explain grammatical forms and functions.</p> <p>Students understand that Punjabi language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.</p>	<p>In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with speakers of Hindi locally and globally through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. Background-language learners may source resources from their local and global communities to share with peers. Students expand their knowledge and control of Hindi pronunciation, intonation, structures and features. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Punjabi provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Punjabi to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. They compare and interpret information, ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage different audiences.</p> <p>Students select and use an extended range of spoken and written Punjabi linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in Punjabi texts. Students reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 10, students are expanding the range and nature of their learning experiences and the contexts in which they communicate with others and are challenged with more independent learning experiences. While they are becoming increasingly autonomous when using Punjabi in familiar contexts, they require continued scaffolding, modelling and monitoring when using the language in less familiar contexts.</p>		

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