



## **SAMPLE ASSESSMENT TASK**

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**PUNJABI: SECOND LANGUAGE**

**YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)**

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**ਪਰਥ ਸ਼ਹਿਰ ਦੀ ਫੇਰੀ (A TOUR OF PERTH)**

## **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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## Sample assessment task

### Punjabi: Second Language – Year 8

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<b>Title of task</b>	ਪਰਥ ਸ਼ਹਿਰ ਦੀ ਫੇਰੀ (A tour of Perth)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel.</p> <p>In Part A, they demonstrate their skills in comprehending Punjabi by reading an itinerary for a tour around Perth and responding to questions.</p> <p>In Part B, they demonstrate their skills in speaking Punjabi by presenting to a group of visiting Punjabi students and sharing information on three places that are near where they live, or activities that are special to them.</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 information related to travel. It also establishes information on their ability to share ideas and opinions, using rehearsed and spontaneous language, in a presentation to the class.
<b>Assessment strategy</b>	Short response – read for information in a written text Oral performance – write and deliver a presentation
<b>Evidence to be collected</b>	Completed task sheet Audiovisual recording of presentation
<b>Suggested time</b>	Part A – 35 minutes Part B – 3–5 minutes (preparation time in class is also required)

## Content description

Content from the Western Australian curriculum

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### Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel

Engage in individual and collaborative tasks that involve planning experiences and activities, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, including culture-specific experiences and preparing for a real or virtual event, trip or excursion, a sporting event or community festival

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for intended audiences

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences

### Understanding

Distinguish loan words from other languages; for example, Persian (ਇੱਜ਼ਤ, ਗੁਨਾਹ, ਤਨਖ਼ਾਹ) and English (ਸਟੇਸ਼ਨ, ਫ਼ਿਲਮ, ਪਿਕਨਿਕ)

Understand the influence of the Punjabi sound system when pronouncing loan words from English; for example, ਬਿਸਕੁਟ ਅਤੇ ਜਨਵਰੀ

Use appropriate rhythm and intonation in familiar and rehearsed activities

Recognise the difference in pronunciation of aspirated and unaspirated sounds

Observe the slight differences in the formation of letters; for example, ਥ, ਖ, ਖ਼; ਪ, ਧ

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:

- using different types of nouns to share ideas, opinions and experiences and exchange information; for example, ਗਰਮੀਆਂ ਵਿੱਚ ਪਹਾੜਾਂ ਦਾ ਮੌਸਮ ਬੜਾ ਸੁਹਾਵਣਾ ਹੁੰਦਾ ਹੈ। ਪਹਾੜਾਂ ਉੱਤੇ ਬਹੁਤ ਸਾਰੇ ਸੈਲਾਨੀ ਆਉਂਦੇ ਹਨ। ਕਰਨ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਪਹਾੜਾਂ ਤੇ ਗਿਆ ਸੀ। ਉੱਚੇ- ਉੱਚੇ ਪਹਾੜ ਵੇਖ ਕੇ ਰਮੇਸ਼ ਬਹੁਤ ਖੁਸ਼ ਹੋ ਰਿਹਾ ਸੀ।
- building an understanding of different adjectives and using them to express ownership and quantity; for example, ਮੈਂ ਬਹੁਤ ਸਾਰਾ ਸਮਾਨ ਖ਼ਰੀਦ ਲਿਆ।
- using conjunctions to create complex sentences; for example, ਮੈਂ ਜਲਦੀ ਕੰਮ ਖ਼ਤਮ ਕਰਨਾ ਚਾਹੁੰਦੀ ਹਾਂ ਤਾਂਕਿ ਮੈਂ ਪੜ੍ਹਾਈ ਕਰ ਸਕਾਂ।
- understanding conditional tense in all three forms and observing the verb endings in sentences; for example, ਜੇ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋ ਤਾਂ ਮੈਂ ਕੰਮ ਖ਼ਤਮ ਕਰ ਸਕਦਾ ਹਾਂ। ਜੇ ਤੂੰ ਜਲਦੀ ਚਲੋਗਾ ਤਾਂ ਹੀ ਉੱਥੇ ਪਹੁੰਚੋਗਾ।

- becoming aware that the present participle changes according to number and gender; for example, ਖਾ- ਖਾਂਦਾ, ਖਾਂਦੇ, ਖਾਂਦੀ; ਚੜ੍ਹ- ਚੜ੍ਹਦਾ, ਚੜ੍ਹਦੇ, ਚੜ੍ਹਦੀ
- locating events in time, such as days, dates and months; for example, ਦਰਸ਼ ਸੋਮਵਾਰ  
ਸਕੂਲ/ਵਿਦਿਆਲੇ ਨਹੀਂ ਗਿਆ।

Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to travel
- context-related vocabulary – types of transport; for example, ferries, planes, cars, buses, trains, taxis; places to visit; for example, zoo, beach, market, museum; things to do; for example, sightseeing, buying, souvenirs; days of the week, time of the day; for example, ਢਾਈ ਵਜੇ, ਡੇਢ ਵਜੇ
- grammatical items, including
  - referring to past and future using time indicators; for example, ਅੱਜ, ਕੱਲ੍ਹ, ਸਵੇਰੇ, ਸ਼ਾਮ ਨੂੰ, ਪਹਿਲਾਂ, ਬਾਦ ਵਿੱਚ
  - seeking information using a range of questions; for example, ਕਦੋਂ, ਕਿੱਥੇ, ਕਿੰਨੇ ਵਜੇ, ਕਿਸ ਤਰ੍ਹਾਂ
  - describing frequency using adverbs; for example, ਕਦੀ-ਕਦਾਈਂ, ਹਮੇਸ਼ਾ, ਹੌਲੀ-ਹੌਲੀ, ਤੇਜ਼-ਤੇਜ਼
  - creating cohesion using conjunctions; for example, ਤਾਂਕਿ, ਜਾਂ, ਇਸ ਲਈ, ਕਿਉਂਕਿ
  - expressing opinions; for example, ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ..., ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ...
- the textual conventions of writing and presenting a speech.

### 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

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### Assessment conditions

The task is to be completed by students working individually.

### Resources

- Task sheets
- Electronic recording device
- A bilingual dictionary

## Instructions for teacher

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

- exposed to a variety of texts related to travel
- taught context-related vocabulary, including:
  - types of transport
  - places to visit
  - things to do
  - days of the week
  - time of the day; for example, ਸਵੇਰੇ, ਸ਼ਾਮ ਨੂੰ, ਢਾਈ ਵਜੇ, ਡੇਢ ਵਜੇ
- taught grammatical items, including:
  - referring to past and future using time indicators and referring to length of time; for example, ਅੱਜ, ਕੱਲ੍ਹ, ਸਵੇਰੇ, ਸ਼ਾਮ ਨੂੰ, ਪਹਿਲਾਂ, ਬਾਦ ਵਿੱਚ
  - seeking information using a range of questions; for example, ਕਦੋਂ, ਕਿੱਥੇ, ਕਿੰਨੇ ਵਜੇ, ਕਿਸ ਤਰ੍ਹਾਂ
  - describing frequency using adverbs; for example, ਕਦੀਂ-ਕਦਾਈਂ, ਹਮੇਸ਼ਾ, ਹੌਲੀ-ਹੌਲੀ, ਤੇਜ਼-ਤੇਜ਼
  - creating cohesion using conjunctions; for example, ਤਾਂਕਿ, ਜਾਂ, ਇਸ ਲਈ, ਕਿਉਂਕਿ
  - expressing opinions; for example, ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ..., ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ...
- taught the textual conventions of writing a speech and provided with 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:

- creating a daily or weekly travel itinerary for a hypothetical trip to India, including elements such as budget, time and date to practise the use of numbers with appropriate counters. To accurately add real places in India to the itinerary, encourage students to use official Indian tourism websites, such as <https://itdc.co.in/travels-tours-packages/>
- designing a promotional magazine together as a class, in Punjabi, to encourage tourists to visit and holiday in Perth using resources such as
  - Destination Perth <https://www.destinationperth.com.au/>
  - Western Australia <https://www.westernaustralia.com/en/home>
  - Travel Guide to Perth <https://www.australia.com/en/places/perth-and-surrounds/guide-to-perth.html>
- writing an online blog post of an organised travel plan for visiting Perth or India, in Punjabi. Encourage students to brainstorm a topic to do with the location (such as places to visit, activities to do, food to eat and must-buy items). Encourage students to include pictures and diagrams to engage their audience
- taking the class on a virtual tour of a selected city in Perth or India, in Punjabi, by using an online map in street view for the presentation. Encourage students to use the street view mode to explicitly demonstrate activities that can be done or areas to view in the location; for example, to show places of interest in India, students would swipe and zoom in to show the various places and traditional shops
- starting the lesson, as part of a routine, by asking students to share in pairs an activity they did in the past, in Punjabi. This encourages students to practise using past tense sentences. Change the past date flexibly from yesterday, last week, last weekend, last year etc.

## Task

### Part A: ਪਰਥ ਫੇਰੀ ਦੀ ਯੋਜਨਾਬੰਦੀ (Itinerary for Perth tour)

Provide students with Part A of the task.

Students read the itinerary about places to tour while in Perth and respond to the questions that follow in English.

They may use a dictionary to look up any unfamiliar vocabulary.

Inform students that they have 35 minutes to complete the task.

### Part B: ਪੇਸ਼ਕਾਰੀ (Presentation)

Provide students with Part B of the task.

Students research three places that are near where they live, or activities that are special to them. Students give a short presentation in Punjabi to a group of visiting Punjabi students, in which they share information about these places or activities.

For each place/activity selected they will need to include the following information:

- the name of the place/activity
- why they like that place/activity (and what they can do there)
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place where the activity is held.

Provide students with two lessons to prepare for their presentation. Explain to students that they should be prepared to speak for three to five minutes and may bring along photographs or brochures to support their presentation.

## Instructions to students

### ਪਰਥ ਸ਼ਹਿਰ ਦੀ ਫੇਰੀ (A tour of Perth)

#### Part A: ਪਰਥ ਫੇਰੀ ਦੀ ਯੋਜਨਾਬੰਦੀ (Itinerary for Perth tour)

(34 marks)

You are working for a travel company in Perth and have been employed partly because of your Punjabi language skills. Your employer, who does not understand Punjabi, asks you questions about the itinerary you will be sending to the Punjabi group.

You have 35 minutes to complete this part of the task. Look up any unfamiliar vocabulary in a dictionary.

ਦਿਨ	ਟਾਈਮ	ਪ੍ਰੋਗਰਾਮ
ਸ਼ਨੀਵਾਰ	9.30	ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਅਨ ਅਜਾਇਬ-ਘਰ, ਬੁਲਾ ਬਰਡਿਪ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ</u> - ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ ਦੀ ਵਿਲੱਖਣ ਬਨਸਪਤੀ ਅਤੇ ਜੀਅ-ਜੰਤ, ਖਣਿਜ ਪਦਾਰਥ, ਪੁਲਾੜ ਤੋਂ ਡਿਗੇ ਪੱਥਰ, ਐਬੋਰਿਜਨਲ ਲੋਕਾਂ ਦਾ ਸੱਭਿਆਚਾਰ ਤੇ ਕਹਾਣੀਆਂ, ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ ਵਿੱਚ ਮਿਲੇ ਡਾਈਨੋਸੌਰਾਂ ਦੇ ਫੋਸਿਲ ਅੰਦਰ ਜਾਣ ਵਾਸਤੇ ਟਿਕਟ ਖਰੀਦੋ, ਕੈਮਰੇ ਦੇ ਚਿੰਨ੍ਹ ਵਾਲੀ ਜਗ੍ਹਾ ਤੇ ਫੋਟੋ ਖਿੱਚ ਸਕਦੇ ਹੋ <u>ਪਾਬੰਦੀ</u> -ਖਾਣਾ-ਪਾਣੀ ਅੰਦਰ ਲੈ ਜਾਣ ਦੀ ਮਨਾਹੀ, ਕਈ ਥਾਂਵਾਂ ਤੇ ਫੋਟੋ ਖਿੱਚਣ ਦੀ ਮਨਾਹੀ
	11.30	ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਯੋਗਨ ਸਕੋਏਅਰ ਵਿੱਚ ਆਪਣੇ ਮਨਪਸੰਦ ਰੈਸਟੋਰੈਂਟ ਤੇ ਖਾਓ।
	12.00	ਬੈੱਲ ਟਾਵਰ 13ਵੀਂ ਸਦੀ ਦਾ ਸਭ ਤੋਂ ਵੱਡਾ ਸੰਗੀਤਕ ਸਾਜ਼, 6500 ਕਿੱਲੋ ਦੀ ANZAC ਘੰਟੀ ਇਲਿਜ਼ਾਬੈਥ ਕੀ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ</u> - ਸਵਾਨ ਨਦੀ, ਆਈਲੈਂਡ ਖੇਡ ਦਾ ਮੈਦਾਨ, ਪਾਣੀ ਵਾਲਾ ਪਾਰਕ, ਜਨਤਕ ਕਲਾ ਦੇ ਨਮੂਨੇ, ਰੈਸਟੋਰੈਂਟ, ਸਵਾਨ ਨਦੀ ਉੱਤੇ ਲੱਗਾ ਚੰਡੋਲ ਹਰ ਤਰ੍ਹਾਂ ਦੇ ਜਨਤਕ ਆਵਾਜਾਈ ਦੇ ਸਾਧਨਾਂ ਦੀ ਸੁਵਿਧਾ ਉੱਪਲਬਧ ਹੈ।
	1.00	ਪਰਪਲ ਜਾਂ ਨੀਲੀ ਕੈਟ ਬਸ ਕਿੰਗਸ ਪਾਰਕ ਜਾਣ ਲਈ
	1.30	ਕਿੰਗਸ ਪਾਰਕ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ</u> - ਕੁਦਰਤੀ ਬਨਸਪਤੀ ਬਾਗ, ਜੱਦੀ ਪੌਦੇ, ਸਵਾਨ ਨਦੀ ਤੇ ਡਾਰਲਿੰਗ ਰੌਜ, ਰਾਜਸੀ ਯੁੱਧ ਯਾਦਗਾਰ

ਦਿਨ	ਟਾਈਮ	ਪ੍ਰੋਗਰਾਮ
		ਫੋਟੋ ਖਿੱਚ ਸਕਦੇ ਹੋ, ਜੱਦੀ ਬੂਟਿਆਂ ਦੀ ਜਾਣਕਾਰੀ ਲੈ ਸਕਦੇ ਹੋ।
	3.30	ਪਰਥ ਵਾਪਸੀ ਵਾਸਤੇ ਕੈਟ ਬਸ ਪਰਥ ਸ਼ਹਿਰ ਤੋਂ ਯਾਦਗਾਰੀ ਤੋਹਫ਼ਿਆਂ ਅਤੇ ਹੋਰ ਸਮਾਨ ਦੀ ਖ਼ਰੀਦਾਰੀ ਕਰ ਸਕਦੇ ਹੋ।
ਐਤਵਾਰ	8.30	ਪਰਥ ਤੋਂ ਫਰੀਮੈਂਟਲ ਜਾਣ ਵਾਸਤੇ ਬੇੜੀ ਲਓ। ਸਵਾਨ ਨਦੀ ਵਿੱਚ ਕਾਲੇ ਹੰਸ ਤੇ ਡੌਲਫਿਨ ਦਿੱਖ ਸਕਦੇ ਹਨ।
	9.30–11.30	ਫਰੀਮੈਂਟਲ ਮੈਰੀਟਾਈਮ ਅਜਾਇਬ-ਘਰ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਭਾਰਤੀ ਮਹਾਂਸਾਗਰ, ਸਵਾਨ ਨਦੀ, ਨਦੀ ਕਿੰਨਾਰੇ ਮੱਛੀਆਂ ਫੜ੍ਹ ਰਹੇ ਲੋਕ, ਸਮੁੰਦਰੀ ਕਾਰੋਬਾਰ ਜਲ ਸੇਨਾ ਰੱਖਿਅਕ ਦੀ ਚਿੱਤਰ ਪ੍ਰਦਰਸ਼ਨੀ, 1983 ਅਮਰੀਕਨ ਕੱਪ ਦੀ ਜੇਤੂ ਆਸਟ੍ਰੇਲੀਅਨ ਕਿਸ਼ਤੀ।
	11.30	10 ਮਿੰਟ ਪੈਦਲ ਜਾ ਕੇ ਗਲੈਨ ਕੋਵਨ ਸਟੂਡੀਓ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ ਅਤੇ ਦੁਨੀਆ ਦੇ ਸਮੁੰਦਰ ਅਤੇ ਸਮੁੰਦਰੀ ਜੀਵਾਂ ਦੀ ਚਿੱਤਰ ਪ੍ਰਦਰਸ਼ਨੀ
	12.15–1.15	5 ਮਿੰਟ ਪੈਦਲ ਜਾ ਕੇ ਰਾਉਂਡ ਹਾਊਸ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਸਭ ਤੋਂ ਪੁਰਾਣੀ ਜੇਲ੍ਹ ਦੀ ਇਮਾਰਤ।
	1.15–2.00	ਆਪਣੇ ਮਨਪਸੰਦ ਰੈਸਟੋਰੈਂਟ ਤੇ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਖਾਓ। ਫਿਸ਼ ਐਂਡ ਚਿਪਸ ਬਹੁਤ ਮਸ਼ਹੂਰ ਹਨ। ਸੀ ਗਲ ਪੰਛੀ ਤੋਂ ਸਾਵਧਾਨ ਰਹਿਣਾ।
	2.00–4.00	ਫਰੀਮੈਂਟਲ ਮਾਰਕੀਟ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਇਹ ਮਾਰਕੀਟ ਚਹਿਲ-ਪਹਿਲ ਵਾਸਤੇ ਜਾਣੀ ਜਾਂਦੀ ਹੈ। ਇਥੇ ਐਬੋਰਿਜਨਲ ਕਲਾ ਦੇ ਨਮੂਨੇ, ਰੰਗ-ਬਿਰੰਗੇ ਕੱਪੜੇ, ਭਾਂਤ-ਭਾਂਤ ਦੇ ਖਾਣੇ ਅਤੇ ਕਈ ਹੋਰ ਰੁਝੇਵੇਂ ਵੇਖਣ ਨੂੰ ਮਿਲਦੇ ਹਨ। ਇਥੋਂ ਆਸਟ੍ਰੇਲੀਆ ਦੀ ਦਸਤਕਾਰੀ, ਯਾਦਗਾਰੀ ਤੋਹਫੇ, ਪੇਸਟ ਕਾਰਡ ਅਤੇ ਚਾਕਲੇਟ ਆਦਿ ਖ਼ਰੀਦੇ ਜਾ ਸਕਦੇ ਹਨ।
	4.00–6.00	ਫਰੀਮੈਂਟਲ ਜੇਲ੍ਹ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਇਹ ਇਕ ਇਤਿਹਾਸਿਕ ਸਥਾਨ ਹੈ ਅਤੇ ਸਾਰਾ ਸਾਲ ਸੈਲਾਨੀ ਇਥੇ ਆਉਂਦੇ ਰਹਿੰਦੇ ਹਨ। ਇਸ ਦੀ ਉਸਾਰੀ 1850 ਵਿੱਚ ਹੋਈ ਸੀ। ਇਸ ਥੱਲੇ 20 ਮੀਟਰ ਸੁਰੰਗਾਂ ਨੂੰ ਪੈਦਲ ਤੇ ਕਿਸ਼ਤੀ ਨਾਲ ਵੇਖਿਆ ਜਾ ਸਕਦਾ ਹੈ।

ਦਿਨ	ਟਾਈਮ	ਪ੍ਰੋਗਰਾਮ
	6.00	ਹੋਟਲ ਵਾਪਸੀ ਵਾਸਤੇ ਰੇਲਗੱਡੀ
ਸੋਮਵਾਰ	8.30	ਸਿੱਖ ਇਤਿਹਾਸਿਕ ਸਮਾਰਕ, ਵਾਜੂਕ ਨੂੰਗਾ ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਸਵਾਨ ਨਦੀ ਪਾਰਕ, ਅਡੋਨਿਆ ਪਾਰਕ <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਸਿੱਖ ਇਤਿਹਾਸਿਕ ਅਤੇ ਵਾਜੂਕ ਨੂੰਗਾ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣਕਾਰੀ, ਭਾਂਤ-ਭਾਂਤ ਦੇ ਪੰਛੀ ਵਿਰਾਸਤੀ ਮਾਰਗ ਦੀ ਪੈਦਲ ਯਾਤਰਾ ਅਤੇ ਸਾਈਕਲ ਸਵਾਰੀ ਵੀ ਕਰ ਸਕਦੇ ਹੋ।
	10.45	ਪੈਨਗੁਇਨ ਆਈਲੈਂਡ ਟਰਮਿਨਲ ਲਈ ਚਲੋ।
	12.00	ਪੈਨਗੋ ਕੈਫੇ ਤੇ ਦੁਪਿਹਰ ਦਾ ਖਾਣਾ ਖਾ ਸਕਦੇ ਹੋ।
	12.15	ਪੈਨਗੁਇਨ ਆਈਲੈਂਡ ਜਾਣ ਲਈ ਬੇੜੀ ਲਓ। <u>ਕੀ ਵੇਖ ਸਕਦੇ ਹੋ-</u> ਭਾਂਤ-ਭਾਂਤ ਦੇ ਪੰਛੀ, ਪੈਨਗੁਇਨ, ਪੈਲਿਕੈਨ ਤੇ ਹੋਰ ਸਮੁੰਦਰੀ ਪੰਛੀ, ਦੂਰਬੀਨ ਦਾ ਇਸਤਮਾਲ ਕਰਕੇ ਡੌਲਫਿਨ ਅਤੇ ਵ੍ਹੇਲ ਵੀ ਦੇਖਣ ਨੂੰ ਮਿਲ ਸਕਦੇ ਹਨ। ਤੈਰਾਕੀ ਅਤੇ ਸਨੋਰਕਲਿੰਗ ਵੀ ਕਰ ਸਕਦੇ ਹੋ।
	3.30	ਪੈਨਗੁਇਨ ਆਈਲੈਂਡ ਟਰਮਿਨਲ ਤੋਂ ਪਰਥ ਵਾਪਸ ਜਾਣ ਲਈ ਬੇੜੀ ਲਓ।
	3.45	ਹੋਟਲ ਵਾਪਸੀ।

Answer all questions in English.

**Question 1**

**(12 marks)**

Complete the table below, giving details about the main activities the group will participate in on Saturday.

Places to visit	Things to see

**Question 2**

**(2 marks)**

How will the group travel to Fremantle on Sunday morning and what might they see on the way?

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**Question 3**

**(6 marks)**

Complete the table with information about where the group will eat lunch each day.

Day	Place

**Question 4**

**(4 marks)**

According to the information in the itinerary, when and where will the group shop?

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**Question 5**

**(6 marks)**

List the places mentioned in Sunday's itinerary. What is special about Fremantle?

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**Question 6**

**(4 marks)**

List two activities that can be done in Adenia Park and on Penguin Island.

Adenia Park

1. \_\_\_\_\_
2. \_\_\_\_\_

Penguin Island

1. \_\_\_\_\_
2. \_\_\_\_\_

**Part B: ਪੇਸ਼ਕਾਰੀ (Presentation)**

**(18 marks)**

A group of Punjabi students will be visiting your school and be billeted by host families.

You will give a short presentation to your visitors in Punjabi on three places that are near where you live or three activities that are special to you.

For each place/activity you select, you will need to include the following information in Punjabi:

- the name of the place/activity
- why you like that place/activity and what you can do there
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place/activity.

You will have two lessons to prepare for your presentation. Be prepared to speak for three to five minutes. You may like to bring photographs or brochures to support your presentation.

**Presentation draft**

## Sample marking key

### Part A: ਪਰਥ ਫੇਰੀ ਦੀ ਯੋਜਨਾਬੰਦੀ (Itinerary for Perth tour)

Description		Marks
<b>Question 1</b>		
WA Museum Boola Bardip	Any two of the following: <ul style="list-style-type: none"> <li>• Australian flora and fauna</li> <li>• minerals</li> <li>• dinosaurs</li> <li>• meteorites</li> <li>• stories and culture of Aboriginal people</li> </ul>	1–3
Bell Tower	Any two of the following: <ul style="list-style-type: none"> <li>• 13th century biggest musical instrument</li> <li>• ANZAC bell</li> <li>• weighing 6 500 kg</li> </ul>	1–3
Elizabeth Quay	Any two of the following: <ul style="list-style-type: none"> <li>• island playground</li> <li>• water park</li> <li>• public art walk</li> <li>• canal on the Swan River</li> </ul>	1–3
Kings Park	Any two of the following: <ul style="list-style-type: none"> <li>• Botanic Garden</li> <li>• War Memorial</li> <li>• Swan River</li> <li>• Darling Range</li> </ul>	1–3
<b>Subtotal</b>		<b>/12</b>
<b>Question 2</b>		
By ferry		1
Swans/jellyfish/dolphins (only one answer required)		1
<b>Subtotal</b>		<b>/2</b>
<b>Question 3</b>		
Saturday (1)	Yagan Square (1)	1–2
Sunday (1)	Fremantle Restaurant (1)	1–2
Monday (1)	Pengo’s Cafe (1)	1–2
<b>Subtotal</b>		<b>/6</b>
<b>Question 4</b>		
In Perth city (1) on Saturday (1)		1–2
At the Fremantle markets (1) on Sunday (1)		1–2
<b>Subtotal</b>		<b>/4</b>

Description	Marks
<b>Question 5</b>	
Fremantle Maritime Museum	1
Glen Cowan's studio	1
The Round House	1
Fremantle Markets	1
Fremantle Prison	1
It is special for its history and historical buildings.	1
<b>Subtotal</b>	<b>/6</b>
<b>Question 6</b>	
Any two of the following: <ul style="list-style-type: none"> <li>• birdwatching</li> <li>• Heritage Trail walk</li> <li>• cycling</li> </ul>	1–2
Any two of the following: <ul style="list-style-type: none"> <li>• swimming</li> <li>• snorkelling</li> <li>• watching penguins and other sea birds</li> <li>• looking out for dolphins and whales</li> <li>• many kinds of birds</li> </ul>	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Part A total</b>	<b>/34</b>

## Part B: ਪੇਸ਼ਕਾਰੀ (Presentation)

Description	Marks
<b>Content</b>	
Place/activity 1	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity and what you can do there.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>/4</b>
Place/activity 2	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity and what you can do there.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>/4</b>
Place/activity 3	
Provides the name of the place/activity.	1
Provides information on why they like the place/activity and what you can do there.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary and grammar</b>	
Uses a wide range of vocabulary to communicate information and uses simple and compound sentences mostly accurately. Errors usually appear in more complicated grammatical structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple but occasionally compound sentences are attempted. Errors are present but language is more accurate than inaccurate and the meaning is clear.	2
Uses a limited range of vocabulary and single words. Uses occasional short phrases but meaning is not always clear.	1
<b>Subtotal</b>	<b>/3</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation in presentation of speech.	3
Inconsistently uses acceptable pronunciation and intonation in presentation of speech.	2
Inaccurate pronunciation makes meaning unclear in presentation of speech.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/18</b>
<b>Total</b>	<b>/52</b>