



SAMPLE ASSESSMENT TASK

PUNJABI: SECOND LANGUAGE

YEAR 9 (PRE-PRIMARY–YEAR 10 SEQUENCE)

ਪੰਜਾਬ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ

(TEENAGE LIFE IN PUNJAB AND AUSTRALIA)

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 9

Title of task	ਪੰਜਾਬ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ (Teenage life in Punjab and Australia)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life in Punjab and Australia.</p> <p>In Part A, they demonstrate their skills in writing in Punjabi by producing a script for a presentation where they compare teenage life in Australia to teenage life in Punjab.</p> <p>In Part B, they demonstrate their skills in speaking in Punjabi by participating in an interview with their teacher on the topic they explored in Part A.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to produce written text in Punjabi about the comparison between contemporary teenage life in Punjab and their daily life in Australia. It also establishes their ability to interact in spoken Punjabi to discuss the topic and draw on their own experience.
Assessment strategy	Extended response – write a script for a presentation Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audiovisual recording of speech
Suggested time	Part A – 120 minutes Part B – 5 minutes

Content description

Content from the Western Australian curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes

Monitor language choices when using Punjabi, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

Understanding

Use stress, intonation and volume accurately to speak in most social and some formal contexts

Listen to the tonal letters ਘ, ਙ, ਢ, ਧ, ਝ and differentiate the high and low tone production depending upon their place in a word; for example, ਝਗੜਾ, ਕੁਝ; ਧੰਨ, ਕੰਧ

Become aware that the *Gurmukhi* script is an *abugida* writing system that has sequences of consonants and vowels written as a unit; for example, ਮਾਸੀ, ਗੁਲਾਬ, ਚੌਵੀ ਆਦਿ

Consolidate the use of punctuation in understanding and creating Punjabi texts

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

- understanding that adjectives can be used objectively (ਪੁਰਾਣਾ, ਲਾਲ, ਸਾਫ਼) and subjectively (ਖੁਸ਼, ਭੁੱਖਾ, ਠੰਢਾ)
- building an understanding that adverbs modify verbs and adjectives as well as other adverbs; for example, ਅਸਲਮ ਬਾਰ-ਬਾਰ ਉੱਚੀ ਆਵਾਜ਼ ਵਿੱਚ ਬੋਲ ਰਿਹਾ ਸੀ।; ਮਾਤਾ ਕਦੀ-ਕਦਾਈਂ ਬਾਹਰ ਰੋਟੀ ਪਕਾਉਂਦੀ ਹੈ।
- experimenting with conjunctions to create cohesive texts
- demonstrating an understanding of Punjabi sentence structure and using different types of sentences to create texts in Punjabi
- exploring common Punjabi idioms
- recognising that proverbs are created by daily life experiences and that they express a perceived truth; for example, ਆਪ ਭਲਾ ਜੱਗ ਭਲਾ

Examine the interrelationship between different text types, language choices, audiences, contexts and purposes

Analyse how and why language is used differently in different contexts and relationships

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a wide range of texts related to teenage life and relationships in Punjab
- context-related vocabulary related to teenage life
- grammatical items, including particles, topic markers, superlatives and descriptive verbs
- similarities and differences regarding teenage life in Punjab and Australia
- the textual conventions of a script and an interview.

Assessment differentiation

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

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

Assessment task

Assessment conditions

The task is to be completed by students working individually.

The interview will take place between the teacher (or another speaker of Punjabi) and the student.

Resources

- Task sheet
- Task administration script
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- exposed to a variety of texts related to aspects of Punjabi teenage life and relationships
- taught context-related vocabulary related to teenage life
- taught grammatical items, including particles, descriptive verbs related to the topic and superlatives, such as ਘੱਟ, ਸਭ ਤੋਂ ਘੱਟ, ਵੱਧ, ਸਭ ਤੋਂ ਵੱਧ
- exposed to a discussion to compare the similarities and differences regarding teenage life and relationships in Punjab and Australia
- taught the textual conventions of writing a script and engaging in an interview, 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:

- recognising and articulating the similarities and differences between different elements of Punjab and Australia using a Venn diagram (Appendix 1). Topics can vary in complexity, starting from simple topics such as alphabet and food and then moving onto abstract topics such as teenage life. Students can complete the Venn diagram in English and then translate it into Punjabi to practise their writing skills
- targeting the learning of specific words/phrases and grammatical items that students can use to compare two topics. To compare, these phrases may include ਵਰਗਾ, ਵੱਖਰਾ, ਆਮ and to contrast, these phrases may include ਫ਼ਰਕ, ਵੱਖਰਾ, ਪਰ, ਹਾਲਾਂਕਿ. Use these set words to compare and contrast simple things in class, such as fruits or friends, to familiarise students with the use of these phrases in sentences. Include superlatives as an extension to indicate comparative quality, such as ਵੱਖਰਾ, ਇਹ ਥੋੜਾ ਵੱਖਰਾ ਹੈ। ਇਹ ਬਹੁਤ ਵੱਖਰਾ ਹੈ।
- reading Punjabi or English passages of selected topics and working to identify and colour-code the similarities and differences of two items (or more) in pairs. Use this strategy with other compare-and-contrast activities, such as creating a Venn diagram, informative poster or T-chart organiser (Appendix 2)
- completing a series of activities, including a cloze activity where students provide a sentence pattern related to comparing two items with parts missing. Have students complete each sentence, in writing or verbally
- playing the Snowball game. Place the signs Punjab, Australia, Both (O) and Neither (X) at each corner of the classroom. On a blank sheet of paper, students write descriptions or statements about a selected topic, such as places to visit, method of transport, teenage life, etc. Once written, students crumple the piece of paper and then throw it somewhere in the classroom. Students then find one crumpled 'snowball' around the class, read the statement and move to the corner with the sign they believe matches the description. Once all students have selected a corner, discuss the similarities and differences in the items mentioned in each topic.

Task

Part A: ਪੇਸ਼ਕਾਰੀ – ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ (Teenage life presentation)

Students research the similarities and differences of teenage life in Australia and in Punjab.

Students write a script of a presentation where they choose **one** of the following topics and answer the guiding questions.

Review the textual conventions of a speech with students.

Inform students that they have 120 minutes to complete their script, which should be 150–200 words in Punjabi.

Topics	Guiding questions
School life	How is secondary school life in Australia similar to school life in Punjab's junior high schools? How is secondary school life in Australia different from school life in Punjab's junior high schools?
Leisure and club activities	How do Australian teenagers spend their weekends and after-school time? How is this similar to, and/or different from, how teenagers in Punjab spend their weekends and after-school time?
Friends and family	What kinds of activities do Australian students do with their friends and family? How are these activities similar to, and/or different from, what students in Punjab do with their friends and family?
Holidays	How do Australian and Punjabi students spend their school holidays? How do Australian and Punjabi students celebrate holiday events with their friends and family?

Part B: ਨੈਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਗੱਲਬਾਤ (Teenage life presentation interview)

Interview students on the topic of teenage life in Australia, asking questions based on the following topics:

- school life
- leisure and club activities
- friends and family
- holidays.

Give students time to prepare for their interview. Allow them to bring notes to the interview to refer to but not read from. A list of sample questions has been provided for each of the topics below. Where necessary, questions should be modified or an additional question asked, to cater for the student's previous response.

School life

1. ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਵਿਸ਼ਾ ਕਿਹੜਾ ਹੈ?
2. ਤੁਸੀਂ ਕਿਹੜੀ ਜਮਾਤ ਤੋਂ ਪੰਜਾਬੀ ਸਿੱਖਣੀ ਸ਼ੁਰੂ ਕੀਤੀ ਸੀ?
3. ਤੁਸੀਂ ਆਪਣੇ ਸਕੂਲ ਵਿੱਚ ਅੱਧੀ ਛੁੱਟੀ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਦੇ ਹੋ?
4. ਤੁਸੀਂ ਇਸ ਸਾਲ ਸਕੂਲ ਦੀ ਕਿਹੜੀ ਗਤੀਵਿਧੀ/ਆਂ ਵਿੱਚ ਹਿੱਸਾ ਲਿਆ?
5. ਕਿਹੜੇ ਸਕੂਲਾਂ ਵਿੱਚ ਸਖ਼ਤੀ ਜ਼ਿਆਦਾ ਹੈ? ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਜਾਂ ਪੰਜਾਬ ਦੇ?

Leisure and club activities

1. ਤੁਹਾਡੇ ਖ਼ਾਲੀ ਸਮੇਂ ਦੇ ਕਿਹੜੇ ਰੁਝਾਨ ਹਨ?
2. ਕੀ ਤੁਸੀਂ ਕਿਸੇ ਕਲੱਬ ਦੀ ਗਤੀਵਿਧੀ ਵਿੱਚ ਹਿੱਸਾ ਲੈਂਦੇ ਹੋ?
3. ਤੁਸੀਂ ਪਿਛਲੇ ਸ਼ਨੀਵਾਰ ਨੂੰ ਕੀ ਕੀਤਾ?
4. ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਵਿਦਿਆਰਥੀ ਸਕੂਲ ਤੋਂ ਬਾਦ ਆਮ ਤੌਰ ਤੇ ਕੀ ਕਰਦੇ ਹਨ?
5. ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਿਹੜੀਆਂ ਖੇਡਾਂ ਸਭ ਤੋਂ ਵੱਧ ਪਸੰਦ ਹਨ?

Friends and family

1. ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਪਰਿਵਾਰ ਜਾਂ ਦੋਸਤਾਂ ਨਾਲ ਸਮਾਂ ਬਿਤਾਉਣਾ ਪਸੰਦ ਕਰਦੇ ਹੋ?
2. ਤੁਸੀਂ ਅੱਧੀ ਛੁੱਟੀ ਸਮੇਂ ਆਮ ਤੌਰ ਤੇ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਕੀ ਕਰਦੇ ਹੋ?
3. ਕੀ ਤੁਸੀਂ ਘਰ ਦੇ ਕੰਮਾਂ ਵਿੱਚ ਆਪਣੇ ਪਰਿਵਾਰ ਦੀ ਮਦਦ ਕਰਦੇ ਹੋ?
4. ਤੁਸੀਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ?
5. ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਵਿਦਿਆਰਥੀ ਆਮ ਤੌਰ ਤੇ ਕਿੱਥੇ ਛੁੱਟੀਆਂ ਮਨਾਉਣ ਜਾਂਦੇ ਹਨ?

Holidays

1. ਤੁਸੀਂ ਆਪਣੇ ਖ਼ਾਲੀ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਦੇ ਹੋ?
2. ਗਰਮੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਤੁਸੀਂ ਕੀ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹੋ?
3. ਤੁਹਾਡੀਆਂ ਸਭ ਤੋਂ ਵੱਧ ਯਾਦਗਾਰ ਛੁੱਟੀਆਂ ਕਿਹੜੀਆਂ ਸਨ?
4. ਤੁਸੀਂ ਕ੍ਰਿਸਮਸ ਲਈ ਕੀ ਕਰਦੇ ਹੋ?
5. ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਖਾਣਾ ਕਿਹੜਾ ਹੈ?

Instructions to students

ਪੰਜਾਬ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ (Teenage life in Punjab and Australia)

Part A: ਪੇਸ਼ਕਾਰੀ – ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ (Teenage life presentation)

(16 marks)

Your task is to write a script of a presentation comparing teenage life in Australia and Punjab.

Choose **one** of the following topics and answer the guiding questions in the script of your presentation.

You will have 120 minutes to complete your script. Write between 150 and 200 words in Punjabi.

Topics

Guiding questions

School life

How is secondary school life in Australia similar to school life in Punjab's junior high schools?

How is secondary school life in Australia different from school life in Punjab's junior high schools?

Leisure and club activities

How do Australian teenagers spend their weekends and after-school time?

How is this similar to, and/or different from, how teenagers in Punjab spend their weekends and after-school time?

Friends and family

What kinds of activities do Australian students do with their friends and family?

How are these activities similar to, and/or different from, what students in Punjab do with their friends and family?

Holidays

How do Australian and Punjabi students spend their school holidays?

How do Australian and Punjabi students celebrate holiday events with their friends and family?

Sample marking key

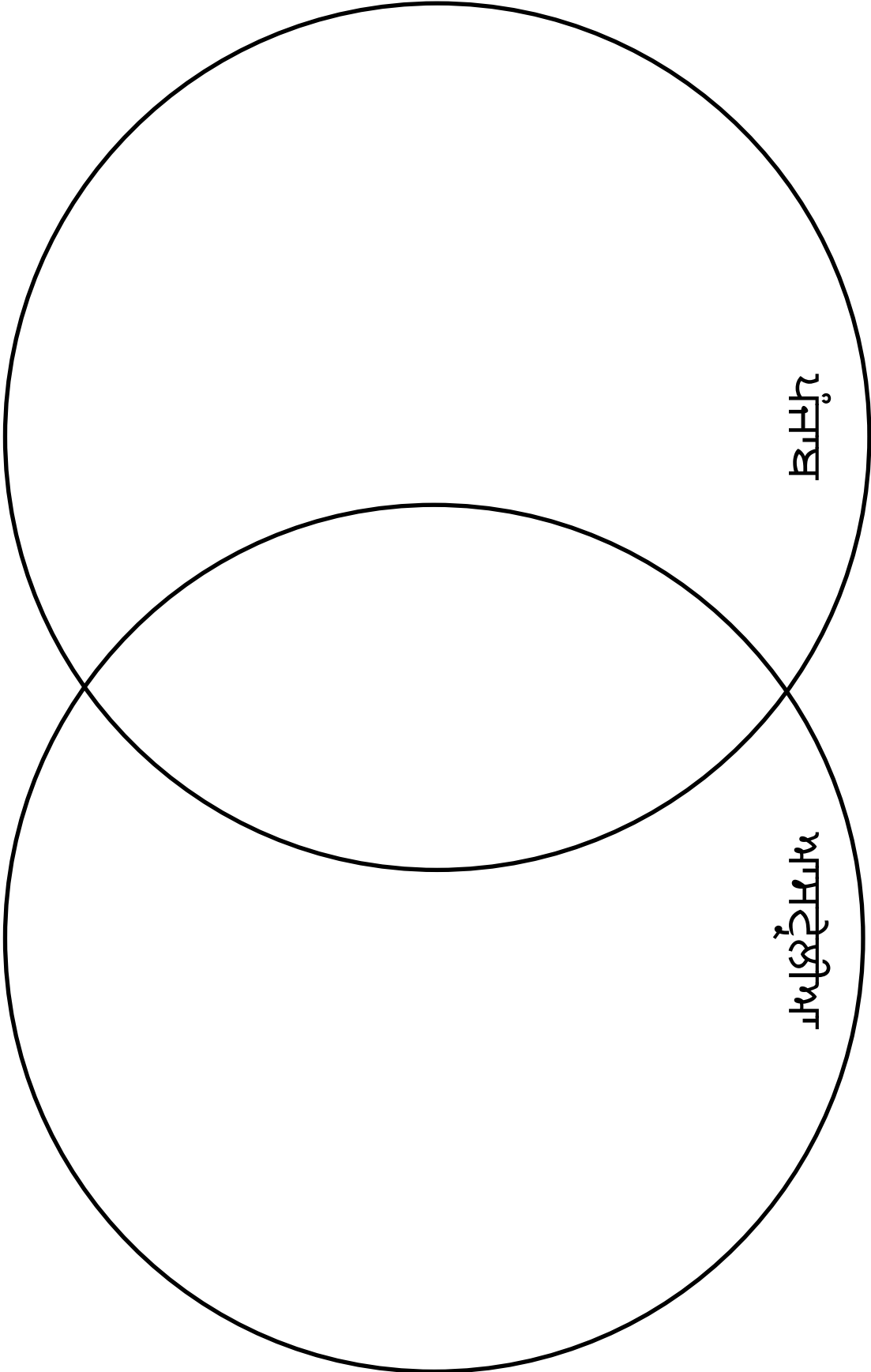
Part A: ਪੇਸ਼ਕਾਰੀ - ਨੌਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ (Teenage life presentation)

Description	Marks
Content	
Writes a script giving comprehensive information on their chosen topic. Provides detailed and appropriate examples and expresses their personal opinion.	4
Writes a script giving information on their chosen topic. Provides examples and some reasons for their personal opinion.	3
Writes a script and provides some accurate information on their chosen topic. Gives few examples and little justification for their opinion.	2
Provides a few well-scaffolded sentences on their chosen topic.	1
Subtotal	/4
Vocabulary	
Uses a broad range of relevant vocabulary related to teenage life in Punjab and Australia. Spelling is mostly accurate.	3
Uses vocabulary that is appropriate and generally relevant. Some inconsistency with spelling; however, meaning is clear.	2
Uses limited relevant vocabulary related to teenage life in Punjab and Australia. Poor spelling makes meaning unclear.	1
Subtotal	/3
Grammar	
Uses a variety of relevant grammatical items in Punjabi, such as particles, superlatives and descriptive verbs, mostly accurately.	3
Uses an adequate range of grammatical items in Punjabi, such as particles, superlatives and descriptive verbs, with a satisfactory level of accuracy. Generally, intended meaning is clear.	2
Uses simple sentences and shows a limited application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Writing conventions	
Writes well-formed words and uses <i>Gurmukhi</i> writing conventions consistently.	3
Writes legible words and uses <i>Gurmukhi</i> writing conventions most of the time.	2
Makes errors in forming words and <i>Gurmukhi</i> writing conventions.	1
Subtotal	/3
Textual conventions	
Writes the text of a presentation introducing themselves and the topic, and concludes by thanking their audience. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a presentation. Sequences information to some extent.	2
Uses a few of the key conventions of a presentation. Limited organisation impedes flow and understanding.	1
Subtotal	/3
Part A total	/16

Part B: ਨੈਜਵਾਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਗੱਲਬਾਤ (Teenage life presentation interview)

Description	Marks
Content	
Provides comprehensive information in response to the questions posed. Provides clear examples and gives and justifies their opinion.	4
Provides information in response to the questions posed. Provides examples and some reasons for their opinion.	3
Provides some accurate information in response to the questions posed. Provides a few examples and gives little justification for their opinion.	2
Provides a little information in response to the questions posed. Provides no examples or opinions.	1
Subtotal	4/
Vocabulary	
Uses a range of relevant vocabulary related to teenage life in Australia.	3
Uses vocabulary that is generally relevant.	2
Uses limited relevant vocabulary related to teenage life in Australia.	1
Subtotal	/3
Grammar	
Uses a variety of grammatical items in Punjabi, such as particles, superlatives and descriptive verbs, mostly accurately.	3
Uses an adequate range of grammatical items in Punjabi, such particles, superlatives and descriptive verbs, with a satisfactory level of accuracy. Generally, intended meaning is clear.	2
Uses simple sentences and shows a limited application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation inconsistently.	2
Uses inaccurate pronunciation, which makes the meaning and intonation unclear.	1
Subtotal	/3
Part B total	/13
Total	/29

Appendix 1: Venn diagram – Punjab and Australia



Appendix 2: T-chart organiser – Punjab and Australia

ਵਿਸ਼ਾ: _____

ਪੰਜਾਬ	ਆਸਟ੍ਰੇਲੀਆ