



Punjabi

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2004

November 2010

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the Crazy Alice set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

Accredited by the Victorian Qualifications Authority
41a St Andrews Place, East Melbourne, Victoria 3002

Developed and published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria 3002

This completely revised and reaccredited edition published 2004.

© Victorian Curriculum and Assessment Authority 2004

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Victorian Curriculum and Assessment Authority.

Edited by Ruth Learner
Cover designed by Chris Waldron of BrandHouse
Desktop published by Julie Coleman

Punjabi
ISBN 1 74010 398 X

Contents

5	Important information
7	Introduction
	The language
	Rationale
8	Aims
	Structure
	Entry
	Duration
	Changes to the study design
9	Monitoring for quality
	Safety
	Use of information and communications technology
	Key competencies and employability skills
	Legislative compliance
	Vocational Education and Training option
10	Assessment and reporting
	Satisfactory completion
	Authentication
	Levels of achievement
12	Units 1–4: Common areas of study
18	Unit 1
	Outcomes
19	Assessment
21	Unit 2
	Outcomes
22	Assessment
24	Units 3 and 4
26	Unit 3
	Outcomes
27	Assessment
29	Unit 4
	Outcomes
30	Assessment

34	Summary of outcomes and assessment tasks
37	Advice for teachers
	Developing a course
38	Use of information and communications technology
39	Key competencies and employability skills
	Learning activities
56	Main characteristics of common text types
57	Main characteristics of different kinds of writing
59	Suitable resources

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2014

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is modern standard Punjabi. The written form would be in the Gurmukhi script. Punjabi is the language of two Punjabs, one in India and the other in Pakistan. It is the official language of the Indian state of Punjab and is the second language in the neighbouring states to the Punjab (including the Capital of India, New Delhi). This is the form of Punjabi, which has been approved by the Punjab School Education Board, SAS Nagar, Punjab, India.

RATIONALE

The study of a language other than English contributes to the overall education of students, particularly in the area of communication, also in the areas of cross-cultural understanding, cognitive development, and literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

One hundred and twenty million people, the majority of whom live in India and Pakistan, speak Punjabi. A large number of Punjabis who speak this language have settled in the United States, Canada, Britain, Australia, Malaysia, Singapore, Japan, Hong Kong, Fiji and other countries. Punjabi has a rich and diverse literary tradition spanning more than 800 years. One of the Indo-Aryan languages, over the centuries, it was profoundly influenced by the Arabic and the Persian languages during Muslim rule in India. European languages such as English, German, French, Dutch, and Portuguese have greatly influenced the Punjabi vocabulary since the early twentieth century. The holy scripture of the Sikhs known as Sri Guru Granth Sahib was written in Gurmukhi script. This writing system was developed and reformed by the second Sikh Guru, Shri Guru Angad Dev Ji, during the sixteenth century.

A knowledge of modern standard Punjabi provides a foundation for understanding the innumerable regional variants and various styles of spoken Punjabi, which are found both within and outside the subcontinent.

The study of Punjabi provides students with access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, traditional folk dance, film, music and meditation.

The ability to communicate in Punjabi may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, commerce, information and communications technology, tourism, administration, sports, social services and education.

AIMS

This study is designed to enable students to:

- use Punjabi to communicate with others;
- understand and appreciate the cultural contexts in which Punjabi is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Punjabi and English, and/or other languages;
- apply Punjabi to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Punjabi is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to a standard equivalent to the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Punjabi to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Punjabi the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Punjabi are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 12.5 per cent
written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for Punjabi comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Punjabi-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.

PREScribed THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Punjabi-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal world <i>For example, personal details, relationships with family and friends, daily life, leisure activities, sports, pets and hobbies.</i> • Education and aspirations <i>For example, tertiary options and aspirations, future concerns, employment and training, student exchanges, job applications and overseas opportunities.</i> • Personal opinions and values <i>For example, personal priorities, thoughts about the world and views on particular issues.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, cultural diversity, differences between rural and urban lifestyles, impact of foreign influences, traditional social structures.</i> • Visiting a Punjabi-speaking community <i>For example, travel, visiting relatives and friends, planning a holiday, activities particular to Punjabi-speaking communities.</i> • Historical perspectives <i>For example, famous people, important historical and religious events and locations, festivals and ceremonies, stories from the past.</i> • Arts and entertainment <i>For example, Punjabi film, TV and other media, traditional art and architecture, folk songs and art, modern art and music.</i> 	<ul style="list-style-type: none"> • Social issues <i>For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues.</i> • The world of work <i>For example, people at work, different types of work, vocational pathways, unemployment.</i> • Scientific and technological issues <i>For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement*	Leaflet	Report*
Announcement	Map	Résumé
Article*	Menu	Review*
Chart	Note/Message*	Song
Conversation*	Novel	Story/narrative account*
Discussion*	Personal profile*	Summary
Email*	Play	Survey
Formal letter*	Poem	Table/timetable
Informal letter*	Postcard*	Script for an interview*
Interview	Poster	Script for a speech/talk*
Invitation*	Recipe	Web page
Journal/diary entry*		

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32, and published annually in the *VCE and VCAL Administrative Handbook*.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb construction

subjectival	ਪ੍ਰੀਤ ਚੱਲਿਆ। ਪ੍ਰੀਤੀ ਚੱਲੀ।
objectival	ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ। ਪ੍ਰੀਤੀ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।
neutral construction	ਪ੍ਰੀਤ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ। ਪ੍ਰੀਤੀ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ।

Conjugation

the root	ਚੱਲ, ਪੜ੍ਹ
----------	-----------

Conjugation patterns

transitive	ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।
intransitive	ਪ੍ਰੀਤ ਹੱਸਿਆ।

Tense

present	ਜਾਂਦਾ ਹੈ
past	ਗਿਆ
future	ਜਾਵੇਗਾ
present perfect	ਗਿਆ ਹੈ
past perfect	ਗਿਆ ਸੀ
habitual past	ਜਾਂਦਾ ਸੀ, ਜਾਇਆ ਕਰਦਾ ਸੀ

Aspect

terminate	ਪੜ੍ਹਦਾ ਹਾਂ।
progressive	ਪੜ੍ਹ ਰਿਹਾ ਹਾਂ।

Participle

imperfect	ਭੁੱਬਦੀ ਹੋਈ ਕਿਸਤੀ
perfect	ਭੁੱਬੀ ਹੋਈ ਕਿਸਤੀ
adverbial present participle	ਦੇ ਹੋਏ, ਲਿਖਦੇ ਹੋਏ
adverbial past participle	ਉਹ ਇੱਕ ਮੁੰਡੇ ਦਾ ਹੱਥ ਫੜਕੇ ਆਇਆ ॥
ਵਾਲਾ as a participle	ਮਠਿਆਈ ਵੇਚਣ ਵਾਲਾ, ਫਲ ਵੇਚਣ ਵਾਲਾ

Voice

active	ਮੈਂ ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ।
passive	ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ ਗਿਆ।
impersonal	ਮੈਂ ਚੁੱਪ ਨਹੀਂ ਰਹਿ ਸਕਦਾ।

Mood

indicative	ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।
conditional	ਤੁਹਾਡੇ ਆਉਣ ਤੇ ਹੀ ਕੰਮ ਹੋਵੇਗਾ।
imperative	ਪੜ੍ਹ, ਪੜ੍ਹੋ, ਪੜ੍ਹਨਾ
exceptional forms	ਦਿਉ, ਲਉ
negation and imperatives	ਇਸ ਤਰ੍ਹਾਂ ਨਾ ਕਰੋ।
subjunctive:	
optative	ਪੜ੍ਹੋ, ਜਾਉ
potential	ਸ਼ਾਇਦ ਪੜ੍ਹਦਾ ਹੋਵੇਗਾ
presumptive	ਪੜ੍ਹਿਆ ਹੋਵੇਗਾ
contingent	ਪੜ੍ਹਿਆ ਹੁੰਦਾ ਤਾਂ...

Absolutive

its various meanings	ਪੜ੍ਹ ਕੇ, ਖਾ ਕੇ
exceptional form	ਕਰਕੇ

Adverb

formation	ਹੌਲੀ ਹੌਲੀ
adverbial expressions	ਅੱਜ, ਕੱਲ੍ਹ, ਪਰਸੋਂ
time	ਇੱਥੇ, ਉੱਥੇ
place	ਅਚਾਨਕ, ਇਕਦਮ
manner	ਹਾਂ ਜੀ, ਠੀਕ ਹੈ
affirmation	ਨਹੀਂ, ਨਹੀਂ ਜੀ
negation	ਸ਼ਾਇਦ, ਹੋ ਸਕਦਾ ਹੈ
doubt	ਪੱਕੀ ਗੱਲ ਹੈ
certainty	ਕਿਉਂ
reason	ਤੱਕ, ਭਰ
adverbial particles	ਆਰੰਭ, ਖਤਮ
introduction, conclusion	

Noun

masculine	ਮੁੰਡਾ
feminine	ਕੁੜੀ
singular	ਮੁੰਡਾ
plural	ਮੁੰਡੇ

case		
direct case		ਮੁੰਡਾ
oblique case		ਮੁੰਡੇ ਨੇ, ਮੁੰਡਿਆਂ ਨੇ
vocative case		ਮੇਰੇ ਭੈਣੇ ਅਤੇ ਭਰਾਵੇ
suffixes		ਦਾਰ, ਖੋਰ
prefixes		ਸ਼, ਕ, ਅ
degree		
comparative		ਉਸ ਤੋਂ ਵਧੀਆ
superlative		ਸਭ ਤੋਂ ਵਧੀਆ
gender		ਚੰਗਾ, ਚੰਗੀ
number		ਪੀਲਾ, ਪੀਲੇ
direct		ਪੀਲਾ ਫੁੱਲ
oblique		ਪੀਲੇ ਫੁੱਲ ਵਿੱਚ
Pronoun		
singular		ਮੈਂ, ਤੂੰ
plural		ਅਸੀਂ, ਤੁਸੀਂ
personal		ਮੈਂ, ਤੂੰ, ਅਸੀਂ, ਤੁਸੀਂ
possessive		ਮੇਰਾ, ਤੁਹਾਡਾ
demonstrative		ਇਹ, ਉਹ
reflexive		ਤੁਹਾਡਾ, ਤੁਹਾਡੀ
relative		ਜੋ, ਉਹ
interrogative		ਕੌਣ, ਕੀ
indefinite		ਕੋਈ, ਕੀ
oblique with different postpositions		ਮੇਰਾ, ਮੈਨੂੰ
Postposition		
possessive postposition		ਦਾ
preposition/postposition		ਬਿਨਾਂ, ਸਿਵਾਏ, ਬਜਾਏ
compound postposition		ਦੇ ਬਾਰੇ
Numeral		
cardinal		ਚਾਰ, ਪੰਜ
ordinal		ਪਹਿਲਾ, ਦੂਜਾ
multiple		ਹਜਾਰਾਂ, ਕਰੋੜਾਂ
fraction		ਅੱਧਾ, ਚੌਥਾ ਹਿੱਸਾ
Negation		
negative		ਨਹੀਂ
double negatives		ਭਲਾ ਕਿਉਂ, ਕਿਉਂ ਨਹੀਂ
Sentence and phrase		
statements		ਮੈਂ ਪੜ੍ਹਦਾ ਹਾਂ।

Types

questions	ਕੀ ਤੁਸੀਂ ਪੰਜਾਬੀ ਪੜ੍ਹਦੇ ਹੋ?
commands	ਇੱਧਰ ਆਉ, ਉੱਧਰ ਜਾਉ
exclamations	ਹਾਏ, ਸ਼ਾਬਾਸ਼, ਉਏ।
simple, compound and complex sentences	ਮੈਂ ਇੱਥੇ ਤਾਂ ਹੀ ਆਉਂਦੀ ਹਾਂ ਕਿ ਤੁਹਾਨੂੰ ਮਿਲ ਸਕਾਂ।
compatible clauses	

Conjunction

copulative	ਅਤੇ
disjunctive	ਜਾਂ

Vowels

short and long	ਇ ਅਤੇ ਈ, ਉ ਅਤੇ ਊ
full forms	ਇ, ਊ
bindi wale shabad	ਮਾਂ, ਸਾਂਦਾ
tippi wale shabad	ਅੰਗ, ਸੰਗ
abbreviated forms	ਾ, ਿ, ੀ
special forms	ਪ੍ਰ, ਝ

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use fillers to maintain communication;
- communicate in a range of text types, for example letter, fax, email, face-to-face or by telephone;
- use appropriate intonation, stress, pitch, spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact;
- use vocabulary and expressions appropriate to the topics;
- apply conventions of the text types used.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Punjabi or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Punjabi or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Punjabi to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Punjabi, and the other a response in English. Over the course of the unit, both oral and written skills in Punjabi should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use examples and reasons to support arguments and convince;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use vocabulary and expressions appropriate to the topics;
- recognise and apply conventions of the text type.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer meaning from linguistic and contextual features;
- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types;
- infer points of view, opinions and ideas;
- classify, compare and explain arguments and ideas;
- appreciate cultural aspects critical to understanding the text;
- extract and reorganise information and ideas from one text type to another.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types, for example journal entry, short story or personal account;
- use structures related to describing, recounting, narrating and reflecting on events or experiences;
- use simple stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events logically;
- use a range of appropriate vocabulary and expressions.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the texts used are in Punjabi and that the student responds in Punjabi to all assessment tasks selected. Over the course of the unit, both oral and written skills in Punjabi should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Punjabi-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Punjabi-speaking community through a range of oral and written texts in Punjabi related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the

community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of register, and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student will respond in Punjabi to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 3 Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
Total marks	50	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Punjabi-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Punjabi-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Punjabi to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Punjabi-speaking communities.	20	A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review
	20	and A three- to four-minute interview on an issue related to the texts studied.
Total marks	50	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Punjabi.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Punjabi-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

Written examination (3 hours plus 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Punjabi in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Punjabi covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes. Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds.

Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in Punjabi and English for responses in Punjabi.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Punjabi to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Punjabi of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Punjabi of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Punjabi. The task will be phrased in English and Punjabi for a response in Punjabi.

Section 3: Writing in Punjabi

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Punjabi.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Punjabi. The tasks will be phrased in English and Punjabi for a response in Punjabi.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken and written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Punjabi or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Punjabi or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Punjabi-speaking communities.	(a) A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	10
		Part B: Response in Punjabi	5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Punjabi	5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Punjabi, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS


Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role-play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a tape of a student talking about her/his family and construct a family tree
Personal world	listen to a phone call from a family member and write down the message
Sub-topic	listen to a conversation between two relatives and summarise their interests and priorities
Self and family	
Grammar	<i>Speaking</i>
Forms of address, formal and informal register, nouns, pronouns and verbs, types of tense	conduct an interview with a Punjabi-speaking person (or family member) and write an article for a newsletter about that person
	survey your family members on their hobbies and interests and record the results in a table
Text types	role-play a telephone call to a cousin to make arrangements to watch a sporting event
Article / conversation / email / family tree / interview / letter / message / personal profile / poem / role-play / short story / summary / survey / table / telephone call	<i>Reading</i>
	read an article/short story about a family relationship and discuss the advantages and disadvantages of being an only child
	read an article about an extended family and summarise it in dot points
	read a poem about a family, e.g. <i>Rakhri</i> and discuss the brother–sister relationship
	<i>Writing</i>
	 write a letter or email to your penfriend describing your hobbies
	write a personal profile of yourself for a Punjabi class magazine
	write to your uncle about a school excursion




Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Assessment task: Informal conversation.

Details of the task: Participate in a conversation with a Punjabi-speaking person and compare family experiences.

Unit 1

Theme	Examples of learning activities
The Punjabi-speaking communities	<i>Listening</i> listen to a broadcast about coming events in the Punjabi-speaking community and draw up a calendar /chart of these events
Topic Historical perspectives	listen to a popular song about a festival in groups and discuss the message in that song
Sub-topic Festivals	view a documentary about a festival and discuss its importance to a Punjabi-speaking community
Grammar Revision of imperfect and perfect tenses prepositions, gender, number plurals	<i>Speaking</i> in class, discuss the original significance of a festival and how it has changed over time participate in a conversation between a grandparent and a grandchild about what constitutes a particular festival
Text types Article / card / conversation / discussion / documentary / film / interview / magazine / poem / radio program / report / role-play / song / story / talk / website	role-play various characters in the Dusehra festival <i>Reading</i> read an article in a magazine and write a report explaining the significance of a festival  research a regional festival online and make notes on its impact on tourism in the area and how the festival is celebrated read a story about a festival and discuss it in class <i>Writing</i>  prepare a PowerPoint display on a festival and give a talk on it  search magazines, newspapers or online catalogues to document the commercialisation of certain festivals design and prepare a greeting card based on a festival




Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Punjabi.

Details of the task: Listen to a radio interview with the organiser of a two-day festival and complete a chart of the events planned for the festival in Punjabi.

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i> listen to an interview with a student about his/her daily routine at school in a Punjabi-speaking region and fill in the missing parts of the dialogue in a cloze exercise
Topic Education and aspirations	listen to a conversation in which four mothers discuss their educational aspirations for their children, and the plans the children have for themselves; complete a chart
Sub-topic School, aspirations and careers	listen to a visitor speaking about school in the Punjab region and write a brief summary
Grammar Present and future tenses, impersonal voice, adverbs, nouns, adjectives, sentence and phrase statements, questions	<i>Speaking</i> interview your classmates to complete a survey form about their favourite subjects, how they come to school, and their future aspirations discuss the value of further education and life-long learning in a role-play with a careers counsellor
Text types Article / chart / conversation / discussion / email / formal letter / interview / oral presentation / summary / survey / timetable	 search the Internet for information on the career of your choice and make a two-minute oral presentation to the class <i>Reading</i> read articles about the Indian education system and summarise the main points compare a timetable from a school in Pakistan with your own timetable, then draw up a chart comparing the similarities and contrasting the differences  on the Internet, research opportunities for study overseas and make notes <i>Writing</i>  write an email/letter to a student in a Punjabi-speaking region giving information on the differences between their school system and the Victorian system summarise the problems faced by students who would like to study, but do not have the means to do it role-play applying for a training course at a university in the Punjab; write a formal letter to the education office enquiring about available courses, their cost and length, as related to your area of interest




Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

Details of the task: Read articles and advertisements about career opportunities and tick the boxes for those careers which advantage students with a LOTE qualification. Explain your choices in a short summary in English.

Unit 1

Theme	Examples of learning activities
The Punjabi-speaking communities	<p><i>Listening</i></p> <p>listen to an advertisement for a holiday in the Punjab and list the main advantages of this destination</p>
Topic Visiting a Punjabi-speaking community	listen to a radio discussion about a trip to the Punjab and make notes on the traveller's impressions
Sub-topic Tourist destinations in the Punjabi-speaking world	listen to advice on train departures, write down times and work out which ones are most suitable for a specific trip
Grammar Comparatives, superlatives, conditional forms, verbs of giving and receiving, directions, revise counters	<p><i>Speaking</i></p> <p>in pairs, list items to pack for a real/imaginary trip and compare items chosen</p> <p>telephone for information to book accommodation and finalise travel arrangements</p> <p>participate in a role-play to convince your friend to come with you on a trip to the Punjab</p>
Text types Advertisement / announcement / article / brochure / conversation / documentary / discussion / letter / list / notes / postcard / PowerPoint presentation / role-play / script / story / video / website	<p><i>Reading</i></p> <p> read brochures/Internet information about holiday destinations in the Punjab to advise a friend who wants to travel to India</p> <p>view an extract from a documentary on travel destinations in the Punjab and write the script for the commentary on it</p> <p>read train information and timetables and plan a ten-day tour of the Punjab, write an itinerary with travel details</p> <p><i>Writing</i></p> <p> send an electronic postcard to your teacher describing your most interesting day in the Punjab</p> <p>write an article, reflecting on the last day of your stay in India with a Punjabi-speaking family</p> <p> prepare a PowerPoint presentation featuring the highlights of your trip to the Punjab</p>



Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Review.

Details of the task: Watch a video about a trip to the Punjab and write a review of it for your school newsletter.

Unit 2

Theme	Examples of learning activities
The individual	<i>Listening</i> listen to two people discussing their hobbies and answer questions
Topic	
Personal world	listen to a broadcast on how to balance work, study and leisure, and discuss in groups
Sub-topic	
Leisure, hobbies and interests	listen to an interview with a Punjabi singer and make brief notes on his/her lifestyle, comparing it with your ideal lifestyle
Grammar	<i>Speaking</i> discuss, then express an opinion about the value of participating in sporting activities, a band, a film club or interest group debate: 'Working to live or living to work' discuss the value of a balanced lifestyle; write a short summary of how you balance study and leisure
Text types	<i>Reading</i> read an article on the need to counterbalance study with physical activity – use this information to support your request to join a sports club
Article / conversation / debate / diary entry / discussion / documentary / film / interview / notes / oral presentation / radio program / summary / survey / web page	 search the Internet for information on popular leisure activities in the Punjab and take notes  search the Internet and summarise biographical information about someone who has made a name for themselves in a sport; for example, the life of a Punjabi-speaking cricketer and present the life of this person to the class
	<i>Writing</i> summarise information from an article on a day in the life of a famous person who has a very busy life write two diary entries about your leisure activities survey the class about leisure activities and write a report on which activities are most popular



Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Assessment task: Role-play.

Details of the task: Participate in a role-play with a band's agent to arrange a concert for a Punjabi-speaking community group.

Unit 2

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a student speaking about his/her part-time work and write a brief summary
The world of work	listen to a description of a series of part-time jobs, identifying the jobs and the main features of each one on a chart
Sub-topic	
Part-time work	listen to a radio interview about career opportunities and make a list of the qualifications needed for different careers mentioned
Grammar	
Revision of interrogative adverbs, phrases expressing opinions and beliefs	<i>Speaking</i>
	discuss the advantages and disadvantages of having a part-time job while studying
Text types	
advertisement / article / brochure / chart / discussion / interview / letter / list / oral presentation / personal account / résumé / role-play / speech / summary / web page	<p> search the Internet for information about your ideal part-time job and present a two-minute oral presentation to the class</p> <p>role-play a job interview, attempt to convince an employer to hire you for the part-time job they are offering</p> <p><i>Reading</i></p> <p>read three job advertisements and tell your class which one you are best suited to and why</p> <p>read career brochures; identifying options for Punjabi speakers and summarise the main aspects of three different jobs</p> <p> search websites offering career prospects in specialised fields and list those of interest to you</p> <p><i>Writing</i></p> <p>write an account of your first day in a new part-time job</p> <p>complete a personal account outlining the experience you have had that is relevant to a part-time job</p> <p>write a letter to a friend about a job interview you attended</p>




Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to a job advertisement on the radio and write a message to your friend informing him/her about the job.

Unit 2

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	view a documentary about some aspect of technological change and discuss the main ideas
Scientific and technological issues	listen to an interview about the influence of computers on society in a Punjabi-speaking area and list the points made
Sub-topic	
The impact of technology on our society	interview an older Punjabi speaker about the technology used in their childhood and summarise their comments
Grammar	<i>Speaking</i>
Present perfect, Present Continuous Present subjunctive Imperfect subjunctive, Active and passive voice Conjunctions 'If' clauses	in groups, brainstorm for types of technology that are used in everyday life brainstorm for types of technology used twenty years ago and list them as a class discuss and make lists of words and phrases associated with technological change in our society participate in a debate on the positive and negative aspects of the widespread use of mobile phones
Text types	<i>Reading</i>
Advertisement / article / debate / discussion / documentary / editorial / email / interview / list / report / summary / survey / web page	 search the web for advertisements for new devices and list those that did not exist twenty years ago read articles on the advantages and disadvantages of technological advancement, including health issues read an article comparing a current worker's weekly routine with that of a working person in the 1940s and make notes on the main differences <i>Writing</i>  devise a survey on the use of mobile phones and email it to students in a sister school in a Punjabi-speaking area summarise the findings of the survey and discuss in class write a short editorial discussing changes in the workplace, society and lifestyle as a result of technological advancements write an evaluative report in which you discuss strategies for minimising the negative effects and maximising the benefits of technology  write an email to a pen-pal discussing changes in lifestyle due to technological advancements



Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read two advertisements for a new technological device and write an email to convince a friend to buy one.

Unit 2

Theme	Examples of learning activities
The Punjabi-speaking communities	<i>Listening</i> listen to a radio story about Maharaja Ranjit Singh and summarise the story line
Topic	
Historical perspectives	after viewing footage from a film on the partition of India, list the adjectives which describe the event
Sub-topic	
Significant events and figures in the Punjab	watch excerpts from the film <i>Ji Ayan Noo</i> and prepare a blurb for the back of the DVD
Grammar	<i>Speaking</i>
Revision of past tenses Interrogative, phrases Expressing opinions and beliefs	in a talk, summarise the main features of an incident or event in the past interview an older Punjabi speaker about the historical figure you are researching and make notes discuss with a partner the life of a Punjabi freedom fighter of your choice
Text types	<i>Reading</i>
Article / diary / DVD cover notes / discussion / entry / film / interview / list / map / notes / newspaper / radio program / story / summary / talk / timeline / website	 research on the web the life of the Punjabi-speaking Prime Ministers of India and write timelines of their lives read a newspaper article on an historical event and summarise the main points
	<i>Writing</i>
	 online, contact the Punjabi National Gallery or similar organisation for more information about an historical figure assuming you are one of the characters involved in the partition of India, describe your emotions in a diary entry on a map of the Punjab, mark in the boundary that was drawn separating India and Pakistan, and speculate on the logistical issues for the people who lived in the divided state of Punjab



Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Short story.

Details of the task: Write a short story for a school competition about a real or imaginary experience of one of the events in history.

Unit 3

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a tour guide's description of one of Victoria's tourist destinations and identify its main features
Personal world	listen to a recorded discussion about Victoria between two Punjabi speakers
Sub-topic	listen to an advertisement for a Victorian tourist destination on a Punjabi radio program and list its most attractive aspects
Places of interest for a visitor from the Punjab to Victoria	
Grammar	<i>Speaking</i>
Revision of nouns, pronouns	role-play a telephone conversation with an employee to book a family ticket for a visit to an animal sanctuary or zoo
Verb tenses, verb constructions, voice and adverbs	describe the best way to get from one place to another using a map
Text types	prepare questions and invite a visiting Punjabi speaker to be interviewed about his/her expectations and experiences in Victoria
Advertisement / article / brochure / conversation / discussion / graph / interview / itinerary / list / map / photograph / questionnaire / radio program / role-play / summary / talk / telephone call / website	brainstorm in the class the top 10 reasons for travelling in Victoria
	<i>Reading</i>
	research tourist destinations in Victoria which offer information in Punjabi for tourists and list them for the visitor; summarise the information for one destination
	 consult online travel magazines and make a list of vocabulary used in travel articles
	research the most popular Victorian tourist destinations and present your findings in graph form, labelled in Punjabi
	<i>Writing</i>
	 using desktop publishing, develop a brochure promoting a particular Victorian tourist spot
	write up an itinerary for a one-week tour of selected Victorian tourist destinations
	write a questionnaire about travel and interview your classmates about their holiday plans




Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: Write a 250-word personal or imaginative written piece.

Details of the task: As a journalist reporting about Punjabi-speaking tourists in Victoria write an imaginative story about some travellers' experiences for a community magazine.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a commentary about recycling and follow the accompanying brochure, underlining each recycling strategy as you hear it
Social issues	watch a documentary on the activities of Greenpeace and discuss its achievements
Sub-topic	
Our environment at risk	listen to a talk discussing the differences between life in a village in a Punjabi-speaking area and that in a city and list them
Grammar	<i>Speaking</i>
Use of the subjunctive gender of words and their plural and oblique forms, colouring verbal auxiliaries	conduct a survey about what people recycle and discuss this in the class
Text types	explain to the class in an oral presentation how you contribute to saving the environment in your everyday life
Article / brochure / commentary / discussion / documentary / email / letter / list / oral presentation / poem / report / survey / talk / web page	prepare a pamphlet in Punjabi outlining ways in which you can save water
	<i>Reading</i>
	read and discuss a Punjabi poem that idealises nature
	 search online for information on the effect of population growth in the Punjab and summarise your findings in point form
	read an article about the pollution of rivers in a Punjabi-speaking area and answer questions
	<i>Writing</i>
	 search the Internet for interesting responses in the Punjab to pollution issues and write an article about your findings
	write a letter to the editor of a local newspaper in which you suggest strategies for helping to recycle garbage
	 write an email to an action group explaining why you want more information on their cause




Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using the information requested.

Details of the task: Listen to an interview with a Punjabi speaker discussing his/her perceptions of recycling in Victoria and write an article about this.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a Punjabi language news program and summarise two news items
Social issues	watch a documentary about the migration of Indian people to other parts of the world and list the reasons why they migrate
Sub-topic	
Impact of migration	listen to a discussion between a social worker and a Punjabi-speaking migrant and make a list of the challenges faced by Punjabi-speaking migrants in Australia
Grammar	
Interrogative forms	<i>Speaking</i>
Object pronouns	invite a Punjabi-speaking person to class, prepare questions for an interview about their experiences
Future tense	
Past tense, present perfect, reflexive verbs	role-play a conversation between a migrant enquiring about Australia and a person who has lived here for five years.
Questions, complex sentences	
Text types	debate 'Passports should be abolished'
Article / debate / discussion / documentary / interview / list / news program / role-play / short story / summary / web page	<i>Reading</i>
	 visit the websites of some organisations for Punjabi-speakers and make notes about their activities
	read an article about the migration of Punjabi-speaking people and summarise their experiences in point form
	 search online for information on the effect of migration into the Punjab and make a list of words and phrases associated with migration
	<i>Writing</i>
	 write an article about Punjabi speakers living in Australia based on information obtained online
	write a short story about the experiences of a young Punjabi-speaking person who migrates to Australia
	list the challenges that may be faced by a Punjabi-speaking migrant and the potential positive outcomes of migration

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three- to four-minute role-play, focusing on the resolution of an issue.

Details of the task: Role-play a conversation in which a student attempts to convince a teacher that the difficulties involving migration outweigh the benefits. Try to reach an agreement.

Unit 4**Theme**

The Punjabi-speaking communities

Topic

Arts and entertainment

Sub-topic

Punjabi language film and television

Grammar

Masculine, feminine, singular, plural, mood terminate and progressive Aspect

Text types

Article / discussion / film / film trailer / interview / list / oral presentation / review / summary / website

Examples of learning activities*Listening*

view promotional material for a film or television program and complete a cloze exercise on the commentary

view a small segment of a film a number of times to analyse the verbal and body language used to convey meaning and make predictions about the next sequence in the film

listen to a radio discussion of soap operas in the Punjab and list the reasons for their popularity

Speaking

watch a Punjabi language film and in groups discuss the role of the main character

view a film and summarise the key elements of the story in an oral presentation to the class

develop a short trailer for a film in Punjabi and video or animate your presentation

Reading

search the Internet for information about a Punjabi-speaking actor or director and prepare questions for an interview with the person



consult a Punjabi language website about the film industry and make a list of the current top 10 films

read a review of the film *Mahoul Theek Hai*, view the film and write a magazine article on it

read a review of a film; list the main characters and summarise the reviewer's opinions

Writing

create a magazine cover or poster to promote a film

write a short review of a television show or film seen in class, stating your opinion about the topic

view a Punjabi language film and prepare a series of questions for the director





Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Read two articles with opposing points of view about a Punjabi language film and write a report about the articles for a local newspaper using the information provided.

Unit 4

Theme	Examples of learning activities
The Punjabi-speaking communities	<i>Listening</i> listen to an interview with a Punjabi singer about the place of Punjabi songs in the Punjabi-speaking community and note the main points raised
Topic Arts and entertainment	listen to a Punjabi language song you like and discuss the meaning with your classmates in groups
Sub-topic Punjabi songs as a reflection of life	listen to the lyrics of a song and complete a cloze exercise listen to a musical performance and write a brief review
Grammar Complex verbs Use of auxiliary verbs Reflexive verbs Past tense	<i>Speaking</i> participate in a phone conversation with a friend related to booking a family ticket for a live show performed by your favourite singer make a presentation to the class about the music of a popular Punjabi composer
Text types Article / biography / discussion / email / film / interview / lyrics / photograph / PowerPoint presentation / report / review / song / summary / telephone call / video / web page	<i>Reading</i> view a film on Punjabi musicians and list the instruments used read a newspaper article about music from the Punjab and write a report about the changing trends in popular music read the lyrics of a famous song, discuss its message in groups and summarise the message
	 read an online biography of a singer/song writer and complete a comprehension activity
	<i>Writing</i>  write an email to your favourite singer congratulating him/her on the success of their latest song
	 search the web and find an article about a new musical movement and summarise the main aspects
	 write a review of a popular Punjabi CD and prepare an oral presentation in PowerPoint showing the achievements of a musician from the Punjab, e.g. Jagjit Singh/Surinder Kaur, Parkash Kaur, Asa Singh Mastana write an article for a community newsletter on a famous Punjabi singer and his/her style and message

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Punjabi-speaking communities.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write a speech of 250–300 words informing a group of people interested in Punjabi music about themes commonly treated in songs in the Punjabi language.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task, with reference to the texts studied:

- What themes have you identified in the songs you have studied?
- Can music play a role in educating us about social issues?
- Has there been a change in the popular music in the Punjab recently?
- What texts have you studied that offer information about Punjabi language songs?
- What have you learned about a specific musician and their work?

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Personal world

- Sub-topic The nature of friendship.
- Sub-topic The importance of friendship in our lives.
- Sub-topic The importance of family in Punjabi-speaking communities.
- Sub-topic Peer group pressure and conflict.

Topic: Education and aspirations

- Sub-topic Education opens doors.
- Sub-topic Hopes and concerns for the future.
- Sub-topic Life today is easier than in the past.
- Sub-topic Bilingualism is the key to success.
- Sub-topic Language, culture and identity.

Topic: Personal opinions and values

- Sub-topic Comparing the lifestyles of people in Punjabi-speaking communities in the past and today.
- Sub-topic The balance between school demands and leisure activities in Australia and the Punjab.
- Sub-topic The importance of travel and leisure to the adolescent and/or the aged.
- Sub-topic Refugees and asylum seekers.

Theme: The Punjabi-speaking communities

Topic: Lifestyles

- Sub-topic Lifestyles in the city and the countryside.
- Sub-topic The importance of Punjabi to communities living overseas.
- Sub-topic The importance of preserving tradition.

Topic: Visiting a Punjabi-speaking community

- Sub-topic The history and importance of pilgrimages.
- Sub-topic The impact of tourism on the environment.

Topic: Historical perspectives

- Sub-topic The religious significance of festivals in India.
- Sub-topic The changing face of festivals in India.
- Sub-topic Indian festivals in India and Australia: differences and similarities.

Topic: Arts and entertainment

- Sub-topic The changing face of television in India and its impact.
- Sub-topic Punjabi cinema in the second half of the twentieth century.
- Sub-topic Punjabi songs as a reflection of life.

Theme: The changing world

Topic: Social issues

Sub-topic The environmental impact of the population explosion.

Sub-topic The impact of urbanisation in India.

Sub-topic The role of women.

Topic: The world of work

Sub-topic The contribution of Punjabi-speaking migrants to Australia.

Sub-topic Changes in the world of work and their effect on young people.

Sub-topic The impact of unemployment.

Topic: Scientific and technological issues

Sub-topic Social effects of technology.

Sub-topic Globalisation and its effects.

Sub-topic Use and abuse of the Internet.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

COURSE BOOKS

Dr Inderpal Singh, *Punjabi Bhasha Bharti, Books 1–8*, Evergreen Publication, Mai Hira Gate, Jalandhar.

Mrs Ranjit Bedi, *Naveen Bharti, Books 1–6*, Ved Parkash & Sons, Mai Hira Gate, Jalandhar.

Dr Gurdial Singh Phul 2002, *Narula Punjabi De Rang, Books 1–6*, Narula Enterprises, Delhi.

Punjab School Education Board, *Punjabi Parveshka, Books 1–8*, SAS Nagar.

Punjab School Education Board, *Naveen Punjabi Pustak, Books 1–8*, SAS Nagar.

Prabhjot Kaur, *Naveen Punjabi, Books 1–8*, Hemkunt Press New Delhi.

Usha Rani 2002, *Punjabi Pustak, CSF Level 3 and 4*, Victorian School of Languages, Melbourne.

Dr Jaswant Singh Neki, *Foundation Punjabi Books 1–6*, Singapore Sikh Education Foundation, Singapore.

Course Books for VCE

Unit 1 and 2

Dr Inderpal Singh, *Punjabi Bhasha Bharti, Books 5–6*, Evergreen Publication, Mai Hira Gate, Jalandhar.

Punjab School Education Board, *Ajoki Punjabi viakaran te lekh rachna*, SAS Nagar.

Alternative text books

Punjab School Education Board, *Punjabi Path Pustak, Books 5–6*, SAS Nagar.

Mrs Ranjit Bedi, *Naveen Bharti-5*, Ved Parkash & Sons, Mai Hira Gate, Jalandhar.

Unit 3 and 4

Dr Inderpal Singh, *Punjabi Bhasha Bharti, Books 7–8*, Evergreen Publication, Mai Hira Gate, Jalandhar.

Punjab School Education Board, *Ajoki Punjabi viakaran te lekh rachna*, SAS Nagar.

Alternative text books

Punjab School Education Board, *Punjabi Path Pustak, Books 7–8*, SAS Nagar.

Mrs Ranjit Bedi, *Naveen Bharti-6*, Ved Parkash & Sons, Mai Hira Gate, Jalandhar.

Grammar Books

Dr Jaswant Singh 'Jas', *HP Punjabi Rachna Abhias-Books 1–5*, Harjeet Parkashan, Jalandhar.

Ved Parkash and Sons, *Sunder Punjabi Viakarn te Lekh Mala-Books 0–4*, Mai Hira Gate, Jalandhar.

Dictionaries

Angrezi-Punjabi, Kosh (Punjabi – Anglo Dictionary), Dr Kulbeer Singh, Dr Chattar Singh Jiwan Singh.

Angrezi-Punjabi, Kosh (English-Punjabi Dictionary), SS Joshi & Mukhtiar Singh Gill (editors), Compiled by Major Gurmukh Singh, Dr Ranbeer Singh, Registrar, Punjabi University, Patiala 147002.

Pioneer Oxford Encyclopedic Illustrated Dictionary – English to English, Hindi and Punjabi, New Standard Publications, 1814 Chandrawal Road, Delhi 17.

Jiwan Oxford Dictionary, English to English, Hindi and Punjabi, Compiled and Edited by Dr Ajit Singh Aulakh, Chattar Singh Jiwan Singh.

English-Punjabi Dictionary, Punjabi University, Patiala.

BOOKS

Stories, essays and novels

Data, PS 2002, *Bata Ramte Diya*, National Book Shop Publication, New Delhi.

Singh, S (Principal) 2002, *Olympic Khedan De Sadi*, Lahore Book Shop Publication, Ludhiana.

Dhillon, HK 2002, *Gidha Te Eas Di Peshkari*, National Book Shop Publication Delhi.

Garg KL 2003, *Bandhe Kubandhe* (satirical essays), Delhi Publication.

Singh, S (Principal) 2002, *Khed Jugat Dian Bata* (stories of the sports world), Lahore Book Shop Publication, Ludhiana.

Garg KL 1985, *Moh Bhang* (stories), Delhi Publication.

Garg KL 1991, *Luke Hoe Bandhe* (stories), Delhi Publication.

Garg KL 1993, *Humas* (novel), Delhi Publication.

Short stories & poetry

Deb, D 1993, *Amb Di Khani*, National Book Trust India.

Dhilon, KS 1992, *Rutan wan Swanianh* (Poetry), National Book Trust, India.

Meet, S 1991, *Fulan koloh Khidrna Sikho* (poetry), National Book Trust, India.

Gilmore R & Priestley A 1996, *Geeta Lai Gulab De Ful* (Punjabi & English), Mantra Publishing LTD, London.

Shepard A 1992, *Savitrie* (A tale of ancient India, Punjabi & English), Mantra Publishing LTD London.

Choahan BS 1991, *Chitta Panshi*, Delhi Punjabi Akadmi Publication, Delhi.

Man, SK 1991, *Sone Da Rukh*, Punjabi Akadmi Publication, Delhi.

NEWSPAPERS AND MAGAZINES*Ajit*

www.ajitjalandhar.com

Email: ajit@jla.vsnl.net.in

Des Pardes

Email: despardesuk@btconnect.com

C V Publishers Ltd

Punjabi Tribune

www.tribuneindia.com

Published from The Tribune House

Sector 29-C

Chandigarh, India, 160030

Aks

Email: aks_@mantraonline.com

First Floor

22 New Market

West Patel Nagar, New Delhi 110008

Sikh Phulwari

Email: smcludh@satyam.net.in

www.sikhmissionarycollege.net

1051/14, Field Ganj

Ludhiana, Punjab, 141008

Des Punjab

477. L, Modal Town

Jalandhar, Punjab 144001

Indo Times

PO Box 51

Thomastown Vic 3074

Email: indotimes@yahoo.com

VIDEOS AND FILMS

Shri Guru Granth Sahib Ji

Documentry on Hemkunt Sahib

Ji Aayan noo

Shaheed Udam Singh

Nanak Naam Jahaj

Dukh bhanjan Tera Naam ji

Punjabi songs

Punjabi Wiyah de geet (Punjabi Wedding Songs), produced by Pritpal Singh & Manjit Singh, directed by Surender Sahni, music by Ved Sethi

Gidha Pao Kurio, Vol. 1, produced by Pritpal Singh Kohli, directed by Lata harbux Singh, music by H. M. Singh

Gidha Pao Kurio, Vol. 2, produced by Pritpal Singh Kohli, directed by Lata harbux Singh, music by H. M. Singh

Boli pa Mitra (Non Stop Boliyaan), produced by Bhushan Kumar, direction Gurmit Garry, Sukhbir Sukhi & jaswinder Jassi, lyrics Shamsheer Sandhu and Harvinder Oharpuri

Saaun Di Jhadi, presented by Gulshan Kumar by Super Cassettes Industries Ltd.

Tor Punjab Di, presented by Gulshan Kumar by Super Cassettes Industries Ltd., singer Hans Raj Hans

Bhagwant Mann Non Stop, presented by Gulshan Kumar by Super Cassettes Industries Ltd, artists Bhagwant Mann and Rana Ranbir

Bhagwant Mann Gustakhi Maaf, written by Bhagwant Mann, music by Atul Sharma, directed by Anil-Neelam Abhishek, artists Bhagwant Mann, Rana Ranbir, Raman Mittal, Davinder, Tejinder Thind and Anita Meena

WEBSITES IN PUNJABI LANGUAGE

Rupinderpal Singh Dhillon

www.5abi.com/5ratan

1999 5abi.com

Satnam Singh Sandhu

www.punjabheritage.com/punjabi%20language.html

2000 DCC, Punjabi University, Patiala, Punjab, INDIA

http://ajitweekly.com/index.asp

2003, Ajitweekly Publications

Site Designed and Maintained by ABI

www.sgpc.net/book-shop/index.asp

1999, Shiromani Gurdwara Parbandhak Committee, Amritsar, Punjab, India

www.apnaradio.com/apna_radio_24x7.asp

2000-2004 Apna Radio International, LLC

Jasjeet Singh Thind

www.punjabonline.com/servlet/library.language?Action=Main

2001 PunjabOnline.com

www.sikh-history.com/sikhhist/featurea.html 1999 webmaster at bajwa_sandeep@yahoo.com

www.maboli.com/seva/sikh_review/top_panel.html

1997 Khalsa-Net® is a registered trademark of Maboli Systems, Inc.

www.sikhvirsa.com/ #208, 4656-Westwind Drive NE

Calgary, AB, Canada T3J-3Z5

www.apnaorg.com/

2000 Page created by: rammah@apnaorg.com