

# Punjabi 2019 v1.0

## General Senior External Examination Syllabus

This syllabus is for implementation in 2019.

# Contents

<b>1</b>	<b>Course overview</b>	<b>1</b>
1.1	Introduction	1
1.1.1	The language	1
1.1.2	Rationale	1
1.1.3	Learning area structure	2
1.1.4	Course structure	3
1.2	Teaching and learning	4
1.2.1	Syllabus objectives	4
1.2.2	Underpinning factors	5
1.2.3	Aboriginal perspectives and Torres Strait Islander perspectives	7
1.2.4	Pedagogical and conceptual frameworks	8
1.3	Subject matter	11
1.3.1	Organisation of subject matter	12
1.3.2	Common areas of study (Units 1–4)	13
1.3.3	Detailed study	13
1.3.4	Text types	16
1.3.5	Kinds of writing	18
1.3.6	Mandatory grammatical items	20
1.3.7	Text selection	24
1.4	Assessment — general information	25
1.4.1	Formative assessments	25
1.4.2	Summative assessment — Unit 4	25
1.5	Reporting standards	26
<b>2</b>	<b>Unit 1: The individual</b>	<b>27</b>
2.1	Unit description	27
2.1.1	Unit requirements	27
2.2	Unit objectives	28
2.3	Areas of study	28
2.4	Subject matter	28
2.5	Assessment guidance	29
<b>3</b>	<b>Unit 2: The Punjabi-speaking communities</b>	<b>30</b>
3.1	Unit description	30
3.1.1	Unit requirements	30
3.2	Unit objectives	31
3.3	Areas of study	31
3.4	Subject matter	31
3.5	Assessment guidance	32

<b>4</b>	<b>Unit 3: The changing world</b>	<b>33</b>
4.1	Unit description.....	33
	4.1.1 Unit requirements .....	33
	4.1.2 Detailed study .....	34
4.2	Unit objectives .....	34
4.3	Areas of study .....	35
4.4	Subject matter .....	35
4.5	Assessment guidance .....	36
<b>5</b>	<b>Unit 4: My future</b>	<b>37</b>
5.1	Unit description.....	37
	5.1.1 Unit requirements .....	37
	5.1.2 Detailed study .....	38
5.2	Unit objectives .....	38
5.3	Areas of study .....	39
5.4	Subject matter .....	39
5.5	Assessment.....	40
	5.5.1 Summative external assessment 1: Oral examination (25%) .....	40
	5.5.2 Summative external assessment 2: Written examination (75%).....	48
	5.5.3 Contribution of the respective sections of the examinations to a candidate's overall result .....	51
5.6	Subject resources .....	51
<b>6</b>	<b>Glossary</b>	<b>52</b>
<b>7</b>	<b>References</b>	<b>72</b>

# 1 Course overview

## 1.1 Introduction

### 1.1.1 The language

The language to be studied and assessed is modern standard Punjabi. The written form is 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.

### 1.1.2 Rationale

The study of Punjabi contributes to the overall education of candidates, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, 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.

Approximately 120 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 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.

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.

### **Assumed knowledge, prior learning or experience**

This syllabus is designed for candidates who wish to study Punjabi as an additional language and who have studied Punjabi prior to the commencement of this course. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

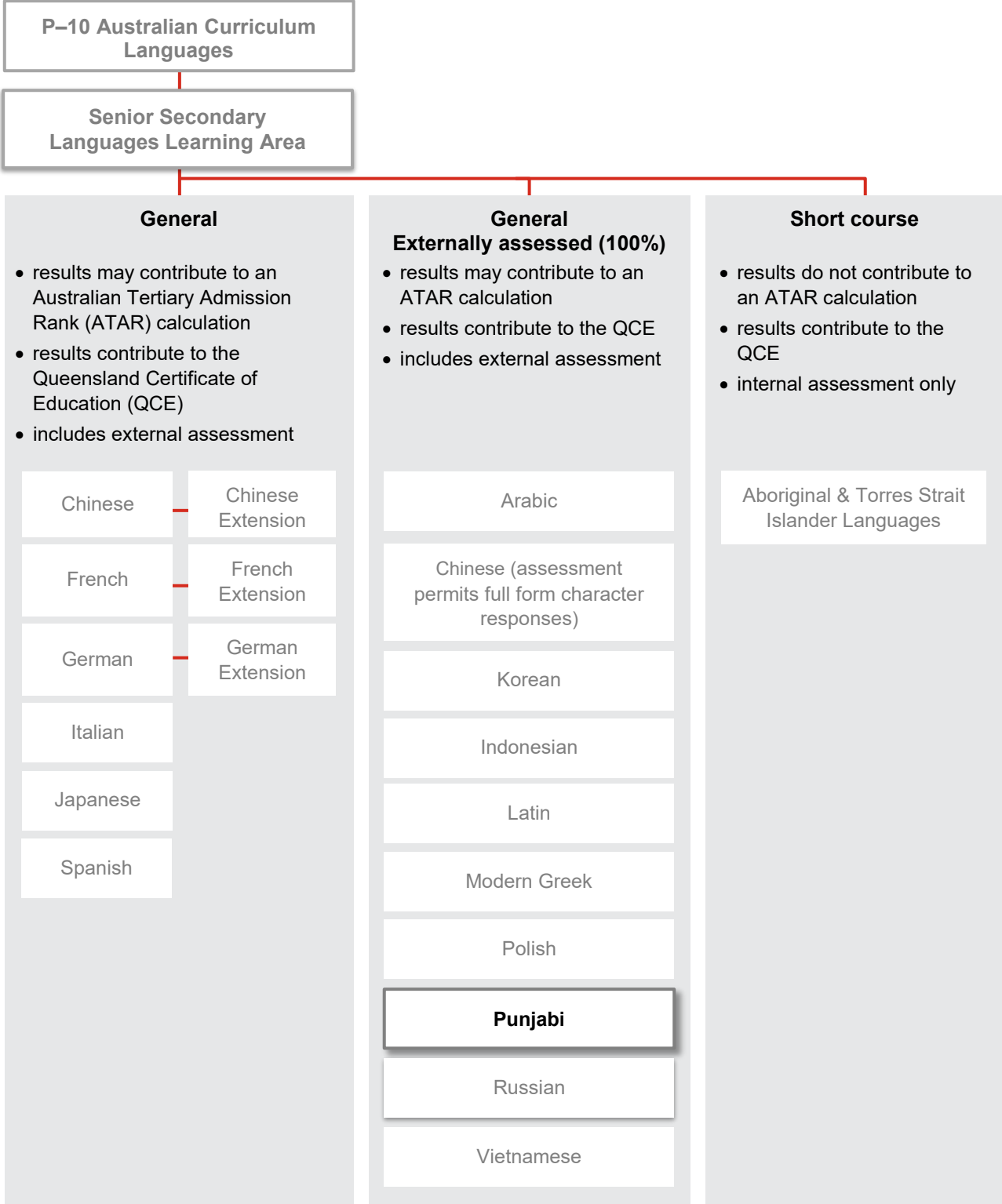
### **Pathways**

Punjabi is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Punjabi provides candidates with enhanced vocational

opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

### 1.1.3 Learning area structure

Figure 1: Learning area structure



## 1.1.4 Course structure

Punjabi is a course of study consisting of four units. Subject matter, learning experiences and assessment should increase in complexity from Units 1 and 2 to Units 3 and 4. Each unit deals with language and specific content contained in the areas of study and is designed to enable candidates to achieve a set of objectives for that unit. Each objective is described in terms of the key knowledge and skills candidates are required to demonstrate.

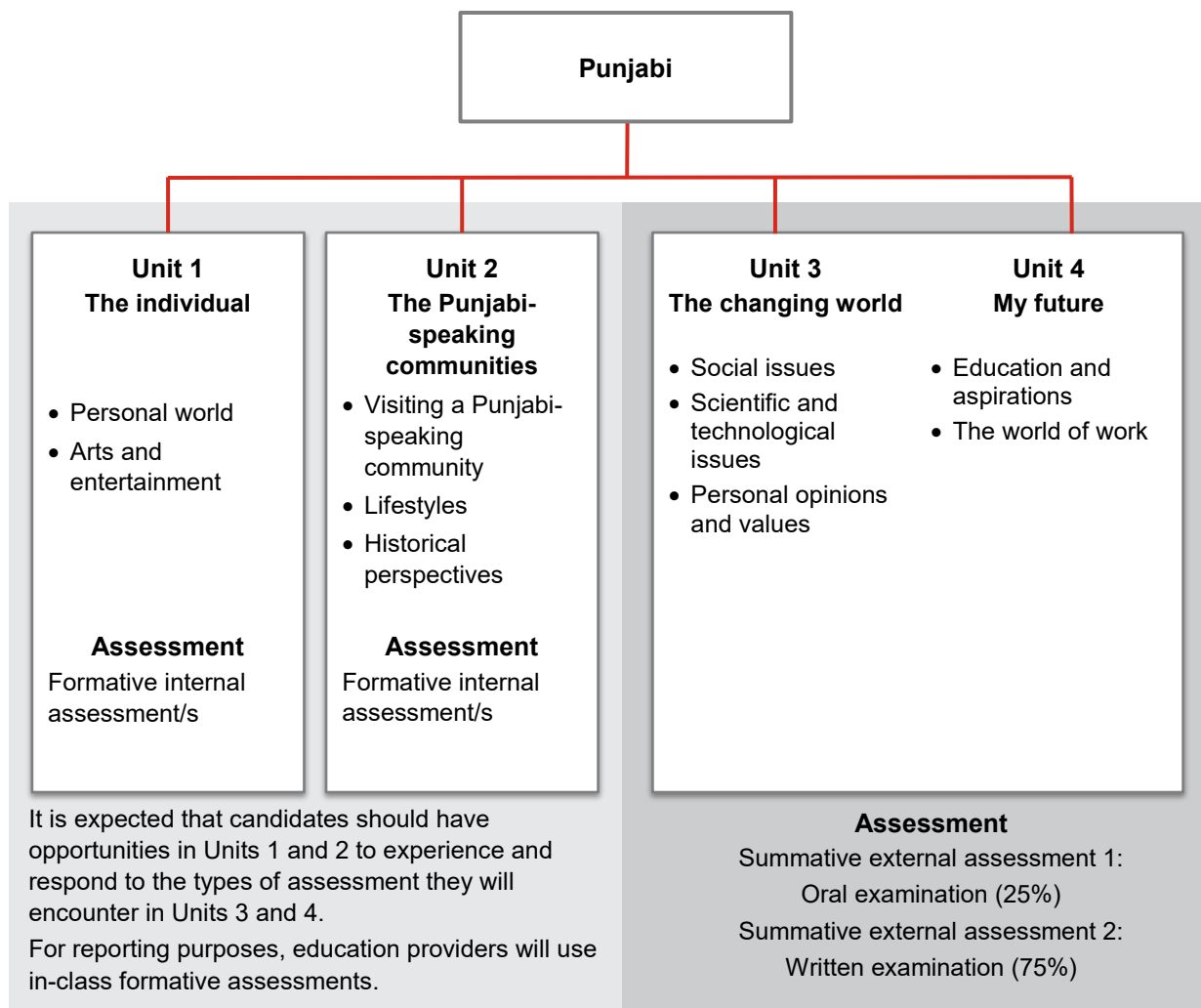
Units 1 and 2 provide foundational learning, which allows candidates to experience the syllabus objectives and begin engaging with the course subject matter. It is expected that candidates should complete Units 1 and 2 before beginning Unit 3. Units 3 and 4 consolidate candidate learning. Candidates should undertake Unit 3 prior to undertaking Unit 4.

**Only the results from the oral and written external assessments conducted at the completion of Unit 4 will contribute to ATAR calculations.**

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning. Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

Figure 2: Course structure



## 1.2 Teaching and learning

### 1.2.1 Syllabus objectives

The syllabus objectives outline what candidates have the opportunity to learn. Assessment provides evidence of how well candidates have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit.

Syllabus objectives are described in terms of actions that operate on the subject matter. Candidates are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, candidates will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. establish and maintain a written or spoken exchange related to personal areas of experience	•			
2. listen to, read and obtain information from written and spoken texts	•			
3. produce a personal response to text focusing on real or imaginary experience	•			
4. participate in a written or spoken exchange related to making arrangements and completing transactions		•		
5. listen to, read, and extract and use information from written and spoken texts		•		
6. give expression to real or imaginary experience in written or spoken form		•		
7. express ideas through the production of original texts			•	
8. analyse and use information from spoken texts			•	
7. exchange information, opinions and experiences			•	
8. analyse and use information from written texts				•
9. respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities				•

## 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Punjabi content
- numeracy — the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help candidates live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, candidates should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

### Literacy in Punjabi

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Punjabi. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Punjabi is essential for candidate achievement. This includes knowledge of the nature and structure of characters, with reasonable form, shape and proportion. Effective communication also requires knowledge of accurate spacing, punctuation, spelling conventions and written conventions.

Candidates need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Punjabi language. Candidates need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Punjabi.

To understand and use literacy skills in Punjabi, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Punjabi texts
- using Punjabi in educational settings, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Punjabi texts, teaching and learning strategies include:

- using Punjabi to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in Punjabi texts
- drawing conclusions about the purpose and audience of Punjabi texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter for Punjabi.



## Numeracy in Punjabi

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum.

To understand and use numeracy skills in Punjabi, teaching and learning strategies include:

- identifying specific mathematical information in Punjabi texts
- providing learning experiences and opportunities that support the application of candidates' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"><li>• analytical thinking</li><li>• problem-solving</li><li>• decision-making</li><li>• reasoning</li><li>• reflecting and evaluating</li><li>• intellectual flexibility</li></ul>	creative thinking	<ul style="list-style-type: none"><li>• innovation</li><li>• initiative and enterprise</li><li>• curiosity and imagination</li><li>• creativity</li><li>• generating and applying new ideas</li><li>• identifying alternatives</li><li>• seeing or making new links</li></ul>
communication	<ul style="list-style-type: none"><li>• effective oral and written communication</li><li>• using language, symbols and texts</li><li>• communicating ideas effectively with diverse audiences</li></ul>	collaboration and teamwork	<ul style="list-style-type: none"><li>• relating to others (interacting with others)</li><li>• recognising and using diverse perspectives</li><li>• participating and contributing</li><li>• community connections</li></ul>

21st century skills	Associated skills	21st century skills	Associated skills
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

Punjabi helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter for Punjabi.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland educational settings should provide opportunities for candidates to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal candidates and Torres Strait Islander candidates are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing candidate achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, candidates learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For learners of Punjabi, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning Punjabi, the context of the local area and community must be considered. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Candidates can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

### 1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Candidates acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant; candidates practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of Punjabi texts, candidates will demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in Punjabi.

The syllabus objectives for Punjabi are interrelated and interdependent. They reflect the nature of Punjabi language acquisition in a communicative and cultural context. To effectively engage candidates in exchanging ideas, information and opinions, the teaching and learning experiences for Punjabi need to encompass a variety and range of modes, media and formats. Candidates are encouraged to interact in Punjabi as the language of the educational setting. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of Punjabi language, culture and their interrelationships.

Teaching and learning experiences should support candidate engagement. Exchanges in and engagement with Punjabi are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements, grammatical items and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas, and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Education providers and candidates should develop learning experiences that allow candidates the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Education providers and candidates should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Candidates should engage with:

- listening, reading and viewing, with responses to
  - short items in English and Punjabi
  - extended responses, paragraphs and/or short sentences in English and/or Punjabi
- speaking and writing, with responses
  - in a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in Punjabi to Punjabi stimulus texts
- exchanges of information in Punjabi.

In this way, each candidate develops their capacity to listen, read, speak, view and write in Punjabi. Because candidates develop the capacity to listen, read, speak, view and write in Punjabi unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and justifying opinions, ideas and perspectives be provided through responses in both English and Punjabi.

Education providers or candidates develop a course of study that balances learning and assessment so that candidates can easily move between the experiences in an educational setting and assessment of those experiences. This will allow education providers or candidates to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

## **Use of dictionaries**

Dictionaries are an important tool in the acquisition of a language. Knowing how to use a dictionary is a necessary skill for learners of a language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a candidate. Dictionaries are important for maintaining communication in exchanges of information, but their use should not hinder or impede the immediacy and spontaneity of an exchange.

## **Vocabulary**

While there is no prescribed vocabulary list, it is expected that candidates will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the course of study. Candidates should be encouraged to use dictionaries. It is expected that teachers will assist candidates to develop the necessary skills and confidence to use dictionaries effectively.

Information on the use of dictionaries in the end-of-year examinations is provided in Sections 5.5.1 and 5.5.2.

Education providers or candidates can determine the dictionary to be used for formative assessments.

## 1.3 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for candidates' learning and engagement with Punjabi. It is particular to each unit in the course of study and provides the basis for candidate learning experiences. Subject matter has a direct relationship to the unit objectives, but is more specific.

Candidates acquire Punjabi through engagement with the subject matter — expressed as key knowledge and skills — using the mandatory grammatical items to respond to and create texts in relation to the unit themes and topics.

The subject matter and assessment in this syllabus requires candidates to use Punjabi. This is an iterative process. Across the four units, candidates should be given the opportunity to understand and create a wide range of text types.

Resources related to subject matter should support a candidate's acquisition of Punjabi and understanding of the culture of Punjabi people and Punjabi-speaking communities. Therefore, resources and stimulus texts should be authentic; however, texts may be adapted for use in the educational setting to allow candidates access to ideas and information where expressions are beyond the language acquisition level of a cohort.

An integrated approach to teaching subject matter should be incorporated into the analysis and creation of texts in Punjabi. In a communicative language acquisition course, language elements and grammatical items should not be taught discretely, but should be integrated into the creation and analysis of Punjabi texts.

A candidate's acquisition of communicative Punjabi will allow the cumulative engagement with subject matter to be demonstrated through analysis and evaluation of ideas and information in texts and through the creation of texts that convey and exchange meaning.

Unit duration is provided as advice for educational settings or candidates to inform the depth and balance of coverage of each topic covered. Examples are provided as guidance for resource selection and are not exhaustive.

While education providers may use in-class formative assessment addressing specific topics, it is expected that candidates will demonstrate their knowledge and skills in the external assessment.

### 1.3.1 Organisation of subject matter

There are three prescribed themes that must be covered over the course of study:

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

Each of these themes has a number of prescribed topics, with some suggested sub-topics. All the themes and topics are to be studied over the course of Units 1–4.

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 candidate and teacher as to how topics may be treated.

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

The four units in this course of study have been designed to encompass these prescribed themes and topics.

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 objectives being addressed, as well as the linguistic needs and interests of the candidate.

### 1.3.2 Common areas of study (Units 1–4)

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 course of study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the candidate and the outcomes for the unit.

The themes and topics within each unit are the vehicles through which the candidate will demonstrate achievement of the objectives, in the sense that they form the basis of the activities and tasks the candidate undertakes.

The mandatory grammatical items, text types and kinds of writing are linked, both to each other and to the themes, topics and sub-topics, and are common to all four units of the study. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the candidate and the objectives for the unit.

### 1.3.3 Detailed study

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, candidates are required to undertake a detailed study of language and culture through texts during Units 3 and 4.

This detailed study should relate to the prescribed themes and topics for Units 3 and 4 and be based on a selected sub-topic.

**Candidates 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 above (Section 1.3.1). 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 or different sub-topics may be selected for individuals or groups of candidates. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each candidate can provide an individual response in the discussion in Section 2 of the oral examination.

The detailed study assesses the candidate's understanding of the language and culture of the Punjabi-speaking community. The selected sub-topics and texts should ensure the candidate is able to focus on the knowledge and skills associated with Unit 4 Objective 2: respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities related to future plans, aspirations and pathways, including the world of work, and reflect on their personal world.



## 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.

<b>Theme: The individual</b>
<b>Topic: Personal world</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• the nature of friendship</li><li>• the importance of friendship in our lives</li><li>• the importance of family in Punjabi-speaking communities</li><li>• peer group pressure and conflict.</li></ul>
<b>Topic: Education and aspirations</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• education opens doors</li><li>• hopes and concerns for the future</li><li>• life today is easier than in the past</li><li>• bilingualism is the key to success</li><li>• language, culture and identity.</li></ul>
<b>Topic: Personal opinions and values</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• comparing the lifestyles of people in Punjabi-speaking communities in the past and today</li><li>• the balance between school demands and leisure activities in Australia and the Punjab</li><li>• the importance of travel and leisure to the adolescent and/or the aged</li><li>• refugees and asylum seekers.</li></ul>

<b>Theme: The Punjabi-speaking communities</b>
<b>Topic: Lifestyles</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• lifestyles in the city and the countryside</li><li>• the importance of Punjabi to communities living overseas</li><li>• the importance of preserving tradition.</li></ul>
<b>Topic: Visiting a Punjabi-speaking community</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• the history and importance of pilgrimages</li><li>• the impact of tourism on the environment.</li></ul>
<b>Topic: Historical perspectives</b>
Suggested sub-topics for detailed study: <ul style="list-style-type: none"><li>• the religious significance of festivals in India</li><li>• the changing face of festivals in India</li><li>• Indian festivals in India and Australia: differences and similarities.</li></ul>

## Theme: The Punjabi-speaking communities

### Topic: Arts and entertainment

Suggested sub-topics for detailed study:

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

## Theme: The changing world

### Topic: Social issues

Suggested sub-topics for detailed study:

- the environmental impact of the population explosion
- the impact of urbanisation in India
- the role of women.

### Topic: The world of work

Suggested sub-topics for detailed study:

- the contribution of Punjabi-speaking migrants to Australia
- changes in the world of work and their effect on young people
- the impact of unemployment.

### Topic: Scientific and technological issues

Suggested sub-topics for detailed study:

- social effects of technology
- globalisation and its effects
- use and abuse of the internet.

## Language and culture through texts

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

The texts that 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, their density and level of complexity. In order for the candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

### 1.3.4 Text types

The candidate will be expected to be familiar with the following text types. **Text types indicated with an asterisk (\*) are those which the candidate may be expected to produce in the external examination.** Candidates may be introduced to a wider range of text types in the course of their teaching and learning program, for example:

- advertisement\*
- announcement
- article\*
- chart
- conversation\*
- discussion\*
- email\*
- formal letter\*
- informal letter\*
- interview
- invitation\*
- journal/diary entry\*
- leaflet
- map
- menu
- note/message\*
- novel
- personal profile\*
- play
- poem
- postcard\*
- poster
- recipe
- report\*
- résumé
- review\*
- song
- story/narrative account\*
- summary
- survey
- table/timetable
- script for an interview\*
- script for a speech/talk\*
- web page.

## 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
<b>advertisement</b>	topic/product name; content (factual and persuasive information); register; style; layout
<b>article (magazine)</b>	title; content; author (fictional name); register; style; layout
<b>article (newspaper)</b>	title; date; place; content; author (fictional name); register; style; layout
<b>brochure/leaflet</b>	topic; content (factual and persuasive information); heading/sub-headings; register; style; layout
<b>guide (tourist)</b>	topic; content (factual and persuasive information); heading/sub-headings; register; style; layout
<b>instruction/recipe</b>	title/topic; structure; content (equipment, method); register; style; layout
<b>invitation</b>	statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout
<b>journal entry</b>	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
<b>letter (business)</b>	address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout
<b>letter/postcard (social): family, friend, acquaintance</b>	address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout
<b>letter (to the editor)</b>	salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address), register; style; layout
<b>message/email</b>	date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout
<b>profile</b>	title/heading; content (factual information); headings/sub-headings; register; style; layout
<b>report (factual)</b>	topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout
<b>report (newspaper)</b>	title; date; place; content; by-line (fictional name); register; style; layout
<b>report (supporting recommendations)</b>	topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout
<b>résumé</b>	title; content (factual information); register; style; layout
<b>review/critique</b>	topic; structure; content; author (fictional name); register; style; layout
<b>script (speech, report, sketch)</b>	title/topic; structure; content; register; style; layout
<b>story, short story</b>	title/topic; structure; content; author (fictional name); register; style; layout

### 1.3.5 Kinds of writing

Candidates are expected to be familiar with, and be able to produce, different kinds of writing such as personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination.

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; candidates 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
- is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; 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 (e.g. 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.

### 1.3.6 Mandatory grammatical items

This syllabus provides the mandatory grammatical items for Punjabi. A working knowledge of these items supports candidates in their development of learning the subject matter.

Candidates should be exposed to the mandatory grammatical items across Units 1 and 2 of the course of study. Learning experiences across the four units will provide the opportunity for candidates to acquire communicative language capacity using these grammatical items.

Candidates will then be required to demonstrate their capacity to use these grammatical items.

In the mandatory grammatical items following, examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other grammatical items may be added.

The candidate is expected to recognise and use the following grammatical items.

Grammatical items	Examples in Punjabi
<b>Verb construction</b>	
<ul style="list-style-type: none"> <li>• subjectival</li> <li>• objectival</li> <li>• neutral construction</li> </ul>	<p>ਪ੍ਰੀਤ ਚੱਲਿਆ। ਪ੍ਰੀਤੀ ਚੱਲੀ।</p> <p>ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ। ਪ੍ਰੀਤੀ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।</p> <p>ਪ੍ਰੀਤ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ। ਪ੍ਰੀਤੀ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ।</p>
<b>Conjugation</b>	
<ul style="list-style-type: none"> <li>• the root</li> </ul>	ਚੱਲ, ਪੜ੍ਹ
<b>Conjugation patterns</b>	
<ul style="list-style-type: none"> <li>• transitive</li> <li>• intransitive</li> </ul>	<p>ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।</p> <p>ਪ੍ਰੀਤ ਹੱਸਿਆ।</p>
<b>Tense</b>	
<ul style="list-style-type: none"> <li>• present</li> <li>• past</li> <li>• future</li> <li>• present perfect</li> <li>• past perfect</li> <li>• habitual past</li> </ul>	<p>ਜਾਂਦਾ ਹੈ</p> <p>ਗਿਆ</p> <p>ਜਾਵੇਗਾ</p> <p>ਗਿਆ ਹੈ</p> <p>ਗਿਆ ਸੀ</p> <p>ਜਾਂਦਾ ਸੀ, ਜਾਇਆ ਕਰਦਾ ਸੀ</p>
<b>Aspect</b>	
<ul style="list-style-type: none"> <li>• terminate</li> <li>• progressive</li> </ul>	<p>ਪੜ੍ਹਦਾ ਹਾਂ।</p> <p>ਪੜ੍ਹ ਰਿਹਾ ਹਾਂ।</p>

Grammatical items	Examples in Punjabi
<b>Participle</b>	
<ul style="list-style-type: none"> <li>imperfect</li> <li>perfect</li> <li>adverbial present participle</li> <li>adverbial past participle</li> <li>v/w was a participle</li> </ul>	<p>ਡੁੱਬਦੀ ਹੋਈ ਕਿਸਤੀ</p> <p>ਡੁੱਬੀ ਹੋਈ ਕਿਸਤੀ</p> <p>ਦੇ ਹੋਏ, ਲਿਖਦੇ ਹੋਏ</p> <p>ਉਹ ਇੱਕ ਮੁੰਡੇ ਦਾ ਹੱਥ ਫੜਕੇ ਆਇਆ॥</p> <p>ਮਠਿਆਈ ਵੇਚਣ ਵਾਲਾ, ਫਲ ਵੇਚਣ ਵਾਲਾ</p>
<b>Voice</b>	
<ul style="list-style-type: none"> <li>active</li> <li>passive</li> <li>impersonal</li> </ul>	<p>ਮੈਂ ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ।</p> <p>ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ ਗਿਆ।</p> <p>ਮੈਂ ਚੁੱਪ ਨਹੀਂ ਰਹਿ ਸਕਦਾ।</p>
<b>Mood</b>	
<ul style="list-style-type: none"> <li>indicative</li> <li>conditional</li> <li>imperative</li> <li>exceptional forms</li> <li>negation and imperatives</li> <li>subjunctive: <ul style="list-style-type: none"> <li>optative</li> <li>potential</li> <li>presumptive</li> </ul> </li> </ul>	<p>ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।</p> <p>ਤੁਹਾਡੇ ਆਉਣ ਤੇ ਹੀ ਕੰਮ ਹੋਵੇਗਾ।</p> <p>ਪੜ੍ਹ, ਪੜ੍ਹੋ, ਪੜ੍ਹਨਾ</p> <p>ਦਿਉ, ਲਉ</p> <p>ਇਸ ਤਰ੍ਹਾਂ ਨਾ ਕਰੋ।</p> <p>ਪੜ੍ਹੋ, ਜਾਉ</p> <p>ਸ਼ਾਇਦ ਪੜ੍ਹਦਾ ਹੋਵੇਗਾ</p> <p>ਪੜ੍ਹਿਆ ਹੋਵੇਗਾ</p>
<b>Absolutive</b>	
<ul style="list-style-type: none"> <li>its various meanings</li> <li>exceptional form</li> </ul>	<p>ਪੜ੍ਹ ਕੇ, ਖਾ ਕੇ</p> <p>ਕਰਕੇ</p>
<b>Adverbs</b>	
<ul style="list-style-type: none"> <li>formation</li> <li>adverbial expressions</li> <li>time</li> <li>place</li> <li>manner</li> <li>affirmation</li> </ul>	<p>—</p> <p>ਹੌਲੀ ਹੌਲੀ</p> <p>ਅੱਜ, ਕੱਲ੍ਹ, ਪਰਸੋਂ</p> <p>ਇੱਥੇ, ਉੱਥੇ</p> <p>ਅਚਾਨਕ, ਇਕਦਮ</p> <p>ਹਾਂ ਜੀ, ਠੀਕ ਹੈ</p>



Grammatical items	Examples in Punjabi
<ul style="list-style-type: none"> <li>• negation</li> <li>• doubt</li> <li>• certainty</li> <li>• reason</li> <li>• adverbial particles</li> <li>• introduction, conclusion</li> </ul>	<p>ਨਹੀਂ, ਨਹੀਂ ਜੀ</p> <p>ਸ਼ਾਇਦ, ਹੋ ਸਕਦਾ ਹੈ</p> <p>ਪੱਕੀ ਗੱਲ ਹੈ</p> <p>ਕਿਉਂ</p> <p>ਤੱਕ, ਭਰ</p> <p>ਆਰੰਭ, ਖਤਮ</p>
<b>Nouns</b>	
<ul style="list-style-type: none"> <li>• masculine</li> <li>• feminine</li> <li>• singular</li> <li>• plural</li> <li>• case: <ul style="list-style-type: none"> <li>– direct case</li> <li>– oblique case</li> <li>– vocative case</li> </ul> </li> <li>• suffixes</li> <li>• prefixes</li> <li>• degree: <ul style="list-style-type: none"> <li>– comparative</li> <li>– superlative</li> </ul> </li> <li>• gender</li> <li>• number</li> <li>• direct</li> <li>• oblique</li> </ul>	<p>ਮੁੰਡਾ</p> <p>ਕੁੜੀ</p> <p>ਮੁੰਡਾ</p> <p>ਮੁੰਡੇ</p> <p>ਮੁੰਡਾ</p> <p>ਮੁੰਡੇ ਨੇ, ਮੁੰਡਿਆਂ ਨੇ</p> <p>ਮੇਰੇ ਭੈਣੇ ਅਤੇ ਭਰਾਵੇ</p> <p>ਦਾਰ, ਖੋਰ</p> <p>ਸ਼, ਕ, ਅ</p> <p>ਉਸ ਤੋਂ ਵਧੀਆ</p> <p>ਸਭ ਤੋਂ ਵਧੀਆ</p> <p>ਚੰਗਾ, ਚੰਗੀ</p> <p>ਪੀਲਾ, ਪੀਲੇ</p> <p>ਪੀਲਾ ਫੁੱਲ</p> <p>ਪੀਲੇ ਫੁੱਲ ਵਿੱਚ</p>
<b>Pronouns</b>	
<ul style="list-style-type: none"> <li>• singular</li> <li>• plural</li> <li>• personal</li> <li>• possessive</li> <li>• demonstrative</li> </ul>	<p>ਮੈਂ, ਤੂੰ</p> <p>ਅਸੀਂ, ਤੁਸੀਂ</p> <p>ਮੈਂ, ਤੂੰ, ਅਸੀਂ, ਤੁਸੀਂ</p> <p>ਮੇਰਾ, ਤੁਹਾਡਾ</p> <p>ਇਹ, ਉਹ</p>

Grammatical items	Examples in Punjabi
<ul style="list-style-type: none"> <li>• reflexive</li> <li>• relative</li> <li>• interrogative</li> <li>• indefinite</li> <li>• oblique with different postpositions</li> </ul>	<p>ਤੁਹਾਡਾ, ਤੁਹਾਡੀ</p> <p>ਜੋ, ਉਹ</p> <p>ਕੌਣ, ਕੀ</p> <p>ਕੋਈ, ਕੀ</p> <p>ਮੇਰਾ, ਮੈਨੂੰ</p>
<b>Postposition</b>	
<ul style="list-style-type: none"> <li>• possessive postposition</li> <li>• preposition/postposition</li> <li>• compound postposition</li> </ul>	<p>ਦਾ</p> <p>ਬਿਨਾਂ, ਸਿਵਾਏ, ਬਜਾਏ</p> <p>ਦੇ ਬਾਰੇ</p>
<b>Numerals</b>	
<ul style="list-style-type: none"> <li>• cardinal</li> <li>• ordinal</li> <li>• multiple</li> <li>• fraction</li> </ul>	<p>ਚਾਰ, ਪੰਜ</p> <p>ਪਹਿਲਾ, ਦੂਜਾ</p> <p>ਹਜਾਰਾਂ, ਕਰੋੜਾਂ</p> <p>ਅੱਧਾ, ਚੌਥਾ ਹਿੱਸਾ</p>
<b>Negation</b>	
<ul style="list-style-type: none"> <li>• negative</li> <li>• double negatives <ul style="list-style-type: none"> <li>– contingent</li> </ul> </li> </ul>	<p>ਨਹੀਂ</p> <p>ਭਲਾ ਕਿਉਂ, ਕਿਉਂ ਨਹੀਂ</p> <p>ਪੜ੍ਹਿਆ ਹੁੰਦਾ ਤਾਂ...</p>
<b>Sentence and phrase</b>	
<ul style="list-style-type: none"> <li>• statements</li> <li>• types: <ul style="list-style-type: none"> <li>– questions</li> <li>– commands</li> <li>– exclamations</li> <li>– simple, compound and complex sentences</li> <li>– compatible clauses</li> </ul> </li> </ul>	<p>ਮੈਂ ਪੜ੍ਹਦਾ ਹਾਂ।</p> <p>ਕੀ ਤੁਸੀਂ ਪੰਜਾਬੀ ਪੜ੍ਹਦੇ ਹੋ?</p> <p>ਇੱਧਰ ਆਉ, ਉੱਧਰ ਜਾਉ</p> <p>ਹਾਏ, ਸ਼ਾਬਾਸ਼, ਉਏ।</p> <p>ਮੈਂ ਇੱਥੇ ਤਾਂ ਹੀ ਆਉਂਦੀ ਹਾਂ ਕਿ ਤੁਹਾਨੂੰ ਮਿਲ ਸਕਾਂ।</p> <p>—</p>
<b>Conjunctions</b>	
<ul style="list-style-type: none"> <li>• copulative</li> <li>• disjunctive</li> </ul>	<p>ਅਤੇ</p> <p>ਜਾਂ</p>

Grammatical items	Examples in Punjabi
<b>Vowels</b>	
<ul style="list-style-type: none"> <li>• short and long</li> <li>• full forms</li> <li>• bindi wale shabad</li> <li>• tippi wale shabad</li> <li>• abbreviated forms</li> <li>• special forms</li> </ul>	<p>ਇ ਅਤੇ ਈ, ਉ ਅਤੇ ਊ</p> <p>ਇ, ਊ</p> <p>ਮਾਂ, ਸੌਂਦਾ</p> <p>ਅੰਗ, ਸੰਗ</p> <p>ੴ, ਿ, ੀ</p> <p>ਪ੍ਰ, ਝੁ</p>

### 1.3.7 Text selection

Text selection is an education provider based decision and should reflect the interests and needs of candidates.

Throughout the course of study, candidates should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical and comedic or transactional texts.

There should be a range and balance in the texts that candidates read, listen to and view, which embody the intercultural nature of language. The course should include texts designed for different purposes and audiences, and delivered through different media.

## 1.4 Assessment — general information

Assessments are formative in Units 1, 2 and 3, and summative at the end of Unit 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•	•	
Summative external assessment 1 (Oral examination)				•
Summative external assessment 2 (Written examination)				•

### 1.4.1 Formative assessments

The sequencing, scope and scale of formative assessments are matters for each education provider or individual candidate to decide. If this syllabus is delivered in a school setting, teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.5) to provide formative feedback to candidates and to report on progress.

### 1.4.2 Summative assessment — Unit 4

Candidates will complete a total of **two** summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the candidate's result in this subject.

The summative external assessment provides the evidence of achievement for a candidate's profile.

- External assessment is common to all candidates and is administered under the same conditions at the same time and on the same day.
- The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.
- The oral and written examinations will be set by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by a panel of assessors appointed by the VCAA.
- The external assessment is held in either October or November of each year.
- The external assessment results will contribute 100% towards a candidate's result in Punjabi.

## 1.5 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on candidate progress. These descriptors can also be used to provide formative feedback to candidates.

### Reporting standards

A
<p>The candidate, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Punjabi. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of grammatical items, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Punjabi.</p> <p>The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating effective and contextually appropriate Punjabi language.</p>
B
<p>The candidate, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in Punjabi. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Punjabi.</p> <p>The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating contextually appropriate Punjabi language.</p>
C
<p>The candidate, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Punjabi. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Punjabi.</p> <p>The candidate, in exchanging meaning, uses some strategies to maintain communication, demonstrating contextually appropriate Punjabi language.</p>
D
<p>The candidate, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Punjabi to understand obvious information and ideas. Some context and audience are identified to draw conclusions. Knowledge of Punjabi language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.</p>
E
<p>The candidate, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Punjabi, and fragmented application of knowledge of Punjabi language elements, structures and textual conventions.</p>

## 2 Unit 1: The individual

### 2.1 Unit description

In Unit 1, candidates consider and reflect on their own and others' personal world — their everyday life and relationships with family and friends. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication.

The unit provides candidates with opportunities to think about their interests and how they spend their leisure time, to explore options, and to compare and contrast lifestyles in Australian and Punjabi-speaking communities, and the associated cultural values. Candidates also look at developments in the world of arts and entertainment — exploring film and TV, art and architecture, and music and song, both in Punjabi-speaking communities and in Australia.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to establish and maintain a written or spoken exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text that focuses on a real or imaginary experience.

#### 2.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

#### Unit 1 Topic 1: Personal world

##### Suggested sub-topics:

- personal details
- relationships with family and friends
- daily life
- leisure activities
- sports
- pets
- hobbies.

#### Unit 1 Topic 2: Arts and entertainment

##### Suggested sub-topics:

- Punjabi film, TV and other media
- traditional art and architecture
- folk songs and art
- modern art and music.

## 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. establish and maintain a written or spoken exchange related to personal areas of experience, including identity, everyday life, relationships and interests
2. listen to, read and obtain information from written and spoken texts about personal identity, everyday life, relationships and interests
3. produce a personal response to a text, focusing on real or imaginary experience related to identity, everyday life, relationships and interests.

## 2.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

## 2.4 Subject matter

The following subject matter underpins the two prescribed topics and suggested sub-topics.

**Unit objective 1: establish and maintain a written or spoken exchange related to personal areas of experience, including identity, everyday life, relationships and interests**

### Key knowledge and skills

To achieve this objective, candidates will:

- use structures related to describing, explaining and commenting on past, present or future events or experiences
- 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, e.g. letter, fax, email, telephone and face-to-face
- use appropriate intonation, stress, pitch/spelling and punctuation
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

## Unit objective 2: listen to, read and obtain information from written and spoken texts about personal identity, everyday life, relationships and interests

### Key knowledge and skills

To achieve this objective, candidates will:

- 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.

## Unit objective 3: produce a personal response to a text, focusing on real or imaginary experience related to identity, everyday life, relationships and interests

### Key knowledge and skills

To achieve this objective, candidates will:

- apply the conventions of relevant text types, e.g. 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.

## 2.5 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.



# 3 Unit 2: The Punjabi-speaking communities

## 3.1 Unit description

In Unit 2, candidates move beyond their personal world to engagement with the Punjabi-speaking world. They explore options for personal travel and tourism in Punjabi-speaking communities and Australia, and consider the associated cultural mores and conventions.

The unit provides candidates with opportunities to recognise and investigate places of interest to Punjabi-speakers, to consider conversations related to travel experiences, and to compare and contrast the travel and tourism highlights of Punjabi-speaking communities with Australian destinations.

They also compare lifestyles between these communities and Australia, looking at traditional social structures, the differences between rural and urban lifestyles, cultural diversity and activities particular to Punjabi-speaking communities. Punjabi life is examined from historical and contemporary perspectives. This includes looking at notable people; important historical and religious events, festivals and ceremonies; and stories from the past that help define the Punjabi people, their culture and traditions.

Candidates reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. This provides the opportunity to develop knowledge and understanding of a range of language elements, grammatical items and textual structures; to communicate similarities and differences; to develop and express personal opinions; and to reinforce the link between language, culture and identity.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to participate in a written or spoken exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from spoken and written texts; and give expression to real or imaginary experience in written or spoken form.

### 3.1.1 Unit requirements

In this unit, subject matter is organised into three prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

#### Unit 2 Topic 1: Visiting a Punjabi-speaking community

##### Suggested sub-topics:

- travel
- visiting relatives and friends
- planning a holiday
- activities particular to Punjabi-speaking communities.

#### Unit 2 Topic 2: Lifestyles

##### Suggested sub-topics:

- cultural diversity
- differences between rural and urban lifestyles
- the impact of foreign influences
- traditional social structures.

## Unit 2 Topic 3: Historical perspectives

### Suggested sub-topics:

- famous people
- important historical and religious events and locations
- festivals and ceremonies
- stories from the past.

## 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. participate in a written or spoken exchange related to making arrangements and completing transactions involving Punjabi-speaking communities, lifestyles and historical perspectives
2. listen to, read, extract and use information and ideas from spoken and written texts related to Punjabi-speaking communities, lifestyles and historical perspectives
3. give expression to real or imaginary experience, in written or spoken form, about Punjabi-speaking communities, lifestyles and historical perspectives.

## 3.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

## 3.4 Subject matter

The following subject matter underpins the three prescribed topics and suggested sub-topics.

**Unit objective 1: participate in a written or spoken exchange related to making arrangements and completing transactions involving Punjabi-speaking communities, lifestyles and historical perspectives**

### Key knowledge and skills

To achieve this objective, candidates will:

- 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 and complete a transaction
- obtain and provide goods, services or public information
- link and sequence ideas and demonstrate clarity of expression in spoken or written form
- initiate, maintain, direct as appropriate, and close an exchange
- use stance, gesture, facial expression to enhance meaning and persuade
- use appropriate non-verbal forms of communication
- use examples and reasons to support arguments, and to convince
- respond appropriately for the context, purpose and audience described.

**Unit objective 2: listen to, read, extract and use information and ideas from spoken and written texts related to Punjabi-speaking communities, lifestyles and historical perspectives**

**Key knowledge and skills**

To achieve this objective, candidates will:

- apply the conventions of relevant text types such as a letter or a newspaper report
- use vocabulary, structures and content related to topics studied
- infer points of view, opinions and ideas
- classify, compare and predict information and ideas
- extract and reorganise information and ideas from one text type to another
- appreciate cultural aspects critical to understanding the text.

**Unit objective 3: give expression to real or imaginary experience, in written or spoken form, about Punjabi-speaking communities, lifestyles and historical perspectives**

**Key knowledge and skills**

To achieve this objective, candidates will:

- apply the conventions of text types
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences
- use a range of appropriate vocabulary and expressions
- structure writing to sequence main ideas and events logically
- use stylistic techniques such as repetition, questions and exclamations
- vary language for audience, context and purpose.

## **3.5 Assessment guidance**

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.

# 4 Unit 3: The changing world

## 4.1 Unit description

In Unit 3, candidates investigate their place in the changing nature of contemporary society and the global community. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging.

The unit provides candidates with opportunities to use Punjabi to express personal thoughts and opinions on particular issues and discuss topics of importance to modern youth — social, environmental, economic, scientific and technological.

As they comprehend, analyse, interpret and consider issues affecting current and future society, they develop knowledge and understanding of a range of language elements and grammatical items and deepen their appreciation of cultural perspectives.

Through examining a range of oral and written texts, candidates explore and compare aspects of the language and culture of the Punjabi-speaking community, allowing them to develop knowledge and understanding of social, environmental and historical issues and aspects of contemporary society.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences.

### 4.1.1 Unit requirements

In this unit, subject matter is organised into three prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

#### Unit 3 Topic 1: Social issues

##### Suggested sub-topics:

- modern youth
- issues of gender
- economic crises
- the global village
- environmental issues.

#### Unit 3 Topic 2: Scientific and technological issues

##### Suggested sub-topics:

- famous inventors and their contributions
- technology and innovation
- great scientific inventions
- the expansion of new horizons.

## Unit 3 Topic 3: Personal opinions and values

### Suggested sub-topics:

- personal priorities
- thoughts about the world
- views on particular issues.

### 4.1.2 Detailed study

Candidates are required to undertake a detailed study during Units 3 and 4. They will be expected to discuss their detailed study in Section 2: Discussion, of the oral examination (see Sections 1.3.3 and 5.5.1).

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table in Section 1.3.1. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

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

The texts that 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, their density and level of complexity. In order for the candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

The selected sub-topics and texts should ensure the candidate is able to focus on the knowledge and skills associated with Unit 4 Objective 2: respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities related to future plans, aspirations and pathways, including the world of work, and reflect on their personal world.

## 4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. express ideas through the production of original texts related to social, scientific and technological issues, and their own personal opinions and values
2. analyse and use information from spoken texts related to social, scientific and technological issues, and their own personal opinions and values
3. exchange information, opinions and experiences about social, scientific and technological issues, including their own personal opinions and values.

## 4.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

## 4.4 Subject matter

The following subject matter underpins the three prescribed topics and suggested sub-topics.

**Unit objective 1: express ideas through the production of original texts related to social, scientific and technological issues, and their own personal opinions and values**

### Key knowledge and skills

To achieve this objective, candidates will:

- create a personal or imaginative text focusing on an event or experience in the past, present or future
- demonstrate knowledge of first- and third-person narrative perspectives
- vary language for audience, context and purpose
- organise and sequence ideas
- simplify or paraphrase complex expressions
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery
- select and make appropriate use of reference materials, including dictionaries.

**Unit objective 2: analyse and use information from spoken texts related to social, scientific and technological issues, and their own personal opinions and values**

### Key knowledge and skills

To achieve this objective, candidates will:

- 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 and use of registers, and stylistic features such as repetition and tone.

**Unit objective 3: exchange information, opinions and experiences about social, scientific and technological issues, including their own personal opinions and values**

### Key knowledge and skills

To achieve this objective, candidates will:

- 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.

## 4.5 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.

# 5 Unit 4: My future

## 5.1 Unit description

In Unit 4, candidates focus on their future plans, aspirations and pathways — their plans for future study, possible careers and work options. This includes plans for their immediate future and how these plans, responsibilities and aspirations compare with those of other young people in Punjabi-speaking communities.

The unit provides candidates with opportunities to examine the world of work, employment and unemployment, and the changing roles of men and women, not only in the workforce, but also in the modern world. Candidates have opportunities to use Punjabi to consider and discuss their perspectives on issues relevant to their futures and the futures of their peers, both in Australia and in Punjabi-speaking communities. As they research, examine and discuss a range of texts, and create oral and written texts, candidates consolidate their knowledge and understanding of a range of language elements, grammatical items, structures and text types.

As candidates consider the next phase of their lives and their aspirations, they reflect on their personal world, identity, school and home life, family, friends and interests, and the past and present influences on their world. They compare and contrast customs, and the social and cultural values related to their personal lifestyle and to wider community lifestyles, leisure and education, both in Australia and in Punjabi-speaking communities. They also consider historical issues, aspects of contemporary society, the literary and artistic heritage of the community, and aspects of the language and culture of Punjabi-speaking communities.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to analyse and use information from written texts, and respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities.

### 5.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

#### Unit 4 Topic 1: Education and aspirations

##### Suggested sub-topics:

- tertiary options and aspirations
- future concerns
- employment and training
- student exchanges
- job applications
- overseas opportunities.



## Unit 4 Topic 2: The world of work

### Suggested sub-topics:

- people at work
- different types of work
- vocational pathways
- unemployment.

### 5.1.2 Detailed study

Candidates are required to undertake a detailed study during Units 3 and 4. They will be expected to discuss their detailed study in Section 2: Discussion, of the oral examination (see Sections 1.3.3 and 5.5.1).

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table in Section 1.3.1. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

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

The texts that 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, their density and level of complexity. In order for the candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

The selected sub-topics and texts should ensure the candidate is able to focus on the knowledge and skills associated with Unit 4 Objective 2: respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities related to future plans, aspirations and pathways, including the world of work, and reflect on their personal world.

## 5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. analyse and use information from written texts about future plans, aspirations and pathways, including the world of work, and reflect on their personal world
2. respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities related to future plans, aspirations and pathways, including the world of work, and reflect on their personal world.

## 5.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

## 5.4 Subject matter

The following subject matter underpins the two prescribed topics and suggested sub-topics.

**Unit objective 1: analyse and use information from written texts about future plans, aspirations and pathways, including the world of work, and reflect on their personal world**

### Key knowledge and skills

To achieve this objective, candidates will:

- show knowledge of and 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
- show knowledge of and 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.

**Unit objective 2: respond critically to spoken and written texts that reflect aspects of the language and culture of Punjabi-speaking communities related to future plans, aspirations and pathways, including the world of work, and reflect on their personal world**

### Key knowledge and skills

To achieve this objective, candidates will:

- 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.

## 5.5 Assessment

The end-of-year examinations are:

- an oral examination
- a written examination.

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The external assessment is held in either October or November of each year.

The oral and written examinations will be set by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA), and marked by a panel of assessors appointed by the VCAA.

### 5.5.1 Summative external assessment 1: Oral examination (25%)

#### Purpose

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

#### Specifications

##### Conditions

- Time: approximately 15 minutes in total.
- Dictionaries or electronic devices are not permitted in the oral examination.
- Notes or cue cards are not permitted.

The oral examination has two sections.

#### Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the assessor/s. It will consist of a general conversation about the candidate's personal world, e.g. school and home life, family and friends, interests and aspirations.

#### Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate 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. The candidate will be expected to make reference to texts studied.

The candidate may support the discussion with objects such as photographs, diagrams and maps.

## Assessment criteria

The oral examination will address all of the criteria.

All candidates will be examined against the following criteria developed by the VCAA for the *Victorian Certificate of Education Punjabi Study Design*.

### Section 1: Conversation

#### Communication

Criterion 1: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

In demonstrating the capacity to maintain and advance the exchange appropriately and effectively, the candidate	Marks
<ul style="list-style-type: none"><li>• demonstrates an excellent level of understanding by responding readily and confidently</li><li>• uses highly effective repair strategies</li><li>• carries conversation forward with spontaneity</li><li>• needs no support.</li></ul>	9–10
<ul style="list-style-type: none"><li>• demonstrates a very good level of understanding</li><li>• has very good repair strategies</li><li>• carries the conversation forward with confidence</li><li>• needs minimal support.</li></ul>	7–8
<ul style="list-style-type: none"><li>• demonstrates a good level of understanding</li><li>• has good repair strategies</li><li>• communicates well, with some hesitations and pauses</li><li>• often needs support.</li></ul>	5–6
<ul style="list-style-type: none"><li>• demonstrates a limited level of understanding and ability to advance the conversation</li><li>• has limited repair strategies</li><li>• is slow to respond, with frequent hesitation and false starts</li><li>• needs frequent support.</li></ul>	3–4
<ul style="list-style-type: none"><li>• has minimal ability to interact</li><li>• needs a great deal of support.</li></ul>	1–2
<ul style="list-style-type: none"><li>• provides no evidence of meeting this criterion.</li></ul>	0

## Content

Criterion 2: Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

In demonstrating the relevance, breadth and depth of information, opinions and ideas, the candidate	Marks
<ul style="list-style-type: none"><li>• presents an excellent range of information, opinions and ideas clearly and logically with highly relevant responses</li><li>• is able to clarify, elaborate on and defend opinions and ideas very effectively</li><li>• demonstrates excellent preparation.</li></ul>	9–10
<ul style="list-style-type: none"><li>• presents a very good range of information, opinions and ideas which are usually relevant</li><li>• is able to clarify, elaborate on or defend opinions and ideas most of the time</li><li>• demonstrates a very good level of preparation.</li></ul>	7–8
<ul style="list-style-type: none"><li>• presents a good range of information, opinions and ideas which are generally relevant</li><li>• has the ability to clarify or elaborate on opinions and ideas some of the time</li><li>• demonstrates a good level of preparation with some gaps.</li></ul>	5–6
<ul style="list-style-type: none"><li>• presents a limited range of information, which is not always relevant</li><li>• has difficulty clarifying or elaborating on opinions and ideas</li><li>• does not appear to have prepared adequately.</li></ul>	3–4
<ul style="list-style-type: none"><li>• presents a very limited range of information</li><li>• shows little evidence of preparation.</li></ul>	1–2
<ul style="list-style-type: none"><li>• provides no evidence of meeting this criterion.</li></ul>	0

## Language

Criterion 3: Accuracy of vocabulary and grammar

In demonstrating accuracy of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"><li>• uses sophisticated vocabulary and structures, accurately and appropriately</li><li>• usually self-corrects.</li></ul>	9–10
<ul style="list-style-type: none"><li>• has very good control of vocabulary and structures and uses them accurately and appropriately</li><li>• usually self-corrects.</li></ul>	7–8
<ul style="list-style-type: none"><li>• has good control of simple vocabulary and structures</li><li>• is able to express meaning despite errors</li><li>• tends to rely on rote-learned language and anglicisms.</li></ul>	5–6
<ul style="list-style-type: none"><li>• has limited control of simple vocabulary and structures</li><li>• makes frequent and intrusive errors</li><li>• relies on rote-learned language and anglicisms.</li></ul>	3–4

In demonstrating accuracy of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"> <li>uses very limited vocabulary and structures</li> <li>relies heavily on rote-learned language and anglicisms.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>provides no evidence of meeting this criterion.</li> </ul>	0

Criterion 4: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

In demonstrating range and appropriateness of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"> <li>uses an excellent range of vocabulary, structures and expressions</li> <li>consistently uses highly appropriate style and register.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>uses a very broad range of vocabulary, structures and expressions</li> <li>demonstrates a good awareness of appropriate style and register.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>uses a good range of vocabulary, structures and expressions</li> <li>generally demonstrates an awareness of style and register.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>has control of simple structure and a narrow range of vocabulary</li> <li>often uses inappropriate style and register.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>uses a very limited range of vocabulary and structures</li> <li>demonstrates very little awareness of style or register.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>provides no evidence of meeting this criterion.</li> </ul>	0

Criterion 5: Clarity of expression

- pronunciation, intonation, stress and tempo

In demonstrating clarity of expression, the candidate	Marks
<ul style="list-style-type: none"> <li>has excellent <ul style="list-style-type: none"> <li>pronunciation</li> <li>intonation</li> <li>stress</li> <li>tempo.</li> </ul> </li> </ul>	9–10
<ul style="list-style-type: none"> <li>has very good <ul style="list-style-type: none"> <li>pronunciation</li> <li>intonation</li> <li>stress</li> <li>tempo.</li> </ul> </li> </ul>	7–8

In demonstrating clarity of expression, the candidate	Marks
<ul style="list-style-type: none"> <li>• has good <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo</li> </ul> </li> </ul> with minor problems.	5–6
<ul style="list-style-type: none"> <li>• has limited <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo</li> </ul> </li> </ul> with significant problems.	3–4
<ul style="list-style-type: none"> <li>• is often unintelligible.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

## Section 2: Discussion

### Communication

Criterion 6: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

In demonstrating the capacity to maintain and advance the exchange appropriately and effectively, the candidate	Marks
<ul style="list-style-type: none"> <li>• demonstrates an excellent level of understanding by responding readily and confidently</li> <li>• carries the discussion forward with some original input</li> <li>• uses highly effective repair strategies</li> <li>• needs no support.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• demonstrates a very good level of understanding by responding readily</li> <li>• carries the discussion forward with confidence</li> <li>• has very good repair strategies</li> <li>• needs minimal support.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• demonstrates a good level of understanding and is able to advance the discussion most of the time</li> <li>• communicates well with some hesitations and pauses</li> <li>• has good repair strategies</li> <li>• often needs support.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• demonstrates a limited level of understanding</li> <li>• is slow to respond with frequent hesitations and false starts</li> <li>• has limited repair strategies</li> <li>• needs frequent support.</li> </ul>	3–4

In demonstrating the capacity to maintain and advance the exchange appropriately and effectively, the candidate	Marks
<ul style="list-style-type: none"> <li>• has minimal ability to interact</li> <li>• needs a great deal of support.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

## Content

Criterion 7: Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

In demonstrating the capacity to present information, ideas and opinions on a chosen topic, the candidate	Marks
<ul style="list-style-type: none"> <li>• presents an excellent range of information, ideas and opinions clearly and logically with highly relevant responses</li> <li>• is able to clarify, elaborate on and defend opinions and ideas very effectively</li> <li>• demonstrates excellent preparation of the topic.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• presents a very good range of information, ideas and opinions which are usually relevant</li> <li>• is able to clarify, elaborate on or defend opinions and ideas</li> <li>• demonstrates a very good level of preparation.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• presents a good range of information, ideas and opinions, which are generally relevant</li> <li>• is usually able to clarify or elaborate opinions and ideas some of the time</li> <li>• demonstrates a good level of preparation with some gaps.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• presents a limited range of information, which is not always relevant</li> <li>• has difficulty clarifying or elaborating ideas and opinions</li> <li>• does not appear to have prepared the topic adequately.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• presents a very limited range of information</li> <li>• shows little evidence of preparation.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

## Language

Criterion 8: Accuracy of vocabulary and grammar

In demonstrating accuracy of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"> <li>• uses sophisticated vocabulary, structures and expressions, accurately and appropriately</li> <li>• self-corrects.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• has very good control of vocabulary and structures, and uses them accurately and appropriately</li> <li>• usually self-corrects.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• has good control of simple vocabulary and structures</li> <li>• is able to express meaning despite errors</li> <li>• tends to rely on rote-learned language and anglicisms.</li> </ul>	5–6



In demonstrating accuracy of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"> <li>• has limited control of simple vocab and structures</li> <li>• makes frequent and intrusive errors</li> <li>• relies on rote-learned language and anglicisms.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• uses very limited vocabulary and structures</li> <li>• relies heavily on rote-learned language and anglicisms.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

Criterion 9: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

In demonstrating range and appropriateness of vocabulary and grammar, the candidate	Marks
<ul style="list-style-type: none"> <li>• uses an excellent range of vocabulary, structures and expressions</li> <li>• consistently uses highly appropriate style and register.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• uses a very good range of vocabulary, structures and expressions</li> <li>• demonstrates a good awareness of appropriate style and register.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• uses a limited range of vocabulary, structures and expressions</li> <li>• generally demonstrates an awareness of style and register.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• uses a limited range of vocabulary and structures</li> <li>• occasionally uses appropriate style and register.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• uses a very limited range of vocabulary and structures</li> <li>• demonstrates little awareness of style or register.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

Criterion 10: Clarity of expression

- pronunciation, intonation, stress and tempo

In demonstrating clarity of expression, the candidate	Marks
<ul style="list-style-type: none"> <li>• has excellent <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo.</li> </ul> </li> </ul>	9–10
<ul style="list-style-type: none"> <li>• has very good <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo.</li> </ul> </li> </ul>	7–8

In demonstrating clarity of expression, the candidate	Marks
<ul style="list-style-type: none"> <li>• has good               <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo</li> </ul>               with minor problems.             </li> </ul>	5–6
<ul style="list-style-type: none"> <li>• has limited               <ul style="list-style-type: none"> <li>– pronunciation</li> <li>– intonation</li> <li>– stress</li> <li>– tempo</li> </ul>               with significant problems.             </li> </ul>	3–4
<ul style="list-style-type: none"> <li>• is often unintelligible.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• provides no evidence of meeting this criterion.</li> </ul>	0

## 5.5.2 Summative external assessment 2: Written examination (75%)

### Conditions

- Time: 2 hours and 30 minutes, plus 10 minutes reading time.
- Candidates may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.

### Section 1: Listening and responding

#### Purpose

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

The candidate 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 candidate 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 candidate hears six texts in Punjabi covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 8 minutes (16 minutes in total for two readings of each text).

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 candidate may take notes. The candidate will be given sufficient time after the second reading to complete responses.

The candidate 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 three texts, including at least one shorter text and one longer text.

Questions will be phrased in English for responses in English.

#### Part B

There will be three texts, including at least one shorter text and at least one longer text.

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

## **Section 2: Reading and responding**

### **Purpose**

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

In Part A the candidate will be required to demonstrate understanding of written texts. The candidate may be required to extract, summarise, and/or evaluate information from two texts. The candidate may be required to respond critically to the texts and to compare and/or contrast aspects of both.

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

### **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 candidate 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 candidate will be required to read one text or two related texts totalling approximately 150 words in Punjabi. If two related texts are used (e.g. an attachment within an email) they will be presented as one text with two parts.

The candidate 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 candidate will be required to produce will be drawn from those listed for productive use in Section 1.3.4.

The candidate will be expected to write a response of approximately 150 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 candidate's ability to express ideas through the creation of original text in Punjabi.

### **Specifications**

The candidate 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 interests and will be set to ensure that the candidate is provided with opportunities for producing different kinds of writing (for example, personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination) through:

- having different purposes, audiences and contexts
- requiring different text types (see Section 1.3.4 for the table of text types for productive use).

The candidate will be required to write a response of approximately 250 words in Punjabi. The tasks will be phrased in English and Punjabi for a response in Punjabi.

### **Assessment criteria**

The examination will address all of the criteria.

All candidates will be examined against the following criteria developed by the VCAA for the *Victorian Certificate of Education Punjabi Study Design*.

In all sections, responses in the wrong language will receive no credit.

### **Section 1: Listening and responding**

#### Part A

When judging performance in this part, the assessor/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the assessor/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

### **Section 2: Reading and responding**

#### Part A

When judging performance in this part, the assessor/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and/or specific aspects of a text by, for example, comparing, contrasting, summarising, or evaluating and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the assessor/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

### **Section 3: Writing in Punjabi**

When judging performance in this part, the assessor/s will take into account the extent to which the candidate demonstrates:

- relevance and depth of treatment of ideas, information or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of text types.

### 5.5.3 Contribution of the respective sections of the examinations to a candidate's overall result

Summative external examinations	Marks
<b>Oral examination</b>	
Section 1: Conversation	25
Section 2: Discussion	
<b>Written examination</b>	
Section 1: Listening and responding	20
Part A: Response in English	
Part B: Response in Punjabi	10
Section 2: Reading and responding	20
Part A: Response in English	
Part B: Response in Punjabi	10
Section 3: Writing in Punjabi	15
<b>Total</b>	<b>100</b>

## 5.6 Subject resources

Past examination papers and reports for Punjabi are available on the VCAA website at [www.vcaa.vic.edu.au/Pages/vce/studies/lote/punjabi/exams.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/punjabi/exams.aspx).

**Note:** Examination reports provide valuable advice to candidates in relation to oral and written examinations. Some examination reports for written examinations contain some answers.

Suitable print, video, film and website resources for Punjabi can be found in the *Victorian Certificate of Education Punjabi Study Design*, available on the VCAA website at [www.vcaa.vic.edu.au/Documents/vce/punjabi/PunjabiSD.pdf](http://www.vcaa.vic.edu.au/Documents/vce/punjabi/PunjabiSD.pdf).

## 6 Glossary

Term	Explanation
<b>A</b>	
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
<b>additional language acquisition</b>	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of

<b>Term</b>	<b>Explanation</b>
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>area of study</b>	a division of, or a section within a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about candidates' achievements
<b>assessment instrument</b>	a tool or device used to gather information about candidate achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about candidate achievement, (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>attitudes</b>	in languages, how an author or creator of a text feels about the topic, situation and audience
<b>audience</b>	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. candidates in the educational setting, an individual, the wider community
<b>audio</b>	in languages, texts that are listened to
<b>audiovisual</b>	in languages, texts that are viewed and listened to
<b>authentic</b>	in languages, original or modified text that would be used by a background speaker for communicative purposes
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed



Term	Explanation
<b>B</b>	
<b>background speaker</b>	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>basic</b>	fundamental
<b>beliefs</b>	what a person, society or group holds to be true
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty, or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>community</b>	a group of people who share common language, identity, and/or experience

Term	Explanation
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>context</b>	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)

<b>Term</b>	<b>Explanation</b>
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>conventions</b>	in languages, cultural and linguistic norms or accepted practices
<b>convey meaning</b>	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cultural conventions</b>	common set of norms and established standards shared by members of a group, to which each person is expected to conform
<b>cultural values</b>	common set of beliefs and principles shared by a group
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial

Term	Explanation
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment

Term	Explanation
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>exchange</b>	to give and receive information, ideas, opinions and/or experiences

Term	Explanation
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while candidates may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all educational settings and candidates; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable

Term	Explanation
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and candidate achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>gist</b>	substance or essence of a matter or of a text
<b>H</b>	
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISM; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>integral</b>	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
<b>intended</b>	designed; meant; done on purpose; intentional



Term	Explanation
<b>intercultural understanding</b>	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires candidates to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
<b>L</b>	
<b>language elements</b>	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
<b>language features</b>	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
<b>linguistic</b>	relating to languages, use of language elements and language-learning skills
<b>linguistic and cultural knowledge</b>	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small, the least amount; negligible
<b>mode</b>	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts

Term	Explanation
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
<b>performance</b>	an assessment technique that requires candidates to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves candidate application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>personal response</b>	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives

Term	Explanation
<b>perspectives</b>	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; candidates may not make notes and may not commence responding to the assessment in the response space/book
<b>planning time</b>	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; candidates may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>Punjabi culture</b>	culture that pertains to the Punjabi language and the communities in which the language is spoken, rather than just the geographical region of the Punjab
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand
<b>relevant</b>	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes candidate performance at different junctures throughout a course of study
<b>resolve</b>	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning

Term	Explanation
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>S</b>	
<b>safe</b>	secure; not risky
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>show</b>	provide the relevant reasoning to support a response
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill

Term	Explanation
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>spontaneous</b>	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>strategies to maintain communication</b>	ways candidates synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and nonverbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance
<b>structure</b>	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; subjects are usually based in a discipline or field of study (see also 'course')
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for candidates' learning and engagement within that subject
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result

Term	Explanation
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate candidate achievement; summative assessments contribute towards a candidate's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline what is required to teach and what candidates have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>text</b>	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
<b>text types</b>	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional



Term	Explanation
<b>textual conventions</b>	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production
<b>thorough</b>	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>tone</b>	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend.
<b>topic</b>	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>unrelated</b>	having no relationship; unconnected
<b>unseen</b>	in assessment, materials that candidates have not previously been exposed to directly in class
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice

Term	Explanation
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>values</b>	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
<b>variable</b>	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>visual</b>	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (60 words).
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

# 7 References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edn, Corwin Press, Thousand Oaks, California.

ISBN: 978-1-74378-087-9

Punjabi General Senior External Syllabus 2019

© The State of Queensland (Queensland Curriculum & Assessment Authority) 2018

**Acknowledgement**

This syllabus is based on the *Victorian Certificate of Education Punjabi Study Design*, developed and published by the Victorian Curriculum and Assessment Authority (VCAA). The accreditation period of this Study Design extends until 31 December 2020. The subject outline and examination format are determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

Queensland Curriculum & Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia  
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)