****

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2023**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[Years 7–8 (Year 7 entry) 4](#_Toc145681239)

[Years 9–10 (Year 7 entry) 14](#_Toc145681240)

Years 7–8 (Year 7 entry)

|  |
| --- |
| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Hindi language. This will be influenced by the extent of students’ backgrounds and prior experiences of language learning. Students use Hindi to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Hindi within their family. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Hindi literacy knowledge of metalanguage to reflect on similarities and differences between Hindi and English language pronunciation, structures and features. They begin to use the conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use Hindi language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Hindi or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts, with Devanāgarī script in writing.  Students approximate pronunciation and intonation of spoken Hindi. They demonstrate understanding that Hindi has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Hindi and English language structures and features, using metalanguage. They demonstrate awareness that the Hindi language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. |

|  |  |  |
| --- | --- | --- |
| **Strand: Communicating meaning in Hindi** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds  AC9LH8EC01 | * engaging in everyday social interactions such as greetings, farewells, apologies, thanks, well wishes and congratulations for special occasions, using appropriate formal and informal language such as नमस्ते, फिर मिलेंगे, माफ़ कीजिए, दीपावली की हार्दिक शुभकामनाएं, दीपों की ज्योति की तरह आपका जीवन भी हमेशा उज्ज्वलित् रहे, परीक्षा पास करने के लिए बधाई हो * introducing themselves using culturally appropriate formulaic expressions and gestures, for example, नमस्ते, मेरा नाम... हैं, मेरी उम्र १३ साल है, मैं वर्ष ७ में हूँ। * exchanging information about themselves and their families or significant people, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं * exchanging information about special events or community celebrations, for example, हम आठ मार्च को होली का त्योहार मनाते हैं। यह बहुत रंगीन है! * expressing likes, dislikes and preferences, for example, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि... * participating in informal conversations with others about interests and leisure activities, encouraging involvement, for example, तुम ने कुछ नहीं कहा, क्या तुम इस से सहमत हो?, आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?, आप ऐसा क्यों कह रहे हैं? * using some expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and fill pauses, for example, अच्छा हैं, ओह यह बात हैं! * using colloquial expressions, phrases and idioms to talk about feelings, relationships and places, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाचीजी मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे; पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है। * stating opinions and thoughts on familiar topics, for example, इस विकल्प को अधिक लोग चुनते हैं ... मुझे यह कार्य बहुत कठिन लगा। * commenting on posts on secure shared websites or secure personal blogs that share details about school, home or social life activities, for example, मैं भी कॉन्सर्ट में गया था... * engaging in written exchanges with others, such as sharing greeting cards and messages, for example, जन्मदिन की शुभकामनाएं! क्रिसमस की बधाई! | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LH8EC02 | * participating in classroom interactions such as requesting permission or clarification and responding to praise or criticism, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइए;, बहुत बढ़िया! बुरा नहीं है। ठीक ठाक हैl * asking and responding to questions, for example, आज कौन सी तारीख़ है? आज २० जून है; आज सोमवार है; आज बहुत सर्दी है * using evaluative language to express opinions and preferences such as यह बहुत कठिन लग रहा है। मैं फिर से शुरू करूंगा * providing feedback and encouragement, for example, हमने अच्छा प्रबंध किया। हमें उम्मीद से ज़्यादा समय लगा, प्रभावशाली सुधार, प्रयत्न करते रहो * stating a problem or asking for advice or suggestions, for example, क्या मुझे एक पालतू कुत्ता या बिल्ली मिलेगी? मुझे लगता है कि एक कुत्ता। * discussing daily routines, roles and responsibilities at school and at home, for example, मैं रोज़ सुबह उठ कर सबसे पहले नहाता हूँ।, स्कूल में मैं अपनी जगह साफ करता हूँ । * taking turns being a daily leader or monitor who is responsible for the start and finish of lessons, greetings and roll call or distributing work, for example, नमस्ते, आप सब कैसे हो, आज कौन नहीं आया है, कृपया अपनी किताबे निकले । * playing simplified Hindi board or card games with others, such as snap, word games and memory games, using formulaic expressions, for example, किसकी बारी है? अब मेरी बारी है। मैं जीता! | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LH8EC03 | * participating in real or simulated transactions that involve negotiations, discussion of comparability, value, price and availability, using terms such as बजट की सीमा, विनिमय दर, पैसे वसूल करना * making decisions about collaborative projects such as displays or performances, events or excursions, discussing roles and responsibilities and sharing ideas, for example, इसके लिए संगीत की व्यवस्था कौन करेगा? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे? यदि तुम तबला बजाओगे तो मैं गाऊँगी। * contributing to a secure school or class blog with other students learning Hindi, sharing ideas to plan and organise a Hindi cultural day at school, for example, चलो भरतनाट्यम नृत्य करते हैं! इसके लिए संगीत की व्यवस्था कौन करेगा? यदि तुम तबला बजाओगे तो मैं गाऊँगी। * planning and participating in activities that combine language and cultural elements, such as an excursion to a Hindi or Indian exhibition, film festival, performance, restaurant or community event, for example, हम कब जाएंगे? चलो नौ बजे बस लेते हैं। * planning a party menu or picnic, deciding on elements of a थाली comprised of a selection of their favourite dishes such as दाल, रोटी, सब्जी, and discussing individual and shared preferences or dislikes, for example, माँसाहारी,शाकाहारी * participating in simulated travel scenarios around the school, assuming different roles to ask for and give directions, information and assistance, for example, मै खो गया हूँ, कृपया मुझे रेलवे स्टेशन खोजने में मदद करें। | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LH8EC04 | * collecting information from print and digital sources on social or environmental issues or events, recording key facts and associated vocabulary for use in their own projects, for example, प्रदूषण एवं पर्यावरण; स्वच्छ भारत; गंगा नदी की सफ़ाई; स्वच्छ ऑस्ट्रेलिया दिवस * accessing information from resources such as posters, websites, brochures, videos and books, on topics such as family life, healthy lifestyles, leisure, travel or schooling, summarising key points to use for an in-class discussion * listening to recordings of phone conversations, announcements or radio interviews, and transcribing key facts or details such as dates, times, events or locations in note form or filling in blanks from a list of options, for example, रोहन ७ जून को भारत गया था। * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Hindi * listening to popular Hindi songs or viewing music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia * collecting information via surveys or face-to-face conversations with friends and family members on questions related to social behaviours or trends, such as preferred modes of communication, for example, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग, and compiling a summary of findings in a table, diagram or graph * reading or viewing imaginative texts such as fables, folktales, legendary films and re-enacting scenes that illustrate aspects of character personalities, events, or key messages * presenting a simple commentary for an event reported in the media or a sporting match, using appropriate language features and non-verbal language to capture key elements and engage the audience, for example, संगीत संगोष्ठी में बहुत लोग आये और सब ने बहुत आंनद लिया । * researching and studying the steps of a traditional dance or performance to present to an audience, using modelled language and exclamations, clapping and gestures, for example, bhangra, dandia * identifying how customs, traditions and beliefs are communicated through visual and performing art, for example, Bollywood movies and television programs such as अशोक सम्राट | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Hindi in familiar contexts  AC9LH8EC05 | * translating short community texts such as public signs, slogans, menu items or announcements from Hindi to English, and vice versa, comparing choices made to arrive at the closest equivalent meaning, for example, ‘Never refuse to re-use!’; ‘Don’t be trashy - recycle!’; सारी धरती की यह पुकार, पर्यावरण का करो सुधार * interpreting and explaining proverbs or colloquial expressions used with friends or family, for example, दूर के ढोल सुहावने; पेट में चूहे दौड़ रहे हैं, discussing how they would explain these to non-Hindi-speakers * discussing traditional fables and legends, identifying words and expressions that reference cultural values, history and beliefs that may be difficult to translate into English * evaluating the effectiveness of print and digital dictionaries and electronic translators, for example, by comparing each other’s translations of a text, back-translating or swapping references, considering issues such as alternative or multiple meanings of words and the importance of context to meaning * considering the significance of naming practices in Hindi, for example, by translating popular names such as पवन, माला, दीपक, आशा, and comparing with naming practices in Australian English * identifying common formal and informal expressions and gestures such as hand or head movements, explaining the context of use and importance of conveying respect in interactions with older people * identifying instances or situations when mixing Hindi and English in the same interaction can lead to improved mutual understanding, for example, when using English technical terms such as लाइट जला दो * monitoring their use of Hindi or other languages and English in different areas of their lives, for example, by keeping a record of what they use each language for over a particular day * creating and contributing to a secure bilingual blog, website or a secure online discussion forum that shares examples of challenges associated with translating and interpreting | |
| **Sub-strand: Creating text in Hindi** | | |
| create spoken, written and multimodal, informative and imaginative texts using modelled Devanāgarī script, appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LH8EC06 | * writing modelled script and learning to type words and sentences in Hindi, incorporating word-processed Devanāgarī script into a variety of texts, with the Hindi Varnmala chart as support * creating and presenting multimodal texts to promote language learning and to maintain mother tongue, highlighting the advantages of being bilingual in a globalised world * creating a video or presentation for Hindi-speaking exchange students, introducing aspects of school culture, the staff, timetable, uniform, and available study and extra-curricular options, for example, स्कूल सुबह ८: ४५ पर शुरू होता है और दोपहर ३ बजे समाप्त होता है। * creating a print or digital poster in Hindi to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * composing texts to entertain younger children, for example, by using dramatic and emotive words and vocal expression and sound effects to build suspense in an animated story example, दरवाज़ा खुला ... और एक परछाई दिखाई दी * producing bilingual signs or and posters to promote sustainability and waste reduction within the school community, for example, labelling bins and containers, इस कूड़ेदान में कागज़ डालें, यह पुनर्चक्रण का कूड़ेदान है । * creating short stories with imagined scenarios and characters based on their personal interests and preferences, for example, a celebrity family, a new species of plant or animal, a parallel universe, or new superhero * composing and reciting poems or songs that incorporate elements of traditional or contemporary literary and musical forms for an assembly or verse-speaking competition, for example, भक्ति or वीर गाथा verse * designing a menu for their own restaurant, with favourite foods, and writing or performing a role-play in a group to attend the restaurant and order food, for example, क्या मैं रोटी और बिरयानी खा सकती हूँ? कुल बिल कितना है? * mapping their own linguistic and cultural profiles, for example, by creating family tree or a digital profile to highlight formative elements such as family languages, key relationships and intercultural experiences | |

|  |  |  |
| --- | --- | --- |
| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use features of the Hindi sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LH8EU01 | * understanding that the Hindi sound system is represented in the Devanāgarī script by 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and ड़-ढ़) * developing phonic awareness by recognising and experimenting with a range of sounds and noticing those that are new and challenging, for example, त, थ, ग, घ, ट, द, ध। * recognising and distinguishing the matra form of vowels and their long and short vowel sounds, such as ि, ी, and practising pronunciation of vowel sounds in conjunction with consonants कइ/कि, कई/की * understanding the formation and pronunciation of conjunct consonants, for example, स+त→स्त in the word दोस्त * identifying and practising the discrimination of unaspirated and aspirated sounds, such as क-ख, द-ध * recognising that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a (चँद्रबिंदु) or (बिंदु) above the headstroke, for example, हाँ, मैं * understanding how new loan words are constructed in Hindi, for example, English ‘t’ and ‘d’ sounds are represented as ट and ड, the replacement of English ‘th’ sounds by थ and how English vowels such as short ‘a’ sounds are replaced by Hindi vowel sounds, such as in डॉलर versus डालर * recognising that there are many different Indian languages and dialects spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Panjabi, Marathi, involving variations in pronunciation, accents and vocabulary | |
| develop knowledge of the Devanāgarī script and use structures and features of the Hindi grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LH8EU02 | * reading and writing Devanāgarī script with the Hindi *Varnmala* chart as support, and using some punctuation such as capital letters, commas and full stops * learning how the under-dotted characters क़, ख़, ग़, ज़, फ़ are used to represent loan sounds from other languages such as Arabic, English, Persian, Portuguese and Turkish * recognising and understanding the writing of half-consonant letters and using them to form words and simple sentences, such as, क्, च्, ज्, for example, बच्चा, *कच्चा, अच्छा, मक्खी, राज्य, कद्दु, आज दिन बहुत अच्छा है* * identifying and using pronouns for people, places and objects in singular and plural forms, for example, मैं, हम, यह, ये, यह, वह तुम, तू, आप, मैं, मेरा, तुम्हारा, यहाँ, वहाँ । * learning the structure of declarative and interrogative verb forms, for example, composing simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? * understanding that verbs change according to gender, number and tense, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं।, गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा * using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape or colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, छोटे लड़के को, छोटे लड़कों को * using possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता * using common adverbs in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए * using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो। * using interrogatives to ask questions and seek further information, for example, कब, क्या, क्यों, कहाँ, कैसे * specifying location, place or direction using prepositions such as पहले से, अंदर, बाहर, वह बाहर से आया है। * describing quantities using cardinal numbers, for example, एक, दो, पाँच, सात and पाँच रोटियाँ, दस गिलास and writing ordinal numbers such as पहला, दूसरा | |
| compare Hindi language structures and features with English, using familiar metalanguage  AC9LH8EU03 | * comparing Hindi and English versions of text types such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices * recognising rules of structure and composition in Hindi and English poetry, for example, identifying patterns of rhythm, rhyme, repetition and meter in poems by सुभद्रा कुमारी चौहान or जयशंकर प्रसाद * using metalanguage in Hindi and/or English such as verb, adjective, noun, preposition, to discuss parts of speech, for example, औरत सुंदर साड़ी पहन कर दिल्ली गयी थी। * recognising differences between the layout and language features of different Hindi and English texts and formats, such as चित्र-कथाएँ और लोक-कथाएँ * identifying similarities and differences between Hindi and English word order, punctuation and syntax, for example, Hindi subject+object+verb versus English subject+verb+object word order and full stops * recognising Hindi words and expressions used in English and other languages, such as pyjamas, bungalow, sorbet, avatar, cashmere, juggernaut, yoga, sari, guru, thug, chutney, and researching their origins and comparing original and current meanings * finding examples of Hindi words that are increasingly incorporated into the English language and understood by bilingual speakers, for example, the familiar, affectionate use of यार and देसी, *नमस्ते* | |

|  |  |
| --- | --- |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LH8EU04 | * developing an understanding of the relationship between languages and cultures and intercultural communication in different contexts, for example, discussing the need to apply distinctions such as तू जा, तुम जाओ, आप जाइए, or using forms of language to show respect or status * explaining their own ideas regarding culture and the influences that living in Australia and speaking additional language(s) have on their own sense of identity * identifying adjustments made when moving between languages, for example, ways of addressing people or expressing affection or respect and discussing why this is important * examining, in Hindi or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Hindi-speaking communities * recognising connections between language families and individual languages, such as that between Hindi and Punjabi, including the practice of adopting and adapting words and expressions from each other, for example, the use of Hindi words that originated in languages such as Persian, Arabic and English, such as शुक्रिया, अखबार, किस्मत, वक्त borrowed from Urdu, क्षेत्र (field in an abstract sense) directly from Sanskrit versus खेत (field as in for farming) from Hindi via Pali/Prakrit, मेज़ via Persian from Portuguese * connecting the history of Indian migration to Australia with the formation of communities of speakers of Hindi in specific cities and suburbs who identify as ‘Indian-Australian’, and noticing the resulting regional variations of language and the impact of Australian English on the local Hindi community, for example, ‘*mere naam ram hai’.* * understanding that Indian culture and Hindi language constantly change due to contact with other cultures and languages and in response to developments in communications, marketing, popular culture and technology, for example, through the adoption and adaptation of new words and ‘Hinglish’ expressions such as *Auntyji, Uncleji, filmi, jungli, timepass, Life Ho TohAisi* * participating in a range of real or simulated cultural experiences such as eating at an Indian restaurant, going to a festival or attending a celebration, and reflecting on new learnings and interesting observations * appreciating the rich cultural and linguistic diversity of Indian society, such as regional specialties, dress, art, festivals, for example, *salwar-kameez, sari, Holi, Diwali, chole-bhature, dal-chawal, kalamkari, bandhani*, and how these represent cultural diversity and expressions of identity * examining how choice of language reflects different feelings, relationships and cultural aspects, for example, the respectful tone of devotional texts such as भजन, दोहे, compared with the exuberance, humour and colour of Bollywood productions |

Years 9–10 (Year 7 entry)

|  |
| --- |
| **Band level description** |
| In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with other speakers of Hindi in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Hindi language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Hindi or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Hindi to create texts.  Students apply features and conventions of spoken Hindi to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Hindi, to discuss how this learning influences their ideas and ways of communicating. |

|  |  |  |
| --- | --- | --- |
| **Strand: Communicating meaning in Hindi** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds  AC9LH10EC01 | * initiating and sustaining conversation, using pauses or silence to indicate consideration of what has been said and responding respectfully to different views, for example, मेरे विचार में … ऐसा लगता है कि … गौर तलब है कि … हमें ध्यान रखना चाहिए … यह विवादास्पद है; लेकिन वास्तव में; मेरा मानना है, वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँ l * participating in informal conversations and explaining or justifying a position in relation to personal and social issues such as युवाओं का स्वास्थ्य; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; आयोजित विवाह या प्रेम विवाह and describing personal learning strategies using statements such as लिखित अभ्यास से मेरी हिन्दी में सुधार हुआ है। * supporting views and opinions and maintaining the focus of discussion using a variety of communication skills, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेँगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ l मेरी राय में… मेरे कहने का अर्थ है ... आपको नहीं लगता कि … मेरा सुझाव तो यही है कि … * exchanging information with peers in Hindi-speaking contexts, such as emails or secure online forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, आप किस तरह का संगीत सुनना पसंद करते हैं।, आज कल कौन-सा संगीत ज़्यादा लोक-प्रिय हैं। * communicating with their ‘future or past self’ and sharing their thoughts and opinions about being bilingual and how it has enriched or benefitted their life or impacted their identity, for example, हिन्दी बोलने में सक्षम होने से आपको किस प्रकार मदद मिली है? इससे मुझे भारत में अपने परिवार के साथ बात करने और वहां नौकरी पाने में मदद की है। * sharing details about past experiences and events of significance, such as holidays, special events and travel, using descriptive language, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ l कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई। * sharing personal thoughts and experiences with peers about milestones, events and interests, and incorporating language to express emotions and responses, such as approval, gratitude, regret and appreciation, for example, मुझे यह जानकर अफ़सोस हुआ कि ... काश मैंने परीक्षा के लिए और अधिक अध्ययन किया होता। तुम्हारी सहायता सराहनीय है। * interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, क्या आपको आस-पास कोई भोजनालय का पता है जो पारंपरिक भारतीय भोजन देता हो । * playing a truth and lie game with peers relating to their personal worlds, past experiences or future aspirations, taking turns to guess the true statements and the lie, for example, मेरे पास २ पालतू साँप हैं ।, जब मैं १० साल का था तब मेरा हाथ टूट गया था।, मैं कभी विदेश नहीं गया। आपके पास दो पालतू सांप नहीं हैं! | |
| Use Hindi language in exchanges to question, offer opinions and compare and discuss ideas  AC9LH10EC02 | * engaging in a social interaction with peers and teachers, for example, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect * interacting in class routines by requesting, advising and apologising, or clarifying meanings and instructions, मुझे देर से आने कि लिए माफ़ कीजिये, हम अभी क्या कर रहे हैं। * discussing aspects of school and home life, for example, opinions about school or family rules, expectations and subjects or extra-curricular activities offered in Indian and/or Australian schools * contributing to debates and discussions on current social topics and issues using modelled language, for example, overpopulation, public or private education, caste and class system, using active listening skills, asking for and providing elaboration, and expressing agreement or disagreement, for example, आप बिलकुल सही कह रहे हैं। इस विषय पर मैं आप से बिल्कुल सहमत नहीं हूँ। * participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, आप यहाँ क्यों काम करना चाहते हैं?, क्या आपके पास कॉफ़ी की दुकान में काम करना का अनुभव हैं। * participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners, मैं आपका मत समझता हूँ परन्तु मैं आप से सहमत नहीं हूँ । | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LH10EC03 | * participating in real or simulated transactions that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration, negotiating purchases of learning resources, or conducting a market stall, for example, आपकी पसंद क्या है? हम कितना खर्च कर सकते हैं? हम में से कितने लोग इसे चुनेगें? * negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्था * organising a campaign or designing resources such as website posts, press releases or flyers to promote action and raise awareness about social or environmental issues, for example, आवासहीनता, पशु क्रूरता, आपातकालीन सहायता, पर्यावरण परिवर्तन, आप्रवासन, प्रौद्योगिकी और बेरोज़गारी, and discussing strategies for responding to possible challenges * organising a real or simulated interview with a local celebrity or significant Hindi-speaking community member, researching the person’s achievements and discussing with peers the appropriate questions to ask and how to present the information * participating in real or simulated excursions to cultural sites or exhibitions, for example, famous museums and places of worship, sharing responsibility for different elements of a multimodal report about the experience * organising and completing the necessary preparation for an event such as the end of year dance, an excursion, fundraiser, winter sleep out or camp, keeping a weekly journal about the process, what they are learning, what they need to do, and writing a reflection statement after the event, considering what they may do differently next time | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LH10EC04 | * researching different perspectives of a selected issue, for example, प्रदूषण, जनसँख्या, भेदभाव, presented in different media outlets, such as news sites or specialty magazines, and using the information as stimulus for in-class or online debates or opinion pieces * obtaining information from advertisements, reports or travel brochures, using facts from the texts to respond in different ways, for example, inviting a friend on a shopping outing, persuading parents to allow them to attend a concert or creating a holiday itinerary * listening to popular Hindi songs or viewing music videos and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia * listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Hindi * examining a variety of resources to prepare multimodal presentations on aspects of Indian lifestyles and cultural practices, and compare and contrast with their own experiences, for example, fashion, regional food and music * collecting examples of positive news or success stories related to their school, homes or local community, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions * comparing the style, themes and language associated with different musical genres, for example, patriotic music such as राष्ट्रीय गान and सारे जहाँ से अच्छा, film songs or advertising jingles * presenting information collected from print and digital sources on a topic such as regional food specialities, for example, creating a glossary of terms by categories such as herbs and spices मसाले, हल्दी, धनिया, फल, सब्जियाँ, सूखे मेवे * discussing the enduring influence of classical fables and legends in passing on cultural values through allegory and storytelling, for example, by identifying classical references to describe personal traits or qualities, as in सत्यवादी हरिश्चन्द्र, श्रवण कुमार * discussing basic elements of traditional forms of Hindi literature by significant writers, such as मुँशी प्रेमचंद, कबीर, हरिवंश राय बच्चन, महादेवी वर्मा * comparing story lines and characterisation in popular Hindi and English language television shows, traditional folktales or cartoons, such as चाचा चौधरी; बहादुर नागराज, and identifying elements of commonality such as loss, love or loyalty | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LH10EC05 | * recording and transcribing short conversations between family members or friends from Hindi into English, and vice versa, recording words or phrases that are difficult to translate * translating proverbs such as दूर के ढोल सुहावने, examining literal translations for cultural information and identifying English-language proverbs that approximate the ideas behind the words * discussing how translation sometimes involves literal decoding of word-for-word meaning and sometimes involves interpreting meaning and finding equivalent forms in the other language, and considering why one language may use more words than another to communicate a particular meaning * evaluating the effectiveness of electronic translators, for example, comparing back-translations of short texts or formulaic phrases, identifying instances of non-equivalence, and noticing the potential misunderstandings of literal translation * interpreting the significance of terms or phrases that sometimes involve cultural meaning that cannot be translated or may carry specific cultural connotations which might be unfamiliar when translated into English, for example, साला, बहु, दलाल * reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and how these are sometimes used to mean different things in different cultures * considering reasons for the trend among young Hindi speakers to use abbreviated English words, for example, *funda* (fundamental), *despo* (desperate), *enthu* (enthusiastic), comparing with the use of abbreviations such as ‘arvo’, ‘brekkie’, ‘footy’, ‘barbie’ in Australian English * identifying elements of successful interaction when communicating with speakers of Hindi, for example, being responsive and flexible, picking up on cues that indicate misunderstanding, respecting different perspectives and traditions * identifying differences in communication strategies such as the use of pauses or silence when using Hindi compared with English, for example, to show disapproval, respect for older people or waiting for consensus or their turn to speak * reporting on moments of intercultural miscommunication when using Hindi, discussing possible reasons why they happened, repair and recovery strategies, and what they learnt from these experiences | |
| **Sub-strand: Creating text in Hindi** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LH10EC06 | * composing promotional or persuasive texts for audiences such as peers, younger children, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य * creating a multimodal resource to introduce prospective Hindi-speaking tourists or recent migrants to different aspects of Australian life such as cultural and linguistic diversity, city/local attractions, animals, dangers and outback exploration, for example, ऑस्ट्रेलिया एक बहुसांस्कृतिक देश हैं ।, यहाँ बहुत खतरनाक जानवर हैं, जैसे कि जहरीले साँप और मकड़ियाँ। * creating bilingual stories or adapting an existing resource such as a traditional story by designing, illustrating and captioning texts using expressive and imaginative language to capture character and emotion to suit a different kind of audience such as young people in today’s society * writing a journal entry, or contributing to a school newsletter in Hindi reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * writing the first, middle or last part of a text in the genre of their choice, and exchanging with peers to write the missing sections following the same style, themes and conventions, for example, मेरे सपनों की छुट्टियां ..., अगर मेरे पास सुपर पावर होती ..., प्रिय डायरी ... * creating a digital profile of a significant member of the wider Hindi-speaking world, using information collected from online research, documentaries or published interviews, for example, a philosopher, poet and writer such as Rabindranath Tagore, a film music composer and musician such as O.P. Nayyar, a chef, artist or sporting figure * creating a spoken commentary on traditional games such as कबड्डी or खो-खो, sports or an event such as an India-Australia cricket match, music festival or fashion show, using modelled language and style that characterise these text genres, for example, यह लाल पोषक क्या जबरदस्त लग रही है! * creating a profile of a particular group or community, for example, a collection of mini biographies of class members, family or friendship groups, including details such as personal achievements, special memories and interests, मेरे दादाजी को सर्वश्रेठ लेखक का पुरस्कार मिला हैं। * creating leaflets or slogans to raise awareness of social or environmental issues in Hindi-speaking communities, for example, स्वच्छ भारत; छोटा परिवार - सुखी परिवार; बेटी बचाओ-बेटी पढ़ाओ * using descriptive and evocative language to create an imagined scene, event or interaction designed to create a strong emotional response such as fear, relief, anticipation or amazement, for example, मैंने जब लाटरी जीती तो मेरा जीवन ही बदल गया | |

|  |  |  |
| --- | --- | --- |
| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features of the Hindi sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LH10EU01 | * applying the rules of Hindi pronunciation, spelling, punctuation and intonation, and using prior phonic knowledge to predict sound * distinguishing the difference between unaspirated and aspirated sounds and practising aloud, for example, क – करना, ख – खाना * recognising how words can be formed from base words and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत and the impact this has on pronunciation * understanding regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi * listening to a range of audio texts such as station or airport announcements or recorded phone messages and responding to challenges associated with clarity, accent and pace in spoken texts * practising tongue twisters in Hindi to develop speed, confidence and fluency, such as खड़क सिंह के खड़कने से खड़कती हैं खिड़कियां, खिड़कियों के खड़कने से खड़कता है खड़क सिंह * recognising the ever-changing nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as ताई to women’s names by Marathi speakers and देवी to married women’s names by Biharis | |
| select and use structures and features of the Hindi grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LH10EU02 | * applying punctuation conventions, for example, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and question marks * understanding spelling and writing of unfamiliar words and basic joining (सन्धि) rules, such as इ+आ = ए * linking ideas in sentences, using conjunctions such as राम ने खाना खाया और सो गया। * indicating situations and events by using past, present and future tense forms, such as जाता था, जाता हूँ, जाऊँगा, and using a range of tenses in complex sentences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। * using cardinal and ordinal numbers for a range of purposes, for example, आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा * using comparative and superlative forms of adjectives, for example, राजस्थान भारत का सबसे बड़ा और विशाल राज्य हैं। * using a range of interrogatives and questioning techniques to make formal and informal requests and obtain specific information, for example, आपकी किताबें कहाँ हैं?, यह डिब्बा कैसे खुलेगा?, वहाँ कौन खड़ा हैं ? * using participles (पदबंध): डूबती हुई नाव – imperfect, डूबी हुई नाव – perfect, रोते हुए, लिखते हुए – adverbial present, वह लड़की का हाथ पकड़े हुए था, वाला – adverbial past, सब्जी वाला, डिब्बे वाला – as participle * using a range of adverbs of time, place and frequency in a variety of sentences, such as आज, ऊपर, हमेशा * understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर * understanding that words from different registers may be used in various contexts for related concepts such as इंसाफ़ and न्याय * extending knowledge of the use of the active and passive voice according to context, for example, राम उर्दू लिख रहा है। उर्दू लिखी जा रही है। | |
| reflect on and evaluate Hindi texts, using metalanguage to discuss language structures and features  AC9LH10EU03 | * recognising the significance and cultural importance of features of different types of texts in Hindi and English, such as forms of address or language associated with rituals or celebrations, and understanding how these vary according to the context, occasion and intended audience, such as आदरणीय, पूज्य, मान्यवर, महोदय (formal) प्रिय मित्र (informal) * identifying the intended purpose and audience of texts by analysing language features and text structures, such as colourful expressive and persuasive language in advertisements compared with economical and factual language in product labelling or signage, and applying their understanding to the creation of their own texts * comparing the language used in invitations, for example, a wedding or engagement versus a message to a friend, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम ... के दिन … समय मुझे मिल सकते हो? * building and expanding metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists and parts of speech such as pronouns, adverbs and adjectives * recognising language features of Hindi and English versions of genres such as news headlines or school reports, noticing differences that appear to be culturally significant * noticing and explaining differences in text structure and grammar between formal and informal Hindi and English use, for example, between the structure of a business letter and an informal email, आपको सूचित किया जाता है ..., मैं तुम्हें बताता हूँ ... * analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LH10EU04 | * researching important cultural symbols and icons and how they relate to identity and national pride, such as symbols from religion, festivals, historical events or folklore and legends, for example, तिलक, ॐ, तिरंगा, गाय * reflecting on their own and each other’s use of Hindi and/or English, identifying influences from other languages and cultures, such as terms used in everyday language because of the influence of social media, popular culture and technology * talking with older relatives, special guests or communities about changes they have experienced in Hindi culture, beliefs and practices across their lifetime, such as simplifying traditional rituals, absence of chanting mantras, wearing of Indo-western versus traditional clothing * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Hindi to a group of Hindi-speaking visitors at a school assembly * recognising that Hindi, like all languages, carries histories of contact with other languages and cultures, for example, by identifying and classifying words that originate in languages such as Arabic तलाक़, Japanese रिक्शा, Persian सरकार and Turkish क़ुली * identifying words and phrases that fuse Hindi and English (Hinglish,) such as in Bollywood film titles and scripts, pop culture, advertising and to capture trends, for example, tension mat lo, Yeh Dil Maange More, ji Uncle / ji Aunty, sabse best friend * describing ways they adjust their interactions in different languages, situations and contexts, for example, comparing typical exchanges with Hindi-speaking friends or English-speaking friends in different situations * researching and classifying terms associated with customs, traditions and practices that have cultural significance or history and whose meanings are difficult to convey in other languages, for example, words associated with yogic practice such as संसार, मंत्र, कर्म, गुरू, ब्राह्मण, मोक्ष * examining the meaning of Hindi proverbs and how they reflect traditional cultural views, ideas and attitudes, for example, नाच ना जाने आँगन टेड़ा, जब जागो तब सवेरा, दिन में तारे दिखना * analysing their own cultural and linguistic biographies through talking to relatives to explore family heritage, migration and history, and reflecting on how this can contribute to understanding their culture, identity and family traditions, for example, celebrating particular festivals or superstitious and spiritual beliefs | |