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CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, Hindi language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. Background-language learners may also interact in Hindi within their family. Students strengthen and extend their communication and interpersonal skills by interacting with peers in Hindi through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Hindi language. They participate in shared listening and viewing of texts that represent Hindi and Hindi-speaking contexts. Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances. Background-language learners may bring examples of known Hindi contexts or texts to the classroom. Students learn that language can be represented in different ways, including the Roman alphabet and the Hindi Devanāgarī script. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Hindi texts, with support. They identify that Hindi and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Hindi  AC9LHF01 | * responding to and using common greetings and gestures relevant to the time of day, such as नमस्ते, सुप्रभात, शुभरात्रि * using modelled language to introduce themselves, for example, मेरा नाम...है। मैं ... साल का/की हूँ। * expressing simple likes and dislikes using drawings or images with familiar vocabulary, for example, मुझे चित्रों में रंग भरना अच्छा लगता है। मुझे खाने में जलेबी पसंद है। * introducing family members, friends and pets, using props such as photos, toys or sculptures made from tactile materials, for example, यह मेरी बहन है। ये मेरे पिताजी हैं। मेरे दोस्त का नाम ... है। * participating in classroom routines and following instructions, for example, यहाँ आकर बैठो। इस चित्र में रंग भरो। मेरी बात सुनो। * using dress-up clothes and props to interact in play-based experiences, naming and requesting objects in Hindi, for example, मेरे पास लाल टोपी है। मुझे एक माला दे दो। मैंने राजा/रानी के कपड़े पहने हैं। मैं एक डॉक्टर हूँ। मेरी दुकान में कई खिलौने हैं। * playing digital or online games to practise counting, using the alphabet and familiar vocabulary, by locating, labelling, pointing, matching, clicking and dragging * participating in traditional Hindi songs and rhymes and learning fingerplays to develop language through repetition and memorising the words of the rhyme, for example, एक, एक, एक, नाक हमारी एक। दो, दो, दो, कान हमारे दो। | |
| explore, with support, language features of Hindi noticing similarities and differences between Hindi and English  AC9LHF02 | * observing that Hindi uses the Devanāgarī script for writing that looks very different from English and has more letters than English * tracing Hindi letters, or creating letter artwork using tactile materials such as chalk, pipe cleaners, pebbles, noodles, using the Hindi *Varnmala* chart as a visual support tool * engaging with mnemonic devices to recall the appearance and sound of letters, associating images or clues with written script and sounds * experimenting with Hindi sounds and pronunciation through rhyming, singing, imitating, using instruments, music, movement and sound-letter matching games * participating in group reading of familiar stories or sensory books read in Hindi, repeating key words and simple descriptions, such as नहीं-नहीं, कभी नहीं। मैं यहाँ हूँ! * playing outside using Hindi nature vocabulary to interact, play eye spy or make letters and pictures on the ground with leaves, sand or rocks * making connections with words of Hindi origin used in Australian English, for example, yoga, bangle, shampoo * listening to and using onomatopoeia such as sounds of animals and of objects, for example, भौं–भौं–*bhon*-*bhon* (woof-woof), मैं–मैं-*mein-mein* (baa-baa), म्याऊँ–म्याऊँ-*meow-meow* (meow-meow), and comparing these with sounds in English and other languages represented in the class * using a combination of English and Hindi in the classroom and noticing different ways that the teacher and peers may say some greetings, words or phrases, for example, सुप्रभात (good morning), जन्मदिन की बधाई (happy birthday), पानी (water), खाना (food) | |
| explore connections between language and culture  AC9LHF03 | * developing an understanding of the meaning of culture through visuals such as diagrams, photos, video clips, routines and practices, and incorporating culture into play-based learning experiences such as role-playing at a shop, dressing up or meeting someone for the first time * learning some words and phrases in Hindi that are associated with cultural beliefs, practices and traditions, for example, suffix *-ji*, नमस्ते * locating India on a world map or globe, understanding that there are different regions with unique cultures and languages * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * exploring the different languages and cultures of class members and listening to the different sounds and ways of saying common, everyday words, for example, खिड़की-झरोखा बारी, दरवाज़ा-किवाड़-बूहा-दार, सफ़ेद-चिट्टा- श्वेत, आम-अम्ब-अम्बा,पानी-जल-पाणि-नीर * sharing the experience of learning and using Hindi at school compared to language(s) spoken at home or overseas, with relatives and in the community * enjoying and engaging with elements of culture by viewing artefacts, participating in cultural celebrations, music, sharing food, or play-based experiences such as dress-ups, traditional games and activities, commenting on what was fun, interesting or familiar | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, Hindi language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Hindi language to share information about themselves and their immediate environments using play-based and action-related learning. Background-language learners may also interact in Hindi in their local community. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia, India, Fiji and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. Background-language learners may bring prior knowledge of spoken language and gestures to the classroom. Students transition from spoken to written language and understand that Devanāgarī script is used to make words. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures. |
| **Achievement standard** |
| By the end of Year 2, students use Hindi language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language in Devanāgarī script to create text. They copy Devanāgarī script to make words.  Students imitate the sounds and rhythms of spoken Hindi. They demonstrate understanding that Hindi has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Hindi and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Hindi** | | **Years 1–2** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LH2C01 | * greeting and farewelling others, using appropriate expressions and body language, for example, joining both hands and bowing the head while saying नमस्ते, गुरुजी, अध्यापिका जी! आप कैसी हैं? नमस्ते विनोद and using terms such as फिर मिलेंगे and तुम कैसे हो? * introducing themselves and important people in their lives, for example, मेरा नाम कविता है। ये मेरी मौसी है ये बहुत दयालु हैं। यह मेरी छोटी बहन है, इसका नाम सुधा है। यह पाँच साल की है। यह मेरा मित्र है। मेरे मित्र का नाम रमन है। * using simple statements to share information about likes, dislikes and feelings, for example, मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ l मैं बहुत ख़ुश हूँ l * sharing some basic personal information such as birthday, nationality, family, year level, place of residence, for example, मेरा जन्म दिन १ मई को हैं ।, मैं गुजरात से हूँ । * using appropriate phrases in everyday social interactions for thanking, apologising and offering well wishes, for example, धन्यवाद; शुक्रिया; माफ़ कीजिए; बधाई हो; दिवाली की शुभकमनाएँ; ईद मुबारक; जन्मदिन की बधाई… * asking and answering questions about each other’s daily routines at home and at school, for example, तुम्हेँ अपने खाली समय में क्या करना पसंद है? मैं आठ बजे सो जाता हूँ l तुम विद्यालय कैसे जाते हो? * participating in classroom routines and following instructions such as at opening and closing of lessons, during roll call, naming the months and days of the week and describing the weather, for example, परसों २० जून है; कल सोमवार है; आज बहुत सर्दी है।, नमस्ते बच्चो, बैठ जाओ; किताब खोलो; जी, ठीक है। अपने अपने आई पैड्स निकालो; पाठ ख़त्म हुआ; अब तुम सब जा सकते हो; कल मिलेंगें * following teacher directions and responding with non-verbal and spoken responses, for example, किताब में लिखो; बारी बारी पढ़ो; चार का समूह बनाओ; गोल घेरा बनाओ और बैठ जाओ; बैग ज़मीन पर रखो; कृपया खड़े हो जाओ; धीरे बोलो; ध्यान से सुनो; मेरी ओर देखो; बात मत करो; चुपचाप बैठो * requesting permission or assistance, or seeking approval from the teacher and peers, using modelled expressions, for example, क्या मैं तुम्हारी पेंसिल ले सकता हूँ? क्या मैं पानी पीने जा सकती हूँ?, मुझे समझ नहीं आया, क्या आप मेरी मदद कर सकते हैं? * exchanging simple written correspondence such as greeting cards and notes with peers, using modelled language, for example, जन्मदिन की बधाई, मेरे जन्मदिन पर ज़रूर आना। | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LH2C02 | * developing the use of non-verbal expression and cues, such as clapping, head gestures, eye contact and facial expressions, to convey meaning, understanding and express emotion * participating in songs, rhymes and chants, imitating and repeating sound patterns, and experimenting with modelled alliteration and rhyme, for example, मछली जल की रानी है; लकड़ी की काठी; चंदा मामा दूर के;बंदर मामा पहन पाजामा; मैं तो सो रही थी * participating in traditional and contemporary games, such as खो-खो, पिट्ठू-गरम, गिल्ली-डंडा, that involve repetitive phrases and actions, for example, भागो; जल्दी करो; गेंद पकड़ो; बहुत अच्छे; शाबाश! * participating in activities that involve sorting and guessing, matching or choosing objects, using modelled questions and responses and phrases, such as मैं जीत गया; तुम हार गए; बाहर फेंको; अब कौन ढूँढेगा; चलो दौड़ लगाते हैं; बेईमानी मत करो * using appropriate phrases and expressions when taking turns in games and sharing, such as साँप और सीढ़ी; कैरम बोर्ड, for example, तुम्हारी बारी; अब मैं पासा फेंकता हूँ; गोटियाँ चलो। * presenting a show and tell using props and visuals and responding to questions about the item, for example, यह मेरा खरगोश है इसका नाम पीलू है; तुमने यह खरगोश कब लिया? * performing a traditional dance for an audience or buddy class, using modelled language and exclamations, for example, बल्ले-बल्ले while dancing the *Bhangra* * using the Hindi alphabet and numerals, working individually or in groups, to ‘crack the code’ and solve a problem, puzzle or lead them to a location * using digital tools or applications, for example, listening to or reading simple Hindi texts in pairs and matching pictures to words or taking turns to trace words on the screen | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LH2C03 | * locating simple keywords or phrases in familiar contexts, such as labels, captions and titles in stories, for example, यह लाल रंग है, चतुर बंद बंदर बंद * demonstrating comprehension and early literacy skills by labelling, matching, drawing, miming or on-screen pointing, clicking or dragging information, for example, matching pictures to words or sentences * listening for specific points of information in stories, rhymes or songs, such as तितली रानी, तितली रानी; एक कौआ प्यासा था; चूहा और शेर, using intonation, gestures and facial expressions to aid comprehension * recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also integral to communicating in Hindi and the language(s) they may speak at home * listening to, reading or viewing a text and sequencing the events and ideas using storyboards, drawing pictures and adding captions, or cutting and gluing pictures/words in chronological order * re-enacting parts of a story or pretending to be a character, for example, मुझे भूख लगी है। मै पाँच अंगूर खा लेता हूँ * participating in group reading of Hindi versions of familiar English-language stories such as भूखी इल्ली, टिडलिक-एक मेंढक, and comparing words and expressions in each language at key stages of the story * making simple evaluative statements about stories, rhymes or songs, such as मुझे कछुआ पसंद है क्योंकि वह हिम्मत नहीं हारता; मुझे खरगोश पसंद है क्योंकि वह तेज़ दौड़ता है। * using observation skills and target language to find and name elements such as hidden items in a puzzle, or words and/or letters in an image or spot-the-difference picture, and selecting from a stimulus list of simple Hindi words * sorting and categorising information using simple graphic organisers such as graphs, mind maps or tables, for example, recording others’ likes and dislikes, masculine and feminine words, pets at home |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LH2C04 | * demonstrating body language, gestures or facial expressions that they use with families and friends when speaking Hindi, such as moving the head in different ways to mean different things * demonstrating understanding that language used to greet older people, parents or carers is more respectful than greetings used for friends, for example, using तू, तुम और आप * explaining the meaning of some Hindi words and expressions using simple language, noticing that some words may be difficult to explain, for example, नमस्ते * recognising particular forms of practices that may accompany expressions such as greetings in Hindi, for example, touching the feet of older people and saying प्रणाम to show respect, and receiving blessings * exploring and using different greetings with people from different communities, and culturally and linguistically diverse groups, for example, नमस्ते/नमस्कार, वनक्कम, अस्सलाम अलैकुम and सत् श्री अकाल * finding examples of Hindi language, at home or in the community, to create language resources such as a word wall, for example, Hindi words in English-language advertisements, menus or shop signs, such as roti, naan, mela, yoga, daal, ghee, tikka, korma, masala |
| **Sub-strand: Creating text in Hindi** | |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying the Devanāgarī script appropriate to context  AC9LH2C05 | * copying Hindi letters such as आ, ज, ल, स, म... and short Hindi words to create simple texts such as labels, captions and descriptions * using familiar vocabulary and modelled sentence structures to create informative texts about self, family, friends and possessions, such as a spoken or written descriptions, posters, drawings or dialogues, for example, मेरी एक बहन और एक भाई है, मेरे पास कहानियों की एक पुस्तक है। * creating and illustrating class big books about familiar topics of interest, using simple, modelled structures, for example, writing and drawing favourite animals, यह एक शेर है। यह जंगल का राजा है, and practising reading aloud * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * creating a bilingual picture dictionary, vocabulary cards, captions or labels, for example, for classroom objects such as पेंसिल, कागज, किताबें * role-playing their favourite characters or events from familiar shared storybooks such as भूखी इल्ली, कछुआ और खरगोश, and making simple statements in Hindi, for example, शनिवार को इल्ली के पेट में बहुत दर्द हुआ, कछुआ रुके बिना चलता गया। * practising modelled vocabulary, expressions and phrases, using toys, puppets and dolls in imagined scenarios such as pretending to go to the doctor, तुम कैसे हो? मै ठीक नहीं हूँ मेरे सर मे दर्द है, मुझे बुखार है। or adapting a rhyme or story to perform at school or a community event, for example, चुन्नू-मुन्नू थे दो भाई; लोक-कथाएँ * using some simple expressions, formulaic language and techniques, to enhance texts, for example, speech bubbles, basic onomatopoeia भौं–भौं, टिक–टिक and exclamation marks अरे वाह! वाह–वाह! |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of Hindi, and how sounds are represented in Devanāgarī script  AC9LH2U01 | * learning how the Hindi sound system is conventionally represented in the Devanāgarī system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and ड़-ढ़) * recognising and reproducing the sounds of the 45 Hindi letters according to pronunciation * developing pronunciation through singing, reciting and mimicking alphabetic elements in context, using the Hindi Varnamala chart for support * building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and challenging, such as त, थ, ग, घ, ट, द, ध। * understanding that Hindi letters are pronounced in the same way that they are written * noticing how intonation and tone may change the meaning or intent of some words and expressions, for example, अच्छा, रुक * understanding how vowels are pronounced without any obstruction of air coming out of the mouth and consonants are pronounced with obstruction of air by different parts of the mouth * recognising the matra form of vowels, such as ि, ी, and distinguishing long and short vowel sounds, such as इ and ई * identifying and practising pronunciation of vowel sounds with consonants, for example, क+इ/कि, क+ई/की | |
| recognise that the Devanāgarī script and features of language are used to construct meaning in Hindi  AC9LH2U02 | * recognising the name of the script used for Hindi is called Devanāgarī script and that punctuation is the system of symbols used to separate written sentences and parts of sentences * recognising that a line on the top of written letters joins them to make words and establishes spaces between words बस, घर। अब घर चल। * practising writing letters ‘hanging’ below a line and noticing that a horizontal line is drawn over the top of Hindi letters to make words, in addition to leaving space between words, such as बस  (bus), घर  (home) अब घर चल। (Now go home.) * comparing the appearance of typed and handwritten Hindi in different fonts and styles * noticing that most Hindi consonants have a half consonant, for example, *k* – क, क्: पक्का, *ch* – च, च्: बच्चा * identifying people by using singular and plural forms of pronouns, such as मैं-हम, मेरा-हमारा तुम-आप, तुम्हारा-आपका। * describing actions using simple verbs such as गाना, खाना, खेलना, दौड़ना, and noticing that verb forms change according to gender and number * responding to simple imperative verb forms to follow instructions such as आ, जा * noticing that adjectives are used to describe people, objects or place,s and are usually placed before the noun, for example, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली * recognising simple prepositions such as ऊपर, नीचे, आगे, पीछे * forming simple questions using words such as कहाँ? कौन? कब? क्या? * using simple negation words in context, for example, नहीं, मत, ना * learning the structure of simple statements and questions, based on models such as तुम मेरे साथ चलो। तुम कैसे हो? * using cardinal numbers in context to count familiar objects inside and outside the classroom, for example, एक, दो, पाँच, सात | |
| notice that Hindi has features that may be similar to or different from English  AC9LH2U03 | * understanding that English uses the Roman alphabet containing 5 vowels and 21 consonants, whereas Hindi uses Devanāgarī script containing 13 vowels and 40 consonants * noticing differences in word order in Hindi and English sentences such as मुझे आइसक्रीम पसंद है। versus ‘I like ice cream’ * understanding Hindi and English texts as different forms of communication that can be spoken, written, digital or visual, recognising that they can be very short, for example, रुको, or much longer, for example, तुम ज़रा ठहर जाओ। * recognising that different types of Hindi and English texts may have similar or different features, such as repetition and rhythm in action songs and rhymes, or similar beginnings to stories, for example, एक समय की बात है ... and ‘Once upon a time’ * identifying English loan words and expressions used in Hindi, understanding that they may be pronounced slightly differently, for example, phone is pronounced as फ़ोन and dollar as डालर * noticing some examples of Hindi words that are used in English, for example, योग – yoga, साड़ी ­– sari, खाकी – khaki, पायजामा – pyjama * noticing similarities and differences in Hindi and English punctuation such as full stops * using some simple metalanguage to talk about Hindi and English language structures such as sentence, word, script, spelling and full stop | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LH2U04 | * comparing language use and cultural gestures in similar social situations, in Hindi and English, for example, comparing the language used when giving or receiving a gift or offering congratulations at a significant life event * noticing how gestures and body language can be similar or different among cultures, and how these reflect culture, such as the way Hindi speakers move their heads when saying अच्छा, fold their hands and bow when saying नमस्ते to an older person, touch the feet of older people and say प्रणाम, or hold the ear lobe when apologising * noticing similarities and differences in how they communicate in Hindi in the classroom and in languages spoken at home, for example, बेटा, बेटी, being called मुन्ना, मुन्नी * exploring symbols and languages used by First Nations Australians and by Hindi-speaking communities in a range of contexts, for example, identifying the colours of flags in Hindi and discussing what they represent in English * identifying themselves as belonging to different groups such as family, community or peer groups, for example, मैं भारतीय ऑस्ट्रेलियन हूँ, मैं एक लड़का हूँ और पहली कक्षा में पढ़ता हूँ and representing these relationships through drawing pictures, adding captions to photos or in digital text creation * noticing that there are variations of cultures and spoken Hindi in communities and countries throughout the world, including Australia, for example, संतरी or केसरी, अमरूद or जामफल * participating in cultural experiences and celebrations, such as a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated language and gestures, for example, अतिथि देवो भव * exploring the meaning of culture, how it can involve visible elements such as ways of dressing, eating and dancing | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Hindi language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Hindi to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Hindi in their local community to the classroom. In informal settings, students use local and digital resources to explore Hindi-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Hindi language sounds, pronunciation and intonation. Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Hindi to recognise similarities and differences between Hindi and English. They recognise that in Hindi every letter has a single sound. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Hindi language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts, using Devanāgarī script as appropriate.  Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Hindi** | | **Years 3–4** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LH4C01 | * using formal and informal greetings with gestures in a variety of contexts, for example, greeting friends or teachers and older people, for example, नमस्ते रवि, तुम ठीक तो हो? जी आंटी, मै अच्छा हूँ। * sharing information about themselves, friends or family, for example, राकेश जी मेरी देखभाल करते हैं, मेरा तोता रोटी खाता है * expressing likes, dislikes, preferences, feelings and emotions, for example, मुझे दाल पसंद हैं।, कल सब्जी तीखी थी, काश मुझे जन्मदिन पर चमकीले रंग मिलें, यह मेरा प्रिय पत्थर है, मै आपसे नाराज़ हूँ * exchanging details about, interests, routines, experiences or leisure activities, for example, आपका जन्म कहाँ हुआ था? आपके दोस्त कौन हैं? मुझे फुटबाल खेलना अच्छा लगता है क्योंकि …; क्या तुम घर पर हिंदी बोलते हो?; गृह कार्य करने के बाद मैं खाना खाता हूँ। मैं दाँत साफ कर लेता हूँ;; आप अपने पालतू कुत्ते की देखभाल कैसे करते हैं? * talking about recent community events or special celebrations, using modelled language associated with time, location and frequency, for example, तुम ननिहाल कब जाते हो? मैं हर साल गर्मी की छुट्टियों में ननिहाल जाता हूँ; आप क्रिसमस कैसे मनाते हैं?; होली के त्योहार में रंग क्यों लगाया जाता है? सभी लोग बड़े ही उत्साह के साथ बैसाखी मेले जाते हैं। * asking and responding to familiar questions related to time, place, people and number, using appropriate intonation and formulaic expressions, for example, कितने बजे हैं? आज कौन सा दिन है? आपका जन्मदिन कब है? * engaging in classroom routines and responsibilities, for example, being an assistant, giving instructions and information, and responding to requests, such as रीमा टीचर की बात पर ध्यान दो। गोंद दराज़ मे रखी हुई है। अविक आज कक्षा मे नहीं है। सब एक पंक्ति में लग जाओ! * using appropriate language to ask for help, direction, information or to attract attention, for example, यह क्या है?, मुझे समझ नहीं आया। एक बार फिर से दिखाइए। क्या आप मेरी मदद करेगें? विद्यालय का खेल-दिवस कब है? मैदान किस तरफ है? * praising and encouraging each other during learning activities, for example, बहुत बढ़िया! बुरा नहीं है। ठीक-ठाक है। * exchanging different types of written and digital correspondence in secure onlineenvironments,such as notes, messages, greeting cards or invitations, using modelled language such as *नए* *साल* *की* *बधाई*; *राखी* *की* *शुभ* *कामनाएँ*; *ईद* *मुबारक*; *शुक्रिया*; *तुम्हें* *भी*; *शिक्षक* *दिवस* *शुभ* हो | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LH4C02 | * using questions and active listening skills, and interpreting non-verbal cues, when working collaboratively and contributing ideas, for example, आप का क्या विचार है? आप ने कहा कि... * participating in a role-plays or skits, such as buying items or ordering food, using props such as play money and dress-up clothes, for example, यह गोभी कितने की है?; आप दस रुपए दीजिये; तुमने एक डॉलर कम दिया, मुझे दही-वड़े खाने हैं । * engaging in group games inside and outside the classroom, such as खो-खो, आँख-मिचौनी, एकाधिकार, लूडो, using associated language, taking turns and sharing, for example, अब तुम भागो; सब छुप गए क्या, मैं ढूँढने आ रही हूँ; शीला और दिया एक गुट में हैं * following procedures or giving instructions for activities such as cooking, craft activities or science experiments, using language forms such as imperative verbs and measurement terms, for example, 100 ग्राम आटा, सबसे पहले पानी मिलाओ, कढ़ाई में तेल गरम करो; एक चम्मच नमक डालो, गोल कागज़ काटो, बीच से मोड़ो; धागे से बाँध/बाँधो * interacting, giving feedback and encouraging each other during collaborative learning activities, for example, मुझे किताब दो। क्या यह सही है? अपने हिस्से का कार्य काम जल्दी समाप्त करो।अगला शब्द तुम पढ़ो। बहुत बढ़िया! बुरा नहीं है। ठीक-ठाक है; तुमने बहुत अच्छा बोला। * creating a ‘show and tell’ roster with a weekly theme such as a favourite toy, found item or family member’s profession, for example, यह मेरी पसंदीदा गुड़िया है, जब मैं पैदा हुई थी तब मिली थी। * assisting in planning an item for a school assembly, another class or for the community, discussing roles and responsibilities, for example, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। पहले मैं बोलता हूँ फिर तुम बोलो; वाह! यह अच्छी बात है। क्या तुम बाजे पर काम करना चाहते हो? * working together to design posters, promotional material or invitations for an activity such as a cultural event or a visit to a region of India, for example, आप सब होली के कार्यक्रम मे ज़रूर आइये; दिवाली मेला इस रविवार को है; ताजमहल कहाँ बना हुआ है? * making shared decisions about content, design and digital tools when creating displays or posters for special events such as स्वतंत्रता दिवस; पर्यावरण दिवस; वार्षिक खेल दिवस; स्वच्छता अभियान | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LH4C03 | * accessing authentic, simple print or digital text such as advertisements, catalogues, menus and packaging, to locate key points of information such as product, number, price, target audience or suitability to recycle * listening to short spoken texts that contain some unfamiliar language, such as announcements or directions for a game or to a place, identifying specific points of information to obtain gist * listening to a factual report such as a weather forecast and writing a message to a friend inviting them to go out, and incorporating information from the stimulus text, for example, *शनिवार को धूप निकलेगी, हम तट पर जा सकते हैं* * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Hindi * researching information about Indian regions, such as language, culture, dress, food and animal species, and recording key facts to present in an informative text, for example, चेन्नई में तमिल बोली जाती है, कश्मीर में आप शिकारे में घूम सकते हैं; तांत कपड़ा कोलकाता में बनता है * listening to or reading popular stories, and re-enacting scenes or adapting the text using modelled language such as an alternative ending or new character, for example, *लकड़हारा और कुल्हाड़ी*, अकबर और बीरबल, तेनालीराम * comparing information related to aspects of school life in India and Australia, such as timetables, lunch break, extracurricular activities or sports, for example, the ‘midday meals’ scheme in India compared to school canteen meals in Australia * questioning or surveying classmates about likes and dislikes, pets or interests, and representing the data in various formats such as lists, tables or a shared class graph, for example, आठ बच्चों को गर्मी का मौसम अच्छा लगता है; सब शाम को टी वी देखते हैं; राधा की सूचि लंबी है * categorising information from a range of authentic texts such as advertisements, menus or catalogues, for example, classifying objects as plants/animals, natural/made, recyclable/disposable, or by price, colour, size |
| develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning  AC9LH4C04 | * discussing the meaning of Hindi expressions and gestures that may be unfamiliar to non-Hindi speakers and working out how to explain these, such as the way that elders greet children by holding their hand over the child’s head and saying जीते रहो or bowing to show respect, addressing older siblings as आप rather than तुम * comparing language use at home, school and in the community, for example, identifying differences in ways of thanking someone or asking for help, or the use of nicknames or terms of affection, such as राजा बेटा, रानी बिटिया, पानी दे ना -पानी दीजिये ना * recognising words and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, for example, forms of address such as स्वामी जी for a spiritual leader, गुरुजी for a male teacher, बाबाजी for an older male person and राम राम as a mode of greeting in villages * translating popular children’s rhymes, songs and stories into English, for example, चूँ-चूँ करती आई चिड़िया; चंदा मामा, noticing words that are difficult to translate or explain * translating signs or phrases in familiar contexts from Hindi into English, for example, street signs, addresses and food labels, noting that some signs and symbols are universal, for example, the recycle sign is a similar in many countries * creating resources to use in class to reinforce learning and exposure to language concepts, such as pattern charts, a bilingual class digital dictionary, a board game or an alphabet bank with words beginning with the same letter, for example, कमल, कसरत, कोयल। * recognising that some Australian terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, for example, ‘bush walking’, ‘break a leg’, ‘no worries’ |

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| **Sub-strand: Creating text in Hindi** | |
| create and present informative and imaginative spoken, written and multimodal texts using modelled Devanāgarī script in simple sentences, and formulaic expressions  AC9LH4C05 | * using modelled Devanāgarī script to create print or digital texts to describe aspects of their personal worlds such as family, friends and favourite things, for example, वह ऑस्ट्रेलियन है। उसकी उम्र तीस साल की है; मुझे घुड़सवारी पसंद है। * creating a family tree, poster or presentation to show ancestry and language background वंशावली, using simple descriptive language and culturally appropriate terms to identify relationships, for example, मौसी; चाचा; ममेरा-चचेरा * creating a class map that identifies the regions of India, Fiji, Mauritius and other parts of the world which have communities of Hindi speakers and speakers of related languages and dialects that are represented in the classroom, such as तमिल, गुजराती, पंजाबी, मराठी * creating simple descriptions in Hindi and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * producing materials to share with the local Hindi-speaking community regarding features of the environment such as maps, the local ecosystem or flora and fauna, for example, यह चिड़िया हैं, यह पेड़ों पर रहती हैं। * contributing to a class newsletter or report about topics they have been studying in Hindi or other learning areas, using some unfamiliar words, for example, इस्तेमाल की जा चुकी वस्तुओं से कुछ और बनाना; जीवन-चक्र; विश्व संगीत * writing and illustrating simple bilingual texts such as मोगली की कहानी, by creating captions for a series of images, or a mini book such as पालतू जानवर और जंगली जानवर * performing simple imaginative texts, switching between Hindi and English, and using dance, singing or movement to animate characters and bring scenes to life, for example, acting out events or adopting the persona of a character such as मोगली, चाचा-चौधरी, चीकू खरगोश, शक्तिमान * modifying simple texts with their own creative input, for example, substituting words or characters in a well-known song, fable or procedure, such as, एक बहुत भूखी इल्ली; सिर, कंधे और घुटने, पैर, using an alternative animal and Indian foods * presenting information using picture stories or multimodal displays on topics of potential interest to Hindi-speaking children of their own age, for example, unique Australian facts such as कंगारू का बच्चा अपने माँ की झोली मे रहता है।, incorporating subtitles, sounds and punctuation to engage the audience |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases  AC9LH4U01 | * pronouncing the sounds of the 45 Hindi letters and applying this knowledge to words and sentences * imitating the discrimination of aspirated and unaspirated sounds, for example, क-ख, द-ध। * recording themselves reading short texts aloud to practise sounds, stress and intonation, and predicting pronunciation by sounding out words based on phonetic knowledge * understanding that Hindi vowels can be pronounced with a nasal quality which is represented by either a चंद्रबिंदु or a small dot (बिंदु) above the headstroke, for example, हाँ, मैं * understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters and there is only one sound for each letter * recognising how to distinguish between nasal vowel sounds and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा/गङ्गा, पंजाब/पञ्जाब, ठंड/ठण्ड, बंद/बन्द and तुम्हारा * recognising that there are loan words in Hindi from languages such as English, Persian, Arabic, Turkish and Portuguese, and learning how the under-dotted characters क़, ख़, ग़, ज़, फ़ are used to represent such loan sounds * identifying long and short matra forms of vowels in words, for example, मछली-तितली, तरबूज, चुहिया, सैनिक * recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, for example, रुको | |
| recognise Hindi language and some script conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LH4U02 | * reading and writingDevanāgarī script with the Hindi *Varnmala* chart as support, and using some basic punctuation such as capital letters, commas and full stops * applying a horizontal line on top of words and appropriate spacing between words * using nouns related to home, school and local environments, for example, forms of transport मोटरकार, रेलगाड़ी, food items चावल, रोटी, दाल and classroom objects कुर्सी, मेज़, पेंसिल * selecting appropriate pronouns for people, places and objects, for example, मेरा, तुम्हारा, यहाँ, वहाँ, यह, वह * describing actions using familiar verbs such as *गाना, खाना, खेलना, दौड़ना* and changing verb forms according to gender, number and tense, for example, *लड़का जाता है। लड़की जाती है। लड़के जाते हैं। लड़का गया था। लड़का जाएगा।* * using and responding to imperative verb forms such as बैठ जाओ, यहाँ आओ, मेरी बात सुनो। * using adjectives to describe characteristics or qualities of a person or object, such as shape, number and colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, पाँच रोटियाँ, दस गिलास, मेरी पुस्तक, तुम्हारा बस्ता * specifying location or direction using prepositions such as पहले से, अंदर, बाहर, वह बाहर से आया है। * using interrogatives to ask questions and seek further information, for example, कब, क्या, क्यों, कहाँ, कैसे * negating simple sentences using words such as नही, ना, इन्कार, मना करना, for example, मुझे नहीं पता, वहाँ मत जा * constructing simple sentences with linked ideas using conjunctions such as मेरे पास लाल गाड़ी है और मेरे भाई के पास काली गाड़ी है। * using ordinal numbers in context to describe position of objects, for example*,* पहला, दूसरा, तीसरा * recognising differences between typed and handwritten Hindi, and practising reading both forms * applying the use of half consonants in written and spoken Hindi, for example, क, क्: पक्का, अच्छा | |
| recognise familiar Hindi language features and compare with those of English, in known contexts  AC9LH4U03 | * noticing that Hindi uses more vowels and consonants than English, allowing words to be spelled phonetically * discussing the subject+object+verb sentence arrangement in Hindi compared with English subject+verb+object * recognising features of familiar genres of Hindi texts such as digital books or puppet shows, video clips or children’s songs and comparing these with similar texts in English * recognising differences in spoken and written forms of everyday texts, such as greetings or wishes, for example, आपको बहुत-बहुत बधाई हो (spoken) and हार्दिक शुभकामनाएँ (written), comparing with similar differences between spoken and written texts in English * understanding the influence of different languages on Hindi, over different times, for example, the use of English and Perso-Arabic words, such as ‘पोस्ट-बॉक्स ’, ‘रेल्वे स्टेशन’,‘बस ’, ‘स्कूल’, ‘शुक्रिया’, ‘खूबसूरत’, and expressions, for example, तुम इतना लेट कैसे हो गए? क्या यह आपका फ़ाइनल उत्तर है? * identifying examples of Hindi words or expressions that are commonly used in English, such as ‘verandah’ from बरामदा, ‘karma’ from कर्म, and ‘asana’ from आसन * recognising that punctuation in English is the same as in Hindi, apart from the use of capital letters and a different symbol for a full stop *पूर्ण विराम* ( I ) * learning about Hindi and English metalanguage to describe and talk about language, for example, क्रिया – verb, संज्ञा – noun, विशेषण – adjective, or highlighting parts of speech in a sentence with different colours | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Hindi language and cultural practices  AC9LH4U04 | * recognising how the Hindi language reflects traditions and social distinctions to do with how people are regarded in society, how old they are or what religion they practise, for example, the use of the honorific particle जी after a surname to show respect or after an individual name to show affection * discussing how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, for example, the use of the expression फिर मिलेंगे when leaving, to avoid the finality associated with ‘goodbye’ * understanding that there is a standard form of Hindi called मानक हिंदी used for writing, and spoken by many people, as well as a variety of spoken dialects that differ from region to region, for example, ब्रज, अवधी, राजस्थानी * exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Hindi language and culture(s), for example, the different regional words used by First Nations groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Hindi-speaking cultural groups * understanding that different regions in India and Hindi-speaking countries may have different cultural practices and beliefs, for example, decorating the main entrance of the house and celebrating harvest festival * noticing familiar Indian language and cultural practices maintained over a long time, for example, traditional hospitality, अतिथि देवो भवः, or the singing of the national anthem * experiencing and discussing the importance of music and dance in Indian culture(s) as an expression of identity and emotions, such as national pride, happiness, love, joy and sadness, for example, Bollywood film and music * exploring the meaning of culture and identity, for example, using a diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and the less visible elements such as preferences and values | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Hindi language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing, and writing. They interact in Hindi to exchange information and ideas relating to their interests, school and local environment, and engage with Hindi-speaking communities in person or via digital access. Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning with support. Students use print and digital resources to extend their learning.  Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise and begin to use some conventions of the Devanāgarī script and understand the relationship between word formation and pronunciation. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Hindi language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Hindi or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and Devanāgarī script, to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation in spoken Hindi. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Hindi. They compare language structures and features in Hindi and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Hindi** | | **Years 5–6** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment  AC9LH6C01 | * initiating conversations, commencing with a greeting, enquiry about wellbeing and current or past activities or news, for example, तुम/आप कैसे हो/हैं? आपने पिछले सप्ताह/ सप्ताहांत मे क्या किया? घर मे सब कैसे हैं? * developing conversation skills such as staying on topic, requesting more information, recognising non-verbal cues or using interjections, for example, क्या यह सच है?; दिलचस्प है ..., मुझे बताओ; अच्छा!; आप इस विषय में क्या सोचते हैं?, मुझे ऐसा लगता है …, क्या हम इस बात पर चर्चा कर सकते हैं?, आह: यह अच्छी बात है; तो ठीक है ..., अच्छा; ओहो!; अरे वाह! * comparing personal experiences, preferences and opinions and expressing agreement or disagreement in a respectful manner, for example, रमा, मुझे माफ़ करना लेकिन मुझे लगता है कि ...; सच पूछो तो मेरे विचार में ; मैं इस बात से सहमत हूँ कि ... * using some colloquial expressions and idioms to enhance interactions when describing people, places or experiences or to express feelings, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाची मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; अपने घर में कुत्ता भी शेर होता है। * discussing with peers, the experience of communicating in Hindi in the classroom context compared with at home or in the community, for example, मुझे हिंदी पढ़ना अच्छा लगता है लेकिन सबके सामने बोलने में झिझक होती है। * requesting information using a range of interrogatives and open-ended questions to elicit further details and clarify points, for example, कैसे, क्या, कब, कहाँ * participating in secure online exchanges such as video calls with sister-schools in India, to describe and compare routines, interests and activities, and sharing experiences of learning Hindi in Australia, for example, आप सुबह कितने बजे उठते हैं? आपकी पाठशाला कितने बजे शुरू चालू होती है? * asking for, giving and following instructions, directions and giving feedback in a variety of situations, varying language to suit formal or informal situations, for example, शिक्षिका के कहा है कि शांत बैठो।, यहाँ आकर सबके साथ बैठो। * requesting assistance or clarification from peers and teachers, checking on each other’s progress and indicating understanding, for example, नहीं, मुझे समझ नहीं आया। कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है?, जी हाँ, मैं समझ गई। यह तो बहुत आसान है। ठीक है। सब ख़त्म हो गया? अभी नहीं, पर जल्द ही हो जाएगा … आप समझते हैं, है न? आप कितनी तेज़ी से लिख सकते हैं? * exchanging written communication such as emails, secure chat, messages or when working on shared class tasks or documents, for example, तुम शनिवार को क्या कर रहे हो?, इस काम में ..., मुझे लगता हैं कि हमें यह लिखना चाहिए | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LH6C02 | * using phrases to seek permission, ask questions, or borrow items from peers or teacher, for example, क्या मै शौचालय जा सकता हूँ? क्या मैं तुम्हारी पेंसिल ले सकता हूँ? * participating in authentic or simulated exchanges and transactions that involve Indian currency, such as ordering in restaurants or buying items from street vendors, using appropriate gestures, expressions and negotiation skills, for example, हाँ भैया, ये आम कितने के हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिएl मुझे यह ज़्यादा पसंद हैंI, यह बहुत महंगा हैं, दाम कुछ कम करोI * introducing aspects of Hindi language and associated cultures to younger students or non-Hindi speakers through games, demonstrations or activities, for example, presenting a workshop on folk dances such as भांगड़ा or डांडिया * working collaboratively to create a set of instructions or a procedure to demonstrate and explain activities or processes, such as recipes, dance steps, a simple science experiment, nurturing a seed, for example, रोटी बनाना, बीज-पौधे लगाना- बीज अंकुरण की विधि: १. पहले बीज को गीली रुई में रखे, २. रोज़ रुई को गिला रखे और धुप लगाए।, कागज़ का हवाई जहाज उड़ाना * stating preferences in a range of activities and interactions and reacting to others’ choices or indicating preferences between 2 or more objects, for example, क्या सच मे? ज्यादातर लोगों को पसंद नहीं... सेब, संतरा या अंगूर में से आपको कौन सा सबसे अच्छा लगता है? मुझे अंगूर पसंद हैं। * taking on different roles and responsibilities in the classroom or school environment, such as recycling monitor, calling the roll, distributing work, giving instructions, checking homework or the wearing of hats outside, for example, इस कूड़ेदान में बोतलें डालें।, धूप है, तुम्हारी टोपी कहाँ है? * planning presentations or performances for school assemblies or community events, such as होली, गाँधी जयंती, सदभावना दिवस, using expressions, for example, आज हम आप के सामने प्रस्तुत करने जा रहे हैं ... * working together to solve puzzles, riddles or follow directions to real or imagined locations, using digital tools to access mapping applications, for example, आगे से दायें, पहले सीधे जाईए फिर दो गली छोडकर मुड़िये * reflecting on the process of working together to plan and execute an event or performance, and what they would do differently next time, for example, अगली बार मैं नाचने के बजाय गाना चाहूँगा ..., मुझे तुम्हारा सुझाव बहुत पसंद आया.. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LH6C03 | * collecting facts, figures and vocabulary from printed and digital texts, and using them to prepare an in-class discussion about topics such as healthy lifestyle or caring for the environment * collecting information from peers, community members or relatives to create an overview of selected trends, preferred modes of communication or social behaviours, and comparing responses with their own thoughts on similar issues, for example, जब आप छोटे थे तब लोग कैसे कपड़े पहनते थे? आपके और हमारे स्कूल में क्या अंतर है? कम्प्यूटर के बिना आप अपने दोस्तों से कैसे बात करते थे? फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग * listening to or watching a report or announcement, such as a weekend weather forecast or program of events for a festival or sports match, and writing a message to a family member or friend to ask them to participate, for example, रविवार को धूप हैं, क्या आप समुद्रतट पर चलोगे?, शाम के ५ बजे सवतंत्रत्ता दिवस का कार्यक्रम होगा। * listening to or viewing First Nations Australian authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in Hindi * viewing and comparing information accessed via videos, books and websites that reflect lifestyles in Hindi-speaking communities in different regions, for example, Fiji, Mauritius or Trinidad, and presenting information in new ways, such as a digital display or a spoken, print or visual presentation to suit a specific audience * comparing, describing and illustrating favourite comic book characters, superheroes and events, and identifying language or behaviours they associate with them, for example, चाचा चौधरी और साबू; विक्रम और बेताल; पिंकी और बबलू; अकबर-बीरबल के क़िस्से, चाचा चौधरी का दिमाग़ कम्प्यूटर से भी तेज़ चलता है। बेताल कहता है " तू बोला विक्रम और मैं गया, हा हा हा।” * discussing messages, morals and character traits featured in fables, songs and stories, for example, परिश्रम का फल मीठा होता है। सूझबूझ से कठिन से कठिन कार्य भी संभव है।, and incorporating into own imaginative texts * locating information about the school and surrounding area, and incorporating the facts in a persuasive advertisement to attract visitors or new students, for example, यह भोजनालय की व्यंजन-सूचि है, आप इसमें से अपनी पसंद की सब्जी चुन लें। * using digital tools to survey and compile information about others’ interests and preferences, for example, favourite things, leisure activities, pets, language(s) spoken, and presenting findings in a range of formats such as mind maps, graphs, diagrams, oral presentation * reading or listening to a short text about a holiday destination or a location for an event or camp, and deciding as a class or in groups a list of what to bring or pack, categorising items in order of priority and justifying their reasons, for example, वहाँ ठंड होगी, इसलिए अपने साथ एक जैकेट रख लेना ... | |
| apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts  AC9LH6C04 | * knowing that meaning is shaped not only by words but also by expression, gestures and use of voice and tone, and that these variations occur in both formal and informal language * learning to use bilingual print dictionaries and online translators to work out the meaning of unfamiliar words or sentences, and determining the reliability of these aides to accurately translate information * explaining Hindi words, proverbs, idioms or expressions that they find challenging or humorous, to explain to non-Hindi-speakers, for example, पेट में चूहे दौड़ रहे हैं, दूर के ढोल सुहावने होते हैं * distinguishing between spoken and written forms of Hindi, identifying examples of colloquialisms, words and expressions used mainly in spoken conversation, for example, the non-standard मेरे को in place of the formal Hindi मुझे or the use of मतलब ... at the beginning of spoken utterances * translating texts such as signs, menu items or public announcements from Hindi to English, and vice versa, comparing the words they suggest convey the closest equivalent meaning * contributing to a class dictionary, word wall or word bank of Hindi words, expressions or loan words collected during travel around Australia or overseas, noticing trends and emergence of new words or ‘Hinglish’ terms * identifying Hindi words or expressions that have embedded cultural meanings and considering Australian English words and expressions that may be misunderstood by Hindi speakers such as ‘bring a plate’, ‘no worries’, ‘mate’, ‘dog’s breakfast’, placing findings in a Venn diagram or chart | |
| **Sub-strand: Creating text in Hindi** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures in Devanāgarī script to sequence information and ideas, and conventions appropriate to text type  AC9LH6C05 | * learning ways to type words and sentences in Hindi using a keyboard and incorporating word processed Devanāgarī script into a variety of texts * creating individual language and cultural profiles, explaining which language(s) or dialects are spoken at home, with extended family, or in social and community lives * creating a multimodal profile of a local community, including facilities and events, for recent Hindi-speaking migrants to Australia, and using information from websites or brochures, and facts that would be useful, for example, भारतीय सुपरमार्केट रात नौबजे तक खुला रहता है। * creating a class print or digital poster, locating and describing, in Hindi, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * creating bilingual texts for non-Hindi speakers wanting to visit India or a Hindi-speaking region, to assist with travel and communication, such as word lists, common phrases, maps, menus, allergy cards, for example, मुझे मूँगफली से एलर्जी है। * creating and performing expressive texts such as narratives, poetry or personal commentaries, using mime, music, and evocative language to convey concepts that are relevant to their own social worlds and interests, for example, मित्रता; प्रेम; दया; अतिथि-सत्कार; अनेकता में एकता * adapting a familiar story, cartoon or poem to suit a younger or different kind of audience by including a new character, event or change of mood, for example, an Australian version of चाचा चौधरी; a lullaby that is exciting rather than soothing, or writing an alternative ending * creating informative and imaginative texts for specific purposes and audiences, for example, a presentation for parents or guests about the benefits of second-language learning, or to showcase their bilingual or multilingual experience * experimenting with language features and simple devices appropriate to text type, such as descriptions in recounts or narratives, humour in comic verse and persuasive language in advertisements | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LH6U01 | * recognising and pronouncing all the sounds in Hindi Varnmala including aspirated and non-aspirated sounds, for example, च छ, ट ठ * distinguishing the difference between unaspirated and aspirated sounds and practising aloud, for example, क – करना, ख – खाना * using digital tools to check the correct pronunciation of Hindi and using voice recording applications to check their own tone and intonation to develop fluency * understanding that mispronouncing vowel sounds in Hindi can affect meaning, for example, ओर and और, में and मैं * understanding that Hindi pronunciation of some words varies depending on the region, but the written form remains the same, for example, ‘much or many’ is commonly pronounced as बहौत but has standard spelling of बहुत * distinguishing between intonation patterns of requests and exclamations, for example, क्या मैं पानी पीने जा सकता हूँ? कृपया मुझे पानी पीने जाने दीजिए। वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो। * using active listening skills to determine intonation for statements and questions when no interrogative is used, for example, भूख लगी है। भूख लगी है? बाहर जा रहे हैं। बाहर जा रहे हैं? * understanding how new loan words are formed in Hindi, for example, the way in which English ‘t’ and ‘d’ sounds are represented normally as ट and ड, the replacement of English ‘th’ sounds by थ and ways in which English vowels such as short ‘a’ sounds are replaced by Hindi vowel sounds, as in डॉलर versus डालर * recognising the Hindi pronunciation and Devanāgarī spelling of loan words from English into Hindi, such as अस्पताल/हस्पताल; अफ़सर; पलस्तर | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions  AC9LH6U02 | * recognising and practising the spelling of words in Devanāgarī script that involve combinations of pronouns and postpositions that lose the inherent ‘a’ inside a word, such as उसका, सुनना, सुनता * using a variety of past, present and future verb tenses, for example, जाता था, जाता हूँ, जाऊँगा * using adverbs in sentences to provide additional information, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए * using singular and plural forms of nouns and pronouns, such as मैं, हम, यह, ये * conjugating a range of verbs according to gender, tense and tone, for example, विकास बाज़ार जाता है।, दादाजी बाज़ार जाते हैं। विकास बाज़ार जाएगा।, दादीजी बाज़ार जाएँगी। * recognising and understanding how Hindi verbs indicate the idea of actions happening or being made to happen बनना, बनाना, बनवाना * using simple comparative and superlative forms of adjectives, for example, अधिक अच्छा, सबसे अच्छा, उससे अच्छा, उच्च, उच्चत्तर, उच्चत्तम * using a range of prepositions of location and place to give directions, for example, स्कूल बाग़ के पास हैं ।, मेरा घर दुकानों के पीछे 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 negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो। * using a range of conjunctions to connect different elements of a sentence and expand ideas, for example, राम ने खाना खाया और सो गया। * locating events in time by using days of the week, months and ordinal numbers, such as पहला, दूसरा * comparing typed and handwritten Hindi texts, noticing variations and reasons why texts and fonts can look different, for example, shape, spacing and proportion * understanding the rules for half consonants to form words and sentences, क्, च्, ज्, for example, बच्चा, कच्चा, अच्छा, मक्खी, राज्य, कद्दु, आज दिन बहुत अच्छा है। | |
| compare some Hindi language structures and features with those of English, using some familiar metalanguage  AC9LH6U03 | 1. understanding the significance and cultural importance of features of different types of texts in Hindi and English, for example, salutations, greetings and conveying respect, such as Dear/to ..., आदरणीय, पूज्य, मान्यवर, महोदय, प्रिय मित्र  * compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in Hindi and English grammar and textual conventions, for example, the absence of articles and contractions, different word order and some adjectives used as verbs in Hindi, and the absence of grammatical gender and use of contractions in English * comparing features of familiar genres of Hindi and English texts, and noticing similarities and differences between language features such as the use of tense, word order and sentence structure, for example, once upon a time ... -एक समय की बात है ..., many years ago … बहुत साल पहले * considering how the choice of language features and text organisation reflect the purpose and audience of different types of text in Hindi and English, for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor * exploring the influence of Sanskrit on Hindi by noticing Sanskrit words adopted and adapted in different ways, for example, कर्म, रात्रि, सर्प, काम, रात, साँप and other languages ड्रामा, सरकस, गलीचा, किताब * comparing the use of Hindi in English texts and interactions, and vice versa, discussing reasons why languages borrow from each other, for example, गोल, कैच, पॉप या रैप, पास्ता, नूडल्स, केचप/सॉस, माउस, कीबोर्ड, स्क्रीन, jungle, bandana, dinghy, pyjama * beginning to use simple metalanguage, in both Hindi and English, to understand and discuss grammatical structures and features of texts, for example, संज्ञा – noun, सर्वनाम – pronoun, क्रिया – verb, विशेषण – adjective | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication  AC9LH6U04 | * 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 ways in which the Hindi language reflects values and traditions of Indian communities, for example, understanding concepts such as सत्संग, घूँघट, लंगर, भंडारा * researching Hindi-speaking communities, such as in Fiji or Mauritius, inviting special guests or showcasing their learning about cultural aspects of these communities * exploring, in Hindi or English, how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Hindi-speaking people or communities * identifying adjustments, they make when moving between languages, for example, different ways of addressing people, expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make * identifying influences from other languages and cultures, such as changes to contemporary forms of Hindi due to the influence of globalisation, technology and pop culture, and exploring the relationship between Hindi and English across different historical and cultural contexts, for example, the emergence of ‘Hinglish’ * brainstorming cultural, spiritual and linguistic influences of Hindi language and culture on other languages and cultures, such as the use of words and concepts of ‘karma’ ‘guru’ ‘Dharma,’ ‘Nirvana’ and ‘Bollywood’ * becoming aware of cultural stereotypes that can lead to generalisations and misconceptions such as associating the same language, culture and religion with all Indian people * investigating their own family heritage and background through talking with relatives, to discover more about migration and reflecting on how this can contribute to the formation of their own identity * understanding the meaning of ‘culture’, how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as attitudes, beliefs and values, and comparing these visible and invisible elements of Hindi culture | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language, in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate in different ways within and beyond the classroom to facilitate learning. Students listen, speak, read, view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. 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 in an increasing range of contexts to reflect on similarities and differences between Hindi and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Hindi language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.  Students apply the conventions of spoken Hindi to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using metalanguage. They reflect on how the Hindi language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Hindi** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LH8C01 | * initiating and sustaining conversations with others to compare experiences and offer opinions on topics of mutual interest such as family, education, interests, travel, sport, games, music, for example, यू ट्यूब पर मैंने हनी सिंह का नया गाना देखा। मुझे वह बहुत पसंद आया। तुमने देखा क्या? तुम्हारी भारत यात्रा कैसी रही?; तुम कहाँ–कहाँ घूमने गए? * using interjections, common expressions and body language to assist with fluency, show interest, maintain conversations or fill gaps or pauses, for example, ओह, अरे, ओहो, क्या, ओ लड़के!, अच्छा, बाप रे बाप, दूसरे शब्दों में; आपको नहीं लगता कि …, मेरा सुझाव तो यही है कि ... * supporting debate with points of view, justification and examples, evaluative language, and acknowledging others’ arguments or challenging their views in a courteous manner, for example, आपका कहना एकदम स्पष्ट और उचित है।; वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँl अपनी बात के समर्थन में आप के पास कोई प्रमाण है? * using descriptive and expressive language to encourage feedback and to express empathy, indicate agreement or disagreement and alternative opinions, for example, बड़े दुःख की बात है; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ l ध्यान देने की बात... है कि; यह एक और दिलचस्प पहलू है……, जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... * comparing aspects of their home and social lives, including their use of different languages and involvement in various cultural celebrations and practices, for example, पारिवारिक जीवन, विवाह, अंधविश्वास, आतिथ्य * exchanging accounts of significant events, influences or milestones, 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 काफ़ी सराहना की गई। * participating in informal conversations and more structured discussions with peers or others in secure online environments, to share and compare attitudes and opinions to social and cultural issues, for example, स्वस्थ जीवनशैली; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; बहुसांस्कृतिक समाज * making appropriate language choices and adjustments, including non-verbal communication, with awareness of social situations, relationships and context, for example, using the polite plural form when speaking to people who are older or unfamiliar, making requests or politely declining invitations, for example, आप, आपको, मुझे माफ़ कीजिये, मैं आपके घर नहीं आ सकता ।, मैं आपके साथ नहीं जा सकता हूँ । * initiating written exchanges such as writing to a student in a Hindi-speaking country, requesting information and responding appropriately, for example, प्रिय ... मेरा नाम है ... आप कैसे हैं? आजकल आप क्या कर रहे हैं? | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LH8C02 | * developing skills and language to negotiate and plan, taking on responsibilities in the classroom and school environment, for example, planning a whole school Hindi day that involves managing a budget, inviting guests and planning the program * participating in real or simulated transactions such as sourcing and buying products, fashion or food items from online or retail outlets, or returning purchases, for example, यह लहंगा कितने का है? यह और कौन-कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय एकदम गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है। * creating resources together to help others, such as deciding on a set of helpful hints for new students or students starting school or travelling to India for the first time, or teaching a skill step-by-step, for example, अगर आप भारत गर्मियों में जा रहे हो तो अपने साथ टोपी और हलके कपडे रखना । * researching and organising an excursion, event or celebration, such as a Bollywood night or दिवाली, indicating preferences, considering options and deciding on actions, for example, हमें माता पिता से अनुमति पत्र चाहिए। हमें कमेटी बनानी पड़ेगी। फिर सभी को अलग-अलग कार्य दिए जाएंगे। * sharing responsibilities for filming, editing and presenting a short documentary on aspects of their shared experiences, for example, हमारा समुदाय; गणतंत्र दिवस; बैसाखी; बॉलीवुड फ़िल्म समारोह * working in pairs to design a secure webpage together to support social contact and information exchange between themselves and young Hindi-speakers in different contexts, brainstorming possible stimulus questions such as आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं? * assisting others to resolve real or hypothetical problems and provide advice or assistance in the community, such as fund raising or visiting a childcare centre or nursing home, for example, मैं संगीत के कार्यक्रम में जाना चाहता हूँ, लेकिन मेरे पास बहुत अधिक गृहकार्य है... मैं क्या करूँ? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LH8C03 | * gathering information from websites, newspapers or magazines about well-known people in fields such as sport, entertainment, youth culture, the arts or history to create a digital profile to present to their peers * collecting and presenting information, using authentic sources that report on contributions of important historical figures and moments, such as the influence of Gandhi on peace movements, the freedom struggle in India and civil rights, and different concepts such as संचार; ग़रीबी; स्वास्थ्य * analysing texts that report on personal, social or community activities, for example, secure blogs, social media posts or community announcements, and developing a position or viewpoint on issues of interest * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Hindi * collating and summarising information that reflects Indian and/or Australian lifestyles and cultures over different times and contexts * comparing characters, themes, values or events represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, poems and legends, for example, referring to a playful or cheeky child as Krishna or Kahnaiyya * comparing style, creative effects and cultural values reflected in popular Hindi and Australian music by listening to music radio stations, reading print or online music magazines, classifying song titles or viewing clips from Bollywood films * providing a simple commentary for a dance performance, explaining movements, costumes and messages, for example, पोशाकें बहुत रंगीन हैं क्योंकि ... * obtaining others’ thoughts and opinions regarding topics such as school uniform, rules or use of technology, and using facts, figures and quotes to write a persuasive text, for example, a formal email to the principal suggesting changes, for example, अधिकांश छात्र एक अलग रंग की वर्दी पसंद करेंगे, क्या हम कुछ नया डिजाइन कर सकते हैं? * analysing cultural styles of humour in comedies or cartoons, for example, comparing Hindi jokes about family relationships with humour around similar relationships in Australian English, for example, पति- पत्नी इत्यादि के चुटकुले | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Hindi language in familiar and some unfamiliar cultural contexts  AC9LH8C04 | * identifying Hindi words or expressions that carry cultural references and values, for example, terms such as सुहागन and विधवा in relation to auspicious or inauspicious occasions such as नामकरण or गृहप्रवेश * exploring and evaluating the effectiveness of resources such as print and digital dictionaries, and online translation tools, for example, comparing individual translations, back-translating or swapping references * translating and identifying words and expressions that reflect cultural values in popular Hindi proverbs, poems or short excerpts from traditional fables or legends into English, considering how to adapt or adjust them to convey equivalent meanings in English, for example, गंगा गए तो गंगादास जमना गए तो जमनादास; चोर की दाढ़ी में तिनका, गृहप्रवेश, सात्विक, भक्ति * understanding the use of different styles of communication using key elements such as facial expressions, gestures and body language in different contexts, such as respectful, devotional or colloquial forms of expression आपकी यात्रा मंगलमय हो, सब ठीक-ठाक है? * translating school or community texts, such as appeals, slogans, advertisements, rules or notices, in Hindi and English, noticing how each language reflects cultural styles and uses different elements, for example, the use of words निवेदन in a formal request, and कृपया गंदगी न फैलाएँ in public notices, सारी धरती की यह पुकार, पर्यावरण का करो सुधार; जागो ग्राहक जागो * identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a class or personal glossary of terms they use in emails or text messages, such as अब (ATM), फिर मिलेंगे (CU), जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL) and ‘Hinglish’ terms * identifying the cultural significance of concepts expressed in a single word in Hindi or English which are difficult to translate, for example, the term जूठा in Hindi or ‘mateship’ in Australian English * listening to informal spoken language that may have deviations from ‘correct’ grammar, including changes in word order and omissions of words, predicting meaning, noticing differences between written and spoken Hindi | |
| **Sub-strand: Creating text in Hindi** | | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LH8C05 | * representing Hindi script digitally in texts with the use of a Hindi keyboard and online translation tools * presenting a personal perspective on a shared learning experience such as a documentary on an environmental or community issue such as conservation or homelessness * developing a presentation for a young Hindi-speaking audience on the distinctive features of the Australian landscape, history, peoples or cultures * 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 * writing and performing a play, cultural demonstration or skit for a school or community event, using Hindi for the performance and English for supporting explanations, for example, the first day at a new school, participating in a festival, or appearing on an Indian reality show * creating informative texts such as notices, web posts, flyers or posters to promote and inform others about events or school news, such as a new canteen menu, the school dance, Harmony Day, for example, नया ग्रीष्मकालीन मेनू अगले सप्ताह शुरू होगा! आओ मनाएं होली का त्योहार! * reporting on experiences of events associated with cultural expression and traditions, using formats such as personal recounts, secure blogs or digital presentations, for example, ऑस्ट्रेलिया के सामुदायिक शिविर; दिवाली उत्सव * animating their own imaginative fables, picture books, stories or cartoons in Hindi with embedded morals and values to present to younger audiences, using techniques, language and themes to engage and excite, for example, नैतिक शिक्षा – दूसरों की भलाई करने से ख़ुशी मिलती है। * composing and performing texts for specific purposes and audiences, such as jingles or digital animations, interpretations of poems for a public recitation or a speaking competition, or to create new interest in existing or imagined products * using literary devices in texts, such as onomatopoeia, similes and idioms, to engage an audience and convey meaning, for example, टिप टिप, छनक-छनक, खन खन, रुई जैसे बादल, शीशे जैसा साफ * performing imaginative representations of characters, contexts and feelings, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood and to explore relationships and emotions | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken Hindi to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LH8U01 | * using prior knowledge of the Hindi sound system to predict spelling of new and unfamiliar words, or transcribing spoken texts such as poems or dialogues * recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and noticing how they combine to make or change meaning * developing features of spoken Hindi, including intonation, tone and stress, to increase fluency and enhance expression in a range of activities such as listening to and repeating pronunciation using digital tools, reading aloud and conversing with a wider range of people * understanding that prefixes and suffixes change the meaning of words and that this can impact pronunciation, for example, जीव, सजीव, जीवंत * recognising how to pronounce and spell loan words commonly used in Hindi from Sanskrit, Persian and Arabic, such as क़ानून, फ़ालतू, and from English, such as ट्रेन, स्टेशन, स्कूल * 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 | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LH8U02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and question marks * understanding phonic and grammatical changes to the spelling, writing and basic joining (सन्धि) rules of unfamiliar words to achieve text cohesion, for example, महा + उत्सव = महोत्सव and इ+आ = ए * using a range of verb tenses to describe routines and actions, for example, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा। * using adverbs of time, place and frequency in a variety of sentences, such as आज, ऊपर, हमेशा * using the active and passive voice according to context, for example, मैंने आपको बुलाया है। आपको बुलाया गया है। * using adjectives in comparative structures, such as राम थोड़ा लम्बा है। राधा हेमा से अधिक चतुर है। * creating compound and complex sentences by using conjunctions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ। * developing text cohesion using paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, यदि आप चाहें तो... * using numbers and numerical expressions for a range of purposes such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा * recognising the function and form of commonly used suffixes and prefixes, for example, by collecting groups of words that share a base word, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती * recognising and using idiomatic expressions such as आँख का तारा | |
| reflect on similarities and differences between Hindi and English language structures and features, using metalanguage  AC9LH8U03 | * recognising how language and style in Hindi and English texts vary according to context, purpose and intended audience, for example, comparing a formal presentation at Speech Day with an email to a close friend * teaching younger students or non-Hindi speakers about some key differences between the Hindi and English language, using simple metalanguage and support resources such as flash cards, diagrams, charts or tables * creating and comparing their own examples of Hindi and English text genres, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language or text organisation * reflecting on similarities and differences between Hindi and English register and style in a range of contexts, for example, in songs, artistic graffiti and event invitations * reflecting on the use of colloquial or abbreviated language in technology and social media, for example, by email or phone, and the use of borrowed words from other languages * building metalanguage, in Hindi and English, to discuss and describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, groups of pronouns, adverbs and adjectives | |

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| **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  AC9LH8U04 | * recognising the importance of learning and using different languages to access the cultural practices, beliefs, and values of others, and identifying assumptions and stereotypes, for example, associating Hindi speakers with a particular religion * identifying cultural distinctions using words and expressions that reflect family or community values, for example, forms of address such as नमस्कार, नमस्ते, आप कैसे हैं? तुम कैसे हो? or the practice of using the English terms ‘Auntie’ or ‘Uncle’ when addressing older people * identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural connotations, for example, references to gods and legendary heroes, such as अगर इंद्रदेव की कृपा हुई तो भारत बिना मैच खेले पहुँचेगा फाइनल में * examining, in Hindi or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Hindi-speaking countries and regions/regional dialects * exploring how values and ideals such as truth, duty or loyalty are embedded in traditional Hindi fables and legends, such as brotherly love or the concept of the obedient/dutiful child in the stories राम और लक्ष्मण, श्रवण कुमार * reflecting on choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for either practical or cultural reasons, for example, using Hindi to talk about family experiences, rituals or relationships, using English to talk about schoolwork, music or films * discovering changes in Hindi language and culture over time and how they relate to identity, for example, the emergence of ‘Hinglish’ and new loan words used by younger generations * using a reflective journal to record and compare when and why they consciously choose to use Hindi or English, considering whether their ways of communicating change between languages, for example, noticing people’s reactions, watching for signals of misunderstanding, being mindful of different beliefs * comparing representations of customs and beliefs across cultures through visual and performing arts, for example, by comparing different traditions present in Australia * investigating different forms and functions of multilingualism, considering how perceptions and ways of communicating are shaped by cultural viewpoints and perspectives, for example, the mixing of languages such as Hindi, Urdu, Punjabi and English in Bollywood scripts and song lyrics |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view, and write to communicate with speakers of Hindi locally and globally 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 access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. Background-language learners may source resources from their local and global communities to share with peers. Students expand their knowledge and control of Hindi pronunciation, intonation, structures and features. They 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 contribute to and extend interactions in Hindi language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Hindi to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Hindi texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Hindi** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Hindi** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LH10C01 | * initiating and sustaining conversation with each other, family or community members by seeking opinion and agreement, for example, तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक सरंचना आज के युग में अधिक उपयुक्त है? * using formal and informal registers to discuss topics of shared interest by inviting opinions or further elaboration and differences in language use between peers and adults, for example, क्या आप अगले सप्ताह शास्त्रीय संगीत का कार्यक्रम देखने जाना चाहेंगे? अपनी टीम को प्रोत्साहित करने के लिए तुम कल मैच देखने अवश्य आना l इसका क्या प्रभाव पड़ेगा, मुझे विस्तार से बताओ। * participating in structured debates on social or educational issues with reference to Indian and Australian perspectives, values and frames of reference, for example, क्या विदेशी भाषा सीखना अनिवार्य होना चाहिए? क्या उच्चशिक्षा की प्राप्ति ही जीवन में सफलता की कुँजी है? क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए? * using Hindi idioms and proverbs to enhance interactions and arguments and offer advice, for example, आकाश से तारे तोड़ लाना; कमर कसना, अब पछताए होत क्या जब चिड़िया चुग गई खेत * 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। * discussing responsibilities related to home, school and part-time work, comparing with those of young people living in India and other Hindi-speaking contexts, for example, भारत में घर के कामकाज के लिए नौकर–नौकरानियाँ होती हैं l ऑस्ट्रेलिया में रह रहे भारतीय बच्चे घर के कामों में अपने मातापिता का हाथ बँटाते हैंl * discussing differences between forms of Hindi that may be spoken at home and in the classroom, such as the use of more words influenced by English in the home context, for example, स्कूल compared with विद्यालय, मम्मी-पापा compared with माता-पिता * using secure online platforms to communicate with young people in other contexts, discussing aspects of their social lives, such as the importance of friendship groups, mutual interests, use of social media and future hopes and dreams | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LH10C02 | * negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, हमें इस में कुछ चित्र भी सम्मलित करने *चाहिए*?; क्यों न हम सब ...; यही उचित रहेगा; आपको इसमें से एक चुनना है। * participating in real or simulated transactions such as exchanging, ordering and bargaining for popular consumer items, for example, video games, books, accessories, souvenirs or clothes in a market, and comparing purchases with peers * discussing and devising a plan and solution for common problems or issues that young people may face such as managing study and part-time work commitments in a ‘pros and cons’ list, for example, अंशकालिक नौकरी के लाभ और नुकसान * organising an event such as a fund-raising campaign or social media forum or debate to raise awareness of community, environmental or ethical issues, for example, महिलाओं की सुरक्षा; स्वच्छ स्थानीय पर्यावरण, पुनर्चक्रण का महत्त्व * issuing, accepting, and declining invitations, using culturally appropriate expressions and protocols, for example, अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ । मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारण वश नहीं आ पाऊँगा। * comparing opinions on social and cultural practices and values associated with Hindi-speaking communities using secure online forums, such as commenting on posts, chat and community websites, for example, भारतीय जीवन शैली में रंगों का विशेष महत्व है। बिंदी का महत्त्व केवल सौंदर्य और *श्रृंगार* तक ही सीमित नहीं है। भारतीय संस्कृति की परम्परा है कि हम अपने अतिथियों का अपनी सामर्थ्य के अनुसार स्वागत सत्कार करने में कोई कसर नहीं छोड़ते। * managing interactions with peers in class activities such as games, debates or events, giving encouragement and praise, commenting on the contributions and views of others or using persuasive language to encourage a change of opinion, for example, अच्छा किया, यह एक अच्छी बात है! क्या आपके पास अपनी राय का समर्थन करने के लिए सबूत हैं? | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LH10C03 | * accessing and evaluating texts that contain different perspectives on a range of topics to support debates or informative presentations, for example, जनसँख्या; भेदभाव; बेरोज़गारी, वैश्वीकरण, मानव अधिकार * analysing the relationship between texts and cultural contexts, for example, by analysing language used in commentaries on क्रिकेट or reflections on Bhagat Singh, Subhash Chandra Bose, Rabindranath Tagore * analysing the use of images, sounds, gestures and language in Hindi and Bollywood songs, films and performances and incorporating some of these elements in a short video or presentation * listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Hindi * identifying how imaginative texts from different eras use structure, expression and mood to build action, convey emotion and reflect cultural values, for example, by comparing the pre-Independence story बड़े भाई साहब by प्रेमचंद with a contemporary text such as 3 इडियट्स * examining texts such as secure blogs, letters, interviews or newspaper announcements, and distinguishing between facts and opinions, identifying author intent, for example, reading and discussing letters by Jawahar Lal Nehru, पिता के पत्र पुत्री के नाम * comparing how elements such as humour, compassion or suspense are used in different forms of popular culture in Hindi and English, for example, in folk or fairy tales, game shows, advertisements, commercial films or reality shows * using evaluative and expressive language to respond to artworks such as paintings and sculptures, for example, Rajasthani miniature paintings, Patachitra from Bengal, Madhubani paintings, Warli from Maharashtra, and discussing the relationship between representation and culture * exploring poetic devices such as rhythm, imagery and metaphor in Hindi poetry to create humorous, emotional or dramatic effects, for example, in children’s poems that celebrate nature, such as आया बसंत बसन्, in poetry by रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन or devotional verse मीराबाई और सूरदास के भक्ति गीत * conducting face-to-face or secure online interviews or surveys with peers, family or community members to obtain and present information about life stories and memoirs on topics such as migration to Australia, living ‘across’ languages and cultures or personal milestones |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LH10C04 | * observing non-verbal elements of communication, such as gestures, facial expressions or use of space and silence, discussing their importance in communication and how they vary in formal and informal contexts * evaluating the accuracy and effectiveness of subtitles used in Bollywood movies, video clips and documentaries, identifying examples of meaning lost in translation and translating short excerpts that include switching between languages and dialects * translating parts of conversations recorded between family and friends that involve the mixing of Hindi, English and other languages, discussing the relationship between language use and context * translating children’s stories from English into Hindi, and vice versa, and discussing how to maintain original meaning when tailoring texts to different audiences and cultural backgrounds * finding examples of colloquial and contemporary forms of language used by young people, such as using words and expressions from other languages when talking about popular culture, for example, अरे यार, कल क्या कमाल मैच देखा * researching and classifying terms associated with cultural 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 * considering challenges involved in translating Hindi texts by contemporary poets and songwriters who incorporate English words or stylistic features into their texts * identifying and translating texts produced within the media and entertainment industry, such as advertisements, pop music and Bollywood films that use ‘Hinglish’ for different purposes, for example, *Life ho to aisi!*, *लाइफ हो तो ऐसी* ! * considering how to maintain the integrity of original texts when translating culture-specific concepts and Australian English words such as ‘thongs’, ‘servo’, ‘the bush’, ‘outback’, ‘chook’, ‘sausage sizzle’ ‘true-blue’, or ‘no worries’ to Hindi speakers * reflecting on how meaning can be misinterpreted in intercultural interactions, for example, sharing experiences of miscommunication and strategies to deal with misunderstanding, confusion or frustration using repair strategies |

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| **Sub-strand: Creating text in Hindi** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LH10C05 | * creating spoken, written, and multimodal texts, such as digital profiles, timelines or journals, to describe significant milestones in their lives, influential people, events or experiences that have helped shape their sense of identity * creating texts to inform others or encourage them to take action such as secure blog posts, reports, or items for the school newsletters that address social and environmental issues such as पर्यावरण परिवर्तन; बेरोजगारी; दान–पुण्य की गतिविधियाँ * creating bilingual material to share with the local Hindi-speaking community or visitors, relating to the local environment such as bush fire plans, protecting the local ecosystem, flora and fauna, recycling programs, community groups and activities * 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 a review or creating a commentary of traditional games, for example, कबड्डी or खो-खो, sports or an event such as an India-Australia cricket match, music festival or fashion show, incorporating expressions and style that characterise these text genres * presenting information in the form of promotional or persuasive letters or speeches for different audiences 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 * using research collected online or from published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world such as a musician, chef, artist or sporting figure * using a range of literary devices to enhance texts, express ideas, convey meaning, and highlight important themes, such as simile, metaphor and onomatopoeia, for example, कदमों की आहट, चाँद जैसा चेहरा, मछली सी आँखें * composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms that reflect their own experiences, for example, भक्ति or वीर गाथा verse * designing websites, posters or presentations that reflect the challenges and benefits associated with the experience of learning and using Hindi in the school and wider community context, for example, मैं बहुत अच्छी हिंदी बोल लेता हूँ, मगर लिखते समय लिंग संबंधी अनेक गलतियाँ होती हैं l हिंदी सीख जाने से मैं अपने दादा-दादी के साथ अच्छी तरह से बातचीत कर पाऊँगी। हिंदी सीखना मुश्किल लग रहा है मगर दिलचस्प बात यह है कि अब मैं हिन्दी फ़िल्मों का पहले से अधिक आनंद ले रही हूँl |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Hindi to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LH10U01 | * experimenting with intonation and stress, improving coherence and increasing expressive range, for example, through reading aloud from unfamiliar texts such as newspapers, novels, reports * identifying features of spoken language, such as the use of repetition, pauses, interruptions, incomplete sentences, and non-verbal expression, which are not represented in written Hindi but are important elements of spoken interactions * 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 * recognising and responding to challenges associated with clarity and pace in audio texts such as airport announcements or recorded phone messages * reciting challenging tongue twisters with some unfamiliar words to develop pace, accuracy and fluency, for example, कच्चा पापड़- पक्का पापड़, पीतल के पतीले में पका पपीता पीला-पीला, ऊंट ऊंचा, ऊंट की पीठ ऊंची, ऊंची पूंछ ऊंट की * identifying the people and factors that influence their own Hindi language use, pronunciation and speech patterns, such as parents, teachers, peers and media | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LH10U02 | * using punctuation such as commas, semicolons, dash, hyphen and quotation marks. to create sense, clarity and stress in sentences and structure, and organise typed Hindi texts * using transliteration techniques to represent Hindi script digitally, and analysing the variations in written and typed representations of Hindi script * using a range of tenses in complex sentences to move between events and personal experiences across time, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से *मनाएँगे*। * using a range of adverbs of manner, degree and negation, for example, बहुत ज़्यादा, थोड़ा,ख़ुशी से, धीरे-धीरे, जल्दी में, नहीं, कभी नहीं * using a variety of conjunctions to link ideas and create complex sentences, for example, मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा। * extending knowledge of text cohesion and joining (सन्धि) rules, for example, word ending in अ plus word starting in उ becomes the सन्धि sound ओ as in पूर्वोत्तर. आ+ओ=औ, क्+द्=ग् * using the active and passive voice to establish distinctions of agency, for example, राम उर्दू लिख रहा है।, उर्दू लिखी जा रही है । * understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर * 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 * understanding and using idiomatic expressions such as अपने मुँह मियाँ मिट्ठू बनने वाले को समाज में इज्जत नहीं मिलती * understanding how compound words are formed in Arabic and Persian, and used in Hindi, for example, in the film title मुग़ल- ए- आज़म | |
| reflect on and evaluate Hindi texts, using metalanguage to analyse language structures and features  AC9LH10U03 | * noticing and explaining differences in Hindi and English text structure and grammar between formal and informal Hindi, for example, between the structure of a business letter and an informal email आपको सूचित किया जाता है ..., मैं तुम्हें बताता हूँ ... * comparing Hindi and English versions of texts such as invitations or advertisements, noticing forms of expression that are culturally significant, such as जय के विवाह का शुभ मुहुर्त ... के दिन ... बजे से... बजे तक तय हुआ है। आपकी उपस्थिति और आशीर्वाद की प्रतीक्षा रहेगी or रमेश और लीला के पुत्र के नामकरण पर आपको सादर आमंत्रित करते हैं। * composing and comparing texts such as emails, songs, slogans or public signs, noticing how the choice of vocabulary, structure and tenor combine to achieve each text’s purpose * discussing and composing spoken and written versions of texts such as advertisements, invitations or personal messages, identifying key differences in syntax, register, rhythm and language choice, using both Hindi and English * expanding metalanguage to describe additional grammatical concepts and analyse the relationship between form, function and meaning * using prior knowledge of English grammatical structures and language functions to develop understanding of the Hindi language and sharing advice or strategies with others, for example, noticing similar patterns or ways of remembering points * being the teacher or buddy and ‘marking’ or annotating peer’s draft work, highlighting mistakes and offering suggestions such as sequencing of ideas, grammatical structures, paragraphs and layout * recognising that borrowed words or ‘Hinglish’ terms may have different intended meanings, uses or nuances from the original English word, for example, फ़िल्मी, टाइम-पास, नंबर, पंक्चर | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LH10U04 | * 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 * discussing whether being bilingual or multilingual contributes to a more flexible sense of identity in ways that involve culture as well as language * appreciating that many Hindi speakers may also use other languages such as Bengalis, Punjabi, Marathi, Gujarati and Telugu, and this may form part of their identity, values and beliefs * 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 for a group of Hindi-speaking visitors at a school assembly * examining reactions to different perceptions and expectations around similar and different cultural practices in Hindi and Australian contexts, for example, the concept of personal space, greetings and gestures, accepting and refusing offers, gift giving, celebrating and special events * evaluating words such as अहिंसा, धर्म-कर्म that carry cultural connotations, values and attitudes which may be used differently by people in different cultural contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग * analysing contemporary life in diverse Hindi-speaking communities, regions and countries such as India, Fiji, Nepal, Mauritius, Suriname, Guyana, for example, through viewing excerpts from films, documentaries and interviews, and reflecting on similarities and differences from own lifestyle, practices and traditions * analysing their own cultural and linguistic biographies through talking to relatives to discover more about family heritage, migration and history, and reflecting on how this can contribute to understanding their culture, identity and family traditions, such as celebrating particular festivals orsuperstitious or spiritual beliefs * recognising ways in which genres of written literary Hindi may differ from everyday speech registers, and how they are influenced by local customs, cultures and regional languages, for example, the use of Sanskrit words in official Hindi, with terms like निर्माण क्षेत्र for the manufacturing sector | |