Hindi  
(F–10 Sequence and  
7–10 Sequence)

Victorian Curriculum F–10  
Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Hindi involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Hindi broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Hindi develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Hindi, an official language of India and Fiji, is the most widely spoken language in the Indian subcontinent. Hindi is one of the 22 officially recognised languages in India and is widely spoken by the Indian diaspora across the world.

Modern Standard Hindi has been taught in some Australian schools and universities since the 1980s as well as in community-run organisations prior to this time. Hindi speakers have made a significant contribution in shaping multicultural Australia. The influence of Hindi-speaking communities is evident in areas such as agriculture, commerce, cuisine, education, film, music and technology. There is increasing interest in the Hindi-language film industry, known as Bollywood.

Learning Hindi provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, technology, science, law, education, tourism, diplomacy, international relations, health and communications. Current links between Australia and the Hindi-speaking world are strong, characterised by bilateral relationships in trade and investment, education, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities.

## Aims

The 4 interrelated aims of the Hindi curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Hindi
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

The Hindi curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in Hindi and those learning Hindi as a second or additional language.

### Sequences

The Hindi curriculum is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

In Hindi, students progress along a curriculum continuum. The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in the Hindi curriculum is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Hindi curriculum

| Strand | **Engaging with Hindi Language and Culture  (F–2 only)** | **Communicating Meaning in Hindi** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Hindi language  Engaging with Hindi culture | Interacting in Hindi  Mediating meaning in and between languages  Creating text in Hindi | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Hindi Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Hindi language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Hindi culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Hindi

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Hindi

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Hindi

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In the Hindi curriculum, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In the Hindi curriculum, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Hindi

Students acquire communication skills in Hindi. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Language learning also promotes an appreciation of diverse attitudes, beliefs and values.

Students of Hindi in Victorian schools come from a wide range of backgrounds. Some students will be learning Hindi for the first time, while others may have existing connections to Hindi as background speakers or through early learning experiences. Students who bring prior knowledge of Hindi to the classroom may have experience of regional variations of Hindi or may speak several languages at home.

### Hindi language

Modern Standard Hindi (मानक हिंदी) is an alphabetic language, derived from Sanskrit, and belongs to the Indo-Aryan branch of Indo-European, the family of languages to which English also belongs. It has been influenced by Arabic, English, Persian and Turkish. Modern Hindi evolved into a distinct language in the New Indo-Aryan Period (from the 11th or 12th century). Its current form comes from the idea of there being a Modern Standard Hindi, based on the Khaṛībolī dialect spoken in the Delhi area.

Following independence in 1947, the Indian Government instituted a standardisation of grammar, using the Devanāgarī script to standardise orthography and bring about uniformity in writing. The Constituent Assembly adopted Hindi as the official language of the Union of India on 14 September 1949, now celebrated each year as Hindi Day. The Hindi curriculum engages learners in the full range of contexts in which Modern Standard Hindi is presently used in India, Australia and around the world.

Modern Standard Hindi is written in the Devanāgarī script, which is also used for Sanskrit, Marathi and Nepali. Devanāgarī is a phonetic script, which accurately represents the sounds and syllabic structure of Hindi. Study of the script involves learning 13 vowel sounds, each of which has distinct long and short forms, and 33 consonant sounds. These consonants are differentiated by unaspirated and aspirated forms, as well as retroflex and dental variations of ‘ta’ and ‘da’ sounds. There are 7 additional sounds from Persian, Arabic, Urdu and Sanskrit, including 5 consonant sounds and 2 ‘flapped’ retroflex ‘r’ sounds. The syllabic structure of Hindi is represented by symbols called matra, which indicate vowels following consonants, and by conjunct consonant forms, which are used to combine 2 or more consonants in a syllable without the use of intervening vowels, creating a fluid and interconnected writing system.

The Hindi grammatical system is known for its regularity, which makes it easier to learn. Key features include a standard ‘subject + object + verb’ sentence structure and the use of postpositions that affect agreement with nouns, pronouns and adjectives. Sociolinguistic aspects of Hindi-speaking communities are reflected in the grammar, such as the system of 3 levels of pronouns for ‘you’ that indicate different levels of formality and respect.

Hindi is a highly inflected language. All nouns are grammatically masculine or feminine, and adjectives agree with nouns in number and gender. Actions are distinguished not only by time and manner of performance but also through a distinction between habitual actions and actions completed at a particular time.

Learning Hindi develops students’ understanding of the language and culture of Hindi-speaking communities. It also enhances students’ awareness of the nature of language learning and promotes an appreciation of diverse attitudes, beliefs and values. Knowledge of the Hindi language and culture enriches travel experiences and increases employment opportunities.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Hindi curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Hindi curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Hindi Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Hindi | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Hindi texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between Hindi, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Hindi and English

Students should use Hindi to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Hindi language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, viewing, speaking and action-related learning activities, stimulating their curiosity, and then strengthen and extend their skills by interacting with others in Hindi.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Hindi, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Background language learners may interact in Hindi within their family and/or the Hindi-speaking community, and may bring prior knowledge of the language and culture to the classroom.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of the language and grammatical features using simple metalanguage. They explore similarities and differences between Hindi, English and/or other languages. They explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills. Background language learners may bring examples of known Hindi contexts or texts to the classroom.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Hindi language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Hindi through play, first imitating sounds and patterns, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Hindi sounds are represented by the Devanāgarī script, and they can match these with words, copying and combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Hindi. They expand their repertoire of Hindi words and phrases through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Hindi using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the spoken and written Hindi language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Hindi is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Hindi Language and Culture

##### Sub-strand: Engaging with Hindi language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that Hindi looks and sounds different to other languages  VC2LH2E01 | * 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 and 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 * understanding that English uses the Roman alphabet, which has 5 vowels and 21 consonants, whereas Hindi uses the Devanāgarī script, which has 13 vowel sounds and 33 consonant sounds, as well as 7 additional sounds * building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and challenging (e.g. त, थ, ग, घ, ट, द, ध) * understanding that Hindi letters are pronounced in the same way that they are written * copying Hindi letters (e.g. आ, ज, ल, स, म) and short words to create simple texts such as labels, captions and descriptions, comparing the appearance of typed and handwritten Hindi in different fonts and styles |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LH2E02 | * listening to words and their pronunciations with meanings, using online apps * experimenting with Hindi sounds and pronunciation through rhyming, singing, imitating, using instruments, music, movement and sound–letter matching games * listening to and using onomatopoeia such as sounds of animals or objects, for example, भौ भौ (woof woof), बा बा (baa baa) and म्याऊँ म्याऊँ (meow meow), and comparing these with sounds in English and other languages represented in the class * exploring the sound and pronunciation of words in Hindi and how the tongue moves when making these sounds (e.g. क, ख, ट, त), and practising by imitating how the tongue and mouth move to produce words with different letters, particularly those that are pronounced differently in other languages such as English * practising tongue twisters in Hindi with a partner, in a small group or as a class, for example, चंदू के चाचा ने, चंदू की चाची को, चांदनी चौक में,चांदनी रात में, चांदी के चम्मच से चटनी चटाई * participating in songs and rhymes to imitate the pronunciation in Hindi * listening to and singing along with well-known Hindi songs and lullabies (e.g. चंदा मामा दूर के; नानी तेरी मोरनी को), and songs from Aboriginal and Torres Strait Islander cultures, such as ‘Inanay’, recognising that all cultures have children’s songs * exploring intonation patterns, facial expressions and body language to identify the difference between questions and exclamations, for example, comparing क्या as a question and as an exclamation |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LH2E03 | * responding to and using common greetings and gestures relevant to the time of day, for example, नमस्ते; सुप्रभात; शुभरात्रि * using modelled language to introduce themselves, for example, मेरा नाम ... है। मैं ... साल का/की हूँ। * singing along to a song containing keywords and simple phrases for greetings, farewells and self-introductions; moving around the classroom as the song is played; and, when the music is paused, finding a partner or peers to say keywords or phrases, for example, नमस्ते; प्रणाम; आप कैसे हैं? * 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; जन्मदिन की बधाई * recognising some words and phrases in Hindi that are associated with cultural beliefs, practices and traditions, for example, the suffix -ji, नमस्ते जी * 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? * using appropriate phrases in everyday social interactions for thanking, apologising, and offering well wishes, for example, धन्यवाद; माफ़ कीजिए; बधाई हो; दिवाली की शुभकमनाएँ; ईद मुबारक; जन्मदिन की बधाई * participating in classroom routines and following instructions such as at the opening and closing of lessons, during roll call, naming the months and days of the week, and describing the weather, for example, है आज सोमवार है; आज बहुत सर्दी है; नमस्ते बच्चों, बैठ जाओ * using appropriate language to apologise or make excuses, for example, माफ़ कीजिए, मुझे देर हो गयी क्यूँकि …, or to ask for help, for example, मुझे समझ नहीं आया, क्या आप मेरी मदद कर सकते हैं? |

##### Sub-strand: Engaging with Hindi culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LH2E04 | * exploring culture through visuals such as diagrams, photos, video clips, routines and practices, using thinking routines such as ‘see-think-wonder’ * using appropriate body language, facial expressions and simple words when role-playing a shop or shopping trip, playing at home, or dressing up as different characters * exploring the different languages and cultures of class members and identifying different ways of saying common everyday words (e.g. माँ – माता; पापा – पिताजी; सफ़ेद – उजला-श्वेत; पानी – जल) in languages spoken by students in the class * locating India on a world map or globe, and recognising that there are different regions with unique cultures and languages * exploring and labelling different places where Hindi is spoken using a world map * 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 * playing a simple vocabulary-matching game, for example, racing against a partner to find a picture that corresponds to the Hindi word the teacher says or playing picture bingo * listening to children’s stories in Hindi (e.g. मोर के पंख का रहस्य; चतुर सियार) and identifying different characters in the corresponding images or acting out different actions from the story, and then discussing cultural references |

#### Strand: Communicating Meaning in Hindi

##### Sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LH2C01 | * sharing some basic personal information such as birthday, nationality, family, year level and place of residence using modelled sentences, for example, मेरा जन्म दिन १ मई को है; मैं गुजरात से हूँ * 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 * using simple statements to share information about likes, dislikes and feelings (e.g. मुझे खेलना पसंद है; मुझे किताबें पढ़ना पसंद नहीं है; मैं उदास हूँ; मैं बहुत ख़ुश हूँ) when playing games to express opinions * 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; तुम विद्यालय कैसे जाते हो? * following teacher directions and responding with non-verbal and spoken responses, for example, गोल घेरा बनाओ; बैठ जाओ; बैग ज़मीन पर रखो; कृपया खड़े हो जाओ; धीरे बोलो; ध्यान से सुनो; मेरी ओर देखो; बात मत करो; चुपचाप बैठो; किताब खोलो; जी, ठीक है; अपने अपने आई पैड्स निकालो; पाठ ख़त्म हुआ; अब तुम सब जा सकते हो; कल मिलेंगें * introducing themselves and important people in their lives, for example, मेरा नाम कविता है। ये मेरी छोटी बहन है, इसका नाम सुधा है। यह पाँच साल की है। यह मेरा मित्र है। इसका नाम रमन है। |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LH2C02 | * using non-verbal cues such as clapping, head gestures, eye contact and facial expressions to convey meaning and understanding and to 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 (e.g. खो-खो, पिट्ठू, लंगड़ी टांग, गिल्ली-डंडा), which involve repetitive phrases and actions, for example, भागो; जल्दी करो; गेंद पकड़ो; बहुत अच्छे * participating in activities that involve sorting, 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 * participating in group games that involve turn-taking (e.g. लूडो, साँप-सीढ़ी, कैरम-बोर्ड, शतरंज), using appropriate phrases and expressions * using the Devanāgarī script or numerals in a group or individually to crack codes, solve puzzles or play spinning-wheel games * participating in a show-and-tell, describing visual prompts using formulaic phrases, for example, यह मेरी गुड़िया है। इसका नाम तारा है। मेरी गुड़िया मुझे बहुत प्यारी है। * participating in traditional dances, using modelled language, for example, singing the words to the song as they dance * using digital tools for matching pictures to words, listening to simple Hindi texts, and tracing the words on the screen |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LH2C03 | * identifying keywords in songs, chants, rhymes and stories, and responding with the associated gestures or miming the actions * recognising key information in print or digital texts (e.g. stories, conversations, picture books, video), and responding to questions in Hindi with simple words or phrases (e.g. हाँ / नहीं; सही / ग़लत) * listening for specific points of information in stories, rhymes or songs, such as 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 Hindi, and showing examples of how they are also integral to communicating in Aboriginal and Torres Strait Islander languages and/or other language(s) they may speak at home * locating simple keywords in familiar contexts, such as labels, captions and titles in stories, for example, लाल रंग; चतुर बंदर * demonstrating comprehension and early literacy skills by labelling, matching, drawing or miming, or by pointing to, clicking or dragging information onscreen, for example, matching pictures to words * re-enacting parts of a story or pretending to be a character, for example, खट्टे अंगूर; बंदर और टोपीवाला |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Hindi through play, and discover how languages influence each other  VC2LH2C04 | * 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। * practising counting in Hindi and using numbers to count objects, by using counters to match the numbers of items such as flowers or pencils * playing digital or physical board games (e.g. connect 4, bingo, snakes and ladders) that have been modified to help students to enhance vocabulary * grouping words into sets (e.g. colour, animals) by using flashcards and/or images, and playing games (e.g. buzz, around the world) to practise sets of vocabulary * using and manipulating classroom aids such as coloured shapes to create understanding of number, adjectives and word order, for example, मेरे पास २ वृत्त और ३ त्रिभुज हैं। * exploring and comparing familiar onomatopoeia in Hindi and English (e.g. भौ भौ – woof woof; हिन् हिन्– neigh neigh), and then making the relevant noise when their teacher says the name of the animal, or listening to recordings of animals and saying their names in Hindi * noticing that many English words such as ‘bus’ (बस) and ‘strawberry’ (स्ट्रॉबेरी) are used in Hindi and playing a guessing game such as ‘I know a word that starts with the letter ब and is the same in English’ * recognising that many languages have loan words and that many Hindi words are used in English (e.g. yoga, guru, karma), making a list of words from other languages, and then playing sorting games * participating in a role-play, setting up a fruit and vegetable shop with toy fruits, vegetables and play money |

##### Sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts, copying the Devanāgarī script as appropriate, and using words, familiar phrases and modelled language  VC2LH2C05 | * identifying and reproducing the sounds of the Hindi language in written form, for example, tracing a vowel and imitating the sound that it makes * creating or reproducing all the matra forms of vowels with consonants such as kaa (का), ki (कि) and kee (की) * forming letters or creating simple words using playdough or a sand tray * making a family tree and labelling family members with pictures, tracing paternal and maternal sides of the family tree, and then writing the names used to refer to them, for example, नानी, नाना, मामा, मामी, चाचा, चाची * labelling images with words, for example, drawing an outline of a human or using a printout of an outline of a body, and then labelling body parts, for example, सिर, आँख, नाक, पैर, हाथ * sharing information about themselves using Hindi, for example, मेरा नाम … है। मैं … साल की/का हूँ। * creating and presenting role-plays that include everyday interactions such as greetings and wishes at different times of the day * creating a print or digital glossary of new Hindi words and phrases with accompanying drawings, pictures or photos, for example, creating a class book for fruits and vegetables or shapes * creating flashcards in Hindi for daily activities, and then using these to play games * creating words from known vowels, consonants and clusters, for example, arranging laminated or magnetic letters to form vocabulary and combining them to make phrases |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Hindi, and understand how sounds are produced  VC2LH2U01 | * imitating Hindi pronunciation by singing along with videos or recordings, for example, Hindi alphabet songs such as मछ्ली जल की रानी है or लकड़ी की काठी * recognising and reproducing the sounds of the 53 Hindi letters, reciting Hindi alphabet rhymes and songs, and matching them with written letters * practising the pronunciation of sounds in Hindi by viewing short video clips with Hindi subtitles, and then repeating simple words * observing and practising the movement of the mouth, tongue and vocal cords to make the alphabet clear, such as the set त and थ * understanding how vowels are pronounced without any obstruction of air coming out of the mouth and how consonants are pronounced with the obstruction of air by different parts of the mouth * comparing aspirated (e.g. ख, घ, छ, झ, ठ, ढ, थ, ध) and unaspirated letters (e.g. क, ग, च, ज) in the Hindi alphabet by using a chart or flashcards * comparing the pronunciation of vowel and consonant sounds in Hindi by creating nonsense words using similar-sounding phonemes and then sounding them out * imitating Hindi sounds and intonation patterns through nursery rhymes or tongue twisters such as क से कबूतर उड़ता जाये or पीतल के पतीले में पपीता पीला पीला * imitating the sounds, rhythms and intonation of Hindi, using hand gestures and non-verbal cues to assist learning * noticing how intonation and tone may change the meaning or intent of some words and expressions, for example, अच्छा; रुक * playing a game to listen to the sound of letters or words, and then clapping out syllables of words; or playing ‘I spy’, and identifying and saying the correct letters of the spoken words |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LH2U02 | * building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, for example, त, थ, ग, घ, ट, द, ध * comparing sounds and phonetic words and noticing their similarities and differences * developing pronunciation through singing, reciting and mimicking alphabetic elements in context, using the Hindi Varnmala chart for support * creating a list of words that have similar phonemes, such as फल, कल and जल * recognising that there are spelling rules in Hindi that affect pronunciation, such as कि and की * recognising that spelling rules impact meaning, such as दिन (day) and दीन (poor) * recognising that some letters have nasal sounds, and that these make a difference to the words, for example, चंद and चाँद * underlining rhyming words in a short text or poem, creating a list of rhyming words, and then comparing with each other * playing a game on a familiar topic such as fruits or animals to develop and expand vocabulary * participating in group reading of familiar stories or sensory books in Hindi, repeating keywords and simple descriptions such as नहीं-नहीं, कभी नहीं; मैं यहाँ हूँ! |
| recognise and explore how the Devanāgarī script and features of language are used to construct meaning in Hindi  VC2LH2U03 | * recognising the name of the script used for Hindi is Devanāgarī, and understanding how punctuation is used to separate different parts of sentences * recognising that a line on the top of written letters joins them to make words and establishes spaces between words, for example, नल, फल, अब, घर, चलl * practising the writing of Devanāgarī letters ‘hanging’ from a line (a headstroke), noticing the difference between this and English, where letters are written above the line, for example, क, ख, ग – a, b, c * recognising the matra form of vowels, such as ि and ी, and distinguishing long and short vowel sounds, such as ि and ी * noticing that many Hindi consonants have a half letter, for example, क in पक्का; च in कच्चा * noticing how simple verbs such as दौड़ना or खेलना change their form in sentences such as मैं दौड़ रहा हूँ, and change according to gender and number, for example, लड़का खा रहा है; लड़कियाँ खेल रहीं हैं * noticing that adjectives are used to describe people, objects or places and are usually placed before the nouns, for example, सुंदर फूल; प्यारा बच्चा * identifying people by using singular and plural forms of pronouns, such as मैं – हम; मेरा – हमारा * exploring letters such as ट (ta), ठ (tha), ड (da), ढ (dha), त (Ta), थ (Th), द (Da) and ध (DH), and how they are pronounced in Hindi * using simple negation words in familiar contexts, for example, नहीं; मत; ना |
| identify that written and spoken Hindi has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LH2U04 | * comparing language features in Hindi and English using simple sentences in both languages and identifying similarities and differences, for example, identifying that Hindi does not use upper-case or lower-case letters * noticing that Hindi and English use some similar punctuation conventions such as commas, full stops and question marks * exploring the similarities between Hindi and English conjunction words (e.g. और – and; कि – if) * understanding that Hindi follows the ‘subject + object + verb’ sentence structure (e.g. राम किताब पढ़ रहा है) and is different from English * understanding that verb agreement for the masculine and feminine in Hindi are different to English, for example, using खेलता है for boys and खेलती है for girls, through using coded flashcards to make examples * understanding and responding to imperative verb forms, such as बैठ जाओ; यहाँ आओ; मेरी बात सुनो * understanding the role of different words for asking questions, such as कहाँ?; कौन?; कब?; क्या? * recognising simple prepositions such as ऊपर, नीचे, आगे and पीछे * exploring how to use singular and plural forms (e.g. मैं – हम; मेरा – हमारा) * becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, अच्छा लड़का; अच्छी लड़की; अच्छे बच्चे * becoming aware of different words for male and female relatives such as मौसा – मौसी and नाना – नानी |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Hindi-speaking communities are similar to or different from others  VC2LH2U05 | * 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, पारंपरिक स्वागत नृत्य, पारंपरिक वेश भूषा साड़ी या लहंगा पहनना * exploring the meaning of culture and how it can involve visible elements such as clothing, food and dance * comparing language use and cultural gestures in common social situations in Hindi, English and/or other cultures, 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 their earlobe when apologising * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Hindi-speaking communities in a range of contexts, for example, identifying the colours in Hindi on a range of flags from different countries and communities and discussing what the colours represent in English * identifying themselves as belonging to family, community or peer groups, and adding simple sentences as captions to photos, pictures or digitally created multimodal texts to develop visual illustrations of their identity, for example, मैं भारतीय ऑस्ट्रेलियन हूँ, मैं एक लड़का हूँ और पहली कक्षा में पढ़ता हूँ |
| identify where Hindi is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LH2U06 | * looking at a world map and identifying places where Hindi is spoken, and then discussing those places * researching the countries where different languages are spoken and brainstorming why the world has numerous languages * researching different shops and restaurants that use Hindi in Australia, and viewing bilingual signs in Australia * noticing that many languages from different parts of the world are spoken in Australia, including Hindi, and representing these as a wall display in the classroom * noticing that different languages and communities use different terms of respect, for example, younger people using respectful terms such as चाचा जी, शिक्षिकाजी and पिताजी in Hindi, and comparing these with other languages or communities * identifying similarities and differences in gestures and body language between Hindi and languages they speak at home * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with Hindi and/or other languages * noticing that there are local Victorian street names that have Hindi names and researching their origin, such as Delhi Street, Merut Street and Lucknow Street |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Hindi language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Hindi to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. Background language learners may also bring their experience of interacting in Hindi with their family and/or their local community to the classroom.

Students use local and digital resources to explore Hindi-speaking communities in Australia and diverse locations across the world. They receive support through modelling, scaffolding and repetition, as well as the use of targeted resources. They access authentic and purpose-developed Hindi-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. Background language learners may share authentic resources and bring knowledge of words and expressions to the classroom.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Hindi. Students use simple metalanguage to discuss similarities and differences in Hindi, English and/or other languages. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Hindi to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts, using the Devanāgarī script as appropriate.

Students imitate the sound combinations and rhythms of spoken Hindi. They demonstrate their understanding that Hindi has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Hindi

##### Sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LH4C01 | * using formal and informal greetings with gestures in a variety of contexts, such as 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; मैं 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।; हूँआप क्रिसमस कैसे मनाते हैं?; होली के त्योहारमें 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, such as being an assistant, giving instructions and information, and responding to requests, for example, रीमा, टीचर की बात पर ध्यान दो; गोंद दराज़ में रखी हुई है; अविक आज कक्षा में नहीं है; सब एक पंक्ति में खड़े हो जाओ! * using appropriate language to ask for help, direction or 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, teacher-moderated online environments, such as notes, messages, greeting cards or invitations, using modelled language, for example, नए साल की बधाई; राखी की शुभ कामनाएँ; ईद मुबारक; तुम्हें भी, शिक्षक दिवस शुभ हो |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LH4C02 | * using questions and active listening skills, and interpreting non-verbal cues, when working collaboratively and contributing ideas, for example, आपका क्या विचार है? आप ने कहा कि … * participating in a role-play or skit, 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 (e.g. खो-खो, आँख-मिचौनी, एकाधिकार, लूडो), using associated language, taking turns and sharing, for example, अब तुम भागो; सब छिप 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 बाँधो * interacting, giving feedback and encouraging each other during collaborative learning activities, for example, मुझे किताब दो; क्या यह सही है?; अपने हिस्से का 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 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 आइए; 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 and स्वच्छता अभियान |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LH4C03 | * accessing authentic, simple print or digital texts (e.g. advertisements, catalogues, menus, packaging) to locate key points of information, such as product, number, price, target audience or suitability for recycling * 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 the gist * listening to a factual report such as a weather forecast, 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 the languages of Aboriginal and Torres Strait Islander Peoples change according to connections and relationships between people, and giving examples of how this occurs in Hindi * researching information about regions of India, 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 का कपड़ा कोलकाता में बनता है * viewing a series of images of different celebrations and festivities, using a ‘see-think-wonder’ thinking routine to reflect on the images, and then developing written captions for the images using adjectives and nouns * listening to or reading popular stories, and then 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, comparing the ‘midday meals’ scheme in India to school canteen meals in Australia * questioning or surveying their peers 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 सूची लंबी है * categorising information from a range of authentic texts such as advertisements, menus or catalogues, for example, classifying objects as plants/animals, natural/artificial or recyclable/disposable, or by price, colour and size |
| develop strategies to comprehend and produce Hindi, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LH4C04 | * discussing the meaning of Hindi expressions and gestures that may be unfamiliar to non-Hindi speakers and working out how to explain these, for example, the way that elders greet children by holding their hand over the child’s head and saying जीते रहो; bowing to show respect; or addressing older family and friends as आप rather than तुम * comparing language use at home, school and in the community, for example, identifying differences in the ways of thanking someone or asking for help, or the use of nicknames or terms of affection, for example, मेरा प्यारा बच्चा – अच्छे बच्चे; पानी देना – पानी दीजिए * 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, noticing words that are difficult to translate or explain (e.g. चूँ-चूँ करती आई चिड़िया; चँदा मामा दूर के) * translating signs or phrases in familiar contexts from Hindi into English (e.g. street signs, addresses, food labels), noting that some signs and symbols are universal, for example, the recycling sign is 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 (e.g. कमल, कसरत, कोयल) * recognising that some Australian terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, such as ‘bushwalking’, ‘break a leg’ and ‘no worries’ |

##### Sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and Devanāgarī script  VC2LH4C05 | * 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, 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 that have communities of Hindi speakers and speakers of related languages and dialects that are represented in the classroom, such as तमिल, गुजराती, पंजाबी and मराठी * creating simple descriptions in Hindi and matching them to the appropriate Aboriginal or Torres Strait Islander Country or Place 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 है। यह पेड़ों पर रहती है। * 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 about topics 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 and शक्तिमान * modifying simple texts with their own creative input, for example, substituting words or characters in a well-known song, fable or procedure, for example, using an alternative animal and Indian foods in the story एक बहुत भूखी बिल्ली * 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 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LH4U01 | * pronouncing the sounds of all Hindi letters and applying this knowledge to words and sentences * imitating the discrimination of aspirated and unaspirated sounds (e.g. 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 some of the Hindi consonants (ङ ञ ण न) can be pronounced with a nasal quality, which is represented by either a Moon dot (चंद्रबिंदु) or a small dot (बिंदु) above the headstroke (e.g. हाँ, मैं) * understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters, and that there is only one sound for each letter * recognising how to distinguish between consonants and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा – गङ्गा, पंजाब – पञ्जाब, ठंड – ठण्ड, and बंद – बन्द * recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, for example, रुको * recognising that there are loan words in Hindi from languages such as English, Persian (Farsi), Arabic, Turkish and Portuguese; learning how the under-dotted characters क़, ख़, ग़, ज़, फ़ are used to represent such borrowed sounds; and identifying long and short matra forms of vowels in words, for example, मछली – तितली; तरबूज; चुहिया; सैनिक; नक़्शा; कमीज़ |
| recognise and use the Devanāgarī script, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LH4U02 | * reading and writing Devanāgarī script with the Hindi Varnmala chart as support, and using some basic punctuation such as commas, full stops and exclamation marks * applying a horizontal line (headstroke) on top of words and appropriate spacing between words * using nouns related to home, school and local environments, for example, forms of transport (e.g. मोटरकार, रेलगाड़ी), food items (e.g. चावल, रोटी, दाल) and classroom objects (e.g. कुर्सी, मेज, 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 and 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, for example, 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, for example, पहले से; अंदर; बाहर; वह बाहर से आया है * using interrogatives to ask questions and seek further information (e.g. कब, क्या, क्यों, कहाँ, कैसे) * negating simple sentences using words such as नही, ना and मना करना, for example, मुझे नहीं पता; वहाँ मत जा * constructing simple sentences with linked ideas using conjunctions, for example, मेरे पास लाल गाड़ी है और मेरे भाई के पास काली गाड़ी है * using ordinal numbers (e.g. पहला, दूसरा, तीसरा) in context to describe the position of objects * 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 and compare familiar Hindi language structures and features with those of English and/or other languages, using simple metalanguage  VC2LH4U03 | * noticing that Hindi uses more vowels and consonants than English, allowing words to be spelled phonetically * discussing the ‘subject + object + verb’ sentence structure in Hindi and comparing it with the ‘subject + verb + object’ sentence structure in English * 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), and comparing these 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 (e.g. पोस्ट-बॉक्स, रेल्वे स्टेशन, बस, स्कूल, शुक्रिया, खूबसूरत) and expressions (e.g. 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 upper-case letters and a different symbol for a full stop, पूर्ण विराम (i.e. I) * learning about Hindi and English metalanguage to describe and talk about language (e.g. 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LH4U04 | * 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 family name to show respect * 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, in order 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 * discussing how culture and identity are expressed in Hindi-speaking communities, and comparing this with other cultures, for example, noticing the different regional words used by Aboriginal and Torres Strait Islander Peoples to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Hindi-speaking cultural groups * identifying similarities and differences in Indian folk and tribal dance and music with other cultures, for example, Aboriginal and Torres Strait Islander dance and music * understanding that different regions in India and other countries where Hindi is spoken may have different cultural practices and beliefs, for example, decorating the main entrance of the house and celebrating the 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, folk dance, folk music, Hindi films and classical 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 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Hindi language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Hindi to exchange information and ideas within their interests, school and local environment, and engage with Hindi-speaking communities in person or in secure, teacher-moderated online environments. Background language learners and second or additional language learners may also work independently and/or in groups to collaborate and share learning, with support. Students continue to receive ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. Background language learners may share authentic resources from their local community with their peers.

Students recognise how the Devanāgarī script affects pronunciation and meaning. They identify language structures and features of Hindi, and use familiar metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Hindi that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. 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 suit purpose.

Students use modelled structures when creating and responding in Hindi. They create texts, selecting and using a variety of vocabulary and sentence structures and the Devanāgarī script to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Hindi and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Hindi

##### Sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LH6C01 | * initiating conversations, commencing with a greeting, enquiry about wellbeing, 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?; आहा! 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 (e.g. कैसे, क्या, कब, कहाँ), and exchanging written communication such as emails, secure, teacher-moderated chat or messages, for example, तुम शनिवार को क्या कर रहे हो?; इस काम में …; मुझे लगता हैं कि हमें यह लिखना चाहिए * participating in secure online exchanges such as video calls with sister schools in India, to describe and compare routines, interests and activities, and to share experiences of learning Hindi in Australia, for example, आप सुबह कितने बजे उठते हैं?; आपकी पाठशाला कितने बजे शुरू होती है? * asking for, giving and following instructions or directions, and giving feedback in a variety of situations, varying language to suit formal or informal contexts, for example, शिक्षिका ने 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? |
| participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LH6C02 | * using phrases to seek permission, ask questions, or borrow items from peers or the teacher, for example, क्या मैं 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 दीजिए; मुझे यह ज़्यादा पसंद हैं; यह बहुत महंगा है, दाम कुछ कम करोI * introducing aspects of Hindi language and associated cultures to younger students or non-Hindi speakers through a range of activities, including games such as लोग, शहर और जानवर or 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, or 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 जहाज़ 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 में? ज्यादातर लोगों को पसंद नहीं …; सेब, संतरा या अंगूर में से आपको कौन सा सबसे अच्छा लगता है? मुझे अंगूर पसंद है। * 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 (e.g. होली; स्वतंत्रता दिवस; दिवाली; सदभावना दिवस), using expressions such as आज हम आप के सामने प्रस्तुत करने जा रहे हैं … * working together to solve puzzles and riddles; or to follow directions to real or imagined locations, using digital tools to access mapping applications, for example, आगे से दायें, फिर 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LH6C03 | * collecting facts, figures and vocabulary from printed and digital texts, and using them to prepare a 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 viewing 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 है, क्या आप समुद्रतट पर चलेंगे?; शाम के ५ बजे स्वतंत्रता दिवस का कार्यक्रम होगा * viewing an image of students eating lunch at a school in India or another Hindi-speaking region, and completing a ‘word-phrase-sentence’ thinking routine using information from the image before discussing their notes with a partner * listening to or viewing Aboriginal and/or Torres Strait Islander Peoples’ stories 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 Tobago, 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 वेताल; पिंकी और बबलू; अकबर-बीरबल के क़िस्से; चाचा चौधरी का दिमाग़ कम्प्यूटर से भी तेज़ चलता है; वेताल कहता है “तू बोला विक्रम, और मैं गया, हा हा हा।” * discussing messages, morals and character traits featured in fables, songs and stories (e.g. परिश्रम का फल मीठा होता है; सूझबूझ से कठिन से कठिन कार्य भी संभव है), and incorporating them into their 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-सूची है, आप इसमें से अपनी पसंद की सब्जी चुन लें * using digital tools to survey and compile information about others’ interests and preferences (e.g. favourite things, leisure activities, pets, language(s) spoken), and presenting findings in a range of formats such as mind maps, graphs, diagrams or an 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 भी रख लेना |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Hindi in familiar non-verbal, spoken and written contexts  VC2LH6C04 | * knowing that meaning is shaped not only by words but also by expression, gestures and the use of voice and tone, and that these variations occur in both formal and informal language * learning to use bilingual print dictionaries and translation apps to work out the meaning of unfamiliar words or sentences, and determining the reliability of these aids to accurately translate information * explaining Hindi words, proverbs, idioms or expressions that they find challenging or humorous 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 language, for example, the non-standard मेरे को in place of the formal 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, identifying words that convey the closest equivalent meaning * contributing to a class dictionary, word wall or word bank of Hindi words, expressions or loan words collected while travelling on an imaginary trip around Australia or overseas, noticing trends and the 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’, and placing findings in a Venn diagram or chart |

##### Sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LH6C05 | * learning ways to type words and sentences in Hindi using a keyboard and incorporating typed Devanāgarī script into a variety of texts * creating individual language-and-culture profiles, explaining which language(s) or dialects are spoken at home, with extended family, or in their 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 useful information and facts from websites or brochures, for example, भारतीय सुपरमार्केट रात नौ बजे तक खुला रहता है * creating a class print or digital poster in Hindi, locating and describing a specific Aboriginal or Torres Strait Islander Country or Place 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 wordlists, common phrases, maps, menus and 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 an alternative ending for a story * creating informative and imaginative texts for specific purposes and audiences, for example, a presentation for parents or guests about the benefits of learning a second or additional language, 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 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LH6U01 | * recognising and pronouncing all the sounds in the Hindi Varnmala chart, including aspirated and unaspirated sounds, for example, च – छ; ट – ठ * distinguishing the difference between unaspirated and aspirated sounds and practising aloud, such as क (e.g. करना) vs. ख (e.g. खाना) * using digital tools to check the correct pronunciation of Hindi, and using voice-recording software to check their own tone and intonation to develop fluency * understanding that mispronouncing vowel sounds in Hindi can affect meaning, for example, ओर vs. और; में vs. मैं * understanding that the 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 the standard spelling is बहुत * distinguishing between the 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, English ‘th’ sounds are replaced by थ, and English vowels such as short ‘a’ sounds are replaced by Hindi vowel sounds (e.g. डॉलर, not डालर) * recognising the Hindi pronunciation and Devanāgarī spelling of loan words from English into Hindi, for example, अस्पताल/हस्पताल; अफ़सर; पलस्तर |
| recognise and use the Devanāgarī script and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LH6U02 | * recognising and practising the spelling of words in the Devanāgarī script that involve combinations of pronouns and postpositions that lose the inherent ‘a’ inside a word (e.g. उसका, सुनना, सुनता) * using a variety of past, present and future verb tenses (e.g. जाता था, जाता हूँ, जाऊँगा) * using adverbs in sentences to provide additional information (e.g. धीरे-धीरे, जल्दी में, दौड़ते हुए) * using singular and plural forms of nouns and pronouns (e.g. 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 (e.g. 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 है; मेरा घर दुकानों के पीछे है * 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 है? * 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 (e.g. 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 (क्, च्, ज्) to form words (e.g. बच्चा, कच्चा, अच्छा, मक्खी, राज्य, कद्दु) and sentences (e.g. आज दिन बहुत अच्छा है) |
| compare Hindi language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LH6U03 | * 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, the use of different word order and the use of some adjectives as verbs in Hindi, and the absence of grammatical gender and the 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, sentence structure and common phrases in particular text types, 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 how Sanskrit words have been adopted and adapted in different ways (e.g. कर्म, रात्रि, सर्प, काम, रात, साँप), and exploring the influence of other languages (e.g. ड्रामा, सरकस, गलीचा, किताब) * understanding that some English loan words originate from Hindi (e.g. jungle, bandana, dinghy), and that Hindi has loan words from English (e.g. गोल, कैच, पॉप रैप, पास्ता, नूडल्स, केचप/सॉस, माउस, कीबोर्ड, स्क्रीन), and discussing reasons why languages borrow from each other * 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LH6U04 | * 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 and आप जाइए, or using forms of language to show respect or status * explaining ways in which the Hindi language reflects the values and traditions of Hindi-speaking communities for example, understanding concepts such as सत्संग, घूँघट, लंगर and भंडारा * researching Hindi-speaking communities, such as in Fiji or Mauritius, inviting special guests, or showcasing their learning about cultural aspects of these communities * discussing how language and culture are expressed through song, dance or artworks in Hindi-speaking communities, and noticing similarities and differences with different cultures and communities * identifying adjustments they make when moving between languages (e.g. different ways of addressing people, expressing affection or respect), and 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 (e.g. karma, guru, dharma, nirvana, 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, and reflecting on how this can contribute to the formation of their own identity * understanding the meaning of ‘culture’, how it involves visible elements (e.g. language, symbols, food, national costumes, dancing) and less-visible elements (e.g. attitudes, beliefs, values), and comparing these visible and less-visible elements of Hindi culture with those of other cultures |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Hindi language learning builds on each student’s prior learning and experiences. They work increasingly independently and in groups, and continue to receive feedback and support from their peers and teachers. Students use Hindi, in person or in secure, teacher-moderated online environments, to interact and collaborate within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their worlds. Background language learners and second or additional language learners may also interact and collaborate within and beyond the classroom to facilitate learning.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage in an increasing range of contexts to reflect on similarities and differences between Hindi, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Hindi-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Hindi and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using some 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Hindi

##### Sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LH8C01 | * 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 and 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, examples and 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 हूँ; अपनी बात के समर्थन में आप के पास कोई प्रमाण है? * using descriptive and expressive language to encourage feedback, express empathy, and indicate agreement/disagreement and alternative opinions, for example, बड़े दुःख की बात हैl; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं।; मैं आप से सौ प्रतिशत सहमत हूँl; ध्यान देने की बात है कि …; यह एक और दिलचस्प पहलू हैl; 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 (e.g. पारिवारिक जीवन, विवाह, अंधविश्वास, आतिथ्य), including their use of different languages and involvement in various cultural celebrations and practices * 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; 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, teacher-moderated 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 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 community, requesting information, and responding appropriately, for example, प्रिय …, मेरा नाम … हैl आप कैसे हैं? आजकल आप क्या कर रहे हैं? * recognising and using gender-inclusive and gender-neutral language to address individuals or groups, for example, addressing a school assembly by saying मेरे सभी छात्रों/विद्यार्थीगण, आदरणीय अतिथिगण |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LH8C02 | * 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 ले कर जाना * researching and organising an event or celebration, such as a film screening 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, teacher-moderated 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 fundraising 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LH8C03 | * 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 and स्वास्थ्य * viewing, listening to, reading and analysing texts that report on personal, social or community activities, for example, graphs, community announcements, secure, teacher-moderated blogs and social media posts, and developing a position or viewpoint on issues of interest * listening to, reading or viewing Aboriginal and Torres Strait Islander stories and responding to them in spoken or written Hindi * collating and summarising information found in secure, teacher-moderated blogs or websites that reflect 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 such as Krishna or Kanhaiyya * comparing style, creative effects and cultural values reflected in popular Hindi and Australian music by listening to music radio stations, reading print or teacher-moderated online music magazines, analysing images from advertisements, classifying song titles, or viewing clips from Bollywood films * viewing a dance performance and providing a simple commentary by 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 the use of technology, and using facts, figures and quotes (e.g. अधिकांश छात्र एक अलग रंग की वर्दी पसंद करेंगेl क्या हम कुछ नया डिजाइन बना सकते हैं?) to write a persuasive text, for example, a formal email to the principal suggesting changes * analysing cultural styles of humour, for example, comparing Hindi cartoons with examples from other cultures, and noticing similarities and differences |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LH8C04 | * 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 (e.g. respectful, devotional or colloquial forms of expression), for example, 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 निवेदन in a formal request; 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 that 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LH8C05 | * representing the Devanāgarī script digitally in texts with the use of a Hindi keyboard and online translation tools * 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 an Aboriginal or Torres Strait Islander Country or 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 television show * creating informative texts such as notices, teacher-moderated social media posts, flyers or posters to promote and inform others about events or school news, such as a new canteen menu, the school dance or 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 (e.g. ऑस्ट्रेलिया के सामुदायिक शिविर; दिवाली उत्सव), using formats such as personal recounts, secure, teacher-moderated blogs or digital presentations * using techniques, language and themes to engage and excite (e.g. नैतिक शिक्षा – दूसरों की भलाई करने से ख़ुशी मिलती है), and then animating their own imaginative fables, picture books, stories or cartoons in Hindi with embedded morals and values to present to younger audiences * composing and performing texts for specific purposes and audiences, for example, jingles, digital animations, interpreting a poem for a public recitation, a speaking competition, or creating 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 (e.g. मित्रता, निष्ठा, साहस), using gestures, voice and props to build mood and to explore relationships and emotions |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken Hindi to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LH8U01 | * using prior knowledge of the Hindi sound system to predict the spelling of new and unfamiliar words, or to transcribe 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 wide range of people * understanding that prefixes and suffixes change the meaning of words and that this can have an impact on pronunciation (e.g. जीव/सजीव/जीवंत) * recognising how to pronounce and spell loan words commonly used in Hindi from Sanskrit, Persian and Arabic (e.g. निर्मल, रोज़, क़ानून, फ़ालतू), as well as from English (e.g. 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 to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LH8U02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, full stops, commas, exclamation marks, brackets, apostrophes, quotation 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; सर्व + ऊपरी = सर्वोपरि * 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 and हमेशा * using the active or passive voice according to context, for example, मैंने आपको बुलाया है; आपको बुलाया गया है * using adjectives in comparative structures, for example, 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 …; और – मैं और रमा एक साथ पढ़ते हैं; लेकिन – मैंने खाना बनाया, लेकिन उसने नहीं खाया; क्योंकि – मैं घर पर हूँ क्योंकि आज मैं बीमार हूँ; अगर – अगर बारिश हुई तो हम नहीं जाएंगे; कि – मैंने सुना है कि वो बहुत बीमार है; परंतु – मैं उसकी मदद करना चाहता था परंतु मेरे पास पैसे नहीं थेI; इसलिए – वह विदेश था इसीलिए विद्यालय नहीं आ रहा था * using numbers and numerical expressions for a range of purposes (e.g. 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 and बुद्धिमती * recognising and using idiomatic expressions such as आँख का तारा |
| reflect on the structures and features of Hindi, and compare them with English and/or other languages, using some metalanguage  VC2LH8U03 | * 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 a 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 languages, using simple metalanguage and support resources such as flashcards, diagrams, charts or tables * creating and comparing their own examples of Hindi and English text genres (e.g. horoscopes, prayers, 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, such as songs, artistic graffiti and event invitations * reflecting on the use of colloquial or abbreviated language in technology and social media (e.g. emails, phone calls), and the use of loan 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, and groups of pronouns, adverbs and adjectives |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LH8U04 | * recognising the importance of learning and using different languages to access the cultural practices, beliefs and values of others, and identifying assumptions and stereotypes such as 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 (e.g. नमस्कार/नमस्ते; आप कैसे हैं? / तुम कैसे हो?) or the practice of using the English terms ‘Aunty’ 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 * understanding that there is language variation across Hindi-speaking communities and regions, and reflecting on how this is similar to or different from the connections that Aboriginal and Torres Strait Islander languages have with Country or Place * 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 and 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, and 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 * reflecting on ways that communication changes between languages and using a journal to record their observations and understanding, for example, noticing people’s reactions, watching for signals of misunderstanding, being mindful of different beliefs, and when and why they consciously choose to use Hindi or English * 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 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. They continue to receive guidance, feedback and support from their peers and teachers. Students use Hindi to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Hindi in local and global settings through authentic community and secure, teacher-moderated online events. Background language learners and second or additional language learners may also support each other in their literacy development.

Students access and create written and spoken texts, increasingly of their own choosing. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, simulated social media posts and other multimodal texts. Background language learners may source resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Hindi language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Hindi in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate 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 features and conventions of spoken Hindi to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language, structures and features to make and predict meaning. They analyse Hindi texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Hindi

##### Sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LH10C01 | * 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; 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 had an impact on 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 मिली 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 बहुत सारे घरों में घर के कामकाज के लिए नौकर–नौकरानियाँ होती हैंl अधिकांशतः ऑस्ट्रेलिया में रह रहे भारतीय बच्चे घर के कामों में अपने मातापिता का हाथ बटाते 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, comparing स्कूल with विद्यालय, मम्मी-पापा and माता-पिता * using secure, teacher-moderated online platforms to communicate with young people in other contexts and discuss aspects of their social lives, such as the importance of friendship groups, mutual interests, social media use, and future hopes and dreams * analysing examples of traditional and contemporary images showing a range of characters in different roles or occupations, and comparing how representations of identity and gender in the language have changed over time |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LH10C02 | * 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, such as 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 fundraising campaign, simulated social media forum or debate to raise awareness of community, environmental or ethical issues (e.g. बच्चों 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 आपने 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, teacher-moderated 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 * interacting 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?! |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LH10C03 | * interpreting and evaluating texts that contain different perspectives on a range of topics (e.g. जनसँख्या, भेदभाव, बेरोज़गारी, वैश्वीकरण, मानव अधिकार) to support debates or informative presentations * analysing the relationship between texts and cultural contexts, for example, by analysing the language used in commentaries on क्रिकेट or reflections on Bhagat Singh, Subhash Chandra Bose or Rabindranath Tagore * viewing and analysing images, sounds, gestures and language used in Hindi and Bollywood songs, films and performances, and incorporating some of these elements in a short video or presentation * reading or viewing Aboriginal and Torres Strait Islander stories, and creating an author profile in Hindi that connects the themes and ideas from the text to the author’s life or values * 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, teacher-moderated blogs, letters, interviews or newspaper announcements, and distinguishing between facts and opinions, identifying the author’s purpose, for example, reading and discussing letters by Jawahar Lal Nehru (e.g. 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, such as in folktales, fairytales, game shows, advertisements, commercial films or reality television shows, for example, using a Venn diagram to reflect the similarities and differences * using evaluative and expressive language to respond to artworks such as Rajasthani miniature paintings, Patachitra from Bengal, Madhubani paintings and Warli from Maharashtra; discussing the relationship between representation and culture; and comparing these with Aboriginal and Torres Strait Islander paintings * 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 or हरिवंश राय बच्चन; or devotional verse such as मीराबाई और सूरदास के भक्ति गीत * conducting face-to-face or secure, teacher-moderated online interviews or surveys with peers, family members 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 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LH10C04 | * observing non-verbal elements of communication, such as gestures, facial expressions or the 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 films, video clips and documentaries, identifying examples of meaning lost in translation and translating short excerpts that include switching between languages and dialects * listening to parts of conversations recorded between family and friends that involve the mixing of Hindi, English and/or 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 the 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 and मोक्ष * discussing the ways in which contemporary Hindi poets and songwriters incorporate English words or stylistic features into their Hindi texts * analysing 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 to Hindi speakers, such as ‘thongs’, ‘servo’, ‘the bush’, ‘outback’, ‘chook’, ‘sausage sizzle’, ‘true-blue’ or ‘no worries’ * reflecting on how meaning can be misinterpreted in intercultural interactions for example, recognising that while calling friends’ parents by their first name is not uncommon in Australia, in Indian culture friends’ parents should be called ‘Aunty’ and ‘Uncle’; or sharing experiences of miscommunication or confusion, and identifying repair strategies to deal with misunderstandings, such as मुझे ठीक से सुनाई नहीं दिया, क्या आप इसे फिर से कहेंगे? |

##### Sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LH10C05 | * 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, for example, writing secure, teacher-moderated blog posts, reports or items for the school newsletter, which address social and environmental issues such as पर्यावरण परिवर्तन, बेरोजगारी and दान–पुण्य की गतिविधियाँ * creating bilingual material to share with the local Hindi-speaking community or visitors, relating to the local environment such as bushfire plans, protecting the local ecosystem, flora and fauna, recycling programs, and 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 an Aboriginal or Torres Strait Islander Country or 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 * creating a range of written or spoken texts for different audiences in order to argue a case or establish a position on an issue such as प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल or पौष्टिक आहार और स्वास्थ्य * creating texts using research collected online or from published interviews, for example, creating 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 * expressing ideas, conveying meaning, enhancing texts and highlighting important themes using a range of literary devices, such as simile, metaphor and onomatopoeia, such as कदमों की आहट, चाँद जैसा चेहरा and 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 evaluative 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 हैंl 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 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Hindi to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LH10U01 | * experimenting with intonation and stress, improving coherence and increasing expressive range, for example, through reading aloud from unfamiliar texts such as newspapers, novels and reports * identifying features of spoken language, such as the use of repetition, pauses, interruptions, incomplete sentences, and non-verbal expressions, which are not represented in written Hindi but are important elements of spoken interactions when viewing film excerpts or conversations * understanding regular and irregular elements of spoken and written Hindi, such as the influence of regional dialect on accents and expression in pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi, or using हाँजी instead of जी हाँ * discussing the challenges associated with comprehending audio texts such as airport announcements or recorded phone messages, and applying strategies to support understanding * 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 understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas, and conventions appropriate to formality and text type  VC2LH10U02 | * using punctuation such as commas, semicolons, dashes, hyphens and quotation marks to create meaning and stress, and improve clarity in sentences and structure * analysing the variations in handwritten and typed representations of the Devanāgarī script and using transliteration techniques to represent Hindi script digitally when creating texts * 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 (e.g. ख़ुशी से, धीरे-धीरे, जल्दी में) degree (e.g. बहुत ज़्यादा थोड़ा) and negation (e.g. नहीं, कभी नहीं), for example, when writing or redrafting texts to engage the audience * 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, a word ending in अ plus a 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 कहानी लिख रहा है vs. राम के द्वारा कहानी लिखी जा रही है * understanding the function and use of case (कारक), using prepositions such as ने, को, से, के लिए, में and पर * using participles (पदबंध), such as 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, and डिब्बे वाला – participle when writing texts such as emails, imaginative stories, articles, simulated blog posts or dialogues * understanding and using idiomatic expressions such as अपने मुँह मियाँ मिट्ठू बनने वाले को समाज में इज्जत नहीं मिलती |
| reflect on and evaluate Hindi texts, using metalanguage to analyse language structures and features  VC2LH10U03 | * noticing and explaining differences in text structure and grammar between formal and informal Hindi, for example, between the structure of a business letter (e.g. आपको सूचित किया जाता है …) and an informal email (e.g. 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।; रमेश और लीला के पुत्र के नामकरण पर आपको सादर आमंत्रित करते हैं * comparing and composing texts such as emails, songs, slogans or public signs, and noticing how the choice of vocabulary, structure and content 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 * using prior knowledge of English grammatical structures and language functions to develop their understanding of the Hindi language and share advice or strategies with others, for example, noticing similar patterns or ways of remembering points * extending understanding of metalanguage to describe additional grammatical concepts and analyse the relationship between form, function and meaning * participating in peer-assessment activities, ‘marking’ or annotating peer’s draft work, providing positive feedback and suggestions for further improvement, such as sequencing of ideas, grammatical structures, paragraphs and layout * recognising that loan words or ‘Hinglish’ terms may have different intended meanings, uses or nuances from the original English words (e.g. फ़िल्मी, टाइम-पास, नंबर, पंक्चर) |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LH10U04 | * researching important cultural symbols and icons and how they relate to identity and national pride, such as symbols from festivals, historical events, religion, folklore or legends (e.g. 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 * recognising that many Hindi speakers may also use other languages such as Bengali, Punjabi, Marathi, Gujarati and Telugu, and that 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 or Place with Aboriginal and Torres Strait Islander people to present in Hindi to 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 and धर्म-कर्म that carry cultural connotations, values and attitudes that may be used differently by people in different cultural contexts, and noting the relative importance of concepts such as परिवार, समुदाय and सहयोग * reflecting on and comparing contemporary life in diverse Hindi-speaking communities, regions and countries such as India, Fiji, Nepal, Mauritius, Suriname and Guyana, for example, through viewing excerpts from films, documentaries and interviews, and reflecting on similarities and differences with their own lifestyle, practices and traditions * analysing their own cultural and linguistic biographies by talking to relatives to discover more about family heritage, history and/or migration, and reflecting on how this can contribute to understanding their culture, identity and family traditions, such as particular festivals or superstitious 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, such as the term निर्माण क्षेत्र for the manufacturing sector |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Hindi language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use Hindi to describe their personal worlds and interact and collaborate with their teachers and peers, in person or in secure, teacher-moderated online environments, within and beyond the classroom.

Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback. Background language learners and second or additional language learners may work collaboratively to facilitate learning. Background language learners may also interact in Hindi within their family and in their local community.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated blog posts and magazines. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage to reflect on similarities and differences in language structures and features between Hindi, English and/or other languages. They recognise the difference between using the Devanāgarī script in Hindi and the Roman alphabet in English. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Hindi to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Hindi or English, and demonstrate their understanding of context, purpose and audience in texts. They use the Devanāgarī script and familiar language, modelled sentences, grammatical structures and some textual conventions to create Hindi texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Hindi to develop fluency. They demonstrate understanding that Hindi has conventions for non-verbal, spoken and written communication. They comment on aspects of Hindi and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Hindi

##### 7–10 Sequence sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LH8CM01 | * engaging in everyday social interactions such as greetings, farewells, apologies, thanks, well wishes and congratulations for special occasions, using appropriate formal and informal language, for example, नमस्ते; फिर मिलेंगे; माफ़ कीजिए; दीपावली की हार्दिक शुभकामनाएं; दीपों की ज्योति की तरह आपका जीवन भी हमेशा उज्ज्वलित् रहे; परीक्षा पास करने के लिए बधाई हो * introducing themselves using culturally appropriate formulaic expressions and gestures, for example, नमस्ते, मेरा नाम … है। मेरी उम्र १३ साल है। मैं सातवीं कक्षा में हूँ। * exchanging information about themselves, their families or significant people, and their likes and dislikes, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं; मुझे पास्ता खाना पसंद है; मुझे इडली खाना नहीं पसंद है * exchanging information about special events or community celebrations, for example, हम आठ मार्च को होली का त्योहार मनाते हैं। यह त्योहार बहुत रंगीन है! * participating in informal conversations with others on familiar topics such as interests and leisure activities, encouraging involvement, or stating thoughts and opinions (e.g. तुम ने कुछ नहीं कहा, क्या तुम इस से सहमत हो?; मुझे यह कार्य बहुत कठिन लगा; आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?; आप ऐसा क्यों कह रहे हैं?; आपका बास्केटबॉल मैच कैसा था?; आपको खेलने में मज़ा आया?), using some expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and fill pauses, for example, अच्छा है; ओह यह बात है! * using colloquial expressions, phrases and idioms to talk about feelings, relationships and places, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाचीजी मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे; पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं; अपने घर में कुत्ता भी शेर होता है * commenting on posts on secure shared websites or secure, teacher-moderated personal blogs that share details about school, home or social activities, for example, मैं भी कॉन्सर्ट में गया था … * engaging in written exchanges with others, such as sharing greeting cards and messages, for example, जन्मदिन की शुभकामनाएं!; क्रिसमस की बधाई! * recognising and using gender-inclusive and gender-neutral language to address individuals or groups, for example, addressing a school assembly by saying मेरे सभी छात्रों, विद्यार्थीगण, आदरणीय अतिथिगण |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LH8CM02 | * participating in classroom interactions such as requesting permission or clarification and responding to praise or criticism, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए; यह बहुत कठिन है। इस में मुझे क्या करना है?; इस प्रश्न का उत्तर क्या है?; कृपया, यह फिर से समझाइए; बहुत बढ़िया!; बुरा नहीं है; ठीक ठाक है * asking and responding to questions, for example, आज कौन सी तारीख़ है? आज २० जून है; आज सोमवार है; आज बहुत सर्दी है * using evaluative language to express opinions and preferences, for example, यह बहुत कठिन लग रहा है; मैं फिर से शुरू करूंगा * providing feedback and encouragement, for example, हमने अच्छा प्रबंध किया; हमें उम्मीद से ज़्यादा समय लगा; प्रभावशाली सुधार; प्रयत्न करते रहो * stating a problem or asking for advice or suggestions, for example, क्या मुझे एक पालतू कुत्ता या बिल्ली मिलेगी? मुझे लगता है कि एक ठीक रहेगा। * discussing daily routines, roles and responsibilities at school and at home, for example, मैं रोज़ सुबह उठ कर सबसे पहले नहाता हूँ; स्कूल में मैं अपनी जगह साफ करता हूँ * taking turns being a daily leader or monitor who is responsible for the start and finish of lessons, greetings and roll call, or distributing work, for example, नमस्ते, आप सब कैसे हो? आज कौन नहीं आया है? कृपया अपनी किताबे निकालें। * playing simplified Hindi board or card games with others, such as snap, word games and memory games, using formulaic expressions, for example, किसकी बारी है?; अब मेरी बारी है।; मैं जीता! |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LH8CM03 | * participating in real or simulated transactions that involve negotiations, discussion of comparability, value, price and availability, using terms such as बजट की सीमा, विनिमय दर and पैसे वसूल करना, for example, role-playing a conversation discussing and comparing the prices of different shirts in an Indian shop and how much they would cost in Australian dollars * making decisions about collaborative projects such as displays or performances, events or excursions, discussing roles and responsibilities and sharing ideas, for example, चलो भरतनाट्यम करते हैं।; खाना कौन लाएगा?; तुम एक खाने की चीज़ लाओगे तो मैं एक पीने की चीज़ लाऊँगी * contributing to a secure, teacher-moderated school or class blog with other students learning Hindi, sharing ideas to plan and organise a Hindi cultural day at school, for example, चलो भारतनाट्यम नृत्य करते हैं!; इसके लिए संगीत की व्यवस्था कौन करेगा?; यदि तुम तबला बजाओगे तो मैं गाऊँगी * planning and participating in activities that combine language and cultural elements, for example, planning an excursion to a Hindi or Indian exhibition, film festival, performance, restaurant or community event, such as हम कब जाएंगे? चलो नौ बजे बस लेते हैं। * planning a party menu or picnic, deciding on elements of a थाली consisting of a selection of their favourite dishes (e.g. दाल, रोटी, सब्जी), and discussing individual and shared preferences or dislikes (e.g. माँसाहारी, शाकाहारी) * participating in simulated travel scenarios around the school, assuming different roles to ask for and give directions, information and assistance, for example, मैं खो गया हूँ। कृपया रेलवे स्टेशन खोजने में मेरी मदद करें। |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LH8CM04 | * collecting information from print and digital sources on social or environmental issues or events (e.g. प्रदूषण एवं पर्यावरण; स्वच्छ भारत; गंगा नदी की सफ़ाई; स्वच्छ ऑस्ट्रेलिया दिवस), and recording key facts and associated vocabulary for use in their own projects * reading, listening to or viewing information in a range of resources such as posters, websites, brochures, videos or books, about topics such as family life, healthy lifestyles, leisure, travel or schooling, and then summarising key points to use for a class discussion * listening to recordings of phone conversations, announcements or radio interviews, and recording key facts or details such as dates, times, events or locations in note form or filling in blanks from a list of options, for example, रोहन ७ जून को भारत गया था * listening to, reading or viewing Aboriginal and Torres Strait Islander stories and responding to them in spoken or written Hindi * listening to popular Hindi songs or viewing music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia * collecting information via surveys or face-to-face conversations with friends and family members on questions related to social behaviours or trends, such as preferred modes of communication (e.g. फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग), and compiling a summary of findings in a table, diagram or graph * reading or viewing imaginative texts such as fables, folktales and legendary films, and re-enacting scenes that illustrate aspects of character personalities, events or key messages * presenting a simple commentary for an event reported in the media or a sporting match, using appropriate language features and non-verbal language to capture key elements and engage the audience, for example, संगीत संगोष्ठी में बहुत लोग आये और सब ने बहुत आंनद लिया * researching and studying the steps of a traditional dance (e.g. bhangra, dandia) or performance to present to an audience, using modelled language and exclamations, clapping and gestures * identifying how customs, traditions and beliefs are communicated through the visual and performing arts, for example, Bollywood films and television programs such as अशोक सम्राट |
| develop and apply strategies to interpret and respond to Hindi texts, and to convey meaning and intercultural understanding in Hindi in familiar contexts  VC2LH8CM05 | * translating short community texts such as public signs, slogans, menu items or announcements from Hindi to English, and vice versa, comparing choices made to arrive at the closest equivalent meaning, for example, ‘Never refuse to re-use!’; ‘Don’t be trashy – recycle!’; सारी धरती की यह पुकार, पर्यावरण का करो सुधार * interpreting and explaining proverbs or colloquial expressions used with friends or family (e.g. दूर के ढ़ोल सुहावने; पेट में चूहे दौड़ रहे हैं), discussing how they would explain these to non-Hindi-speakers * discussing traditional fables and legends, identifying words and expressions that reference cultural values, history and beliefs that may be difficult to translate into English * evaluating the effectiveness of print and digital dictionaries and translation apps, for example, by comparing each other’s translations of a text, back-translating or swapping references, considering issues such as alternative or multiple meanings of words and the importance of context to meaning * considering the significance of naming practices in Hindi, for example, by translating popular names such as पवन, माला, दीपक and आशा, and comparing them with naming practices in Australian English * identifying common formal and informal expressions and gestures such as hand or head movements, explaining the context of use and the importance of conveying respect in interactions with older people * identifying instances or situations where using loan words in Hindi phrases can lead to improved understanding, for example, बस पर चढ़ो * monitoring their use of Hindi or other languages and English in different areas of their lives, for example, by keeping a record of what they use each language for over a particular day * creating and contributing to a secure, teacher-moderated bilingual blog, website or online discussion forum that shares examples of challenges associated with translating and interpreting |

##### 7–10 Sequence sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the Devanāgarī script  VC2LH8CM06 | * writing a script using modelled language, and learning to type words and sentences in Hindi, incorporating typed Devanāgarī script into a variety of texts, with the Hindi Varnmala chart as support * creating and presenting multimodal texts to promote language learning or to maintain languages other than English that are spoken at home and/or in the community, highlighting the advantages of being bilingual in a globalised world * creating a video or presentation for Hindi-speaking exchange students, introducing aspects of school culture, the staff, timetable, uniform, and available study and extracurricular options, for example, स्कूल सुबह ८: ४५ पर शुरू होता है और दोपहर ३ बजे समाप्त होता है * creating a print or digital poster in Hindi to promote travel to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, including what to see and do * composing texts to entertain younger children, for example, by using dramatic and emotive words and vocal expression and sound effects to build suspense in an animated story, for example, दरवाज़ा खुला … और एक परछाई दिखाई दी * producing bilingual signs and/or posters to promote sustainability and waste reduction within the school community, for example, labelling bins and containers, इस कूड़ेदान में कागज़ डालें, यह पुनर्चक्रण का कूड़ेदान है * brainstorming vocabulary and creating short stories with imagined scenarios and characters based on their personal interests and preferences, for example, a celebrity family, a new species of plant or animal, a parallel universe or a new superhero * composing and reciting poems or songs that incorporate elements of traditional or contemporary literary and musical forms for an assembly or verse-speaking competition, for example, भक्ति or वीर गाथा verse * designing a menu with favourite foods for their own restaurant, and writing or performing a role-play about a group attending the restaurant and ordering food, for example, क्या मैं रोटी और बिरयानी खा सकती हूँ?; कुल बिल कितना है? * mapping their own linguistic and cultural profiles, for example, by creating a family tree or a digital profile to highlight formative elements such as family languages, key relationships and intercultural experiences |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Hindi to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LH8UL01 | * understanding that the Hindi sound system is represented in the Devanāgarī script by 13 letters classified as vowels (e.g. अ – अः) and 33 letters as consonants (e.g. क – ज्ञ and श्र – ड़ – ढ़) * developing phonic awareness by recognising and experimenting with a range of sounds and noticing those that are new and challenging, for example, त, थ, ग, घ, ट, द, ध * recognising and distinguishing the matra forms of vowels and their long and short vowel sounds, such as ि and ी, and practising the pronunciation of vowel sounds in conjunction with consonants क + इ = कि; क + ई = की * understanding the formation and pronunciation of conjunct consonants, for example, स + त = स्त in the word दोस्त * identifying and practising the discrimination of unaspirated and aspirated sounds (e.g. क vs. ख; द vs. ध) by repeating the sounds after the teacher * recognising that Hindi vowels can be pronounced with a nasal quality added to them, which is represented by either a चँद्रबिंदु or बिंदु above the headstroke (e.g. हाँ, मैं), and practising this when participating in modelled role-plays * understanding how new loan words are constructed in Hindi, for example, English ‘t’ and ‘d’ sounds are represented as ट and ड, the replacement of English ‘th’ sounds by थ, and how English vowels such as short ‘a’ sounds are replaced by Hindi vowel sounds (e.g. डॉलर vs. डालर) * recognising that there are many different Indian languages and dialects spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Punjabi and Marathi, involving variations in pronunciation, accents and vocabulary |
| apply understanding of the Devanāgarī script and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LH8UL02 | * reading and writing the Devanāgarī script with the Hindi Varnmala chart as support, and using some punctuation such as commas and full stops * learning how the under-dotted characters क़, ख़, ग़, ज़ and फ़ are used to represent loan sounds from other languages such as Arabic, English, Persian, Portuguese and Turkish * recognising and understanding the writing of half-consonant letters (e.g. क्, च्, ज्) and using them to form words and simple sentences, for example, बच्चा, कच्चा, अच्छा, मक्खी, राज्य, कद्दु, आज दिन बहुत अच्छा है * identifying and using pronouns for people, places and objects in singular and plural forms, for example, मैं, हम, यह, ये, यह, वह तुम, तू, आप, मैं, मेरा, तुम्हारा * learning the structure of declarative and interrogative verb forms, for example, composing simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? * understanding that verbs change according to gender, number and tense, for example, लड़का गाता है / लड़की गाती है / लड़के गाते हैं।; गया था / जाऊँगा / जा रहा हूँ; खाया था / खा रहा हूँ / खाऊँगा * using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape or colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, भारतीय त्योहार, लाल गोल गेंद * using possessive adjectives to express ownership (e.g. मेरी पुस्तक, तुम्हारा बस्ता) when playing a game such as ‘Whose object is this?’ * using common adverbs in sentences, for example, using धीरे-धीरे, जल्दी में and दौड़ते हुए in a text message to a friend * discussing daily activities with classmates, using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी; झूठ कभी मत बोलो * using interrogatives to ask questions and seek further information (e.g. कब, क्या, क्यों, कहाँ, कैसे) when interviewing classmates about their daily routines and activities * specifying location, place or direction using prepositions, for example, using पहले से; अंदर; बाहर; and वह बाहर से आया है when planning a scavenger hunt with QR codes * describing quantities using cardinal numbers (e.g. एक, दो, पाँच, सात, पाँच रोटियाँ, दस गिलास) and writing ordinal numbers such as पहला and दूसरा |
| compare the structures and features of Hindi with English and/or other languages using some metalanguage  VC2LH8UL03 | * comparing Hindi and English versions of text types such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices * recognising rules of structure and composition in Hindi and English poetry, for example, identifying patterns of rhythm, rhyme, repetition and meter in poems by सुभद्रा कुमारी चौहान or जयशंकर प्रसाद * using metalanguage in Hindi and/or English such as verb, adjective, noun, preposition, to discuss parts of speech, for example, in a sentence such as औरत सुंदर साड़ी पहन कर दिल्ली गयी थी * recognising differences between the layout and language features of different Hindi and English texts and formats, such as चित्र-कथाएँ and लोक-कथाएँ * identifying similarities and differences between Hindi and English word order, punctuation and syntax, for example, Hindi ‘subject + object + verb’ versus English ‘subject + verb + object’ word order and full stops * recognising Hindi words and expressions used in English and other languages (e.g. pyjamas, bungalow, sorbet, avatar, cashmere, juggernaut, yoga, sari, guru, thug, chutney), researching their origins, and comparing original and current meanings * finding examples of Hindi words that are increasingly incorporated into the English language and understood by bilingual speakers, for example, the familiar, affectionate use of यार, देसी and नमस्ते |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LH8UL04 | * developing an understanding of the relationship between languages and cultures and intercultural communication in different contexts, for example, discussing the need to apply distinctions such as तू जा, तुम जाओ, आप जाइए, or using forms of language to show respect or status * explaining their own ideas regarding culture and the influences that living in Australia and speaking additional language(s) have on their own sense of identity * identifying adjustments made when moving between languages, for example, ways of addressing people or expressing affection or respect and discussing why this is important * examining, in Hindi or English, how the languages of Aboriginal and Torres Strait Islander Peoples have strong connections to Country or Place and how these can be compared with language variation across Hindi-speaking communities * recognising connections between language families and individual languages, such as that between Hindi and Punjabi, including the practice of adopting and adapting words and expressions from each other, for example, the use of Hindi words that originated in languages such as Persian, Arabic and English (e.g. शुक्रिया, अखबार, किस्मत, वक्त), or were borrowed from Urdu or Sanskrit (e.g. क्षेत्र, which means ‘field’ in an abstract sense) or Pali/Prakrit (e.g. खेत, which means ‘field’ for farming) * connecting the history of Indian migration to Australia with the formation of communities of speakers of Hindi in specific cities and suburbs who identify as ‘Indian Australian’, and noticing the resulting regional variations of language and the impact of Australian English on the local Hindi community, for example, ‘mere naam ram hai’ * understanding that Indian culture and Hindi language constantly change due to contact with other cultures and languages and in response to developments in communications, marketing, popular culture and technology, for example, through the adoption and adaptation of new words and ‘Hinglish’ expressions such as ‘Auntyji’, ‘Uncleji’, ‘filmi’, ‘jungli’, ‘timepass’ and ‘Life Ho Toh Aisi’ * participating in a range of real or simulated cultural experiences such as eating at an Indian restaurant, going to a festival or attending a celebration, and reflecting on new learnings and interesting observations * appreciating the rich cultural and linguistic diversity of Indian society, such as regional specialties, dress, art, festivals (e.g. salwar-kameez, sari, Holi, Diwali, chole-bhature, dal-chawal, kalamkari, bandhani), and how these represent cultural diversity and expressions of identity * examining how the choice of language reflects different feelings, relationships and cultural aspects, for example, the respectful tone of devotional texts such as भजन and दोहे, compared with the exuberance, humour and colour of Bollywood productions |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Hindi language learning builds on each student’s prior learning and experiences. Students use Hindi to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Hindi in local and global settings through authentic community and secure, teacher-moderated online events. Students continue to receive guidance, modelling, feedback and support from their peers and teachers. Background language learners and second or additional language learners may also support each other in their literacy development.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts. These may include textbooks, audio and video clips, magazines and images, online and print articles, and secure, teacher-moderated social media. Background language learners may source texts and other resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Hindi language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Hindi to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Hindi or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Hindi to create texts.

Students apply features and conventions of spoken Hindi to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Hindi texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Hindi, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Hindi

##### 7–10 Sequence sub-strand: Interacting in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LH10CM01 | * initiating and sustaining conversation, using pauses or silence to indicate consideration of what has been said and responding respectfully to different views, for example, मेरे विचार में …; ऐसा लगता है कि …; गौर तलब है कि …; हमें ध्यान रखना चाहिए …; यह विवादास्पद है; लेकिन वास्तव में; मेरा मानना है; वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँ * participating in informal conversations, explaining or justifying a position in relation to personal and social issues (e.g. युवाओं का स्वास्थ्य; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; आयोजित विवाह या प्रेम विवाह), and describing personal learning strategies using statements such as लिखित अभ्यास से मेरी हिन्दी में सुधार हुआ है * supporting views and opinions, and maintaining the focus of discussion using a variety of communication skills, for example, तो; उदाहरण के लिए; तदनुसार; आम तौर पर; दूसरे शब्दों में; विशेष रूप से; इस प्रकार; इसलिये; आप इस विषय में क्या सोचते हैं?; क्या आप इसे विस्तार में समझाने की कृपा करेँगे?; तुम समझ रहे हो न मैं क्या कह रहा हूँ; मेरी राय में …; मेरे कहने का अर्थ है ...; आपको नहीं लगता कि …; मेरा सुझाव तो यही है कि … * exchanging information with peers in Hindi-speaking contexts, such as emails or secure, teacher-moderated online forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, आप किस तरह का संगीत सुनना पसंद करते हैं; आज कल कौन-सा संगीत ज़्यादा लोकप्रियहैं * 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 influenced 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 मिली है। * sharing details about past experiences and events of significance, such as holidays, special events and travel, using descriptive language, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ; कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई * identifying opportunities to use gender-inclusive and gender-neutral language when interacting with classmates, for example, choosing terms such as सहपाठी instead of मेरे कक्षा के लड़का और लड़की * sharing personal thoughts and experiences with peers about milestones, events and interests, and incorporating language to express emotions and responses, such as approval, gratitude, regret and appreciation, for example, मुझे यह जानकर अफ़सोस हुआ कि …; काश मैंने परीक्षा के लिए और अधिक अध्ययन किया होता; तुम्हारी सहायता सराहनीय है * interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations or complaining about services, for example, क्या आपको आस-पास के किसी भोजनालय का पता है जो पारंपरिक भारतीय भोजन देता हो? * playing the ‘2 truths and a lie’ game with peers relating to their personal worlds, past experiences or future aspirations, taking turns to guess the true statements and the lie, for example, मेरे पास २ पालतू साँप हैं। जब मैं १० साल का था तब मेरा हाथ टूट गया था। मैं कभी विदेश नहीं गया। – आपके पास दो पालतू साँप नहीं हैं! |
| use Hindi language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LH10CM02 | * engaging in a social interaction with peers and teachers, for example, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect * interacting in class routines by requesting, advising and apologising, or clarifying meanings and instructions, मुझे देर से आने कि लिए माफ़ कीजिये, हम अभी क्या कर रहे हैं? * discussing aspects of school and home life, for example, opinions about school or family rules, expectations, and subjects or extracurricular activities offered in Indian and/or Australian schools * contributing to debates and discussions on current social topics and issues (e.g. overpopulation, public or private education, caste and class system) using modelled language, active listening skills, asking for and providing elaboration, and expressing agreement or disagreement, for example, आप बिलकुल सही कह रहे हैं; इस विषय पर मैं आप से बिल्कुल सहमत नहीं हूँ * participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, आप यहाँ क्यों काम करना चाहते हैं?; क्या आपके पास कॉफ़ी की दुकान में काम करने का अनुभव हैं? * participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners, मैं आपका मत समझता हूँ परन्तु मैं आप से सहमत नहीं हूँ |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LH10CM03 | * participating in real or simulated transactions that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration, negotiating purchases of learning resources, or conducting a market stall, for example, आपकी पसंद क्या है? हम कितना खर्च कर सकते हैं? हम में से कितने लोग इसे चुनेगें? * negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थान * organising a campaign or designing resources such as simulated blog posts, press releases or flyers to promote action and raise awareness about social or environmental issues (e.g. पर्यावरण परिवर्तन, प्रौद्योगिकी), and discussing strategies for responding to possible challenges * organising a real or simulated interview with a local celebrity or significant Hindi-speaking community member, researching the person’s achievements and discussing with peers the appropriate questions to ask and how to present the information * participating in real or simulated excursions to cultural sites or exhibitions, such as famous museums and places of worship, sharing responsibility for different elements of a multimodal report about the experience * organising and completing the necessary preparation for an event such as an end-of-year dance, excursion, fundraiser, winter sleep-out or camp, keeping a weekly journal about the process, what they are learning, what they need to do, and writing a reflection statement after the event, considering what they may do differently next time |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LH10CM04 | * researching different perspectives of a selected issue (e.g. प्रदूषण, जनसंख्या, भेदभाव), presented in different media outlets, such as news sites or specialty magazines, and using the information as stimulus for class or online debates or opinion pieces * obtaining information from advertisements, reports or travel brochures, using facts from the texts to respond in different ways, for example, inviting a friend on a shopping outing, persuading parents to allow them to attend a concert or creating a holiday itinerary * listening to popular Hindi songs, viewing music videos or reading stories; summarising key ideas or messages; and comparing these with songs, music videos or stories that appeal to young people in Australia * reading or viewing Aboriginal and Torres Strait Islanders authors’ stories, and creating an author profile in Hindi that connects the themes and ideas from the text to the author’s life or values * examining a variety of resources to prepare multimodal presentations on aspects of Indian lifestyles and cultural practices, and compare and contrast with their own experiences, for example, fashion, regional food and music * collecting examples of positive news or success stories related to their school, homes or local community (e.g. sporting achievements, successful fundraising), and sharing their findings in formats such as digital displays or newsletter contributions * comparing the style, themes and language associated with different musical genres, for example, patriotic music such as राष्ट्रीय गान and सारे जहाँ से अच्छा, film songs or advertising jingles * presenting information collected from print and digital sources on a topic such as regional food specialities, for example, creating a glossary of terms by categories such as herbs and spices (e.g. मसाले, हल्दी, धनिया, फल, सब्जियाँ, सूखे मेवे) * discussing the enduring influence of classical fables and legends in passing on cultural values through allegory and storytelling, for example, by identifying classical references (e.g. सत्यवादी हरिश्चन्द्र, श्रवण कुमार) to describe personal traits or qualities * comparing storylines and characterisation in popular Hindi and English language television shows, traditional folktales or cartoons (e.g. चाचा चौधरी; बहादुर नागराज), and identifying elements of commonality such as loss, love or loyalty |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LH10CM05 | * recording and transcribing short conversations between family members or friends from Hindi into English, and vice versa, and identifying words or phrases that are difficult to translate * translating proverbs such as दूर के ढोल सुहावने, examining literal translations for cultural information and identifying English-language proverbs that approximate the ideas behind the words * discussing how translation sometimes involves literal decoding of word-for-word meaning and sometimes involves interpreting meaning and finding equivalent forms in the other language, and considering why one language may use more words than another to communicate a particular meaning * evaluating the effectiveness of translation apps, for example, comparing back translations of short texts or formulaic phrases, identifying instances of non-equivalence, and noticing the potential misunderstandings of literal translation * interpreting the significance of terms or phrases that sometimes involve cultural meanings that cannot be translated or may carry specific cultural connotations that might be unfamiliar when translated into English, for example, साला, बहु, दलाल * reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and how these are sometimes used to mean different things in different cultures * considering reasons for the trend among young Hindi speakers to use abbreviated English words, for example, ‘funda’ (fundamental), ‘despo’ (desperate) and ‘enthu’ (enthusiastic), and comparing this trend with the use of abbreviations such as ‘arvo’, ‘brekkie’, ‘footy’ and ‘barbie’ in Australian English * identifying elements of successful interaction when communicating with speakers of Hindi, for example, being responsive and flexible, picking up on cues that indicate misunderstanding, and respecting different perspectives and traditions * identifying differences in communication strategies such as the use of pauses or silence when using Hindi compared with English, for example, to show disapproval, respect for older people or waiting for consensus or their turn to speak * reporting on moments of intercultural miscommunication when using Hindi, discussing possible reasons why they happened, repair and recovery strategies, and what they learned from these experiences |

##### 7–10 Sequence sub-strand: Creating text in Hindi

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LH10CM06 | * composing promotional or persuasive texts for audiences such as peers, younger children, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य * creating a multimodal resource to introduce prospective Hindi-speaking tourists or recent migrants to different aspects of Australian life such as cultural and linguistic diversity, city/local attractions, animals, dangers and outback exploration, for example, ऑस्ट्रेलिया एक बहुसांस्कृतिक देश हैं। यहाँ बहुत खतरनाक जानवर हैं, जैसे कि जहरीले साँप और मकड़ियाँ। * creating bilingual stories or adapting an existing resource such as a traditional story by designing, illustrating and captioning texts using expressive and imaginative language to capture character and emotion to suit a different kind of audience such as young people in today’s society * writing a journal entry or contributing to a school newsletter in Hindi reflecting on the impact of a visit to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site * writing the first, middle or last part of a text in the genre of their choice, and exchanging with peers to write the missing sections following the same style, themes and conventions, for example, मेरे सपनों की छुट्टियां …; अगर मेरे पास सुपर पावर होती …; प्रिय डायरी … * creating a digital profile of a significant member of the wider Hindi-speaking world, using information collected from online research, documentaries or published interviews, for example, a philosopher, poet and writer such as Rabindranath Tagore, a film music composer and musician such as O. P. Nayyar, a chef, an artist or a sporting figure * creating a spoken commentary on traditional games such as कबड्डी or खो-खो, sports or an event such as an India–Australia cricket match, music festival or fashion show, using modelled language and style that characterise these text genres, for example, यह लाल पोशाक क्या जबरदस्त लग रही है! * creating a profile of a particular group or community, for example, a collection of mini biographies of class members, family or friendship groups, including details such as personal achievements, special memories and interests, मेरे दादाजी को सर्वश्रेठ लेखक का पुरस्कार मिला हैं * creating leaflets or slogans to raise awareness of social or environmental issues in Hindi-speaking communities, for example, स्वच्छ भारत; छोटा परिवार – सुखी परिवार; बेटी बचाओ – बेटी पढ़ाओ * using descriptive and evocative language to create an imagined scene, event or interaction designed to create a strong emotional response such as fear, relief, anticipation or amazement, for example, मैंने जब लाटरी जीती तो मेरा जीवन ही बदल गया |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply features and conventions of spoken Hindi to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LH10UL01 | * applying the rules of Hindi pronunciation, spelling, punctuation and intonation, and using prior phonic knowledge to predict sound * distinguishing the difference between unaspirated and aspirated sounds and practising aloud, for example, क in करना; ख in खाना * recognising how words can be formed from base words and understanding how prefixes and suffixes change the meaning of words (e.g. जीव, सजीव, जीवंत) and the impact this has on pronunciation * understanding that words in different registers may be used in different contexts for related concepts such as इंसाफ़ and न्याय * understanding regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi * listening to a range of audio texts such as station or airport announcements or recorded phone messages and responding to challenges associated with clarity, accent and pace in spoken texts * practising tongue twisters in Hindi to develop speed, confidence and fluency, such as खड़क सिंह के खड़कने से खड़कती हैं खिड़कियां, खिड़कियों के खड़कने से खड़कता है खड़क सिंह * recognising the ever-changing nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as ताई to women’s names by Marathi speakers and देवी to married women’s names by people from Bihar |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LH10UL02 | * applying punctuation conventions, for example, full stops, commas, exclamation marks, round brackets, apostrophes, quotation marks and question marks * understanding spelling and writing of unfamiliar words and basic joining (सन्धि) rules, such as इ + आ = ए * linking ideas in sentences, using conjunctions, for example, राम ने खाना खाया और सो गया * indicating situations and events by using past, present and future tense forms (e.g. जाता था, जाता हूँ, जाऊँगा), and using a range of tenses in complex sentences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे * using cardinal and ordinal numbers for a range of purposes, for example, आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा * using comparative and superlative forms of adjectives, for example, राजस्थान भारत का सबसे बड़ा और विशाल राज्य हैं * using a range of interrogatives and questioning techniques to make formal and informal requests and obtain specific information, for example, आपकी किताबें कहाँ हैं?; यह डिब्बा कैसे खुलेगा?; वहाँ कौन खड़ा हैं? * using participles (पदबंध), for example, 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 – participle * using a range of adverbs of time, place and frequency (e.g. आज, ऊपर, हमेशा) in a variety of sentences * understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर * extending knowledge of the use of the active and passive voice according to context, for example, राम उर्दू लिख रहा है; उर्दू लिखी जा रही है |
| reflect on and evaluate Hindi texts, using metalanguage to discuss language structures and features  VC2LH10UL03 | * recognising the significance and cultural importance of features of different types of texts in Hindi and English, such as forms of address or language associated with rituals or celebrations, and understanding how these vary according to the context, occasion and intended audience, such as आदरणीय, पूज्य, मान्यवर, महोदय (formal) and प्रिय मित्र (informal) * identifying the intended purpose and audience of texts by analysing language features and text structures, such as colourful expressive and persuasive language in advertisements compared with economical and factual language in product labelling or signage, and applying their understanding to the creation of their own texts * comparing the language used in invitations, such as a wedding or engagement versus a message to a friend, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपका अपने परिवार सहित उपस्थिति प्रार्थनीय है; क्या तुम ... के दिन … समय मुझे मिल सकते हो? * building and expanding metalanguage to describe grammatical concepts and to organise learning resources such as verb charts and vocabulary lists of parts of speech (e.g. pronouns, adverbs, adjectives) * recognising language features of Hindi and English versions of genres such as news headlines or school reports, noticing differences that appear to be culturally significant * noticing and explaining differences in text structure and grammar between formal and informal Hindi and English use, such as the structure of a business letter versus an informal email, for example, आपको सूचित किया जाता है …; मैं तुम्हें बताता हूँ … * analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LH10UL04 | * researching important cultural symbols and icons and how they relate to identity and national pride, such as symbols from religion, festivals, historical events, folklore or legends (e.g. तिलक, ॐ, तिरंगा, गाय) * reflecting on their own and each other’s use of Hindi and/or English, identifying influences from other languages and cultures, such as terms used in everyday language because of the influence of social media, popular culture and technology * talking with older relatives, special guests or communities about changes they have experienced in Hindi culture, beliefs and practices across their lifetime, such as simplifying traditional rituals, the absence of chanting mantras, and the wearing of Indo-Western versus traditional clothing * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with Aboriginal and Torres Strait Islander People, to present in Hindi to a group of Hindi-speaking visitors at a school assembly * recognising that Hindi, like all languages, carries histories of contact with other languages and cultures, for example, by identifying and classifying words that originate from languages such as Arabic (e.g. तलाक़), Japanese (e.g. रिक्शा), Persian (e.g. सरकार) and Turkish (e.g. क़ुली) * identifying words and phrases that fuse Hindi and English (i.e. Hinglish), such as in Bollywood film titles and scripts, pop culture and advertising, and to capture trends, for example, ‘tension mat lo’; ‘Yeh Dil Maange More’; ‘ji Uncle’ / ‘ji Aunty’; ‘sabse best friend’ * describing ways they adjust their interactions in different languages, situations and contexts, for example, comparing typical exchanges with Hindi-speaking or English-speaking friends in different situations * researching and classifying terms associated with customs, traditions and practices that have cultural significance or history and whose meanings are difficult to convey in other languages, for example, words associated with yogic practice, such as संसार, मंत्र, कर्म, गुरू, ब्राह्मण and मोक्ष * examining the meaning of Hindi proverbs and how they reflect traditional cultural views, ideas and attitudes, for example, नाच ना जाने आँगन टेड़ा; जब जागो तब सवेरा; दिन में तारे दिखना * analysing their own cultural and linguistic biographies through talking to relatives to explore family heritage, migration and history, and reflecting on how this can contribute to understanding their culture, identity and family traditions, for example, celebrating particular festivals or superstitious and spiritual beliefs |