# Hindi – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है. They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ । मैं बहुत ख़ुश हूँ. They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ ख़त्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगें। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ. They respond to imaginative texts they have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें. They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं. They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.  Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher.Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, ख़ाकी. They identify how language usage reflects where and how people live and what is important to them. | 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). | Improved clarity and teachability to make the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable to use for assessing, it now focuses on skill development rather than individual Hindi linguistic elements, which have been moved to elaborations. Adaptations made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with Hindi Language and Culture

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Hindi looks and sounds different to other languages  VC2LH2E01 | Newly created for the Engaging with Hindi Language and Culture strand |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LH2E02 | Newly created for the Engaging with Hindi Language and Culture strand, to show progression from VC2HI2E01 |
|  | 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 | Newly created for the Engaging with Hindi Language and Culture strand |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LH2E04 | New |

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences (VCHIC001)  Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns (VCHIC003)  Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment (VCHIC005) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LH2C01 | Combined and refined to broaden context. Specific examples moved to elaborations |
| Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning (VCHIC002) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LH2C02 | Refined, with specific language examples moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks (VCHIC004)  Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action (VCHIC006) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LH2C03 | Combined and refined. Specific examples moved to elaborations to improve clarity |
| Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression (VCHIC007)  Recognise that all languages change over time and borrow words and expressions from each other (VCHIU016) | 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 | Adapted with elements from VCHIC007 and VCHIU016. Reference to ‘explore’ added and ‘play’ retained to reflect the nature of early language learning and to connect to VEYLDF. Explicit reference to ‘sounds, words and phrases’ added to highlight progression from VC2LH2E02 |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment (VCHIC005)  Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels (VCHIC009) | create spoken and written texts, copying the Devanāgarī script as appropriate, and using words, familiar phrases and modelled language  VC2LH2C05 | Combined and refined for clarity. Specific examples moved to elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts (VCHIU012) | imitate the pronunciation and intonation of spoken Hindi, and understand how sounds are produced  VC2LH2U01 | Refined to focus on oral and aural language skills to reflect the nature of language learning. Reference to reading and writing moved to VC2LH2U03 and VC2LH2U04 |
|  | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LH2U02 | New. Added to reflect oral and aural language development, and learning progression from VC2LH2U01 |
| Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes (VCHIU014) |  | Removed. Specific activities and language elements have been moved to the elaborations |
| Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreement for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands (VCHIU013) | recognise and explore how the Devanāgarī script and features of language are used to construct meaning in Hindi  VC2LH2U03 | Refined. Reference to Devanāgarī script included to focus on skill development, with specific language examples moved to elaborations |
| Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages (VCHIC008) | 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 | Refined to broaden context and strengthen reference to skill development |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations (VCHIU015)  Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours according to the context (VCHIC010)  Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school (VCHIC011)  Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them (VCHIU018) | reflect on how language, culture and identity are interconnected and discuss how Hindi-speaking communities are similar to or different from others  VC2LH2U05 | Combined and refined. Reference to identity and broader language communities added, and the interconnectedness of language and culture emphasised to support intercultural capability |
| Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi (VCHIU017) | identify where Hindi is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LH2U06 | Revised to broaden context and focus on language communities |

## 

## Levels 3 and 4

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| By the end of Level 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि …, गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ,हर रविवार मैं मंदिर जाता हूँ ,हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद ।They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंग।मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ ,तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेगें? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो।स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घडी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.  Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है. They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions. | 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. | Refined for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Hindi language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds (VCHIC019)  Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding (VCHIC021) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LH4C01 | Combined and refined to be more concise. Specific topics and examples moved to elaborations for clarity |
| Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items (VCHIC020) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LH4C02 | Refined. Specific topics and activities moved to elaborations to be more concise |

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

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds (VCHIC022)  Present simple information about home, school and community, using visual support such as photos, maps or charts (VCHIC023) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LH4C03 | Combined and refined. Reference to particular topics and text types removed to broaden the context and be more concise |
| Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions (VCHIC024) |  | Removed. Specific activities have been moved to the elaborations |
|  | develop strategies to comprehend and produce Hindi, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LH4C04 | New |
| Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate (VCHIC026) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language (VCHIC025) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and Devanāgarī script  VC2LH4C05 | Refined to be more concise. Activities and topics moved to the elaborations |
| Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community (VCHIC027) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script (VCHIU030) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LH4U01 | Refined. Progression articulated by adding ‘words, phrases and simple sentences’. Specific examples and activities moved to elaborations |
| Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script (VCHIU030)  Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion (VCHIU031) | recognise and use the Devanāgarī script, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LH4U02 | Combined and refined. Specific language examples and activities moved to elaborations to be more concise |
| Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English (VCHIU032) | recognise and compare familiar Hindi language structures and features with those of English and/or other languages, using simple metalanguage  VC2LH4U03 | Refined. Reference to English and/or other languages added to broaden context and recognise Victorian students’ individual language backgrounds |

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

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices (VCHIU036)  Recognise that ways of communicating in different languages reflect ways of behaving and thinking (VCHIC028)  Talk about their individual and group sense of identity and how this is expressed through the different languages they use (VCHIC029)  Understand that the way the Hindi language is used varies according to the age, gender and background of speakers and that it involves different dialects and accents (VCHIU033)  Understand that the Hindi language is influenced by and in turn influences other languages and cultures (VCHIU034) | identify connections between personal identity, language and aspects of culture  VC2LH4U04 | Combined and refined to be more concise. Reference to ‘identity’, ‘language’ and ‘culture’ retained. Specific examples moved to elaborations |
| Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world (VCHIU035) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहतेहैं।, मुझेलगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से…। मैं इस बात से सहमत हूँ कि….। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है? , मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है , मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नही, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करनाहै, मेरे हिसाब से वहाँ जाना ठीक नहींहै, यह खाना बहुत स्वादिष्ट है, हमे वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पँचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लाद्दीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर -बीरबल के क़िस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others’ learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.  Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।. They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems. | 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. | Refined for clarity, to reflect a developmental progression of language learning and to be more concise. Hindi language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others (VCHIC037)  Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences (VCHIC039) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LH6C01 | Combined and refined to be more concise. Specific examples and activities moved to elaborations |
| Use action-oriented language to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions (VCHIC038) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LH6C02 | Refined for clarity. Specific examples moved to elaborations to be more concise |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Collect, classify and compare information from a range of sources relating to social and cultural worlds (VCHIC040)  Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes (VCHIC042) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LH6C03 | Combined and refined to be more concise and to more explicitly articulate macro skills, including viewing. Specific examples and activities moved to elaborations for consistency |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Hindi in familiar non-verbal, spoken and written contexts  VC2LH6C04 | New |
| Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained (VCHIC044) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource (VCHIC043) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LH6C05 | Refined. Removed references to expressive and imaginative texts to broaden context. Text types and examples moved to elaborations to be more concise |
| Convey information about aspects of language and culture in formats to suit different audiences and contexts (VCHIC041) |  | Removed. Specific activities have been moved to the elaborations |
| Create bilingual texts such as websites, posters, games and word banks to support their own and others’ learning (VCHIC045) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation (VCHIU048) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LH6U01 | Wording refined to focus on oral and aural skills and for clarity |
| Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation (VCHIU048)  Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions (VCHIU049) | 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 | Combined and refined to be more concise. Specific grammatical elements moved to elaborations for consistency |
| Understand how different text forms, such as prose and verse, create effects to suit different audiences (VCHIU050) |  | Removed. Specific text types and language elements have been moved to the elaborations |
|  | compare Hindi language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LH6U03 | New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each language and associated cultures influences their ways of communicating (VCHIC046)  Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language (VCHIC047)  Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants (VCHIU051)  Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages (VCHIU053)  Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages (VCHIU054) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LH6U04 | Combined and refined for clarity, to be more concise and improve teachability |
| Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures (VCHIU052) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत ख़ुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Students complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है. They use reflective and evaluative language to support their own and others’ learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है…; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृषटिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमे सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion.They translate texts from Hindi into English and vice versa, and compare their own translations with others’, interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.  Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives. | 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. | Refined for clarity and to reflect a developmental progression of language learning. Hindi language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest (VCHIC055) | 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 | Refined to be more concise. Specific examples moved to elaborations |
| Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts (VCHIC056)  Interact with peers and the teacher to complete learning activities and to support their own and others’ learning by managing debate and discussion and checking understanding (VCHIC057) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LH8C02 | Combined and refined to be more concise. Specific examples and activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests (VCHIC058)  Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts (VCHIC060) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LH8C03 | Combined and refined to place greater emphasis on language use. Reference to ‘imaginative’ removed to broaden context |
| Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes (VCHIU068)  Explore how language use varies according to context, purpose, audience and mode of delivery (VCHIU069) | 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 | Combined and refined to be more concise |
| Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other’s versions and how they translated elements that involve cultural knowledge and understanding (VCHIC062) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation (VCHIC061)  Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate (VCHIC059) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LH8C05 | Combined and refined to be more concise. Specific examples moved to elaborations for consistency |
| Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of ‘living between languages’ (VCHIC063) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi (VCHIU066) | apply conventions of spoken Hindi to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LH8U01 | Refined to focus on spoken language skills. Written language skills moved to VC2LH8U02 for clarity |
| Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to create compound sentences, to recognise and use prefixes and suffixes and to develop metalanguage (VCHIU067) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LH8U02 | Refined to be more concise. References to specific grammatical structures moved to elaborations |
|  | reflect on the structures and features of Hindi, and compare them with English and/or other languages, using some metalanguage  VC2LH8U03 | New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages (VCHIC064)  Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two (VCHIC065)  Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations (VCHIU070)  Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives (VCHIU071)  Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives (VCHIU072) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LH8U04 | Combined and refined to be more concise. Topics, examples and activities moved to elaborations |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people’s interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं?तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक सरंचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो ।अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ । मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा।. They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि …, तुम यह कहना चाहते हो कि…, मुझे लगता है कि …. When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियो के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other’s intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.  Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purposes and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate. | 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. | Refined to reflect developmental progression of language learning for clarity. Hindi language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use formal and informal registers to discuss and compare young people’s interests, behaviours and values across different cultural contexts (VCHIC073)  Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school (VCHIC075) | 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 | Combined and refined and language use emphasised. Specificity of topics and examples moved to elaborations to be more concise. Contexts for interactions broadened to improve teachability |
| Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours (VCHIC074) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LH10C02 | Refined to place emphasis on communication rather than activities. Specific teaching activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented (VCHIC076)  Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives (VCHIC077) | 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 | Combined to be more concise and refined to articulate macro skills more explicitly, including the skill of viewing, to align with VCE |
|  | 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 | New |
| Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence (VCHIC078) |  | Removed. Specific text types and language features have been moved to the elaborations |
| Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures (VCHIC080) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience (VCHIC079) | 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 | Refined. Removed reference to ‘imaginative or expressive’ texts to broaden context |
| Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience (VCHIC081) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions (VCHIU084) | 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 | Refined to improve teachability. Specific language elements moved to elaborations |
|  | 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 | New |
| Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning (VCHIU085) |  | Removed. Specific activities have been moved to the elaborations |
| Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features (VCHIU086) |  | Removed. Specific activities have been moved to the elaborations |
|  | reflect on and evaluate Hindi texts, using metalanguage to analyse language structures and features  VC2LH10U03 | New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking (VCHIC083)  Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction (VCHIU087)  Explore how using different languages to make meaning affects how they and their peers think, behave and communicate (VCHIU089)  Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts (VCHIU090) | 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 | Combined and refined to be more concise and remove duplication. Specific examples moved to elaborations |
| Reflect on the nature of bilingual/multilingual communication and experience (VCHIC082) |  | Removed. The sub-strand ‘Reflecting’ has been removed |
| Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication (VCHIU088) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students interact with the teacher and peers to exchange information and opinions about their personal worlds, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं। मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि...... They exchange greetings and wishes, for example, दीपावली की हार्दिक शुभकामनाएँ, ईद मुबारक , परीक्षा में सफल होने के लिए बधाई and use descriptive and expressive language to share feelings, for example,उँगली 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 पत्तो में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, making arrangements, transacting and negotiating, for example, इसके लिए संगीत की व्यवस्था कौन करेगा? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे? यदि तुम तबला बजाओगे तो मैं गाऊँगी. They interact in classroom routines and exchanges by following instructions, asking and responding to questions, for example, आज २० जून है, आज सोमवार है, आज बहुत सर्दी है, requesting permission or clarification, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए l यह बहुत कठिन है । इसमें मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइये and responding to praise or criticism, for example, बहुत बढ़िया!. बुरा नहीं है। ठीकठाक! Students apply features of pronunciation and rhythm in spoken Hindi to a range of sentence types. They locate key points of information from a range of spoken, written and visual texts and communicate information and ideas related to personal, social and natural worlds using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing characters, themes, effects and structure. Students use imaginative language to create original texts in different genres. They use key grammatical forms and structures in spoken and written texts, such as basic rules of word order, pronouns, for example, मैं, हम, तुम, ये, मैं, मेरा, तुम्हारा। यहाँ- वहाँ , यह-वह, postpositions, and gender and number agreement, for example, लड़का गाता है । लड़की गाती है। लड़के गातें हैं. Students compose simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? They translate and interpret short texts from Hindi into English and vice versa, identifying words and expressions that do not readily translate, such as दूर के ढोल सुहावने, पेट में चूहे दौड़ रहे हैं. They create shared bilingual texts for the classroom, school and wider community. They identify differences and similarities in the way they interact in Hindi and English and describe the relationship between identity and cultural experience.  Students make connections between spoken and written Hindi and identify and apply the conventions of the Devanagari script, including elements such as the writing of conjunct characters, for example, क्ष, त्र, ज्ञ, consonant combinations, for example, क+इ = कि , क+ई=की and matras, for example, कु , कू . They identify the structure and textual and grammatical features of different personal, informative, persuasive and imaginative texts. They identify ways in which spoken and written Hindi vary according to context and situation. Students give examples of how Hindi has changed over time due to different influences and interactions and how it has in turn influenced other languages. They identify the diversity of language practices in multicultural communities and describe how languages reflect values, belief systems and perspectives. | 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. | Refined for clarity and to reflect a developmental progression of language learning. Hindi language examples have been removed to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange greetings, wishes, information and opinions, to talk about their personal worlds and to express feelings (VCHIC091) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LH8CM01 | Refined. Prescriptive topics moved to elaborations to broaden contexts for interacting |
| Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following directions, giving praise or encouragement and reflecting on learning experiences (VCHIC093) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LH8CM02 | Refined. Context broadened by moving prescriptive elements to elaborations |
| Participate in shared activities such as performances, celebrations, presentations or website design that involve planning, collaborating, making arrangements, transacting and negotiating (VCHIC092) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LH8CM03 | Refined. Contexts for interacting broadened by moving prescriptive elements to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Access and identify specific points of information such as details about people, places or events from a range of spoken, written and digital texts and use the information in new ways (VCHIC094)  Convey information obtained from different sources relating to personal, social and natural worlds in spoken, written and multimodal forms suitable for a particular audience (VCHIC095)  Understand that both spoken and written Hindi vary in form and function when used by different people in different contexts and situations (VCHIU105) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LH8CM04 | Combined and refined. The macro skill of viewing articulated. Reference to student responses considering context retained |
| Engage with imaginative and creative texts such as stories, cartoons, paintings, poems, songs and TV programs, comparing favourite elements and discussing structure, characters, themes and effects (VCHIC096) |  | Removed. Specific text types and language elements have been moved to the elaborations |
|  | develop and apply strategies to interpret and respond to Hindi texts, and to convey meaning and intercultural understanding in Hindi in familiar contexts  VC2LH8CM05 | New |
| Translate and interpret short texts such as public signs, proverbs or menus from Hindi to English and vice versa, noticing which words or phrases translate easily and which do not (VCHIC098) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create original texts that involve imagination and expression, experimenting with a range of modes and performance genres (VCHIC097) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the Devanāgarī script  VC2LH8CM06 | Refined to broaden contexts for creating texts |
| Create shared bilingual texts and learning resources such as word banks, databases, promotional materials or hyperlinks for digital presentations for the classroom and wider school or local community (VCHIC099) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the relationship between the sounds of spoken Hindi and elements of the Devanagari script, such as the writing of conjunct characters and the combinations of consonants and matras (VCHIU102) | 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 | Refined for clarity. Reference to fluency added to support the learning progression. Specific language elements moved to elaborations |
| Understand the relationship between the sounds of spoken Hindi and elements of the Devanagari script, such as the writing of conjunct characters and the combinations of consonants and matras (VCHIU102)  Develop knowledge of key elements of the Hindi grammatical and vocabulary systems, such as sentence structures, use of pronouns, postpositions and gender and number agreements (VCHIU103) | 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 | Combined and refined by removing prescriptive language elements to broaden context. References to audience and text type added to support students to create texts for specific purposes |
| Identify textual and grammatical features that characterise different types of literary, instructional, persuasive or imaginative texts in Hindi, comparing them with similar texts in English and other languages (VCHIU104) | compare the structures and features of Hindi with English and/or other languages using some metalanguage  VC2LH8UL03 | Refined for clarity. Reference to comparison with other languages retained to acknowledge Victoria’s multilingual student population. Explicit reference to metalanguage added to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider similarities and differences in their ways of communicating in Hindi or English, or when switching between the two, noticing when they choose to use either or both languages (VCHIC100)  Discuss the nature of identity and of cultural experience, considering the relationship between the two (VCHIC101)  Understand the relationship between language and culture, reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages (VCHIU108) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LH8UL04 | Combined and refined to be more concise and to remove duplication. Specific activities moved to elaborations |
| Recognise that the Hindi language has evolved and developed through different periods of time and as a result of different influences and interactions, that it is related to many other languages used in India and in the Australian community, and that it has influenced/influences other languages (VCHIU106) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |
| Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi, and reflect on the diversity of language practices that characterise members of this multicultural community (VCHIU107) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use written and spoken Hindi in familiar and unfamiliar contexts to discuss and compare experiences and to express views on local and global issues, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थल. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiation and problem-solving, for example, म्रत्यु-दण्ड या इच्छा-म्रत्यु के बारे में विचार विनिमय, बाज़ार में खरीददारी, शरणार्थियों की समस्या पर परिचर्चा. They interact in classroom exchanges by asking and responding respectfully to questions. When participating in discussions and shared learning activities, students use elaborated sentences and interactional cues to support debate, provide clarification and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेँगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ l मेरी राय में…… मेरे कहने का अर्थ है... आपको नहीं लगता कि… मेरा सुझाव तो यही है कि .... They respond respectfully to different views, for example, मेरे विचार में…..ऐसा लगता है कि…; … हमें ध्यान रखना चाहिए… यह विवादास्पद है , लेकिन वास्तव में , मेरा विश्वास है…, मै आश्वस्त हूँ … and express agreement and disagreement in culturally appropriate ways. They apply appropriate pronunciation and intonation to spoken Hindi, identifying regularities and irregularities. They locate, process and analyse information obtained from different sources. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation suited to context. They share their responses to different imaginative texts by identifying settings, themes and values, and discussing stylistic devices and the representation of characters and events. They produce imaginative texts using expressive, descriptive and evocative language in a range of modes and formats. When creating texts, students use complex features and patterns of the Hindi grammatical system such as passive voice, for example, रंगोली बनवायी जा रही है, छुट्टी करवाई जा रही है , compound words and phrases, and a variety of verb tenses, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएँगे . They use vocabulary and expressions related to personal, social, environmental and global worlds, and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret familiar texts from Hindi into English and vice versa, explaining how cultural elements affect meaning. Students create bilingual texts that reflect the experience of being bilingual and bicultural. They explain their language choices and communicative behaviours in different intercultural interactions, and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.  Students identify regular and irregular elements of spoken and written Hindi, and apply their understanding of the Hindi writing system to express complex information and ideas and enhance meaning. They analyse the relationship between language choices, cultural elements and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Hindi vary according to social roles, contexts and modes of expression, and compare these variations to those in other languages. They explain the dynamic nature of language and give examples of how languages change over time and contexts. They identify key features of multilingual experience, with reference to their own and community language practices. They explain how languages and cultures shape and are shaped by each and how cultural experience, values and identities are reflected in language. | 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. | Refined for clarity and to reflect a developmental progression of language learning. Hindi language examples removed to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Hindi

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture (VCHIC109) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LH10CM01 | Refined by removing prescriptive topics and broadening contexts to improve teachability |
| Participate in structured discussions, reflections and learning activities by managing contributions, asking and responding respectfully to questions, clarifying statements, elaborating opinions and expressing agreement or disagreement in culturally-appropriate ways (VCHIC111) | use Hindi language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LH10CM02 | Refined by moving specific elements to elaborations, to be more concise |
| Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving (VCHIC110) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LH10CM03 | Refined to remove prescriptive elements and to focus on communicative language use |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes (VCHIC112)  Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts (VCHIC113) | 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 | Combined. Specific elements removed to be more concise. Macro skills, including the skill of viewing, articulated to align with VCE |
| Respond to a range of traditional and contemporary creative and literary texts, describing settings, identifying key themes, values and concepts, discussing representation of characters and events and the stylistic effects of different genres (VCHIC114) |  | Removed. Specific language elements and activities have been moved to the elaborations |
| Reflect on their own language choices and communicative behaviour when using Hindi or English, including adjustments they make between languages and strategies they adopt to support intercultural communication (VCHIC118) | 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 | Refined. Explicit reference to ‘intercultural understanding’ included |
| Translate and interpret familiar social and community texts such as emails/text messages, informal conversations with friends, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another (VCHIC116) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements (VCHIU122) | 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 | Refined. Reference to student responses varying to suit a range of audiences retained |
| Create individual and collaborative imaginative texts in a range of modes and formats to entertain, convey ideas, express emotions and explore the creativity of language (VCHIC115) |  | Removed. Specific text types and activities have been moved to the elaborations |
| Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of ‘living between languages’ (VCHIC117) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways (VCHIU120) | 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 | Refined for clarity. Reference to ‘enhance and extend fluency’ added to support the learning progression |
| Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways (VCHIU120)  Extend knowledge of and use more complex features and patterns of the Hindi grammatical system, such as the use of passive voice, compound words and phrases and variations in register (VCHIU121) | 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 | Combined and refined. Specific language elements moved to elaborations to improve teachability. The words ‘a range of texts’ added to reinforce the use of grammatical structures in communicative contexts. Reference to ‘complex’ retained to support the learning progression |
|  | reflect on and evaluate Hindi texts, using metalanguage to discuss language structures and features  VC2LH10UL03 | New. Explicit reference to metalanguage included to support literacy development more broadly |
| Identify variations in the use of Hindi that relate to social roles, contexts and modes of expression, considering similar variations in language use in English or other known languages (VCHIU123) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking (VCHIC119)  Identify key features of multilingual experience, referencing their own individual and community language practices (VCHIU125)  Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language (VCHIU126) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2L H10UL04 | Combined, refined and reworded for clarity |
| Understand that languages and associated cultures shape and are shaped by each other and change over time and contexts in ways that are creative, dynamic and responsive to both internal and external influences (VCHIU124) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |