

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
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	Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts
Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts	Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours
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	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
Informing	
Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests	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
Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate	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
Creating	
Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts	Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation	Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience
Translating	
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	Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures
Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'	Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience
Reflecting	
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	Reflect on the nature of bilingual/multilingual communication and experience
Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two	Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking
Understanding	
Systems of language	
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	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
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	Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning
Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes	Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features
Language variation and change	
Explore how language use varies according to context, purpose, audience and mode of delivery	Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction
Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations	Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication
Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives	Explore how using different languages to make meaning affects how they and their peers think, behave and communicate
Role of language and culture	
Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives	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

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Achievement Standard

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 खुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति है। 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 दृष्टिकोण 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 हमें 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 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 संरचना 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 महत्वपूर्ण 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, मैं, 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.