

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with peers and teacher to exchange greetings, wishes, information and opinions, to talk about their personal worlds and to express feelings	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
Participate in shared activities such as performances, celebrations, presentations or website design that involve planning, collaborating, making arrangements, transacting and negotiating	Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving
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	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
Informing	
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	Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes
Convey information obtained from different sources relating to personal, social and natural worlds in spoken, written and multimodal forms suitable for a particular audience	Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts
Creating	
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	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
Create original texts that involve imagination and expression, experimenting with a range of modes and performance genres	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
Translating	
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	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
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	Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of 'living between languages'
Reflecting	
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	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
Discuss the nature of identity and of cultural experience, considering the relationship between the two	Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking
Understanding	
Systems of language	
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	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
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	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
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	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements
Language variation and change	
Understand that both spoken and written Hindi vary in form and function when used by different people in different contexts and situations	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
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	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
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	Identify key features of multilingual experience, referencing their own individual and community language practices
Role of language and culture	
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	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

See next page for Achievement Standards

Achievement Standard

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 पत्तों 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। 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 गाते 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, ज्ञ, 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 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, मृत्यु-दण्ड या इच्छा-मृत्यु 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 करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में..... मेरे कहने का अर्थ है... आपको नहीं लगता कि... मेरा सुझाव तो यही है कि 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..., मैं आश्चर्य 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.