

Languages – Hindi – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 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 creative 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.</p> <p>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.</p>	<p>By the end of Year 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.</p> <p>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.</p>