

Languages – Hindi: Sequence of content – Foundation to Year 10 Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action	Socialising and interacting	Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences	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	Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others	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
		Taking action and transacting	Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning	Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items	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	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
		Building classroom language	Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns	Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding	Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences	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

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts	Obtaining and using information	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	Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds	Collect, classify and compare information from a range of sources relating to social and cultural worlds	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
		Conveying and presenting information	Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment	Present simple information about home, school and community, using visual support such as photos, maps or charts	Convey information about aspects of language and culture in formats to suit different audiences and contexts	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	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action	Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions	Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes	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

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
		Creating and expressing imaginative experience	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	Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language	Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource	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	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works	Translating and interpreting	Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages	Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate	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	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
		Creating and using bilingual resources	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	Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community	Create bilingual texts such as websites, posters, games and word banks to support their own and others' learning	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

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Reflecting	Reflecting on intercultural language use and how language and culture shape identity	Reflecting on the experience of intercultural communication	Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours	Recognise that ways of communicating in different languages reflect ways of behaving and thinking	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	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
		Reflecting on identity and intercultural communication	Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school	Talk about their individual and group sense of identity and how this is expressed through the different languages they use	Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language	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

Languages – Hindi: Sequence of content – Foundation to Year 10 Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	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	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	Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation	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
		Grammatical and vocabulary knowledge	Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreements for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands	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	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	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

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
		Text structure and organisation	Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes	Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English	Understand how different text forms, such as prose and verse, create effects to suit different audiences	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	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Language variation in practice	Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations	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	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	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
		Language change	Recognise that all languages change over time and borrow words and expressions from each other	Understand that the Hindi language is influenced by and in turn influences other languages and cultures	Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures	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
		Multilingualism	Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi	Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world	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	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

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<i>The relationship between language and culture</i>	Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices	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	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

Languages – Hindi: Sequence of content – Years 7 to 10 (Year 7 Entry)

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	Description	Thread	Years 7 to 8	Years 9 to 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action	<i>Socialising and interacting</i>	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
		<i>Taking action and transacting</i>	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
		<i>Building classroom language</i>	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	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts	<i>Obtaining and using information</i>	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
		<i>Conveying and presenting information</i>	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

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	Description	Thread	Years 7 to 8	Years 9 to 10
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	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
		Creating and expressing imaginative experience	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	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works	Translating and interpreting	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 or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another
		Creating and using bilingual resources	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	Reflecting on intercultural language use and how language and culture shape identity	Reflecting on the experience of intercultural communication	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
		Reflecting on identity and intercultural communication	Discuss the nature of <i>identity</i> 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 Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub-strand	Description	Thread	Years 7 to 8	Years 9 to 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	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
		Grammatical and vocabulary knowledge	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 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
		Text structure and organisation	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	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	Language variation in practice	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
		Language change	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
		Multilingualism	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

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub-strand	Description	Thread	Years 7 to 8	Years 9 to 10
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<i>The relationship between language and culture</i>	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