



# Western Australian Curriculum

## Languages | Hindi

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Proposed Achievement standards | Pre-primary–Year 10  
Draft for consultation | Not for implementation

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Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: Languages, Hindi was adopted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Hindi are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Hindi curriculum Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use action-related talk, structured play, classroom instructions and routines when participating in spoken interactions to exchange greetings using culturally appropriate gestures and providing simple information in Hindi about themselves. Students recognise most pictures, symbols, keywords and some phrases of spoken Hindi relating to aspects of their personal worlds and convey most simple, factual information with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, and respond with guidance, using verbal and non-verbal forms of expression. Students share with others familiar Hindi words, phrases and gestures and explore how these may have similar or different meanings in English. They begin to talk about how Hindi feels/sounds different when speaking or hearing it spoken by others.</p> <p>Students become familiar with the systems of the Hindi language, with a satisfactory level of accuracy, experimenting with reproducing the common sounds and rhythms of spoken Hindi. They begin to build vocabulary to identify familiar objects and environments and develop number knowledge. Students comment on how language is organised as ‘text’. They identify the different ways of interacting with people of different ages and degrees of familiarity and usually act accordingly. Students recognise Hindi as one of many languages spoken in Australia and around the world and begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Hindi texts, with support. They identify that Hindi and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Italian texts. They identify that Italian and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Italian and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9 (Years 1-2)	Proposed WA Curriculum
<p>At standard, students use simple modelled language, gestures and other forms of expression, with occasional guidance, when participating in spoken and written interactions in Hindi, to share information about themselves, their age and where they live, and to talk about their likes and dislikes. They locate some key words and information in simple texts and convey some factual information about their personal worlds using verbal and non-verbal forms of expression. Students respond to short imaginative texts and participate in the shared performance of these texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. When translating, students use Hindi and/or English to share with others simple Hindi expressions, sounds and gestures and to name some familiar objects. They talk about how voice, behaviour and body language may change when speaking Hindi.</p> <p>Students become familiar with the Hindi sound and writing systems, recognising simple vocabulary to identify and describe familiar animals, objects and environments, and using some first elements of grammar, with a satisfactory level of accuracy. They make some comments about how language is organised as ‘text’ and that different types of texts have different features. Students recognise that there are different ways of interacting with people in Hindi, and usually act accordingly. They recognise that Hindi is one of the many languages spoken in Australia and identify some words and expressions that Hindi and English borrow from each other.</p>	<p>By the end of Year 2, students use Hindi language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language in Devanāgarī script to create text. They copy Devanāgarī script to make words.</p> <p>Students imitate the sounds and rhythms of spoken Hindi. They demonstrate understanding that Hindi has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Hindi and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Hindi language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate some features of the sound and writing systems, and the linguistic features of Hindi. They compare Hindi language and culture with English or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9 (Years 1-2)	Proposed WA Curriculum
<p>At standard, students use simple modelled language when participating in spoken and written routine exchanges in Hindi, to share information about how they are, offer wishes and talk about events in the day and over the year. Students identify some specific points of information in simple texts to mostly complete guided tasks, and they make use of familiar words and phrases, simple statements and modelled language, to convey factual information about their personal worlds. They listen to, view and read imaginative texts and respond in some detail using simple verbal and non-verbal forms of expression and some modelled language. Students create stories and perform imaginative scenarios, using familiar words and modelled language. They translate for others some of what they can express in Hindi, and state how meanings are similar or different in English. Students recognise similarities and differences between cultural practices and related language use of Hindi-speaking communities and of Australia.</p> <p>Students become familiar with the Hindi sound and writing systems, with a satisfactory level of accuracy, using words and expressions to convey factual information at word and simple sentence level, and some first elements of grammar to write simple texts. They identify some different forms of texts that use different structures and features to achieve their purpose. Students identify some ways Hindi speakers use language differently in different situations, and between people, and some ways that the Hindi language has changed over time through its contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Hindi language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language in Devanāgarī script to create text. They copy Devanāgarī script to make words.</p> <p>Students imitate the sounds and rhythms of spoken Hindi. They demonstrate understanding that Hindi has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Hindi and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Hindi language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate some features of the sound and writing systems, and the linguistic features of Hindi. They compare Hindi language and culture with English or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9 (Years 3-4)	Proposed WA Curriculum
<p>At standard, students use simple modelled language, when participating in spoken and written interactions, to exchange information about friends and family members. Students locate specific points of information in short texts and convey factual information about their personal worlds with simple statements, short descriptions and modelled texts. They participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. Students create and perform short imaginative texts that use modelled language as well as simple visual supports. They translate words and expressions in simple texts, including English words that have been incorporated into Hindi language, with a satisfactory level of accuracy. When interacting in Hindi, students talk about what looks or feels similar to or different from their own language and culture.</p> <p>Students become familiar with the Hindi sound and writing systems, with a satisfactory level of accuracy, using words and expressions to convey factual information at word and simple sentence level, and some first elements of grammar to write simple texts. They begin to describe, with guidance, how the Hindi language works, using terms similar to those used in English, and apply some of the language features and textual conventions in simple and familiar Hindi texts. Students show how language use varies according to the participants' age, gender and relationship and the context of use. They talk about the differences between Indian, Australian and other cultures' practices and how these are reflected in language.</p>	<p>By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts, using Devanāgarī script as appropriate.</p> <p>Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic Hindi structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. They locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Hindi use in familiar contexts. Students use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with some features of the sound and writing systems, and the linguistic features of Hindi. They compare Hindi language and culture with English or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9 (Years 3-4)	Proposed WA Curriculum
<p>At standard, students use simple familiar language, with occasional guidance, when participating in spoken and written interactions, to exchange information about their daily routines at home and school, and their interests. They participate in most tasks that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They respond to imaginative texts, using modelled language, to make statements about characters or themes. Students create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students share meanings and share understandings about aspects of Hindi language and Indian culture that are different from English.</p> <p>Students become familiar with the Hindi sound and writing systems, with a satisfactory level of accuracy, using vocabulary and applying elements of grammar in simple spoken and written texts related to their daily routines at home and school and their interests. They begin to describe how the Hindi language works, using terms similar to those used in English with guidance. Students make some simple comparisons between features of familiar texts. They state that Hindi is an important global language and list connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>By the end of Year 4, students use Hindi language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts, using Devanāgarī script as appropriate.</p> <p>Students imitate sound combinations and rhythms of spoken Hindi. They demonstrate understanding that Hindi has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Hindi and make comparisons between Hindi and English. They understand that the Hindi language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Hindi about their personal world and daily routines. They use modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Hindi or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students recognise and use some features of the sound and writing systems, and the linguistic features of Hindi. They compare Hindi language and culture with English or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9 (Years 5-6)	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in spoken and written interactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar language to participate in tasks that involve planning outings and conducting events. Students gather and compare information and supporting details and convey information and ideas in different formats from texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experiences. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from Hindi to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries, word lists and pictures to translate short familiar texts. Students identify ways in which culture influences language use and provide simple examples when comparing ways of communicating in Australian and Hindi-speaking contexts.</p> <p>Students become familiar with the Hindi sound and writing systems, with a satisfactory level of accuracy, using a range of vocabulary and developing and applying knowledge of grammatical elements in simple spoken and written texts related to their home, neighbourhood and local community. Students talk about how the Hindi language works, with guidance. They identify that texts have certain conventions and can take different forms. They explain that the differences in how people use Hindi may be due to differences in register and regional variations. Students discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Hindi language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. 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 context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and Devanāgarī script, to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation in spoken Hindi. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Hindi. They compare language structures and features in Hindi and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Hindi about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Hindi or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply most features of the Hindi sound and writing systems, and linguistic features, when responding to or composing texts. Students compare Hindi language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9 (Years 5-6)	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in, and sometimes initiating, spoken and written interactions to exchange information and relate experiences about free time. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Hindi. They gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds, and they convey simple information, ideas and opinions, selecting texts to suit audience and context. Students share and compare, with some guidance, responses to characters, events and ideas and identify several cultural elements in imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts, adapting elements for different modes or contexts. Students translate short texts from Hindi to English and vice versa, explaining or providing a description, with guidance, to some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.</p> <p>Students are becoming more familiar with the Hindi sound and writing systems, with a satisfactory level of accuracy, using vocabulary and expressions related to experiences about free time, and applying knowledge of grammatical elements, in simple spoken and written texts. Students talk about how the Hindi language works, describing patterns, grammatical rules, and variations in language structures. They describe how Hindi texts use language in ways that create different effects and suit different audiences. Students explain how language and culture are integral to the nature of identity and communication.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Hindi language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. 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 context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and Devanāgarī script, to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation in spoken Hindi. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Hindi. They compare language structures and features in Hindi and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Hindi about their personal and social worlds. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Hindi or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply most features of the Hindi sound and writing systems, and linguistic features, when responding to or composing texts. Students compare Hindi language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9 (Years 7-8)	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating and participating in spoken and written interactions in Hindi to exchange information about people, social events and school experiences. Students engage, with guidance, in the planning of Hindi events or activities and participating in transactions. They access and summarise some key information and supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit audience and context. They express simple opinions and describe some of the themes, key ideas and techniques used in imaginative texts, and create and present simple imaginative texts to entertain peers and younger audiences. They translate texts, with some inaccuracies, noticing when it is difficult to transfer meaning from one language to the other. Students interact with Hindi speakers to share and compare some aspects of culture that affect communication and notice how their own culture impacts on language use. They also consider how their own biography influences their identity and communication.</p> <p>Students better understand the Hindi sound and writing systems, using familiar vocabulary related to people, social events and school experiences, and applying elements of grammar in spoken and written texts, with a satisfactory level of accuracy. They describe how the Hindi language works, using some relevant metalanguage to organise learning resources. Students apply the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction. They discuss how elements of communication and choice of language vary according to context and situation and reflect on changes in their use of language/s over time, noticing how and when new ways are adopted, or existing ways adapted.</p>	<p>By the end of Year 8, students initiate and maintain interactions in Hindi language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.</p> <p>Students apply the conventions of spoken Hindi to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using 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.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Hindi to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Hindi sound and writing systems and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Hindi and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9 (Years 7-8)	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions to exchange information on special holidays and travel and to collaborate on tasks, activities and transactions. They access, summarise and share key ideas and information from texts and present them in different formats for their intended audiences. Students analyse key ideas, themes, values and techniques in imaginative texts and make some connections with other imaginative texts in their own language and culture. They also create and present simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the experience. Students translate and/or interpret texts, with some accuracy and consider why there might be differences in interpretation. They consider how their biography influences their identity and communication and shapes their intercultural experiences.</p> <p>Students better understand the Hindi sound and writing systems, using familiar vocabulary related to special holidays and travel, and applying elements of grammar in spoken and written texts, with a satisfactory level of accuracy.. They apply most of the structures and conventions of a range of text types and identify most key features and functions of the different genres. Students discuss the nature and extent of Hindi language use in both Australian and global contexts and explain the different cultural aspects of learning and using Hindi, considering how this might be interpreted and responded to by members of the community.</p>	<p>By the end of Year 8, students initiate and maintain interactions in Hindi language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Hindi to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.</p> <p>Students apply the conventions of spoken Hindi to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Hindi text, using 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.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Hindi to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Hindi sound and writing systems and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Hindi and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 9

Current WA Curriculum	Australian Curriculum v9 (Years 9-10)	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating, in part, and participating in sustained spoken and written interactions to exchange information on aspects of childhood, teenage life and relationships, and in tasks, activities and transactions. They analyse ideas and most information and, in part, identify context, purpose and intended audience from texts related to aspects of their personal and social worlds, and use some appropriate formats and styles of presentation to convey information and ideas, and offer their views. Students provide examples of how Hindi imaginative texts reflect cultural values or experiences, and create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret texts, with some accuracy, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Hindi and consider, at times, their own and others' responses and reactions in intercultural communication.</p> <p>Students apply, with a satisfactory level of accuracy, the Hindi sound and writing systems when using familiar vocabulary related to aspects of childhood, teenage life and relationships, and using elements of grammar in spoken and written texts. Students use familiar metalanguage to discuss and to explain some grammatical forms and functions. They describe the interrelationship between different text types, language choices, audience, context and purpose. Students describe how and why language is used differently in different contexts and with different speakers, and how language reflects and shapes cultural distinctions, such as community, social class, gender and generation.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Hindi language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show 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.</p> <p>Students incorporate the features and conventions of spoken Hindi to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Hindi texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Hindi to share and compare information and experiences about Hindi-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Hindi. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts.</p> <p>Students apply an extended range of features of the Hindi sound and writing systems and linguistic features to interact with enhanced fluency and to respond to and compose texts. They discuss similarities and differences between Hindi and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9 (Years 9-10)	Proposed WA Curriculum
<p>At standard, students use familiar language when initiating, in part, and participating in sustained spoken and written interactions to provide information on young people’s experiences and interest in contemporary culture and social issues. Students analyse, synthesise and evaluate some ideas and information in texts, and identify how context and culture affect the way in which information is presented. Students explain how different effects are used in imaginative texts to reflect cultural influence and they create and present simple imaginative texts that express ideas, reflect cultural values, social issues or experience. When translating and interpreting from one language to another they describe how cultural perspectives and concepts have been represented. Students describe the experience of learning and using Hindi, considering how intercultural communication involves modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Hindi speakers and non-Hindi-speaking Australians.</p> <p>Students apply, with a satisfactory level of accuracy, the Hindi sound and writing systems when using familiar vocabulary related to discussing young people’s experiences and interest in contemporary culture and social issues, and extending their use of elements of grammar in spoken and written texts. Students use some metalanguage to discuss and explain some grammatical forms and functions. They discuss how different types of text include cultural and contextual elements and explain how and why language is used differently in a range of texts. They describe how Hindi language and culture have evolved, are interrelated and how they shape, and are shaped, by each other.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Hindi language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show 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.</p> <p>Students incorporate the features and conventions of spoken Hindi to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Hindi texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Hindi, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Hindi to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Hindi. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts to engage different audiences.</p> <p>Students apply an extended range of features of the Hindi sound and writing systems and linguistic features to interact with enhanced fluency and to respond to and compose texts. They discuss similarities and differences between Hindi and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>