



Western Australian Curriculum

Languages | Hindi

Proposed Comparison of Curriculum | Pre-primary–Year 10

Draft for consultation | Not for implementation

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Acknowledgement of Country

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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Any resources, such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Contents

Overview	1
Guide to reading this document	1
Pre-primary–Year 2	2
Strand: Communicating	2
Sub-strand: Socialising	2
Sub-strand: Informing	3
Sub-strand: Creating	3
Sub-strand: Translating	4
Sub-strand: Reflecting	4
Strand: Understanding	5
Sub-strand: Systems of language	5
Sub-strand: Language variation and change	7
Sub-strand: Role of language and culture	7
Years 3–6	8
Strand: Communicating	8
Sub-strand: Socialising	8
Sub-strand: Informing	9
Sub-strand: Creating	10
Sub-strand: Translating	10
Sub-strand: Reflecting	11
Strand: Understanding	12
Sub-strand: Systems of language	12
Sub-strand: Language variation and change	14
Sub-strand: Role of language and culture	14
Years 7–10	15
Strand: Communicating	15
Sub-strand: Socialising	15
Sub-strand: Informing	16
Sub-strand: Creating	17
Sub-strand: Translating	17
Sub-strand: Reflecting	18
Strand: Understanding	19
Sub-strand: Systems of language	19
Sub-strand: Language variation and change	21
Sub-strand: Role of language and culture	21

Overview

The current Western Australian Curriculum: Languages was adopted and adapted 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

The first row contains the current Western Australian Curriculum: Languages, Hindi curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Pre-primary–Year 2

Strand: Communicating

Sub-strand: Socialising

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Interact with teacher and peers through action-related talk and structured play to exchange greetings for example, नमस्ते गुरुजी!; नमस्ते स्वराज तु म कै से हो?; मैं ठीक हूँ।; नमस्ते मिसिज़/श्रीमती गुप्ता आप कै सी हैं?; धन्यवाद राजेश; फिर मिलेंगे।</p> <p>Introduce and share information about themselves; for example, तुम्हारा/आपका नाम क्या है?; मेरा नाम शायरी है।; तुम कितने साल की हो?; सात साल की/ मैं सात साल की हूँ।; क्या तुम्हें तैरना पसंद है?; जी हाँ पसंद है/ नहीं पसंद है।; माफ़ करो; मुझे लाल फूल दो।</p> <p>Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs; for example, मछली जल की रानी है।; नानी तेरी मोरनी को मोर ले गए।; लकड़ी की काठी।; अ से अनार आ से आम</p> <p>Respond to teacher talk and instruction; for example, खड़े हो जाओ; इधर देखो; मेरी बात सुनो; धीरे बोलो।</p>	<p>Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their favourite things; for example, मेरा नाम आनंद है।; मैं आठ साल का हूँ।; तुम कहाँ रहते हो?; मैं पर्थ में रहता हूँ।; मुझे केला और अंगूर बहुत पसंद है।; मुझे तैरना अच्छा नहीं लगता।; अनमोल क्या आपके पास मोबाईल फोन है?; हाँ है।</p> <p>Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning; for example, अक्कड़ बक्कड़ बम्बे बो; सिर कंधे घुटने पैर घुटने पैर; मेरी बारी; अब तुम्हारी बारी; फैंको; दौड़ो; भागो</p> <p>Respond to teacher talk and instruction; for example, यह लीजिए; मेरे पास पेंसिल है।; जी हाँ मुझे देर हो गई।; धन्यवाद</p>	<p>Interact with teacher and peers orally and in writing to participate in routine exchanges, asking each other how they are and offering wishes, and to share information about events in the day and over the year; for example, सुप्रभात गुरुजी; मेरा जन्मदिन ४ जनवरी को है।; दिवाली की शुभकामनाएँ!; नया साल मुबारक!; जन्मदिन की बधाई!; आपका स्वागत है।; तुम्हें कौनसा जानवर ज्यादा पसंद है?; चिड़ियाघर में शेर, भालू, और गैंडा भी हैं।; दिल्ली में मौसम कैसा है?; आज बहुत गर्मी है।</p> <p>Participate in guided collaborative tasks, transactions and games, taking turns, exchanging and negotiating, using simple language; for example, participating in traditional Indian games such as खो-खो; पिटू; पोशम पा and using appropriate language while playing, like पकड़ो; फैंको; शाबाश; अच्छा खेला; अब किसकी बारी?; अगर तुम मुझे नीली गेंद दो तो मैं तुम्हें एक पीली गेंद दूँगी।; मैं नहीं खेलूँगी क्योंकि मेरे पास बैट नहीं है।</p> <p>Respond to teacher talk and instruction; for example, क्या यह तुम्हारा/ आपका है?; जी हाँ यह मेरा है।; आध्यापिका जी मुझे समझ नहीं आया।</p>
Australian Curriculum v9	<p>Recognise and communicate meaning in Hindi, with support</p> <p>Explore, with support, language features of Hindi noticing similarities and differences between Hindi and English</p> <p>Explore connections between language and culture</p>	<p>Recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions</p> <p>Participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p>	
Proposed WA Curriculum	<p>Recognise and communicate meaning in Hindi</p> <p>Recognise and respond to classroom-related language</p>	<p>Share simple information about themselves</p> <p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>	<p>Share information about themselves and their family</p> <p>Participate in play-based activities using formulaic expressions, visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>

Sub-strand: Informing

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise pictures, symbols, key words and phrases of spoken and written Hindi in rhymes, songs, labels and titles related to their personal worlds</p> <p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>Locate key words and information in simple spoken and written texts, such as charts, lists, labels and captions, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about their personal worlds using familiar words, phrases and simple statements</p>
Australian Curriculum v9	<p>With support, recognise and communicate meaning in Hindi</p> <p>Explore, with support, language features of Hindi noticing similarities and differences between Hindi and English</p> <p>Explore connections between language and culture</p>	<p>Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>Notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>	
Proposed WA Curriculum	<p>Recognise familiar words in texts</p>	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>

Sub-strand: Creating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Engage by listening to and viewing short imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression</p> <p>Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression</p>	<p>Participate in listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling</p> <p>Participate in the shared performance of songs, rhymes and stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language</p>	<p>Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling</p> <p>Create stories and perform imaginative scenarios through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language</p>
Australian Curriculum v9	<p>No content</p>	<p>With support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying the <i>Devanāgarī</i> script appropriate to context</p>	
Proposed WA Curriculum	<p>Removed</p>	<p>Recognise words and use modelled language to create texts</p>	<p>Use words, familiar phrases and modelled language to create texts</p>

Sub-strand: Translating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Share with others familiar Hindi words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other languages	Share with others simple Hindi expressions, sounds and gestures, name familiar objects and use Hindi and/or English to conduct simple conversations	Translate for others what they can express in Hindi, interpreting simple expressions and songs, and explaining how meanings are similar or different in English or other languages
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Begin to notice how Hindi feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language/s	Notice ways of speaking in Hindi that appear different from their own ways and become aware of how voice, behaviour and body language may change when speaking Hindi	Recognise similarities and differences between aspects of Hindi and Australian cultural practices, and related language use
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise and reproduce the sounds of the vowels and consonants of spoken and written Hindi by singing, reciting and repeating words and phrases in context</p> <p>Experiment with forming some letters; for example, write their own names</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Hindi grammatical system including:</p> <ul style="list-style-type: none"> identifying people using singular subject pronouns; for example, तु म; आप; म; वह recognising gender usage in nouns; for example, मु गार; मु गार; बकरा; बकरा recognising and using the nouns for common objects around them; for example, मेज़; कुसा; पु स्तक showing understanding by responding to directions; for example, बैठ जाओ; पानी ढपयो using numbers while referring to objects; for example, एक ढबल्ल; दो फूल developing number knowledge for one to ten <p>Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal</p>	<p>Understand how vowels are pronounced without obstructing the flow of air from the mouth, while consonants are pronounced by obstructing different parts of the mouth</p> <p>Recognise and reproduce the sound of the 13 vowels and the 36 consonants of Hindi</p> <p>Build phonic awareness, focusing on difficult sounds, for example ख, घ, त, थ, द, ध भ, ढ, ण, ञ, and learn to pronounce them accurately, and to understand that v and w are both pronounced as व</p> <p>Recognise that Hindi is written horizontally from left to right using the <i>Devanagari</i> script, letters are joined by a line on top to form a word, and like in English, there are spaces between words</p> <p>Recognise that Hindi is written horizontally from left to right using the <i>Devanagari</i> script, letters are joined by a line on top to form a word, and like in English, there are spaces between words</p> <p>Begin to write the letters of Hindi and join two letters with the line on top to form simple words; for example, चल; घर; टब</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Hindi grammatical system including:</p> <ul style="list-style-type: none"> identifying people using singular and plural subject pronouns; for example, तु म्हारा; आपका; हमारा; उनका extending the understanding of gender to objects; for example, बड़ा सेब; बड़ी गाजर; पतल सूई; मोटा धागा recognising and using simple adjectives to describe things; for example, ठंडा पानी; सुंदर फूल; ऊँ चा पेड़; छोटा ढचाडया beginning to use simple sentence structure; for example, यह मेरा बस्ता है expressing negation by using words such as ना; नह ं; मत showing understanding of location and position; for example, यहां आओ; वहाँ रखो; इधर देखो; दाय; बाएं beginning to locate events in time by using the months of the year and the seasons; for example, जनवर, फरवर, सद गमा 	<p>Recognise that <i>matras</i> are another form of the long and short vowels</p> <p>Reproduce the sound of the vowels with consonants; for example, का, कि; की; कु; कू; के; कै; को; कौ; कं</p> <p>Recognise and reproduce pronunciation conventions, making connections between Hindi and English sounds including blends; for example, च (ch); श (sh); थ (th)</p> <p>Recognise the placement of Hindi letters below the line, in contrast to English letters written on the lines</p> <p>Begin writing Hindi words, joining letters with the line on top</p> <p>Begin to spell simple, high-frequency words using <i>matras</i></p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Hindi grammatical system including:</p> <ul style="list-style-type: none"> using words to ask questions; for example, कौन आया है?; तु म कहाँ रहते हो?; पंकज भैया कब आएंगे?; दद स्कूल कै से जाती ह? understanding the use of past, present and future tense to write simple sentences; for example, आज तु म जलेबी खाओ; कल मलडू खाऊँ गा। observing the relationship between gender and verb endings; for example, लडका ढलखता है।; लडकी ढलखती है।; हम ढलखते ह। using singular and plural masculine and feminine forms of nouns; for example, घोड़ा; घोड़ी, घोड़े; घोडयाँ, लकी; लकीयाँ beginning to describe quantity using cardinal numbers; for example, तीन कुसरयाँ; बीस पेड़ locating events in time by using the days of the week developing number knowledge for 21 to 31 <p>Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose</p>

		Understand that language is organised as ‘text’ and that different types of texts have different features	
Australian Curriculum v9	N/A	Recognise and imitate the sounds and rhythms of Hindi, and how sounds are represented in <i>Devanāgarī</i> script Recognise that the <i>Devanāgarī</i> script and features of language are used to construct meaning in Hindi Notice that Hindi has features that may be similar to or different from English	
Proposed WA Curriculum	Explore language features of Hindi noticing similarities and differences between Hindi and English	Explore and imitate the sounds and rhythms of Hindi and how sounds are represented in <i>Devanagari</i> Explore how <i>Devanagari</i> and features of language are used to construct meaning in Hindi Explore how Hindi language has features that may be similar to or different from English	Recognise and experiment with the sounds and rhythms of Hindi and notice how sounds are produced and represented in <i>Devanagari</i> Recognise that <i>Devanagari</i> and features of language are used to construct meaning in Hindi Recognise Hindi language features that may be similar to or different from English

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Sub-strand: Language variation and change

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that in Hindi, as in English and other languages, there are different ways of greeting and interacting with people according to different ages and/or different degrees of familiarity	Recognise that Hindi speakers use language differently in different situations, such as when socialising with peers and friends or at home with family	Recognise that Hindi speakers use language differently in different situations, such as when socialising with peers and friends or at home with family
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that Hindi is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Hindi, and that Hindi and English borrow words and expressions from each other	Recognise that all languages, including Hindi, change continuously over time through contact with each other and through changes in society
Australian Curriculum v9	Explore connections between language and culture	Notice that people use language in ways that reflect cultural practices	
Proposed WA Curriculum	Explore connections between language and culture	Explore how people use language in ways that reflect cultural practices	Explore and discuss how people use language in ways that reflect cultural practices

Years 3–6

Strand: Communicating

Sub-strand: Socialising

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Interact with teacher and peers orally and in writing to exchange information about friends and family members; for example, मेरी दो बहने और एक भाई है।; मेरे भाई का नाम अजुर्न है और वह बहुत तेज़ दौड़ता है।; मेरा मित्र उमंग बहुत अच्छा गाता है।; वो दस साल का है।; मेरी नानी रोज़ साड़ी पहनती है।</p> <p>Participate in routine exchanges, such as asking each other how they are; for example, कमल तुम कैसी हो? मैं बिल्कुल ठीक हूँ गुरुजी।; अच्छा कल फिर मिलेगे।; शुभरात्री मायरा।; आज तुम कौनसा फल खाओगी?</p> <p>Participate in individual and collaborative tasks that involve following instructions, asking questions, making statements and asking for help and permission; for example, थोड़ा मैं लखता हूँ बकि तुम लिखो।; अब मैं काटता हूँ तुम चिपकाओ।; पतीले मे पानी गरम करो; यह क्या है?; मुझे माफ़ कीजिए समझ नहीं आया।; क्या आप मरी मदद करोगे?; मदद के लिए धन्यवाद।</p>	<p>Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests; for example, मैं स्कूल ७ बजे जाता हूँ।; शनिवार को मण ओडसी नृत्य सीखती हूँ ।; रविवार को हम सब फिल्म देखने जाते हैं।; मैं ६ बजे उठकर योग करती हूँ।; स्कूल से आने के बाद मैं संगीत सु नती हूँ।; मैं अभी स्कूल जा रहा हूँ, पर शाम को मैं क्रिकेट खेलने स्टेडियम जाऊँगा।</p> <p>Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions while creating a display or conducting a role play or scenario, science experiment, cooking or craft activity; for example, क्या मैं पु स्तक ले? तम्हारे स्कूल मे खेलदिवस कब है? उदिता क्या तुम घर के बाहर सुन्दर रंगोली बना सकती हो? अकबर और बीरबल का नाटक ठीक -ठाक हो गया; सबसे पहले कढ़ाई मे तेल डालना है।</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community; for example, अतुल की दादी एक पुराने घर मे रहती है, जो 100 साल पुराना है।; उसकी छत ऊंची है और बगीचा बहुत बड़ा है।; वहाँ जामुन, अमरूद, आम और लीची के पेड़ है।; आप हमे अपने गाँव के बारे मे बताईये।; मुझे लगता है कि हम सबको मिलकर दिल्ली जाना चाहिए।</p> <p>Engage in individual and collaborative tasks that involve organising displays, planning outings, conducting events such as performances, or activities such as building models, and completing transactions in places such as a café or a market; for example, दीदी चलो आज बाहर खाना खाने चले।; इस ढाबे की सबसे स्वादिस्ट सब्जी कौनसी है?; मेरे लिए एक प्लेट छोला भटूरा लाओ। जी हाँ, मैं समझ गई।; यह तो बहुत आसान है।; ठीक है।; मुझे ऐसा लगता है...; क्या हम इस बात पर विचार कर सकते है?</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information and relate experiences about free time; for example, शाम को मैं स्कूल का काम करने के बाद विडिओ गेम खेलती हूँ।; तुम स्कूल के बाद क्या करते हो? प्रतुल क्या तुम कुल्फी खाने चलोगे?; जब मौसम अच्छा होता है तो मैं समुद्र के किनारे घूमने जाता हूँ।; शाम को कहाँ घूमने चले?</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences; for example, आपने तो कमाल कर दिया।; मेरे विचार मैं स्कूल/विद्यालय मे प्रतिदिन राष्ट्रगान गाया जाना चाहिए।; मैं नहीं मानती की घर का सारा काम माँ करे।; मैं आपके जन्मदिन पर ज़रूर आऊँगा।</p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Hindi, developing projects or budgeting for a shared event; for example, आज हम आपके सामने प्रस्तुत करने जा रहे है...; बाल दिवस के अवसर पर हम...; राखी बनाने के लिए सबसे पहले...; सब काम समाप्त हो गया?; अभी नहीं हुआ, पर जल्दी हो जाएगा।; आप समझते है ना?; आप कितनी तेज़ी से लिख सकते है?; यह बहुत कठिन है।; इसमें मुझे क्या करना होगा?</p>
Australian Curriculum v9	<p>Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment</p> <p>Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	

Proposed WA Curriculum	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>Participate in activities using some modelled language to complete tasks and play games</p> <p>Recognise and respond to classroom-related language</p>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>Participate in collaborative activities that involve planning and negotiating, to share ideas and preferences</p>
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Sub-strand: Informing

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds using simple statements, short descriptions and modelled texts</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>
Australian Curriculum v9	<p>Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>Develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p>		<p>Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>Apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p>	
Proposed WA Curriculum	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>Begin to develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>Develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>Begin to apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>Apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p>

Sub-strand: Creating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes; for example, खट्टे अंगूर; लालची बिल्लीयाँ; गांधी जी के तीन बन्दर। Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports	Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language; for example, भाई की कलाई पर राखी बांधना	Share responses to characters, events and ideas in imaginative texts, such as stories, dialogues, cartoons, television programs or films, and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	Share and compare responses to characters, events and ideas, and identify cultural elements in imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
Australian Curriculum v9	Create and present informative and imaginative spoken, written and multimodal texts using modelled <i>Devanāgarī</i> script in simple sentences, and formulaic expressions		Create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures in <i>Devanāgarī</i> script to sequence information and ideas, and conventions appropriate to text type	
Proposed WA Curriculum	Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions	Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context

Sub-strand: Translating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Translate words and expressions in simple texts, such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts, to compare meanings and share understandings about aspects of language and culture that are different from English Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts	Translate simple texts from Hindi to English and vice versa, noticing which words or phrases require interpretation or explanation Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Hindi to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages and imitations of each resource
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice what looks or feels similar or different to their own language and culture when interacting in Hindi; for example, the way that older relatives greet children by holding their hand over the child's head and saying जीते रहो।	Notice and describe how language reflects cultural practices and norms, including non-verbal gestures; for example, shaking one's head to indicate yes or no; touching the feet of elders to seek their blessings; suffixing the names of people with जी to show respect	Compare ways of communicating in English-speaking and Hindi-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Understand that Hindi has no silent letters</p> <p>Understand the formation of conjunct consonants; for example, क्ष, त्र, ज्ञ</p> <p>Develop a bank of words beginning with each letter; for example, खरगोश; खाना; खरबूजा; टमाटर; टोपी; टेढ़ा</p> <p>Recognise how Hindi words are pronounced with a nasal sound when written with a <i>bindu</i> (ं), for example, नहीं; बंदर, or <i>chandrabindu</i> (ँ), for example, माँ; कहाँ</p> <p>Understand the use of the underdotted characters (ँ) क ज़ फ़ ग़ ख़ in words loaned from other languages</p> <p>Begin to write sentences using four or five words and a full stop; for example, वीना बाज़ार जा रही है।</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> describing quantity using cardinal numbers; for example, दो बकरियाँ; बारह पक्षी noticing that every object has a gender; for example, बड़ा पेड़ गिर गया।; उसकी डाल टूट गई। using additional possessive adjectives to show ownership; for example, मेरा दोस्त; उसकी सहेली; हमारा घर; मेरा प्रिय खेल। understanding that Hindi punctuation is the same as in English, except for the full stop, which is written as a vertical line (।) developing number knowledge for 31 to 40 	<p>Recognise different intonation for questions, statements and commands</p> <p>Recognise and write high-frequency words and expressions in familiar contexts, such as classroom objects, such as पुस्तक; कंप्यूटर; अलमारी, or items of clothing, such as साड़ी; पतलून; कुर्ता</p> <p>Recognise how some Hindi words are borrowed from other languages including Portuguese, Arabic and Persian and could be pronounced and written with a dot below the letters; for example, क, ज़, ख़, ग़, फ़, कागज़, लिफ़ाफ़ा</p> <p>Understand how the pitch and stress can convey the meaning of even unfamiliar words</p> <p>Begin to write compound sentences using conjunctions; for example, यह मिठाई बहुत स्वाद लग रही है, पर मुझे भूख नहीं है।</p> <p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> using adjectives to describe the qualities or characteristics of a person or object and noticing that they change with number and gender; for example, अच्छी लड़की; अच्छा लड़का; अच्छे बच्चे using conjunctions such as लेकिन; और; मगर to make compound sentences applying the knowledge of present, past and future tense in sentences; for example, मैं बुआ से मिलने दिल्ली गया था।; 	<p>Understand how words are written using short sounds such as आधा (बच्चा); हलंत (बिद्यालय); संयुक्त अक्षर (राजस)</p> <p>Distinguish between similar sounding words; for example, दाद; दाद; मन; मना; माना Understand how certain words are written differently from how they are pronounced; for example, the written form बहन is pronounced as बेहेन</p> <p>Begin to develop a bank of words related to the focus topic and practice writing them using different sentence structures; for example, हवाई जहाज़ उड़ रहा है।; हवाई जहाज़ ने उड़ान भरी।; पायलट ने हवाई जहाज़ को उड़ाया</p> <p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> recognising that certain words are written differently from how they are pronounced; for example, written बहन is pronounced बेहेन using singular and plural forms of nouns and pronouns; for example, मैं; हम; तुम; सब; वह; वे using compulsion affecting actions such as हमें विद्यालय जाना होगा।; तुम्हें निबंध लिखना पड़ेगा। using सवा (quarter past) and पौने (quarter to) when telling the time developing number knowledge for 61 to 80 and using a dozen (दर्जन), a decade (दशक) and a century (शतक) <p>Build a metalanguage in Hindi to comment on vocabulary and grammar and describe patterns, grammatical rules and variations in language structures</p>	<p>Recognise how loan English words are pronounced differently and are written using the <i>Devanagari</i> script; for example, अस्पताल, गिलास, बोटल, कप्तान, तकनीकी</p> <p>Understand how the र sound can be written differently in different words; for example, वर्ष; प्रवीण; गृह</p> <p>Continue to develop a bank of words related to the focus topic and practice writing them using different sentence structures</p> <p>Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> distinguishing between intonation patterns of statements, questions and exclamations distinguishing between questions and requests; for example, क्या मैं घर जा सकती हूँ?; कृपया मुझे घर जाने दीजिए। using different verb tenses such as past, present and future to demonstrate how actions completed at a particular time are described; for example, मैं कल स्कूल गया था।; मैं स्कूल जाता हूँ।; मैं स्कूल जा रहा हूँ।; मैं कल स्कूल जाऊँगा। using conjunctions to connect different parts of a sentence; for example, उसने खाना खाया और पढ़ने बैठ गई developing knowledge for 81 to 100, one thousand (हज़ार), hundred thousand (लाख) and one million (करोड़) and reading numbers like 1947 as उन्नीस सौ सैंतालीस।

	<p>Begin to develop a metalanguage in Hindi for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple and familiar spoken, written and multimodal Hindi texts</p>	<p>में चाचा के साथ मुंबई जा रहा हूँ।; मैं नानी के घर जाऊँगी।</p> <ul style="list-style-type: none"> • using specific vocabulary related to important events and celebrations; for example, Diwali; Holi; Dussehra; Independence Day • using suitable language while telling the time; for example, साढ़े सात बजे; चार बजकर दस मिनट; दो बजने में पाँच मिनट • developing number knowledge for 40 to 60 <p>Begin to develop a metalanguage in Hindi for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts, such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>	<p>Recognise that spoken, written and multimodal Hindi texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<p>Build a metalanguage in Hindi to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how Hindi texts use language in ways that create different effects and suit different audiences</p>
Australian Curriculum v9	<p>Recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases</p> <p>Recognise Hindi language and some script conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Recognise familiar Hindi language features and compare with those of English, in known contexts</p>		<p>Apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>Use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions</p> <p>Compare some Hindi language structures and features with those of English, using some familiar metalanguage</p>	
Proposed WA Curriculum	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns to form words and phrases</p> <p>Recognise simple Hindi language conventions, <i>Devanagari</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify familiar Hindi language features and compare with those of English, in known contexts</p>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns to form words and phrases</p> <p>Recognise and use simple Hindi language conventions, <i>Devanagari</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify and describe familiar Hindi language features and compare with those of English in known contexts</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns to develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare Hindi language structures and features with those of English, and using familiar metalanguage</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns to further develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare and discuss Hindi language structures and features with those of English, using familiar metalanguage</p>

Sub-strand: Language variation and change

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	Understand that different ways of using the Hindi language reflect different regions and countries, different relationships and different ways of making meaning	Understand that there are variations in Hindi as it is used in different contexts by different people such as formal/informal register and regional variations	Understand and use Hindi language correctly in different contexts and situations Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice differences between Indian, Australian and other cultures' practices and how these are reflected in language	Understand that Hindi is an important global language used by communities in many countries around the world and that it has connections with several other languages Make connections between language use and culture by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are different forms of spoken and written Hindi used in different contexts within India and in other regions of the world Reflect on 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	Understand that the Hindi language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge Understand that language and culture are integral to the nature of identity and communication
Australian Curriculum v9	Identify connections between Hindi language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication	
Proposed WA Curriculum	Identify connections between language and cultural practices	Identify and discuss connections between language and cultural practices	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication	Recognise and discuss that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about and share opinions, thoughts and feelings on people, social events and school experiences; for example, मेरा भाई मुझे बहुत तंग करता है।; कल रात मैं अपने दोस्तों के साथ सिनेमा देखने गया था।; हमें बहुत मज़ा आया था।; मुझे संगीत, चित्रकला और योग का शौक है।; हमारे मामा की शादी दिसम्बर में, दिल्ली में होगी।; मैं शादी पर लहंगा पहनूँगी और मेरा भाई शेरवानी पहनेगा।; वह बहुत प्रसन्न है।</p> <p>Engage in individual and collaborative tasks that involve planning, considering options, negotiating arrangements and participating in transactions, such as hosting a Hindi class or an Indian visitor, or organising an excursion to an Indian restaurant, the cinema, a music concert or a मेला <i>mela</i></p>	<p>Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel; for example, आपकी भारत यात्रा कैसी रही?; तुम गर्मी की छुट्टी में कहाँ गई थी?; मैं अपने परिवार के साथ पहले वाराणसी गई थी, और उसके बाद हम आगरा होते हुए वापस प्रयागराज आए।; तुम दिवाली पर क्या करते हो?; हम दीयों से घर सजाते हैं और फिर पटाखे जलाते हैं।; इस साल/ वर्ष हमने मित्रों के साथ दिवाली मनाई और खूब मिठाई खाई।</p> <p>Engage in individual and collaborative tasks that involve planning experiences and activities, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, such as preparing for a birthday party, दिवाली; दशहरा; स्वतंत्रता दिवस; गणतंत्र दिवस की परेड, a real or virtual event, trip or excursion, a sporting event or community festival</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships; for example, जब मैं सात साल की थी...; अब मैं ऐसा नहीं कर सकती।; आगे चलकर मुझे...; हमारी आयु में हमें माता पिता की अनुमति लेनी चाहिए।; घर में तुम क्या काम करते हो?; मेरे विचार में...; आपकी क्या सोच है?; मुझे लगता है कि...; तुम बहुत धीरे काम कर रहे हो।</p> <p>Engage in individual and collaborative tasks that involve planning and managing activities, events or experiences and exchanging resources and information, such as planning a display or performance to illustrate their memories of aspects of their childhood, or organising a forum to raise awareness of issues of interest to teenagers</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interest in contemporary culture and social issues; for example, अंधविश्वास; स्वच्छता; समाज में महिलाओं का पद; संयुक्त और एकल परिवार; क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए?</p> <p>Express feelings and justify opinions; for example, तुम आगे चलकर कौन कौन से विषय पढ़ोगे?; क्या तुम्हें नई भाषा सीखना कठिन लगता है?; मेरे खयाल में हम सबको प्रकृति की देख भाल करनी चाहिए।; मैं कानून कि पढ़ाई के बाद वकील बनना चाहता हूँ।; मुझे लगता है...; मैं आपसे सहमत नहीं हूँ।</p> <p>Contribute ideas, opinions and suggestions in individual and collaborative tasks, exchanging resources and information, solving problems and managing diverse views, such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues</p>
Australian Curriculum v9	<p>Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p>		<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p>	
Proposed WA Curriculum	<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about India and cultures of the Hindi-speaking communities</p> <p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p>	<p>Initiate, sustain and extend exchanges in familiar and some unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>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 different audiences and contexts</p>	<p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for intended audiences</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences</p>	<p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes</p>	<p>Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds, for instance, regional news headlines, local community announcements and advertisements, and identify how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes</p>
Australian Curriculum v9	<p>Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and adjust non-verbal, spoken and written language to convey meaning in Hindi language in familiar and some unfamiliar cultural contexts</p>		<p>Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process key information, ideas and opinions from texts, and convey meaning in and between languages appropriate to context, purpose and audience</p> <p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Respond to imaginative texts, such as songs, poems, plays or stories, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences to entertain peers and younger audiences	Respond to imaginative texts, such as raps, poems, cartoons and films, analysing ideas, themes, values and techniques used to engage and entertain audiences, and make connections with personal experiences and other imaginative texts in own language and culture Create and present a range of simple texts that involve imagined contexts and characters, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Discuss how imaginative texts, such as छंद, लोक गीत, भक्ति गीत, कबीरदास और रहीमदास के दोहे reflect Indian cultural values or experiences through structure, language and mood to build action, develop character and position the reader/audience Create and present imaginative texts, designed to engage different audiences, that involve moods and effects	Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons and films, songs, dance, street art and performance Create and present a range of imaginative texts on themes of personal or social relevance to express ideas or reflect cultural values, social issues or experience
Australian Curriculum v9	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context		Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other; for example	Translate and/or interpret texts including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another; for example, how popular Hindi expressions and idioms (such as जिसकी लाठी उसकी भैंस; नाच ना आवे आँगन टेढ़ा; हाथ कंगन को आरसी क्या) can create confusion when translated literally
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact and engage with members of the Hindi-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for instance, ways of expressing feelings or politeness protocols associated with social events; for example, क्षमा कीजिए मैं नहीं आ सकता।; मुझे माफ़ करो मुझसे गलती हो गई।</p> <p>Consider how their own biography, including personal experiences, family origins, traditions, beliefs, interests and experience, influences their identity and communication</p>	<p>Participate in intercultural interactions with members of the Hindi-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>Monitor language choices when using Hindi, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives</p> <p>Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>	<p>Reflect on the experience of learning and using Hindi, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Hindi speakers and other Australians</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Use the features of the Hindi sound system, with its vowels and consonants, and build phonic awareness while focusing on difficult sounds; for example, ग, घ, ट, त, द, ध, भ</p> <p>Consolidate the use of all the <i>matras</i>, linking them to long and short vowels</p> <p>Show understanding of how conjunct consonants क्ष, त्र, ज्ञ, ऋ are formed and pronounce them accurately</p> <p>Distinguish the use of <i>bindu</i> (ं) and <i>chandrabindu</i> (ँ) to pronounce Hindi letters with a nasal quality</p> <p>Recognise and correctly pronounce the under-dotted characters क़, ख़, ग़, ज़, फ़</p> <p>Recognise that Hindi is written from left to right, using the <i>Devanagari</i> script, with the letters being joined on top by a line to form a word, and, like in English, there are spaces between words</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> describing nouns using adjectives and changing their form with a change in gender; for example, छोटा चूहा; छोटी गिलहरी; बड़ा शेर, बड़ी मछली demonstrating the use of suitable pronouns for singular and plural nouns; for example, वह लड़का; वे लोग; मेरा भाई; हमारी बहन using a range of tenses to describe routines and actions; for example, मैं आम खा रहा हूँ।; मैं आम खाता हूँ।; मैंने आम खाया था।; मैं आम खाऊँगा। using verbs in their negative forms; for example, मैं कभी कैनबरा नहीं गई।; ज्यादा मिठाई मत खाना। using prepositions to describe positions; for example, सीढ़ी के नीचे; छत के ऊपर; अलमारी के पीछे 	<p>Continue to build on knowledge of the features of the Hindi sound system, with its vowels and consonants, and build phonic awareness while focusing on difficult sounds and consonants</p> <p>Continue to distinguish the use of <i>bindu</i> and <i>chandrabindu</i> to pronounce Hindi letters with a nasal quality</p> <p>Recognise and correctly pronounce the underdotted characters as required; for example, खज़ाना, फ़ाइल</p> <p>Distinguish loan words from other languages; for example, Persian (ज़मीन, सफ़ेद, शायद) and English (संतरी, अफ़सर, साइकिल)</p> <p>Understand and apply the use of <i>chandrabindu</i> to pronounce loan words like the original English words; for example, डाक्टर/ डॉक्टर, डालर/ डॉलर</p> <p>Consolidate the use of punctuation to make meaning in understanding and creating Hindi texts</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> extending the use of adjectives to describe nouns and in comparative structures; for example, राम थोड़ा लम्बा है।; पर्थ सिड्नी से अधिक गर्म है। using adverbs before verbs; for example, जल्दी रोटी बनाओ।; जोर से खींचो।; प्यार से बोलो। understanding prepositions of time; for example, रात को; दोपहर में, साढ़े चार बजे identifying the use of prefixes and suffixes to change the meaning and form of a base word; for example, ज्ञान, जानी, अजानी, ज्ञानपीठ, विज्ञान expanding vocabulary by learning antonyms (विलोम); for example, मान, अपमान; स्वर्ग, नर्क understanding the use of active and passive voice according to the context; for 	<p>Understand communicative features of Indian culture, for instance, non-verbal expressions such as touching someone's feet to seek their blessings or nodding in agreement and using incomplete sentences; for example, अगर तुमने मेरी बात नहीं मानी तो...; आज घर चलो तो सही...</p> <p>Recognise that local culture influences how people are addressed; for example, in North India a stranger may address a woman as बहनजी or माताजी, while in Bengal she may be addressed as दीदी and in South India she may be called अम्मा or माँ</p> <p>Apply knowledge of the features of the Hindi sound system, <i>matras</i>, conjunct sounds, <i>bindu</i> and <i>chandrabindu</i> and underdotted characters while pronouncing Hindi words</p> <p>Apply Hindi phonic and grammar rules to spell and write unfamiliar words</p> <p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> consolidating the use of adjectives, including similes and metaphors, to enhance the quality of their writing; for example, चाँद सा चेहरा; फूल बिछाना appreciating the cultural significance of addressing people differently depending on their age and stature; for example, माननीय राष्ट्रपति; महोदय; मान्यवर; पूज्य दादाजी; आदरणीय सभापति; प्रिय नानू consolidating the use of adverbs, including the practice of repeating adverbs for emphasis; for example, जोर जोर से चिल्लाओ।; जल्दी जल्दी खाओ।; बार बार लिखो। consolidating the use of expanding vocabulary and learning synonyms (पर्यायवाची); for example, जल, पानी, नीर; पृथ्वी, धरती, धरा 	<p>Recognise that Hindi sounds different in various parts of India and understand that each dialect is influenced by the local language of the region</p> <p>Apply the knowledge of non-verbal communicative features of Indian culture to convey feelings and emotions</p> <p>Consolidate knowledge of the features of the Hindi sound system, <i>matras</i>, conjunct sounds, <i>bindu</i> and <i>chandrabindu</i> and underdotted characters while pronouncing Hindi words</p> <p>Consolidate the use of Hindi phonic and grammar rules to spell and write unfamiliar words</p> <p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Hindi grammatical system, including:</p> <ul style="list-style-type: none"> applying a range of tenses in complex sentences to describe events across time; for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। applying active and passive voice across tenses; for example, दादीजी ने मेरे लिए स्वेटर बनाया था।; मैंने दादीजी से स्वेटर बनवाया था। applying the understanding of विलोम and पर्यायवाची words to express ideas in different contexts; for example, सूर्य को प्रणाम करो।; आज सूरज बहुत तेज़ है।; शहीदों के स्मारक पर सुमन अर्पण करो।; फूल मत तोड़ो। consolidating the use and application of proverbs to enhance meaning and to accurately convey ideas applying the knowledge of and use of case (कारक); for example, ने, को, से, के लिए, मैं, पर extending the knowledge of text cohesion and basic joining (सन्धि) rules; for example, word ending in अ plus word starting in उ

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> creating different types of sentences – statements, interrogatives and exclamations; for example, उसकी कहानी लंबी है!; क्या उसकी कहानी लंबी है?; इतनी लंबी कहानी! using cardinal numbers and ordinal numbers; for example, पाँच पुस्तकें, दस छात्रे, पहला, दूसरा, दसवां <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction; for example, the language used in an email to a cousin, compared to an Independence Day speech</p>	<p>example, मैंने गाय को चारा खिलाया है; गाय को चारा खिलाया गया है।</p> <ul style="list-style-type: none"> creating compound and complex sentences by using conjunctions; for example, मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख समाप्त कर लूँ। recognising and using idiomatic expressions; for example, कोल्हू का बैल; कुत्ते की पूँछ using numbers in fraction, multiple and collective form, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p>	<ul style="list-style-type: none"> using proverbs to convey meaning; for example, घर की मुर्गी दाल बराबर!; जो गरजते हैं वो बरसते नहीं। consolidating the use of prepositions including अंत में; आखिरकार; भारत से लौटकर extending the use of conjunctions to create compound and complex sentences; for example, जब अध्यापकजी कक्षा में आए तो हम सब शांतिपूर्वक लिख रहे थे।; जब मैं बारह वर्ष का था तब मैं साइकिल से स्कूल जाता था, क्योंकि हमारे घर के पास से बस नहीं जाती थी। <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p>	<p>becomes the सन्धि sound ओ as in पूर्वोत्तर; आ+ओ=औ; सूर्य +उदय = सूर्योदय</p> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Analyse how different types of text incorporate cultural and contextual elements</p>
Australian Curriculum v9	<p>Apply knowledge of conventions of spoken Hindi to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>Apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>Reflect on similarities and differences between Hindi and English language structures and features, using metalanguage</p>		<p>Apply features and conventions of spoken Hindi to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>Apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas</p> <p>Reflect on and evaluate Hindi texts, using metalanguage to analyse language structures and features</p>	
Proposed WA Curriculum	<p>Apply knowledge of familiar linguistic features of spoken Hindi to interact with developing fluency</p> <p>Apply knowledge of linguistic features of Hindi to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply knowledge of linguistic features of spoken Hindi to interact with increased fluency</p> <p>Apply knowledge of linguistic features of Hindi to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply linguistic features of spoken Hindi to interact with enhanced fluency</p> <p>Select and use an extended range of linguistic features of Hindi to respond to and create texts</p> <p>Reflect on and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply linguistic features of spoken Hindi to further extend fluency</p> <p>Select and use an extended range of linguistic features of Hindi to enhance meaning when responding to and creating texts</p> <p>Reflect on and evaluate the use of linguistic features in Hindi texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation Reflect on changes in their own use of Hindi over time, noticing how and when new ways are adopted, or existing ways adapted	Examine how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation Investigate the nature and extent of Hindi language use in both Australian and global contexts	Analyse how and why language is used differently in different contexts and relationships Explore changes to both Hindi and Australian English and identify reasons for these changes; for example, media and new technologies, popular culture and intercultural exchange	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register Explain how Hindi language and Indian culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Understand that language use reflects cultural expression, assumptions and perspectives	Reflect on different aspects of the cultural dimension of learning and using Hindi and consider how this might be interpreted and responded to by members of the community	Explore how Hindi language both reflects and shapes cultural distinctions, with reference to community, social class, gender, generational norms such as showing deference and values such as patience and selflessness	Understand that Hindi language and Indian culture are interrelated and that they shape and are shaped by each other in a given moment and over time
Australian Curriculum v9	Reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values		Reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
Proposed WA Curriculum	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating