



Western Australian Curriculum

Languages | Hindi

Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

DRAFT

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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Disclaimer

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.

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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 Scope and sequence Western Australian Curriculum: Languages, Hindi shows the proposed content across the years of schooling from Pre-primary to Year 10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in Hindi**; **Mediating meaning in and between languages**; and **Creating text in Hindi**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Hindi curriculum.

Languages		
Hindi		
Communicating		
Interacting in Hindi	Mediating meaning in and between languages	Creating text in Hindi
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Pre-primary–Year 6

Strand: Communicating

Sub-strand: Interacting in Hindi

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Hindi</p> <p>For example:</p> <ul style="list-style-type: none"> introduce themselves using modelled language, such as नमस्ते, मेरा नाम लूसी है। मैं चार साल की हूँ। participate in rhymes and songs that may include actions, movement or dance participate in guided group activities and simple tasks, such as games, crafts and role-plays 	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> greet and farewell others, using appropriate expressions and body language, such as नमस्ते गुरुजी। आप कैसी हैं? नमस्ते फिर मिलेंगे। exchange information about themselves using puppets to perform role-plays introduce themselves and answer simple questions using modelled language, such as मैं पर्थ में रहता हूँ। मेरा जन्मदिन 13 जुलाई को है। express likes and dislikes using images and familiar vocabulary, such as, मुझे यह पसंद है। मुझे यह पसंद नहीं है। यह अच्छा है। 	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> use modelled sentences to share information about themselves and their family, such as मेरा नाम केलब है। मेरे पिता एक डॉक्टर हैं। मेरी एक बड़ी बहन है। use simple greetings relevant to the time of day, celebrations or an event, and their relationship to the person, such as सुप्रभात श्रीमती गुप्ता, दीपावली की शुभकामनाएं। चाचा नए साल की बधाई। ask and respond to simple questions about themselves favourite things using modelled sentences, such as मुझे आइसक्रीम पसंद है। मेरे पापा को क्रिकेट अच्छा लगता है। क्या आपको आलू पसंद है 	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> describe self, family, friends and classroom objects with the correct placement of adjectives, such as मेरे बाल काले हैं।; वह मेरा दोस्त है।; मेरा बस्ता नया है। use simple phrases for asking permission, requesting help, praising and complimenting, such as क्या यह आपका है? कृपया मेरी मदद करें। यह बहुत अच्छा है। शाबाश! ask and answer questions about each other's daily routines at home and at school, for example मैं आठ बजे सो जाता हूँ।; मैं रविवार को सॉकर खेलती ह 	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about their everyday life, interests and leisure activities, such as मैं उडीसी नृत्य सीखती हूँ।; मैं शाम को शतरंज खेलता हूँ। ask and respond to familiar questions related to time, place, people and numbers, such as आप सुबह कितने बजे उठते हैं? मैं 6 बजे उठता हूँ। describe their favourite activities, such as मुझे समुद्र में तैरना बहुत अच्छा लगता है। क्रिकेट खेलने में बहुत मज़ा आता है। 	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> share information about their home, neighbourhood or community, friends and favourite activities using formulaic expressions, such as मेरे घर के पास एक पार्क है।, मेरे स्कूल के सामने बस स्टैंड है।; आप कहाँ रहते हैं? ask and give directions to places in the local area using a print or digital map and describe location, such as सीधे जाओ, आगे चलो, उधर मुड़ो exchange information about local community events and special celebrations using modelled language, such as ऑस्ट्रेलिया डे को हम पर्थ सिटी जायेंगे use conversation strategies such as active listening skills and turn-taking cues to support the exchange of ideas and information, such as शनिवार को तुमने क्या किया? मैं किंग्स पार्क गयी थी। 	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about routines, interests and favourite activities using language associated with time sequence and language, such as मैं हर दिन पैदल स्कूल जाता हूँ। क्या आप ऑस्ट्रेलिया डे नाश्ते के लिए आ सकते हैं? मुझे अपने परिवार के साथ बोर्ड गेम खेलना अच्छा लगता है। compare personal experiences, preferences and opinions, expressing and justifying their agreement or disagreement, such as मुझे इंडिया ऑस्ट्रेलिया क्रिकेट मैच देखने में बहुत मज़ा आया। आपको कैसा लगा? express concern, sympathy, apologies or gratitude to friends and family members, such as ध्यान से!; मुझे खेद है ... धन्यवाद मैं आपका आभारी हूँ।; यह सुनकर मुझे बहुत खुशी हुई।

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Participate in play-based activities, songs, rhymes, stories, guided role plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> develop the use of non-verbal expression and cues, such as clapping, head gestures, eye contact and facial expressions, to convey meaning and understanding, and express emotion recite and perform rhymes and songs, adding meaning and actions to support meaning, such as मछली जल की रानी है; लकड़ी की काठी; चंदा मामा दूर के; बंदर मामा पहन पाजामा participate in a show and tell using props and visuals, and respond to questions about items, such as यह मेरा खरगोश है और इसका नाम पीलू है; तुमने यह खरगोश कब लिया? participate in activities that involve sorting, guessing, choosing or matching pictures to words 	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> participate in traditional and contemporary games, including खो-खो and पिटू-गरम that involve repetitive phrases and actions, such as भागो, जल्दी करो, गेंद पकड़ो, बाहर फेंको, अब कौन दूँगा participate in activities that involve sorting and guessing, matching or choosing objects, using modelled questions and responses and phrases, such as यह लो, तुम बताओ, यह कहाँ डालूँ? यह दोनों एक जैसे हैं। use appropriate phrases and expressions when taking turns in games, such as साँप और सीढ़ी or कैरम बोर्ड, तुम्हारी बारी, अब मैं पासा फेंकता हूँ, बेईमानी मत करो; गोटियाँ चलो। perform a traditional dance for an audience or buddy class, using modelled language and exclamations, such as बल्ले-बल्ले while dancing the <i>Bhangra</i> 	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> participate in role-plays or skits, including buying items or ordering food, using play money and dress-up clothes as props, such as यह गोभी कितने की है?; आप दस रुपए दीजिये!; तुमने एक डॉलर कम दिया!; मुझे दही-वड़े खाने हैं। engage in group games inside and outside the classroom using associated language, taking turns and sharing, such as जल्दी छुप जाओ!; मैं दूँदने आ रही हूँ, राज और मिली एक टीम में हैं। tally the number different coloured cars in the car park, such as वहाँ तीन लाल कारे हैं, दो सफ़ेद कारे हैं 	<p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> work collaboratively and contribute ideas using questions, active listening skills and interpreting non-verbal cues, such as आप क्या सोचते हैं? आप ने कहा कि ... follow procedures or give instructions for activities, for instance cooking, craft activities or science experiments, using language forms including imperative verbs and measurement terms, such as 100 ग्राम आटा, सबसे पहले पानी लो, कढ़ाई में तेल गरम करो, एक चम्मच नमक डालो। गोल कागज़ काटो, बीच से मोड़ो, धागे से बाँधो। interact, give feedback and encourage each other during collaborative learning activities, such as मुझे किताब दो। क्या यह सही है? अगला शब्द तुम पढ़ो!; बहुत बढ़िया! बुरा नहीं है। तुमने बहुत अच्छा बोला। 	<p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> use phrases to seek permission, ask questions, or borrow items from peers or teacher, such as क्या मैं शौचालय जा सकता हूँ? क्या मैं तुम्हारी पेंसिल ले लूँ? state preferences in a range of activities and interactions and react to others' choices or indicate preferences between two or more objects, such as सेब, संतरा या अंगूर में से आपको कौन सा फल अच्छा लगता है? मुझे अंगूर पसंद हैं। plan presentations or performances for school assemblies or community events, for instance होली सदभावना दिवस using expressions, such as आज हम आप के सामने प्रस्तुत करने जा रहे हैं ... 	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> participate in authentic or simulated exchanges and transactions, for instance ordering in restaurants or buying items from street vendors, using appropriate gestures, expressions and negotiation skills, such as ये आम कितने के हैं? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए!; यह बहुत महंगा है, दाम कुछ कम करो। work collaboratively to create a set of instructions or a procedure to demonstrate and explain activities or processes in a recipe or a simple science experiment, such as बीज लगाना, बीज अंकुरण की विधि: १. पहले बीज को गीली रुई में रखे, २. रोज़ रुई को गिला रखे और धुप लगाए। reflect on the process of working together to plan and execute an event or performance, and what they would do differently next time, such as नृत्य का पोस्टर कौन बनाएगा? अगली बार हम एक नाटक करेंगे।

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> exchange simple greetings and farewells, such as नमस्ते मिसस शर्मा ।, अच्छा कल मिलेंगे। respond to classroom instructions or directions, such as खड़े हो जाओ । बैठ जाओ । यहाँ आओ। participate in classroom interactions, such as roll call 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and exchange simple greetings and farewells using appropriate expressions and body language, such as bowing their head and joining the palms to say धन्यवाद! नमस्ते! respond to classroom related instructions, such as मेरी बात सुनो। धीरे बोलो। पुस्तक खोलो। 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> exchange greetings, farewells, gratitude and good wishes, adjusting language to suit the situation, such as नमस्ते, नए साल की शुभकामनाएं। जन्मदिन की बधाई! आपका स्वागत है। अच्छा फिर मिलेंगे । respond to classroom related instructions and routines such as roll call, start or finish lessons, make a circle and use a red pencil, such as जी हाँ! यह काम करो। गोल आकार बनाओ । लाल पेंसिल से लिखो। use puppets to perform role-plays to exchange information 	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> participate in classroom instructions to play games and complete tasks, such as तुम इसे काट लो। मैं चिपकता हूँ। आप चित्र बना दो । ask for support, such as क्या मैं आपकी मदद करूँ? आप मेरी मदद करो । मदद के लिए धन्यवाद । 	No content	No content	No content

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> match pictures or objects to spoken words in Hindi discuss familiar words of Hindi origin that they may have encountered, such as pyjama, yoga, guru, jungle and bazaar respond to games and songs with actions or mimes 	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> listen for specific words and expressions in spoken texts, songs or stories, and respond by clapping or raising hands, and in written texts by pointing to or highlighting the word/s locate key information in familiar texts using skills by labelling, matching, clicking and dragging, drawing and miming listen for specific points of information in stories, rhymes or songs, such as तितली रानी, तितली रानी; एक कौआ प्यासा था; शेर और चूहा, using intonation, gestures and facial expressions to aid comprehension listen to, read or view a text and sequence the events and ideas using storyboards, draw pictures and add captions, or cut and glue in pictures/words in chronological order 	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> respond to texts by sequencing pictures and simple text in the order that events occurred listen for specific words and expressions in imaginative print and digital texts, and respond by pointing to the words participate in group reading of Hindi versions of familiar English-language stories, such as भूखी इल्ली, टिडलिक-एक मेंढक, and comparing words and expressions in each language at key stages of the story re-enact parts of a story or pretend to be a character, such as मुझे भूख लगी है।; मैं पाँच अंगूर खा लेता हूँ।; मुझे एक जामुन दो। make simple evaluative statements about stories, rhymes or songs, such as मुझे कछुआ पसंद है क्योंकि वह हिम्मत नहीं हारता।; मुझे खरगोश पसंद नहीं है क्योंकि वह घमंडी है 	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> listen to short spoken texts that contain some unfamiliar language in announcements, or directions for a game or to a place, identifying specific points of information to obtain the gist, such as playing छुपन छुपाई access authentic, simple print or digital text of advertisements, catalogues, menus and packaging, to locate key points of information, such as product, number, price, target audience or suitability to recycle collect facts, figures and vocabulary from printed and digital texts, and use them to prepare an in-class discussion about topics such as healthy lifestyle or caring for the environment 	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> research information about Indian regions, their language, culture, dress, food and animal species, and record key facts to present in an informative text, such as चेन्नई में तमिल बोली जाती है। कश्मीर में आप शिकारे में घूम सकते हैं। तांत कपड़ा बंगाल में बनता है। view or listen to texts related to aspects of school life in India and compare information about these school subjects and routines with their own school experiences, recording the information in a Venn diagram question or survey classmates about likes and dislikes, pets or interests, and represent the data in various formats, for instance lists, tables or a shared class graph, such as आठ बच्चों को गर्मी का मौसम अच्छा लगता है।; सब शाम को टी वी देखते हैं।; राधा की सूचि लंबी है। categorise information from a range of authentic texts such as advertisements, menus or catalogues, such as classifying objects as plants/animals, natural/man-made, 	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> use a range of print and digital tools to survey and compile information about other's homes or neighbourhood, and present findings in a range of formats, such as graphs, flow charts and oral presentations compare, describe and illustrate favourite comic book characters, superheroes and events, and identify language or behaviours they associate with them, such as चाचा चौधरी और साबू; अकबर-बीरबल के किस्से discuss messages, morals and character traits featured in fables, songs and stories, and incorporate them into own imaginative text, such as परिश्रम का फल मीठा होता है।; सूझबूझ से कठिन से कठिन कार्य भी संभव है। listen to or view Aboriginal and Torres Strait Islander authors' stories and respond to them using words, formulaic expressions and modelled sentences in Hindi 	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> listen to a weather forecast or community announcement, and write a short message to a friend inviting them to join in an event suitable for the conditions read or listen to a short text about a holiday destination for a camp, and decide as a group the list of what to pack, in order of priority and justify their reasons, such as वहाँ ठंड होगी, इसलिए गर्म टोपी ले चलो। collect information from peers, community members or relatives to create an overview of selected trends, preferred modes of communication or social behaviours, such as आपके और हमारे स्कूल में क्या अंतर है? कम्प्यूटर के बिना आप अपने दोस्तों से कैसे बात करते थे फोन; ईमेल; टेक्स्टिंग use digital tools to survey and compile information about others' interests and preferences, and present findings in a range of formats, such as mind maps, graphs, diagrams and oral presentations

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				recyclable/disposable, or by price, colour and size		
No content	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> notice that Hindi has more than one word for 'you' and how the words are used to address older people in a more respectful manner compared to how friends and younger people are addressed, such as तू, तुम and आप notice body language, gestures or facial expressions that they use with families and friends when speaking Hindi, such as moving the head in different ways to mean different things View a video of a class in India and notice that the students stand up when the teacher enters the classroom 	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> recognise particular forms of practices that may accompany expressions including greetings in Hindi, such as touching the feet of older people and say प्रणाम to show respect, and receiving blessings explore and use different greetings with people from different communities, and culturally and linguistically diverse groups, such as नमस्ते/नमस्कार, वनक्कम, अस्सलाम अलैकुम and सत् श्री अकाल notice language associated with interactions, such as the use of first names in Australian English compared with the use of titles and 'Aunty' or 'Uncle' for unknown elder people in Hindi 	<p>Begin to develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> discuss the meaning of Hindi expressions and gestures that may be unfamiliar to non-Hindi speakers, such as the way that elders greet children by holding their hand over the child's head and saying जीते रहो or younger people bowing to show respect compare language use at home, school and in the community, for instance identifying differences in ways of thanking someone or asking for help, or the use of nicknames or terms of affection, such as राजा बेटा, रानी बिटिया, पानी दे दो, पानी दे दीजिये recognise words and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, including forms of address, such as गुरुजी for a male teacher, बाबाजी for an older man and माताजी for an older lady 	<p>Develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read and view sentences and paragraphs in their entirety to predict meaning of unknown words and expressions translate popular children's rhymes, songs and stories into English, such as चूँ-चूँ करती आई चिड़िया, चंदा मामा, noticing words that are difficult to translate translate signs or phrases in familiar contexts from Hindi into English, such as street signs, addresses and food labels, noting that some signs and symbols are universal, for instance the recycle sign is similar in many countries recognise that some Australian terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, such as 'bush walking', 'break a leg' or 'no worries' 	<p>Begin to apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use digital dictionaries and electronic translation tools to find the correct meaning of words and expressions within a given context express how meaning is shaped not only by words but also by expression, gestures and use of voice and tone, and that these variations occur in both formal and informal language explain Hindi words, proverbs, idioms or expressions that they find challenging or humorous, to explain to non-Hindi-speakers, such as पेट में चूहे दौड़ रहे हैं, दूर के ढोल सुहावने होते हैं 	<p>Apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use bilingual learning resource sand electronic translation tools to compose print or digital word banks or glossaries of Hindi and English expressions used in formal and informal interactions translate texts such as signs, menu items or public announcements from Hindi to English, and vice versa, comparing the words they suggest convey the closest equivalent meaning identify Hindi words or expressions that have embedded cultural meanings and consider Australian English words and expressions that may be misunderstood by Hindi speakers, such as 'bring a plate' or 'no worries, mate'

Sub-strand: Creating text in Hindi

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> copy Hindi letters like आ, ज, ल, स, म ... and short Hindi words to create simple texts, such as labels, captions and descriptions create and illustrate class big books about familiar topics of interest, using simple, modelled writing and drawing favourite animals, such as यह एक शेर है। यह जंगल का राजा है। and practise it reading aloud draw their favourite character or scene from a story, song or rhyme, and label it 	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> modify, rehearse or perform a short role-play with peers, introducing family members create a page for a class big book with illustrations and modelled language, such as यह मेरा कुत्ता है। वो काले रंग का है। उसे खेलना पसंद है। role-play their favourite characters or events from familiar shared storybooks practise modelled vocabulary, expressions and phrases, using toys, puppets and dolls in imagined scenarios, such as pretending to go to the doctor, तुम कैसे हो? मैं ठीक नहीं हूँ। मेरे सर में दर्द है। मुझे बुखार है। 	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> use simple words and expressions selected from word banks, and modelled statements to create personal profiles, highlighting key characteristics and features, such as मैं ऑस्ट्रेलिया में रहता हूँ। मैं एक एथलीट हूँ। मैं हिंदी सीख रहा हूँ। मुझे घुड़सवारी पसंद है। create a family tree, poster or presentation to show ancestry and language background using simple descriptive language and culturally appropriate terms to identify relationships, such as मौसी, चाचा, ममेरा-चचेरा create simple descriptions in Hindi about seasons and match them to the Aboriginal and Torres Strait Islander seasons in their local area, and describe family activities for different times of the year 	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> produce maps, posters or other materials regarding features of the environment, such as a poster describing the location of the local flora and fauna यहाँ पिंक गलाह दिखती हैं। वहाँ कैरी के पेड़ हैं। to share with the local Hindi-speaking community create a print/ electronic brochure or infographic for the class, to share information related to reasons to visit India, or the importance of eating healthy, playing sport or doing yoga modify simple texts by substituting words or characters in a well-known song, fable or procedure, with an alternative character and object present information using picture stories or multimodal displays on topics of potential interest to Hindi-speaking children of their own age, including unique Australian animals, such as कंगारू का बच्चा अपने माँ की झोली में रहता है। 	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> design and label a house and write a description experiment with language features and simple devices appropriate to text type, such as descriptions in recounts or narratives, humour in comic verse and persuasive language in advertisements adapt a familiar imaginative text by introducing new elements, or changing the main character or setting in the story, and present it to a younger audience create and perform expressive texts in the form of narratives, poetry or personal commentaries, using mime, music and evocative language to convey concepts that are relevant to their own social worlds and interests, such as दोस्ती, सिनेमा, संगीत 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> design a city and write a letter or postcard to a friend describing places of interest create bilingual texts for non-Hindi speakers wanting to visit India or a Hindi-speaking region, to assist with travel and communication, including word lists, common phrases, maps, menus or allergy cards, such as मुझे मूँगफली से एलर्जी है। compose and perform short plays or skits about topics of interest, using digital media to share with peers and Hindi-speaking contacts experiment with language features and simple devices appropriate to text type, such as descriptions in recounts or narratives, humour in comic verse and persuasive language in advertisements

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Hindi noticing similarities and differences between Hindi and English</p> <p>For example:</p> <ul style="list-style-type: none"> engage with mnemonic devices to recall the appearance and sound of letters, associating images or clues with written script and sounds listen to and use onomatopoeia including sounds of animals and objects, such as भौं-भौं (woof-woof), में-में (baa-baa) and म्याऊँ-म्याऊँ (meow-meow) 	<p>Explore and imitate the sounds and rhythms of Hindi and how sounds are represented in <i>Devanagari</i></p> <p>For example:</p> <ul style="list-style-type: none"> learn how the Hindi sound system is conventionally represented in the <i>Devanagari</i> system by the use of 13 letters classified as vowels (अ-आः) and 33 consonants (क-ह and इ-ढ़) recognise and reproduce the sounds of the 45 Hindi letters according to pronunciation develop pronunciation through singing, reciting and mimicking alphabetic elements in context, using the Hindi <i>Varnmala</i> chart for support build phonic awareness by recognising and experimenting with sounds and focusing on those that are new and challenging, such as त, थ, ग, घ, ट, द, ध। 	<p>Recognise and experiment with the sounds and rhythms of Hindi and how sounds are produced and represented in <i>Devanagari</i></p> <p>For example:</p> <ul style="list-style-type: none"> understand that Hindi letters are pronounced in the same way that they are written notice how intonation and tone may change the meaning or intent of some words and expressions, such as अच्छा, रुक recognise the <i>matra</i> form of vowels, including ि, ी, and distinguish long and short vowel sounds, such as इ and ई understand how vowels are pronounced 	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce the sounds of the 45 Hindi letters and apply this knowledge to words and sentences imitate the discrimination of aspirated and unaspirated sounds, such as क-ख, द-ध। record themselves reading short texts aloud to practise sounds, stress and intonation, and predict pronunciation by sounding out words based on phonetic knowledge recognise that there are loan words in Hindi from languages such as English, Persian, Arabic, Turkish and Portuguese, and learn how the under-dotted characters क, ख, ग, ज, फ़ are used to represent loan sounds 	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Hindi to form words, and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise how to distinguish between nasal vowel sounds and nasal consonant sounds, and the rules that govern how to represent nasal consonant combinations in words, such as गंगा/गङ्गा, ठंड/ठण्ड, बंद/बन्द and तुम्हारा understand that Hindi vowels can be pronounced with a nasal quality which is represented by either a चंद्रबिंदु or a small dot (बिंदु) above the headstroke, such as हाँ, मैं identify long and short <i>matra</i> forms of vowels in words, such as मछली-तितली, तरबूज, चुहिया, सेवा- सैनिक recognise how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, such as रुको 	<p>Apply combinations of sounds, pronunciation and intonation patterns of Hindi to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> notice that mispronouncing vowel sounds in Hindi can affect meaning, such as और, और, में and मैं recognise that Hindi pronunciation of some words varies depending on the region, but the written form remains the same, such as 'much or many' is commonly pronounced as बहौत but has standard spelling of बहुत distinguish between intonation patterns of requests and exclamations, such as क्या मैं पानी पीने जा सकता हूँ? वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो। use active listening skills to determine intonation for statements and questions when no interrogative is used, such as भूख लगी है। भूख लगी है? बाहर जा रहे हैं। बाहर जा रहे हैं? 	<p>Apply combinations of sounds, pronunciation and intonation patterns of Hindi to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise how new loan words are formed in Hindi, such as the way in which English 't' and 'd' sounds are represented normally as त /ट and ड, the replacement of English 'th' sounds by थ and ways in which English vowels, such as short sounds are replaced by Hindi vowel sounds, as in डॉलर versus डालर recognise the Hindi pronunciation and <i>Devanagari</i> spelling of loan words from English into Hindi, such as अस्पताल/हस्पताल; अफसर; पलस्तर use digital tools to check the correct pronunciation of Hindi words, and use voice recording applications to check their own tone and intonation to develop fluency

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how <i>Devanagari</i> and features of language are used to construct meaning in Hindi</p> <p>For example:</p> <ul style="list-style-type: none"> become familiar that Hindi uses <i>Devanagari</i> script experiment with tracing letters in <i>Devanagari</i>, focusing on directionality practice writing their names in Hindi copy and trace cardinal number knowledge for 1 to 10 	<p>Recognise that <i>Devanagari</i> and features of language are used to construct meaning in Hindi</p> <p>For example:</p> <ul style="list-style-type: none"> practise writing letters 'hanging' below a line and notice that a horizontal line is drawn over the top of Hindi letters to make words begin to write simple two letter words using frequently occurring letters such as घर, चल, नल notice that every object has a gender, such as पेड़, दीवार and मेज़ are masculine and झाड़ी, पेंसिल and कुर्सी are feminine 	<p>Recognise simple Hindi language conventions, <i>Devanagari</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> apply a horizontal line on top of words, and appropriate spacing between words use simple phrases to ask question, such as वह कौन है? तुम कहाँ रहते हो? तुम्हारा क्या मतलब है? अभी क्या समय हो रहा है? notice the relationship between gender and verb endings, such as वह सेब खाता है।; वह सेब खाती है।; लड़कियाँ सेब खाती हैं।; वे सेब खाती हैं।; वे सेब खाते हैं। use and write cardinal number knowledge for 21 to 40 	<p>Recognise and use simple Hindi language conventions, <i>Devanagari</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use nouns related to home, school and activities, such as बस, कार, बस स्टॉप, बास्केट बॉल कोर्ट, दाल, रोटी, खिलौने use adjectives to describe the qualities or characteristics of a person or object and notice that they change with number and gender, such as बड़ा पेड़, बड़ी झाड़ी, बड़े पेड़, छोटा लड़का, छोटी लड़की, specify time, location and direction using formulaic phrases, such as अंदर से, बाहर से, सामने से, पीछे से, ऊपर से, शुरू से, पहले से use and write number knowledge for 41 to 60 	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> use adverbs to modify adjectives or verbs, such as वह तेजी से चलता है।; उसने धीरे-धीरे अपना काम निपटाया।; टावर बहुत ऊंचा है।; वह बहादुर लड़की है। become familiar that verbs conjugate according to gender, tense and number, such as वह पत्र लिखती है।; वह पत्र लिखता है।; लड़के पत्र लिखते हैं।; उन्होंने पत्र लिखे।; उसने एक पत्र लिखा। use appropriate punctuation when writing, to convey meaning correctly, such as क्या यह तुम्हारी बिल्ली है?; मैंने कहा रुक जाओ!; किसान ने कहा, 'सब लोग एक एक लकड़ी लेकर आओ।' recognise words borrowed from English and their Hindi pronunciation and spelling in <i>Devanagari</i>, such as अस्पताल, पेंसिल, डॉक्टर 	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> use the rules for half consonants to form words, such as बच्चा, कच्चा, अच्छा, मक्खी use conjunctions to form compound and complex sentences, such as वह स्कूल से वापस आई और तैराकी सीखने चली गई। मैं तुम्हारे साथ बाहर जाना चाहता हूँ लेकिन मुझे अपनी परीक्षा की तैयारी करनी है। use simple comparative and superlative forms of adjectives, such as अधिक अच्छा, सबसे छोटा, उच्च, उच्चतर, उच्चतम

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how Hindi language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> understand that English uses the Roman alphabet containing 5 vowels and 21 consonants, whereas Hindi uses <i>Devanagari</i> script containing 13 vowels and 40 consonants notice differences in word order in Hindi and English sentences, such as मुझे आइसक्रीम पसंद है। versus 'I like ice cream' recognise Hindi and English as different forms of communication that can be spoken, written, digital or visual, recognising that they can be very short, such as रुको, or much longer, such as तुम ज़रा ठहर जाओ। 	<p>Recognise Hindi language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that different types of Hindi and English texts may have similar or different features, such as repetition and rhythm in action songs and rhymes, or similar beginnings to stories, such as एक समय की बात है ... and 'Once upon a time' notice some examples of Hindi words that are used in English, such as योग – yoga, साड़ी – sari, खाकी – khaki, पायजामा – pyjama notice similarities and differences in Hindi and English punctuation, such as full stops use some simple metalanguage to talk about Hindi and English language structures, such as sentence, word, script, spelling and full stop 	<p>Identify familiar Hindi language features and compare with those of English in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> notice that Hindi uses more vowels and consonants than English, allowing words to be spelled phonetically discuss the subject-object-verb sentence arrangement in Hindi compared with English subject-verb-object recognise features of familiar genres of Hindi texts, such as digital books or puppet shows, video clips or children's songs, and compare these with similar texts in English discuss the influence of different languages on Hindi, over different times, such as the use of English and Persian-Arabic words, such as पोस्ट-बॉक्स, रेलवे स्टेशन, बस, स्कूल, शुक्रिया and expressions, such as तुम इतना लेट कैसे हो गए? क्या यह आपका फ़ाइनल उत्तर है? 	<p>Identify and describe familiar Hindi language features and compare with those of English in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify examples of Hindi words or expressions that are commonly used in English, such as 'verandah' from बरामदा, 'karma' from कर्म, and 'asana' from आसन recognise that punctuation in English is the same as in Hindi, apart from the use of capital letters and a different symbol for a full stop पूर्ण विराम (।) recognise differences in spoken and written forms of everyday texts, including greetings or wishes, such as आपको बहुत-बहुत बधाई हो (spoken) and हार्दिक शुभकामनाएँ (written), comparing with similar differences between spoken and written texts in English use simple metalanguage, in both Hindi and English, and discuss grammatical structures and features of texts, such as संज्ञा – noun, सर्वनाम – pronoun, क्रिया – verb, विशेषण – adjective, highlighting parts of speech in a sentence with different colours 	<p>Compare Hindi language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> understand the significance and cultural importance of features of different types of texts in Hindi and English, including salutations, greetings and conveying respect, such as Dear/To ..., आदरणीय, पूज्य, मान्यवर, महोदय, प्रिय मित्र compare features of familiar genres of Hindi and English texts, and notice similarities and differences between language features such as the use of tense, word order and sentence structure, such as 'Once upon a time ...' एक समय की बात है ..., and 'Many years ago ...' बहुत साल पहले consider how the choice of language features and text organisation reflect the purpose and audience of different types of text in Hindi and English, such as when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor 	<p>Compare and discuss Hindi language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> explain how the choice of language features and text organisation reflect the purpose and audience of different types of text in Hindi and English, such as when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor explore the influence of <i>Sanskrit</i> on Hindi by noticing <i>Sanskrit</i> words adopted and adapted in different ways, such as कर्म, रात्रि, सर्प, काम, रात, साँप and other languages ड्रामा, सरकस, गलीचा, किताब compare the use of Hindi in English texts and interactions, and vice versa, discussing reasons why languages borrow from each other, such as गोल, कैच, पॉप या रैप, पास्ता, नूडल्स, केचप/सॉस, माउस, कीबोर्ड, स्क्रीन

Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> use visuals and artefacts, such as diagrams, photos, video clips, routines and practices to show elements of Hindi culture locate India on a world map or globe, understanding that there are different regions with unique cultures and languages engage with elements of culture by viewing or participating in cultural celebrations, music or sharing food 	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> compare Hindi and English language use and cultural gestures in similar social situations, such as comparing the language used when giving or receiving a gift or offering congratulations at a significant life event notice how gestures and body language can be similar or different among cultures, and how these reflect culture, such as the way Hindi speakers move their heads when saying अच्छा, fold their hands and bow when saying नमस्ते to an older person, or touch the feet of older people and say प्रणाम explore symbols and languages used Hindi-speaking communities, such as identifying the colours of flags in Hindi and discussing what they represent, in English, and compare with other languages and communities 	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> identify themselves as belonging to different groups for instance family, community or peer groups, such as मैं भारतीय ऑस्ट्रेलियन हूँ। मैं एक लड़का हूँ। मैं दूसरी कक्षा में पढ़ती हूँ। notice that there are variations of cultures and spoken Hindi in communities and countries throughout the world, including Australia, such as संतरी or केसरी, अमरूद or जामफल participate in cultural experiences and celebrations, for instance a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated language, such as स्वाद भोजन के लिए धन्यवाद। 	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> recognise how Hindi language reflects traditions and social distinctions to do with how people are regarded in society, and how they are addressed, such as भाई साहिब, भैया, दीदी माताजी, नानीजी discuss how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, like the use of the expression अच्छा फिर मिलेंगे। when leaving, to avoid the finality associated with 'goodbye' understand that there is a standard form of Hindi called मानक हिंदी used for writing, and spoken by many people, as well as a variety of spoken dialects that differ from region to region, such as ब्रज, अवधी, राजस्थानी 	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> understand that different regions in India and Hindi-speaking countries may have different cultural practices and beliefs, such as decorating the main entrance of the house and celebrating harvest festival notice familiar Indian language and cultural practices maintained over a long time, such as traditional hospitality, अतिथि देवो भवः, or the singing of the national anthem experience and discuss the importance of music and dance in Indian culture/s as an expression of identity, emotions or national pride, as in Hindi films, and folk and popular music 	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> develop an understanding of the relationship between languages and cultures, and intercultural communication, in different contexts, such as discussing the need to apply distinctions when using तू जा, तुम जाओ or आप जाईये, to show respect or status identify adjustments they make when moving between languages, such as different ways of addressing people, expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make identify influences from other languages and cultures, such as changes to contemporary forms of Hindi due to the influence of globalisation, technology and pop culture, and explore the relationship between Hindi and English, such as the emergence of <i>Hinglish</i> 	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> explain ways in which the Hindi language reflects values and traditions of Indian communities, such as understanding words like सत्संग, घूँघट, लंगर, भंडारा research Hindi-speaking communities, such as in Fiji or Mauritius, inviting special guests or showcasing their learning about the cultural aspects of these communities brainstorm cultural, spiritual and linguistic influences of Hindi language and culture on other languages and cultures, such as the use of words and concepts of 'karma', 'guru', 'Dharma' and 'Nirvana' understand the meaning of culture, and how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as attitudes, beliefs and values, and compare these visible and invisible elements of Hindi culture

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Hindi

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> exchange personal details in simulated interviews, using modelled language, such as मेरा नाम लूसी है और मैं सातवीं कक्षा में पढ़ती हूँ। हाई स्कूल जीवन के बारे में आपकी क्या राय है? share information about their home and school routines, such as मैं हर रोज़ पैदल स्कूल जाता हूँ। लेकिन मेरा दोस्त बस से स्कूल आता है। share experiences and describe activities, feelings and personal preferences, such as मुझे क्रिकेट खेलना पसंद है। मुझे खाली समय में पेंटिंग (चित्रकारी) करना अच्छा लगता है। make a video or multimodal presentation to describe the area in which they live and/or places of significance for them, such as मेरे घर के पास एक लाइब्रेरी है। मेरे उपनगर का सरकारी स्कूल मेरे घर के ठीक सामने है। 	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> discuss and share ideas, views and experiences, and provide suggestions and opinions about an activity, place or event, such as आपने अपनी गर्मी की छुट्टियों में क्या किया? मैं अपने परिवार के साथ पिनाकल्स गया था। मुझे लगता है कि आपको किंग्स पार्क का लाइट एस्केप शो पसंद आएगा। participate in simulated social scenarios with friends and family about events, such as पिछले हफ़्ते मैं अपने परिवार के साथ स्वान वैली स्प्रिंग फ़ेस्टिवल में गया था। सप्ताहांत में आप क्या करना पसंद करते हैं? क्या आप मेरी जन्मदिन की पार्टी में आना चाहोगे? share experiences and feelings about a traditional Indian event, such as दिवाली के अवसर पर क्लेरमॉन्ट शो ग्राउंड में आतिशबाजी का प्रदर्शन बहुत शानदार था। मुझे होली के त्यौहार पर नाचने, सुंदर रंगों से खेलने और भारतीय स्ट्रीट फूड खाने में बहुत आनंद आया। 	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about India and the cultures of the Hindi-speaking communities</p> <p>For example:</p> <ul style="list-style-type: none"> share information and experiences about Indian traditions and cultures, and how they differ among different Hindi-speaking communities, such as त्यौहार और मेले भारतीय संस्कृति का अभिन्न अंग हैं। डेयरी उत्पाद भारतीय लोगों के आहार का एक महत्वपूर्ण हिस्सा हैं। उत्तर और दक्षिण भारत के लोग दिवाली अलग-अलग तरीके से मनाते हैं। discuss the influence of customs, values and traditions on their own identity, such as भाषा हमारी पहचान का आधार है। उन्होंने मुझे बताया कि उनके परिवार में, घर से निकलने से पहले सभी सदस्यों, खासकर बड़ों का अभिवादन करना बहुत ज़रूरी है। engage in real or simulated online interactions to discuss similarities and differences between Indian and Australian traditions, such as भारतीय और ऑस्ट्रेलियाई संस्कृति के लोग परिवार और पारिवारिक मूल्यों को प्राथमिकता देते हैं। भारतीय परिवार प्रणाली एक संयुक्त परिवार प्रणाली है। 	<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>For example:</p> <ul style="list-style-type: none"> engage in conversations, role-plays or simulated interviews about future studies or travel destinations, seeking information, opinions or agreement, such as क्या आप मुझे सलाह दे सकते हैं कि मुझे भविष्य में कौन सा करियर चुनना चाहिए? मैं आपसे सहमत हूँ कि मुझे भारत यात्रा से पहले उन सभी स्थानों की सूची बना लेनी चाहिए जहां मैं जाना चाहता हूँ। share plans and concerns for the future, such as मैं भविष्य में इतिहासकार बनना चाहता हूँ और शास्त्रीय पारंपरिक कलाओं पर शोध करना चाहता हूँ। मुझे अपनी पढ़ाई का खर्च चलाने के लिए पार्ट-टाइम (अंशकालिक) नौकरी की ज़रूरत है। interact in speaking or writing with a Hindi speaker to seek information about life in India, and the possibility of visiting India in the future, such as अपने परिवार और स्कूल के सलाहकारों के साथ अपनी भविष्य की शैक्षिक और करियर योजनाओं पर चर्चा करें। क्या आप भारत जाने की योजना बना रहे हैं?

Year 7	Year 8	Year 9	Year 10
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> work in a small group planning and discussing ideas and preferences about an activity, such as मुझे स्कूल की छुट्टियों में शतरंज क्लब में शामिल होना पसंद है। मैं रोज़ाना स्कूल के बाद अपने पड़ोसी के बच्चों के साथ बास्केटबॉल खेलता हूँ। स्कूल के बाद आप क्या करते हैं? participate in role-play with a peer to discuss opinions and feelings about life at home and school, such as मुझे ... अच्छा लग रहा है। मुझे लगता है कि ...। negotiate and interact in class and school activities, such as चलो, अब खेलने चलते हैं। ठीक है, पहले खेल के नियमों पर बात करते हैं। अब मेरी बारी है। 	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> participate in simulated transactions and negotiations, such as organising an event, activity, excursion or transport, such as क्या आपके पास हमारे समूह के लिए कोई ओर अच्छा प्रस्ताव/ऑफर है? नहीं, यह हमारे बजट से बाहर है। क्या आपका सांस्कृतिक समूह हमारे स्कूल के सद्भावना दिवस पर भारतीय पारंपरिक नृत्य प्रस्तुत कर सकता है? participate in a collaborative project such as creating a school newsletter, blog or poster about a significant school event or Indian festival for the school community, such as इस वर्ष हमारे विद्यालय का सद्भावना दिवस बहुत ही रोचक रहा। कल्चरल सोसाइटी वेस्टर्न ऑस्ट्रेलिया द्वारा आयोजित कार्यक्रम में, हमारे विद्यालय के बच्चों ने भारतीय पारंपरिक लोक नृत्य प्रस्तुत किया। use verbal and non-verbal language and gestures to express feelings and indicate agreement or disagreement, such as मैं आपसे पूरी तरह सहमत हूँ कि हमें एक समूह के रूप में एक साथ मेले की टिकटें खरीदनी चाहिए। मुझे मेहदी लगाना भी पसंद है। 	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> participate in informal conversations and structured discussions with peers to share information and learning experiences when planning an Indian event or activity, such as भारतीय मेलों में भारतीय लड़के और लड़कियां अपनी पारंपरिक पोशाक पहनते हैं। हम अपने नृत्य प्रदर्शन के लिए अपनी वेशभूषा कहां से खरीद कर सकते हैं? participate in and maintain exchanges in imagined scenarios with peers, for instance ordering food, explaining recipes, such as कृपया मेरे लिए एक प्लेट पाव भाजी ले आओ। जब पानी उबलने लगे, तो उसमें धुले हुए चावल डाल दीजिये। consider and negotiate options, such as आप भारत के किस प्रांत के बारे में जानना चाहते हैं? मैं राजस्थान के ऐतिहासिक किलों के बारे में जानकारी हासिल करना चाहता हूँ। 	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> participate in discussions to gather information and share opinions about cultural norms and etiquettes when visiting India, such as मैं भारतीय संस्कृति के बारे में जानना चाहता हूँ। भारत भ्रमण के दौरान मुझे किन-किन सांस्कृतिक पहलुओं को ध्यान में रखना चाहिए? participate in planning an imagined trip to India, discussing destinations, budgets, interests and preferences using authentic travel-related vocabulary, such as क्या आप मुझे बता सकते हैं कि दिल्ली हवाई अड्डे से आगरा कितनी दूर है? आंध्र प्रदेश में लोकप्रिय पर्यटन स्थल कौन से हैं? ask questions for clarification, and express agreement and disagreement, such as मुझे आपकी बात समझ नहीं आई, क्या आप उसे दोबारा दोहरा सकते हैं? मैं आपकी बात से पूरी तरह सहमत हूँ। ... हाँ, आप बिल्कुल सही कह रहे हैं।

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> listen to authentic Hindi texts, such as podcasts, Hindi radio and television shows, and advertisements to identify different types of language for different audiences, and collate their findings in a visual presentation survey peers, community members and family members to collect key information about them, such as आपके अपने बचपन की सबसे अच्छी याद क्या है? आपका पसंदीदा खेल कौन सा है? analyse the meaning and use of idioms and sayings, such as नौ दो ग्यारह होना, जहाँ चाह वहाँ राह identify, summarise and present different aspects of home and school life in audiovisual and written texts 	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> research and gather information about different activities and events using a range of sources, and organise and share the information in print or digital form notice that there is not always word for word equivalence when moving between English and Hindi, such as उपवास, मेहमाननवाज़ी, तहज़ीब watch, read or listen to a short text about an event or activity and collect the key information from the text summarise information from texts that reflect different aspects of culture related to topics compare information from different sources and present to others in English or Hindi using tables, concept maps or charts 	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> research the influence of Hindi-speaking communities in the Australian context, such as texts on first Hindi immigrants, Hindi people in contemporary society, and their contribution to society gather and present information on emerging trends related to technology, social media and travel, and their influence on Hindi culture, such as व्यक्तिगत और सामाजिक कारणों करके बड़ी संख्या में भारतीय युवा दूसरे देशों में चले गए हैं। अन्य संस्कृतियों की तरह सोशल मीडिया का भी भारतीय युवाओं पर सकारात्मक और नकारात्मक, दोनों तरह का प्रभाव पड़ा है। compare information from different cultural contexts to identify the influence of factors, such as geography, climate, social and community environment, on holidays and travel identify, summarise and present aspects of cultural practices in audiovisual and written texts 	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> interpret Hindi signs, texts, messages and advertisements in English, and identify and write simple meanings for the elements that may cause misunderstandings research and present the benefits of learning Hindi and career opportunities in Hindi-speaking countries, such as हिंदी सीखने से मेरी अंतरसांस्कृतिक समझ बढ़ी है। हिंदी और अंग्रेजी दोनों भाषाओं में पारंगत होने से मुझे भविष्य में किसी भी क्षेत्र में मनचाही नौकरी पाने की अधिक संभावना है। compare and evaluate texts that contain different perspectives and information about future plans and travel to support debates or informative presentations summarise information from texts that reflect different aspects related to topics, such as future studies, employment opportunities, study abroad, work and travel
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify and translate parts of speech in short personal texts reorganise information using tables, graphs, concept maps or posters use print or digital dictionaries and electronic translation tools to find the correct meaning of the words and expressions within a given context, and then use them appropriately to compose their own texts 	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> re-read parts of a text or read ahead to infer meaning guess or infer meaning from key words, structures, visual cues or context use bilingual learning resources and electronic translation tools to compose print or digital word banks or glossaries of Hindi and English expressions used in formal and informal interactions skim and scan to locate key words 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> use a bilingual dictionary and electronic translation tools to compose print or digital word banks or glossaries of Hindi and English expressions used in formal and informal interactions create bilingual resources individually or collaboratively with peers, such as a list of words/phrases, glossaries, signage, recipe books, children's stories, timelines or brochures identify and translate words and expressions that reflect cultural values, such as नमस्ते, नम्रता, जुगाड़, चाय-पानी, शीतलता recognise when literal translation is not possible, or more than one translation is possible, for example, गया can be translated as gone or it can be used as a part of conjunct verb in past tense, बन गया, चला गया, हो गया। 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create bilingual texts (word lists, common phrases, maps, menus or allergy cards) for non-Hindi speakers planning to visit India, assisting them with travel and communication, such as नमस्ते, इसकी कीमत क्या है? कृपया मुझे बताएं कि ...। use a range of tools, such as graphs, tables, mind maps, concept maps and charts, to summarise and organise findings, and present them to the class experiment with different resources to assist in translation and find the correct meaning in context, such as using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back translating, and swapping useful references

Sub-strand: Creating text in Hindi

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a slide show with audio narration about a topic, such as ‘All about me, my hobbies, family and friends’ • write short texts to friends or family members to share information about aspects of their home or school life, using appropriate phrases to mark respect for age, gender and social authority, such as मेरे प्रिय मित्र ..., प्रिय पिता जी, मैं आपसे विनम्रतापूर्वक अनुरोध करता हूँ कि ...। • create and present simple texts such as messages, notes and scripts for presentations, by adapting familiar texts or using modelled structures and language, such as आज मेरी प्रस्तुति का विषय है ...। बहुत-बहुत धन्यवाद। • create a simple dialogue between friends talking about their school subjects, using scaffolded examples, such as आज तुम्हारी किस-किस विषय की कक्षाएँ हैं? आज मेरी विज्ञान और गणित की कक्षाएँ हैं। विज्ञान मेरा पसंदीदा विषय है। 	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a storyboard exploring or explaining the sequence of events in a series of interrelated short stories • make journal entries about their experience of an event or activity, recording significant milestones, such as पिछले सप्ताहांत में अपने दोस्तों के साथ एडवेंचर वर्ल्ड गया था। उस दिन बहुत गर्मी थी। बहुसांस्कृतिक कार्यक्रम में मुझे सर्वश्रेष्ठ वक्ता होने का सम्मान मिला। • use voice recording and digital presentation software to create, perform or record imaginative texts using voice, for example, a short play • write a recount of a favourite activity or event, such as मैं अपने दोस्तों के साथ व्हाइटमैन पार्क में ज़िपलाइनिंग करने गया था। हमने ज़िपलाइनिंग गतिविधि का भरपूर आनंद लिया। 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • compose a skit or short film with subtitles, depicting an aspect of Hindi culture, tradition, custom, or a significant place or food • create a presentation or chart to identify similarities and differences between Hindi and Australian culture, such as भारतीय लोग क्रिकेट और कबड्डी के शौकीन हैं जबकि ऑस्ट्रेलियाई लोग क्रिकेट और फुटबॉल के शौकीन हैं। विभिन्न प्रकार के भारतीय व्यंजन विश्व प्रसिद्ध हैं। • select different text types to share information about factual/imagined events and experiences for different audiences • write a review or create a commentary script of a traditional Hindi game, such as कबड्डी भारत के सभी राज्यों में सबसे लोकप्रिय खेल है। हॉकी भारत के पारंपरिक खेलों में से एक है। 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • produce a class print or digital poster, highlighting the benefits of learning Hindi, such as हिंदी सीखने के कई फायदे हैं। हिंदी जानने से मुझे कुछ हद तक अन्य भारतीय-आर्य भाषाएँ समझने में मदद मिलती है। • write simple imaginative texts that involve imagined characters, places and experiences • make an entry in an imagined diary or journal about future plans and aspirations

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Hindi to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and distinguish between the short and long sounds associated with the vowels use vowel sounds in conjunction with consonants, such as क+इ→कि, क+ई→की identify and distinguish between aspirated and unaspirated sounds, such as क-ख, द-ध recognise the difference between vowel and consonant pronunciation and pronounce vowels without obstructing the flow of air from the mouth, and consonants by obstructing the flow of air from different parts of the mouth 	<p>Apply knowledge of linguistic features of spoken Hindi to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> form and pronounce conjunct consonants, such as स्कूल, दोस्त, ज्यादा recognise and use the nasalised sounds associated with consonant and <i>bindu</i> (ं), and vowel and <i>chandrabinu</i> (ँ) recognise the vowels and their symbols (<i>matra</i>) and understand the sounds associated with each <i>matra</i> 	<p>Apply linguistic features of spoken Hindi to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce the loan words with under-dotted characters, such as खजाना, गज़ल, अफसर, and loan words commonly used in Hindi, such as क़ानून, फ़ालतू (from Sanskrit, Persian and Arabic), and ट्रेन, स्टेशन, स्कूल (from English) recognise and pronounce the conjunct consonants, such as क्ष, त्र, ज्ञ, ऋ apply Hindi phonics and grammar rules to spell and pronounce unfamiliar words recognise regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi 	<p>Apply linguistic features of spoken Hindi to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> apply knowledge of the features of the Hindi sound system, <i>matras</i>, conjunct sounds, <i>bindu</i> and <i>chandrabinu</i>, and under-dotted characters while pronouncing Hindi words apply the rules of Hindi pronunciation and intonation, and use prior phonic knowledge to predict sound

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use a range of verb tenses to describe home and school life, such as मैं हर शाम अपने घर के पास वाले मैदान में क्रिकेट खेलने जाता हूँ। कल मेरा दोस्त मुझसे मिलने मेरे घर आया था। मैं अगले हफ्ते अपने दोस्तों के साथ कैम्पिंग करने जा रहा हूँ। • notice that adverbs modify verbs, such as वह जल्दी से अपना काम खत्म करके अपने दोस्तों के साथ खेलने चली गई। मेरे माता जी हमेशा सुबह जल्दी उठते हैं। • become aware that the function of postpositions in Hindi is the same as that of prepositions in English, except that postpositions are used after the noun, such as मैं हर शनिवार सुबह अपनी माँ के साथ टहलने जाता हूँ। मेरी बहन और मुझे अपने कुत्ते के साथ खेलना पसंद है। • use conjunctions to create compound sentences, such as मुझे बास्केटबॉल खेलना बहुत पसंद है और मैं स्कूल के बाद हर दिन इसका अभ्यास करता हूँ। 	<p>Apply knowledge of familiar linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use basic joining (सन्धि) rules to spell and write unfamiliar words to achieve text cohesion, such as इ+आ = ए and महा + उत्सव = महोत्सव • use adjectives to express ownership and quantity, such as मैंने कैम्पिंग के लिए बहुत सारा सामान खरीदा लिया है। मैं कल अपने दोस्तों के साथ समुद्र तट पर टहलने जा रहा हूँ। • notice the change in the sentence structure when experimenting with active voice and passive voice, such as मैंने यात्रा के लिए अपना बैग पैक कर लिया है। यात्रा के लिए बैग पैक कर लिया गया है। • use adverbs of time, place and frequency in a variety of sentences, such as आजकल हर कोई छुट्टियाँ मनाने दूसरे देशों में जाना पसंद करता है। हमारे होटल के सामने एक बहुत ही खूबसूरत झील थी। • use conjunctions to create complex sentences, such as मैं सुबह जल्दी उठना चाहता हूँ ताकि मैं सूर्योदय देख सकूँ। मैं आज तैराकी करने नहीं जाऊँगा क्योंकि मेरी तबियत ठीक नहीं है। • experiment using conditional tense and notice the verb endings in sentences, such as अगर तुम मेरी मदद करो तो मैं काम जल्दी खत्म कर सकता हूँ। अगर तुम मेहनत करोगे तो परीक्षा में अच्छे अंक ला पाओगे। 	<p>Select and use an extended range of linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use compounds, and their meaning in the cultural context, such as दानवीर, प्रतिवर्ष, हमसफ़र, माता-पिता • use adjectives to modify nouns and pronouns, such as रंगोली के रंग बहुत सुंदर थे। बारिश और तूफान ने फसलों को बहुत नुकसान पहुंचाया है। वह अपने खान-पान को लेकर बहुत सावधान रहते हैं। • build an understanding that adverbs modify verbs and adjectives as well as other adverbs, such as मैं जंक फूड बहुत कम खाता हूँ। वह बड़े उत्साह से हिंदी सीख रही है। • recognise the transformation of adjectives and verbs in compliance with the gender of a noun, such as मेरा भाई मेरे साथ बाज़ार गया। मेरी बहन मेरे साथ बाज़ार गई। • explore and use common Hindi idioms, such as नाक में दम करना, गागर में सागर, आँखों का तारा 	<p>Select and use an extended knowledge of linguistic features of Hindi to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> • apply punctuation conventions in reading and writing, such as full stops, commas, exclamation marks, brackets, apostrophes, speech marks and question marks • use cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, such as मैं लुप्तप्राय भाषाओं पर शोध करना चाहता हूँ, इसलिए मैं भाषा विज्ञान में अपना करियर चुनूँगा। जैसा कि स्कूल काउंसलर ने मुझे समझाया कि ...। • use postpositions and conjunctions to create cohesive texts, such as मुझे चित्रकारी बहुत पसंद है और मैं हर सप्ताहांत चित्रकारी सिखने जाता हूँ। मैं अपने स्कूल काउंसलर से मिलूँगा ताकि मैं अपने पसंदीदा पेशे (करियर) के बारे में और जान सकूँ। • use case markers in forming a meaningful sentence, such as उसने अपने दोस्तों के साथ पंजाब जाने का फैसला किया। उसे खेलों में गहरी रुचि है। • use future and conditional tenses to discuss their present and future plans, such as यदि आप मन लगा कर पढ़ाई करोगे तो अच्छे अंक अवश्य प्राप्त कर सकते हो।

Year 7	Year 8	Year 9	Year 10
<p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> notice differences in modality and politeness between Hindi and English, such as मैं संगीत सीखना चाहता हूँ। आज मेरा फुटबॉल मैच है, इसलिए मुझे अपनी क्लास जल्दी खत्म करनी होगी। कृपया मुझे इसके बारे में और बताएँ। describe and apply main features of familiar text types in Hindi, such as letter, email, narrative, recipe or description begin to discuss grammatical structures and features of texts recognise the difference in word order in Hindi and English, such as subject-object-verb in Hindi and subject-verb-object in English 	<p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> use language features and word order, and discuss similarities and differences between Hindi and English, such as nouns, pronouns, verbs and adjectives talk about similarities and differences in register when using Hindi and English in different contexts, such as when giving an oral presentation to the class, talking to a peer or negotiating with a salesman recognise the use of colloquial language and borrowed words used on social media, such as बिनदास कंप्यूटर, फोन, फिर मिलेंगे 	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> develop metalanguage to describe and apply grammatical concepts and language elements, such as मेरे घर के पास एक बहुत बड़ी भारतीय किराने की दुकान है। develop metalanguage for discussing cultural expressions and representation, such as वीर, शान, कुर्ता-पायजामा reflect on cognates and loan words in both Hindi and English, such as फिल्मी, टाइम-पास, नंबर, पंचर recognise that the function of postpositions in Hindi is the same as that of prepositions in English, except that postpositions are used after the noun 	<p>Reflect on and evaluate the use of linguistic features in Hindi texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> discuss that verbs conjugate according to tense, aspect and mood, and number and gender, such as मेरा एक दोस्त आगे की पढ़ाई के लिए दिल्ली जाना चाहता है। मेरी कक्षा के कुछ छात्र आगे की पढ़ाई के लिए भारत जाना चाहते हैं। वह उच्च शिक्षा के लिए मुंबई जाना चाहती है। apply text structure and word choices for specific audiences and purposes discuss forms and functions of language, such as identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions discuss how Hindi words are adapted from English to express concepts and practices related to education, technology and career, such as ऑफिस, लैपटॉप, इंटरनेट, टीचर

Sub-strand: Understanding the interrelationship of languages and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and use words and expressions that reflect cultural practices when addressing someone, such as नमस्ते, आप कैसे हैं? or the practice of using the English terms ‘Aunty’ or ‘Uncle’ when addressing older people • identify the significance of some Hindi cultural practices and events, and concepts and values • compare their own ways of using language with those of peers, thinking about how family and community shape identity and communication • identify how generalisations and stereotypes can affect communication and sense of identity 	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • compare language use in similar social situations, in Hindi and English • consider the cultural significance of language associated with certain social interactions, such as wedding invitations compared to invitations to a teenage party and greeting and taking leave from people they know • observe language choices and gestures used by Hindi speakers and consider how to use these in their own communication • identify the impact of regional and cultural diversity on Hindi-speaking communities especially those of Indian, Nepal, Fiji, Singapore and Australia (or North and South India) 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss culturally significant concepts encountered in texts and make comparison with Australian culture • examine how the languages of Aboriginal and Torres Strait Islander peoples have strong connections to Country/Place, and how these can be compared to regional dialects and variations in India and language variation across Hindi-speaking communities • consider how one’s own ideas, practices and responses may be perceived in Hindi and English • compare and interpret gestures used in Hindi, Australian English and other known languages, and incorporate some of them into their own language use 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on how the study of Hindi has given them an understanding of the value of communicating within and across languages, and discuss the interrelationship between Hindi, English and other languages, and how this has changed their perception about who they are and how they communicate • reflect on the choices they make when interacting with friends who speak both Hindi and English • understand how ways of thinking, communicating and behaving reflect cultural identity, and whether these ways shift over time and according to context and situation • understand the power of language to influence people’s actions and beliefs