



SAMPLE COURSE OUTLINE

**HINDI: BACKGROUND LANGUAGE
ATAR YEAR 11**

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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Sample course outline

Hindi: Background Language – ATAR Year 11

Unit 1

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Hindi: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Personal – Young people and their relationships. Students explore their relationships with family and their connections with friends. <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> • account • article • email • image • message • review • role play. <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic Young people and their relationships. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – quantitative, numeral • adverbs – manner • nouns – abstract • pronouns – possessive, personal • sentences and phrases – interrogative • Tenses – past perfect, present continuous, present perfect, past continuous. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • use of formal/informal language based on relationships • understanding the importance of family • outside influences on teenagers for example, peer pressure and conflict • similarities and differences between what young people living in Hindi-speaking communities and in Australia do when socialising. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Hindi • make connections with a prior learning • make links between English and Hindi texts • analyse and evaluate information and ideas • scan texts, highlight key words and select appropriate information • read a question and determine the topic, audience, purpose, text type and style of writing • use synonyms for variety in the sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 1: Responding to texts</p> <ul style="list-style-type: none"> • Listen to, read and view texts in Hindi and respond to questions in English and/or Hindi, as specified, to questions in Hindi or English.
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Traditions and values in a contemporary society. Students investigate how the traditions and values of Hindi-speaking communities are maintained.</p> <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> • blog post • comic strip • conversation • poem • presentation • song • speech. <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • persuasive.

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to the topic Traditions and values in a contemporary society. <p>Grammar</p> <ul style="list-style-type: none"> adverbs – manner participles – perfect, present sentences and phrases – idiom, simile tenses – present perfect, past perfect voice – active. <p>Sound and writing systems</p> <ul style="list-style-type: none"> Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> the role of traditions and values in Hindi-speaking communities differences and similarities between Hindi-speaking communities' cultures to that of students', e.g. between young Indians and Australians in how they uphold traditions the importance of preserving traditions in Hindi-speaking communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> learn vocabulary and set phrases in context scan texts, highlight key words and select appropriate information reflect on cultural meanings, including register and tone analyse and evaluate information and ideas use synonyms for variety in sentences, and conjunctions to link sentences organise and maintain coherence of the written text evaluate and redraft written texts to enhance meaning proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 2: Written communication Write a blog post of approximately 200 words in Hindi.</p>

Week	Key teaching points
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Our changing environment. Students examine global environmental issues.</p> <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> • advertisement • chart • description • discussion • plan • speech • summary. <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> • informative • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic Our changing environment. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – numerical • nouns – abstract • participles – perfect, present • sentences and phrases – optative, idiom • tenses – present continuous, past continuous • voice – active. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • influence of the natural environment on daily life and lifestyles • growing popularity of renewable energy sources • the growth of ecotourism. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker of the language • listen and determine essential information from key words

Week	Key teaching points
	<ul style="list-style-type: none"> • reflect on cultural meanings, including register and tone • structure an argument and express ideas and opinions • make connections with first language and practice speaking in the language • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 3: Oral communication Give a 6–8 minutes speech in Hindi.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4 (a): Practical (oral) examination Assessment Task 4 (b): Written examination</p>

Sample course outline

Hindi: Background Language – ATAR Year 11

Unit 2

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the Hindi: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Pressures in today’s society. Students explore a range of personal and social pressures, and the relevance of these in their own lives.</p> <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • image • journal entry • review • script – speech, interview or dialogue • summary. <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic Pressures in today’s society. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – demonstrative, qualitative • pronouns – relative • <i>sandhi</i> – <i>vyanjan sandhi</i> • sentences and phrases – complex, negative • tenses – future continuous • verbs – intransitive • voice – passive.

Week	Key teaching points
	<p>Sound and writing systems:</p> <ul style="list-style-type: none"> Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> gender equality and changes in the role of men and women in society the importance of a positive self-image peer and social pressures amongst the young. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> learn vocabulary and set phrases in context make connections with prior learning scan texts, highlight key words and select appropriate information reflect on cultural meanings, including register and tone recognise the attitude, purpose and intention of the text analyse and evaluate information and ideas use synonyms for variety in sentences, and conjunctions to link sentences organise and maintain coherence of the written text evaluate and redraft written texts to enhance meaning proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 5: Written communication</p> <p>Write a script of approximately 250 words in Hindi.</p>
6–10	<p>Perspectives and topics</p> <p>Provide opportunities for learning and assessment on the following perspective and topic: Community – Indian identity in the Australian context. Students investigate the place of Hindi-speaking communities in Australia through migration experiences.</p> <p>Text types and styles of writing</p> <p>Text types</p> <p>Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> announcement chart conversation interview presentation speech. <p>Styles of writing</p> <p>Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> informative personal

Week	Key teaching points
	<ul style="list-style-type: none"> • persuasive • reflective. <p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to the topic Indian identity in the Australian context. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – qualitative • pronouns – personal, relative • sentences and phrases – affirmative, metaphor • tenses – future perfect. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • show understanding and apply knowledge of the Hindi sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the contribution of the Hindi-speaking communities to the Australian community • the Australian-Indian identity • personal migration stories and experiences of Hindi speakers. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker of the language • learn vocabulary and set phrases in context • reflect on cultural meanings, including register and tone • structure an argument and express ideas and opinions • make connections with first language and practice speaking in the language • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 6: Oral communication</p> <p>Participate in an 8–10 minute interview in Hindi.</p>

Week	Key teaching points
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Media and communication. Students examine the media and new technologies and their impact on society.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • discussion • interview • journal entry • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the topic Media and communication. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – demonstrative • pronouns – personal, interrogative • sentences and phrases – complex, metaphor • tenses – future continuous, future perfect • voice – active, passive. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • media in contemporary society • the social effects of new technologies • advertising and the language of persuasion. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p>

Week	Key teaching points
	<ul style="list-style-type: none"> • read, listen to and view texts in Hindi • make connections with prior learning • make links between English and Hindi texts • analyse and evaluate information and ideas • scan texts, highlight key words and select appropriate information • read a question and determine the topic, audience, purpose, text type and style of writing • use synonyms for variety in sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 7: Responding to texts Listen to, read and view texts in Hindi and respond to questions in English and/or Hindi, as specified, to questions in Hindi or English.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Practical (oral) examination Assessment Task 8 (b): Written examination</p>