



SAMPLE COURSE OUTLINE

**HINDI: SECOND 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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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.

Sample course outline

Hindi: Second Language – ATAR Year 11

Unit 1 – संबंध (Relationships)

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Hindi: Second Language course, unit and assessment requirements.</p> <p>Perspective and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Family, friends, and community. Students explore significant relationships in their personal 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 • comic strip • conversation • email • review • 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 • 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 Family, friends and community. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – qualitative, demonstrative • adverbs – manner • cases – nominative, instrument, ablative, possessive, dative • conjunctions – separative • gender – masculine, feminine • <i>matras</i> • nouns – proper, common • sentences and phrases – simple • tenses – past, present • words – synonyms.

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> • using consonants and <i>matras</i> in letter formation • accurately pronouncing Hindi consonants and <i>matras</i> • using common words that sound the same in Hindi (homonyms) to extend new vocabulary • using synonyms and antonyms to extend vocabulary • expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> • common Indian behaviours/practices related to interpersonal relationships • use of formal/informal language based on relationships • showing affection between family members, friends and members of the community. <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 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 and 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 1: Responding to texts Listen to, read and view texts in Hindi and respond in Hindi or English, as specified, to questions in Hindi or English.</p>
6–10	<p>Perspective and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Connecting in a modern world. Students examine the role of technology in the lives of young people around the world.</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 • description • infographic • interview. <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.

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 Connecting in a modern world. <p>Grammar</p> <ul style="list-style-type: none"> adjectives – qualitative, demonstrative adverbs – place nouns – proper, common participles – perfect, present <i>sandhi</i> – <i>swar sandhi</i> sentences and phrases – simple tenses – past, present, future. <p>Sound and writing systems</p> <ul style="list-style-type: none"> using consonants and <i>matras</i> in letter formation using <i>sandhi</i> to join words accurately pronouncing Hindi consonants and <i>matras</i> using common words that sound the same in Hindi (homonyms) to extend new vocabulary using synonyms and antonyms to extend vocabulary expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> place of technology in socialising/communicating by young people from India trends in use of technology by young people impact of technology in the lives of young people. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> make connections with prior learning 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 an article of approximately 150 words in Hindi.</p>

Week	Key teaching points
11–15	<p>Perspective and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Traditions. Students investigate how Indian culture through traditions, ceremonies and festivals, promotes a sense of community in India and amongst Hindi-speaking communities.</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"> • comic strip • interview • poem • presentation • role play • script – speech, interview, dialogue • song. <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 Traditions. <p>Grammar</p> <ul style="list-style-type: none"> • participles – perfect, present • <i>sandhi</i> – <i>swar sandhi</i> • sentences and phrases – simple, compound • suffixes – <i>krit-krit pratyay</i>, <i>karanvachak krit pratyay</i> • tenses – past, present, future • verbs – transitive, intransitive. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • using consonants and <i>matras</i> in letter formation • using <i>sandhi</i> to join words • accurately pronouncing Hindi consonants and <i>matras</i> • using common words that sound the same in Hindi (homonyms) to extend new vocabulary • using synonyms and antonyms to extend vocabulary • expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> • major Indian festivals and community celebrations in India and Australia (Holi, Diwali, Dussehra) • customs maintained by Hindi-speaking communities in Australia.

Week	Key teaching points
	<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 • learn vocabulary and set phrases in context • listen and determine essential information from key words • 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 minute oral presentation 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: Second Language – ATAR Year 11

Unit 2 – यात्रा (Travel)

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspective and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Young travellers. Students examine how technology influences the way young people plan their holidays and communicate with others while they are away.</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 • email • form • message. <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 used related to the topic Young travellers. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – number, quantitative • adverbs – place, time • numerals – collective • prefixes • prepositions – time, place, direction • sentences and phrases – optative, interrogative • tenses – past, future • voice – active, passive. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • using consonants and <i>matras</i> in letter formation • using <i>sandhi</i> to join words • accurately pronouncing Hindi consonants and <i>matras</i>

Week	Key teaching points
	<ul style="list-style-type: none"> • using conjunctions to form compound sentences • using common words that sound the same in Hindi (homonyms) to extend new vocabulary • using synonyms and antonyms to extend vocabulary • expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> • differences in accessing technology to source travel information for popular travel destinations by the young people from India and Australia • differences in planning holiday destinations by young people from India and Australia • different ways of communicating while travelling by young people from India and Australia. <p>Language learning and communication strategies</p> <p>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 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 • 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: Responding to texts</p> <p>Listen to, read and view texts in Hindi and respond in Hindi or English, as specified, to questions in Hindi or English.</p>
6–10	<p>Perspective and topics</p> <p>Provide opportunities for learning and assessment on the following perspective and topic: Community – Cultural exchange. Students investigate Australia as a destination for Hindi-speaking travellers and consider how they would prepare a Hindi speaker for a trip to Australia.</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"> • conversation • presentation • role play • script – speech, interview, dialogue • 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"> • descriptive • informative

Week	Key teaching points
	<ul style="list-style-type: none"> • personal • persuasive. <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 Cultural exchange. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs – place, time • prefixes • prepositions – time, place, direction • pronouns – personal, interrogative • sentences and phrases – optative, interrogative • tenses – past, future • voice – active, passive. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • using consonants and <i>matras</i> in letter formation • using <i>sandhi</i> to join words • accurately pronouncing Hindi consonants and <i>matras</i> • using conjunctions to form compound sentences • using common words that sound the same in Hindi (homonyms) to extend new vocabulary • using synonyms and antonyms to extend vocabulary • expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> • attitudes to visitors from the Indian and Australian perspective • contributions of Hindi-speaking cultures to the home culture. <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 • make connections with prior learning • 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 • 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 6: Written communication Write a script of approximately 200 words in Hindi.</p>

Week	Key teaching points
11–15	<p>Perspective and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – My travels. Students recount their past holiday experiences and explore future holiday destinations.</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 • email • interview • journal entry. <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. <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 used related to the topic My travels. <p>Grammar</p> <ul style="list-style-type: none"> • prefixes • prepositions – time, place, direction • sentences and phrases – optative, interrogative • tenses – past, future • voice – active, passive • words – synonym, homonym. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • using consonants and <i>matras</i> in letter formation • using <i>sandhi</i> to join words • accurately pronouncing Hindi consonants and <i>matras</i> • using conjunctions to form compound sentences • using common words that sound the same in Hindi (homonyms) to extend new vocabulary • using synonyms and antonyms to extend vocabulary • expanding on spoken language with an understanding of relationships between language and cultural identity. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture:</p> <ul style="list-style-type: none"> • discovering tourist destinations and cultural activities • being a responsible visitor: communicating, functioning and behaving appropriately

Week	Key teaching points
	<ul style="list-style-type: none"> • attitudes to visitors from the Australian and Indian perspective. <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 • listen to and determine essential information from key words • 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. <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: Oral communication</p> <p>Participate in an 8–10 minute interview in Hindi.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Practical (oral) examination</p> <p>Assessment Task 8 (b): Written examination</p>