



Government of **Western Australia**  
School Curriculum and Standards Authority

# **HINDI: SECOND LANGUAGE**

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ATAR Course

**Year 11 syllabus for teaching from 2026**

## **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.

## **Important information**

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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New South Wales Education Standards Authority  
Northern Territory Department of Education  
Office of Tasmanian Assessment, Standards and Certification  
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## Rationale

The Hindi: Second Language ATAR course connects students with a language that has approximately 576 million speakers globally. Hindi is the primary language used in administration and daily communication in India. It has a number of closely related dialects, and its two dialects, Maithili and Bhojpuri, are spoken by approximately 80 per cent of the total population of Nepal. Fiji Baat, or Fijian Hindi, originates from the Hindi dialects Awadhi and Bhojpuri, is widely spoken in Fiji and is commonly used for administrative purposes. In addition, Hindi-speaking diaspora in many countries contribute to global society in various fields, such as innovation, entrepreneurship, research, cinema and music.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Hindi-speaking communities. Through Hindi, students explore their personal world and the perspectives of others, and the effect of trends in the global community. Within these perspectives, students reflect on the relationships and connections in their personal lives, as well as their past travel experiences, and investigate the role of the diverse cultures within Hindi-speaking communities. They examine the impact of technology on the global community.

Students build on their skills, knowledge and linguistic resources in Hindi to communicate confidently in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from Hindi media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Hindi in real-life situations as well as through Hindi media, and to make actual and virtual connections with Hindi-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Hindi-speaking countries and a proficiency in Hindi provides students with enhanced vocational opportunities in a wide range of sectors. Studying Hindi opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as business, commerce, diplomacy, education, medicine, tourism and law. Hindi also provides a foundation for learning other Indo-Aryan languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

## Aims

The Hindi: Second Language ATAR course builds on students' skills and understanding of the Hindi language and knowledge of the cultures of Hindi-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Hindi
- analyse a range of texts in Hindi to comprehend, and interpret meaning
- apply the skills they have acquired to produce texts in Hindi to convey information and express ideas and opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Hindi and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

This unit focuses on **संबंध (Relationships)**. Through three topics – Friends, family and community, Traditions, and Connecting in a modern world – students further develop their communication skills in Hindi and gain a broader insight into the language and culture.

### Unit 2

This unit focuses on **यात्रा (Travel)**. Through three topics – My travels, Cultural exchange, and Young travellers – students extend their communication skills in Hindi and gain a broader insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

## Organisation of content

The course content is organised into five content areas:

- Perspectives and topics
- Text types and styles of writing
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

## Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of three topics.

The perspectives are:

- personal – explores aspects of the student’s personal world, aspirations, values, opinions, ideas, and relationships with others. Students also explore the topic from the perspectives of other people
- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global – explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Hindi language and Indian culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

## Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in various styles of writing in Hindi.

## Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Hindi.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one’s own language. In the Hindi: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Hindi.

## Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Hindi-speaking world. The study of perspectives and topics, text types and styles of writing, and linguistic resources will enable the development of intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Hindi-speaking communities, and begin to apply these in order to communicate effectively.

## Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

## Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Hindi, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

## Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Hindi: Second Language ATAR course.

## Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Hindi language and Indian cultures. Content in the course is presented through three perspectives – Personal, Community and Global – encouraging students to compare information and ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the Hindi language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

## Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students explore key aspects of Indian cultures, such as traditions and celebrations, as well as perspectives of speakers of the language, their significant relationships, technology and travel. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

## Literacy

Students enhance their literacy capacity as they use Hindi to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in Hindi for different purposes and contexts. They expand their skills, knowledge and understanding of the Hindi language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Hindi.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic, and critical literacy skills. For learners of Hindi, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Hindi.

## Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Hindi: Second Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

## Summary representation of the General Capabilities in the Hindi: Second Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Hindi: Second Language (AEHSL)	ATAR	✓			✓	✓		
Year 12	Hindi: Second Language (ATHSL)	ATAR	✓			✓	✓		

### Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

## Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Hindi: Second Language ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

## Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Hindi: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

## Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

In learning Hindi, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

## Sustainability

The Hindi: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Hindi-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

## Unit 1

### Unit description

The focus for this unit is **संबंध (Relationships)**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Hindi and gain a broader insight into the language and culture.

### Unit content

This unit includes the knowledge, understandings and skills described below.

### Perspectives and topics

Unit 1 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
<b>Personal</b> Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.	<b>Family, friends and community</b> Students explore significant relationships in their personal lives.
<b>Community</b> Students investigate how the topic relates to groups in Hindi-speaking communities.	<b>Traditions</b> Students investigate how Indian culture, through traditions, ceremonies and festivals, promotes a sense of community in India and amongst Hindi-speaking communities.
<b>Global</b> Students examine how the topic impacts the global community.	<b>Connecting in a modern world</b> Students examine the role of technology in the lives of young people around the world.

### Text types and styles of writing

#### Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Hindi from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

## Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	qualitative
	demonstrative
Adverbs	place
	manner
Cases	nominative
	instrument
	ablative
	possessive
	dative
Conjunctions	separative
Gender	masculine
	feminine
<i>Matras</i>	ा, ि, ी, ु, ू, ृ, े, ै, ो, ौ, ं, ः
Nouns	proper
	common
Participles	perfect
	present
Pronouns	personal
	possessive
<i>Sandhi</i>	<i>swar sandhi</i>
Sentences and phrases	simple
	compound

Grammatical items	Sub-elements
Suffixes	<i>krit-krit pratyay</i>
	<i>karanvachak krit pratyay</i>
Tenses	past
	present
	future
Verbs	transitive
	intransitive
Words	synonyms

Refer to Appendix 3 for elaborations of grammatical items.

### Sound and writing systems

Consolidation of understanding of the sound and writing systems of Hindi, and in particular:

- using consonants and matras in letter formation
- using sandhi to join words
- accurately pronouncing Hindi consonants and matras
- using common words that sound the same in Hindi (homonyms) to extend vocabulary
- using synonyms and antonyms to extend vocabulary
- expanding on spoken language with an understanding of relationships between language and cultural identity.

### Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Hindi language and Indian culture, and enable them to reflect on the ways in which culture influences communication.

### Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

### Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

## Unit 2

### Unit description

The focus for this unit is **यात्रा (Travel)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Hindi and gain a broader insight into the language and culture.

### Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

### Perspectives and topics

Unit 2 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
<b>Personal</b> Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.	<b>My travels</b> Students recount their past holiday experiences and explore future holiday destinations.
<b>Community</b> Students investigate how the topic relates to groups in Hindi-speaking communities.	<b>Cultural exchange</b> Students investigate Australia as a destination for Hindi-speaking travellers and consider how they would prepare a Hindi speaker for a trip to Australia.
<b>Global</b> Students examine how the topic impacts the global community.	<b>Young travellers</b> Students examine how technology influences the way young people plan their holidays and communicate with others while they are away.

### Text types and styles of writing

#### Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Hindi from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

## Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	number
	quantitative
	qualitative
Adverbs	place
	time
Numerals	collective
Prefixes	syllables added before a word
Prepositions	time
	place
	direction
Pronouns	personal
	interrogative
Sentences and phrases	optative
	interrogative
Tenses	past
	future
Voice	active
	passive
Words	synonym
	homonym

Refer to Appendix 3 for elaborations of grammatical items.

### **Sound and writing systems**

Consolidation of understanding of the sound and writing systems of Hindi, and in particular:

- using consonants and matras in letter formation
- using sandhi to join words
- accurately pronouncing Hindi consonants and matras
- 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.

### **Intercultural understandings**

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Hindi language and Indian culture, and enable them to reflect on the ways in which culture influences communication.

### **Language learning and communication strategies**

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

### **Dictionaries**

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

## Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Hindi: Second Language ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.
- Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

## Assessment table – Year 11

Type of assessment	Weighting
<p><b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Hindi. Typically, these tasks are administered under test conditions.</p>	25%
<p><b>Responding to texts</b> Comprehension and interpretation of spoken and printed texts in Hindi. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Hindi and English for responses in Hindi, depending on the requirements of the question. Typically, these tasks are administered under test conditions.</p>	30%
<p><b>Written communication</b> Production of written texts to convey information and express ideas, opinions and/or experiences in Hindi. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Examination</b></p> <p><b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> <p><b>Written examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	10%  20%

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

## Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Hindi: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

## Appendix 1 – Grade descriptions Year 11

**Note: Grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers**

A	<p><b>Written production</b></p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p><b>Written production</b></p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

<b>C</b>	<p><b>Written production</b></p> <p>Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and complex sentence structures with inaccuracies that, at times, affect meaning. Makes errors in pronunciation that, at times, may result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes some information from a variety of texts; provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

<b>D</b>	<p><b>Written production</b></p> <p>Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.</p>
	<p><b>Oral production</b></p> <p>Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

<b>E</b>	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>
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## Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

### Text types

#### Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

#### Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

#### Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

#### Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

#### Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

#### Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

**Comic strip**

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

**Conversation**

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

**Description**

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

**Discussion**

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

**Email**

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

**Form**

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application; for example, for a job.

**Image**

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

**Infographic**

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

**Interview**

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

**Journal entry**

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

**Letter**

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial, and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

**Message**

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Note**

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

**Plan**

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

**Poem**

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

**Presentation**

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

**Review**

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

**Role play**

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role plays will often depend on the context and the relationship between participants.

**Script – speech, interview, dialogue**

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

**Song**

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

**Speech**

Speeches, in their oral form, communicate ideas, opinions and attitudes, to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

**Summary**

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

**Table**

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data refers to. They are usually in a formal register.

## Styles of writing

### Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

### Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

### Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

### Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

### Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

### Unit 1

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	हमारी गणित की अध्यापिका बहुत दयालु है।
	demonstrative	मेरी सहेली शीला के पास भी मेरे जैसे चप्पल हैं।
Adverbs	place	मैंने अपना मोबाईल नीचे छोड़ दिया।
	manner	मेरा भाई मेरे पिताजी से बहुत गुस्सा था, क्योंकि उन्होंने उसे स्कूल के पर्यटन में नहीं जाने दिया।
Cases	nominative	राम ने रावण का वध किया।
	instrument	माला को उसके जन्म दिन पर एक नई घड़ी मिली।
	ablative	आज कल युवा आधुनिक यंत्रों से बहुत आकर्षित होते हैं।
	possessive	मैंने अपने भाई के लिए एक नई गाड़ी खरीदी है।
	dative	होली के दिन सब लोग एक दूसरे को रंग लगाते हैं।
Conjunctions	separative	परिश्रम से पढ़ाई करिये, ताकि परीक्षा में सफल हो सकें।
Gender	masculine	करण अपने दोस्तों के साथ दिवाली मना रहा है।
	feminine	किरण ईमेल भेजने के लिए अपने घर का कंप्यूटर इस्तेमाल करती है।
Matras	ा	राधा बाजार जाना।
	ि	गिन गिनकर लिख।
	ी	ईशा की लीला बड़ी निराली।
	ु	गुपचुप गुड चुराकर ला।
	ू	झूम झूम कर झूम भालू।
	ृ	मृग लेकर गृह को भागे।
	े	हरे भरे ये पेड़।
	ै	जैसी मैना, वैसी सुरैया।
	ो	चलो उठो, भोर हो गई।
	ौ	मौज करते मौसा आये।
	ं	जंगल में मंगल।
	ः	प्रातः छः बजे उठ।

Grammatical items	Sub-elements	Elaborations
Nouns	proper	भारत में होली लोकप्रिय त्यौहार है।
	common	मेरे घर में सारी लड़कियां अच्छा नृत्य करती हैं।
Participles	perfect	विध्यालय से मैं अपने दोस्तों के साथ खेलने जाऊँगा।
	present	मेरे दादाजी सोफ़ा पर लेट कर अखबार पढ़ रहे हैं।
Pronouns	personal	मैं अपने परिवारों के साथ दिवाली मना रहा हूँ।
	possessive	यह मेरी किताब है।
<i>Sandhi</i>	<i>swar sandhi</i>	शीला अपने बड़े भाई के साथ रोज़ स्कूल जाती है।
Sentences and phrases	simple	वह मोबाइल पर बात कर रही है।
	compound	मैं कल तुम्हारे घर आऊँगा और हम दोनों मिलकर पिक्चर देखने जाएंगे।
Suffixes	<i>krit-krit pratyay</i>	हमारे विध्यालय में बहुत सारे बालक होनहार हैं।
	<i>karanvachak krit pratyay</i>	मैं गर्मी की छुट्टियों में अपने दोस्तों के साथ खेलना पसंद करती हूँ।
Tenses	past	दो साल पहले मेरे पास बहुत पुराना मोबाइल था।
	present	आज मेरे पास नया मोबाइल है।
	future	दो साल बाद, मैं अधुनातन मोबाइल खरीदूँगा।
Verbs	transitive	शीला को पकड़ना मुश्किल है।
	intransitive	मैं अपने दोस्तों के साथ टेहलने जाऊँगा।
Words	synonym	राजू अपने दोस्त के साथ घूमने जाएगा। राजू अपने मित्र के साथ घूमने जाएगा।

## Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	number	विनिमय यात्रा पर कितने छात्र जा रहे हैं?
	quantitative	आगरा दिल्ली से कितने किलोमीटर की दूरी पर है?
	qualitative	ऑस्ट्रेलिया का हर एक शहर बहुत खूबसूरत और समुंदर तट के किनारे स्थित है।
Adverbs	place	गर्मी की छुट्टियों के लिए शिमला अच्छी जगह है।
	time	हर साल मैं अपने परिवार के साथ एक विदेश यात्रा में जाता हूँ।
Numerals	collective	छात्रों के दो समूह भारत के विनिमय यात्रा पर जा रहे हैं।
Prefixes	syllables added before a word	मेरा बड़ा भाई अपने नए कंप्यूटर से (ना+खुश) नाखुश था।
Prepositions	time	भारत ऑस्ट्रेलिया से ढाई घंटे पीछे है।
	place	पर्थ मेलबोर्न से कितनी दूर है?
	direction	भारत ऑस्ट्रेलिया के पूर्व की ओर स्थित है।
Pronouns	personal	मैंने अपनी विदेश यात्रा की योजना तैयार कर ली है।
	interrogative	आपने पिछले साल कितने देशों की यात्रा की है?
Sentences and phrases	optative	भगवान की कृपा से हमारी यात्रा सफल हुई।
	interrogative	आज कल के नौजवान कहाँ यात्रा में जाना पसंद करते हैं?
Tenses	past	रोहन ने अपनी बहन के साथ अपनी गर्मी की छुट्टियों के बारे में चर्चा की।
	future	कुछ वर्षों में लोग मंगल गृह की यात्रा कर सकते हैं।
Voice	active	मैंने अपने पिताजी को पेरिस जाने के बाद ईमेल भेज दिया।
	passive	ऑस्ट्रेलिया में भारतियों द्वारा कई मंदिरों की स्थापना की गई है।
Words	antonym	मेरी माँ दिवाली के दिन रात को दिया जलाती है। मेरी माँ, रोज़ सुबह पूजा करके दिया जलाती है।
	homonym	मैंने ट्रेन में एक बालक को खेलते हुए देखा। मैंने ट्रेन में एक लड़के को खेलते हुए देखा।

## Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Hindi grammatical items.

Grammatical item	Sub-elements	Elaborations
Adjectives	qualitative	लंबा, मीठा
	quantitative	ज्यादा, पाँच
	demonstrative	यह, वो
	numerical	एक, दस
Adverbs	quantity	ज्यादा, एक के बाद एक
	time	आज, कल
	place	ऊपर, अंदर
	manner	मुश्किल, जल्दी
Cases	nominative	ने
	instrument	को
	ablative	से
	possessive	को, के लिए
	objective	से
	dative	का, की, के, रा, री, रे
	locative	में, पर
	vocative	हे, ए, अरे
Conjunctions	connective	राम और मोहन दोनों मित्र हैं।
	separative	परिश्रम से पढ़ाई करो ताकि परीक्षा में सफल हो सको।
	alternative	तुम पढ़ाई या काम कर सकते हो।
Consonants	alphabetic consonants	क, ख, ग, घ, ङ च, छ, ज, झ, ञ ट, ठ, ड, ढ, ण त, थ, द, ध, न प, फ, ब, भ, म य, र, ल, व श, ष, स, ह क्ष, त्र, ज्ञ

Grammatical item	Sub-elements	Elaborations
Gender	masculine	लड़का, पिता
	feminine	लड़की, माता
Matras	ा	क + ा = का (काला)
	ि	क + ि = कि (किताब)
	ी	क + ी = की (कीड़ा)
	ु	क + उ = कु (कुतुबमीनर)
	ू	क + ू = कू (कूदना)
	ृ	क + ृ = कृ (कृषी)
	े	क + े = के (केला)
	ै	क + ै = कै (कैसे)
	ो	क + ो = को (कोलकोता)
	ौ	क + ौ = कौ (कौआ)
	ं	क + ं = कं (कंकड़)
	ः	क + ः = कः
Nouns	proper	ऑस्ट्रेलिया, रीटा
	common	लड़का, पक्षी
	material	पीतल, चांदी
	collective	झुंड, गुच्छा
	abstract	सुंदर, दयालु
Numbers	singular	चिड़िया, लड़का
	plural	चिड़ियाँ, लड़के
Numerals	cardinal	शून्य, एक
	ordinal	दसवीं, बारहवीं
	collective	तीनों, पांचों
Participles	perfect	काम पूरा करके मैं घर जाऊंगा।
	present	झूले पर बैठ कर, दादाजी अखबार पढ़ रहे हैं।
	past	मैंने उसे पहाड़ पे चढ़ते हुए देखा।
Postpositions	simple	का, पर
	compound	के लिए, की वजह से

Grammatical item	Sub-elements	Elaborations
Prefixes	syllables added before a word	(ना+खुश) नाखुश, (स्व+देश) स्वदेश
Prepositions	time	आगे, पीछे
	place	बाहर, नीचे
	direction	आरपर, सामने
	medium	सहयोग, कारण
	opposition	विरोध, विलोम
	purpose	के लिए, लिए
	companionship	साथ, अकेले
	compilation	शामिल, पूरा
	comparison	तुलना, अपेक्षा
Pronouns	reflexive	स्वयं, खुद
	personal	मैं, वो
	possessive	मैं, मेरा
	demonstrative	यह, वह
	indefinite	कोई, कुछ
	interrogative	कौन, कैसे
	distributive	या, प्रत्येक
	relative	कौनसा, जो
Sandhi	<i>swar sandhi</i>	विद्या + आलय = विद्यालय
	<i>vayanjan sandhi</i>	प्रति + छवि = प्रतिछवि
	<i>visarga sandhi</i>	मनः + रथ = मनोरथ
Sentences and phrases	simple	वह मोबाइल पर बात कर रही है।
	compound	तुम ट्रेन से जा सकते हो और हवाई जहाज से लौट सकते हो।
	negation	छत में मत खेलो।
	interjection	वाह! बहुत अच्छी मिठाई बनी है।
Suffixes	<i>krit-krit pratyay</i>	होन = होनहार
	<i>karmvachak krit pratyay</i>	ओना = खिलौना
	<i>bhadvachak krit pratyay</i>	आन = शान
	<i>karanvachak krit pratyay</i>	ना = खेलना

Grammatical item	Sub-elements	Elaborations
Tenses	past	गया था, दौड़ता था
	present	पढ़ती हूँ, जाती हूँ
	future	जाऊंगा, करूंगा
Verbs	intransitive	मोहन सो रहा है।
	transitive	राम अखबार पढ़ रहा है।
Voice	active	मैंने एक पत्र लिखा था।
	passive	घर रमेश द्वारा बनाया गया था।
Vowels	alphabetic vowels	अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ, अं, अः
Words	antonym	रात-दिन, जीवन-मृत्यु
	synonym	सूरज-सूर्य, बालक-लकड़ा
	homonym	गुर-गुरु, दिशा-दशा

## Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Hindi
	• connect with a native speaker of the language
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen to and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Hindi texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or re-organise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in sentences, and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• make connections with first language and practice speaking in the language
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise the language



