



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

HINDI: BACKGROUND LANGUAGE

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: Background 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 is designed for students who acquired the language through immersion or interaction within their environment, such as through family, community, in-country or cultural experiences. They explore their personal world and the perspectives of others, particularly those shaped by Indian culture, and the effect of trends in the global community. Within these perspectives, students reflect on the role of Indian culture in their lives and their future plans and investigate youth issues in India and the influence of Bollywood and social media on Hindi-speaking communities. They examine the impact of technology and popularity of Indian products on society.

Students build on their skills, knowledge and linguistic resources in Hindi, enabling them to communicate confidently in a range of situations. They gain a deeper understanding of the global significance of Hindi language and Indian culture, fostering a heightened sense of intercultural awareness and empathy. Students analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, further developing their cognitive skills through thinking critically and analytically, solving problems and making connections.

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 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: Background Language ATAR course builds on students' Hindi language proficiency and knowledge about 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 three topics: Young people and their relationships, Traditions and values in a contemporary society, and Our changing environment. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the Hindi language.

Unit 2

This unit focuses on three topics: Pressures in today's society, Hindi identity in the Australian context, and Media and communication. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the Hindi language.

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 divided 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 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 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.

In the Hindi: Background Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Hindi. Students will need to use Hindi at a sophisticated level, with a wide range of vocabulary, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the topics.

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 the 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. Students with a background in the Hindi language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The Hindi: Background Language ATAR course provides opportunities for these students to reflect on and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

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, understanding 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: Background 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 and evaluate information and ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process, select and evaluate information, and engage in logical and reflective thinking. By extending 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 central to the course as students learn to value their own cultures, languages and beliefs, and those of others. The main aim of learning Hindi is to develop an intercultural understanding, which is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between two languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

Learning Hindi is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Through the perspectives of Personal, Community and Global, they explore topics such as relationships, investigate traditions and values in contemporary society and examine how topics impact the global community.

Students learn that interactions between different people in different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language and culture. Successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

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 further 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; analysing a range of texts in Hindi to comprehend and interpret meaning; and producing texts in Hindi to convey information and express ideas, opinions and experiences. For learners of Hindi, literacy development 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: Background 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: Background 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: Background Language (AEHBL)	ATAR	✓			✓	✓		
Year 12	Hindi: Background Language (ATHBL)	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: Background 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: Background 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: Background 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

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the Hindi language.

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. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.	Young people and their relationships Students explore their relationships with family and their connections with friends.
Community Students investigate how the topic relates to groups in Hindi-speaking communities.	Traditions and values in a contemporary society Students investigate how the traditions and values of Hindi-speaking communities are maintained.
Global Students examine how the topic impacts the global community.	Our changing environment Students examine global environmental issues.

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, 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	quantitative
	numerical
Adverbs	manner
Nouns	abstract
Participles	perfect
	past
Pronouns	possessive
	personal
Sentences and phrases	optative
	interrogative
	idiom
	simile
Tenses	past perfect
	past continuous
	present perfect
	present continuous
Voice	active

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

In the Hindi: Background Language ATAR course, students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

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 further develop their linguistic and intercultural competence, 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

In Unit 2, students build on their intercultural and linguistic skills to gain a deeper understanding of the Hindi language.

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. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.	Pressures in today's society Students explore a range of personal and social pressures and the relevance of these in their own lives.
Community Students investigate how the topic relates to groups in Hindi-speaking communities.	Indian identity in the Australian context Students investigate the place of Hindi-speaking communities in Australia through migration experiences.
Global Students examine how the topic impacts the global community.	Media and communication Students examine the media and new technologies and their impact on society.

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, 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	demonstrative
	qualitative
Pronouns	personal
	interrogative
	relative
<i>Sandhi</i>	<i>vyanjan sandhi</i>
Sentences and phrases	complex
	negative
	affirmative
	metaphor
Tenses	future continuous
	future perfect
Verbs	intransitive
Voices	active
	passive

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

In the Hindi: Background Language ATAR course, students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

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 further develop their linguistic and intercultural competence, 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: Background 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>Oral communication 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>Responding to texts Comprehension and interpretation of spoken and printed texts in Hindi. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Hindi and 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>Written communication 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>Examination</p> <p>Practical (oral) examination 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>Written examination 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: Background 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.

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>Written production and oral production Manipulates and uses Hindi effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view consistently; shows highly effective use of textual references. Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant. Uses Hindi with a high degree of accuracy and uses vocabulary and language conventions effectively. Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is fluently conveyed. Organises information coherently and expresses ideas effectively.</p>
	<p>Comprehension Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.</p>
B	<p>Written production and oral production Uses Hindi mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view; shows effective use of textual references. Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and a range of language conventions accurately. Influence of accent/dialect may be evident; however, meaning is effectively conveyed. Organises information logically and develops ideas clearly.</p>
	<p>Comprehension Aably extracts most relevant key points and synthesises information in texts, with some analysis and interpretation.</p>

C

Written production and oral production

Uses Hindi satisfactorily to communicate ideas and opinions relevant to context, purpose and audience.

Shows some ability to express and support a point of view.

Applies some knowledge of the relationships between language, culture and identity in a bilingual context.

Uses vocabulary and language conventions mostly accurately.

Some influence of accent/dialect may be evident; however, meaning is mostly accurately conveyed.

Shows some organisation and sequencing of ideas and information.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

D

Written production and oral production

Communicates simple, personal ideas and basic information in Hindi.

Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.

Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

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 or 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 in either 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 in the chart or table 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	quantitative	बहुत कम लोग हैं, जो पर्यावरण का खयाल रखते हैं।
	numerical	मेरे घर में पाँच लोग रहते हैं।
Adverbs	manner	अगर लोग वातावरण के प्रदूषण का खयाल नहीं रखेंगे, तो आगे की नस्ल को बीमारियों का सामना करना पड़ेगा।
Nouns	abstract	माता और पिता हमेशा दयालू और सहायक होते हैं।
Participles	perfect	जो आदमी वहाँ गया है, वह मेरा भाई है।
	past	मैं अपने दोस्तों का इंतज़ार कर रहा था।
Pronouns	possessive	मेरे दादाजी अपने परिवार को लेकर बहुत गरवान्वित हैं।
	personal	पर्यावरणीय संरक्षण समूहों द्वारा उठाए गए कुछ विषयों पर मुझे आपत्तियां हैं।
Sentences and phrases	optative	भगवान ने चाहा तो आप सफल होंगे।
	interrogative	आपको बदलते रिवाज़ कैसे लगते हैं? आपके क्या विचार हैं?
	idiom	अब पछताए होत क्या जब चिड़िया चुग गई खेत।
	simile	राम सूरज से बहादुर है।
Tenses	past perfect	सोहन कल अपने पिता को देखने दिल्ली गया था।
	past continuous	आज हमारे घर में दीपावली का त्यौहार मना रहे हैं।
	present continuous	कुछ लोग पर्यावरण के मुद्दों पर चर्चा कर रहे हैं।
	present perfect	राघव अपने परिवार से मिल चुका है।
Voice	active	शीला ने अपने दोस्तों को वातावरण प्रदूषण के खिलाफ खेल के मैदान में एकत्रित किया।

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	demonstrative	मेरे पास अत्यंत नवीन कंप्यूटर है।
	qualitative	ऑस्ट्रेलिया में रहने वाले भारतीय, अपने संस्कार और परंपरा को त्यैहारों के द्वारा बनाए रख रहे हैं।
Pronouns	personal	मैंने आधुनिक संचार में मास्टर्स किया है।
	interrogative	क्या आजकल के युवक अपने आपको सामाजिक दबाव से अलग रख सकते हैं?
	relative	वह अपने घर जा रहा है।
<i>Sandhi</i>	<i>vyanjan sandhi</i>	आज रात को पुरस्कार वितरण समारोह में फिल्म के सब दिग्गज सितारे आ रहे हैं।
Sentences and phrases	complex	रमेश कवि सम्मेलन के बाद अपने दोस्तों के साथ घूमने चला गया।
	negative	अगर तुम बुरे द्रव्य पदार्थ लेना बंद नहीं करोगे, तो अपनी हालत के खुद जिम्मेदार होंगे।
	affirmative	हमारे गाँव में होली धूम धाम से मनाई जाती है।
	metaphor	राम चंद्रमा के समान सुंदर है।
Tenses	future continuous	साइमन ने पुराने ज़माने के सामाजिक मुद्दों का अनुसंधान किया।
	future perfect	कुछ सालों में लोग मार्स की यात्रा में जाना शुरू कर देंगे।
Verbs	intransitive	रोहन अपने दोस्त की मदद कर रहा है।
Voice	active	वह अपने दोस्तों के साथ चलचित्र देखने गई।
	passive	सागर द्वारा लिखी कविताएं अखबार में छप रही हैं।

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 items	Sub-elements	Elaborations
Adjectives	qualitative	छोटा, सुगंधित
	quantitative	एक किलो, दो मीटर
	demonstrative	मेरा, तुम्हारा
	numerical	बहुत, एक दर्जन
Adverbs	quantity	बहुत, एक के बाद एक
	time	आज, हर साल
	place	ऊपर, बाएं
	manner	अचानक, खुशी-खुशी
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 ! अरे
Conjunctions	connective	और, तथा
	separative	और, ताकि
	alternative indicator	या, अन्यथा
Gender	masculine	लेखक, राजा
	feminine	लेखिका, रानी

Grammatical items	Sub-elements	Elaborations
Nouns	proper	पर्थ, ट्रेसी
	common	लड़का, जानवर
	material	महँगा, सोना
	collective	झुंड, गुच्छा
	abstract	सुंदर, सचा
Number	singular	चिड़िया, लड़का
	plural	चिड़ियाँ, लड़के
Numerals	cardinal	शून्य, एक
	ordinal	दसवीं, सोलहवीं
	collective	तीनों, पांचों
Participles	perfect	काम पूरा करके मैं घर जाऊँगा।
	present	सोफ़ा में लेट कर वह अखबार पढ़ रहा है।
	past	मैंने उसे पहाड़ पर चढ़ते हुए देखा।
Prefixes	syllables added before a word	(ना+खुश) नाखुश, (स्व+देश) स्वदेश
Prepositions	time	आगे, पीछे
	place	बहार, नीचे
	direction	आरपर, की ओर
	medium	सहयोग, कारण
	opposition	विरोध, विलोम
	purpose	के लिए, सिवा
	companionship	साथ, अकेले
	compilation	शामिल, पूरा
	comparison	तुलना, अपेक्षा

Grammatical items	Sub-elements	Elaborations
Pronouns	reflexive	स्वयं, खुद
	personal	वो, तुम
	possessive	मेरा, उसका
	demonstrative	यह, वह
	indefinite	कोई भी, कुछ भी
	interrogative	कौन, कैसे
	distributive	या, प्रत्येक
	relative	कौनसा, वह
<i>Sandhi</i>	<i>swar sandhi</i>	विद्या + आलय = विद्यालय
	<i>vayanjan sandhi</i>	प्रति + छवि = प्रतिछवी
	<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।
	complex	कोई भी उस पर विश्वास नहीं करता, क्योंकि वह एक धोखेबाज़ है।
	imperative	समय सारणीका पालन करें।
	optative	भगवान ने चाहा तो आप सफल होंगे।
	exclamatory/interjection	हे भगवान! बहुत बड़ी दुर्घटना हुई है।
	affirmative	सुशील एक ईमानदार व्यक्ति है।
	negative	मैं इस बहस के पक्ष में नहीं हूँ।
	interrogative	आप कहाँ रहते हैं?
	idiom	खोदा पहाड़ निकली चुहिया।

Grammatical items	Sub-elements	Elaborations
Suffixes	<i>krit-krit pratyay</i>	होन = होनहार
	<i>karmvachak krit pratyay</i>	औना = खिलौना
	<i>bhavvachak krit pratyay</i>	आन = शान
	<i>karanvachak krit pratyay</i>	ना = खेलना
Tenses	past	गया था, सोया 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।
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 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 the written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• 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

