



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

HINDI: SECOND LANGUAGE

ATAR course

Year 12 syllabus

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

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (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 and 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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Northern Territory Department of Education
Office of Tasmanian Assessment, Standards and Certification
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Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Hindi: Second Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Hindi in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Hindi enables students to engage with a language spoken by around half a billion people worldwide. Hindi is also widely used by Indian communities in Canada, Australia, United States of America, United Kingdom, Mauritius, Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates.

As Hindi is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Hindi media in Australia and actual and virtual connections with Hindi-speaking communities in the rest of the world. Proficiency in Hindi may provide students with enhanced vocational opportunities in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Hindi: Second Language ATAR course is designed for students for whom Hindi is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Hindi language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Hindi for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard Hindi.

The rich linguistic and cultural diversity of Western Australia, to which Hindi-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Hindi: Second Language ATAR course builds on students' skills and understanding of Hindi language 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, opinions and experiences for specific audiences, purposes and contexts
- 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on **भारत की खोज (Explore India)**. Through the three topics – Lifestyle choices, Entertainment, and Made in India – students extend and refine their communication skills in Hindi and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on **नए क्षितिज (New Horizons)**. Through the three topics – My future, Youth issues, and Technology in the workplace – students extend and refine their communication skills in Hindi and gain a broader and deeper understanding of 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 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 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 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. 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.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Hindi: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Hindi: Second Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Hindi. It provides opportunities for students to move between Hindi and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats. They write Hindi texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

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
- 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.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Hindi affords opportunities for learners to develop, use and understand patterns, order and relationships, and to reinforce concepts such as number, time and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Hindi: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Hindi: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of the Hindi language and Indian culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Hindi: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Hindi speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the Hindi: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Hindi.

Ethical understanding

In learning Hindi, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Hindi in the Hindi: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Hindi, development of intercultural understanding is a central aim, as it 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 existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Hindi does not require forsaking a student's first language. It is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that 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.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

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

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities 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 3

Unit description

The focus for this unit is **भारत की खोज (Explore India)**. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Hindi and gain a broader and deeper understanding of the language and culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Perspectives and topics

Unit 3 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
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.</p>	<p>Lifestyle choices</p> <p>Students explore how Indian culture has influenced their lives.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Hindi-speaking communities.</p>	<p>Entertainment</p> <p>Students investigate Indian films and social media and their influence on the lives of the Hindi-speaking communities.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Made in India</p> <p>Students examine how Indian brands are positioned in the global community.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Hindi or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in the Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- report
- review
- script – speech, interview, dialogue

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	qualitative
	number
Adverbs	manner
	time
Conjunctions	connective
	alternative
Nouns	proper
	material
Prepositions	purpose
	medium
Pronouns	demonstrative
	interrogative
Sentences and phrases	compound
	idioms
	negative
Tenses	past perfect
	past continuous
	present continuous
	present perfect
Verbs	intransitive
	transitive

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:

- consolidating understanding of consonants, *matra* and *sandhi* to form sentences
- using a dictionary to interpret new phonetic symbols to form new vocabulary
- using sentences to communicate with others in Hindi
- making connections between English and Hindi words
- using conjunctions to form compound sentences in relation to the topics.

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 their 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 4

Unit description

The focus for this unit is **नए क्षितिज (New Horizons)**. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Hindi and gain a broader and deeper understanding of the language and culture.

Unit content

This unit builds on the content covered in Unit 3.

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

Perspectives and topics

Unit 4 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
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Hindi-speaking communities.</p>	<p>My future</p> <p>Students explore plans for their future and reflect on their final year at school.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Hindi-speaking communities.</p>	<p>Youth issues</p> <p>Students investigate issues faced by Indian youth today.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Technology in the workplace</p> <p>Students examine how technology has changed over time.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Hindi or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- report
- review
- script – speech, interview, dialogue

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
Adverbs	manner
	time
Conjunctions	separative
	alternative
Nouns	common
	abstract
Numerals	ordinals
	collective
Participles	past
	perfect
Prepositions	place
	opposition
	companionship
Pronouns	reflexive
	distributive
	relative
Sentences and phrases	complex
	idioms
	negative
Tenses	future perfect
	future continuous
Voice	active
	passive

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:

- consolidating understanding of consonants, *matra* and *sandhi* to form sentences
- using a dictionary to interpret new phonetic symbols to form new vocabulary
- using sentences to communicate with others in Hindi

- making connections between English and Hindi words
- using conjunctions to form complex sentences in relation to the topics.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and 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.

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 12 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 12

Type of assessment	Weighting	Submitted to the Authority	Combined mark weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Hindi. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
Examination Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
Written communication Production of written texts to express information, 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.	20%		
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.	30%		

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 12 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).

ATAR course examination

All students enrolled in the Hindi: Second Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated Examination: 12–15 minutes

Provided by the candidate *Personalised practical examination timetable*

Section	Supporting information
<p>Speaking in Hindi</p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate is required to participate in a conversation with the marker. The focus of the conversation is on exploring aspects of the topics in Unit 3 and Unit 4 and the candidate’s linguistic ability in Hindi.</p> <p>The candidate begins by nominating two topics for the conversation. One of the topics is from Unit 3 and is related to the Personal or the Community perspectives. The other topic is from Unit 4 and is related to the Community or the Global perspectives.</p> <p>The marker asks questions in Hindi to encourage the candidate to speak in Hindi about the topics nominated. Questions from the marker provide the candidate with the opportunity to share information and express ideas and/or opinions on the topic.</p> <p>The marker then asks questions in Hindi to encourage the candidate to speak in Hindi about at least two topics, including one from Unit 3 and one from Unit 4. These topics exclude those nominated previously by the candidate.</p>

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
<p>Section One</p> <p>Listening and responding</p> <p>30% of the written examination</p> <p>3–4 spoken texts in Hindi</p> <p>10–15 questions</p> <p>Suggested working time: 30 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing. One of the texts involves two speakers and is divided into parts.</p> <p>The spoken texts are read twice with a 30-second pause after the first reading, and a 90-second pause after the second reading, to allow time for the candidate to respond to questions. The text in parts is read once in its entirety and then repeated twice in its parts.</p> <p>The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>Questions are in formats such as tick the box, true/false, short answer, and/or retrieval chart. Questions are in English and require a response in English. All questions require responses based on the information in the texts.</p>
<p>Section Two</p> <p>Reading and responding</p> <p>30% of the written examination</p> <p>Part A: Reading and responding in English (15%)</p> <p>Three print texts in Hindi</p> <p>2–3 questions</p> <p>Suggested working time: 30 minutes</p> <p>Part B: Reading and responding in Hindi (15%)</p> <p>One print text in Hindi</p> <p>One question</p> <p>Suggested working time: 30 minutes</p>	<p>In Part A, the print texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print.</p> <p>Questions are in formats such as tick the box, short answer, and/or retrieval chart. Questions are in English and require a response in English.</p> <p>In Part B, the print text is drawn from a range of text types and styles of writing. The text is print or a combination of visual and print.</p> <p>The question is in Hindi and English, and the candidate responds in Hindi in approximately 100 words.</p> <p>All questions require responses based on the information in the texts.</p>

Section	Supporting information
<p>Section Three</p> <p>Writing in Hindi</p> <p>40% of the written examination</p> <p>Part A: Short response (15%)</p> <p>One compulsory question</p> <p>Suggested working time: 20 minutes</p> <p>Part B: Extended response (25%)</p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>Questions require the production of a specified text type and style of writing for a particular purpose and audience.</p> <p>In Part A, the question is in Hindi and English. The candidate responds in Hindi in approximately 100 words.</p> <p>In Part B, questions are in Hindi and English, and the candidate responds in Hindi in approximately 250 words.</p>

Appendix 1 – Grade descriptions Year 12

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics.</p> <p>Engages the audience effectively.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning.</p> <p>Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with detailed relevant information, ideas and/or opinions.</p> <p>Uses communication techniques to engage the audience.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning.</p> <p>Speaks with accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides details from the texts relevant to the questions.</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

Written production

Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.

Engages the audience.

Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies that do not affect meaning.

Writes structured texts that show clear development of ideas.

Applies all the conventions of text types.

Oral production

Communicates effectively across a range of topics.

Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.

Uses some communication techniques to engage the audience.

Provides responses that are mostly clear and cohesive.

Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning.

Speaks with mostly accurate pronunciation.

Comprehension

Extracts and processes most information from a variety of texts across a range of topics.

Provides most details from the texts relevant to the questions.

Provides accurate responses to literal questions and some accurate responses to inferential questions.

Uses a dictionary mostly effectively.

C

Written production

Responds with mostly relevant information and simple ideas and/or opinions.

Includes some detail and examples when writing about a range of topics.

Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that on occasion affect meaning.

Writes simple texts that show structure and some development of ideas.

Applies most of the conventions of text types.

Oral production

Provides some information and simple ideas and/or opinions.

Comprehends familiar questions; however, for complex questions, may require time to process, or rephrasing and support from the other speaker.

Provides responses that are reasonably clear, relying on well-rehearsed language.

Uses a range of vocabulary, grammatical items and simple and rehearsed 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.

Comprehension

Extracts and processes some information from a variety of texts.

Provides some relevant details.

Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes 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.

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

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

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.

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.

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.

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.

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 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.

Report

A report is a short document that classifies and/or describes, focuses on facts and is written to provide information or draw conclusions on a specific topic. It sets out and analyses problems or situations and makes recommendations for actions to be taken in the future. Common elements of a report include descriptions of situations or events, interpretations of situations, evaluation of facts or

research results, and recommendations. Usually written in the present tense, the language and structure of reports are formal, factual in nature and include supporting evidence such as statistics or examples.

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.

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, is 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 relationship between participants.

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 3

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	हिन्दी फिल्मों की हिरोइनें बहुत सुंदर होती हैं।
	number	भारत की विभिन्न शिल्पकलाएं विश्व भर में प्रसिद्ध हैं।
Adverbs	manner	गाना और नृत्य एक साथ करना बहुत मुश्किल होता है।
	time	आजकल के नौजवान फिल्मों से बहुत प्रभावित हैं।
Conjunctions	connective	रीमा संगीत और नृत्य दोनों सीखती है।
	alternative	तुम क्रिकेट या टेनिस खेल सकते हो।
Nouns	proper	कबड्डी भारत के हर शहर में खेला जाता है।
	material	इटली में लेदर जेकेट बहुत महँगे होते हैं।
Postpositions	simple	शेखर के घर की छत पर बहुत सारे कबूतर हैं।
	compound	चलचित्र, समाज का दर्पण होता है और भाषा सीखने का उत्तम माध्यम है।
Prepositions	purpose	युवा मनोरंजन के लिए चलचित्र देखते हैं।
	medium	भारतीय व्यवसाय अपने उत्पादों को विदेशों में विज्ञापन और व्यापार समझौतों के माध्यम से बेचते हैं।
Pronouns	demonstrative	वह टेलिविज़न पर समाचार प्रस्तुत करती है।
	interrogative	विश्व में कौन कौन से जूतों के ब्रांड प्रसिद्ध हैं?
Sentences and phrases	compound	छात्र विद्यालय में गणित और हिंदी विषय एक साथ ले सकते हैं।
	idioms	जिसकी लाठी उसकी भैंस।
	negative	मोहन खेलने नहीं गया है।

Grammatical items	Sub-elements	Elaborations
Tenses	past perfect	सोहन कल अपने पिता को देखने दिल्ली गया था।
	past continuous	कल हमारे घर में दीपावली का त्योहार मना रहे हैं।
	present continuous	कुछ लोग पर्यावरण के मुद्दों पर चर्चा कर रहे थे।
	present perfect	राघव अपने परिवार से मिल चुका है।
Verbs	intransitive	गीता गा रही है।
	transitive	मोहन क्रिकेट खेल रहा है।

Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	quantitative	आजकल कुछ छात्रों ने अपने साथियों के दबाव में आकर, नशा करना शुरू कर दिया है।
Adverbs	manner	राधा ने खुशी से अपना खाना सुधीर को दे दिया।
	time	पिछले साल मैं अपने विधायल से अध्ययन यात्रा पर गया था।
Conjunctions	separative	परिश्रम से पढ़ाई करो ताकि परीक्षा में सफल हो सको।
	alternative	तुम कक्षा में आईपेड या कंप्यूटर इस्तेमाल कर सकते हो।
Nouns	common	आजकल के युवा अपने दोस्तों से प्रभावित हो रहे हैं।
	abstract	हमारे अध्यापक बहुत दयालु हैं।
Numerals	ordinals	राजेश बारहवीं कक्षा में पढ़ता है।
	collective	मैं अपने चारों दोस्तों के साथ चलचित्र देखने गया।
Participles	past	उन्होंने कम्युनिटी कॉलेज में बागवानी की क्लास ली।
	perfect	संदेश प्राप्त होते ही, वह तुरंत कार्यालय से निकल गई।
Prepositions	place	रमेश का कार्यालय अब दूसरी मंजिल पर चला गया है।
	opposition	कुछ छात्र सांस्कृतिक मतभेद के विषय में धरना देंगे।
	companionship	रेखा अकेले ही घूमने निकल गई।
Pronouns	reflexive	मेरी माँ स्वयं ही सारा खाना बनाती है।
	distributive	भारत के प्रत्येक शहर में बिजली विभाग का कार्यालय है।
	relative	किन किन देशों में कार बनाने के कारखाने हैं?
Sentences and phrases	complex	अगर आप रोज अभ्यास नहीं करेंगे, तो आप विज्ञान की प्रतियोगिता में सफल नहीं होंगे।
	idioms	आ बैल मुझे मार।
	negative	बुरे द्रव्यों का प्रयोग कभी मत करना।
Tenses	past continuous	हमारे पूर्वज पौष्टिक भोजन खाते थे।
	present continuous	गीता अपने प्रवास के किस्से सुना रही है।

Grammatical items	Sub-elements	Elaborations
Voice	active	मैंने विधायक की प्रतियोगिता में भाग लिया।
	passive	इस कार्यालय के चित्र मेरे सहायक द्वारा बनाए गए हैं।

Assumed learning

Before commencing the study of Unit 3 and Unit 4, 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	मीठा, गोल
	demonstrative	यह, वह
	quantitative	दो किलो, दस मीटर
	number	दो, पहला
Adverbs	place	ऊपर, इधर
	manner	मुश्किल, जल्दी
	time	हमेशा, आजकल
Conjunctions	separative	ताकि, परंतु
	connective	और, तथा
	alternative	या, अथवा
Gender	masculine	लड़का, राजा
	feminine	लड़की, रानी
Nouns	proper	सीता, अक्षय
	common	पशु, पक्षी
	material	सोना, लोहा
	abstract	सुंदर, दयालु
	collective	झुंड, समूह
Numbers	singular	चिड़िया, लड़का
	plural	चिड़ियाँ, लड़के
Numerals	collective	दोनो, तीनो
	multiple	सेकड़ों, हजारों

Grammatical items	Sub-elements	Elaborations
Participles	perfect	काम समाप्त करके वह घर चला गया।
	present	वह हँसते हुई आई।
	past	उसने पेड़ को गिरा हुआ देखा।
Prepositions	time	आगे, पहले
	place	बाहर, निकट
	direction	आस-पास, सामने
	opposition	विरोध, विलोम
	purpose	लिए, सिवाए
	medium	कारण, माध्यम
Pronouns	personal	हम, तुम
	interrogative	कौन, कहाँ
	distributive	प्रत्येक, या तो
	relative	कौन सा, वह
	indefinite	कोई भी, कुछ भी
Sandhi	<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	आप ट्रेन से जा सकते हैं और हवाई जहाज से लौट सकते हैं।
	complex	कोई भी उस पर विश्वास नहीं करता, क्योंकि वह एक धोखेबाज़ है।
	idioms	नाचना जाने आँगन टेढ़ा।
Suffixes	<i>krit-krit pratyay</i>	टिक+आऊ = टिकाऊ
	<i>karanvachak krit pratyay</i>	ना+खेल = खेलना

Grammatical items	Sub-elements	Elaborations
Tenses	past perfect	सोहन कल अपने पिता को देखने दिल्ली गया था।
	past continuous	कल हमारे घर में दीपावली का त्यौहार मना रहे थे।
	present perfect	राघव अपने परिवार से मिल चुका है।
	present continuous	कुछ लोग पर्यावरण के मुद्दों पर चर्चा कर रहे हैं।
	future perfect	कुछ सालों में लोग मंगल ग्रह की यात्रा में जाना शुरू कर देंगे।
	future continuous	कल भी हम चलचित्र देख रहे होंगे।
Verbs	intransitive	मोहन सो रहा है।
	transitive	राम अखबार पढ़ रहा है।
Voice	active	रमेश ने घर बनाया था।
	passive	यह घर रमेश द्वारा बनाया गया था।

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	<ul style="list-style-type: none"> • read, listen to and view texts in Hindi
	<ul style="list-style-type: none"> • connect with a native speaker of the language
	<ul style="list-style-type: none"> • learn vocabulary and set phrases in context
	<ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else
	<ul style="list-style-type: none"> • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	<ul style="list-style-type: none"> • make connections with prior learning
To make meaning from texts	<ul style="list-style-type: none"> • listen and determine essential information from key words
	<ul style="list-style-type: none"> • work out meaning of familiar and unfamiliar language by applying rules
	<ul style="list-style-type: none"> • make links between English and Hindi texts
	<ul style="list-style-type: none"> • analyse and evaluate information and ideas
	<ul style="list-style-type: none"> • scan texts, highlight key words and select appropriate information
	<ul style="list-style-type: none"> • recognise the attitude, purpose and intention of a text
	<ul style="list-style-type: none"> • use information in a text to draw conclusions
	<ul style="list-style-type: none"> • summarise text in own words or re-organise and re-present the information
	<ul style="list-style-type: none"> • reflect on cultural meanings, including register and tone
To produce texts	<ul style="list-style-type: none"> • read a question, and determine the topic, audience, purpose, text type and style of writing
	<ul style="list-style-type: none"> • manipulate known elements in a new context to create meaning in written forms
	<ul style="list-style-type: none"> • structure an argument and express ideas and opinions
	<ul style="list-style-type: none"> • use synonyms for variety in the sentences, and conjunctions to link sentences
	<ul style="list-style-type: none"> • organise and maintain coherence of written text
	<ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning

Purpose of strategy	Strategies
	<ul style="list-style-type: none">• proofread text once written
To engage in spoken interaction	<ul style="list-style-type: none">• make connections with first language and practise speaking in the language
	<ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning
	<ul style="list-style-type: none">• ask for clarification and repetition to assist understanding
	<ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms
	<ul style="list-style-type: none">• structure an argument and express ideas and opinions
	<ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise the language

