



SAMPLE COURSE OUTLINE

**HINDI: BACKGROUND LANGUAGE
ATAR YEAR 12**

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.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Hindi: Background Language – ATAR Year 12

Unit 3 and Unit 4

Semester 1

| Week | Key teaching points |
|------|--|
| 1–5 | <p>Introduction Overview of the Hindi: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Making choices. Students reflect on the significant choices individuals may make in their life or career.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • blog post • conversation • email • journal entry • note • review. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to Making choices. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs (manner) • prepositions (comparison) • pronouns (indefinite) • sentences and phrases (complex, idioms) • tenses (past perfect, future perfect) • voice (active). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. |

| Week | Key teaching points |
|------|---|
| | <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • types of careers preferred by young people in Australia and in Hindi-speaking communities • influence of family on career choices • further study, work or volunteer – choices after Year 12 • gap year – taking time to plan for what’s next. |
| | <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • learn vocabulary and set phrases in context • 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 • use synonyms for variety of sentences, and conjunctions to link sentences • organise and maintain coherence of the written text • evaluate and redraft written texts to enhance meaning • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 1: Written communication Write an account of approximately 250 words in Hindi.</p> |
| 6–10 | <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Culture and the arts. Students investigate culture and arts in Hindi-speaking communities.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • conversation • invitation • letter • message • script –speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to Culture and the arts. <p>Grammar</p> <ul style="list-style-type: none"> • adjective (demonstrative) • nouns (common) • prepositions (companionship, comparison) |

| Week | Key teaching points |
|-------|--|
| | <ul style="list-style-type: none"> • pronouns (relative) • sentences and phrases (idioms) • tenses (past perfect). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • cultural diversity in India • the role of traditional culture and arts in Hindi-speaking communities • differences and similarities between Hindi-speaking communities' culture to that of Australian culture • famous personalities in different art fields • national heritage sites in India • the influence of popular culture in Hindi-speaking communities and around the world. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Hindi • 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 • read a question and determine the topic, audience, purpose, text type and style of writing • use synonyms for variety of sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 2: Responding to texts Listen to, read and view Hindi texts and respond in Hindi or English, as specified, to questions in Hindi or English.</p> |
| 11–15 | <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – The changing nature of work. Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • chart • conversation • email • interview • script – speech, interview, dialogue. |

| Week | Key teaching points |
|------|--|
| | <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the Changing nature of work. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs (place) • nouns (abstract, common) • preposition (comparison) • pronoun (indefinite, relative) • sentences and phrases (interrogative, negative) • tenses (past perfect, future perfect) • voice (passive). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the changing nature of work vs work-life balance • skills required for future jobs and careers • technology in education and the workplace • changing role of men and women in the workplace. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • learn vocabulary and set phrases in context • listen and determine essential information from key words • reflect on cultural meanings, including register and tone • structure an argument and express ideas and opinions • make connections with first language and practise speaking in the language • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language • manipulate known elements in a new perspective to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 3: Oral communication Present an 8–10 minute speech in Hindi.</p> |
| 16 | <p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4 (a): Practical (oral) examination Assessment Task 4 (b): Written examination</p> |

Sample course outline

Hindi: Background Language – ATAR Year 12

Semester 2

| Week | Key teaching points |
|------|---|
| 1–5 | <p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • conversation • email • journal entry • script –of a speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to Making a contribution. <p>Grammar</p> <ul style="list-style-type: none"> • adverb (manner) • conjunctions (alternative) • nouns (abstract) • pronouns (distributive) • sentences and phrases (interrogative, negative) • tenses (past continuous) • voice (active). <p>Sound and writing systems:</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • young people’s values and responsibilities • young people’s future goals and aspirations • role of young people in making a difference politically, socially and environmentally. |

| Week | Key teaching points |
|------|---|
| | <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • learn vocabulary and set phrases in context • 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 • use synonyms for variety of sentences, and conjunctions to link sentences • organise and maintain coherence of the written text • evaluate and redraft written texts to enhance meaning • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 5: Written communication Write a conversation of approximately 300 words in Hindi.</p> |
| 6–10 | <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Indian identity in the international context. Students investigate the place of Hindi-speaking communities in Australia through migration experiences.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • conversation • interview • presentation. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to Indian identity in the international context. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (quantitative, numerical) • conjunctions (connective) • pronouns (relative) • sentences and phrases (interrogative, idioms) • tenses (present continuous). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions, in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the contribution of the Hindi-speaking communities to the Australian community • the Australian-Indian identity • personal migration stories and experiences of Hindi speakers. |

| Week | Key teaching points |
|-------|--|
| | <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker • learn vocabulary and set phrases in context • reflect on cultural meanings, including register and tone • structure an argument and express ideas and opinions • make connections with prior learning • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and repair strategies to practise the language • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 6: Oral communication Participate in an 8–10 minute interview with a Hindi speaker.</p> |
| 11–15 | <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Current global issues. Students examine a range of global issues and events and their impact on the individual and society.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • conversation • journal entry • script –speech, interview, dialogue • review. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related current global issues. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (numerical) • conjunctions (connective) • nouns (material) • pronouns (distributive, relative) • sentences and phrases (interrogative, negative) • voice (active). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Hindi sound and writing systems to effectively communicate information, ideas and opinions, in a variety of situations. |

| Week | Key teaching points |
|------|---|
| | <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • impact of changing society on the individual • current global issues – economic, environmental or social impact/s • sustainability for the future. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Hindi • 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 • read a question and determine the topic, audience, purpose, text type and style of writing • use synonyms for variety of sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 7: Responding to texts Listen to, read and view texts in Hindi and respond in Hindi or English, as specified, to questions in Hindi or English.</p> |
| 16 | <p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Practical (oral) examination Assessment Task 8 (b): Written examination</p> |