**Sample Course Outline**

Hindi: Background Language

ATAR Year 11

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# Sample course outline

# Hindi: Background Language – ATAR Year 11

## Unit 1

## Semester 1

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | **Introduction**  Overview of the Hindi: Background Language course, unit and assessment requirements.  **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:   * Personal – Young people and their relationships. Students explore their relationships with family and their connections with friends.   **Text types and styles of writing**  Text types  Provide opportunities for students to respond to and/or produce, the following text types:   * account * article * email * image * message * review * role play.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * descriptive * informative * personal.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts related to the topic Young people and their relationships.   Grammar   * adjectives – quantitative, numeral * adverbs – manner * nouns – abstract * pronouns – possessive, personal * sentences and phrases – interrogative * Tenses – past perfect, present continuous, present perfect, past continuous.   Sound and writing systems   * + - Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.   **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:   * use of formal/informal language based on relationships * understanding the importance of family * outside influences on teenagers for example, peer pressure and conflict * similarities and differences between what young people living in Hindi‑speaking communities and in Australia do when socialising.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * read, listen to and view texts in Hindi * make connections with a prior learning * make links between English and Hindi texts * analyse and evaluate information and ideas * scan texts, highlight key words and select appropriate information * read a question and determine the topic, audience, purpose, text type and style of writing * use synonyms for variety in the sentences, and conjunctions to link sentences.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 1: Responding to texts**   * Listen to, read and view texts in Hindi and respond to questions in English and/or Hindi, as specified, to questions in Hindi or English. |
| 6–10 | **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:  Community – Traditions and values in a contemporary society. Students investigate how the traditions and values of Hindi‑speaking communities are maintained.  **Text types and styles of writing**  Text types  Provide opportunities for students to respond to and/or produce, the following text types:   * blog post * comic strip * conversation * poem * presentation * song * speech.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * descriptive * informative * personal * persuasive.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts related to the topic Traditions and values in a contemporary society.   Grammar   * adverbs – manner * participles – perfect, present * sentences and phrases – idiom, simile * tenses – present perfect, past perfect * voice – active.   Sound and writing systems   * + - Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.   **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:   * the role of traditions and values in Hindi‑speaking communities * differences and similarities between Hindi‑speaking communities’ cultures to that of students’, e.g. between young Indians and Australians in how they uphold traditions * the importance of preserving traditions in Hindi‑speaking communities.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * learn vocabulary and set phrases in context * scan texts, highlight key words and select appropriate information * reflect on cultural meanings, including register and tone * analyse and evaluate information and ideas * use synonyms for variety in sentences, and conjunctions to link sentences * organise and maintain coherence of the written text * evaluate and redraft written texts to enhance meaning * proofread text once written.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 2: Written communication**  Write a blog post of approximately 200 words in Hindi. |
| 11–15 | **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:  Global – Our changing environment. Students examine global environmental issues.  **Text types and styles of writing**  Text types  Provide opportunities for students to respond to and/or produce, the following text types:   * advertisement * chart * description * discussion * plan * speech * summary.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * informative * persuasive * reflective.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts related to the topic Our changing environment.   Grammar   * adjectives – numerical * nouns – abstract * participles – perfect, present * sentences and phrases – optative, idiom * tenses – present continuous, past continuous * voice – active.   Sound and writing systems   * + - Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.   **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:   * influence of the natural environment on daily life and lifestyles * growing popularity of renewable energy sources * the growth of ecotourism.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * connect with a native speaker of the language * listen and determine essential information from key words * reflect on cultural meanings, including register and tone * structure an argument and express ideas and opinions * make connections with first language and practice speaking in the language * use oral clues to predict and help with interpreting meaning * use cohesive devices, apply register and grammar, and use repair strategies to practise the language * manipulate known elements in a new context to create meaning in spoken forms.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 3: Oral communication**  Give a 6–8 minutes speech in Hindi. |
| 16 | Review structure of the practical (oral) and written examinations for Semester 1.  Prepare for the practical (oral) and written examinations.  **Assessment Task 4 (a): Practical (oral) examination**  **Assessment Task 4 (b): Written examination** |

# Sample course outline

# Hindi: Background Language – ATAR Year 11

## Unit 2

## Semester 2

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | **Introduction**  Overview of the Hindi: Background Language course, unit and assessment requirements.  **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:  Personal – Pressures in today’s society. Students explore a range of personal and social pressures, and the relevance of these in their own lives.  **Text types and styles of writing**  Text types  Provide opportunities for students to respond to, and/or produce the following text types:   * account * article * image * journal entry * review * script – speech, interview or dialogue * summary.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * descriptive * informative * personal * persuasive * reflective.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts related to the topic Pressures in today’s society.   Grammar   * adjectives – demonstrative, qualitative * pronouns – relative * *sandhi* – *vyanjan sandhi* * sentences and phrases – complex, negative * tenses – future continuous * verbs – intransitive * voice – passive.   Sound and writing systems:   * + - Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.   **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:   * gender equality and changes in the role of men and women in society * the importance of a positive self-image * peer and social pressures amongst the young.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * learn vocabulary and set phrases in context * make connections with prior learning * scan texts, highlight key words and select appropriate information * reflect on cultural meanings, including register and tone * recognise the attitude, purpose and intention of the text * analyse and evaluate information and ideas * 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.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 5: Written communication**  Write a script of approximately 250 words in Hindi. |
| 6–10 | **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:  Community – Indian identity in the Australian context. Students investigate the place of Hindi‑speaking communities in Australia through migration experiences.  **Text types and styles of writing**  Text types  Provide opportunities for students to respond to and/or produce, the following text types:   * announcement * chart * conversation * interview * presentation * speech.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * informative * personal * persuasive * reflective.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts used related to the topic Indian identity in the Australian context.   Grammar   * adjectives – qualitative * pronouns – personal, relative * sentences and phrases – affirmative, metaphor * tenses – future perfect.   Sound and writing systems   * show understanding and apply knowledge of the Hindi sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.   **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:   * the contribution of the Hindi‑speaking communities to the Australian community * the Australian-Indian identity * personal migration stories and experiences of Hindi speakers.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * connect with a native speaker of the language * 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 first language and practice speaking in the language * use oral clues to predict and help with interpreting meaning * use cohesive devices, apply register and grammar, and use repair strategies to practise the language * manipulate known elements in a new context to create meaning in spoken forms.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 6: Oral communication**  Participate in an 8–10 minuteinterview in Hindi. |
| 11–15 | **Perspectives and topics**  Provide opportunities for learning and assessment on the following perspective and topic:  Global – Media and communication. Students examine the media and new technologies and their impact on society.  **Text types and styles of writing**  Text types  Provide opportunities for students to respond to and/or produce, the following text types:   * account * article * blog post * discussion * interview * journal entry * script – speech, interview, dialogue.   Styles of writing  Provide opportunities for students to respond to, and produce, the following styles of writing:   * descriptive * informative * personal * persuasive * reflective.   **Linguistic resources**  Provide opportunities for students to acquire and use the following resources:  Vocabulary   * introduce new vocabulary, phrases and expressions through texts related to the topic Media and communication.   Grammar   * adjectives – demonstrative * pronouns – personal, interrogative * sentences and phrases – complex, metaphor * tenses – future continuous, future perfect * voice – active, passive.   Sound and writing systems   * Students show understanding and apply knowledge of the Hindi sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.   **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:   * media in contemporary society * the social effects of new technologies * advertising and the language of persuasion.   **Language learning and communication strategies**  Provide opportunities for students to practise the following strategies:   * read, listen to and view texts in Hindi * make connections with prior learning * make links between English and Hindi texts * analyse and evaluate information and ideas * scan texts, highlight key words and select appropriate information * read a question and determine the topic, audience, purpose, text type and style of writing * use synonyms for variety in sentences, and conjunctions to link sentences.   Dictionaries   * develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.   **Assessment Task 7: Responding to texts**  Listen to, read and view texts in Hindi and respond to questions in English and/or Hindi, as specified, to questions in Hindi or English. |
| 16 | Review structure of the practical (oral) and written examinations for Semester 2.  Prepare for the practical (oral) and written examinations.  **Assessment Task 8 (a): Practical (oral) examination**  **Assessment Task 8 (b): Written examination** |