

Hindi: Second Language

Year Level Description

Year 10 Hindi: Second Language builds on the skills, knowledge and understanding required to communicate in Hindi developed in Year 9 and focuses on extending students' oral and written communication skills and their understanding of the Hindi language and Indian culture. Students require continued guidance and mentoring at this stage of their language learning, but work with increasing independence to analyse, reflect on and monitor their progress and intercultural experiences. They consider future pathways and prospects, including how the Hindi language may feature in these.

In Year 10, students communicate in Hindi, initiating and participating in sustained interactions with others to discuss young people's experiences and interests in contemporary culture and social issues. They contribute ideas, opinions and suggestions in individual and collaborative tasks related to exchanging resources and information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives in texts and identify how context and culture affect how information is presented. They convey information and share comments, experiences and perspectives on texts, using language and various modes of presentation to achieve different purposes. Students analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, and create and present a range of imaginative texts on themes of personal or social relevance.

Students show understanding of the systems of the Hindi language, comparing how Hindi sounds in various parts of India and recognising that each dialect is influenced by the local language of the region. They decide which synonym or form of expression to choose in order to best suit the situation. Students generate language for purposeful interaction in spoken and written texts by extending understanding and use of context-related vocabulary and knowledge of grammatical elements, such as applying a range of tenses in complex sentences to describe events across time and using active and passive voices. Students extend their ability to combine two words to make a new word. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students understand that the Hindi language and Indian culture are interrelated and that they shape and are shaped by each other in a given moment and over time.

In Year 10, students are expanding the range and nature of their learning experiences and the contexts in which they communicate with others and are challenged with more independent learning experiences. While they are becoming increasingly autonomous when using Hindi in familiar contexts, they require continued scaffolding, modelling and monitoring when using the language in less familiar contexts.

Content description

Communicating

Socialising

- Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interest in contemporary culture and social issues; for example, अंधविश्वास; स्वच्छता; समाज में महिलाओं का पद; संयुक्त और एकल परिवार; क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए?
- Express feelings and justify opinions; for example, तुम आगे चलकर कौन कौन से विषय पढ़ोगे?;
क्या तुम्हें नई भाषा सीखना कठिन लगता है?;
मेरे खयाल में हम सबको प्रकृति की देख भाल करनी चाहिए;
मैं कानून कि पढ़ाई के बाद वकील बनना चाहता हूँ;
मुझे लगता है...;
मैं आपसे सहमत नहीं हूँ
- Contribute ideas, opinions and suggestions in individual and collaborative tasks, exchanging resources and information, solving problems and managing diverse views, such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues

Informing

- Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds, for instance, regional news headlines, local community announcements and advertisements, and identify how context and culture affect how information is presented
- Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes

Creating

- Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons and films, songs, dance, street art and performance

- Create and present a range of imaginative texts on themes of personal or social relevance to express ideas or reflect cultural values, social issues or experience

Translating

- Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another; for example, how popular Hindi expressions and idioms (such as जिसकी लाठी उसकी भैंस; नाच ना आवे आँगन टेढ़ा; हाथ कंगन को आरसी क्या) can create confusion when translated literally

Reflecting

- Reflect on the experience of learning and using Hindi, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives
- Explore and express their own cultural identity and ability to act as a cultural mediator between Hindi speakers and other Australians

Understanding

Systems of language

- Recognise that Hindi sounds different in various parts of India and understand that each dialect is influenced by the local language of the region
- Apply the knowledge of non-verbal communicative features of Indian culture to convey feelings and emotions
- Consolidate knowledge of the features of the Hindi sound system, matras, conjunct sounds, bindu and chandrabinu and underdotted characters while pronouncing Hindi words
- Consolidate the use of Hindi phonic and grammar rules to spell and write unfamiliar words
- Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Hindi grammatical system, including:
 - applying a range of tenses in complex sentences to describe events across time; for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।
 - applying active and passive voice across tenses; for example, दादीजी ने मेरे लिए स्वेटर बनाया था।; मैंने दादीजी से स्वेटर बनवाया था।

- applying the understanding of विलोम and पर्यायवाची words to express ideas in different contexts; for example, सूर्य को प्रणाम करो; आज सूरज बहुत तेज़ है; शहीदों के स्मारक पर सुमन अर्पण करो; फूल मत तोड़ो!
- consolidating the use and application of proverbs to enhance meaning and to accurately convey ideas
- applying the knowledge of and use of case (कारक); for example, ने, को, से, के लिए, मैं, पर
- extending the knowledge of text cohesion and basic joining (सन्धि) rules; for example, word ending in अ plus word starting in उ becomes the सन्धि sound ओ as in पूर्वोत्तर; आ+ओ=औ; सूर्य +उदय = सूर्योदय
- Further develop a metalanguage to discuss and explain grammatical forms and functions
- Analyse how different types of text incorporate cultural and contextual elements

Language variation and change

- Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
- Explain how Hindi language and Indian culture have evolved and how they continue to change over time and understand that language use has the power to influence social and cultural relationships and practices

Role of language and culture

- Understand that Hindi language and Indian culture are interrelated and that they shape and are shaped by each other in a given moment and over time