The Australian
Curriculum

Subjects	Hindi
Year levels	Year 10

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 9 and 10 Content Descriptions

Communicating

Socialising

Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts
[Key concepts: values, responsibility, social worlds, environment; Key processes: discussing, comparing]
(ACLHIC073 - Scootle ↗)

Elaborations

interviewing each other and family members to compare views on cultural behaviours and values across different times and contexts, for example, तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक सरंचना आज के युग में ज़्यादा उपयुक्त है?

discussing responsibilities related to home, school and part-time work, comparing with those of young people living in India and other Hindi speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग, for example, भारत में घर के कामकाज के लिए नौकर नौकरानियाँ होती हैं। ऑस्ट्रेलिया में रह रहे भारतीय बच्चे घर के कामों में अपने मातापिता का हाथ बँटाते हैं।

using formal and informal registers to discuss differences in language use between peers and adults at different social events, for example, क्या आप अगले सप्ताह शास्त्रीय संगीत का कार्यक्रम देखने जाना चाहेंगे? अपनी टीम को प्रोत्साहित करने के लिए तुम कल मैच देखने अवश्य आना।

participating in formal debates on social or educational issues with reference to Indian and Australian perspectives, values and frames of reference, for example, क्या विदेशी भाषा सीखना अनिवार्य होना चाहिए? क्या उच्चशिक्षा की प्राप्ति ही जीवन में सफलता की कुँजी है? क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए?

Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours
[Key concepts: social/cultural behaviours, community, environment; Key processes: planning, inviting, presenting opinions]
(ACLHIC074 - Scootle ↗)

Elaborations

negotiating arrangements, weighing up alternatives and reaching shared decisions when planning performances or presentations to showcase Hindi language learning, for example, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?; क्यों न हम सब ...; यही उचित रहेगा; आपको इसमें से एक चुनना है।

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Page 2 of 27

issuing, accepting and declining invitations, using culturally appropriate expressions and protocols, for example, अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ । मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारण वश नहीं आ पाऊँगा।

comparing opinions on social and cultural behaviours and values associated with Hindi-speaking communities via online forms of communication such as emails, school chat forums and community websites, for example, भारतीय जीवन शैली में रंगों का विशेष महत्व है। बिंदी का महत्त्व केवल सौंदर्य और श्रृंगार तक ही सीमित नहीं है। भारतीय संस्कृति की परम्परा है कि हम अपने अतिथियों का अपनी सामर्थ्य के अनुसार स्वागत सत्कार करने में कोई कसर नहीं छोड़ते। भारत में विवाह न केवल एक महिला और पुरुष को आपस में जोड़ता है बल्कि दो परिवारों को आपसी सहयोग और प्रेम की भावना में भी बाँधता है।

organising an event such as a campaign or social media forum to raise awareness of community, environmental or ethical issues, for example, महिलाओं की सुरक्षा; स्वच्छ स्थानीय पर्यावरण, पुनर्चक्रण का महत्त्व

transacting for goods and services, considering concepts such as value, availability, competition and ethics

building vocabulary to support commercial and technological exchange between English- and Hindi-speaking communities, for example, मुद्रा विनिमय दर, भारत में आस्ट्रेलियाई निवेश, अंतर्राष्ट्रीय व्यापार, प्रौद्योगिकी का आदान-प्रदान

Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school

[Key concepts: discussion, language learning, language domains; Key processes: elaborating, responding, designing, identifying]
(ACLHIC075 - Scootle ↗)

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Elaborations

extending discussion on topics of shared interest by inviting opinions or further elaboration and by clarifying or justifying statements, for example, इसका क्या प्रभाव पड़ेगा, मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि …; तुम यह कहना चाहते हो कि …; मुझे लगता है कि …

designing websites, posters or presentations that reflect on challenges and benefits associated with the experience of learning and using Hindi in the classroom context, for example, मैं बहुत अच्छी हिंदी बोल लेता हूँ, मगर लिखते समय लिंग को लेकर अनेक गलतियाँ होती हैं । हिंदी सीख जाने से मैं अपने दादा-दादी के साथ अच्छी तरह से बातचीत कर पाऊँगी। हिंदी सीखना मुश्किल लग रहा है मगर दिलचस्प बात यह है कि अब मैं हिन्दी फ़िल्मों का पहले से अधिक आनंद ले रही हूँ

reflecting on differences between forms of Hindi spoken at home and in the classroom, such as the use of more words influenced by English in the home context, for example, स्कूल compared to विद्यालय, मम्मी-पापा compared to माता-पिता

identifying and comparing learning strategies that support their formal study of Hindi in the school

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Page 3 of 27

context, for example, learning grammar and textual conventions associated with different domains of language use and using purer forms of the language

identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, आकाश से तारे तोड़ लाना; कमर कसना, अब पछताए होत क्या जब चिड़िया चुग गई खेत

Informing

Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented
[Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining]
(ACLHIC076 - Scootle ↗)

Elaborations

identifying different perspectives on selected social issues featured on television, radio or online forums, using the material as stimulus for debates or presentations, for example, जनसँख्या; भेदभाव; बेरोज़गारी, वैश्वीकरण, मानव अधिकार

comparing information published in different media on topical issues or well-known personalities in order to demonstrate the relationship between texts and cultural contexts, for example, by analysing language used in commentaries on क्रिकेट or reflections on Bhagat Singh, Subhash Chandra Bose, Rabindranath Tagore

conducting face-to-face or online interviews or surveys with peers, family or community members to compare experiences such as migration to Australia, living 'across' cultures or relationships with technology

critically analysing texts such as blogs, letters or newspaper announcements, distinguishing between facts and opinions, and identifying author intent, for example, by reading and discussing letters by Jawahar Lal Nehru, पिता के पत्र पुत्री के नाम

comparing representations in texts such as advertisements for mobile phones, beauty products or fast food in Hindi and English, considering why particular language or images have been selected

listening to interviews with celebrities from fields such as entertainment, sport or politics, identifying expressions or cultural references that convey a sense of culture or context

Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives
[Key concepts: environment, lifestyle, inclusivity; Key processes: reviewing, commenting, arguing]
(ACLHIC077 - Scootle ↗)

Elaborations

writing a review or creating a commentary of an event such as an India-Australia cricket match, music festival or street fashion show, incorporating expressions and style that characterise these text genres and reflect the writer's perspective

creating texts such as blog posts or items in school newsletters that address social and environmental issues such as पर्यावरण परिवर्तन; बेरोजगारी

producing a segment for a local radio station to report on a charity fund raising activity

presenting information in the form of promotional or persuasive letters or speeches for audiences such as peers, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य

using data collected via online research or recorded/published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, such as a musician, chef, artist or sporting figure

presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and then writing up the rules

Creating

Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence
[Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, identifying; Key text types: film, TV shows, poetry, drama]
(ACLHIC078 - Scootle ⧉)

Elaborations

comparing how elements such as humour, compassion or suspense are created in different forms of popular culture in Hindi and English, for example, in folk/fairy tales, game shows, advertisements, commercial films or talent/reality shows

identifying how imaginative texts from different eras use structure, expression and mood to build action, convey emotion and reflect cultural values, for example, by comparing the pre-Independence story बड़े भाई साहब by प्रेमचंद with a contemporary text such as 3 इडियट्स

analysing how techniques such as the use of rhythm, imagery and metaphor in Hindi poetry create humorous, emotional or dramatic effects that reflect cultural traditions and styles, for example, in poetry by रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा or in texts by writers such as भीष्म साहनी; जयशंकर प्रसाद; मुँशी प्रेमचंद, मन्नू भंडारी

identifying and explaining characteristic elements of traditional forms of Hindi literature, for example,

verse celebrating bravery/warriors such as वीर गाथाएँ और गीत, जैसे पुष्प की आभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत or children's poems that celebrate nature such as आया बसन्त

using evaluative and expressive language to compare responses to visual texts such as paintings, sculptures and relief art, for example, *Rajasthan*i miniature paintings, *Patachitra* from Bengal, *Madhubani* paintings, *Warli* from *Maharashtra*, discussing the relationship between representation and culture

Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience

[Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: poetry, song, report]
(ACLHIC079 - Scootle ↗)

Elaborations

collaborating with peers to create dramatic or humorous representations of people, situations or events encountered in their own lives

creating riddles to compete with and entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore

composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms and reflect their own experiences, for example, भक्ति or वीर गाथा verse, nonsense songs, raps

creating and performing texts that exaggerate characteristic elements of a selected genre for comic effect, such as a biased commentary on a sporting event

creating an imaginative text such as a diary entry or song lyric that expresses either positive or negative responses to the experience of living across different languages and cultures

creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text

using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners

Translating

Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures
[Key concepts: code-mixing, code-switching, hybridity, recast; Key processes: analysing, exemplifying, discussing]
(ACLHIC080 - Scootle ↗)

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Elaborations

identifying and translating texts produced within the media and entertainment industry that use 'Hinglish' for different purposes, for example, *Life ho to aisi!*, *Youngistaan ka wow!*

exploring the language of Bollywood by translating short excerpts that include code-mixing and code-switching between languages and dialects

critically evaluating the accuracy and effectiveness of subtitles used in movies, video clips and documentaries, identifying examples of 'meaning lost in translation'

translating parts of conversations recorded between family and friends that involve the mixing of Hindi and English, discussing the relationship between code switching and domains of use

considering challenges involved in translating texts by contemporary poets and songwriters who incorporate English words or stylistic features into their texts

identifying how translation sometimes involves literal exchange of word-for-word meaning, sometimes involves interpreting and expressing meaning in appropriate forms, and sometimes involves cultural meaning that cannot be translated

Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience

[Key concepts: expression, bilingualism, multilingualism, code-mixing; Key processes: composing, reviewing, analysing, reflecting]
(ACLHIC081 - Scootle ↗)

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Elaborations

interviewing community members about their life stories and experiences to create digital/multimodal profiles that include the use of voice-overs in Hindi, images, music and English subtitles

creating raps or jingles that mix English and Hindi words/expressions, rhythms and gestures to capture elements of their own communicative behaviours

creating a bilingual information pack in print and/or digital form about their school and local community to present to a visiting school

creating glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary Hindi texts

Reflecting

Reflect on the nature of bilingual/multilingual communication and experience

[Key concepts: mutual understanding, miscommunication, intercultural exchange, language domains; Key processes: reflecting, monitoring, explaining, analysing]

(ACLHIC082 - Scootle ↗)

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Elaborations

exploring the concept of *translanguage* in relation to mediating thought, action and communication in situations that involve two or more languages

reflecting on how speakers of more than one language draw strategically on a wide range of linguistic and cultural resources to make meaning of experience and to communicate with others

considering whether thinking or communicating in one language rather than another affects the ways ideas or attitudes are understood or expressed

identifying benefits associated with bilingualism/multilingualism, drawing examples from their personal experience

comparing assumptions sometimes made when communicating with speakers of different languages, identifying instances when they consciously adjust how they communicate due to personal assumptions or attitudes

identifying cultural cues in intercultural interactions that signal variations in expectations, values or traditions that may complicate communication

monitoring their use of Hindi and English in different domains, for example, by keeping a record of when they use each language, for which language functions and in which contexts

considering how their language and interactional behaviour might be interpreted or responded to by people from different language backgrounds

Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking

[Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]

(ACLHIC083 - Scootle ↗)

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Elaborations

discussing whether being bilingual/multilingual allows for a more flexible sense of identity in ways that involve culture as well as language

reflecting on the nature of intercultural learning in school and on intercultural experience in and out of

school, discussing how different domains of language use present opportunities for the development of intercultural capabilities

reflecting on how their perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching/mixing and to behaviours that may be perceived as 'cultural'

reflecting on their own and each other's ways of communicating when interacting with people from different cultural backgrounds, for example, when joking or speaking formally, describing adjustments they make in different languages, contexts and relationships

Understanding

Systems of language

Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions
[Key concepts: language variation, accent, register; Key processes: understanding, identifying, responding]
(ACLHIU084 - Scootle ↗)

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Elaborations

increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi

recognising ways in which genres of written literary Hindi may differ from everyday speech registers, for example, the use of Sanskrit words in official Hindi, with terms like विनिर्माण क्षेत्र for the manufacturing sector, demonstrating understanding of how such terms are written and spoken

understanding that the appreciation of film song lyrics and verse forms can be enhanced by understanding how compound words are formed in Arabic and Persian and used in Hindi, for example, in the film title मुग़ल- ए- आज़म

recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as sister, ताई, to women's names by Marathi speakers and देवी to married women's names by Biharis

identifying features of spoken language, such as the use of repetition, pauses, interruptions, incomplete sentences and non-verbal expression, which are not represented in written Hindi but are important elements of 'live' interactions

recognising and responding to challenges associated with clarity and pace in audio texts such as

airport announcements or recorded phone messages

Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning

[Key concepts: cohesion, voice, compound words; Key processes: identifying, applying understanding] (ACLHIU085 - Scootle ↗)

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Elaborations

expanding vocabulary related to more complex concepts to compose richer descriptions and expression of ideas

using conjunctions to create more complex and elaborated sentences, for example, मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।

extending 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, क्+द्=ग्

using the active and passive voice to establish distinctions of agency, for example, राम उर्दू लिख रहा है।, उर्दू लिखी जा रही है ।

understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर

using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला

expanding metalanguage to describe additional grammatical concepts and the relationship between form, function and meaning

using a range of tenses in complex sentences to move between events and personal experiences 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।

Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features

[Key concepts: genre, language features, context; Key processes: comparing, composing, identifying] (ACLHIU086 - Scootle ↗)

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Elaborations

composing and comparing texts such as emails, songs, slogans or public signs, noticing how the choice of vocabulary, structure and tenor combine to achieve each text's purpose

comparing Hindi and English versions of texts such as invitations or newspaper announcements, noticing forms of expression that are culturally significant, such as जय के विवाह का शुभ मुहूर्त ... के दिन ... बजे से.. बजे तक तय हुआ है। आपकी उपस्थिति और आशीर्वाद की प्रतीक्षा रहेगी or रमेश और लीला के पुत्र के नामकरण पर आपको सादर आमंत्रित करते हैं।

demonstrating the different organisation of elements, such as introductions, ordering of content and expression of wishes or greetings within different forms of communication, for example, formal letters, emails or web posts

composing spoken and written versions of texts such as advertisements, invitations or personal messages, identifying key differences in syntax, register and language choice

comparing the textual features of different kinds of Hindi verse, identifying differences in rhythm, meter and cultural framing

composing formal and informal versions of selected text genres, such as a written invitation and an invitation by text message, मोहन और गीताकी सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है; क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change

Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction
[Key concepts: variation, adaptation, register, values; Key processes: identifying, explaining, evaluating]
(ACLHIU087 - Scootle ↗)

Elaborations

classifying forms of address in terms of social, cultural or family relationships, for example, बड़ी दीदी, मुन्ना-मुन्नी, भैया, बाबाजी and discussing the relationship between language, culture and context

evaluating how language choices reflect social values and attitudes, such as family loyalty, status or peer group identity

finding examples of colloquial and contemporary forms of language used by young people of their age, such as using words and expressions from other languages when talking about popular culture, अरे यार, कल क्या कमाल मैच देखा

observing non-verbal elements of communication such as gestures, facial expressions or use of space and silence, discussing their importance in communication and how they vary in formal and informal contexts

noticing and explaining differences in text structure and grammar between formal and informal Hindi, for example, between the structure of a business letter and an informal email आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ....

Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication

[Key concepts: influence, exchange, language contact; Key processes: investigating, demonstrating, identifying]

(ACLHIU088 - Scootle ↗)

Elaborations

identifying changes in Hindi language forms and communicative styles in domains of use such as IT, diplomacy and commerce

classifying words and expressions from other languages that they use in different curriculum areas such as science, visual arts, economics, social studies

creating glossaries of terms that originated in other languages that they use in different areas of their own lives, for example, Persian सरकार, Arabic अदालत, Turkish क़ुली and Japanese रिक्शा

talking with older members of their families or communities about changes to Hindi across their lifetime, such as the blending of English and Hindi in language used in entertainment, news and sports commentary or advertising

analysing the language of the internet in terms of inter-language influences, for example, by identifying examples of Hindi words that have been adapted to accommodate concepts expressed in other languages

Explore how using different languages to make meaning affects how they and their peers think, behave and communicate

[Key concepts: identity formation, intercultural communication; Key processes: reflecting, identifying, explaining]

(ACLHIU089 - Scootle ↗)

Elaborations

reflecting on the relationship between their use of Hindi, English and other languages/dialects and their sense of identity

discussing whether ideas and values are expressed differently in different languages, for example, in relation to family relationships or peer group interests

reflecting on concepts such as *global citizenship, national identity* and *intercultural communication,* discussing the relationship between these concepts and languages and cultures

discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments

Role of language and culture

Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts
[Key concepts: interdependence, meaning, change; Key processes: investigating, identifying, classifying]
(ACLHIU090 - Scootle ↗)

Elaborations

identifying words such as अहिंसा, धर्म-कर्म that carry cultural connotations and may be differently used and understood by people in different cultural contexts

tracking changes in Hindi language forms and usage over different times and contexts, for example, मोटरगाड़-कार

identifying compound words used in contemporary Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo, accent maarna*

identifying changes in Hindi that reflect the impact of globalisation and transcultural experience, such as the mixing of languages and the adoption of practices associated with different communities and cultures

analysing the relationship between language and culture by examining a concept such as that of शुभमुहूर्त, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है

Years 9 and 10 Content Descriptions

Communicating

Socialising

Interact with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture
[Key concepts: relationship, education, communication; Key processes: discussing, debating, responding, comparing]
(ACLHIC109 - Scootle ↗)

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Elaborations

exchanging views and experiences in relation to issues of shared relevance in the global context, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया

contributing to in-class discussions of social attitudes, for example, to gender roles, public or private education, arranged or love marriages, using active listening skills, asking for and providing elaboration and expressing agreement or disagreement

developing narrative and descriptive skills by exchanging accounts of significant events or influences in their lives, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ । कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई।

participating in online or face-to-face debates, providing evidence to support a position, challenging opposing views and using expressive language to encourage feedback or indicate agreement, for example, बड़े दुख की बात है, मुझे आप से सहानुभूति है। आप बिलकुल सही कह रहे हैं। मैं आप से बिल्कुल सहमत हूँ।

exchanging views with young Hindi speakers in other contexts on local or global issues that they see impacting on their current or future lives, for example, शिक्षा, सम्बन्ध, प्राकृतिक स्थिरता, मानवाधिकार

participating in informal conversations and more structured debates to share and compare attitudes to social and cultural issues, for example, युवाओं का स्वास्थ्य; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; विवाह या प्रेम विवाह

discussing their responsibilities at home, school and in part-time work, comparing with those of young people living in India and other Hindi-speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग

Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving
[Key concepts: action, transaction, negotiation, environment, community; Key processes: planning,

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Page 14 of 27

transacting, brainstorming]
(ACLHIC110 - Scootle ↗)

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Elaborations

participating in real or simulated transactions and negotiations, for example, bidding for an item online, ordering food for a class celebration or negotiating purchases of learning resources, for example, आपकी पसंद क्या है? हम कितना खर्च कर सकते हैं? हम में से कितने लोग इसे चुनेगें?

compiling a glossary of key terms required to engage in commercial exchanges between English- and Hindi-speaking communities, using language associated with business and communication, such as निवेश, व्यापार, मुद्रा-विनिमय, प्रौद्योगिकी

designing resources such as website posts, press releases or flyers to promote action on social or environmental issues, for example, आवासहीनता, पशु क्रूरता, आपातकालीन सहायता

participating in imagined scenarios that involve buying and selling, bidding, transacting and negotiating, such as online shopping or conducting a market stall, discussing issues of value, availability and popularity

participating in virtual excursions to cultural sites or exhibitions, for example, प्रसिद्ध संग्रहालय, पूजा स्थल, sharing responsibility for different elements of a multimodal report on the experience

negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थान

organising a campaign or social media forum to raise awareness of a community, environmental or ethical issue, for example, पर्यावरण परिवर्तन, आप्रवासन, प्रौद्योगिकी और बेरोज़गारी, discussing strategies for responding to possible challenges

Participate in structured discussions, reflections and learning activities by managing contributions, asking and responding respectfully to questions, clarifying statements, elaborating opinions and expressing agreement or disagreement in culturally-appropriate ways
[Key concepts: debate, response, dialogue; Key processes: expressing, responding, evaluating, reflecting]
(ACLHIC111 - Scootle ↗)

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Elaborations

using elaborated sentences and interactional cues to support debate and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में…… मेरे कहने का अर्थ है … आपको नहीं लगता कि… मेरा सुझाव तो यही है कि…

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Page 15 of 27

observing conversational protocols such as signalling the end of a contribution, listening without interrupting, using pauses or silence to indicate consideration of what has been said and responding respectfully to different views, for example, मेरे विचार में…..; ऐसा लगता है कि…; गौर तलब है कि…; हमें ध्यान रखना चाहिए…; यह विवादास्पद है; लेकिन वास्तव में; मेरा विश्वास है…; मैं आश्वस्त हूँ ….

using evaluative language to acknowledge strengths in others' arguments and to justify or challenge views in a courteous manner, for example, आप का कहना एकदम स्पष्ट और उचित है। वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँ। आप ठीक कह रहे हैं … लेकिन मेरा मत यह है कि...

using reflective language to evaluate the usefulness of learning experiences and to compare their language and literacy development in Hindi and English, for example, ध्यान से विचार करने के बाद मेरी राय है कि......; मुझे लगता है कि … मुझे एहसास हुआ....; मुझे यही समझ आया कि … मेरा मानना है....।

exchanging opinions on their experience of learning Hindi in school, describing personal learning strategies and identifying preferred learning modes, using statements such as लिखित अभ्यास से मेरी हिन्दी में सुधार हुआ है।

Informing

Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes
[Key concepts: information, perspective, representation, media; Key processes: researching, processing, evaluating, analysing]
(ACLHIC112 - Scootle ↗)

Elaborations

identifying different perspectives on selected issues presented in different media outlets, such as news sites or specialty magazines such as प्रदूषण, जनसँख्या, भेदभाव, and using the material as stimulus for in-class or online debates or opinion pieces

listening to interviews with celebrities from fields such as sport, the arts, entertainment or politics, identifying and classifying words, expressions or cultural references that convey information about culture or context

presenting information collected from print and digital sources on a topic such as regional food specialities, for example, by creating a glossary of terms by categories, for example, *herbs and spices* मसाले, हल्दी, धनिया, फल, सब्जियाँ, सूखे

evaluating information retrieved from online discussion forums and social media outlets on issues relevant to their peer group, for example, family relationships, youth identity or generational change, selecting and editing content to include in a summary statement or report

analysing coverage of issues relating to Hindi-speaking communities from a range of news media, classifying and recording in a shared data base the most commonly addressed issues or perspectives

researching aspects of a selected activity or business operating in their community, for example, restaurants, boutiques, youth centres, presenting their findings in the form of digital displays or posters for a community information evening

Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts
[Key concepts: argument, opinion, preference; Key processes: selecting, presenting, reporting]
(ACLHIC113 - Scootle ↗)

Elaborations

presenting information in the form of promotional or persuasive texts for audiences such as peers, younger children, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य

creating a digital profile of a significant member of their community, for example, by featuring achievements and challenges of an older migrant to Australia, or by recording commentaries and impressions of a celebrity visitor to the country

presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and writing up rules for the game

reporting on survey data collected from each other in relation to preferred leisure activities or favourite foods, using PowerPoint presentations to represent key findings

creating a multimodal resource to introduce prospective overseas visitors to different features of Australia, for example, its cultural diversity, city attractions and outback exploration

creating a portfolio representation of a particular group or community, for example, a collection of mini-biographies of class members, family or friendship groups, including details such as personal achievements and music/food/sports preferences

using data collected via online research or personal or published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, for example, a musician, chef, artist or sporting figure

Creating

Respond to a range of traditional and contemporary creative and literary texts, describing settings, identifying key themes, values and concepts, discussing representation of characters and events and the stylistic effects of different genres
[Key concepts: expression, themes, values, creativity; Key processes: comparing, analysing, responding; Key text types: stories, films, poetry, myths, cartoons]
(ACLHIC114 - Scootle ↗)

Elaborations

comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends, for example, एकलव्य की गुरुदक्षिणा

discussing the enduring influence of classical fables and legends in passing on cultural values through allegory and storying, for example, by identifying classical references to describe personal traits or qualities, as in सत्यवादी हरिश्चन्द्र, श्रवण कुमार

identifying the use of English words and expressions by contemporary poets or songwriters writing in Hindi, considering possible reasons for this

analysing how the use of rhythm, rhyme, imagery and metaphor by poets such as कबीर, रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा and writers such as भीष्म साहनी; जयशंकर प्रसाद; मुँशी प्रेमचंद, मन्नू भंडारी create emotional, dramatic or humorous effects that reflect cultural traditions and literary genres

identifying characteristic elements of traditional forms of Hindi literature, such as verse celebrating bravery/warriors, for example, वीर गाथाएँ और गीत, जैसे पुष्प की अभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत, or children's poems that celebrate nature, such as आया बसन्त

comparing the style, themes and language associated with different musical genres, for example, patriotic music such as राष्ट्रीय गान and सारे जहाँ से अच्छा, film songs or advertising jingles

exploring the playfulness, creativity and competitiveness of riddles, comparing their function as traditional entertainment in village communities with that of language play among young children today

Create individual and collaborative imaginative texts in a range of modes and formats to entertain, convey ideas, express emotions and explore the creativity of language

[Key concepts: cultural identity, stereotype, humour, emotion; Key processes: creating, performing, adapting; Key text types: poems, songs, sitcoms, cartoons]
(ACLHIC115 - Scootle ↗)

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Elaborations

using different modes of presentation such as skits or cartoons to develop storylines and characters that explore bicultural experiences, for example, responding to stereotypes, negotiating intergenerational relationships, expressing identity in different languages

adapting an existing resource such as a traditional story or fable such as दुष्यन्त और शकुन्तला की कहानी to suit a different kind of audience, for example, young people in today's society

creating texts for specific age or interest groups, selecting appropriate vocabulary, structure and

content for the intended audience, for example, युवाओं के लिए स्वास्थ्य जानकारी, जंगल बचाओ, प्रवासी भारतीयों के लिए जानकारी

creating texts that incorporate humorous and expressive language to entertain younger audiences, for example, puppet plays, short video clips or voki animations, selecting language and images that enhance the visual or listening experience

creating riddles to entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore

creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text into English

using descriptive and evocative language to create an imagined scene or interaction between two characters designed to create a strong emotional response, such as fear, anticipation or amazement

designing, illustrating and captioning texts such as cartoons or photo-stories, using expressive and imaginative language to capture character and emotion

using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners

providing a live commentary of a dance performance, interpreting movements, commenting on the significance of costume and adornments and interpreting key messages conveyed through the performance

Translating

Translate and interpret familiar social and community texts such as emails/text messages, informal conversations with friends or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another
[Key concepts: code-mixing, code-switching, translating, interpreting; Key processes: analysing, monitoring, explaining]
(ACLHIC116 - Scootle ↗)

Elaborations

translating and glossing words, symbols or expressions commonly used in emails and sms messages, for example, हे हे – *LOL*

recording, transcribing and translating short conversations between family members or friends from English into Hindi or vice versa, recording words or phrases that either do not translate or require no translation

translating proverbs such as दूर के ढोल सुहावने, examining literal translations for cultural information

and identifying English-language proverbs that approximate the ideas behind the words (*The grass is always greener on the other side of the fence*)

identifying the need to sometimes recast language, considering why one language may use more words than another to communicate a particular meaning

discussing how translation sometimes involves literal decoding of word-for-word meaning, sometimes involves interpreting meaning and finding equivalent forms in the other language, and sometimes involves cultural meaning that cannot be translated

interpreting the significance of terms or phrases that carry specific cultural connotations which might be unfamiliar when translated into English, for example, साला, बहु, दलाल

Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of 'living between languages'

[Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing]

(ACLHIC117 - Scootle ↗)

Elaborations

creating texts such as blogs or posts on online forums that draw on their personal bilingual resources to explore the dynamic nature of intercultural experience

corresponding with young Hindi speakers in different contexts, using Hindi and English to describe and explain aspects of life in Australia

creating bilingual digital stories for younger learners that capture elements of their own experiences of using two languages and living in a multilingual society

creating glossaries in English to explain cultural references in contemporary Hindi texts that relate to trans-cultural experience

creating a bilingual virtual tour of the school for new or intending students, noticing which language is more appropriate for different elements of the presentation

creating bilingual texts such as leaflets or slogans to raise awareness of health or environmental issues among both language communities, for example, स्वच्छ भारत; छोटा परिवार - सुखी परिवार; बेटी बचाओ-बेटी पढ़ाओ

Reflecting

Reflect on their own language choices and communicative behaviour when using Hindi or English, including adjustments they make between languages and strategies they adopt to support intercultural communication

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Page 20 of 27

[Key concepts: interculturality, reflection, flexibility reciprocity; Key processes: reflecting, monitoring, comparing, discussing]

(ACLHIC118 - Scootle ↗)

Elaborations

discussing differences they are conscious of when interacting in Hindi or English, for example, when expressing feelings such as anger or sadness or when talking about personal issues

reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and on how these are sometimes used to mean different things in different languages

identifying elements of successful interaction when communicating with speakers of different languages, for example, being responsive and flexible, picking up on cues that indicate misunderstanding, respecting different perspectives and traditions

identifying differences in the interpretation of conversational strategies such as the use of pauses or silence when speaking in Hindi as compared to English, for example, to signal disapproval, respect for an elder, waiting for consensus, reflection or waiting for the end of a turn

reporting on moments of intercultural miscommunication, discussing possible reasons why they happened, repair and recovery strategies and what they learnt from these experiences

reflecting on language choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for practical or cultural reasons

Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

[Key concepts: affiliation, identity, communication; Key processes: reflecting, evaluating, explaining]

(ACLHIC119 - Scootle ↗)

Elaborations

identifying variations in the ways they communicate with people from different language backgrounds, for example, in relation to the use of humour, respect or communication in public or formal situations

reflecting on differences in communication styles between speakers of different languages that they know, such as ways of expressing identity or responding to others' comments, including observations of each other's ways of communicating in different contexts and languages

considering the relationship between styles of communication and cultural factors such as generation or social environment, for example, by talking about the kinds of questions they ask or comments

they make when interacting with people of their own age compared to how they talk with older people in their families or communities

describing ways they adjust their interactions in different languages, situations and contexts, for example, by comparing typical exchanges with Hindi- or English-speaking friends in different situations

exploring how ways of thinking, communicating and behaving both influence and reflect cultural identity, for example, by identifying ways of expressing ideas that they see as being more *Australian* or *Índian*

reflecting on intercultural learning in school and intercultural experience in and out of school, discussing how each context presents different opportunities for developing intercultural capabilities

Understanding

Systems of language

Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways
[Key concepts: word building, pronunciation, accent; Key processes: recognising, applying]
(ACLHIU120 - Scootle ↗)

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Elaborations

recognising and practising the spelling of words that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word in the representation in Devanagari script, such as in उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/सुनता

explaining and applying basic rules of Hindi pronunciation, spelling, punctuation and intonation

applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words

recognising how words can be formed from base words and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत and the impact this has on pronunciation

recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of elements of direct forms of Sanskrit words (तत्सम words) and of derived forms (तद्भव words), understanding that both forms can be used in different contexts, for example, क्षेत्र for *field* in an abstract sense and खेत for a *field* for farming

increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expressions on pronunciation and their impact on spelling, for example, the

use of वो in spoken Hindi in place of वह in written Hindi

recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as ताई to women's names by Marathi speakers and देवी to married women's names by Biharis

recognising and responding to challenges associated with clarity and pace in audio texts, such as station or airport announcements or recorded phone messages

Extend knowledge and use more complex features and patterns of the Hindi grammatical system, such as the use of passive voice, compound words and phrases and variations in register

[Key concepts: grammatical systems, tense, sentence structure, cohesion; Key processes: understanding, classifying, applying]

(ACLHIU121 - Scootle ↗)

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Elaborations

indicating situations and events by using past, present and future tense forms, for example, जाता था, जाता हूँ, जाऊँगा

creating simple sentences using conjunctions such as राम ने खाना खाया और सो गया।

creating compound and complex sentences such as मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।

expanding vocabulary related to personal, social, environmental and global worlds

recognising and using idiomatic expressions such as आँख का तारा and दाल में कुछ काला

using numbers in fraction, multiple and collective forms, for example, आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा

continuing to build and expand metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists and groups of pronouns, adverbs and adjectives

understanding and extending knowledge of basic joining (सन्धि) rules, such as इ+आ = ए

extending knowledge of the use of the active and passive voice according to context, for example, राम उर्दू लिख रहा है। उर्दू लिखी जा रही है।

understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर

using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला

using a range of tenses in complex sentences to describe events and personal experiences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।

understanding that in different contexts words from different registers are used for related concepts, such as इंसाफ़ and न्याय

Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements

[Key concepts: genre, context, mode, audience; Key processes: analysing, comparing, composing] (ACLHIU122 - Scootle ⬏)

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Elaborations

understanding the significance and cultural importance of features of different types of texts, such as forms of address or language associated with rituals or celebrations, such as आदरणीय, पूज्य, मान्यवर, महोदय (*formal*) प्रिय मित्र (*informal*)

identifying key features and structures of familiar texts types to understand unfamiliar content, for example, recognising core words associated with time or place in airport announcements, 'reading' images as well as written language in advertisements

recognising the format of different Hindi texts and stylistic conventions such as the need for elaborated forms of address in formal invitations or congratulations, understanding how these vary according to the context, occasion and intended audience

composing and comparing examples of familiar texts such as emails, songs, slogans or public signs, noticing how choice of language and text structure positions the reader and indicates the text's purpose

comparing language features of Hindi and English versions of genres such as news headlines or school reports, noticing differences that appear to be culturally significant

composing a formal and an informal version of a selected text genre, such as a written invitation or a text message, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change

Identify variations in the use of Hindi that relate to social roles, contexts and modes of expression, considering similar variations in language use in English or other known languages
[Key concepts: register, respect, mode, non-verbal communication; Key processes: identifying, explaining, comparing]

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Page 24 of 27

(ACLHIU123 - Scootle ⤢)

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Elaborations

explaining variations in language use between people of different ages, gender or relationships that reflect attitudes and values, for example, ways of expressing authority or humility or inclusivity or exclusivity

identifying differences in terms of language features and register between spoken and written forms of texts such as apologies, invitations or narratives माफ़ कीजिए, क्षमा कीजिए

noticing and explaining differences in text structure and grammar between formal and informal Hindi use, for example, between the structure of a business letter and an informal email, आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ....

analysing non-verbal elements of communication between Hindi speakers, such as gestures, facial expressions and the use of space and silence, discussing to what extent they contribute to the exchange of meaning and whether they vary in formal and informal contexts

finding examples and explaining variations in style, content and intention of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए ख़ुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

Understand that languages and associated cultures shape and are shaped by each other and change over time and contexts in ways that are creative, dynamic and responsive to both internal and external influences

[Key concepts: change, memory, history, culture; Key processes: tracking, reflecting, discussing] (ACLHIU124 - Scootle ⤢)

▤   ♟   ⟲

Elaborations

reflecting on their own and each other's use of Hindi, identifying influences from other languages and cultures such as terms used in everyday language as a result of the influence of social media, popular culture and technology

talking with older members of their families or communities about changes they have experienced in the use of Hindi across their lifetime, such as the increasing blending of English and Hindi in particular domains of language use such as entertainment, news and sports commentary and advertising

recognising that Hindi, like all languages, carries histories of contact with other languages and cultures, for example, by identifying and classifying words that originate in languages such as Persian सरकार; Arabic तलाक़; Turkish क़ुली; and Japanese रिक्शा

understanding that languages and cultures change continuously due to contact with each other and

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Page 25 of 27

in response to new ideas, developments in technology, communication and design, considering why some types of words and expressions are most frequently borrowed, such as vocabulary associated with fashion, sport and technology

identifying ways in which social media and technology have brought about changes in communication in their own lives, for example, by compiling a glossary of terms routinely used in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Identify key features of multilingual experience, referencing their own individual and community language practices

[Key concepts: multilingualism, context, culture; Key processes: explaining, reflecting, analysing] (ACLHIU125 - Scootle [↗])

Elaborations

explaining the influence of Hindi language and associated cultures on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English and English words and expressions that they use when communicating in Hindi

considering the advantages of being bilingual or multicultural, the limitations of being monolingual, and the meaning of concepts such as *intercultural competence* and *translanguaging*

discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments

reflecting on how they use different languages when communicating across different social contexts, and to what extent these choices signal or define social roles or relationships and provide additional resources for thinking and talking about ideas and experience

recognising that language use among bilingual and multilingual speakers varies according to ethnicity, age, profession or social status, and to the context of language use

reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of other people's ways of communicating are shaped by cultural standpoints, experiences and perspectives

creating and comparing individual language profiles, explaining which languages or dialects they use in their family, social and community lives

reflecting on elements such as gestures, body language and the use of space or silence when they are using different languages to communicate

Role of language and culture

Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language

[Key concepts: values, concepts, expression; Key processes: tracking, identifying, analysing]

(ACLHIU126 - Scootle ⤢)

Elaborations

tracking changes in Hindi language forms and usage over different times and contexts such as मोटरगाड़ी, कार

explaining the significance of single words in Hindi that represent complex and culturally significant concepts that do not translate directly into English, for example, दक्षिणा, शुभमुहुर्त, पूजा, साधू

considering reasons for the trend among young Hindi speakers to create abbreviated adaptations of English words, for example, *funda (fundamental), despo (desperate), enthu (enthusiastic),* comparing with the use of abbreviations such as 'arvo', 'brekkie', 'footie', 'barbie' in Australian English

identifying compound words used in colloquial Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo, accent maarna*

discussing the significance of naming in different languages and cultures, for example, by exploring the origins and meanings of Hindi names such as आद्या, आशा, आर्य, बोधि, धर्म, गीता, सलमान and comparing with popular names in English and other languages

identifying changes in some forms of Hindi that reflect the impact of globalisation and intercultural experience, for example, the increasing mixing of languages and adoption of practices associated with other communities and cultures

exploring the idea that some elements of a language carry particular cultural significance, having come to assume symbolic as well literal value in ways that make translation difficult, for example, Hindi terms such as बिदाई, सन्यास, शुभमुहुर्त, मुहूर्त, and Australian expressions such as 'mateship' or 'fair dinkum'

researching and classifying terms associated with particular cultural traditions and practices that have cultural significance or history and whose meanings are difficult to convey in other languages, for example, words associated with yogic practice such as संसार, मंत्र, कर्म, गुरू, ब्राह्मण, मोक्ष