**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

Previous level’s achievement standard as a starting point of comparison

An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

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| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** | | |
| **Context:**  Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.  The content descriptions explicitly covered will be:  Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)  Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  *Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  *Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:**   * identify information and services in their local community and make some recommendations about their suitability for young people * identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.   *Step 4: Teachers develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ HINDI Language F-10 Sequence *toward* Level 2 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Hindi Level 2 Achievement Standard** |
| In **Hindi**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है. They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ । मैं बहुत ख़ुश हूँ. They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ ख़त्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगें। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ. They respond to imaginative texts they have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें. They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं. They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.  Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher.Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, ख़ाकी. They identify how language usage reflects where and how people live and what is important to them. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ HINDI Language F-10 Sequence *toward* Level 4 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Hindi Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Hindi Level 4 Achievement Standard** |
| By the end of Level 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है. They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ । मैं बहुत ख़ुश हूँ. They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ ख़त्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगें। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ. They respond to imaginative texts they have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें. They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं. They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.  Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. 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They identify how language usage reflects where and how people live and what is important to them. | In **Hindi**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि …, गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ,हर रविवार मैं मंदिर जाता हूँ ,हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद ।They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंग।मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ ,तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेगें? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो।स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घडी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.  Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है. They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN First Language F-10 Sequence *toward* Level 6 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Hindi Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Hindi Level 6 Achievement Standard** |
| By the end of Level 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि …, गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ,हर रविवार मैं मंदिर जाता हूँ ,हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद ।They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंग।मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ ,तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेगें? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो।स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घडी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.  Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है. They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions. | In **Hindi**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहतेहैं।, मुझेलगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से…। मैं इस बात से सहमत हूँ कि….। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है? , मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है , मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नही, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करनाहै, मेरे हिसाब से वहाँ जाना ठीक नहींहै, यह खाना बहुत स्वादिष्ट है, हमे वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पँचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लाद्दीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर -बीरबल के क़िस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others’ learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.  Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।. They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages HINDI Language F-10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Hindi Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Hindi Level 8 Achievement Standard** |
| By the end of Level 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहतेहैं।, मुझेलगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से…। मैं इस बात से सहमत हूँ कि….। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है? , मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है , मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नही, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करनाहै, मेरे हिसाब से वहाँ जाना ठीक नहींहै, यह खाना बहुत स्वादिष्ट है, हमे वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पँचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लाद्दीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर -बीरबल के क़िस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others’ learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.  Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।. They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems. | In **Hindi**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत ख़ुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Students complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है. They use reflective and evaluative language to support their own and others’ learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है…; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृषटिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमे सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion.They translate texts from Hindi into English and vice versa, and compare their own translations with others’, interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.  Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ HINDI Language F-10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Hindi Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Hindi Level 10 Achievement Standard** |
| By the end of Level 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत ख़ुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Students complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है. They use reflective and evaluative language to support their own and others’ learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है…; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृषटिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमे सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion.They translate texts from Hindi into English and vice versa, and compare their own translations with others’, interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.  Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives | In **Hindi**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people’s interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं?तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक सरंचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो ।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 कारणवश नहीं आ पाऊँगा।. They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि …, तुम यह कहना चाहते हो कि…, मुझे लगता है कि …. When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियो के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other’s intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.  Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purposes and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate. |