

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**

Updated version 1.1

Victorian Certificate of Education

# HINDI

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release date	Comments
1.1	Current	January 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)  
Hindi

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Board of Studies, Victoria  
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Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## **THE LANGUAGE**

The language to be studied and assessed is modern standard Hindi. This is the form of Hindi which has been approved by the Central Hindi Directorate (Government of India), New Delhi.

The standard grammatical description produced by the Government of India is *A Basic Grammar of Modern Hindi* by Dr Aryendra Sharma.

## **RATIONALE**

The study of a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Hindi develops students' ability to communicate in a language that is the official language of the Republic of India, fulfils the role of a *lingua-franca* on the Indian sub-continent and is the third most widely spoken language in the world. A knowledge of modern standard Hindi also provides a foundation on which an understanding of the innumerable regional variants and various styles of spoken Hindi, found both within and outside the subcontinent, may be acquired. Hindi also shares a single grammatical structure with Urdu, the official language and *lingua-franca* in Pakistan.

The study of Hindi provides students with access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, classical Indian dance, film, music, meditation and yoga.

The ability to communicate in Hindi may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, commerce, information and communication technology, tourism, administration, social services and education.

### **AIMS**

This study is designed to enable students to:

- use Hindi to communicate with others;
- understand and appreciate the cultural contexts in which Hindi is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Hindi and English, and/or other languages;
- apply Hindi to work, further study, training or leisure.

### **STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

### **ENTRY**

Hindi is designed for students who will, typically, have studied Hindi for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

### **DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

### **CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

### **MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Hindi to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

### **SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

### **USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

### **COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

### **VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 49–52.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)



*INTRODUCTION*

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No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Hindi the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4: Common areas of study

The areas of study for Hindi comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Hindi-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

**UNITS 1–4**

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 26 and 27.

**PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS**

<b>The individual</b>	<b>The Hindi-speaking communities</b>	<b>The changing world</b>
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, personal details, relationships with family and friends, daily life, leisure activities, sports, pets, hobbies.</i></li> <li>• <b>Education and aspirations</b> <i>For example, tertiary options and aspirations, future concerns, employment and training, student exchanges, job applications, overseas opportunities.</i></li> <li>• <b>Personal opinions and values</b> <i>For example, personal priorities, thoughts about the world and views on particular issues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, cultural diversity, differences between rural and urban lifestyles, impact of foreign influences, traditional social structures.</i></li> <li>• <b>Visiting a Hindi-speaking community</b> <i>For example, travel, visiting relatives and friends, planning a holiday, activities particular to Hindi-speaking communities.</i></li> <li>• <b>History and traditions</b> <i>For example, famous people, important historical and religious events and locations, festivals and ceremonies, stories from the past.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, Hindi film, TV and other media, traditional art and architecture, classical music and art, modern art and music.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, population, education, status of women, impact of changing economic conditions, impact of migration.</i></li> <li>• <b>Environmental issues</b> <i>For example, impact of tourism, the importance of riverways, impact of urbanisation, deforestation, importation of waste from abroad.</i></li> <li>• <b>The world of work</b> <i>For example, careers now and in the future, gender issues, impact of technology.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

**TEXT TYPES**

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement*	Journal/diary entry*	Report*
Announcement	Map	Review*
Article*	Menu	Song
Chart	News item	Story/narrative account*
Conversation*	Note/message*	Summary
Discussion*	Personal profile*	Survey
Email	Play	Table/timetable
Formal letter*	Poem	Text of an interview*
Informal letter*	Postcard*	Text of a speech/talk*
Invitation*	Recipe	

**KINDS OF WRITING**

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

**VOCABULARY**

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 34.

## UNITS 1-4

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Verb construction</b>	subjectival objectival neutral construction	राम चला। रमा चली। राम ने किताब पढ़ी। रमा ने किताब पढ़ी। राम ने आपको देखा। रमा ने आपको देखा।
<b>Conjugation, conjugation patterns</b>	the root transitive intransitive	चल, पढ़ राम ने पुस्तक पढ़ी। राम हँसा।
<b>Tense</b>	present past future present perfect past perfect habitual past	जाता है गया जाएगा गया है गया था जाता था, जाया करता था
<b>Aspect</b>	terminate progressive	मैं पढ़ता हूँ। मैं पढ़ रहा हूँ।
<b>Participle</b>	imperfect perfect adverbial present participle adverbial past participle वाला as a participle	डूबती हुई नाव डूबी हुई नाव रोते हुए, लिखते हुए वह एक लड़की का हाथ पकड़े हुए आयी। मिठाई बेचनेवाला, कपड़े वाला, यह वाला, पीला वाला
<b>Voice</b>	active passive impersonal	मैंने आपको बुलाया। आपको बुलाया गया। मुझसे चुप नहीं रहा जाता।
<b>Mood</b>	indicative conditional imperative exceptional forms negation and imperatives  subjunctive: optative potential presumptive contingent	बालक खेल रहे हैं। आप आँ तो काम होगा। पढ़, पढ़ो, पढ़िए, पढ़िएगा, पढ़ना दो, लो, लीजिए मत कीजिए, ऐसा न करें  पढ़ें, जाएँ शायद पढ़ता हो, शायद पढ़ा हो पढ़ता होगा, पढ़ा होगा पढ़ता होता तो, पढ़ा होता तो ...

<b>Absolutive</b>	its various meanings exceptional form	पढ़कर, खाकर, लेकर करके
<b>Adverb</b>	formation adverbial expressions	धीरे-धीरे
	time	आज, कल, परसों, नित्य, निरन्तर, सदा
	place	यहाँ, वहाँ, इधर, उधर
	manner	अचानक, अकस्मात, सहसा
	affirmation	हाँ, जी हाँ, ठीक
	negation	नहीं, जी नहीं, मत
	doubt	शायद, सम्भवत
	certainty	अवश्य, निःसंदेह
	reason	अतः, क्यों, किस लिए
	adverbial particles	तक, भर, मात्र
	introduction, conclusion	अथ, इति
<b>Noun</b>		
	masculine	लड़का, संसार
	feminine	लड़की, दुनिया
	singular	लड़की
	plural	लड़कियाँ
	case	
	direct case	लड़का
	oblique case	लड़के ने, लड़कों ने, लड़की ने, लड़कियों ने
	vocative case	मेरे भाइयो और बहनो
	suffixes	ची, दार, खाना, ता, पन, हीन
	prefixes	सु, कु, नि, हीन, प्रति, अ, अन्, बे, बद
	degree	
	comparative	उससे अच्छा
	superlative	सबसे अच्छा
	gender	अच्छा, अच्छी
	number	एक हरा कमरा, छै हरे कमरे
	direct	हरे कमरे
	oblique	हरे कमरे में, हरे कमरों में



## UNITS 1-4

<b>Pronoun</b>	singular	मैं, तू, यह, वह
	plural	तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे
	personal	मैं, हम, तुम, आप, वह
	possessive	मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी
	demonstrative	यह, वह, ये, वे
	reflexive	अपना, अपनी
	relative	जो, सो
<b>Postposition</b>	interrogative	कौन, क्या
	indefinite	कोई, कुछ
	oblique with different postpositions	मेरा, मुझे, मुझसे
	possessive postposition	का
	preposition/postposition	बिना, सिवाय, बजाय, मारे
	compound postposition	के बारे में
	<b>Numeral</b>	cardinal
ordinal		पहला, दूसरा
multiple		सैकड़ों, हजारों
fraction		आधा, तीन चौथाई
collective		दोनों, तीनों
<b>Negation</b>		नहीं, मत, न, कहीं ऐसा न हो जाए
	double negatives	भला क्यों – भला क्यों न, थोड़े ही – थोड़े ही नहीं
<b>Sentence and phrase types</b>	statements	मैं जाता हूँ, तुम पढ़ते हो, वे सोते हैं
	questions	क्या तुम हिन्दी पढ़ते हो? वह क्यों नाराज़ है?
	commands	इधर आओ, उधर जाइए, यहाँ सफ़ाई करवाइएगा
	exclamations	अरे, छि, वाह, शाबाश, हाय, धन्य हो!
	simple, compound and complex sentences compatible clauses	मैं यहाँ आती ही इसीलिए हूँ कि तुमसे मिल सकूँ
<b>Conjunction</b>	copulative	और, एवं
	disjunctive	या, अथवा
<b>Basic sandhi rules</b>		विद्या + आलय = विद्यालय, एक+अंकी = एकांकी
<b>vowels</b>	short and long	अ and आ, इ and ई, उ and ऊ
	full forms	आ, इ, ई
	anunasika	पाँच, हँसना
	anuswara	पंच, हंस
	abbreviated forms (मात्रा)	ः, ि, ि
	special forms	रु and रू and शृ
	consonants with vowels (बारहखड़ी)	क का कि की

**consonants**

कट्य  
तालव्य  
मूर्धन्य  
दन्त्य  
ओष्ठ्य

unaspirated  
aspirated  
संयुक्ताक्षर

**accent**

silent अ

**transliteration**

क वर्ग

च वर्ग

ट वर्ग

त वर्ग

प वर्ग

य, र, ल, व, श, ष, स, ह, ङ, ढ

क, ग, च

ख, घ, छ

क्य, क्त, द्ध, द्य, द्ढ, श्व, श्र, ह्, ह्र, क्ष, त्र, न्

for example, in final word position

क, ख, ग, ज, जॉ

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 13–14 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of the outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures relevant to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- listen for and understand information;
- recognise and respond to cues for turn taking;
- self-correct or use fillers to maintain communication;
- communicate in a range of text types, for example letter, fax, email, face to face or by telephone;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and underlines, and referring to dictionaries.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types for example, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and use relevant reference materials;
- provide personal comment and perspective on aspects of texts;
- respond appropriately to the context, purpose and audience described.

**Assessment**

The assessment of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not

## UNIT 1

constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that selected tasks are of comparable scope and demand, and that over the course of the unit all three outcomes are addressed. Tasks should also be selected to ensure that over the course of the unit, both oral and written skills in Hindi are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below:

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete forms, charts or tables in Hindi or English

*and*

- read written texts (e.g. contracts, advertisements, letters) to obtain information to complete forms, charts or tables in Hindi or English.

**Outcome 3:**

- oral presentation

review

*or*

article

Teachers must ensure that the student responds in Hindi to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Hindi, and the other a response in English.

## Unit 2

### AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–13 of this study design.

### OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

#### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to offering or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, attending phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, commitment and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain, discontinue as appropriate, and close an exchange;
- use examples and reasons to support arguments and evidence;
- use tone, stress and facial expression to enhance meaning and persuade.

#### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types;
- infer points of view, opinions and ideas;
- classify, compare and explain arguments and ideas.

**UNIT 2****Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of the relevant text types, for example journal entry, short story or letter;
- use structures related to describing, recounting, narrating and reporting events or experiences;
- use simple stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events logically.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on the evidence that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies publishes annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist. Such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a collection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Hindi are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email
- or
- role-play
- or
- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Hindi to all assessment selected

EXPIRED



## Units 3 and 4

### **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 13–19 of this study design.

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 14. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Hindi-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 33). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Hindi-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary

society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Hindi community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

# Unit 3

## **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 13–19 of this study design.

## **OUTCOMES**

For this unit students are required to demonstrate achievement of three outcomes.

### **Outcome 1**

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

### **Outcome 2**

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers, and stylistic features such as repetition and tone.

**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

**School-assessed coursework**

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published

**UNIT 3**

annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

<b>Outcomes</b>	<b>Assessment tasks</b>	<b>Marks allocated*</b>
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinion and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.	20
<b>Total marks</b>		<b>50</b>

\*School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 13–19 of this study design.

## **OUTCOMES**

For this unit students are required to demonstrate achievement of two outcomes.

### **Outcome 1**

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

### **Outcome 2**

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Hindi-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Hindi-speaking communities with those in Australia;

**UNIT 4**

- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Hindi-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	and A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		<b>50</b>

\*School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

### ***End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

#### **Oral examination (approximately 15 minutes)**

##### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Hindi.

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Hindi-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.



**UNIT 4****Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Hindi in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

*Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Hindi covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in Hindi and English for responses in Hindi.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Hindi to information provided in a text.

#### *Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### **Part A**

The student will be required to read two texts in Hindi of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

#### **Part B**

The student will be required to read a short text in Hindi of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 15.

The student will be expected to write a response of 150–200 words in Hindi. The task will be phrased in Hindi and English for a response in Hindi.

### **Section 3: Writing in Hindi**

#### *Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Hindi.

#### *Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Hindi. The tasks will be phrased in Hindi and English for a response in Hindi.

**UNIT 4**

**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

**Outcomes and assessment tasks for Units 1 and 2**

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to matters of personal arrangement and completion of a transaction.	1 Formal letter or fax, or email. Role-play. Interview.
2 Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information and to complete charts or tables, in Hindi or English. Read written texts (e.g. advertisements, letters) to obtain information and to complete notes, charts or tables, in Hindi or English.	2 Listen to, read, and obtain information from spoken and written texts.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce personal responses to a text using oral or written form, based on personal experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.

**Outcomes and coursework assessment tasks for Units 3 and 4**

<b>Outcomes</b>	<b>Unit 3 (3 tasks)</b>	<b>Outcomes</b>	<b>Unit 4 (3 tasks)</b>
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Hindi-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. And A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

**Contribution of assessment tasks to study score**

<b>School-assessed coursework</b>	<b>%</b>	<b>End-of-year examinations</b>	<b>%</b>
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to spoken texts.	5	Listening and responding Part A: Response in English	10
		Part B: Response in Hindi	5
250-word personal or imaginative written piece	10	Reading and responding Part A: Response in English	10
		Part B: Response in Hindi	5
Three- to four-minute role-play.	10	Writing	7.5

*UNIT 4*

<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 38.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **METHODS**

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


## STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Hindi, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

## EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

## Unit 1

Theme	Examples of learning activities
The individual	conduct a survey of classmates regarding their leisure activities and weekend activities. List these
<b>Topic</b> Personal world	read a story, e.g. 'डूँडू भाई साहब', and discuss the advantages/disadvantages of being an only child or a single parent. List in a family
<b>Grammar</b> Forms of address, formal and informal registers, the subjunctive mood	read an article, e.g. 'परिवार – बदलता रूप बदलते ताल' and list down all of the differences highlighted by
<b>Text types</b> Letter, telephone call, list survey, short story	play a telephone call to a friend and arrange a meeting to discuss a sports competition

### Example assessment

**Outcome** Publish and present spoken or written exchange related to personal experiences

Write a letter in reply to a friend/penfriend in India who has asked to hear more about your family and your leisure activities.

**Unit 1****Theme**

The individual

**Topic**

Personal opinions and values

**Grammar**

Three degrees of obligation (होना, चाहिये, पड़ना) and modal verbs of possibility (पाना, सकना), passive voice

**Text types**

Article, survey, table, conversation, script for a speech, notes


**Examples of learning activities**

conduct a survey in your class about what sort of clothes and other accessories are currently in fashion among people of your age group; record the results in a table

read an article, e.g. फैशन में मर्द भी पीछे नहीं, and prepare a talk for your class in which you describe the changes presented across various age groups

listen to a conversation between two people and summarise their interests and priorities

write the script for a speech on presenting your priorities for the future

 search the Internet for information about the priorities of young people in your age group and present a summary of the findings. Write a script for a speech on the priorities of one of the groups.
**Example assessment tasks****Outcome 2:** Listen to, read and obtain information from written and spoken texts.

Read an article about young people's priorities. Use the information to complete a table using the headings provided.

**Outcome 2:** Listen to, read and obtain information from spoken texts.

Listen to an interview with a person who has lived overseas and complete a table of their points of advice presented.

**Outcome 3:** Produce a personal response to a text, focusing on real or imaginary experience.

Watch a documentary on the need for more action to be taken to address environmental issues, and write a review explaining why, in your view, this is a documentary not to be missed.



## Unit 2

### Theme

The individual

### Topic

Education and aspirations

### Grammar

Plural polite forms and constructions, future tense, श करते/किये हुए दो दिन हुए

### Text types

Formal letter, talk, interview, journal entry, job description

### Examples of learning activities

prepare a formal letter to a tertiary institution in India requesting information about courses, fee structures and accommodation

give a talk focusing on your immediate future and career aspirations



read a job description on the internet, extract information and prepare a résumé based on the required educational qualifications and experience for the position

### Example assessment tasks

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements for completing transactions.

Role-play an interview for a job during the holidays and negotiate agreement for the times to work.

**Outcome 3:** Give expression to real or imaginary experience in written or spoken form.

Write a journal entry reflecting on the events of a day when you had to make an important decision about your future.

## Unit 2

### Theme

The Hindi-speaking communities

### Topic

Visiting a Hindi-speaking community

### Grammar

Use of चाहना and चाहिये, लायक as in देखने लायक, habitual past tense

### Text types

Article, report, advertisement, script for a speech, brochure

### Examples of learning activities

read an article, e.g. धार्मिक स्थलों पर क्या पर्यटन को बढ़ावा मिले?, and make notes



search the Internet for tours in India and make notes

read brochures and advertisements promoting tourism in India (such as in धर्मयुग 6 नवम्बर, 1988, पत्रिका) and identify the main types of features that are present

read an article, e.g. ताज महल पर खनिजों का प्रदूषण (नव टाइम्स, 15 अप्रैल, 1996) and transcribe the script to produce a documentary about the Taj Mahal detailing its history, importance, and how to best preserve it from air pollution

### Example assessment tasks

**Outcome 2:** Listen to, read and extract and use information and ideas from spoken and written texts.

Read different texts to prepare a report for a three-week visit to India, explaining the choices you have made.

**Outcome 2:** Listen to, read and extract and use information and ideas from spoken and written texts.

Listen to interviews with tourists and write a report outlining key points of advice for prospective tourists.

## Unit 3

### Theme

The Hindi-speaking communities

### Topic

Arts and entertainment

### Grammar

Complex verb structures, e.g. use of रहना, जाना and करना as auxiliary verbs

### Text types

Article, interview, survey, film review

### Examples of learning activities

read newspaper articles about Hindi cinema and write a report about the changing trends in popular movies

listen to an interview with a Hindi-speaking film star about the place of cinema in Indian society and note the main points raised

watch a recent film and make notes under the headings 'plot', 'character', 'message of the film'

### Example assessment tasks

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Based on one of the films studied, write a story which could form a sequel to the film.

**Outcome 3:** Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

As President of a Youth Action Group, you have been asked to persuade a community representative of the value of supporting a project designed to help young film-makers.

**Unit 3****Theme**

The changing world

**Topic**

Social issues

**Grammar**

Use of the subjunctive (contingent) (e.g. काश मैं ऐसा कर सकती ...), gender of words and their plural and oblique forms, colouring verbal auxiliaries.

**Text types**

Article, story, report

**Examples of learning activities**

read articles on the status of women in India, e.g. बालिका विकास - समाज के लिये एक चुनौती [न० भा० टा०], साधना और उपासना [न० भा० टा०], आवाज़ दैनिक जागरण], आप सुझाव दें [न० भा० टा०], क्योंकि आप औरत हैं [न० भा० टा०], and summarise key points

read a short story, e.g. लड़की, and write a review explaining the background and main events of the story

read an article, e.g. कंगूरे नहीं, नींव महत्वपूर्ण है, [न० भा० टा०, 8 जून], and write a report explaining the strategies suggested to address the issues raised

**Example assessment task**

**Outcome 2:** Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to interviews on the issues associated with increasing education standards and write an article focusing on the ways suggested to address these.

## Unit 4

### Theme

The Hindi-speaking communities

### Topic

Lifestyles

### Grammar

Comparisons and superlatives, use of auxiliary verbs such as जाना and रहना to describe states

### Text types

Article, interview

### Examples of learning activities

read an article, e.g. प्रेम-मुहब्बत का त्योहार [न० भा० टा०], and write a report explaining the significance of this festival

read articles on the growing differences in urban and rural lifestyles and make notes

listen to an interview on the impact of foreign influences on daily life and use the information to write a short article

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of Hindi-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison, or review.

Write a 250-word informative report on one aspect of the impact of change on Hindi lifestyles.

## Unit 4

### Theme

The changing world

### Topic

The world of work

### Grammar

Revision of interrogative adverbs, phrases expressing opinions and beliefs (e.g. मैं सोचती हूँ कि..., मेरे ख्याल से..., etc.)

### Text types

Article, speech, advertisement

### Examples of learning activities

read an article focusing on changing working conditions and make notes

listen to the interviews with employers in new industries and use the information to write a report on the importance of these new initiatives



using information from the Internet, write a summary of the new directions taken by the government towards addressing unemployment

### Example assessment tasks

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Read an article on the positive and negative impact of technology on working life and use the information to write an evaluative report.

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of Hindi-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

Discuss the strengths and weaknesses of new directions taken in providing work for all in the future.

### **SUGGESTED SUB-TOPICS FOR DETAILED STUDY**

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

#### **Theme: The Hindi-speaking communities**

Topic: Lifestyles

Possible sub-topics for detailed study:

- Lifestyles in the city and the countryside.
- The importance of Hindi to communities living overseas.
- The importance of preserving tradition.

#### **Theme: The Hindi-speaking communities**

Topic: Visiting a Hindi-speaking community.

Possible sub-topics for detailed study:

- The history and importance of pilgrimages.
- The impact of tourism on the environment.

#### **Theme: The Hindi-speaking communities**

Topic: History and traditions

Possible sub-topics for detailed study:

- The religious significance of festivals in India.
- The changing face of festivals in India.
- Indian festivals in India and Fiji: differences and similarities.

#### **Theme: The Hindi-speaking communities**

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- The changing face of television in India and its impact.
- Hindi cinema in the second half of the twentieth century.
- The impact of the Internet.

#### **Theme: The changing world**

Topic: Social issues

Possible sub-topics for detailed study:

- The environmental impact of the population explosion.
- The impact of urbanisation in India.

**EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES**

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter
Assessment task:	You are thinking of enquiring to do a language course at a college in a Hindi speaking community. Write a formal letter to the office of an education officer enquiring about types, costs, length, entry requirements, courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (2.1, 2.2, 1.3, 1.4). Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3).
VCE Unit 2 Outcome 1:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.



VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information you provide, include details of the proposed cost of sharing accommodation, and the things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.5, 1.6, 1.8). Have a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Free- to 5-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.

VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Hindi-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Hindi-speaking community. Write an article for your school magazine focusing on your experience of the school system in a Hindi-speaking community. Express your views of the structure, philosophy and attitude to school, the subjects offered, the level of achievement attained and aspects of the school culture such as discipline, uniform, staff, and student activities.

VET Outcome 7:	Comprehend a simple short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Identify and use information from spoken texts.
Assessment task:	Refer to the radio interview on changing attitudes to education in a Hindi-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Hindi-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Hindi-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Hindi-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Hindi-speaking community, and providing advice for potential tourists.

	<b>Democracy</b>
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate knowledge of politics and government in a Hindi-speaking community. Demonstrate some specialised language and cultural knowledge.
VCE Unit 4 Outcome 1: and VCE Unit 4 Outcome 2:	100–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment task:	Write an informative article in which you outline the political figures currently prominent in a Hindi-speaking community, and one or two recent issues or events.  ‘There can only be real economic progress if the populace learns to look after itself, rather than relying on the state.’ Discuss this issue in a three- to four-minute interview.

**SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE  
(CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

**MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

**Personal writing:**

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

**Imaginative writing:**

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.

- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event; (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

**SUITABLE RESOURCES**

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

**BOOKS**

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**JOURNALS AND PERIODICALS**

*आजकल*, Publications Division, Government of India, Patiala House, New Delhi.

*इंडिया पर्सपेक्टिव*, (Hindi Edition), 149, A Wing, Shastri Bhawan, New Delhi-110001.

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*नवभारत टाइम्स*, Times of India Press, 7 Bahadur Shah Zafar Marg, New Delhi-110002.

*शान्तिदूत*, Post Box 3, 0621 Oslo 6 (Norway).

*सरिता*, Delhi Press Bhawan, E-3, Jhandewala Estate, Rani Jhansi Marg, New Delhi-110055.

*हंस*, Akshar Prakashan Pty Ltd, 2/36 Ansari Road, Daryaganj, New Delhi.

*हिन्दी समाचार पत्रिका*, 66 Brinjeli Rd, Kingswood, 2747.  
email: mahataj@pnc.com.au

**SEARCH ENGINES**

भारत से संबंधित सर्च इंजन, न० भा० टा०, 4

अक्टूबर 1998

123 India

A2Z1 India

Agni

home of the SAIR search

India Central search

Jadoo

khaj



## FILMS

1942 *ए लव स्टोरी*, चोपड़ा, वि०

*आ अब लौट चले* (आप्रवासन), 1998, ऋषिकपूर

*आक्रोश*, 1980, गोविन्द निहलानी

*उमराव जान*, 1981, अली, मु०

गाँधी, 1982, एनबरो

*झूठ बोले कौआ काटे*, 1998, ऋषिकेश मुखर्जी (समीक्षा,  
न० भा० टा, 6 दिसंबर 1998)

*डोली सजा के रखना* (पारिवारिक संबंध), 98, प्रियदर्शन

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*दादा दादी की कहानियाँ*, Sagar Video International  
Bombay

*पूरब-पश्चिम*, (आप्रवासन), 1970, मनोजकुमार

*बम्बई*, 1994, मणिरत्नम

*बॉर्डर*, 1997, दत्त, ज०

*मिर्च मसाला*, 1987, मेहता के०

*यही है ज़िन्दगी*, 1977, सेतुमाधवन, डी०

*विक्रम और बेताल*, (भाग 1-5) Sagar Video International,  
Bombay

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*सरफरोश*, 1998, धर्मेन्द्रदर्शन

*सीता स्वयंवर*, राव, मु० (ब्रंसविक पुस्तकालय)

*सूज का सातवाँ घोड़ा* (विडियो), 1992, बेनेगल, श्याम

*हम आपके हैं कौन?* 1993, बड़जात्या, सू०

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Box 4  
Canberra 2601

Baillieu Library  
The University of Melbourne  
Parkville 3052  
Tel: (03) 9344 5369

Blackburn High School  
Springfield Rd  
Blackburn 3130  
Tel: (03) 9878 4477

Borchardt Library  
La Trobe University  
Bundoora Campus 3083.  
Tel: (03) 9479-2973

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Victoria St  
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