Level description: Years 9 and 10

In Years 9 and 10, Hindi language learning builds on each student's prior learning and experiences. Students use Hindi to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read, view , and write to communicate with other speakers of Hindi in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers. Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles , and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values .

Achievement standard: Years 9 and 10

By the end of Year 10, students initiate and sustain Hindi language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Hindi or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Hindi to create texts.

Students apply features and conventions of spoken Hindi to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Hindi, to discuss how this learning influences their ideas and ways of communicating.