

# **Hindi Continuers**

## **Stage 6 Syllabus**

**Original published version updated:**

June 2009 – Assessment and Reporting information updated

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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 0 7313 4565 7

2009367

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction to Hindi in the Stage 6 Curriculum

### 2.1 The Language

The language to be studied and assessed is the modern standard version of Hindi. This is the form of Hindi which has been approved by the Central Hindi Directorate (Government of India), New Delhi. Modern standard Hindi conforms most closely to the established literary form of this language. While there is often considerable difference between the large variety of spoken forms of Hindi and this standard form, modern standard Hindi is widely employed in India and other places where Hindi is spoken in specific contexts. The modern standard form of the language may be considered to represent a formal style of Hindi. In informal contexts the style of speech is likely to vary from region to region.

Modern standard Hindi is written in the Devanagari script which consists of syllables rather than letters of an alphabet. In total there are 46 characters in the basic syllabary. While variations of spellings, grammatical structures and the gender of words exist, these have been largely standardised in reference books such as dictionaries and basic grammar texts. The standard grammatical description produced by the Government of India is *A Basic Grammar of Modern Hindi* by Dr Aryendra Sharma. The potential lexicon of Hindi is large, due to the fact that the language has consistently demonstrated an ability to incorporate words from a variety of sources since its evolution. These include, Arabic, Persian, Portuguese, Sanskrit, Turkish and recently English, among others. The integration of words from other languages demonstrates the flexibility and vitality of this language. A knowledge of modern standard Hindi also provides a foundation for understanding the innumerable regional variants and various styles of spoken Hindi, found both within and outside the subcontinent.

### 2.2 Description of Target Group

The *Hindi Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Hindi for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

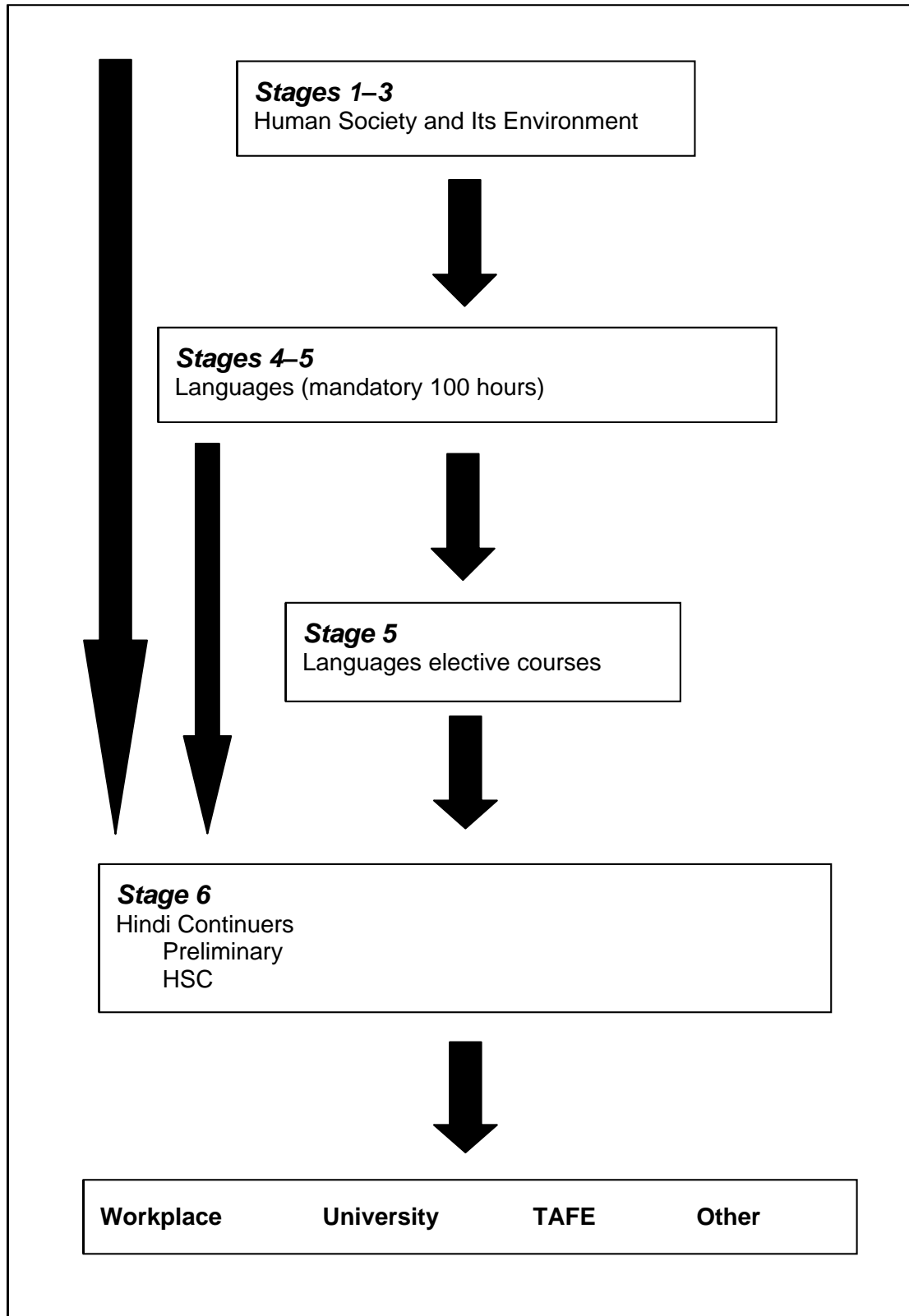
## 2.3 Rationale

The study of Hindi contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Hindi-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond. Hindi is the official language of the Republic of India and fulfils the role of a *lingua franca* on the Indian sub-continent. It is the third most widely-spoken language in the world after Chinese and English. Hindi is spoken either as a first or subsequent language by a majority of people in India as well as in Fiji, Mauritius, South Africa, the Caribbean and wherever people of Indian origin have settled throughout the world. Hindi also shares a single grammatical structure with Urdu, the official language and *lingua-franca* in Pakistan. Consequently, Australians with Hindi language skills can communicate with the world's second largest speech community.

The study of Hindi gives access to a rich and diverse cultural tradition developed over a long period of time. This tradition includes poetry, prose, philosophy, classical Indian dance and music, meditation and yoga. Hindi is also the predominant language of one of the largest film industries in the world, producing films for both domestic and international markets.

The ability to communicate in Hindi may, in conjunction with other skills, provide students with enhanced vocational opportunities.

### 3 Continuum of Learning for Hindi Stage 6 Students



## Hindi Continuers Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

## 4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Hindi to communicate with others;
- understanding and appreciation of the cultural contexts in which Hindi is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Hindi and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Hindi to work, further study, training, or leisure.

## 5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions, and experiences in Hindi

Objective 2 — express ideas through the production of original texts in Hindi

Objective 3 — analyse, process, and respond to texts that are in Hindi

Objective 4 — understand aspects of the language and culture of Hindi-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Hindi and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Hindi will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Hindi-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Hindi and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Hindi-speaking communities will develop further.

## 7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

### 7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions, and experiences in Hindi</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas on known topics</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Hindi</p>	<p>2.1 applies knowledge of language structures to create original text</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future</p> <p>2.3 organises and sequences ideas and information</p>
<p>3. analyse, process, and respond to texts that are in Hindi</p>	<p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information</p> <p>3.2 infers point of view, attitudes or emotions from language and context</p> <p>3.3 summarises, interprets and evaluates information</p> <p>3.4 compares and contrasts aspects of texts</p>
<p>4. understand aspects of the language and culture of Hindi-speaking communities</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

## 7.2 Key Competencies

The Hindi Stage 6 Continuers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Hindi Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

## 8 Content of Hindi Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Hindi-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of 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 provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Hindi-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, social issues and environmental issues.

### 8.1.1 Table of Themes and Topics

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

## 8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Hindi resources list published on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Hindi. Refer to the HSC External Examination Specifications for further information.

## 8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

## 8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

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	

## 8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

## 8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the resources on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Hindi Continuers Stage 6*.

## 8.7 Grammar

Grammar can be described as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Hindi through prior knowledge or study of Hindi.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability to apply and adapt this knowledge.

The following grammatical structures are those that students studying Hindi in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
<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	बालक खेल रहे हैं। आप आँ तो काम होगा। पढ़, पढ़ो, पढ़िए, पढ़िएगा, पढ़ना दो, लो, लीजिए मत कीजिए, ऐसा न करें
<b>Absolutive</b>	its various meanings exceptional form	पढ़कर, खाकर, लेकर करके

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<b>Adverb</b>	formation adverbial expressions  time place manner affirmation negation doubt certainty reason adverbial particles introduction, conclusion	धीरे-धीरे  आज, कल, परसों, नित्य, निरन्तर, सदा यहाँ, वहाँ, इधर, उधर अचानक, अकस्मात, सहसा हाँ, जी हाँ, ठीक नहीं, जी नहीं, मत शायद, सम्भवत अवश्य, निःसंदेह अतः, क्यों, किस लिए तक, भर, मात्र अथ, इति
<b>Noun</b>	masculine feminine  singular plural  case direct case oblique case vocative case suffixes prefixes  degree comparative superlative gender number direct oblique  singular plural  personal possessive  demonstrative reflexive relative interrogative indefinite oblique with different postpositions	लड़का, संसार लड़की, दुनिया  लड़की लड़कियाँ  लड़का लड़के ने, लड़कों ने, लड़की ने, लड़कियों ने मेरे भाइयों और बहनो ची, दादा, खाना, ता, पना, हीन सु, कु, नि, हीन, प्रति, अ, अन्, बे, बद  उससे अच्छा सबसे अच्छा अच्छा, अच्छी एक हरा कमरा, छै हरे कमरे हरे कमरे हरे कमरे में, हरे कमरों में मैं, तू, यह, वह तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे मैं, हम, तुम, आप, वह मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी यह, वह, ये, वे अपना, अपनी जो, सो कौन, क्या कोई, कुछ मेरा, मुझे, मुझसे
<b>Pronoun</b>	singular plural  personal possessive  demonstrative reflexive relative interrogative indefinite oblique with different postpositions	लड़की लड़कियाँ  लड़का लड़के ने, लड़कों ने, लड़की ने, लड़कियों ने मेरे भाइयों और बहनो ची, दादा, खाना, ता, पना, हीन सु, कु, नि, हीन, प्रति, अ, अन्, बे, बद  उससे अच्छा सबसे अच्छा अच्छा, अच्छी एक हरा कमरा, छै हरे कमरे हरे कमरे हरे कमरे में, हरे कमरों में मैं, तू, यह, वह तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे मैं, हम, तुम, आप, वह मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी यह, वह, ये, वे अपना, अपनी जो, सो कौन, क्या कोई, कुछ मेरा, मुझे, मुझसे
<b>Postposition</b>	possessive postposition preposition/postposition compound postposition	का बिना, सिवाय, बजाय, मारे के बारे में

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<b>Numeral</b>	cardinal ordinal multiple fraction collective	एक, दो, तीन पहला, दूसरा सैकड़ों, हजारों आधा, तीन चौथाई दोनों, तीनों
<b>Negation</b>	double negatives	नहीं, मत, न, कहीं ऐसा न हो जाए भला क्यों – भला क्यों न, थोड़े ही – थोड़े ही नहीं
<b>Sentence and phrase types</b>	statements questions commands exclamations simple, compound and complex sentences compatible clauses	मैं जाता हूँ, तुम-पढ़ते हो, वे सोते हैं क्या तुम हिन्दी पढ़ते हो? वह क्यों नाराज़ है? इधर आओ, उधर जाइए, यहाँ सफ़ाई कराइएगा अरे, छि, वाह, शाबाज़, हाय, धन्य हो!  मैं यहाँ आती ही इसीलिए हूँ कि तुमसे मिल सकूँ
<b>Conjunction</b>	copulative disjunctive	और, एवं या, अथवा
<b>Basic sandhi rules vowels</b>	short and long full forms anunasika anuswara abbreviated forms (मात्रा) special forms consonants with vowels (बारहखड़ी)	विद्या + आलय = विद्यालय, एक+अंकी = एकांकी अ and आ, इ and ई, उ and ऊ आ, इ, ई पाँच, हँसना पंच, हंस र, रि रु and रू and श्रु क का कि की
<b>consonants</b>	कठ्य तालव्य मूर्धन्य दन्त्य ओष्ठ्य  unaspirated aspirated संयुक्ताक्षर	क वर्ग च वर्ग ट वर्ग त वर्ग प वर्ग  य, र, ल, व, श, ष, स, ह, ड, ढ क, ग, च ख, घ, छ क्य, क्त, ढ, घ, ढ, श्व, श्र, ह, ङ, क्ष, त्र, त्त
<b>accent</b>	silent अ	for example, in final word position
<b>transliteration</b>		क, ख, ग, ज, जॉ

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

## **10 Post-school Opportunities**

The study of Hindi provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Hindi Continuers syllabus is contained in *Assessment and Reporting in Hindi Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Hindi Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)