



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 6 (PRE-PRIMARY–YEAR 10 SEQUENCE)

विनिमय छात्र (INTERNATIONAL EXCHANGE STUDENTS)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Hindi: Second Language – Year 6

Title of task	विनिमय छात्र (International exchange students)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to sharing experiences about their interests.</p> <p>In Part A, students demonstrate their skills in comprehending written text by reading two letters from international exchange students from India and conveying this information through responses to questions in English.</p> <p>In Part B, students demonstrate their skills in writing by producing a letter to the Hindi international exchange student they have chosen from Part A, in which they introduce themselves and provide some personal information.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend written texts in Hindi about free time activities. It also establishes their ability to write Hindi by writing a letter that includes personal information and details about how they spend their free time.
Assessment strategy	Short response – read for information in written texts Extended response – write a letter
Evidence to be collected	Completed task sheet Letter
Suggested time	Part A – 30 minutes Part B – 30 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate interactions with their teacher and peers orally and in writing to exchange information and relate experiences about free time

Participate in routine exchanges to express feelings, opinions and personal preferences

Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Hindi, developing projects or budgeting for a shared event

Understanding

Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Hindi grammatical system, including:

- distinguishing between intonation patterns of statements, questions and exclamations
- distinguishing between questions and requests; for example, क्या मैं घर जा सकती हूँ?; कृपया मुझे घर जाने दीजिए।
- using different verb tenses such as past, present and future to demonstrate how actions completed at a particular time are described; for example, मैं कल स्कूल गया था।; मैं स्कूल जाता हूँ।; मैं स्कूल जा रहा हूँ।; मैं कल स्कूल जाऊँगा।
- using conjunctions to connect different parts of a sentence; for example, उसने खाना खाया और पढ़ने बैठ गई।
- developing knowledge for 81 to 100, one thousand (हज़ार), hundred thousand (लाख) and one million (करोड़), and reading numbers like 1947 as उन्नीस सौ सैंतालीस।

Build a metalanguage in Hindi to describe patterns, grammatical rules and variations in language structures

Understand how Hindi texts use language in ways that create different effects and suit different audiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including free time activities and hobbies
- grammatical items, including the conventions of asking and answering questions, tenses and conjunctions
- simple, short written texts relating to the interests of teenagers
- the textual conventions of writing a letter.

Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

Assessment task

Assessment conditions

Task is to be completed by students working individually.

Resources

- Task sheet
- Bilingual dictionary

Instructions for teacher

Prior to administering the task, students will need to have prior knowledge of and exposure to:

- context-related vocabulary, including terms used to introduce oneself, such as मेरा परिवार, मेरी पसंद, and salutations in a letter, such as प्रिय, पूज्य
- a variety of correspondence, including letters, cards and emails, in Hindi
- grammatical items, including
 - the structure of compound sentences using conjunctions, such as और, फिर, लेकिन
 - past present and future tense, including perfect and continuous
- written texts related to introducing oneself and others
- the textual conventions of a letter and provided with the opportunities to practise writing them.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- listening to and reading descriptions of people introducing themselves and/or being introduced, and completing related cloze test, matching, true/false and/or short answer activities to show understanding
- reading some model Hindi formal and informal letters with a partner and using a Venn diagram to list the similarities and differences
- sending a text message made up of simple sentences to introduce themselves in a Blank phone messaging template (Appendix 1) in Hindi. Encourage students to think about the different use of formal, polite and personal endings depending on their receiver
- writing emails to students of another class/school, in Hindi, that provide personal information
- introducing themselves using correct Hindi words and phrases.

Task

Part A: Letters of introduction

Provide students with Part A of the task.

Students read the letters of two Hindi exchange students who are visiting Perth and will be billeted by host families. They respond to questions in English to decide which student they would like to invite to stay with them in their home.

Students may use a bilingual dictionary to complete Part A of the task.

Inform students that they have 30 minutes to complete the task.

Part B: Letter

Provide students with Part B of the task.

Students write a letter in approximately 100 words in Hindi to one of the two students in Part A of the task.

In their letter they:

- write an opening greeting
- introduce themselves and their family
- talk about any pets they may have
- talk about what they like to do on the weekend
- answer any questions they may have been asked
- write a phrase of farewell.

Students may use a bilingual dictionary to complete Part B of the task.

Inform students that they have 30 minutes to complete the task.

Instructions to students

विनिमय छात्र (Exchange students)

Part A: Letters of introduction

(15 marks)

A group of Hindi-speaking exchange students from India are visiting Perth and will be billeted by host families.

Read the following two letters and respond to the questions that follow in English.

Letter 1

नमस्ते ईरा,

मैं आनंद हूँ। मैं ग्यारह वर्ष का हूँ और लखनऊ में रहता हूँ। मैं छठी कक्षा में पढ़ता हूँ। मेरे परिवार में पाँच लोग हैं। मेरे पापा डॉक्टर हैं और मेरी माँ घर संभालती हैं। मेरा पाँच साल का भाई है और दो साल की बहन है। मुझे पुस्तकें पढ़ने और शतरंज खेलने में रुचि है। मुझे दूसरे देशों में सैर करने का बहुत मन करता है, इसलिए मैं ऑस्ट्रेलिया आने वाला हूँ। मैं शाकाहारी भोजन खाता हूँ और मुझे फल खाना सबसे अधिक पसंद है।

आपको खाने में क्या पसंद है? क्या आप कभी भारत घूमने आई हैं?

आनंद

Letter 2

नमस्ते ईरा,

मैं गुंजन हूँ। मैं बारह साल की हूँ और पटना में रहती हूँ। मेरे परिवार में चार सदस्य हैं, मेरे माता जी, मेरे पिता जी, मेरा बड़ा भाई और मैं। मैं छठी कक्षा में, और मेरा भाई ११वीं कक्षा में पढ़ते हैं। मैं क्रिकेट और हॉकी खेलती हूँ। मुझे क्रिकेट बहुत पसंद है। जब मेरे पास समय होता है, तो मैं अक्सर अपनी सहेली ईशाना के साथ पार्क में अपने कुत्ते को घुमाने जाती हूँ। हम दोनों को आइसक्रीम बहुत पसंद है। अब तुम मुझे अपने बारे में कुछ बताओ।

गुंजन

Answer all questions that follow in English.

Question 1

(4 marks)

Indicate with a tick ✓ whether the following statements are true or false.

Statement	True	False
1. The boy in letter 1 is called Vijay.		
2. The boy in letter 1 has one younger sister.		
3. The girl in letter 2 plays a sport on Sunday.		
4. The girl in letter 2 is 12 years old.		

Question 2

(4 marks)

Find the following words and circle them in the text.

1. शतरंज
2. शाकाहारी
3. क्रिकेट
4. आइसक्रीम

Question 3

(5 marks)

1. State the number of people in the boy's family.

2. What is his favourite food?

3. Write the question the boy asks his readers.

4. Identify the writer of the second letter.

5. Does she have a pet?

Question 4

(2 marks)

Now that you have read the two letters, choose one person who you would like to invite to stay with you in your home. Which person did you choose and why?

Part B: Letter

(13 marks)

Write a letter in Hindi to one of the two people in Part A who you would like to invite to stay at your home.

In your letter include:

- an opening greeting
- an introduction to yourself and your family
- any pets you may have
- what you like to do on the weekend
- answers to any questions they may have asked
- a phrase of farewell.

You have 30 minutes to complete Part B and you may use a bilingual dictionary to complete the task.

Write approximately 100 words in Hindi.

Sample marking key

Part A: Letters of introduction

Description	Marks
Question 1	
1. False	1
2. True	1
3. False	1
4. True	1
Subtotal	/4
Question 2	
1. शतरंज	1
2. शाकाहारी	1
3. क्रिकेट	1
4. आइसक्रीम	1
Subtotal	/4
Question 3	
1. There are five people in the family.	1
2. Fruit is his favourite food.	1
3. He asks, 'What is your favourite food?'	1
4. Her name is Gunjan.	1
5. Yes, she has a dog.	1
Subtotal	/5
Question 4	
Names the person and relates own interests/gender/age to the home stay profile.	1
Provides additional information.	1
Subtotal	/2
Part A total	/15

Part B: Letter

Description	Marks
Content	
Writes a letter in response to Anand or Gunjan and gives information that includes the following: <ul style="list-style-type: none"> • an opening greeting [1] • introduction to themselves and their family [1] + [1] • any pets they may have [1] • what they like to do on the weekend [1] • answer any questions that may have been asked [1] • a phrase of farewell. [1]. 	0–7
Subtotal	/7
Grammatical concepts	
Uses a range of grammatical structures accurately.	3
Uses a range of grammatical structures with minor errors.	2
Uses a limited range of grammatical structures and makes a number of errors, such as word order, particles and verb endings.	1
Subtotal	/3
Script formation and spelling	
Produces well-formed, balanced and accurate <i>matras</i> .	3
Makes minimal errors in writing <i>matras</i> .	2
Writes script that is not well-formed, though the writing is legible.	1
Subtotal	/3
Part B total	/13
Total	/28

Appendix 1: Blank phone messaging template

