



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

चलो पर्थ चलें (A TOUR OF PERTH)

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.

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Sample assessment task

Hindi: Second Language – Year 8

| | |
|---------------------------------|--|
| Title of task | चलो पर्थ चलें (A tour of Perth) |
| Description of task | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel.</p> <p>In Part A, they also demonstrate their skills in comprehending Hindi by answering questions about an itinerary for a tour around Perth.</p> <p>In Part B, they demonstrate their skills in speaking Hindi by presenting to a group of visiting Hindi students, information on three places that are near where they live, or activities that are special to them.</p> |
| Type of assessment | Summative |
| Purpose of assessment | This assessment aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend written text and convey information related to travel. It also establishes their ability to share ideas and opinions, using rehearsed and spontaneous language, in a presentation to the class. |
| Assessment strategy | Short response – read for information in a written text Oral performance – write and deliver a speech |
| Evidence to be collected | Completed task sheet Audiovisual recording of speech |
| Suggested time | Part A – 35 minutes Part B – 3–5 minutes (preparation time in class is also required) |

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel

Engage in individual and collaborative tasks that involve planning experiences and activities, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audiences

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences

Understanding

Distinguish loan words from other languages; for example, Persian (ज़मीन, सफ़ेद, शायद) and English (संतरी, अफ़सर, साइकिल)

Consolidate the use of punctuation to make meaning in understanding and creating Hindi texts

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

- extending the use of adjectives to describe nouns, and in comparative structures; for example, राम थोड़ा लम्बा है।; पर्थ सिड्नी से अधिक गर्म है।
- using adverbs before verbs; for example, जल्दी रोटी बनाओ।; ज़ोर से खींचो।; प्यार से बोलो।
- understanding prepositions of time; for example, रात को; दोपहर में, साढ़े चार बजे
- identifying the use of prefixes and suffixes to change the meaning and form of a base word; for example, ज्ञान, ज्ञानी, अज्ञानी, ज्ञानपीठ, विज्ञान
- expanding vocabulary by learning antonyms (विलोम); for example, मान, अपमान; स्वर्ग, नर्क
- understanding the use of active and passive voice according to the context; for example, मैंने गाय को चारा खिलाया है; गाय को चारा खिलाया गया है।
- creating compound and complex sentences by using conjunctions; for example, मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ।
- recognising and using idiomatic expressions; for example, कोल्हू का बैल; कुत्ते की पूँछ
- using numbers in fraction, multiple and collective form, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to travel
- context-related vocabulary related to types of transport (for example, ferries, planes, cars, buses, trains, taxis); places to visit (for example, zoo, beach, market, museum); things to do (for example, sightseeing, buying souvenirs); days of the week (for example, सोमवार, रविवार); and time of the day (for example, साढ़े चार बजे)
- grammatical items, including referring to past and future using time indicators (for example, आज सुबह, कल शाम, बाद में, पहले); seeking information using a range of questions (for example, कौन? कहाँ? कैसे? कब? कहाँ से?); describing frequency using adverbs (for example, कभी कभी, हमेशा, कभी नहीं); creating cohesion using conjunctions (for example, ताकि, जब, तब); and expressing opinions
- the textual conventions of writing and presenting a speech.

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
- Recording device

Instructions for teacher

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

- a variety of texts related to travel
- context-related vocabulary, including
 - types of transport
 - places to visit
 - things to do
 - days of the week; for example, सोमवार, रविवार
 - times of the day; for example, साढ़े चार बजे
- grammatical items, including
 - referring to past and future using time indicators and referring to length of time; for example, आज सुबह, कल शाम, बाद में, पहले
 - seeking information using a range of questions; for example, कौन? कहाँ? कैसे? कब? कहाँ से?
 - describing frequency using adverbs; for example, कभी कभी, हमेशा, कभी नहीं
 - creating cohesion using conjunctions; for example, ताकि, जब, तब
 - expressing opinions
- the textual conventions of writing a speech and provided with opportunities to practise them.

Task

Part A: Itinerary for Perth tour

Provide students with Part A of the task.

The task requires students to read the itinerary and respond to the questions that follow in English.

They may look up any unfamiliar vocabulary in a dictionary.

Advise them that they have 35 minutes to complete the task.

Part B: Presentation

Provide students with Part B of the task.

Students are to give a short presentation to a group of visiting Hindi students. For their presentation they are to research three places that are near where they live, or activities that are special to them.

For each place/activity they select, they are to include the following information:

- the name of the place/activity
- why they like that place/activity (and what you can do there)
- how much it costs to visit the place/do the activity
- the best transport to get to the place where the activity is held.

Provide students with two lessons to prepare for their presentation. Explain to students that for the presentation they should be prepared to speak for 3–5 minutes and may bring along photographs of brochures to support their presentation.

Instructions to students

चलो पर्थ चलें (A tour of Perth)

Part A: Itinerary for Perth tour

(32 marks)

You are working for a travel company in Perth and have been employed partly because of your Hindi language skills. Your employer, who does not understand Hindi, asks you questions about the itinerary you will be sending to the Hindi group.

You have 35 minutes to complete this part of the task. Look up any unfamiliar vocabulary in a dictionary.

| दिन | समय | कार्यक्रम |
|--------|-------------|--|
| शनिवार | ९.३० सुबह | किंग्स पार्क के लिए बस लें और किंग्स पार्क में सैर करें। वहाँ प्रकृति का आनंद उठाएँ और अनोखे वाइल्ड फ्लावर्स को देखें। वहाँ से स्वान नदी और पर्थ का पूरा दृश्य दिखता है। फ़ोटो अवश्य लें। पानी की बोतल, टोपी और छाते को साथ लेकर जाएँ। वहाँ आपको बहुत चलना पड़ेगा इसलिए आरामदायक जूते ही पहने। |
| | १२.०० दोपहर | किंग्स पार्क में दोपहर का भोजन करें। |
| | १.०० दोपहर | बस से पर्थ चिडियाघर जाएँ। वहाँ खास ऑस्ट्रेलियाई जानवरों को देखें, जैसे कोआला, डिंगो, कंगारू आदि। अफ्रीका के ज़ीबरा और जिराफ़, भारत के बाघ, थायलैंड के हाथी जरूर देखें। वहाँ एक उपहार की दुकान है, यहाँ से बहुत कुछ खरीदा जा सकता है। फ़ोटो खींचने के बहुत अवसर मिलेंगे। |
| | ६.०० शाम | होटल पहुँचकर आराम करें। |
| रविवार | ९.०० सुबह | फैरी में बैठकर फ्रीमैंटल जाएँ। स्वॉन नदी में अक्सर डॉल्फिन दिखाई पड़ती हैं। |
| | १२.३० दोपहर | फ्रीमैंटल में बहुत सारी खाने की जगह हैं। फ़िश एण्ड चिप्स की दुकान पर ही खाएं। वहाँ सिगल चिडिया से खाना बचाकर रखें। |
| | २.०० दोपहर | फ्रीमैंटल मार्केट में खरीदारी करें। हां आप ऑस्ट्रेलियाई हस्तशिल्प, पोस्टकार्ड और चॉकलेट खरीद सकते हैं। |
| | ५.०० शाम | ट्रेन से वापस पर्थ आ जाएँ। |
| सोमवार | ९.०० सुबह | कोटेसलों बीच जाने के लिए बस लें। यदि समुद्र में तैरना हो तो तैरने के कपड़े साथ ले जाएँ। |
| | १२.०० दोपहर | इंडियाना टी हाउस में दोपहर का खाना खाएं और वहाँ से सुंदर दृश्य देखें। |
| | १.३० दोपहर | शहर में खरीदारी के लिए मिनी बस से पर्थ लौटें। आप फॉरेस्ट चेज़ में उपहार की दुकान से स्मृति चिन्ह खरीद सकते हैं या आप वहाँ की दुकानों पर विभिन्न प्रसिद्ध ब्रांड के कपड़े भी खरीद सकते हैं। |

Answer all questions in **English**.

Question 1

(9 marks)

Complete the table below by filling in the spaces with the activities that the group will do on Saturday.

| Places to visit | Things to see | Things to do |
|-----------------|---------------|--------------|
| • | • • • | • • |
| • | • | • |

Question 2

(2 marks)

How will the group travel to Fremantle on Sunday morning and what might they see on the way?

Question 3

(6 marks)

List where the group will be eating each day.

| Day | Place |
|-----|-------|
| • | • |
| • | • |
| • | • |

Question 4

(7 marks)

Use details in the itinerary to give information about:

- when they will go shopping
- where they will shop
- the number of opportunities they have to go shopping.

Question 5

(3 marks)

List the items they can buy when they visit the market.

Question 6

(5 marks)

Summarise what information is provided to the visitors about what they should bring with them.

Part B: Presentation

(18 marks)

A group of Hindi students will be visiting your school and will be billeted by host families.

You are to give a short presentation to your visitors on three places that are near where you live or activities that are special to you.

For each place/activity you select include the following information:

- the name of the place/activity
- why you like that place/activity and what you can do there
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place.

You will have two lessons to prepare for your presentation. Be prepared to speak for 3–5 minutes in the presentation. You may like to bring photographs or brochures to support you with your presentation.

Presentation Draft

Sample marking key

Part A: Itinerary for Perth tour

| Description | | | Marks |
|---|--|--|------------|
| Question 1 | | | |
| Places to visit | Things to see | Things to do | |
| Kings Park (1) | wildflowers (1) Swan River (1) City of Perth (1) | walk around Kings Park (1) eat lunch (1) | 6 |
| Perth Zoo (1) | animals (1) | take photos of the animals (1) | 3 |
| Subtotal | | | /9 |
| Question 2 | | | |
| by ferry (boat) | | | 1 |
| dolphins | | | 1 |
| Subtotal | | | /2 |
| Question 3 | | | |
| Saturday (1) at Kings Park (1) | | | 1+1 |
| Sunday (1) at Fisherman’s Wharf in Fremantle (1) | | | 1+1 |
| Monday (1) at Indiana Teahouse (1) | | | 1+1 |
| Subtotal | | | /6 |
| Question 4 | | | |
| Saturday 1.00 pm, Sunday 2.00 pm and Monday 1.30 pm | | | 3 |
| Perth Zoo, Fremantle Markets and Forrest Chase | | | 3 |
| three | | | 1 |
| Subtotal | | | /7 |
| Question 5 | | | |
| handicrafts | | | 1 |
| postcards | | | 1 |
| Australian chocolate | | | 1 |
| Subtotal | | | /3 |
| Question 6 | | | |
| comfortable shoes for walking | | | 1 |
| a water bottle | | | 1 |
| hat | | | 1 |
| an umbrella | | | 1 |
| bathers | | | 1 |
| Subtotal | | | /5 |
| Part A total | | | /32 |

Part B: Presentation

| Description | Marks |
|--|------------|
| Content | |
| Place 1 | |
| Provides the name of the place/activity. | 1 |
| Provides information on why they like the place/activity and what you can do there. | 1 |
| Provides information on how much it costs to visit the place/do the activity. | 1 |
| Provides information on the best transport to use to get there. | 1 |
| Subtotal | /4 |
| Place 2 | |
| Provides the name of the place/activity. | 1 |
| Provides information on why they like the place/activity and what you can do there. | 1 |
| Provides information on how much it costs to visit the place/do the activity. | 1 |
| Provides information on the best transport to use to get there. | 1 |
| Subtotal | /4 |
| Place 3 | |
| Provides the name of the place/activity. | 1 |
| Provides information on why they like the place/activity and what you can do there. | 1 |
| Provides information on how much it costs to visit the place/do the activity. | 1 |
| Provides information on the best transport to use to get there. | 1 |
| Subtotal | /4 |
| Vocabulary and grammar | |
| Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear only in more complicated grammatical structures. | 3 |
| Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple, but occasionally compound sentences are attempted. Errors are present, but language is more accurate than inaccurate and meaning is clear. | 2 |
| Uses a limited range of vocabulary and single words. Occasional short phrases are used, but meaning is not always clear. | 1 |
| Subtotal | /3 |
| Pronunciation | |
| Uses clear and accurate pronunciation and intonation. | 3 |
| Inconsistently uses acceptable pronunciation and intonation. | 2 |
| Uses inaccurate pronunciation that makes meaning unclear. | 1 |
| Subtotal | /3 |
| Part B total | /18 |
| Total | /50 |