



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 9 (PRE-PRIMARY–YEAR 10 SEQUENCE)

युवाओं का जीवन (BEING A TEENAGER)

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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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 9

Title of task	युवाओं का जीवन (Being a teenager)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life.</p> <p>In Part A, students demonstrate their writing skills in Hindi by designing a bilingual poster to show the similarities between teenage life in Australia and in India.</p> <p>In Part B, students demonstrate their skills in speaking in Hindi by presenting findings on research they conducted into the similarities between teenage life in Australia and in India.</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 interact in written form to present information about the similarities between teenage life in Australia and in India. It also establishes their ability to speak Hindi by presenting their findings to demonstrate their skill in sharing, comparing and justifying personal opinions on teenage life.
Assessment strategy	Extended response – design a bilingual poster Oral performance – present findings
Evidence to be collected	Presentation notes Poster Audiovisual recording of presentation
Suggested time	Part A – 60 minutes (allow two weeks for research) Part B – 3–5 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships

Engage in individual and collaborative tasks that involve planning and managing activities, events or experiences, and exchanging resources and information, such as planning a display or performance to illustrate their memories of aspects of their childhood, or organising a forum to raise awareness of issues of interest to teenagers

Understanding

Understand communicative features of Indian culture, for instance, non-verbal expressions such as touching someone's feet to seek their blessings or nodding in agreement and using incomplete sentences; for example, अगर तुमने मेरी बात नहीं मानी तो...; आज घर चलो तो सही...

Recognise that local culture influences how people are addressed; for example, in North India a stranger may address a woman as बहनजी or माताजी, while in Bengal she may be addressed as दीदीजी and in South India she may be called अम्मा or माँ

Apply Hindi phonic and grammar rules to spell and write unfamiliar words

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

- consolidating the use of adjectives, including similes and metaphors to enhance the quality of their writing; for example, चाँद सा चेहरा; फूल बिछाना
- appreciating the cultural significance of addressing people differently depending on their age and stature; for example, माननीय राष्ट्रपति; महोदय; मान्यवर; पूज्य दादाजी; आदरणीय सभापति; प्रिय नानू
- consolidating the use of adverbs, including the practice of repeating adverbs for emphasis; for example, ज़ोर ज़ोर से चिल्लाओ।; जल्दी जल्दी खाओ।; बार बार लिखो।
- consolidating the use of expanding vocabulary, and learning synonyms (पर्यायवाची); for example, जल, पानी, नीर; पृथ्वी, धरती, धरा
- using proverbs to convey meaning; for example, घर की मुर्गी दाल बराबर।; जो गरजते हैं वो बरसते नहीं।
- consolidating the use of prepositions including अंत में; आखिरकार; भारत से लौटकर
- extending the use of conjunctions to create compound and complex sentences; for example, जब अध्यापकजी कक्षा में आए तो हम सब शांतिपूर्वक लिख रहे थे।; जब मैं बारह वर्ष का था तब मैं साइकिल से स्कूल जाता था, क्योंकि हमारे घर के पास से बस नहीं जाती थी।

Further develop a metalanguage to discuss and explain grammatical forms and functions

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to teenage life and relationships
- context-related vocabulary
- grammatical items, including describing people and things; describing the qualities of people and things; referring to the past, present and future, and relating events in time using adverbs; maintaining interaction using rhetorical devices; and expressing emphasis
- the textual conventions of posters and oral presentations.

Assessment differentiation

Teachers should differentiate 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
- Resources and texts related to comparing teenage life in Australia and India
- A3 paper for the poster
- 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 teenage life
- textual conventions of posters and oral presentations and opportunities to practise them
- context-related vocabulary and grammatical elements, including
 - the comparative
 - the present, perfect and imperfect tenses
 - adjectives to describe the qualities of people and things
 - referring to the past, present and future, and relating events in time.

Task

Part A: Poster

Students are to conduct research and investigate the similarities and differences between teenage life in Australia and India.

Their research should focus on any **three** of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school and education
- peers and friendships
- future plans.

Provide students with a variety of print, spoken, multimedia and digital texts that focus on the topic.

Encourage students to conduct their own research, using texts they have sourced.

Once they have completed their research, students are to summarise their findings in a bilingual poster and use photos or drawings to support their presentation to the class.

Their final poster can either be handwritten and drawn or created with the use of digital technology.

Advise students that they have two weeks in which to conduct the research and summarise their findings for their poster and presentation. Allocate students 60 minutes in class to complete their poster.

Students may use a bilingual dictionary.

Part B: Presentation

Students will then present their findings to the class in the form of a poster and an oral presentation.

Inform students they should aim to speak in Hindi for approximately 3–5 minutes and that their presentation will be recorded.

Instructions to students

युवाओं का जीवन (Being a teenager)

Part A: Poster

(10 marks)

Using texts provided by your teacher, as well as conducting your own research, investigate the similarities and differences between teenage life in Australia and in India, focusing your research on any **three** of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school and education
- peers and friendships
- future plans.

Design a bilingual poster in which you present your findings.

Your bilingual poster should include:

- information in Hindi – write approximately 100 words for each of the three aspects
- information in English – translate the information from Hindi
- illustrations (drawings or photographs) – help the reader make meaning from the information displayed on the poster.

Your final poster can either be handwritten and drawn or created with the use of digital technology.

You have two weeks to research the three aspects you have chosen, summarise your findings for your poster and prepare your oral presentation. You have 60 minutes in class to complete your poster.

You may use a bilingual dictionary.

After this time, your teacher will ask you to present your findings to the class in the form of an oral presentation.

Part B: Presentation

(11 marks)

You are to share your findings with the class comparing three aspects of teenage life in Australia and in India. You can refer to your poster during the presentation, but you should not read from your poster.

Aim to speak in Hindi for approximately 3–5 minutes.

Notes for oral presentation

<hr/>
Introduction: _____ _____ _____ _____
Aspect 1: _____ _____ _____ _____ _____ _____
Aspect 2: _____ _____ _____ _____ _____ _____
Aspect 3: _____ _____ _____ _____ _____ _____

Conclusion: _____

Sample marking key

Part A: Poster

Description	Marks
Content	
Designs a bilingual poster using informative and descriptive language to share research findings on the similarities between teenage life in Australia and in India. Includes information on three of the following six aspects: free time, sports/leisure activities, entertainment, school and education, peers and friendships, future plans. Uses details to elaborate.	4
Provides most of the required content and includes some details to elaborate.	3
Provides generally relevant content and some details.	2
Provides superficial content and limited detail.	1
Subtotal	/4
Grammar and vocabulary	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear only in more complicated 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 mostly accurate 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
Text type and sequencing	
Uses context-related vocabulary and a range of expressions and structures. Spelling and punctuation are mostly correct.	3
Uses context-related vocabulary and a range of expressions. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses mostly context-related vocabulary and basic expressions. Poor spelling and inconsistent/incorrect use of punctuation impedes comprehension.	1
Subtotal	/3
Part A total	/10

Part B: Presentation

Description	Marks
Content	
Confidently presents an informative text to engage listeners. Uses informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and India. Provides supporting details relevant to the research findings.	5
Presents an informative text to engage listeners. Uses mostly informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and India. Provides some supporting details relevant to the research findings.	4
Presents a simple text. Uses some informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and India. Provides a few supporting details relevant to research findings.	3
Presents a simple text. Attempts to give supporting details using rehearsed informative language.	2
Requires significant support to present information.	1
Subtotal	/5
Vocabulary and Grammar	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear only in more complicated 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 mostly accurate 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 and fluency	
Uses clear and accurate pronunciation and intonation. Speaks confidently and speech flows well.	3
Uses acceptable pronunciation and intonation inconsistently. Speaks with some confidence though hesitant at times or speaks too quickly.	2
Uses inaccurate pronunciation which impedes comprehension at times. Hesitates and pauses frequently.	1
Subtotal	/3
Part B total	/11
Total	/21