



परिवार (MY FAMILY)

SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 3 (PRE-PRIMARY–YEAR 10 SEQUENCE)

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 3

Title of task	परिवार (My family)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to friends and family members.</p> <p>In Part A, they demonstrate their skills in comprehending written text and convey their understanding by writing short answers in English.</p> <p>In Part B, they demonstrate their skills in writing with prompts, in a description of an imaginary family.</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 Hindi and convey factual information about what they hear. It also assesses their ability to write in Hindi using simple descriptive modelled language.
Assessment strategy	Short response – read for information in written texts Extended response – write a description
Evidence to be collected	Completed task sheet Description
Suggested time	Part A – 20 minutes Part B – 35 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to exchange information about friends and family members

Participate in routine exchanges, such as asking each other how they are

Participate in individual and collaborative tasks that involve following instructions, asking questions, making statements and asking for help and permission

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Convey factual information about their personal worlds using simple statements, short descriptions and modelled texts

Understanding

Begin to write sentences using four or five words and a full stop; for example, वीना बाज़ार जा रही है।

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

- describing quantity using cardinal numbers; for example, दो बकरियाँ; बारह पक्षी
- noticing that every object has a gender; for example, बड़ा पेड़ गिर गया।; उसकी डाल टूट गई।
- using additional possessive adjectives to show ownership; for example, मेरा दोस्त; उसकी सहेली; हमारा घर; मेरा प्रिय खेल
- understand that Hindi punctuation is the same as in English, except for the full stop, which is written as a vertical line (।)
- developing number knowledge for 31 to 40

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to friends and family members
- context-related vocabulary; for example, परिवार; भाई; बहन
- grammatical structures, including the structure of a sentence and the use of a full stop
- the use of adjectives in the textual conventions of a description

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 tasks.

Assessment task

Assessment conditions

Task is to be completed by students working individually

Resources

Task sheets

Instructions for teacher

Prior to administering the task, students will need to be:

- exposed to a variety of texts related to family members and family structures, especially using characters in popular stories
- taught context-related vocabulary, including the special names for different relations, such as **मामा, नानी, दादा**
- familiar with grammatical structures, including basic Hindi punctuation rules
- exposed to the textual conventions of a description and provided with opportunities to practise them.

Activities to scaffold the task

Provide opportunities for students to participate in activities to help them internalise the language they need, such as:

- creating individual family trees to illustrate and label different members of their family. Practise presenting their family tree to others and discuss the different structures of their families
- playing a guessing game. Create a deck of cards, each with a different Hindi family word. One student selects a card and draws the family member. Other students will attempt to guess in Hindi which member of the family they have drawn. Once it is guessed correctly, students use Hindi to describe the drawn family member, such as their hair and eye colour, clothes, shoes, spectacles etc.
- engaging with a range of imaginative texts, such as poems and songs related to the context, and attempting to translate simple repetitive songs for younger students, for example:
 - Pinkfong Baby Shark – Baby Shark Dance
<https://www.youtube.com/watch?v=XqZsoesa55w>
 - Pebbles Hindi – Finger Family in Hindi
<https://www.youtube.com/watch?v=mTIZcGuPSpc>
- carrying out a one-on-one show and tell in pairs. This could be about their own family or an imaginative family like those in *Bluey* or *Peppa Pig*
- drawing and describing. Have each student draw a character and then in pairs describe their character's physical appearance, clothes, shoes etc.

Task

Part A: परिवार की तस्वीर

Provide students with Part A of the task, including the script and the question-and-answer sheet.

Read aloud the dialogue between Radha and Bharat.

Ask the students to read and refer to the dialogue before answering in English the questions that follow the text.

Task administration script

Teacher reads aloud:

Listen while I read a dialogue between Radha and Bharat. After I have read it, you will read it independently and then answer the questions.

राधा नमस्ते भरत, कैसे हो?

भरत मैं ठीक हूँ, और तुम कैसी हो?

राधा मैं बिल्कुल ठीक हूँ! देखो मेरे पास मेरे परिवार की एक फ़ोटो है।

भरत दिखाओ। अरे तुम सब एक जैसे लगते हो।

राधा हाँ। हम सबकी शकल हमारी माँ से मिलती है। हम सबके बाल भूरे और घुंघराले हैं। यह मेरा छोटा भाई है, और वह मेरी बड़ी बहन है।

भरत तुम्हारा भाई कितने साल का है? वह बहुत छोटा लगता है।

राधा हाँ। वह सिर्फ़ ६ साल का है। वह अच्छा फुटबॉल खेलता है और बहुत तेज़ दौड़ता है।

भरत तुम कितने साल की हो?

राधा मैं ९ साल की हूँ। और तुम?

भरत मैं भी ९ साल का हूँ। मेरा जन्मदिन अगस्त में है और मैं इस साल १० साल का हो जाऊँगा।

Advise students that they have 20 minutes to complete Part A.

Part B: मेरा परिवार

Provide students with Part B of the task.

They are to create an imaginary family by selecting one phrase or word from each column in the table.

Students describe five family members in Hindi, writing one sentence per member and paying attention to language structures.

Then they draw the imaginary family, based on their descriptions.

Advise students that they have 35 minutes to complete Part B.

Instructions to students

परिवार (Family)

Part A: परिवार की तस्वीर

Listen while I read a dialogue between Radha and Bharat. After I have read it, you will read it independently and then answer the questions in English.

- राधा नमस्ते भरत, कैसे हो?
- भरत मैं ठीक हूँ, और तुम कैसी हो?
- राधा मैं बिल्कुल ठीक हूँ। देखो मेरे पास मेरे परिवार की एक फ़ोटो है।
- भरत दिखाओ। अरे तुम सब एक जैसे लगते हो।
- राधा हाँ। हम सबकी शकल हमारी माँ से मिलती है। हम सबके बाल भूरे और घुंघराले हैं। यह मेरा छोटा भाई है और वह मेरी बड़ी बहन है।
- भरत तुम्हारा भाई कितने साल का है? वह बहुत छोटा लगता है।
- राधा हाँ। वह सिर्फ़ ६ साल का है। वह अच्छा फुटबॉल खेलता है और बहुत तेज़ दौड़ता है।
- भरत तुम कितने साल की हो?
- राधा मैं ९ साल की हूँ। और तुम?
- भरत मैं भी ९ साल का हूँ। मेरा जन्मदिन अगस्त में है और इस साल मैं १० साल का हो जाऊँगा।

Question 1

What does Radha show Bharat?

Question 2

What do the family members all have in common?

Question 3

How old is Radha's brother?

Question 4

What are two things that Radha's brother is good at?

1. _____

2. _____

Question 5

In which month does Bharat have his birthday?

Part B: मेरा परिवार

It's your turn to use the new language structures you have learnt to create your own imaginary family.

Your task is to describe five members of an imaginary family using the information in the table below to help you. Choose one word/phrase from each column, to make a meaningful sentence.

Copy the words carefully, to make five different sentences.

Once you have written your description, draw your imaginary family members, based on the sentences.

मेरा परिवार

में	ने	काली टी शर्ट	और	काली पैन्ट	पहनी है। पहना है।
मेरी बहन		लाल ब्लाउज		लंबी स्कर्ट	
मेरा भाई		चश्मा		घड़ी	
मेरी माँ		टोपी		सफ़ेद पजामा	
मेरे पापा		धूप का चश्मा		भूरा जूता	
मेरी नानी		जीन्स		हवाई चप्पल	
मेरे नाना		पीला कुर्ता		नीली साड़ी	
मेरी मौसी		मोज़ा/ जुराब		कोट	
मेरे मामा		सलवार कमीज़		स्वेटर/ जम्पर	

Sample marking key	
Description	Marks
Part A: परिवार की तस्वीर	
Questions 1–5	
1. A family (1) photo (1)	1 + 1
2. Curly, brown hair (1) Everyone looks like/resembles mum (1)	1 + 1
3. 6	1
4. Football (1) and running (1)	1 + 1
5. August	1
Part A total	/8
Part B: मेरा परिवार	
1. Describes the first imaginary family member using language structures accurately to include their family role (1) + two suitable items (1 + 1) + suitable ending (1). Draws the imaginary family member, based on the description given (1).	1 + 1 + 1 + 1
2. Describes the second imaginary family member using language structures accurately to include Person (1) + two suitable items (1 + 1) + suitable ending (1). Draws the imaginary family member, based on the description given (1).	1 + 1 + 1 + 1
3. Describes the third imaginary family member using language structures accurately to include Person (1) + two suitable items (1 + 1) + suitable ending (1). Draws the imaginary family member, based on the description given (1).	1 + 1 + 1 + 1
4. Describes the fourth imaginary family member using language structures accurately to include Person (1) + two suitable items (1 + 1) + suitable ending (1). Draws the imaginary family member, based on the description given (1).	1 + 1 + 1 + 1
5. Describes the fifth imaginary family member using language structures accurately to include Person (1) + two suitable items (1 + 1) + suitable ending (1). Draws the imaginary family member, based on the description given (1).	1 + 1 + 1 + 1
Part B total	/20
Total	/28