



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY–YEAR 10 SEQUENCE)

सातवीं कक्षा में आपका स्वागत है। (WELCOME TO YEAR 7)

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 7

Title of task	सातवीं कक्षा में आपका स्वागत है। (Welcome to Year 7)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to school experiences.</p> <p>In Part A, students demonstrate their skills in comprehending written text by accessing and summarising key information in the text.</p> <p>In Part B, students demonstrate their skills in writing Hindi by developing a teacher profile to inform younger audiences.</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 text and summarise the information. It also establishes their ability to write in Hindi, using rehearsed and modelled language, to give opinions, share thoughts and feelings on their school experiences.
Assessment strategy	Short response – write sentences, indicate true/false and write short descriptions Extended response – write a profile
Evidence to be collected	Completed task sheet Profile for newsletter
Suggested time	Part A – 35 minutes Part B – 50 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about, and share opinions, thoughts and feelings on people, social events and school experiences

Engage in individual and collaborative tasks that involve planning, considering options, negotiating arrangements and participating in transactions

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts

Understanding

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:

- describing nouns using adjectives and changing their form with change in gender, for example, छोटा चूहा; छोटी गिलहरी; बड़ा शेर, बड़ी मछली
- demonstrating the use of suitable pronouns for singular and plural nouns; for example, वह लड़का; वे लोग; मेरा भाई; हमारी बहन
- using a range of tenses to describe routines and actions; for example, मैं आम खा रहा हूँ; मैं आम खाता हूँ; मैंने आम खाया था।; मैं आम खाऊँगा।
- using verbs in their negative forms; for example, मैं कभी कैनबरा नहीं गई।; ज़्यादा मिठाई मत खाना।
- using prepositions to describe positions; for example, सीढ़ी के नीचे; छत के ऊपर; अलमारी के पीछे
- creating different types of sentences – statements, interrogatives and exclamations; for example, उसकी कहानी लंबी है।; क्या उसकी कहानी लंबी है?; इतनी लंबी कहानी!
- using cardinal numbers and ordinal numbers; for example, पाँच पुस्तकें, दस छाते, पहला, दूसरा, दसवां

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to school experiences
- context-related vocabulary
- grammatical elements, including
 - present tense of regular and some irregular verbs
 - perfect and imperfect tenses in texts
- the textual conventions of a profile.

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 sheet
- Bilingual dictionary

Instructions for teacher

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

- a variety of text types related to school experiences
- context-related vocabulary
- grammatical items, including
 - the present tense of regular and some irregular verbs
 - the perfect and imperfect tenses in texts
- a variety of strategies for using a bilingual dictionary
- the textual conventions of a profile and provided with opportunities to practise them.

Task

Part A: स्कूल में सातवीं कक्षा का पहला सप्ताह

Provide students with the stimulus text स्कूल में सातवीं कक्षा का पहला सप्ताह, and the questions associated with the text.

Ask that they read the text before attempting to respond to questions in English.

Students may access their dictionary to look up any unfamiliar vocabulary in the text.

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

Part B: सातवीं कक्षा में आपका स्वागत है

The students in Year 7 have been asked to write information for the teacher profiles section of the school newsletter for Transition Day, designed to help Year 6 students to get to know the teachers at the school.

They are to write about one teacher who made their transition to Year 7 easier.

In their description they must include:

- the teacher's name
- their role at the school
- two things to expect in their classroom
- the things about this teacher that made their transition to high school easier (Remind students that if they are writing about the past – for example, how the teacher helped them at the start of the school year – they will need to use the past [present perfect] tense.)

They are to write approximately 50 to 70 words in Hindi.

Students may access their dictionary to look up any unfamiliar vocabulary.

Advise them that they have approximately 50 minutes to complete the task.

Instructions to students

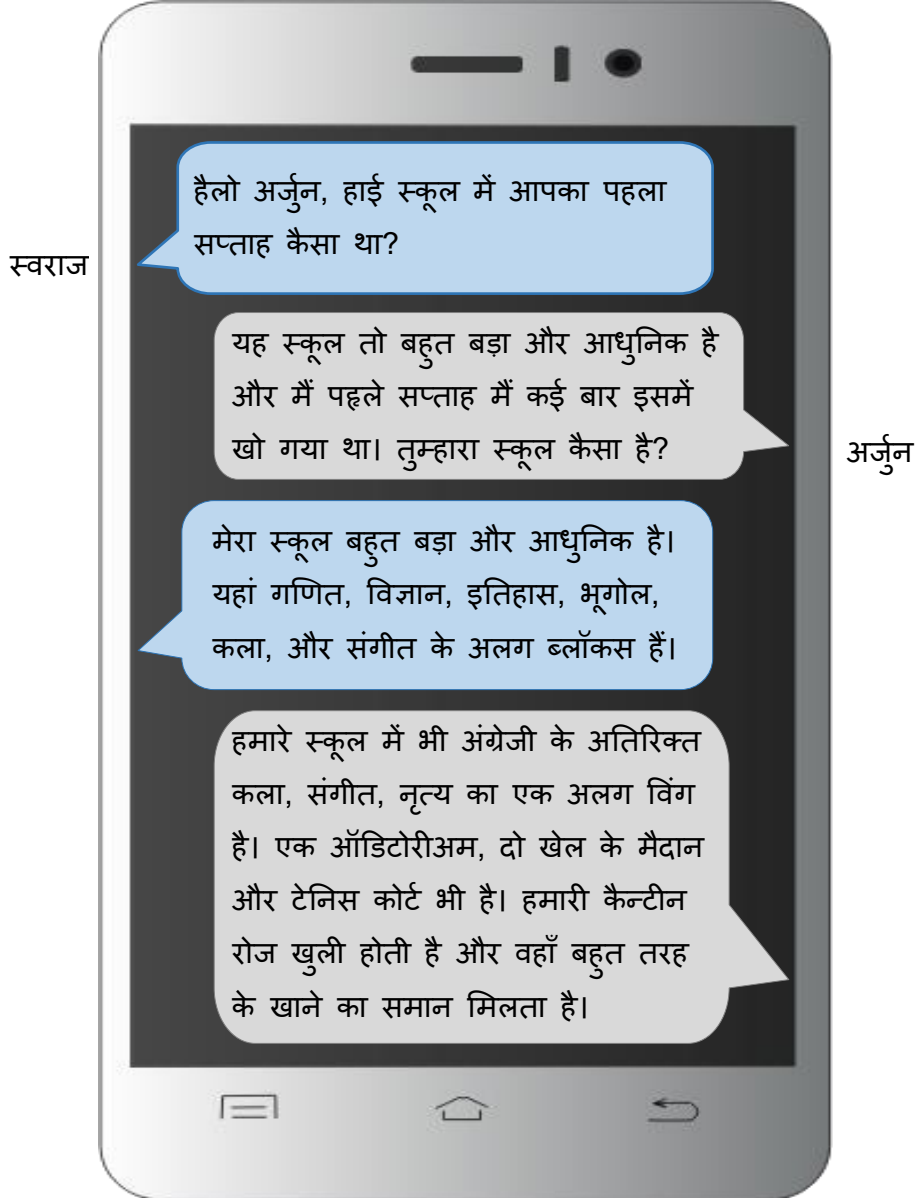
सातवीं कक्षा में आपका स्वागत है! (Welcome to Year 7)

Part A: स्कूल में सातवीं कक्षा का पहला सप्ताह

(15 marks)

Read the following conversation between two Hindi high school students talking about their first week. They are friends from middle school who now attend two different types of Hindi high schools.

Answer the questions that follow in English. Look up any unfamiliar vocabulary in a dictionary.



[Image adapted from: Roboxman. (2014). *Unbranded mobile phone— smartphone*. Retrieved March, 2016, from <https://openclipart.org/detail/193262/unbranded-mobile-phone-smartphone>]

Question 1

(2 marks)

How does Arjun describe his school?

Question 2

(3 marks)

In which subjects do both schools have different wings?

1.

2.

3.

स्वराज

मेरे ज्यादातर अध्यापक पुरुष हैं। जिनमे दो तो बहुत सख्त लगते हैं। लेकिन सब बहुत मदद करते हैं।

गणित विषय मुझे सबसे अधिक पसंद है। यह मैं हमेशा कहता हूँ।

अर्जुन

मेरे लिए गणित एक रहस्य है। मुझे इतिहास, अर्थशास्त्र, हिंदी कविताएं और अंग्रेजी साहित्य पसंद है। कवियों का अध्ययन भी करना चाहता हूँ। क्या तुमने नए दोस्त बनाए हैं?

Question 3

(2 marks)

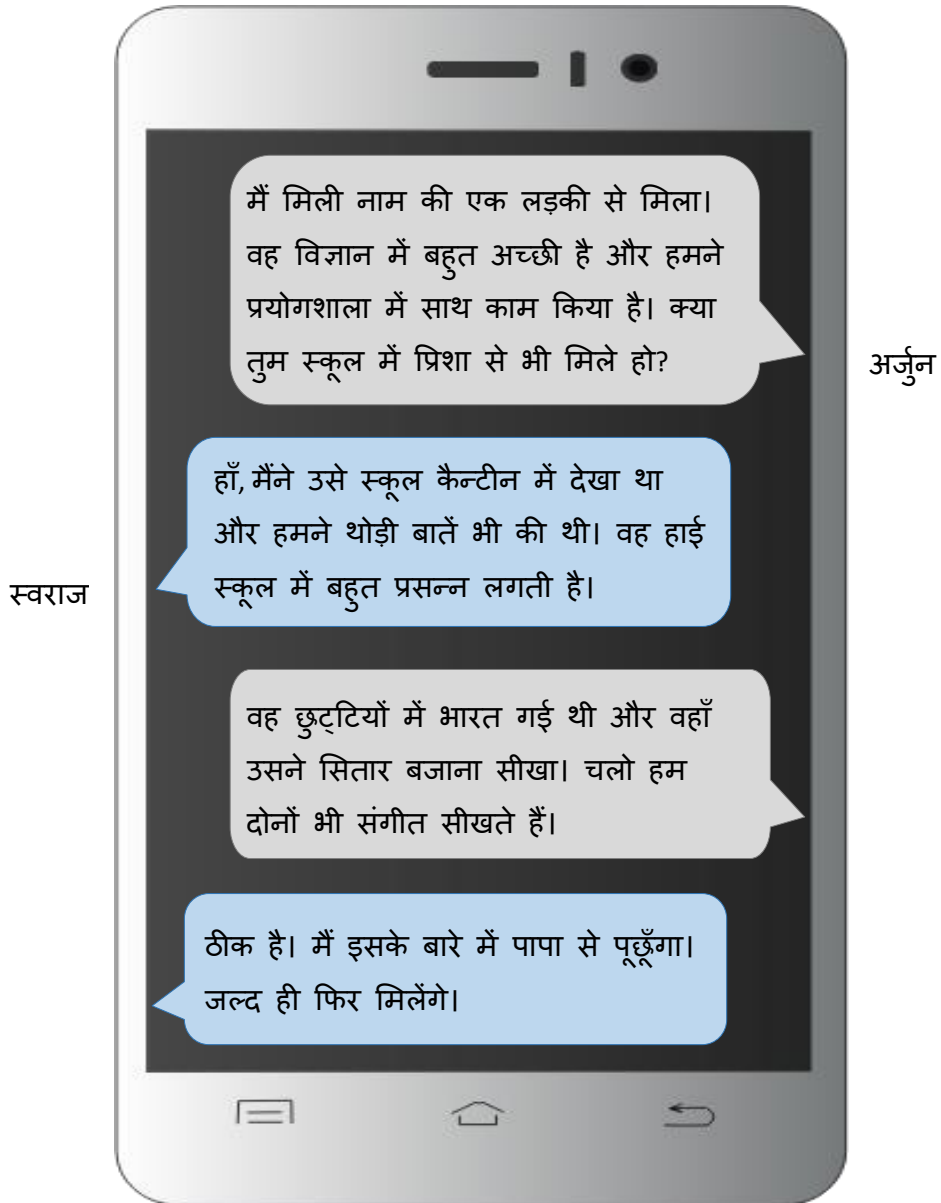
Recount what Swaraj thinks of his teachers.

Question 4

(4 marks)

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

Statement	True	False
(a) Arjun's teacher doesn't understand Maths.		
(b) Arjun's favourite subject is Maths.		
(c) Swaraj likes History and English Literature.		
(d) Swaraj hates poetry.		



Question 5

(2 marks)

Write what Arjun says about Mili.

Question 6

(1 mark)

Where did Swaraj see their friend Prisha?

Question 7

(1 mark)

State what Prisha learnt during the holidays.

Part B: सातवीं कक्षा में आपका स्वागत है।

(16 marks)

The school is hosting Year 6 students from neighbouring primary schools to attend Transition Day.

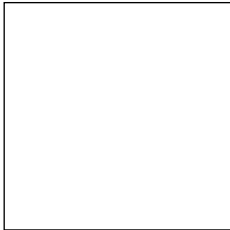
As part of the day, the school publishes a newsletter for the 'new' students, promoting the school.

Your class has been asked to write the teacher profiles section, designed to help Year 6 students get to know the teachers at the school. Your task is to write about one teacher who made your transition to Year 7 easier.

In the profile include:

- the teacher's name
- their role at the school
- two things to expect in their classroom
- the things about this teacher that made their transition to high school easier (you may need to use the past [present perfect] tense, if you write about how the teacher helped you at the start of the year).

Aim to write approximately 50 to 70 words in Hindi. Look up any unfamiliar vocabulary in a dictionary. You have approximately 50 minutes to complete the task.

मेरा विद्यालय	
	
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Sample marking key

Part A: स्कूल में सातवीं कक्षा का पहला सप्ताह

Description	Marks
Question 1	
very large	1
modern	1
Subtotal	/2
Question 2	
art	1
music	1
dance	1
Subtotal	/3
Question 3	
helpful/approachable	1
a little strict	1
Subtotal	/2
Question 4	
(a) False	1
(b) True	1
(c) True	1
(d) False	1
Subtotal	/4
Question 5	
good at science	1
worked together in the science laboratory	1
Subtotal	/2
Question 6	
at the canteen	1
Subtotal	/1
Question 7	
to play the sitar	1
Subtotal	/1
Part A total	/15

Part B: सातवीं कक्षा में आपका स्वागत है।

Description	Marks
Content	
Writes a profile about a teacher at the school. Includes relevant details about the teacher to engage the reader, including the teacher's name, their role at the school, what to expect in their classroom, and what they did to make the student's transition to high school easier.	3
Writes a profile about a teacher at the school. Includes some relevant details about the teacher to engage the reader.	2
Makes a limited attempt at writing a profile.	1
Subtotal	/3
Grammar	
Uses a range of grammatical elements and structures mostly correctly. Simple and compound sentences are handled with confidence. Uses the present tense successfully. Attempts to use the perfect and imperfect tenses are usually successful. Errors do not affect meaning.	4
Uses a range of grammatical elements and structures. Sentences are mostly simple though some compound sentences are attempted. Use of the present tense is usually successful. Attempts to use the perfect and imperfect tenses with varying success. Errors usually do not affect meaning.	3
Uses a satisfactory range of grammatical elements and structures. Sentences are mostly simple. Use of the present tense is usually successful. Shows limited use of the perfect and imperfect tenses. Errors sometimes affect meaning.	2
Uses a limited range of simple sentences. Applies rules of grammar, including tenses, with frequent inaccuracies. Frequent errors make meaning unclear.	1
Subtotal	/4
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Inconsistency in spelling but meaning is clear.	2
Uses limited relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	/3
Text type and sequencing	
Successfully writes a profile with a title, appropriate register for a younger audience and information relating to the subject. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a profile. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	/3

Description	Marks
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	/3
Part B total	/16
Total	/31