



## **SAMPLE ASSESSMENT TASK**

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**HINDI: SECOND LANGUAGE**  
**YEAR 9 (PRE-PRIMARY–YEAR 10 SEQUENCE)**

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**रिश्ते (RELATIONSHIPS)**

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## Sample assessment task

Hindi: Second Language – Year 9

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<b>Title of task</b>	<b>रिश्ते (Relationships)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to relationships.</p> <p>Students demonstrate their skills in writing in Hindi by composing the lyrics of a song, or the stanzas of a poem, in which they describe the relationship they have with their parents and how it has altered now that they are teenagers.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine students' learning at the time of the assessment. It establishes their ability to write Hindi, sharing, comparing and justifying personal opinions in writing that is informative or descriptive.
<b>Assessment strategy</b>	Extended response – write the lyrics of a song or stanzas of a poem
<b>Evidence to be collected</b>	Completed task sheet
<b>Suggested time</b>	90 minutes

## Content description

Content from the Western Australian Curriculum

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### 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

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### Prior learning

Students have prior knowledge of and exposure to:

- opportunities to view, read, analyse and discuss a variety of texts related to relationships
- context-related vocabulary, as well as grammatical elements, including the perfect and imperfect tenses, using structures such as जब मैं छोटी थी।; अब मैं गा नहीं सकती।; आगे चलकर हम ...; हमारी आयु में हमें व्यायाम करना चाहिए।; मेरे विचार में ...; आप क्या सोचते हैं?; मुझे लगता है ... and different ways of expressing mood
- writing imaginative texts and the conventions of songs and poems.

### 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 tasks.

## Assessment task

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### Assessment conditions

Task is to be completed by students working individually.

### Resources

- Task sheet
- Bilingual dictionary

## Instructions for the teacher

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

- opportunities to view, read, analyse and discuss a variety of texts related to teenage life, relationships and childhood
- creative writing and the textual conventions of songs, poetry and rap with a variety of examples
- how imaginative texts reflect Indian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- context-related vocabulary and grammatical elements, including
  - the comparative
  - the present, perfect and imperfect tenses.

## Task

Students are to write the lyrics of a song, or the stanzas of a poem, comparing the relationship with their parents in childhood and in their teenage life now, describing how it has changed.

In the students' writing, they express feelings and justify opinions using informal register, the comparative to compare past and present experiences, and the present and imperfect tenses.

Students should include at least two of the following themes:

- the relationship with their parents in childhood and now
- activities they enjoyed/participated in with their parents in childhood and now
- family commitments
- peer pressure
- more freedom comes with more responsibilities.

Students may use a bilingual dictionary and should aim to write approximately 80–100 words. Students have 90 minutes to complete the task.

## Instructions to students

### रिश्ते (Relationships)

(14 marks)

How has the relationship you have with your parents altered now that you are a teenager compared to when you were younger?

Write the lyrics of a song or the stanzas of a poem comparing your relationship with your parents in childhood to your teenage life now, describing how it has changed.

In your song or poem explore **two** of the following themes:

- the relationship with your parents in childhood and now
- activities you enjoyed/participated in with your parents in childhood and now
- family commitments
- peer pressure
- more freedom comes with more responsibilities.

In your song or poem:

- use the informal register
- express feelings and justify opinions
- use the comparative to compare past and present experiences
- use present, present perfect and imperfect tenses.

You may use a bilingual dictionary.

You should aim to write approximately 80–100 words. You have 90 minutes to complete this task.





## Sample marking key

### रिश्ते (Relationships)

Description	Marks
<b>Content</b>	
Writes the lyrics of a song or the stanzas of a poem comparing the relationship with their parents in childhood to their teenage life now, describing how it has changed. Explores at least <b>two</b> of the following themes: <ul style="list-style-type: none"> <li>relationship with their parents in childhood and now,</li> <li>activities they enjoyed/participated in with their parents in childhood and now</li> <li>family commitments</li> <li>peer pressure</li> <li>more freedom comes with more responsibilities.</li> </ul> Makes a clear comparison between childhood and present experiences. Uses details to elaborate.	4
Writes the lyrics of a song or the stanzas of a poem. Explores only one of the themes, or two of the themes superficially, in their writing. Makes some comparison between childhood and present experiences. Uses some details to elaborate.	3
Writes about relationships, providing some information and/or opinions.	2
Makes a limited attempt at writing a song or poem about relationships.	1
<b>Subtotal</b>	<b>/4</b>
<b>Grammar</b>	
Uses a range of structures and grammatical elements accurately. Handles simple and compound sentences confidently. Includes some complex structures with occasional errors that do not impede meaning. Uses present, perfect and imperfect tenses successfully most of the time.	4
Uses a range of structures and grammatical elements accurately most of the time. Handles simple sentences and most compound sentences confidently. Attempts some complex sentences. Uses present tense successfully most of the time; however, uses past tenses sometimes unsuccessfully. Intended meaning is mostly clear.	3
Uses a satisfactory range of structures and grammatical elements. Uses mostly simple sentences. Attempts some compound sentences. Uses present and past tenses sometimes unsuccessfully, though the intended meaning is usually clear.	2
Uses a limited range of, and shows inconsistent control of, structures and application of grammatical elements. Makes frequent errors that impede meaning.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses a range of context-related vocabulary, expressions and structures. Spelling and punctuation are mostly correct.	3
Uses a satisfactory range of context-related vocabulary, expressions and structures. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses a limited range of vocabulary, expressions and structures. Applies poor spelling and inconsistent/incorrect use of punctuation that often impedes comprehension.	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Text type and sequencing</b>	
Writes the lyrics of a song or the stanzas of a poem, using informal register. Sequences information cohesively and coherently. Includes stylistic techniques relevant to lyrics/poems; for example, effective use of word sounds/rhyming, descriptive language, repetition.	3
Uses a generally appropriate register. Sequences information to some extent and includes some relevant stylistic techniques.	2
Shows some consideration of the audience. Limited organisation of information impedes the flow and understanding. Inconsistently uses stylistic techniques.	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/14</b>