



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

जयपुर से अभिवादन (GREETINGS FROM JAIPUR)

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 8

Title of task	जयपुर से अभिवादन (Greetings from Jaipur)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to travel.</p> <p>In Part A, students demonstrate their skills in comprehending written Hindi texts by summarising and conveying key information.</p> <p>In Part B, students demonstrate their skills in writing in Hindi by sharing their recent travel experiences in a blog post.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine students' learning at the time of the assessment. It establishes their skills in accessing, summarising and conveying information from written texts as well as their skills in writing texts that use both rehearsed and spontaneous language to share their travel experiences.
Assessment strategy	Short response – read for information in a text Extended response – write a blog post
Evidence to be collected	Completed task sheet Blog post
Suggested time	Part A – 20 minutes Part B – 40 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 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 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

Continue to build on knowledge of the features of the Hindi sound system, with its vowels and consonants, and build phonic awareness while focusing on difficult sounds and consonants

Continue to distinguish the use of *bindu* and *chandrabindu* to pronounce Hindi letters with a nasal quality

Recognise and correctly pronounce the underdotted characters as required; for example, खज़ाना, फ़ाइल

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

Understand and apply the use of *chandrabindu* to pronounce loan words like the original English words; for example, डाक्टर/डॉक्टर, डालर/डॉलर

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

Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to travel
- context-related vocabulary
- grammatical elements, including perfect and imperfect tenses
- descriptive writing
- the conventions of a blog post and provided with opportunities to practise them.

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 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:

- opportunities to view, read, analyse and discuss a variety of texts related to travel
- use of a bilingual dictionary when reading Hindi texts and writing in Hindi
- context-related vocabulary
- the conventions of a blog post and provided with opportunities to practise them.

Task

Part A: Greetings from Jaipur

Provide students with the task sheet.

Students read the blog post from Raj, recounting his travel experience in the town of Jaipur, India.

Students respond in English to questions that follow the text.

Ask students to:

- read the questions and predict the type of information required to respond
- highlight sections of the text that may relate to information required in the question
- circle words, within the highlighted sections, that are unfamiliar to them and then use a bilingual dictionary to find the meaning of the words.

Allow the students approximately 20 minutes to complete this part of the task.

Part B: Hello Raj

Provide the task sheet to students.

Students are to imagine they have come across Raj's travel blog, which inspires them to share a recent travel experience of their own with him and his readers.

Advise students to write full sentences in Hindi informing Raj and his readers of what they experienced.

In their post they should include:

- the country they travelled to
- a place they visited while there
- what there was to see and do
- why they would recommend it to other readers of the blog.

Students are to write approximately 75 words in Hindi.

Ask students to use a bilingual dictionary to find the meaning of unfamiliar words. Remind them not to translate word for word from English, but to try to think directly in Hindi what they want to write. Advise them that they can adapt language from Raj's blog to suit their own purposes.

Allow the students approximately 40 minutes to complete this part of the task.

Instructions to students

जयपुर से अभिवादन (Greetings from Jaipur)

Part A: Greetings from Jaipur

(18 marks)

Read Raj's blog about his recent trip to Jaipur in India and answer the following questions in **English**.

जयपुर से अभिवादन

११ फ़रवरी

जयपुर का अद्भुत हवा महल

मेरे सभी ऑनलाइन दोस्तों को नमस्कार,

इस सप्ताह मैं राजस्थान की राजधानी जयपुर में हूँ। बहुत सालों से यहां आने की कोशिश कर रहा था। जयपुर को पिंक सिटी भी कहा जाता है। यहां बाजारों में अधिकतर इमारतें गुलाबी रंग की हैं। राजस्थान की हस्तकला सारे संसार में प्रसिद्ध है। यहां हर रंग की बाँदिनी, लहरिया और ब्लॉक प्रिन्ट की साड़ियाँ मिलती हैं। यहां लाख और कुंदन के बहुत सुन्दर आभूषण बनते हैं। कपड़ों पर शीशे के काम की पोशाकें भी प्रसिद्ध हैं।

जयपुर के आसपास बहुत सारी पुरानी ऐतिहासिक इमारतें हैं। परंतु जयपुर का हवा महल विश्वभर में प्रसिद्ध है।

हवा महल की तस्वीरें आप सबने देखी होंगी। इसे १७९९ में महाराज सवाई प्रताप सिंह ने परदे में रहने वाली राजसी परिवार की महिलाओं के लिए बनवाया था। इसमें पाँच मंजिलें हैं। इसके झरोखों से वे जलसों और उत्सवों को देख सकती थीं। इसे लाल और गुलाबी धौलपुर बलुआ पत्थर से बनाया गया है। इसके अंदर बैठकर एयर कन्डिशन जैसा आराम मिलता है।

देश विदेश से पर्यटक हवा महल को देखने आते हैं। साल के हर दिन ९.३० से ४.३० बजे तक हवा महल अंदर से देखा जा सकता है। शाम को सूरज की किरणें उसे और भी मोहक बना देती हैं। परंतु जयपुर में बहुत गर्मी होती है इसलिए अक्टूबर से मार्च के महीनों में ही यहां आने का प्रोग्राम बनाना चाहिए, क्योंकि तब मौसम कुछ ठंडा होता है।

मैं तो यहाँ के मशहूर व्यंजन खाकर नहीं थकता। प्याज की कचौड़ी, दाल बाटी चूरमा, मावा कचौड़ी और राजस्थानी कढ़ी मुझे सबसे अधिक पसंद है।

मैं दिल्ली से शताब्दी नाम की ट्रेन से आया हूँ। सुबह ६.०० बजे दिल्ली से चलकर शाम ९.०० बजे मैं यहां पहुँच गया था। दिल्ली से जयपुर आने के लिए ६ लेन की बहुत अच्छी सड़क बनी हुई है और कार या बस से ३ या ४ घंटों में पहुँचा जा सकता है। रास्ते में कई आराम करने और खाने पीने के स्थान मौजूद हैं। अगली बार मैं कार से आऊँगा।

यदि आप लोग जयपुर आने का कार्यक्रम बना रहे हैं तो राजस्थान पर्यटन की वेबसाइट पर जरूर जाएँ।

आज के लिए बस इतना ही।

आपका राज

Question 1

(2 marks)

Give the date of Raj's visit to Jaipur.

Question 2

(1 mark)

What mode of transport did he take?

Question 3

How long was his journey?

(1 mark)

Which other mode of transport can you take to Jaipur?

(1 mark)

Question 4

(5 marks)

Give five facts about Hawa Mahal.

1. _____
2. _____
3. _____
4. _____
5. _____

Question 5

(4 marks)

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

Statement	True	False
Raj didn't find much to eat.		
He likes the clothes there.		
The Delhi–Jaipur highway is well-built.		
Summer is the best time to visit Jaipur.		

Question 6

(2 marks)

List two of the Rajasthani dishes Raj liked to eat in Jaipur.

1. _____
2. _____

Question 7

(2 marks)

Name two types of saris you could buy for your mother in Jaipur.

1. _____
2. _____

Part B: Hello Raj

(16 marks)

Imagine that you have come across Raj’s travel blog which inspires you to share with his readers a recent travel experience.

Using full sentences in Hindi, write a post to Raj.

In your post include:

- the country you travelled to
- a place you visited
- what there was to see and do
- why you would recommend it to other readers of the blog.

Look up any unfamiliar vocabulary in a dictionary.

You may also wish to adapt structures and grammatical elements from Raj’s blog.

Aim to write approximately 75 words in Hindi.

New message	X
To:	
Subject:	
Send	

Sample marking key

Part A: जयपुर से अभिवादन

Description	Marks
Question 1	
11 February	1 1
Subtotal	/2
Question 2	
train	1
Subtotal	/1
Question 3	
(a) 3 hours	1
(b) by car	1
Subtotal	/2
Question 4	
Any five of the following details: <ul style="list-style-type: none">• it was made in 1799• Sawai Pratap Singh built it• it is in the heart of Jaipur• it is made of pink and red stone• it is very cool and airy• it was made for the royal ladies• it has five storeys	0–5
Subtotal	/5
Question 5	
false	1
true	1
true	1
false	1
Subtotal	/4
Question 6	
Any two of the following: <ul style="list-style-type: none">• <i>Pyaz ki kachouri</i>• <i>Dal baati choorma</i>• <i>Mawa kachouri</i>• <i>Rajsthani kadhi</i>	0–2
Subtotal	/2
Question 7	
Any two of the following: <ul style="list-style-type: none">• <i>Bandini</i>• <i>Lahariya</i>• <i>Block print</i>	0–2
Subtotal	/2
Part A total	/18

Part B: Hello Raj

Description	Marks
Content	
Writes a blog post describing a recent travel experience, including: <ul style="list-style-type: none"> the country they visited the place they visited what there was to see and do why they would recommend it to readers of the blog. Engages the audience.	4
Writes a blog post describing a recent travel experience, including most of the required information. Engages the audience.	3
Writes a blog post describing a recent travel experience, including some of the required information. Attempts to engage the audience.	2
Makes a limited attempt at writing a blog post.	1
Subtotal	/4
Grammar	
Includes a range of elements of grammar and sentence structures. Simple and compound sentences are handled with confidence. Errors usually do not impede meaning.	3
Uses a satisfactory range of elements of grammar and sentence structures. Sentences are mostly simple and compound sentences are attempted.	2
Uses limited simple sentence structures and elements of grammar. Frequent errors impede meaning.	1
Subtotal	/3
Vocabulary	
Uses a range of context-related vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally context related. Applies rules of spelling, including accents, and punctuation, mostly correctly. Errors usually do not impede comprehension.	2
Relies on a limited range of context-related vocabulary. Poor spelling and punctuation often impede comprehension.	1
Subtotal	/3
Text type and sequencing	
Writes a blog post with a salutation, information, ideas and/or opinions, informal language and using the appropriate register. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a blog post. Generally uses appropriate register. 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 other resources independently. Where relevant, effectively adapts structures and grammatical elements from Raj's travel blog for own purposes.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling). Where relevant, adapts some of the structures and grammatical elements from Raj's travel blog with varying success.	2
Requires significant support to attempt the task. Where relevant, makes little, unsuccessful, or no attempt to use structures from Raj's travel blog.	1
Subtotal	/3
Part B total	/16
Total	/34