



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 10 (PRE-PRIMARY–YEAR 10 SEQUENCE)

पर्यावरण संरक्षण (ENVIRONMENTAL PROTECTION)

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 10

Title of task	पर्यावरण संरक्षण (Environmental protection)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to people’s experiences and interest in social issues, such as the environment.</p> <p>In Part A, they demonstrate their skills in comprehending Hindi spoken text by accessing and summarising information.</p> <p>In Part B, they demonstrate their skills in speaking Hindi by presenting to the class on initiatives to protect the environment in the local community.</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 analyse and evaluate information in spoken texts. It also establishes their ability to use descriptive and expressive language in spoken Hindi.
Assessment strategy	Short response – listen for information in a spoken text Extended response – write a presentation and present it to the class
Evidence to be collected	Completed task sheet Presentation
Suggested time	Part A – 35 minutes Part B – five minutes (allow two weeks of research and preparation time)

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interest in contemporary culture and social issues

Express feelings and justify opinions

Contribute ideas, opinions and suggestions in individual and collaborative tasks, exchanging resources and information, solving problems and managing diverse views, such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues

Understanding

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:

- applying a range of tenses in complex sentences to describe events across time; for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।
- applying active and passive voice across tenses; for example, दादीजी ने मेरे लिए स्वेटर बनाया था।; मैंने दादीजी से स्वेटर बनवाया था।
- consolidating the use and application of proverbs to enhance meaning and to accurately convey ideas
- applying the knowledge of and use of case (कारक); for example, ने, को, से, के लिए, मैं, पर
- extending the knowledge of text cohesion and basic joining (सन्धि) rules; for example, word ending in अ plus word starting in उ becomes the सन्धि sound ओ as in पूर्वोत्तर; आ+ओ=औ; सूर्य +उदय = सूर्योदय;

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 the environment and ways to protect it
- context-related vocabulary and grammatical elements
- the conventions of giving a persuasive presentation before an audience.

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 task, the students will need to be:

- provided with opportunities to view, read, analyse and discuss a variety of texts related to the environment
- exposed to persuasive writing and the textual conventions of writing a presentation for an audience
- given the opportunity to express their views about an issue in front of an audience
- exposed to vocabulary related to the environment
- taught grammatical elements, including
 - complex sentences
 - applying active and passive voice
 - using metaphors, similes and proverbs.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- designing a brochure on the waste management and recycling system in India, in Hindi, and suggestions on how we can adapt some of these successful strategies of waste management in Australia
- creating a comic strip or cartoon about the importance of investing in renewable energy in India, to raise awareness and inform viewers. Set a rule on the comic strip, such as a minimum of five full Hindi sentences to describe their illustrations
- creating a booklet with images and descriptions about the environmental pollution, recycling, greening the environment, etc. in India, to raise awareness and inform the audience. Set a rule on the booklet, such as a minimum of five pages per student, with five full Hindi sentences to describe their illustrations
- writing an email or a letter to the school principal, in English, about the rubbish disposal and recycling system in India. Some of the suggestions may include setting up a recycling bin for a specific category of rubbish. If the school is able to accommodate a specialised set up of recycling bins, extend this activity to creating a timetable of waste disposal days for different year levels on different days of the week in Hindi and English
- doing research on recycling. Students can work in small groups to write short reports in Hindi on recycling different materials, such as glass, aluminium or paper.

Task

Part A: पर्यावरण संरक्षण

Task administration script

Provide students with the task sheet. Teacher reads aloud:

I will read the text twice.

After the second reading, you have 30 minutes to complete your responses to the questions.

Teacher reads aloud:

पर्यावरण के मुद्दों पर इस रेडियो घोषणा को सुनें। आप पाठ को दो बार सुनेंगे।

पर्यावरण संरक्षण

पेरिस में जलवायु सम्मेलन दौरान इस बार फिर ग्लोबल वार्मिंग को रोकने के महत्व पर ज़ोर दिया गया। दिसंबर २०१५ में पेरिस में हुए इस सम्मेलन में, १९५ देश अपने CO₂ इमिशन को कम करने और नवीकरण ऊर्जा को बढ़ावा देने के लिए सहमत हुए।

ऑकड़ों के अनुसार, ऑस्ट्रेलिया विशेष रूप से जलवायु परिवर्तन से बुरी तरह प्रभावित है। ऑस्ट्रेलिया दुनिया का सबसे बड़ा कोयले का निर्यातक भी है और जरूरत से ज्यादा हो रहा कोयला खनन और प्राकृतिक संसाधनों का अत्यधिक उपयोग ही यहाँ के जलवायु परिवर्तन का मुख्य कारण है।

ऑस्ट्रेलिया में ज्यादा गरमी और धूप के कारण, सूखा और गर्मी देश के कई हिस्सों में कृषि पर दुष्प्रभाव डालते हैं, और भीषण गर्मी में झाड़ियों की आग, बड़े क्षेत्रों को नष्ट कर देती है।

नवीकरण ऊर्जा के प्रभाव पर यहाँ विशेष रूप से ध्यान देना जरूरी हैं। ऑस्ट्रेलिया में प्रति वर्ष 300 दिन धूप वाले होते हैं और इसलिए देश में सौर ऊर्जा का उपयोग करने के लिए आदर्श स्थिति है।

इस के साथ ही, आप घर में ही छोटे छोटे उपायों करके पर्यावरण की रक्षा करने में अपना योगदान दे सकते हैं। आप में से किस-किस के घर में काम्पोस्ट बिन है? कौन अपने घर के कचरे को ठीक से रीसाइकल करता है? कौन हर समय एयर कंडीशनिंग ना चलाने की कोशिश करता है? और कौन हर बार कमरे से बाहर निकलने पर लाइट और इलेक्ट्रॉनिक उपकरणों को बंद करना याद रखता है? इसके साथ जब आप खरीदारी करने जाते हैं, तो आप अपना थैला घर से ले जा सकते हैं, जिसका अर्थ है कम प्लास्टिक कचरा।

यह छोटी छोटी बातें बड़ा बदलाव करने और पर्यावरण संरक्षण में सहायक हो सकती है।

Part B: पर्यावरण की रक्षा हम सबकी ज़िम्मेदारी है

Students use the ideas in the text **पर्यावरण संरक्षण** to research initiatives that can be taken to protect their local environment.

Students research online and take notes on what is being done to protect the environment in their own community.

Some initiatives that may be operating in the community could include:

- recycling of glass, cans, batteries, mobile phones and cardboard
- community vegetable/fruit gardens
- community worm farms/beehives
- reusable shopping bags
- water bottle refilling stations
- walk to work/school
- waste free lunch day
- joining a local community group to weed neighbouring bushland or to pick up rubbish that is washed up on to local beaches.

Students write a short presentation on the initiatives taken to protect their local environment, and present it to the class.

Advise students that they will have five minutes to present their presentation to the class and they will be assessed on the content of their presentation, their grammar and vocabulary and their pronunciation and intonation.

Allow a period of two weeks for students to research and prepare their presentation.

Instructions to students

पर्यावरण संरक्षण (Environmental protection)

Part A: पर्यावरण संरक्षण

Listen to the radio announcement on current environmental issues and answer the questions that follow, in **English**. You will hear the text twice.

1. What did countries decide in December 2015? (2 marks)

2. List **three** factors causing climate change in Australia. (3 marks)

3. Outline how Australia is affected by extreme climate conditions. (2 marks)

4. Indicate with a tick [✓] which four suggestions to save the environment are mentioned in the text. (4 marks)

Statement	[✓]
(a) Have a compost system in your garden.	
(b) Have a worm farm in your garden.	
(c) Separate your rubbish at home.	
(d) Switch off the air conditioner.	
(e) Leave the air conditioner on low for the day.	
(f) Use only paper bags when you go shopping.	
(g) Take your own bag when you go shopping.	

Sample marking key

Part A: पर्यावरण संरक्षण

Description	Marks
Question 1	
reduce CO ₂ emissions	1
promote renewable energy	1
Subtotal	/2
Question 2	
it is a major exporter of coal	1
excessive coal mining	1
unnecessary use of natural resources	1
Subtotal	/3
Question 3	
drought or heat	1
bushfire	1
Subtotal	/2
Question 4	
(a) Have a compost system in your garden.	1
(c) Separate your rubbish at home.	1
(d) Switch off the air conditioner.	1
(g) Take your own bag when you go shopping.	1
Subtotal	/4
Part A total	/11

Part B: पर्यावरण हम सबकी ज़िम्मेदारी

Description	Marks
Content	
Presents the required content (information, ideas and opinions on three initiatives to protect the environment operating in the community). Provides supporting details.	5
Presents most of the required content and elaborates on some details.	4
Presents generally relevant content and some details.	3
Presents superficial content and limited detail.	2
Presents limited relevant content.	1
Subtotal	/5
Grammar and vocabulary	
Uses a broad range of vocabulary and both simple and compound sentences correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	4
Uses a sound range of vocabulary to communicate information. Uses simple sentences, but occasionally attempts compound sentences. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	3
Uses a sufficient range of vocabulary to communicate information. Uses simple sentences with some errors. Makes some errors that impede understanding.	2
Uses a limited range of vocabulary and occasional short phrases. Meaning is not always clear.	1
Subtotal	/4
Pronunciation and fluency	
Uses clear and accurate pronunciation and intonation. Speech flows well.	3
Uses acceptable pronunciation and intonation inconsistently. Hesitates 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	/12
Total	/23