



चलो खेलें (LET'S PLAY)

SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 4 (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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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 4

Title of task	चलो खेलें (Let's play)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to sport.</p> <p>In Part A, they demonstrate their skills in conveying information by writing a series of sentences about sport using the image and word cues.</p> <p>In Part B, they demonstrate their skills in writing Hindi by composing sentences about their own sport preferences.</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 write using simple descriptive modelled language to exchange information about sports played and sport preferences.
Assessment strategy	Short response – write short statements
Evidence to be collected	Completed task sheets
Suggested time	Part A – 30 minutes Part B – 30 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests

Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions while creating a display or conducting a role play or scenario, science experiment, cooking or craft activity

Understanding

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

- using adjectives to describe the qualities or characteristics of a person or object and noticing that they change with number and gender; for example, अच्छी लड़की; अच्छा लड़का; अच्छे बच्चे
- using conjunctions, such as लेकिन; और; मगर to make compound sentences
- applying the knowledge of present, past and future tense in sentences; for example, मैं चाचा के साथ मुंबई जा रहा हूँ; मैं बुआ से मिलने दिल्ली गया था।; मैं नानी के घर जाऊंगी।
- using specific vocabulary related to important events and celebrations; for example, Diwali; Holi; Dussehra; Independence Day
- using suitable language while telling the time; for example, साढ़े सात बजे; चार बजकर दस मिनट; दो बजने में पाँच मिनट
- developing number knowledge for 40 to 60

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, and in particular Hindi names of different sports
- grammatical items, including tenses, time clauses, possessive adjectives, conjunctions and gender

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
- Bilingual dictionary

Instructions for teacher

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

- familiar with vocabulary related to the topic, especially Hindi names of popular sports
- taught grammatical items, including the conjugation of verbs with a change of tense, mood or person
- familiar with the use of the names of sports and in particular their use in a sentence; for example, वह फुटबॉल खेलता है।, वह तैरता है।, वह तलवार चलाती है।.

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:

- playing games of matching new words to familiar objects and actions in order to learn the Hindi for words, such as ball, bat, kick, run and catch. Bring items into the classroom, if possible, or use labelled pictures
- playing a guessing game where one student stands in front of the class and mimes a sports-related action, such kicking a ball, swimming or hitting a tennis ball and the other students describe it in Hindi, such as तुम तैर रहे हो। The student who says the phrase correctly gets to mime an action next
- giving a sports commentary. The class watches a game shown on the screen with the volume muted. Students can volunteer to be the commentator and describe in Hindi what is happening.

Task

Part A: वे क्या खेलते हैं?

Provide students with Part A of the task.

Students are to write five statements that represent what they see in the table; for example, वह गॉल्फ खेलती है।

Allow students the use of a bilingual dictionary to look up unfamiliar words.

Advise students that they have 30 minutes to complete the task.

Part B: आपको क्या पसंद है?

Provide students with Part B of the task.

Students are asked to name the sports pictured in the table.

They then use the phrases मुझे यह पसंद है/ मुझे यह नापसंद है। to describe how they feel about the five sports in the table.

They are to write responses to questions 2 to 4 on their own experience with sport.

Allow students the use of a bilingual dictionary for any unfamiliar words.









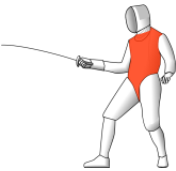

Advise students that they have 30 minutes to complete the task.

Instructions to students

चलो खेलें (Let's play)






Part A: वे क्या खेलते हैं?

Look at the images and words. Use them to write a sentence about what sport the people in the tables are playing.

बास्केटबॉल 	शानू 	
टेनिस 	टिया 	
तैराकी 	मीरा 	
फुटबॉल 	केलब 	
तलवार चलाना 	चिटू 	

Part B: आपको क्या पसंद है?

1. Look carefully at the pictures and write a sentence for each one saying whether you like or dislike that sport, using मुझे _____ पसंद है।/ मुझे _____ नापसंद है।

	a.
	b.
	c.
	d.
	e.

Answer these questions about your own sport preferences.

2. आप स्कूल में कौनसा खेल खेलते हैं?

3. आपको कौनसा खेल बिल्कुल पसंद नहीं है?

4. शनिवार और रविवार को आप कौनसा खेल खेलना पसंद करते हैं?

Sample marking key	
Description	Marks
Part A: वे क्या खेलते हैं?	
Writes शानू बास्केटबॉल खेलता है।	2
Writes टिया टेनिस खेलती है।	2
Writes मीरा तैरती है।	2
Writes केलब फुटबॉल खेलता है।	2
Writes चिटू तलवार चलाता है।	2
Subtotal	/10
Part A total	/10
Part B: आपको क्या पसंद है?	
Questions 1–5	
1a) Writes मुझे फुटबॉल खेलना पसंद /नापसंद है।	3
1b) Writes मुझे बेसबॉल खेलना पसंद /नापसंद है।	3
1c) Writes मुझे डांस करना पसंद /नापसंद है।	3
1d) Writes मुझे बास्केटबॉल खेलना पसंद /नापसंद है।	3
1e) Writes मुझे नेटबाल खेलना पसंद /नापसंद है।	3
2. Correctly writes a sentence naming a sport they play at school.	1
3. Correctly writes a sentence naming the sport they dislike.	1
4. Correctly writes a sentence naming the sport they like to play on the weekend.	1
Subtotal	/18
Part B total	/18
Total	/28

Acknowledgements

Part A: वे क्या खेलते हैं? (What do they play?)

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Part B: आपको क्या पसंद है? (What do you like?)

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