



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY–YEAR 10 SEQUENCE)

एक घटनापूर्ण दिन (AN EVENTFUL DAY)

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	एक घटनापूर्ण दिन (An eventful day)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school experiences.</p> <p>In Part A, students demonstrate their skills in comprehending written texts by completing responses to a series of questions.</p> <p>In Part B, students demonstrate their skills in writing the script of a role play about an imaginative school experience, and in speaking as they perform it for the class.</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 convey this information to others in a variety of ways. It also establishes information on their ability to write and speak in Hindi, using rehearsed descriptive and expressive language.
Assessment strategy	Short response – read for information in written text Extended writing – write the script of a role play Oral performance – perform in a role play
Evidence to be collected	Completed task sheet Audiovisual recording of role play
Suggested time	Part A – 30 minutes Part B – 40 minutes for script writing and rehearsing and 2–3 minutes for performance

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, such as hosting a Hindi class or an Indian visitor, or organising an excursion to an Indian restaurant, the cinema, a music concert or a मेला *mela*

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

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to school experiences
- vocabulary related to the context of sharing experiences
- grammatical items, including
 - describing nouns using adjectives and changing their form
 - using a range of tenses to describe routines and actions
 - using prepositions to describe positions
- conventions of writing a letter and performing a role play.

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

Part A is to be completed by students working individually.

Part B is to be completed by students working in small groups of two or three.

Resources

- Task sheet
- Bilingual dictionary
- Recording device

Instructions for teacher

Prior to administering Part A and Part B, the students will need to have prior knowledge of and exposure to:

- a variety of texts related to school experiences
- vocabulary related to the context
- grammatical items, including
 - describing nouns using adjectives and changing their form with change in gender
 - demonstrating the use of suitable pronouns for singular and plural nouns
 - using a range of tenses to describe routines and actions
 - using verbs in their negative forms
 - using prepositions to describe positions
 - creating different types of sentences – statements, interrogatives and exclamations
- the textual conventions of writing a letter and performing a role play and provided with opportunities to practise them.

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:

- brainstorming words that show different emotions, such as डरावना (scary), अचानक (sudden)
- playing Chinese whispers. The teacher says a sentence in Hindi about a day in school. Then every student adds a sentence to it, creating a day-long school experience
- writing about and illustrating a special school experience and sharing it with the class.

Task

Part A: एक घटनापूर्ण दिन

Allow students 30 minutes to complete Part A.

Students read the letter एक घटनापूर्ण दिन and respond to questions in English. They can look up any unfamiliar vocabulary in a bilingual dictionary.

Part B: Role play

Allow students 40 minutes to complete the writing and rehearsal component of Part B.

Students re-read the text in Part A and, in small groups of two or three students, write a 2–3-minute script for a role play, re-enacting a part of the narrator’s day.

As they work, students are to ensure that each member of their group has the opportunity to contribute equally to the writing of the script and presentation of the role play.

Inform students that each group will be allowed 2–3 minutes to present their role play and that it will be recorded.

Instructions to students

एक घटनापूर्ण दिन (An eventful day)

Part A: एक घटनापूर्ण दिन

(17 marks)

Read the email that Prabhati has written to her older sister and respond to questions which follow in English. You can look up any unfamiliar words in a dictionary.

नमस्ते दीदी,

कल मेरा शुक्रवार का दिन बड़ा अजीब निकला। सौभाग्य से था और पापा घर पर नहीं थे, नहीं तो बड़ी डाँट पड़ती।

सुबह मेरा अलार्म नहीं बजा और मैं देर तक सोती रह गई। जब मेरी आँख खुली तो आठ बज चुके थे। स्कूल की घंटी बजने में केवल पंद्रह मिनट थे। मैंने बिना नहाए यूनिफॉर्म पहनी, बस्ता उठाया, फ्रिज में से दो सेब लिए और दरवाजा खोलकर जलदी में स्कूल के लिए निकल पड़ी।

बस की प्रतीक्षा करने का समय नहीं था तो मैं सारे रास्ते दौड़ते हुए गई। पहली क्लास अंग्रेजी की थी और वह शुरू हो चुकी थी। अध्यापिका ने पाठ शुरू कर दिया था और मुझे देर से आता देखकर प्रसन्न नहीं लगी। अगली क्लास में गणित का टेस्ट था और मुझे कुछ समझ नहीं आ रहा था। सब कुछ गलत लिखा। मेरी सहेली तारिनी, स्कूल नहीं आई तो सारा दिन मेरा मन नहीं लगा।

खाने के समय बड़ी भूख लगी थी पर दो में से एक सेब खराब निकला। मेरे पेट में चूहे कूद रहे थे और मेरा रोने का मन कर रहा था। किसी तरह दिन बीता और घर जाने का समय आया। स्कूल के बाहर बस स्टॉप पर पहुँचकर जब बैग में हाथ डाला, तो पर्स नहीं मिला। ना बस पास था ना पैसे। मैं अभी अभी पैदल चलकर घर पहुँची हूँ और थककर सोने जा रही हूँ।

और तुम बताओ तुम्हारा दिन कैसे गया? आशा करती हूँ मेरे दिन से अच्छा था।

उत्तर की प्रतीक्षा में,
प्रभाती

Question 1

(4 marks)

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

Statement	True	False
She got up late.		
She was just in time to catch her bus.		
Her friend Tarini gave her a sandwich.		
She couldn't find her wallet.		

Question 2

(1 mark)

Name the day of the week Prabhati experienced her eventful day.

Question 3

(2 marks)

Was Prabhati's teacher happy to see her? Why/why not?

Question 4

(1 mark)

State how Prabhati did in her Maths test.

Question 5

(1 mark)

Describe what happened at lunch.

Question 6

(2 marks)

What is the meaning of the statement मेरे पेट में चूहे कूद रहे थे? Write one other Hindi proverb.

Meaning:

Proverb:

Question 7

(1 mark)

Describe how Prabhati must have been feeling at the end of the day.

Question 8

(5 marks)

Indicate [✓] whether the following sentences are true, false or not mentioned in the story.

Statement	True	False	Not mentioned
Prabhati's alarm clock battery needs changing.			
She ate one apple for lunch.			
She had a headache.			
The canteen lady gave her a sandwich.			
Her mum picked her up early.			

Part B: Role play एक घटनापूर्ण दिन

(13 marks)

Re-read the text एक घटनापूर्ण दिन and in small groups write a 2–3-minute role play re-enacting a part of Prabhati's day.

As you work, ensure each member of your group has the opportunity to contribute equally to the writing, rehearsal and presentation of the role play.

Role play planning sheet:

Participant 1:

Participant 2:

Participant 3:

Sample marking key

Part A: एक घटनापूर्ण दिन

Description	Marks
Question 1	
True	1
False	1
False	1
True	1
Subtotal	/4
Question 2	
Friday	1
Subtotal	/1
Question 3	
No	1
She was late/to class.	1
Subtotal	/2
Question 4	
Not well	1
Subtotal	/1
Question 5	
One of the two apples was rotten.	1
Subtotal	/1
Question 6	
I am very hungry.	1
Writes another proverb correctly.	1
Subtotal	/2
Question 7	
Very tired	1
Subtotal	/1
Question 8	
Not mentioned	1
True	1
Not mentioned	1
False	1
False	1
Subtotal	/5
Part A total	/17

Part B: Role play एक घटनापूर्ण दिन

Description	Marks
Content	
Writes a simple, shared role play to entertain peers, using rehearsed descriptive and expressive language to share a school experience.	3
Writes a simple, shared role play to entertain peers. Attempts are made to give supporting details and use rehearsed descriptive and expressive language.	2
Requires significant support to write a simple shared role play to entertain peers.	1
Subtotal	/3
Grammar and vocabulary	
Uses a range of vocabulary, grammatical elements and structures to communicate information mostly correctly. Simple and compound sentences are handled with confidence. Uses present, imperative and near future tenses successfully.	4
Uses a range of vocabulary, grammatical elements and structures. Sentences are mostly simple though some compound sentences are attempted. Uses the past, present, and future tenses with varying success. Errors are present, but language is mostly accurate, and the meaning is clear.	3
Uses a satisfactory range of vocabulary, grammatical elements and structures. Sentences are mostly simple. Use of the past, present and future tenses are usually successful.	2
Uses a limited range of vocabulary and simple sentences. Applies the rules of grammar, including tenses, with inaccuracies. The meaning is not always clear.	1
Subtotal	/4
Pronunciation and intonation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Uses inaccurate pronunciation which impedes comprehension at times.	1
Subtotal	/3
Interaction and fluency	
Speaks confidently and speech flows well.	3
Speaks with some confidence and requires some support from the other speaker/s.	2
Hesitates and pauses frequently. Requires considerable support from the other speaker/s.	1
Subtotal	/3
Part B total	/13
Total	/30