



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 5 (PRE-PRIMARY–YEAR 10 SEQUENCE)

मेरा पड़ोस (MY NEIGHBOURHOOD)

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 5

Title of task	मेरा पड़ोस (My neighbourhood)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their home, neighbourhood and local community.</p> <p>In Part A, they demonstrate their skills in comprehending written text and conveying information through a matching exercise.</p> <p>In Part B, they demonstrate their skills in comprehending written text by correctly placing the names of city buildings/places they are provided with in their design plan of a new city.</p> <p>In Part C, they demonstrate their skills in writing by composing a description of their design plan for a new city and their speaking skills by presenting their plan to the class.</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 comprehend written Hindi and convey factual information about what they have read. It also establishes their ability to write and speak in Hindi using descriptive language.
Assessment strategy	<p>Short response – read for information in a written text, match places with their function, draw a diagram based on instructions</p> <p>Extended response – write a description</p> <p>Oral performance – present a design plan</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Plan of new city</p> <p>Description of city</p>
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 40 minutes</p> <p>Part C – 25 minutes to write the description and 2–3 minutes to present their design plan</p>

Content description

Content from the Western Australian Curriculum

Communicating

Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community

Engage in individual and collaborative tasks that involve organising displays, planning outings, conducting events, such as performances, or activities such as, building models, and completing transactions in places such as, a café or a market

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:

- recognising that certain words are written differently from how they are pronounced; for example, written बहन is pronounced बेहेन
- using singular and plural forms of nouns and pronouns; for example, मैं; हम; तुम; सब; वह; वे
- using compulsion affecting actions such as हमें पाठशाला जाना होगा।; तुम्हें निबंध लिखना पड़ेगा।
- using सवा (quarter past) and पोने (quarter to) when telling the time
- developing number knowledge for 61 to 80 and using a dozen (दर्जन), a decade (दशक) and a century (शतक)

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to the home, neighbourhood and local community
- vocabulary related to the context of neighbourhood landmarks
- grammatical structures, including
 - referring to a person, place or object and describing them using suitable adjectives
 - use of compulsion affecting actions; for example, पहाड़ के ऊपर जाना होगा।, नदी पार करनी होगी।
 - prepositions associated with location; for example, दाहिने हाथ, ब्रिज/पुल के नीचे, समुद्र के किनारे
- the textual conventions of a plan, a description and a presentation.

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 a variety of texts and text types related to people and places in their neighbourhood and local community
- taught context-related vocabulary
- taught grammatical structures, including prepositions and directions
- taught the textual conventions of a plan, a description and presentation, and provided with opportunities to practise them.

Activities to scaffold the task

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

- planning a book character's travel. Choose a children's story that explores a character's journey, such as Jack and the Beanstalk. Students create a map of Jack's journey, and describe the journey to a friend in Hindi
- working in pairs to mark prominent landmarks on a map of the suburb in which the school is located
- interviewing an older member of the community to understand how their area has changed in the last 50 years, and sharing this information in Hindi with the class.

Task

Part A: मेरे पड़ोस में- My neighbourhood

Provide students with Part A of the Task sheet.

Students are to read the information in the table and match the place names in the left-hand column with what happens in these places in the right-hand column.

Inform students that they have 10 minutes to complete Part A of the task.

Part B: मेरा शहर- Draw a plan

Provide students with Part B of the Task sheet.

Students are to draw a plan for a new city to enter in a competition.

They are given a list of buildings which they are to include in the plan. These must be labelled in Hindi.

Inform students that they have 40 minutes to complete Part B of the task.

Part C: यह है मेरा शहर- Class presentation

Provide students with Part C of the Task sheet.

Students are to describe their city to their peers, in full sentences using suitable prepositions.

Inform students that they have 25 minutes to write the description, and they will then present it in front of the class.

They should aim to speak for 2–3 minutes and use their notes, but not read from them.

Instructions to students

मेरा पड़ोस (My neighbourhood)

Part A: मेरे पड़ोस में

How familiar are you with the places in your local community?

Read the information in the table below and match the places in the left-hand column with what happens in those places in the right-hand column.

Write the matching letter in the answer table.

Answers:

1	2	3	4	5	6	7	8	9	10

1	स्कूल	A	यहाँ जानवर रहते हैं।
2	बैंक	B	मेयर का दफ़्तर।
3	पुस्तकालय	C	तैरने का स्थान।
4	सिनेमा घर	D	ब्रेड और केक खरीदने का स्थान।
5	टाउन हॉल	E	यहाँ बच्चे पढ़ते हैं।
6	स्विमिंग पूल	F	यहाँ समान खरीद सकते हैं।
7	बेकरी	G	यहाँ खेलों के मैच देख सकते हैं।
8	फुटबॉल स्टेडियम	H	यहाँ पैसे जमा करते हैं।
9	चिड़िया घर	I	यहाँ सिनेमा देखते हैं।
10	बाज़ार	J	यहाँ पर पुस्तकें मिलती हैं।

Part B: मेरा शहर

Your class is entering this year's **मेरा शहर** competition in which primary school students are asked to design a new city. Here is a list of the buildings that you are required to include in your city plan.

स्कूल	बैंक	ट्रेन स्टेशन
पोस्ट ऑफिस	ऊंची इमारत	अस्पताल
होटल	लाइब्रेरी	सिनेमा
टाउन हॉल	स्विमिंग पूल	बेकरी
फुटबॉल स्टेडियम	चिड़िया घर	बाज़ार

Draw a plan of your city and label the buildings in **Hindi**.



Sample marking key

Part A: मेरे पड़ोस में

Description	Marks
Match the places with the descriptions	
1. E	1
2. H	1
3. J	1
4. I	1
5. B	1
6. C	1
7. D	1
8. G	1
9. A	1
10. F	1
Part A total	/10

Part B: मेरा शहर

Description	Marks
Plan of the city	
स्कूल	1
पोस्ट ऑफिस	1
होटल	1
टाउन हाल	1
फुटबॉल स्टेडियम	1
बैंक	1
ऊंची इमारत	1
लाइब्रेरी	1
स्विमिंग पूल	1
चिड़िया घर	1
ट्रेन स्टेशन	1
आस्पताल	1
सिनेमा	1
बकेरी	1
बाज़ार	1
Part B total	/15

Part C: यह है मेरा शहर।

Description	Marks
Content	
Writes the notes for a presentation to the class in which they describe in detail the design of their new city and include details to engage the audience.	4
Writes notes for a presentation to the class in which they describe the design of their new city. Includes some details to engage the audience.	3
Writes a few notes for a presentation to the class in which they include some details of the design of their new city.	2
Makes limited attempts at writing notes for a presentation.	1
Subtotal	/4
Grammar	
Writes simple and compound sentences and applies grammatical elements mostly accurately.	3
Writes simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy.	2
Shows limited use of simple sentences and application of grammatical elements. Makes frequent errors, making meaning unclear.	1
Subtotal	/3
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling and punctuation are mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Shows some inconsistency with spelling and punctuation, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	/3
Pronunciation and fluency	
Speaks confidently and speech flows well. Uses a high level of correct pronunciation and intonation.	3
Speaks with some confidence though hesitant at times or too fast and requires some support. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses, or too fast, with mostly incorrect pronunciation and intonation. Requires considerable support.	1
Subtotal	/3
Part C total	/13
Total	/38