



## **SAMPLE ASSESSMENT TASK**

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**HINDI: SECOND LANGUAGE**  
**YEAR 3 (PRE-PRIMARY–YEAR 10 SEQUENCE)**

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**मेरा मित्र (MY FRIEND)**

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## Sample assessment task

Hindi: Second Language – Year 3

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<b>Title of task</b>	<b>मेरा मित्र (My friend)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their friends.</p> <p>In <b>Part A</b>, they demonstrate their skills in speaking and comprehending spoken Hindi by interviewing a student in their class to gather information about their age, where they live, their pets and what they like to eat.</p> <p>In <b>Part B</b>, they demonstrate their skills in conveying information by creating a booklet with the information they collated in their survey.</p>
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	This assessment aims to determine students' learning at the time of the assessment. It establishes their ability to speak and to comprehend spoken Hindi, and to exchange and gather information in the form of a survey. It also establishes their ability to use simple modelled language in the first person, and convey this information in a third person narrative, to write about their classmate.
<b>Assessment strategy</b>	Short response – conduct a survey Short response – write short sentences
<b>Evidence to be collected</b>	Completed task sheet Booklet
<b>Suggested time</b>	Part A – 40 minutes Part B – 45 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Interact with teacher and peers orally and in writing to exchange information about friends and family members

Participate in routine exchanges, such as asking each other how they are

### Understanding

Begin to write sentences using four or five words and a full stop; for example, वीना बाज़ार जा रही है।

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

- describing quantity using cardinal numbers; for example, दो बकरियाँ; बारह पक्षी
- noticing that every object has a gender; for example, बड़ा पेड़ गिर गया।; उसकी डाल टूट गई।
- using additional possessive adjectives to show ownership; for example, मेरा दोस्त; उसकी सहेली; हमारा घर; मेरा प्रिय खेल
- understand that Hindi punctuation is the same as in English, except for the full stop, which is written as a vertical line (।)
- developing number knowledge for 31 to 40

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including नाम, आयु, परिवार, पशु, पता, पसंद
- different sentence structures, including questions, statements and commands
- change in verb-endings with change in gender; for example, मोहन जाता है।, मीरा जाती है।
- adjectives and adverbs to describe people and their actions
- using the past, present and future tenses in simple sentences.

### 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

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### Assessment conditions

- Tasks are to be completed by students working individually.
- The first part of the task for Part A involves the student conducting a survey with a fellow classmate.

### Resources

- Task sheet
- Paper for booklet
- Stapler

### **Instructions to teachers**

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

- exposed to a range of texts that relate to families and friends
- taught context-related vocabulary, including a range of descriptions relating to friends and their likes and dislikes
- taught adjectives and adverbs to describe people and their actions
- provided with opportunities to use the past, present and future tenses in simple sentences
- familiar with the textual conventions of an introduction, and given opportunity to practise them.

### **Activities to scaffold the task**

Provide opportunities for students to participate in activities to help them internalise the language they need, such as:

- pairing up and introducing themselves in Hindi. Then they will describe each other, using suitable adjectives. Swap partners and repeat
- selecting and cutting out images of random people in a magazine. Use the pictures of people to ask students to describe the various people using adjectives. In addition, students may look for other things like animals and vehicles to describe.

## Task

### Part A: यह मेरा/मेरी मित्र/दोस्त/सहेली है।

This is the formative part of the assessment.

Provide students with the questionnaire sheet and ask them to interview their partner in Hindi to find out their name, age, address, pets they own, what they like to play and what they like to eat. They should write down their partner's answers in Hindi as a first-person narrative.

Allow students 20 minutes to complete the interview.

Students have 20 minutes to then use this information to fill out the booklet preparation table in the third person.

### Part B: मेरा मित्र

This is the summative part of the assessment.

Demonstrate how to create a booklet in A5 format using paper and a stapler.

Instruct students to write in Hindi on one side of the booklet, with the English translation on the opposite page. Instruct them to illustrate each page by drawing pictures.

Allow students 45 minutes to complete their booklet.

Upon completion, students read their booklet to their partner in order to seek feedback. Students can also exchange booklets with other children in the classroom.

Later, students can brainstorm other questions they would like to ask their friends.

## Instructions to students

### मेरा मित्र (My friend)

**Part A:** यह मेरा/मेरी मित्र/दोस्त/सहेली है।

Interview one of your classmates to find out more about them. Ask the questions in Hindi and write your answers on the lines provided.

Remember: Use the first person – मैं/ मेरा (I or my).

1. तुम्हारा नाम क्या है?

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2. तुम कितने साल के हो?

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3. तुम कहाँ रहते हो?

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4. क्या तुम्हारा पास कोई पालतू जानवर है?

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5. तुम्हें क्या खेलना अच्छा लगता है?

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6. तुम्हें क्या खाना अच्छा लगता है?

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Before you create your booklet, use your notes to write six new sentences about your classmate. Fill in the table below with your new sentences, using the third person (he or she/his or her).

English	हिन्दी
1. His/her name is	1.
2. His/her age is	2.
3. He/she lives in	3.
4. He/she has a	4.
5. He/she likes to play	5.
6. He/she likes to eat	6.

### Part B: मेरा मित्र

Use your six sentences that you have written in Part A to create a booklet about your classmate. You will share this booklet with the rest of the class.

1. Make a booklet as demonstrated by your teacher. Listen carefully to the instructions.
2. On the cover page write मेरा मित्र \_\_\_\_\_ (your friend's name)
3. Write a Hindi sentence and its English translation on the left-hand page of the booklet.
4. Illustrate each sentence on the right-hand side of the booklet.
5. Repeat instructions 3 and 4 to write and illustrate the rest of the sentences.
6. Proofread your work for spelling and punctuation.
7. Read the booklet to your partner and ask for feedback. Make changes if needed.
8. Hand in the booklet to your teacher.

## Sample marking key

### Part B: मेरा मित्र

Description	Marks
<b>Cover page</b>	
Writes the title of the booklet on the cover page and includes their classmate's name; for example, मेरा मित्र आशीष	2
Writes a partial title; for example, मेरा मित्र/आशीष	1
<b>Subtotal</b>	<b>/2</b>
<b>Sentence 1: Name</b>	
Writes a full sentence in third person narrative with their classmate's name; for example, उसका नाम आशीष है /मेरे मित्र का नाम आशीष है।	2
Writes a sentence with their classmate's name in first person narrative, or with errors; for example, आशीष है/ मैं आशीष हूँ	1
<b>Subtotal</b>	<b>/2</b>
<b>Sentence 2: Age</b>	
Writes a full sentence in third person narrative with their classmate's age; for example, आशीष/वह दस साल/ वर्ष का है	2
Writes their classmate's age in first person narrative, or with errors; for example, मैं दस का हूँ/ दस साल	1
<b>Subtotal</b>	<b>/2</b>
<b>Sentence 3: Where they live</b>	
Writes a full sentence in third person narrative stating where their classmate lives; for example, आशीष/वह कैनिंगवेल में रहता है।	2
Writes where their classmate lives in first person narrative, or with errors; for example, कैनिंगवेल/ मैं कैनिंगवेल में रहता हूँ।	1
<b>Subtotal</b>	<b>/2</b>
<b>Sentence 4: Pets</b>	
Writes a full sentence in third person narrative stating what pet their classmate has; for example, आशीष के/उसके पास एक कुत्ता है।/ उसके पास कोई पालतू जानवर नहीं है।	2
Writes about their classmate's pet in first person narrative, or with errors; for example, कुत्ता/नहीं है।	1
<b>Subtotal</b>	<b>/2</b>

Description	Marks
<b>Sentence 5: A sport or activity they like</b>	
Writes a full sentence in third person narrative stating an activity that their classmate likes; for example, आशीष को/उसे क्रिकेट अच्छा लगता है।	2
Writes an activity in first person narrative, or with errors; for example, क्रिकेट/ मुझे क्रिकेट अच्छा लगता है।	1
<b>Subtotal</b>	<b>/2</b>
<b>Sentence 6: What they like to eat</b>	
Writes a full sentence in third person narrative saying what their classmate likes to eat; for example, आशीष को/उसे राजमा चावल खाना अच्छा लगता है।	2
Writes what their classmate likes to eat in first person narrative, or with errors; for example, राजमा चावल/मुझे राजमा चावल अच्छा लगता है।	1
<b>Subtotal</b>	<b>/2</b>
<b>Punctuation and spelling</b>	
Makes minimal errors in punctuation and spelling.	2
Makes some errors in punctuation and spelling.	1
<b>Subtotal</b>	<b>/2</b>
<b>English translation</b>	
Writes six corresponding sentences in English.	0–6
<b>Subtotal</b>	<b>/6</b>
<b>Illustrations</b>	
Draws or adds an appropriate picture on each page.	0–6
<b>Subtotal</b>	<b>/6</b>
<b>Total</b>	<b>/28</b>