



**我家棒极了！ (MY FAMILY IS GREAT!)**

**SAMPLE ASSESSMENT TASK**

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**CHINESE: SECOND LANGUAGE**

**YEAR 7 (YEARS 7–10 SEQUENCE)**

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## Sample assessment task

### Chinese: Second Language – Year 7

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<b>Title of task</b>	我家棒极了! (My family is great!)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A students demonstrate their skills in comprehending spoken texts and convey their understanding by translating and summarising key information, such as character descriptions, in English.</p> <p>In Part B students demonstrate their skills in adapting an imaginative text about a family to create their own imaginative text.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken text and convey the information to others in a variety of ways. It also establishes information on their ability to write in Chinese by using rehearsed language and language adapted from Chinese texts to create their own imaginative text.
<b>Assessment strategy</b>	Short response – short answer responses Oral performance – participate in a role play
<b>Evidence to be collected</b>	Part A – completed task sheet Part B – poem/song
<b>Suggested time</b>	Part A – 20 minutes Part B – 50 minutes

## Content description

### Content from the Western Australian curriculum

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#### Communicating

Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language

#### Understanding

Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm and sound flow in interactions, and use Pinyin to support learning the spoken language

Become familiar with the Chinese writing system, looking at how characters evolved, their structure and basic components that feature in many characters

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

- recognising and using simple verbs, including 是, 有, 姓, 叫, 喜欢
- identifying the placement of time phrases; the use of conjunctions (for example 和 to add information); and the role of measure words, for example, 个, 只, 口
- recognising and beginning to use negative words, including 没, 不
- beginning to use 也 and 和 to connect and sequence information
- using the possessive word 的 with pronouns to make a possessive
- developing knowledge and using numbers 1–100
- using 吗 to change a statement to a question
- recognising and beginning to use particles, such as 呢, for example, 你呢?
- using demonstrative pronouns 这, 那, for example, 这是我的哥哥。; 那是一只狗。
- recognising and using the question word 谁, for example, 他是谁? .

Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including greetings, family members and pets, numbers and nationalities
- grammatical elements, including register, simple verbs, adjectives, possessive words, knowledge of numbers, conjunctions, questions words and basic sentence structure
- strategies for speaking and engaging in a conversation
- texts related to personal introductions and talking about family.

### 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

Part A and Part B are to be completed by students working individually.

### Resources

- Task sheet
- A bilingual dictionary and/or a character list

## Instructions for teacher

Prior to administering Parts A and B of the task, teach students:

- context-related vocabulary and phrases related to greetings for different situations and relationships, and for exchanging information about themselves, family and friends
- grammatical items, including verbs, such as 叫, 是 and 姓; the conjunction 和; measure words 个, 口, 条, 只; 吗 for asking questions; the particle 呢; negatives 没; 不 for answering information and for asking questions; basic sentence structure – subject + verb + object, for example 我是中国人。
- *Pinyin* to support learning the spoken language
- texts, including songs and poems, related to personal introductions and talking about family.

Prior to administering Part B of the task, provide students with opportunities to:

- engage with Chinese imaginative texts, such as poems and songs related to the family; for example
  - Chinese Family Members - Fun Mandarin Song <https://youtu.be/Ug8RULhzNMA>
  - 我的家人 (The Family) | Sing-Alongs | Chinese song | By Little Fox <https://youtu.be/iPvYsKAgSMO>
  - 我爱家人 wǒ ài jiā rén I LOVE MY FAMILY <https://youtu.be/0z38T38Sv60>
- examine some features of poems and songs, such as repetition of sentences and sounds, and sentence length
- recite poems and sing songs aloud, focusing on pronunciation and tone, rhythm and sound flow
- adapt poems and songs; for example, include different information, change word order, change tune.

## Task

### Part A: All about my family

Decide whether students are to use bilingual dictionaries and/or a character list for Part A, and provide students access to these resources.

Provide students with the Task sheet for Part A of the task and inform them that:

- they will hear two texts
- each text will be read twice, with a short pause between the first and the second reading. After the second reading, there will be time to answer the questions in English.
- students can make notes at any time, in the space provided.

Advise students that they have 20 minutes in which to complete the task, working independently.

## Task administration script

### Text 1: Conversation

安娜：早上好， 迈克。

迈克：早上好， 安娜！ 你好吗？

安娜：我很好， 谢谢！ 迈克， 你家有几口人？

迈克：我的家人？ 我家人很少， 只有三口人： 爷爷、 妈妈和我。 你家有多少口人， 安娜？

安娜：我有一个大家庭， 有七个人： 爸爸、 妈妈、 奶奶、 两个哥哥， 一个妹妹和我。

迈克：哇， 太棒了。 你家有很多人。 你的妈妈很忙， 对吗？

安娜：对， 我妈妈很忙， 但是她很快乐。 迈克， 你的妈妈？

迈克：我的妈妈也很快乐， 因为她不忙。

### Text 2: Description

你好。我是大卫。我 16 岁。我住在上海。我也喜欢上海。

我家有三口人：爸爸、妈妈和我。我们的宠物是一只狗。它叫饺子。饺子不大不小，很可爱。

我的爸爸和妈妈都是四十八岁。爸爸喜欢大狗，妈妈喜欢小狗，他们都喜欢饺子。

### Part B: My family

Prior to administering the task, decide:

- which previously seen poem/s and/or song/s students are to use with this assessment
- whether students will create a poem or song.

Review the chosen text with students.

Students read the poem/song about the family. They then adapt the language and content to write a poem/song about their own, or a fictional, family.

Students need to include the following details of any three people in a family (they can include themselves as one):

- their name and their role in the family
- their age and nationality
- an adjective to describe them.

They also must include a description of a pet – name, type of pet and an adjective to describe it.

Students may use a bilingual dictionary and/or character list.

Advise students that they have 50 minutes in which to complete the task, working independently.

**Instructions to students**

我家棒极了！ My family is great!

**Part A: All about my family**

**(21 marks)**

You will hear to two texts in Chinese. Each text will be read twice, with a short pause between the first and second readings. After the second reading, there will be time to answer the questions. You can use the space provided to make notes as you listen.

Answer all questions in English.



You have 20 minutes to complete Part A.

**Text 1: Conversation**

**(11 marks)**

**Question 1**

Listen to the conversation between Anna and Mike and complete the table below.

	Anna's family 	Mike's family 
Size of family	_____ (1 mark)	_____ (1 mark)
Apart from the mother, tick the family members mentioned	Tick 4 only (4 marks) <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input checked="" type="checkbox"/> <b>Mother</b> <input type="checkbox"/> Father <input type="checkbox"/> Older sister <input type="checkbox"/> Older brother <input type="checkbox"/> Younger sister <input type="checkbox"/> Younger brother	Tick 1 only (1 mark) <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input checked="" type="checkbox"/> <b>Mother</b> <input type="checkbox"/> Father <input type="checkbox"/> Older sister <input type="checkbox"/> Older brother <input type="checkbox"/> Younger sister <input type="checkbox"/> Younger brother
Describe Anna's and Mike's mothers	_____ (2 marks) _____	_____ (2 marks) _____



**Text 2: Description**

**(10 marks)**

Listen to David describing his family and then answer the questions below.

**Question 1**

**(1 mark)**

Where does David live?

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**Question 2**

**(4 marks)**

List four pieces of information about David's pet.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Question 3**

**(1 mark)**

How old is David's mother?

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**Question 4**

**(4 marks)**

Complete the table below.

	<b>Mother</b>	<b>Father</b>
What do they like?	1. _____ 2. _____	1. _____ 2. _____

**Part B: My family****(30 marks)**

Adapt a poem/song discussed in class to create your own poem/song about your family (or a fictional family).

Include the following details for any three family members (you can be one):

- their name and their role in the family
- their age and nationality
- an adjective to describe them.

Also, include a description of a pet – name, type of pet and an adjective to describe it.

You have 50 minutes to write your family poem/song.

You may use a bilingual dictionary and/or character list.

Sample marking key		
Description		Marks
<b>Part A: All about my family</b>		
<b>Text 1: Conversation</b>		
<b>Question 1</b>		
<b>Anna's family</b>	<b>Mike's family</b>	1–11
seven people/big (a lot of people) (1)	three people/small (not many people) (1)	
Grandmother (1) Father (1) Older brother (1) Younger sister (1)	Grandfather (1)	
busy (1) happy (1)	happy (1) not busy (1)	
<b>Subtotal</b>		
<b>Text 2: Description</b>		
<b>Question 1</b>		
Shanghai		1
<b>Question 2</b>		
a dog (1) not big (1) not small (1) (very) cute (1)		1–4
<b>Question 3</b>		
48 years old		1
<b>Question 4</b>		
<b>Mother</b>	<b>Father</b>	1–4
small dogs (1) Dumpling (their pet) (1)	big dogs (1) Dumpling (their pet) (1)	
<b>Subtotal</b>		<b>/10</b>
<b>Part A Total</b>		<b>/21</b>

Sample marking key	
Description	Marks
<b>Part B: My family</b>	
<b>Content</b>	
Name and role (1 mark for each piece of information for each of the three family members).	1–6
Age and nationality (1 mark for each piece of information for each of the three family members).	1–6
An adjective to describe them (1 mark for the adjective for each of the three family members).	1–3
Description of a pet (1 mark for name, type of pet, adjective).	1–3
<b>Subtotal</b>	<b>/18</b>
<b>Vocabulary and grammatical elements</b>	
Uses correct vocabulary and applies grammatical elements accurately, including particles, word order, possessives and adjectives.	4
Uses correct vocabulary and applies grammatical elements mostly accurately, including particles, word order, possessives and adjectives.	3
Uses mostly vocabulary and applies grammatical elements with some accuracy, including particles, word order, possessives and adjectives.	2
Uses some correct vocabulary. Shows limited application of grammatical elements and/or uses single words.	1
<b>Subtotal</b>	<b>/4</b>
<b>Characters</b>	
Writes clear and well-formed characters and <i>Pinyin</i> . Uses all <i>Pinyin</i> accurately with correct tones.	3
Writes characters and <i>Pinyin</i> , most of which are well formed. Uses some <i>Pinyin</i> accurately.	2
Writes <i>Pinyin</i> , some of which are well formed. Uses few or no characters.	1
<b>Subtotal</b>	<b>/3</b>
<b>Adaptation of an imaginative text</b>	
Adapts language elements and style/structure of a familiar poem/song.	3
Partly adapts the language elements and style/structure of a familiar poem/song.	2
Copies a familiar poem/song with little adaptation or variation of language or style.	1
<b>Subtotal</b>	<b>/3</b>
<b>Support</b>	
Effectively uses a bilingual dictionary and/or character list with minimal or no support, or does not require resources to complete the task.	2
Requires support in accessing a bilingual dictionary and/or other resources.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part B total</b>	<b>/30</b>
<b>Total</b>	<b>/51</b>

## Acknowledgements

Concept from: Chinese Buddy. (2018). Chinese Family Members – Fun Mandarin Song [Video]. YouTube. Retrieved March, 2022, from <https://www.youtube.com/watch?v=Ug8RULhzNMA>.

Concept from: Little Fox Chinese. (2020). 我的家人 (The Family) | Sing-Alongs | Chinese song | By Little Fox [Video]. YouTube. Retrieved March, 2022, from <https://www.youtube.com/watch?v=iPvYsKAgsM0>.

Concept from: Myoung Hwa, K. (2018). I LOVE My FAMILY 가족송 [Video]. YouTube. Retrieved March, 2022, from <https://www.youtube.com/watch?v=0z38T38Sv60>.

Image from: [Girl in school uniform]. (n.d.). Hiclipart. Retrieved March, 2022, from <https://www.hiclipart.com/free-transparent-background-png-clipart-igmya>.

Image from: [Winking boy]. (n.d.). Pixabay. Retrieved March, 2022, from <https://pixabay.com/vectors/boy-winking-one-eye-shut-winking-28724/>.