



Sample assessment task	
<b>Year level</b>	6
<b>Learning area</b>	Languages
<b>Subject</b>	Chinese: Second Language
<b>Title of task</b>	生日会 <i>shēngrì huì</i> (Birthday party)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to planning activities through invitations, namely a birthday party.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text and convey key information from the dialogue about a party that the two speakers will be attending.</p> <p>In Part B they demonstrate their skills in writing a milkshake recipe for the birthday party, using known food and drink ingredients and procedures.</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 Chinese spoken text and locating and conveying key information. It also establishes their ability to write in Chinese, using modelled descriptive and expressive language to create a milkshake recipe.
<b>Assessment strategy</b>	Short response – listen for information in a spoken text Extended response – write a recipe
<b>Evidence to be collected</b>	Task sheet Recipe
<b>Suggested time</b>	Part A – 30 minutes Part B – 60 minutes
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers, or photo-stories</p> <p>Locate and convey key information in a range of written and digital informative texts, related to personal and social world using learnt words, phrases and characters</p> <p><b>Understanding</b></p> <p>Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p> <ul style="list-style-type: none"> <li>comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京; 下个星期去上海;</li> <li>identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。;我在澳大利亚上学。;我走路上学。</li> <li>examining the clauses of a sentence in Chinese and noticing how they are linked</li> </ul>

	coherently, for example, 他叫王小明; 他; 是我的朋友 (i.e. no subject/pronoun).
<b>Task preparation</b>	
<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> <li>• context-related vocabulary</li> <li>• a variety of texts related to planning an event</li> <li>• the textual conventions of a short note</li> <li>• grammatical structures, including: comparing the use of tenses in English and Chinese; identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object</li> <li>• the textual conventions of a recipe.</li> </ul>
<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	Task sheet Chinese/English – English/Chinese dictionary

## Instruction for teacher

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

- taught context-related vocabulary
- exposed to a variety of texts related to planning an event
- exposed to grammatical structures, including: comparing the use of tenses in English and Chinese; identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object
- taught the textual conventions of a short note ,and provided with opportunities to practise them
- taught the textual conventions of a recipe, and be provided with opportunities to practise them.

## Task

### Part A: Dialogue

Provide students with Part A of the task.

Students listen to a dialogue and respond in English to questions that follow.

Ask students to read through the questions carefully beforehand to anticipate what information is required to answer the questions.

Read the text twice.

### Task administration script

#### READ ALOUD

大明：嗨！美英，你去哪儿？

美英：诶！大明，我去买礼物。

大明：买礼物送给谁？

美英：送给国华，因为下个星期六是他的生日。

大明：我也会去他的生日聚会。我们一起买一份礼物送给他，好吗？

美英：好哇！你知道国华喜欢什么？

大明：他喜欢听音乐。

美英：那，我们去买一张音乐 CD 送给他吧。

大明：好主意，走吧！

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

### **Part B: Creating a party milkshake recipe**

Provide students with Part B of the task.

Students complete Question 1 and Question 2, before attempting to complete Question 3.

In Question 3 students design a party milkshake recipe to give as a birthday gift to their friend.

Advise students to apply the textual conventions of a recipe.

They may look up any unfamiliar words in a dictionary.

Advise students that they have 60 minutes to write their recipe.

**Instructions to students**

## 生日会 **Birthday party**

**Part A: Dialogue**

Listen carefully to the dialogue in Chinese and answer the questions that follow in English. The text will be read twice.

**Question 1**

What is this conversation about? (2 marks)

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**Question 2**

What celebration was mentioned in the conversation? (1 mark)

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**Question 3**

When will this celebration occur? (1 mark)

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**Question 4**

What did Daming ask Meiying? (2 marks)

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**Question 5**

According to the conversation, did Meiying agreed with his request? (1 mark)

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**Question 6**

What was Guo Hua's interest? (1 mark)

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**Question 7**

What did Meiying suggest to buy?

(1 mark)

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**Question 8**

What was Daming's response to Xiaoming's suggestion?

(1 mark)

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## Part B: Creating a party milkshake recipe

### Question 1

Here are some popular ingredients for milkshake drinks. Write the ingredients in Chinese.

(a) watermelon	
(b) apple	
(c) strawberry	
(d) banana	
(e) milk	
(f) ice cream	

### Question 2

How familiar are you with making milkshake drinks?

Read the information in the table below and match the steps in Chinese in the left hand column with the same steps in English in the right hand column.

Write the matching letter in the answer table.

1.	2.	3.	4.	5.	6.

1.	把材料准备好。	A.	Lastly, add in crushed ice-cubes.
2.	先把水果榨成果汁。	B.	Firstly, squeeze out the juice.
3.	加上新鲜牛奶。	C.	Get all the ingredients ready.
4.	然后加上冰淇淋。	D.	Stir it and drink it.
5.	最后，加上小冰块。	E.	And then add in the ice cream.
6.	搅一搅，就可以喝了！	F.	Add in fresh milk.

### Question 3

Time to be creative. You have decided to make a special milkshake for your friend's birthday party.

As a gift to them, you are going to write the recipe in Chinese and present it to them.

Consider what ingredients you might include to make it a festive drink.

Remember to apply the textual conventions of a recipe.

Look up any unfamiliar vocabulary in the dictionary.

Aim to write 40 characters.

You have 40 minutes to complete the task.




## Sample marking key

### Part A: Dialogue

Description	Marks
Question 1	
buying a gift	1
for a friend	1
<b>Subtotal</b>	<b>2</b>
Question 2	
birthday	1
<b>Subtotal</b>	<b>1</b>
Question 3	
Next Saturday	1
<b>Subtotal</b>	<b>1</b>
Question 4	
can we buy	1
a gift together	1
<b>Subtotal</b>	<b>2</b>
Question 5	
yes	1
<b>Subtotal</b>	<b>1</b>
Question 6	
listening to music	1
<b>Subtotal</b>	<b>1</b>
Question 7	
a (music) CD	1
<b>Subtotal</b>	<b>1</b>
Question 8	
great idea	1
<b>Subtotal</b>	<b>1</b>
<b>Part A total</b>	<b>10</b>

Part B: Creating a party milkshake recipe	
Description	Marks
Question 1	
(a) Xīguā 西瓜	1
(b) Píngguǒ 苹果	1
(c) Cǎoméi 草莓	1
(d) Xiāngjiāo 香蕉	1
(e) Niúnnǎi 牛奶	1
(f) Bīngqílín 冰淇淋	1
<b>Subtotal</b>	<b>6</b>
Question 2	
1. C	1
2. B	1
3. F	1
4. E	1
5. A	1
6. B	1
<b>Subtotal</b>	<b>6</b>
Question 3	
Content	
Incorporates all essential content in their birthday milkshake recipe, including a list of ingredients with quantities, and a method of preparation, in a logical sequence. Writing engages the audience.	4
Incorporates most of the essential content.	3
Incorporates some of the essential content.	2
Incorporates little of the essential content.	1
Does not address the required content.	0
<b>Subtotal</b>	<b>4</b>
Grammar	
Effectively uses a range of grammar and complex sentence structures.	3
Uses a range of grammar and sentence structures, with occasional influence of the syntax of another language.	2
Uses some basic grammar and sentence structures, with occasional influence of the syntax of another language.	1
Relies predominantly on a limited repertoire of sentence structures, with the clear influence of the syntax of another language.	0
<b>Subtotal</b>	<b>3</b>
Vocabulary	
Uses relevant vocabulary and a good range of expressions.	3
Uses relevant vocabulary and a range of expressions.	2
Adequate command of vocabulary and word choice appropriate to question.	1
Relies on the repetitive use of basic vocabulary. <i>Pinyin</i> dominates.	0
<b>Subtotal</b>	<b>3</b>

Description	Marks
<b>Character and spelling</b>	
Uses characters accurately and consistently. Occasionally makes minor errors. Inaccuracies do not affect meaning and/or flow.	3
Uses characters and <i>Pinyin</i> most accurately. Inaccuracies sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Inconsistent application of characters and <i>Pinyin</i> makes some parts of the writing unclear.	1
Inaccuracies and incorrect choices of characters and <i>Pinyin</i> impede meaning and flow.	0
<b>Subtotal</b>	<b>3</b>
<b>Text type and organisation</b>	
Uses all the key conventions of a recipe, including a list of ingredients with quantities and food types, a method of preparation in a logical sequence, and an appropriate register to address the audience. Sequencing is evident.	2
Uses some of the convention of a recipe. Connections are simple but unclear sometimes.	1
Does not observe the conventions of a recipe. Shows lack of consideration of the audience or the purpose for writing. No evidence of sequencing of ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>28</b>
<b>Total</b>	<b>38</b>