



SAMPLE ASSESSMENT TASK

CHINESE: SECOND LANGUAGE
YEAR 7 (YEARS 7–10 SEQUENCE)

我家 (MY FAMILY)

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

Chinese: Second Language – Year 7

Title of task	我家 My family
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to self, family and friends.</p> <p>In Part A students demonstrate their skills in comprehending Chinese written text by undertaking activities, such as reordering words to produce sentences in Chinese and translating Chinese text into English. They also demonstrate their skills in writing Chinese by producing written responses to questions in Chinese.</p> <p>In Part B students demonstrate their skills in speaking by using the information provided on role cards to present, with a partner, a role play in which they exchange personal information.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written text and convey this information to others in a variety of ways. It also establishes information on their ability to answer questions in Chinese script and speak in Chinese using appropriate, rehearsed, descriptive and expressive language.
Assessment strategy	<p>Short response – unjumble sentences, translate Chinese into English and write responses to questions in Chinese</p> <p>Oral performance – participate in a role play</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Audiovisual recording of role play</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 20 minutes for preparation and rehearsal, and 2–3 minutes for performance</p>

Content description

Content from the Western Australian curriculum

Communicating

Interact with peers and known adults orally and in writing (*Pinyin* and characters) to exchange information about self, family and friends

Engage in individual and collaborative tasks that involve planning, deciding and responding, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community

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

Translate and interpret phrases and short texts from Chinese to English and vice versa, noticing which words or phrases translate easily and which do not

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

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 demonstratives 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?

Understand that Chinese, like all languages, varies according to participants, roles and relationships, situations and cultures

Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register

Task preparation

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

Assessment conditions

Part A is to be completed by students working individually.

Part B is to be completed by students working in pairs with presentation of the role play to the teacher.

Resources

- Task sheet
- A Chinese/English – English/Chinese dictionary or a Chinese character list
- Props for the role play
- Recording device

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, pets 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。
- texts related to personal introductions and talking about family, pets and friends.

Prior to administering Part B of the task, provide students with support to present a role play without reading from the script, by building students' oral skills through activities requiring them to:

- use Chinese to exchange greetings and personal information, and to compare the concept of register in different exchanges
- read aloud scripted dialogues of people introducing themselves, changing roles, settings, moods/voices, register
- recall from memory the scripted dialogues they have been reading/performing
- improvise using the language they have learnt from the scripted dialogues.

Task

Part A: Describing my family

Decide if students are to use bilingual dictionaries and/or a Chinese character list for Part A, and if so provide students access to them.

Provide students with Part A of the task and instruct them to:

- for Activity 1:
 - look at the Chinese characters in each of the jumbled sentences
 - write the characters in the correct order to make sentences to describe the family in the picture
 - translate the sentences into English
- for Activity 2:
 - read the introductory sentence and decide who, in the family pictured, would make the statement
 - draw a circle around that family member in the picture
- for Activity 3:
 - imagine they are one of the family members in their own family (other than the mother or father)
 - respond to the questions in Chinese as if they were answering for that person.

Part B: Role play

Provide students with Part B of the task and allocate them into pairs.

Provide students with role cards indicating different ages, nationalities and number of people in their family.

Ask students to prepare and present a role play with their partner of a conversation between two people meeting for the first time and exchanging personal information, including:

- appropriate greeting/register to reflect the age of each person and to express well-being
- name
- age
- nationality
- family.

Students are to use the information suggested by the role cards in their conversation.

Advise students they are not required to write a full script for their role play. They should aim to only write dot points or key words to support them in their presentation.

Inform students that they have 20 minutes to prepare and rehearse their role play. Students may use their notes and their bilingual dictionary and/or Chinese character list in their preparations.

Once students have completed their preparation, they are required to present their role play to the class.

Advise students that they will be assessed on the content of their role play, their comprehension of what their partner says/asks, their use of vocabulary, grammar and appropriate register, and their Chinese pronunciation.

The performance can be recorded to support student learning.

Instructions to students

My family

Part A: Describing my family

(26 marks)

Activity

(14 marks)

Look at the picture of the family below the table and unjumble the words in the first column of the table to make sentences that describe the picture. Then translate each sentence into English.

	Jumbled sentence	Unjumbled sentence	English translation
1.	jiā 家大好!		
2.	lǐ lǐ 叫丽丽我。		
3.	shì zhōngguó 是我人中国。		
4.	sù 岁六我。		
5.	nián jí 我上年级一。		
6.	我人七有家口。		
7.	liǎng tiáo niǎo 有一两条鸟只家我和 yú 鱼		



Image from: Openclipart. *Extended cartoon family*. Retrieved February, 2020, from

<https://publicdomainvectors.org/en/free-clipart/Extended-cartoon-family/73987.html>

In public domain.

Part B: Role play**(26 marks)**

You are to prepare and present a role play with a partner in which you are meeting someone for the first time and have a conversation to exchange personal information.

You will be provided with a role card to indicate your age, nationality and number of people in your family. You are to pretend that the information on the role card is about you and use it in your responses in the conversation.

Include the following in your conversation:

- appropriate greeting/register to reflect the age of each person
- expression of well-being
- name
- age
- nationality
- family.

You have 20 minutes to prepare the role play. You may make notes to help you in your presentation; however, the aim is to try and recall the Chinese you already know to have a conversation, and not to write a script and read from it.

You can use your class notes and dictionary/Chinese character list in your preparation.

Once you have prepared and rehearsed your role play, you will be required to present it to the class. Try not to read from your notes.

You will be assessed on the range of information (content) you include, your understanding of what your partner says/asks (comprehension), your use of vocabulary, grammar and appropriate register, and your Chinese pronunciation.

Sample marking key

Part A: Describing my family

Description	Marks
Activity 1	
1. 大家好! Correct word order (1) 1. Hello everyone! English translation (1)	1–2
2. 我叫丽丽。 Correct word order (1) 2. My name is Lili. English translation (1)	1–2
3. 我是中国人。 Correct word order (1) 3. I am Chinese. English translation (1)	1–2
4. 我六岁。 Correct word order (1) 4. I am six years old. English translation (1)	1–2
5. 我上一年级。 Correct word order (1) 5. I am in Year 1. English translation (1)	1–2
6. 我家有七口人。 Correct word order (1) 6. There are seven people in my family. English translation (1)	1–2
7. 我家有两条鱼和一只鸟。 or 我家有一条鱼和两只鸟。 Correct word order (1) 7. I/we have a fish and two birds in my family. English translation (1)	1–2
1. 大家好! Correct word order (1) 8. Hello everyone! English translation (1)	1–2
Subtotal	/14
Activity 2	
Circles the girl in the foreground (right) of the picture.	1
Subtotal	/1
Activity 3	
Question 1	
Name of family member in English, Chinese characters or <i>Pinyin</i>	1
Correct word order; for example, 我叫 David.	1
Subtotal	/2
Question 2	
Age in Chinese characters (2) Age in <i>Pinyin</i> (1)	1–2
Correct word order; for example, 我二十岁。	1
Subtotal	/3
Question 3	
Nationality in Chinese characters (2) Nationality in <i>Pinyin</i> (1)	1–2
Correct word order; for example, 我是英国人。 or 我是 yīngguó 人。	1
Subtotal	/3

Description	Marks
Question 4	
Occupation in Chinese characters (2) Occupation in <i>Pinyin</i> (1)	1-2
Correct word order; for example, 我是学生。	1
Subtotal	/3
Part A total	/26

Part B: Role play

Description	
Content	
Requests and provides the information required: <ul style="list-style-type: none"> • appropriate greeting • expression of wellbeing • name • age • nationality • family. (Award one mark for requesting and one mark for providing the specified information)	1–12
Subtotal	/12
Comprehension	
Comprehends all or most questions asked by their partner and responds with no or few requests for clarification or support.	4
Comprehends most questions asked by their partner and responds with a few requests for clarification or support. May pause to process information.	3
Comprehends some questions asked by their partner. Hesitates and needs time to process information. Requires support from their partner.	2
Comprehends little and lack of comprehension frequently results in inappropriate answers. Requires considerable support.	1
Subtotal	/4
Grammar and vocabulary	
Uses correct vocabulary and applies rules of grammar consistently and accurately.	4
Uses correct vocabulary and applies rules of grammar with accuracy most of the time.	3
Uses mostly correct vocabulary and applies rules of grammar with a satisfactory level of accuracy.	2
Uses some correct vocabulary and applies rules of grammar with inaccuracies	1
Subtotal	/4
Register	
Uses appropriate register and correct language for the characters.	3
Sometimes uses appropriate register and correct language for the characters.	2
Rarely uses appropriate register and correct language for the characters.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation with expression.	3
Some inconsistency in pronunciation, but meaning is clear.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	/3
Part B total	/26
Total	/52

