



## SAMPLE ASSESSMENT TASK

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CHINESE: SECOND LANGUAGE  
YEAR 8 (YEARS 7–10 SEQUENCE)

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喜欢、不喜欢 (Xǐ HUĀN, BÙ Xǐ HUĀN) LIKES AND DISLIKES

## **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 8

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<b>Title of task</b>	喜欢、不喜欢 ( <i>xǐ huān, bù xǐ huān</i> ) Likes and dislikes
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to personal information, likes and dislikes, leisure activities, daily routine, times and foods.</p> <p>In Part A, students demonstrate their skills in comprehending written and spoken Chinese by identifying key information and supporting details in a written conversation and responding to questions in English.</p> <p>In Part B, students demonstrate their skills in speaking in Chinese by participating in a conversation about likes and dislikes, food and leisure activities.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to identify key information and supporting detail in a written text. It also establishes their ability to speak in Chinese to exchange information about likes and dislikes, using rehearsed language.
<b>Assessment strategy</b>	<p>Short response – read for information in written text and listen for information in spoken text</p> <p>Oral presentation – participate in a conversation</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Recording of oral conversation</p>
<b>Suggested time</b>	<p>Part A – 40 minutes</p> <p>Part B – 20 minutes preparation and two to three minutes for the conversation</p>

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Maintain interactions with peers and known adults orally and in writing (*Pinyin* and characters) to exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience

#### Understanding

Interpret written texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating and writing

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

- beginning to recognise verb types found in Chinese, for example, adjectival verbs (高, 大) and modal verbs (会, 可以)
- beginning to use adverbs, for example, 都 to indicate inclusion and 就 to indicate sequence
- applying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information); 还是/或者 to offer or indicate choices; and the role of measure words, for example, 个, 只
- applying processes of discourse development by joining, contrasting and sequencing using 也, 和
- exploring the concept of 'tense' across languages
- using time phrases/expressions, such as 上午, 下午, 三点, 现在, 半, 刻, 分

Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary related to likes and dislikes, leisure activities, daily routine, times and foods
- grammatical elements, including
  - verbs, such as 喜欢 and 不喜欢 for expressing preference
  - 常常 and 不常 to indicate frequency
  - time phrases/expressions
- a variety of written and spoken texts, such as conversations, descriptions, diary entries, messages, and timetables related to likes and dislikes, leisure activities, daily routine, times and foods
- the conventions of a conversation.

### 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 is to be completed by students working individually.

Part B is to be completed by students working in pairs.

### Resources

- Task sheets
- Prompt cards
- Bilingual dictionary or word charts

## Instructions for teacher

Prior to administering the task, students will need to have knowledge of and exposure to:

- context-related vocabulary related to personal information, likes and dislikes, leisure activities, daily routine, times and foods
- grammatical elements
  - including verbs, such as 喜欢 and 不喜欢 for expressing preference
  - 常常 and 不常 to indicate frequency
  - and time phrases/expressions
- a variety of written, visual and spoken texts, such as conversations, descriptions, diary entries, messages, and timetables, related to personal information, likes and dislikes, leisure activities, daily routine, times and foods
- the conventions of a conversation, both written and spoken.

## Activities to scaffold the task

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

- reading aloud/presenting the conversation in the text from Part A
  - allow students to do this several times, firstly with the script and eventually without. The aim is to help students to internalise and develop confidence to use the language they need, thus helping them to not rely on a script
  - encourage them to focus on getting the information across, that is, following and responding to what their partner is saying rather than reproducing exactly what is in the written text
- viewing and/or reading other conversations/exchanges related to the context, and
  - translating key phrases/sections
  - using the responses in the texts as models for providing responses about other sports/activities and foods
  - providing the missing information in a cloze conversation
  - ordering sentences of a scrambled conversation
- practising greetings, asking for repetition, and ways of disagreeing/agreeing
- using prompt pictures to generate questions and responses.

By providing sufficient practice, students should be comfortable to present their conversation without needing to write it and learn it by rote.

## Task

### Part A: What does Jackie Chan like?

Provide students with the task sheet and a bilingual dictionary or word charts.

Students are to read (Part 1) and listen to (Part 2) the text of a conversation and respond in English to questions related to the text.

Inform students that they have 40 minutes to complete this part of the task.

Note: the listening text (script below) should be read/played approximately 15 minutes after the start of the assessment.

Before they start Part A, encourage students to:

- read the questions and predict the type of information required to respond
- use strategies, such as highlighting sections of the text that may relate to information required in the question; circling words that are unfamiliar to them; making notes in English and *Pinyin* as they listen; and using a bilingual dictionary to find the meaning of words.

Before they start Part B, encourage students to:

- read the questions so they have an idea of what the conversation is about
- check the shaded character on the word list provided
- use the space provided to make notes in *Pinyin*, Chinese characters or English of the information they understand from the text.

### Task administration script

- Mei** 你最喜欢的明星是谁?
- Yang** 我最喜欢的明星是李小龙。
- Mei** 李小龙喜欢做什么运动?
- Yang** 李小龙很喜欢打板球和打篮球。
- Mei** 那他喜欢打乒乓球吗?
- Yang** 他不喜欢打乒乓球，但是他喜欢打太极。
- Mei** 李小龙喜欢吃什么?
- Yang** 他也喜欢吃汉堡包，他还喜欢吃咕啫肉。
- Mei** 太好了，谢谢你。

## **Part B: Conversation with a friend**

For this task, students are to work in pairs to prepare a conversation, based on a prompt card, to present to the class.

Explain to students that they will work in pairs to prepare and present a conversation in which two people each discuss the likes/dislikes of their favourite sportsperson/celebrity. They can choose their own celebrity, but they will be provided with a prompt card which has the information about what the person likes/dislikes.

Allocate students in pairs and distribute the task sheet and prompt cards.

Students have 20 minutes to prepare and two to three minutes to present their conversation.





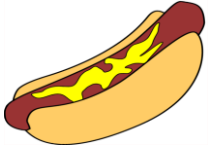

Remind students that this is not intended to be a scripted conversation and that they should not read their parts. Encourage students to focus on using the language they already know, the pictures on the prompt cards and their notes.

Inform students that their conversation will be recorded when they present it to the class.



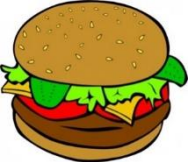


Teachers can adjust the prompt cards for their own assessment purposes.









**Prompt card 1**

✓ 	✓ Saturday afternoon 	✓ 
✗ 	✗ 	✓ 

**Prompt card 2**

✓ 	✓ Sunday 1–2 pm 	✗ 
✓ 	✓ 	✗ 

**Prompt card 3**

✗ 	✗ 	✓ 
✓ 	✗ 	✓ Every day 5–6 pm 

**Instructions to students**

**Likes and dislikes**

**Part A: What does Jackie Chan like?**

**(13 marks)**

Yang and Mei are discussing their favourite actors.

Their conversation is presented in two parts. The first part is printed below. The second part is a listening text, and you will hear it approximately 15 minutes after you start this assessment.

Answer the questions related to each part of the conversation in English.

You can use a bilingual dictionary or word chart.

You have 40 minutes to complete both parts.

**Part 1: Read the conversation**

**Before you start:**

- read the questions so you have an idea of what the conversation is about
- check the shaded characters on the word list provided
- highlight any sports, activities and foods you recognise.

<b>Yang</b>	你最喜欢的中国明星是谁？	<p style="text-align: center;"><b>Word list</b></p> <p>中国明星 Chinese movie stars</p> <p>海报 poster</p> <p>成龙 Jackie Chan</p>
<b>Mei</b>	我最喜欢的明星是成龙。	
<b>Yang</b>	真的吗？我想做一个成龙的海报，你知道他最喜欢做什么运动吗？	
<b>Mei</b>	成龙最喜欢跑步，他也喜欢打羽毛球。	
<b>Yang</b>	他常常什么时候跑步？	
<b>Mei</b>	他每天早上五点到七点跑步。	
<b>Yang</b>	成龙喜欢游泳吗？	
<b>Mei</b>	他不太喜欢，但是他一点儿都不喜欢骑车。	
<b>Yang</b>	成龙喜欢吃什么？	
<b>Mei</b>	他喜欢吃面条和汉堡包，不喜欢吃热狗。	

**Question 1**

**(4 marks)**

Rank the sporting activities mentioned in relation to Jackie Chan from his least favourite to favourite.

<b>Least favourite</b>				<b>Favourite</b>

**Question 2**

**(3 marks)**

What information is given about Jackie Chan’s daily sporting schedule?

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**Part 2: Listen to the conversation**

Listen to the continuation of the conversation between Yang and Mei. The conversation will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer Questions 3 and 4.

You have 30 minutes to complete this task.

**Before you start:**

- read the questions so you have an idea of what the conversation is about
- check the shaded character on the word list provided.

**Use this space to make notes, in *Pinyin*, Chinese characters or English, as you listen.**

<b>Word list</b>
李小龙     Bruce Lee

**Answer the following questions in English.**

**Question 3**

**(4 marks)**

Which sports does Bruce Lee like and dislike?

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**Question 4**

**(2 marks)**

Based on the information in the conversation from reading and listening, which of the statements below is true and which is false?

Statement	True	False
Jackie Chan does not like eating hotdogs.		
Both Jackie Chan and Bruce Lee like eating noodles.		

**Part B: Conversation with a friend**

**(16 marks)**

For this part of the task, you will be working in pairs to prepare a conversation to present to the class.

Each person in the pair will choose a sportsperson or celebrity to talk about. Based on the prompt card you are allocated, you need to prepare a conversation in which you take turns to ask about each other’s celebrity and provide information about your celebrity’s sporting and food preferences.

In your conversation include:

- the name of your sportsperson/celebrity
- information about what sporting activities they like/don’t like
- when they participate in one of the sporting activities they like
- foods they like/don’t like.

You must incorporate the sports/activities and food items shown on the prompt card into your conversation.

You are also encouraged to include additional language; for example, greetings and phrases to ask for repetition.

You are not required to write a script for the conversation. The aim is to use the language you already know, and have been practising, to complete the task.

You have 20 minutes to prepare your conversation. You can use your notes and the language posters around the class to help. Use the space below to make notes of key words and phrases to support you during the presentation; however, do not write everything you plan to say, or read directly from the sheet when you present.

Notes:

## Sample marking key

### Part A: What does Jackie Chan like?

Description	Marks
<b>Question 1</b>	
<ul style="list-style-type: none"><li>cycling (least favourite) (1)</li><li>swimming (1)</li><li>badminton (1)</li><li>running (favourite) (1)</li></ul>	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Question 2</b>	
He runs between	1
5.00 am and	1
7.00 am	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 3</b>	
He likes/plays <ul style="list-style-type: none"><li>cricket (1)</li><li>basketball (1)</li><li>Tai Chi (1)</li></ul>	1–3
He does not like <ul style="list-style-type: none"><li>table tennis</li></ul>	1
<b>Subtotal</b>	<b>/4</b>
<b>Question 4</b>	
Jackie Chan does not like eating hotdogs. <b>True</b>	1
Both Jackie Chan and Bruce Lee like eating noodles. <b>False</b>	1
<b>Subtotal</b>	<b>/2</b>
<b>Part A total</b>	<b>/13</b>

## Part B: Conversation with a friend

Description	Marks
<b>Content</b>	
Effectively engages in a conversation, including appropriate greetings, taking turns, asking appropriate questions to elicit information from their partner, and responding appropriately to questions asked by their partner. Incorporates all essential content in their response: <ul style="list-style-type: none"> <li>the name of the sportsperson/celebrity</li> <li>information about what sporting activities they like/don't like (based on the prompt card)</li> <li>when they participate in one of the sporting activities (based on the prompt card)</li> <li>foods they like/don't like (based on the prompt card).</li> </ul> Includes detail or additional relevant content. Requires no or little support from their partner and/or notes.	4–5
Participates in a conversation, including greetings and turn-taking. Incorporates most essential content with some detail. Requires occasional support from their partner and/or notes.	3
Incorporates some essential content. Requires support from their partner and/or notes.	2
Incorporates a little of the essential content. Relies on notes.	1
<b>Subtotal</b>	<b>/5</b>
<b>Language range</b>	
Uses a very good range of vocabulary, grammar and sentence structure.	4
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structure.	3
Uses set structures and basic vocabulary with repetition and some reliance on non-Chinese sentence structure and vocabulary.	2
Uses single words and short phrases.	1
<b>Subtotal</b>	<b>/4</b>
<b>Accuracy</b>	
Applies the rules of grammar with accuracy most of the time. Makes minor errors that do not affect meaning.	4
Applies the rules of grammar with a good level of accuracy even though they make errors that sometimes interfere with meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy; however, makes errors that occasionally lead to misunderstanding.	2
Applies the rules of grammar with inaccuracies. Makes errors that impede communication.	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Presentation (flow, pronunciation, intonation)</b>	
Displays highly comprehensible pronunciation. Uses tones and intonation that are mostly correct.	3
Displays acceptable pronunciation, tones and intonation. Shows some hesitation and/or repetition.	2
Displays unclear and inaccurate pronunciation, tones and intonation. Shows frequent hesitation and pauses.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/16</b>
<b>Total</b>	<b>/29</b>

## Acknowledgements

### Prompt card 1

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### Prompt card 3

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