



SAMPLE ASSESSMENT TASK

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

蛀牙王子 (PRINCE ROTTEN TEETH)

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 10

| | |
|---------------------------------|--|
| Title of task | 蛀牙王子 (Prince Rotten Teeth) |
| Description of task | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to making choices for today and in the future, including health and physical activity.</p> <p>In Part A, they demonstrate their skills in comprehending information in a spoken imaginative text by listening to the story in Chinese and answering questions in English.</p> <p>In Part B, they demonstrate their skills in comprehending and writing by writing about the moral of the imaginative text in Chinese.</p> <p>In Part C, they demonstrate their skills in writing by designing an information poster in Chinese.</p> |
| Type of assessment | Summative |
| Purpose of assessment | This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend a spoken imaginative text and convey this information to others in their written responses. It also shows their ability to use the textual conventions of a poster. |
| Assessment strategy | Short response – listen for information in a spoken imaginative text Extended writing – write the moral of an imaginative text Extended writing – design an information poster |
| Evidence to be collected | Parts A, B and C – completed task sheets |
| Suggested time | Part A – 30 minutes Part B – 30 minutes Part C – 120 minutes |

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future

Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture

Understanding

Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including:

- experimenting with 因为 to justify opinions
- building logical arguments by expressing additional information and providing reasons, for example, using 不但....., 而且.....; 除了.....以外; 另外.....
- introducing contrasting views to others using elements, such as cohesive devices, for example, 不是.....而是.....; 不过.....; 虽然....., 但是.....
- exploring and applying conjunctions to sequence and connect ideas when constructing texts, for example, 不但....., 而且.....; 虽然....., 但是.....
- using 多久 to ask for how long something has been done, for example, 你学习汉语多久了?
- describing how often an activity is done within a time frame using 次, for example, 我一星期打三次网球。
- providing details by using frequency expressions, such as 常常, 有时, 不常, 每天, 从不
- experimenting with expression, relating to duration, to add detail/specificity, for example, 我每个星期打三个小时的网球。

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- elements of the Chinese grammatical system, including
 - conjunctions 因为; 不但....., 而且.....; 除了.....以外; 另外; 不是.....而是.....; 不过.....; 虽然....., 但是.....
 - question word 多久
 - measure word 次
 - frequency expressions 常常、有时、不常、每天、从不
 - particle 的 to expression duration and to add detail/specificity
- a variety of texts related to making choices for today and in the future, including health and physical activity
- the textual conventions of a picture book and an information poster
- critical and creative thinking strategies.

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

Parts A, B and C are to be completed by students working individually.

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

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

- taught context-related vocabulary related to making choices for today and in the future, including maintaining good health and physical activity, such as
 - how to maintain personal hygiene, including taking showers and brushing teeth
 - a well-balanced diet
 - the importance of regular exercise
 - physical activity that leads to wellbeing
 - tips for staying healthy
- taught elements of the Chinese grammatical system, such as
 - 因为 to justify opinions
 - 因为.....所以..... and 不但.....而且..... to sequence and connect ideas
 - 不是.....而是.....; 不过.....; 虽然....., 但是..... to introduce contrasting views to others
 - 多久 to ask for how long something has been done
 - 次 to describe how often an activity is done within a timeframe
 - frequency expressions, such as 常常, 有时, 不常, 每天, 从不, to provide details
 - expressions related to duration to add detail/specifics; for example, 我每天刷十分钟的牙。
- exposed to a variety of texts related to making choices for today and in the future, including maintaining good health and physical activity
- taught the textual conventions of a picture book and a poster
- exposed to critical and creative thinking strategies, including
 - summarising key ideas
 - reflecting on the messages conveyed
 - reorganising or modifying aspects of a text.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language, skills and cultural knowledge they need for Part A, such as:

- reviewing vocabulary and phrases related to making choices for today and in the future, including health and physical activity, such as
 - words and definitions matching activity
 - Pictionary game
 - creating graphic organisers
 - making sentences using key vocabulary and phrases
 - Word Bingo
 - Roll the Dice game
- Upper Elementary Snapshots – 23 Effective Vocabulary Activities
<https://www.upperelementarysnapshots.com/2017/06/23-effective-vocabulary-activities.html>
- reinforcing vocabulary and phrases by accessing a variety of websites, such as Quizlet
 - discussing what a healthy lifestyle is and what kind of physical activity is good for maintaining health
 - discussing how to promote awareness of maintaining health among teenagers in Australia and writing down the steps in Chinese

- completing cloze, matching, true/false and or short answer activities to show understanding after listening to and reading descriptions of a healthy lifestyle
- participating in activities to review the grammatical items, such as
 - Jigsaw
 - Sentence Stealers
Language Teacher Toolkit: Steve Smith's Blog – Sentence Stealers with a twist
<https://frenchteacher.net.blogspot.com/2019/02/sentence-stealers-with-twist.html>
 - Information Gap
 - translation exercises
- reinforcing dictionary skills through activities such as
 - dictionary scavenger hunt activity
 - radical identification
 - speed character search activity
- presenting to the class a decision they have made for today and in the future, including maintaining health and physical activity
- being exposed to and becoming familiar with imaginative texts by engaging with three Chinese picture books by author Peng Jie Zhang on the members of a royal family, who all struggle with making the right decisions to address their respective health issues
 - 胖国王 by 张蓬洁 (Peng Jie Zhang) ISBN 9787533299439
 - 瘦皇后 by 张蓬洁 (Peng Jie Zhang) ISBN 9787533299446
 - 眼镜公主 by 张蓬洁 (Peng Jie Zhang) ISBN 9787533299422
- improving listening comprehension skills by engaging with some audiovisual clips of the reading of the picture books, such as
 - Bilibili – 教会孩子注重身心健康《胖国王》绘本故事 亲子阅读绘本
https://www.bilibili.com/video/BV1Xa4y1P757/?spm_id_from=333.337.search-card.all.click
 - Bilibili – 身心健康最重要!《瘦皇后》绘本故事 亲子阅读绘本
https://www.bilibili.com/video/BV1bg4y177uR/?spm_id_from=333.337.search-card.all.click
 - Bilibili – 《眼镜公主》小朋友要好好爱护自己的眼睛哦!
https://www.bilibili.com/video/BV1BY4y1n7Jc/?spm_id_from=333.337.search-card.all.click
- examining some of the textual conventions shared by the picture books, such as engaging illustrations, strong characters, humour and morals
- discussing the morals espoused in the picture books as a class and practising writing the moral of one of the books of their choice
- brainstorming with students what health issue the prince, the missing member of the royal family in the picture book series, might have and what he could do to tackle it.

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

- reading the contemporary imaginative text 蛀牙王子 (*Prince Rotten Teeth*) by 张蓬洁 (Peng Jie Zhang) ISBN 9787533299453 in class after administering Part A of the task
- discussing the moral in the picture book 蛀牙王子 with the class and how it is relevant to teenagers in Australia
- summarising the story of the picture book and recounting it to a partner and/or presenting it to the class.

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

- examining the design of information posters that promote health, such as
 - 图司机 – 运动治疗医院医疗健康宣传海报
<https://www.tusij.com/picture/1081166.html>
 - 摄图网 – 关注健康宣传海报
<https://699pic.com/tupian/muban-guanzhujiankang.html>
 - The walking classroom – Free health poster art for your classroom
<https://www.thewalkingclassroom.org/free-health-poster-art-access/>
 - Australian commission on safety and quality in health care
<https://www.safetyandquality.gov.au/taxonomy/term/68?page=7>
- discussing the conventions of information posters.

Task

Part A: 王子蛀牙了! (The prince's teeth are rotten!)

Provide students with Part A of the task.

Prior to playing the audio recording of the picture book 蛀牙王子, advise students to:

- read through the questions
- use the information in the questions to predict the vocabulary and expressions they may hear in Chinese.

Inform students that they will listen to an audio recording of the text twice with a short pause between.

Play the audio from one of the clips without the visuals. Audiovisual clips of the story can be found on websites, such as:

- whc520806 – 衛教繪本.flv
<https://www.youtube.com/watch?v=Vb51cA37BZw>
Note: play from 54 seconds.
- Bilibili – 蛀牙王子儿童绘本故事
https://www.bilibili.com/video/BV1m7411b782/?spm_id_from=333.337.search-card.all.click
- Bilibili – 蛀牙王子 儿童保护牙齿绘本
https://www.bilibili.com/video/BV1KP411n7pc/?spm_id_from=333.337.search-card.all.click

Students respond to questions in English based on the spoken text they hear.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Allow students 30 minutes to complete Part A of the task.

Part B: 不要再吃糖果了! (No more lollies!)

Provide students with Part B of the task.

Inform students that they are required to write approximately 50 Chinese characters about:

- the moral of the story 蛀牙王子
- how it relates to teenagers in Australia.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Allow students 30 minutes to complete this part of the task.

Part C: 口腔卫生 (Oral hygiene)

Provide students with Part C of the task and a sheet of A3 paper.

Inform students that they are required to design and write text for an information poster to put up around the castle to remind Prince Rotten Teeth of the importance of oral hygiene and maintaining this routine. The information poster must include:

- a catchy slogan
- three dos and three don'ts when it comes to oral hygiene
- two reasons why it is important to maintain healthy teeth.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students should aim to write approximately 90 Chinese characters.

Allow students 120 minutes to complete Part C.

Instructions to students

蛀牙王子 (*Prince Rotten Teeth*)

Part A: 王子蛀牙了! (The prince's teeth are rotten!)

(13 marks)

Listen carefully to the reading of the story 蛀牙王子 (*Prince Rotten Teeth*) and complete the following questions in English.

You have 30 minutes to complete Part A.

Question 1

(2 marks)

Describe the food that the prince likes to eat.

Question 2

(1 mark)

Why does he start crying?

Question 3

(3 marks)

Circle to indicate whether each statement is true or false.

| Statement | | |
|--|------|-------|
| The prince is not like his dad and mum. | True | False |
| The prince finds brushing his teeth daily a lot of work. | True | False |
| The prince is rushed to hospital. | True | False |

Question 4

(5 marks)

List the advice the doctor gives him.

Question 5

(2 marks)

What is said about the prince at the end of the story?

Part B: 不要再吃糖果了! (No more lollies!)

(11 marks)

After reading the book 蛀牙王子 (*Prince Rotten Teeth*) in class, write approximately 50 Chinese characters to talk about:

- the moral of the story
- how it relates to teenagers in Australia.

You may use a bilingual dictionary to look up any unfamiliar vocabulary. You have 30 minutes to complete Part B.

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Part C: 口腔卫生 (Oral hygiene)

(20 marks)

Design an information poster to remind the prince of the importance of oral hygiene. In your poster, include:

- a catchy slogan
- three dos and three don'ts when it comes to oral hygiene
- two reasons why it is important to maintain healthy teeth.

You should write at least 90 characters in Chinese. You may use a bilingual dictionary to look up any unfamiliar words. You have 120 minutes to complete this part of the task.

Sample marking key

Part A: 王子蛀牙了! (The prince's teeth are rotten!)

| Description | Marks |
|---|------------|
| Question 1 | |
| sweet food | 1 |
| (such as) lollies | 1 |
| Subtotal | /2 |
| Question 2 | |
| He had a toothache. | 1 |
| Subtotal | /1 |
| Question 3 | |
| The prince is not like his dad and mum. | False 1 |
| The prince finds brushing his teeth daily a lot of work. | True 1 |
| The prince is rushed to hospital. | True 1 |
| Subtotal | /3 |
| Question 4 | |
| Any of the following: <ul style="list-style-type: none"> • Rinse his mouth after eating • Brush his teeth daily • Have a balanced diet • Eat vegetables and fruit • Drink milk often • Eat less lollies | 1–5 |
| Subtotal | /5 |
| Question 5 | |
| (His teeth are) both white | 1 |
| and healthy | 1 |
| Subtotal | /2 |
| Part A total | /13 |

Part B: 不要再吃糖果了! (No more lollies!)

| Description | Marks |
|--|------------|
| Responding to the imaginative text | |
| Responds to the contemporary imaginative text by including all of the required information on: <ul style="list-style-type: none"> the moral of the story how it relates to teenagers in Australia. | 4 |
| Responds to the contemporary imaginative text by including most of the required information. | 3 |
| Responds to the contemporary imaginative text by including some of the required information. | 2 |
| Responses to the contemporary imaginative text by including limited information. | 1 |
| Subtotal | /4 |
| Grammatical elements, accuracy and flow | |
| Effectively uses grammar and sentence structures. Makes minor errors which do not affect meaning or flow. | 4 |
| Uses a range of grammar and sentence structures. Makes occasional errors and shows influence of the syntax of another language which may impact flow. | 3 |
| Uses basic grammar and sentence structures. Shows influence of the syntax of another language and makes errors that occasionally impede meaning. | 2 |
| Uses a limited range of grammar. Often relies on single words and some short phrases. Meaning is not always clear. | 1 |
| Subtotal | /4 |
| Vocabulary | |
| Uses relevant vocabulary and a range of expressions. | 3 |
| Shows an adequate command of vocabulary and word choice appropriate to the question. | 2 |
| Relies on the repetitive use of basic vocabulary. | 1 |
| Subtotal | /3 |
| Part B total | /11 |

Part C: 口腔卫生 (Oral hygiene)

| Description | Marks |
|---|------------|
| Content | |
| Designs an information poster that includes the following: <ul style="list-style-type: none"> • a catchy slogan (1) • three dos and three don'ts when it comes to oral hygiene (6) • two reasons why it is important to maintain healthy teeth (2) | 1–9 |
| Subtotal | /9 |
| Grammar | |
| Demonstrates an extensive knowledge of grammar and syntax. Uses a wide range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow. | 4 |
| Demonstrates a thorough knowledge of grammar and syntax. Uses a range of complex structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow. | 3 |
| Demonstrates a sound knowledge of grammar and syntax. Uses a range of structures with some errors. Makes errors, but inaccuracies do not always affect meaning or flow. | 2 |
| Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on the syntax of another language. Makes errors that impede understanding. | 1 |
| Subtotal | /4 |
| Vocabulary | |
| Uses an appropriate range of contextually relevant vocabulary. | 4 |
| Uses a variety of vocabulary that is generally contextually relevant. | 3 |
| Uses mostly well-rehearsed, contextually relevant vocabulary with some repetition. | 2 |
| Makes limited use of contextually relevant vocabulary. | 1 |
| Subtotal | /4 |
| Text type and sequencing | |
| Uses all the key conventions of an information poster, including a slogan, supporting details and relevant image/s. Sequences information cohesively and coherently. | 3 |
| Uses most of the key conventions of an information poster. Sequences information to some extent. | 2 |
| Uses a few of the key conventions of an information poster. Limited organisation of the information. | 1 |
| Subtotal | /3 |
| Part C total | /20 |
| Total | /44 |