



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Chinese: Second Language
Title of task	比较中澳学校生活 <i>Bǐjiào zhōng ào xuéxiào shēnghuó</i> (School life in China and Australia)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life, namely at school.</p> <p>In Part A, they also demonstrate their skills in comprehending written text by collating and presenting their responses to questions in written form.</p> <p>In Part B, they demonstrate their skills in writing in Chinese by responding to the information in Da Wei's email in Part A, sharing and comparing personal opinions on teenage life in school.</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 collate and convey that information. It also establishes their ability to write descriptive and expressive text to share and compare personal opinions on a given topic.
Assessment strategy	Short response – read for information from a written text Extended response – write an email
Evidence to be collected	Completed task sheet
Suggested time	Part A – 30 minutes Part B – 35 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships</p> <p>Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details</p> <p>Collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience</p> <p>Understanding</p> <p>Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters</p>

Content description	
	<p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> • comparing the use of words that rely on interpretation of context to convey the intended meaning, such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way • expressing conditions, for example, 如果...就 ; expressing cause and effect, for example, 为了... ; and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到 • examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗? • experimenting with the use of 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary • a variety of texts related to topics of personal interest, such as school life • the textual conventions of an email • grammatical structures, including experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃 • the textual conventions of an email.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Chinese/English – English/Chinese dictionary</p>

Instructions for teacher

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

- taught context-related vocabulary
- exposed to a variety of texts related to topics of personal interest, such as school life
- taught grammatical structures, including experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃
- taught the textual conventions of an email, and provided with opportunities to practise them.

Task

Part A: Da Wei

Provide students with Part A of the task.

Students are to read the email from Da Wei and answer the questions that follow in English.

Students may look up any unfamiliar vocabulary in a dictionary.

Advise students they have 30 minutes to complete this part of the task.

Part B: Email to Da Wei

Students write a response in Chinese to Da Wei's email.

In their email, they explain what school life is like for them, their most and least favourite subjects, teachers they get on with and what they do during the school day.

Advise students they have 35 minutes to write their email.

They should aim to write approximately 80 characters.

Instructions to students

比较中澳学校生活 (School life in China and Australia)

Part A: Da Wei

Read the text and answer the questions that follow in English.

我叫大伟，住在北京。今年我上九年级了，我们学习十门课，中文，数学，英文.....运动。我数学不好，我不喜欢数学，但是我很喜欢体育：篮球，乒乓球，足球，网球和游泳。我们每天七点二十到学校， 自习半个小时。八点上课，十点做课间操，上午上课四个小时。中午十二点到两点休息。下午两点到四点上课。四点到五点半是运动。我每天都参加运动。下午五点半我们放学回家。六点半吃晚饭，七点看电视新闻，我很喜欢看新闻。七点半做作业，十点半睡觉。你读几年级？你能谈谈你们学校的生活吗？

Question 1

How many subjects does Da Wei study?

(1 mark)

Question 2

Is he good at maths? Why/Why not?

(2 marks)

Question 3

What sports does he like?

(5 marks)

1. _____
2. _____
3. _____
4. _____
5. _____

Question 4

What does he do after 5.30 pm every day?

(4 marks)

Part B: Email to Da Wei

Write a response in Chinese to Da Wei's email. In your email explain what school life is like for you, your most and least favourite subjects, teachers you get on with and what you do during the school day.

You will have 35 minutes to write your email. Aim to write approximately 80 characters.

Sample marking key

Part A: Da Wei

Description	Marks
Question 1	
he studies 10 subjects	1
Subtotal	1
Question 2	
he is not good at maths	1
he doesn't like maths	1
Subtotal	2
Question 3	
1. basketball	1
2. table-tennis	1
3. football	1
4. tennis	1
5. swimming	1
Subtotal	5
Question 4	
have dinner	1
watch the news	1
do homework	1
go to bed	1
Subtotal	4
Part A total	12

Part B: Email to Da Wei

Description	Marks
Content	
Writes an email to Da Wei, explaining what school life is like for them; their most and least favourite subjects; teachers they get on with and what they do during the school day. Uses details to elaborate.	3
Writes an email to Da Wei about their school life. Provides some of the required information.	2
Makes a limited attempt at writing an email about school life.	1
Subtotal	3
Vocabulary and grammar	
Demonstrates a high level of grammatical accuracy and sentence structure, and a broad range of relevant vocabulary. Demonstrates appropriate and adequate use of paragraphing and punctuation.	3
Demonstrates a satisfactory level of grammatical accuracy and sentence structure, and a satisfactory range of vocabulary. Demonstrates some appropriate and adequate use of paragraphing and punctuation.	2
Demonstrates an adequate range of vocabulary and structures, but with some inaccuracies. Makes limited use of paragraphing and punctuation.	1
Subtotal	3

Description	Marks
Text type and sequencing	
Writes an email that includes a salutation, addresses the topic, has a phrase of leave-taking and uses appropriate register for a peer. Sequences information cohesively and coherently.	3
Uses most of the key conventions of an email. Generally uses appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of an email. Shows some consideration of the audience. Makes limited organisation so the flow and understanding are impeded.	1
Subtotal	3
Support	
Uses a bilingual dictionary and resources independently and effectively.	3
Requires some support in accessing a bilingual dictionary and other resources. Requires some teacher support (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	12
Total	24