



## SAMPLE ASSESSMENT TASK

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

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日常生活 (RÌ CHÁNG SHÈNG HUÓ) DAILY ROUTINE

## **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>	日常生活 ( <i>rì cháng shēng huó</i> ) <b>Daily routine</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical features related to home life, daily routine, and school life.</p> <p>In Part A, students demonstrate their skills in comprehending texts by listening to a song and identifying key information and supporting details about daily routine. They then demonstrate their skills in comprehending written text by identifying key information and supporting details in short descriptions of daily life and school life.</p> <p>In Part B, students demonstrate their skills in writing in Chinese by working in groups to develop song lyrics or stanzas of a poem about an ideal school day in Australia and/or China.</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 comprehend key information and supporting details about personal and social worlds in spoken and written text. It also establishes their ability to write and speak in Chinese, using context-related vocabulary and applying elements of Chinese grammar.
<b>Assessment strategy</b>	Short response – listen for information in spoken text and read for information in written text  Extended writing – create a song or poem
<b>Evidence to be collected</b>	Completed task sheets  Song lyrics/stanzas of a poem  Recording of song/poem
<b>Suggested time</b>	Part A – 45 minutes  Part B – 90 minutes

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

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

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

#### Understanding

Recognise and discriminate between homonyms in Chinese, for example, *shì* 是 and 室, relying on contextual cues to assist understanding and differentiating syllables with different tones, for example, *shì* 是 and *shí* 十, and use *Pinyin* to record the sound of phrases or sentences with greater accuracy

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
- exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王小明, (他) 是我的朋友 (zero subject/pronoun)
- using familiar verbs for daily routine, such as 起床, 去睡觉, 吃, 去上学, 玩, 学习, 听音乐, 读书/看书, 看电视
- applying processes of discourse development by joining, contrasting and sequencing using 也, 和
- exploring the concept of 'tense' across languages
- recognising and using suggestion word 吧
- using time phrases/expressions, such as 上午, 下午, 三点, 现在, 半, 刻, 分
- beginning to use 跟 as a preposition

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
- grammatical elements, including familiar verbs related to daily routine; time phrases/expressions; placement of time and place phrases; adverbs
- a variety of texts related to home life, daily routine and school life
- the textual conventions of song lyrics/stanzas of a poem.

### 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 in groups of three or four students.

### Resources

- Task sheets
- Electronic recording device
- Bilingual dictionary

## Instructions for teacher

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

- context-related vocabulary
- grammatical elements, including familiar verbs for daily routine; time phrases/expressions; placement of time and place phrases; adverbs
- a variety of texts related to descriptions of home life, daily routine and school life
- the textual conventions of song lyrics or the stanzas of a poem.

## 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 A of this task, such as:

- reflecting on what they know about Chinese music
- reviewing vocabulary and phrases related to the topics of home life, daily routine and school life
- revising strategies to support listening and reading, such as
  - reading the questions and predicting the type of information required, and the vocabulary that may be included in the texts
  - using *Pinyin* to note familiar sounds/tones and words
  - using knowledge of Chinese word order to identify parts of a sentence
  - highlighting or underlining key words in the text that may relate to information required in the question
  - using a bilingual dictionary to check the meaning of unfamiliar characters.

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:

- viewing, listening to and/or reading a range of songs and poems/rhymes in Chinese related to daily routines and school; for example,
  - Little Fox Chinese - Stories & Songs for Learners – [4K] 早晨洗漱歌 2 (Morning Wash and Rinse Song 2)  
<https://www.youtube.com/watch?v=1u6q9vuseJo>
  - Laurel Nicole – Chinese Daily Routine Rap  
<https://www.youtube.com/watch?v=1R4iUggBdmU>
  - Cool Panda Chinese Learning – Simple Chinese Songs for Kids: The Routine Song | 简单中文儿歌：作息歌  
<https://www.youtube.com/watch?v=Bwe270KKULY>
- discussing
  - the use of language and/or music in the texts; for example, do the words and/or music create a positive, upbeat feeling, or a relaxed, dreamy feeling?
  - how different music styles may prompt different lyrics or the way the lyrics are presented; for example, a rap beat may lend itself to shorter, rhyming sentences, each with a similar number of syllables. The website Raising Creative Children has ideas about how to write a rap song at 6 Steps for Kids to Start Creating Rap Music: <http://raisingcreativechildren.net/6-steps-for-kids-to-start-creating-rap-music-2/>
  - how conventions/techniques, such as rhyme, repetition, call and response (question/answer), may be used to add interest to either a poem or a song.

## Task

### Part A: Daily routine song

Students listen to a song in Chinese about daily routine (Part 1) and answer related questions in English, and read two descriptions in Chinese about daily routine (Part 2) and answer related questions in English.

Explain the following to students.

Regarding Questions 1 and 2:

- The questions relate to a song.
- The song will be played twice.
- During the first playing, they are to focus on listening.
- During the second playing, they are required to complete Questions 1 and 2 on the task sheet.
- They have approximately 15 minutes to listen to the song and answer the questions, and they will be told once 15 minutes have passed.

Regarding Questions 3 and 4:

- The questions relate to the two descriptions printed on the task sheet.
- They may start reading the descriptions once they have completed Questions 1 and 2.
- They have approximately 30 minutes to read the descriptions and answer the questions.

Give students the task sheet and access to a bilingual dictionary.

Play the song 'Daily routines in Chinese – Easy Song' by Chinese Buddy

<https://www.youtube.com/watch?v=DdTqMaINkvs> (without the visuals). After a 15-second pause, repeat the song.

## Part B: Ideal school day

Explain to students that they:

- are to work in groups of three or four to write song lyrics or stanzas of a poem about an ideal school day. The song/poem must include references to:
  - a range of activities
  - school subjects
  - times
  - feelings
- are required to produce a song/poem with three or four verses/stanzas (depending on the number of people in the group)
- should consider how each student in the group will contribute to the task, e.g. will each student create their own verse/stanza? Will the group brainstorm words, sentences and ideas and then work together to create the song/poem?
- can use any music/tune they like to accompany their song lyrics
- can refer to any of the songs/poems discussed in class for inspiration or as a model for their own writing; however, they must not copy directly from them
- can refer to a bilingual dictionary
- will record their song/poem on an electronic device.

Students have 90 minutes to complete this task. They should allow 15–20 minutes to plan, about 55 minutes to write and practise, and 15 minutes to record.



**Instructions to students**

**Daily routine**

**Part A: Daily routine song**

**(17 marks)**

Listen carefully to the song and complete the following questions in English. You will hear the song twice. During the first playing, focus on listening to the song for meaning. During the second playing you may make notes and answer Questions 1 and 2.

You may use a bilingual dictionary.

You have 15 minutes to complete Questions 1 and 2.

**Question 1**

**(8 marks)**

Complete the following table with the activities in the order they are presented in the song.

<b>Morning activities</b>
1.
2. Get dressed
3.
4.
5. Get out of the house
6.
<b>Afternoon activities</b>
1.
2. Have a rest
3. See the boss
4.
5.
6.
7. Have dinner

**Question 2**

**(1 mark)**

How does the person who is singing feel?

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**Once you have completed Questions 1 and 2 you can turn the page to read the two written descriptions and answer Questions 3 and 4.**

## Descriptions

Read the following short descriptions about the daily life of students in China and Australia and then answer the questions in English.

You may use a bilingual dictionary.

You have 30 minutes to complete Questions 3 and 4.

### Description 1

在澳大利亚，中学生一般八点上学，他们上两个小时的课，然后休息半小时，然后再上两个小时的课，学生会在一点左右吃午饭，他们下午三点放学。学生一般不会有太多的作业，晚上十点他们就睡觉了。他们每天有很多玩的时间，从下午三点到十点，有的学生会学习两个小时。

### Description 2

中国的学生每天很早就要上学，他们七点到七点半到学校，上五个小时的课，然后有的回家吃午饭，有的在学校吃午饭，下午两点的时候，他们会再回学校上课，然后五点半放学。放学后，他们要花三四个小时做作业，他们每天十一点才能睡觉。他们没有时间玩。

### Question 3

(5 marks)

Complete the table based on the information provided in the descriptions above.

Activities	Students in Australia	Students in China
Go to school	•	•
Have lunch	•	•
Finish school	•	• 5.30 pm

### Question 4

(3 marks)

What information is given about homework in Australia and China?

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## Part B: Ideal school day

(12 marks)

Work in a group of three or four students to create a song or poem about an ideal day at school. The song/poem must include references to:

- a range of activities
- subjects
- times
- feelings.

Your group must:

- decide if you will create a poem or a song, and if a song, what type of music you will use
- create three or four verses/stanzas (depending on the number of people in the group)
- consider how each student in the group will contribute
  - will you each create your own verse/stanza?
  - will you brainstorm words, sentences and ideas as a group, and then work together to create the song/poem?
- practise and then record your poem/song on your electronic device.

You can:

- refer to any of the songs/poems discussed in class for inspiration or as a model for your own writing; however, you must not copy directly from them
- use your notes related to daily routine and school life
- refer to a bilingual dictionary.

You have 90 minutes to complete this task. Allow 15–20 minutes to plan, approximately 55 minutes to write and practise, and 15 minutes to record.

## Sample marking key

### Part A: Daily routine song

Description	Marks
<b>Question 1</b>	
Morning activities 1. Get up (1) 2. Get dressed 3. Have breakfast (1) 4. Brush teeth (1) 5. Get out of the house 6. Go to work (1) Afternoon activities 1. Have lunch (1) 2. Have a rest 3. See the boss 4. Drink tea (1) 5. Finish work (1) 6. Go home (1) 7. Have dinner	0-8
<b>Subtotal</b>	<b>/8</b>
<b>Question 2</b>	
She is (very) busy	1
<b>Subtotal</b>	<b>/1</b>
<b>Question 3</b>	
Students in Australia <ul style="list-style-type: none"> <li>• Go to school – 8.30 (am) (1)</li> <li>• Have lunch – 1.00 (pm) (1)</li> <li>• Finish school – 3.00 (pm) (1)</li> </ul> Students in China <ul style="list-style-type: none"> <li>• Go to school – 7.00/7.30 (am) (1)</li> <li>• Have lunch – 12.30 (pm) (1)</li> </ul>	1–5
<b>Subtotal</b>	<b>/5</b>
<b>Question 4</b>	
In Australia <ul style="list-style-type: none"> <li>• there is not a lot of homework (1)</li> <li>• may do up to two hours in the evening (1)</li> </ul> In China <ul style="list-style-type: none"> <li>• 3–4 hours of homework in the evening (1)</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>
<b>Part A total</b>	<b>/17</b>

## Part B: Ideal school day

Description	Marks
<b>Content</b>	
<p>Creates a song/poem of three or four verses/stanzas about an ideal school day that includes a range of:</p> <ul style="list-style-type: none"> <li>• activities</li> <li>• school subjects</li> <li>• times</li> <li>• feelings.</li> </ul> <p>Writes content that is original and/or adapts ideas and content from other texts for own purposes.</p>	5
<p>Creates a song/poem about daily routine that addresses most of the required points. Includes some original content and may include some adapted from other texts.</p>	4
<p>Creates a song/poem about an ideal school day that addresses most of the required points. Includes some content copied directly from other texts.</p>	3
<p>Creates a song/poem about an ideal school day that addresses some of the required points. Includes some content copied directly from other texts.</p>	2
<p>Creates some words and/or phrases about ideal school day and/or copies directly from other texts.</p>	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammar</b>	
<p>Uses a range of vocabulary related to activities, school subjects, times and feelings. Applies the rules of grammar and sentence structure, including familiar verbs for daily routine, time and place phrases and time phrases and expressions, mostly accurately and consistently. May incorporate/adapt structures and language elements from other texts for own purposes. Makes minor errors.</p>	4
<p>Uses a range of familiar vocabulary and applies rules of grammar and sentence structure correctly. Uses some structures and language elements from other texts. Makes errors, but inaccuracies do not affect meaning.</p>	3
<p>Uses familiar vocabulary and applies rules of grammar and simple structures mostly correctly. Uses structures and language elements from other texts. Makes errors, with inaccuracies occasionally affecting meaning.</p>	2
<p>Uses a limited range of repetitive vocabulary and structures. Relies on syntax of another language. Relies on structures and language elements from other texts. Makes errors that impede understanding.</p>	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Text type and sequencing</b>	
Writes a song/poem using relevant textual conventions and stylistic techniques; for example, effective use of word sounds/rhyming; descriptive language; repetition. Sequences the description of the day appropriately.	3
Writes a song/poem using some relevant textual conventions and stylistic techniques relevant to the text type. Sequences the description of the day to some extent.	2
Includes limited textual conventions, stylistic techniques and sequencing.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/12</b>
<b>Total</b>	<b>/29</b>