



Sample assessment task

Year level	8
Learning area	Languages
Subject	Chinese: Second Language
Title of task	我的假期 <i>wǒdejiàqī</i> (My family holiday)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family activities. In the task they also demonstrate their skills in writing a diary entry in Chinese recounting a recent family holiday.
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 use modelled expressive and descriptive language to share ideas, views and experiences of family activities.
Assessment strategy	Extended response – write a diary entry
Evidence to be collected	Completed task sheet
Suggested time	35 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Engage in written interactions and activities with peers and other familiar participants in written interactions that involve planning, sharing ideas and views considering options, inviting, negotiation of arrangements and solving problems</p> <p>Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences</p> <p>Understanding</p> <p>Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:</p> <ul style="list-style-type: none"> exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, 先... 然后; 一... 就...; ... 了, 就...; 才; 第一; 然后 comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给 exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但...而且...; 虽然...但是... using different ways to negate ideas depending on degree of formality or emphasis, for example, ... 我不是...; 我哪儿有...?; 我没有办法...; 我不能...; 不行; ... 别; ... 不可以.
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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 family activities such as travel • grammatical structures, including: <ul style="list-style-type: none"> ▪ exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, 先……然后; 一……就……; ……了, 就……; 才, 第一, 然后 ▪ exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但……而且……; 虽然……但是…… • the textual conventions of a diary entry.
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 sheets</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 family activities such as travel
- taught grammatical structures, including:
 - exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, 先……然后 ; 一……就…… ; ……了, 就…… ; 才, 第一, 然后
 - exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但……而且…… ; 虽然……但是……
- taught the textual conventions of a diary entry, and provided with opportunities to practise them.

Task

Diary entry

Students write a diary entry in Chinese about a holiday they have recently been on with their family

In their diary entry they are to include:

- when they went on the trip
- who, in their family, they went with
- where they went
- what activities they did together
- what new foods their family ate
- what transportation they used.

They should aim to write approximately 60 characters.

Advise students they have 35 minutes to write their diary entry.

Instructions to students

wǒ de jià qī
我的假期 My family holiday

Write a diary entry in Chinese about a holiday you have recently been on with your family.

In your diary entry include:

- when you went on the trip
- where you went
- who, in your family, you went with
- what activities you did together
- what new foods your family ate
- what transportation you used.

You have 35 minutes to write your diary entry of approximately 60 characters.

You may find the following words and phrases useful:

飞机 fēijī, 火车 huǒchē, 船 chuán, 自行车 zìxíngchē, 开车 kāichē, 三明治 sānmíngzhì, 果汁 guǒzhī, 水果 shuǐguǒ, 炒饭 chǎofàn, 比萨 bǐsà, 冰淇淋 bīngqílín

Sample marking key

Diary entry	
Description	Marks
Content	
Writes a diary entry recounting a recent family holiday that includes the following details: when they went on the trip; where they went; who, in their family, they went with; what activities they did together; what new foods their family ate; what transportation they used. Uses details to elaborate.	3
Writes a diary entry recounting a recent family holiday. Provides some of the required information.	2
Limited attempt at writing a diary entry recounting a recent family holiday.	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. Limited use of paragraphing and punctuation.	1
Subtotal	3
Character and spelling	
Uses characters accurately and consistently. Occasionally makes minor errors. Inaccuracies do not affect meaning and/or flow of a phrase or sentence.	3
Uses characters and <i>Pinyin</i> most accurately. Inaccuracies sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Inconsistent application of characters and <i>Pinyin</i> makes some parts of the writing unclear.	1
Subtotal	3
Text type and sequencing	
Writes a diary entry including a salutation, addresses the topic of travel, descriptive and/or expressive language, and using informal register. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a diary entry. Generally uses appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of a diary entry. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Support	
Effectively uses a bilingual dictionary and resources independently	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Total	15