



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Chinese: Second Language
Title of task	九年级的生活 <i>Jiǔ niánjí de shēnghuó</i> (Year 9 school life)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related teenage life, namely at school.</p> <p>In Part A, they also demonstrate their skills in comprehending Chinese written text, collating and presenting information in different formats.</p> <p>In Part B, they demonstrate their skills in writing in Chinese by writing a blog post in response to the information in Dashan's blog post in Part A.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the student's skills in comprehending Chinese written text and responding to the information gathered. It also establishes their ability to write in Chinese, referring to the information stated, or requesting or providing further details.
Assessment strategy	Short response – reading for information in a written text Extended response – blog post
Evidence to be collected	Completed task sheets Blog post
Suggested time	Part A – 30 minutes Part B – 40 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> <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

Content description	
	<ul style="list-style-type: none"> 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 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 teenage life, namely at school grammatical structures, including expressing the condition, quality and result of an action; expressing cause and effect the textual conventions of a blog post.
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 task, the students will need to be:

- provided with a variety of texts and text types related to teenage life and, in particular, school life
- taught context related vocabulary
- taught grammatical structures, including how to justify opinions and build logical arguments, how to manipulate language to make ideas more objective
- taught the textual conventions of a blog post, and provided with opportunities to practise them.

Task

Part A: Dashan

Provide students with Part A of the task.

Students are to read Dashan's blog post about daily life for Chinese students in China, and answer the questions that follow in English.

Students look up any unfamiliar words in a dictionary.

Advise students that they have 30 minutes to complete the task.

Part B: Life of young people in Australia

Provide students with Part B of the task.

Students write a blog post in response to Dashan's blog post in Part A.

In their post, students should:

- describe what they do in their spare time
- compare what they do in their daily life with what Dashan does
- express their opinion about the differences.

Students look up any unfamiliar words in a dictionary.

Students should aim to write 80 characters.

Advise students that they have 40 minutes to complete the task.

Instructions to students

九年级的生活 (Year 9 school life)

Part A: Dashan

Read Dashan’s blog post and answer the questions that follow in English.

2016 – 12 – 20 20:45

嗨，我今年才上九年级，但是我的生活很忙。我每天都花很多时间做作业。另外，爸爸妈妈给我请了数学和英语的家教，所以我还有很多家教给的作业。这样我总是没有时间做运动。如果有一会儿空，我只能在家看一会儿电视或上网玩玩游戏，虽然我不喜欢看电视或玩儿游戏。

我的很多朋友和我一样，不喜欢这样的生活，因为又累又无聊，但是也没有办法。因为我们今年要中考了，大家都说考一个好成绩和进一所好高中，对我们的将来很重要。

我听说很多西方国家的学生比我们幸运，没有那么多作业和学习压力，有很多时间可以做自己喜欢的事，比如经常和朋友一起踢足球。是真的吗？

大山

Question 1

Indicate with a tick [✓] which of the following three statements are true.

(3 marks)

- a) Dashan likes his life because it is busy and interesting.
- b) Dashan doesn’t like his life, but has no choice.
- c) Dashan can do what he likes after completing his homework.
- d) Dashan thinks that he is luckier than a lot of Chinese students.
- e) Dashan thinks a lot of students from Western countries are luckier than his friends and himself.
- f) Dashan has a lot of time to do sports, like playing soccer with his friends.
- g) Dashan likes watching TV and playing online games.
- h) Dashan doesn’t like watching TV or playing games, but that is all he can do during his limited spare time.

✓

Question 2

Why does everyone think it is important for Chinese students to get a good exam result at the end of Year 9? (2 marks)

Question 3

What did Dashan hear about student life in Western countries? (3 marks)

Part B: Life of young people in Australia

You have just read Dashan’s blog post and decide to write to him.

In your blog post:

- describe what you do in your spare time
- compare what you do in your daily life with what Dashan does
- express your opinion about the differences.

Look up any unfamiliar words in a dictionary.

Aim to write 80 characters. You have 40 minutes to complete the task.

Sample marking key

Part A: Dashan	
Description	Marks
Question 1	
b) Dashan doesn't like his life, but has no choice.	1
e) Dashan thinks a lot of students from Western countries are luckier than his friends and himself.	1
h) Dashan doesn't like watching TV or playing games, but that is all he can do during his limited spare time.	1
Subtotal	3
Question 2	
enrol/go to/enter a good senior high school	1
important to their/students' future	1
Subtotal	2
Question 3	
luckier than Chinese students	1
not that much homework and study pressure	1
have a lot of time to do what they like	1
Subtotal	3
Part A total	8
Part B: Blog post	
Description	Marks
Content	
Integrates all essential content accurately, including school life, leisure, comparison between the two different cultures, and offers an opinion on these differences.	4
Integrates most of the essential content accurately. Provides some comparison and opinions.	3
Integrates some essential content, but omits comparison and opinions.	2
Integrates little essential content.	1
Does not address the content required.	0
Subtotal	4
Grammar	
Uses a range of grammar and complex sentence structure effectively, for example, 比, 比较, 如果...就...; 虽然...但是...; 因为...所以...	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Uses some basic grammar and sentence structure with occasional influence of the syntax of another language.	1
Relies predominantly on a limited repertoire of sentence structure with the clear influence of the syntax of another language.	0
Subtotal	3
Vocabulary	
Uses relevant vocabulary and a good range of expressions.	3
Uses relevant vocabulary and a range of expressions.	2
Has adequate command of vocabulary and word choice is appropriate to question.	1
Uses repetitive, basic vocabulary. <i>Pinyin</i> dominates.	0
Subtotal	3

Description	Marks
Character and spelling	
Uses characters accurately and consistently. Makes minor errors occasionally, but inaccuracies do not affect meaning and/or flow.	3
Uses characters and <i>Pinyin</i> mostly accurately. Contains inaccuracies that sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Uses inconsistent application of characters and <i>Pinyin</i> that makes some parts of the writing unclear.	1
Makes inaccurate and incorrect choices of characters and <i>Pinyin</i> that impedes meaning and flow.	0
Subtotal	3
Conventions of text type and organisation	
Uses all the key conventions of a blog post, including a clear introduction and conclusion, relevant information and an appropriate register to address the audience. Sequencing and paragraphing is evident.	2
Uses some of the conventions of a blog. Uses register generally appropriate to the purpose of writing and the audience. Some paragraphing is evident. Makes simple connections that are sometimes unclear.	1
Does not observe the conventions of a blog. Shows lack of consideration of the audience or the purpose for writing. No evidence of sequencing of ideas.	0
Subtotal	2
Part B total	15
Total	23