



Sample assessment task	
Year level	3
Learning area	Languages
Subject	Chinese: Second Language
Title of task	我的新朋友 <i>Wǒ de xīn péngyou</i> (My new friend)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family members and leisure activities.</p> <p>In Part A they also demonstrate their skills in comprehending written text and convey their understanding giving short written responses to questions about the text.</p> <p>In Part B they demonstrate their skills in writing a blog post in response to the text they read in Part A. In the post they introduce themselves, their family members and leisure activities.</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 locate, comprehend and convey factual information from a written text related to family and leisure activities. It also establishes their ability to write modelled responses in Chinese to exchange information about aspects of one's personal world.
Assessment strategy	Short response – read for information in a written text Extended response – write a blog post
Evidence to be collected	Completed task sheet Blog post
Suggested time	Part A – 30 minutes Part B – 40 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我叫 James。我八岁。我住在珀斯。你住在哪里? 我哥哥喜欢踢足球。</p> <p>Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters</p> <p>Understanding</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes.</p>

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary and grammatical structures, including: <ul style="list-style-type: none"> ▪ giving information related to leisure activities and sports, for example, 我喜欢打网球 ▪ family members and their Chinese characters, for example, 爸爸、妈妈、哥哥.
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	Task sheet

Instructions for teacher

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

- taught context-related vocabulary
 - giving information related to leisure activities and sports, for example, 我喜欢打网球
 - family members and their Chinese characters, for example, 爸爸、妈妈、哥哥
- familiar with the grammar structure, adjective + noun
- taught the textual conventions of a blog post, and be provided with opportunities to practise them.

Task

Part A: Blog post

Provide students with Part A of the task.

Students read David's blog post and answer the questions that follow in English.

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

Part B: Reply to David

Provide students with Part B of the task.

Students write a response in Chinese to David's blog post.

In their post they introduce themselves to David and tell him about their family:

- their name and age
- where they live
- who is in their family
- what they and their family like to do in their free time
- any sports that they play
- what pets they have

Advise students to use Pinyin for the characters that they can't write.

Advise students that they have 40 minutes to write their blog post.

Instructions to students

我的新朋友 My new friend

Part A: Blog post

Read David's blog post and answer the questions that follow in English.

你好！^{wǒjiào}我叫David，我十岁。^{wǒ shìzhōngguó rén}我是中国人。^{xǐ}我喜
欢^{huāndǎwǎngqiú}打网球。

^{wǒ jiā yǒu}我家有爸爸、妈妈、哥哥和妹妹。^{jiào}我爸爸叫Jie，
^{tā shìzhōng guó rén}他是中国人。^{jiào}我妈妈叫Amy，^{tā shì àodàlìyà rén}她是澳大利亚人。我哥
^{jiào}哥叫David，^{tā yě shìzhōngguó rén}他也是中国人。^{xǐ huan tī zúqiú}我哥哥喜欢踢足球。我妹妹
^{jiào}叫Kiki。^{tā yě shìzhōngguó rén}她也是中国人。^{xǐ huantiàowǔ}我妹妹喜欢跳舞。

^{nǐ ne}你呢？

Question 1

How old is David?

(1 mark)

Question 2

What does David like doing?

(1 mark)

Question 3

Who are the members of David's family?

(4 marks)

Question 4

What nationality is David's mother?

(1 mark)

Question 5

Who likes dancing?

(1 mark)

Part B: Reply to David

You've just read David's post and would like to write a response in Chinese.

Introduce yourself to David and tell him about your family. Use *Pinyin* for the characters that you can't write.

Include the following information in your blog post:

- your name and age
- where you live
- who is in your family
- what you and your family like to do in their free time
- any sports that you play
- what pets you have.

You have 40 minutes to write your blog post.

A large rounded rectangular box with a purple border, containing 18 horizontal lines for writing a response.

Sample marking key

Part A: Blog post

Description	Marks
Questions 1–5	
1. 10 years old	1
2. Playing tennis	1
3. Dad, Mum, older brother, younger sister	1+1+1+1
4. Australian	1
5. Kiki or David's younger sister	1
Part A total	8

Part B: Response to David

Description	Marks
Content	
Provides comprehensive information on their family, leisure activities, where they live and their pets.	4
Provides information on their family, leisure activities, where they live and their pets.	3
Provides some information on their family, leisure activities, where they live and their pets. The information lacks detail.	2
Provides a small amount on information on their family or their leisure activities, where they live or their pets.	1
Subtotal	3
Grammar	
Accurate grammatical structures are used with only minor errors such as punctuation.	3
Some grammatical errors are, for example, word order or punctuation.	2
Uses only phrases to write or there are significant grammatical errors though the meaning is still comprehensible.	1
Subtotal	3
Script formation	
Writes clear and well-formed characters. All known characters for family members are in Chinese characters. <i>Pinyin</i> is only used for unknown words.	3
Writes characters with developing shapes and accuracy of strokes. Most known characters are used, with <i>Pinyin</i> only used for unknown words.	2
Writes characters with beginning shapes and accuracy. No or few words are written with Chinese characters.	1
Subtotal	3
Part B total	10
Total	18