



SAMPLE ASSESSMENT TASK

CHINESE: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)

考拉先生的梦幻假期 (MR KOALA'S DREAM HOLIDAY)

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 9

Title of task	考拉先生的梦幻假期 (Mr Koala's dream holiday)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events of significance in the lives of young people, special events and travel.</p> <p>In Part A, students demonstrate their skills in comprehending Chinese by responding to a series of questions in English about a Chinese poem.</p> <p>In Part B, students demonstrate their skills in writing in Chinese by writing a short story using the poem in Part A as inspiration.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes students' ability to comprehend a Chinese poem and convey this information to others in a variety of ways. It also establishes their ability to write in Chinese, using rehearsed descriptive and expressive language, to create a short story based on a stanza of the poem in Part A.
Assessment strategy	<p>Short response – read for information in a Chinese poem</p> <p>Extended writing – write a short story in Chinese</p>
Evidence to be collected	Parts A and B – completed task sheets
Suggested time	<p>Part A – 20 minutes</p> <p>Part B – 50 minutes</p>

Content description

Content from the Western Australian Curriculum

Communicating

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas

Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas

Understanding

Interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆

Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including:

- comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past
- exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先.....然后.....; 一.....就.....; 才; 然后
- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟
- applying processes of discourse development by joining, contrasting and sequencing 但是, 就, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns
- using 过 to express experience
- beginning to use 要 to express the future

Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including different ways to express tense, diverse time expressions and ways to sequence events in time, prepositions, cohesive devices, 过 to express experience and 要 to express the future
- texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- the textual conventions of a poem and a short story.

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

Assessment conditions

Part A and Part B are to be completed by students working individually.

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

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

- taught context-related vocabulary, including holidays, special events and travel in the lives of young people, such as
 - holiday activities
 - food and activities for birthdays and Chinese festival celebrations
 - travelling in Australia and abroad
- taught grammatical items including
 - different ways to express tense
 - 了 to indicate completion
 - 完 to indicate the achievement of a desired result
 - 想 to indicate intention
 - 没(有) to indicate negative past
- diverse time expressions and ways to sequence events in time; for example, 先...然后...; 一...就...; 了...就...; 才; 第一; 然后
- prepositions such as 跟, 对 and 给
- cohesive devices such as 但是 and 就
- 过 to express experience
- 要 to express the future
- exposed to a variety of texts related to holidays, special events and travel in the lives of young people
- taught strategies to interpret Chinese written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals such as 犹, 灬, 火, 舟, 亻, 扌, 木
- taught the textual conventions of a poem and a short story.

Activities to scaffold the task

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part A, such as:

- discussing traditional poetry in Chinese culture, including
 - its role as a source of the nation's spiritual strength and cultural confidence
 - its functions of passing on social customs and culture and entertaining the public
 - its features, such as compactness and brevity
 - its conventions, such as patterns of syllabic and tonal patterns
- observing and comparing traditional and modern poetic styles
- examining some features of poems, such as sentence length and repetition of sentences and sounds
- reviewing vocabulary and phrases related to the topics of holidays, special events and travel
- reading a variety of poems in Chinese related to the topics of holidays, special events and travel, such as
 - The Epoch Times – 童诗：在家旅行真奇妙 (Children's poem: It is amazing to travel at home)
<https://www.epochtimes.com/gb/20/3/9/n11927363.htm>

- The Epoch Times –童诗： 中秋节的味道 (Children’s poem: Taste of Mid-Autumn Festival)
<https://www.epochtimes.com/gb/18/9/25/n10740855.htm>
- The Epoch Times –童诗： 我想去巴黎铁塔 (Children’s poem: I want to go to the Eiffel Tower)
<https://www.epochtimes.com/gb/15/7/8/n4475344.htm>
- The Epoch Times –童诗： 过新年 (Children’s poem: Celebrating Chinese New Year)
<https://www.epochtimes.com/gb/13/4/12/n3844453.htm>
- Bidushe – 盼新年 (Looking forward to Chinese New Year)
<https://www.bidushe.com/shige/16388.html>
- revising strategies to support reading, such as
 - reading the questions and predicting the type of information required, and the vocabulary that may be included in the text
 - highlighting or underlining key words in the text that may relate to information required in the question
 - using knowledge of Chinese radicals and strokes to check the meaning of unfamiliar characters.

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for Part B, such as:

- explaining to students the basic five elements of a story arc
 - exposition/beginning
 - rising action
 - climax
 - falling action
 - resolution/ending
- reading a range of short stories in Chinese related to holidays, special events and travel and identifying the five elements of a story arc in them; for example
 - Sohu – 插图绘本《一只狮子在巴黎》致身在他乡的你 (Illustrated Picture book ‘A Lion in Paris’: to someone who is overseas)
https://www.sohu.com/a/128392506_181441
 - Gushi365 – 鼠妈妈的生日礼物 (Mouse Mother’s birthday present)
<https://www.gushi365.com/info/4162.html>
 - LingLing Mandarin – Mandarin Chinese Short Stories for Beginners
<https://www.youtube.com/watch?v=1XlopeBD5Sg>
 - LingLing Mandarin – Mandarin Chinese Short Stories for Beginners
<https://www.youtube.com/watch?v=-jDQuVIYk4U>
 - Annie Liang – 小豆豆的假期 中文绘本故事大声读 (Little Dou Dou’s holiday: Picture book read aloud) <https://www.youtube.com/watch?v=SE1fSnUHXNc>
- discussing with students how stories are told to engage the audience
- providing students with the poem 考拉先生去旅行 (‘Mr Koala goes on a trip’) and discussing with them the places Mr Koala wants to visit and the activities he plans to do in each of the places
- discussing with students how to adapt a stanza of the poem ‘Mr Koala goes on a trip’ into a short story. Ask students to choose one of the countries Mr Koala plans to visit and write a short story about what he does during his stay

- explaining to students that they
 - will work individually to write a short story based on a stanza of the poem
 - will turn a stanza of 'Mr Koala goes on a trip' into a short story about what happens after he goes on that trip
 - will use the past tense to write the story
 - consider the textual conventions of a short story
 - will use the planning sheet to plot their story. The short story must include the following five elements: a beginning, rising action, a climax, falling action and an ending
 - beginning – the place from which Mr Koala came and the place at which he arrived
 - rising actions – some of the activities Mr Koala did. Students can decide if they want to include the activities mentioned in the poem
 - climax – the festival that Mr Koala celebrated in the country, and how he celebrated it
 - rising action – students could write about Mr Koala saying farewell to friends, or describe Mr Koala's feelings when he knew he was to leave
 - ending – Mr Koala's departure to the next destination
 - include words, phrases or parts of sentences in their planning sheet. They do not need to write in detail.

Task

Part A: 考拉先生去旅行 (Mr Koala goes on a trip)

Students are required to read a poem in Chinese about holidays, special events and travel and answer related questions in English.

Part A includes one text: a poem.

Students have 20 minutes to complete Part A.

Provide students with the task sheet for Part A and a bilingual dictionary.

Translation for Part A: Poem

Mr Koala goes on a trip

Mr Koala is Australian

He has never been abroad

He heard that the world is both big and interesting.

Mr Koala wants to travel

To see this world

To admire the beautiful scenery

To experience exotic cultures.

Mr Koala wants to swim to New Zealand first

Taking a walk, climbing the mountains and listening to birds sing

Taking photos and buying souvenirs

And watching fireworks to celebrate New Year.

Then Mr Koala wants to take a boat to the USA

Making friends with Sister Bison there

Have a cake to celebrate his birthday together

And sing the happy birthday song.

Then Mr Koala wants to fly to China

Visiting the Great Wall, Tiananmen, and the Forbidden Palace

Also celebrating Chinese New Year

By getting a red envelope and eating dumplings.

Finally, Mr Koala wants to take a train to France

Eating bread, crepes and steaks

Also wants to celebrate Christmas

By eating roast fish dinner.

Mr Koala also wants to invite

Brother Kiwi, Sister Bison, Sister Panda and Brother Rooster

To visit Australia

Here we have vast oceans and tall mountains and friendly Australian animals!

Part B: 考拉先生的故事 (The story of Mr Koala)

Students will have 50 minutes to use a stanza from the poem to write their short stories using the planning sheet (completed in a previous class). Inform students that they can include words, phrases or parts of sentences on the planning sheet. They can use a bilingual dictionary.

Instructions to students

考拉先生的梦幻假期 (Mr Koala's dream holiday)

Part A: 考拉先生去旅行 (Mr Koala goes on a trip)

(18 marks)

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

You have 20 minutes to complete Part A. You may use a bilingual dictionary to look up any unfamiliar vocabulary.

考拉先生去旅行

考拉先生是澳大利亚人，
他没有出国过，
他听说世界又大又有意思。
考拉先生想去旅行，

看一看世界，
欣赏美丽风景，
体验外国文化。

考拉先生想先游泳去新西兰，
散步、爬山、听鸟叫，
拍照，买纪念品
庆祝新年，看烟火。

然后考拉先生想坐船去美国，
和野牛姐姐做朋友，
一起过生日，吃蛋糕，
唱生日快乐歌。

然后考拉先生要坐飞机去中国，
参观长城、天安门和故宫，
也要过春节，
拿红包和吃饺子。

Glossary

野牛 yě niú bison

奇异鸟 qí yì niǎo kiwi bird

公鸡 gōng jī rooster

最后考拉先生要坐火车去法国，
吃面包、薄饼和牛排，
也要庆祝圣诞节，
吃圣诞烤鱼大餐。
考拉先生也想要
奇异鸟哥哥、野牛姐姐、猫熊妹妹和公鸡弟弟，
来澳大利亚玩儿，
有大海，有高山和友好的澳洲动物！

Question 1

(3 marks)

List three reasons why Mr Koala wants to go on a trip.

1. _____
2. _____
3. _____

Question 2

(3 marks)

Refer to the poem and circle to indicate whether each statement about Mr Koala in New Zealand is true or false.

A	Mr Koala will swim to New Zealand.	True	False
B	Mr Koala will buy souvenirs in New Zealand.	True	False
C	Mr Koala will celebrate the Dragon Boat Festival in New Zealand.	True	False

Question 3

(2 marks)

How will Mr Koala celebrate his birthday in the United States?

Question 4

(3 marks)

What festival is Mr Koala celebrating in China? What will he do to celebrate it there?

Festival: _____

Things Mr Koala will do: _____

Question 5**(4 marks)**

List four foods that Mr Koala will try in France.

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

Question 6**(3 marks)**

Why does Mr Koala think his friends should visit him in Australia?

Part B: 考拉先生的故事 (The story of Mr Koala)**(17 marks)**

Use a stanza of the poem 考拉先生去旅行 (Mr Koala goes on a trip) as inspiration to write a short story about Mr Koala's time in one of the countries, with approximately 100 Chinese characters. In your story, include:

- the place he was visiting
- two of the activities Mr Koala did
- the festival that he celebrated
- how he celebrated the festival.

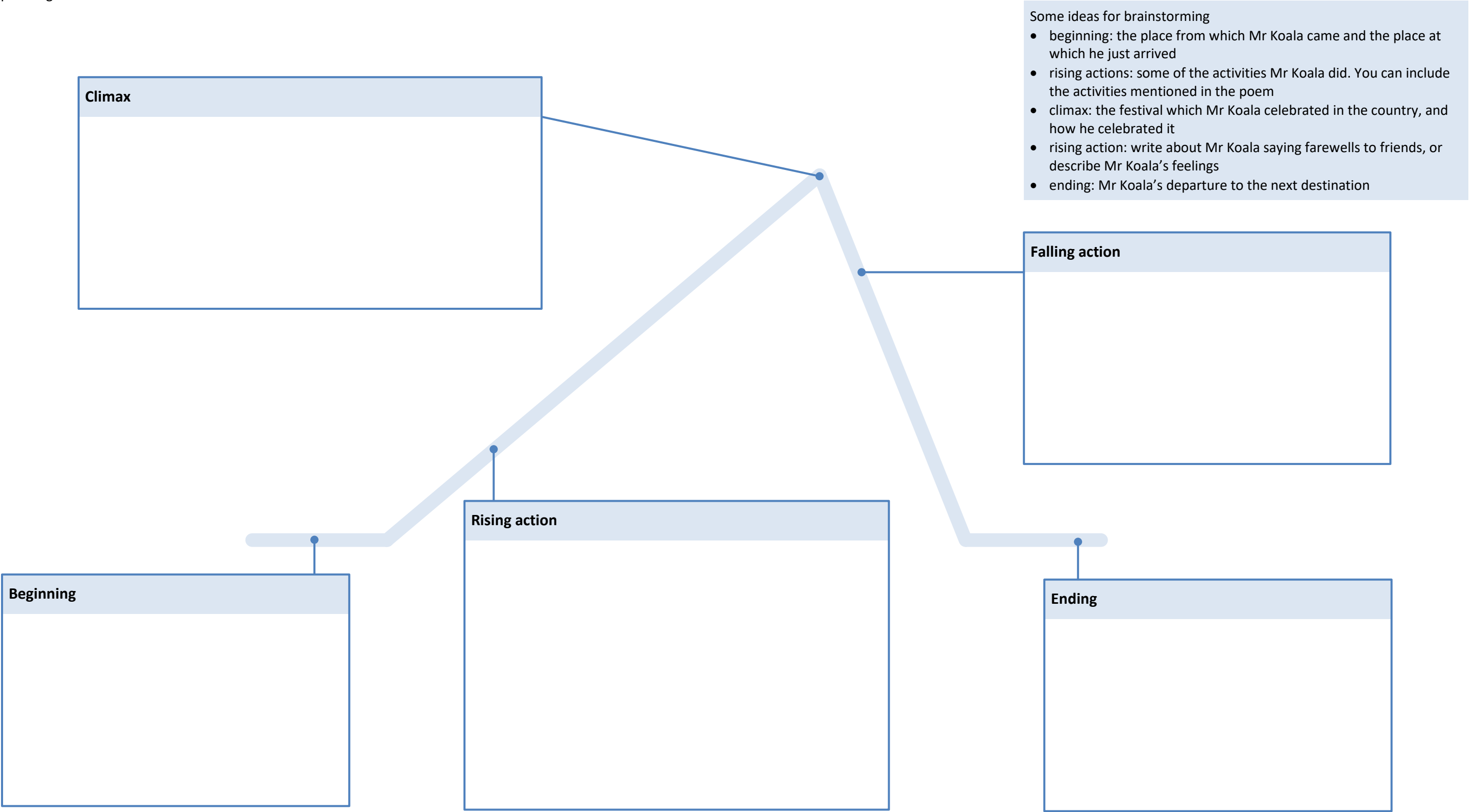
You may use your planning sheet as a guide when writing your short story.

You may use a bilingual dictionary.

You have 50 minutes to complete Part B.

Planning Sheet

Use the poem 考拉先生去旅行 (Mr Koala goes on a trip) as inspiration to write a short story about Mr Koala’s time in one of the countries. You may include words, phrases or parts of sentences in your planning sheet. You may use your planning sheet for the assessment.



Sample marking key

Part A: 考拉先生去旅行 (Mr Koala goes on a trip)

Description		Marks
Question 1		
Any three of the following:		1–3
<ul style="list-style-type: none"> see the/world admire/look at the beautiful scenery experience foreign cultures the world is both big and interesting. 		
Subtotal		/3
Question 2		
A. Mr Koala will swim to New Zealand.	True	1–3
B. Mr Koala will buy souvenirs in New Zealand.	True	
C. Mr Koala will celebrate the Dragon Boat Festival in New Zealand.	False	
Subtotal		/3
Question 3		
<ul style="list-style-type: none"> eat (birthday) cake sing the happy birthday song 		1–2
Subtotal		/2
Question 4		
<ul style="list-style-type: none"> Chinese New Year get/receive the red envelope eat dumplings 		1–3
Subtotal		/3
Question 5		
<ul style="list-style-type: none"> bread crepes (French pancake) steaks roast fish dinner 		1–4
Subtotal		/4
Question 6		
Australia has		1–3
<ul style="list-style-type: none"> (vast) oceans/seas (tall) mountains (friendly) Australian animals 		
Subtotal		/3
Part A total		/18

Part B: 考拉先生的故事 (The story of Mr Koala)

Description	Marks
Content	
Adapts a stanza of the poem into a story. The story includes: <ul style="list-style-type: none"> the place he was visiting (1) two of the activities in which he engaged (2) the festival that he celebrated (1) how he celebrated the festival. (1) 	1–5
Subtotal	/5
Language range (Vocabulary)	
Uses a wide range of vocabulary relevant to the content.	3
Uses a good range of vocabulary mostly relevant to the content.	2
Uses a limited range of vocabulary with some relevance to the content.	1
Subtotal	/3
Language range (Grammar)	
Uses a wide range of grammar and complex sentence structures.	3
Uses a good range of grammar and sentence structures.	2
Uses a limited range of sentence structures.	1
Subtotal	/3
Language accuracy	
Uses language with a high level of accuracy. Inaccuracies do not affect meaning or flow. Accurately writes Chinese characters.	3
Uses language with a good level of accuracy. Inaccuracies do not affect meaning or flow. Writes Chinese characters mostly accurately.	2
Uses language mostly inaccurately. Inaccuracies often affect meaning and flow or make comprehension difficult. Often writes Chinese characters with errors.	1
Subtotal	/3
Creation of an imaginative text	
Creates an imaginative text, experimenting successfully with all the elements of a short story, including an imaginary character to inform or to entertain, or to convey experiences or express ideas.	3
Creates an imaginative text, experimenting somewhat successfully with the elements of a short story, including an imaginary character to inform or to entertain, or to convey experiences or express ideas.	2
Uses a few elements of a short story to create an imaginative text, including an imaginary character to inform or to entertain, or to convey experiences or express ideas.	1
Subtotal	/3
Part B total	/17
Total	/35