



Sample assessment task	
Year level	10
Learning area	Languages
Subject	Chinese: Second Language
Title of task	网络对我们生活的影响 <i>Wǎngluò duì wǒmen shēnghuó de yǐngxiǎng</i> (How technology affects our daily life)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interest in contemporary culture, namely technology. In this task, students also demonstrate their skills in speaking Chinese by presenting a speech to the class on the topic ‘how the internet affects our daily life’.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes their ability to use descriptive Chinese language in spoken form to discuss the effect of the internet on an individual’s daily life.
Assessment strategy	Oral performance – present a speech
Evidence to be collected	Script of the speech Audio visual recording of the speech
Suggested time	3 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues</p> <p>Understanding Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions Examine and explain the relationships between characters and word meanings when encountering new vocabulary Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> • justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但...而且... ; 除了...以外 ; 另外, and introducing contrasting views to others using elements such as cohesive devices, for example, 不是...而是... ; 不过, 虽然...但是... • exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions • experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese • experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵

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 the use of the internet and other forms of technology • the textual conventions of a speech, including register and intonation • grammatical structures, including how to justify opinions and build logical arguments, how to manipulate language to make ideas more objective.
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> <p>Recording equipment</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 technology and its effect on young people
- 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 delivering a speech, and be provided with opportunities to practise them.

Task

Provide students with the task sheet.

Students are to write and deliver a speech to their Chinese class to explain how the internet is used by young people.

In their speech, students should include:

- the advantages of using the internet
- the disadvantages of using the internet
- their opinion about young people's use of the internet.

Advise the students that they have approximately 30 minutes to write notes for their speech, after which time, the teacher will call on them to deliver the speech. Students may use their notes during their speech.

Advise students that they should be prepared to speak for three minutes.

Instructions to students

网络对我们生活的影响 (How technology affects our daily life)

You have just taken an online survey on how young people use the internet.

Give a speech to your Chinese class, explaining how the internet is used by young people. In your speech, include:

- the advantages of using the internet
- the disadvantages of using the internet
- your opinion about young people's use of the internet.

You can write notes for your speech and ask your teacher to check them before your presentation.

网络对我们生活的影响 (How technology affects our daily life)

Notes

大家好，

今天我想谈谈网络对大家尤其是我们中学生的生活的影响。

最近，我针对这个话题在网上做了一个匿名的调查。调查结果显示……

Sample marking key

Oral performance: Speech

Description	Marks
Content	
Delivers a speech that engages with breadth and depth, providing relevant and original opinions, ideas and a wide range of information associated with the topic.	4
Delivers a speech that engages with relevant opinions, ideas and a range of information associated with the topic.	3
Delivers a speech that engages with opinions and information associated with the topic.	2
Delivers a speech that engages with a limited range of information associated with the topic. Makes some comments that do not relate to the topic.	1
Delivers a speech that has irrelevant information associated with the topic. Uses English in speech.	0
Subtotal	4
Language range	
Uses a breadth and sophistication of vocabulary and sentence structure, for example, 第一...; 第二...; 最后...; 虽然...但是...; 因为...所以...; 如果...就...; 不但...而且...; 虽然网络对我们的生活有很多帮助, 但是我觉得..., etc.	4
Uses a good range of vocabulary, language structure and complex sentence.	3
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple structures.	2
Uses set structures and basic vocabulary with repetition and reliance on English sentence structure.	1
Uses simple words and short phrases with limited control and heavily influenced by first language.	0
Subtotal	4
Language accuracy	
Applies rules of grammar, with a high level of accuracy and consistency.	4
Applies rules of grammar, with a satisfactory level of accuracy and reasonable consistency.	3
Applies rules of grammar, with inaccuracies and some inconsistency.	2
Shows basic application of rules of grammar.	1
Shows no application of rules of grammar.	0
Subtotal	4
Speech (flow, pronunciation and intonation)	
Uses pronunciation that is consistently clear and comprehensible with very good tones and intonation. Speaks spontaneously and naturally, uses appropriate body language/gesture.	4
Uses pronunciation that is highly comprehensible. Tone and intonation are mostly correct.	3
Uses acceptable pronunciation, tone and intonation. Some hesitation and/or repetition are evident.	2
Uses unclear and inaccurate pronunciation and tone. Frequent hesitation and pauses occur.	1
Does not apply the rules of pronunciation, tone and intonation.	0
Subtotal	4
Total	16