



Sample assessment task	
Year level	6
Learning area	Languages
Subject	Chinese: Second Language
Title of task	生日邀请信 <i>shēng rìyāo qǐng xìn</i> (Birthday invitation)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to planning future events or activities, through invitations, namely a birthday party.</p> <p>In Part A they also demonstrate their skills in comprehending details in a written birthday invitation and convey this information through responses to questions.</p> <p>In Part B they demonstrate their skills in writing a short note to Wang, either accepting or declining the birthday party invitation.</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 student's skills in comprehending Chinese written text and locating and conveying key information. It also establishes their ability to write in Chinese, using modelled and descriptive and expressive language to give a response to an invitation.
Assessment strategy	Short response – read for information in written text Extended response – write a short note
Evidence to be collected	Completed task sheet Short note
Suggested time	Part A – 30 minutes Part B – 30 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Participate in guided written tasks to plan future events or activities, through invitations</p> <p>Locate and convey key information in a range of written and digital informative texts, related to personal and social worlds using learnt words, phrases and characters</p> <p>Understanding</p> <p>Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p>

	<ul style="list-style-type: none"> • comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京；下个星期去上海 • identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。；我在澳大利亚上学。；我走路上学。 • examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王小明，是我的朋友 (i.e. no subject/pronoun).
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Task preparation	
Prior learning	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> • context-related vocabulary • a variety of texts related to planning an event • the textual conventions of a short note • grammatical structures, including: comparing the use of tenses in English and Chinese; identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object.
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	Task is to be completed by students working individually.
Resources	Task sheet Bilingual dictionary

Instruction for teacher

Prior to administering the task, introduce/revise with students:

- vocabulary and expressions related to:
 - greetings and leave-taking
 - details of an event/a party, including the time, day and date, and location/venue
 - event/party activities
 - food and drink associated with events/parties
 - providing other information, instructions and/or details about the event/party
 - issuing and responding to invitations to an event/party, including accepting and declining invitations, for example, 我想邀请您来参加我的生日会。; 我想请你到我家吃饭。; 谢谢你的邀请, 我明天一定去, 我喜欢生日会; 谢谢你的邀请, 很对不起, 我明天有事。
- grammatical elements in the context of planning events/parties, issuing and responding to invitations:
 - comparing the use of tenses in English and Chinese
 - the verb 'to hope' 希望 and the sentence structure 我希望你能来
 - identifying the use of adverbial phrases
 - extending understanding of sentence structure using subject–time–place–manner–verb–object
- textual conventions of invitations, messages, notes, such as greetings/salutations, time and place, instructions, or additional detail; formal versus information register
- strategies for reading and writing in Chinese, for example, listening for key words, giving, and then asking for information from a partner, using part of the information in the question to formulate your response
- intercultural understandings associated with how Chinese people, and others, celebrate birthdays
- how to use, and the limitations of, bilingual dictionaries and/or online translators.

Activities to scaffold the task

Provide opportunities for students to engage in activities such as:

- responding to spoken and written texts invitations and events/parties; for example, the audio text Birthday party <https://www.breaker.audio/learn-chinese-with-kids-chinesepodcast/e/1068484>
- responding to images associated with invitations and events/parties
- completing grammatical and vocabulary exercises, such as, cloze activities
- translating information from Chinese to English and vice versa
- practising character writing
- providing students with cue cards and asking that they use the information provided on the cards to ask their partner out, or to participate in an activity
- writing short texts about events/parties, for example, a dialogue between two friends where one is inviting the other to their birthday party.

Task

Part A Wang Minghua's birthday invitation

Provide students with Part A of the task.

Students read Wang Minghua's birthday invitation and then answer the questions that follow in English.

Students may look up unfamiliar vocabulary/*Pinyin* in a bilingual dictionary.

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

Part B Replying to Wang Minghua's invitation

Prior to students attempting Part B of the task, teachers should administer, mark, return and discuss Part A.

Provide students with Part B of the task.

Having received the invitation to Wang Minghua's birthday party, students decide to send a short note, of approximately 30 characters/*Pinyin*, in response.

In their reply, students include the following information:

- the date
- a salutation/greeting
- acceptance or decline of the invitation. If they are accepting the invitation, they make a comment to show their interest or a reason why they are accepting. If declining the invitation they give Wang Minghua a reason why they can't make it
- a phrase of leave-taking.

Students are to use characters/*Pinyin* to respond to the invitation.

They are to use correct note format including indentation where appropriate.

Students may look up unfamiliar vocabulary/*Pinyin* in a bilingual dictionary.

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

Instructions to students

shēng rì yāo qǐng
生日邀请 **Birthday invitation**

Part A Wang Minghua's birthday invitation

Read the birthday invitation below and answer the questions that follow in English.

Birthday Invitation
生日会邀请信

shēng rì huì yāo qǐng xìn
生日会邀请信

qīn ài
亲爱的 XX:

wǒ xiǎng qǐng nǐ lái cān jiā wǒ de shēng rì huì
我想请你来参加我的生日会。

rì qī
日期: 十二月十七日, 星期五

shí jiān
时间: 晚上七点

cān tīng
地点: 快乐餐厅 High Road, Parkwood, WA 6147

shí wù
食物: 生日蛋糕、糖果、汽水、长寿面条等

yīn yuè tiào wǔ yóu xì
活动: 听音乐、跳舞、玩游戏等

xī wàng nǐ néng lái! qǐng zài shí èr yuè shí rì yǐ qián gěi wǒ dá fù。
希望你能来! 请在十二月十日以前给我答复。谢谢!

你的同学
王明华

Answer the following questions in English.

Question 1

What is the day and date of Wang’s birthday party? (2 marks)

Question 2

Indicate the correct ending to the following sentence. (1 mark)

The party is ...

- in the morning
- in the afternoon
- in the evening/at night

Question 3

List three things available to eat at the party. (3 marks)

1. _____

2. _____

3. _____

Question 4

Apart from dancing, what else will guests be able to do at Wang’s party? (3 marks)

- _____
- _____

Question 5

By when will you need to reply to Wang’s invitation? (2 marks)

Part B Replying to Wang Minghua's invitation

Having received the invitation to Wang Minghua's birthday party, you decide to send a short note in reply.

In your reply, include the following information:

- the date
- a salutation/greeting
- acceptance or decline of the invitation
- a reason why you are accepting or declining the invitation
- a phrase of leave-taking.

Use characters/*Pinyin* to respond to the invitation.

Aim to write approximately 30 characters/*Pinyin*. Also, use correct format for a note, including indentation where appropriate.

You may look up unfamiliar vocabulary/*Pinyin* in a bilingual dictionary.

You have 30 minutes to complete the task.

亲爱的 _____:

Sample marking key

Part A Wang Minghua's birthday invitation	
Description	Marks
Question 1	
Friday 17 December	2
Friday OR 17 December	1
Subtotal	2
Question 2	
In the evening/at night	1
Subtotal	1
Question 3	
Birthday cake	1
Candy/lollies/sweets	1
Longevity/long life noodles	1
Subtotal	3
Question 4	
Listen to (1) music (1)	1–2
Play games	1
Subtotal	3
Question 5	
Before 10 December	2
10 December	1
Subtotal	2
Part A total	11

Sample marking key	
Part B Replying to Wang Minghua's invitation	
Description	Marks
Content	
Includes all required content in the short note to Wang, including: the date <ul style="list-style-type: none"> • a salutation/greeting • accepting or declining of the invitation • reason/comment for accepting or declining • a phrase of leave-taking. 	5
Incorporates most of the required content.	4
Includes some required content.	2–3
Includes limited required content	1
Subtotal	5
Grammatical elements and accuracy	
Writes complete sentences with mostly accurate use of relevant grammar and sentence structure and/or occasional influence of the syntax of another language.	3
Writes phrases or partial sentences including some correct grammar and sentence with influence of the syntax of another language.	2
Relies predominantly on single words and short phrases, with the clear influence of the syntax of another language.	1
Subtotal	3
Vocabulary	
Uses relevant vocabulary and a range of expressions.	3
Shows adequate command of vocabulary and word choice.	2
Relies on the repetitive use of basic vocabulary.	1
Subtotal	3
Character and spelling	
Writes familiar characters, and uses <i>Pinyin</i> for less-familiar vocabulary, accurately and consistently. Occasionally makes minor errors. Inaccuracies do not affect meaning and/or flow.	3
Uses characters and <i>Pinyin</i> mostly accurately. Inaccuracies sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Inconsistent application, or incorrect choice, of characters and <i>Pinyin</i> makes some parts of the writing unclear.	1
Subtotal	3
Part B total	14
Total	25