



Sample assessment task	
Year level	10
Learning area	Languages
Subject	Chinese: Second Language
Title of task	生活方式 <i>Shēnghuó fāngshì</i> (Life style)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interest in social issues, namely lifestyle.</p> <p>In this task, they also demonstrate their skills in comprehending Chinese by conveying information through responses to a series of questions relating to two spoken texts related to lifestyles.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students’ ability to comprehend and convey information from spoken texts.
Assessment strategy	Short response – listen for information in spoken texts
Evidence to be collected	Completed task sheet
Suggested time	30 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>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>Analyse, synthesise and evaluate ideas and information from a range of perspectives in spoken texts related to contemporary culture and social issues, identifying how context and culture affect how information is presented</p> <p>Collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds, and identify how context and culture affect how information is presented</p> <p>Understanding</p> <p>Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions</p> <p>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"> exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions

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 lifestyle • grammatical structures, including 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 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 lifestyle
- taught context-related vocabulary
- taught grammatical structures, including how to manipulate language to make ideas more objective.

Task

Provide students with the task sheet.

Students listen to two texts and answer the questions in English.

Read each text twice.

1. Dialogue

Task administration script

READ ALOUD

Female:	你最近在忙什么？
Male:	上网聊天。
Female:	上网聊天？和谁？
Male:	我最近刚交了一个中国网友，他也是中学生。
Female:	那你和这个中国网友聊什么呢？
Male:	学校生活和兴趣爱好啊。我发现我们的生活很不同。
Female:	是吗？有什么不同？
Male:	中国学生的学习压力比我们大多了，整天学习，生活很无聊。
Female:	我也听说了。我们学校的中国交换学生告诉我， 在中国他们只有星期日下午可以做自己喜欢的事， 其他时间都在做功课和准备考试。
Male:	太可怕了！我觉得自己好幸运。
Female:	对啊！我可不想一天到晚学习，没有时间打网球，和朋友一起购物。
Male:	我们的生活放松多了，有更多的时间做自己感兴趣的事。

Repeat text a second time. Allow time for students to respond to questions.

2: Monologue

READ ALOUD

最近网上做了一次调查，为了看看中国和澳大利亚的中学生对他们的生活是不是满意。调查显示：中国学生对自己生活很不满意。主要因为学习压力大，和父母的关系紧张，不能自己选择课程。另一方面，澳大利亚学生对自己生活比中国学生满意多了。他们的学习压力没有那么大，可以选择自己喜欢的科目，和父母的关系还不错。总之，澳大利亚学生比中国学生快乐，更喜欢自己的学校生活。

Repeat text a second time. Allow time for students to respond to questions.

Instructions to students

生活方式 (Lifestyle)

Listen to the following texts and answer the questions that follow in English.

1: Dialogue

Question 1

Who was the online friend that the male speaker met recently? (1 mark)

Question 2

What did the male speaker chat about with his online friend? (2 marks)

Question 3

According to the male speaker, what is student life like in China? (3 marks)

Question 4

How did the female speaker know about Chinese students' lives? (1 mark)

Question 5

According to the dialogue, how did the male and female speakers feel at the end? (3 marks)

1. _____

2. _____

3. _____

2: Monologue

Question 6

What was the main purpose of this online survey?

(3 marks)

Question 7

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

(3 marks)

- (a) Chinese students were happy about their life.
- (b) Chinese students were not satisfied with their life.
- (c) The study pressure for Chinese students was bearable.
- (d) Chinese students get along with their parents.
- (e) Chinese students could choose what they liked to study after discussion with their parents.
- (f) The relationship between Chinese students and their parents was not good.
- (g) Chinese students could not make a decision about their subjects.

✓

Question 8

How did Australian students feel about their life?

(4 marks)

Sample marking key

Text 1: Dialogue	
Description	Marks
Question 1	
Chinese (secondary) student	1
Subtotal	1
Question 2	
school life	1
hobbies	1
Subtotal	2
Question 3	
more pressure (than speakers/Australian students)	1
study all day long (a lot)	1
(life is) boring	1
Subtotal	3
Question 4	
Chinese exchange student (at her school)	1
Subtotal	1
Question 5	
Any three of the following:	0–3
lucky	
don't want to study all the time	
life is more relaxing	
have more time to do what they are interested in	
Subtotal	3
Text 2: Monologue	
Question 6	
whether Australian and Chinese students	1
are happy about/satisfied with	1
their lives	1
Subtotal	3
Question 7	
(b) Chinese students were not satisfied with their lives.	1
(f) The relationship between Chinese students and their parents was not good.	1
(g) Chinese students could not make decisions about their subjects.	1
Subtotal	3
Question 8	
more satisfied (than Chinese students)	1
study pressure is not (as) much (as Chinese students)	1
can choose the subjects that they like	1
the relationship with their parents is not bad	1
Subtotal	4
Total	20