



SAMPLE ASSESSMENT TASK

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

做选择 (MAKING CHOICES)

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Chinese: Second Language – Year 10

Title of task	做选择 (Making choices)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to having a part-time job, the benefits of learning a language and making choices.</p> <p>In Part A, they demonstrate their skills in comprehending spoken texts by responding to questions in English.</p> <p>In Part B, they demonstrate their skills in writing by responding to a WeChat comment in Chinese.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend spoken texts and convey information in their written responses. It also establishes their ability to write in Chinese, using rehearsed language.
Assessment strategy	Short response – listen for information in spoken texts Extended writing – write a response to a WeChat comment
Evidence to be collected	Parts A and B – completed task sheets
Suggested time	Part A – 20 minutes Part B – 50 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including having a part-time job, learning a language

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience

Understanding

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

- using different ways to negate depending on degree of formality or emphasis, for example, 我不能……; 不行; 不准
- experimenting with 因为 to justify opinions
- building logical arguments by expressing additional information and providing reasons, for example, using 不但……, 而且……; 除了……以外; 另外……
- introducing contrasting views to others using elements, such as cohesive devices, for example, 虽然……, 但是……
- exploring and applying conjunctions to sequence and connect ideas when constructing texts, for example, 不但……, 而且……; 虽然……, 但是……
- expressing permission or ability to do something using 能
- talking about the future by using 打算
- using the question word 为什么? to ask for a reason
- describing how often an activity is done within a time frame using 次, for example, 我一星期打三次网球。
- experimenting with expression, relating to duration, to add detail/specificity, for example, 我每个星期打三个小时的网球。
- indicating preferences using adjectives, such as 难, 容易, 简单, 有意思, 没有意思, 无聊, 有趣

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
- a variety of texts related to having a part-time job, the benefits of learning a language and making choices
- the textual conventions of advertisements, conversations and online chats
- grammatical items, including:
 - using different ways to negate depending on degree of formality or emphasis
 - experimenting with 因为 to justify opinions
 - building logical arguments by expressing additional information and providing reasons
 - introducing contrasting views to others using elements such as cohesive devices
 - exploring and applying conjunctions to sequence and connect ideas when constructing texts
 - experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English
 - talking about the future by using 打算
 - using the question word 为什么? to ask for a reason
 - describing how often an activity is done within a time frame using 次; for example, 我一星期打三次网球。
 - providing details by using frequency expressions
 - experimenting with expressions relating to duration to add detail/specificity
 - indicating preferences using 又……又 to connect adjectives.

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 sheet
- Bilingual dictionary

Instructions for teacher

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

- taught context-related vocabulary related to having a part-time job, the benefits of learning a language and making choices, using resources such as
 - Quizlet – Having a part-time job
<https://quizlet.com/au/771847548/having-a-part-time-job-flash-cards/>
 - Quizlet – Learning a language
<https://quizlet.com/au/771848302/learning-a-language-flash-cards/>
 - Quizlet – Subject Selection
<https://quizlet.com/au/771848909/subject-selection-flash-cards/>
 - 瑞士日志 - Swiss Vlog – 我为何要学中文，学中文的有效 3 个 Tips – Why and how Did I Study Chinese? My Tips to Learn Chinese Fluently
https://www.youtube.com/watch?v=5y_RMVW6HtM
 - Lekivi Chinese – 【Lekivi】 Learn Chinese! Traveling to Beijing – 北京 běi jīng | 樂中文
<https://www.youtube.com/watch?v=cfpUJd5d02w>
- taught grammatical items including:
 - using different ways to negate depending on degree of formality or emphasis; for example, 我不能……; 不行; 不准
 - experimenting with 因为 to justify opinions
 - building logical arguments, by expressing additional information and providing reasons; for example, using 不但……, 而且……; 除了……以外; 另外…….
 - Introducing contrasting views to others using elements, such as cohesive devices; for example, 虽然……, 但是……
 - exploring and applying conjunctions to sequence and connect ideas when constructing texts; for example, 不但……, 而且……; 虽然……, 但是……
 - expressing permission or ability to do something using 能
 - talking about the future by using 打算
 - using the question word 为什么? to ask for a reason
 - describing how often an activity is done within a time frame using 次; for example, 我一星期打三次网球。
 - experimenting with expression, relating to duration, to add detail/specificity; for example, 我每个星期打三个小时的网球。
 - indicating preferences using adjectives such as 难, 容易, 简单, 有意思, 没有意思, 无聊, 有趣
 - using 又……又 to connect adjectives
- introduced to a variety of texts related to having a part-time job, the benefits of learning a language and making choices, such as
 - 第十一课 我喜欢学汉语 *Chinese Made Easy Textbook 2*, Yamin Ma and Xinying Li
 - 第六课 学汉语 *Chinese Made Easy Textbook 3*, Yamin Ma and Xinying Li
 - 第一课 我的课业 *Ni Hao 3*, Shumang Fredlein and Paul Fredlein
 - 第三课 挣零花钱 *Ni Hao 4*, Shumang Fredlein and Paul Fredlein
 - 第一课 将来的打算 *Ni Hao 5*, Shumang Fredlein and Paul Fredlein
- taught the textual conventions of an advertisement, a conversation and an online chat.

Activities to scaffold the task

Provide sufficient opportunities for students to engage in language practice and writing activities to help them internalise the language, skills and cultural knowledge they need for this task, such as:

- provided with opportunities to practise Chinese character writing using:
 - Learn Chinese with Litao – Learn Chinese Characters_Course Level 1_Lesson 01: The Knowledge & Practice of 8 Characters
<https://www.youtube.com/watch?v=DaDMYpP1iLc>
 - Write Mandarin – Free printable Chinese character writing grids
<https://writemandarin.com/grids/>
 - applications for learning Chinese characters; for example,
 - Chinese Writer by trainchinese
<https://apps.apple.com/au/app/chinese-writer-by-trainchinese/id422248993>
 - Chineasy: Learn Chinese easily
<https://apps.apple.com/au/app/chineasy-learn-chinese-easily/id1318941705>.
- reviewing vocabulary and phrases related to having a part-time job, the benefits of learning a language and making choices, such as
 - words and definitions matching activity
 - Pictionary game
 - creating graphic organisers
 - making sentences using key vocabulary and phrases
 - Word Bingo
 - Roll the Dice game
Upper Elementary Snapshots – 23 Effective Vocabulary Activities
<https://www.upperelementarysnapshots.com/2017/06/23-effective-vocabulary-activities.html>
- reinforcing vocabulary and phrases by accessing a variety of websites, such as Quizlet, Education Perfect, Kahoot!, and Blooket
- participating in activities to review the grammatical items, such as
 - Jigsaw
 - Sentence Stealers
Language Teacher Toolkit: Steve Smith's Blog – Sentence Stealers with a twist
<https://frenchteachernet.blogspot.com/2019/02/sentence-stealers-with-twist.html>
 - Information Gap
 - translation exercises
- discussing the benefits and challenges of learning Chinese, and exploring effective ways to support the learning process
- reinforcing dictionary skills through activities such as
 - dictionary scavenger hunt activity
 - radical identification
 - speed character search activity.

Task

Part A: 打工和学习 (Part-time jobs and study)

Part A includes three texts:

- Text 1 – advertisement
- Text 2 – telephone conversation
- Text 3 – conversation.

Students have 20 minutes to complete Part A.

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

Prior to responding to the questions, advise students to:

- read through the questions
- locate in the text the words provided in the dictionary when necessary
- use the information in the questions to predict the vocabulary and expressions they may hear in Chinese.

Text 1 – Advertisement

Students listen to an advertisement broadcast on a Chinese radio station about a part-time job and respond in English to questions about the text.

Text 2 – Telephone conversation

Students listen to a conversation between Wen Wen and Xiao Ming about Xiao Ming's plan to learn English in Australia, then respond in English to questions about the text.

Text 3 – Conversation

Students listen to a conversation between Da Wei and Ma Li where they discuss their subject selections in Year 11, then respond in English to questions about the text.

Students may make notes in the space provided and use a bilingual dictionary to find the meaning of unfamiliar vocabulary. They have 20 minutes to complete Part A.

Task administration script

Part A 打工和学习 (Part-time jobs and study)

Text 1 – Advertisement

Instructions

You have 20 minutes to complete Part A. Part A has three texts.

Each text will be read twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions in English.

You may make notes in the space provided and use a dictionary.

Respond to the questions in English.

Text 1: listen to the advertisement broadcast on a Chinese radio station about a part-time job.

听众们，大家好：“你好”中国饭馆正在找新的服务员。工作地点在南山区。工作时间一个星期三次，每个星期五到星期天晚上六点到十点。欢迎高中生来打工。工资是每小时十八块。如果你有兴趣，请打电话给老板，王先生：电话号码是 0423578964。

[Allow a 30-second pause between the first and second reading.]

Allow a two-minute pause after the second reading to give students time to complete their answers.]

Translation

Hello, listeners. “Hello” Chinese restaurant is hiring a new waiter/waitress. The location is in Nanshan (South Mountain) District. The working hours are 6 pm to 10 pm every Friday to Sunday, three times a week. The wage is 18 dollars per hour. If you are interested, please call the owner, Mr Wang. The telephone number is 0423578964.

Text 2 – Telephone conversation

Instructions

Text 2: listen to the telephone conversation between Wen Wen and Xiao Ming about Xiao Ming’s plan to learn English in Australia.

雯雯：喂，小明。好久不见！你在做什么？

小明：嗨，雯雯，好久不见。我正在准备行李。我打算一月十九号去澳大利亚住一个月左右学习英语。

雯雯：哇！去那么长时间！但是你的英语很好啊！为什么还要去澳大利亚学习英语？

小明：虽然我的英语不错，但是我说得不好。所以我打算去澳大利亚好好儿练习说英语。

雯雯：你为什么要花那么多时间学习英语？我觉得英语不但很无聊，而且也非常难。我每次考试都考得不好。

小明：我不同意。我觉得英语非常有用。除了旅游以外，以后找工作也有帮助。

雯雯：你说得对。我可能也得好好儿学习英语。

[Allow a 30-second pause between the first and second reading.]

Allow a three-minute pause after the second reading to give students time to complete their answers.]

Translation

Wen Wen: Hello, Xiao Ming. Long time no see! What are you doing?

Xiao Ming: Hi, Wen Wen. Long time no see! I am packing right now. I plan to stay in Australia for about a month to learn English.

Wen Wen: Wow! Such a long time! But your English is very good! Why do you still want to go to Australia to learn English?

Xiao Ming: Although my English is not bad, I don't speak it well. Therefore, I plan to go there to practise speaking English to the best of my ability.

Wen Wen: Why do you want to spend so much time learning English? I feel that English is not only very boring, but also extremely difficult. I did poorly on every assessment.

Xiao Ming: I don't agree. I feel that English is extremely useful. In addition to travel, it is also very helpful for finding a job in the future.

Wen Wen: You are right. I probably should learn English to the best of my ability, too.

Text 3 – Conversation

Instructions

Text 3: listen to the conversation between Da Wei and Ma Li about their subject selections for Year 11.

大伟：玛丽，你十一年级打算继续学汉语吗？我明年要学英语、数学、化学和汉语。

玛丽：我也打算学汉语、英语、数学、化学。另外，我还打算学生物和物理。

大伟：哇，六门科目！你不担心太累吗？

玛丽：我有一点儿担心，因为我每个周末还要打五个小时的工。

大伟：那么，你为什么还想学六门科目。我看你不要学物理和汉语了，因为我听说有点儿难。

玛丽：我爸爸妈妈不准我不学汉语。他们说汉语又重要又有用。

大伟：我觉得你爸爸妈妈说得很对。不用担心，我们可以一起学习汉语。另外，如果你觉得物理太难了，可以找个家教教你。

玛丽：我会好好儿想一想，谢谢你。

[Allow a 45 second pause between the first and second reading.]

Advise students that they have 10 minutes remaining until the end of Part A.]

Translation

Da Wei: Ma Li, do you plan to continue learning Chinese in Year 11? I am learning English, Math, Chemistry and Chinese next year.

Ma Li: I also plan to learn Chinese, English, Math and Chemistry. In addition, I also plan to learn biology and physics.

Da Wei: Wow! Six subjects! Aren't you worried about being too tired?

Ma Li: I am a bit worried because I also have a part-time job for five hours every weekend.

Da Wei: Then, why do you still want to learn six subjects? I don't think you should learn physics and Chinese because I hear they are a bit hard.

Ma Li: My parents won't allow me to stop learning Chinese. They say Chinese is both important and useful.

Da Wei: I think your parents are right. Don't worry. We can learn Chinese together. In addition, if you find physics too hard, you can get a tutor to teach you.

Ma Li: I will think about it. Thank you.

Part B: 来学习中文吧！ (Let's learn Chinese!)

After having completed Part A, and before Part B, use the texts from Part A to revise with/introduce to students:

- vocabulary and expressions associated with exchanging information and expressing hopes/opinions regarding having a part-time job, the benefits of learning a language and making choices
- idiomatic expressions such as 祝你好运!
- structures such as 因为; 虽然……但是……。; 另外, 不但……而且……。 and how to use them in different contexts.

On the day of the assessment

Provide students with the task sheet for Part B.

Students read the WeChat comment and reflect on their experience of learning Chinese. In their response of approximately 100 characters, students are required to:

- share their personal experience of studying Chinese, including
 - their opinion about learning Chinese
 - an indication of how much time they spend learning Chinese
 - two tips about how best to study Chinese
- provide two benefits of speaking more than one language
- use the following sentence structures from the conversation in Part A:
 - 因为
 - 虽然……但是……。
 - 另外
 - 不但……而且……。

Inform students they may use a bilingual dictionary and they have 50 minutes to complete Part B.

Instructions to students

做选择 (Making choices)

Part A: 打工和学习 (Part-time jobs and study)

(19 marks)

Part A includes three spoken texts.

You have 20 minutes to complete Part A. Each text will be read twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions.

You may make notes in the space provided and use a dictionary.

Respond to the questions in English.

Text 1 – Advertisement

Listen to the advertisement broadcast on a Chinese radio station about a part-time job.

Question 1

(1 marks)

What job is being advertised?

Question 2

(4 marks)

Indicate [✓] whether the following statements are true or false according to the information in the advertisement.

Statement	True	False
It is for a job in a Chinese restaurant.		
The job is five times a week.		
High school students cannot apply.		
If interested, call the owner.		

Notes

Text 2 – Telephone conversation

Notes

Listen to the telephone conversation between Wen Wen and Xiao Ming discussing Xiao Ming’s plan to learn English in Australia.

Question 3 (2 marks)

For how long will Xiao Ming be in Australia?

Question 4 (2 marks)

Complete the following sentences.

Xiao Ming’s English is not bad, but he still wishes to go to Australia to

_____ (1 mark) because he cannot

_____ (1 mark).

Question 5 (2 marks)

In which two aspects does Xiao Ming find English useful?

1. _____

2. _____

Text 3 – Conversation

Listen to the conversation between Da Wei and Ma Li about their subject selections for Year 11.

Question 6 (2 marks)

In addition to the four subjects that Da Wei and Ma Li have in common, what other two subjects will Ma Li choose?

Question 7 (3 marks)

What might be the reasons for Ma Li’s worry? Give details.

Question 8

(1 mark)

Notes

Why can't Ma Li drop Chinese in Year 11?

Question 9

(2 marks)

How does Da Wei try to reassure Ma Li to ease her worry?

Part B: 来学习中文吧! (Let's learn Chinese!)

(19 marks)

Read the WeChat comment and respond by writing a comment of approximately 100 Chinese characters in which you reflect on your experience of learning Chinese. In your comment:

- share your personal experience of studying Chinese, including
 - your opinion about learning Chinese
 - an indication of how much time you spend learning Chinese
 - two tips about how best to study Chinese
- provide two benefits of speaking more than one language
- use the following sentence structures from the conversation in Part A:
 - 因为
 - 虽然……但是……。
 - 另外
 - 不但……而且……。

You may use a bilingual dictionary.

You have 50 minutes to complete Part B.

Sample marking key

Part A: 打工和学习 (Part-time jobs and study)

Description	Marks
Question 1	
(Chinese restaurant) server/waiter/waitress	1
Subtotal	/1
Question 2	
It is for a job in a Chinese restaurant.	True
The job is five times a week.	False
High school students cannot apply.	False
If interested, call the owner.	True
Subtotal	/4
Question 3	
around (1) one month (1)	1–2
Subtotal	/2
Question 4	
• practise speaking (Chinese)	1
• speak it well	1
Subtotal	/2
Question 5	
• travelling	1
• finding a job	1
Subtotal	/2
Question 6	
• biology	1
• physics	1
Subtotal	/2
Question 7	
• too tiring	1
• choosing six subjects (including two harder subjects)	1
• part-time job on the weekend (for five hours)	1
Subtotal	/3
Question 8	
Her parents didn't/wouldn't allow her	1
Subtotal	/1

Description	Marks
Question 9	
• (offered to) learn Chinese together	1
• get a tutor for physics	1
Subtotal	/2
Part A total	/19

Part B: 来学习中文吧！ (Let's learn Chinese!)

Description	Marks
Content	
Incorporates all essential content into the WeChat comment, including: <ul style="list-style-type: none"> • sharing their personal experience of studying Chinese <ul style="list-style-type: none"> ▪ their opinion about learning Chinese (1) ▪ an indication of how much time they spend learning Chinese (1) ▪ two tips about how best to learn Chinese (1–2) • providing two benefits of speaking more than one language (1–2). 	1–6
Subtotal	/6
Grammar and accuracy	
Effectively uses a good range of grammar and sentence structures including appropriate use of the sentence structures: 因为; 虽然……但是……。; 另外, 不但……而且……。 Makes minor errors which do not affect meaning or flow.	4
Uses a range of good grammar and sentence structures including satisfactory use of those required from Part A. Makes occasional errors and shows influence of the syntax of another language, which may impact flow.	3
Uses basic grammar and sentence structures. Shows attempts to use those required from Part A. Influence of the syntax of another language is evident and errors occasionally impede meaning.	2
Uses a limited range of grammar. Often relies on single words and some short phrases. Meaning is not always clear.	1
Subtotal	/4
Vocabulary	
Uses relevant vocabulary and a range of expressions.	3
Displays an adequate command of vocabulary and word choice appropriate to the question. Uses occasional <i>Pinyin</i> for difficult or unfamiliar vocabulary.	2
Relies on the repetitive use of basic vocabulary. <i>Pinyin</i> dominates.	1
Subtotal	/3
Character use	
Uses characters accurately and consistently. Occasionally makes minor errors. Inaccuracies do not affect meaning and/or flow of a phrase or sentence.	3
Uses characters mostly accurately. Inaccuracies sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Inconsistent application of characters makes some parts of the writing unclear.	1
Subtotal	/3

Description	Marks
Text type and sequencing	
Uses all the key conventions of a WeChat comment, including a salutation, relevant information and an appropriate register. Sequencing and spacing is evident.	3
Uses some of the conventions of a WeChat comment. Generally uses register appropriate to the purpose of writing. Connections are simple but sometimes unclear.	2
Does not observe the conventions of a WeChat comment. Shows lack of consideration of the audience or the purpose for writing. No evidence of sequencing of ideas.	1
Subtotal	/3
Part B total	/19
Total	/38