



## Sample assessment task

<b>Year level</b>	8
<b>Learning area</b>	Languages
<b>Subject</b>	Chinese: Second Language
<b>Title of task</b>	中西方节日 <i>Zhōng xīfāng jiérì</i> (Festivals)

## Task details

<b>Description of task</b>	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to special occasions, namely Chinese New Year and Christmas. They also demonstrate their skills in comprehending spoken text and conveying it through responses to questions about the texts related to celebrations of Chinese New Year and Christmas.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken texts, accessing, summarising and analysing relevant information and opinions in the texts.
<b>Assessment strategy</b>	Short response – listen for information in spoken texts
<b>Evidence to be collected</b>	Completed task sheet
<b>Suggested time</b>	40 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b> Compare opinions on and attitudes towards different cultures such as 你是哪国人? ; 你喜欢学习汉语吗?</p> <p>Access, summarise and share information and opinions from a range of spoken texts related to personal and social worlds and present them in different formats for the intended audience</p> <p><b>Understanding</b> Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:</p> <ul style="list-style-type: none"> <li>exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, 先... 然后; 一... 就... ; ...了; 就... ; 才; 第一; 然后</li> <li>comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给</li> </ul>
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Content description	
	<ul style="list-style-type: none"> <li>exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但... 而且... ; 虽然... 但是...</li> <li>using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我哪儿有...? ; 我没有办法...; 我不能...; 不行; ... 别, ... 不准.</li> </ul>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>context-related vocabulary</li> <li>a variety of texts related to Chinese festivals and Australian festivals</li> <li>grammatical structures, including: exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, 先……然后; 一……就……; ……了, 就……; 才, 第一, 然后; comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给.</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Chinese/English – English/Chinese dictionary</p>

## Instructions for teacher

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

- taught context-related vocabulary
- exposed to a variety of texts related to Chinese festivals and Australian festivals
- taught grammatical structures, including: exploring the use of diverse time expressions and ways to sequence events in time and applying in own language use, for example, ... 先... 然后; 一... 就... ; ... 了, 就... ; 才, 第一, 然后; comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给.

## Task

Provide students with the task sheet.

Students listen to three texts about Chinese New Year and Christmas celebrations.

They answer the questions that follow in English.

Advise students that they may look up unfamiliar vocabulary in a dictionary.

## Text 1

### Task administration script

READ ALOUD

#### Text 1

David: 你好, 玛丽, 你今天穿红夹克, 红牛仔裤和红鞋, 真漂亮!

Mary: 谢谢, 大卫, 你知道为什么吗? ?

David: 过节吧?

Mary: 真聪明, 你怎么知道?

David: 因为圣诞老人穿红色衣服。不过现在不是圣诞节。

Mary: 今天是中国春节, 中国人过春节喜欢穿红衣服。

Read the text a second time.

Leave a pause for students to write their responses.

## Text 2

### Task administration script

READ ALOUD

#### Text 2

中国人过春节的时候有很多活动，他们舞龙，舞狮，吃饺子和吃年糕。小孩最喜欢过春节，因为大人给小孩红包，红包里有钱。大家说“新年快乐！”，“恭喜发财！”

圣诞节是西方的节日，每家都有圣诞树，全家人吃火鸡，火腿和圣诞蛋糕。小孩子最喜欢圣诞节，因为圣诞老人会给他们礼物。大家说“圣诞快乐！”

Read the text a second time.

Leave a pause for students to write their responses.

## Text 3

### Task administration script

READ ALOUD

#### Text 3

男： 妈妈， 春节快乐！

女： 春节快乐！ 这是我和你爸爸给你的春节礼物和红包。

男： 谢谢爸爸， 妈妈！

女： 喜不喜欢你的礼物吗？

男： 哇！ 是澳式足球！ 真棒！ 谢谢爸爸妈妈！ 这是我给你们的礼物！

女： 谢谢！ 是一本烹饪书。 太好了！

Read the text a second time.

Leave a pause for students to write their responses.

**Instructions to students**

**中西方节日 Festivals**

Listen to the three texts about Chinese festivals.

You will hear each text twice. After the second reading of each text there will be a pause for you to answer the questions that relate to that text in English.

You can use a Chinese/English dictionary to look up vocabulary.

**Text 1**

**Question 1**

Describe the items of clothing Mary is wearing today? (3 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Question 2**

What does David assume about Mary's outfit? (1 mark)

\_\_\_\_\_

**Question 3**

Why is Mary dressed this way today? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

**Text 2**

Complete the table with information about the **two** festivals described in this text.

Questions	Festival 1	Festival 2
<b>Question 4</b> (2 marks) Which <b>two</b> festivals are mentioned in the text?	<hr/>	<hr/>
<b>Question 5</b> (5 marks) What foods do people have in these festivals?	<hr/> <hr/>	<hr/> <hr/>
<b>Question 6</b> (3 marks) Children like these festivals because:	<b>They receive</b> <hr/> <hr/>	<b>They receive</b> <hr/> <hr/>

**Text 3**

**Question 7**

Indicate (✓) if the following statement is True or False. (1 mark)

True	False
<input type="checkbox"/>	<input type="checkbox"/>

This conversation is taking place on Chinese New Year.

**Question 8**

What did the male speaker receive? (2 marks)

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**Question 9**

What did the female speaker receive? (2 marks)

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## Sample marking key

Description	Marks
<b>Text 1</b>	
Question 1	
One mark for each, for a total of 3 <ul style="list-style-type: none"> <li>• a red jacket</li> <li>• red jeans</li> <li>• red shoes</li> <li>• red coloured clothing</li> </ul>	1-3
<b>Subtotal</b>	<b>3</b>
Question 2	
he thinks it is on account of a celebration (or Christmas)	1
<b>Subtotal</b>	<b>1</b>
Question 3	
to celebrate Chinese New Year	1
Chinese people like to wear red clothes	1
<b>Subtotal</b>	<b>2</b>
<b>Text 2</b>	
Question 4	
Festival 1: Chinese New Year	1
Festival 2: Christmas	1
<b>Subtotal</b>	<b>2</b>
Question 5	
Festival 1: One mark for each to a total of 2 <ul style="list-style-type: none"> <li>• dumpling</li> <li>• sticky rice cake</li> </ul>	1-2
Festival 2: One mark for each to a total of 3 <ul style="list-style-type: none"> <li>• turkey</li> <li>• ham</li> <li>• Christmas cake</li> </ul>	1-3
<b>Subtotal</b>	<b>5</b>
Question 6	
Festival 1: <ul style="list-style-type: none"> <li>• a red envelope</li> </ul>	1
Festival 1: One mark for each to a total of 2 <ul style="list-style-type: none"> <li>• a gift</li> <li>• from Father Christmas/Santa</li> </ul>	1-2
<b>Subtotal</b>	<b>3</b>
<b>Text 3</b>	
Question 7	
Chinese New Year	1
<b>Subtotal</b>	<b>1</b>

Description	Marks
Question 8	
he got football	1
and a red envelope	1
<b>Subtotal</b>	<b>2</b>
Question 9	
She got a cook	1
book	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>22</b>