



Sample assessment task

Year level	7
Learning area	Languages
Subject	Chinese: Second Language
Title of task	新学校 <i>Xīn xuéxiào</i> (New school)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school experiences.</p> <p>In Part A students also demonstrate their skills in comprehending information in written text related to school experiences.</p> <p>In Part B they demonstrate their writing and speaking skills, first writing a speech for incoming Year 6 students and then presenting the speech to their class.</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 students' ability to comprehend Chinese written text and classify and organise key points of information. It also establishes their ability to write and speak in Chinese, using modelled descriptive and expressive language to give opinions, share thoughts and feelings on their school experiences.
Assessment strategy	<p>Short response – read for information in written text</p> <p>Extended response – write the script of a speech</p> <p>Oral performance – present a written speech</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Script of the speech</p> <p>Audio visual recording of the speech</p>
Suggested time	<p>Part A – 25 minutes</p> <p>Part B – 40 minutes for script writing and rehearsing and 2 minutes to present the speech</p>

Content description

Content from the Western Australian Curriculum	<p>Communication</p> <p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions</p> <p>Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences</p> <p>Understanding</p> <p>Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, '<i>qin</i>' versus '<i>qing</i>' and '<i>chi</i>' versus '<i>ci</i>'</p>
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Content description	
	<p>Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> • how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information • using alternative language to clarify intended meaning, for example, saying 我不胖不瘦; when they don't know the phrase 中等身材 • comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past; and 正在 to indicate action in progress <p>Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to school experiences • context-related vocabulary • grammatical structures, including: features of grammar to organise and sequence ideas in simple spoken and written texts • the textual conventions of a speech.
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> <p>Recording device</p>

Instructions for teacher

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

- exposed to a variety of texts related to school experiences
- taught context-related vocabulary
- exposed to grammatical structures, including:
 - features of grammar to organise and sequence ideas in simple spoken and written texts
- taught the textual conventions of a speech, and provided with opportunities to practise them.

Task

Part A: First week at high school

Provide students with Part A of the task.

Students read the text about a student's first week at a new school and indicate whether a series of statements are either true or false according to the text.

Students may look up unfamiliar vocabulary in a dictionary.

Advise students that they have 25 minutes to complete the task.

Part B: Speech

Provide students with Part B of the task.

The students in Year 7 have been asked to provide information about high school life to visiting Year 6 students from the nearby primary schools.

Students write and present the script of a speech telling the Year 6 students about their daily life at high school.

In their speech students include:

- what it was like for them on their first day
- the subjects they study
- the activities available for Year 7 students
- their favourite teachers and how they made their transition to high school easier
- what they should expect at high school.

Students should aim to write approximately 50–70 characters in Chinese.

They may look up any unfamiliar vocabulary in a dictionary.

They have approximately 40 minutes to complete the task.

Once students have completed the speech they are required to present it to the class. They should be prepared to speak for 2 minutes.

Record the performances to support student learning.

Instructions to students

新学校 New school

Part A: My first week at high school

Read the following text and respond to the question that follows in English.

星期一

第一天到中学上课，我非常高兴，因为我见到许多六年级的同学，还交了一些新朋友。

星期二

我的汉语老师姓张，我们叫他张老师。我们都喜欢他的汉语课，因为汉语课很好玩。

星期三

今天下午有数学课，我们都不喜欢数学课，因为老师不许我们上课说话，也不许我们用电脑。

星期四

今天我们上电脑课的时候，我们可以玩电脑游戏，没有作业做。我非常喜欢星期四。

星期五

今天上体育课的时候，我们班的同学在操场上踢足球。我们女生赢了，所以我今天特别高兴。

Question 1

Indicate with a tick [✓] whether the following statements are either **true** or **false**.

(8 marks)

- a) The writer was very happy on the first day of school because she met lot of old school friends and she made some new friends.
- b) The writer's Chinese surname is not 'Zhang'.
- c) According to the text, Chinese class is not interesting.
- d) The Mathematics teacher does not allow students to talk in class, but she allows them to use computers.
- e) The writer likes most days of the week except Wednesday.
- f) The writer is not very happy that they cannot play games during computer class.
- g) The writer likes Thursday because there is no homework.
- h) The girl's team won the basketball match.

	True	False
a)	<input type="checkbox"/>	<input type="checkbox"/>
b)	<input type="checkbox"/>	<input type="checkbox"/>
c)	<input type="checkbox"/>	<input type="checkbox"/>
d)	<input type="checkbox"/>	<input type="checkbox"/>
e)	<input type="checkbox"/>	<input type="checkbox"/>
f)	<input type="checkbox"/>	<input type="checkbox"/>
g)	<input type="checkbox"/>	<input type="checkbox"/>
h)	<input type="checkbox"/>	<input type="checkbox"/>

Part B: Speech

The students in Year 7 have been asked to provide information about high school life to visiting Year 6 students from the nearby primary schools.

Your teacher of Chinese has asked you to write and present the script of a speech telling students about your daily life at high school.

In your speech include:

- what it was like for you on your first day
- the subjects you study
- the activities available for Year 7 students
- your favourite teachers and how they made your transition to high school easier
- what to expect at high school.

Aim to write approximately 50–70 characters in Chinese.

Look up any unfamiliar vocabulary in a dictionary.

You have approximately 40 minutes to complete the task.

Once you have written your speech, your teacher will ask you to present your speech to the class. Be prepared to speak for approximately 2 minutes.

Sample marking key

Part A: My first week at high school

Description	Marks
Question 1	
a) True	1
b) False	1
c) False	1
d) False	1
e) True	1
f) False	1
g) True	1
h) False	1
Subtotal	8
Part A total	8

Part B: Speech

Description	Marks
Content	
Writes and confidently presents a simple text to engage listeners. Uses modelled expressive and descriptive language to talk about: what it was like for them on their first day, the subjects they study, the activities available for Year 7 students, their favourite teachers and how they made their transition to high school easier and what they should expect at high school.	3
Writes and presents a simple text to engage listeners. Attempts are made to give supporting detail and using modelled descriptive and expressive language.	2
Significant support is required to write and present information about school experiences.	1
Subtotal	3
Grammar and vocabulary	
Uses a good range of vocabulary, grammar and sentence structures.	3
Uses satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures.	2
Uses set structures and basic vocabulary with repetition and reliance on non-Chinese sentence structures and vocabulary.	1
Subtotal	3
Character and spelling	
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 and <i>Pinyin</i> most accurately. Inaccuracies sometimes affect the meaning and/or the flow of a phrase or sentence.	2
Inconsistent application of characters and <i>Pinyin</i> makes some parts of the writing unclear.	1
Subtotal	3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3

Interaction and fluency	
Speaks confidently and speech flows well.	3
Speaks with some confidence though hesitant at times. Requires some support from the other speaker.	2
Hesitates and pauses frequently. Requires considerable support from the other speaker.	1
Subtotal	3
Part B total	14
Total	22