



## **SAMPLE ASSESSMENT TASK**

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**CHINESE: SECOND LANGUAGE**  
**YEAR 9 (YEARS 7–10 SEQUENCE)**

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**我们来谈谈假期 (LET'S TALK ABOUT THE HOLIDAYS)**

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## Sample assessment task

### Chinese: Second Language – Year 9

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<b>Title of task</b>	我们来谈谈假期 (Let's talk about the holidays)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events of significance in the lives of young people such as holidays, special events and travel.</p> <p>In Part A, students demonstrate their skills in comprehending texts spoken and written in Chinese by responding to a series of questions in English.</p> <p>In Part B, students demonstrate their skills in speaking in Chinese by participating in a conversation with the teacher about a past holiday.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend and convey information from spoken and written texts. It also establishes their ability to interact in spoken Chinese to exchange information about travelling and holiday activities.
<b>Assessment strategy</b>	<p>Short response – listen for information in spoken texts and read for information in a written text</p> <p>Oral performance – participate in a conversation</p>
<b>Evidence to be collected</b>	<p>Part A – completed task sheet</p> <p>Part B – photo collage, questions and recording of the conversation</p>
<b>Suggested time</b>	<p>Part A – 35 minutes</p> <p>Part B – two lessons for preparation and a 3–4 minute conversation</p>

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Convey information, ideas and opinions 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

Recognise and apply differences in sounds and tones heard in spoken language, including the range of vowel and consonant combinations

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

- comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress
- exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先……; 然后……; 一……就……; 第一; 然后
- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 给
- applying processes of discourse development by joining, contrasting and sequencing 但是, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns
- using 过 to express experience
- beginning to use the question phrase 怎么样? to ask an opinion
- using words for approximation, 多, 左右
- experimenting with intensifiers, such as 挺 and 太, to add meaning, for example, 去日本旅行太贵了。;我觉得挺好的。

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

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### Prior learning

Prior to administering the task, the students will need to have prior knowledge of and exposure to:

- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travelling
- context-related vocabulary
- grammatical items, including the past tense; verb negation and the negative past; the 正在 to indicate action in progress; the past participle 过 to express experience; time expressions and ways to sequence events; and connectives and conjunctions
- the conventions of a dialogue and specifically conversation, allowing opportunity to present information and elaborate with examples.

### 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

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### Assessment conditions

Part A is to be completed by students working individually.

Part B is to be completed by students working first individually and then with the teacher.

### Resources

- Task sheet
- Photo collage and questions planning sheet
- Chinese wordlist
- Bilingual dictionary

## Instructions for teacher

Before administering the task, students will need to be:

- introduced to context-related vocabulary and elements of grammar related to expressing likes/dislikes, and providing information about, and describing, weather, activities, food and places, using resources, such as
  - Quizlet – Chinese food!  
<https://quizlet.com/73412648/chinese-food-flash-cards/>
  - Quizlet – weather in Chinese  
<https://quizlet.com/au/719624932/weather-in-chinese-flash-cards/>
  - Quizlet – Holiday  
<https://quizlet.com/au/771737401/holiday-flash-cards/>
  - Quizlet – Means of transport in Chinese  
<https://quizlet.com/au/771739792/means-of-transport-in-chinese-flash-cards/>
  - Quizlet – Travel Chinese  
<https://quizlet.com/au/771741044/travel-chinese-flash-cards/>
- provided with a variety of texts relating to events of significance in the lives of young people, including holidays, special events and celebrations, travelling and making arrangements, through resources, such as
  - 第二课 我秋天去北京 Chinese Made Easy textbook 2 by Yamin Ma and Xinying Li
  - 第十一课 度假 & 第十二课 我的暑假 Chinese Made Easy textbook 3 by Yamin Ma and Xinying Li
  - 第四课 旅游 Chinese Made Easy textbook 4 by Yamin Ma and Xinying Li
  - Everyday Chinese – Talk about the weather in Chinese – Day 36: 今天天气怎么样? | Learn Chinese for Beginners  
<https://www.youtube.com/watch?v=Nfr3jy9RHQM>
  - Everyday Chinese – 100 Food & Drinks You Must Know in Chinese | Food and Drinks Vocabulary  
<https://www.youtube.com/watch?v=6JURK5kUZIA>
  - Chinese with Mandarin HQ – Talking About a Travel Experience in Chinese | Learn Chinese | Intermediate Mandarin with Pinyin  
<https://www.youtube.com/watch?v=hvptjdMvnXy>
  - online travel agency promotions
    - Tourism Western Australia (Chinese)  
<https://www.westernaustralia.com/cn/home>
    - TakeTours.cn  
<https://www.taketours.cn>
  - Chinese Extensive Listening – GC L22: Weather (Part 1)  
<https://hanyufanting.com/2017/04/28/growing-up-with-chinese-lesson-22/>
  - Chinese Extensive Listening – GC L23: Weather (Part 2)  
<https://hanyufanting.com/2017/04/28/growing-up-with-chinese-lesson-23/>
  - Chinese Extensive Listening – GC L88: Sight-Seeing Suggestions  
<https://hanyufanting.com/2017/05/21/growing-up-with-chinese-lesson-88/>
- taught the textual conventions of a dialogue, and more specifically a conversation, with opportunities to practise them.

### Activities to scaffold the task

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

- a holiday picture cards activity
  - allocate students four pictures (from teacher-developed holiday picture cards depicting activities, places, tourist sites, food, weather and accommodations) and a list of questions for them to practise answering, such as
    - 你去了什么地方？/你们去了哪里？
    - 你什么时候去的？
    - 你和谁去的？
    - 那里的天气怎么样？
    - 你吃了什么？看到了什么？做了什么？
    - 你最喜欢什么？
  - allow students 20 minutes, using their notes, to prepare information/a description using the pictures as a guide (students should aim to provide at least two minutes of information/description about their set of pictures)
  - students present their information/description and pictures to the class
- as alternatives to the activity described above
  - pairs of students can engage in a conversation about a recent holiday experience using the picture cards and information they have prepared to support them
  - the teacher randomly asks members of the class questions in Chinese related to holiday experiences. Students answer using the information and pictures they have prepared.

## Task

### Part A: 我们的假期 (Our holiday)

**Part A (i)** Students listen to:

- a voicemail from Mei Mei to Xiao Ming about her time in China
- a conversation between Anna and Dong Dong about Dong Dong's travel plans in Chinese.

Students respond to a series of questions in English based on these two texts.

Each text will be read twice. There will be a short pause between the first and second readings and time after the second reading to give students time to answer the questions.

Students have 15 minutes to complete Part A (i) and may use a bilingual dictionary.

**Part A (ii)** Students read Mei Li's account of her recent holiday.

Prior to responding to the questions, advise students to:

- read through the questions
- use the information in the questions to predict the vocabulary and expressions they may hear/read in Chinese
- look up any unfamiliar words in the written text in the dictionary.

Students have 20 minutes to complete Part A (ii) and may use a bilingual dictionary.

### Part A (i)

#### Text 1: Voicemail

#### Task administration script

Listen to the voicemail from Mei Mei to Xiao Ming talking about her time in China. The voicemail will be read twice. There will be a short pause between the first and second readings.

You may make notes in the space provided and use a bilingual dictionary to look up any unfamiliar words.

小明你好。我是美美。你暑假过得怎么样？我现在在中国，我在爷爷奶奶家。这里的天气很好，一点儿都不热。澳大利亚很热吗？昨天，我跟妈妈去中国饭馆吃饭，我们吃了饺子、炒饭、和古老肉。我最喜欢饺子。你呢？你做了什么？我晚上再打电话给你

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

Allow 2 minutes after the second reading for students to complete their answers.]

#### Translation

Hello, Xiao Ming. This is Mei Mei. How is your summer holiday? I am now in China. I am staying with my paternal grandparents. The weather is very good here, not hot at all. Is it hot in Australia? Yesterday I went to eat in a Chinese restaurant with my mother. We had dumplings, fried rice and sweet and sour pork. I love dumplings the most. What about you? What did you do? I will call you tonight.



## Text 2: Conversation

### Task administration script

Listen to the conversation between Anna and Dong Dong about Dong Dong's travel plans. The conversation will be read twice. There will be a short pause between the first and second readings.

You may make notes in the space provided and use a bilingual dictionary to look up any unfamiliar words.

安娜：你春假要去哪里玩儿？

东东：我要和我爸爸妈妈一起去新西兰旅游。

安娜：哇，真好！你们什么时候出发？

东东：四月二十三日，星期天早上九点，我们坐飞机去新西兰要六个多小时。

安娜：你们会去什么地方？

东东：我们爸爸妈妈会开车带我们去动物园玩儿，我们也会去海边游泳。

安娜：是啊，听起来非常好玩。要买纪念品哦。

东东：好的。

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

Allow 3 minutes after the second reading for students to complete their answers.]

### Translation

Anna: Where are you going this spring holiday?

Dong Dong: I am travelling to New Zealand with my dad and mum.

Anna: Wow. Great! When are you leaving?

Dong Dong: 9 am Sunday, 23<sup>rd</sup> of April. It takes more than six hours to fly to New Zealand.

Anna: What places will you go to?

Dong Dong: My mum and dad will drive us to the zoo to have fun. We will also go swimming at the beach.

Anna: Yes, it sounds like a lot of fun. Don't forget to buy souvenirs!

Dong Dong: I don't know if we will have time to buy souvenirs.

### Translation for Part A (ii) Account

#### I love Australia

Last month, I went on a holiday in Australia with my mum and dad. I liked the third day very much. We woke up at around 7 am, and then we had breakfast: Vegemite on bread. I had never had Vegemite in China. It tasted weird. I didn't like it at all.

After breakfast, we went to the zoo. At the zoo, I saw Australia's koalas. I liked them as soon as I saw them because they were extremely cute! In the afternoon, we went to a chocolate factory. The chocolate there was quite delicious. I can still remember it now! Mum bought us a lot of chocolate. The best part was we had dinner at the beach that night. We saw the beautiful sunset. This was really a wonderful day.

## Part B: 我最喜欢的假期 (My favourite holiday)

### In the lessons leading up to Part B

Two lessons prior to the assessment, provide students with the photo collage and question planning sheet. The planning sheet is to assist students to share information about a real or imaginary holiday experience during the conversation. Students must:

- select five or six pictures/photographs to support their conversation. The pictures they choose do not need to be from a real holiday. They may choose to invent a holiday and use pictures from magazines or other sources
- have time in class to prepare notes and responses to the questions on the planning sheet about the pictures they have chosen. They can refer to a bilingual dictionary, Chinese wordlist, and any other classroom resources to prepare their notes
- use adhesive notes to write their responses. These have to be removed for the assessment
- work with classmates to obtain feedback on their descriptions/responses prior to the formal assessment.

Inform students that the conversation will take 3–4 minutes and be recorded.

### On the day of the assessment

Students have a conversation with their teacher about a past holiday experience. The conversation will be recorded.

Students use the photo collage and question planning sheet (**without** their notes/responses) to support them during the assessment.

During the conversation the teacher asks students questions to elicit the following information:

- where they went
- with whom
- two descriptions of what they did and/or saw
- what they enjoyed the most
- an additional description about one of the following:
  - weather
  - food.

The questions that may be asked are:

- 你去了什么地方? /你们去了哪里?
- 你什么时候去的?
- 你和谁去的?
- 那里的天气怎么样?
- 你吃了什么? 看到了什么? 做了什么?
- 你最喜欢什么?

These questions are a guide to what may be asked during the conversation. Depending on the responses and the pictures to which the student refers, variations of these questions may be asked.

## Instructions to students

我们来谈谈假期 (Let's talk about the holidays)

### Part A: 我们的假期 (Our holiday)

(26 marks)

#### Part A (i)

Listen to two texts:

- Text 1 – a voicemail in Chinese from Mei Mei to Xiao Ming about her time in China
- Text 2 – a conversation in Chinese between Anna and Dong Dong about Dong Dong's travel plans.

Each text will be read twice. There will be a short pause between the first and second readings and time after the second reading to give students time to answer the questions.

You have 15 minutes to complete Part A (i) and you may use a bilingual dictionary.

Once Part A (i) is completed, you can move on to Part A (ii).

Respond to Questions 1 to 5 in English.

#### Text 1: Voicemail

##### Question 1

(2 marks)

What is the purpose of Mei Mei's call?

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##### Question 2

(4 marks)

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

Statement	True	False
Mei Mei is in China.		
Mei Mei enjoys the weather in China.		
Mei Mei's favourite food is fried rice.		
Mei Mei wants Xiao Ming to call her back.		

**Text 2: Conversation**

**Question 3**

**(4 marks)**

Complete the following sentence which describes Dong Dong's flight.

Dong Dong's flight will depart at \_\_\_\_\_

(2 marks)

on 23 April and it takes \_\_\_\_\_

(2 marks)

to fly to New Zealand.

**Question 4**

**(2 marks)**

What two places is Dong Dong is most likely to go to in New Zealand?

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

**Question 5**

**(2 marks)**

a) How does Anna feel about Dong Dong's trip?

\_\_\_\_\_

b) What does Anna want Dong Dong to buy?

\_\_\_\_\_

## Part A (ii) Account

Read the following account of Mei Li's experience in Australia and respond to Questions 6, 7 and 8 in English.

You have 20 minutes to complete Part A (ii) and you may use a bilingual dictionary.

<p style="text-align: center;"><b>我爱澳大利亚</b></p> <p>上个月，我和爸妈去了澳大利亚度假。我非常喜欢第三天。</p> <p>我们早上七点左右起床，然后吃了早饭：Vegemite 的面包。在中国，我没有吃过 Vegemite, 我觉得吃起来很奇怪，我一点都不喜欢。</p> <p>吃完早饭，我们去了动物园。在动物园，我看到了澳大利亚的考拉。我一看到考拉就喜欢上了它们，因为它们非常可爱。下午我们去了巧克力工厂。那里的巧克力挺好吃的，我到现在还记得！妈妈给我们买了很多巧克力。</p> <p>最好的是那天晚上我们在海边吃晚饭，看了漂亮的日落。这真的是美好的一天！</p>
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### Glossary

考拉 kǎo lā: koala

工厂 gōng chǎng: factory

日落 rì luò: sunset

### Question 6

(5 marks)

Complete the table below with the information from the text.

Things Mei Li experienced	Mei Li's reaction	Reasons for the reaction
Vegemite on bread	doesn't like it at all	1.
koalas	2.	3.
4.	still remembers it now	5.

### Question 7

(4 marks)

Based on the sequence of the text, complete the table below.

Time/when	Activities
1.	got up
then	2.
after breakfast	3.
4.	went to a chocolate factory

**Question 8**

**(3 marks)**

Describe the experience that Mei Li says was the best part of her third day.

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## **Part B: 我最喜欢的假期 (My favourite holiday)**

**(19 marks)**

You will participate in a conversation about a holiday experience with your teacher. The holiday you talk about can be real or imaginary.

The conversation will take 3–4 minutes and will be recorded.

### **In the lessons leading up to the assessment, you are to:**

- use the photo collage and question planning sheet on the next page to prepare for the conversation
- select five or six pictures/photographs to support your conversation. The pictures you choose do not need to be from a real holiday. You can invent a holiday experience and use pictures from magazines or other sources
- use the time provided in class to prepare notes (descriptions of the holiday experience and responses to the questions) on the planning sheet about the pictures you have chosen
- use adhesive notes to write your notes/responses. The adhesive notes must be removed for the assessment
- refer to a bilingual dictionary, Chinese wordlist, and any other classroom resources to help you prepare your notes
- include as much detail as possible in your descriptions/responses. Try to vary the vocabulary you use
- work with a classmate to obtain feedback on the description of your holiday experience/responses to the questions and your pronunciation and fluency
- practise asking each other the questions on the planning sheet, asking for the question to be repeated and expressing that you don't understand
- remember that during the assessment your teacher may ask the questions in a different order, vary how the questions are asked or include slightly different questions. The questions will relate to the information you provide.

### **On the day of the assessment**

Have your photo collage and questions planning sheet (with adhesive notes removed) with you.

Your teacher will ask you questions to elicit the following information:

- where you went
- with whom
- two descriptions of what you did and/or saw
- what you enjoyed the most
- an additional description about one of the following
  - weather
  - food.

You will be assessed on:

- your understanding of the questions or comments made by the teacher
- the information and detail included in your descriptions/responses
- the range and accuracy of the vocabulary and structures you included
- your pronunciation and fluency.

## 我最喜欢的假期 My favourite holiday

你去了什么地方？ / 你们去了哪里？  
Where have you been?/Where did you go?



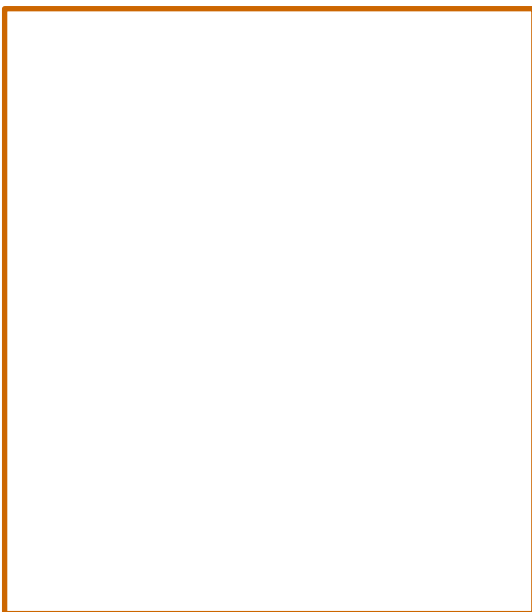
你什么时候去的？ When did you go?  
那里的天气怎么样？ What was the weather like there?



看到了什么？ What did you see?  
做了什么？ What did you do?



你和谁去的？ Who did you go with?  
你吃了什么？ What did you eat?



你最喜欢什么？ What did you like the most?



Heart icon from Microsoft Word 2021



## Sample marking key

### Part A: 我们的假期 (Our holiday)

Description	Marks
<b>Part A (i) Voicemail</b>	
<b>Question 1</b>	
<ul style="list-style-type: none"> <li>To ask Xiao Ming how his summer holiday has been</li> <li>To share her experience in China with Xiao Ming</li> </ul>	1–2
<b>Subtotal</b>	<b>/2</b>
<b>Question 2</b>	
Mei Mei is in China. True  Mei Mei enjoys the weather in China. True  Mei Mei's favourite food is fried rice. False  Mei Mei wants Xiao Ming to call her back. False	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Question 3</b>	
<ul style="list-style-type: none"> <li>9 am/9 o'clock in the morning</li> <li>on Sunday</li> </ul>	1–2
<ul style="list-style-type: none"> <li>more than</li> <li>six hours</li> </ul>	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Question 4</b>	
<ul style="list-style-type: none"> <li>the zoo</li> <li>the beach(es)</li> </ul>	1–2
<b>Subtotal</b>	<b>/2</b>
<b>Question 5</b>	
a) it sounds good/ like fun b) souvenirs	1–2
<b>Subtotal</b>	<b>/2</b>

Description	Marks
<b>Part A (ii) Account</b>	
<b>Question 6</b>	
1. found/felt that it tasted weird/funny 2. liked them as soon as she saw them 3. extremely cute 4. chocolate 5. quite delicious/yummy	1–5
<b>Subtotal</b>	<b>/5</b>
<b>Question 7</b>	
1. about 7 am 2. had breakfast 3. went to the zoo 4. in the afternoon	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Question 8</b>	
<ul style="list-style-type: none"> <li>ate dinner</li> <li>at the beach</li> <li>watching the beautiful sunset</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>
<b>Part A Total</b>	<b>/26</b>

## Part B: 我最喜欢的假期 (My favourite holiday)

Description	Marks
<b>Content</b>	
Responds to all questions with relevant information associated with the question. The answers are complete and include details and full sentences.	5
Responds to all questions with relevant information associated with the question. The answers are complete and include mostly full sentences.	4
Responds to most of the questions with information associated with the question. The answers are complete and include some full sentences.	3
Responds to few questions with little information associated with the question. The answers are short and include some full sentences.	2
Communicates little relevant information.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammatical elements and accuracy</b>	
Uses a very good range of simple and compound sentences, and grammatical elements, including the sequence of events in time (such as referring to experiences in the past), mostly accurately and appropriately. Minor errors.	4
Uses a good range of simple and compound sentences, and grammatical elements, including the sequence of events in time (such as referring to experiences in the past), mostly accurately and appropriately. Errors may be evident when using more complex structures, but do not impede meaning.	3
Uses a satisfactory range of grammatical elements and mostly simple sentences. Applies rules of grammar with a satisfactory level of accuracy. Errors occasionally impede meaning.	2
Uses a limited range of language and simple sentences and often relies on single-word responses. Occasional short phrases are offered, but meaning is not always clear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses a very good range of vocabulary.	4
Uses a good range of vocabulary.	3
Uses a satisfactory range of vocabulary.	2
Uses a limited range of vocabulary.	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Uses satisfactory pronunciation and intonation.	2
Use of inaccurate pronunciation impedes comprehension at times.	1
<b>Subtotal</b>	<b>/3</b>
<b>Interaction and fluency</b>	
Comprehends most or all questions, with little need for repetition. Readily offers responses and speech flows well. Self-correction may occur.	3
Comprehends most or all questions, may require some repetition or support from the other speaker. Speaks with some confidence though at times is hesitant. Attempts at self-correction are made.	2
Comprehends questions with support from the other speaker. Hesitates and pauses frequently.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B Total</b>	<b>/19</b>
<b>Total</b>	<b>/45</b>