



Sample assessment task	
Year level	7
Learning area	Languages
Subject	Chinese: Second Language
Title of task	中学生活 <i>Zhōngxué shēnghuó</i> (School life)
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 they also demonstrate their skills in comprehending and conveying information in a diary entry related to the narrator’s first day at school.</p> <p>In Part B they demonstrate their skills in writing a blog posting to exchange information about their first day at high school.</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 information on their ability to write in Chinese, using modelled descriptive and expressive language to give opinions, share thoughts and feelings on their school experiences.
Assessment strategy	Short response – read for information in a written text Extended response – write a blog posting
Evidence to be collected	Completed task sheet Blog posting
Suggested time	Part A – 30 minutes Part B – 40 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events and exchange information</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>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

Content description	
	<ul style="list-style-type: none"> using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是... ; 我不能... ; 不行; ...别 <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 blog posting.
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 tasks, the students will need to be:

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

Task

Part A: First day at high school

Provide students with Part A of the task.

Students read the diary entry about a student's experience of life in a high school for the first time.

They then answer in English the questions that follow.

They may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have 30 minutes to complete the task.

Part B: First day at high school – blog posting

Provide students with Part B of the task.

Students write a blog posting conveying their first day experiences at high school.

In their blog posting they describe:

- how they felt walking into school on the first day
- what subjects and/or activities they participated in
- their impression of the teachers and other students
- anything else they wish to share with their readers.

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

They may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have 40 minutes to complete the task.

Instructions to students

中学生活 School life

Part A: First day at high school

Read the following diary entry and answer in English the questions that follow.

日记

二零一四年十二月五日 晴

今天我们六年级同学第一天到中学上课，早上九点钟，我们到学校以后，校长史密斯先生欢迎我们，他介绍了学校，还带我们参观教室。

这所中学很大，有一千两百多个学生和一百多位老师。我们参观了英语、数学、科学的教学楼。这个学校有图书馆、游泳池，还有一个大礼堂。

我很喜欢这所中学，明年我上中学七年级的时候，我想学习电脑课、体育课和汉语，因为我对汉语感兴趣。

Question 1

When was this diary entry written?

(3 mark)

Question 2

According to the text, in what grade was the writer when he visited the high school?

(1 mark)

Question 3

Who showed him around the school after he had arrived?

(1 mark)

Question 4

Why did the writer think that this was a big school?

(3 marks)

Question 5

List three facilities at the school.

(3 marks)

1. _____

2. _____

3. _____

Question 6

List three subjects that the writer planned to study at high school.

(3 marks)

1. _____

2. _____

3. _____

Question 7

What subject was the writer interested in studying?

(1 mark)

Part B: First day at high school – blog posting

How have you settled into Year 7? What was your first day like? You read a blog site that your friends have told you about and decide to post your own experience.

Write a blog posting conveying the experiences of your first day at high school. In your blog posting describe:

- how you felt walking into school on the first day
- what subjects and/or activities you participated in
- your impression of the teachers and other students
- anything else you wish to share with your readers.

Look up any unfamiliar words in a dictionary.

Aim to write 50–70 characters. You have 40 minutes to complete the task.

Sample marking key

Part A: First day at high school

Description	Marks
Question 1	
5 th	1
December	1
2014	1
Subtotal	3
Question 2	
Year 6	1
Subtotal	1
Question 3	
The principal	1
Subtotal	1
Question 4	
(because) it has more than	1
1200 students	1
(and more than) 100 teachers	1
Subtotal	3
Question 5	
library	1
swimming pool	1
auditorium	1
Subtotal	3
Question 6	
Computer (studies)	1
Physical education (PE)	1
Chinese	1
Subtotal	3
Question 7	
Chinese	1
Subtotal	1
Part A total	15
Part B: First day at high school - blog posting	
Description	Marks
Content	
Incorporates all essential content about their first day at high school, including: conveying how they felt walking into school on the first day, what subjects and/or activities they participated in, their impression of the teachers and other students, anything else they wish to share with their readers.	4
Incorporates most essential content.	3
Incorporates some essential content.	2
Incorporates little of the essential content.	1
Subtotal	4

Description	Marks
Grammar	
Effectively uses a range of grammar and sentence structures.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Uses some basic grammar and sentence structures with occasional influence of the syntax of another language.	1
Subtotal	3
Vocabulary	
Uses relevant vocabulary and a range of expressions.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary. <i>Pinyin</i> dominates.	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
Text type and sequencing	
Uses all the key conventions of a blog posting, including a clear introduction and conclusion, relevant information and an appropriate register to address the audience. Sequencing is evident.	3
Uses some of the convention of a blog posting. Generally uses register appropriate to the purpose of writing and the audience. Connections are simple but unclear sometimes.	2
Does not observe the conventions of a blog posting. Shows lack of consideration of the audience or the purpose for writing. No evidence of sequencing of ideas.	1
Subtotal	3
Part B total	16
Total	28