**Sample Assessment Outline**

Chinese: Second Language

General Year 11

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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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# Sample assessment outline

# Chinese: Second Language – General Year 11

## Unit 1 and Unit 2

| **Assessment type**  | **Assessment type weighting**  | **Assessment** **task** **weighting** | **When** | **Assessment task** |
| --- | --- | --- | --- | --- |
| Oral communication | 35% | 15% | Semester 1Week 14 | Task 4: 3 minute conversation in Chinese related to The Chinese-speaking communities: Daily life of young people in a Chinese-speaking community and The changing world: Technology in daily life |
| 20% | Semester 2Week 7  | **Task 8:** A role play in Chinese related to **The individual: Having fun** |
| Response: Listening  | 20% | 8% | Semester 1Week 10 | Task 2: Listen to texts in Chinese related to The Chinese-speaking communities: Daily life of young people in a Chinese-speaking community and respond in English |
| 6% | Semester 2Week 5 | Task 6: Listen to texts in Chinese related to The individual: Having fun and respond in English |
| 6% | Semester 2Week 14 | Task 10: Listen to texts in Chinese related to The Chinese-speaking communities: Leisure in aChinese-speaking community and The changing world: Technology and leisure and respond in English |
| Response: Viewing and reading  | 30% | 5% | Semester 1Week 6 | Task 1: Read texts in Chinese related to The individual: My daily routine and respond in English |
| 10% | Semester 1Week 14 | Task 5: Read texts in Chinese related to The Chinese-speaking communities: Daily life of young people in a Chinese-speaking community and The changing world: Technology in daily life and respond in English |
| 15% | Semester 2Week 11 | **Task 9:** Read texts in Chinese related to **The individual: Having fun** and **The Chinese-speaking communities: Leisure in a Chinese-speaking community** and respond in English |
| Written communication | 15% | 7.5% | Semester 1Week 11 | Task 3: Write a diary entry of approximately 100 characters related to The Chinese-speaking communities: Daily life of young people in a Chinese-speaking community |
| 7.5% | Semester 2Week 6 | Task 7: Write a note of approximately 25 characters and an email of approximately 75 characters related to The individual: Having fun |
| Total | 100% | 100% |  |  |