**Stage 5 Chinese**

This assessment task accompanies the unit starter ‘非诚勿扰 – If You are the One’ available on the [Stages 4 and 5 Chinese section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/chinese) of the NSW Department of Education’s website.

# 非诚勿扰 – ‘If You are the One’ (Chinese game show)

## Outcomes

Outcomes to be assessed:

* **LCH5-3C** – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* **LCH5-4C** – experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
* **LCH5-5U** – demonstrates how Chinese pronunciation and intonation are used to convey meaning
* **LCH5-6U** – demonstrates understanding of how Chinese writing conventions are used to convey meaning
* **LCH5-7U** – analyses the function of complex Chinese grammatical structures to extend meaning

All outcomes referred to in this unit starter come from the [Chinese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

# Task description

**Part A** – based on a fictitious personal profile provided by your teacher, create a [Flipgrid](https://info.flipgrid.com/) video of about 3-4 minutes as a contestant who is entering the dating show ‘If You are the One’. LCH5-4C, LCH5-5U

**Part B** – after viewing a range of submitted [Flipgrid](https://info.flipgrid.com/) videos from your class, find your most compatible match. Send them a hand-written letter with an introductory message, reasons for your choice, compliments and common likes. LCH5-3C, LCH5-6U, LCH5-7U

Note to teachers – choose appropriate ones submitted from your class. Alternatively, you may provide your own range of videos for viewing.

## Marking guidelines – part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LCH5-4C – experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-structured and engaging video by using an extensive range of appropriate vocabulary, linguistic structures and features on the contestant’s:   * positive personal attributes * reasons and justifications for entering the show * detailed description of their compatible match. | Creates a well-structured and cohesive video by using a thorough range of appropriate vocabulary, linguistic structures and features on the contestant’s:   * positive personal attributes * reasons and justifications for entering the show * detailed description of their compatible match. | Creates a well-structured video by using a sound range of appropriate vocabulary, linguistic structures and features on the contestant’s:   * positive personal attributes * reasons and justifications for entering the show * description of their match. | Creates a basic video by using some vocabulary and linguistic structures with few details on the contestant’s:   * personal attributes * reasons for entering the show * description of their match. | Attempts to create a video by using elementary vocabulary and language structures. |
| LCH5-5U – demonstrates how Chinese pronunciation and intonation are used to convey meaning | Speaks confidently and fluently, using accurate pronunciation and intonation, with minimal errors. | Speaks confidently and fluently, using accurate pronunciation and intonation, with minor errors. | Speaks confidently, using correct pronunciation and intonation, with some errors. | Speaks with basic errors in pronunciation and/or intonation that impact comprehension. | Attempts to speak with limited pronunciation and intonation that impedes comprehension. |

## Marking guidelines – part B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LCH5-3C – evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | Evaluates and responds to a wide range of information, opinion and ideas from the video, and includes extensive related information in their introductory message to their match. | Evaluates and responds to a wide range of information, opinion and ideas from the video, and includes thorough related information in their introductory message to their match. | Evaluates and responds to a wide range of information, opinion and ideas from the video, and includes sound related information in their introductory message to their match. | Gathers and responds to basic information, opinion and ideas from the video and uses these to choose a match. | Responds to minimal information, opinion and ideas from the video in an attempt to choose a match. |
| LCH5-6U – demonstrates understanding of how Chinese writing conventions are used to convey meaning | Writes characters and uses punctuation with accuracy. | Writes characters and uses punctuation, with minor errors. | Writes most characters with a degree of accuracy. Uses correct punctuation most of the time. | Writes some characters and attempts to convey meaning. May use pinyin in place of characters. Uses some punctuation. | Attempts to write some characters with limited accuracy and punctuation. Often uses pinyin in place of characters. |
| LCH5-7U – analyses the function of complex Chinese grammatical structures to extend meaning | Demonstrates extensive skills in expressing complex ideas by confidently manipulating language and elements of Chinese grammar such as:   * adjectives – physical and character attributes * adverbs * conjunctions – causal, adversative and coordinative   with minimal errors. | Demonstrates thorough skills in expressing complex ideas by manipulating language and elements of Chinese grammar such as:   * adjectives – physical and character attributes * adverbs * conjunctions – causal, adversative and coordinative   with few errors. | Demonstrates sound skills in expressing complex ideas, using sound language and elements of Chinese grammar such as:   * adjectives – physical and character attributes * adverbs * conjunctions – causal, adversative and coordinative   with some errors. | Demonstrates some skills in expressing ideas, using basic language and some elements of Chinese grammar such as:   * adjectives – physical and character attributes * adverbs * conjunctions – causal, adversative and coordinative   with frequent errors. | Demonstrates elementary skills in expressing ideas, using limited language and Chinese grammar that impede comprehension. |