

Chinese 2019 v1.4

Unit 1 sample assessment instrument

June 2018

Examination: Short response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to family/carers and friendships
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers and friendships
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers and friendships.

Note: Objectives 4, 5 and 6 are not assessed in this instrument.

Subject	Chinese		
Technique	Examination — short response		
Unit	Unit 1: 我的世界 — My world		
Topic	Topic 1: Family/carers and friends		

Conditions			
Response type	Short response		
Time	85 minutes	Perusal	5 minutes planning time
Other	<ul style="list-style-type: none"> • Written short answer responses in English, up to 100 words per question. • Dictionaries not permitted • Chinese audio or audiovisual text/s may <ul style="list-style-type: none"> - be heard up to three times - be delivered more slowly than background speaker pace - include judicious pausing. 		
Instructions			
<p>Use the stimulus texts provided to answer the following four questions. Write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.</p>			
Feedback			

Question 1
Identify the context in Stimulus 1 and 2 and explain the ways that Simon will need to adjust when he stays with David. Justify your answer using evidence from the stimulus.
Question 2
What conclusion/s can you draw about Emma’s values in Stimulus 3? Justify your answer using evidence from the stimulus.
Question 3
Identify the change in tone between Stimulus 3 and 4, and why this difference may exist. Justify your answer using evidence from both stimulus.
Question 4
Analyse and evaluate family structure by comparing the information in Stimulus 5 with another stimulus of your choice. Substantiate and justify your opinion using evidence from the selected stimulus.

Stimulus

Stimulus 1 — written text

你好.我是 Simon.我的中文名字是大龙。我来自中国上海。我今年十七岁。

我家有五个人，父母，爷爷，奶奶和我。我没有兄弟姐妹。

因为父母工作很忙所以我出生以后爷爷奶奶就搬来跟我们一起住。平时是他们照顾我。

星期六我一般会陪奶奶去超市买东西。下午跟同学打球。星期天我父母在家所以奶奶会准备一桌丰盛的午餐，饭后大家一起看会儿电视，聊聊天，然后各自去休息。

(167 characters)

Stimulus 2 — written text


你好。我是大卫。这是我的中文名字，我的英文名字是 David.我今年十六岁。我家有很多人，我有父母,两个哥哥和一个妹妹。大哥比我大五岁，二哥比我大三岁。

我们三个兄弟喜欢一起出门玩，一起打球什么的。周末我们很少在家。父母说我们三个人很吵,但是我认为我们相处得很好，我们的关系很好，因为我们看待事物的方式和想法差不多。

我和妹妹的关系不太好。她很讨厌，常常跟我吵架,给我带来很多麻烦。

(184 characters)

Stimulus 3 — written text



LoiCat
@lolcat_owo

☆ Follow

我来中国一个星期了。我住在学校的宿舍里，房间又小又不舒服。我的房间在六楼。宿舍没有电梯，所以我上楼下楼都很累。学校大部分学生是日本人，除了日本人以外还有韩国人，美国人和澳大利亚人。我们来中国是为了学中文。宿舍人比较多，他们说话的声音很大，有时候听起来好像在吵架。而且有些学生每天晚上在房间里开派对，所以有时候宿舍很吵。太吵了，我们很难做作业，也很难睡觉。

8:29 AM — Jan 23, 2018

8 24 42

(184 characters)

Stimulus 4 — spoken text

Note: *In class, students would be provided with this stimulus in an audio/audiovisual format, but the stimulus has been provided here as a transcript.*

我已经在中国住了一个月了。我现在住在北京的一个四合院里。我的寄宿家庭里有五个人，刘叔叔，王阿姨和他们的女儿，兰兰。除了兰兰的父母以外，家里还有爷爷奶奶。兰兰总是叫我姐姐。

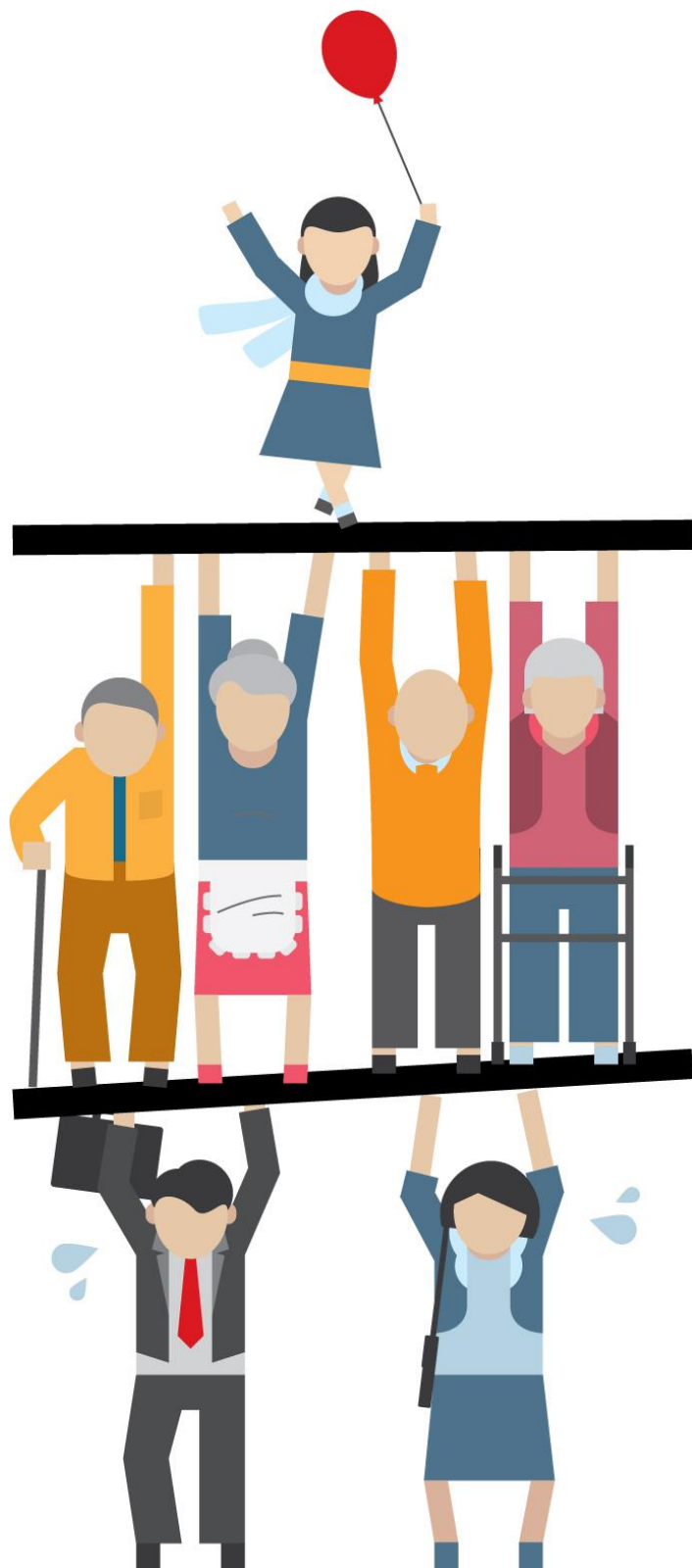
吃饭的时候，我想帮忙摆摆碗筷，洗洗碗什么的，他们都不让，他们说因为我是客人。兰兰在家也从来不做家务。

有一次我问她，为什么不帮妈妈做家务。兰兰说：“大人说我现在的任务就是学习。只要学习好，做不做家务不重要！”

能有机会在北京学习，我觉得我很幸运。我一定要好好练习我的普通话。加油！

(223 characters)

Stimulus 5 — visual text



(24 characters)

4-2-1 现象

- 两份收入养活一家老小
- 隔代教养
- 中国未来养老问题