

# Chinese 2019 v1.4

## Unit 1 sample assessment instrument

August 2018

### Examination — combination 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 lifestyle, leisure and education
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to lifestyle, leisure and education
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to lifestyle, leisure and education
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to lifestyle, leisure and education
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to lifestyle, leisure and education
6. use strategies to maintain communication and exchange meaning in Chinese to discuss lifestyle, leisure and education with peers and Chinese-speaking community members.

<b>Subject</b>	Chinese
<b>Technique</b>	Examination — combination response
<b>Unit</b>	Unit 1: 我的世界 — My world
<b>Topic</b>	Topic 2: Lifestyle and leisure Topic 3: Education

### Session 1: Written response

#### Conditions

##### Response type

Examination — combination response

##### Time

100 minutes

##### Perusal

5 minutes planning time

##### Other

Written:

- Part 1: Short response in **English** of up to 100 words per item.
- Part 2: Extended response in **Chinese** of 200–300 characters.
- Chinese-English bilingual dictionaries permitted.
- Chinese audio or audiovisual stimulus text/s may
  - be heard up to three times
  - be delivered more slowly than background speaker pace
  - include judicious pausing.

**Note:** Only Session 1 stimulus texts will be available during Session 1.

#### Instructions

Write your responses in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

##### Part 1: Short response

Use Stimulus 1, 2 and 3 to answer Questions 1, 2, 3 and 4 in **English**.

##### Part 2: Extended response

Use Stimulus 1, 2 and 3 to answer Question 5 in **Chinese**.

#### Feedback

## Session 1: Part 1: Short response

### Question 1

Identify the context in Stimulus 1 and analyse the relationships described within the text. Justify your response with relevant details from the text.

### Question 2

Identify the tone of the speakers in Stimulus 2 and how this reveals their perspectives. Justify your answer using evidence from the stimulus.

### Question 3

Identify the purpose and a likely audience for Stimulus 3 and what this reveals about lifestyles? Justify your answer using evidence from the stimulus.

### Question 4

Analyse and evaluate the shared perspectives conveyed throughout the three stimulus. Justify your answer using evidence from at least two of the stimulus.

## Session 1 Part 2: Extended response

### Question 5

Analyse the value of free time for your generation and evaluate its significance for you personally. Justify using evidence from the stimulus and your own experiences.

## Session 2: Spoken response

### Conditions

#### Response type

Student-centred conversation in Chinese

#### Time

3–7 minutes

#### Perusal

10 minutes planning time

#### Other

Spoken:

- No access to materials or notes other than stimulus materials.
- During 10 minutes planning, students may make notes to use as prompts.
- During the student-centred conversation, students may use notes prepared in planning time.

### Instructions

Stimulus 4 will form the basis of a one-to-one conversation in **Chinese** with your teacher about lifestyle, leisure and education.

### Feedback

## Session 2: Spoken unprepared response — sample teacher questions in Chinese

*These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.*

### Question 1

根据以上图片，请比较一下中国和澳洲的中学生活，两者之间有什么相似之处和不同之处？有什么相似和不同的地方？

### Question 2

与同龄人相比较起来，你认为中国留学生的学习生活是否更辛苦？为什么？

### Question 3

请比较一下澳洲家庭和中国家庭，他们对教育分别有哪些相同与不同的态度与看法？

### Question 4

你可以给我们学校的国际学生一些建议吗？如何可以让他们更好地融入校园生活？

### Question 5

请你说说学习中文对你的影响，比如说，你对外国人的看法有所改变么？

### Question 6

你想要改变你的生活方式么？比如哪些方面呢？

### Question 7

如果你的中国朋友想了解澳洲的节庆活动，你会选哪一个来介绍？

### Question 8

你最喜欢的节庆活动是什么？为什么？

### Question 9

你平时周末或者放假的时候，都喜欢做些什么？

### Question 10

你在学校最喜欢哪些科目？为什么？为什么？

# Stimulus

## Stimulus 1 — written text

我现在终于体会到澳大利亚人是多么热爱体育运动了。我的寄宿家庭就是一个很好的例子。这个家庭的每个人都热爱运动，他们几乎每天晚上都会出去做不同的体育运动：都会出去做不同的运动项目：爸爸打篮球，也去健身房，妈妈打网球，也做瑜伽；哥哥喜欢游泳和踢足球，小妹妹喜欢上体操课和学跳舞。妈妈打网球和做瑜伽，哥哥游泳和踢足球，小妹妹上体操课和学跳舞。运动是他们的休闲活动，也是他们生活的一部分。一开始，我觉得很新鲜，经常和他们一起去。但是，现在我一点都不想去。因为我这个人其实不太喜欢运动，而且我对这些运动项目没有兴趣。来澳大利亚之前，我的确告诉过他们我是一个外向的人，但是我不喜欢出去运动。放学以后我只想在家打游戏，看电视，或者跟朋友在网上聊天什么的。问题是我的寄宿家庭一直要我跟他们一起去，他们不想让我一个人待在家里，他们说运动对健康很重要。我知道他们很关心我，但是我真的不想去，却又不知道应该怎么告诉他们！

(346 characters)

## Stimulus 2 — spoken text

Person A 我们学校下个星期要开全校运动会，我们班主任今天在课堂上鼓励我们积极参加下周的运动会，因为这是一个可以让我们既能锻炼身体，又能建立团队精神的好机会。但是我特别害羞，我怕在运动会上出丑，所以我不太想去。这并不是因为我懒惰，而是因为我太紧张了，我怕在所有人面前丢脸。

Person B 我不想参加下星期运动会的原因是因为天气太热了。澳洲的夏天真的很热，在外面活动很容易中暑。如果学校有安排室内活动并且有空调的话，那我就会去。

(199 characters)

## Stimulus 3 — visual text

Beachside State High School

# 运动会

## 欢迎

好玩哦



下星期五学校要举行一年一度的全校运动会。学生会在这里诚挚邀请所有的国际学生一起来参加。欢迎大家报名参加比赛，或者来为比赛的人加油欢呼。比赛项目有户外的各种田径比赛，比如赛跑，三级跳，跳高，跳远，等等。还有在室内的体育馆里，也有乒乓球比赛和羽毛球比赛。运动会当天不但有精彩的比赛可以看，而且会是你们在澳洲中学一个很珍贵的经验。希望你们来和我们分享快乐的一天。

Beachside State High School  
学生会 代表

### 诚挚邀请！热烈欢迎你们！

(186 characters)



# Stimulus 4



Image: Zoe Jones