

Chinese 2019 v1.4

Unit 2 sample assessment instrument

July 2018

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

Subject	Chinese	Instrument no.	FA3
Technique	Extended Response		
Unit	Unit 2: 探索世界 — Exploring our world		
Topic	Topic 1: Travel Topic 2: Technology and media Topic 3: Contribution of Chinese culture to the world		

Part 1: Extended response — multimodal

Conditions

Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/ group	Individual	Other	—
Resources available	This is an open-ended task responding to Chinese stimulus texts. You can access a variety of resources to support the development of your presentation.		

Context

In this unit, you have focused on the topics of travel, technology and media and the contribution of Chinese-speaking culture/s to the world. Your response will be to three teacher-provided stimulus texts; one of which has been explored in class. The other two you will work on individually.

Situation: A group of Chinese high school students on exchange at your school is studying the use and impact of technology on the lives of Queensland and Chinese-speaking high school students. You have been asked to give a presentation on the subject.

Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:

To what extent does technology allow us to connect with each other and form opinions about one another, the world and Chinese culture? Justify your response using relevant information from the stimulus.

To complete this task, you must:

- develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts
- analyse and evaluate the language, information and ideas in the stimulus texts
- develop your own perspectives using evidence from the stimulus texts
- draw your own personal conclusions
- construct a structured, controlled and synthesised multimodal presentation.

Stimulus

Three attached stimulus texts of differing text types and modes.

Checkpoints

- Week 5: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 6: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 8: Submit a final copy of your multimodal script with your presentation.

Feedback

Authentication strategies

- The teacher will provide class time for task completion.
- Students will produce sections of the final response under supervised conditions.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect copies of the student response and monitor at key junctures.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.
- The school will ensure class cross-marking occurs.

Scaffolding

- Use a range of language elements to demonstrate your capabilities.
- Use a range of vocabulary and terminology.
- Read texts a few times and make notes on your thoughts.
- Decide on your perspective.
- Find the evidence in the stimulus that supports or doesn't support your perspective.
- Draft/plan how to link the information together.
- Structure your information in an organised way.
- Be familiar with your technology and allow plenty of time to check all is working.
- Practice prior to presenting.

Part 2: Extended response — spoken conversation

Conditions

Duration 5–7 minutes

Mode Student-centred conversation

**Individual/
group** Individual **Other** —

Resources available

- Stimulus texts from Part 1.
- The script you have developed from Part 1.

Context

In Part 1, you developed a multimodal presentation on the topics of technology and media, and the contribution of Chinese-speaking culture/s to the world. Part 2 of this assessment builds on Part 1.

Task

Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation the three stimulus texts, or the subject matter of Topic 2.

To complete this task, you must:

- engage in a conversation with the teacher in Chinese.

Stimulus

Three attached stimulus texts of differing text types and modes.

Feedback

Part 2: Extended response — spoken conversation (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

你在日常生活中会如何/怎样运用科技?

Question 2

你认为有哪些挑战会限制你对科技的使用/运用?

Question 3

社交媒体科技在通信方面有什么好处?

Question 4

你父母对社交媒体有什么看法?

Question 5

你未来有哪些旅行计划? 这些地方有什么令你感兴趣的?

Question 6

你会如何运用科技/技术和社交媒体来帮你制定你的未来旅行计划?

Question 7

在你旅游时, 科技/技术能为我们带来哪些便利?

Question 8

科技/技术和社交媒体如何能够帮助我们在当代传承和弘扬中国的传统文化与价值?

Question 9

科技/技术和媒体是如何影响你的文化认同感与生活方式的?

Question 10

你在生活中想要接纳哪些中国文化?

Stimulus

Stimulus 1 — written text

各位读者，你们好，今天天气挺好，最高气温二十八度。今天也是春节。在过去，对于很多人来说，在这个节日出行会有些不方便，因为他们要回家过年。但是这些过春节的传统在当代却有所改变。

如果你可以避开人群，那么春节期间你就可以根据自己的喜好去任何一个地方。如果你喜欢繁华的大都市，那就去上海，广州和深圳。北京在繁华中夹杂着文化气息和历史底蕴。在北京，你既可以去喧闹的酒吧，又可以在古城墙下徘徊，沉思；如果你喜欢安宁的生活，就去一些美丽的城市，比如说，大连，青岛和厦门，这些城市生活极其方便，环境优美。如果你想要不同的体验，就去西部，青海，陕西，甘肃，宁夏，这些地方虽然落后，却有自己独特的美。当然，有很多人可能不会赞同这些看法。

众所周知，在中国，亲朋好友们会从各地赶回来，相聚在一起庆祝农历新年。无论你住在澳大利亚还是其他国家，在春节的时候，如果有机会，每一个中国人都一定会跟家人在一起庆祝春节，这是中国文化习俗之一。

但是，随着时间的推移，这个习俗也在慢慢地改变。比如说，以前，‘回家’的意思就是回去看你父母。在以前海外华人的父母还在中国，所以回家并不太方便。你必须申请年假和购买飞机票等等。但是，在现代社会，祖父母一般都留在老家，而且父母也搬到海外，住在孩子们的附近，所以没有必要回到中国庆祝农历新年。‘回家’的意义已经不一样了。现在，回家的意义则变成了一家人都聚在一起。

即使父母还在中国，那也没关系，去外国旅行已经非常容易了。而且谁没有互联网啊？用 iPad 跟亲戚们聊天就感觉他们在你身边一样。

所以在过春节的时候，不管你在哪儿，我们都可以跟亲朋好友欢聚聊天，来庆祝这个团圆的节日，让我们有家的感觉。

(641 characters)

Stimulus 2 — visual text

中国人为何用互联网		
	用户(百万)	百分比
即时消息	468	82.9
网站搜索	451	80.0
音乐	436	77.3
博客	373	66.1
电影	372	65.9
网络游戏	336	59.5
社会网络	275	48.8

互联网使用模式			
2012 – 20.5 百万		2011 – 18.7 百万	
使用模式	台式电脑	笔记本电脑	手机 / 平板电脑
百分比	70.6	45.9	74.5

(89 characters)

Stimulus 3 —audiovisual text

纪录片《超级工程二》中国高铁

Stimulus for this task is the original Chinese language documentary, which would be viewed in class and is available at: https://www.youtube.com/watch?v=_THGI7p3BPw (accessed Jun 19, 2018).

Students would need to watch the first 15 minutes of the documentary for the purpose of completing this task.