Chinese 2019 v1.4

IA1 mid-level annotated sample response

July 2018

Examination — short response (15%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

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 relationships and roles in society

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

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

Instrument-specific marking guide (ISMG)

Criterion: Analysing Chinese texts in English

Assessment objectives

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships and roles in society
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships and roles in society
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships and roles in society.

In responding to Chinese texts in English, the student work has the following characteristics:	Marks
- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society - perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships and roles in society - discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society.	14–15
- effective comprehension of information, ideas and/or opinions in most of the stimulus texts related to relationships and roles in society - effective identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society - effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw valid conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.	12–13
- comprehension of information and ideas in some of the stimulus texts related to relationships and roles in society - identification of purpose, context and audience to infer some meaning, values and attitudes related to relationships and roles in society - analysis and evaluation of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to relationships and roles in society.	10–11
- comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society - identification of purpose, context and audience related to relationships and roles in society - analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.	8–9
- comprehension of parts of the stimulus texts related to relationships and roles in society - identification of context and/or audience related to relationships and roles in society - analysis of some information and ideas in stimulus texts to draw conclusions related to relationships and roles in society.	6–7
- comprehension of some parts of the stimulus texts related to relationships and roles in society - partial identification of context and/or audience related to relationships and roles in society - analysis of some information related to relationships and roles in society.	4–5
- comprehension of some words and phrases related to relationships and roles in society - cursory identification of context and/or audience.	2–3
comprehension of some words related to relationships and roles in society.	1
does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for IA1 (available on the School Portal).

Sample response

Criterion	Allocated marks	Marks awarded
Analysing Chinese texts in English Assessment objectives 1, 2, 3	15	9
Total	**15**	**9**

The annotations show the match to the instrument-specific marking guide performance-level descriptors.

Analysing Chinese texts in English [8-9]
comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society

Analysing Chinese texts in English [8-9]
analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.

Question 1

The visual diagrams show that family structure has changed. Family 1 is the sort of traditional family we expect, as it is large and there are many children. The grandmother probably helps with the jobs around the house. Family 2 is more modern but also more complicated and is probably busier as the father has children in two families, and the previous wife and current wife may not get along very well.

(68 words)

Analysing Chinese texts in English [8-9]
comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society

Analysing Chinese texts in English [8-9]
identification of purpose, context and audience related to relationships and roles in society

Analysing Chinese texts in English [8-9]
analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.

Question 2

The article talks about social media and being honest about your appearance in photos. The purpose is to talk about the impact of social networks and mobile phones on teenagers. It's a big part of teenagers' lives, they feel bad if they aren't "liked". An audience may be parents of teenagers, especially those worried about the self-esteem of teenagers being damaged by social media as they are always comparing themselves to others. Some people are now posting real photos of themselves without make-up, so maybe in the future more teenagers will accept that real beauty comes from within.

(98 words)

Analysing Chinese texts in English [8-9]
identification of purpose, context and audience related to relationships and roles in society

Analysing Chinese texts in English [8-9]
comprehension of the gist and obvious information from some of the stimulus texts related to relationships and roles in society

Analysing Chinese texts in English [8-9]
analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to relationships and roles in society.

Analysing Chinese texts in English [8-9]
comprehension of the gist and obvious information **from some of the stimulus texts related to relationships and roles in society**

Question 3

The context is an employee (Wang) asking his boss (Chen) to change his work hours. Wang wants to leave work at 2.30 pm every Wednesday to take his children, to piano and soccer. Chen thinks he should take a pay cut if he wants to work fewer hours. When Chen had young children, she had to give up work. Chen wants Wang to make a decision, but Wang says he needs to speak to his wife.

(76 words)

Question 4

The significant change in Stimulus 2 is that teenagers are obsessed with social media but it didn't even exist that long ago. This is a very big change in our society as technology has become common place. Also, the growing influence of "Net-Reds" and the impact on teenagers' perceptions of themselves. The significant change in Stimulus 3 is that fathers want to spend more time with their children and be more involved in their daily lives, for example taking them to piano and soccer lessons.

(85 words)