

Chinese 2019 v1.4

IA1 sample assessment instrument

July 2018

Examination — short response (15%)

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

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.

Subject	Chinese	Instrument no.	IA1
Technique	Examination — short response		
Unit	Unit 3: 社会现象 — Our society		
Topic	Topic 1: Roles and relationships		

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			
Use the three stimulus texts to answer the following four questions. Write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.			
Criterion	Marks allocated	Result	
Analysing Chinese texts in English Assessment objectives 1, 2, 3	15		

Question 1
Analyse the information in Stimulus 1 to draw a conclusion about society. Justify your answer using evidence from the stimulus.
Question 2
Identify a purpose and an audience for Stimulus 2 and how this relates to the author's values. Justify your answer using evidence from the stimulus.
Question 3
Identify the context of Stimulus 3 and analyse how each speaker's tone reveals their values/perspectives. Justify your answer using evidence from the stimulus.
Question 4
Evaluate the significance of societal change indicated in Stimulus 2 and 3. Justify your answer using evidence from the stimulus.

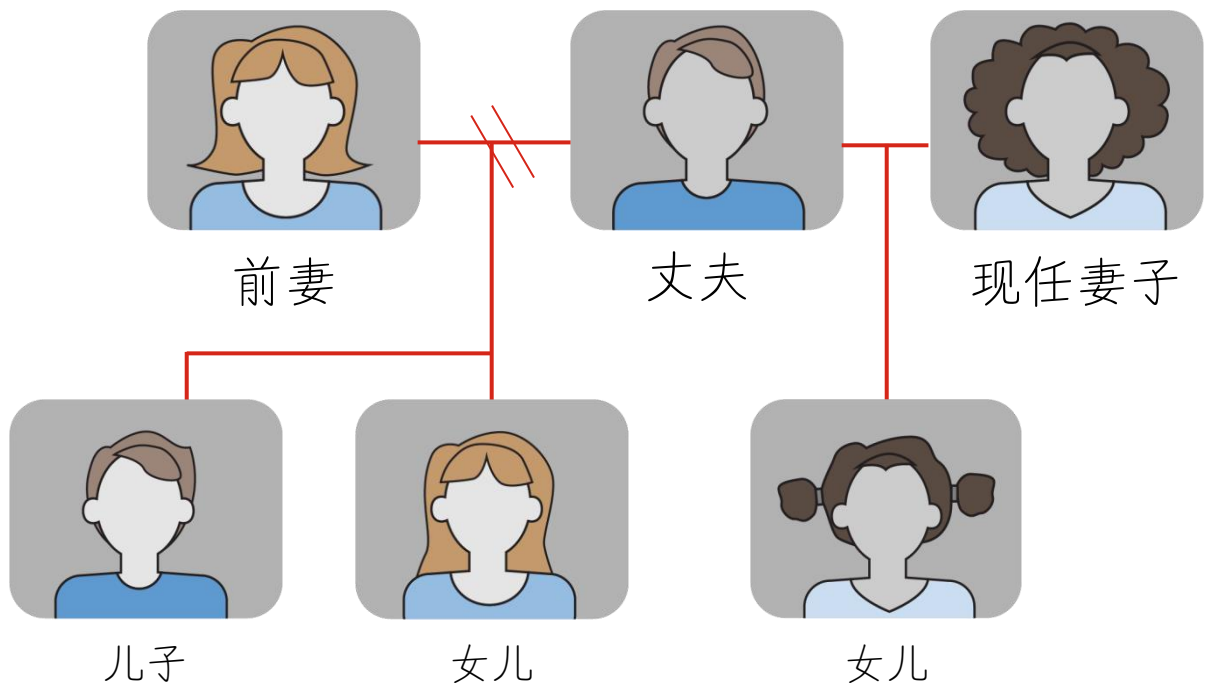
Stimulus

Stimulus 1 — visual text

传统家庭关系图



现代家庭关系图



(46 characters)

Stimulus 2 — written text

昆士兰报 – 中文版 社交网络对青少年的影响？

在日常生活中，我们常常使用社交网络。由于互联网很普遍，而且智能手机有很多功能，所以人与人之间的沟通越来越方便。现在的青少年不但喜欢利用社交网站认识新朋友，他们也喜欢用社交网络获取各种资讯。

这几年很流行各式各样的“网络红人”。“网络红人”也叫“网红”，是指在社交网络上出名的人。青少年喜欢模仿网络红人，常常把“网红”当作偶像，他们认为只要得到别人的注意就能让他们更有自信。比如他们把自己的照片上传到脸书上以后，会开始期待很多人“点赞”。只要很多人“点赞”，他们心里就会觉得很开心；但是如果没有很多人“点赞”，他们就会很难过，而且心里有压力，然后变得不自信。所以，青少年们为了让自己受欢迎，他们会花很多时间和精力去化妆和打扮。因此，在社交网络上，很多相片不是真实的。这是多么令人难过的事情！

然而，最近有一个好消息。那就是有一群人在网络上开始流行上传自己的“素颜”照，也就是没有化妆的相片。很多年轻的女生也跟着模仿上传自己的“素颜”照。这群人鼓励大家分享自己真实的样子。这是很令人高兴的事情，因为他们终于有机会可以表现真实的自己，而且这能让他们了解真正的美丽是源于内心，而不是源于外表。

(508 characters)

Stimulus 3 — spoken text

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

Transcript of a conversation between Wang Han and his manager, Chen Li

王汉 陈丽，早上好。我想跟您讨论一件事。

陈丽 好的！开会以前我有十五分钟。什么事呢？

王汉 我有三个孩子，两个大的上小学。他们放学以后有很多课外活动。我不像一些朋友，有父母住在附近帮忙接送孩子。我和我太太都要上班，很难有时间带孩子去上钢琴课或足球课等等。所以我想请您批准，让我每星期三下午提早在 2:30 下班。

陈丽 你想提早下班？那你打算怎么补足工作时数呢？你可以提早上班吗？

王汉 我早上也必须送孩子上学，所以没办法提早上班。

陈丽 那么，你是想要求减少工作时数吗？

王汉 其实，我想利用晚上在家里工作的时间来补足上班时数，你说行吗？

陈丽 当然不行！大家都会想在家里上班。你可以提早在 2:30 下班，但是我会到你的工资里扣掉两个半小时的薪水。

王汉 您一定要这样吗？

陈丽 或许你可以建议你太太减少工作时间。以前我孩子还小的时候，我辞掉了工作，一直到他们上中学以后，才回来做全职的工作。我知道这不容易，但是你必须做一个决定。

王汉 好吧，看来目前只能这样了。我会和我太太商量。

(391 characters)

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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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

In responding to Chinese texts in English, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • comprehension of some words and phrases related to relationships and roles in society • cursory identification of context and/or audience. 	2–3
<ul style="list-style-type: none"> • comprehension of some words related to relationships and roles in society. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0