

Chinese 2019 v1.4

IA2 high-level annotated sample response 1

June 2018

Examination — combination response (30%)

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

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 socialising and societal issues and/or ideas
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

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 socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • 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 socialising and societal issues and/or ideas. 	6
<ul style="list-style-type: none"> • effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas. 	5
<ul style="list-style-type: none"> • comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas. 	4
<ul style="list-style-type: none"> • comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions. 	3
<ul style="list-style-type: none"> • comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information. 	2
<ul style="list-style-type: none"> • comprehension of some words and/or phrases related to socialising and societal issues and/or ideas. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating Chinese texts with Chinese stimulus

Assessment objectives

- comprehend Chinese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Chinese related to socialising and societal issues and/or ideas provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas discerning selection, sequencing and synthesis of details from Chinese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex Chinese related to socialising and societal issues and/or ideas provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas effective selection, sequencing and synthesis of details from Chinese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas purposeful selection, sequencing and synthesis of details from Chinese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood explanation of the topic related to socialising and societal issues and/or ideas adequate selection, sequencing and synthesis of some details from Chinese stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas 	5–6
<ul style="list-style-type: none"> application of some language elements to write a response explanation of some aspects of the topic related to socialising and societal issues and/or ideas fragmented selection, sequencing and synthesis of a response to Chinese stimulus texts related to socialising and societal issues and/or ideas 	3–4
<ul style="list-style-type: none"> isolated use of Chinese language related to socialising and societal issues and/or ideas 	1–2

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> disjointed selection and sequencing in a response to Chinese stimulus texts related to socialising and societal issues and/or ideas. 	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Exchanging information and ideas in Chinese

Assessment objectives

- comprehend Chinese to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas
- structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- use strategies to maintain communication and exchange meaning in Chinese to discuss socialising and societal issues and/or ideas with peers and Chinese -speaking community members

In exchanging information and ideas in Chinese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> synthesis 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 socialising and societal issues and/or ideas discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas. 	11–12
<ul style="list-style-type: none"> synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas proficient application of conventions and use of language features with occasional errors in a spoken conversation in Chinese to respond to the stimulus related to socialising and societal issues and/or ideas use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas. 	9–10
<ul style="list-style-type: none"> synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas. 	7–8
<ul style="list-style-type: none"> comprehension of some relevant information and ideas in stimulus texts and draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas use of language features with errors that impede meaning but overall response can be 	5–6

In exchanging information and ideas in Chinese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> understood frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas. 	
<ul style="list-style-type: none"> comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas use of language features with frequent errors that impede meaning but some information can be understood is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas. 	3–4
<ul style="list-style-type: none"> comprehension of some words and phrases in the stimulus texts isolated use of some Chinese phrases or words related to socialising and societal issues and/or ideas. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Task

See the sample assessment instrument for Summative internal assessment 2 — Unit 3. Available on the School portal (Chinese).

Sample response

Criterion	Marks allocated	Result
Analysing Chinese texts in English Assessment objective/s 1, 2, 3	6	6
Creating Chinese texts with Chinese stimulus Assessment objective/s 1, 4, 5	12	10
Exchanging information and ideas in Chinese Assessment objective/s 1, 4, 5, 6	12	12
Total	30	28

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

Analysing Chinese texts in English [6]

thorough comprehension of information, ideas and/or opinions in the stimulus text

Analysing Chinese texts in English [6]

discerning analysis and evaluation of all relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives

Analysing Chinese texts in English [6]

perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes

Analysing Chinese texts in English [6]

thorough comprehension of information, ideas and/or opinions in all the stimulus text/s

Analysing Chinese texts in English [6]

discerning analysis and evaluation of all relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives

Session 1 Part 1: Short response

Question 1

Wang Hong's home is a smoke-free zone; she is averse to both second-hand smoke and the lingering smell. She also believes it is a waste of money and harmful to health. A recent TV ad has reinforced her beliefs. She questions Da Zhong about smoking for fun, and challenges him to prove it by quitting now. Da Zhong shrugs off the advertisement's message because he believes it overstates its impact. His position isn't supported by facts, only personal feelings. Wang Hong's reasons for a smoke-free home are valid as they are based on important public health messages.

(97 words)

Question 2

Xiao Ming is experiencing tension with his parents, which upsets him, so he discusses their disagreements with a friend via text. Xiao's negative language reveals an awareness of not meeting parental expectations. His conciliatory friend suggests that parents do what they think is in their children's best interests, and their actions may be the result of a generational gap. The friend suggests Xiao should try to develop more open communication, exchange ideas and try to understand his parents' perspective and experience. By the end, Xiao shows a positive outlook, hoping he can resolve the conflict by negotiating expectations with his parents.

(101 words)

Question 3

Anyone concerned about youth health, e.g. parents, teachers, counsellors, social researchers and medical professionals, could be an intended audience for the survey data about the reasons why teenagers smoke in Australia and China. Young people could access the information to support their discussions with their parents, extended family or peers about the varying social values and attitudes that young smokers use to explain their habit.

Public health officials and/or researchers with an interest in statistics or teenage values would also find this interesting. Young people considering quitting or taking-up smoking could use this data to evaluate their own attitudes.

(99 words)

Question 4

The two graphs reveal significant differences in the values and attitudes of teenage smokers in Australia and China by identifying four common reasons for smoking across a sample of 1000 smokers. For Chinese teenagers, nearly half (456) identify socialising as the reason, but in Australia it's only 365, indicating a difference in social norms. In China, 168 believe smoking is cool, but it's only 57 in Australia, indicating different cultural values. A similar number say they enjoy smoking in both

Analysing Chinese texts in English [6]

thorough comprehension of information, ideas and/or opinions in all the stimulus text/s

Analysing Chinese texts in English [6]

discerning analysis and evaluation of all relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives

Creating Chinese texts with Chinese stimulus [11-12]

discerning selection, sequencing and synthesis of details from Chinese stimulus texts to support the personal response/justified

Creating Chinese texts with Chinese stimulus [11-12]

discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Chinese

Creating Chinese texts with Chinese stimulus [11-12]

provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in relevant stimulus texts and the task related to socialising and societal issues and/or ideas

countries. Interestingly, almost double identify “fun” as their motivation for smoking in Australia – 421 compared to 235.

(97 words)

Question 5

The three texts deal with adolescent issues and pressures; familial, societal and cultural values. Stimulus 2 addresses family miscommunication, also known as the generation gap, a familial and cultural pressure many adolescents face.

Stimulus 1 and 3 both address teenage smoking, highlighting differences between Australian and Chinese societal norms and the varying perspectives about it, even among friends. Stimulus 3 presents statistical evidence about teenage smokers’ motivations, whereas Stimulus 1 shows evidence of some Chinese teenagers’ aversion to it. This changed attitude may indicate that Chinese public health advertising focused on the physical health impact of cigarettes may be having an impact.

(102 words)

Session 1 Part 1: Extended response

使用手机是不健康社交行为的一种体现/表现。我们学校是不让

我们用手机的。不但上课的时候不能

用，而且课间的时候也不能用。如果学生把手机带到了

学校，早上 一到学校就要把手机交到老师办公室

一直等到放学才可以去老师那里拿回来。

除了上课的时候不能用手机以外，在课间的时候也不能

用手机。

如果被老师发现，就会没收你的手机，一个星期以后才

会还给你。有的同学觉得这个规定太过分了，

但是我觉得中学生就应该听从学校的要求。再说，如果

你真的有急事要给父母打电话，

你也是可以使用学校的电话打电话给他们的啊！

(232 characters)

Exchanging information and ideas in Chinese [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Exchanging information and ideas in Chinese [11-12]

use of strategies to generate and maintain communication to provide a personal response

Exchanging information and ideas in Chinese [11-12]

synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

Exchanging information and ideas in Chinese [11-12]

synthesis of relevant information and ideas in stimulus texts to draw

Session 2: Unprepared response in Chinese

Question 1

我除了学习以外，平时喜欢玩儿电脑游戏和睡觉。虽然

我平时玩儿电脑游戏但是我也常常打橄榄球。在学校，

我每个星期六都参加橄榄球比赛。

老师，你呢？你平时喜欢做什么？

Question 2

我的看法是中学生不会好好安排时间。如果中学生能安

排时间，学习和打工的处理就没有问题。可是中学生很

容易分心，浪费时间所以每个学生都要自己找办法处理

这个问题。我认为这个问题不是容易解决的。

Question 3

我和我父母的关系很好因为我们常常沟通，常常聊天。

他们尊重我的看法和意见。他们又给我很多自由，让我

自己有责任心。

Question 4

well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

Exchanging information and ideas in Chinese [11-12]

synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

Exchanging information and ideas in Chinese [11-12]

use of strategies to generate and maintain communication to provide a personal response

Exchanging information and ideas in Chinese [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

Exchanging information and ideas in Chinese [11-12]

discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus

因为我觉得他们认为吸烟是赶时髦的。这些中学生虽然知道吸烟的缺点但是他们还觉得吸烟有酷感，有可能是朋友压力的问题。现在当中学生是很难的，有很多压力。

Question 5

我自己觉得学习和打工都会影响到我跟朋友出去玩的时间。因为现在我是学生所以对我来说学习是非常重要的。我毕业以后想上大学所以有时候我需要选————学习或着跟朋友一起玩。。也不容易，但是必找时间跟朋友在一起。

Question 6

脸书和微信是最方便的，我们大家都有智能手机。

Question 7

我和我的朋友常常去城里看电影，唱卡拉，吃饭等等。有时候我也去我的朋友家玩儿纸牌游戏和聊天。

Question 8

我个人觉得如果有机会能做一些慈善活动是一件好事。

Exchanging information and ideas in Chinese [11-12]
use of strategies to generate and maintain communication to provide a personal response

Exchanging information and ideas in Chinese [11-12]
synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

我们应该为社会做贡献，做一个更好的人。我在学校的时候有机会去了红十字和Ronald McDonald House 帮别人，觉得非常有意思。

Question 9

有时候。我们讨论过国家大事，比如美国政治，中国的南海。我们也讨论国内的政治。

Question 10

我觉得这个问题很难说，我的看法是社会上应该两个主义都要合作因为这两个主义都有优点和缺点。