

Chinese 2019 v1.4

IA2 sample assessment instrument

July 2018

Examination — combination response (30%)

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 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.

Subject	Chinese	Instrument no.	IA2
Technique	Examination — combination response		
Unit	Unit 3: 社会现象 — Our Society		
Topic	Topic 2: Socialising and connecting with my peers Topic 3: Individuals in society		

Session 1: Written response

Conditions

Response type	Examination — combination response		
Time	100 minutes	Perusal	5 minutes planning time
Other	<p>Written:</p> <ul style="list-style-type: none"> • 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 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

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, 4 and 5 in **English**.

Part 2: Extended response

Use Stimulus 1, 2 and 3 to answer Question 6 in **Chinese**.

Criterion	Marks allocated	Result
Analysing Chinese texts in English Assessment objective/s 1, 2, 3	6	
Creating Chinese texts with Chinese stimulus Assessment objective/s 1, 4, 5	12	
Total	18	

Session 1 Part 1: Short response

Question 1

Identify the speakers' tones in Stimulus 1 and evaluate the merit of one of the speaker's attitudes. Justify your response with evidence from the stimulus.

Question 2
Identify the context of Stimulus 2 and analyse Xiao’s feeling about the issue. Justify your response with evidence from the stimulus.
Question 3
Identify a likely purpose and audience for Stimulus 3, and why this could be the case. Justify your response with evidence from the stimulus.
Question 4
Analyse the data in the graphs in Stimulus 3 and what this reveals about patterns of behaviour. Justify your response with evidence from the stimulus.
Question 5
Analyse the changing social attitudes indicated in at least two of Stimulus 1, 2 and/or 3. Justify your response with evidence from at least two of the stimulus.

Session 1 Part 2: Extended response	
Question 6	
Situation: Students from a sister school in China are connecting with your class through an online Chinese forum. There are several posts asking about Australian attitudes to social behaviours. The forum protocol indicates that posts should be between 200 and 300 characters.	
Task: Evaluate the importance of healthy lifestyle choices. Justify your response using information from Stimulus 1, 2 and 3 and your own experiences. Draw on relevant details from a range of stimulus to justify your opinions and ideas.	

Session 2: Spoken response			
Conditions			
Response type	Student-centred conversation in Chinese		
Time	3–7 minutes	Perusal	10 minutes planning time
Other	Spoken: <ul style="list-style-type: none"> • 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. 		
Task			
Stimulus 4 will form the basis of a one-to-one conversation in Chinese with your teacher about socialising and connecting with your peers and individuals in society.			
Criterion	Marks allocated	Result	
Exchanging information and ideas in Chinese Assessment objective/s 1, 4, 5, 6	12		
Total	12		

Session 2: Sample teacher questions in Chinese

Question 1

你除了学习以外，平时还做些什么呢？

Question 2

你认为中学生应该如何处理打工和学习的关系呢？

Question 3

你和你父母的关系好不好？为什么？

Question 4

你觉得为什么有些中学生吸烟呢？

Question 5

学习和打工有没有占用你很多的时间？你有时间跟朋友一起玩吗？

Question 6

你觉得年轻人在一起都喜欢干什么？

Question 7

你平时跟朋友在一起的时候都玩什么呢？

Question 8

你为你的学校和小区/社会做过什么吗？

Question 9

你跟你的朋友和家人会讨论国家大事吗？你们一般都会讨论哪些国家大事呢？

Question 10

你对“个人主义”和“集体主义”有什么看法？

Stimulus

Stimulus 1 — spoken text

Transcript of an audio message

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

大中：我可以抽烟吗？

王红：对不起，大中，我家是‘非吸烟区’。哎呦，你怎么学会抽烟了呢？

大中：我只是抽着好玩儿而已。因为我的两个好朋友抽烟，所以我们就常在一起抽着玩儿。

王红：我不知道为什么有这么多人爱抽烟。抽烟不但浪费钱，对身体也有害。前几天我在电视广告上看见抽烟的人的肺，挺恐怖的。

大中：那是建议人们不要抽烟的广告，当然看起来比较恐怖。

王红：虽然是广告，我觉得那也是真的。我就讨厌别人在我旁边抽烟。二手烟每次都让我咳嗽不停，也让我的头发，衣服上都是烟味。而且，你需要知道，“吸烟容易，戒烟难”

大中：放心，我没烟瘾，说不抽就可以不抽。

王红：说是这么说，我可不相信。要我相信的话，你就从现在开始戒烟吧。

Stimulus 2 — written text

The image shows three sequential screenshots of a WeChat chat conversation between a boy and a girl. The chat is dated Wednesday 2:46pm.

Screenshot 1:

- Boy: 我今天在家又跟我爸妈吵架了。
- Girl: 为什么啊?
- Boy: 今天我放学以后做了三个小时的功课。做完功课我开始玩电脑，碰巧我妈到我房间看见我在玩电脑，她什么话都没有说，就把我的电脑关上了。你说我生气不生气?
- Girl: 是啊，我觉得你妈妈应该先问你一下。
- Boy: 我觉得我现在很难和我父母交流。我做什么事他们都不喜欢。上星期我想染头发，他们说不行。下个周末是我的生日。

Screenshot 2:

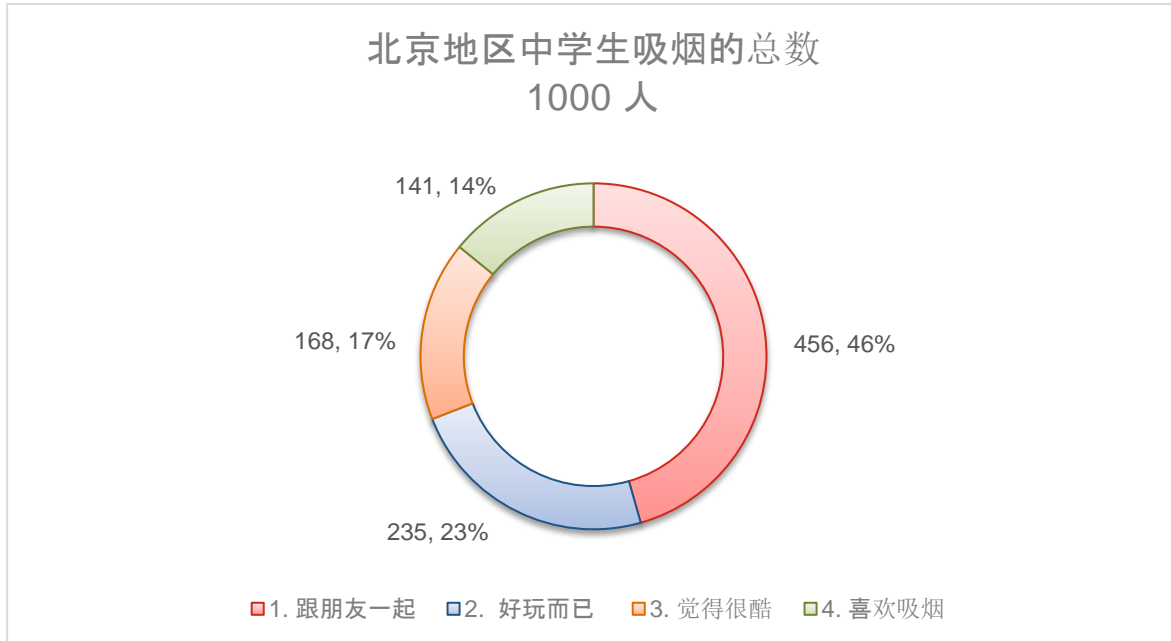
- Boy: 我想请我同班的几个好朋友，来我们家唱唱卡拉ok跳跳舞什么的。
- Girl: 这个主意应该还不错。
- Boy: 可是你知道我父母怎么说吗？他们说你们男的和女的在一起跳舞不太好。而且会影响邻居的安宁。你说我应该怎么做?
- Girl: 你爸妈有些事是做得不对，但是你爸妈也是为你好，你和你爸妈不能交流是‘代沟’问题。
- Boy: 什么是‘代沟’?

Screenshot 3:

- Girl: ‘代沟’就是你爸妈这样年纪的人和你这样年纪的人想的和做的不一样。但是我觉得‘代沟’问题也是可以解决的，你应该和你父母多交换意见，相互谅解，相互理解。这样很多问题是可以解决的。好，不多说了，你想想吧!
- Boy: 行，谢谢。
- Girl: 不客气。

Stimulus 3 — visual text

1: 中学生吸烟的原因



1995 年 至 2013 年 澳大利亚抽烟人数普遍降低

	1995	1998	2001	2004	2007	2010	2013
14+	23.8	21.8	19.4	17.5	16.6	15.1	12.8 [#]
18+	25.0	22.7	20.0	18.2	17.5	15.9	13.3 [#]

Source: <http://www.health.gov.au/internet/main/publishing.nsf/content/tobacco-kff>

Stimulus 4 — visual text



个人主义还是集体主义？
是世界公民还是生活在当地的圈子里？社交媒体与移动技术是如何挑战传统习俗与期望值的？

Images (clockwise from top left): U.S. Department of State, Mo Riza, Ben Sutherland, Gautier Poupeau, Canon EOS Rebel T2i, Sasint, Stokpic, Sasint.

Instrument-specific marking guide

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 some 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

- does not satisfy any of the descriptors above.

0

Criterion: Creating Chinese texts with Chinese stimulus

Assessment objectives

1. comprehend Chinese to understand information, ideas, opinions and experiences 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.

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 relevant 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 	3–4

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
related to socialising and societal issues and/or ideas.	
<ul style="list-style-type: none"> isolated use of Chinese language related to socialising and societal issues and/or ideas disjointed selection and sequencing in a response to Chinese stimulus texts 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

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 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 all 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 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 to draw conclusions with some justification from the text/s related to socialising and societal 	5–6

In exchanging information and ideas in Chinese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> issues and/or ideas • use of language features with errors that impede meaning but overall response can be 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

References

Images (clockwise from top left):

1. *Secretary Kerry Takes 'Selfie' With Students at Climate Change Speech in Jakarta*, by U.S. Department of State, [Creative Commons Public Domain Dedication](https://flic.kr/p/k8ZKHg), <https://flic.kr/p/k8ZKHg>, accessed Jun 19, 2018.
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8. *Untitled*, by sasint, [Creative Commons Public Domain Dedication](https://pixabay.com/photo-1822678), <https://pixabay.com/photo-1822678>, accessed Jun 19, 2018.