

Chinese 2019 v1.4

IA3 mid-level annotated sample response 1

June 2018

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

Instrument-specific marking guide

Criterion: Analysing Chinese texts in Chinese

Assessment objectives

1. comprehend Chinese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw the conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities • perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Chinese related to finishing secondary school, future plans and responsibilities • discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	14-15
<ul style="list-style-type: none"> • effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities • effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about meaning, values and attitudes in mostly proficient and complex Chinese related to finishing secondary school, future plans and responsibilities • effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	12-13
<ul style="list-style-type: none"> • understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient Chinese related to finishing secondary school, future plans and responsibilities • analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities. 	10-11
<ul style="list-style-type: none"> • understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of purpose, context and/or audience with sufficient proficiency in Chinese related 	8-9

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> to finishing secondary school, future plans and responsibilities • analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities. 	
<ul style="list-style-type: none"> • understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities • identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities • analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities. 	6-7
<ul style="list-style-type: none"> • understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities • some aspects of context and/or audience identified in fragmented Chinese • analysis of some information related to finishing secondary school, future plans and responsibilities. 	4-5
<ul style="list-style-type: none"> • understanding of some words and phrases related to finishing secondary school, future plans and responsibilities • fragmented information identified related to finishing secondary school, future plans and responsibilities. 	2-3
<ul style="list-style-type: none"> • understanding of some words and phrases related to finishing secondary school, future plans and responsibilities. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Exchanging information and ideas in Chinese

Assessment objectives

1. comprehend Chinese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Chinese to discuss finishing secondary school, future plans and responsibilities 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"> • discerning application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner • provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	14-15
<ul style="list-style-type: none"> • effective and proficient application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner • provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities. 	12-13
<ul style="list-style-type: none"> • proficient application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities • structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner • provision of a clear personal response related to finishing secondary school, future plans and responsibilities. 	10-11
<ul style="list-style-type: none"> • use of suitable language features with errors that do not impede meaning in a spoken conversation in Chinese to exchange information and ideas related to finishing secondary school, future plans and responsibilities • can maintain conversation in a structured and sequenced manner • provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities. 	8-9
<ul style="list-style-type: none"> • use of Chinese language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities • occasional need for prompting to maintain communication in a structured manner • provision of an adequate response related to finishing secondary school, future plans and responsibilities. 	6-7
<ul style="list-style-type: none"> • use of Chinese language with errors that impede meaning but can be understood related 	4-5

In exchanging information and ideas in Chinese, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing school, future plans and responsibilities. 	
<ul style="list-style-type: none"> • use of Chinese language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities • is hesitant, relying heavily on prompts and cues to communicate • disjointed response to finishing school, future plans and responsibilities. 	2-3
<ul style="list-style-type: none"> • isolated use of Chinese phrases or words related to finishing secondary school, future plans and responsibilities. 	1
<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 3 — Unit 4. Available on the School portal (Chinese).

Sample response

Criterion	Allocated marks	Marks awarded
Analysing Chinese texts in Chinese Assessment objectives 1, 2, 3, 4, 5	15	5
Exchanging information and ideas in Chinese Assessment objectives 1, 4, 5, 6	15	13
Total	30	18

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

Part 1: Multimodal presentation

比较中国和澳洲家长对教育的不同看法

By Ben



前言



今天我想给大家说两点：

- 中国家长和澳洲家长对教育的不同看法。
- 再聊一聊我毕业以后的打算。

Images (from left): QCAA, 绮丽人像照 羊先生.

Analysing Chinese texts in Chinese [4-5]
Some aspects of context and/or audience identified in fragmented Chinese.

(1) 大家好，今天我想和大家说两点。第一，中国家长和澳洲家长对教育的不同看法。第二，再聊一聊我毕业以后的打算。

Analysing Chinese texts in Chinese [4-5]
Some aspects of context and/or audience identified in fragmented Chinese.

Analysing Chinese texts in Chinese [4-5]
Understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities.

中国家长对教育的看法

- 中国父母对孩子的教育很严格。
- 中国的中学生必须准备参加高考，家长认为这是考进理想大学的唯一途径。
- 这些原因中国的父母可能跟他们的孩子有矛盾。



Images: (Clockwise from top) Wisegie, Derek A., Karl Baron.

(2) 中国父母对孩子的教育很严格。家长认为他们的孩子需要上大学能成功。中国的中学生必须准备参加高考，家长认为这是考进理想大学唯一途径。所以很多家长除了好好学习以外，不鼓励孩子参加体育活动。中国父母为了让孩子好好学习，通常不让孩子打工挣零花钱。他们负担孩子的学费和生活费。

澳洲家长对教育的看法

- 澳大利亚的父母有不同的意见。
- 家长认为学生在学习的同时需要兼职工作，自己挣零花钱。
- 家长支持孩子们搞体育运动。



Images: (Clockwise from top) Photy.org, Flying Cloud, Deidre Chute, Paull Young.

(3) 澳大利亚的父母有不同的意见。他们对孩子的教育不严格。他们相信孩子应该做他们想做的事情。家长认为学生在学习的同时需要兼职工作，自己挣零花钱。大多数父母支付大学费用或者有些孩子申请大学贷款。有些家长有孩子参加 TAFE 因为父母认为 TAFE 有用和容易找份工作。家长支持孩子们搞体育运动。

Analysing Chinese texts in Chinese[4-5]
Analysis of some information related to finishing secondary school, future plans and responsibilities

Analysing Chinese texts in Chinese[4-5]
Analysis of some information related to finishing secondary school, future plans and responsibilities


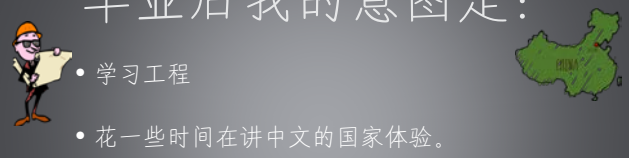
中澳庆祝毕业的不同方式

- 澳洲的学校中学生毕业以后，会集合在一起庆祝。
- 这种聚会很重要，因为高中毕业生聚在一起很好玩儿。
- 中国的学生毕业时，会和家人朋友一起开派对庆祝。通常是唱唱歌，跳跳舞什么的。

(4) 澳洲的学校中学生毕业以后，会集合在一起庆祝。我觉得这种聚会很重要，因为高中毕业生聚在一起很好玩儿。中国的学生毕业时，会和家人朋友一起开派对庆祝。通常是唱唱歌，跳跳舞什么的。

毕业后我的意图是：


- 学习工程
- 花一些时间在讲中文的国家体验。
- 继续游泳以保持我的生活平衡。



(5) 我想学习工程，因为我觉得工程不但有意思，而且稳定的工作。我希望我可以去中国内地或者香港留学。我想我会继续游泳，因为我要坚持锻炼身体，保持健康。

北京大学

- 网站很容易理解。
- 北京大学的老师都很友好。
- 北京大学也有工程师专业。



(6) 如果我去中国留学，我想上北京大学。我听说北京大学的老师都很友好。北京大学也有工程师专业。因为北京大学不但有工程师课程，而且有好的老师，所以我想上北京大学。

Part 2: Spoken conversation

Question 1

老师：你好。

学生：你好。

老师：嗯。你叫什么名字？

学生：嗯。我叫本，但我不是笨。

老师：嗯。那你的高中生活就要结束了，你有什么感想？毕业以后打算做什么？

学生：我现在又高兴又担心。高兴的是终于高中毕业了，担心的是不能被理想的大学录取，也担心大学里的课程会很难。

Question 2

老师：嗯。那你对未来五年有什么计划？为了达成你的计划，你觉得应该怎么做来为将来打下好的基础？

学生：首先我毕业以后可能找兼职工作，打工挣一点钱，可以经济独立一点儿，然后会继续念书，上大学多学习一点知识总是有好处的。如果我当不了工程师，我就要当精算师，我知道精算能赚很多钱。

Question 3

老师：嗯。那你会想在几岁的时候离家独立生活？为什么？

学生：应该会在大学毕业以后吧，搬到外面住有好处也有坏处。

好处是父母不会常常唠叨，坏处就是生活是要自己照顾自己，像洗衣服..嗯做饭什么的。

Question 4

老师：嗯。那谈谈你学习外语的经验，你觉得外语能力对你的未来会有什么帮助？

学生：嗯..我在学校学习中文，学中文最难就是写..写汉字，嗯..还有外国人学中文常常不会拼音的声调。我觉得吧，学中文最有意思的方面是学中国的历史和文化传统。我会好好学习中

Exchanging information and ideas in Chinese [14-15]
Discerning application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities

Exchanging information and ideas in Chinese [14-15]
Provision of a perspective and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities

Exchanging information and ideas in Chinese [14-15]
Structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner

文，因为我觉得会讲中文的人有更好的出路。世界的人口有差不多 60 亿，其中中国人占五分之一，所以会讲普通话有更多的机会。会讲中文的人不管是交..是交朋友嗯..还是找工作都更容易些。

Exchanging information and ideas in Chinese [12-13]

Effective and proficient application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities

Exchanging information and ideas in Chinese [12-13]

Provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities

Exchanging information and ideas in Chinese [12-13]

Effective and proficient application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities

Question 5

老师：嗯，你觉得几岁开始做兼职工作比较好呢？说说你的看法。

学生：我觉得念完书嗯..以后打工比较好，因为学生还是要专心...专心念书，打工的好...打工的话就没有时间学习了。

Question 6

老师：嗯，是的。那未来找工作的时候你会考虑哪些问题？

学生：未来找工作我不但会考虑我自己的兴趣爱好，嗯..更还要可能...看看能不能挣钱...钱。

Question 7

老师：嗯，那做那个重大决定的时候，你会找谁商量？为什么？

学生：做..做重大决定的时候我会找我的父母商量，因为我跟他们的关...关系很好，他们很了..很了解我，一般都...一般都会给我最好的建议。

老师：嗯，挺好的，谢谢，谢谢本。

学生：谢谢。

References

Slide 2

Image 1: QCAA

Image 2: *r001-226*, by 绮丽人像照 羊先生, [Creative Commons Attribution 2.0 Generic](#), <https://flic.kr/p/hZgcQZ>, accessed Jun 26, 2018.

Slide 3

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Image 2: *Study. Study. Study.*, by Derek A., [Creative Commons Attribution 2.0 Generic](#), <https://flic.kr/p/BGJs1>, accessed Jun 26, 2018.

Image 3: *Chinese Yuan*, by Karl Baron, [Creative Commons Attribution 2.0 Generic](#), <https://flic.kr/p/7o7roe>, accessed Jun 26, 2018.

Slide 4

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Image 4: *Rocking the Aussie Flag tie @ work today. Jan 26: Australia Day*, by Paull Young, [Creative Commons Attribution 2.0 Generic](#), <https://flic.kr/p/7yzJVJ>, accessed Jun 26, 2018.