

Chinese 2019 v1.4

IA3 Sample assessment instrument

July 2018

Extended 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 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 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.

Subject	Chinese	Instrument no.	IA3
Technique	Extended Response		
Unit	Unit 4: 我的未来 — My future		
Topic	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

Part 1: Extended response — multimodal

Conditions

Duration	3 weeks preparation (in-class and out-of-class time)		
Mode	Multimodal	Length	4–8 minutes
Individual/group	Individual	Other	—
Resources available	This is an open-ended task responding to Chinese stimulus texts. You can access a variety of resources to support the development of your presentation.		

Context

In this unit, you have focused on the topics of finishing secondary school, plans and reflections, responsibilities and moving on. Your response will be to three teacher-provided stimulus texts, one of which has been explored in class. The other two you will work on individually.

Situation: A group of Chinese beginning teachers and their lecturer are joining your school's Year 12 cohort for the remainder of the year. You have been asked to give a presentation on their arrival.

Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:
To what extent do the texts reveal the challenges and possibilities of life beyond school? Your answer must make reference to all three stimulus.

To complete this task, you must:

- develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts.
- analyse and evaluate the language, information and ideas in the stimulus texts
- develop your own perspective using evidence from the stimulus texts
- draw your own personal conclusions.
- construct a structured, controlled and synthesised multimodal presentation.

Stimulus

Three attached stimulus texts of differing text types and modes.

Checkpoints

- Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 3: Submit a final copy of your multimodal script with your presentation.

Criterion	Marks allocated	Result
Analysing Chinese texts in Chinese Assessment objectives 1, 2, 3, 4, 5	15	
Total	15	
Authentication strategies		
<ul style="list-style-type: none"> • The teacher will provide class time for task completion. 		
<ul style="list-style-type: none"> • Students will produce sections of the final response under supervised conditions. 		
<ul style="list-style-type: none"> • Students will provide documentation of their progress at indicated checkpoints. 		
<ul style="list-style-type: none"> • The teacher will collect copies of the student response and monitor at key junctures. 		
<ul style="list-style-type: none"> • Students must acknowledge all sources. 		
<ul style="list-style-type: none"> • Students must submit a declaration of authenticity. 		
<ul style="list-style-type: none"> • The school will ensure class cross-marking occurs. 		
Scaffolding		
<ul style="list-style-type: none"> • Use a range of language elements to demonstrate your capabilities. • Use a range of vocabulary and terminology. • Read texts a few times and make notes on your thoughts. • Decide on your perspective/s. • Find the evidence in the stimulus that supports or doesn't support your perspective/s. • Draft/plan how to link the information together. • Structure your information and insights in an organised way. • Be familiar with your technology, and allow plenty of time to check all is working. • Practice prior to presenting. 		

Stimulus

Stimulus 1 — written text

知心大姐，

我心里很烦！不知道你能不能帮我？我现在上北京第二中学高中三年级，我的学习成绩不太好，我父母担心我考不上好的大学。他们建议我毕业后去澳大利亚读大学。他们说国外的竞争没有中国那么激烈，而且专业一的选择有很多。我父母亲最大的愿望是我能先在悉尼念大学，然后找到一份工作，最后移民到澳大利亚。但是我实在对继续念书一点兴趣都没有！

我从五岁开始打排球。我打得特别好，得到过全国高中排球比赛的第一名。我从小就立志上北京体育学院，成为一名职业排球运动员。我不但有能力，有雄心，而且我每天都认真地练习，大家都认为我将来一定会当运动员。但是我的父母亲十分反对。他们觉得当运动员不但收入不稳定，工作机会不多，而且太辛苦了。

我最大的愿望是在 2020 年的时候，能够参加日本东京的奥林匹克运动会，为中国取得金牌，成为一名职业排球教练。我可以一直当教练直到我退休。虽然教练的收入不太高，但是对我来说，挣多少钱并不重要，能够做喜欢做的事，吃得饱，穿得暖，有地方住就很好了。

我不但从来没有出过国，而且我的英文水平也不高，所以我觉得一个人在海外生活是一件苦差事。我实在不想出国念书，但是我的父母给了我很大压力。他们说如果我不听他们的话，他们就不付我的大学学费，也不给我生活费。虽然我可以半工半读，但是这样的话，我就没有时间练球了。我现在真的特别苦恼。

王阿姨我应该怎么办呢？你能给我一些建议吗？

祝好，张明 (583 characters)

Stimulus 2 — 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 phone messages

Message #1

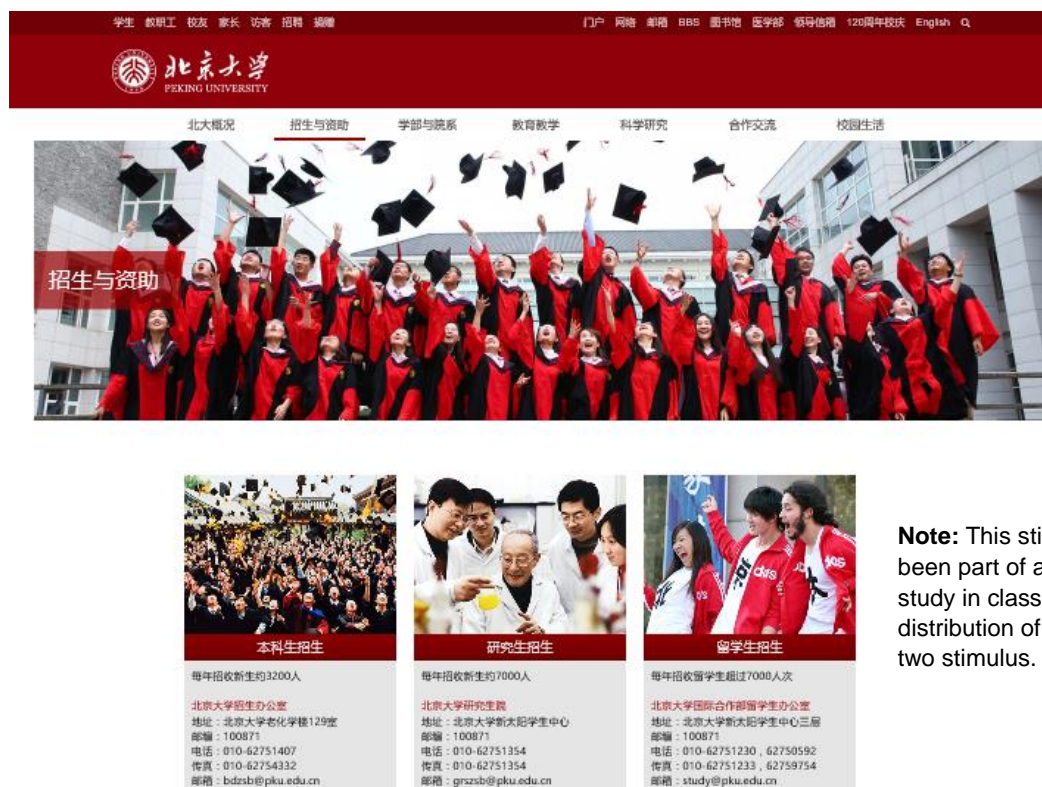
大明，你在哪儿？怎么没来林汉表哥的毕业派对？他今天宣布了一个重大消息：下个月月初他要去加拿大读书，攻读法律硕士学位。林汉表哥计划用两年的时间拿到法学硕士。他说硕士毕业以后他打算回国工作，在他爸妈的法律事务所帮忙。看来我们要等两年后才能又在一起打篮球了！后天晚上我们三个一起吃个晚饭吧！

Message #2

喂，建华，没问题，后天晚上我有空，一起吃饭吧。我们两个明年就高中毕业了，你不想出国留学？我爸说国外的学位比较值钱。你说呢？考虑一下，毕业以后我们一起出国好不好/好吗？后天见，再聊！

(232 characters)

Stimulus 3 — visual text



本科生招生
每年招收新生约3200人
北京大学招生办公室
地址：北京大学老化学楼129室
邮编：100871
电话：010-62751407
传真：010-62754332
邮箱：bdszb@pku.edu.cn

研究生招生
每年招收新生约7000人
北京大学研究生院
地址：北京大学新太阳学生中心
邮编：100871
电话：010-62751354
传真：010-62751354
邮箱：grzs@pku.edu.cn

留学生招生
每年招收留学生超过7000人次
北京大学国际合作部留学生办公室
地址：北京大学新太阳学生中心三层
邮编：100871
电话：010-62751230, 62750592
传真：010-62751233, 62759754
邮箱：study@pku.edu.cn

Note: This stimulus has been part of a broader study in class, prior to the distribution of the other two stimulus.

Source: <http://www.pku.edu.cn/admissions/index.htm> (accessed Oct 24, 2017)

Instrument-specific marking guide (ISMG)

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 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 valid 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

In responding in Chinese to Chinese texts, the student work has the following characteristics:	Marks
<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 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. 	8–9
<ul style="list-style-type: none"> understanding of the 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 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

Part 2: Extended response — spoken conversation

Conditions			
Duration	5–7 minutes		
Mode	Student-centred conversation		
Individual/group	Individual	Other	—
Resources available	<ul style="list-style-type: none"> Stimulus texts from Part 1. The script you have developed from Part 1. 		
Context			
In Part 1, you developed a multimodal presentation on the topics of finishing secondary school, plans and reflections, responsibilities and moving on. Part 2 of this assessment builds on Part 1.			
Task			
Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts, and/or the subject matter of Unit 4 Topic 1 and/or 2.			
Stimulus			

Three attached stimulus texts of differing text types and modes.		
Criterion	Marks allocated	Result
Exchanging information and ideas in Chinese Assessment objectives 1, 4, 5, 6	15	
Total	15	

Part 2: Extended response — spoken conversation (sample teacher questions in Chinese)

These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.

Question 1

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？

Question 2

你对未来五年有什么计划？为了达成你的计划，你觉得你应该做哪些事来给你的未来打好基础？

Question 3

你想在几岁的时候离开父母自己一个人独立生活？为什么？

Question 4

谈谈你学外语的经验。你觉得外语能力对你的未来会有什么帮助？

Question 5

你觉得几岁开始做兼职工作比较好？说说你的看法。

Question 6

在你未来找工作的时候，哪些问题对于你的职业选择很重要？

Question 7

做重大决定的时候，你会找谁商量？为什么？

Instrument-specific marking guide (ISMG)

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 communication 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 	6–7

<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> • use of Chinese language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities • frequent need for prompting to maintain communication • fragmented response to finishing school, future plans and responsibilities. 	4–5
<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