



Chinese 2025 v1.2

IA1: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Analysing Chinese texts in English — Question 1	3	
Analysing Chinese texts in English — Question 2	3	
Analysing Chinese texts in English — Question 3	4	
Analysing Chinese texts in Chinese — Question 4	5	
Analysing Chinese texts in Chinese — Question 5	5	
Overall	20	

Conditions

Technique	Examination — short response
Session number	Session 1
Unit	Unit 3: 我们的社会; 文化和特性 — Our society; culture and identity
Topic/s	Topic 1: Lifestyles and leisure
Time	90 minutes + 5 minutes perusal time
Seen / Unseen	Unseen questions and stimulus
Other	Audio/audiovisual stimulus is to be played up to three times. Responses must be handwritten. Dictionaries are permitted.

Instructions

- Read Stimulus 1 and respond to Questions 1 and 2.
- Listen to Stimulus 2 and respond to Question 3.
- Read Stimulus 3 and respond to Questions 4 and 5.
- Answer in the spaces provided below.
- Answer in full sentences.

Task

- Answer Questions 1, 2 and 3 in **English**.
- Answer Questions 4 and 5 in **Chinese**.

Question 1

What is the context of Stimulus 1? Justify your conclusion with two examples from the stimulus.

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Question 2

Who might be interested in reading Stimulus 1? Justify your conclusion with two examples from the stimulus.

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Question 3

How has Wang Liang influenced George in Stimulus 2? Justify your conclusion with three examples from the stimulus.

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Question 4

What is the purpose of Stimulus 3? Justify your conclusion with two examples from the stimulus.

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Question 5

Identify the tone of Stimulus 3. Justify your conclusion with two examples from the stimulus.

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Instrument-specific marking guide (IA1): Examination — short response (20%)

Analysing Chinese texts in English — Question 1	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus justifies with two pieces of supporting evidence from the stimulus 	3
<ul style="list-style-type: none"> draws a valid conclusion about one of purpose/audience/context/tone from the stimulus justifies with one piece of supporting evidence from the stimulus 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus. 	1
The student response does not match any of the descriptors above.	0

Analysing Chinese texts in English — Question 2	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus justifies with two pieces of supporting evidence from the stimulus 	3
<ul style="list-style-type: none"> draws a valid conclusion about one of purpose/audience/context/tone from the stimulus justifies with one piece of supporting evidence from the stimulus 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus. 	1
The student response does not match any of the descriptors above.	0

Analysing Chinese texts in English — Question 3	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> draws a valid and well-substantiated conclusion about lifestyles and leisure from the stimulus text/s justifies with three pieces of supporting evidence from the stimulus text/s 	4
<ul style="list-style-type: none"> draws a valid conclusion about lifestyles and leisure from the stimulus text/s justifies with two pieces of supporting evidence from the stimulus text/s 	3
<ul style="list-style-type: none"> draws a valid conclusion about lifestyles and leisure from the stimulus text/s justifies with one piece of supporting evidence from the stimulus text/s 	2
<ul style="list-style-type: none"> identification of relevant evidence from the stimulus. 	1
The student response does not match any of the descriptors above.	0

Analysing Chinese texts in Chinese — Question 4	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus • justifies with two pieces of supporting evidence from the stimulus • conveys meaning in Chinese with minor errors 	4–5
<ul style="list-style-type: none"> • draws a valid conclusion about the audience from the stimulus • justifies with one piece of supporting evidence from the stimulus • conveys meaning in Chinese with some errors 	2–3
<ul style="list-style-type: none"> • identification of relevant evidence from the stimulus in Chinese. 	1
The student response does not match any of the descriptors above.	0

Analysing Chinese texts in Chinese— Question 5	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus • justifies with two pieces of supporting evidence from the stimulus • conveys meaning in Chinese with minor errors 	4–5
<ul style="list-style-type: none"> • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus • justifies with one piece of supporting evidence from the stimulus • conveys meaning in Chinese with some errors 	2–3
<ul style="list-style-type: none"> • identification of relevant evidence from the stimulus in Chinese. 	1
The student response does not match any of the descriptors above.	0

Stimulus

Stimulus 1: Written stimulus

从网游到手游，青少年如何自我调节娱乐时间

随着最近几年科技的快步发展，青少年不但可以用电脑玩游戏、购物、看视频，还可以用手机做各种各样的娱乐活动。如此方便的娱乐生活，让不少年轻人花越来越多的时间在自己的手机上。对于休闲时间不多的青少年来说，他们应当如何自我调节娱乐时间，让自己有一个健康的休闲生活呢？

首先，玩游戏要定好时间长短。许多手机程序现在都有青少年功能，可以帮助学生控制每日玩游戏的时间。青少年们可以打开这些功能，帮助自己看好时间。

其次，青少年可以尝试一些线下的娱乐方式。目前许多社区周围都有不少的球场以及许多人工智能的实体游戏中心，这些其实都是青少年人不错的休闲娱乐场所。商场里的一些游戏室和店面也可以为有不同兴趣爱好的年轻人提供娱乐，这些都是很好的选择。

最后，青少年人应该参加一些对社区有意义的活动。这些活动不但有意义，而且可以让青少年在贡献社会的同时学到一些技能，比如团队工作能力、沟通能力等等。

总之，休闲活动多彩多样，青少年们也有许多选择。安排好自己的休闲时光，对于青少年来说很重要。

(447 字)

Stimulus 2: Audio stimulus

王亮：乔治，你想去中国做交换生吗？

乔治：王亮，我担心我去中国会不习惯。

王亮：你最担心不习惯的是什么呢？

乔治：我很喜欢打橄榄球和玩滑板。我知道，橄榄球和滑板在中国不算流行，所以不知道有没有可以做这些事的地方。

王亮：可是中国也有很多别的好玩的呀！

乔治：你说给我听听！

王亮：中国有各种各样的休闲方式。商场里的游戏中心、小区里的球场、社区里的棋牌室都是不错的活动方式。我们还有几个澳洲学生也经常玩的电脑游戏，在中国，我可以在手机上玩这些游戏，真的很方便！

乔治：听起来很有意思。我也很想提高我的中文水平，体验中国的学生生活。

王亮：那你更应该去做交换生了！

(253 字)

Stimulus 3: Written stimulus

中国留学体验夏令营

你想体验一下中国高中生的生活吗？

你想提高你的中文水平吗？

快来参加我们的中国留学体验夏令营吧！

我们的夏令营有以下项目：

- 每日与中国学生一起参加晨练、晨读、学习交流
- 参观中国的高中，体验中国中学生一天的生活
- 尝试不同的中国流行运动，比如：羽毛球、乒乓球等等
- 观光中国商城，体验不同的娱乐活动
- 逛夜市、尝试中国小吃
- 以及体验各种传统文化

本次夏令营面向澳洲十一、十二年级学生。如果你有兴趣，请在七月一日前发邮件报名！

(207 字)

Sample response guide

Note: Other relevant and suitable responses may be included. Any response given can only be awarded marks once.

Question 1 — answer in English

What is the context of Stimulus 1? Justify your conclusion with two examples from the stimulus.

The context of Stimulus 1, an online news article or a blog is responding to the increasing mobile phone usage amongst teenagers due to the rapid development of technology in recent years. It recommends different ways teenagers could adapt for leisure activities to have a balanced and healthy lifestyle. For example, the article mentions teenagers use their mobile phones to play online games, shopping and streaming. It recommends teenagers try other offline activities such as going to multi-purpose sports grounds or AI gaming centre for leisure.

Question 2 — answer in English

Who might be interested in reading Stimulus 1? Justify your conclusion with two examples from the stimulus.

An intended audience of the article might be teenagers who are looking for activities for leisure that could potentially reduce their mobile phone usage. First, the article begins by asking: 'How should teenagers manage their leisure time when mobile phones have been taken over teenager's life?' This shows that it is written for teenagers who are looking for other activities for leisure. Secondly, the article suggests that teenagers use the 'teenage function' to control their gaming time and help students arrange their gaming time reasonably, which shows that the article is intended to help teenagers manage their own leisure time.

Question 3 — answer in English

How has Wang Liang influenced George in Stimulus 2? Justify your conclusion with three examples from the stimulus.

George was concerned about not getting used to the lifestyle in China and not being able to play rugby and skateboard if he goes to China as an exchange student before speaking to Wang Liang. Wang Liang has influenced George by sharing some local knowledge about China to reassure George. According to Wang Liang, there are many sports grounds and Chinese checkers game rooms in local communities and shopping malls. George thinks these activities sound interesting and he would like to improve his Chinese skills and experience life as an exchange student.

Question 4 — answer in Chinese

What is the purpose of Stimulus 3? Justify your conclusion with two examples from the stimulus.

这篇文章的目的是为了鼓励澳洲学生参加中国留学体验夏令营。首先，文章让学生感受中国的学校生活，比如和当地学生一起晨练、晨读。其次，文章列了许多学习中文和体验文化的活动，包括尝试中国美食和逛商场。这两个例子说明夏令营帮助澳洲学生了解中国文化并提高语言能力。

Question 5 — answer in Chinese

What is the tone of Stimulus 3? Justify your conclusion with two examples from the stimulus.

这篇文章用鼓励的语气来说服澳洲十一和十二年级的学生参加中国留学体验夏令营。澳洲学生可以体验中国高中生的生活和提高中文能力。文章还鼓励澳洲学生快来参加夏令营，因为他们可以去中国商城，通过不同的娱乐活动来体验中国各种传统文化。除此以外，夏令营也能让澳洲留学生尝试中国的运动，比如打羽毛球和乒乓球。

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