



# Chinese 2025 v1.2

## IA3: 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.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Creating a multimodal presentation in Chinese — Multimodal presentation	3	
Creating a multimodal presentation in Chinese — Responding (language elements)	6	
Creating a multimodal presentation in Chinese — Responding (communication)	6	
Exchanging information and ideas in Chinese — Creating and responding	5	
Exchanging information and ideas in Chinese — Language elements	5	
Exchanging information and ideas in Chinese — Communication	5	
<b>Overall</b>		

# Conditions

<b>Technique</b>	Multimodal presentation and interview
<b>Unit</b>	Unit 4: 我的现在和未来 — My present; my future
<b>Topic/s</b>	Topic 1: The present and/or Topic 2: Future choices
<b>Duration</b>	5 weeks (in-class and out-of-class time)
<b>Mode / length</b>	Multimodal presentation in Chinese: up to 7minutes Interview in Chinese: up to 7 minutes (unprepared) Dictionaries not permitted in the interview component of this task.
<b>Individual / group</b>	Individual
<b>Other</b>	Multimodal presentation may be delivered live or be pre-recorded. Interview may be assessed at a separate time to the multimodal presentation.

# Task

Your Chinese sister school is interested in end-of-school lives and school events for students attending Panda Mountain State High School in Queensland. You have been asked to present a multimodal presentation speech to the Year 12 students at your sister school on Teams. Your speech must address the following question:

*Discuss different types of social and global events you and your friends are interested in and why.*

You must synthesise the ideas in Stimulus 1, 2, and 3 to develop a multimodal presentation in Chinese up to 7 minutes. You will identify different perspectives including your personal perspectives.

Your presentation is to be submitted as a video file containing both audio and visual components.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in the stimulus texts
- demonstrate your own perspectives using evidence from all the three stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation
- justify your response using relevant information from all three stimulus texts.

## Checkpoints

- ☐ Term 2 Week 1: Negotiate with your teacher about perspective and content before developing response and/or conducting supplementary research.
- ☐ Term 2 Week 3: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- ☐ Week 5: Submit a final copy of your multimodal on or before the due date.

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- You will produce summaries during your response preparation.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.

- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will each produce a unique response by identifying how this is achieved, e.g. selecting personal perspectives using information and ideas from the teacher provided stimulus texts.
- You will use plagiarism-detection software to submit your response.
- You will provide documentation of your progress at the third week after receiving the assessment task.

## Scaffolding

- Use a range of resources including the Unit 4 Language elements list and class notes to prepare for your multimodal presentation.
- Use teacher provided stimulus texts to plan and choose your personal perspectives.
- Find the evidence in the stimulus texts that supports and/or doesn't support your perspective/s relevant to the context, task and text type for the multimodal presentation.
- Draft/plan how to link the information together by structuring your information and insights in an organised way.
- Submit draft for feedback.
- Be familiar with your technology and allow plenty of time to check all is working.
- Practise prior to presenting. You might choose to deliver your multimodal presentation live or pre-record your multimodal presentation.

# Instrument-specific marking guide (IA3): Multimodal presentation and interview response (30%)

Creating a multimodal presentation in Chinese — Multimodal presentation	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>comprehension of ideas in three stimulus texts in Chinese related to the present and/or future choices</li> </ul>	3
<ul style="list-style-type: none"> <li>comprehension of ideas in two stimulus texts in Chinese related to the present and/or future choices</li> </ul>	2
<ul style="list-style-type: none"> <li>some comprehension of ideas in one stimulus text in Chinese related to the present and/or future choices.</li> </ul>	1
<ul style="list-style-type: none"> <li>The student response does not match any of the descriptors above.</li> </ul>	0

Creating a multimodal presentation in Chinese — Responding (language elements)	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>constructs meaning by applying comprehensive and complex knowledge of language elements in a multimodal presentation with minor errors in the use of               <ul style="list-style-type: none"> <li>wide range of characters</li> <li>wide range of grammar</li> <li>pronunciation and intonation</li> <li>consistent register</li> </ul> </li> </ul>	6
<ul style="list-style-type: none"> <li>constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of               <ul style="list-style-type: none"> <li>wide range of characters</li> <li>wide range of grammar</li> <li>pronunciation and intonation</li> <li>register</li> </ul> </li> </ul>	5
<ul style="list-style-type: none"> <li>constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of               <ul style="list-style-type: none"> <li>range of characters</li> <li>range of grammar</li> <li>pronunciation and intonation</li> <li>register</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of               <ul style="list-style-type: none"> <li>characters</li> <li>grammar</li> <li>pronunciation and intonation</li> <li>register</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>repetitive use of Chinese language elements and characters in a multimodal presentation</li> </ul>	2
<ul style="list-style-type: none"> <li>fragmented use of Chinese.</li> </ul>	1

Creating a multimodal presentation in Chinese — Responding (language elements)	Marks
The student response does not match any of the descriptors above.	0

Creating a multimodal presentation in Chinese — Responding (communication)	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>communicates with discerning selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation</li> </ul>	6
<ul style="list-style-type: none"> <li>communicates with effective selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation</li> </ul>	5
<ul style="list-style-type: none"> <li>communicates with selection, sequencing and synthesis of information from the stimulus texts to justify conclusions, ideas and perspectives appropriate to the task and text type of the multimodal presentation</li> </ul>	4
<ul style="list-style-type: none"> <li>communicates with some selection and sequencing of information from the stimulus texts with some justification of conclusions/ideas/perspectives appropriate to the task of the multimodal presentation</li> </ul>	3
<ul style="list-style-type: none"> <li>a multimodal presentation with some selection and sequencing of information/ideas from the stimulus texts</li> </ul>	2
<ul style="list-style-type: none"> <li>disjointed use of Chinese.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Chinese — Creating and responding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>thorough and discerning responses to the open, unseen interview questions</li> </ul>	5
<ul style="list-style-type: none"> <li>thorough responses to the open, unseen interview questions</li> </ul>	4
<ul style="list-style-type: none"> <li>relevant responses to the open, unseen interview questions, with some errors</li> </ul>	3
<ul style="list-style-type: none"> <li>mostly relevant responses to the open, unseen interview questions, with errors</li> </ul>	2
<ul style="list-style-type: none"> <li>fragmented engagement with the questions posed.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Chinese — Language elements	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>constructs meaning in an interview by applying comprehensive knowledge of language elements with minor errors in the use of             <ul style="list-style-type: none"> <li>wide range of vocabulary</li> <li>wide range of grammar</li> <li>pronunciation and intonation</li> <li>consistent register</li> </ul> </li> </ul>	5

Exchanging information and ideas in Chinese — Language elements	Marks
<ul style="list-style-type: none"> <li>constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of               <ul style="list-style-type: none"> <li>range of vocabulary</li> <li>range of grammar</li> <li>pronunciation and intonation</li> <li>register</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of               <ul style="list-style-type: none"> <li>vocabulary</li> <li>grammar</li> <li>pronunciation and intonation</li> <li>register</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>uses some Chinese language in an interview, including repetitive use of               <ul style="list-style-type: none"> <li>vocabulary</li> <li>grammar</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>fragmented use of Chinese in an interview.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Chinese — Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>demonstrates discerning selection and sequencing of ideas in an interview with proficiency and spontaneity</li> </ul>	5
<ul style="list-style-type: none"> <li>demonstrates effective selection and sequencing of ideas in an interview with proficiency and spontaneity</li> </ul>	4
<ul style="list-style-type: none"> <li>demonstrates selection and sequencing of ideas in an interview with some proficiency</li> </ul>	3
<ul style="list-style-type: none"> <li>demonstrates fragmented selection and sequencing of ideas in an interview, or delivers a set of rehearsed responses</li> </ul>	2
<ul style="list-style-type: none"> <li>disjointed use of Chinese.</li> </ul>	1
The student response does not match any of the descriptors above.	0

# Stimulus

Three stimulus texts of differing text types and modes:

Stimulus 1 — the Film 全城高考 as studied in class

Stimulus 2 — an unseen written Text

Stimulus 3 — a series of visual texts

## Stimulus 1: The Film 全城高考 as studied in class

Synopsis: Set in Class 9 of the senior year at a century-old prestigious high school, the story follows their final push toward the college entrance exam (Gaokao), under the guidance of their homeroom teacher, Mr. Fan Yiben. As each student struggles with their own crises, their teacher, Mr. Fan, uses his wisdom, patience, and character to guide them — and their families — through their darkest moments. He helps them regain confidence and face the Gaokao with renewed determination.

## Stimulus 2: Written text

去澳大利亚读高中，体验有趣的校园生活

现在，很多中国学生选择去澳大利亚读高中。除了学习知识，澳洲的学校还有很多有趣的活动，让学生更快乐、更全面地成长。在澳大利亚的高中，学校鼓励学生参加各种社团和活动。比如，你可以参加音乐社，学唱歌、弹钢琴；加入戏剧社，和同学一起排练演出；喜欢科技的同学可以参加机器人小组，动手做实验；还可以加入摄影、手工、绘画等兴趣小组。如果你有新的想法，还可以和朋友一起成立自己的社团，学校会鼓励你去尝试。

每年，学校还会举办“文化日”，学生穿上自己国家的传统服装，带来本国的美食、舞蹈和手工艺品，大家一起分享不同的文化。有些学校还会安排“国际美食节”或“语言日”活动，让你可以介绍中文，教外国朋友说几句汉语。

体育活动也很多。澳大利亚的学校非常重视运动，很多学校有足球队、篮球队、橄榄球队和游泳队。学生可以在课后训练，也可以代表学校去参加比赛。每年还有“体育日”，学生分组比赛，大家一起加油、一起运动。不管你是不是运动高手，只要你想参加，学校都会欢迎你。有的学校还组织“野营周”或“户外挑战营”，学生会到大自然中露营、徒步、划船、搭帐篷。这些活动不仅锻炼身体，还能学会独立和团队合作。

除了学校里的活动，很多澳洲高中还安排学生参加社会活动。比如，有的同学会去养老院看望老人，陪他们聊天、帮他们整理东西；有的参加环保活动，到公园清理垃圾、种树；还有的会做一些小点心或手工艺品，在学校的义卖活动中卖给家长和同学，把钱捐给需要帮助的人。这些活动帮助学生学会关心别人，也让大家了解社会。

一些学校还有学生会。学生可以自己参加竞选，成为班级或年级的代表。他们会帮老师组织一些活动，比如音乐表演、读书分享、户外学习日、电影之夜、慈善义卖等，也会代表大家向学校提建议。这些机会让学生学会表达、合作，也能锻炼领导能力。

如果你想提高英语、想结交新朋友、想体验不一样的校园生活，去澳大利亚读高中，会是一段特别的成长旅程！



### Stimulus 3: A series of visual stimulus

A (32 characters)



B (31 characters)



C (18 characters)



D (26 characters)



Images are AI generated.

## Interview — sample teacher questions

### Question 1

高中毕业生都比较喜欢做什么？

### Question 2

十二年级的学生会参加什么样的活动来庆祝毕业？

### Question 3

在你的未来计划里，中文有什么样的重要性？

### Question 4

你建议你的朋友们参与哪些社交活动？

### Question 5

你认为青少年目前面临最大的社会挑战是什么？请说明你的看法。

### Question 6

当你面临挑战时，你如何解决？



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