Chinese Extension 2020 v1.2

IA1 high-level annotated sample response

January 2019

Examination — combination response (20%)

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. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts related to the chosen areas of study

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study

3. identify how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences

4. analyse and evaluate information and ideas from selected texts related to the chosen area of study to draw conclusions and justify points of view and arguments

5. create texts that convey information and ideas in Chinese for context, purpose and audience, and cultural conventions.

Note: Objective 6 is not assessed in this instrument.

180646

Instrument-specific marking guide (ISMG)

Criterion: Analysing Chinese texts

Assessment objectives

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts related to the chosen areas of study

3. identify how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences

4. analyse and evaluate information and ideas from selected texts related to the chosen areas of study to draw conclusions and justify points of view and arguments

The student work has the following characteristics:	Marks
• thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts related to the chosen areas of study • perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • discerning analysis and evaluation of relevant information and ideas in Chinese texts related to the chosen areas of study to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments.	14–15
• effective comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in the stimulus texts related to the chosen areas of study • effective identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • effective analysis and evaluation of relevant information and ideas in Chinese texts related to the chosen areas of study to draw well-constructed and valid conclusions with justification of points of view and arguments.	12–13
• comprehension of language elements, structures and/or textual conventions to identify gist and details in the stimulus texts related to the chosen areas of study • considered identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • analysis and evaluation of relevant information and ideas in Chinese texts related to the chosen areas of study to draw considered conclusions with justification of points of view and arguments.	10–11
• comprehension of language elements, structures and/or textual conventions to identify some gist and obvious details in some of the stimulus texts related to the chosen areas of study • identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences • analysis or evaluation of information and ideas in Chinese texts related to the chosen areas of study to draw conclusions with justification of points of view and arguments.	8–9
• comprehension of language elements, structures and/or textual conventions to identify some details in some of the stimulus texts related to the chosen areas of study • superficial identification of how meaning influences audiences • superficial analysis of some information and ideas in Chinese texts to draw conclusions.	6–7
• comprehension of parts of the stimulus texts related to the chosen areas of study • partial identification of how meaning influences audiences • analysis of some information.	4–5

The student work has the following characteristics:	Marks
• fragmented identification of attitudes, perspectives and/or values • comprehension of some characters.	2–3
• comprehension of some characters.	1
• does not satisfy any of the descriptors above.	0

Criterion: Creating Chinese texts

Assessment objectives

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study

5. create texts that convey information and ideas in Chinese for context, purpose and audience, and cultural conventions

The student work has the following characteristics:	Marks
• discerning application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study • discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts.	5
• effective application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study • effective integration of context, purpose, audience and/or cultural conventions to create generally fluent texts.	4
• considered application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study • considered integration of context, purpose, audience and/or cultural conventions to create texts with sufficient proficiency to convey meaning.	3
• application of language elements, structures or textual conventions to create fragmented meaning related to the chosen areas of study • integration of context, purpose, audience or cultural conventions to create fragmented texts.	2
• application of some language elements to create a response.	1
• does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for IA1: Examination — combination response (20%) (available on the QCAA Portal).

Sample response

Criterion	Marks allocated	Result
Analysing Chinese texts Assessment objectives 1, 3, 4	15	15
Creating Chinese texts Assessment objectives 2, 5	5	5
Total	**20**	**20**

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

Part 1: Short response

Analysing Chinese texts [14–15]

thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts related to the chosen areas of study

Question 1

文章一认为国产电影会取代好莱坞电影在中国的市场。并用数据指出2018年国产片发展蓬勃，并在票房上打败好莱坞大片。同时引用和资深媒体的言论来证明政府扶持国内电影、限制国外电影以促进国产电影的发展。文章二主观感情强烈，提出国产电影在短期内不能取代好莱坞电影。文章从电影类型、故事内容、科技使用等方面比较了国内外电影优劣，支持自己的观点。

152 characters

Analysing Chinese texts [14–15]

discerning analysis and evaluation of relevant information and ideas in Chinese texts related to the chosen areas of study to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments

Question 2

国产电影面临的问题：高票房的国产电影类型单一，且从故事内容到科技运用都很稚嫩。要解决这些问题首先应该利用国家的资金支持，学习西方成熟的电影制作；丰富国产电影类型和故事内容；成立专业的电影制作团队进行商业化的操作。第二，提高科学技术在电影中的使用，不断用技术增强电影的视觉效果以提高电影质量，吸引更多观众以抗衡好莱坞电影。

148 characters

Analysing Chinese texts [14–15]

discerning analysis and evaluation of relevant information and ideas in Chinese texts related to the chosen areas of study to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments

我认为政府扶持国内电影而压制国外电影的行为是不对的。政府对国内电影数十亿的投资有利于国产电影的发展。但每年只允许34部美国电影入境，会影响电影市场的健康发展和多元文化的传播。而且，在暑期档着重宣传国产电影是对国外电影的不公平，这样会减少观众欣赏好电影的机会。最后，过分保护国产电影的行为，会令人忽视其类型单一和质量差的缺点，影响国产电影的发展。

160 characters

Question 4

Analysing Chinese texts [14–15]

perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences

Stimulus 1 uses the imagery of war: '常胜将军 (ever-victorious general), 败退 (retreat), 驱逐 (expel), 战绩 (battle gains), 劲敌(competitive rival/enemy), 占领(conquer), 抗衡(compete)' to create a dramatic effect and to build a tense atmosphere. Statistics are used from reputable sources and the emphasis of statistics and reports can convince the audience of the authority of their argument. To appeal to our emotions, Stimulus 2 uses the first person pronoun and the imagery of love: 最爱 (favourite), 引人入胜 (attractive), 精彩 (fascinating), 狂热的 (passionate). The audience is addressed in an informal tone through a rhetorical question. I think Stimulus 1 is more convincing because statistics have more authority than feelings.

Part 2: Extended response

Question 1

Creating Chinese texts [5]

discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts

这些图片表现了中国从70年代到千禧年后玩具的发展和变化，也展现了中国的社会的发展和变化。在70年代，玩具都是自己动手制作的，比如毽子、铁环、弹弓。而且，很多游戏需要和他人一起完成，比如说跳皮筋和玩玻璃球。那个时候，娱乐中没有科技因素的影响。但到了80年代，中国进行了改革开放，人们生活质量也得到提高。部分科技产品，比如电视进入了中国家庭。外国玩具因为其精致有趣也被中国孩子接受。常见的玩具有变形金刚、水枪和水压套圈。那时，中国也学习了西方科学技术而研发了自己的"小霸王学习机"的科技产品。这些都是中国时代进步、面向世界对外开放的结果。从2000年至今，中国发展迅速，大城市高楼林立，中国更加面向世界。 科技与生活更加紧密联系在一起。高科技玩具已经成为孩子生活的重要部分。外国流行的乐高、语音机器人和平板电脑也在第一时间于中国出售并得到中国孩子的喜爱。平衡车、自动玩具车这些更加精致、自动化的产品成为孩子的玩具，而无人再关注粗糙的、毫无科技含量的简单手工玩具。这些图片展现了中国时代交替和发展，也展现人们生活质量的提高，更见证了科学技术在中国和世界的发展。

Creating Chinese texts [5]

discerning application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study

Question 2

Creating Chinese texts [5]

discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts.

第一幅图：70年代娱乐活动的特点是孩子自己制作手工玩具、多人合作玩游戏。比如说手工制作的弹弓、铁环和毽子，还有两人或多人一起合作完成的游戏弹玻璃球和跳皮筋。孩子们在制作玩具的过程中培养了自己耐心和动手能力，并在游戏中锻炼了身体并提高了与他人沟通、合作的既能，进而增进了人际关系。

Creating Chinese texts [5]

discerning application of language elements, structures and/or textual conventions to create meaning related to the chosen areas of study

第三幅图：从2000年至今，孩子们的玩具突出了其精致性、高科技性以及重视个体体验，再也看不见粗糙的手工制品和多人游戏的影子。平板电脑、语音机器人、平衡车、自动玩具汽车这些玩具都是做工精细的高科技产品，比起粗糙的手工制品如弹弓、铁环和毽子更能吸引孩子。但这些产品却让孩子缺少动手能力和运动能力。孩子不需要动手制作玩具，也不需要在游戏中运动锻炼身体。这些高科技玩具另一个特点是重视孩子作为个体的体验，使孩子与他人分离开来。不像70年代的娱乐，孩子们需要两人或多人一起合作才能做游戏，千禧年后的孩子自己就可以和高科技产品玩得不亦乐乎。所以很多孩子缺少与人沟通、合作的能力，在生活中比较孤僻，不喜欢与人接触。这样不利于孩子社交能力的培养。