

Chinese Extension 2020 v1.2

IA1 sample assessment instrument

January 2019

Examination — combination response (20%)

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. 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.

Subject	Chinese Extension	Instrument no.	IA1
Technique	Examination — combination response		
Unit	Unit 3: Guided investigation		
Topic	Media studies		

Part 1: Short response

Conditions

Response type	Short response		
Time	90 minutes in one uninterrupted session	Perusal	—
Other	<ul style="list-style-type: none"> no dictionary is permitted word processor is permitted, with spellcheck and internet disabled 		

Instructions

Use the stimulus texts to answer the following questions in the language specified in each question.

Criterion	Marks allocated	Result
Analysing Chinese texts Assessment objectives 1, 3, 4	15	
Total	15	

Part 1: Short response

Respond to the following three questions in **Chinese**. Each response should be up to 150 characters.

Question 1

请指出文章 1 和 2 所支持的观点，并评价这写观点是如何被用来说服听众的？

Question 2

运用文章 1 和 2 里的信息，阐明文章 2 中所描述的问题是如何被解决的？

Question 3

运用文章 1 和 2 里的信息，评价政府的举措。

Respond to the following question in **English**. Your response should be up to 100 words.

Question 4

How effectively are textual conventions and language features used in each text to make an argument? Which text is the most convincing?

Stimulus

Stimulus 1 — audio text

中国国产电影： 好莱坞电影在中国市场的终结者？

好莱坞电影在中国一直是票房的常胜将军，而近年来在与国产片的大战中却节节败退。豆瓣电影¹指出，2018年，其在中国重磅推出的电影《复仇者联盟》、《侏罗纪世界》和《谍中谍 6》因平均仅有 19 亿的票房而惨遭驱逐，退出票房排行前五。反观国产片《红海行动》，以 36 亿骄人战绩摘得票房冠军，其他国产片如《唐人街探案 2》、《我不是药神》，均以超 30 亿的战绩坐稳票房亚、季军，成为好莱坞电影劲敌。

资深评论人表示，国产电影将会占领好莱坞在中国的电影市场，形成国产电影“一统天下”的局面。特别是今年中国向其电影行业投入了数十亿美元的资金，目标是与好莱坞佳作抗衡。同时，中国限制国外电影进口数量，每年仅许 34 部美国影片入境。不仅如此，国产电影大都在暑期热档上映，而进口电影就没有如此待遇。

国产电影是否能是好莱坞时代的终结者？随时更新的数据和分析报告让人期待。

¹ 豆瓣电影：大众信赖的电影排名和评论平台。

Stimulus 2 — audio text

国产电影取代好莱坞电影：还有多长的路要走？

好莱坞电影是我的最爱，而且短期内不会被国产电影取代。

说实话，我觉得国产电影集中在动作片、喜剧片和剧情片上，其他类型电影又少又没看头。而好莱坞的电影类型很丰富。科幻动作片、战争灾难片、悬疑恐怖片、甚至是动画片都是票房主力军。从《超人》到《阿甘正传》、从《泰坦尼克号》到《功夫熊猫》，各类电影都那么引人入胜。更重要的是，好莱坞电影不仅故事很精彩，还在不断研发新的电影科技。比如三维虚拟摄影系统就是为了拍摄《阿凡达》而发明的。高科技的使用，使电影情节更逼真，视觉效果更强烈，不断获得大批狂热的“粉丝”。而国产片从故事内容到科技运用还很稚嫩。虽然有的国产片票房上超过了好莱坞大片，但全世界都知道“蜘蛛侠”，但有几个人听过“煎饼侠¹”呢？

¹煎饼侠：高票房国产电影中的拯救世界的英雄人物。

Part 2: Extended response

Conditions			
Time	2–5 minutes		
Mode	Spoken	Planning	15 minutes
Individual/ group	Individual	Other	<ul style="list-style-type: none">no access to any other materials or notesthe extended response must be recorded as an audio or audiovisual file as evidence of the quality of the student response and be available for confirming and ratifying grades
Instructions			
Use the stimulus text provided to answer the following questions in Chinese .			
Criterion	Marks allocated	Result	
Creating Chinese texts Assessment objectives 2, 5	5		
Total	5		

Part 2: Extended response

Question 1

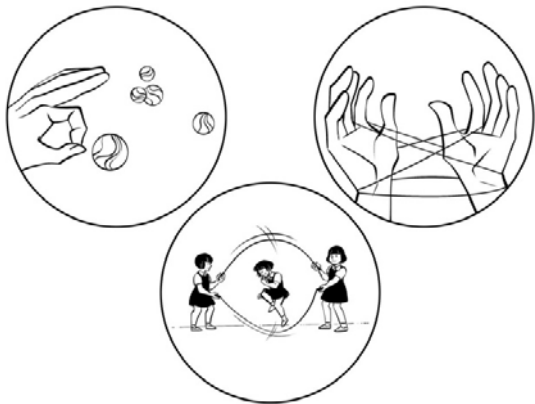
这三幅图片描述了什么？

Question 2

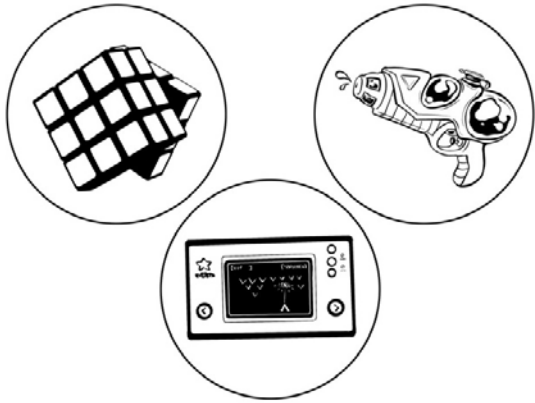
比较和分析第一幅和第三幅图片，说一说图片中不同的事物对人们社交能力的影响。

Stimulus 3 — visual text

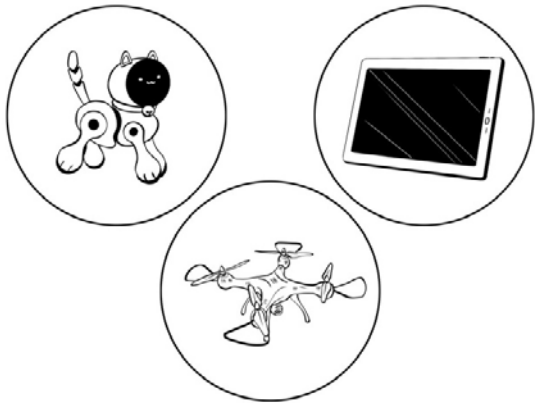
“70 后” 自己动手的时代



“80 后” 改革开放的时代



“00 后” 高科技的时代



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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • • 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
<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • fragmented identification of attitudes, perspectives and/or values • comprehension of some characters. 	2–3
<ul style="list-style-type: none"> • comprehension of some characters. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating Chinese texts

Assessment objectives

- apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
- 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • application of some language elements to create a response. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0