

Chinese Extension 2020 v1.2

IA2 high-level annotated sample response

February 2019

Examination — extended response (25%)

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:

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts related to the chosen areas of study
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
6. structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively.

Note: Objectives 1 and 3 are not assessed in this instrument.

Instrument-specific marking guide (ISMG)

Criterion: Analysing Chinese texts

Assessment objective

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">discerning analysis and evaluation of relevant information and ideas in Chinese stimulus texts related to the chosen areas of studywell-constructed and discerning conclusionswell-substantiated justification of points of view and arguments.	9–10
<ul style="list-style-type: none">effective analysis and evaluation of relevant information and ideas in Chinese stimulus texts related to the chosen areas of studywell-constructed and valid conclusionseffective justification of points of view and arguments.	7–8
<ul style="list-style-type: none">considered analysis and evaluation of information and ideas in Chinese stimulus texts related to the chosen areas of studyconsidered conclusionsconsidered justification of points of view and arguments.	5–6
<ul style="list-style-type: none">fragmented analysis and evaluation of information and ideas in Chinese stimulus texts related to the chosen areas of studysome conclusionsfragmented justification of points of view.	3–4
<ul style="list-style-type: none">unrelated analysis of information and ideas in Chinese stimulus textsno justification of points of view.	1–2
<ul style="list-style-type: none">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 Chinese 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
6. structure, sequence and synthesise information to respond to selected texts personally, critically and/or creatively

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 in proficient and complex Chinese texts related to the chosen areas of study • discerning integration of context, purpose, audience and/or cultural conventions to create fluent texts in Chinese • discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas. 	14–15
<ul style="list-style-type: none"> • effective application of language elements, structures and/or textual conventions to create meaning in mostly proficient and complex Chinese texts related to the chosen areas of study • effective integration of context, purpose, audience and/or cultural conventions to create generally fluent texts in Chinese • effective synthesis of relevant information to cohesively and coherently structure the response and develop ideas. 	12–13
<ul style="list-style-type: none"> • considered application of language elements, structures and/or textual conventions to create meaning in mostly proficient or complex Chinese texts related to the chosen areas of study • considered integration of context, purpose, audience and/or cultural conventions to create generally fluent texts in Chinese • considered synthesis of relevant information to structure the response and develop ideas. 	10–11
<ul style="list-style-type: none"> • application of language elements, structures and/or textual conventions to create Chinese texts with sufficient proficiency to convey meaning related to the chosen areas of study • integration of context, purpose, audience and/or cultural conventions to create texts in Chinese • synthesis of some information to structure the response and/or develop ideas. 	8–9
<ul style="list-style-type: none"> • application of some language elements, structures or textual conventions to create meaning in Chinese texts related to the chosen areas of study in which the overall response can be understood • inconsistent integration of context, purpose, audience or cultural conventions to create texts in Chinese • synthesis of some details to structure the response and/or develop ideas. 	6–7
<ul style="list-style-type: none"> • application of some language elements, structures or textual conventions to create fragmented meaning in Chinese texts related to the chosen areas of study • integration of some aspects of context, purpose, audience or cultural conventions to create fragmented texts in Chinese • uneven synthesis of irrelevant details to structure the response and/or develop ideas. 	4–5

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • inaccurate application of language elements to create a response • isolated integration of context, purpose, audience or cultural conventions to create texts in Chinese. 	2–3
<ul style="list-style-type: none"> • incoherent response. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Task

See the sample assessment instrument for IA2: Examination — extended response (25%) (available on the QCAA Portal).

Sample response

Criterion	Marks allocated	Result
Analysing Chinese texts Assessment objective 4	10	10
Creating Chinese texts Assessment objectives 2, 5, 6	15	15
Total	25	25


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

Analysing Chinese texts [9–10]

discerning analysis and evaluation of relevant information and ideas in Chinese stimulus texts related to the chosen areas of study

well-substantiated justification of points of view and arguments

Student-selected stimulus



Response

“双十一”是网购者的节日。每年的十一月十一日，网络商家就会使出浑身解数动，吸引网友购买商品，比如“5折”销售、“全场包邮”。各种优惠活动让消费者感觉不买东西简直就是吃亏。某商业银行在微博发布消息，“双十一”的抢货活动从零点开始，至零点零三分，货品交易额已达十亿! 很多人利用“双十一”优惠活动买到了自己心仪已久的商品，也有人买了很多自己不需要的产品。

网友甚至为这些网购者创造出新词划分他们的购买类型。比如说“购物盲人”和“暴花户”等。面对这些负面消费行为，我们是否还要参与到“双十一”的优惠活动中呢？我认为，消费者需要掌握好消费的“度”。本文通过分析三篇资料来阐述此观点。

Creating Chinese texts [14–15]

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

Analysing Chinese texts [9–10]

discerning analysis and evaluation of relevant information and ideas in Chinese stimulus texts related to the chosen areas of study

well-constructed and discerning conclusions

Creating Chinese texts [14–15]

discerning synthesis of relevant information to cohesively and coherently structure the response and develop ideas

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

Analysing Chinese texts [9–10]

well-substantiated justification of points of view and arguments

well-constructed and discerning conclusions

资料一嘲讽了“购物狂人”类型的网购者。漫画中一位女士坐在电脑前。她的面前放着提神的咖啡和四个闹钟，提醒自己不能错过这次的“大减价”。这位女士眼神空洞，流着口水，似乎完全投入到“零点抢购”的活动之中，而这种执迷看起来有些可怕。“买买买”和“根本停不下来”是诟病其买东西毫无节制。她不停购买商品，毫无理性可言，也丝毫看不出她在享受购物的乐趣。相反，倒能看出其焦躁不安。这幅图片是呼吁人们反思自己在“双十一”活动中“强迫症式”的购物习惯。我并不是完全同意这张图片中的观点，特别是其丑化消费者的行为，突出“双十一活动”的负面影响。但是我能理解这是讽刺漫画，为了突出不理性的消费习惯而使图片有些夸张。

资料二和资料一的观点有些许相似。文章列举出不同消费类型，让读者对号入座，并从心理学角度阐述了“双十一”活动火爆的原因，并提出理性消费的建议。文章强调虽然消费者在“双十一”活动中购买了大量商品，但是并没有真正得到实惠。文章内容幽默，开头语气轻松但分析原因时又严肃而客观，提醒消费者不要被商家的营销手段愚弄，并呼吁大家理性消费，购买自己真正需要的产品。我认为作者观点客观又深刻，对消费者提供的建议很中肯，我很赞同。

资料三是我个人在“双十一”活动中购买的山核桃组合产品。这是中国著名零食品牌在双十一活动中的促销海报。从图片中看出，这几种中国人爱吃的零食都打了五折。其中虽美味但因价格过高而鲜少有人购买的蛋壳山核桃组合由 189.9 元降价至 94.9 元，使我和更多的消费者可以用较低的价格买到此美味零食。而且，“双十一”活动一般都提供包邮服务，这样为消费者节省运费，又省了一笔钱。由此看出，“双十一”活动为消费者提供了经济上的实惠，使让消费者用较少的钱买到优质商品，享受到购买商品的乐趣。

总而言之，“双十一”优惠活动对消费者有利，是值得参与的。但同时，消费者要保持清醒的头脑，掌握好消费的“度”。消费者要在“适度消费”、“绿色消费”和“勤俭节约”的原则下进行网购，使消费者享受到“双十一”购物带来的幸福感和满足感。