

Chinese Extension 2020 v1.2

IA2 sample assessment instrument

February 2019

Examination — extended response (25%)

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:

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.

Subject	Chinese Extension	Instrument no.	IA2
Technique	Examination — extended response		
Unit	Unit 3: Guided investigation		
Topic	Social sciences		
Conditions			
Time	<ul style="list-style-type: none"> preparation: 4 weeks, with access to the stimulus texts writing time: 120 minutes, in class, under supervised conditions 	Perusal	—
Word length	600–1000 characters	Seen/unseen	Unseen
Other	<ul style="list-style-type: none"> unseen task in Chinese with clean copies of stimulus provided no access to any other material or notes 		
Instructions			
<p>Analyse and evaluate the stimulus texts to respond to the following task in Chinese.</p> <ul style="list-style-type: none"> Your teacher will give you two stimulus texts four weeks before the examination. You must choose one extra stimulus text, and consult with your teacher to ensure it is an appropriate choice. Hand it in to your teacher before the examination. Your teacher will give you clean copies of the three stimulus texts at the start of the examination. <p>In your response, you must offer your own perspectives on the ideas and information provided in the stimulus texts.</p>			
Task			
人们应该参与到“双十一”的活动中吗？			
Stimulus			
Two attached stimulus texts of differing text types and modes, and a stimulus text chosen in consultation with your teacher.			
Criterion	Marks allocated	Result	
Analysing Chinese texts Assessment objective 4	10		
Creating Chinese texts Assessment objectives 2, 5, 6	15		
Total	25		

Stimulus 1 — visual text

根本停不下来



Stimulus 2 — written text

媒意见视点|“双十一”网友掀起造词潮 边“剁手”边吐槽

来源：扬子晚报

作者：张楠

原标题：“双十一”网友掀起造词潮

剁手爽了吧？“双十一”还没收官，“双十一吐槽大会”就开锣了，网友总结出有关“双十一”的网络新词，堪称说出了大家的内心台词。你是“消费蹦极”、“暴花户”，还是“购物盲人”、“无递自容”？

看看你是哪种“剁手党”？

对于这些新词，大概说了几种“双十一”类型。第一当然是超级理性的“消费蹦极”，指的是今年双十一准备啥也不买。说到“准备”，说明未必能实现。所以就有了“暴花户”，形容在短时间内就花掉了可观的财富，赚钱不多，但就莫名很敢花，花光了又很丧的人。“双十一”网上购物真能买到实惠吗？那也分人。有种人堪称“购物盲人”——听说“双十一”有优惠而积极参与购物，但压根算不清便宜多少，最后随心所欲一顿瞎买的人。还有人是“无递自容”——“双十一”没有买东西，所以无快递可拿，而身边的朋友同事都有，因此而感到无法融入大环境。

心理学家告诉你中了什么圈套

心理专家认为，从购买欲望的角度来说，有些消费者拥有实际购物需求，他们早已看中某件商品，选择在“双十一”购买是为了以优惠的价格将商品收入囊中。但可能更多消费者本身并没有实际的购物需求，但是“双十一”的气氛让人感觉如果不抓紧时间，商品就会被别人买走，所以发生冲动购买行为。

面对此类情况，请大家记住：网购要“量入为出，适度消费；避免盲从，理性消费；保护环境，绿色消费；勤俭节约，艰苦奋斗”。

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