

Chinese Extension 2020 v1.2

IA3 high-level annotated sample response

November 2018

Project — investigative folio (30%)

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 through an investigative process
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts through an investigative process
3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative process
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative process
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 texts personally, critically and/or creatively.

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 through an investigative process
3. identify how meaning, attitudes, perspectives and values underpin texts and influence audiences through an investigative process
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments through an investigative process

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 through an investigative process • perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • discerning analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process 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 through an investigative process • effective identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • effective analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process 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 through an investigative process • considered identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • analysis or evaluation of relevant information and ideas in Chinese texts through an investigative process 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 • identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences • analysis and evaluation of information and ideas in Chinese texts 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 • 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 • partial identification of how meaning influences audiences • analysis of some information. 	4–5

The student work has the following characteristics:	Marks
<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 through an investigative process
- create texts that convey information and ideas in Chinese for context, purpose and audience and cultural conventions
- structure, sequence and synthesise information to respond to 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 through an investigative process 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 through an investigative process 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 through an investigative process 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 meaning in Chinese texts with sufficient proficiency to convey meaning 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, in which the overall response can be understood inconsistent integration of context, purpose, audience or cultural conventions to create texts in Chinese synthesis of information to structure the response and/or develop ideas. 	6–7

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • application of some language elements, structures or textual conventions to create fragmented meaning in Chinese • integration of some aspects of context, purpose, audience or cultural conventions to create fragmented texts in Chinese • uneven synthesis of information to structure the response and/or develop ideas. 	4–5
<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

Part A: Multimodal presentation

Context

For this assessment instrument, you will investigate an area of special interest that is different from those you previously studied in Unit 3. You should choose the focus of your investigation to give you the opportunity to demonstrate your linguistic development. Your topic must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

Task

Investigate a topic of your choosing by selecting a range of authentic texts to analyse and evaluate in a multimodal presentation.

Part B: Individual spoken conversation

Context

You have presented a multimodal presentation to your teacher. Now, your teacher will ask you questions about your presentation.

Task

Participate in a spoken conversation with your teacher, in Chinese, to support your investigation and multimodal presentation.

Sample response

Criterion	Marks allocated	Result
Part A: Analysing Chinese texts Assessment objectives 1, 3, 4	15	15
Part B: Creating Chinese texts Assessment objectives 2, 5, 6	15	15
Total	30	30

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors. This annotated response accompanies the IA3 annotated sample response available on the QCAA Portal.

Analysing Chinese texts [14–15]

discerning analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments

Part A: Multimodal presentation

Slide 1:




Image: Qin Shi Huang, the first emperor of China, c. 1850

大家好。今天我将谈论在中国古代历史上最有影响力的人物之一：秦始皇。

他是一个具有争议性的人物。至今人们还在琢磨秦始皇到底是好还是坏，尤其是关于焚书坑儒一事。为了更深入探讨，我考核了几篇文章的可靠性而判断作者在此题目上的权威，并且进行了分析。这几篇文章分别是：

- [秦始皇](#) — 维基百科
- [秦始皇](#)（中国历史上第一位皇帝） — 百度百科
- [秦始皇嬴政简介](#) — 趣历史
- [对秦王嬴政的综合看法](#) — 秦历史第一站
- [秦始皇是个好皇帝吗?](#) — 咸阳百科。

Analysing Chinese texts [14–15]

through comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts through an investigative process

Analysing Chinese texts [14–15]

perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process

Analysing Chinese texts [14–15]

through comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts through an investigative process

Slide 2:



Image 1: Rbramosjr 2006
Image 2: Savoye, J 2016

以上的五篇文章对于秦始皇的生平描述一致。以下便是简单的概要：

秦始皇生于公元前 259 年。姓嬴名政，是赵姬与秦庄襄王之子。十三岁成为秦皇，然后在公元前 220 年成为统一中国的第一个皇帝。当时三十九岁。他最知名的事迹包括：统一六国、设定测量标准、统一语言和货币、树立道德和行为标准指南、举行土地私有制、建造中国的万里长城和帝皇陵，焚书坑儒，等等。

Slide 3:



Image: *Burning of books and burying of scholars*, 18th century

在以上五篇文章中，其中三篇就焚书坑儒一事，就能让读者初步概括作者对于秦始皇是好是坏的立场。首先，趣历史的描述比较中肯，除了没有用负面的词语外，更表明其实秦始皇焚书是因受李斯的影响。李斯为了让秦王成为天下唯一领导人，便向秦王提出焚书坑儒的“安于之术”。此外，趣历史表示“秦始皇焚书虽然可恶，但焚书最多的不是他”。由此可见，趣历史设法透过其他历史的事件让读者更全面的了解历史。

第二，维基百科跟趣历史立场相似，指出秦始皇焚书只为控制当时因推行新政的局面，更假设秦始皇曾下令将一些书保存在皇家图书馆，只是最终不幸被项羽攻破咸阳后纵火烧毁。

第三，百度百科也跟之前两篇文章相似。另外，这篇文章引述中国史书的典范：文学家司马迁的【史记】，指名“焚书”和“坑儒”两件事没有直接关系。他表明坑“儒”，其实是坑“术士”，而不是“儒生”。事情其实是因两名术士为秦王炼制长生不老药不果，然后散布谣言引致秦王大怒而起。如此可见，以上的三篇文章属于比较中肯且属实的描述。其中百度百科更提供额外的见解，增加文章的可靠性，显出作者此这题目上的权威。

Slide 4:



Image: Qin Shi Huang, the first emperor of China, c. 1850

Analysing Chinese texts [14–15]

perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process

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 through an investigative process

Analysing Chinese texts [14–15]

perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process

相反，咸阳百科对秦始皇的评价非常正面。这篇文章分为两部分。第一为正面评价，第二为负面评价。第一部分占全篇文章的四分之三，而第二部分只占四分之一。其中，作者在正面评价的部分描述历史经过，并从中加入个人的看法，但在负面评价的部分却只表达其他文章对秦王的看法。例如，作者描述文学家司马迁【史记】中的这部分的记录为“带有典型的的目的性的评论”。咸阳百科文章的作者说：“中国历史上除了秦始皇，其他任何一个皇帝和贤人都不可能做得到的…他们创造的‘伟绩’有哪一个能和秦始皇相比呢？”作者又说：“暴君的称号使秦王的绝世光辉大失色彩”和“秦始皇是毫无疑问在中国历史上对中华人民贡献最大的君王”。这样看来，作者毫无保留，甚至偏向的向读者表明他认为秦始皇是好的，减少了这篇文张的可靠性，并且抵消作者在这题目上的权威。

最后，虽然秦历史第一站的文章结构跟咸阳百科的非常相似。在负面评价的部分，同样表达其他文章对秦王的看法。但不同之处是：作者在正面评价的部分描述历史经过时并没有加入个人的看法。作者承认秦王所推行的各个工程项目均规模庞大，造成死伤无数，但也使国家在商品交易，交通，融合文化方面得到进一步发展，故此秦始皇究竟‘功大还是过大’成为后世不断探讨的论点

总括来说，经过我对这几篇文章的初步分析，秦历史第一站的“对秦王嬴政的综合看法”犹如其名，为读者提供全面的见解，也相对增加着它的可靠性，显出作者在这题目上的权威。

Analysing Chinese texts [14–15]

discerning analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments

那在焚书坑儒一事上，究竟秦始皇是好还是坏呢？让我们逐一分析。秦王焚书的主要动机是为了控制当时政治局面，这是一个刚上任推行新政的一国之君务必要解决的事。历史上，不同国家焚书的国王不少，可见焚书的行动是可以理解的。另外，坊间传说秦始皇曾下令将一些书保存在皇家图书馆，显明秦王懂得书本的价值。坑“儒”事件其实与焚书的动机非常相似。秦王是为了阻止术士在新政推行时散播谣言而下令坑儒。虽然焚书和坑儒事件做法可圈可点，但总算是“安于之术”之一。焚书坑儒是错误的，但是秦始皇确实稳定了国家。

因此，我个人不能确定秦始皇善是恶仅仅凭借他做的这些恶行，毕竟他做的事情对中国的发展是有利的。

Part B: Individual spoken conversation



Image: A portrait painting of Qin Shi Huangdi, first emperor of the Qin Dynasty, from an 18th-century album of Chinese emperor's portraits, 18th century

Slide 5: Question 1

秦始皇做出了哪些对中国有帮助的事情？

- 确立了中央集权的体制
- 统一文字和货币
- 统一度量衡
- 修建驰道
- 修建长城
- 开拓边疆

这些事情在他之前是从来没有过的，但是都开创于他并且一直被沿用了两千多年之久。

Slide 6: Question 2

对于秦始皇废了吕不韦你觉得是对是错？

自秦庄襄王亡故后，吕不韦跟太后赵姬的关系一直藕断丝连，同时随着秦始皇的年龄随之增涨。吕不韦害怕自己和赵姬的关系被嬴政所知，就暗地寻求了一个名叫嫪毐的人用阴谋诡计，把嫪毐介绍给太后赵姬。其间有人向嬴政告发嫪毐为假宦，并与太后赵姬淫乱，甚至还试图将其与太后所生之子推举为秦王，嬴政得知后下令彻查。嫪毐决心孤注一掷，欺骗门客和少数军队发动政变。最后牵连相国吕不韦，秦始皇原本是想诛杀吕不韦，但考虑到他立功无数同时门客过万，便打消了判处吕不韦死刑的念头。可一年过后，吕不韦仍然名声显赫，使嬴政无法高枕无忧，于是赐他一封指责他的敕书。吕不韦看到持书便知其意，服毒酒自杀。

对于此事，我们可以看出嬴政在政治上的慎重，而官员陈舜臣则推测少年嬴政早有铲除吕不韦，独揽大权的念头，但嬴政却一而再再而三地怜悯吕不韦，所以就我个人判断嬴政的决定是正确的。

Creating Chinese texts [14–15]

discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex Chinese through an investigative process

Creating Chinese texts [14–15]

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

Creating Chinese texts [14–15]

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

Creating Chinese texts [14–15]

discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex Chinese through an investigative process

Creating Chinese texts [14–15]

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

Creating Chinese texts [14–15]

discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex Chinese through an investigative process

Creating Chinese texts [14–15]

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

Slide 7: Question 3

对于秦始皇迷信长身不老之药请说说你的观点?

秦始皇统一六国后迷信长生不老药，便派人寻求仙人。但连他死前都没见到所谓的真人和仙药。同时部分历史学家猜测所谓的寻求仙药只是派徐福等人带着部分人移民到日本，韩国等国家。

Slide 8: Question 4

秦始皇身边有许多有才能之人，如果他失去这些有才的官臣你觉得他还会被称为始皇帝吗?

秦始皇身边的官臣文武双全，个个都是百年一见的人才。比如大将白起，终身未打过败仗。为秦国统一六国做出了很大的贡献。若不是他，秦始皇未必能一统天下。

Slide 9: Question 5

秦始皇 13 岁成为秦王担负重任。你是否觉得 13 岁的他当秦王还太早了?

秦始皇父亲（秦庄襄王）上位 3 天便崩驾，所以秦始皇 13 岁时便上位。秦国拥有许多杰出的人才才使秦国得以生存。但是我个人认为 13 岁的他当王还是太早了。

Slide 10: Question 6

秦始皇十分反对儒家思想。你认为在这一方面他是情有可原还是情理难容?

秦始皇统一六国后以秦国原有的法令为基础，吸收六国法律的某些条文，制定了很多处罚官吏的方法。这使百家议论纷纷。为防止此事影响到如统一国家的大事，秦始皇下令禁止一切与秦记无关的书籍（农业、技术、卜筮和医药的书籍除外）并活埋了大量的学者。我认为秦始皇十分反对儒家思想这一方面使人无法接受。

Slide 11: Question 7

秦始皇巡游病死是真是假?

历史上没有明确指出秦始皇是死于疾病还是死于非命。部分人认为是赵高对秦始皇下了毒手。

Creating Chinese texts [14–15]

discerning application of language elements, structures and/or textual conventions to create meaning in proficient and complex Chinese through an investigative process

Creating Chinese texts [14–15]

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

Creating Chinese texts [14–15]

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

Creating Chinese texts [14–15]

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

Slide 12: Question 8

无数人在秦始皇死后被随同埋葬，你觉得殉葬礼这一残忍的习俗是对是错？

古代人们认为人死后会来到另一个世界，所以许多人因为私心让其他人陪葬，可谓是极度残忍的。我觉得殉葬礼这一残忍的习俗不正确。

Slide 13: Question 9

为何秦始皇陵墓能至今保持如此完好？

许多考古学家认为在秦始皇陵墓建造时是以水银为基础的，这意味着一旦有人进入陵墓会因为吸入大量水银而死。但因为陪葬坑没有放入水银，所以陪葬坑几乎全毁。主墓中藏有迷宫和许多机关。至今没有人可以进入并返回。

Slide 14: Question 10

秦始皇陵墓到底有多大？

据最新考古勘探资料表明，秦陵地宫东西实际长 260 米，南北实际长 160 米，总面积 41,600 平方米。秦陵地宫是秦汉时期规模最大的地宫，其规模相当于 5 个国际足球场。通过考古钻探进一步证实，幽深而宏大的地宫为竖穴式。但秦陵地宫有被项羽搜刮过，所以专家认为秦陵地宫周围的陪葬坑都破坏了。

Slide 15: Question 11

在历史上，对秦始皇有哪些负面的评价？

秦始皇被很多史学家看作是一个暴君，为了权力可以不择手段。《史记·秦始皇本纪》中写道：秦王怀贪鄙之心，行自奋之智，不信功臣，不亲士民，废王道，立私权，禁文书而酷法，先诈力而后仁义，以暴虐为天下始。（秦王怀着贪婪卑鄙之心，只想施展他个人的智慧，不信任功臣，不亲近士民，抛弃仁政王道，树立个人权威，禁除诗籍古书，实行严刑酷法，把诡诈权势放在前头，把仁德信义丢在后头，把残暴苛虐作为治理天下的前提。）

References

- Slides 1 & 4** *Qin Shi Huang, the first emperor of China*, c. 1850, Wikimedia Commons,
<https://commons.wikimedia.org/wiki/File:Qinshihuang.jpg>
- Slide 2 Image 1** Rbramosjr 2006, *The Great Wall of China at Mutianyu*, Wikimedia Commons,
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- Slide 2 Image 2** Savoye, J 2016, *China Xi'an Mausoleum Emperor Qin Terracotta Army*, Pixabay,
<https://pixabay.com/en/china-xi-an-mausoleum-emperor-qin-1269577>
- Slide 3** *Burning of books and burying of scholars*, 18th century, Wikimedia Commons,
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- Slides 5–15** *A portrait painting of Qin Shi Huangdi, first emperor of the Qin Dynasty, from an 18th-century album of Chinese emperor's portraits*, 18th century, Wikimedia Commons,
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