Chinese Extension 2020 v1.2

IA3: Sample assessment instrument

Project — investigative folio (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Analysing Chinese texts	15	
Creating Chinese texts	15	
Overall	**30**	

Conditions

Technique   Project — investigative folio

Unit   Unit 4: Independent investigation

Topic/s   Area of study: The Arts

Duration   4–5 weeks

Mode/length   Part 1 — Analysing Chinese texts:

- Multimodal: 8–10 minutes

Part 2 — Creating Chinese texts:

- Spontaneous conversation: 10–12 minutes student-centred

Individual/group   Individual

Other   The collection of student-selected Chinese texts must cover a range of text types.

Resources

- Chinese texts that relate to your personal focus and/or topic of interest.
- Access to the internet.
- When participating in the spoken conversation, students can access the multimodal presentation they developed in Part 1.

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

Part 1

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

To complete this task, you must:

- determine a topic for investigation — choose a topic you are interested in and negotiate with your teacher to research it

- identify a range of suitable texts related to your topic

- analyse and evaluate your chosen texts to assess their validity and determine the author's reliability in consultation with your teacher — this will include

  - analysing the meaning, attitudes, perspectives or values that underpin those texts

  - considering how these aspects could influence audiences

- synthesise the information you have found and justify your conclusions, i.e. develop a point of view based on the range of texts and justify it

- create a multimodal presentation in Chinese based on your conclusions to outline the results of your investigation

- justify your conclusions in your presentation by identifying your personal perspective and/or providing relevant information.

Part 2

You will participate in a 10–12 minute spontaneous spoken conversation with your teacher, in Chinese. You will respond to unseen, open-ended questions about your investigation and multimodal presentation.

To complete this task, you must:

- discuss your topic and the content you choose to present

- justify your text choices

Checkpoints

☐ Week 1: Determine a topic for investigation.

☐ Week 2: Identify suitable texts and assess the validity of the texts in consultation with your teacher.

☐ Week 3: Present a draft of your multimodal presentation to your teacher.

☐   Week 4: Submit the multimodal presentation.

☐   Week 5: Participate in a spoken conversation with your teacher.

Authentication strategies

- The teacher will provide class time for task completion.

- Students will provide documentation of their progress at indicated checkpoints.

- The teacher will conduct interviews or consultations with each student as they develop the response.

Scaffolding

Both the multimodal and spoken conversation will be recorded as an audio or audiovisual file as evidence of the quality of your response.

Instrument-specific marking guide (IA3): Project — investigative folio (30%)

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
• 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
• 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
• 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
• 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
• 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

The student work has the following characteristics:	Marks
• comprehension of parts of the stimulus texts • partial identification of how meaning influences audiences • analysis of some information.	4–5
• 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 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

The student work has the following characteristics:	Marks
• 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
• 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
• 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
• 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

The student work has the following characteristics:	Marks
• 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
• 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
• 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
• incoherent response.	1
• does not satisfy any of the descriptors above.	0