Stage 2 Chinese (Continuers)

Assessment Type 1: Folio

Text Analysis - Response to Written Texts

Purpose

To interpret meaning and analyse language in a written Chinese text.

Learning requirements highlighted.

Description of Assessment

Read the following two texts in Chinese and answer the questions that follow in English. Provide all relevant information from the texts and as much detail as possible to support your answer.

In your responses you should demonstrate evidence of how you:

Explicit guidelines which support students to achieve at the highest level.

* Interpret meaning in text(s), by identifying and explaining
* The content (general and specific information)
* The context, purpose, and audience of the text
* Concepts, perspectives, and ideas represented in texts
* Analyse the language in texts (e.g. tone, register, linguistic, cultural, and stylistic features)

Assessment Conditions

Assessment Design Criteria highlighted.

In class under test conditions with bilingual printed dictionaries as support.

Time: 60 mins

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| Learning Requirements | Assessment Design Criteria |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Chinese 2. create texts in Chinese to express information, feelings, ideas, and opinions 3. analyse texts that are in Chinese to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | **Expression**  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types   **Interpretation and Reflection**  IR1 Interpretation of meaning in texts, by identifying and explaining   * the content (general and specific information) * the context, purpose, and audience of the text * concepts, perspectives, and ideas represented in the text   IR2 Analysis of the language in texts   * linguistic and cultural features (e.g. word choice, expressions, idiom) * stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation)   IR3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

**Text 1**

我最喜欢的节日

我叫刘小华，今年十六岁。我在上海上中学。中国有很多传统节日，而我最喜欢的是中秋节，因为我不但喜欢秋天这个收获的季节，而且我最喜欢爷爷做的月饼。每年中秋节，我们全家人**都**去杭州的爷爷家吃月饼，赏月。这是每年一次难得的家庭团聚的机会。

爷爷今年七十岁了，可是每年他**都**亲自做月饼给我们吃。爷爷做的月饼比商店卖的月饼新鲜多了，也好吃多了。虽然爸爸妈妈平时工作很忙，但是每年中秋节我们**都**会早早地来到爷爷家。妈妈和爸爸会做很多好吃的饭菜，所以中秋节的晚饭一定会很丰盛。

吃完晚饭后，我们全家人**都**会到后院赏月。这时候，奶奶会给我和妹妹讲“嫦娥奔月”的故事，爷爷除了拿出香喷喷的月饼以外，还端出一大盘秋天的水果，比如葡萄，梨子等等。这些**都**是我最喜欢吃的。我们一边吃水果和月饼，一边赏月，也一边聊天。过中秋节的感觉真好。

赏月 shǎng yuè v. admire the full moon 难得的 nán dé de adj. rare

团聚 tuán jù v. reunite 亲自 qīn zì adv. by himself/herself

香喷喷的xiāng pēn pēn de adj. yummy

1. Why do you think the author likes this festival the most? Give evidence from the text to support your answer.
2. In this text, there are 5 places using “都”. Please explain the textual meaning of it.
3. How does the family celebrate the festival?

1. Why does the author conclude that “过中秋节的感觉真好”?

**Text 2**

|  |  |
| --- | --- |
| 麦克，  你好！很高兴收到你的来信！也很高兴能够和你成为笔友。  我今年也上高三。我有很多兴趣爱好，比如说：做运动、听音乐、读小说等等。我最喜欢的是上网打游戏，用一点儿时间上网打游戏会使我放松一下。但是我的电脑被爸爸没收了，因为他认为高三学生最重要的是学习，而且他希望我能够考上好的大学，所以我现在只能天天看书，看书。因为在中国，我们必须要尊重父母的意见，听从父母的安排，所以我只好放弃我的爱好。我真羡慕你的爸爸每个星期六和你一起去打篮球，你还可以选择自己喜欢的科目学习。  我和我的同班同学现在压力很大， 一方面是考试复习的压力，另一方面是父母和家庭的压力。我们都是家里的独生子女，所有的父母都望子成龙，望女成风，希望我们能够考上名牌大学，将来可以有一份好工作。但是， 我们真希望父母能够理解我们，让我们有自己的兴趣和爱好，将来我们可以选择自己的生活。  又到做功课的时间了。好了，今天就写到 这里。  祝　天天快乐，学习进步！    　　　　　　　　　　王小龙  　　　　　　　　　　二零一一年三月十九日 | |
| mò shōu  没　收　confiscate    admire  zūn zhòng  尊　　重　respect | yā lì　 压 力 pressure  míng pái  名　 牌　famous brand  xuǎn zé  选　择 choose |

1. Which Year level/Grade is Michael from? Justify your answer with evidence from the text.
2. Why did the author give up his hobby?
3. What are the differences between Chinese parents and Australian parents? Support your answer with the evidence from the text.
4. Why did the author say “我们真希望父母能够理解我们” ?

**Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level**

|  | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features, with good control, to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices is used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions, with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used, with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |