

Stage 2 Chinese (background speakers)
Assessment Type 2: In-depth Study
Response in Chinese

Theme: **Modernisation and Social Change**

Contemporary Issues: **Educational Change and Social/Employment Opportunities**

Task Description

Students prepare for the task through the study of 3 to 5 different texts and related research, outlining details about China's educational change and social/employment opportunities. At least three of the texts should be in Chinese.

Using the information gained through researching China's educational change and social/employment opportunities, write a persuasive essay in Chinese on the following topic:

China must reform its education system to better prepare young people for the workplace.

The response must be a maximum of 1000 characters.

Evidence of students' preparatory work may contain:

- a list of words, phrases or expressions
- a draft of the response
- personal notes, paragraphs, or short summaries relating to the text in the student's own words
- charts, maps, diagrams, pictures as appropriate
- a bibliography or references.

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> 1. interact with others to exchange and explain information, opinions, and ideas in Chinese 2. create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues 3. analyse, evaluate, and respond to texts that are in Chinese 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. 	<p>Ideas</p> <p>The specific features are as follows:</p> <p>I1 Relevance</p> <ul style="list-style-type: none"> - relevance to context, purpose, audience, and topic - conveying appropriate information, opinions, and ideas - creating interest and impact and engaging the audience. <p>I2 Depth of treatment of ideas, opinions, and perspectives on contemporary issues</p> <ul style="list-style-type: none"> - depth and variety of content - elaboration of ideas and degree of analysis of contemporary issues - understanding, appreciation, and use of textual references to explain information and support opinions, ideas, and perspectives - evidence of planning, preparation, and research. <p>Expression</p> <p>The specific features are as follows:</p> <p>E1 Accuracy, appropriateness, clarity, and range of expression</p> <ul style="list-style-type: none"> - accuracy of linguistic structures and features - appropriateness of expression for audience and purpose (e.g. form, register) - clarity of expression (i.e. fluency, pronunciation, intonation, stress) - range of expression (i.e. linguistic structures and features). <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> - structure and sequence of information, opinions, ideas, and perspectives - use of cohesive devices - observation of the conventions of text types. <p>E3 Use of strategies to initiate and sustain communication</p> <ul style="list-style-type: none"> - interaction on topics and issues (i.e. relating to interlocutor(s), initiating and sustaining interaction) - communication strategies (e.g. comprehension; responding to cues, questions, and comments). <p>Evaluation and Reflection</p> <p>The specific features are as follows:</p> <p>ER1 Interpretation and evaluation of meaning in texts</p> <ul style="list-style-type: none"> - analysis and explanation of content (general and specific information) and of context, purpose, and audience - comparison and contrast of information, opinions, ideas, and perspectives in texts - evaluation of cultures, values, and ideas in texts. <p>ER2 Analysis of linguistic, cultural, and stylistic features</p> <ul style="list-style-type: none"> - analysis and explanation of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation) - accuracy of inferences based on linguistic, cultural, and/or stylistic features. <p>ER3 Reflection</p> <ul style="list-style-type: none"> - reflection on own values, beliefs, ideas, and practices in relation to those represented in texts - reflection on how texts inform own understanding of, and perspectives on, contemporary issues.

中国必须实行教育体系改革来更好地帮助年轻人就业

虽然中国近年来的教育体系改革在轰轰烈烈地进行着，但是中国教育体系仍然存在着不胜枚举的弊端，尤其是年轻人就业问题。每年上万的大学毕业生“毕业即失业的现象”成为影响中国社会发展的“绊脚石”。因此，我认为中国的教育体系必须从改革教育理念，“应试教育”模式和高中课程设计着手，来帮助年轻人就业。

Ideas (I1)

Responses are consistently relevant. Appropriate information and ideas are conveyed consistently.

第一，教育部门必须改革教育理念，培养学生的就业能力。首先，在知识学习与应用方面，中国的教育理念过于强调记忆的扎实牢固，以及解决方法的精妙，但忽略了知识综合应用能力的培养，由此造成学生思维僵化，缺乏创造力。学生因为缺乏自我探索知识的机会和切实可行的方法（弘成国际教育网，2011），从而能力无法得到培养，对将来的工作是非常不利的。其次，在素质培养方面，“中国式”教育对公民素养，自强自立意识，人格与心理方面的教育都有所缺失（读者第八期，2011），致使学生的独立性差，心理发展扭曲。由此可见，中国的教育理念无法适应终生发展的教育目标。

Ideas (I2)

Opinions, ideas are justified and information explained using textual references.

Ideas (I2)

Complex ideas are elaborated in detail.

第二，高中教育体系必须从改革“应试教育”模式，来促进学生就业能力的培养。“应试教育”顾名思义也就是指以应付升学考试为目的的教育思想和教育行为（百度百科，2011）。在这种模式下，“名”校对应着“高”收入，因此中国高考每年都在上演“千军万马过独木桥”的“残酷”现象（读者第八期，2011）。在这种“应试教育”模式下的教育方式片面强调学生的智育，但体育和德育则被置于从属地位（中国战略网，2010），导致学生创造力和求知欲的缺失，课业负担繁重，身体素质下降。据统计，全国高中生由于繁重的课业压力与缺乏锻炼身体的机会，近视率达78.25%（新华网，2010）。这样惊人的数字怎能不引起家长，学校和教育部门的关注呢？

Expression (E1)

Idiom and stylistic devices are used.

Expression (E1)

Sophisticated control of language demonstrated.

第三，政府还应该从改革高中课程设置，来帮助年轻人就业。当今中国高中的课程设置仅仅只局限于文科与理科，总共九个学科课程，必修课包括语文，数学，英语，理科的物理，化学，生物，和文科的历史，地理，政治。这些课程过于注重知识的传授，而高中阶段，与实践结合紧密的设计性课程少之又少。因此，学生无法在学校学习相关的技能，并且社交与动手能力无法得到培养。与此同时，有些课程内容过于陈旧，与当今社会脱节，无法更好地帮助学生了解社会，做好就业准备。

Expression (E2)

Responses are structured, and information and opinions are sequenced logically and coherently.

综上所述，中国的教育理念，“应试教育”模式和高中课程设置方面存在着许多弊端，由此制约了大量年轻人，无法适应工作的需求，使其置身于“毕业即失业”的窘境。中国的教育体系必须从教育理念，“应试教育”模式和高中课程设置这三个方面进行改革，这样才能更好地帮助年轻人就业。

Expression (E2)

A range of sophisticated cohesive devices are used effectively.

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Additional Comments

This response is illustrative of an A+ grade.

Ideas

- Ideas are consistently relevant to the context, purpose, audience, and topic with depth in the development of opinions. The perspectives are qualified and justified, and information is well explained, using textual references effectively, from a range of sources.
- The response successfully creates the desired interest and impact, and engages the audience.
- The depth and breadth in the development of information, opinions, ideas, and perspectives are highly relevant to the topic.
- This response shows comprehensive and well-structured planning, preparation, and research.

Expression

- Expression in the essay demonstrates well-developed Chinese language skills - idiomatic and stylistic devices are used.
- The response demonstrates expressive communication, using sophisticated linguistic structures and features.
- Conventions of the text type are consistently observed.

Evaluation and Reflection

- This response gives perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.
- Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.
- Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.

Performance Standards for Stage 2 Languages at Background Speakers Level

	Ideas	Expression		Evaluation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Complex ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive communication, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently.</p> <p>A range of sophisticated cohesive devices is used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used effectively during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers).</p> <p>Unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful and critical reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p>
B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate information, opinions, and ideas.</p> <p>Responses generally create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.</p> <p>Some complex ideas are elaborated effectively, with detailed and informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.</p> <p>Well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression mostly clear and intelligible, with well-developed control of language.</p> <p>Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.</p> <p>Some accent/dialect may be evident; however, meaning is still conveyed. Minor interruptions to the flow of the response do not interfere with overall meaning.</p> <p>Effective communication with a comprehensive range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.</p> <p>Cohesive devices are used to connect ideas clearly.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is generally initiated and mostly sustained.</p> <p>Communication strategies are generally used with effect during interaction (e.g. elaborating an opinion or idea, seeking clarification, using appropriate pause fillers). Some unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Analysis and explanation of key content, and identification of context, purpose, and audience. Interpretations of meaning, and clear conclusions are supported with some appropriate examples from the text.</p> <p>Clear connections are made between information, opinions, ideas, and perspectives in texts.</p> <p>Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>The functions of particular linguistic, cultural, and stylistic features in the text are clearly analysed and explained.</p> <p>Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.</p> <p>Some depth in reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p>

	Ideas	Expression		Evaluation and Reflection
C	<p><i>Relevance</i></p> <p>Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey appropriate information, and simple opinions and ideas.</p> <p>Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.</p> <p>Simple ideas are elaborated effectively, with generally informed analysis of contemporary issues.</p> <p>Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses may rely on summarising or recounting research and specific sources, rather than formulating and justifying opinions.</p> <p>Generally structured planning and preparation, with some appropriate research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used with general control of language.</p> <p>Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.</p> <p>Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.</p> <p>Generally effective communication, with an appropriate range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced with some effectiveness.</p> <p>Some cohesive devices are used to connect ideas.</p> <p>Conventions of the text type are generally observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is sustained, but awaits lead from interlocutor. Occasionally lacks confidence or willingness to maintain discussion.</p> <p>Some communication strategies are used with effect during interaction (e.g. seeking clarification). May be hesitant in responding to unpredictable elements.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning and conclusions are supported with isolated examples from the text.</p> <p>Some connections between information, opinions, ideas, and perspectives in texts are described.</p> <p>Cultures, values, and ideas represented or expressed in texts are identified and described, with some evaluation.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some linguistic and stylistic features of the text are analysed and explained, and cultural features are identified and described.</p> <p>Some accurate and appropriate inferences are made.</p> <p><i>Reflection</i></p> <p>Some reflection on and description of own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.</p> <p>Some reflection on how texts inform own understanding of one or more perspectives on contemporary issues.</p>
D	<p><i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information, opinions, and/or ideas that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.</p> <p>Ideas are superficial and often repetitive.</p> <p>Simple ideas are partly developed, with some description of one or more aspects of a contemporary issue. One or more examples may be used to support an opinion or idea, or to partly explain some information. Examples are generally based on one source.</p> <p>Some planning and preparation, with some general reference to sources; often relies on personal experience.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Control of language is not sustained.</p> <p>Some basic use of style and/or register with some appropriateness.</p> <p>Pronunciation occasionally interferes with meaning.</p> <p>Some communication, using appropriate vocabulary and sentence structures.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.</p> <p>A cohesive device may be used with some effectiveness.</p> <p>Some basic conventions of the text type are observed, with inconsistencies.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>The discussion is 'led' by the interlocutor; responds with little variation from the lead given. Some attempt to maintain discussion; generally responds rather than interacts.</p> <p>Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Some key ideas and supporting details are identified. Attempts are made to engage with the text and offer personal observations, often with minimal justification and elaboration. Partial understanding of context, purpose, and audience.</p> <p>One or more connections made between information, opinions, ideas, and/or perspectives. Specific information is generally transcribed rather than interpreted.</p> <p>Some aspects of cultural values, beliefs, and/or practices represented or expressed in texts are identified.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some formulaic linguistic features, and one or more cultural and stylistic features, are identified.</p> <p>Some inferences are attempted, with partial accuracy.</p> <p><i>Reflection</i></p> <p>Description of some learning experiences recounted, demonstrating partial understanding of own values, beliefs, ideas, or practices in relation to those represented or expressed in texts.</p> <p>Some description of how texts inform own understanding of perspectives on a contemporary issue.</p>
E	<p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted development of a simple idea, with attempted description of an aspect of a contemporary issue.</p> <p>Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.</p> <p>Attempted planning or preparation, with some use of one source.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Limited accuracy or control of language in writing and speaking.</p> <p>Limited use of appropriate style or register.</p> <p>Limited communication or use of appropriate vocabulary and sentence structure.</p> <p>Dialect/accents interferes with meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Maintains a 'strained' level of communication, relies predominantly on guidance and prompting from the interlocutor.</p> <p>Responses are brief using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Identifies limited relevant factual information, with little exposition or elaboration.</p> <p>Limited evidence of comparisons or contrasts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Attempted identification of one or more formulaic linguistic features, and one or more cultural or stylistic features.</p> <p>Limited attempt to make any inferences, with limited accuracy.</p> <p><i>Reflection</i></p> <p>Elements of language learning experiences are described.</p> <p>Limited description of a perspective on a contemporary issue.</p>