

**LOTE: Chinese Second Language GA 1: Unit 3**  
**LOTE: Chinese Second Language GA 1: Unit 4**

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**UNIT 3**

**GENERAL COMMENTS**

There are three outcomes consisting of three tasks in Unit 3. According to the tasks audited, careful consideration had been given to the development of these outcome tasks suited to various topics and subtopics listed in the study Design.

**SPECIFIC INFORMATION**

**Unit 3**

Most assessment tasks were based on a wide range of sub-topics across the three prescribed themes in the Study Design and offered students opportunity to demonstrate their knowledge and skills to create a personal or imaginative text, focusing on an event of experience in the past or present.

**Outcome 1**

Express ideas through the production of original texts (study design p. 41)

**Task**

A 150–200-character personal or imaginative written piece (study design p. 41)

This task should assess students' ability to produce an original piece of personal or imaginative written piece in Chinese. The personal or imaginative written piece should be designed to be achievable within 150–200 characters and be completed in 80–100 minutes of class time.

Most tasks indicated that teachers had a good interpretation of the requirements of Outcome 1. The tasks were carefully chosen under the relevant prescribed topics listed at the study design. A number of the tasks specified an audience, purpose, context, and text type and offered students the specific aspects for their writing. A range of text types was used, including article, diary, letter, report and speech, etc. Some tasks were set on familiar and manageable topics for students to display their writing skills, such as family and friends, cultural stories, exchange student experience and historical destinations in China.

However, a few of the tasks contained aspects that were very hard for students to cover within a 200-character piece of writing.

**Outcome 2**

Analyse and use information from spoken texts (study design p. 41)

**Task**

A response to specific questions, messages or instructions, extracting and using information requested (study design p. 41)

This task should assess students' ability to demonstrate comprehension of main points and details which are explicitly stated or can be inferred from the context or language of the spoken text/s.

Generally, tasks were designed to give students responses in Chinese to a series of questions, of which several required a paragraph response. There were also several tasks, which required students to give a single extended response. Most tasks were set in both Chinese and English and were designed to ensure that students could identify the main points, relevant information, inferred points of view, attitude and emotions from content, and their responses could be completed within 40–50 minutes of class time.

### **Outcome 3**

Exchange information, opinions and experiences (study design p. 41)

#### **Task**

A three- to four-minute role-play, focusing on the resolution of an issue (study design p. 41)

This task should assess students' ability to exchange information, opinions and experiences within the context of resolving an issue. In the role-play, students take the leading role.

All tasks involved resolving an issue by persuading, convincing and negotiating. They were broad enough to allow for specific variations in the actual task from student to student, such as convincing fellow students to visit China, persuading friends to participate in the school co-curricular program and negotiating with parents for the organisation of the birthday party. These tasks were also designed for the students to display their ability to exchange and justify opinions and ideas.

#### **Assessment**

The tasks assessed used the suggested VCAA assessment criteria and the weightings suggested in the assessment handbook.

## **UNIT 4**

### **GENERAL COMMENTS**

There are two outcomes consisting of three tasks in Unit 4. According to the tasks audited, careful consideration had been given to the development of these outcome tasks as appropriate to various topics and subtopics listed in the study design.

### **Unit 4 Coursework**

#### **Outcome 1**

Analyse and use information from written texts, and translate part of the text/s into English (study design page 35)

#### **Task description**

A response to specific questions, messages or instructions, extracting and using information requested, and translating part of the text/s into English.

Most tasks provided students with 2 or 3 written texts and gave students a series of questions, some of which required a lengthier response. There were also several tasks which required students to give a single extended response. These tasks covered a range of topics/sub-topics, involving a variety of vocabulary, reading comprehension and the structures necessary for written work. All texts in these tasks included some sentences or passages for translation. Some interesting topics were about Chinese and Australian culture, customs, festivals, historical destinations, education and overseas travelling experiences, etc. All topics related to the prescribed sub-topics in the study design.

#### **Outcome 2**

Respond critically to spoken and written texts which reflect aspects of the language and culture of the Chinese-speaking communities (study design page 35)

### **Task 1**

A 250-character informative, persuasive or evaluative written response (study design page 35)

#### **Task description**

A 250-character informative, persuasive or evaluative written response.

Most tasks reflected aspects of the language and culture of Chinese-speaking communities, providing evidence from the texts studied. There were some meaningful and manageable topics such as the comparison of school life in China and Australia, the different lifestyles in China and Australia, historical destinations in China and Chinese traditional customs and festivals.

Most tasks specified an audience, purpose, context, text type and the three kinds of writing specified in the task. The range of text types used included newspaper/magazine article, diary, letter, report, script for a speech.

### **Task 2**

A three- to four-minute interview on an issue related to texts studied (study design page 35)

#### **Task description**

A three- to four-minute interview on an issue related to the texts studied.

A number of tasks focused on one issue related to aspects of the topic/sub-topic chosen for the detailed study. The tasks were designed to enable the interview to involve describing, comparing, contrasting, presenting an opinion or evidence to support a view, identifying, explaining or commenting. In some cases the questions in Task 2 were rather too similar to those in Task 1.

#### **Assessment**

Most teachers used the criteria presented in the assessment guide.