

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

Theme:	China and the World
Contemporary Issues:	Political and Historical Developments Since 1949
Focus:	China's One Country, Two Systems Policy

Task Description

Students prepare for the task through the study of 3 to 5 different texts and related research, outlining details about China's "one country, two systems" policy. At least three of the texts should be in Chinese.

Using the information gained through researching China's "one country, two systems" policy, write a persuasive essay in Chinese on the following topic:

China's "one country, two systems" policy maintains prosperity and stability in Hong Kong.

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
<p>1. interact with others to exchange and explain information, opinions, and ideas in Chinese</p> <p>2. create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues</p> <p>3. analyse, evaluate, and respond to texts that are in Chinese</p> <p>4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.</p>	<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.

香港必须实行一国两制来保持繁荣和稳定

一国两制的意思是“一个国家，两种制度”，是前中国领导人邓小平为了实现中国统一的目标而提出的政策，也是胡锦涛现在坚持进行中。为什么要实行一国两制在香港？因为在香港回归前，香港是一个资本主义社会，而中国是社会主义，两者完全不同，所以香港必须要实行一国两制，来保持香港繁荣和稳定。

“一国两制”如何维持香港的稳定？香港是一个资本主义社会，如果回归中国后和中国一样实行社会主义，香港人一定会有反对的声音，加上香港在90年代是世界运输中心，有不少外国势力想要香港作为自己的国家。如果中国不在香港实行一国两制，香港可能会沦为其他国家的囊中物。并且香港回归中国或中国对香港作出一些配合与支持，使香港得以稳定，如中国派出军队驻港来保护香港居民，在流感和沙土入侵香港时中国也作出了一些行动来保持香港的稳定。如果香港没有实行一国两制，中国就不能统一，也因为很多人也说香港是一个福地因为本身香港很少发生天灾，使香港一路也保持稳定，加上是世界运输中心，不少外国势力想要香港。中国为了可以统一，所以香港必须实行一国两制，加上中国必须保持香港的稳定，因为这样西方国家就不能入侵中国土地和可以证明一国两制在香港是成功实行的。也因为香港地少人多，水源有不足的问题，所以现在香港所用的食水是每年向中国购买的，所以香港需要中国的帮助也因为中国需要香港的帮助，是一个两全其美的结局。

“一国两制”如何维持香港的繁荣？香港是世界运输中心，是一个发达城市，加上香港机场和船运在世界上是数一数二的，也是中国对外的主要窗口，也是因为这原因，香港经济一路来也是维持得很好。如果香港不再实行一国两制会令中国资金撤走，香港如果没有了这重要的资金，香港经济会停滞了，失业人数上升，社会经济就会下降。没有了国外资金，香港富人会离开香港到外国。自从回归后，不少香港人北上中国开设工厂，也有不少中国自由行人士到香港消费，加上香港有货品品质保证，令不少世界各地人士到香港消费，使香港有了购物天堂的美誉，加速予香港的经济繁荣。如果香港不继续实行一国两制，香港可能就不能保持繁荣。因为香港现在的经济来源有大部分是来自自由行人士和中国国内的资金。

总而言之香港不能不实行一国两制，因为香港和中国两者都需要互相帮助，如果继续实行一国两制这就是一个两全其美的结局。一国两制可以维持香港繁荣和稳定。

Ideas (I1)

Responses are generally relevant and generally convey appropriate information.

Ideas (I2)

Simple ideas are elaborated effectively with generally informed analysis of the issue. Generally structured planning and preparation with some appropriate research.

Expression (E1)

Generally effective communication, with appropriate range of vocabulary. Expression is generally clear. Stylistic devices used occasionally to enhance meaning.

Expression (E2)

Responses are competently structured and information, opinions are sequenced effectively.

Expression (E2)

Some cohesive devices are used to connect ideas.

參考書目

網頁:

一國兩制 <參考日期 7月15日>

http://www.cpce.gov.hk/chi/learning/bl_octs_index.htm

一國兩制 <參考日期 7月19日>

<http://hk.knowledge.yahoo.com/question/question?qid=7007102902388>

一國兩制 <參考日期 7月19日>

<http://www.inmediahk.net/%E4%BB%80%E9%BA%BC%E6%98%AF%E3%80%8C%E8%9D%97%E8%9F%B2%E3%80%8D%E7%BC%9F>

香港「一國兩制」與台港關係交流 <參考日期 7月19日>

<http://old.npf.org.tw/PUBLICATION/NS/091/NS-R-091-001.htm>

香港基本法 <參考日期 8月1日>

http://www.cpce.gov.hk/chi/learning/bl_octs_t15.htm

談談一國兩制 <參考日期 8月6日>

<http://www.fed.cuhk.edu.hk/youngwriter/members/essayhall/bunfun/july/bunfun096.htm>

書目:

人民畫報 出版日期 2007 第 176 期

主題: 香港回歸十年 <參考日期 7月26日>

亞洲週刊 出版日期 2006

主題: 香港特首 <參考日期 7月30日>

亞洲週刊 出版日期 2007 年 5 月 13 日

主題: 香港中國政治 <參考日期 7月17日>

人民畫報 出版日期 2005

主題: 香港·故事 <參考日期 8月3日>

Additional Comments

This response is illustrative of a C grade.

Ideas

- The ideas are relevant, with the focus “one country, two systems” evident throughout the essay. Appropriate information and simple ideas and opinions are conveyed.
- There is some variety in the development of ideas and perspectives that are generally relevant to the topic.
- The response creates some interest and impact, and partly engages the audience.
- Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses rely on summarising and recounting research, rather than on formulating and justifying opinions.

Expression

- Conventions of the text type are generally observed.
- Expression shows limited variety and strategies. Nevertheless, the expressions are generally appropriate and clear. The essay is generally well structured (introduction - main body - conclusion).

Evaluation and Reflection

- Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning and conclusions are supported with some examples from the text.
- Some connections between information, opinions, ideas, and perspectives in texts are described.
- Cultures, values, and ideas represented or expressed in texts are identified and described, with some evaluation.

Performance Standards for Stage 2 Languages at Background Speakers Level

Ideas	Expression	Evaluation and Reflection
<p>A</p> <p><i>Relevance</i> Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate information, opinions, and ideas. Responses successfully create the desired interest and impact, and engage the audience. <i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i> Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic. Complex ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues. Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources. Comprehensive and well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i> Highly developed and sophisticated control of language. Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register. Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed. Expressive communication, using sophisticated linguistic structures and features. <i>Coherence in Structure and Sequence</i> Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently. A range of sophisticated cohesive devices is used highly effectively. Conventions of the text type are consistently observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i> Interaction on topics and issues is initiated, sustained, and spontaneous. 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). Unpredictable elements are handled well.</p> <p><i>Interpretation and Evaluation of Meaning in Texts</i> 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. <i>Analysis of Linguistic, Cultural, and Stylistic Features</i> Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features. Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features. <i>Reflection</i> Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Thoughtful and critical reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p>
<p>B</p> <p><i>Relevance</i> Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate information, opinions, and ideas. Responses generally create the desired interest and impact, and engage the audience. <i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i> Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic. Some complex ideas are elaborated effectively, with detailed and informed analysis of contemporary issues. Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources. Well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i> Expression mostly clear and intelligible, with well-developed control of language. Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience. 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. Effective communication with a comprehensive range of vocabulary and syntax. <i>Coherence in Structure and Sequence</i> Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced. Cohesive devices are used to connect ideas clearly. Most conventions of the text type are observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i> Interaction on topics and issues is generally initiated and mostly sustained. 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> 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. Clear connections are made between information, opinions, ideas, and perspectives in texts. Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts. <i>Analysis of Linguistic, Cultural, and Stylistic Features</i> The functions of particular linguistic, cultural, and stylistic features in the text are clearly analysed and explained. Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features. <i>Reflection</i> Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts. 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>

	Ideas	Expression		Evaluation and Reflection
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/accent 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>Reflection</p> <p>Elements of language learning experiences are described.</p> <p>Limited description of a perspective on a contemporary issue.</p>