

# Chinese SEE marking guide

External assessment

**SEE 1 — Extended response (35 marks)**

**SEE 2 — Combination response (55 marks)**

## Assessment objectives

These assessment instruments are used to determine student achievement in the following objectives:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Chinese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Chinese-speaking community members.

**Note:** Objective 6 is not assessed in SEE 2.

# Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

# Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

# SEE 1

## External assessment marking guide

### Analysing Chinese texts in Chinese — Analysis and evaluation (15 marks)

Analysis of perspectives	M	Evaluation	M	Analysis of structures	M
<b>The response:</b>					
<ul style="list-style-type: none"> <li>examines relevant perspectives in 2 or more of the stimulus texts</li> <li>provides an authoritative interpretation of these</li> </ul>	5	<ul style="list-style-type: none"> <li>shows clear inference of meaning, values and attitudes from 2 or more of the stimulus texts</li> <li>provides an authoritative judgment on these</li> </ul>	5	<ul style="list-style-type: none"> <li>examines how language elements and textual conventions shape 2 or more of the stimulus texts</li> <li>provides an authoritative interpretation of these</li> </ul>	5
<ul style="list-style-type: none"> <li>examines relevant perspectives in 2 or more of the stimulus texts</li> <li>provides an interpretation of these</li> </ul>	4	<ul style="list-style-type: none"> <li>shows inference of meaning, values and attitudes from 2 or more of the stimulus texts</li> <li>provides a judgment on these</li> </ul>	4	<ul style="list-style-type: none"> <li>examines how language elements and textual conventions shape 2 or more of the stimulus texts</li> <li>provides an interpretation of these</li> </ul>	4
<ul style="list-style-type: none"> <li>examines relevant perspectives in 2 or more of the stimulus texts</li> <li>provides a summary of these</li> </ul>	3	<ul style="list-style-type: none"> <li>shows inference of meaning, values and attitudes from 2 or more of the stimulus texts</li> <li>provides a summary of these</li> </ul>	3	<ul style="list-style-type: none"> <li>examines how language elements and textual conventions shape 2 or more of the stimulus texts</li> <li>provides a summary of these</li> </ul>	3
<ul style="list-style-type: none"> <li>identifies relevant perspectives in 1 of the stimulus texts</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies meaning, attitudes or values in 1 of the stimulus texts</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies language elements or textual conventions in 2 or more stimulus texts</li> </ul>	2
<ul style="list-style-type: none"> <li>identifies some language in the stimulus texts</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies some ideas in the stimulus texts</li> </ul>	1	<ul style="list-style-type: none"> <li>identifies language elements and textual conventions in 1 of the stimulus texts</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Analysing Chinese texts in Chinese — Organisation and development (10 marks)

Development	M	Delivery	M	Selection and synthesis	M	Cohesion	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>establishes an insightful focus</li> <li>develops ideas fluently to support the focus</li> <li>provides clear conclusions</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates coherent and confident sequencing of information and ideas</li> </ul>	3	<ul style="list-style-type: none"> <li>provides a well-considered selection of evidence from the texts</li> <li>uses this explicitly to support ideas</li> </ul>	2	<ul style="list-style-type: none"> <li>uses cohesive devices to connect, develop, emphasise and transition between ideas</li> </ul>	2
<ul style="list-style-type: none"> <li>establishes a focus</li> <li>includes clear statements to support the focus</li> </ul>	2	<ul style="list-style-type: none"> <li>demonstrates mostly coherent sequencing of information and ideas</li> </ul>	2	<ul style="list-style-type: none"> <li>provides evidence from the texts</li> <li>uses this in connection with some ideas</li> </ul>	1	<ul style="list-style-type: none"> <li>uses some connecting phrases or words to link ideas</li> </ul>	1
<ul style="list-style-type: none"> <li>includes some statements on the stimulus texts</li> </ul>	1	<ul style="list-style-type: none"> <li>includes fragmented information and ideas</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0				

## Exchanging information and ideas in Chinese (10 marks)

Meaning	M	Responsiveness	M	Communication	M	Delivery	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>uses grammatically accurate structures to convey meaning</li> </ul>	3	<ul style="list-style-type: none"> <li>uses vocabulary with discrimination to develop ideas</li> <li>uses register appropriate to the conversational role</li> </ul>	3	<ul style="list-style-type: none"> <li>sustains the exchange</li> </ul>	2	<ul style="list-style-type: none"> <li>shows proficient and flexible command of language</li> </ul>	2
<ul style="list-style-type: none"> <li>uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible</li> </ul>	2	<ul style="list-style-type: none"> <li>uses vocabulary that may affect development of ideas, but meaning is still discernible</li> </ul>	2	<ul style="list-style-type: none"> <li>provides an exchange with lapses that may affect fluency, but meaning is still discernible</li> <li><b>OR</b></li> <li>provides fragments of an exchange</li> </ul>	1	<ul style="list-style-type: none"> <li>shows some hesitancy, but language is clear</li> </ul>	1
<ul style="list-style-type: none"> <li>uses grammar and sentence structures that may have lapses that impede meaning</li> <li><b>OR</b></li> <li>uses structures that may be fragmented</li> </ul>	1	<ul style="list-style-type: none"> <li>uses vocabulary that may have lapses that impede meaning</li> <li><b>OR</b></li> <li>may be stilted</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0				

## SEE 2

### External assessment marking guide

#### Short response in English (18 marks)

Q	Sample response	The response:	M
1	<p>The two speakers are fellow high school students who have just finished their university entrance examination. They talk about having 'only got one week of classes left to attend, then we will say goodbye to high school'. They also talk about their post-school plans, such as 'getting into the ideal university, moving out of home or getting a job', and the choices they have in front of them: 'We are getting more and more responsibilities.'</p>	<ul style="list-style-type: none"> <li>states context</li> <li>provides 3 examples that support this statement</li> </ul>	4
		<ul style="list-style-type: none"> <li>states context</li> <li>provides 2 examples that support this statement</li> </ul>	3
		<ul style="list-style-type: none"> <li>states context</li> <li>provides 1 example that supports this statement</li> </ul>	2
		<ul style="list-style-type: none"> <li>states context</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in Chinese, states context and provides 3 examples that support this statement</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
2	<p>At the beginning of the conversation, Xing-Fu thought he would feel free and happy after the Gaoko exam. He says: 'Now, we have too many things to worry about'. We used to study hard for good results in Gaokao exam or had made plans for our future. But we didn't pay attention to these ideas. We will have more responsibilities as we will no longer be high school students soon. My parents want me to get some work experience.</p>	<ul style="list-style-type: none"> <li>states original tone of Xing-Fu</li> <li>states new tone of Xing-Fu</li> <li>provides 3 examples that support these statements</li> </ul>	5

Q	Sample response	The response:	M
		<ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> <li>• states new tone of Xing-Fu</li> <li>• provides 2 examples that support these statements</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> <li>• provides 3 examples that support this statement</li> </ul>	4
		<ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> <li>• states new tone of Xing-Fu</li> <li>• provides 1 example that supports one of these statements</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> <li>• provides 2 examples that support this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states new tone of Xing-Fu</li> <li>• provides 2 examples that support this statement</li> </ul>	3
		<ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> <li>• provides 1 example that supports this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states new tone of Xing-Fu</li> <li>• provides 1 example that supports this statement</li> </ul>	2
		<ul style="list-style-type: none"> <li>• states original tone of Xing-Fu</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states new tone of Xing-Fu</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• in Chinese, states original tone of Xing-Fu, states new tone of Xing-Fu and provides 3 examples that support these statements</li> </ul>	1
		<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response:	M
3	<p>The information provided is very useful for tourists who are travelling to China.</p> <ol style="list-style-type: none"> <li>1. 'While travelling in China, you only need to take a small amount of cash.'</li> <li>2. 'You can pay via apps on your phone in most places.'</li> <li>3. 'These apps are easy to use, even if you can't speak Chinese.'</li> </ol>	<ul style="list-style-type: none"> <li>• identifies audience</li> <li>• states a conclusion about whether or not the information is helpful</li> <li>• provides 3 examples that support this statement</li> </ul>	5
		<ul style="list-style-type: none"> <li>• states a conclusion about whether or not the information is helpful</li> <li>• identifies audience</li> <li>• provides 2 examples that support this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states a conclusion about whether or not the information is helpful</li> <li>• provides 3 examples that support this statement</li> </ul>	4
		<ul style="list-style-type: none"> <li>• identifies audience</li> <li>• states a conclusion about whether or not the information is helpful</li> <li>• provides 1 example that supports this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states a conclusion about whether or not the information is helpful</li> <li>• provides 2 examples that support this statement</li> </ul>	3
		<ul style="list-style-type: none"> <li>• identifies audience</li> <li>• states a conclusion about whether or not the information is helpful</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• states a conclusion about whether or not the information is helpful</li> <li>• provides 1 example that supports this statement</li> </ul>	2

Q	Sample response	The response:	M
		<ul style="list-style-type: none"> <li>• states a conclusion about whether or not the information is helpful</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• identifies audience</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• in Chinese, states a conclusion about whether or not the information is helpful, identifies audience and provides 3 examples that support this statement</li> </ul>	1
		<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response:	M
4	<p>The speaker feels positively towards this technology. He finds it very convenient: 'The best thing about paying with apps is convenience.'</p> <p>He also says that it is easy: 'Paying for items is as easy as scanning a QR code in the store.'</p> <p>He even adds that: 'You will never need to carry a wallet anymore.'</p>	<ul style="list-style-type: none"> <li>states a conclusion about the speaker's feeling about the technology</li> <li>provides 3 examples that support this statement</li> </ul>	4
		<ul style="list-style-type: none"> <li>states a conclusion about the speaker's feeling about the technology</li> <li>provides 2 examples that support this statement</li> </ul>	3
		<ul style="list-style-type: none"> <li>states a conclusion about the speaker's feeling about the technology</li> <li>provides 1 example that supports this statement</li> </ul>	2
		<ul style="list-style-type: none"> <li>states a conclusion about the speaker's feeling about the technology</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in Chinese, states a conclusion about the speaker's feeling about the technology, and provides 3 examples that support this statement</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Short response in Chinese (16 marks)

Q	Sample response	The response:	M	The response:	M
5	<p>第三篇文章一开始，作者的语气有些消极。作者的父母在她小的时候对她的教育很严格，只让她跟双方父母认识的或者是他们认为学习好的伙伴往来，也不让她和男生一起玩，所以作者感到她的生活很受限制。</p> <p>第三段开始，在听取了读者意见后，作者改变了自己的社交生活。作者找了兼职，参与了各种团体，并做义工等等。最后作者提到父母都是为孩子好，但是子女也要有自己想要的生活。文章最后作者的语气是非常积极的。</p>	<ul style="list-style-type: none"> <li>states initial tone</li> <li>states tone at the end</li> <li>provides 3 examples that support these statements</li> </ul>	5	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question, allowing for few errors</li> </ul>	4
		<ul style="list-style-type: none"> <li>states initial tone</li> <li>states tone at the end</li> <li>provides 2 examples that support these statements</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states initial tone</li> <li>provides 3 examples that support this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states tone at the end</li> <li>provides 3 examples that support this statement</li> </ul>	4	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question, allowing for some errors</li> </ul>	3
		<ul style="list-style-type: none"> <li>states initial tone</li> <li>states tone at the end</li> <li>provides 1 example that supports one of these statements</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states initial tone</li> <li>provides 2 examples that support this statement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states tone at the end</li> <li>provides 2 examples that support this statement</li> </ul>	3	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question through the use of some words and isolated phrases</li> </ul>	2
		<ul style="list-style-type: none"> <li>states initial tone</li> <li>states tone at the end</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states initial tone</li> <li>provides 1 example that supports this statement</li> </ul>	2	<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in pin yin, conveys meaning</li> </ul>	1

Q	Sample response	The response:	M	The response:	M
		<p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states tone at the end</li> <li>provides 1 example that supports this statement</li> </ul>			
		<ul style="list-style-type: none"> <li>states initial tone</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>states tone at the end</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in English, states initial tone, states tone at the end and provides 3 examples that support these statements</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0		

Q	Sample response	The response:	M	The response:	M
6	<p>作者文章的对象是有严格父母的年轻人和她博客的读者。</p> <p>第三段的开始，作者提到她把文章放在网上后，有很多读者给她回信，让她发现她不是一个人。</p> <p>然后，作者又说有很多其他人也和她一样。</p>	<ul style="list-style-type: none"> <li>identifies an appropriate audience</li> <li>provides 2 examples that support this identification</li> </ul>	3	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question, allowing for few errors</li> </ul>	4
		<ul style="list-style-type: none"> <li>identifies an appropriate audience</li> <li>provides 1 example that supports this identification</li> </ul>	2	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question, allowing for some errors</li> </ul>	3
		<ul style="list-style-type: none"> <li>identifies an appropriate audience</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in English, identifies an appropriate audience and provides 2 examples that support this identification</li> </ul>	1	<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>in pin yin, conveys meaning</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

## Extended response in Chinese — Question 7 (21 marks)

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>influence of living in Australia on their life</li> <li>significance of social media in their life</li> <li>Chinese language in their future</li> </ul> </li> <li>elaborates on all 3 points</li> </ul>	6	<ul style="list-style-type: none"> <li>addresses all requirements of the task</li> <li>conveys meaning relevant to the task, allowing for few errors</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and characters purposefully</li> <li>uses a wide range of grammar</li> <li>uses a range of tenses</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>applies both of the following textual conventions               <ul style="list-style-type: none"> <li>title/opening statement</li> <li>concluding remark/s</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>influence of living in Australia on their life</li> <li>significance of social media in their life</li> <li>Chinese language in their future</li> </ul> </li> <li>elaborates on 2 points</li> </ul>	5	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task, allowing for few errors</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and characters accurately</li> <li>uses a range of grammar</li> <li>uses a range of tenses, allowing for infrequent errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>applies 1 of the following textual conventions               <ul style="list-style-type: none"> <li>title/opening statement</li> <li>concluding remark/s</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>influence of living in Australia on their life</li> <li>significance of social media in their life</li> <li>Chinese language in their future</li> </ul> </li> <li>elaborates on those 2 points</li> </ul>	4	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task, allowing for some errors</li> <li>clearly communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>structuring</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and characters, allowing for infrequent errors</li> <li>uses a range of grammar, allowing for infrequent errors</li> <li>uses a range of tenses, allowing for infrequent errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>doesn't apply any of the textual conventions above</li> <li><b>OR</b></li> <li>is in English.</li> </ul>	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>influence of living in Australia on their life</li> <li>significance of social media in their life</li> <li>Chinese language in their future</li> </ul> </li> <li>elaborates on 1 point</li> </ul>	3	<ul style="list-style-type: none"> <li>conveys some meaning relevant to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing</li> <li>structuring</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary and characters, allowing for some errors</li> <li>uses a range of grammar, allowing for some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses 1 of the following               <ul style="list-style-type: none"> <li>influence of living in Australia on their life</li> <li>significance of social media in their life</li> <li>Chinese language in their future</li> </ul> </li> <li>elaborates on that point</li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey meaning although errors may impede</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar, allowing for errors</li> </ul>	4		
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar</li> </ul>	3		
<ul style="list-style-type: none"> <li>mentions characters that could be used in a relevant response</li> </ul>	1			<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar, allowing for frequent errors</li> </ul>	2		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses isolated characters and phrases</li> </ul>	1		
				<ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		