

Chinese SEE marking guide and response

External assessment 2021

SEE 1: Extended response (35 marks)

SEE 2: Combination response (60 marks)

Assessment objectives

This assessment instrument is 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, and/or 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, and/or 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.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

Marking guide

Section 1: Analysing Chinese texts in Chinese SEE 1: Extended response (35 marks)

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> examines relevant perspectives in 2 or more stimuli provides a discerning interpretation of these stimuli provides a discerning personal response, including their own perspectives, on 2 or more stimuli 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in 2 or more stimuli provides a valid judgment on these stimuli 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimuli to explicitly support the focus demonstrates coherent sequencing of information and ideas provides clear conclusions 	5	<ul style="list-style-type: none"> identifies the text type of 2 or more stimuli provides 2 examples of language elements used that support the conclusion provides 2 examples of textual conventions used that support the conclusion 	5
<ul style="list-style-type: none"> examines relevant perspectives in 2 or more stimuli provides an appropriate interpretation of these stimuli provides a clear personal response including their own perspectives on 2 or more stimuli 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in 2 or more stimuli provides an opinion on these stimuli 	4	<ul style="list-style-type: none"> establishes a valid focus provides an effective selection of evidence from the stimuli to support the focus demonstrates mostly coherent sequencing of information and ideas provides conclusions 	4	<ul style="list-style-type: none"> identifies the text type of 2 or more stimuli provides 1 example of a language element used that support the conclusion provides 1 example of a textual convention used that supports the conclusion 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant perspectives in 1 stimulus provides a summary of this stimulus includes personal opinion on 1 stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in 1 stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a valid focus includes evidence from 1 stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element used that supports the conclusion provides 1 example of a textual conventions used that supports the conclusion 	3
<ul style="list-style-type: none"> identifies a relevant perspective in 1 stimulus includes personal opinions 	2	<ul style="list-style-type: none"> provides an opinion on 1 stimulus 	2	<ul style="list-style-type: none"> includes some statements on 1 stimulus uses evidence from 1 stimulus 	2	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element or textual convention used that supports the conclusion 	2
<ul style="list-style-type: none"> identifies an idea in 1 stimulus 	1	<ul style="list-style-type: none"> identifies some meaning, values or attitudes in 1 stimulus 	1	<ul style="list-style-type: none"> includes fragmented information from 1 stimulus 	1	<ul style="list-style-type: none"> identifies the text type of 1 stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Exchanging information and ideas in Chinese

Meaning	M	Responsiveness	M	Fluency	M
The response:					
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences to questions asked uses a wide range of vocabulary and grammar 	5	<ul style="list-style-type: none"> perceptively sustains the exchange demonstrates spontaneity using appropriate register 	5	<ul style="list-style-type: none"> uses the language fluently and proficiently effectively uses pause fillers and non-verbal features 	5
<ul style="list-style-type: none"> clearly conveys information, ideas, opinions and experiences to questions asked uses a range of vocabulary and grammar 	4	<ul style="list-style-type: none"> effectively sustains the exchange demonstrates spontaneity 	4	<ul style="list-style-type: none"> uses the language clearly appropriately uses pause fillers and non-verbal features 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences to questions asked uses a range of familiar vocabulary and grammar 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though meaning is discernible demonstrates hesitance 	3	<ul style="list-style-type: none"> uses language understood by a sympathetic speaker of the language uses pause fillers and non-verbal features 	3
<ul style="list-style-type: none"> conveys some simple meaning to questions asked uses familiar vocabulary and grammar 	2	<ul style="list-style-type: none"> provides an exchange with lapses demonstrates hesitance 	2	<ul style="list-style-type: none"> uses fragmented language understood by a sympathetic speaker of language uses pause fillers or non-verbal features 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant eliciting 	1	<ul style="list-style-type: none"> uses language that requires clarification 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Marking guide

Short response in Chinese SEE 2: Combination response (60 marks)

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	这篇文章的目的是李亦菲给她的哥哥李亦凡打电话聊天。她说最近和妈妈一起逛街买毕业晚会需要穿的礼服。在交谈中，亦菲告诉哥哥，一开始妈妈要她选择一件代表中国传统文化的礼服。而亦菲想穿一件可以彰显她个性的礼服。但是哥哥同意妈妈的观点，并说如果亦菲穿起旗袍会是晚会的焦点。最终，亦菲决定穿旗袍参加毕业晚会。	<ul style="list-style-type: none">• states a valid purpose [1 mark]• provides a piece of evidence to justify this conclusion [1 mark]• provides a second piece of evidence to justify this conclusion [1 mark]	<ul style="list-style-type: none">• conveys meaning relevant to the question with few errors	4
			<ul style="list-style-type: none">• conveys meaning relevant to the question with some errors	3
			<ul style="list-style-type: none">• conveys meaning relevant to the question using some words and isolated phrases	2
			<ul style="list-style-type: none">• conveys fragmented meaning	1
			<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	李亦菲和 Charlie 都会穿传统服饰参加学校毕业晚会的决定是非常重要的，因为这个选择无论对他们的文化传统还是身份认同都是一种肯定。李亦菲选择穿旗袍去参加学校的毕业晚会是对她华裔身份的一种尊重，同时展现了她的独立特色。她所传承的是中国数百年的文化。旗袍通常被视为是一种荣耀。Charlie 也打算穿苏格兰格子短裙来展示他的文化背景。	<ul style="list-style-type: none"> states a conclusion about the significance of the decision [1 mark] provides a piece of evidence to justify this conclusion [1 mark] provides a second piece of evidence to justify this conclusion [1 mark] provides a third piece of evidence to justify this conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	李亦菲和亦凡之间的对话语气很积极，并充满鼓励性，表示他们的关系非常亲密。李亦菲知道，只要她需要哥哥，无论什么时候都可以寻求他的帮助。在文章中提到“亦凡，你有时间吗？”她的哥哥回答道“对你，肯定有时间。”以此得以证实上述观点。李亦菲尊重她哥哥的意见，并就她应该选择适合的礼服去毕业晚会寻求哥哥的建议。这一点在对话结尾的“那我等礼服到了就拍照，发短信给你看。我都等不及给你看我的旗袍了。”有所体现。	<ul style="list-style-type: none"> identifies an appropriate tone [1 mark] states a conclusion about what the tone reveals about the relationship [1 mark] provides a piece of evidence to justify this conclusion [1 mark] provides a second piece of evidence to justify this conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Short response in English

Q	Sample response	The response:
4	<p>The audience of this article would be small textile companies that are looking to increase their production in clothing or people looking for business ideas. The article begins with ‘small textile manufacturers’ which highlights the target audience. The article goes on to outline how the business operation works using the internet as the go-between for the companies to place and complete orders and gives these companies knowledge of the system.</p>	<ul style="list-style-type: none"> • identifies a likely audience [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence to justify this conclusion [1 mark] • provides a third piece of evidence to justify this conclusion [1 mark]
5	<p>The writer believes the initiative will be successful. This conclusion has been drawn as the article is written in a positive and inspiring way. The writer uses terms such as ‘one resourceful person and the internet has kept people employed’. The service has been described as impressive and encourages small business to use this service. No negative elements of the initiative have been mentioned in the article.</p>	<ul style="list-style-type: none"> • states a conclusion about the extent to which the initiative would be successful [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence to justify this conclusion [1 mark] • provides a third piece of evidence to justify this conclusion [1 mark]

Q	Sample response	The response:
6	<p>Isabella is seeking advice on an internet forum about working holidays in Singapore. Her opening question to the forum is seeking information about working holiday visas. She asks the group about the cost of obtaining a visa because she has no knowledge about what is needed. People have responded to her questions by advising her to go on to the official website to find the details for her situation.</p>	<ul style="list-style-type: none"> • states an appropriate context [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence justify this conclusion [1 mark]
7	<p>Isabella has not prepared herself well at all. If she had completed a preliminary check of the official government of Singapore website she would have already known the requirement that she must be aged between 18 and 25 years old. She would have known that she will need to prove she can cover living expenses while in Singapore, and that she must have pre-purchased a return ticket before entering the country. Also, Singapore only takes 2,000 applicants a year.</p>	<ul style="list-style-type: none"> • states a valid conclusion [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence to justify this conclusion [1 mark] • provides a third piece of evidence to justify this conclusion [1 mark] • provides a fourth piece of evidence to justify this conclusion [1 mark]

Extended response in Chinese — Question 8

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> – an experience of how they demonstrated leadership ability – the biggest responsibility of Year 12 students in 2022 – how this experience will enrich their life in the future 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> – selection of ideas – logical sequencing of ideas – synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary and characters purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> – salutation and introductory statement – concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> – an experience of how they demonstrated leadership ability – the biggest responsibility of Year 12 students in 2022 – how this experience will enrich their life in the future elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas – synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary and characters accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> – salutation and introductory statement – concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> – an experience of how they demonstrated leadership ability – the biggest responsibility of Year 12 students in 2022 – how this experience will enrich their life in the future 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> – an experience of how they demonstrated leadership ability – the biggest responsibility of Year 12 students in 2022 – how this experience will enrich their life in the future elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> – selection of ideas – sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> – an experience of how they demonstrated leadership ability – the biggest responsibility of Year 12 students in 2022 – how this experience will enrich their life in the future 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary, grammar and characters with some errors 	4		
<ul style="list-style-type: none"> mentions characters that could be used in a relevant response 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses repetitive vocabulary, grammar and characters with some errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses repetitive vocabulary, grammar and characters with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated characters 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		



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