

Chinese SEE marking guide

External assessment 2025

SEE 1: Extended response (35 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, 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.

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.

Marking guide

Section 1: Analysing Chinese texts in Chinese

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> examines relevant understanding of purpose, audience, context and tone in two or more stimulus texts provides a discerning interpretation of these stimulus texts provides a discerning personal response, including their own perspectives, on two or more stimulus texts 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in two or more stimulus texts provides a valid judgment on these stimulus texts 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus demonstrates coherent sequencing of information and ideas provides valid conclusions 	5	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides two examples of language elements with a high level of accuracy provides two examples of textual conventions across the response 	5
<ul style="list-style-type: none"> examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts provides an appropriate interpretation of these stimulus texts provides an effective personal response, including their own perspectives, on two or more stimulus texts 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in two or more stimulus texts provides an opinion on these stimulus texts 	4	<ul style="list-style-type: none"> establishes a valid focus provides an effective selection of evidence from the stimulus texts to support the focus demonstrates mostly coherent sequencing of information and ideas provides clear conclusions 	4	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides one example of a language element with accuracy provides one example of a textual convention across the response 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant understanding of two of purpose, audience, context and tone in one stimulus provides a summary of this stimulus provides a personal response, including some personal perspectives on one stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in one stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a valid focus includes evidence from one stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element with a few errors provides one example of a textual convention across the response 	3
<ul style="list-style-type: none"> identifies a relevant purpose, audience, context or tone in one stimulus includes fragmented perspectives 	2	<ul style="list-style-type: none"> provides an opinion on one stimulus 	2	<ul style="list-style-type: none"> includes some statements on one stimulus uses evidence from one stimulus 	2	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element or textual convention across the response 	2
<ul style="list-style-type: none"> identifies an idea in one stimulus 	1	<ul style="list-style-type: none"> identifies some meaning, values or attitudes in one stimulus 	1	<ul style="list-style-type: none"> includes fragmented information from one stimulus 	1	<ul style="list-style-type: none"> identifies the text type of one 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	Communication	M	Fluency	M
The response:					
<ul style="list-style-type: none"> purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a wide range of vocabulary and grammar with a high level of accuracy 	5	<ul style="list-style-type: none"> comprehends thoroughly to sustain the exchange communicates skilfully with contextually appropriate register 	5	<ul style="list-style-type: none"> manipulates language elements and structures fluently and proficiently uses pause fillers and self-correction strategies purposefully 	5
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of vocabulary and grammar with accuracy 	4	<ul style="list-style-type: none"> comprehends effectively to sustain the exchange communicates effectively with contextually appropriate register 	4	<ul style="list-style-type: none"> manipulates language elements and structures effectively uses pause fillers and self-correction strategies effectively 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of familiar vocabulary and grammar with some accuracy 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though some comprehension is discernible demonstrates some hesitance 	3	<ul style="list-style-type: none"> uses language elements and structures appropriately uses pause fillers and some self-correction strategies 	3
<ul style="list-style-type: none"> conveys some simple meaning related to their multimodal presentation and 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 elements uses pause fillers 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant prompting 	1	<ul style="list-style-type: none"> uses disjointed language 	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

SEE 2: Combination response (63 marks)

Assessment objectives

1 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, 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

Note: Objective 6 is not assessed in this instrument.

Marking guide

Section 1: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>艾拉用兴奋的语气给朋友留了语音信息。这主要体现在以下三个方面：</p> <p>第一因为艾拉马上就要毕业了，在上大学前的间隔年里，可以做一些自己想做的事。</p> <p>第二艾拉已经很久没有见到她在黑龙江的好朋友小美了，这次去旅游终于可以见到她。</p> <p>第三艾拉在社交媒体上看到黑龙江冰雕节等活动，一直想去体验一下。</p>	<ul style="list-style-type: none"> • identifies a valid tone [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark] 	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>艾拉的目的是要联系她在黑龙江的朋友小美，告诉她自己毕业后要去黑龙江的事。比如：</p> <ul style="list-style-type: none"> - 她听说黑龙江有一个冰雕节，她了解一下冰雕节的时间和地点。 - 社交媒体上看到有人在黑龙江往空中洒水，水在空中变成了雪。艾拉想知道这是不是真的。 - 艾拉还想知道黑龙江是不是有很多滑雪的地方，如果她想去，是否要带上自己的滑雪板。 	<ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [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	<p>艾拉计划在间隔年后在大学里主修中文。她认为去黑龙江能对她学习中文很有帮助，因为：</p> <ul style="list-style-type: none"> • 她可以在黑龙江旅行的同时增加中文词汇量。 • 她也希望在黑龙江，她会学习到很多关于中国传统文化的知识。 • 最后，她可以交到一些新的中国朋友，陪她练习中文口语，为大学主修中文打好基础。 	<ul style="list-style-type: none"> • draws a valid conclusion about Ella's visit [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the 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

Section 2: Short response in English

Q	Sample response	The response:
4	<p>This article is the winning entry for first prize in the high school division of the Student Writers' Cup writing competition, as published in the Beijing Youth Daily.</p> <p>The identified category of Student Writers and 'high school division' highlights the focus on high school students' writing.</p> <p>The key message is to remind young people about the importance of having a balance in connectedness through the use of mobile phones and face-to-face interactions. It is suggested that warm greetings, offering support, and genuine smiles in the school environment can bring unexpected rewards in the real world.</p>	<ul style="list-style-type: none"> • identifies a valid context [1 mark] • provides a relevant example to justify the response [1 mark] • identifies a valid key message [1 mark] • provides a relevant example to justify the response [1 mark]

Q	Sample response	The response:
5	<p>It is evident an intended audience of the stimulus is high school readers, especially those who are interested in reading the Beijing Youth Daily.</p> <p>The writer starts the essay by stating mobile phone usage has become a part of many high school students' daily lives. The writer emphasises that many high school students start their day by turning on their phones to stay connected with the virtual world.</p>	<ul style="list-style-type: none"> • identifies a valid intended audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark]
6	<p>The writer in Stimulus 2 recognises that smart phones have become the platform for young people to socialise with each other and offers their insight to manage the use of mobile phones; however they emphasise that the online world could lead to a sense of connectedness with others. They believe people should maintain a balance between the virtual world, social interaction, study and work lives. This depicts the prevalence of smartphone use and the virtual world's influence on young people's daily lives.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the writer's perspectives [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
7	<p>Ai Ling and her father have a warm relationship, which is evident as she eagerly wants to discuss her university preferences with her father and seeks his opinion.</p> <p>Ai Ling promptly informs her father about her decision regarding her university study over the phone, not wanting to delay the discussion until he returns home.</p> <p>With the university application deadline tomorrow, she hopes to receive her father's advice as soon as possible.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the relationship between the two speakers, referring to tone [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
8	<p>Ai Ling successfully convinces her father to support her pursuing a degree in veterinary science at university.</p> <p>Ai Ling has loved taking care of animals since she was a child, emphasising that this decision was carefully considered.</p> <p>In addition, having volunteered at an animal shelter for six years showcases Ai Ling's patience and perseverance in animal care, proving that her dedication is not just short-lived enthusiasm.</p> <p>Furthermore, Ai Ling highlights that her volunteer experience equipped her with valuable knowledge on self-care and animal welfare. She also emphasises her commitment to acquiring more professional expertise at university.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the extent to which Ai Ling convinces her father [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Section 3: Extended response in Chinese — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> explain the importance of learning Chinese analyse how learning Chinese could influence your future employment describe how learning Chinese has helped you 	6	<ul style="list-style-type: none"> develops an astute response 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 purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> a title and introduction concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> explain the importance of learning Chinese analyse how learning Chinese could influence your future employment describe how learning Chinese has helped you elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response 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 purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> a title and introduction concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> explain the importance of learning Chinese analyse how learning Chinese could influence your future employment describe how learning Chinese has helped you 	4	<ul style="list-style-type: none"> develops some parts of the response 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 some errors uses a wide range of grammar with some errors uses a wide range of tenses with some 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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> explain the importance of learning Chinese analyse how learning Chinese could influence your future employment describe how learning Chinese has helped you elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance 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 some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> explain the importance of learning Chinese analyse how learning Chinese could influence your future employment describe how learning Chinese has helped you 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> uses characters relevant to the task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> writes extensively in Pinyin 	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 cohesive, simple sentences with frequent 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 fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	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		

Sample response: Creating Chinese texts

<p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none">• explain the importance of learning Chinese• analyse how learning Chinese could influence your future employment• describe how learning Chinese has helped you <p>Meaning develops an astute response relevant to the task proficiently communicates through:</p> <ul style="list-style-type: none">• selection of ideas• logical sequencing of ideas• synthesis of ideas	<p>Question 9</p> <p>学习中文开阔你的世界</p> <p>我相信学习第二语言可以打开人生中许多不同的道路。我想要分享学习中文的重要性和原因，及其带来的优势和机遇。</p> <p>中文是世界上使用人数最多的语言之一。想象一个人在学习中文时获得的知识和讯息！学习中文不但提供机会让人们加强元意识，同时也能让人们了解并欣赏他们的母语。</p> <p>尤其是在目前多元化的社区中，对于可以使用多种语言的人需求正在增长。为了善用我的母语和将来在中国从事旅游业的计划，我在布里斯班游客中心当志愿者。与中国旅客打交道给我很多实际生活的经验并且帮助我为我的未来做准备。</p> <p>我学会了和不同世界观的人沟通和打交道。在我学习新的词语时，也学习到新知识。使用语言的机会让我对我的母语有更多的认知。学习中文也给我优势和乐趣。</p>	<p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none">• a title and introduction• concluding remarks <p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p>
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