Chinese SEE marking guide and response

External assessment 2022

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, 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.

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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	演讲者的语气既感伤又激动。她的伤感源于即将与中学的老师和同学们告别。在她的高中生活里,有很多难忘的回忆。她希望运用高中所学的知识去,认识新的朋友创造崭新的未来。 本文的目的是感谢全校师生与家长的支持与鼓励,由于这些学习经验,毕业生可以学习独立自主的生活,面对新的人生篇章,对未来感到希望。	• identifies an appropriate tone **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]** • identifies an appropriate purpose **[1 mark]** • provides an example to justify the conclusion **[1 mark]** • provides a second example to justify the conclusion **[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	我相信，对于毕业以后的生活，演讲者已经做好了准备。她强调了中学所学知识的重要性，对于即将迎来的新的人生篇章，她激动的心情在演说中已经溢于言表。同时，她也对低年级的校友表达了她的祝福。她已经拿到了驾照，并找到了一份兼职工作，不久以后，就会搬在大学附近租房，开始独立生活。	• draws a valid conclusion about the speaker's readiness for life after school **[1 mark]** • provides an example from the stimulus to justify the conclusion **[1 mark]** • provides a second example from the stimulus to justify conclusion **[1 mark]** • provides a third example from the stimulus to justify conclusion **[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

Section 2: Short response in English

Q	Sample response	The response:
3a)	The context is a magazine article exploring the change and transformation of how young people socialise with each other over the past 20 years. This article is published in a monthly magazine called 'New Era Time'. This article is written by a journalist Weimin Chen 陈伟民 in the 2022 November volume.	• identifies an appropriate context **[1 mark]** • provides a piece of evidence from the stimulus to justify the context **[1 mark]** • provides a second piece of evidence from the stimulus to justify the context **[1 mark]**

Q	Sample response	The response:
3b)	The likely audience is young people in modern society. The text explains how social media meets the needs of young people who like attention and are curious about the cyber world. Social media allows young people to communicate with their friends at any time. Furthermore, the opportunity for online learning via social media platform has made learning more engaging.	• identifies a likely audience **[1 mark]** • provides a piece of evidence from the stimulus to justify the conclusion **[1 mark]** • provides a second piece of evidence from the stimulus to justify the conclusion **[1 mark]** • provides a third piece of evidence from the stimulus to justify the conclusion **[1 mark]**
4	The writer believes that social media has a positive impact on young people's learning. Based on a recent survey in 'New Era Time' magazine, many people say that social media and online learning provides flexibility to their learning. Young people can gain knowledge beyond their textbooks. Finally, face-to-face teaching methods are enhanced by online learning.	• draws a valid conclusion about the impact of social media on young people's learning **[1 mark]** • provides an example from the stimulus to justify the conclusion **[1 mark]** • provides a second example from the stimulus to justify the conclusion **[1 mark]** • provides a third example from the stimulus to justify the conclusion **[1 mark]**

Q	Sample response	The response:
5	The purpose of the website is to provide information for secondary students to make informed decisions about their future study and career plans. Students are able to use personal skills test results to work out what career would be best for them. They can investigate university course information and outlines and prepare job applications using downloaded sample documents.	• states a valid purpose **[1 mark]** • provides an example from the stimulus justify the conclusion **[1 mark]** • provides a second example from the stimulus justify the conclusion **[1 mark]** • provides a third example from the stimulus justify the conclusion **[1 mark]**

Q	Sample response	The response:
6	The webpage provides information on various study and career pathways for readers. Students are able to better understand themselves and plan for future study and work through personality and skill tests. They can use information from the website to make decisions on tertiary education and career pathways. Moreover, readers can benefit by exploring the career section to seek information on career plans, including different jobs and industries, career development and future job trends.	- draws a valid conclusion about how readers could apply the information **[1 mark]** - provides an example from the stimulus to justify the conclusion **[1 mark]** - provides a second example from the stimulus to justify the conclusion **[1 mark]** - provides a third example from the stimulus to justify the conclusion **[1 mark]**

Q	Sample response	The response:
7	Students can benefit from using Stimulus 2 and 3 to assist their learning, make new friends, make future plans and career decisions at anytime and anywhere. In Stimulus 3, the website supplies a wide range of information and self-guided tools to help students to navigate future studies, training or career. As Stimulus 2 mentions, young people can extend their network connections through social media and internet. Students can subscribe to and search information that relates to various organisations, including universities and occupations, in order to gain training and future job opportunities.	• draws a valid conclusion about the extent Stimulus 2 and 3 inform students **[1 mark]** • provides an example to justify conclusion **[1 mark]** • provides a second example to justify the conclusion **[1 mark]** • provides a third example to justify the conclusion**[1 mark]**

Section 3: Extended response in Chinese — Question 8

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M

• addresses and elaborates on all of the following
  – the positive benefits of a year's exchange
  – how to stay connected to friends at home
  – how such a year can benefit your future
	6	• develops an astute response relevant to the task
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• 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	• uses all of the following
						  – blog entry text type, including a title
						  – introduction/ opening statement
							2

• addresses all of the following
  – the positive benefits of a year's exchange
  – how to stay connected to friends at home
  – how such a year can benefit your future
• elaborates on 2 of these
	5	• develops an effective response relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – synthesis of ideas
			4	• 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	• uses 1 of the following
						  – blog entry text type, including a title
						  – introduction/ opening statement
							1

• addresses and elaborates on 2 of the following
  – the positive benefits of a year's exchange
  – how to stay connected to friends at home
  – how such a year can benefit your future
	4	• develops some parts of the response relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
			3	• 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	• does not satisfy any of the descriptors above
						      OR
						• is in English.
							0

• addresses 2 of the following
  – the positive benefits of a year's exchange
	3	• demonstrates some relevance to the task through
		  – selection of ideas
			2	• uses a range of vocabulary with some errors
				• uses a range of grammar with some errors
					5		

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
– how to stay connected to friends at home – how such a year can benefit your future • elaborates on 1 of these		– sequencing of ideas		• attempts to use a range of tenses • mostly uses consistent register for context			

• addresses 1 of the following
  – the positive benefits of a year's exchange
  – how to stay connected to friends at home
  – how such a year can benefit your future
	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4		

• uses characters relevant to the task **OR** • writes extensively in Pinyin	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2		
				• uses isolated words and phrases with accuracy	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		