# Chinese marking guide and response

Sample external assessment 2020

## Combination response (55 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 finishing secondary school, future plans and responsibilities

2.  identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities

3.  analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, 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 finishing secondary school, future plans and responsibilities

5.  structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities.

**Note:** Objective 6 is not assessed in this instrument.

# Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities

- aligned to the external assessment conditions and specifications in General senior syllabuses

- developed under secure conditions.

# Purpose

This document consists of an EAMG and an annotated response.

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.

## Short response in English (18 marks)

| Question | The response | Marks |
|---|---|---|
| 1 | • provides 3 reasons for the call<br>• provides an example for each reason | 6 |
| | • provides 3 reasons for the call<br>• provides an example for 2 of the reasons | 5 |
| | • provides 2 reasons for the call<br>• provides an example for each reason<br>OR<br>• provides 3 reasons for the call<br>• provides an example for 1 of the reasons | 4 |
| | • provides 2 reasons for the call<br>• provides an example for 1 of the reasons<br>OR<br>• provides 3 reasons for the call | 3 |
| | • provides 1 reason for the call<br>• provides an example for that reason<br>OR<br>• provides 2 reasons for the call | 2 |
| | • provides 1 reason for the call<br>OR<br>• in Chinese, provides 3 reasons for the call and an example for each reason | 1 |
| | • does not satisfy any of the descriptors above. | 0 |

| Question | The response | Marks |
|---|---|---|
| 2 | • provides 4 personality characteristics<br>• provides a piece of evidence for each characteristic | 8 |
| | • provides 4 personality characteristics<br>• provides a piece of evidence for 3 of the characteristics | 7 |
| | • provides 3 personality characteristics<br>• provides a piece of evidence for each characteristic<br>OR<br>• provides 4 personality characteristics<br>• provides a piece of evidence for 2 of the characteristics | 6 |
| | • provides 3 personality characteristics<br>• provides a piece of evidence for 2 of the characteristics<br>OR<br>• provides 4 personality characteristics<br>• provides a piece of evidence for 1 of the characteristics | 5 |
| | • provides 2 personality characteristics<br>• provides a piece of evidence for each characteristic<br>OR<br>• provides 3 personality characteristics<br>• provides a piece of evidence for 1 of the characteristics<br>OR<br>• provides 4 personality characteristics | 4 |
| | • provides 2 personality characteristics<br>• provides a piece of evidence for 1 of the characteristics<br>OR<br>• provides 3 personality characteristics | 3 |

| Question | The response | Marks |
|---|---|---|
| | • provides 1 personality characteristic<br>• provides a piece of evidence for that characteristic<br><div align="center">OR</div><br>• provides 2 personality characteristics | 2 |
| | • provides 1 personality characteristic<br><div align="center">OR</div><br>• in Chinese, provides 4 personality characteristics and a piece of evidence for each characteristic | 1 |
| | • does not satisfy any of the descriptors above. | 0 |

| Question | The response | Marks |
|---|---|---|
| 3 | • identifies Maomao's problem<br>• provides 3 pieces of evidence that support this conclusion | 4 |
| | • identifies Maomao's problem<br>• provides 2 pieces of evidence that support this conclusion | 3 |
| | • identifies Maomao's problem<br>• provides 1 piece of evidence that supports this conclusion<br>OR<br>• provides 2 pieces of evidence | 2 |
| | • identifies Maomao's problem<br>OR<br>• provides 1 piece of evidence<br>OR<br>• in English, identifies Maomao's problem and provides 1 piece of evidence that supports this conclusion | 1 |
| | • does not satisfy any of the descriptors above. | 0 |

## Short response in Chinese (16 marks)

| Question | The response | Mark | The response | Mark |
|---|---|---|---|---|
| 4 | • states who the intended audience is<br>• provides 4 pieces of evidence that support this conclusion | 5 | • conveys meaning relevant to the question and allowing for few errors | 4 |
| | • states who the intended audience is<br>• provides 3 pieces of evidence that support this conclusion | 4 | • conveys meaning relevant to the question and allowing for some errors | 3 |
| | • states who the intended audience is<br>• provides 2 pieces of evidence that support this conclusion | 3 | • conveys meaning relevant to the question through the use of some words and isolated phrases | 2 |
| | • provides 2 pieces of evidence<br>OR<br>• states who the intended audience is<br>• provides 1 piece of evidence that support this conclusion | 2 | • conveys fragmented meaning<br>OR<br>• in pin yin, conveys meaning | 1 |
| | • states who the intended audience is<br>OR<br>• in English, states who the intended audience is and provides 4 pieces of evidence that support this conclusion | 1 | • does not satisfy any of the descriptors above<br>OR<br>• responds in English | 0 |
| | • does not satisfy any of the descriptors above | 0 | | |

| Question | The response | Mark | The response | Mark |
|---|---|---|---|---|
| 5 | • states how opportunities have changed<br>• provides 2 pieces of evidence that support this conclusion | 3 | • conveys meaning relevant to the question and allowing for few errors | 4 |
| | • states how opportunities have changed<br>• provides 1 piece of evidence that supports this conclusion | 2 | • conveys meaning relevant to the question and allowing for some errors | 3 |
| | • states how opportunities have changed<br>OR<br>• provides 1 piece of evidence<br>OR<br>• in English, states how opportunities have changed and provides 1 piece of evidence that supports this conclusion | 1 | • conveys meaning relevant to the question through the use of some words and isolated phrases | 2 |
| | • does not satisfy any of the descriptors above. | 0 | • conveys fragmented meaning<br>OR<br>• in pin yin, conveys meaning | 1 |
| | | | • does not satisfy any of the descriptors above<br>OR<br>• responds in English | 0 |

# Extended response in Chinese — Question 6 (21 marks)

| Information | Mark | Meaning | Mark | Language elements | Mark | Textual conventions | Mark |
|---|---|---|---|---|---|---|---|
| **The response** | | **The response** | | **The response** | | **The response** | |
| • addresses all of<br>  – highlights of last year of study<br>  – challenges that were overcome<br>  – what they learnt about themselves<br>• elaborates on all 3 | 6 | • addresses all requirements of the task<br>• conveys meaning relevant to the task, allowing for few errors<br>• proficiently communicates through<br>  – selection of ideas<br>  – logical sequencing of ideas<br>  – synthesis of ideas | 5 | • uses a wide range of vocabulary and characters purposefully<br>• uses a wide range of grammar<br>• uses a range of tenses<br>• uses consistent register for context | 8 | • applies all of<br>  – salutations<br>  – letter conventions | 2 |
| • addresses all of<br>  – highlights of last year of study<br>  – challenges that were overcome<br>  – what they learnt about themselves<br>• elaborates on 2 | 5 | • conveys meaning relevant to the task, allowing for few errors<br>• proficiently communicates through<br>  – selection of ideas<br>  – logical sequencing of ideas<br>  – synthesis of ideas | 4 | • uses a wide range of vocabulary and characters accurately<br>• uses a range of grammar<br>• uses a range of tenses allowing for infrequent errors<br>• uses consistent register for context | 7 | • applies 1 of<br>  – salutations<br>  – letter conventions | 1 |
| • addresses 2 of<br>  – highlights of last year of study<br>  – challenges that were overcome<br>  – what they learnt about themselves<br>• elaborates on those 2 | 4 | • conveys meaning relevant to the task, allowing for some errors<br>• clearly communicates through<br>  – selection of ideas<br>  – sequencing of ideas<br>  – structuring | 3 | • uses a wide range of vocabulary and characters allowing for infrequent errors<br>• uses a range of grammar allowing for infrequent errors<br>• uses a range of tenses<br>• uses consistent register for context | 6 | • doesn't apply any of the textual conventions above<br>    OR<br>• is in English | 0 |
| • addresses 2 of<br>  – highlights of last year of | 3 | • conveys some meaning relevant to the task through | 2 | • uses a range of vocabulary and characters allowing for | 5 | | |

| Information | Mark | Meaning | Mark | Language elements | Mark | Textual conventions | Mark |
|---|---|---|---|---|---|---|---|
| **The response** | | **The response** | | **The response** | | **The response** | |
| study<br>– challenges that were overcome<br>– what they learnt about themselves<br>• elaborates on 1 | | – selection of ideas<br>– sequencing<br>– structuring | | some errors<br>• uses a range of grammar allowing for some errors<br>• attempts to use a range of tenses<br>• mostly uses consistent register | | | |
| • addresses 1 of<br>– highlights of last year of study<br>– challenges that were overcome<br>– what they learnt about themselves<br>• elaborates on 1 | 2 | • attempts to convey meaning although errors may impede | 1 | • uses a range of vocabulary and grammar allowing for errors | 4 | | |
| • mentions words and/or phrases that could be used in a relevant response | 1 | • is in English | 0 | • uses repetitive vocabulary and grammar | 3 | | |
| • is in English | 0 | | | • uses repetitive vocabulary and grammar allowing for frequent errors | 2 | | |
| | | | | • uses isolated words and phrases | 1 | | |
| | | | | • is in English | 0 | | |