Chinese General Senior Syllabus 2019 v1.4

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 55.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	611	645	619

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	611	9	0
Unit 2	645	6	0

Units 3 and 4 internal assessment results

> **2020 COVID-19 adjustments**
>
> To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.
>
> In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment
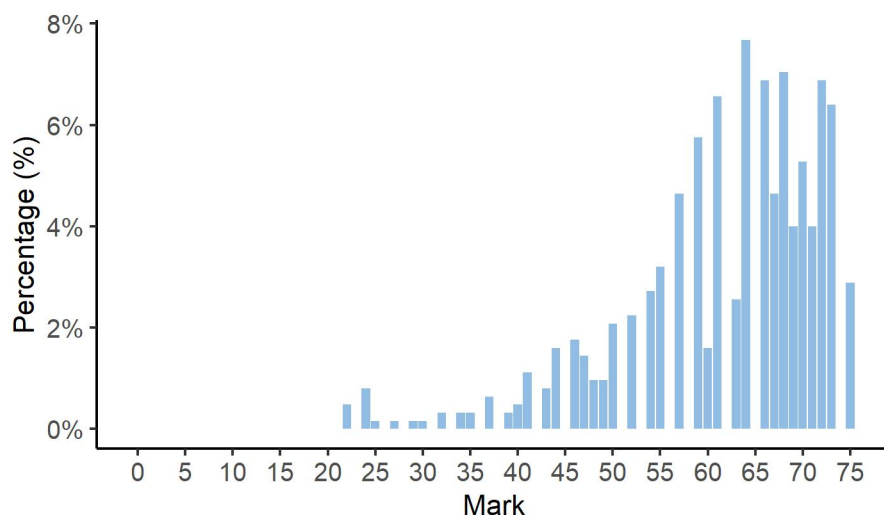
IA1 results

IA1 total
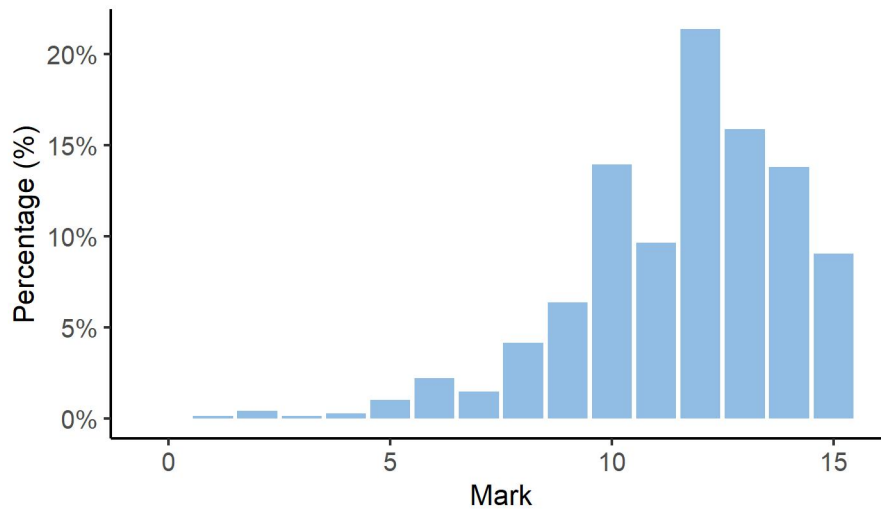
IA1 Criterion 1
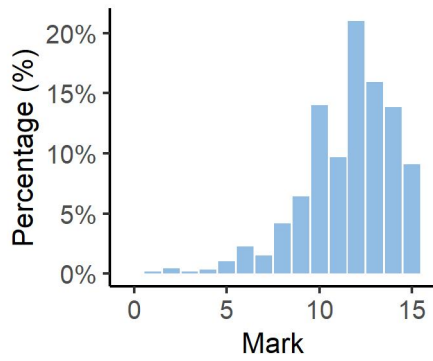
IA2 results

IA2 total
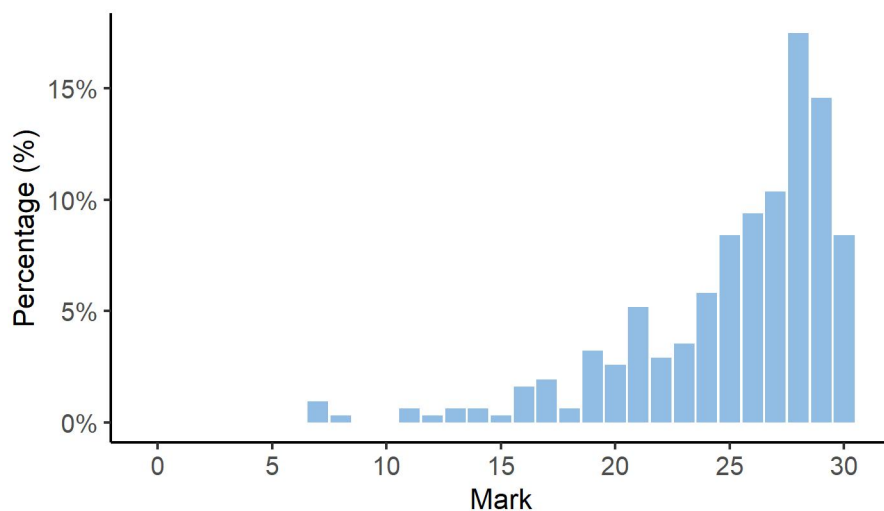
IA2 Criterion 1
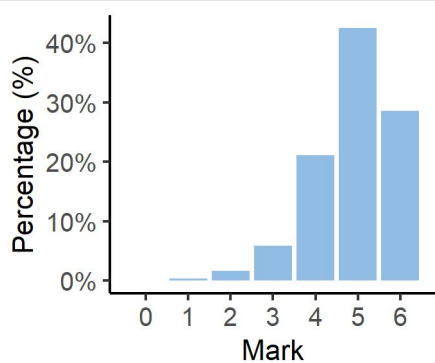
IA2 Criterion 2
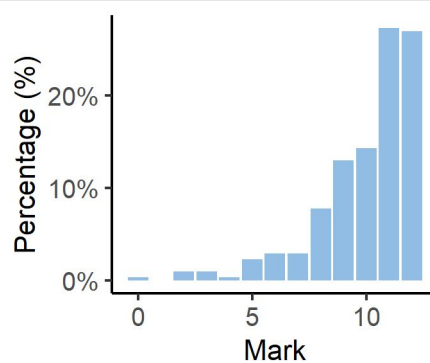
IA2 Criterion 3
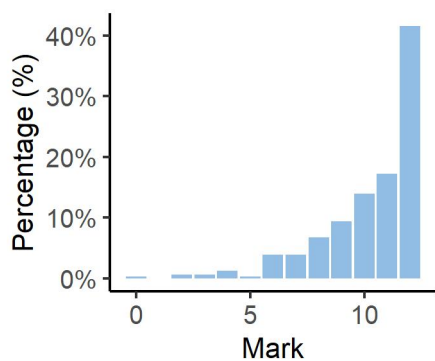
IA3 results

IA3 total
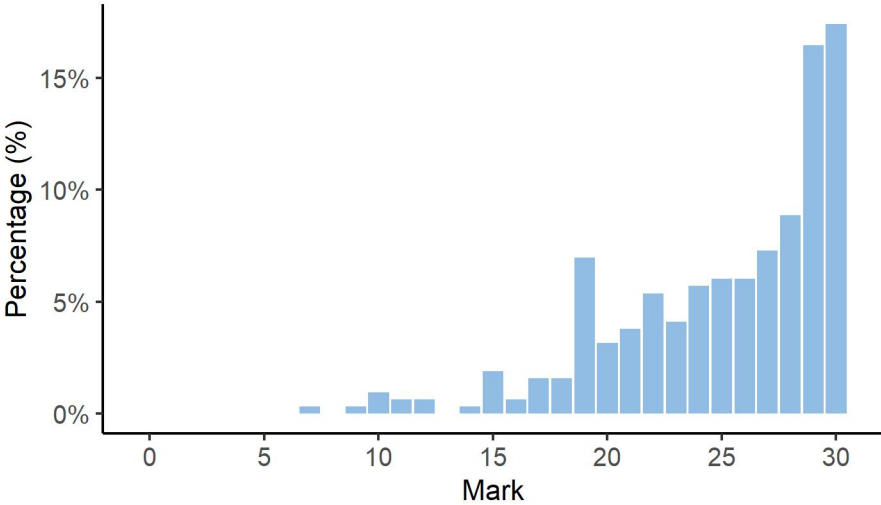
IA3 Criterion 1
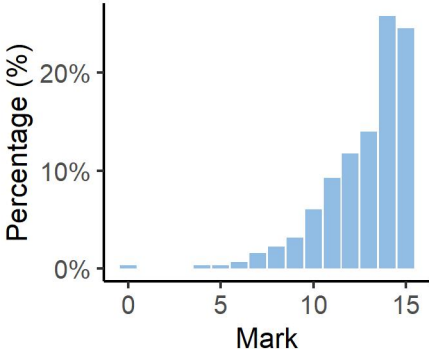
IA3 Criterion 2
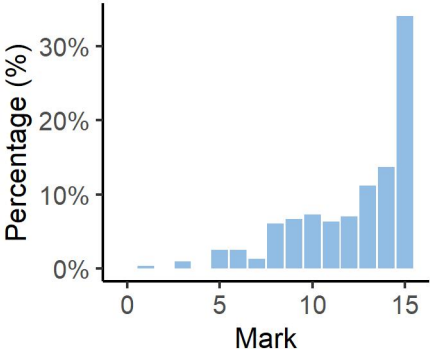
External assessment results
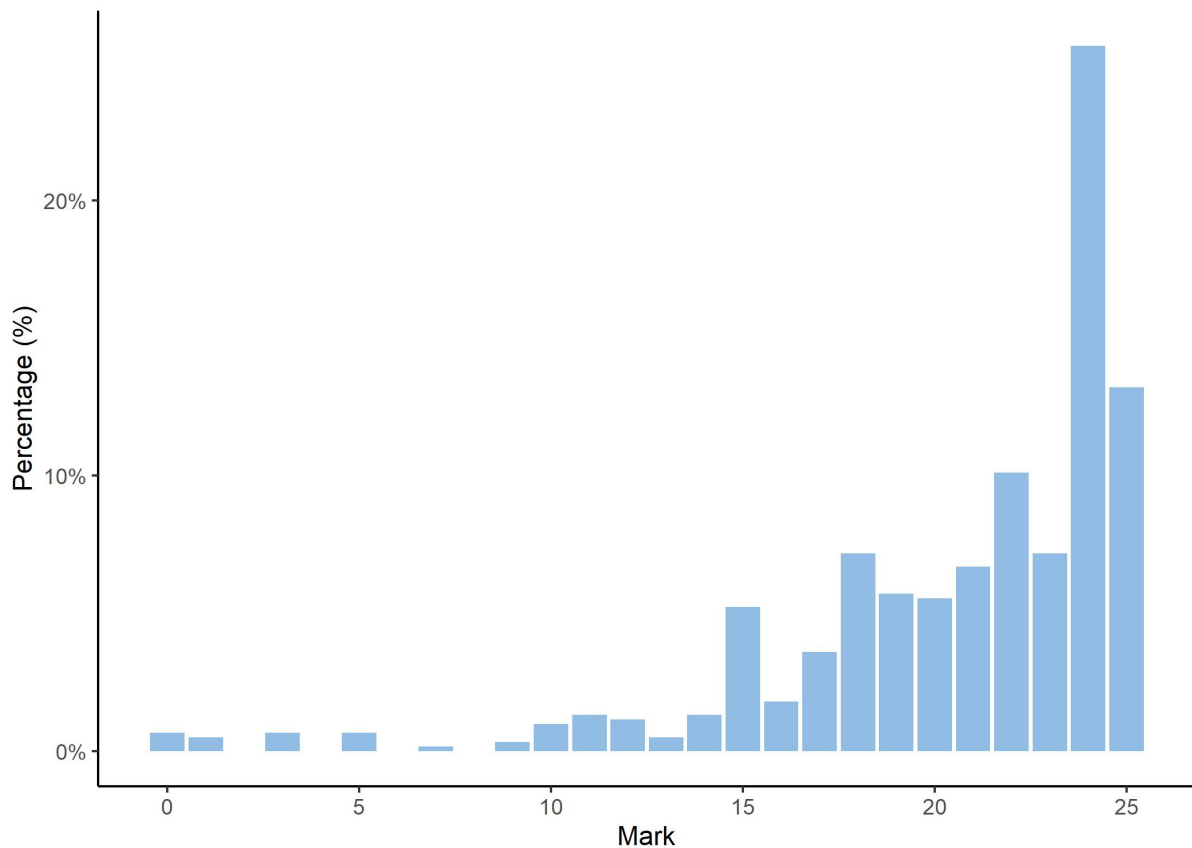
Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	362	191	47	13	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–84	83–64	63–42	41–14	13–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	55	55	55
Percentage endorsed in Application 1	44	47	69

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	55	274	36	0	3	95.47
2	23	123	17	0	0	99.46
3	31	150	11	0	5	94.75

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse Chinese stimulus texts in English. Stimulus is varied: visual, written and audio or audiovisual.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	24
Authentication	0
Authenticity	2
Item construction	0
Scope and scale	2

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate their knowledge and application of the topic by providing them with a range of stimulus that related to Unit 3, Topic 1 subject matter

- opportunities for students to demonstrate all assessable objectives; comprehension and understanding of information; analysis and evaluation to draw conclusions and justify opinions; and identification of purpose, context, audience and tone

- 3–5 stimulus texts including one written, one audio or audiovisual and one visual text according to syllabus specifications (a combined word length of 700–1200 words).

Practices to strengthen

It is recommended that assessment instruments:

- assess all required assessment objectives, including all four assessable elements of Assessment objective 2 — context, tone, purpose and audience (Syllabus section 4.6.1)

- provide appropriately constructed questions that enable students to respond within the word limits provided in the syllabus, e.g. 100 words for short responses

- include questions that instruct students to demonstrate the range of cognitive verbs required by the syllabus, e.g. 'analyse', 'evaluate'

- provide questions which direct students to particular aspects of the stimulus

- use Chinese simplified characters in stimulus texts and questions

- include visual stimulus that contain no more than 75 words in Chinese or 60 words in English.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	3
Language	0
Layout	1
Bias avoidance	5

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- written and visual stimulus with different perspectives on the topic covering a range of opinions and avoiding bias and inappropriate content

- clear instructions that align with syllabus requirements and the ISMG

- language that is clear and free of errors

- authentic stimulus texts that model appropriate textual features and contain only simplified Chinese characters.

Practices to strengthen

It is recommended that assessment instruments:

- use explicit instructions in questions, e.g. specify the number of speakers students must respond to if there are multiple speakers in a stimulus

- direct students to answer in full sentences where appropriate, using up to 100 words per answer

- avoid complex wording of questions

- use bold, italics and other text formatting features only where relevant

- contain clear, legible visual stimulus — students need to be able to engage with stimulus texts, which may require enlargement of the stimulus prior to endorsement in order to be accessible

- include only stimulus texts that relate to Unit 3, Topic 1 subject matter

- use audio recordings of people speaking, rather than computer-generated recordings.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Chinese texts in English	95.47	4.08	0.45

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the ISMG was applied accurately, over a range of questions, for comprehension of Chinese

- the ISMG was applied accurately, over a range of questions, for identification of tone, purpose, context and audience to infer meaning, values and attitudes.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Analysing Chinese texts in English

This response provides:
- discerning analysis and evaluation of relevant information and ideas to draw well-constructed and valid conclusions
- well-substantiated justification of opinions, ideas and perspectives.

Excerpt 1

The two female speakers seem jealous, annoyed and angered by the things other girls are sharing on Wechat. They are gossiping about all the things those other girls are sharing on Wechat, for example buying expensive bags, travelling the world and showing off their boyfriends and cars. Seeing those things on social media is having a negative impact on the two girls because even though one of them said that she does not care about those things, it is pretty clear that they do feel jealous and a bit inferior to those other girls. They even mentioned that those girls want to tell everyone that their lives are better than others and it seems that these two girls do feel that way, even though they do not want to admit it.

Analysing Chinese texts in English	Excerpt 2
This response provides: • thorough comprehension of information, ideas and/or opinions • discerning analysis and evaluation of relevant information and ideas to draw well-constructed and valid conclusions.	*discerning analysis* — In the Chinese contemporary society, women are expected to work but to also look after their family and household. Since the husbands are expected to be very work focused, the women are expected to be more family focused, even if they have to work as well. Therefore, women have to take into consideration *thorough comprehension* — factors like flexible working hours and convenient transportation when choosing a job so that they can still go home and take care of the family, whether it's taking the kids to and from school, cooking or looking after the elderly. They have so many responsibilities in their family that they may have to sacrifice *discerning analysis* — promotional opportunities at work so that it does not come in the way of their familial responsibilities. Therefore, modern career women in China are still expected to prioritise their family over their career.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when awarding marks for the characteristics of 'analysis' and 'evaluation' at the mark range of 10–11, justification be provided to show comprehension and evaluation of why student decisions were valid

- when students 'evaluate information and ideas to draw conclusions and justify', marks be awarded only for the inclusion of relevant information

- the ISMG be applied accurately to match responses using the performance-level descriptors and mark range, e.g. marks in the 10–11 range are appropriately awarded when the response identifies the 'context' or 'audience' of a stimulus text accurately but, if the context is not identified correctly, marks in the 6–7 range are more appropriate.

Additional advice

Students should be encouraged to respond to questions within the lengths required by the syllabus. Strategies for managing response lengths, as outlined in a school's assessment policy, should be applied consistently.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) is a combination response examination held in two sessions. In Session 1, students analyse Chinese stimulus texts in English and create Chinese texts using Chinese stimulus. Session 2 comprises a student-centred conversation (3–7 minutes) where students exchange information and ideas in Chinese, with reference to stimulus and unseen questions. The stimulus is varied: visual, written and audio or audiovisual. This examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Chinese stimulus texts (written, audio, audiovisual or visual).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	27
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	2

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate the knowledge and skills required for Unit 3, Topics 2 and 3

- explicitly worded questions, which satisfied scope and scale by ensuring students were not instructed to draw on knowledge outside the stimulus

- questions that allowed students to respond in 100 words and still achieve the higher performance levels.

Practices to strengthen

It is recommended that assessment instruments:

- include questions that provide opportunities for unique student responses, where students exchange ideas and information for the purposes of constructing their own opinions and drawing conclusions in an open-ended conversation in Session 2

- include relevant and meaningful stimulus without information that leads to a predetermined response

- include multiple questions, rather than one question, to assess the four assessable elements of Assessment objective 2 (tone, purpose, audience and context), as asking students to write about all four of the assessable elements within the 100-word limit will not allow them to demonstrate the higher performance levels

- not be direct copies of exemplars provided by the QCAA

- provide only authentic genres for students to respond to, e.g. creating a blog in a school newsletter is a confusing, inauthentic mix of genres.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	0
Language	1
Layout	1
Bias avoidance	0

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- stimulus texts that were accessible to all students

- clear instructions using cues aligned to the specifications, objectives and ISMG

- adequate space for student responses, reflecting the required length of the response

- audio and written stimulus that were engaging, relevant and accessible, and free from inappropriate content.

Practices to strengthen

It is recommended that assessment instruments:

- avoid the use of bold, italics and other text formatting features where not relevant

- include questions that are accessible for all students, e.g. asking a question about the impact of migration may affect accessibility for some students

- allow all students to be able to engage with an authentic listening text (**note:** a computer-generated audio may impede comprehension)

- provide audiovisual stimulus without subtitles or cues that would compromise students' ability to listen and view the stimulus

- provide appropriate scaffolding that does not impede students' opportunities to sustain communication, exchange meaning and provide a spontaneous personal response to the stimulus in Section 2: Unprepared response

- be reviewed and adjusted each year, in line with the requirements of each unique cohort

- use written and visual stimulus with legible, simplified Chinese characters

Additional advice

It is recommended that:

- teachers print only assessment instruments from the Endorsement application for administration with students, not from their own school internal files, to avoid administering a task that is not endorsed

- audio stimulus aligns with the relevant assessment question/s

- crafting questions and stimulus at the same time improves alignment between the two, as does ensuring that all uploaded files are correct.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Chinese texts in English	99.35	0.65	0
2	Creating Chinese texts with Chinese stimulus	99.68	0.32	0
3	Exchanging information and ideas in Chinese	99.35	0.65	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- Session 1 questions clearly guided responses to identify the context, audience, purpose and tone of stimulus, and this evidence in student responses was awarded appropriate marks

- the stimulus provided information that gave students opportunities to make relevant inferences about meaning, values and attitudes, and this evidence in student responses was awarded appropriate marks

- marks were awarded for the provision of personal responses when students provided justifications of ideas and opinions.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Analysing Chinese texts in English This response demonstrates: • thorough comprehension of information, ideas and/or opinions in the stimulus text related to socialising and societal issues and/or ideas • understanding of the context and attitude of the stimulus text.	**Excerpt 1** *[annotation: conceptive intext; audience]* The context of stimulus 1 is that someone is asking a young girl about what she likes to do after school. The audience could be parents who may want to know what young people do in their free time. The girl said that she likes to go on the internet and use Wechat to talk to friends. They talk about celebrities, fashion *[annotation: advantage.]* and other mutual interests, but sometimes she spends several hours on *[annotation: disadvantge.]* social media which is not good because that means she would not get *[annotation: thorough. comprehension. less comm analysis.]* as much time to study. Also, she has 100 friends on Wechat and she does not know many of them, she thinks they are good friends but they could potentially *[annotation: disadvantge.]* be dangerous. I think as long as she does not spend too much time on Wechat, it is good because she can talk about her interests and connect with other young people.
Analysing Chinese texts in English This response provides: • discerning analysis and evaluation of relevant information and ideas in the stimulus text to draw well-constructed and valid conclusions • well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.	**Excerpt 2** Technology has had a big impact on the lives of young people. Cellphones and social media enable them to communicate and connect with each other and also know about what is going on in the world. In both stimulus 1 and 2, it shows that young people use technology to stay connected, however, if they cannot use technology, they feel isolated. This is not good because it shows that young people are too reliant on technology to talk to each other instead of talking face-to-face. The girl from stimulus 3 did not have access to technology so that helped her to not get distracted and focus on achieving her dream. However, as long as technology is used appropriately, it can help to bring more advantages to people's lives and help them to achieve their goals by learning and taking online classes to help their studies.

Criterion: Creating Chinese texts with Chinese stimulus	Excerpt 3
This response demonstrates: • discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts in proficient and complex Chinese related to socialising and societal issues and/or ideas • a cohesive and detailed personal response/justified opinion in relation to topics identified in the stimulus • discerning selection, sequencing and synthesis of details from stimulus texts to support the personal response.	现在，社交媒体给青少年的生活觉来了很大的影响。他们用社交媒体来做很多事情从第一篇和第二篇文章中我可以看青少年用社交媒体来和朋友们和同学们聊天，他们也用社交媒体来知道这几天发生什么事情。但是，对社交媒体，这些青少年通对困难。从第二篇文章中，小李的爸爸把她的手机拿走了。有的父每不喜欢他们的孩子用手机，因为有的青少年花太多时间在网上聊天上，所以他们可以上了瘾。如果他们花太多时间在社交媒体上，它会让他们分心。可是，我觉得如果青少年花更少的时间在社交媒体上，社交媒体很有用，而且可以帮助他们和别人保持联系。 *(annotations: discerning application of language and selection & synthesis of details; selection & synthesis of details; discerning application of language and justified opinion)*

Exchanging information and ideas in Chinese	
This response demonstrates: • effective communication and comprehension in Chinese • effective use of strategies to maintain the conversation.	Conversation in Chinese: Audio excerpt 1 Conversation in Chinese: Audio excerpt 2 Student: 我可以看到这些孩子人在吃饭时间上看手机。 Teacher: 你觉得他们这样做对不对？ Student: 我觉得他们这样做不对。因为他们这应该吃饭。 Teacher: 你和这幅图中的人像吗？ Student: 我和这副图中的人不像,因为在吃饭时间我不用手机，我吃饭。 Conversation in Chinese: Audio excerpt 3 Teacher: 你用手机做什么？ Student: 我喜欢用手机和朋友们在Instagram 和snapchat 聊天。用手机来照相，用手机来上网。

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

• students be encouraged to provide relevant evidence in their responses to support their conclusions and decisions

• students be reminded that for the Exchanging information and ideas in Chinese criterion, it is a two-way conversation (**note:** the highest performance level and mark range requires that responses demonstrate the use of strategies to generate and maintain communication with spontaneity to provide personal responses related to stimulus texts).

Additional advice

It is recommended that:

- the quality of the audio/videos be checked for clarity before these are uploaded to the Confirmation application

- in Session 2, an award of the highest mark range require unrehearsed responses to spontaneous questions to be evident — students should initiate or respond to questions without teacher prompting

- strategies for managing response length according to each school's assessment policy be consistently applied in order to meet the conditions specified in the syllabus for Session 2.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) is an extended response with two components. Component 1 requires students to analyse Chinese stimulus in Chinese over a period that includes class time and home time (2–3 weeks). Stimulus is varied: visual, written and audio or audiovisual. The student analysis is delivered as a multimodal presentation (4–8 minutes) in Chinese. Component 2 is a student-centred conversation (5–7 minutes) in Chinese using unseen questions.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	15
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	0

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to demonstrate their knowledge and understanding of the Unit 4 subject matter

- appropriate stimulus, e.g. the first stimulus text needed to be chosen from a Chinese film, documentary, television series episode, extended interview, etc. The other two stimulus texts needed to be unseen materials with a combined length of 500–1000 characters in Chinese, including one written text and one that was audio, visual or audiovisual

- open-endedness where the response was to be completed individually over 2–3 weeks of preparation

- authentic stimulus texts that were relevant and sufficiently challenging to allow students to demonstrate their skills and abilities across syllabus objectives and performance levels

- different perspectives across the selected stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- provide, in the extended response, an appropriate level of scaffolding to support students, particularly in terms of how to respond, e.g. 'Create a persuasive multimodal presentation, which includes a title, an introduction with an opening statement, two body paragraphs and a conclusion related to Unit 4 subject matter'

- include stimulus that are complex enough to allow students to demonstrate the full range of performance standards as described by the ISMG

- include stimulus that contain enough language or content for students to sufficiently demonstrate the assessment objectives

- include audio stimulus at a speech rate appropriate for the level required in Year 12

- identify and include one stimulus (not included in the combined word length), which must be studied in class and chosen from a Chinese film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	0
Layout	0
Bias avoidance	0

*Total number of submissions: 55. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear language using cues that instructed students explicitly about what they needed to do

- accurate spelling, grammar, punctuation and other textual features

- stimulus that were engaging, relevant and accessible to all students, and free from inappropriate content.

Practices to strengthen

It is recommended that assessment instruments:

- include audio stimulus where the pace and clarity are clear for listening purposes

- ensure that all stimulus and questions are accessible to all students

- include audio that clearly differentiates between speakers.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Chinese texts in Chinese	96.18	3.18	0.64
2	Exchanging information and ideas in Chinese	93.31	6.05	0.64

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Analysing Chinese texts in Chinese criterion, marks were aligned to the following qualities in student responses

    – identification of perspectives and demonstration of an ability to 'comprehend' and 'analyse' Chinese stimulus (Assessment objectives 1 and 3)

    – clear identification of the purpose, audience, context and tone in stimulus, with evidence correctly identified

    – identification of tone, purpose, context and audience to infer meaning, values and attitudes in the multimodal presentation

- for the Exchanging information and ideas in Chinese criterion, marks were aligned to the following qualities in student responses

    – correctly identified evidence, e.g. in spontaneous conversations in Chinese where students elaborate with anecdotes and further details

    – the exchange of information and ideas directly related to finishing secondary school, future plans and responsibilities.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Redacted for copyright

选择自己的前途

- 作者去德国认识了一个毕业生
- 家长让他不去上大学，去训练狗
- 最后自己攒齐钱上私立大学
- 作者希望家长能给孩子更多自由

Multimodal response: Audio excerpt 1

Multimodal response: Audio excerpt 2

首先在第一个文本中，作者介绍和对比了中国家长和德国家长对孩子选择大学专业的影响。作者认识的一个德国朋友的女儿，虽然成绩不错可以申请不错的大学。但是她想学的兽医专业还差了一点。因为这个原因她的家长允许她想不上大学去做她最喜欢的事情-训练狗。为了挣钱还到冰淇淋店打工。五年之后她靠打工赚的钱申请一所私立大学学习宠物心里学。

作者的语气开始对着这件事情很吃惊因为在中国即使孩子学不了想学的专业也得上大学。但是通过和他的德国朋友的交谈，作者的语气变成了接受和理解他们的观点。这篇文章的目标观众是高三学生的家长。目的是建议高三学生的父母要相信自己的孩子放手让孩子自己选择。只要孩子真心喜欢，坚持下去就能成功。从作者的语气，目的观众可以分析到他很重视自由，他的态度是孩子们应该是选择自己有兴趣的东西。

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- marks accurately match the identification of tone, purpose, context and audience evident in responses when students use complex Chinese to analyse and evaluate relevant information from stimulus texts, e.g. marks for tone are only awarded when it is identified in responses

- only relevant information and ideas required by questions are awarded marks

- in exchanging information and ideas, students use strategies to generate and maintain conversations e.g. using Chinese to ask questions, seeking clarification about unfamiliar words and ideals of stimulus texts or repeating information to maintain communication: doing so allows the required evidence to be more easily extracted, identified and awarded marks.

Additional advice

It is recommended that:

- the best-fit approach be used to ensure the correct mark is awarded when the evidence in a response spans multiple performance levels

- a monitoring or checking strategy system be implemented to ensure all relevant documents are in order and scanned correctly, which will assist the confirmation process, e.g.

    – upload only the correct ISMGs

    – upload the indicative response to support school judgments and provisional marks.

Chinese General Senior Syllabus 2019 v1.4   **Queensland Curriculum & Assessment Authority**
Subject report 2020   February 2021

Page **23** of 31

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

The summative external assessment covers the subject matter from Unit 4. The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Chinese stimulus texts, questions, scenarios and/or problems.

The assessment instrument consisted of one paper with questions derived from the context of two topics from Unit 4: My future (Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on). For the Analysing Chinese texts in English and Chinese criterion, one was an audio and the other two were written texts. Each stimulus text offered a different perspective on the topic of reflecting on end of school lives. For the Creating Chinese texts criterion, there was no stimulus text; however, the questions were asked in Chinese. A total of 600–1000 characters in the stimulus texts were used. This assessment was used to determine student achievement in the following assessment 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 secondary school, future plans and responsibilities.

Paper 1 was divided into the following three sections:

* Section 1 — four short response questions — respond in English (17 marks)

* Section 2 — two short response questions — respond in Chinese (17 marks)

* Section 3 — one extended response question — respond in Chinese (21 marks).

Assessment decisions

Overall, students responded well to the following assessment aspects:

* when they demonstrated close alignment with the assessment objectives

    – for the Analysing Chinese texts in English and Chinese criterion, student responses demonstrated thorough comprehension, discerning analysis and evaluation

    – for the Creating Chinese texts criterion, student responses demonstrated discerning application of language elements, structures and textual conventions

- when they provided responses to stimulus texts that were thorough, logically sequenced, synthesised, well constructed, well justified, and substantiated with the required number of examples from the stimulus texts and relevance to the subject matter

- when they followed the instructions of the assessment questions with fidelity and provided responses that were clearly and logically sequenced (**note:** the assessment's level of difficulty provided students with opportunities to demonstrate the highest syllabus standards).

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Item: Section 1

Criterion: Analysing Chinese texts in English

Effective student responses:

- identified and stated the tone, purpose, audience and context, and provided supporting examples

- compared and contrasted the context in stimulus texts and provided supporting examples

- identified the context, stated a conclusion about how the audience may be influenced, and provided supporting evidence.

Student sample of effective responses

This excerpt has been included to:

- demonstrate thorough comprehension of the range of stimulus texts

- demonstrate a clear and perceptive identification of the tone, purpose, context and audience, and further elaboration with supporting examples and evidence

- demonstrate discerning analysis and evaluation, as well as well-justified/substantiated conclusions and personal perspectives

- demonstrate clear meaning and communication in the Analysing Chinese texts in English criterion.

Analysing Chinese texts in English

This response provides:
- a statement of the purpose
- 2 supporting examples.

QUESTION 1 (6 marks)

a) Why was the speaker in Stimulus 1 giving this speech? Justify your response with two examples from the stimulus. [3 marks]

The speaker in stimulus 1 is giving this speech to talk about the process and hardwork put in to publishing this magazine, how well it turned out and to thank everyone for putting in so much effort. This is shown in the stimulus when she talks about how hard it was to organise time to take everyone's photo but in the end being thankful it turned out so well.

b) How would the intended audience be feeling after listening to the speaker? Justify your response with two examples from the stimulus. [3 marks]

Analysing Chinese texts in English

This response provides:
- a statement of how the audience is feeling
- 2 supporting examples.

The intended audience of students who helped publish the school would be feeling very proud and happy of their ~~acheive~~ achievement. This is because after putting in a lot of effort, all students and teachers liked the magazine. They also helped capture the important events and fond memories for the year 12 students who are about to ~~gr~~ graduate.

QUESTION 3 (4 marks)

In Stimulus 2, how does the speaker feel about their experience? Justify your response with three examples from the stimulus.

Analysing Chinese texts in English

This response provides:
- a statement of how the speaker feels
- 3 supporting examples.

In stimulus 2, the speaker feels that not only have they learnt Chinese but also a new culture and life experiences which he is all very grateful for. The speaker also feels that the culture ~~cult~~ and living standards differ from his experience going to school in Queensland. The speaker states that every morning in raising the Chinese flag, they sing the national anthem while in Australia it is much more rare. He also describes the classrooms being not very modern with ~~vs~~ no air conditioning or heater. In the year, he states that he has not only learnt Chinese, but also a new culture and is thankful for the new experiences.

<table>
<tr><td>

Analysing Chinese texts in English

This response provides:
- a statement of which speaker had a more enriching experience
- 3 supporting examples.

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QUESTION 4 (4 marks)

Evaluate which speaker (Stimulus 1 or Stimulus 2) had a more enriching experience. Justify your response with three examples.

The speaker in stimulus 2 had a much more enriching experience. This is because he originally attended school in ~~Queensland~~ Queensland and travelled to China which is a completely new experience in language, living standards and culture. The author found that the school's facilities are not as modern as Australia's, having no air conditioning and heater so in winter they had to wear many layers of clothing. He also found that in China, they sing the national anthem when raising the flag everyday, which is much more than in Australia. He also learnt a completely new culture and language. In stimulus 1, the speaker learnt ~~the importance~~ how to manage time and work with peers which is also important but not as much of an enriching experience compared to author of stimulus 2.

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Item: Section 2

Criterion: Analysing Chinese texts in Chinese

Effective student responses:

- stated a conclusion on how audience may be influenced

- identified that this was an informative text or advertisement

- provided three examples to support their conclusions.

Student sample of effective responses

This excerpt has been included to:

- demonstrate an example of thorough comprehension of the stimulus texts

- demonstrate a clear identification of the tone, purpose, context and audience, and further elaboration with supporting examples and evidence

- demonstrate discerning analysis and evaluation, as well as well-justified/substantiated conclusions and personal perspectives.

- demonstrate clear meaning communication in the Analysing Chinese texts in Chinese criterion.

Section 2

Instructions

- This section has two questions and is worth 17 marks.
- Respond in **Chinese**.

Analysing Chinese texts in Chinese

This response provides:
- a conclusion about how the audience may be influenced
- a relevant context
- 3 supporting examples.

QUESTION 5 (9 marks)

How could Stimulus 3 in the stimulus book affect its intended audience? In your response, refer to its context and justify your explanation with three examples from the stimulus.

文本三会帮助的学生从澳大利亚在香港毕业的学生决定回澳大利亚还是继续在香港学习和工作。文本三里建议学生们留在香港因为它是东西文化的交流中心。要是学生们留在香港，他们会给学生们各式各样的学习或工作的选择。如果学生们还没有打算，他们也可以帮助你实现你的梦想。

Analysing Chinese texts in Chinese

This response provides:
- an identification of the tone
- 3 supporting examples.

QUESTION 6 (8 marks)

Identify how the type of language used by the writer in Stimulus 3 develops the tone. Justify your response with three examples from the stimulus.

文本三的语气是很有帮助的。这是因为这个文本的给学生们很多选择和机会。第一，香港是东西文化的交流中心。第二，要是你想在香港继续学习或工作，会有很多机会。第三，如果还没有毕业后的打算，他们可以帮助实现你的梦想

Extended response

Criterion: Creating Chinese texts

This question required students to respond in Chinese to unseen questions, scenarios, problems and/or Chinese stimulus.

Effective student responses:

- addressed and elaborated on all of the following
  - how their future plans compared to friends' plans
  - how they would keep in contact with friends
  - what defined success within their peer group
- conveyed meaning relevant to the task and proficiently communicated through the selection, logical sequencing, and synthesis of ideas
- used all of the following
  - a wide range of vocabulary and characters purposefully
  - a wide range of grammar accurately
  - a wide range of tenses accurately
  - consistent register for context
- used a title and concluding remark/s.

Student sample of effective responses

This excerpt has been included to:

- demonstrate a student's thorough comprehension, analysis and evaluation of the unseen questions and drawing of valid conclusions to justify their opinions, ideas and perspectives on their future plans, with perspectives substantiated through detailed elaborations
- demonstrate proficient meaning communication relevant to the task through the selection, synthesis and logical sequencing of ideas
- demonstrate discerning application of knowledge of the Chinese language elements, structures and textual conventions through creating Chinese texts.

Creating Chinese with Chinese stimulus

This response demonstrates:

- addressing and elaborating on all the topics
- conveying meaning relevant to the task
- proficiently communicating through selection of ideas
- proficiently communicating through logical sequencing of ideas
- synthesising ideas
- using a wide range of vocabulary and characters purposefully
- using a wide range of tenses accurately
- using consistent register for context
- using a title and concluding remark/s.

You are a writer for a youth magazine. Write a short article describing how you see the future.
In your article, you must include the following:

- 比较你的未来计划和你朋友们的未来计划
- 毕业以后你会怎样与你的朋友们保持联系?
- 什么决定你和朋友未来的成功?

<u>我的未来</u>

大家好! 我的名子是 Mike, 今年上十二年级, 很马上就要毕业了。我想在这里讨论一下我的未来。

因为我马上就要毕业了, 所以就要需要一些毕业以后的计划。我的打算是明年去在大学习中文。这和我的朋友的打算不同, 很多人想在大学学利学。

毕业以后我打算和朋友们一起出去游泳。从中学毕业是一个很中要知高兴的事情。时间也过的很快, 我想更朋友一起贝好好珍惜。

对我来说, 我和我朋友的努力会决定我们未来的成功。要是我们喜欢学我们选择的课的化, 就会有心努力学。

希王这对你有帮助。

Mike

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- enhancing students' skills in language comprehension and meaning communication within the subject matter of Unit 4: My future

- consulting the syllabus, noting the mandatory language elements of the syllabus subject matter (Syllabus section 1.2.5) are paramount in building students' foundational knowledge in the Chinese language elements — vocabulary, grammar, tenses and register

- focusing on developing students' skills in identifying the tone, purpose, context and audience, and providing examples in a logical sequence to further elaborate on their ideas and perspectives

- providing opportunities for students to practise analysing and evaluating information to draw valid conclusions in English and Chinese

- providing sufficient opportunities for students to practise responding to the following three types of responses within the relevant word/time limits

  - short response in English

  - short response in Chinese

  - extended response in Chinese

- providing sufficient opportunities for students to create Chinese texts (in alignment with the subject matter of Unit 4: My future), e.g. providing exemplars with colour-coded sections to highlight textual conventions, language elements and assessment objectives to provide visual alignment with the syllabus requirements

- providing practice questions that align with the external assessment specifications while developing students' skills in following assessment instructions and providing the required number of examples/evidence to justify their perspectives

- examining questions (both short and extended response) across external assessments in all Languages subjects, to experience different wording and requirements for responses.

Chinese General Senior Syllabus 2019 v1.4   **Queensland Curriculum & Assessment Authority**
Subject report 2020   February 2021

Page **31** of 31