

# Chinese marking guide and response

External assessment 2021

## Combination response (50 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 secondary school, future plans and responsibilities.

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

## Purpose

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

## Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	珍珠奶茶受欢迎的原因是它不但好喝而且很容易上瘾。同时它也有很多不同的口味和容量。所以很受欢迎。	<ul style="list-style-type: none"><li>· states reason the speaker believes the product is popular <b>[1 mark]</b></li><li>· provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li><li>· provides another example from the stimulus to justify this conclusion <b>[1 mark]</b></li></ul>	· 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 <b>OR</b> · in pin yin, conveys 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>作者用正面（积极）的语气说明珍珠奶茶的流行。</p> <p>第一，文中问了两个问题来说明。“为什么奶茶会这么流行呢？”和“谁能对这么一个不但好喝又很可口的奶茶说不呢？”第二，用了描述性语气，比如“流行”，“好喝”和“上瘾”。第三，举例说明，“不同口味和容量。中学生群里很受欢迎”</p>	<ul style="list-style-type: none"> <li>· identifies how language is used to convey opinion <b>[1 mark]</b></li> <li>· provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> <li>· provides a second example from the stimulus to justify this conclusion <b>[1 mark]</b></li> <li>· provides a third example from the stimulus to justify this conclusion <b>[1 mark]</b></li> </ul>	· 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 <b>OR</b> · in pin yin, conveys meaning	1
			· does not satisfy any of the descriptors above	0

## Short response in English

Q	Sample response	The response:
3	<p>The writer's name is Lam Wong. He is a student who just graduated from Singapore High School, because he writes that he could not 'believe that his graduation trip was finally going to begin'. He travelled to Cairns with six childhood friends, because he writes: 'I travelled with a group of six friends; we have been friends since we were young'.</p>	<ul style="list-style-type: none"> <li>• states a piece of information about the writer <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> <li>• states a second piece of information about the writer <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> </ul>
4	<p>The writer enjoyed the opportunity to visit Cairns. He was impressed with the beautiful views, interesting places to visit, delicious food and being able to take selfies with Australian animals. He was impressed by the natural feel of Cairns. He was also happy to be travelling with his friends.</p>	<ul style="list-style-type: none"> <li>• states a valid conclusion about whether the writer enjoyed the opportunity <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> <li>• provides another example from the stimulus to justify this conclusion <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
5	<p>A likely audience for this stimulus is students who are looking for part-time work as writers and can speak and write Chinese and English. The audience is identified in the title: 'Part-time writers urgently needed' The purpose is to find extra writers who can meet the employment criteria. The applicant can use the checklist to answer questions about their school or travel experiences and available working hours to help them be selected to write for the magazine.</p>	<ul style="list-style-type: none"> <li>• states a plausible audience <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> <li>• states a relevant purpose <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify this conclusion <b>[1 mark]</b></li> </ul>
6	<p>The context for this advertisement would be an online jobs page for budding writers. The magazine is looking for candidates who are cheerful and hard working. They also want dual language speakers of Chinese and English.</p>	<ul style="list-style-type: none"> <li>• states a valid context <b>[1 mark]</b></li> <li>• provides a key quality of writers from the stimulus <b>[1 mark]</b></li> <li>• provides another key quality of writers from the stimulus <b>[1 mark]</b></li> </ul>

## Extended response in Chinese — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>feelings about leaving high school</li> <li>future plans</li> <li>influences from their family on their future</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and characters purposefully</li> <li>uses a wide range of grammar purposefully</li> <li>uses a wide range of tenses purposefully</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>salutations</li> <li>concluding remarks</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>feelings about leaving high school</li> <li>future plans</li> <li>influences from their family on their future</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary and characters accurately</li> <li>uses a wide range of grammar accurately</li> <li>uses a wide range of tenses accurately</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses 1 of the following               <ul style="list-style-type: none"> <li>salutations</li> <li>concluding remarks</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on 2 of the following               <ul style="list-style-type: none"> <li>feelings about leaving high school</li> <li>future plans</li> <li>influences from their family on their future</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>conveys meaning relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with few errors</li> <li>uses a wide range of grammar with few errors</li> <li>uses a wide range of tenses with few errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
<b>The response:</b>							
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>feelings about leaving high school</li> <li>future plans</li> <li>influences from their family on their future</li> </ul> </li> <li>elaborates on 1 of these</li> </ul>	3	<ul style="list-style-type: none"> <li>conveys some meaning relevant to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with few errors</li> <li>uses a range of grammar with few errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on 1 of the following               <ul style="list-style-type: none"> <li>feelings about leaving high school</li> <li>future plans</li> <li>influences from their family on their future</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey meaning</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary, grammar and characters with some errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>mentions characters that could be used in a relevant response</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses repetitive vocabulary, grammar and characters with some errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses repetitive vocabulary, grammar and characters with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>uses isolated characters</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		





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