

# Chinese subject report

2021 cohort

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**QCAA**  
Queensland Curriculum  
& Assessment Authority



*For all Queensland schools*

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# Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

## Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 60.

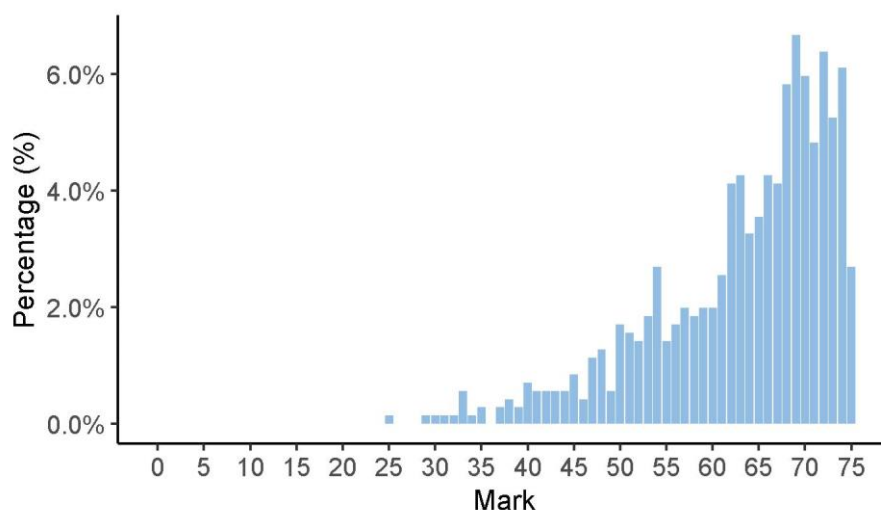
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	861	831	703

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	841	20
Unit 2	807	24

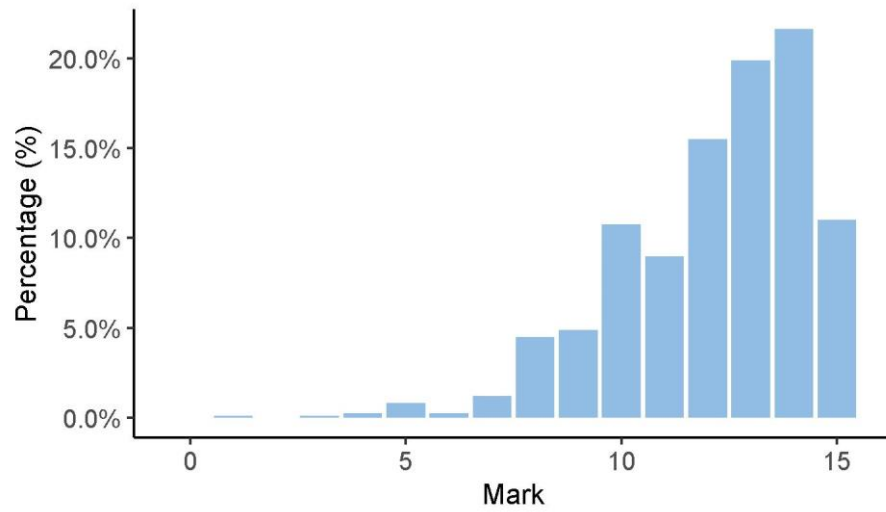
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

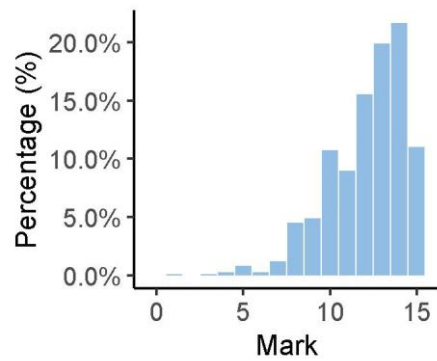


## IA1 marks

### IA1 total

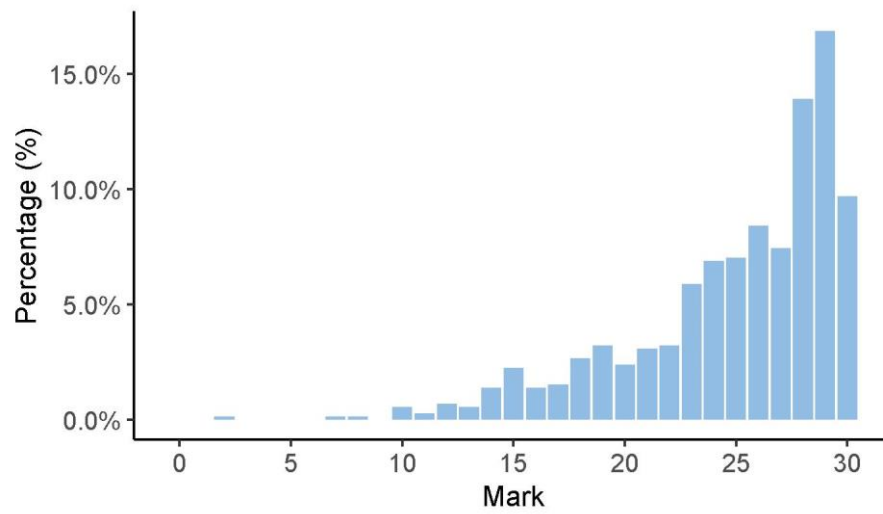


### IA1 Criterion: Analysing Chinese texts in English

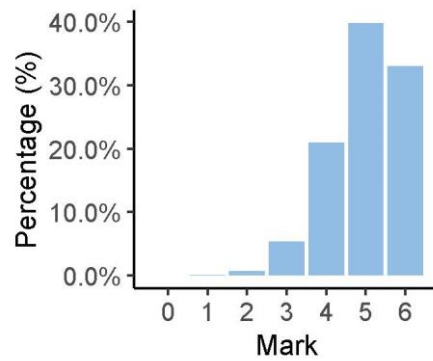


## IA2 marks

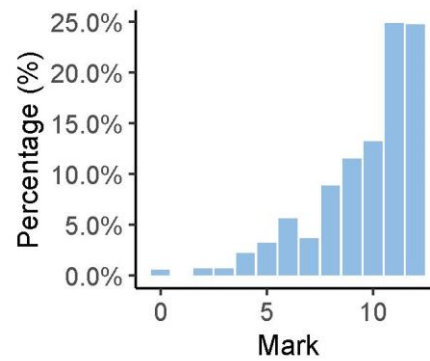
### IA2 total



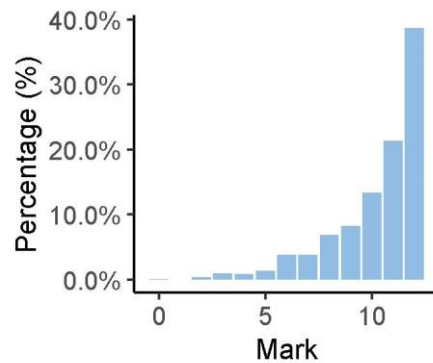
### IA2 Criterion: Analysing Chinese texts in English



### IA2 Criterion: Creating Chinese texts with Chinese stimulus

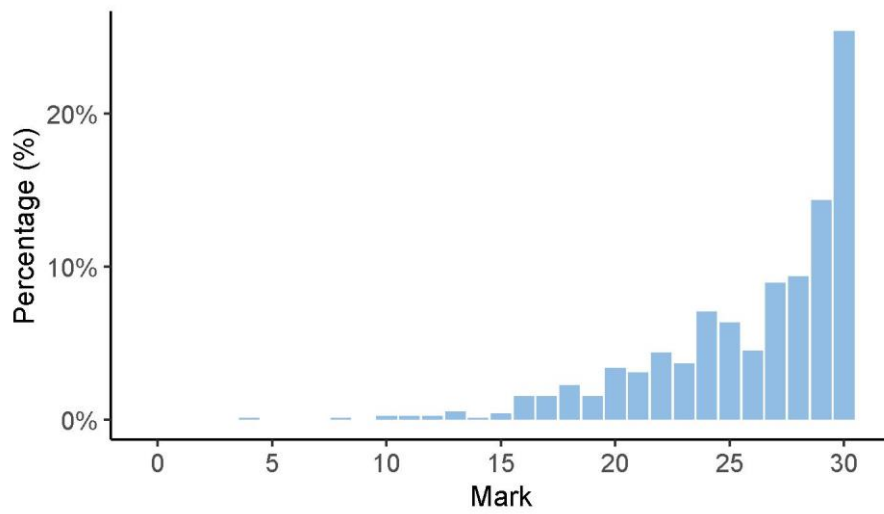


### IA2 Criterion: Exchanging information and ideas in Chinese

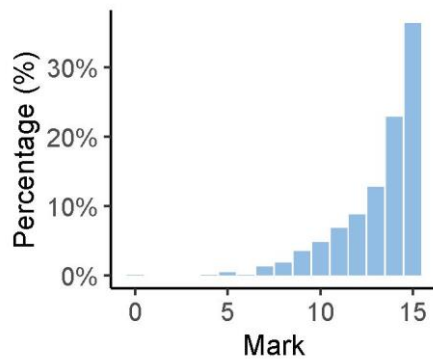


## IA3 marks

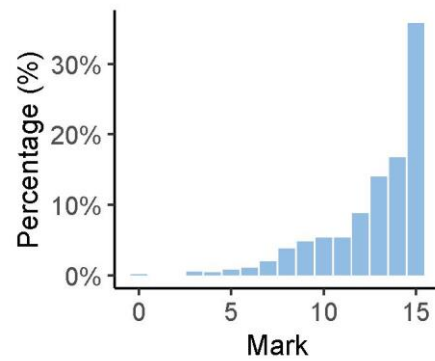
### IA3 total



### IA3 Criterion: Analysing Chinese texts in Chinese

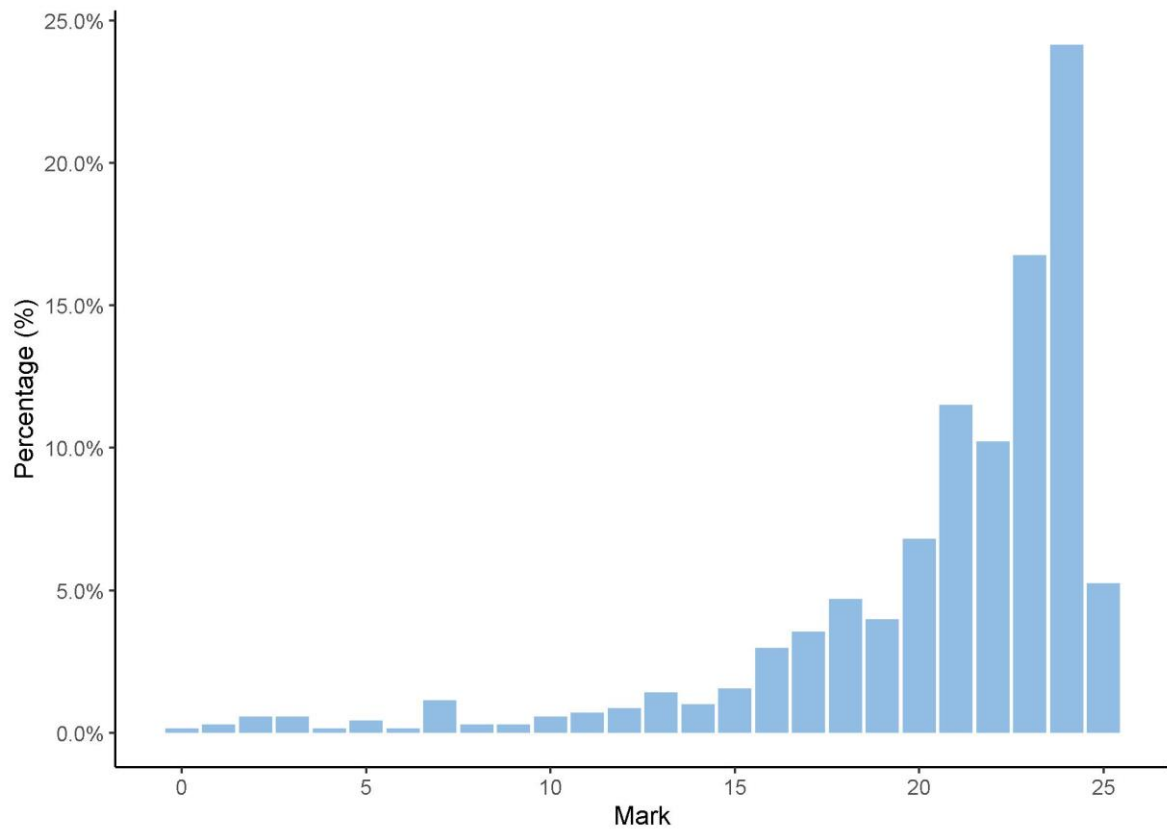


### IA3 Criterion: Exchanging information and ideas in Chinese



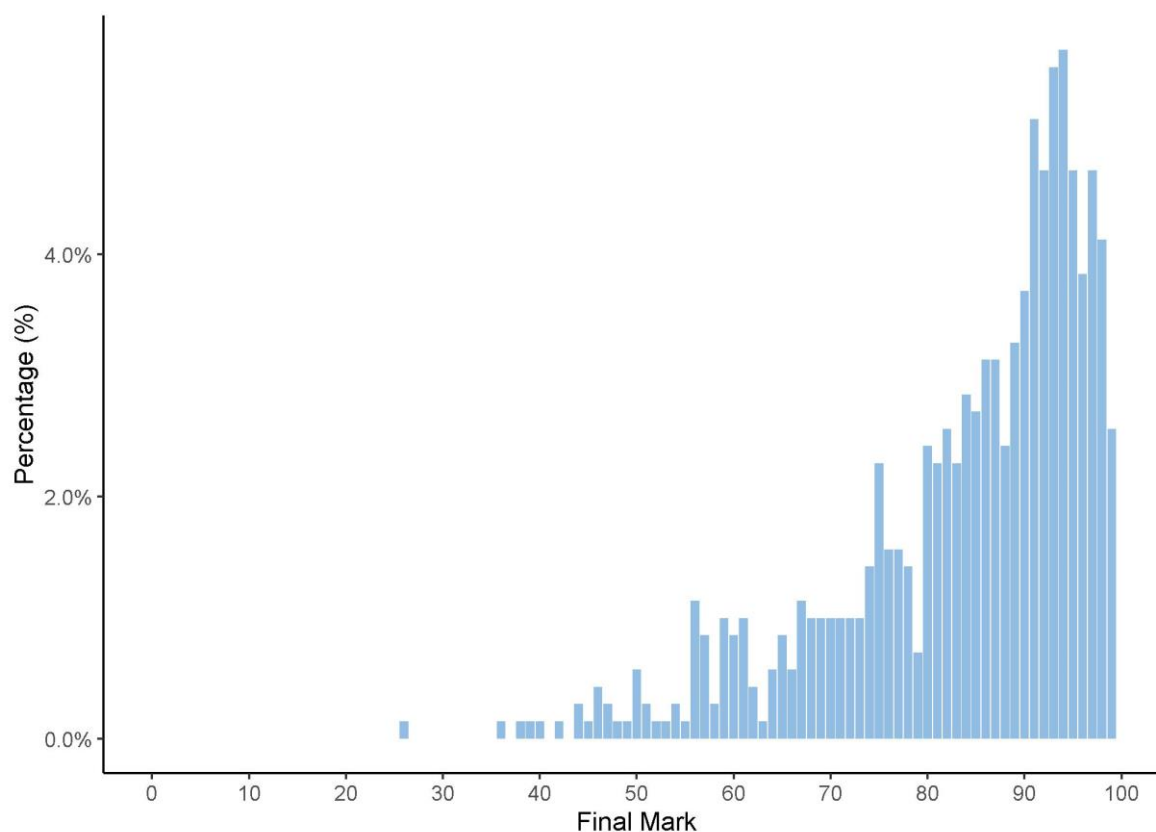


## External assessment (EA) marks



# Final subject results

## Final marks for IA and EA



## 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	100–85	84–65	64–43	42–16	15–0

## Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	422	210	65	6	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	61	61	58
Percentage endorsed in Application 1	52%	41%	29%

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

**Number of samples reviewed and percentage agreement**

<b>IA</b>	<b>Number of schools</b>	<b>Number of samples requested</b>	<b>Number of additional samples requested</b>	<b>Percentage agreement with provisional marks</b>
<b>1</b>	58	311	58	75.86%
<b>2</b>	58	310	28	75.86%
<b>3</b>	58	309	32	77.59%



## Internal assessment 1 (IA1)

### Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination where students analyse Chinese texts in English. Stimulus includes visual, written and audio/audiovisual stimulus (Syllabus section 4.6.1).

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

### 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 priority	Number of times priority was identified in decisions*
Alignment	21
Authentication	0
Authenticity	6
Item construction	0
Scope and scale	9

\*Each priority might contain up to four assessment practices.

Total number of submissions: 61.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with syllabus requirements, assessment objectives, assessment specifications and Unit 3, Topic 1 subject matter
- provided an indicative response to assist the endorsement decision-making process
- provided opportunities for students to demonstrate their knowledge and application of the topic and the range of performance levels in their responses of up to 100 words for each question
- provided a meaningfully realistic and appropriate local context that allowed for unique student responses and authentic engagement with the stimulus texts
- featured 3–5 stimulus texts including one written, one visual and one audio or audiovisual text according to syllabus specifications (with a combined word length of 700—1200 characters).

## Practices to strengthen

It is recommended that assessment instruments:

- assess all required assessment objectives, including all of Objective 2: purpose, audience, context and tone (Syllabus section 4.6.1) across a range of questions
- allow students to successfully complete short response questions at the highest performance levels within the allowed timeframe and with written responses of up to 100 words per question, as outlined by the syllabus conditions
- include written texts and transcripts of 700–1200 characters in length, when combined
- do not contain subtitles in an audio or audiovisual stimulus
- include questions that enable students to demonstrate the range of cognitive verbs required for them to achieve the highest performance-level descriptors in the syllabus, e.g. ‘analyse’, ‘evaluate’, ‘justify’
- include visual stimulus that contain no more than 75 characters in Chinese
- should be sufficiently different from the QCAA samples and unique to each school’s cohort, which will enable students to produce individual responses
- include stimulus materials and questions that are succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to demonstrate the range of performance-level descriptors of the ISMG
- include at least one question that requires students to analyse multiple stimulus texts.

## 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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	7
Layout	4
Transparency	4

\*Each priority might contain up to four assessment practices.

Total number of submissions: 61.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included written and visual stimulus with different perspectives on the topic, covering a range of opinions and avoiding bias and inappropriate content
- featured clear instructions aligned to the syllabus requirements, objectives and the ISMG
- included language that was clear, free of grammatical errors and contained only simplified Chinese characters

- included clear, accessible and legible audio, audiovisual and/or visual stimulus texts.

### Practices to strengthen

It is recommended that assessment instruments:

- include clear, concise and explicit instructions in questions and avoid complex wording
- include only stimulus texts that relate to Unit 3, Topic 1 subject matter
- avoid including URLs for visual stimulus texts, as they may reveal important information in the stimulus that students are required to comprehend and understand independently.

### Additional advice

- The audiovisual stimulus must not contain any subtitles, words, characters and/or other cues that would lead students to the expected response.
- Schools should apply their school assessment policy when managing responses that exceed 100 words.
- Indicative responses are highly recommended. These should be written in full sentences and model expected responses at the highest performance levels. By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide sufficient opportunity for students to achieve at the highest standards within the assessment conditions and specifications.

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Chinese texts in English	75.86%	8.62%	1.72%	13.79%

### Effective practices

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

- Characteristic 1 was fully met — comprehension of information, ideas and/or opinions in all the stimulus texts related to the subject matter for Unit 3: Our society Topic 1: Roles and relationships
- Characteristic 2 was fully met — analysis and evaluation of information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the subject matter for Unit 3: Our society Topic 1: Roles and relationships

- cognitive verbs in student responses were accurately identified, e.g. analysis and evaluation in Assessment objective 3
- there was a shared understanding of qualifiers and how they were reflected in student responses, e.g. recognising the differences between 'discerning analysis and evaluation' and 'effective analysis and evaluation'
- there was a shared understanding of the definitions of characteristics in the performance-level descriptor, e.g. what it means to recognise tone and context
- schools matched evidence to each complete characteristic of the ISMG, and applied the best fit judgment to the performance level.

### Samples of effective practices

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

These student response excerpts have been included:

- to demonstrate a thorough comprehension, which uses relevant information from all stimulus texts to respond to questions in the assessment
- as the student response was marked according to the requirements of each question
- to demonstrate the significant process of identification of tone, purpose, context, and audience from the stimulus texts.

#### Analysing Chinese texts in English (14–15 marks)

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society
- identification of tone, purpose, context and audience to draw a valid interpretation of inferences about meaning, values and attitudes related to relationships and roles in society
- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society

#### Excerpt 1

The tone between the speakers and their families in stimulus 1 <sup>went from negative to positive</sup> ~~is positive. This is because~~. Before the parents listened to their daughter true feelings towards marriage, they would pressure them to get married and have kids because they were at a certain age where everyone got married. However, after listening to their child's feelings of wanting to find true love themselves, they have become more accepting and supportive.



**Excerpt 2**

Stimulus 2 focuses more on the older generations. It persuades the <sup>elders</sup> ~~reactors~~ to find their <sup>children</sup> ~~sons~~ a spouse so that they can quickly have children and continue the family

generations. Where as Stimulus 3 focuses on the younger generations who want to search for love themselves. There is much less pressure compared to stimulus 2 as they say you can get more lovers and also more friends.

This student response excerpt has been included:

- to demonstrate a discerning analysis and evaluation, as it provides evidence of processing the information to reach the conclusion with justification.

**Analysing Chinese texts in English (14–15 marks)**

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to relationships and roles in society
- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to relationships and roles in society

The author's attitude in stimulus 4 shows that labels given by others do not change your self-image. In the 2nd last paragraph, they say "they are single, but they aren't leftover men/women or strong bloke or cool sister" In the last paragraph they say these labels don't represent my true appearance and only the individual can represent themselves. Overall, the author has a strong stance on discrimination of left over men and women.

**Practices to strengthen**

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

- schools and teachers apply the school assessment policy when managing student responses exceeding the word length conditions specified in the syllabus
- schools ensure that all relevant documents, including responses and the annotated ISMGs, are scanned and uploaded accurately
- teachers are encouraged to revisit the Making judgments webinar document (in the Syllabus resources section) to apply the best fit judgment when awarding student marks against the ISMG

- the highest mark cannot be awarded when an element of the purpose, audience, context and tone (PACT) is missing in a student response, i.e. if tone is not identified, marks in the higher performance levels cannot be awarded
- the highest mark range can only be awarded when the evidence in a student response matches the entirety of the characteristics in the mark range
- adjectives to describe tone need to be more descriptive and replaced by more specific words. 'Informative' or 'formal/informal' are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to the subject matter and/or audience
- quoting whole sentences from the text/s should be avoided as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers
- if student responses include incorrect information from the stimulus, then comprehension cannot be considered as thorough.

### **Additional advice**

- An indicative response does not necessarily reflect the only valid response for a question. Student work should be matched to evidence in the stimulus texts. A relevant mark range should be awarded by matching the student work to the characteristics of the performance-level descriptors, regardless of whether the information was stipulated in the indicative responses.
- Teachers should apply the ISMG when making judgments, e.g. to understand which mark to award when student results are split across three different mark ranges. Please see the Making judgments webinar resource on the QCAA Portal for further assistance and advice.
- Teachers are strongly encouraged to annotate student work and provide indicative responses to help confirmers support school provisional marks and teacher judgments.



## 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. Stimulus includes visual, written and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	25
Authentication	0
Authenticity	1
Item construction	4
Scope and scale	7

\*Each priority might contain up to four assessment practices.

Total number of submissions: 61.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with the assessment objectives, assessment specifications and the subject matter, which provided opportunities for students to demonstrate the knowledge and skills required for Unit 3, Topics 2 and 3
- featured meaningful and realistic contexts that provided opportunities for unique student responses. Students were instructed to analyse and evaluate information, draw conclusions and provide personal responses based on the stimulus provided
- were appropriate in scope and scale, and were succinct enough but also sufficiently challenging to allow students to demonstrate the highest performance-level descriptors within the allowed time and word limits as outlined by the syllabus conditions

- included one question that relied on the use of more than one stimulus text for Session 1 Part 1
- included an unseen written or visual stimulus text for Session 2 that provided a different perspective from those offered in Session 1. Note that a different perspective does not necessarily mean different subject matter.

### Practices to strengthen

It is recommended that assessment instruments:

- assess all required assessment objectives and performance-level descriptors of the ISMG, in particular, all of Objective 2: purpose, audience, context and tone (Syllabus section 4.6.2) in Session 1
- provide an indicative response to assist the endorsement decision-making process
- include multiple questions, rather than one question to assess the four elements of Objective 2 (purpose, audience, context, tone), e.g. assessing all four elements in one question will not give students opportunities or sufficient time to demonstrate the highest performance-level descriptors of the ISMG within the 100-word limit
- in Session 2, should include an unseen written or visual stimulus text on a task related to the stimulus used in Session 1 Part 1 (Syllabus section 4.6.2)
- include open-ended unseen questions in Session 2 that provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus. Stimulus texts from Session 1 must be referenced in Session 2
- ensure that the written or visual stimulus text in Session 2 provides a different perspective from those offered in Session 1, and contains no more than 75 characters in Chinese or 60 words in English
- should not be direct (or highly similar) copies of exemplars provided by the QCAA, including sample questions for Session 2.

### 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 priority	Number of times priority was identified in decisions*
Bias avoidance	5
Language	7
Layout	5
Transparency	5

\*Each priority might contain up to four assessment practices.

Total number of submissions: 61.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured stimulus texts and questions that were clear and accessible to all students
- included clear instructions and cues that aligned with the assessment specifications, objectives and ISMG
- provided adequate space for student responses to reflect syllabus length requirements
- did not include unnecessary jargon, specialist language or colloquial language.

## Practices to strengthen

It is recommended that assessment instruments:

- provide audio or audiovisual stimulus without subtitles or cues that would compromise students' ability to listen to and engage with the stimulus as per syllabus requirements
- include an authentic audio or audiovisual stimulus text with an appropriate pace of delivery suitable for students in the summative phase of learning (slower than background speaker pace, but not excessively slow or excessively fast)
- provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus in Session 2. Teachers are advised to prepare a number of different questions for different students and adapt to individual students' performance
- be reviewed and adjusted each year, in line with the requirements of each unique cohort.

## Additional advice

- Schools should ensure they administer the endorsed task. Some assessment instruments did not meet the syllabus specifications as the short response in English did not assess the analysis cognition.
- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.
- The task questions must ask students to provide information/analysis/evaluation that can be drawn from the stimulus. Providing an answer that is not drawn from the stimulus text does not show comprehension.
- Schools are encouraged to upload the indicative response for the short response in English. This allows teachers to see the possible response students could provide, and gives them an opportunity to provide achievable answers to questions.

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Chinese texts in English	93.1%	5.17%	1.72%	0.00%
2	Creating Chinese texts with Chinese stimulus	87.93%	3.45%	6.9%	1.72%
3	Exchanging information and ideas in Chinese	82.76%	5.17%	5.17%	6.9%

### Effective practices

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

- questions assessed the comprehension of information, ideas and/or opinions in all the stimulus texts
- questions assessed the identification of tone, purpose, context and audience to enable students to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes
- student responses demonstrated the application of conventions and use of language elements to write a comprehensive response in proficient and complex Chinese in the Creating Chinese texts with Chinese stimulus criterion
- opportunities were created to assess the application of conventions and use of language features in a spoken conversation responding to the stimulus texts
- in the Creating Chinese texts with Chinese stimulus criterion, the task allowed students to make reference to two or more stimulus texts fluidly, to provide a personal response and achieve at the highest performance level of the ISMG
- teacher judgment was applied accurately and consistently across the cohort in all three criteria
- the school assessment policy was implemented when managing response length concerns in all three criteria
- in the Exchanging information and ideas in Chinese criterion, the student-centred conversation provided opportunities for students to drive the conversation using complex and proficient spoken Chinese
- the teacher provided differentiated, open-ended and unseen questions to meet the syllabus specifications and students' needs to allow for unique student responses.

### Samples of effective practices

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



These student response excerpts have been included:

- to demonstrate thorough comprehension of information, ideas and/or opinions in most of the stimulus texts
- to provide discerning evidence of identification of purpose, context and/or audience
- to provide an effective teacher annotation to match the evidence in the student response
- to demonstrate the school's implementation of the school assessment policy when managing response length concerns.

#### Analysing Chinese texts in English (6 marks)

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas
- perceptive identification of purpose, context and/or audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas

#### Analysing Chinese texts in English (6 marks)

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas
- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas

#### Excerpt 1

The <sup>context</sup> context of stimulus two is an online newspaper <sup>details</sup> called the Beijing Youth Daily, advertising a youth <sup>tone</sup> environmental protection group. The tone is <sup>tone</sup> ~~both~~ positive, encouraging as well as foreboding and cautious. The youth advertising their environmental group talk about ~~the~~ impacts of global warming, ~~and the environment~~ impacting youth to be scared of this issue and influencing them to be a part of the <sup>impact</sup> group, to ~~change the~~ <sup>values and attitude</sup> values and attitude. They talk about collectivism and everyone doing their bit to help, which might impact Chinese youth to 'unite' and help with the environment. <sup>behaviour</sup>

#### Excerpt 2

The different attitudes presented in stimulus 3 <sup>attitudes</sup> are both positive and negative. On one hand, it is <sup>analysis</sup> said that <sup>the</sup> internet is helpful to stay connected as <sup>opportunities</sup> you can chat to friends no matter where you are. On the other hand, with the reputation (<sup>values</sup> 'mianzi') culture in China, socialising becomes <sup>a challenge</sup> a challenge. <sup>challenges</sup> ~~Lanlan~~ Lanlan <sup>said</sup> said that if she doesn't immediately reply, others ~~people~~ are not interested in being her friend as it damages their reputation. This makes <sup>supportive evidence from</sup> finding time for studies and time to yourself difficult. <sup>challenges</sup> Although being able to play computer games and <sup>conclusion</sup> chat with friends is an opportunity, Lanlan doesn't <sup>opportunities</sup> have much time for this.

**Analysing Chinese texts in English (6 marks)**

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas
- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas

**Analysing Chinese texts in English (6 marks)**

- thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas
- school assessment policy implemented when managing response length concerns

**Excerpt 3**

The western <sup>values</sup> cultural values presented in Stimulus three is that if one doesn't have time to chat online, their friend <sup>will not be upset</sup> ~~will not be upset~~ about it. This influences <sup>conclusion</sup> youth to not spend too much time online and to remember to spend enough time studying. However, the Chinese <sup>values</sup> 'mianzi' or reputation culture influences youth to always be on their phone or online so they can reply <sup>conclusion</sup> immediately. It can influence youth's <sup>work ethic</sup> ~~work ethic~~ and school work, harm their physical health as well as causing a <sup>details from stimulus one</sup> cold and indifferent personality. <sup>apart from analysing stimulus three</sup>

**Excerpt 4**

nothing marked pass the '100 words' point, per school's policy

[Stimulus 3 is a conversation <sup>context</sup> between Lanlan and Nick, Lanlan is from Hong Kong <sup>details</sup> and Nick is Australian. Lanlan's opinion concern <sup>analysis</sup> is that if she do not reply the message from her friends they will feel that she do not respect them and she will lost friends. She needs to <sup>challenges</sup> communicate with her friends to figure out a solution that both her friends and herself are happy about. \*Nick don't have this concern because Australia is more <sup>values</sup> individualism, & however he is addicted to ~~the~~ internet and feels uncomfortable if he do not get <sup>conclusion</sup> online on line. Young people needs to balance their time on social media and internet with study] <sup>100 words</sup> ~~while being careful not a addicted to use internet~~

nothing marked past this point, per school's policy



These student response excerpts have been included:

- to demonstrate discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Chinese related to socialising and societal issues and/or ideas (Excerpts 1 and 2)
- as high-level examples of responses to a question that required them to write an email, in 200–300 characters, where they explored how they socialise and stay connected to others, using a range of stimulus to justify ideas and opinions (Excerpts 1 and 2)
- to show a student-centred conversation at the high performance level for the Exchanging information and ideas in Chinese criterion (Excerpt 3).

**Creating Chinese texts with Chinese stimulus (11–12 marks)**

- discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Chinese related to socialising and societal issues and/or ideas
- provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas

**Excerpt 1**

亲爱的兰兰：

你最近好吗？

听说你最近压力很大，不仅学校作业多，还要花很多时间上网回复朋友们的信息。其实我以前也遇到遇到这样的问题。首先，你要明白学习一定比上网更重要。在学习之余的空闲时间可以用来回信息。

你可以制定一个学习计划，比如每天放学学习到八点半，然后剩下的时间用于休闲。这样你给你的每一个朋友发信息说“最近学习压力大，请每天八点半后联系我。谢谢。”想相信你的朋友会理解你的。

这样你即能有充足的时间学习，也能和朋友们保持联系。

如果压力大的话可以通过听音乐，做运动的方式来疏解压力，千万不能玩太多网络游戏，很容易上

瘾，一旦上瘾再想戒可就难了。

如果你还有别的问题，欢迎找我吐槽哦！可以给我留言，也可以发邮件。

此致

敬礼！

青

04/06/2021

2021年6月4日

**Creating Chinese texts with Chinese stimulus (11–12 marks)**

- discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Chinese related to socialising and societal issues and/or ideas
- provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas

**Excerpt 2**

小明

~~明明~~@

LanLan@

✓ 社交媒体:

email format ✓

二零二一年六月四日

亲爱的 Lan Lan:

我是小明,我今年上十二~~年~~年~~纪~~纪,在~~澳洲~~澳大利亚的高中。我不仅喜欢用社交媒体,而且我也喜欢跟朋友一起去公园玩儿。我有时候马上回答,可是我常常~~需~~需要花很多的时间学习。我的朋友总是~~对~~对我开心,不论他们想~~跟~~跟我聊天,他们都知道我需要学习。他们很支持。

虽然你的朋友觉得面子最重要,

如果你觉得你需要花很多的时间学习,你的朋友~~强式~~强式理解你。

我觉得你需要跟你的朋友聊天,所以他们可以理解你。可是他们不支持你,我觉得你~~照~~新的朋友,因为你的朋友不好了。

我~~学~~学得你需要努力学习~~成所~~成所。你可以有好的工作~~做~~做,赚很多的钱,也有~~开~~开心。不花时间~~在~~在社交媒体上~~玩~~玩。社交媒体不好玩。

我希望我~~能~~帮助你!

好!

小明。

**Exchanging information and ideas in Chinese (12 marks)**

- synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas
- use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas

**Excerpt 3**

Excerpt 3 content (audio, 2 min 59 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia2\\_snip2.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia2_snip2.mp3)

**Transcript**

**Student:** 我今年的学习压力很大。因为我今年上十二年级，所以我有不但很多的考试，也有很多的做作业。所以，我每天花很多的时间学习。

**Teacher:** 那，你有时间跟朋友一起玩吗？

**Student:** 因为我上十二年级，我常常不有，啊，没有时间跟朋友一起玩。你常常跟你的朋友一起玩儿吗？

**Teacher:** 我现在很忙，也没有时间跟我朋友一起玩。

**Student:** 噢。

**Teacher:** 那，你现在打工吗？

**Student:** 我现在打工。星期二和星期四，我教小学生学习数学、英语，也中文。我觉得打工让我学会独立。也让我赚自己的钱。你高中毕业以前，有打工吗？

**Teacher:** 我没有打工。那个时候，我觉得学习比挣钱重要。

**Student:** 你可以再说一次遍吗？

**Teacher:** 我说，我高中的时候，没有打工。

**Student:** 噢。

**Teacher:** 我觉得学习比较重要。

**Student:** 啊。

**Teacher:** 那，Sophie，你跟父母的关系怎么样？

**Student:** 我跟我的父母的关系很好。因为他们都支持我。无论我的成绩好不好，他们都支持我，也给我很多鼓励。你跟你的父母好不好呢？

**Teacher:** 我跟我的父母关系不错。我们常常一起吃饭和聊天。那，Sophie，根据图文一，你比较认同哪个价值观？个人主义还是集体主义？

**Student:** 我的看法像澳大利亚的看法一样。因为我觉得个人主义最好的。因为，个人主义让我不但赚自己的钱，而且让我学会独立。我觉得个人主义最好的，也最好的，因为我可以有自由。你觉得个人主义也最好的吗？

**Practices to strengthen**

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

- the school assessment policy be implemented when managing response length issues, where applicable, to conform to the syllabus conditions (Session 1 Part 1)

- teachers develop students' abilities to manipulate the language spontaneously, rather than preparing rehearsed responses (Session 1 Part 2)
- adequate referencing to the stimulus texts is required to meet the assessment criteria (Session 1 Part 2)
- the student's personal response makes references to the information and ideas of the two stimulus texts in Session 1 Part 1 (Session 1 Part 2)
- synthesis of ideas needs to demonstrate efficient justification of arguments, as it impacts the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s (Session 1 Part 2)
- for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features that reflect a final year of language study (Session 1 Part 2)
- students should be taught to paraphrase, rather than give long direct quotations when creating responses in Chinese for either written or spoken tasks. Long direct quotations show only an adequate selection of details from the texts (Session 1 Part 2)
- responses are a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)
- hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as spontaneous (Session 2)
- the unprepared student-centred conversation is a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)
- schools check the submission carefully, as some submitted files are of low quality or do not contain evidence of the student's response (Session 2)
- schools ensure the ISMG is annotated correctly and consistent with the provisional mark (Session 2).

### **Additional advice**

- Consider limiting scaffolding for the Session 2 unprepared response. This is an unseen task with a new stimulus text. Students have 10 minutes planning time with the stimulus to prepare for the task. The unseen questions need to allow students to sustain communication and exchange meaning, and to provide a spontaneous personal response to the stimulus.
- Teachers need to pose open-ended questions related to the Unit 3 subject matter and ideas and information from at least two stimulus texts including the new stimulus text in Session 2 to allow students to achieve at the highest level of the ISMG.
- Teachers should select stimulus texts in which tone is vivid and can be identified.



## 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 includes visual, written and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	43
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

\*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with the assessment objectives, assessment specifications and subject matter, which provided opportunities for students to demonstrate the knowledge and skills required for Unit 4 subject matter
- included appropriate stimulus texts, e.g. the stimulus text to be studied in class must be chosen from the list on page 54 of the syllabus. The other two stimulus texts must be unseen materials with a combined length of 500–1000 characters in Chinese, with one being written and one being audio or audiovisual or a series of visual texts (Syllabus section 5.5.1)
- featured open-endedness where the response was to be completed individually over 2–3 weeks of preparation, including both in-class and out-of-class time
- included authentic stimulus texts that were relevant and sufficiently challenging, and that offered different perspectives to allow students to demonstrate their skills and abilities across the syllabus objectives and performance levels of the ISMG.



## Practices to strengthen

It is recommended that assessment instruments:

- provide a clear context, overview and explicit instructions for students to construct individual extended responses that would provide opportunities for them to achieve all the assessable objectives as required by the syllabus, including the range of cognitions and the identification of purpose, audience, context and tone (Syllabus section 5.5.1)
- identify and include one seen stimulus studied in class that is chosen from: a Chinese film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials. This stimulus is not included in the combined word length specification and should be labelled correctly and clearly to differentiate between the seen stimulus and unseen stimulus texts
- include two unseen stimulus texts studied outside of class with a combined length of 500–100 characters in Chinese
- provide open-ended questions for Session 2 that centre around the multimodal presentation, information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information by providing their unique responses
- are contextualised to the school and not be a direct copy of a QCAA sample assessment instrument
- include tasks and stimulus texts that are complex and challenging enough to allow for students to sufficiently demonstrate the full range of performance-level descriptors of the ISMG
- include an authentic audio or audiovisual stimulus text with an appropriate pace of delivery and complexity suitable for the level required in Year 12
- provide audio or audiovisual stimulus without subtitles or cues that would compromise students' ability to listen to and engage with the stimulus as per syllabus requirements
- include no more than 75 characters for each visual stimulus if a series of visual stimulus texts is used.

## 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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	2
Layout	0
Transparency	12

\*Each priority might contain up to four assessment practices.

Total number of submissions: 58.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear and explicit instructions aligned to syllabus objectives, specifications and the ISMG
- featured accurate spelling, grammar, punctuation and textual features and avoided distractors, jargon, specialist language and colloquial language
- included stimulus texts that were engaging, relevant and accessible to all students, without inappropriate content.

## Practices to strengthen

It is recommended that assessment instruments:

- include clear language in the scaffolding of the task, context statements and instructions so that students clearly understand what is expected of them in Part 1 and Part 2 in order to demonstrate the full range of performance-level descriptors of the ISMG
- include clear, audible, relevant and accessible audio and visual stimulus
- include audio/audiovisual stimulus of an appropriate pace of delivery for students in the summative phase of learning in Year 12. Audio/audiovisual stimulus should be free from noise and distractors
- include audio that clearly differentiates between speakers
- ensure that all stimulus and the task are accessible to all students.

## Additional advice

- The audio/audiovisual stimulus cannot include subtitles, words or cues that would compromise students' ability to listen to and engage with the stimulus as per syllabus requirements.
- Teachers should provide clear scaffolding of the task, e.g. context statements, and instructions need to ensure students understand what is expected from them in Part 1 and Part 2 to demonstrate the full range of performance-level descriptors of the ISMG.
- Teachers should provide open-ended questions for Session 2 that centre around the student's multimodal presentation and information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information (including a personal opinion).

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Chinese texts in Chinese	79.31%	10.34%	3.45%	6.9%
2	Exchanging information and ideas in Chinese	87.93%	6.9%	0.00%	5.17%

### Effective practices

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

- in assessing the Analysing Chinese texts in Chinese criterion for Part 1, students demonstrated comprehensive understanding of information, ideas and/or opinions in all the stimulus texts
- students identified all the elements of purpose, audience, context and tone to draw valid and justifiable interpretation of inferences about meaning, values and attitudes from the stimulus texts and ideas related to Unit 4 subject matter in proficient and complex Chinese
- students provided discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justifications of opinions, ideas and perspectives related to Unit 4 subject matter
- students provided unique personal responses to the task and made reference to all the stimulus texts
- in assessing the Exchanging information and ideas in Chinese criterion for Part 2, the student-centred conversation is spontaneous and related to the student's multimodal presentation
- the teacher's judgment was made accurately when matching all the characteristics in the ISMG to the student response
- the school assessment policy was implemented when managing response length issues in both components of IA3 to ensure marks were awarded appropriately.



## Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpt may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate the use of proficient and complex language elements in the multimodal presentation to identify the purpose, audience, context and tone (PACT)
- as the student response was at the top performance level for all three characteristics of both the Analysing Chinese texts in Chinese and Exchanging information and ideas in Chinese criteria.

<p><b>Analysing Chinese texts in Chinese (14–15 marks)</b></p> <ul style="list-style-type: none"> <li>• comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Chinese related to finishing secondary school, future plans and responsibilities</li> <li>• discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities</li> </ul>	<p><b>Excerpt 1</b></p>
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Excerpt 1 — part 1, content (video, 4 min, 5 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia3\\_part1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part1.mp4)

Excerpt 1 — part 2, content (video, 1 min 21 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia3\\_part2.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part2.mp4)

### Transcript

跟文章一里的 LanLan 和 D'arcy 一样，每个高三的学生都忙着准备他们的考试，也面临着高中毕业以后的选择。从 LanLan 和 D'arcy 的对话中，你可以体会到 LanLan 焦虑的心理。她很担心自己未来不能面对生活中的困难和挑战。但是 D'arcy 的语气就很乐观，他跟父母的关系也很好，对毕业以后的生活充满了期待。

中国父母和澳洲父母有着不同的教育理念。比如，文章一中，LanLan 的父母希望她努力学习，高考考出好成绩，最好能考上重点大学。而且，LanLan 的父母不支持她继续学习音乐和美术，因为将来很难找工作，也赚不到钱。但是澳洲父母更尊重孩子自己的选择，他们关注的不是成功而是孩子是否快乐。不过，无论是澳洲父母还是中国父母，都觉得出国留学有利于孩子的成长，将来在求职的时候也会很有帮助。

我能体会到中国高三学生的学习压力。虽然我不需要参加高考，但是澳洲每个学期都有很多作业和重要的考试。现在，我每天又忙又累。我的父母希望我成功、也希望我快乐，他们总是想给我最好的。我认同 D'arcy 的出国留学的想法，也觉得如果 LanLan 能去国外上大学，一定可以变得更加独立，学会处理问题，懂得承担责任。

在文章二中，这位学生代表给高中即将毕业的学生发表了演讲，她的语气又兴奋又伤感。除了祝贺他们能够顺利高中毕业以外，也感谢老师对他们的教导，鼓励高三的学生们勇敢面对毕业以后的生活。

我目前还没有想好以后做什么样的工作，但是，就像文章二说的，无论你将来的职业是什么，只要不断地努力，丰富自己的知识，将来都能为社会和国家贡献自己的力量，回报父母的爱。现在，科技也越来越发达，校友会网站和社交媒体都能让同学们保持联络。如果有一天，高中同学遇到困难的时候，大家也能够互相帮助。我非常同意这个学生代表的观点，这体现了中国传统的集体主义价值观。我个人非常支持集体主义。

文章三中提到了中国传统的价值观“读万卷书，不如行万里路”。这证明了出国留学的好处。因为人生的经历是无法通过读书来获取的。所以去国外大学对将来找工作非常有帮助。文章三也说国外大学可以让你交到新的朋友。这样的话，无论你在哪里，都能有朋友可以帮助你。

我的看法是澳大利亚学生也喜欢去国外上大学。不过，对澳洲学生来说，成功不是最重要的，快乐才是人生的目标。虽然我的梦想是远走高飞，但是我还是决定上我家附近的大学，昆士兰大学。我没有选择出国留学，但是我的父母非常支持我的选择。

This student response excerpt has been included:

- to demonstrate the highest mark range performance level for the Exchanging information and ideas in Chinese criterion to maintain and generate the conversation
- to show the student's use of complex language in speaking to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities.

<p><b>Exchanging information and ideas in Chinese (14–15 marks)</b></p> <ul style="list-style-type: none"> <li>• discerning application of conventions and use of language features in a spoken conversation in Chinese to exchange information and ideas about the student's presentation</li> <li>• structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner</li> <li>• provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities</li> </ul>	<p><b>Excerpt 1</b></p> <p>Excerpt 1 — part 1, content (audio, 19 sec)  <a href="http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part1.mp3">www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part1.mp3</a></p> <p><b>Transcript</b></p> <p>不像 D'arcy 一样，我不考虑休学一年。因为，如果我学科学和工程学，我就要学很多年。大学已经太多了……我要去旅行。</p> <p>Excerpt 1 — part 2, content (audio, 23 sec)  <a href="http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part2.mp3">www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part2.mp3</a></p> <p><b>Transcript</b></p> <p>我现在打工。星期二和星期四我辅导小学生学习数学、英语和汉语。我赞成高中生半工半读，因为我觉得他们可以变得更独立。可是，我觉得高中毕业以前，他们应该花更多时间学习。</p> <p>Excerpt 1 — part 3, content (audio, 26 sec)  <a href="http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part3.mp3">www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part3.mp3</a></p> <p><b>Transcript</b></p> <p>我会说英语，我也会说汉语，一点儿。我觉得说外语的优势，不但是工作计划，呃，工作机会很多，而且我可以学更多世界文化。像 D'arcy 一样，我想去中国学中文，所以我可以变得说流利。</p>
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Excerpt 1 — part 4, content (audio, 14 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia3\\_part4.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part4.mp3)

#### Transcript

我的理想的职业是科学研究或者当工程师。因为我很喜欢，不但化学，而且我也喜欢解决问题。

Excerpt 1 — part 5, content (audio, 19 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia3\\_part5.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part5.mp3)

#### Transcript

我常常可以做决定很果断。因为，做决定的时候，我会先想一想结果，然后，我然后决定。比如，我知道高中毕业以后，我想去昆士兰大学。呃，你呢？

Excerpt 1 — part 6, content (audio, 34 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_chinese\\_19\\_ia3\\_part6.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_19_ia3_part6.mp3)

#### Transcript

如果我遇到了问题，我先跟朋友一起聊天，因为我很喜欢听他们的看法。然后，我跟我的父母住在，呃，我跟我的父母一起讨论，因为我觉得妈妈和爸爸很聪明，所以我听他们的建议。比如，最近我需要帮助，决定我的，呃，应该继续游泳训练，所以，我先跟朋友一起聊天，然后跟父母讨论。你呢？

### Practices to strengthen

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

- the Part 1 multimodal presentation contains two modes, including written and spoken components
- the Part 1 multimodal presentation is uploaded according to recommended file requirements, e.g. PPTX with embedded files, PM4, MOV or AVI
- the school assessment policy be implemented when managing response length issues, such as presentation 4–8 minutes or conversation 5–7 minutes
- teachers provide instructions that focus on the use the three stimulus texts to respond to the task. Additional information from students' independent research or knowledge will be required and should be used to develop a personal response, but because this task specifically assesses students' ability to analyse Chinese texts in Chinese, all characteristics of the ISMG

are based on the comprehension, analysis and evaluation of the stimulus. If students do not do this, they will not be able to achieve at the highest performance levels.

- teachers note that Characteristic 2 of the Analysing Chinese texts in Chinese criterion includes the identification of purpose, audience, context and tone as well as the use of proficient and complex Chinese, which includes pronunciation.

### **Additional advice**

- It is recommended that schools provide the transcript of the multimodal presentation to support the low file quality of audio files.
- The student response needs to address purpose, audience, context and tone across at least two stimulus texts, where applicable, at least once to satisfy Characteristic 2 of the Analysing Chinese texts in Chinese criterion.
- The student-centred conversation must focus on the individual student's multimodal presentation and be relevant to the Unit 4 subject matter for a unique student response.



# External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

## Examination (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (15 marks)
- Paper 1, Section 2 consisted of short response questions (14 marks)
- Paper 1, Section 3 consisted of an extended response task (21 marks)

The examination assessed subject matter from Unit 4. Questions were 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.

The assessment required students to show comprehension and analysis of stimulus texts and to create a written extended response.

The stimulus consists of an audio text in Chinese for the Section 1 short response in Chinese with two associated questions, and two written texts in Chinese for the Section 2 short response in English with four associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Short response

#### Section 1: Short response in Chinese

The section required students to respond in Chinese to two questions about an audio stimulus text.

Effective student responses:

- addressed all aspects of the questions
- itemised, or justified clearly, to support the examples required
- drew valid conclusions with substantiated evidence to support the conclusion.

These student response excerpts have been included:

- to demonstrate complete and thorough responses, which address all aspects of the questions clearly with justifications and the required examples.

## Effective practices

Overall, students responded well to:

- provide clear conclusions and supporting evidence from the stimulus items to justify their responses
- flexibly use familiar language to respond creatively to questions so the meaning could be clearly inferred
- produce complete and thorough responses that addressed all aspects of the question clearly with the required examples.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

## Samples of effective practices

### Short response

Criterion: Analysing Chinese texts in Chinese

Paper 1

Questions 1 and 2

These questions required students to

- comprehend Chinese to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

Effective student responses:

- demonstrated the student's ability to understand the questions and make relevant, succinct and valid responses
- flexibly used familiar language to respond creatively to questions where the meaning could be clearly inferred
- were clearly structured and met the task criteria.



These student response excerpts have been included:

- as they effectively convey relevant meaning and understanding of each question
- as they draw valid conclusions, justified with evidence from the stimulus.

#### Analysing Chinese texts in Chinese (6 marks)

For the receptive mode, this response was awarded 3 marks and demonstrated:

- the student's ability to flexibly respond to the task and effectively convey meaning, relevant to the questions
- a valid conclusion about the popularity of the product
- the provision of two suitable examples.

For the productive mode, this response was awarded 3 marks and demonstrated:

- a response that conveys meaning in Chinese relevant to the question with few errors.

#### Analysing Chinese texts in Chinese (8 marks)

For the receptive mode, this response was awarded 4 marks and demonstrated:

- the identification of how language is used to convey the speaker's opinion
- the provision of three suitable examples.

For the productive mode, this response was awarded 4 marks and:

- conveyed meaning in Chinese relevant to the question with few errors.

#### Excerpt 1

##### QUESTION 1 (7 marks)

Why does the speaker in Stimulus 1 believe the product is popular? Justify your response with two examples from the stimulus.

材料一的人说这个茶很热。他说了但当好吃，它有很多不同的茶。他也说因为现在我们有社交媒体，所有人可以在社交媒体看到这个茶。如果有人说“这个茶很好的”，很多的人会要这个茶。这个是因为材料一的人说这个茶很热。

#### Excerpt 2

##### QUESTION 2 (8 marks)

How does the speaker in Stimulus 1 use language to convey their opinion? Justify your response with three examples from the stimulus.

首先，情景一中的人说“珍珠奶茶”是一股“世界热潮”，这句话说明了珍珠奶茶在世界范围内都非常流行。

第二，他还说“珍珠奶茶不但好喝，还容易上瘾，而且很容易上瘾。”这些“好喝”“很容易上瘾”都表明了珍珠奶茶被大众喜欢。

第三，“很快的，大大小小和各行各业的人也加入喝珍珠奶茶的热潮。”“大大小小”“各行各业”表明了不论年龄大小，做什么工作的形形色色的人都喜欢喝珍珠奶茶。

## Short response

### Section 2: Short response in English

These questions required students to identify a likely audience, purpose, and certain information to draw conclusions, and to justify their response with examples from the stimulus.

#### Questions 3–6

#### Criterion: Analysing Chinese texts in English

#### Effective student responses:

- identified and stated an appropriate, tone, purpose, audience and context and provided valid supporting examples
- were succinct and structured clearly, stating a conclusion and providing the correct number of examples as specified in the questions
- demonstrated a clear understanding of purpose, audience, context and tone
- identified tone using words consistent with what is acceptable as tone, e.g. not 'informative' and more than register
- demonstrated an effective understanding of the stimulus through detailed analysis.

These student response excerpts have been included:

- as they demonstrate the student's ability to flexibly respond to the task and effectively convey meaning, relevant to the questions
- as they convey meaning relevant to the task and demonstrate the student's ability to select and logically organise their thoughts and ideas to ensure good cohesion is achieved.

<p><b>Analysing Chinese texts in English</b></p> <ul style="list-style-type: none"> <li>• demonstration of clear understanding of purpose, audience, context and tone</li> <li>• a succinct, clearly structured response that states a conclusion and provides the specific number of examples required</li> <li>• detailed analysis to demonstrate an effective understanding of the stimulus</li> </ul>	<p><b>Excerpt 1</b></p> <p><b>QUESTION 3 (4 marks)</b></p> <p>Identify two pieces of information about the author revealed by Stimulus 2 in the stimulus book. Justify each piece of information with one example from the stimulus.</p> <p>Stimulus 2 revealed that the author likes to travel and see new places by telling the audience about his <sup>hopes to see</sup> <del>trip to</del> Australian scenery and <sup>describing</sup> <del>his</del> trip to Cairns. It also reveals that the author enjoys new and different food, scenery and experiences by revealing that he thought Cairns was a very special place and that he thought 4 days was not enough time to explore this new place.</p>
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**Excerpt 2****QUESTION 4 (3 marks)**

To what extent did the writer of Stimulus 2 enjoy the experience? Justify your response with two examples from the stimulus.

The writer extremely enjoyed his experience in Cairns, Australia. This is shown through his recommendation to the audience to go to Cairns and from the author describing Cairns as a very special spot. It is also conveyed from his positive tone ~~and~~ <sup>when</sup> telling the audience what they did and the many beautiful scenic spots, good food and the photos they took.

**Excerpt 3****QUESTION 5 (4 marks)**

Identify the likely audience and purpose of Stimulus 3 in the stimulus book. Justify your response with an example for audience and an example for purpose from the stimulus.

The likely audience for stimulus three is students or recent graduates and teenagers as the company is called teenagemagazine and ~~any~~ applicants have to write about their school life stories or ~~a~~ travel stories. The likely purpose of stimulus 3 is advertising as there are many rhetorical questions followed by ~~info~~ information about the company and then an email address to which applicants have to respond with their story, work and study experience, hobbies, when they can work and ~~ask~~ how to contact them.

**Excerpt 4****QUESTION 6 (3 marks)**

Identify the context of Stimulus 3 and describe two key qualities required with evidence from the stimulus.

The context of Stimulus three is advertising a job opportunity which is shown through the ~~text~~ <sup>rhetorical</sup> questions and email provided for expressions of interest. Two key qualities required are people who can speak/write English and Chinese as well being a teenager or student who is happy and likes to work.

## Extended response

### Question 7

#### Criterion: Creating Chinese texts

This question required students to write a letter to a friend to address topics including feelings about leaving high school, future plans and influences from their family on their future.

#### Effective student responses:

- demonstrated the student's ability to flexibly respond to the task and effectively convey meaning relevant to the task
- used appropriate textual conventions in line with the genre of the task, e.g. to write a letter
- used an appropriate register consistently throughout the task
- addressed and elaborated on all of the required topics, including feelings about leaving high school, future plans and influences from their family on their future
- conveyed meaning relevant to the task and proficiently communicated through the selection, logical sequencing, and synthesis of ideas
- used a wide range of vocabulary and characters purposefully, a wide range of grammar accurately, and a wide range of tenses accurately.

#### This student response excerpt has been included:

- to show the student's thorough comprehension, analysis and evaluation of the unseen question and their drawing of valid conclusions to justify their opinions, ideas and perspectives on their future plans, with perspectives substantiated through detailed elaborations
- to demonstrate the effective communication of meaning relevant to the task through the selection, synthesis and logical sequencing of ideas
- to demonstrate effective application of knowledge of the Chinese language elements, structures and textual conventions through creating Chinese texts
- to show how the student conveys meaning relevant to the task by proficiently demonstrating their ability to select and logically organise their thoughts and ideas to ensure good cohesion is achieved.



**Creating Chinese with Chinese stimulus**

- a response that addresses and elaborates on all topics required
- a response that conveys meaning relevant to the task
- proficient communication through selection of ideas
- proficient communication through logical sequencing of ideas
- synthesis of ideas
- purposeful use of a wide range of vocabulary and characters
- accurate use of a wide range of tenses
- use of a consistent register for context
- use of salutation/s and concluding remark/s

亲爱的小美,

你最近好吗? 我最近觉得一点担心, 因为我很快会高中毕业!

同时, 我对离开高中觉得挺兴奋的, 但不开心, 也一点遗憾, 因为我的朋友有不同的未来计划, 所以我们不会常常见面。

从小就, 我的最大的梦想是当一个老师, 去中国教中国的学生写说英文。高中毕业后, 我的未来的计划先休学一年, 去中国旅行和提高我的中文。可是, 因为疫情的关系不一定可以去中国, 所以我也计划先上大学, 继续学习中文。明年我想去昆士兰大学, 卖书, 所以需要搬出去。虽然我觉得搬去布里斯班很兴奋, 但是我也有一点害怕, 因为我会要自己一个人那边洗衣服, 做饭, 打扫房间, 太麻烦了!

在中国, 中国的父母觉得只有上大学, 就可以找到好的工作。这样, 很多中国父母, 澳大利亚的父母不一样, 他们没有不会给他们的孩子学习压力。我的父母说就算我不上大学, 我还是可以好的前途。因此, 我的父母有非常大影响对我的未来, 因为他们总是支持我。他们觉得如果我是开心, 就做什么都好!

和好,

END OF PAPER

## Practices to strengthen

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

- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions
- providing more opportunities for students to learn writing techniques in Chinese that use synonyms and antonyms. This would permit students to demonstrate knowledge of Chinese language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences
- encouraging students to develop decoding and deciphering skills. Teachers should provide ample opportunities for students to become resilient and persevere when they are met with words they do not understand in a stimulus
- providing learning opportunities for students to identify context, audience, purpose and tone in Chinese to convey meaning and understanding when analysing Chinese texts (short response in Chinese)
- guiding students through a process enabling the key parts of each question to be identified to ensure all aspects of the question are addressed in a response (short response in Chinese)
- modelling clear structures for responding to short response questions, which align a clear answer to the question in the first one or two sentences (short response in Chinese)
- ensuring relevant information and evidence from the stimulus texts is provided for students to justify their responses (short response in Chinese)
- modelling and using the mandatory grammar patterns and characters when responding in Chinese, enabling students to demonstrate their knowledge and understanding (short response in Chinese)
- providing students with opportunities to engage with a range of different texts, so they will encounter words that are viable options to describe tone (short response in English)
- encouraging students not to respond to a task with a hybrid (mix of English and Chinese language) response (short response in English)
- instructing and reminding students to follow the correct layout for responding to a task (extended response)
- providing students with opportunities to engage with a wide range of genres of texts (e.g. letters, reports, diaries, blogs) and examine the textual conventions that are required for differing genres, e.g. the use of Dear/From in a letter (extended response)
- providing sufficient opportunities for students to create Chinese texts (in alignment with the subject matter of Unit 4: My future), e.g. highlight sections in the sample responses that demonstrate the correct use of textual conventions and the use of a wide range of characters, grammar features and tenses (extended response).