

# Chinese marking guide and response

External assessment 2022

## Combination response (52 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

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

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

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

# Marking guide

## Section 1: Short response in English

Q	Sample response	The response:	M
1	<p>The context is a Year 12 student talking to a schoolteacher about her recent concerns. For example, she says she is feeling unsettled because she is busy with study and part-time work.</p> <p>The advice given by speaker 1 to Anna is for her to spend time with teachers and friends at school and keep in touch with them on social media after leaving school.</p>	<ul style="list-style-type: none"><li>• identifies an appropriate context <b>[1 mark]</b></li><li>• identifies an appropriate purpose in advice [1 mark]</li><li>• provides an example for context from the stimulus to justify the response <b>[1 mark]</b></li><li>• provides an example for advice from the stimulus to justify the response <b>[1 mark]</b></li></ul>	4

Q	Sample response	The response:	M
2	<p>The student feels that she was fully supported by the teacher. She feels reassured after receiving some helpful strategies, e.g. thinking about her interests and skills, using social media to keep contact with friends, speaking to her parents about her worries. Furthermore, she is reminded that she could make new friends in the future. The teacher also provides three post-school options: go to university, take a gap year or look for a part-time job.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about to what extent the student feels supported <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>	4

Q	Sample response	The response:	M
3	<p>The likely audience could be high school students or young people who want to celebrate end of Year 12 or finishing school. It could also be other young tourists who are looking for a cheap island escape. The author had pleasant travel experiences with friends at Hainan Island after graduating from high school in Singapore. The author enjoyed water activities such as beach volleyball and mentioned that young people like these activities.</p>	<ul style="list-style-type: none"> <li>• identifies an appropriate audience <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> </ul>	3

Q	Sample response	The response:	M
4	<p>The tone is positive and uplifting and will influence readers to see this experience with enthusiasm. The tone is evidenced in the examples that will encourage young people to want to travel to Hainan. For example, the review uses language such as 'we had a really good time there', and 'travel experiences ... were wonderful' to show how much they enjoyed the experience. Additionally, the writer gives a 4-star review. They say they were very happy with the Hainan Island travel experience.</p>	<ul style="list-style-type: none"> <li>• states an appropriate tone <b>[1 mark]</b></li> <li>• draws a valid conclusion about how the tone might influence readers <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> </ul>	4

## Section 2: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>这个机会非常难得，因为不仅可以获得丰富的经验，而且还能提高独立生活和合作技能对未来很有帮助。此外喜欢旅游的人可以在周末去旅行，参观名胜古迹。对中国的语言，文化感兴趣的人不但体验当地文化，也可以吃小吃和逛市场。喜欢帮助别人的人可以去教英文帮助小朋友。这是个很好志愿者经验。</p>	<ul style="list-style-type: none"> <li>draws a valid conclusion about to what extent the stimulus provides enriching experiences for school leavers <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>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	<p>中国之爱是一个志愿者的活动让学生学习和进步。十二年级毕业生可以使用三种不同的方法来分享和帮助这个志愿者的活动:</p> <p>第一, 他们可以在的社交媒体比如脸书、微信和博客来分享中国之爱志愿者的讯息。因为这是个很有意义的活动。</p> <p>第二, 他们可以发邮件、简讯或打电话与中国之爱联系。</p> <p>第三, 来他们的网站或到我们中国志愿者协会昆士兰州公司。</p>	<ul style="list-style-type: none"> <li>• states a conclusion about how readers might get involved with the program <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third example from the stimulus to justify the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>• conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0



### Section 3: Extended response in Chinese — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>the most influential person in your life</li> <li>inspirational events that have shaped you</li> <li>how these have influenced your plans for the future</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response 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 purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</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>title</li> <li>concluding remark</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>the most influential person in your life</li> <li>inspirational events that have shaped you</li> <li>how these have influenced your plans for the future</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response 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 purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</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>title</li> <li>concluding remark</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>the most influential person in your life</li> <li>inspirational events that have shaped you</li> <li>how these have influenced your plans for the future</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response 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 some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some 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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>the most influential person in your life</li> <li>inspirational events that have shaped you</li> <li>how these have influenced your plans for the future</li> </ul> </li> <li>elaborates on 1 of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance 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 some errors</li> <li>uses a range of grammar with some 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>the most influential person in your life</li> <li>inspirational events that have shaped you</li> <li>how these have influenced your plans for the future</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>uses characters relevant to the task</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>writes extensively in Pinyin</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 cohesive, simple sentences with frequent errors</li> </ul>	3		

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<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> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• is in full form Chinese.</li> </ul>	0			<ul style="list-style-type: none"> <li>• uses fragmented sentences with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>• uses isolated words and phrases with accuracy</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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