

# Chinese subject report

2022 cohort

February 2023



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# Introduction

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Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## Audience and use

This report should be read by school leaders, subject leaders and teachers to:

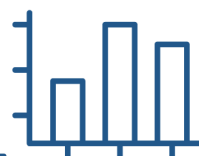
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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 or AS.

**Note:** All data is correct as at 31 January 2023. 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: 59.

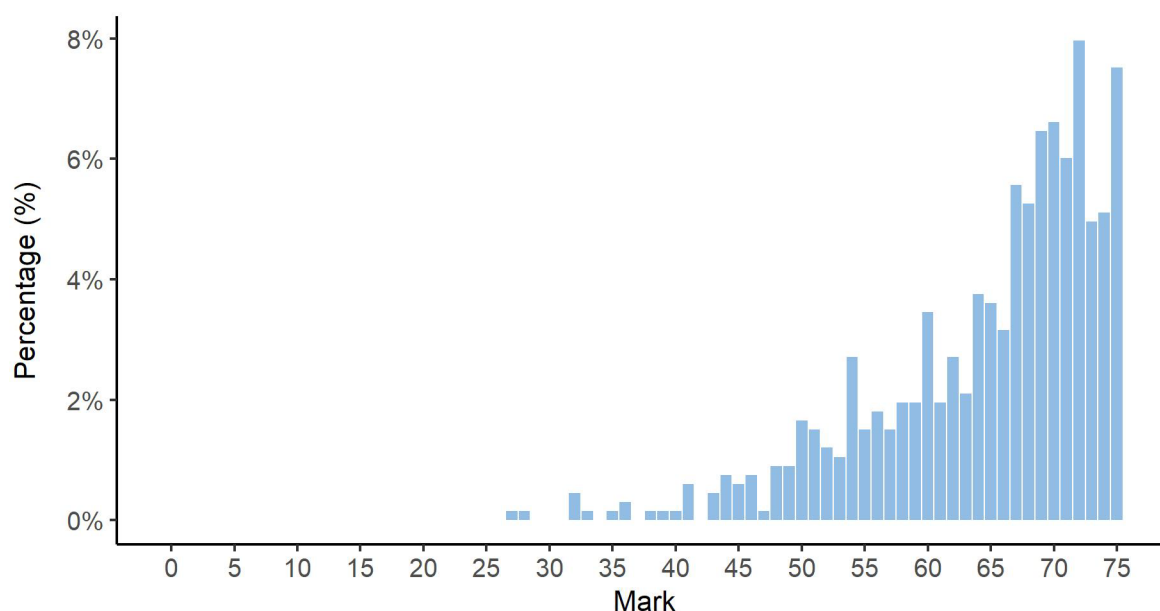
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	807	782	664

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	791	16
Unit 2	771	11

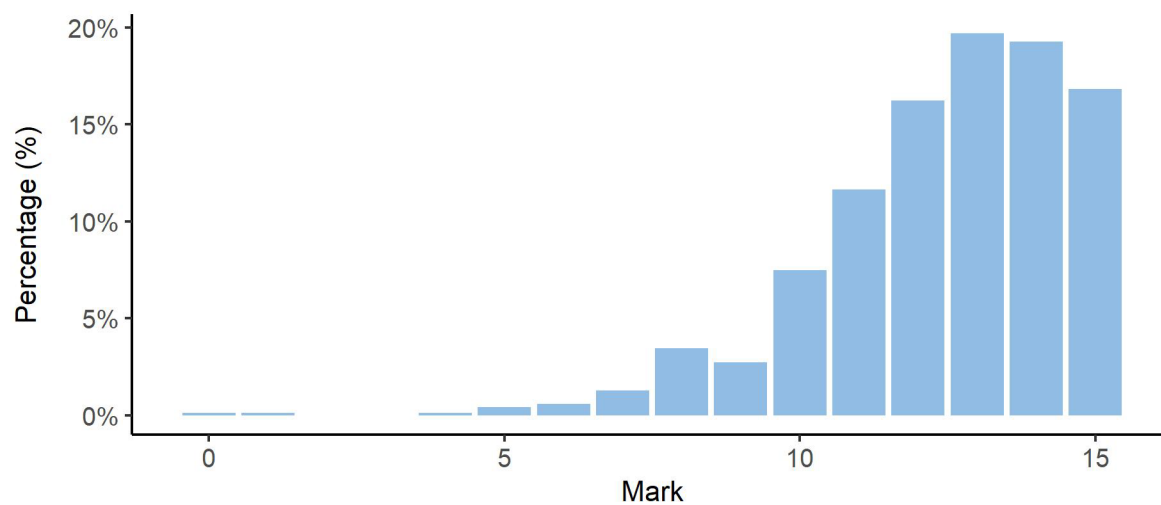
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

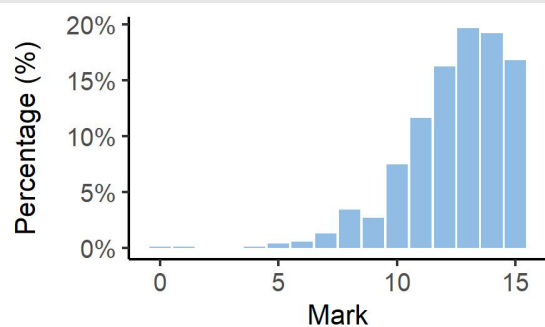


## IA1 marks

### IA1 total

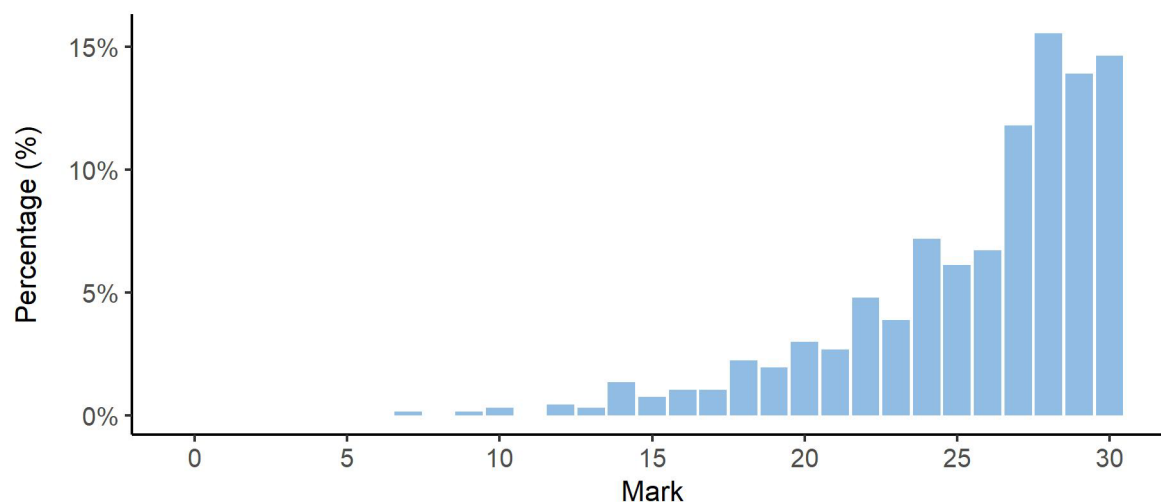


### IA1 Criterion: Analysing Chinese texts in English

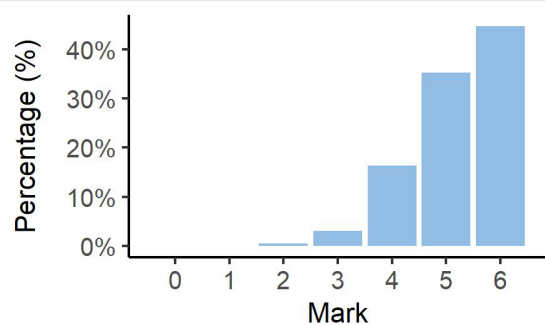


## IA2 marks

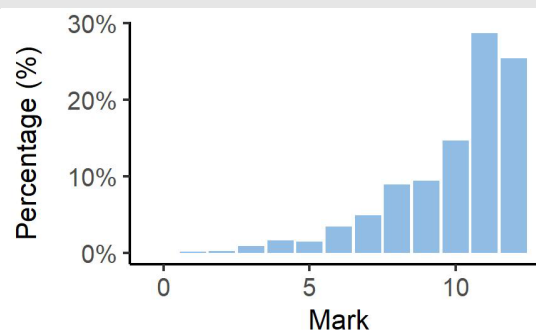
### IA2 total



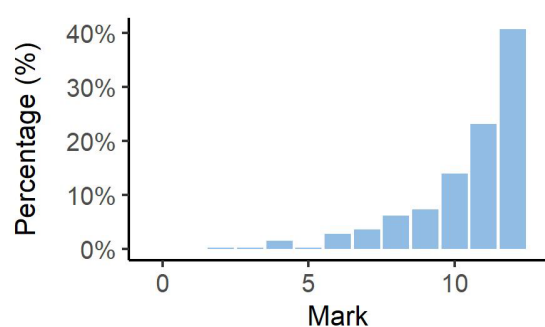
### IA2 Criterion: Analysing Chinese texts in English



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

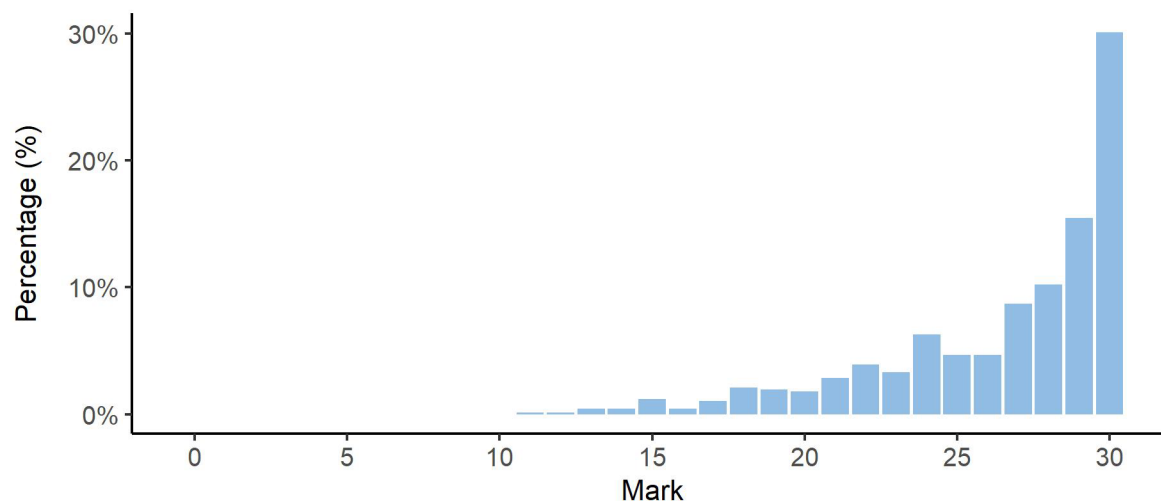


### IA2 Criterion: Exchanging information and ideas in Chinese

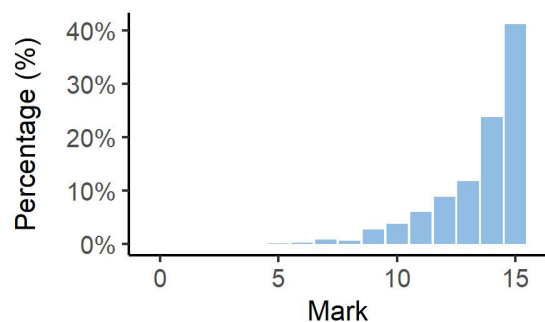


## IA3 marks

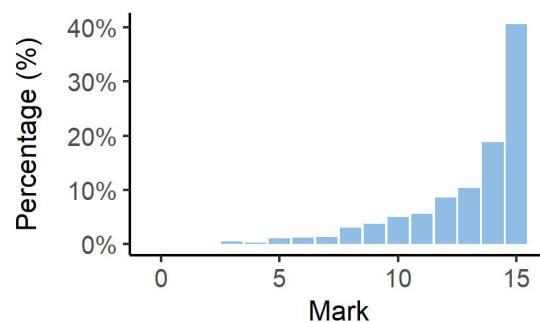
### IA3 total



### IA3 Criterion: Analysing Chinese texts in Chinese

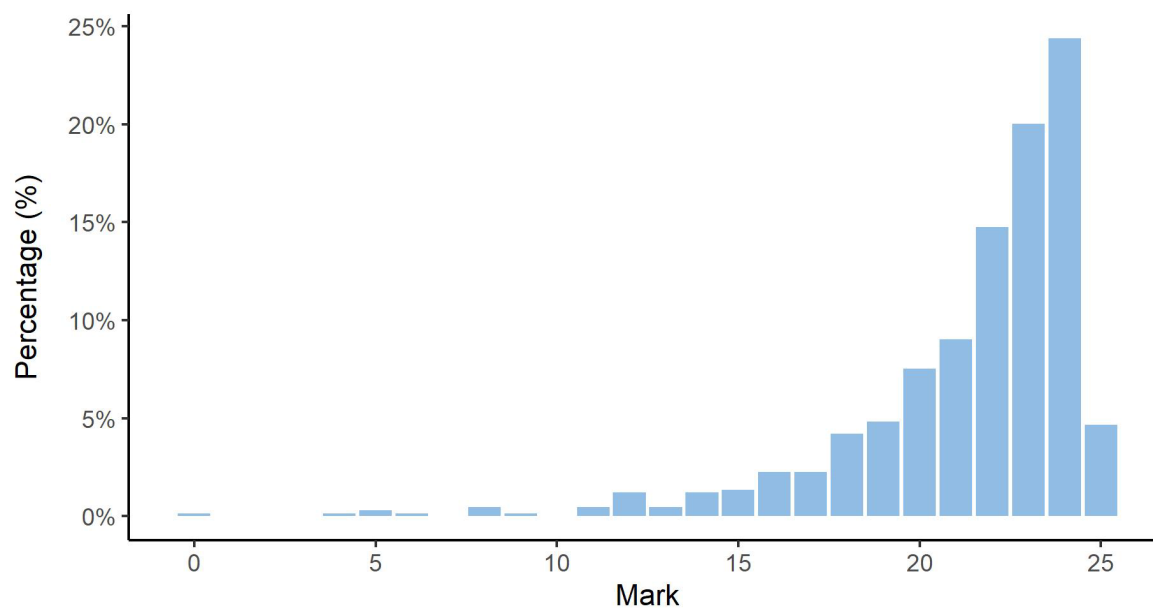


### IA3 Criterion: Exchanging information and ideas in Chinese



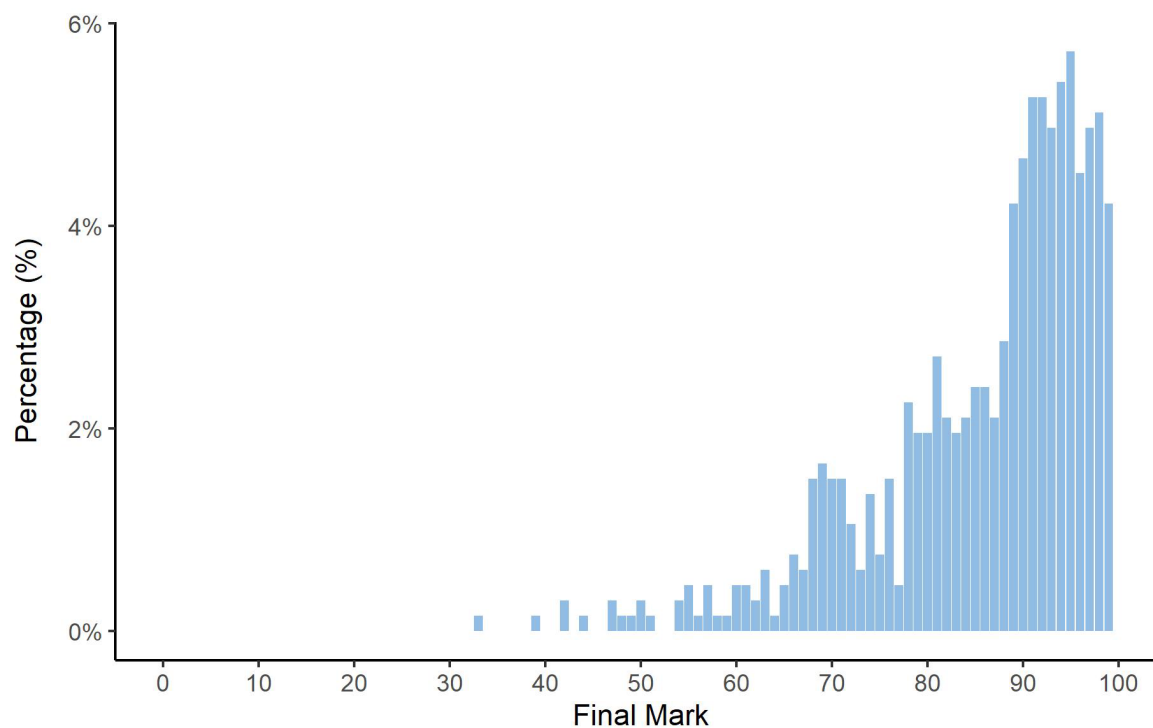


## External assessment (EA) marks



## 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	64–44	43–17	16–0

## 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	437	191	32	4	0

# Internal assessment



The following information and advice relate 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 *QCE and QCIA policy and procedures handbook v4.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	59	59	58
Percentage endorsed in Application 1	54%	30%	37%

## 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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	57	293	25	82.46%
2	57	293	16	80.7%
3	57	297	29	85.96%

# Internal assessment 1 (IA1)



## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Chinese stimulus texts. 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	10
Authentication	0
Authenticity	1
Item construction	5
Scope and scale	3

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

Total number of submissions: 59.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned with the syllabus requirements, assessment objectives, assessment specifications, stimulus specifications, the ISMG and subject matter from Unit 3 Topic 1: Roles and relationships
- featured thoughtfully designed questions that were well-connected with the stimulus materials and provided opportunities for students to demonstrate their comprehension, analysis, and evaluation of the stimulus texts, rather than their background knowledge or personal experiences
- included questions that allowed students to achieve a range of performance level descriptors of the ISMG while meeting the response length requirement 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.

## Practices to strengthen

It is recommended that assessment instruments:

- provide opportunities for students to demonstrate all required assessment objectives across a range of questions, including all of Objective 2: identify tone, purpose, context and audience (Syllabus section 4.6.1)
- include at least one question that requires students to analyse multiple stimulus texts
- include a visual stimulus that contains no more than 75 characters in Chinese
- differ significantly from the QCAA samples and are unique to each school's cohort in that year, which will enable students to produce individual responses.

## 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	3
Language	1
Layout	4
Transparency	5

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

Total number of submissions: 59.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions aligned to the syllabus specifications, objectives and the ISMG
- featured three to five clear, accessible and legible stimulus texts, including one written, one audio or audiovisual, and one visual text (Syllabus section 4.6.1)
- used clear, appropriate language and accurate grammar while avoiding unnecessary jargon, archaic expressions, and colloquial or specialist language, e.g. by using only simplified Chinese and characters from the mandatory language elements list
- included written and visual stimulus with different perspectives on the topic covering a range of opinions and avoiding bias and inappropriate content, e.g. by avoiding stimulus texts containing sensitive issues or stereotypes.

## Practices to strengthen

It is recommended that assessment instruments:

- avoid complex or ambiguous wording and use only clear, concise and explicit instructions in questions, e.g. 'Respond in English within 100 words per question'
- include correctly and clearly labelled stimulus texts aligned with the questions to avoid confusion, e.g. written text, visual text, and audio or audiovisual text

- avoid using traditional Chinese characters or Pinyin in stimulus texts
- avoid including URLs for visual stimulus texts as they may reveal relevant information in the stimulus that students are required to comprehend and understand independently.

### Additional advice

- The audio or audiovisual stimulus must not contain any subtitles, words, characters or other cues that could lead students to the expected responses.
- The assessment instrument and stimulus texts distributed to students must be downloaded from the QCAA Endorsement application to ensure that the correct versions of the endorsed instrument and stimulus are administered.
- 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 that questions are valid, and opportunities are provided for students to achieve the range of performance-level descriptors of the ISMG 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	82.46%	10.53%	1.75%	5.26%

### Effective practices

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

- characteristic 1 and 2 were fully met, These include comprehension of information, ideas and/or opinions in all the stimulus texts, and identification of tone, purpose, context and audience to infer meaning, values and attitudes related to the subject matter for Unit 3: Our society Topic 1: Roles and relationships
- student responses accurately demonstrated understanding of the cognitive verbs, e.g. *comprehend*, *identify*, *infer* and *analyse* information and ideas required in Assessment objectives 1, 2 and 3 to achieve the range of performance levels
- a shared understanding of the definitions of characteristics 2 and 3 in the performance-level descriptors:
  - purpose: what is the goal that this text is trying to achieve?
  - audience: who is the text designed to be for? Who is the text targeting with its message? This must be specific to the text and not a 'general' group — who specifically is it for?

- context: what is the scenario in which the text exists? What is the social/cultural/historical situation that the text has been created to 'fit into'?
- tone: what kind of language is used to convey the text's message? Use an adjective to describe feelings or emotions. 'Informative', 'informational', 'formal', or 'informal' should not be used to describe tone.

#### Samples of effective practices

The following excerpt demonstrates:

- a *perceptive* identification of the PACT elements found in the stimulus texts to draw *valid and justifiable* interpretations of inferences about meaning, values and attitudes
- a *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.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1 shows the sample response with the thorough comprehension and discerning identification of purpose, audience, context and tone with justifiable conclusions from the stimulus texts.

#### Excerpt 1

The context of stimulus 1 is a previous <sup>chinese</sup> exchange student writing a letter to his Australian buddy to tell him ~~to~~ about his new sibling. This is shown when Wang Lei stated that when he was an exchange student, the Australian peers laughed at him. He also says "Dear Mike" at the start, showing that the message is a letter to Mike, who is his audience. ~~He~~ Wang Lei wrote the letter to Mike from China - this is shown when he directly stated that he hoped Mike could go visit to see his brother in China.

The tone of Stimulus 1 is excited and joyful. This was shown when Wang Lei said that he has a little bro and that he felt happy.



He also said that he felt lonely and upset when the Australian kids laughed at him for not having a younger sibling, but now he has one to play with, read books to, feed meals, and get his parents attention away from his studies.

The purpose of stimulus 2 is to <sup>inform about</sup> ~~understand~~ the disadvantages of a younger sibling. ~~and how to fix it~~. This is proven when <sup>Li</sup> ~~Ang~~ Ming asks for help ~~as~~ so that he can know how to study even though he takes care of his sister all the time. He says that he can't study because his sister cries all the time at home, after school he picks her up and has to feed her. He feels like he has no method to study because of this. Since his parents are too busy to be with him, he feels like they don't love him.

~~Family structure can affect family roles and relationships a lot.~~ In stimulus 1, Wang Lei <sup>was</sup> ~~went from~~ lonely and upset ~~with~~ his parents ~~constantly~~ watching his studies, to happy and not lonely because he has someone to play with and his parents are too busy to watch him study. ~~so~~ he feels free. However, in stimulus 2, <sup>Li</sup> ~~Ang~~ Ming says he is stuck taking care of his sister. ~~so~~ He doesn't have time to



study and feels ~~very~~ worried about his exams.  
 Since his parents are too busy, he feels like ~~his~~  
 Parents don't love him anymore. Stimulus 3 shows  
 that more siblings is too busy and make feel unloved.  
 Changes can be harmful to family.

### Practices to strengthen

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

- the top performance levels should *not* be awarded:
  - for characteristic 2, when any of the PACT elements — purpose, audience, context and tone — is missing in a student's response
  - when students use direct quotes from the stimulus text/s, whether in Chinese or in translation, to support their analysis and evaluation of information and ideas and their conclusions. Direct quotes do not meet the *discerning* descriptor of characteristics 1 and 3
- the top performance levels can *only* be awarded when students identify tone/tones using adjectives to describe emotions, feelings and/or attitudes evident in the stimulus texts

### Additional advice

- Schools should ensure that all relevant documents are uploaded correctly for confirmation, especially if there is a comparable assessment in the submission.
- Teachers are strongly encouraged to annotate student response when awarding marks, to help confirmers review and support school provisional marks and teacher judgments.
- Teachers are encouraged to revisit the *Making judgments* webinar document, which is in the QCAA syllabus resources section, to correctly apply the best-fit approach when awarding student marks against the ISMG.
- School assessment policy should be implemented when managing response length concerns. Response length conditions specified in the syllabus should be evident in either the specific question or the annotated ISMG.



## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Chinese stimulus texts, i.e. written, audio, audiovisual or visual.

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

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## 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	28
Authentication	0
Authenticity	1
Item construction	3
Scope and scale	13

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

Total number of submissions: 59.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured meaningful and realistic contexts that provided opportunities for unique student responses by using open-ended questions. Students were instructed to analyse and evaluate information, draw conclusions and provide personal responses by using evidence from the stimulus texts
- provided questions and stimulus texts of suitable scope and scale, which 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 at least one question that relied on the use of more than one stimulus text for Session 1 Part 1
- included two to three Chinese stimulus texts, of which one was written, and one was an audio or audiovisual text. Written texts and transcripts were 700–1200 characters in length when combined. The audiovisual stimulus text did not contain any subtitles, words or cues in Chinese or English.

### 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: tone, purpose, context and audience in Session 1 Part 1. This may mean including multiple questions, rather than one question, to assess all four elements. Assessing 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 assessment conditions
- contain clear instructions for Session 1 Part 2, for students to provide unique personal responses by using evidence from the stimulus texts, e.g. Session 1 Part 2 must direct students to refer to two stimulus texts from Session 1 Part 1 as well as their personal perspectives
- ensure Session 2 instructions direct students to refer to the new stimulus in Session 2 as well as a minimum of one stimulus used in Session 1 Part 1
- 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.

### 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	4
Language	2
Layout	2
Transparency	10

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

Total number of submissions: 59.

### 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 the ISMG
- avoided unnecessary jargon, specialist language, archaic expressions or colloquial language and modelled accurate spelling, grammar, punctuation and other language conventions.

### Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions for students to respond to Session 1 Part 1 questions in English, and to Session 1 Part 2 and Session 2 questions in Chinese
- provide audiovisual stimulus without subtitles or visual 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 without background noise and delivered at an appropriate pace suitable for students in the summative phase of learning (slower than background speaker pace, but not excessively slow)
- provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus texts in Session 1 and Session 2. Teachers are advised to go beyond the sample questions for differentiation and unique student responses.

### Additional advice

- Schools should ensure that they download and administer the correct version of the endorsed task.

## 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
2	Analysing Chinese texts in English	98.25%	1.75%	0%	0%
2	Creating Chinese texts with Chinese stimulus	82.46%	12.28%	1.75%	3.51%
2	Exchanging information and ideas in Chinese	85.96%	7.02%	0%	7.02%

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when, at the highest performance level:

- evidence in student responses matched *all* the requirements of the performance level descriptors *and* the syllabus conditions for Session 1 and Session 2
- in Session 1 Part 2, Creating Chinese texts with Chinese stimulus, student responses referred to the stimulus texts provided in Part 1
- in Session 2, Exchanging information and ideas in Chinese, student responses referred to one of the stimulus texts from Session 1, the new stimulus in Session 2 *and* Unit 3 Topic 2 and 3 subject matter
- in Session 1 Part 2 *and* Session 2, students demonstrated language conventions and grammatical features in written and spoken Chinese when responding to the stimulus texts.

## Samples of effective practices

The following excerpts have been included to demonstrate:

- *discerning* identification of the PACT elements (purpose, audience, context and tone) found in the stimulus texts in the Analysing Chinese texts in English criterion
- provision of a cohesive and detailed personal response through *discerning* selection, sequencing and synthesis of details from the stimulus texts
- synthesis of most relevant information and ideas in the stimulus to draw valid conclusions with justification to generate and maintain conversation.

For Excerpt 1, the question asked students to the likely context and provide evidence from the stimulus to support their conclusion.

For Excerpt 2, the question asked students to identify the purpose and tone of the author, and provide the evidence from the stimulus to support their conclusion.

For Excerpt 3, the question asked students to analyse and evaluate the challenges of the use of technology by providing the evidence from the stimulus texts to support their conclusions.

**Note:** The characteristics identified may not be the only time the characteristics have occurred throughout a response.

### Excerpt 1

The speaker is giving a speech to her teachers and classmates regarding the dangers of mobile phone addiction. She is worried, concerned and frightened about teenagers' health and safety. She says that whilst mobiles make life more convenient, they bring along many dangers. She is concerned for teenagers' mental health as social media and cyberbullying is making them insecure and depressed. She is also concerned as a study found that many parents were worried that playing mobile phones will affect their child's studies and they won't attend university. She hopes that her talk can inspire students to have more self-control online so that it is safe for them.

**Excerpt 2**

The author wrote this diary entry to relieve the stress and worries she has about her relationship with her father. She is very annoyed and frustrated at her dad for "not understanding her", yet she hopes that "one day their relationship will improve." Her dad is mad at her for focusing on her art and her phone more than her studies, yet she explains that she wants to be an artist. As she is very jealous of her friends' relationship with their fathers, I think that her relationship is not very strong. She says that they "argue everyday", indicating that their relationship is weak, however she mentions that she wishes that her and her father could chat about their opinions, showing that her and her father still love each other.

**Excerpt 3**

Both stimuli present issues with modern technology, however the author in Stimulus 2 does not believe it has a major effect on her life, whereas the speaker in Stimulus 1 does. Stimulus 1 explains that whilst mobiles have many advantages, the disadvantages are worse. She explains that cyberbullying is causing many teenagers' mental health to decline. Furthermore, as teenagers are constantly distracted by their phone, she explains that many parents are worried that they won't attend university. However, the author in Stimulus 2 explains that whilst her dad believes she is addicted to her phone, she uses it to help her art as she wants to be an artist. I think that these two stimuli explain that whilst technology does pose issues in our everyday lives, when used appropriately phones can be extremely useful.



Excerpt 4 shows the student used proficient and complex Chinese to write a letter to their parents to persuade them of the reasons they should have a mobile phone, referring to the information from the stimulus texts and their own personal experiences.

#### Excerpt 4

亲爱的爸爸妈妈，

你们今天好吗？

我最近学习很好，所以我真的很希望你们可以买个手机给我。我觉得现在手机对我们的日常生活非常有利，因为现代科技和网络的发展越来越快，让我们的生活变得更方便。第一，材料一的作者说现在我们用手机就可以查资料，发邮件，听音乐，看视频等等。第二，材料二的作者说手机可以帮助我们放松。第三，材料二也写到通过社交媒体我们可以跟很多兴趣相同的网友一起讨论关于很多东西，比如学习画画的技术。

正如所有事物都有两面性一样，玩手机对我们也有一些坏处。就像材料一的作者也说了近年来，越来越多的学生用社交媒体，所以在网上经常有网络霸凌的事件。

~~但是~~<sup>因为</sup>我高中毕业以后想上大学，成为医生，所以你不用担心我学习不上进。~~因为~~<sup>手机</sup>又很多帮助学习的应用，比如：做笔记，医学词典，医学报刊等等，这些都对我的学习有好处。

爸爸妈妈，如果我有手机了，我保证每天放学回家做三个小时作业，只玩游戏和跟朋友聊天一个小时。在周末我还是会出去运动和做义工。

希望你能理解我为什么我想要手机！

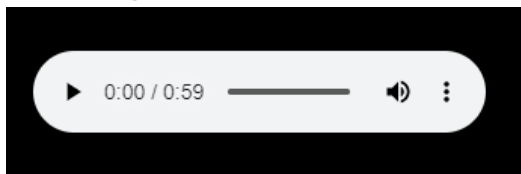
爱你们的 Georgia

二零二二年四月二十二日

Excerpt 5 demonstrates the teacher using unseen and opened-ended questions when asking the student to refer to one of the chosen stimulus texts to justify their reasons and conclusions.

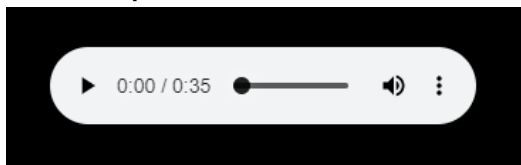
### Excerpt 5

Time stamp 1: 0.16-1.22



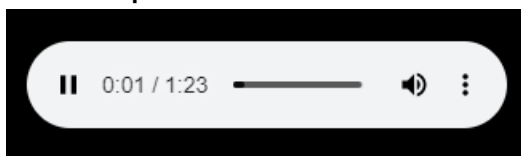
Audio content: (59 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia2\\_1.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia2_1.mp3)

Time stamp 2: 1.32-2.12



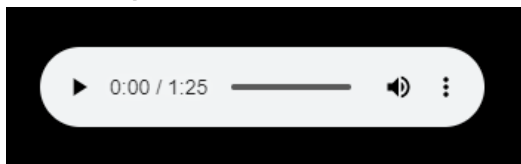
Audio content (35 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia2\\_2.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia2_2.mp3)

Time stamp 3: 2.32-3.55



Audio content (1 min, 23 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia2\\_3.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia2_3.mp3)

Time stamp 4: 4.14-5.54



Audio content (1min, 25 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia2\\_4.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia2_4.mp3)

### Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that teachers pay careful attention to the following features of student responses:

- in Session 1 Part 2 Creating Chinese texts with Chinese stimulus
  - the student's personal response must refer to two stimulus texts to meet the top performance level
  - when developing personal opinion/s and/or perspectives in the response, the response needs to be cohesive, logical and supported by detailed synthesis from the stimulus texts
  - for a response to be considered *discerning*, language elements should include a wide range of vocabulary, grammatical and lexical features displaying complex language
  - reliance on direct quotations from the stimulus texts cannot be considered *discerning* selection, sequencing and synthesis of details to justify opinions.



- In Session 2
  - the student-centred conversation is a two-way conversation. Students cannot meet the third characteristic in the highest performance level of ‘generating and maintaining conversation’ if the teacher generates all the questions
  - hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as *spontaneous*.

### **Additional advice**

- Schools should refer to the Confirmation submission information in the Resources section on the portal and check the submission carefully to ensure all student samples are uploaded accurately and legibly.
- Schools should ensure the ISMG is annotated correctly and is consistent with the provisional mark.
- Teachers should provide a clean copy of one of the stimulus texts (a written text or a transcript of the audio stimulus text) from Session 1 Part 1 during Session 2 planning time to allow students to achieve the range of performance levels for the Exchanging information and ideas in Chinese criterion.

# Internal assessment 3 (IA3)



## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Chinese stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

## 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	32
Authentication	1
Authenticity	0
Item construction	6
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:

- included appropriate and authentic stimulus texts covering a range of text types. The stimulus text to be studied in class must be chosen from the text list (Syllabus section 5.5.1). 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. A series of visual texts is at least two standalone visual texts, with each visual stimulus containing 75 simplified Chinese characters

- featured open-ended questions that instructed students to develop personal responses based on the ideas and information from the three stimulus texts. Instructions also directed students to complete their extended response individually with 2–3 weeks of preparation, including both in-class and out-of-class time
- included stimulus texts that were relevant and sufficiently challenging and offered different perspectives to allow students to demonstrate their skills and abilities across the syllabus objectives and to achieve the highest performance-level descriptors of the ISMG.

### Practices to strengthen

It is recommended that assessment instruments:

- provide a clear context, overview and explicit instructions in Part 1 and Part 2 in the task statement 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 such as 'analyse and evaluate', and the identification of tone, purpose, context and audience (Syllabus section 5.5.1)
- include and clearly identify the one seen stimulus (authentic text to be studied in class) that is chosen. This may be chosen from a Chinese film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or other 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
- provide open-ended questions for Part 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 a direct copy of the QCAA sample assessment instruments.

### 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	1
Language	0
Layout	5
Transparency	4

\*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 with syllabus objectives, specifications and the ISMG in both Part 1 and Part 2
- featured accurate spelling, grammar, punctuation and textual features and avoided distractors, jargon, specialist language, archaic expressions and colloquial language by using only simplified Chinese
- included stimulus texts that were engaging, relevant and accessible to all students, without inappropriate content, e.g. stimulus texts that were free of controversial political, cultural, gender and racial biases
- included audio, audiovisual or visual stimulus texts that were clear, legible, relevant and accessible to all students.

## Practices to strengthen

It is recommended that assessment instruments:

- include audio or audiovisual stimulus that has an appropriate pace of delivery for students in the summative phase of learning in Year 12. Audio or audiovisual stimulus should be free from subtitles, cues, background noise and distractors
- include audio stimulus that clearly differentiates between speakers
- contain stimulus texts that are clearly and correctly labelled, and task instructions that are accessible to all students.

## Additional advice

- Teachers should provide unseen open-ended questions for Part 2 that centre around the student's multimodal presentation responding to the stimulus texts and Unit 4 subject matter. This allows the student to respond spontaneously when communicating and exchanging their ideas and information using relevant information from their multimodal presentation.

## 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
3	Analysing Chinese texts in Chinese	92.98%	1.75%	3.51%	1.75%
3	Exchanging information and ideas in Chinese	91.23%	8.77%	0%	0%

## Effective practices

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

- in assessing Criterion 1 — Analysing Chinese texts in Chinese, in Part 1, at the highest performance levels
  - student responses demonstrated comprehensive understanding of information, ideas and/or opinions in all the stimulus texts
  - students identified all the elements of PACT to draw valid and justifiable interpretation of inferences about meaning, values and attitudes from the stimulus texts and ideas in complex and proficient Chinese
  - students applied knowledge of Chinese language elements, structures, textual and cultural conventions to analyse and evaluate information and ideas from the stimulus to justify opinions and draw conclusions.
- in assessing Criterion 2 — Exchanging information and ideas in Chinese, in Part 2
  - the student-centred conversation was spontaneous and related to the student's multimodal presentation
  - the highest performance levels were awarded only when student responses demonstrated the full requirements of the three characteristics in the ISMG.

## Samples of effective practices

The following excerpts have been included to demonstrate the student response to three stimulus texts in which they analyse and synthesise information and ideas to identify PACT elements. It is an effective student response based on the student's multimodal presentation to exchange information and ideas in spoken Chinese.

Excerpt 1 demonstrates a discerning analysis and evaluation of the student's personal response to finishing school and planning for the future. It displays a perceptive identification of the PACT elements in complex and proficient Chinese.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

### Excerpt 1

材料二两幅图表。目的是告知学生和教师群体，中国和澳洲学校毕业的升学率。

**材料二**

材料二两幅图表。目的是告知学生和教师群体，中国和澳洲学校毕业的升学率。

图一显示中国各级普通学校毕业生升学率。

图二显示，在昆士兰州，有百分之八十六点三的高中生毕业。在百分之八十六点三的人中，百分之五十八点一继续在大学或TAFE学习，百分之二十八点二工作，百分之十三点七什么都没做。

我认为昆士兰的毕业率正在下降，因为不喜欢上学的学生也有很多机会。例如，一些学生希望上贸易学校。我觉得多学点知识总是好的，以后找工作也容易些。

昆士兰州的父母希望他们的孩子快乐。他们更放松，可是中国的父母希望孩子学术卓越。西方文化更能接受毕业后的其他职业选择。例如，休学一年、旅行或工作。

Video content: (10 secs) <https://youtu.be/pBrUQDPsQZ4>

我认为昆士兰的毕业率正在下降，因为不喜欢上学的学生也有很多机会。例如，一些学生希望上贸易学校。我觉得多学点知识总是好的，以后找工作也容易些。昆士兰州的父母希望他们的孩子快乐。他们更放松，可是中国的父母希望孩子学术卓越。西方文化更能接受毕业后的其他职业选择。例如，休学一年、旅行或工作。



Video content: (42 secs) <https://youtu.be/RPWIS3xztEI>

材料三，

第一部分是教师和学生之间的对话。目的是讨论毕业后的计划。语气是乐观的，因为学生们对未来充满期待。安娜有中国价值观。可是保罗和托尼有西方价值观。安娜希望毕业以后想继续念书去大学。她觉得多学一点知识总会有好处的，以后找工作容易些。保罗希望找工作挣一点钱。保罗不是反对多念书。托尼觉得有了工作经验再去念大学可能会更好。他希望以后能当翻译，要是不行，就做一些和外语有关的工作，所以学好汉语对他来说很重要。他想当交换生，到中国学两三年的中文。

我也要当交换生，这样我可以学习中国文化和旅行。

**材料三第一部分**

材料三第一部分是教师和学生之间的对话。目的是讨论毕业后的计划。语气是乐观的，因为学生们对未来充满期待。

安娜有中国价值观。可是保罗和托尼有西方价值观。

- 安娜希望毕业以后想继续念书去大学。她觉得多学一点知识总会有好处的，以后找工作容易些。
- 保罗希望找工作挣一点钱。保罗不是反对多念书。
- 托尼觉得有了工作经验再去念大学可能会更好。他希望以后能当翻译，要是不行就做一些和外语有关的工作，所以学好汉语对他来说很重要。

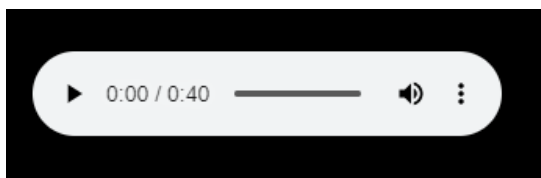
Video content: (1 min, 38 secs) <https://youtu.be/54G34nNc2ic>

Excerpt 2 demonstrates effective language application and personal response referring to stimulus in a structured, sequenced and synthesised use of strategies to generate and maintain conversation.

### Excerpt 2

T: 演讲之后, 我想跟你聊一聊这个你现在对于高中毕业以后的生活有什么想法呢? /After the

S: 毕业之后, 我想当英文老师, 然后我想去, 我会去中国旅游。如果(有)机会的话, 我想在大学继续学习中文, 然后作为交换生到中国学习, 我觉得毕业计划跟 Tony 的一样。



Audio Content: (40 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia3\\_1.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia3_1.mp3)

T: 在选择工作的时候, 你觉得哪些事情是重要的?

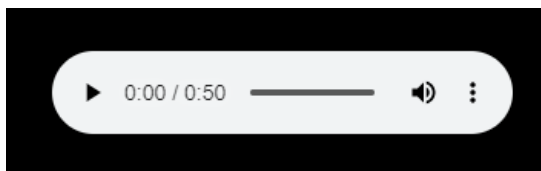
S: 呃, 呃, 这个问题很好, 你觉得吗

T: 是的, 我觉得是的, 所以我想听听你的看法。工作的时候, 有什么重要?

S: 是的, 因为中文可以给我更多的工作选择, 例如我可以当翻译, 我可以当中文老师。我和 Tony 有同样的价值观。

T: 所以你想做一些跟中文有关的工作, 对吗?

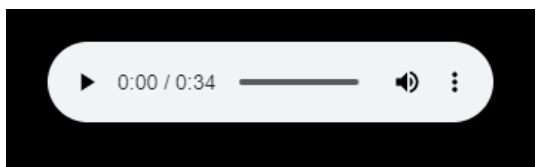
S: 对!



Audio content: (50 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia3\\_2.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia3_2.mp3)

T: 你的父母他们支持你对未来的人生规划吗? 还是反对呢? 为什么?

S: 是的, 我父母非常支持我未来的计划。因为他们觉得我应该做我感兴趣的事情来让自己快乐。(跟)李丽的父母不同, 我的父母没有传统的价值观。

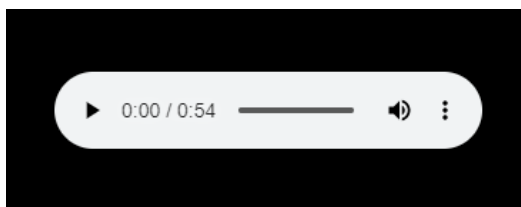


Audio content: (34 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia3\\_3.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia3_3.mp3)

T: 你毕业以后，还会继续学习中文吗？

S: 毕业以后，我想当一名老师，然后我想我会去中国旅游，如果有机会的话，我想在大学继续学习中文然后作为交换生到中国学习，我的毕业计划跟 Tony 一样。当你在高中的时候，你的未来计划是什么？

T: 我高中毕业的时候没想过我会当老师，但是我觉得做老师挺好的。我也支持你的未来计划，非常好，谢谢。



Video content: (54 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_chinese\\_22\\_subj\\_rpt\\_ia3\\_4.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_chinese_22_subj_rpt_ia3_4.mp3)

### Practices to strengthen

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

- to award the highest performance level, teachers must be able to see full comprehension demonstrated in the student response through the analysis and evaluation of all three stimulus texts provided to develop a personal response
- teachers ensure that characteristic 2 of the Analysing Chinese texts in Chinese criterion includes the identification of PACT, as well as the use of proficient and complex Chinese, which includes both grammar and pronunciation from students' multimodal presentations
- teachers support students to understand that the student response should address PACT elements, purpose, audience, context and tone across at least two stimulus texts where applicable, to achieve the range of performance levels.

### Additional advice

- 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.
- Schools should ensure all the multimodal presentation files are uploaded correctly. The submission should contain two modes, including both written and spoken components. The files are recommended to include PPTX with embedded sound files, MP4, MOV and AVI.
- Students should not have access to the questions for Part 2 during or prior to the assessment, because Part 2 is a student-centred spontaneous conversation. Teachers are encouraged not to over-scaffold in preparing students for this component of the assessment to meet the syllabus specifications.
- It is recommended that schools provide transcripts of multimodal presentations to support low quality audio files.



# 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.

## Examinations (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 in English (15 marks)
- Paper 1, Section 2 consisted of short response questions in Chinese (16 marks)
- Paper 1, Section 3 consisted of an extended response task in Chinese (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 for the Section 1 short response in English included an audio stimulus in Chinese with two associated questions and one written stimulus in Chinese with two associated questions. The stimulus for the Section 2 short response in Chinese consisted of one written stimulus in Chinese with two 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.

### Effective practices

Overall, students responded well to:

- illustrating clear and valid conclusions by providing supporting evidence from the stimulus texts to justify their responses
- flexibly using familiar language to respond creatively to questions in a way that ensured the intended meaning, values and attitudes could be inferred
- providing complete and thorough responses that clearly addressed and elaborated on all aspects of the questions, and that included the required number of examples.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives.

**Note:** The characteristics identified may not be the only time the characteristics have occurred throughout a response.

## Samples of effective practices

### Short response: Section 1 — Criterion: Analysing Chinese texts in English

#### Question 1

This question required students to identify the context and the advice given by Speaker 1 in the audio stimulus text (Stimulus 1) and justify each with one example from the stimulus.

Effective student responses:

- identified that this was a conversation between a Year 12 student and a teacher about the student having mixed feelings about leaving school
- provided one example to support the response related to context, such as ‘the student is seeking help from the teacher’ or is ‘reaching out about challenges of leaving school’
- identified appropriate advice given by Speaker 1, such as what this student should consider when making plans after leaving school
- provided examples to support the response relating to the advice, using words and phrases such as ‘reassuring’ and ‘giving helpful advice’. This included considering the speaker’s interests, hobbies and abilities when making future study plans, talking to her friends, spending time with teachers and friends at school, and keeping in touch with them on social media after leaving school.

#### Question 2

This question required students to explain to what extent Speaker 2 feels supported in the audio stimulus text (Stimulus 1), with three supporting examples.

Effective student responses:

- drew a valid conclusion about the extent to which the student feels supported, such as that the student ‘felt that she was fully supported by the teacher’
- provided three examples to justify the response. A valid justification includes citing evidence, such as ‘the teacher used a caring tone when talking to the student’, ‘the teacher showed their empathy by saying “I understand your feelings” and caring for the student’s wellbeing’ or ‘the teacher recognised the student’s feelings and emotions about leaving school’.

#### Question 3

This question required students to identify a likely audience for Stimulus 2 (written stimulus text) with two supporting examples.

Effective student responses:

- identified an appropriate audience, such as high school students, young families or tourists on a budget, and young people who want to celebrate the end of Year 12 or finishing school
- provided three examples to support the response, such as ‘flights from Singapore to Hainan Island are cheap,’ and ‘everyone would love the travel experience, especially those who enjoy water activities like beach volleyball and swimming’.

## Question 4

This question required students to evaluate how the author's tone in Stimulus 2 (written stimulus text) might influence readers, with two supporting examples.

Effective student responses:

- stated an appropriate tone, such as positive, uplifting, cheerful, excited, or encouraging
- provided two examples to support the response, such as 'the review uses language including "we had a really good time there", and "travel experiences ... were wonderful" to show how much they enjoyed the experience' and 'the author says people there are very friendly and are willing to help people'.

These student response excerpts have been included:

- to demonstrate clear understanding of purpose, audience, context, and tone
- to demonstrate succinct, clearly structured responses that state valid conclusions and provide the specific number of examples required to justify their conclusions
- to provide detailed analysis to demonstrate a thorough understanding of the stimulus texts.

## Excerpt 1 (Question 1)

This stimulus is a conversation between a worried grade 12 student and her teacher. ~~she~~ In this stimulus, she talks about <sup>how sad</sup> ~~her~~ ~~feels~~ she feels to leave her school friends and her teachers. In response to this, the teacher advises her to "talk to her friends and teachers" about this and to continue to "keep in touch with your friends and teachers". He also suggests that she "uses social media to maintain these relationships". In addition to this, the student feels lost and doesn't know what she wants to do after graduation. To this the teacher gives her many options. He advises she could either "attend university or take a gap year" <sup>from</sup> He thinks she should consider her "interests and hobbies" and "personality and abilities" when making this very important decision.

## Excerpt 2 (Question 2)

Throughout the text, the teacher <sup>reassures</sup> ~~supports~~ the student to make her feel very supported. As <sup>well</sup> ~~long~~ as giving very helpful advice, he also has very positive attitudes and tone. He <sup>starts</sup> ~~start~~ the conversation by asking "How she is recently", indicating he is interested in her <sup>wellbeing</sup> ~~personal~~ ~~state~~ and wants to help. When the student expresses

her concerns ~~he~~ responds saying "I understand your feelings".  
 Here he validates her <sup>emotions and stress</sup> ~~feeling~~ and makes her feel understood,  
~~and~~ and supported. Later on in the conversation he also advises  
 she must "have confidence in herself." In saying this, he not  
 only <sup>but shows that he has confidence in her</sup> ~~tries to improve her confidence,~~ ~~and~~ and shows she is supported.

### Excerpt 3 (Question 3)

I think stimulus is intended for ~~graduating students~~  
<sup>young</sup> ~~and~~ people who love the beach. I think this because  
 they often discuss the beauty of the beach and <sup>the vast</sup> ~~wide~~ range  
 of activities that can be done at it. For example, it firstly  
 says that "all teens love it". ~~and states it 4<sup>th</sup> time~~ It also  
 states that you can "swim no matter your skill level", you  
 can play sports" and eat "different foods". <sup>In stating that</sup> ~~All of these~~  
~~word~~ ~~the~~ all teens love ~~this~~ beach they ~~right off~~ their  
 audience and convince others to <sup>join in</sup> ~~do the same~~.

### Excerpt 4 (Question 4)

I believe the author ~~in~~ of this stimulus has a very persuasive  
 and positive tone. He provides reassurance to readers that  
 "if they have a problem" the friendly people at the beach  
 "will help them", persuading the reader to ~~go~~ come to this  
 beach. He also often uses positive language ~~instead~~ like,  
 "extremely fun", "tasty", "lovely people" and "very  
 convenient" to convey that coming to this beach is a  
 positive experience. In doing this, they entice the reader  
 and engage <sup>their</sup> ~~the~~ interest. ~~from their audience~~. Also, this  
 use of positive tone, encourages the audience to view this  
 experience positively and possibly share this enthusiasm  
 with their <sup>friendly</sup> ~~for~~ who could become future <sup>customers</sup> ~~costs~~.

## Short response: Section 2 — Criterion: Analysing Chinese texts in Chinese

### Question 5

This question required students to state a valid conclusion about the extent to which Stimulus 3 (written stimulus text) provides enriching experiences for school leavers and justify this conclusion with three supporting examples in Chinese.

Effective student responses:

- stated a clear, valid and relevant conclusion using evidence from the stimulus to convey their meaning and comprehension for the receptive mode
- provided three examples using a range of vocabulary, phrases and grammatical features to communicate in Chinese texts for the productive mode.

### Question 6

This question required students to evaluate how readers of Stimulus 3 (written stimulus text) might get involved with the program and to justify this conclusion with three supporting examples in Chinese.

Effective student responses:

- stated a valid conclusion using the required number of examples to justify their decision for the receptive mode
- provided three examples using clear and legible vocabulary, phrases, and grammatical features to communicate in Chinese for the productive mode.

These student response excerpts have been included:

- to show a thorough comprehension of information from the stimulus text
- to communicate meaning using a range of vocabulary, conjunctions and ordinal numbers
- to model complex and proficient Chinese in responding to the posed question.

#### Excerpt 5 (Question 5)

资料三对毕业高中给他们很多很多  
机会和帮助他们。第一,资料三  
说这经验会“提高独立生活”。  
这将对他们的大学生活有最大的  
影响。第二,资料三也说这经验  
会,“让你的梦想成真”。最后,这资  
料说你可以“尝尝特色小吃和  
逛传统市场”。这是重要对毕业生很  
重要,因为让他有不同的经验  
和学习不同的文化。

## Excerpt 6 (Question 6)

他们必须用“脸书，~~微信~~微信，  
博客和其他的社交媒体”和  
分享这经验。他们也可以“发邮  
件”为了有这“很好的机会。  
最后，他们可以上我们的  
网站”为了上这是经验。

## Extended response: Section 3 — Criterion: Creating Chinese texts

## Question 7

This question required students to write an article of 200–300 characters in Chinese to enter a Chinese writing competition at a local university. Students were required to address the three points stated in the task:

- the most influential person in their life
- inspirational events that have shaped them
- how these have influenced their plans for the future.

Effective student responses:

- addressed all three of the items required in the task and provided elaboration on each
- communicated proficiently using synthesised information and ideas logically sequenced and structured in the writing competition genre
- used a wide range of vocabulary, grammar and tenses purposefully and with a high level of accuracy to create original and task-appropriate responses
- used appropriate textual conventions for the task type, i.e. a title, paragraphs and concluding remarks.

This excerpt has been included:

- to demonstrate the student's ability to flexibly respond to the task and effectively convey relevant meaning
- to demonstrate coverage of the three bullet points as well as elaboration
- because it communicated effectively and in a way that was relevant to the task. Ideas were selected and sequenced logically using cohesive language and a consistent register purposefully
- to demonstrate discerning application of knowledge of Chinese language elements, structures, and textual conventions in creating Chinese texts.



## Excerpt 7 (Question 7)

我未来的梦想。

今年我是一个+二年级的~~学~~学生,这个星期毕业!  
我非常开心因为我有很大梦想。~~但~~今天  
我想你们说我的影响,最有意义的活活动,  
还有这些经验对我未来的影响。

我认为我的好朋友,丽丽是我的最大的影响  
因为她是一个很开心的人,喜欢帮助我。我明  
年想上大学,~~她~~她帮助我看到我的梦想,这是  
我要努力学习,上大学,学医。

在中~~学~~学,我参加过最有意义的活动是我的  
的运动。我爱玩运动因为我可以跟我的  
朋友联系。我上大学~~这~~这是想参观玩运因为  
多会让我开心。

这些经验对我的未来的影响是很大的。我  
认为这个机会可以提高我的~~独立~~独立。~~如果~~如  
果我上大学和工作,我的独立是很有意义,~~我~~  
所以我参观这些经验。这也很对我的未来  
有很大的~~影响~~影响

\*和梦想

## Practices to strengthen

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

- instructing and encouraging students to read the task instructions carefully to ensure they are responding in the correct language for short responses
- building students' confidence to decode and decipher when faced with words they do not recognise. Resilience and flexibility need to be further strengthened
- reinforcing the tools of textual analysis as keys to evaluating and making evidence-based judgments from the stimulus texts. Students should have the vocabulary in both Chinese and English to accurately describe and explain how purpose, audience, context and tone are achieved
- supporting students to understand that questions that require decision-making and/or a conclusion to be reached need a single definitive choice to be stated and justified thoroughly with evidence from the stimulus
- encouraging students to paraphrase the excerpts from the stimulus they wish to use as evidence when responding in Chinese by using their own words (synonyms and phrasing), rather than

including direct quotations from the provided texts. 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 sentences from the stimulus texts

- reinforcing the value of accuracy in the application of language elements for both the short response in Chinese and extended response in Chinese
- developing students' capacity to create an extended response in Chinese that adheres to the prescribed word length of between 200 and 300 characters
- providing more opportunities for students to learn to write topic statements and qualifying sentences that elaborate on the topic in Chinese, e.g. teaching students to set up the topic sentence in the Chinese style of posing a question, and then answering it in the elaboration. This would improve structure and cohesion in student writing in the target language
- reinforcing to students that they need to read the instructions for the extended response carefully and respond to all aspects of the task using the required register. They should be reminded to use a range of tenses (past, present, future), to always write in paragraphs (preferably using the task components as a guide for organising), and to use transitional words and phrases to build a synthesised and cohesive response
- continuing to teach explicitly the formal and informal textual conventions associated with different text types
- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions.