

# Chinese marking guide and response

External assessment 2023

## Combination response (53 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:
1	<p>To a large extent, Stimulus 1 shows that moving on causes mixed feelings. Moving on can be exciting, as people can try out different things and have new experiences. The panda in the comic really looks forward to its future life but moving on also means facing something unknown, which involves a lot of uncertainty. The panda feels scared because this is its first time leaving home. This also means that moving on requires people to be more independent. As the panda says, without its parents, it won't know what to do. However, the panda must overcome it and solve problems independently.</p>	<ul style="list-style-type: none"><li>• draws a valid conclusion about what the stimulus reveals about moving on [1 mark]</li><li>• provides an example from the stimulus to justify the response [1 mark]</li><li>• provides a second example from the stimulus to justify the response [1 mark]</li><li>• provides a third example from the stimulus to justify the response [1 mark]</li></ul>

Q	Sample response	The response:
2	<p>The purpose of Stimulus 2 is to promote a summer camp for a Chinese writing class to Year 11 and 12 students. It says the writing class can improve the participants' Chinese writing skills, teaching students how to write letters, short stories and emails in Chinese. The summer camp will give students a better understanding of Chinese culture, as they will make Chinese dumplings and try traditional Chinese painting and calligraphy. The participants can also make like-minded friends during the summer camp, as all participants are Year 11 and 12 students who enjoy learning Chinese.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about a purpose [1 mark]</li> <li>• provides an example from the stimulus to justify the response [1 mark]</li> <li>• provides a second example from the stimulus to justify the response [1 mark]</li> <li>• provides a third example from the stimulus to justify the response [1 mark]</li> </ul>

Q	Sample response	The response:
3	<p>The blogger in Stimulus 3 shares a personal story and encourages his readers/followers to pursue their dreams with perseverance. Though the blogger used to have an office job, they always wanted to be a singer. The journey to become a singer was not easy, but the blogger kept trying and didn't give up. The blogger reminds the readers that dreams can become reality when we persevere.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the key message drawn by an audience from the stimulus [1 mark]</li> <li>• provides an example from the stimulus to justify the response [1 mark]</li> <li>• provides a second example from the stimulus to justify the response [1 mark]</li> <li>• provides a third example from the stimulus to justify the response [1 mark]</li> </ul>

Q	Sample response	The response:
4	<p>The context of the stimulus is a musician's online blog for their fans or followers. At the beginning of the text, the author greets their old friends and says that they meet online again; they also welcome new listeners or followers to the online blog.</p> <p>A likely audience is the fans of the author's music. At the beginning, the author writes 'thank you for listening to my music or downloading my music', so the readers are likely to be fans or people who have been listening to the author's music.</p>	<ul style="list-style-type: none"> <li>• states an appropriate context [1 mark]</li> <li>• provides an example from the stimulus to justify this response [1 mark]</li> <li>• states a valid audience [1 mark]</li> <li>• provides an example to justify this response [1 mark]</li> </ul>

## Section 2: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>小天打电话给他的奶奶，希望奶奶能听听他毕业后的计划。因为小天在中国三年了，他非常喜欢中国的文化 和说中文。小天想要在高中毕业以后有一个间隔年。在间隔年他打算在中国一边旅游，一边教英文。他想住在中国所以他的中文才会进步。小天希望奶奶能帮助他。</p>	<ul style="list-style-type: none"> <li>• states an appropriate purpose for the male speaker's call <b>[1 mark]</b></li> <li>• provides an example from the stimulus to justify the response <b>[1 mark]</b></li> <li>• provides a second example from the stimulus to justify the response <b>[1 mark]</b></li> <li>• provides a third example from the stimulus to justify the response <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>虽然小天有点着急，但是跟奶奶打电话后，他觉得好了很多。小天很谢谢他的奶奶，觉得奶奶很了解他，同时给了他很好的建议。因为他在中国过的很很开心，毕业后，他想在中国住。他有信心希望有机会和爸爸谈谈，爸爸能支持他留在中国的计划。也可以上中国的大学。</p>	<ul style="list-style-type: none"> <li>• states an appropriate tone [1 mark]</li> <li>• provides an example from the stimulus to justify this conclusion [1 mark]</li> <li>• provides a second example from the stimulus to justify this conclusion [1 mark]</li> <li>• provides a third example from the stimulus to justify this conclusion [1 mark]</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 reasons you study Chinese</li> <li>the most memorable experience you have had at school</li> <li>how high school has helped to shape your 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>salutations</li> <li>concluding remarks</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>the reasons you study Chinese</li> <li>the most memorable experience you have had at school</li> <li>how high school has helped to shape your future</li> </ul> </li> <li>elaborates on two 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 one of the following               <ul style="list-style-type: none"> <li>salutations</li> <li>concluding remarks</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>the reasons you study Chinese</li> <li>the most memorable experience you have had at school</li> <li>how high school has helped to shape your 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
<ul style="list-style-type: none"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>the reasons you study Chinese</li> <li>the most memorable experience you have had at school</li> <li>how high school has helped to shape your future</li> </ul> </li> <li>elaborates on one 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		

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 one of the following               <ul style="list-style-type: none"> <li>the reasons you study Chinese</li> <li>the most memorable experience you have had at school</li> <li>how high school has helped to shape your 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 <b>OR</b></li> <li>writes extensively in Pinyin</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above <b>OR</b></li> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses cohesive, simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above <b>OR</b></li> <li>is in English <b>OR</b></li> <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 <b>OR</b></li> <li>is in English.</li> </ul>	0		

# Sample response

<p><b>Textual conventions</b> uses all of the following</p> <ul style="list-style-type: none"><li>• salutations</li><li>• concluding remarks</li></ul> <p><b>Information</b> addresses and elaborates on all of the following</p> <ul style="list-style-type: none"><li>• the reasons you study Chinese</li><li>• the most memorable experience you have had at school</li><li>• how high school has helped to shape your future</li></ul>	<p><b>Question 7</b></p> <p>大家好！</p> <p>欢迎大家来到我们的学校。</p> <p>在我们学校，学生可以选择学习不同的科目。中文是我最喜欢的科目。我从七年级就开始学习中文。我认为中文不但很有意思，而且也很有用。流利的中文不但会对我申请大学有帮助，而且也会在将来给我带来更多的社交机会和工作机会。</p> <p>除了学习知识以外，我们也有机会参加各种各样的社团活动。对我来说，每年跟同学们一起去露营是最难忘的经历。露营的时候，我们常常会遇到很多问题，而我们必须学会怎样跟同学一起解决问题。通过这个活动，我和我的很多同学都成为了好朋友。</p> <p>我马上就要中学毕业了。我既期待未来，又有些难过。我的高中生活不但让我学到了许多技能和知识，而且也把我培养成了一个自信独立的人，让我有勇气面对未来的挑战。我会想念我们的学校，想念我的高中生活的。</p> <p>我希望大家会喜欢我们的学校。</p>	<p><b>Language elements</b></p> <ul style="list-style-type: none"><li>• uses a wide range of vocabulary and characters purposefully</li><li>• uses a wide range of grammar purposefully</li><li>• uses a wide range of tenses purposefully</li><li>• uses consistent register for context</li></ul> <p><b>Meaning</b> develops an astute response relevant to the task proficiently communicates through</p> <ul style="list-style-type: none"><li>• selection of ideas</li><li>• logical sequencing of ideas</li><li>• synthesis of ideas</li></ul>
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