Chinese subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

48
schools offered
Chinese

84.9%
of students
completed
4 units

99.6%
of students
received a C
or higher

Subject data summary
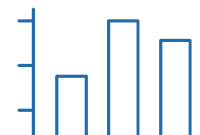
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Chinese: 48.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	596	574	506

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	589	7
Unit 2	564	10

Units 3 and 4 internal assessment (IA) results

Total marks for IA
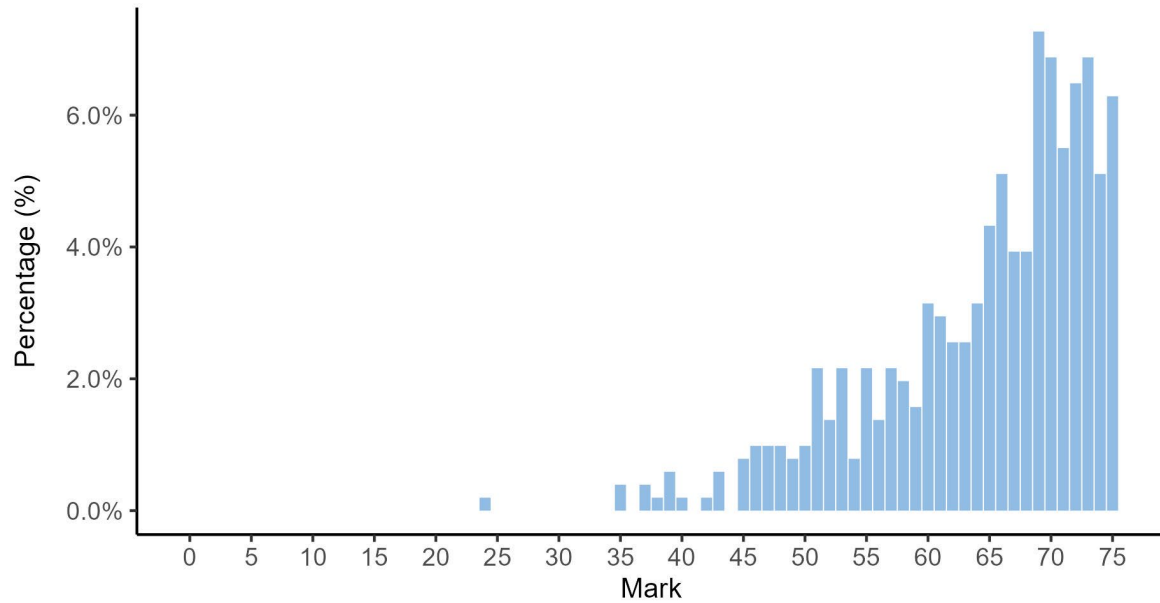
IA1 marks

IA1 total
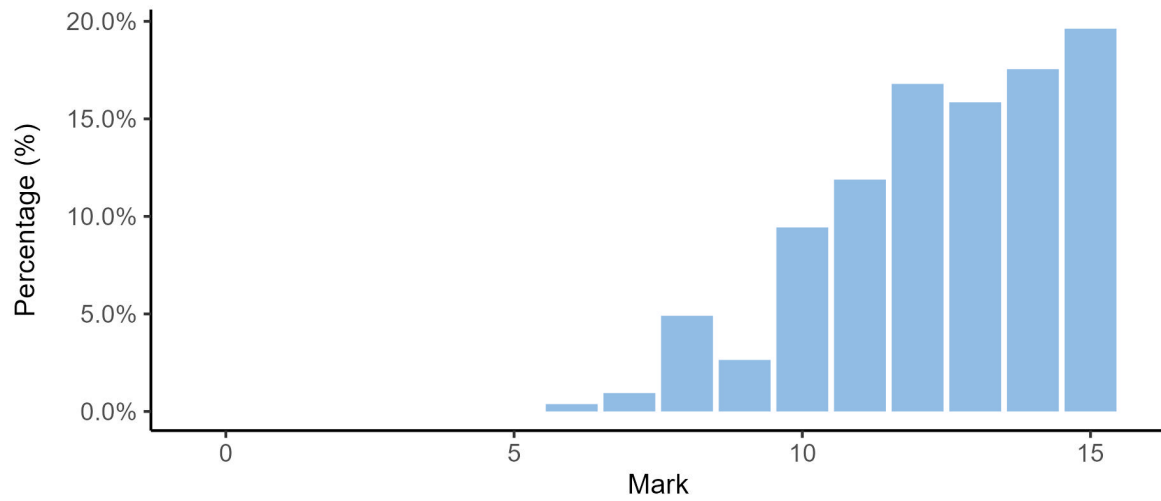
IA1 Criterion: Analysing Chinese texts in English
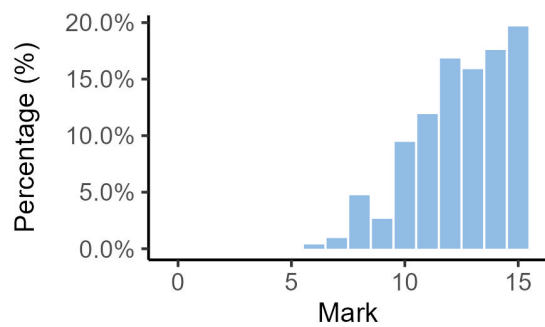
IA2 marks

IA2 total
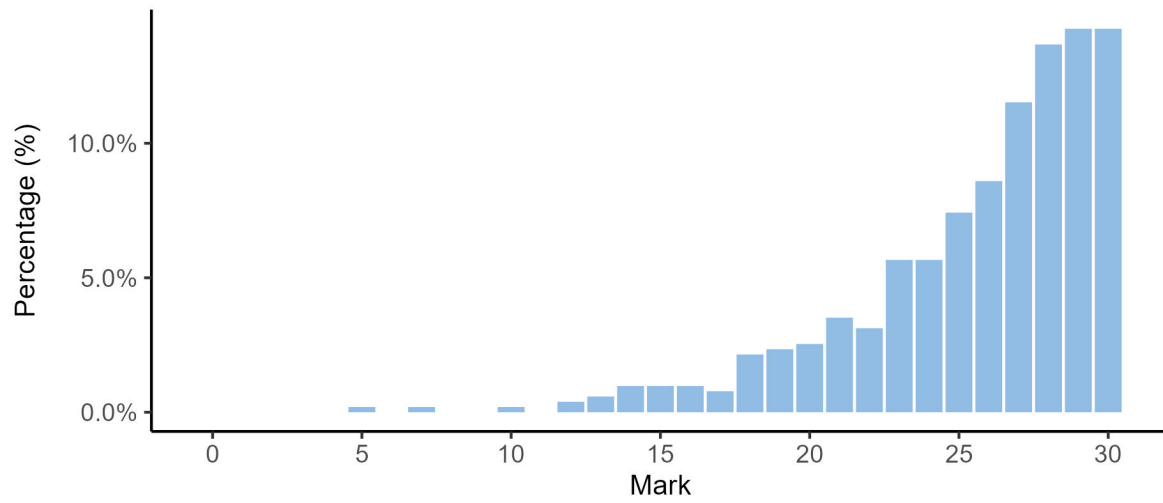
IA2 Criterion: Analysing Chinese texts in English
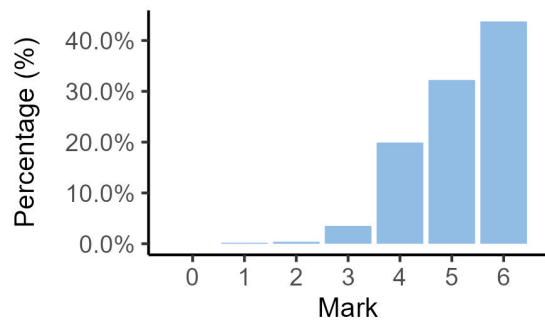
IA2 Criterion: Creating Chinese texts with Chinese stimulus
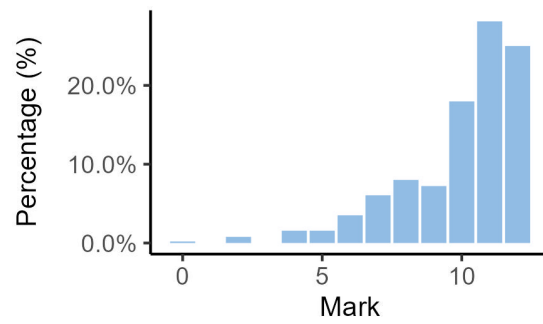
IA2 Criterion: Exchanging information and ideas in Chinese
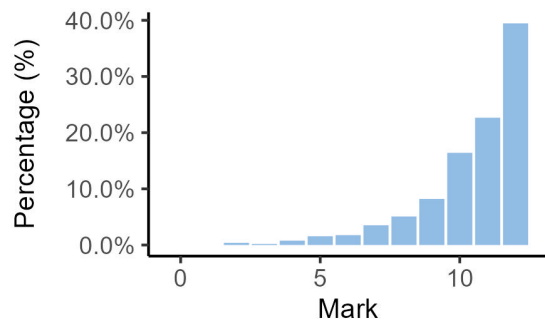
IA3 marks

IA3 total
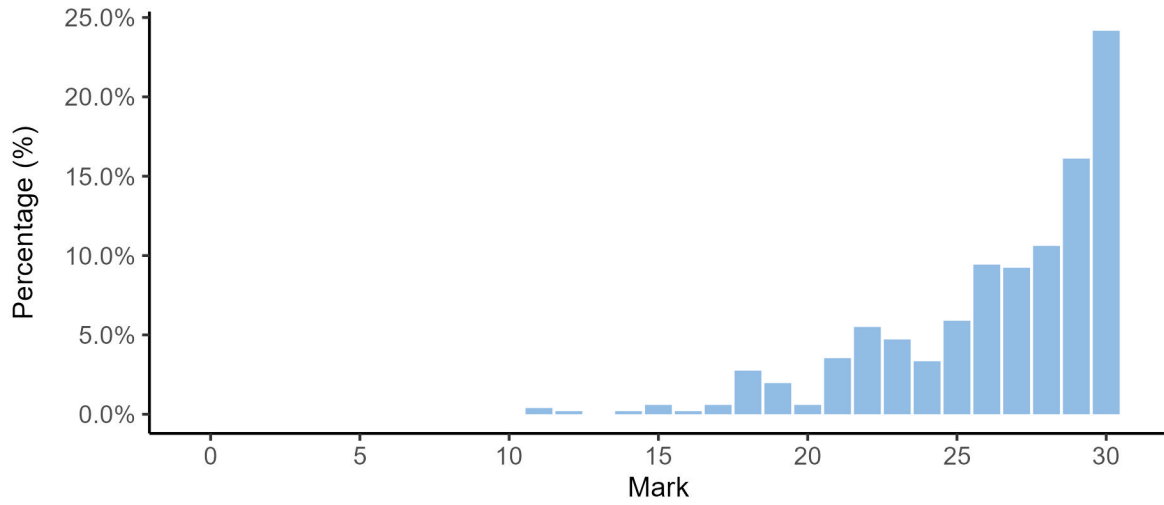
IA3 Criterion: Analysing Chinese texts in Chinese
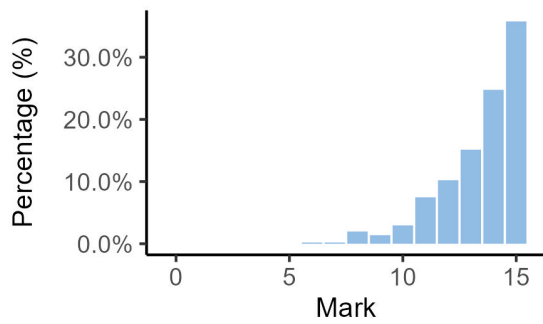
IA3 Criterion: Exchanging information and ideas in Chinese
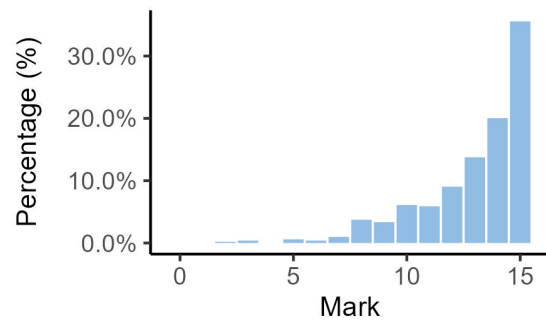
External assessment (EA) marks
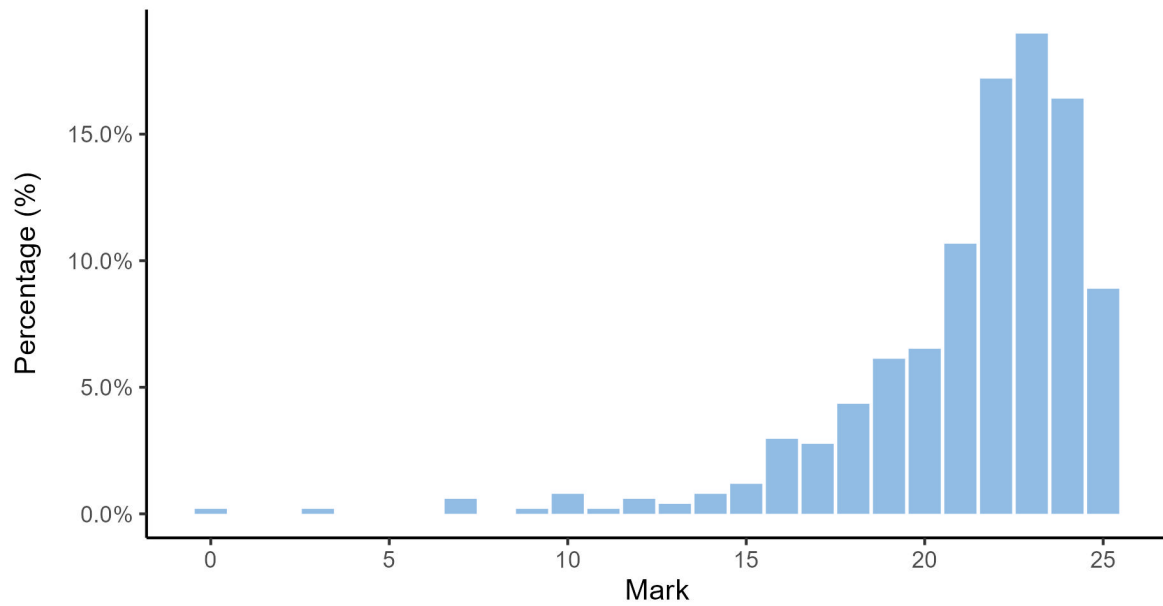
Final subject results

Final marks for IA and EA
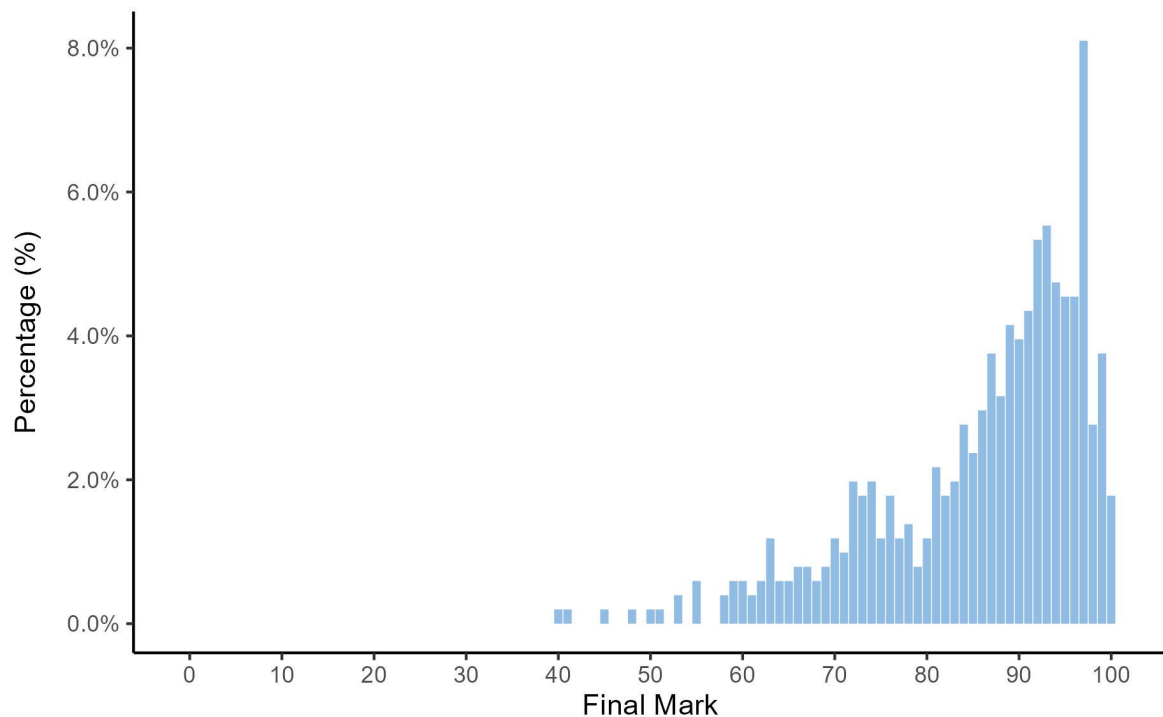
Grade boundaries

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	64–45	44–18	17–0

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	333	140	31	2	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 v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	48	48	46
Percentage endorsed in Application 1	41%	18%	43%

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 v5.0*, Section 9.7.

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	46	272	20	91.3%
2	45	271	0	97.78%
3	45	270	0	91.11%

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	12
Authentication	0
Authenticity	1
Item construction	4
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 48.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned with the syllabus requirements, assessment objectives, assessment and stimulus specifications, the ISMG and the subject matter from Unit 3 Topic 1: Roles and relationships

- provided students with opportunities to achieve a range of ISMG performance-level descriptors and demonstrate their understanding of the subject matter and assessment objectives while meeting the syllabus response time conditions

- featured stimulus materials and well-designed questions that were succinct enough to allow students sufficient time to engage with them, but also complex enough to provide opportunities for students to demonstrate the full range of cognitions in the ISMG through unique student responses, rather than their background knowledge or personal experiences

- included three to five Chinese stimulus (of which one was written, one was audio or audiovisual and one was visual). Written text/s and transcripts were within 700–1200 characters in length, when combined.

Practices to strengthen

It is recommended that assessment instruments:

- include questions with appropriate scope and scale and provide opportunities for students to achieve the highest performance-level descriptors within the syllabus response length conditions, e.g. a question that requires students to identify purpose, audience, context and tone (PACT) as well as to justify their conclusions is not achievable within syllabus conditions. On the other hand, a visual stimulus may not be sufficient or complex enough for students to respond to a question about tone and audience

- include written, visual and audio/audiovisual stimulus texts that satisfy syllabus requirements, e.g. a visual stimulus should contain no more than 75 characters in Chinese

- provide at least one question that requires students to analyse more than one stimulus text, e.g. How do the values, beliefs and attitudes in Stimulus 1 and Stimulus 2 reflect the change of family structure in Chinese society? Justify your response using evidence from both stimulus texts.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	2
Layout	0
Transparency	21

*Each priority might contain up to four assessment practices.

Total number of submissions: 48.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- included three to five clear, accessible and legible stimulus of which one was written, one was audio or audiovisual and one was visual (Syllabus section 4.6.1)

- used clear, appropriate and accurate Chinese language while avoiding jargon, archaic expressions, traditional Chinese and colloquial or specialist language, e.g. used only simplified Chinese and characters from the mandatory language elements list from the syllabus (Syllabus section 1.2.5)

- included written and visual stimulus with different perspectives on the topic covering a range of information and ideas avoiding bias and inappropriate content, e.g. avoided stimulus containing sensitive issues or stereotypes.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions that align to syllabus requirements. Instructions directed students to write in full sentences, where appropriate, and construct responses of up to 100 words in English so that ideas are maintained, developed and justified

- include audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant

- specify in the questions, with clear naming conventions, which of the stimulus text/s are to be addressed in each question

- avoid using Pinyin, subtitles or other cues that could lead students to the expected responses.

Additional advice

- Schools

    - are encouraged to provide the transcript for the audio stimulus and include indicative responses at endorsement to ensure the validity and accessibility of the assessment instrument

    - should write indicative responses 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

    - should avoid including URLs or providing cues for comprehension when creating the assessment instrument, as they may reveal relevant information in the stimulus that students are required to comprehend and understand independently

    - clearly label and number stimulus texts, ensure they are free of errors and model accurate spelling, grammar, punctuation and other textual features in Chinese.

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	91.3%	6.52%	0%	2.17%

Effective practices

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

- student responses were supported by a comprehensive understanding of the given information derived directly from the stimulus, rather than relying on general knowledge

- judgment was accurately made, aligning with the performance-level descriptors and qualifiers across the mark ranges and their match to the evidence in student responses

- there was a shared understanding of the second descriptor in the upper mark ranges and the appropriate match to qualities in student responses, e.g. adjectives used for tone related questions to describe a speaker or author's feelings or emotions, and to infer meaning, values and/or attitudes evident in the stimulus.

Samples of effective practices

The following excerpts illustrate perceptive identification of tone, context and audience with well-substantiated conclusions and justifications to infer meaning, values and attitudes from the stimulus texts. They demonstrate discerning analysis and evaluations of the changing roles and relationships of women in modern Chinese society. This is a high-level response at the 14–15 mark range.

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

Excerpt 1

Stimulus 3 is ~~an investigation~~ (survey results) ~~of~~ why modern

survey/results from an investigation of

women are unhappy. The female speaker in Stimulus 1

perceptive identification of context

fits into the category of her husband not supporting her because

when she has the opportunity to become deputy manager, her

discerning

husband degrades her saying she isn't capable, implying ~~that~~

analysis and

he doesn't believe in her. It is evident that she ~~looks~~ forward

was looking

evaluation

to the opportunity when she responds that her husband isn't

being fair, suggesting that he only cares ~~about~~ ~~his work~~ that

that he doesn't support

she does the housework, and ~~not about~~ her professional career,

or what she wants to ~~this~~ achieve.

Excerpt 2

The audience are prospective residents of the nursing

home (old people or their families) because the purpose

is to promote the nursing home.

~~is to convince them to~~

perceptive id. of purpose & audience

Old Li introduces

himself and mentions that people of ~~vast~~ backgrounds

diverse

and ages (from 65 years – 100 years currently), demons-

trating that he doesn't know the audience, but is

thorough understanding

appealing to ~~people~~ within this age bracket. He is

anyone

convincing ~~these~~ the audience to live in ~~the~~ nursing

his

effective analysis &

home by ~~competely~~ promoting its facilities (nearby,

large hospital

evaluation

~~beautiful~~ beautiful scenery) and services (health

~~competent~~

concludes by a

checks, nurses, courses). Old Lin explicitly saying that

ss

he recommended it to his friends

ed

Practices to strengthen

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

- for the second descriptor, the 6–7 mark range be awarded when the identification of context or audience is missing in the student response, e.g. if the student has recognised tone, purpose, and context but has omitted the audience, the student should not be awarded higher than the 6–7 mark range for the second descriptor

- when student responses are direct quotations and/or are English translations from the stimulus text/s, responses are best matched to the performance levels below the 12–13 mark range as these do not measure a student's level of comprehension nor analysis and evaluation.

Additional advice

- Schools

  - should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see

    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

    - *Making judgments* webinar resource in the Syllabuses application (app)

    - *Module 3 — Making reliable judgments* in the Assessment Literacy app.

  - are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, e.g. that responses to all questions are included and edges of pages are fully scanned to ensure whole words and sentences are visible (*QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

Internal assessment 2 (IA2)

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	14
Authentication	0
Authenticity	2
Item construction	2
Scope and scale	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 48.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned with syllabus requirements to provide an unseen written or visual text for Session 2 that provided a different perspective from those offered in Session 1
- featured authentic contexts, appropriate stimulus texts and open-ended questions that provided opportunities for unique student responses, particularly in Session 1 Part 2 and Session 2. Students were instructed to analyse and evaluate information, draw conclusions and provide personal responses by using evidence from the stimulus texts

- featured stimulus materials that were succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to demonstrate the full range of cognitions in the ISMGs.

Practices to strengthen

It is recommended that assessment instruments:

- include two to three Chinese stimulus texts, of which one is written, and one is an audio or audiovisual stimulus text

  – written stimulus text and audio transcripts between 700–1200 characters in length when combined

  – audio or audiovisual stimulus text without any subtitles, words or cues in Chinese or English

  – written or visual stimulus text in Session 2 containing no more than 75 characters in Chinese or 60 words in English

- assess all required assessment objectives and performance-level descriptors of the ISMG. Note that assessing all of Objective 2 in one question may not give students sufficient time or opportunities to demonstrate the highest performance-level descriptors of the ISMG within the assessment conditions for Session 1 Part 1

- provide students with the opportunity to answer at least one question that relies on more than one stimulus text 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 texts from Session 1 and Session 2.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	0
Layout	1
Transparency	30

*Each priority might contain up to four assessment practices.

Total number of submissions: 48.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured stimulus texts, task instructions and questions that were clear and accessible to all students, e.g. used the language and cognitions of the assessable objectives and ISMGs from the syllabus

- used clear, appropriate language and accurate grammar while avoiding unnecessary jargon, specialist language, archaic expressions, traditional Chinese and colloquial language, e.g.

using only characters from the mandatory language elements list in the syllabus (Syllabus section 1.2.5)

- included clear instructions and cues that aligned with the assessment specifications, objectives and the ISMG.

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.
  - Clearly indicate in Session 1 instructions which question requires students to refer to more than one stimulus text in their responses.
  - Direct students in the
    - Session 1 Part 2 instructions to refer to more than one stimulus text from Session 1 Part 1 and to include their personal perspectives
    - Session 2 instructions to refer to the new stimulus in Session 2 and a minimum of one stimulus used in Session 1
- include audiovisual stimulus without subtitles or visual cues so that students' ability to listen to and engage with the stimulus is not compromised, as stated in the syllabus specifications (Syllabus section 4.6.2)
- include age-appropriate audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant
- 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. Sample questions should differ significantly from the QCAA samples and be unique to each school's cohort in that year.

Additional advice

- Schools
  - are encouraged to provide indicative responses to Session 1 Part 1 questions at endorsement to ensure that the assessment instrument provides sufficient opportunities for students to achieve a range of performance levels within the assessment conditions and specifications
  - should remove URLs from stimulus texts as these can reveal stimulus content or lead the students to the information to be used in their responses.

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.

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	100%	0%	0%	0%
2	Creating Chinese texts with Chinese stimulus	97.78%	2.22%	0%	0%
3	Exchanging information and ideas in Chinese	100%	0%	0%	0%

Effective practices

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

- in Session 1 Part 1, Analysing Chinese texts in English criterion, students successfully provided well-substantiated conclusions with information and ideas from the stimulus texts

- in Session 1 Part 2, Creating Chinese texts using Chinese stimulus criterion, student responses successfully incorporated information and ideas from the stimulus texts provided in Part 1 to demonstrate selection, sequencing and synthesis of details relevant to the posed task, i.e. students provided cohesive and detailed personal responses and/or experiences related to Unit 3 Topics 2 and 3 subject matter

- in Session 1, Part 2 and Session 2, students proficiently demonstrated the language conventions and grammatical features in both written and spoken Chinese while addressing the given stimulus texts.

Samples of effective practices

The following excerpt demonstrates discerning identification and analysis of the purpose, audience, context and tone (PACT) elements, and justification of inferences of meaning, values, and attitudes, drawing evidence from the stimulus texts. This is a high-level response at the 6 mark range for the short response in Analysing.

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

Part 1

1. The context of stimulus 1 is an interview with David, a high school student in Brisbane, concerning his social media use. This is shown in the interviewer asking David to introduce himself to the audience and the questions around social media. The purpose is to identify how the average high school student uses social media and their views on it. David values the convenience social media brings to his life such as using WeChat to communicate with friends and family in China, but also acknowledges the sacrifice of less face-to-face communication with people around him.

2. The audience of stimulus 2 is parents reading the online blog or forum post by another parent about mobile phone usage among children. The tone of the writer is pessimistic and concerned because of the list about issues of children using mobile phones. These problems include affecting communication, family relationships and online bullying which can negatively impact a child. It is evident the writer's attitude is very disapproving of mobile phones because of the dangers they can have on children, such as eye damage, but also worrisome about the necessity of mobile phones in high school.

3. Stimulus 1 shows the benefits and drawbacks of social media use of a high school student, who states that while social media has made life more convenient in communication, there has been less physical communication with people around him. His social media usage could be considered excessive as he uses social media for multiple hours a day. Stimulus 2 shows the possible negative effects of children using mobile phones, such affecting communication and online violence. Both stimuli portray digital technology as having some benefits such as convenience in communication, but these benefits are outweighed by the dangers associated with digital technology.

The following excerpt illustrates appropriate language convention and text type. It demonstrates sophisticated and proficient use of language features and conventions in a detailed personal response, incorporating valid information and ideas from the teacher-provided stimulus texts and task. This is a high-level response at the 11–12 mark range for Creating.

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

The following excerpts illustrate a student-centred conversation, demonstrated the teacher using unseen and opened-ended questions to provide opportunities for the student to refer to one of the stimulus texts to justify their conclusions. It also shows the student's use of strategies to maintain communication. This is a high-level response at the 11–12 mark range for Exchanging.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.
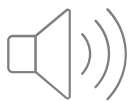
Audio content: (54 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia2_e1_p1.mp3
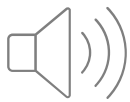
Audio content: (2 min, 25 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia2_e1_p2.mp3

Audio content: (1 min, 14 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia2_e1_p3.mp3

Practices to strengthen

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

- in Session 1 Part 2, Creating Chinese texts with Chinese stimulus

    – to be awarded the higher performance levels, the student's personal response must refer to both stimulus texts in Session 1 Part 1

    – when expressing personal opinions and perspectives, ideas in the student response must be well-connected, logical, and backed up by a comprehensive synthesis of valid information from the stimulus texts

    – to achieve the highest mark range for the first descriptor, student responses must use an array of appropriate vocabulary, grammatical structures, and lexical features, showcasing a sophisticated use of language

    – to achieve a discerning approach, student responses must not use direct quotations from the stimulus texts, without analysis, but should select, arrange, and synthesise details to substantiate opinions and conclusions crucial for a more insightful response

- in Session 2, Exchanging information and ideas in Chinese

    – to be awarded the top performance level of generating and maintaining conversation for the third descriptor, the student-centred conversation is a two-way exchange. Students cannot demonstrate the qualities expected in this performance level if the teacher generates all the questions

    – to be awarded higher than the 5–6 mark range for the third descriptor, responses cannot exhibit hesitation and necessitate prompting, while lacking sufficient reference to the stimulus text/s

    – student responses need to effectively utilise content and/or ideas from one of the stimulus texts presented in Session 1, the new stimulus provided in Session 2, and the subject matter from Unit 3 Topic 2 and 3.

Additional advice

- Schools

    – should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see

        ▪ *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

        ▪ *Making judgments* webinar resource in the Syllabuses app

        ▪ *Module 3 — Making reliable judgments* in the Assessment Literacy app.

    – are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, e.g. that responses to all questions are included and edges of pages are fully scanned to ensure whole words and sentences are visible (*QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3) and should refer to the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the submission requirements.

- Teachers are recommended to provide a clean copy of one of the stimulus texts from Session 1 Part 1 during the Session 2 planning time. This will enable students to demonstrate 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	20
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 46.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included appropriate and clearly labelled stimulus texts that covered a range of text types, while providing the opportunity for students to demonstrate their understanding of the subject matter and assessable objectives

- featured open-ended questions in both Part 1 and Part 2 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, 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

- incorporated authentication strategies for verifying student authorship and academic integrity (refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.8).

Practices to strengthen

It is recommended that assessment instruments:

- include the range of cognitions such as analyse and evaluate, and the identification of purpose, audience, context and tone (PACT) in the task statement for Part 1. Part 2 instructions should direct students to refer to their personal responses to the stimulus and Unit 4 subject matter

- include two unseen stimulus texts and one seen stimulus text that are clearly labelled and numbered

  - The seen stimulus (studied in class) must be chosen from the prescribed list in the syllabus, e.g. a Chinese film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or other printed materials.

  - The two unseen stimulus texts must have a combined length of 500–1000 characters in Chinese

    - one written

- one audio or audiovisual (which must not include any subtitles or written words in Chinese or English) or a series of visual stimulus text comprising at least two standalone visual texts, with each visual stimulus containing up to 75 simplified Chinese characters.

- provide open-ended questions for Part 2 that centre around the student's multimodal presentation, and information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information by providing their unique 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	1
Language	0
Layout	0
Transparency	10

*Each priority might contain up to four assessment practices.

Total number of submissions: 46.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear and explicit task instructions aligned with syllabus objectives, specifications and the ISMG in both Part 1 and Part 2

- featured accurate spelling, grammar, punctuation and language conventions and avoided distractors, jargon, specialist language, traditional Chinese, archaic expressions and colloquial language by using only Chinese characters from the mandatory language elements list from the syllabus

- included stimulus texts that were clear, engaging, relevant and accessible to all students, without inappropriate or sensitive content, e.g. stimulus texts that were free of controversial political, cultural, gender and racial biases.

Practices to strengthen

It is recommended that assessment instruments:

- include audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant and, in the case of a conversation, uses two distinguishable speakers. It should also be free from subtitles, cues, background noise and distractors

- avoid including URLs in stimulus texts as these can provide translation or reveal contextual information for students.

Additional advice

- Schools should ensure that the correctly labelled files are uploaded to the appropriate sections of the Endorsement app.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Chinese texts in Chinese	93.33%	6.67%	0%	0%
2	Exchanging information and ideas in Chinese	95.56%	4.44%	0%	0%

Effective practices

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

- for Exchanging information and ideas in Chinese (Session 2), students

  - employed strategies to maintain the conversation and convey information and ideas in Chinese referring to the stimulus texts and Unit 4 subject matter

  - initiated and drove the conversation related to their multimodal presentation and Unit 4 subject matter, e.g. students elaborated on their personal response using the opening statement from the teacher-guided questions

 - used conjunctives to connect their ideas and information about future plans and life after school.

Samples of effective practices

The following excerpts illustrate the discerning identification of the purpose, audience, context and tone (PACT) elements to infer meaning, values and attitudes. They display well-justified personal perspectives through analysis and synthesis of the stimulus texts. These are high-level responses at the 14–15 mark range. **Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

材料一

- 语境：澳大利亚学生给中国学生的信。
- 演讲者谈到了他的高中生活。
- 托尼谈论学校舞会
- 他还谈到了他未来的计划
- 目的：向中国学生介绍澳大利亚的上流生活，以及他未来的计划是什么。

Video content: (1 min, 57 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e1_p1.mp4

材料一

- 读者：中国学生和外国学生因为他们想了解澳大利亚高中生活。
- 可能去澳大利亚的交换生
- 语气：非常积极，但压力很大，因为工作压力和工作量
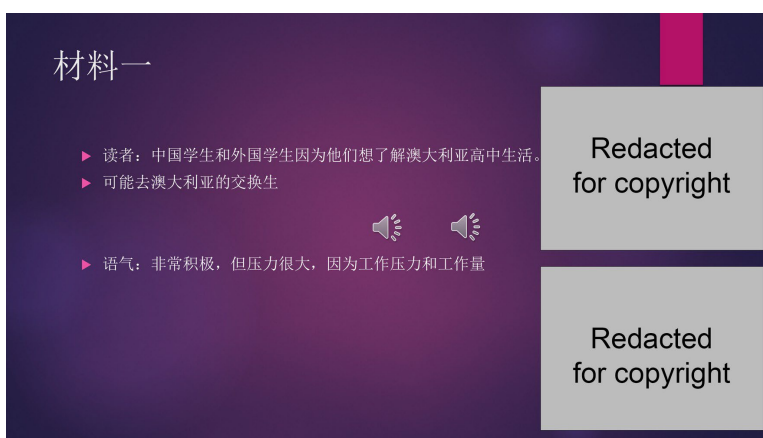
Video content: (2 min, 18 secs)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e1_p2.mp4

材料三

- 语境：展示了中国和澳大利亚的热门工作以及外国人工作的热门工作
- 中国热门职位
- 澳大利亚热门职位
- 热门工作外国人
- 目的：向外国人介绍中国和澳大利亚的热门工作。
- 显示中国和澳大利亚不同类型的工作

Redacted for copyright

Redacted for copyright

Redacted for copyright

Video content: (1 min, 54 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e1_p3.mp4

The following excerpts illustrate the use of strategies to sustain communication and exchange meaning in Chinese by making reference to the multimodal presentation to provide personal perspectives. These are high-level responses at the 14–15 mark range.
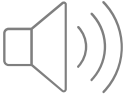
Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Audio content: (25 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e2_p1.mp3

Audio content: (23 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e2_p2.mp3

Audio content: (1 min, 49 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ia3_e2_p3.mp3

Practices to strengthen

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

- in Analysing Chinese texts in Chinese, students identify purpose, audience, context and tone (PACT) elements to infer meaning, values and attitudes across three stimulus texts at least once. They incorporate personal perspectives in analysis and synthesis of the stimulus texts using complex Chinese, encompassing grammar and pronunciation, within their multimodal presentations

- the highest performance level is awarded when evidence in student response matches all the three characteristics in the performance-level descriptors.

Additional advice

- Schools are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation and should refer to the *QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3 and the *Confirmation submission information* for each subject (available in the Syllabuses app) to check the confirmation submission requirements and to ensure

  – the file quality meets the submission requirements and is of sufficient audio clarity

  – there are two modes in the multimodal presentation (audio and visual) in Chinese

  – there are no duplications of files, e.g. uploading Student A's files for multiple students or using the same file for both Part 1 and Part 2 submissions.

External assessment

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

Examination (25%)

Assessment design

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

- Paper 1, Section 1 consisted of short response questions in English (16 marks)

- Paper 1, Section 2 consisted of short response questions in Chinese (16 marks)

- Paper 1, Section 3 consisted of an extended response question in Chinese (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse Chinese stimulus texts in both English and Chinese, and to create a written extended response in Chinese.

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

Assessment decisions

Assessment decisions are made by markers matching evidence in the 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:

- providing the specified number of examples to support their conclusions

- comprehending new and unfamiliar language including vocabulary and grammar in the stimulus texts to creatively and flexibly identify the purpose, audience, context, and tone (PACT)

- addressing and elaborating on the context and task, including the three bullet points in the extended response by synthesising information and ideas across the whole response.

Samples of effective practices

Short response in English

This section required students to respond in English to four questions referring to three written stimulus texts: These constituted Questions 1, 2, 3 and 4 of the paper.
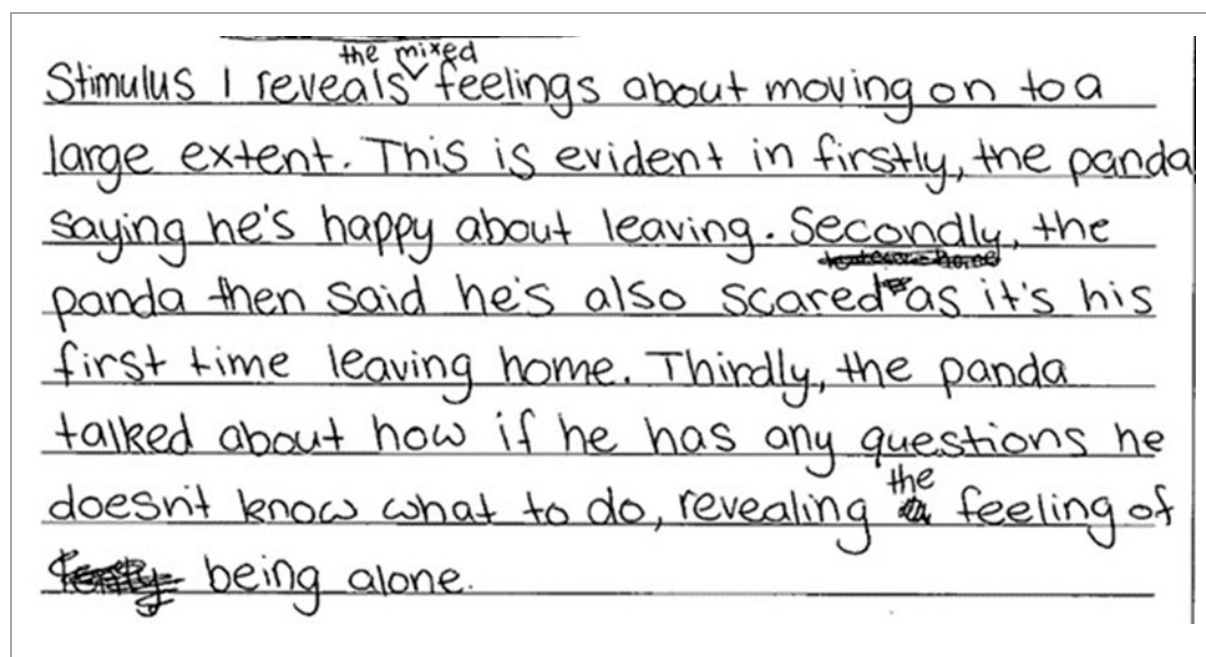
Question 1

This question required students to assess the extent to which Stimulus 1 reveals feelings about moving on and justify the conclusion with three specific examples from the stimulus.

Effective student responses:

- identified that Stimulus 1 reveals mixed feelings about moving on

- justified their decision by providing three examples in English, e.g.

    – the excitement of new experiences and opportunities, exemplified by the panda's anticipation of its future life

    – the fear and uncertainty of facing the unknown, as shown by the panda's nervousness about leaving home for the first time

    – the need for increased independence and self-reliance, highlighted by the panda's concern about solving problems without its parents' assistance.

This excerpt has been included:

- to demonstrate the effective interpretation of mixed feelings about moving on, supported by three clearly defined examples from the text.
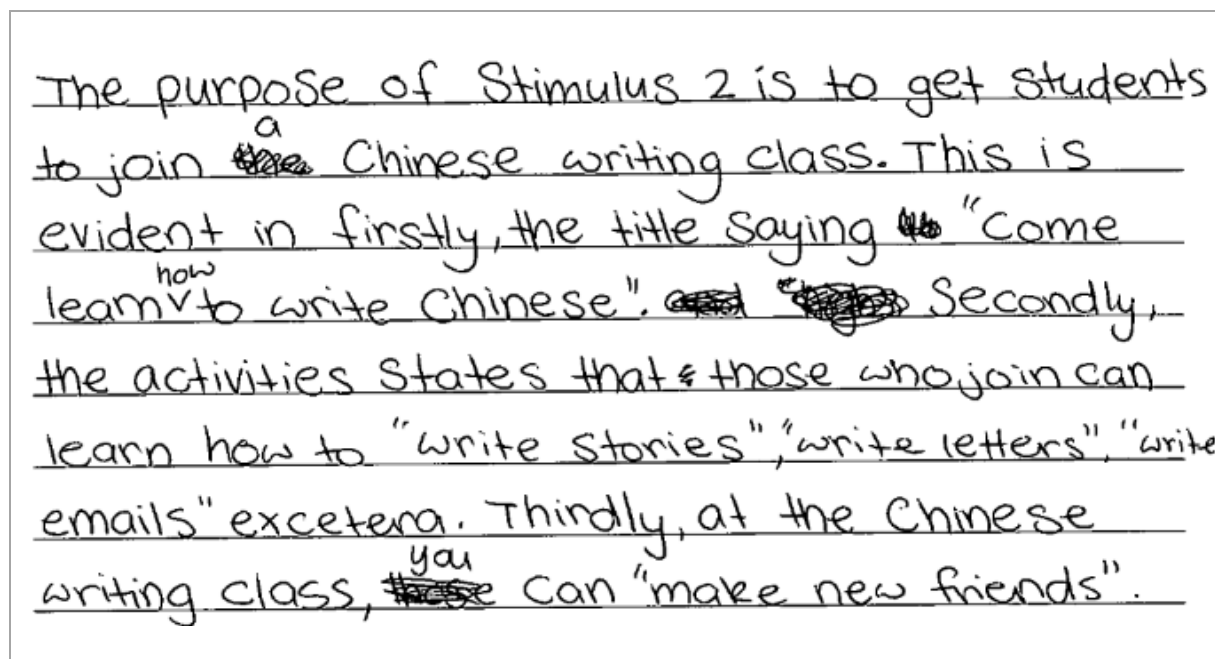
Question 2

This question required students to identify the purpose of Stimulus 2 and justify their conclusion with three examples from the stimulus.

Effective student responses:

- concluded that the purpose of Stimulus 2 is to promote a Chinese writing class to Year 11 and Year 12 students interested in Chinese culture, emphasising its potential to enhance their Chinese writing skills and cultural understanding

- provided three specific examples in English justifying their conclusion, such as

  - the writing class's focus on teaching various Chinese writing forms, including letters, short stories, and emails

  - the cultural immersion aspect, where students participate in traditional Chinese activities like making Chinese food, painting, and calligraphy

  - the social opportunity it presents, allowing students to connect with peers who share an interest in Chinese language and culture.

This excerpt has been included:

- to effectively illustrate the purpose of Stimulus 2, using three distinct examples that support the conclusion.

> The purpose of Stimulus 2 is to get students to join a Chinese writing class. This is evident in firstly, the title saying "Come learn how to write Chinese". Secondly, the activities states that those who join can learn how to "write stories", "write letters", "write emails" excetera. Thirdly, at the Chinese writing class, you can "make new friends".

Question 3

This question required students to analyse the key message that Stimulus 3 conveys to its audience and justify this conclusion by providing three examples from the stimulus.

Effective student responses:

- analysed the key message conveyed by the blogger in Stimulus 3, focusing on the theme of perseverance and the pursuit of dreams

- provided three different examples in English justifying their decision, such as:

  - the blogger's initial dissatisfaction with their office job, highlighting the contrast between their current state and their aspirations

- the various obstacles and setbacks the blogger encountered while trying to become a singer, demonstrating the theme of perseverance
- the blogger's final success and the emphasis on dreams becoming reality through persistence, serving as an inspirational message to the readers.

This excerpt has been included:

- to illustrate three different supporting examples that directly link with the effective analysis of the key message conveyed by the blogger in Stimulus 3.

The key message that Stimulus 3 provides to its audience is to follow your dreams. This is evident in firstly, the author wrote that since he was small, he's always wanted to sing and share his happiness with everyone. Secondly, the author wrote that at the beginning it was difficult, but he continued to learn and became successfull. Thirdly, the author wrote that if you continue to work hard, we can all achieve our individual dreams.

Question 4

This question required students to identify the context and a likely audience for Stimulus 3, justifying their response with one example each for context and audience from the stimulus.

Effective student responses:

- recognised that the context of Stimulus 3 is a musician's online blog aimed at their fans and followers
- identified that a likely audience of Stimulus 3 is fans of the author's music
- provided one example for context in English justifying their decision, such as: the context of the stimulus is identified as a musician's online blog, primarily for engaging with fans. This is evident from the author's greeting to old friends and welcoming new listeners to their online blog, suggesting a digital, informal setting focused on interaction with an audience
- provided one example of a likely audience in English justifying their decision, such as: the likely audience for the stimulus is fans of the author's music. This is indicated by the author's expression of gratitude, stating 'thank you for listening to my music or downloading my music', which addresses readers who are supporters or enjoyers of the musician's work.

This excerpt has been included:

- to effectively address the context and audience of Stimulus 3 and provide one supporting example for each.

The Stimulus 3 is a post on the internet. for ~~an audience~~ of the authors ~~fans~~ fans. This is evident in firstly, the author saying ~~~~ "New friends come onto my internet post" and Secondly "thank you everyone for listening to my singing".

Short response in Chinese

This section required students to respond in Chinese to two questions referring to one audio stimulus: These constituted Questions 5 and 6 of the paper. Marks were given separately for receptive and productive mode.

Question 5

This question requires students to identify the purpose of the male speaker's call in Stimulus 4 and justify their response with three examples from the stimulus in Chinese with few errors.

Effective student responses in the receptive mode:

- identified the purpose of the male speaker, Xiao Tian. Xiao Tian called his grandmother to discuss his plans after graduation and was seeking his grandmother's support and assistance in realising these plans

- provided three different examples, such as:
  - Xiao Tian's three-year experience in China has cultivated a deep admiration for Chinese culture, shaping his future plans and fuelling his ongoing engagement with it
  - considering a gap year after high school, Xiao Tian plans to travel around China, teaching English to both explore the country and enhance his Mandarin skills
  - Xiao Tian seeks his grandmother's support and values her opinion as he discusses his plans, hoping for her assistance in achieving his goals in China.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors.

This excerpt has been included:

- to show valid identifications of the male speaker's purpose and distinct supporting examples from the stimulus in Chinese with few errors.

文本四的目的是问他的奶奶帮助他
决定怎么跟爸爸来谈谈一谈毕业后的计划
的问题.第一,小天告诉他奶奶他毕业以后
想休学一年去旅游,可是爸爸不同意,
他想回国去以前的家.第二,小天问
奶奶应该怎么解决问题因为他不想离开
朋友和们和中国.第三,小天的奶奶最
后说她会帮助小天跟爸爸解决问谈
谈这个事,和找到最好解决的方法.

这样因为小天都不想离开中国,所以
听到爸爸的计划以后,他觉得很难过.

Question 6

This question requires students to analyse the tone of the male speaker in Stimulus 4 and explain how it reflects his emotions about his future, supported by three examples from the stimulus.

Effective student responses in the receptive mode:

- identified that Xiao Tian's tone is initially anxious but becomes much more relieved and reassured after talking to his grandmother
- provided three examples to justify their decision, such as:
  - Xiao Tian deeply respects and is grateful to his grandmother for her understanding and advice, evident in his appreciation for how much she has helped him
  - Xiao Tian's desire to stay in China, attend a university there, and his confidence in potential support from his father reflects his optimism, happiness, and future outlook
  - Xiao Tian's hope to discuss his plans with his father and gain his support exemplifies his value for family approval and guidance in his life decisions.

Effective student responses in the productive mode:

- conveyed meaning relevant to the question with few errors

This excerpt has been included:

- to demonstrate the identification of Xiao Tian's tone with three different supporting examples with few errors in Chinese.
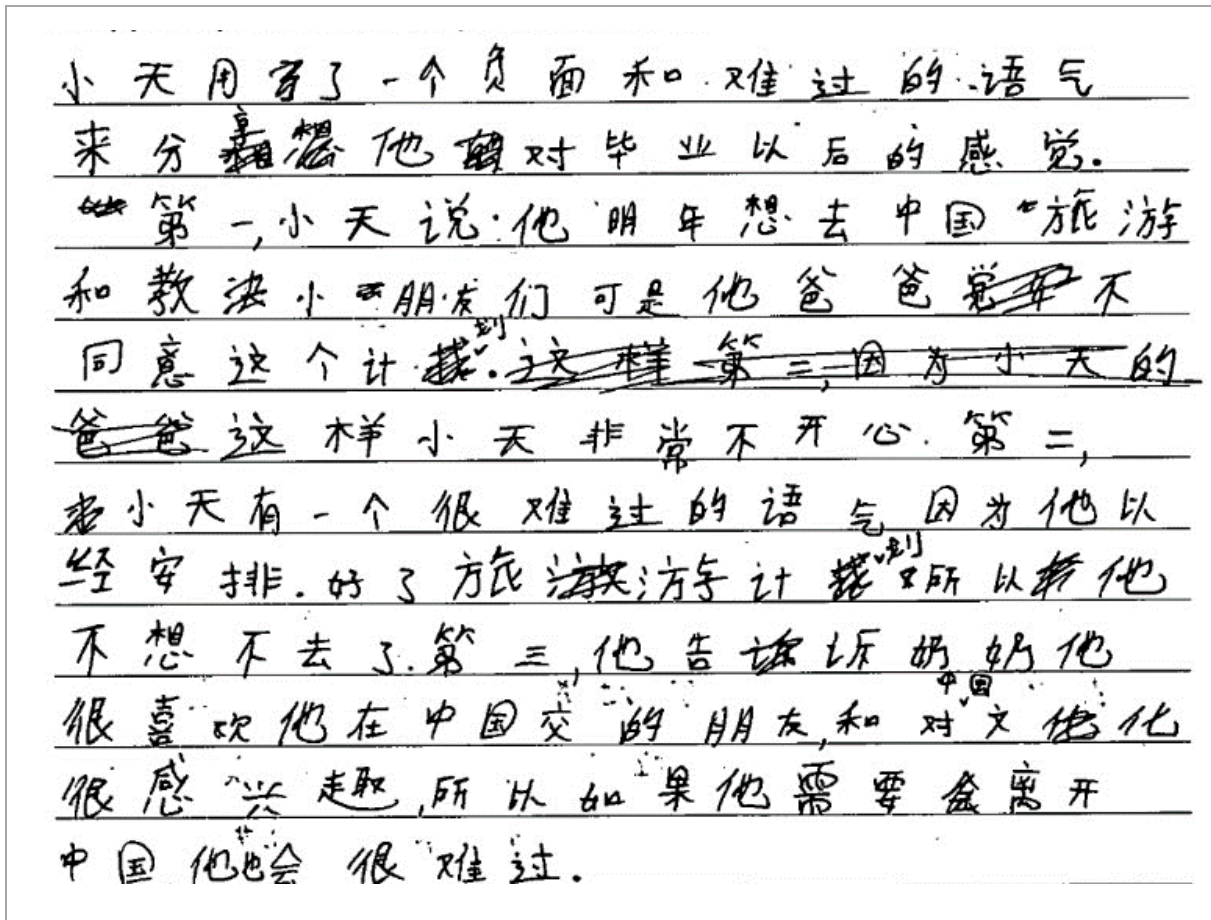
Extended response

Question 7

This question required students to write a speech of 200–300 characters in Chinese for their school's Open Day, welcoming new Chinese exchange students.

The speech should have encompassed the following points:

- the reasons you study Chinese
- the most memorable experience you have had at school
- how high school has helped to shape your future.

Effective student responses:

- addressed and elaborated all three of bullets points required in the task and context
- communicated proficiently using synthesised information and ideas in a logical, sequenced and structured manner
- used a wide range of vocabulary, grammar and tenses purposefully with a high level of accuracy to create original and task-appropriate responses
- used appropriate textual conventions and consistent register, i.e. a salutation and concluding remarks.

This excerpt has been included:

- to illustrate good judgment about what to include, with ideas selected, sequenced and synthesised based on their relevance and value towards achieving the task

- to demonstrate the astute elaboration on each of the three bullet points and the task

- to demonstrate creative and flexible use of Chinese language elements, structures, and textual conventions when creating Chinese texts.

大家好！

我叫 Jade，我今天跟月演讲的主题是我高中的生活经验。除了谈谈我学习中文的经验以外，我还想讲一讲我在学校里最难忘的经历和我未来的计划。

首先，我想谈谈我学习中文的原因。从小我对中国丰富多利的文化很着迷，所以我决定我想学中文因为我就可以更好理解不同国家的文化。而且，如果我可以提高我的说话能力，我可毕业

后就可以去中国国旅游。

其次，我想分享我在学校里最难忘的经历。我刚开始花十二年级时，不知道怎么平衡我的时间，所以每天一回家我就在网上花五六个小时。这样不但影响我的学习成绩，而且我很快就变成了近视眼。最后我让我的老师帮助我做一个作习时间表，然后跟这时间表来做。很快，我就发现因为我有足够时间做客完作业，我的学习成绩变得越来越好。并且我也可以每天跟朋友们一起出去运动。

最后，我想分享我的高中生活怎么对我的未来有帮助。因为我在十二年级做了一个作习时间表，所以是我学到了重要的组织能力和自制能力。

总结，我希望大家今天学到了一些东西，我鼓励新学生未来有用的东西，我还想欢迎新学生来我们的学校！大家继续加油！

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers consider:

- for short response questions in Chinese on tone, teaching students to use specific adjectives in Chinese that describe an emotion or feeling, avoiding generic terms like 'informative' or only identifying the register (formal, informal, professional)

- in short response questions in Chinese and English, reminding students to answer the question directly and to connect to the required number of examples

- teaching students to paraphrase information and ideas from stimulus texts in Chinese using their own words (synonyms and phrasing) instead of direct quotations

- reinforcing the importance of structuring responses according to task components, using transitional words and phrases for a cohesive response.

Additional advice

- Teachers should

  – remind students to respond to the requirements of the questions, e.g. providing the number of clearly differentiated examples required by the question. Different, rather than repeated, supporting examples must be provided for different questions

  – remind students to transfer their practice from internal assessments to the external assessment, e.g. when identifying tone, purpose, context or audience (PACT) from the range of stimulus texts

  – challenge students to showcase the application of complex language selected from the mandatory language elements (Syllabus section 1.2.5).