

# Chinese marking guide and response

External assessment 2024

## Combination response (54 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:
1a)	Billy messaged Zhangliang to ask for advice about whether to take up a work exchange opportunity to go to Beijing World Village, as he is uncertain about whether to work in Australia or go overseas. This is supported by Billy stating he is uncertain about what to do next. He also asks Zhangliang what he thinks about Beijing World Village and whether the transportation is convenient around there, as he would like to visit other places on his days off.	<ul style="list-style-type: none"> <li>identifies a valid purpose for Billy's messages to Zhangliang [1 mark]</li> <li>provides a relevant example to justify the response [1 mark]</li> <li>provides a second relevant example to justify the response [1 mark]</li> </ul>
1b)	Billy feels very positive and he wants to register for this work opportunity at Beijing World Village after speaking with Zhangliang. There are benefits of this work experience such as making new friends, as well as opportunities to travel and improve language skills. Billy will also be able to visit other places in Beijing for sightseeing and trying different Chinese street foods.	<ul style="list-style-type: none"> <li>draws a valid conclusion about Billy's feelings [1 mark]</li> <li>provides a relevant example to justify the conclusion [1 mark]</li> <li>provides a second relevant example to justify the conclusion [1 mark]</li> </ul>
2	Billy was originally feeling unsure about his life after school. His tone changes from being uncertain to excited and eager after receiving information from his friend Zhangliang. At the beginning, Billy says, 'I have not decided what to do', but then states 'that sounds great' after receiving Zhangliang's response. He becomes eager to apply for the work experience and looks forward to seeing Zhangliang.	<ul style="list-style-type: none"> <li>draws a valid conclusion about how Billy's language reveals changes in tone [1 mark]</li> <li>provides a relevant example to justify the conclusion [1 mark]</li> <li>provides a second relevant example to justify the conclusion [1 mark]</li> <li>provides a third relevant example to justify the conclusion [1 mark]</li> </ul>
3	The audience for this stimulus is Ann's Chinese teacher, Teacher Li. At the beginning of the letter, the teacher is addressed by name. Ann also mentions that she hopes Teacher Li will remember her Chinese class. A valid purpose for this text is for Ann to express gratitude towards the teacher for the support her and the Chinese class provided while she was studying Chinese. Ann is thankful to Teacher Li for helping her grow in confidence in Chinese and teaching her life lessons.	<ul style="list-style-type: none"> <li>identifies the audience [1 mark]</li> <li>provides a relevant example to justify the response [1 mark]</li> <li>identifies the purpose [1 mark]</li> <li>provides a relevant example to justify the response [1 mark]</li> </ul>
4	The context of this stimulus is a graduating student writing a letter to thank her Chinese teacher. The writer, Ann, mentions that she is graduating soon. One of the challenges Ann experienced was the increase in workload in Year 11, with her Chinese studies requiring more time. Ann describes the support the teacher provided, including opportunities to practise speaking and strategies for studying to help her succeed in the subject.	<ul style="list-style-type: none"> <li>identifies a valid context [1 mark]</li> <li>provides a relevant example to justify the conclusion [1 mark]</li> <li>identifies a valid challenge the writer experienced [1 mark]</li> <li>provides a relevant example to justify the conclusion [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	文章三作者凯文的目的是申请去上海的中学当一年交换生，希望上海的中学的老师能给他这个学习机会。凯文说明因为他从七年级开始学习中文，已经学中文五年了。他不但对中国文化感兴趣，而且想提高自己的中文水平，所以他想申请去上海中学当交换生。	<ul style="list-style-type: none"> <li>identifies a valid purpose <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example 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
6	文章三的作者凯文很清楚地说明了他学习中文的经验，同时也举例说明他是个理想交换生的原因。凯文非常认真努力，在学校的中文成绩不错；他表示他很独立也喜欢做家务；遇到问题时他也喜欢自己想办法解决。他用了许多例子来说服老师，让老师相信他是个理想的交换生。	<ul style="list-style-type: none"> <li>draws a valid conclusion about why Kai Wen believes he is an ideal candidate <b>[1 mark]</b></li> <li>provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>reason/s you want to have a gap year</li> <li>advantage/s of having a gap year</li> <li>your plan for the year</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>letter conventions, including salutations</li> <li>an introduction and 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>reason/s you want to have a gap year</li> <li>advantage/s of having a gap year</li> <li>your plan for the year</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>letter conventions, including salutations</li> <li>an introduction and 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>reason/s you want to have a gap year</li> <li>advantage/s of having a gap year</li> <li>your plan for the year</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"><li>addresses two of the following<ul style="list-style-type: none"><li>reason/s you want to have a gap year</li><li>advantage/s of having a gap year</li><li>your plan for the year</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		
<ul style="list-style-type: none"><li>addresses and elaborates on one of the following<ul style="list-style-type: none"><li>reason/s you want to have a gap year</li><li>advantage/s of having a gap year</li><li>your plan for the year</li></ul></li></ul>	2	<ul style="list-style-type: none"><li>attempts to convey relevance to the task</li></ul>	1	<ul style="list-style-type: none"><li>uses a range of vocabulary and grammar with errors</li></ul>	4		
<ul style="list-style-type: none"><li>uses characters relevant to the task</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>writes extensively in Pinyin</li></ul>	1	<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>is in English.</li></ul>	0	<ul style="list-style-type: none"><li>uses cohesive, simple sentences with frequent errors</li></ul>	3		
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>is in English</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>is in full-form Chinese.</li></ul>	0			<ul style="list-style-type: none"><li>uses fragmented sentences with frequent errors</li></ul>	2		
				<ul style="list-style-type: none"><li>uses isolated words and phrases with accuracy</li></ul>	1		
				<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above</li></ul> <b>OR</b> <ul style="list-style-type: none"><li>is in English.</li></ul>	0		



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