

Chinese marking guide and response

External assessment 2025

Combination response (51 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.

Marking guide

Section 1: Short response in English

Q	Sample response	The response:
1	<p>The context of this stimulus is a conversation between two students. While walking to their Chinese lesson, they are discussing their plan to write a thank you letter to their Chinese teacher.</p> <p>This is evident when the female student invites the male student to walk to their Chinese lesson together. The female student tells the male student they should write the letter together after class.</p>	<ul style="list-style-type: none">• identifies a valid context [1 mark]• provides a relevant example to justify the response [1 mark]• provides a second relevant example to justify the response [1 mark]

Q	Sample response	The response:
2	<p>The two speakers decide to write a letter to thank their Chinese teacher, Mr Zhang, for teaching them. They discuss the reasons that they are grateful for his teaching.</p> <p>The female speaker says Mr Zhang has taught both students for four years. She expresses her opinion that Mr Zhang assisted his students to develop a strong interest in Chinese language and culture.</p> <p>The male student supports the decision by stating that Mr Zhang is a kind person who cares about their learning and their lives.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the decision the two speakers made [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
3	<p>All the graduating students at First Senior High School wore their school uniforms on their final day of high school to celebrate their graduation ceremony with teachers, classmates and parents.</p> <p>The school principal delivered a speech to encourage the students in their future endeavours. Students said farewell and expressed gratitude to the school and their teachers at the graduation ceremony. It is also evident from the concluding statements that the graduating students all look forward to beginning their life after school.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how students celebrated the event [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
4	<p>The writer of Stimulus 2 uses a sentimental and warm tone to influence readers and help them to understand that students have conflicting feelings about graduating from First Senior High School. They convey through personal observation that they experienced different emotions throughout the ceremony, including feeling both happy and sad while watching the photo presentation of their high school life. The writer invites readers to experience the memories, reflections, and the excitement of the graduating students. The writer also shares the anticipation felt by the graduating students as they move on to university life.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how tone is used to influence readers [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Section 2: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>这篇文章的主要目的是让世界各地的年轻人知道中国动物保护中心在找志愿者。文章告诉我们志愿者要做的工作，比如，做食物、清洁动物住的和玩的地方，写下动物每天的活动。这篇文章还告诉我们谁可以成为志愿者，另外怎样申请。</p>	<ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	<p>文章的读者是十八到二十五岁的年轻人或学生。他们应该是想在中国做志愿者工作的世界各地的年轻人。文章提供有关动物保护志愿者的工作信息。申请者可以是高中毕业生和大学生，还有想学习不同文化的人。</p>	<ul style="list-style-type: none"> • identifies a valid intended audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] 	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	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"> addresses and elaborates on all of the following <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage challenge/s they might face in the role 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> conventions of a job application, including salutations an introduction and concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage challenge/s they might face in the role elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> conventions of a job application, including salutations an introduction and concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage challenge/s they might face in the role 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	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"> addresses two of the following <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage challenge/s they might face in the role elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on one of the following <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage challenge/s they might face in the role 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> uses characters relevant to the task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> writes extensively in Pinyin 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in full form Chinese. 	0			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		

Sample response

<p>Textual conventions uses all of the following</p> <ul style="list-style-type: none"> conventions of a job application, including salutations an introduction and concluding remarks <p>Information addresses and elaborates on all of the following</p> <ul style="list-style-type: none"> why they are interested in the role describing their relevant school and/or work experiences how they will manage the challenges you might face in the role 	<p>Question 7 (21 marks)</p> <p>亲爱的负责人:</p> <p>您好! 我叫马可, 马上就要高中毕业了。我非常想申请老人院志愿者的工作。</p> <p>我学了八年中文, 我常常和中国朋友在网上聊天, 他们都觉得我中文很流利。所以在老人院工作的时候, 我可以用中文和不同的人交流和互动。</p> <p>我是一个认真、友好、有责任感的人。我还是学生会会长, 有很好的计划能力, 能和人很好地交谈。高中三年, 我一直在打工, 这让我学会了独立, 还有如何和其他人合作。</p> <p>我知道这个工作会有许多挑战, 但是我想我能处理好。我从小就常常和我的爷爷和奶奶相处, 总是和他们一起聊天、下棋和玩游戏。他们也告诉了我很多有关爸爸妈妈有趣的故事。所以, 我想当志愿者来认识其他年纪大的人。因为他们的经验和故事是在书本上不能学到的。</p> <p>很期待有机会我能加入志愿者的团体。</p> <p>此致,</p> <p>敬礼!</p> <p style="text-align: right;">马可</p> <p style="text-align: right;">十一月十四号</p>	<p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy</p> <p>uses a wide range of grammar purposefully</p> <p>uses a wide range of tenses purposefully</p> <p>uses consistent register for context</p> <p>Meaning develops an astute response relevant to the task</p> <p>proficiently communicates through</p> <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas
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