

# Chinese subject report

2025 cohort

January 2026





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# Contents

<b>Introduction</b>	<b>1</b>
Audience and use.....	1
Subject highlights.....	1
<b>Subject data summary</b>	<b>2</b>
Unit completion .....	2
Units 1 and 2 results .....	2
Units 3 and 4 internal assessment (IA) results .....	2
Total marks for IA .....	2
IA1 marks.....	3
IA2 marks.....	4
IA3 marks.....	5
External assessment (EA) marks .....	6
Final subject results .....	6
Final marks for IA and EA.....	6
Grade boundaries .....	7
Distribution of standards.....	7
<b>Internal assessment</b>	<b>8</b>
Endorsement .....	8
Confirmation .....	8
<b>Internal assessment 1 (IA1)</b>	<b>9</b>
Examination — short response (15%).....	9
Assessment design .....	9
Assessment decisions .....	11
<b>Internal assessment 2 (IA2)</b>	<b>16</b>
Examination — combination response (30%).....	16
Assessment design .....	16
Assessment decisions .....	18
<b>Internal assessment 3 (IA3)</b>	<b>21</b>
Extended response (30%).....	21
Assessment design .....	21
Assessment decisions .....	23
<b>External assessment</b>	<b>26</b>
Examination — combination response (25%).....	26
Assessment design .....	26
Assessment decisions .....	26

# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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.

## Subject highlights

**43**

schools offered  
Chinese



**97.67%**

agreement with  
provisional marks  
for IA1

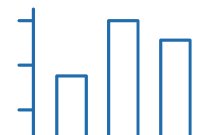


**15.29%**

increase in enrolment  
since 2024



# Subject data summary



## Unit completion

The following data shows students who completed the General subject.

**Note:** All data is correct as at January 2026. 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: 43.

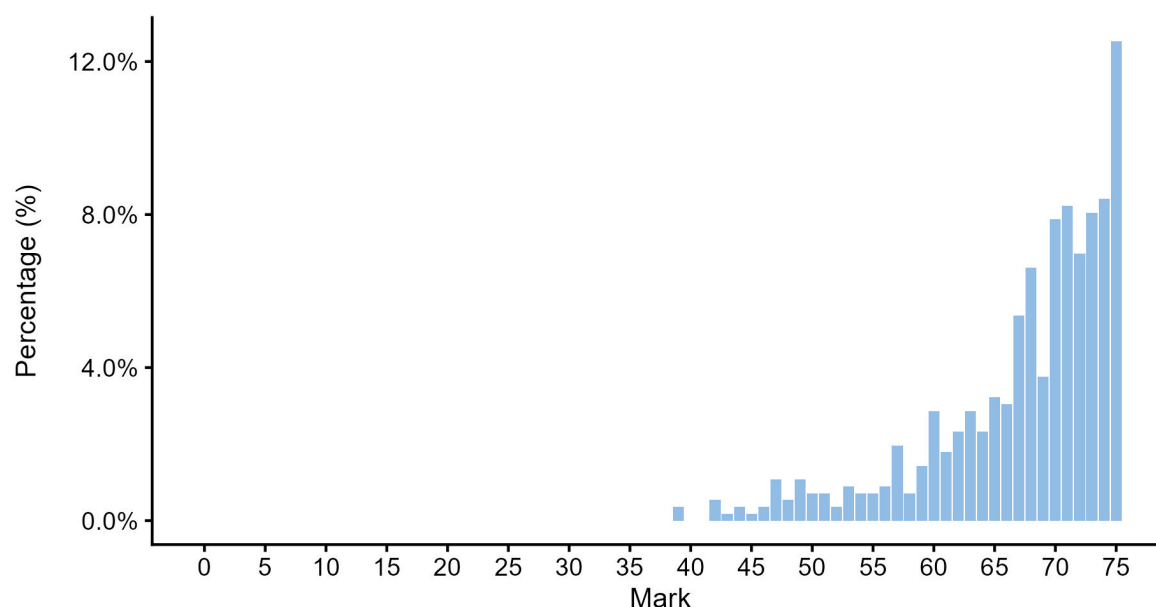
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	576	577	554

## Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	567	571
Unsatisfactory	9	6

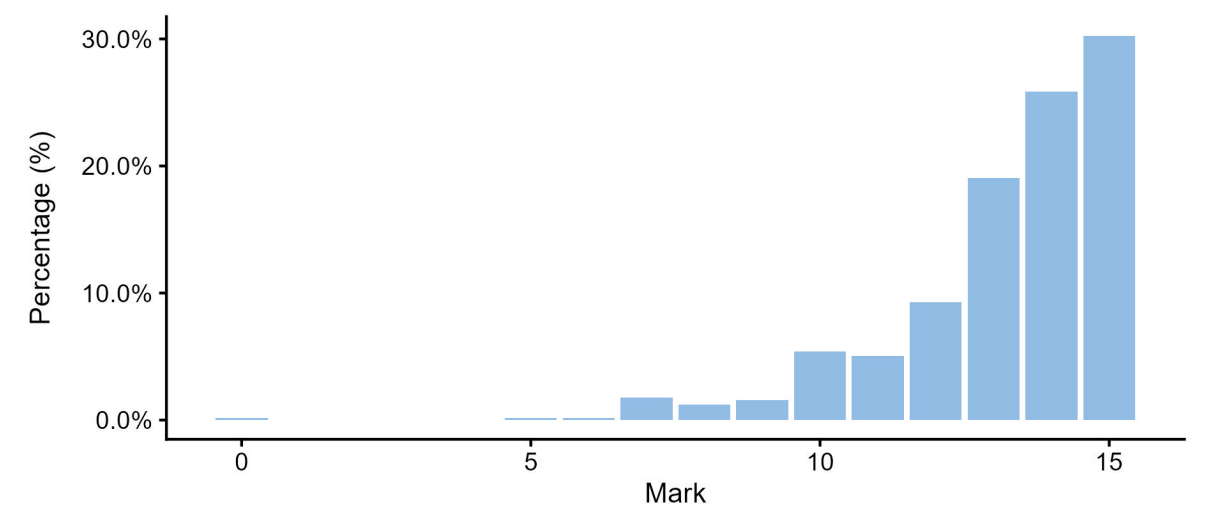
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

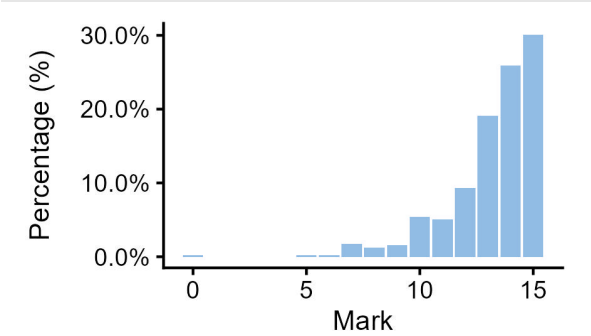


# IA1 marks

## IA1 total

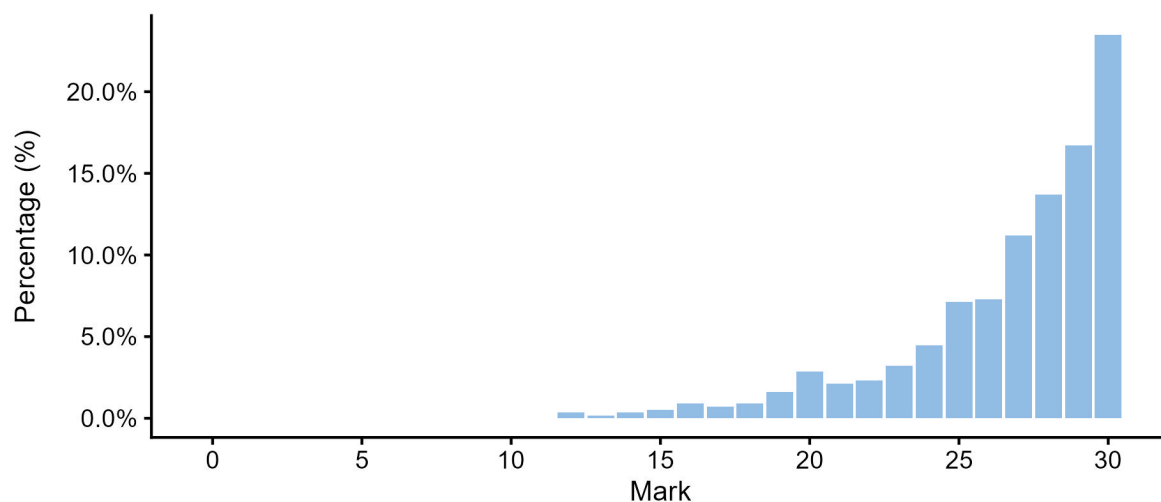


## IA1 Criterion: Analysing Chinese texts in English

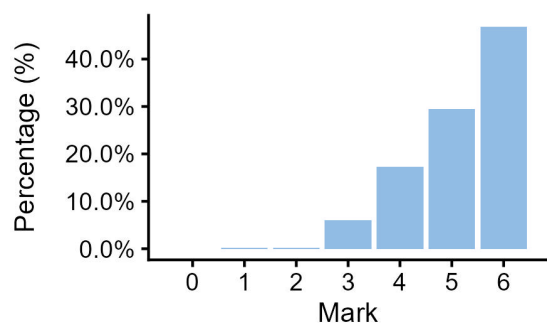


## IA2 marks

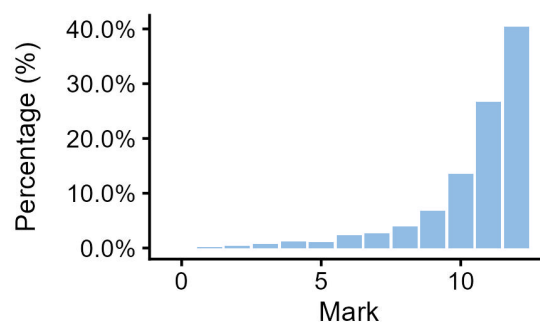
### IA2 total



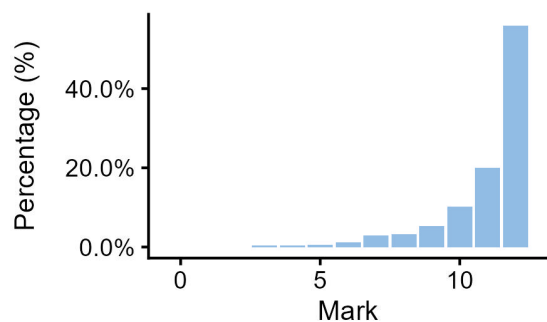
### IA2 Criterion: Analysing Chinese texts in English



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

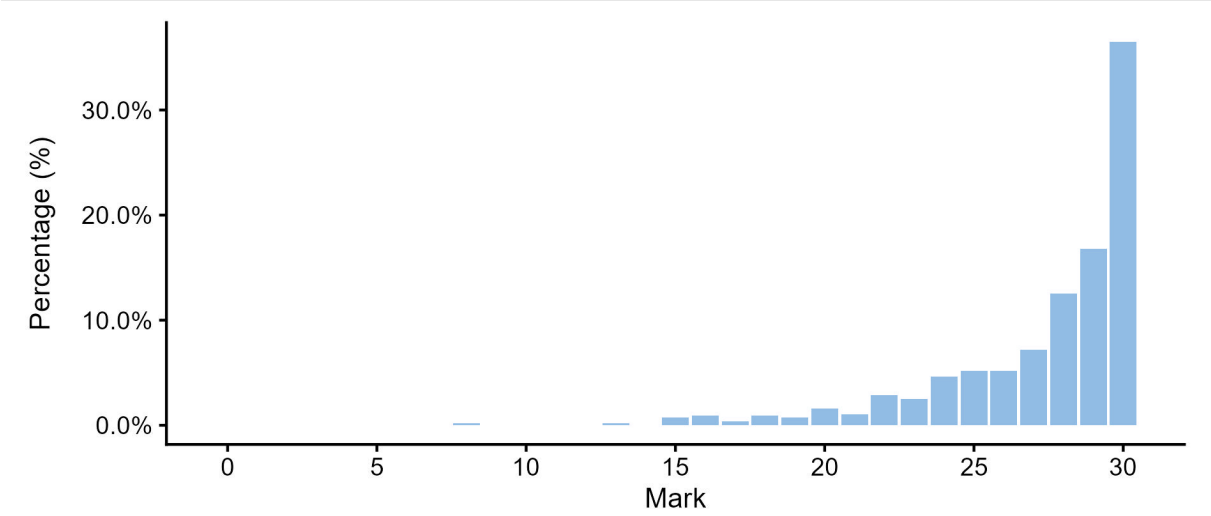


### IA2 Criterion: Exchanging information and ideas in Chinese

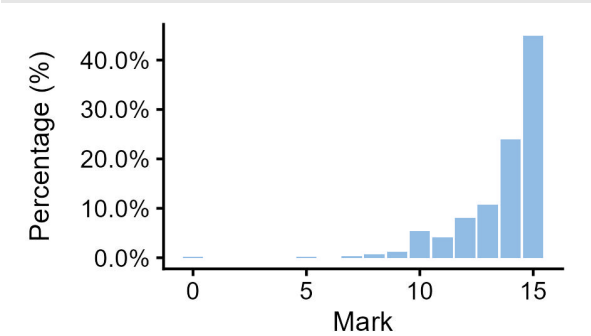


IA3 marks

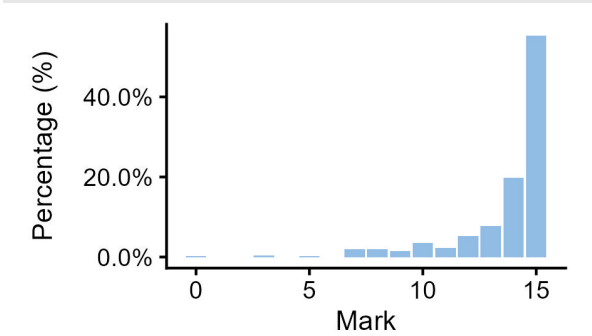
IA3 total



IA3 Criterion: Analysing Chinese texts in Chinese

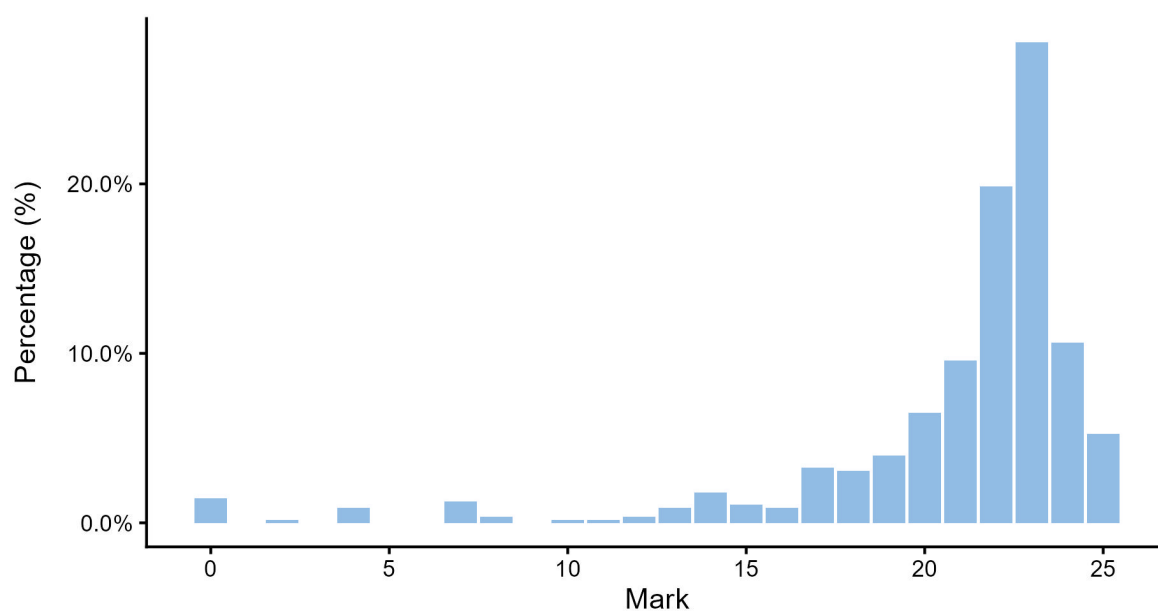


IA3 Criterion: Exchanging information and ideas in Chinese



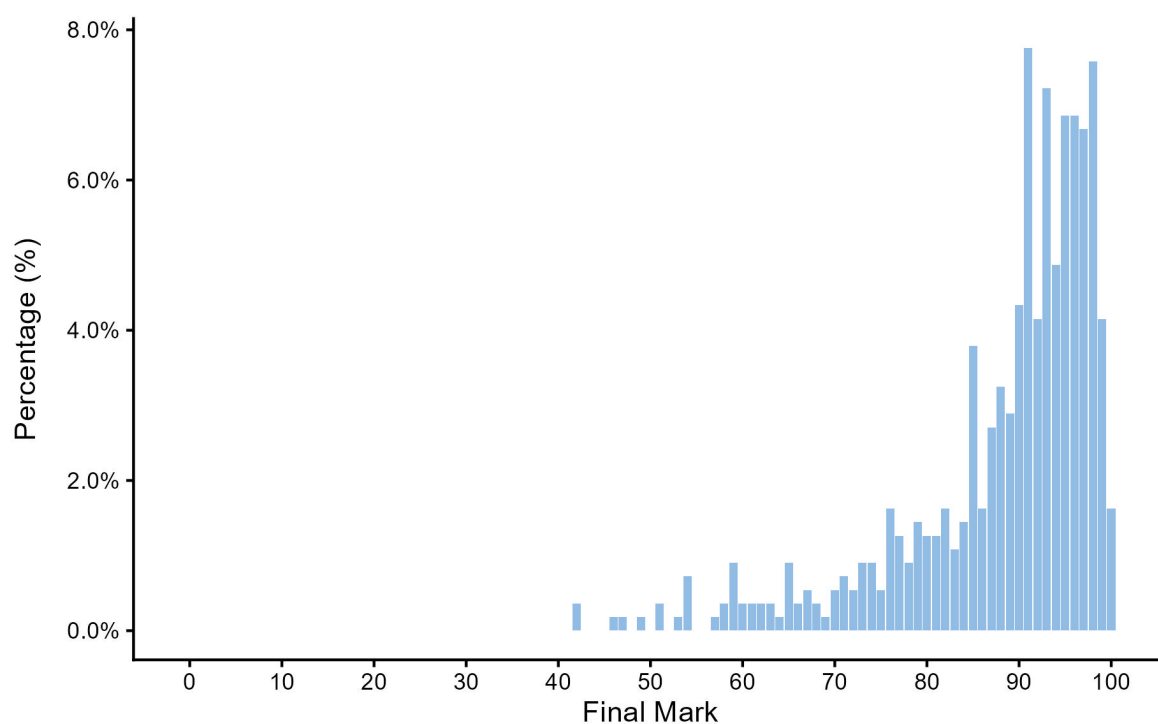


## External assessment (EA) marks



## 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	44–19	18–0

## Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	423	102	27	2	0
Percentage of students	76.35	18.41	4.87	0.36	0.00

# Internal assessment



This 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 assessment. 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 v7.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	43	43	43
Percentage endorsed in Application 1	60	49	70

## 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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	43	273	0	97.67
2	43	275	0	88.37
3	43	275	0	88.37

# 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	8
Authentication	0
Authenticity	3
Item construction	1
Scope and scale	5

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts that were
  - of suitable length, meeting the combined character count requirement
  - within the appropriate scope, including a range of text types
  - aligned with the subject matter outlined in Unit 3 Topic 1
- included short-response questions that enabled students to analyse and evaluate meaning, values, and attitudes in line with the purpose, audience, context, tone (PACT) elements
- provided opportunity for students to demonstrate the highest ISMG performance-level descriptors.

### Practices to strengthen

It is recommended that assessment instruments:

- provide visual stimulus texts with sufficient information to allow students to identify the PACT elements so they can analyse and evaluate ideas relevant to Unit 3 Topic 1

- select stimulus texts with tangible emotions and feelings that enable students to identify tone.

## 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	1
Transparency	2

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions aligned with the specifications, assessment objectives, and ISMG
- numbered and labelled stimulus texts accurately and consistently enabling students to easily reference the correct materials when responding
- modelled expected response quality by using accurate spelling, grammar, and punctuation in both English and Chinese.

### Practices to strengthen

It is recommended that assessment instruments:

- provide audio and audiovisual stimulus texts that are clearly audible, slower than background speaker pace, and include natural pausing
- avoid biased or culturally sensitive content, and ensure all materials are age-appropriate and inclusive
- use only simplified Chinese characters and avoid Pinyin, visual cues, jargon, colloquial expressions, or any inappropriate content that may reduce clarity or accessibility.

### Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The stimulus specifications now require that the teacher provides three stimulus texts that
  - have a combined length of up to 1,000 Chinese characters - one written and one audio or audiovisual. The third stimulus is a teacher's choice, e.g. a visual text containing up to 75 Chinese characters
  - cover the revised topic and subject matter
  - when providing a visual stimulus, may consist of a single visual with up to 75 characters, or a series of three or more visuals, each containing up to 75 characters.
- The question specifications have been revised. Ensure

- section instructions specify that students must answer Questions 1, 2 and 3 in English and Questions 4 and 5 in Chinese
- each question only addresses one purpose/audience/context/tone element at a time and that Question 3 focuses on analysing and evaluating to draw conclusions.
- Direct students to hand write their responses and adhere to the working time conditions (90 minutes) as response length conditions no longer apply for each question in the 2025 syllabus.

Schools should also:

- provide expected responses for each question. These responses are not endorsed; rather, they are intended to support the validity and reliability of the design and marking of these assessment instruments.

## Assessment decisions

### Reliability

Reliability 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	97.67	2.33	0.00	0.00

### Effective practices

Reliable judgments were made using the ISMG for this IA when:

- there was a shared understanding of the qualifiers and characteristics in the performance-level descriptors across the different mark ranges
- for Assessment objective 2, responses perceptively inferred a speaker's or writer's tone and connected emotions to specific textual evidence, such as language cues and perspectives, e.g. 'The writer's disappointed tone is shown by the way they point out that gender roles have not changed much, expressing sadness about the lack of progress'
- students analysed word choices, viewpoints and concepts in the stimulus text to make valid and justifiable inferences about meaning.

### Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students must justify their conclusions using the required number of pieces of supporting evidence drawn from the stimulus texts. Any additional information or incorrect evidence will not be awarded marks.

- In the 2025 syllabus, Assessment objectives 1 and 3 have been incorporated into the first descriptor: 'draws a valid and well-substantiated conclusion about one of the PACT elements'. A maximum of 1 mark is awarded when evidence only demonstrates comprehension from the stimulus.
- The best-fit approach is applied correctly when awarding the final marks. To be awarded a mark of three, evidence in the response must match both characteristics in the mark range. When there is evidence of any misunderstandings or misinterpretations of the stimulus a mark of three cannot be awarded.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- students paraphrase effectively, re-expressing ideas in their own words rather than directly copying language from the stimulus text, while integrating relevant evidence from the stimulus texts to support their analysis and evaluation
- evidence must be detailed, relevant and paraphrased from the stimulus in both Chinese and English responses to achieve the highest performance levels of the ISMG
- for Analysing Chinese texts in English, responses must be written in English. Any examples or responses provided in Chinese will not be awarded marks
- students draw valid conclusions about the context of a stimulus beyond the text type, such as text message, speech, advertisement. It should include the setting (time and place) and, if appropriate, any relevant cultural, social or historical influences, e.g. a Year 12 student's farewell speech to the exchange students and teachers from Shanghai Secondary School delivered at school assembly.

## Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students are required to provide short responses in English (Questions 1, 2, and 3) and in Chinese (Questions 4 and 5). Responses must draw and justify valid and well-substantiated conclusions from the stimulus texts. The same information used for justification in one question cannot be used in another.
- The syllabus conditions no longer include word length for examinations. The *QCE and QCIA policy and procedures handbook v7.0* (Section 8.2.6) provides guidance about managing response length. This guidance applies to more open-ended assessment techniques, such as essays, reports and presentations. By specifying a maximum length for student generated work for these techniques, the expected scope of the task is appropriately limited. Managing response length does not apply to examinations. For examinations, the syllabus assessment conditions specify the time allocated, including any perusal or planning time. Schools should design examinations with an appropriate number of questions, and provide suitable space or lines for responses, to guide students in completing the examination within the allowed time. A required or recommended word length must not appear on IA1 instruments.
- An ISMG is provided for each question, with transparent specifications that support consistency, accuracy and reliability in making judgments.
- To receive the highest mark range, short responses in English and short responses in Chinese must paraphrase information from the stimulus.
- It is recommended teachers refer to QCAA resources, including syllabus familiarisation webinars and revision reports, to ensure consistent understanding and application of key terms when making judgments.

## Samples

The following excerpts have been included as the tone was accurately identified and linked to a specific emotion. Paraphrasing was used effectively to integrate relevant evidence from the stimulus, leading to a valid and well-constructed conclusion about the writer's tone and values.

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

### Excerpt 1

Identify the purpose of Stimulus One. Justify your answer using evidence from the text.

The purpose of stimulus one is for Yuyu to share her feelings and relationship with her mother to seek advice from her friend, Xiao Tian, who is studying abroad. Yuyu writes that she is extremely tired from daily highschool exams and homework, and feels overwhelmed, as her mother's expectations are too high. She has no room to breathe and feels her mother does not understand her at all. In feeling frustrated and desperate, Yuyu seeks advice from Xiao Tian for what to do in this situation, and possible ways to resolve these recurring disputes.



## Excerpt 2

Identify the context and the audience of Stimulus Two and analyse the speaker's attitude about roles and relationships in society.

The context is a podcast. Having recently discovered online discussions on ~~the~~ students need to do housework, the speaker wishes to express his ~~own~~ opinions. The audience are listeners of this podcast, likely students. As an only son, ~~the speaker's~~ <sup>his</sup> parents and grandparents extremely spoil him, and he never did housework since childhood. He has few life skills, such as cooking tomato-egg stir-fry, and washing clothes. However, as a student, he believes his only role should be studying, while his carers should work, earn money and do housework. He <sup>only</sup> acknowledges his carers responsibilities, and truly believes that his family dynamic is the most reasonable.

**Excerpt 3**

Analyse Stimulus One, Stimulus Two and Stimulus Three and evaluate the shared perspectives of societal issues in China that are present across these stimulus texts.

All three stimulus represent the typical '4-2-1' family structure ~~present~~ in Chinese families, and the societal issue of overworked parents. Stimulus 1, 2 and <sup>3</sup> ~~2~~ display the pressure felt by parents to work, earn money, provide education, do housework and care for ~~the~~ children and grandparents. Stimulus 1 and 2 particularly show this pressure being passed onto ~~the~~ children, who consequently uptake ~~these~~ overwhelming responsibilities of solely studying and not doing housework. Additionally, ~~this~~ this causes children to feel misunderstood ~~and~~ or spoilt. Therefore, the ~~the~~ evident societal issues displayed are the pressure felt by the second generation, and the struggles of family communication in Chinese families.

# 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: Individuals 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	12
Authentication	0
Authenticity	3
Item construction	1
Scope and scale	1

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included questions that addressed the required assessment objectives and allowed students to demonstrate the full range of ISMG performance-level descriptors
- provided stimulus texts relevant to Unit 3 Topics 2 and 3 subject matter, with appropriate scope, to elicit meaningful responses
- included unseen written or visual stimulus text in Session 2 that provided a different perspective to those in Session 1, offering students a fresh viewpoint to engage with in the conversation
- designed open-ended conversation questions that built on the stimulus and allowed students to express personal perspectives and sustain communication.

## Practices to strengthen

It is recommended that assessment instruments:

- avoid over-scaffolding by allowing students to interpret, synthesise, and respond independently, consistent with the open-ended nature of the written response
- provide clear, accurate instructions for written and spoken components, outlining expectations for stimulus use and response structure.

## 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	2
Layout	0
Transparency	7

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear, transparent instructions outlining requirements, session structure, response type and language expectations for each part of the assessment
- referenced stimulus texts consistently and accurately, with clear labels and numbering that matched across instructions, questions, and headings
- featured legible, age-appropriate, error-free stimulus texts, written using simplified characters appropriate to the syllabus.

## Practices to strengthen

It is recommended that assessment instruments:

- avoid complex or ambiguous phrasing, ensuring all students can clearly understand the question requirements
- select stimulus materials that do not rely on assumed background knowledge or a single cultural viewpoint, ensuring equitable access for all learners
- provide clear, open-ended prompts that give all students the opportunity to sustain conversation and demonstrate their speaking skills.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Assessment objectives 2 and 3 are no longer assessed in the IA2.
- The revised stimulus specifications require that

- the written extended response question clearly states the task and the text type in English such as blog, email, letter, text message, or speech transcript
  - three different bullet-points in Chinese must be included
  - the task or question must not include translations or reveal the meaning of the three different bullet points
  - for the spoken extended response, the teacher selects an unseen visual or short written text that differs in subject matter from the written extended response
  - it meets syllabus specifications for length (e.g. a short-written text up to 100 characters or a visual text up to 75 characters in Chinese), excludes numerals, symbols and axis information from the character count, and serves as a springboard for a student-centred, spontaneous conversation.
- The revised conditions require
    - the instructions to clearly state that dictionaries are not permitted during the examination for both the written and spoken components to ensure assessment integrity
    - that the extended response must be handwritten in Chinese.

## Assessment decisions

### Reliability

Reliability 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	97.67	0.00	2.33	0.00
2	Creating Chinese texts with Chinese stimulus	97.67	2.33	0.00	0.00
3	Exchanging information and ideas in Chinese	90.70	6.98	2.33	2.33

### Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Session 1, Part 1: Analysing Chinese texts in Chinese, students at the highest performance level demonstrated their ability to draw valid and well-substantiated conclusions about the purpose, audience, context and tone of the stimulus texts by justifying their responses with relevant and specific evidence from the texts
- for Session 1, Part 2: Creating Chinese texts with Chinese stimulus, for the extended written response, students at the highest performance level successfully integrated relevant ideas and information from the stimulus texts with their own perspectives without using direct quotes

- for Session 2: Exchanging information and ideas in Chinese, students at the highest performance levels
  - used a wide range of vocabulary and complex grammar accurately, with only minor errors that did not impede meaning
  - successfully sustained the unprepared conversation by elaborating on their personal perspectives with details and ideas incorporated from the stimulus text.

### Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students must demonstrate their understanding of text type in the written extended response by applying appropriate language elements, structures, and textual conventions to suit the context, purpose, audience and cultural expectations of the task.
- Students are not required to respond to stimulus texts to create the written extended response.
- The ISMGs are divided in 5 criteria. For Creating an extended response in Chinese, students are assessed in responding and creating; responding in language elements and responding in communication. For the Exchanging information and ideas in Chinese, students are assessed in language elements and communication for the student-centred conversation.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- teachers need to extend beyond the sample questions submitted at Endorsement and vary their questions based on student engagement to encourage unique student responses
- teachers must provide adequate time for students to respond to the question to demonstrate spontaneity before providing prompts
- teachers must ensure students use the stimulus as a springboard in the spoken extended response
- students must incorporate the suitable content and language from the Unit 3 language elements list to steer the conversation to achieve the range of performance-level descriptors in the ISMGs.

### Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- In the 2025 syllabus students are
  - required to demonstrate their understanding of two different subject matter of Unit 3 Topic 2 and/or Topic 3, one for the written extended response and another for the spoken extended response
  - required to respond to one unseen stimulus text in the spoken extended response, which serves as the starting point for the student-teacher conversation.
  - required to handwrite their written extended response in Chinese, using a specified text type and context, replying to three different bullet-points provided in Chinese
  - not required to analyse Chinese texts in English
  - not permitted to use dictionaries for either the written extended response or the spoken extended response.



## Samples

The following excerpt demonstrates the knowledge of language elements to create a written extended response using information from the stimulus and personal perspectives. The response paraphrases the stimulus to convey meaning appropriate to the task and text type. **Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

大家好!

对我来说,虽然用新科技带来了数不完好处,但也有一些严重的坏处。

第一,文本一的作者说几乎所有的同学都在玩电脑游戏。在学校里我知道很多学生对听课没有兴趣,喜欢一边听音乐一边用手机玩电脑游戏。我很担心这个习惯对你的成绩有负面的影响,所以我建议你上课的时候不带手机,如果你在上课<sup>时</sup>很努力学习,放学后~~做完~~做作业,你就可以玩电脑游戏。

做完作业以后

第二,文本二的作者不同意青少年用聊天室因为他们的面对面沟通时间会变成更少了。我也认为尽管在网络跟朋友聊天比较方便的,但~~不要~~不花那么多时间在网络上不太健康的。你们应该跟朋友一起做课外活动,比如一边做志愿者一边~~多~~谈话。这个方法可以让你交新朋友。

Chinese — IA2 session 1  
2024 - 2025

你不~~需要~~在网上交新朋友,这是不安全的。  
我觉得应该

总之,我希望这个建议帮你们平衡使用科技!

如果你在上课学习很用功和做完作业以后可以用电脑和手机玩游戏。

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

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus texts and contexts clearly aligned with Unit 4 Topic 1 and Topic 2, enabling students to explore and respond to a range of relevant ideas and perspectives
- offered a statement with a clear guiding question and context that encouraged students to analyse and evaluate ideas from the stimulus texts while integrating their own perspectives
- provided clear scaffolding and task instructions that outlined multimodal presentation requirements without limiting opportunities for authentic and original responses



- ensured the scope and scale of the response were appropriate, allowing students to address the assessment objectives and demonstrate characteristics across the full range of ISMG performance-level descriptors.

### Practices to strengthen

It is recommended that assessment instruments:

- provide a clearly labelled seen stimulus, selected from permitted syllabus text types to support in-depth classroom study. Ensure the two unseen stimulus texts differ in text type from the seen stimulus, are clearly labelled, and do not exceed the combined 1,000 character limit
- include clear and separate instructions for the multimodal presentation and the spoken interview components, including guidance on mode, length, and purpose for each part
- include the source (e.g. citation or URL) of the seen stimulus at endorsement to verify its authenticity and alignment with syllabus requirements.

### 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	0
Language	0
Layout	0
Transparency	1

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear, concise, age-appropriate and error-free instructions across both the multimodal and the student-centred conversation
- featured stimulus texts that were free from bias, jargon, or colloquial expressions, and modelled accurate grammar, register, and simplified Chinese characters
- used visual and graphical elements that were legible, and relevant to the Unit 4 subject matter
- ensured that all stimulus texts were clearly labelled and that formatting supported easy navigation across the task.

### Practices to strengthen

It is recommended that assessment instruments:

- maintain consistent and concise instructional language throughout to support clarity and student understanding.

## Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The assessment conditions have been revised. Students should receive the task and stimulus for study at the start of the five-week assessment period.
- The revised stimulus specifications require that all stimulus must align with the Unit 4 subject matter. The two unseen stimulus texts
  - should have a combined length of up to 1,000 characters
  - be different in text type from the seen stimulus.
- The analysis and evaluation of purpose, audience, context and tone (PACT) is no longer a requirement of the multimodal presentation.
- Notes including the stimulus and/or the transcript of the multimodal presentation are no longer permitted during the interview.
- The response requirements now include a spoken interview component. Teachers should include and practice interview strategies to exchange meaning within this genre.

## Assessment decisions

### Reliability

Reliability 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	90.70	9.30	0.00	0.00
2	Exchanging information and ideas in Chinese	95.35	4.65	0.00	0.00

### Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Analysing Chinese texts in Chinese (Part 1), responses that demonstrated the highest performance levels
  - provided a clear and well-structured opening statement that was appropriately tailored to the intended audience, text type and context of the assessment task, while addressing the task question
  - provided a coherent personal response that conveyed the student's perspectives in proficient Chinese, supported by thoughtful analysis and evaluation of ideas and information drawn from the three stimulus texts and the task question

- integrated visual and textual elements in the multimodal presentation effectively, supporting both the content and student's personal perspectives, enhancing clarity and cohesion
- identified purpose, audience, context, and tone to infer values and attitudes at least once across all three stimulus texts and justified their analysis
- for Exchanging Information and ideas in Chinese (Part 2), responses that demonstrated the highest performance levels
  - successfully generated and maintained the unprepared conversation through elaborating on their personal response in detail, using a wide range of vocabulary and complex grammar structures before guiding the conversation into related topics
  - effectively maintained the conversation through using filler phrases to formulate a response. Students used cohesive devices and connectors to extend their sentences and ideas, making the conversation sound more natural.

### Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students demonstrate their understanding of ideas from all three stimulus texts in their multimodal response by effectively incorporating relevant information to support their perspective.
- Students paraphrase relevant information from the stimulus texts to integrate and support their perspective as part of a detailed and cohesive personal response; they are not using direct quotes or referring explicitly to the stimulus.
- Students use cohesive devices such as conjunctions, sequencing words, and topic sentences to organise ideas logically and enhance the clarity and coherence of their multimodal presentation.
- For the Responding criterion, at the highest performance level for the IA3 Interview component, students must elaborate on their personal response for the multimodal presentation and Unit 4 subject matter, using with a wide range of language elements and complex structures. Minor errors in language use, pronunciation, or intonation may be present, but they do not impede meaning or communication.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- teachers judge the multimodal presentation delivery when applying the Creating an extended response in Chinese — Responding (language elements) criterion, including the written texts embedded in it, taking into account both written and spoken modes of communication
- teachers must ask a variety of unseen open-ended interview questions that are clear, succinct and relevant to student's multimodal presentation and Unit 4 Topic 1 and/or Topic 2 subject matter.

### Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Students are no longer required to identify purpose, audience, context, tone, values and attitudes in the stimulus texts, or to analyse and evaluate information from them.
- For the Creating a multimodal presentation in Chinese — Responding (language elements) criterion, teacher should award marks based on both the range and accuracy of spoken and written language contained in the multimodal presentation, e.g. speech and characters on slides.

- Students are not permitted to access their multimodal script or any other resources during the interview; their responses must be unprepared and demonstrate spontaneity.
- Teachers vary their questions across the cohort to align with the ideas and perspectives in the students' multimodal presentations and to allow for unique student responses for the interview component.

## Samples

The following excerpts have been included to demonstrate:

- incorporating personal perspectives while demonstrating comprehension, using proficient and complex Chinese
- perceptive identification of audience, demonstrating comprehension of stimulus using proficient Chinese.

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

收信人: [REDACTED]  
主题: 回复: 收信愉快!

亲爱的马克,

你好吗? 非常高兴收到你的来信! 我和你一样很担心考不上大学, 我现在上十二年级, 我的成绩不怎么好。从小我父母一直希望我毕业后去上大学。他们觉得上大学很重要, 抱有“望子成龙, 望女成凤”的心理。我父母最大的愿望是我大学毕业后找到好工作。其实, 我和我的父母有时候会有矛盾, 彼此有不同的意见。我还没决定我要不要上大学。上大学的压力不但比中学更大, 而且我对继续读书一点兴趣都没有。不过不论我做什么, 他们还是要我上大学。

我听说当网红可以挣很多钱。我很喜欢自己拍视频。我也特别喜欢中国文化。我现在在一家中国饭馆打工。你的父母让你打工赚零花钱吗? 我打算存一些钱, 然后买机票。这样我可以当网红博主, 去中国一边旅游一边赚钱。父母当然十分反对。他们说这收入不稳定, 而且不实际。但是对我来说, 赚多少钱并不重要, 能够做我喜欢做的事, 吃得饱, 穿得暖, 有地方住就很好了。

你觉得我的父母太严格了吗? 你高中毕业后想做什么? 十二月你还打算来澳洲吗? 如果你来的话, 你一定要来我家住, 和我们一起过圣诞节。你来的时候可以给我一些建议, 好不好?

祝好

你的好朋友 琳达

### 材料一: 琳达的电邮

- 琳达想询问马克, 希望给她一些毕业以后的建议。
- 她的语气很成熟。
- 琳达想去中国旅游。她想当网红!
- 她的父母太严格了!

**Excerpt 1**  
Video content: (1 min, 26 secs)  
<https://youtu.be/61G9JHvGu2A>

**Excerpt 2**  
Video content: (20 secs)  
<https://youtu.be/7I5-Nky4Eo0>

**Excerpt 3**  
Video content: (31 secs)  
<https://youtu.be/qeQO0ua6NFQ>

# 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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

## Examination — combination response (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 with six short response questions and one extended response question (51 marks):

- Section 1 consisted of short response questions in English (15 marks).
- Section 2 consisted of short response questions in Chinese (15 marks).
- Section 3 consisted of an extended response question in Chinese (21 marks).

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 text for Section 1 short response in English consisted of one audio text and one written text in Chinese with four associated questions. The stimulus text for Section 2 short response in Chinese included a written stimulus in Chinese with two associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

### Effective practices

Overall, students responded well to:

- Questions 1, 2, 3 and 4 when they used English to identify the valid context beyond the text type, draw a valid conclusion, identify tone and how it is used to influence readers, and used the required number of unique examples from the stimulus text to support conclusions
- Questions 5 and 6 when they used Chinese with few errors to identify the purpose and audience and used the required number of unique examples from the stimulus text to justify their conclusions
- Question 7 when they
  - used a wide range of vocabulary, grammar and tenses purposefully with a high level of accuracy and consistent register for context to address and elaborate on why they are interested in the role, their relevant school and/or work experience and how they will manage challenges they might face in the role
  - developed an astute response relevant to the task, proficiently communicated through the selection of ideas, logical sequencing of ideas and synthesis of ideas

- used job application conventions, including salutations, an introduction and concluding remarks.

## Practices to strengthen

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

- for short response questions in English and Chinese
  - to identify context, explicitly teach students to elaborate beyond a text type to provide details about the situation or scenario
  - remind students to provide examples for justifications by paraphrasing information and ideas from the stimulus texts, avoid using direct quotes
  - teach students to differentiate the identification of tones and how tones are used to infer meaning and values or achieve a specific purpose
  - prompt students to avoid repeating evidence or examples in different questions about the same stimulus text
- for the extended response
  - teach students the appropriate textual conventions of a variety of common text types, including emails, letters, blogs and academic essays
  - remind students that to receive full marks for the Meaning criterion, responses must be insightful and relevant to the task, and use idea selection, sequencing and synthesis to proficiently communicate meaning. Responses that are not organised into meaningful paragraphs undermine sequencing and synthesis, and therefore do not receive full marks, even if they are otherwise astute and relevant.

## Additional advice

- Encourage students to use a wide range of language elements and characters from the mandatory language elements when responding to short response and extended response questions in Chinese.
- Remind students about the importance of elaborating and providing examples using paraphrasing when responding to short response questions in English and Chinese.
- Remind students to avoid using repeated evidence for different questions from the same stimulus.
- Teach students to properly use letter conventions, introduction, body paragraphs and concluding remarks.

## Samples

### Short response

#### Question 1

This question required students to identify the context of Stimulus 1 and justify their response with two examples from the stimulus.

Effective student responses:

- identified that the context of Stimulus 1 is a conversation between two students exchanging information about their Chinese teacher, Mr Zhang, and expressing their appreciation for being in his Chinese class

- used two relevant examples to justify the response, e.g.
  - the female student invited the male student to walk to their Chinese lessons together
  - the male student said it was the final semester for their Chinese lesson.

### Question 2

This question required students to identify a decision made by the two speakers in Stimulus 1 and justify their conclusion with three examples from the stimulus.

Effective student responses:

- drew a valid conclusion that the two speakers decided to write a letter to thank their Chinese teacher, Mr Zhang, for teaching them Chinese and help them to acquire knowledge about Chinese culture
- used three relevant examples to justify the conclusion, e.g.
  - the female speaker says Mr Zhang has taught both students for four years
  - the female speaker expressed her opinion that Mr Zhang assisted his students to develop a strong interest in Chinese language and culture
  - the male student supported the decision by stating that Mr Zhang was a kind person who cared about their learning and their lives
- responded to the question without repeating the evidence used in Question 1.

### Question 3

This question required students to describe how the students in Stimulus 2 celebrate the event, justifying their response with three examples from the stimulus.

Effective student responses:

- drew a valid conclusion that all the graduating students at First Senior High School wore their school uniforms while attending their graduation ceremony alongside teachers, classmates and parents
- used three relevant examples to justify the conclusion, e.g.
  - 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
  - the graduating students all looked forward to beginning their life after school.

### Question 4

This question required students to describe how the Stimulus 2 writer used tone to influence readers, justifying their conclusion with three examples from the stimulus.

Effective student responses:

- concluded that the Stimulus 2 writer used 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
- used three relevant examples, paraphrasing information from the stimulus, to justify the conclusion, e.g.

- the writer used a mixture of tones including grateful, happy, sad and excited to influence readers to understand the mixed feelings of the graduating students at First Senior High School
  - the writer invited readers to experience the memories, reflections, and the excitement of the graduating students
  - the writer shared the anticipation felt by the graduating students as they moved on to university life
- responded to the question without repeating the evidence used in Question 3.

These excerpts have been included:

- as they perceptively identify the context with justifications using the number of examples required from the stimulus
- to show perceptive identification of how tone is used to influence readers and the number of examples required from the stimulus
- as they draw valid conclusions, using the required number of examples from the stimulus — not used in the previous question based on the same stimulus — to support judgments.



## Excerpt 1

## QUESTION 1 (3 marks)

Identify the context of Stimulus 1. Justify your response with two examples from the stimulus.

The context of this stimulus is a conversation between two students about their ~~first semester~~ Chinese classes with ~~Ms~~ Ms Zhang as they are about to graduate. For example, the female speaker says that she wants to write a letter for Ms Zhang to thank her for teaching them Chinese since grade 9. Secondly, the male speaker <sup>agrees and</sup> says Ms Zhang not only <sup>studies</sup> cares about their study but also their life and is a really nice person and they should thank her.

## Excerpt 2

## QUESTION 2 (4 marks)

What decision do the two speakers make in Stimulus 1? Justify your conclusion with three examples from the stimulus.

The decision <sup>that</sup> the 2 speakers make is to thank their Chinese teacher, Ms Zhang by writing a letter to her in Chinese. For example, the female speaker says that Ms Zhang has taught them <sup>for 4 years</sup> since year 9 and has been <sup>their</sup> helping them with Chinese studies a lot. Further, the male speaker says <sup>that</sup> in Ms Zhang's class he learnt a lot of knowledge. Lastly, the female speaker also says that <sup>other students in their Chinese class</sup> lots of people are <sup>also</sup> thankful for her and even want to continue studying Chinese after they graduate. As a result, the two students decide to write their Chinese teacher a letter to thank her in Chinese after class finishes.

## Excerpt 3

**QUESTION 3 (4 marks)**

How do students in Stimulus 2 in the stimulus book celebrate the event? Justify your conclusion using three examples from the stimulus.

In stimulus 2, students celebrated ~~the event~~ this event in many ways. One of the ways they celebrated was by taking photos with their teachers to capture the memory of high school graduation. Students also sang a graduation song in front of friends, families and teachers. Lastly, students gave teachers small gifts to say thank you and had a chat with them. Overall, the students celebrated the event by capturing memories and being thankful to teachers and family.

## Excerpt 4

**QUESTION 4 (4 marks)**

How does the writer of Stimulus 2 use tone to influence readers? Justify your conclusion with three examples from the stimulus.

The author of stimulus two uses a very excited and optimistic tone throughout the text. The writer acknowledges that at the start, this is a very special event for the students, ~~that~~ creating a tone of that ~~it~~ would make many readers feel sentimental and excited for the students. The author also uses a more saddening tone when they say that some students were a little sad about leaving high school, creating a more saddening atmosphere. Towards the end, the ~~at~~ author uses exclamation when he wishes the students have a positive life after high school. This indicates that the author is using a more joyful tone which influences readers to feel happy and excited for the students.

## Question 5

This question required students to identify the purpose of Stimulus 3 and justify their response with three examples from the stimulus.

Effective student responses:

- in the receptive mode, concluded that the purpose of Stimulus 3 was to inform young people around the world that the Chinese Animal Care Centre was recruiting volunteers
- in the receptive mode, provided three specific examples paraphrasing the information from the stimulus to justify their conclusion, e.g.
  - the article detailed the work involved such as preparing food, cleaning the animal accommodation and play areas and recording the daily activities of the animals
  - the article outlined the ideal characteristics of applicants they were looking for
  - the article stated how to apply for the position.
- in the productive mode, used concise Chinese to convey meaning relevant to the question with few errors.

This excerpt has been included:

- to demonstrate perceptive identification of purpose and audience paraphrasing information from the stimulus with justifications and the number of examples required from the stimulus
- to illustrate the use of Chinese to convey meaning relevant to questions with few errors.

**QUESTION 5 (8 marks)**

What is the purpose of Stimulus 3? Justify your response with three examples from the stimulus.

文本的目的是一个广告去找年轻人来当志愿者。文中提到中国动物保护中心有大概五百只动物,是世界最大的动物保护中心。他们也希望会有来自世界各地的年轻人来当自愿者。文本展现了志愿者的工作包括:清洁动物<sup>们</sup>会住和玩耍的地方,为它<sup>们</sup>准备食物和写下它<sup>们</sup>的活动。还有广告说想找有责任和有爱心<sup>的人</sup>,会说中文和爱动物的人,通过中国动物保护中心,宣传了找志愿者的目的。  
从此

## Question 6

This question required students to identify an intended audience for Stimulus 3 and justify their response with two examples from the stimulus.

Effective student responses:

- in the receptive mode, identified a valid intended audience as young people or students around the world who wish to care for animals to volunteer at the animal conservation centre in China

- in the receptive mode, provided two relevant examples, paraphrasing information from the stimulus, to justify their conclusion, e.g.
  - the article stated that applicants could be high school graduates, university students or people who wished to learn about different cultures
  - the article stated that young people who are caring and fluent in Chinese and loved animals should apply for the position.
- in the productive mode used concise Chinese to convey meaning relevant to the question with few errors.

This excerpt has been included:

- to demonstrate perceptive identification of context with justifications and the number of examples required from the stimulus
- to show perceptive identification of how tone is used to influence readers and the number of examples required from the stimulus
- as they draw valid conclusions, using the required number of examples from the stimulus — not used in the previous question based on the same stimulus — to support judgments.

### QUESTION 6 (7 marks)

Identify an intended audience for Stimulus 3. Justify your response with two examples from the stimulus.

文本的主要受众是十八至二十五岁对动物和不同文化感兴趣的年青人。文中提到志愿者要为动物准备食物、做清洁和记录的工作，这些都是需要爱心和责任心的工作，因为要照顾大约五百只动物。保护中心也高中毕业生和大学生的年纪合适十八到二十五岁，假期没有计划也可以去保护中心当志愿者。在这个经验中可以认识到不同文化的朋友。

### Extended response

#### Question 7

This question required students to write a letter to apply for a volunteer role advertised by a local aged care facility that is home to many Chinese migrants. The letter should address the following points:

- reasons to apply for the position
- relevant study and/or work experience
- how the challenges will be managed.

Effective student responses:

- addressed and elaborated on all three bullet points required for the task and context

- developed an astute response that proficiently synthesised information and ideas in a logical, sequenced and structured manner, relevant to the task
- used a wide range of vocabulary, grammar and tenses purposefully with a high level of accuracy to create original and task-appropriate responses. Responses also used appropriate textual conventions and consistent register, i.e. letter conventions, salutations, concluding remarks.

This excerpt has been included:

- to demonstrate discerning addressing of and elaboration on all three bullet points in the question
- to illustrate idea selection, synthesis and sequencing throughout the response
- to demonstrate the purposeful use of a wide range of vocabulary, grammar and tenses with a high level of accuracy
- to show letter conventions (e.g. salutations and date), introduction and concluding remarks.

亲爱的老年园：

您好！我叫小月和我在找工作呢。我今年~~四~~<sup>二</sup>十三岁和我很喜欢帮助别人。

我想申请这份工作因为我很喜老年人。我有时间的话我会跟我的爷爷和奶奶出去玩儿。我很喜欢跟他们去试一试这里的的小吃和跟他们走一走<sup>聊</sup>天。因为我很爱帮助他们，所以我找到这个工作。

我现在是一个大学生和在学怎么看好老年人。我很喜这个课和希望我可以在您的地方找帮助您的老年人。我觉得我的学



习经历很好因为我是在这里最好的大学。  
我也会说中文,所以我可以跟您的老年人<sup>聊</sup>~~聊~~  
主上。我也有很多工作经验因为我是老  
人家打工过。

~~我有挑战的时候,我会自己想办法~~  
~~解决问题。如果我找不到办法,我会找~~  
~~能帮助我的人。如果我在您的地方面对~~  
了一个挑战,我会先找个解决问题的办  
法。我找不到办法的时候,我会找别的  
工人来帮我。

我希望您可以让我在这里工作!

祝福

天天开心!

小月