



Chinese 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating an extended response in Chinese — Responding and creating	3	
Creating an extended response in Chinese — Responding (language elements) in Chinese	6	
Creating an extended response in Chinese — Responding (communication)	6	
Exchanging information and ideas in Chinese — Language elements	5	
Exchanging information and ideas in Chinese — Communication	5	
Overall	25	

Conditions

Technique	Examination — extended response
Unit	Unit 3: 我们的社会; 文化和特性 — Our society; culture and identity
Topic/s	Topic 2: The arts, entertainment and sports and/or Topic 3: Groups in society
Time	Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time
Seen / Unseen	Written extended response: 1 unseen question/task with three different focuses Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions
Other	Dictionaries are not to be used in this examination. Written extended response must be handwritten. Use the unseen stimulus text and planning time notes for the spoken extended response.

Instructions

Written extended response

- Respond to 1 question/task in **Chinese**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

Spoken extended response

- Respond to the unseen stimulus text in **Chinese**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

Task

Written extended response

Text type: Biography

You are invited to write a short biography about a prominent figure in Chinese speaking community. Your biography must address the following information drawing on personal perspectives:

- 你为什么选择这个名人
- 这位名人著名的原因
- 这位名人对社会的影响.

Spoken extended response: Sample teacher questions

Question 1

你平时和朋友如何联系？

Question 2

你认为朋友之间有相同的兴趣重要吗？为什么？

Question 3

请你解释参加社区活动对青少年有哪些好处？

Question 4

你和你的朋友、同学平常如何相处？

Question 5

请你解释澳大利亚和中国的高中生和朋友别人联系的方式有哪些不同。

Question 6

你认为“好朋友”意味着什么？

Instrument-specific marking guide (IA2): Examination — extended response (25%)

Creating an extended response in Chinese — Responding and creating	Marks
The student response has the following characteristics:	
• addresses the three different focuses related to the subject matter in Chinese	3
• addresses the two different focuses related to the subject matter in Chinese	2
• addresses one of the different focuses related to the subject matter in Chinese.	1
The student response does not satisfy any of the descriptors above.	0

Creating an extended response in Chinese — Responding (language elements) in Chinese	Marks
The student response has the following characteristics:	
• constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of character – wide range of grammar – consistent register 	6
• constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – wide range of character – wide range of grammar – register 	5
• constructs meaning by applying knowledge of language elements with minor errors in the use of <ul style="list-style-type: none"> – range of character – range of grammar – register 	4
• constructs meaning by applying some knowledge of language elements with some errors in use of <ul style="list-style-type: none"> – character – grammar – register 	3
• repetitive use of Chinese language elements and vocabulary	2
• fragmented use of Chinese.	1
The student response does not satisfy any of the descriptors above.	0

Creating an extended response in Chinese— Responding (communication)	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type 	6
<ul style="list-style-type: none"> communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type 	5
<ul style="list-style-type: none"> communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type 	4
<ul style="list-style-type: none"> communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task 	3
<ul style="list-style-type: none"> a written response with some selection and sequencing of information/ideas 	2
<ul style="list-style-type: none"> disjointed use of Chinese. 	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Chinese— Language elements	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> wide range of vocabulary wide range of grammar pronunciation and intonation consistent register 	5
<ul style="list-style-type: none"> constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> range of vocabulary range of grammar pronunciation and intonation register 	4
<ul style="list-style-type: none"> constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> vocabulary grammar pronunciation and intonation register 	3
<ul style="list-style-type: none"> uses some Chinese language in a conversation, including repetitive use of <ul style="list-style-type: none"> vocabulary grammar 	2
<ul style="list-style-type: none"> fragmented use of Chinese in a conversation 	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Chinese— Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	5
<ul style="list-style-type: none"> • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity 	4
<ul style="list-style-type: none"> • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency 	3
<ul style="list-style-type: none"> • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses 	2
<ul style="list-style-type: none"> • disjointed use of Chinese. 	1
The student response does not match any of the descriptors above.	0

Stimulus

Spoken extended response

社区青少年兴趣组

活动项目	活动目的
桌游小组	提倡健身和运动
阅读小组	阅读青少年的文章
环保小组	保护并美化社区的环境
音乐小组	培养对唱歌和乐器的兴趣

欢迎有兴趣的朋友加入！

(79 字)



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