

# Chinese Extension marking guide

External assessment

## Extended response (35 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in the provided stimulus materials
2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials
3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences
4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials
5. create texts that convey information and ideas in Chinese for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials
6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

## Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- 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.

## 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.

### Criterion: Creating Chinese texts (18 marks)

Structure		Language elements		Meaning		Cohesion	
The response:	M	The response:	M	The response:	M	The response:	M
<ul style="list-style-type: none"> <li>uses all of the following                             <ul style="list-style-type: none"> <li>an introduction</li> <li>at least 2 body paragraphs</li> <li>a conclusion</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses consistent register</li> <li>uses, with purpose, a wide range of vocabulary, grammar and tenses</li> </ul>	8	<ul style="list-style-type: none"> <li>uses proficient and complex Chinese to create fluent sentences</li> <li>uses characters that are clearly recognisable</li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of cohesive devices purposefully</li> </ul>	3
<ul style="list-style-type: none"> <li>uses 2 of the following                             <ul style="list-style-type: none"> <li>an introduction</li> <li>at least 2 body paragraphs</li> <li>a conclusion</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses consistent register</li> <li>uses a range of vocabulary, grammar and tenses</li> </ul>	7	<ul style="list-style-type: none"> <li>uses proficient Chinese to create generally fluent sentences</li> <li>uses characters that are recognisable, allowing for some pin yin</li> </ul>	3	<ul style="list-style-type: none"> <li>uses a range of cohesive devices</li> </ul>	2
<ul style="list-style-type: none"> <li>uses                             <ul style="list-style-type: none"> <li>an introduction</li> <li>at least 1 other paragraph</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>uses at least 2 body paragraphs</li> </ul>	1	<ul style="list-style-type: none"> <li>uses consistent register</li> <li>uses a range of vocabulary, grammar and tenses, allowing for infrequent errors</li> </ul>	6	<ul style="list-style-type: none"> <li>uses mostly proficient Chinese to convey meaning</li> <li>uses characters that are recognisable, allowing for frequent pin yin</li> </ul>	2	<ul style="list-style-type: none"> <li>uses repetitive cohesive devices</li> </ul>	1
<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	<ul style="list-style-type: none"> <li>uses mostly consistent register</li> <li>uses a range of vocabulary, grammar and tenses, allowing for infrequent errors</li> </ul>	5	<ul style="list-style-type: none"> <li>uses Chinese to convey fragmented meaning</li> <li>uses a high percentage of pin yin</li> </ul>	1	<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

Structure	Language elements		Meaning		Cohesion
	<ul style="list-style-type: none"> <li>uses mostly consistent register</li> <li>uses a range of vocabulary, grammar and tenses, allowing for frequent errors</li> </ul>	4	<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	
	<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar</li> </ul>	3			
	<ul style="list-style-type: none"> <li>uses repetitive vocabulary and grammar, with frequent errors</li> </ul>	2			
	<ul style="list-style-type: none"> <li>uses isolated words and phrases</li> </ul>	1			
	<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			

### Criterion: Analysing Chinese texts (17 marks)

Understanding		Analysis		Evaluation		Argument	
The response:	M	The response:	M	The response:	M	The response:	M
<ul style="list-style-type: none"> <li>demonstrates thorough understanding of attitudes and values in the chosen stimulus</li> <li>selects references from the stimulus that are relevant to these attitudes and values</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies relevant attitudes and values in the chosen stimulus</li> <li>provides an authoritative interpretation of how these attitudes and values are used to influence audiences</li> </ul>	4	<ul style="list-style-type: none"> <li>states a clear judgment about the attitudes and values in the chosen stimulus and how these are used to influence audiences</li> <li>supports the judgment with well-substantiated conclusions using the chosen stimulus and their own ideas</li> </ul>	5	<ul style="list-style-type: none"> <li>clearly states a thesis that is to be substantiated</li> <li>develops a discriminating personal, critical or creative argument to support the thesis across the response</li> </ul>	4
<ul style="list-style-type: none"> <li>demonstrates understanding of an attitude and a value in the chosen stimulus</li> <li>selects references from the stimulus that are mostly relevant to the selected attitude and value</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a relevant attitude and a relevant value in the chosen stimulus</li> <li>provides an interpretation of how the attitude and value are used to influence audiences</li> </ul>	3	<ul style="list-style-type: none"> <li>states a judgment about how an attitude and a value in the chosen stimulus are used to influence audiences</li> <li>supports the judgment with relevant conclusions using the chosen stimulus and their own ideas</li> </ul>	4	<ul style="list-style-type: none"> <li>states a thesis that is to be substantiated</li> <li>develops a personal, critical or creative argument to support the thesis across the response</li> </ul>	3

Understanding		Analysis		Evaluation		Argument	
<ul style="list-style-type: none"> <li>demonstrates understanding of an attitude or a value in the chosen stimulus</li> <li>selects references from the stimulus that are mostly relevant to the selected attitude</li> </ul>	2	<ul style="list-style-type: none"> <li>identifies a relevant attitude and a relevant value in the chosen stimulus</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>provides an interpretation of a relevant attitude or a relevant value in the stimulus</li> </ul>	2	<ul style="list-style-type: none"> <li>makes a statement about an attitude and a value in the chosen stimulus</li> <li>links this statement to the chosen stimulus and their own ideas</li> </ul>	3	<ul style="list-style-type: none"> <li>states a thesis that is to be substantiated</li> <li>includes statements to mostly support the thesis</li> </ul>	2
<ul style="list-style-type: none"> <li>demonstrates comprehension of some words and phrases in the chosen stimulus</li> </ul>	1	<ul style="list-style-type: none"> <li>states their own ideas about the chosen stimulus</li> </ul>	1	<ul style="list-style-type: none"> <li>makes a statement about an attitude or a value in the chosen stimulus</li> <li>links this statement to the chosen stimulus or their own ideas</li> </ul>	2	<ul style="list-style-type: none"> <li>provides some statements that show an opinion</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0	<ul style="list-style-type: none"> <li>makes a statement about 1 attitude or 1 value in the chosen stimulus</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0		