

# Chinese Extension marking guide and response

Sample external assessment 2020

## 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.

## Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

## Purpose

This document consists of an EAMG and an annotated response.

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	
<b>The response</b>							
<ul style="list-style-type: none"> <li>uses all of the following                             <ul style="list-style-type: none"> <li>introduction</li> <li>at least 2 body paragraphs</li> <li>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                             <ul style="list-style-type: none"> <li>vocabulary</li> <li>grammar</li> <li>tenses</li> </ul> </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>introduction</li> <li>at least 2 body paragraphs</li> <li>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>1 other paragraph</li> </ul> </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.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>mostly uses consistent register</li> <li>uses a range of vocabulary, grammar, and tenses, allowing for some 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.</li> </ul> <p style="text-align: center;">OR</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 repetitive vocabulary and grammar</li> </ul>	3	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul> <p style="text-align: center;">OR</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 allowing for 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.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			

## Criterion: Analysing Chinese texts (17 marks)

Understanding		Analysis		Evaluation		Argument	
<b>The response</b>							
<ul style="list-style-type: none"> <li>demonstrates thorough understanding of one perspective in the chosen stimulus</li> <li>selects references from the stimulus that are relevant to this perspective</li> </ul>	4	<ul style="list-style-type: none"> <li>identifies a perspective in the chosen stimulus</li> <li>fully explains a point of view with direct links to that perspective</li> </ul>	4	<ul style="list-style-type: none"> <li>clearly states a judgment about a perspective in the chosen stimulus</li> <li>draws well-substantiated conclusions about that judgment using both the stimulus and own ideas</li> </ul>	5	<ul style="list-style-type: none"> <li>clearly states the thesis to be argued</li> <li>develops a personal, critical or creative argument, which is sustained throughout</li> </ul>	4
<ul style="list-style-type: none"> <li>demonstrates understanding of one perspective in the chosen stimulus</li> <li>selects references from the stimulus that are mostly relevant to this perspective</li> </ul>	3	<ul style="list-style-type: none"> <li>identifies a perspective in the chosen stimulus</li> <li>explains a point of view relating to that perspective</li> </ul>	3	<ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>draws relevant conclusions about that judgment using both the stimulus and own ideas</li> </ul>	4	<ul style="list-style-type: none"> <li>states a thesis to be argued</li> <li>develops a personal, critical or creative argument</li> </ul>	3
<ul style="list-style-type: none"> <li>demonstrates understanding of one perspective in the chosen stimulus</li> <li>selects references from the stimulus</li> </ul>	2	<ul style="list-style-type: none"> <li>states how a perspective is evident in the chosen stimulus</li> </ul>	2	<ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>links that judgment to both the stimulus and own ideas</li> </ul>	3	<ul style="list-style-type: none"> <li>states a thesis OR</li> <li>develops a personal, critical or creative argument</li> </ul>	2

Understanding		Analysis		Evaluation		Argument	
<b>The response</b>							
<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 own ideas about the chosen stimulus</li> </ul>	1	<ul style="list-style-type: none"> <li>states a judgment about a perspective in the chosen stimulus</li> <li>links that judgment to either the stimulus or 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.</li> </ul>	0
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0	<ul style="list-style-type: none"> <li>states a judgment about the perspective in the chosen stimulus</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors.</li> </ul>	0		