

Chinese Extension subject report

2021 cohort

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Contents

Introduction	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	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	7
Final marks for IA and EA	7
Grade boundaries	7
Distribution of standards	7
Internal assessment	8
Endorsement	8
Confirmation	8
Internal assessment 1 (IA1)	10
Examination — combination response (20%)	10
Assessment design	10
Assessment decisions	12
Internal assessment 2 (IA2)	16
Examination — extended response (25%)	16
Assessment design	16
Assessment decisions	18
Internal assessment 3 (IA3)	24
Project — investigative folio (30%)	24
Assessment design	24
Assessment decisions	25
External assessment	31
Examination — extended response (25%)	31
Assessment design	31
Assessment decisions	32

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

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 of best practice where relevant, possible and appropriate.

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 external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.



Subject data summary

Subject completion

The following data includes students who completed the General subject.

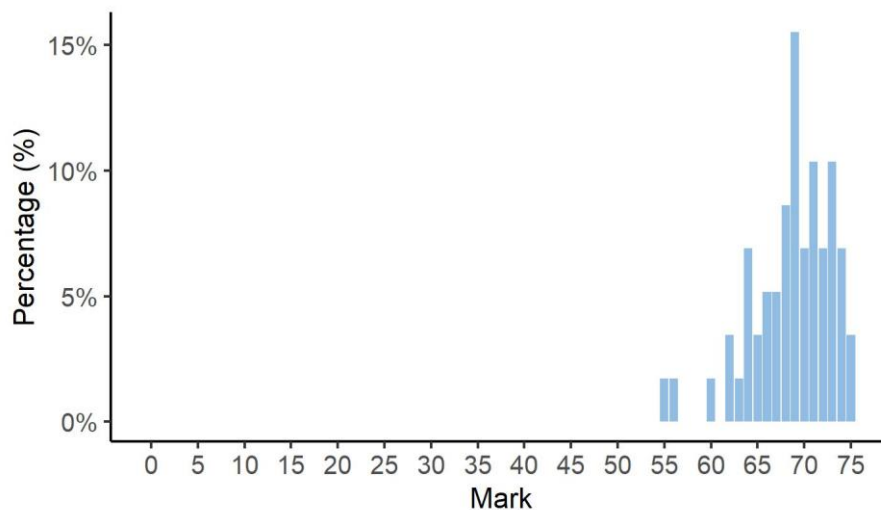
Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 6.

Completion of units	Units 3 and 4
Number of students completed	58

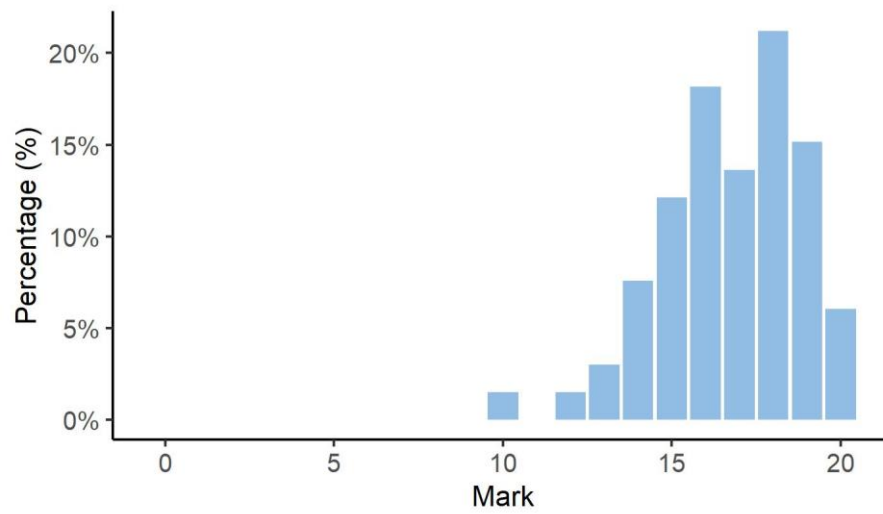
Units 3 and 4 internal assessment (IA) results

Total marks for IA

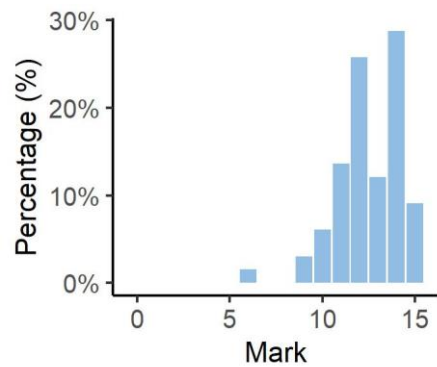


IA1 marks

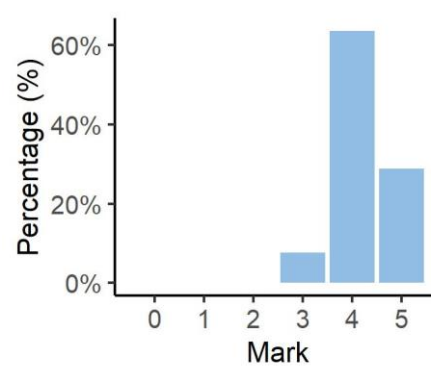
IA1 total



IA1 Criterion: Analysing Chinese texts

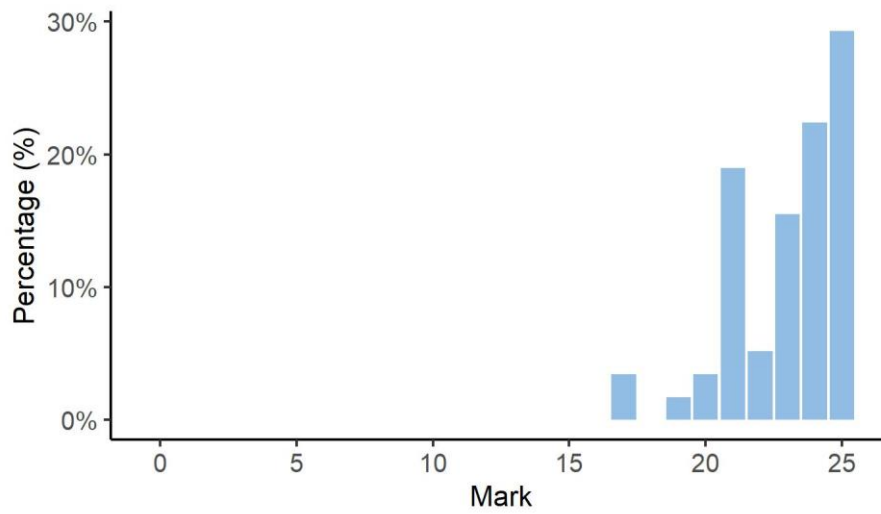


IA1 Criterion: Creating Chinese texts

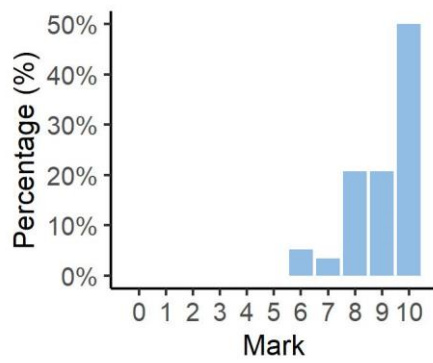


IA2 marks

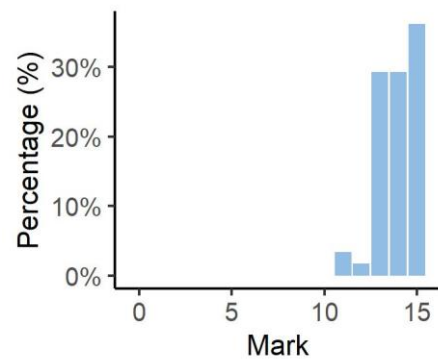
IA2 total



IA2 Criterion: Analysing Chinese texts

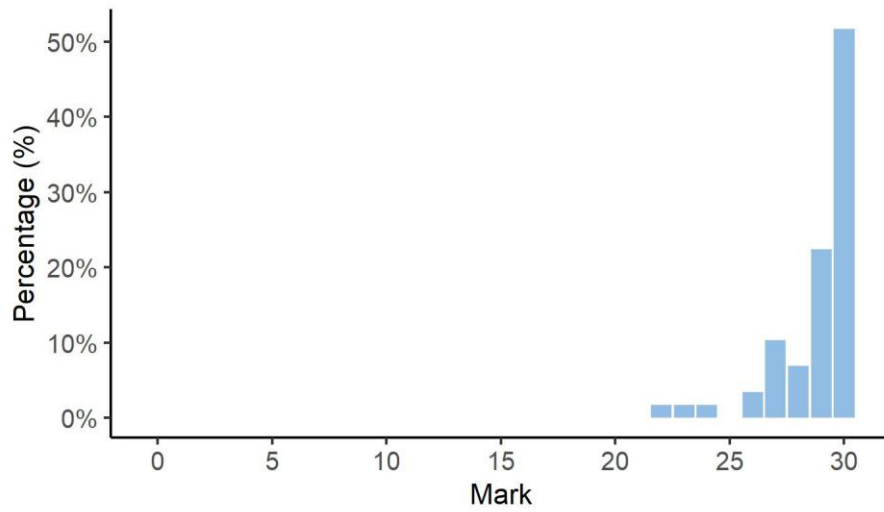


IA2 Criterion: Creating Chinese texts

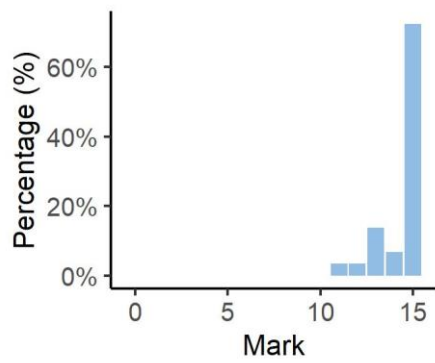


IA3 marks

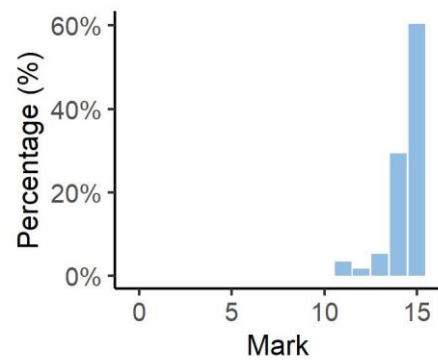
IA3 total



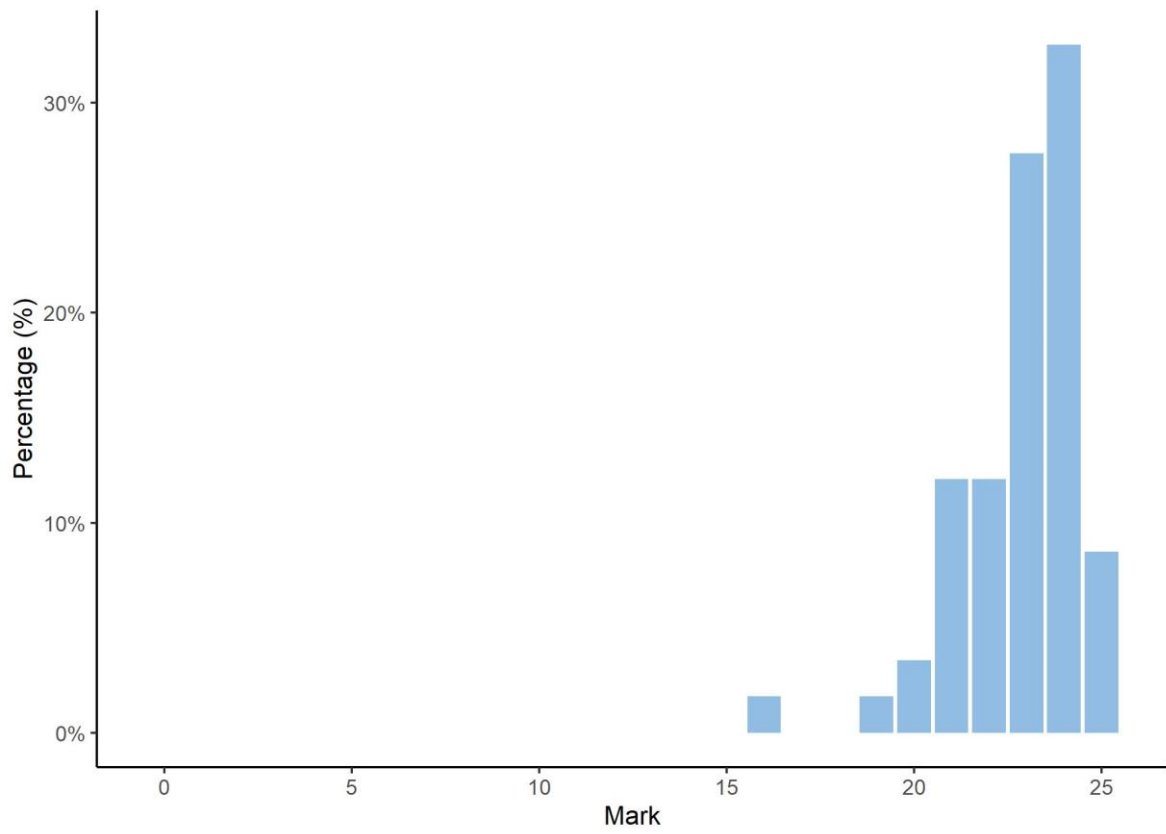
IA3 Criterion: Analysing Chinese texts



IA3 Criterion: Creating Chinese texts

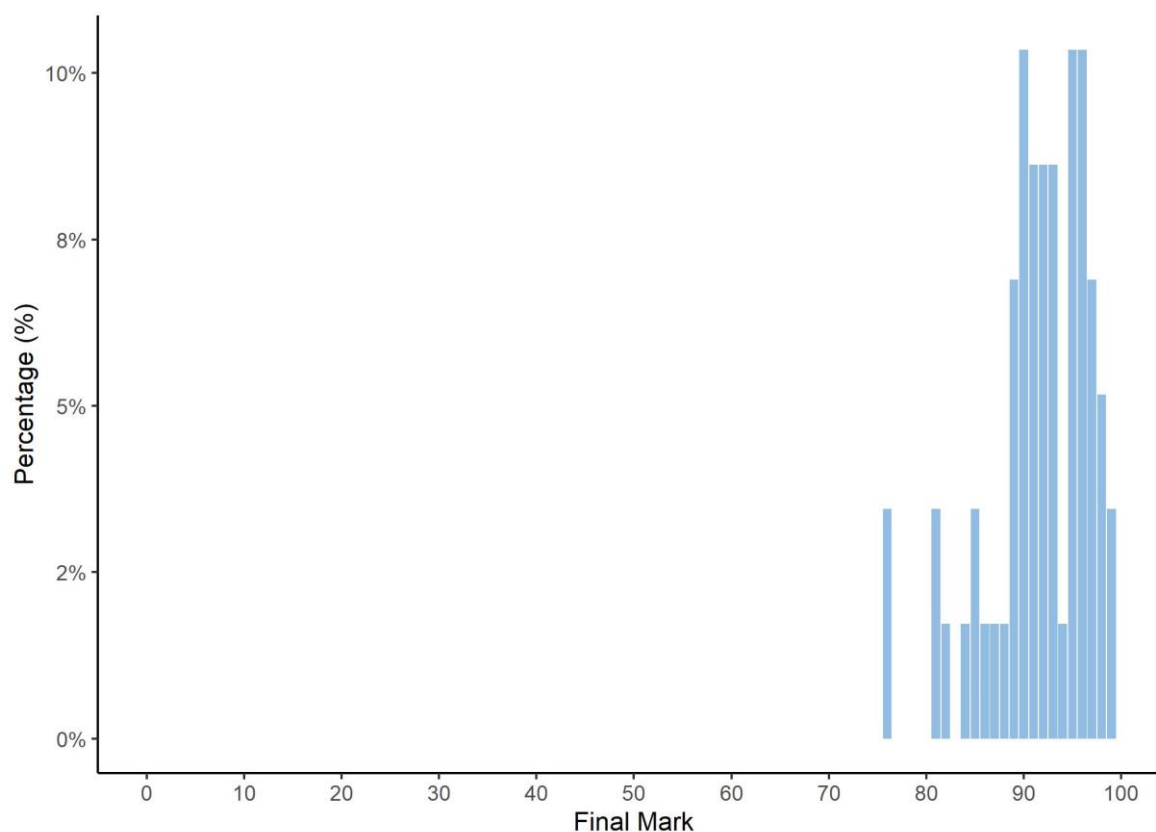


External assessment (EA) marks



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	100–83	82–65	64–42	41–19	18–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	53	5	0	0	0



Internal assessment

The following information and advice pertain 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 assessments. 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 the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	7	7	7
Percentage endorsed in Application 1	43%	100%	100%

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 ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report 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	6	30	6	66.67%
2	6	27	0	100%
3	6	27	1	100%



Internal assessment 1 (IA1)

Examination — combination response (20%)

Summative internal assessment 1 requires students both to analyse Chinese texts and to create Chinese texts relating to one area of study covered in Unit 3 as selected by the school. This instrument assesses student achievement in Assessment objectives 1–5 through the use of questions related to unseen audio, audiovisual or visual Chinese stimulus texts. Student responses must be completed individually, under supervised conditions and within set timeframes. The IA1 comprises a short response in English, three short responses in Chinese, and an extended spoken response in Chinese. Both components of the examination should be completed within five school days.

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	2
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment to the assessment objectives, assessment specifications and the subject matter for Unit 3
- provided an indicative response to assist the endorsement decision-making process
- featured stimulus texts that were relevant to the subject matter (chosen area of study) and were of appropriate scope and scale. Stimulus texts enabled students to analyse, evaluate and demonstrate the full range of performance-level descriptors of the ISMG
- provided clear and specific requirements and instructions for how to complete the task (mode, length and duration)

- provided a realistic and clear context that allowed for unique student responses, and did not contain leading questions or questions that contained too much detail from the stimulus text.

Practices to strengthen

It is recommended that assessment instruments:

- change/vary the questions from year to year to assist students in generating unique responses
- include questions across the paper that allow students to demonstrate each assessment objective and the full range of performance-level descriptors of the ISMG
- include only questions that allow students to respond within syllabus conditions, e.g. up to 100 words or 150 characters
- use prompts to elicit the required and varied cognitive processes, e.g. 'analyse', 'evaluate', 'justify' and 'draw conclusions'
- include only authentic unseen audio, audiovisual or visual texts (note: use of written texts is not part of the assessment specifications for IA1)
- provide up to two unseen, authentic, visual stimulus texts, which contain text up to 60 characters in length when combined, for the spoken extended response.

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	2
Layout	0
Transparency	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear instructions that aligned with the syllabus objectives, specifications and ISMG
- featured a clearly stated area of study, as selected by the school
- used clear and precise language, and instructions that enabled students to understand what they needed to do
- featured a clear and legible layout and format, with appropriate font sizes
- included stimulus materials, contexts and questions that were legible, clear, relevant and accessible, including audio and audiovisual stimulus texts that were clear and audible for listening purposes.

Practices to strengthen

It is recommended that assessment instruments:

- use language that is accessible to all students, so that they can demonstrate the full range of performance-level descriptors of the ISMG, e.g. avoid colloquialisms and language that may not be understood by students from all cultures and backgrounds
- use clear instructions that align with the syllabus specifications, objectives and ISMG
- provide authentic unseen stimulus texts that are relevant to the school's selected area of study.

Additional advice

- The extended response needs to relate to one area of study, chosen by the school, that has been covered in Unit 3. The stimulus materials and questions in Session 2 must relate to the topic assessed in the short response stimulus (Syllabus section 2.9.1).

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	100%	0%	0%	0%
2	Creating Chinese texts	66.67%	16.67%	16.67%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses applied knowledge of language elements, structures, and textual conventions to understand how meaning was conveyed in texts related to the chosen areas of study
- responses identified how meaning, attitudes, perspectives and values underpin the selected texts from the chosen areas of study and how they influence audiences
- responses analysed and evaluated information and ideas from selected texts related to the chosen area of study to draw conclusions and justify points of view and arguments.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to demonstrate a mid-range identification of how meaning, attitudes, perspectives and/or values underpin Chinese texts
- to show a mid-range analysis or evaluation of information and ideas in Chinese texts.

Analysing Chinese texts (15 marks)

- identification of how meaning, attitudes, perspectives and/or values underpin texts related to the chosen areas of study and influence audiences
- analysis or evaluation of information and ideas in Chinese texts related to the chosen areas of study to draw conclusions with justification of points of view and arguments

Excerpt 1

文章二中面临的挑战是国产电影在中国市场是不太成功的。作者用很多非常好的原因说明了挑战，比如他说虽然张艺谋的电影《金陵十三钗》用 Christian Bale 和在《长城》部电影 Matt Damon 也出现，两部电影在国际市场不错，但是中国人不太接受，因为不仅说很少的中文，而且科技运用和故事内容还很稚嫩。作者也提到非常好的建议帮助面临这个挑战。他说国产电影应该有有意思的剧本，学习西方成熟的电影制作和提高科技，都特别有用的建议。

Excerpt 2

文章二的观点是国产电影用好莱坞明星是一个噱头，可是国内市场成绩平平。作者提到三个原因支持他的理由。第一，大部分人还喜欢好莱坞电影，因为不仅故事精彩，而且使用高科技，所以让视觉效果更强烈；第二，国产电影从故事内容到科技运用还很稚嫩；第三，大部分好莱坞明星在国产电影中主要说英文，说很少的中文，所以中国观众不太接受。作者认为如果国产电影想要走国际，就开始启用好莱坞明星是不够的，因为现在人们更喜欢好莱坞明星的特点。

申引。

Excerpt 3

Both texts employ different textual conventions such as including a title, however, Stimulus 1's language features make it more formal. It references numerous other sources including scholars, American author and producer Arthur Dong, as well as an article from the *Voice of America*. In addition, it uses two popular movies (*Crazy Rich Asians* and *The Farewell*) to effectively support its point. Furthermore, the tone is more formal, as idioms (一席之地) and third person is used. Stimulus 2, however, uses mainly first person, which is less formal. There are also some colloquialisms (说实话) and references to the speaker's personal opinions. This makes Stimulus 2's point less convincing because it lacks the strong evidence and formality of Stimulus 1. Good answer!

This student response excerpt has been included:

- to demonstrate a high-level application of language elements, structures and textual conventions to convey meaning in Chinese texts.

<p>Creating Chinese texts (5 marks)</p> <ul style="list-style-type: none"> application of knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts related to the chosen areas of study discerning application of language elements, structures and/or textual conventions to create meaning related to chosen areas of study 	<p>Excerpt 1</p> <p>IA1 Creating Chinese texts</p> <p>Excerpt 1 content (audio, 1 min 38 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_ext_20_sr_snip1_part1.mp3</p> <p>Transcription</p> <p>Student: 我觉得这两幅图片描述了，啊，科技发展的转变。因为在第一幅图，我可以看到啊，两个转变。</p> <p>上面这幅图我可以看到两个宝宝，啊，宝宝跟宝宝一起玩儿，他们看上去非常开心，我也可以看到他们的妈妈，啊，她们面对面聊天，</p> <p>可是下面这幅图，啊，虽然宝宝们去外面，但是他们还是用科技。前面的宝宝玩自己的平板电脑，后面的宝宝玩自己的平板。</p> <p>Student: 他们没有面对面的聊天。在左边的这幅图，我可以看到三个学生，看上去是非常好的朋友，因为他们都聊天，可是在右边的副图，我可以看到四个学生，可是前面的一男生看上去非常不开心，他有一个手机，我觉得他可能看到了不好的信息，后面三个学生可能欺负他用社交媒体，啊，因此我觉得前面的男生没有朋友，非常不开心。</p> <p>Teacher: 嗯，很好，那请你比较分析第一幅图和第二幅图，说一说科技对人和社交的改变。</p> <p>Student: 我觉得科技对社交能力的转变非常不好，因为对他们的心理健康有消极的影响，虽然科技产品可能有用，但是对宝宝们和年轻人有不好的影响，比如在过去，无论不是宝宝就是年轻人都是非常开心，他们都做互动活动，有非常好的交流能力。他们的人际社交非常好，可是现在人际社交更不好，因为他们越来越少面对面交流，如果他们想聊天不需要去外面，可以在网上聊天。</p> <p>总的来说，我觉得科技发展对我们的社交能力有非常不好的转变。</p>
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- schools apply their school assessment policy to responses exceeding the assessment conditions of up to 100 words for a response in English and 150 characters for a response in Chinese, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.

Additional advice

- Schools are encouraged to submit the transcript of the audio stimulus and indicative response to support the school's provisional marks.



Internal assessment 2 (IA2)

Examination — extended response (25%)

Summative internal assessment 2 requires students to analyse Chinese texts and to create Chinese texts. This assessment is used to determine student achievement in Assessment objectives 2–6, which require students to analyse and evaluate stimulus texts and to respond in Chinese in an analytical essay, addressing a particular task or question for an area of study not examined in the IA1. Students engage with the two stimulus texts provided by the teacher. They also select and consider an additional text approved by the teacher in their response.

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	0
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment to the subject matter for Unit 3 with an area of study not examined in IA1, as specified by the syllabus
- were appropriate in scope and scale, allowing students to fully demonstrate the assessment objectives at the highest performance levels within the conditions mandated by the syllabus
- provided stimulus texts that allowed for unique student responses
- ensured scaffolding did not lead students to predetermined responses.

Practices to strengthen

It is recommended that assessment instruments:

- change/vary the questions from year to year to assist students in generating unique responses

- provide one authentic visual text, which must not compromise the complexity by providing cues to understanding other stimulus materials. This text should contain no more than 60 characters in Chinese
- provide one authentic written stimulus, which is 400–600 characters in length in Chinese and relates to the same area of study as the visual stimulus
- ask students to choose one additional authentic Chinese stimulus text, which relates to the chosen area of study and has been approved by the teacher.

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	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear and specific requirements for the task to be completed (mode, length, duration)
- contained appropriate language and avoided unnecessary jargon, specialist language and/or colloquial language in questions
- featured images, diagrams and other visual elements that were legible, clear and relevant.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications of the syllabus, e.g. for an analytical essay.

Additional advice

It is recommended that:

- students are required to engage with an authentic, teacher-approved Chinese stimulus text
- instructions are included that prompt students to choose one authentic Chinese stimulus text, which relates to the selected area of study and has been approved by the teacher
- all assessment instruments are endorsed and meet the syllabus specifications.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	100%	0%	0%	0%
2	Creating Chinese texts	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the student response relied on appropriate register and grammatical features to structure the analysis
- the student response provided evidence that was substantiated and introduced clearly
- the student response had clearly identified purpose, audience, context and tone, and this was used to support the analysis.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- as they match the top performance-level descriptors for analysing and evaluating information and ideas from selected texts
- as they provide well-constructed, discerning conclusions, and well-substantiated justification of the student's view and arguments.

Analysing Chinese texts

(9–10 marks)

- discerning analysis and evaluation of relevant information and ideas in Chinese stimulus texts
- well-substantiated justification of points of view and arguments

Excerpt 1

		我	心	中	的	《	黄	河	大	合	唱	》	是	红
色	经	典	、	红	色	力	量	，	是	不	能	被		
随	意	消	费	与	恶	搞	的	。	随	着	《	黄	河	
大	合	唱	》	被	越	来	越	多	人	所	熟	知	，	
黄	河	精	神	、	文	化	的	发	扬	与	流	传	，	
一	些	媒	体	与	个	人	开	始	对	原	创	作		
品	进	行	了	出	于	各	种	目	的	的	改	编		
恶	搞	。	材	料	一	中	，	原	作	被	恶	搞		
成	了	"	年	终	奖	，	年	终	奖	，	我	们	在	

Excerpt 2

中	华	民	族	的	儿	女	们	将	《	黄	河	大	合	唱
》	发	扬	到	了	海	外	，	中	国	经	典	艺		
术	文	化	作	品	的	国	际	影	响	力	也	在	提	
升	。	在	海	外	进	行	《	黄	河	大	合	唱	》	的
演	出	，	让	世	界	上	更	多	人	感	受	到		
了	华	夏	儿	女	坚	韧	不	拔	、	顽	强	不		
屈	的	抗	日	精	神	与	民	族	气	节	，	让		
他	们	对	黄	河	文	化	与	黄	河	精	神	有		
了	更	深	一	层	的	理	解	。						

This student response excerpt has been included:

- to demonstrate a discerning application of language elements, structures and textual conventions
- to show a perceptive integration of context, purpose, audience and cultural conventions to synthesise and convey information.

**Creating Chinese texts
(14–15 marks)**

- effective application of language elements, structures and/or textual conventions to create meaning in mostly proficient and complex Chinese texts related to the chosen areas of study
- effective integration of context, purpose, audience and/or cultural conventions to create fluent texts in Chinese
- effective synthesis of relevant information to cohesively and coherently structure the response and develop ideas

		我	心	中	的	《	黄	河	大	合	唱	》		
		《	黄	河	大	合	唱	》	作	于	1939	年	3	月
		由	光	未	然	作	词	，	冼	星	海	作	曲	，
		是	中	华	民	族	音	乐	历	史	上	的	一	座
		里	程	碑	。	在	民	族	危	亡	之	际	，	一
		曲	《	黄	河	大	合	唱	》	激	发	了	多	少
		儿	女	团	结	一	致	、	英	勇	奋	战	、	同
		仇	敌	忾	的	决	心	。	该	作	品	歌	颂	了
		伟	大	的	中	华	民	族	和	中	国	人	民	，
		也	展	现	了	永	垂	不	朽	的	黄	河	文	化
		与	黄	河	精	神	。							
		我	心	中	的	《	黄	河	大	合	唱	》	是	红
		色	经	典	、	红	色	力	量	，	是	不	能	被
		随	意	消	费	与	恶	搞	的	。	随	着	《	黄
		大	合	唱	》	被	越	来	越	多	人	所	熟	知
		黄	河	精	神	、	文	化	的	发	扬	与	流	传
		一	些	媒	体	与	个	人	开	始	对	原	创	作
		品	进	行	了	出	于	各	种	目	的	的	改	编
		恶	搞	。	材	料	一	中	，	原	作	被	恶	搞
		成	了	"	年	终	奖	，	年	终	奖	，	我	们
		在												

中华民族的儿女们将《黄河大合唱》发扬到了海外，中国经典艺术文化作品的国际影响力也在提升。在海外进行《黄河大合唱》的演出，让世界更多人感受到了华夏儿女坚韧不拔、顽强不屈的抗日精神与民族气节，让他们对黄河文化与黄河精神有了更深一层的理解。

我心中的《黄河大合唱》具有鲜明的艺术风格。全曲包括序曲和八个乐章，并由配乐诗朗诵和乐队演奏，将各乐章连成一个个整体。各个乐章从内容到音乐形象又具有相对的独立性，从乐章之间形成了鲜明的对比。音乐刻画了中华儿女的意志和力量，象征着崇高伟大的民族精神。

噤	叫	，	我	们	在	噤	叫	！”	在	我	看	来	，
这	种	为	了	取	悦	观	众	而	消	费	经	典	
文	化	作	品	的	行	为	，	是	对	原	创	作	
品	极	大	的	不	尊	重	，	是	志	本	的	行	
为	。	《	黄	河	大	合	唱	》	贯	穿	着	一	个
主	题	思	想	——	“	抗	日	救	亡	”	，	作	品
刻	画	了	在	中	国	共	产	党	领	导	下	，	我
国	人	民	浴	血	奋	战	抗	击	日	寇	的	英	
雄	形	象	。	因	此	，	无	论	在	任	何	时	
候	，	《	黄	河	大	合	唱	》	都	不	该	被	恶
搞	衰	淡	，	我	们	应	该	传	承	红	色	经	典
。	汲	取	红	色	力	量	。						
			我	心	中	的	《	黄	河	大	合	唱	》
是	世	界	艺	术	文	化	的	瑰	宝	，	走	向	了
国	际	舞	台	，	被	世	界	上	越	来	越	多	的
人	所	了	解	、	熟	知	。	材	料	二	中	，	
为	纪	念	中	国	人	民	抗	日	战	争	暨	世	
界	反	法	西	斯	战	争	胜	利	七	十	周	年	，
有	千	人	参	加	的	《	黄	河	大	合	唱	》	将
在													

		《黄河大合唱》	以	黄河	为	背景	,
热	情	歌	颂	了	中	华	民
的	光	荣	历	史	和	中	国
屈	的	斗	争	精	神	。	《黄河大合唱》
着	鲜	明	的	艺	术	风	格
可	被	恶	搞	与	亵	渎	的
其	国	际	影	响	力	也	在
发	扬	黄	河	文	化	、	传
对	激	发	人	们	爱	家	、
有	着	重	大	的	历	史	与
							现
							实
							意
							义
							。

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- the student-chosen stimulus be a different text type from the teacher-selected stimulus
- the stimulus be analysed individually first by the student. However, a common theme and/or question should be considered across all the stimulus to unify the response.

Additional advice

- The application of the ISMG should be similar when assessing the performance of Chinese background and non-background speakers. The judgment-making process needs to apply consistently across the cohort.



Internal assessment 3 (IA3)

Project — investigative folio (30%)

The summative internal assessment 3 focuses on a student-led investigation that requires the application of a range of cognitive, technical and creative skills and theoretical understandings in relation to an area of interest not studied in Unit 3. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes an 8–10-minute multimodal presentation in Chinese, followed by a 10–12-minute discussion. This assessment occurs over an extended and defined period of time.

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	0
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with the syllabus objectives, specifications and the subject matter
- were appropriate in scope and scale, allowing students to demonstrate the assessment objectives at the highest performance levels within the conditions mandated by the syllabus
- featured scaffolding and questions that allowed for unique student responses.

Practices to strengthen

It is recommended that assessment instruments:

- allow for a response that provides an analysis and evaluation of a collection of student-selected authentic Chinese texts that have been chosen in negotiation with the teacher and

have not previously been studied in Chinese or Chinese Extension. A collection of texts should be three or more stimulus offering different perspectives

- allow the response to provide the student's personal perspective
- apply relevant strategies for checkpoints, which are documented with dates provided
- implement strategies to ensure authenticity of student work.

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	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 7.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured appropriate language use, avoiding unnecessary jargon, specialist language or colloquial language
- provided clear instructions using cues that aligned with the syllabus specifications, objectives and ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions for both Part 1 and Part 2 of the task
- specify the word and time limits, as per the syllabus assessment conditions
- enforce the school assessment policy when managing response length concerns.

Additional advice

- Ensure that all assessment instruments distributed to students are endorsed and meet the syllabus specifications.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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	100%	0%	0%	0%
2	Creating Chinese texts	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- the student provided the script of their multimodal presentation
- the student recognised and acknowledged all perspectives in the stimulus, and developed balanced personal views and arguments.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- as it provides evidence of a match to all three characteristics of the highest performance level for the Analysing Chinese texts criterion.

**Analysing Chinese texts
(14–15 marks)**

- thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts through an investigative process
- perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process
- discerning analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process to draw well-constructed and valid conclusions with well-substantiated justification of points of view and arguments

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社会信用体系
白蕊敏

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社会信用体系是什么？

- 中国社会信用体系是一个以数据为主导的先进科技系统。
- “通过奖励守信用的人、惩罚不听话的人，该系统被用于监控和塑造更好的个人及商业行为。”
- “做好事就会加分，做坏事就会扣分。”
- “它的全面实施可能需要数年甚至数十年的时间。”

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西方世界如何看待社会信用体系？

西方世界对中国社会信用体系表示了两个担忧：

1. 该体系侵犯了个人隐私；
 2. 它给政府太多权力，特别对商业操作。
- 文章一的侧重点主要是针对个人隐私。
 - 墨尔本大学亚洲研究所的高级讲师使用“奥威尔式”一词来形容社会信用体系。
 - 此外，上海居民黄中平也呼应了这些观点。他说中国人无隐私可言，因为数据都是：“被国家掌握并随时可以查询”。

Redacted for copyright	<h3 style="margin: 0;">西方世界如何看待社会信用体系？</h3> <ul style="list-style-type: none"> • 资料二主要讲述了社信体已经在商业企业中展开 • 作者认为社会信用体系给政府太多权力，正如研究院莎莎和其他批评人士说它使政府在企业中决策发挥更大的作用。 • 由于不精准的数据和破坏性过大的惩罚机制，很多企业很难上诉或再次运营。 • 用某丝绸厂的故事为例：“在2017年底时出差时发现自己的也在在这个系统里，当她买不到回家的火车票。然后她的银行账户不被冻结了。她最终丢掉了金融分析师的工作。” • 文章一也提到同样的问题：“如果不遵守规定，企业可能会严重影响，例如受到制裁、或甚至被列入黑名单等。”
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These student response excerpts have been included:

- to demonstrate a proficient unrehearsed speech, which presents discerning evidence that supports the analysis of the stimulus.

<p>Creating Chinese texts (15 marks)</p> <ul style="list-style-type: none"> • thorough comprehension of language elements, structures and/or textual conventions to identify gist and extensive details in all the stimulus texts through an investigative process • perceptive identification of how meaning, attitudes, perspectives and/or values underpin texts and influence audiences through an investigative process • discerning analysis and evaluation of relevant information and ideas in Chinese texts through an investigative process to draw well-constructed and valid conclusions, with well-substantiated justification of points of view and arguments 	<p>Excerpt 1 Multimodal presentation IA3 Analysing Chinese texts</p> <p>Excerpt 1 — part 1, content (video, 1 min 17 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_ext_20_sr_snip1_part1.mp4</p> <p>每篇文章都解释了社会信用体系，可是资料一的总结最好。中国社会信用体系是一个以数据为主导的先进科技系统，目标是：“通过奖励守信用的人、惩罚不听话的人”，该系统被用于监控和塑造更好的个人及商业行为。材料四描述了它如何运作，提到：“做好事就会加分，做坏事就会扣分。</p> <p>如果他们得到很高的分数，公民和商业就会收到好处比如享有更便宜的车费；然而得分低的个人或者企业会面临后果。例如限制旅行。材料都提到这个体系只在一些试点城市实施。文章一特别称：“它的全面实施可能需要数年甚至数十年的时间。</p> <p>Excerpt 1 — part 2, content (video, 35 sec) www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_ext_20_sr_snip1_part2.mp4</p> <p>西方世界对中国社会信用体系表示了两个担忧：第一，该体系侵犯了个人隐私；第二，它给政府太多权力，特别对商业操作。文章一的侧重点是针对个人隐私，它提供给观众各种各样的观点因为其引用了不同人群包括中国人，外国人和专家。例如研究员王松莲认为社会信用体系侵犯了个人隐私和人权。墨尔本大学的高级讲师也有类似的看法，她使用“奥威尔式”一</p>
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词来形容社会信用体系。此外，上海居民黄中平也呼应了这些观点。他说中国人无隐私可言，因为数据都是：“被国家掌握并随时可以查询。”

Excerpt 1 — part 3, content (video, 22 sec)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_ext_20_sr_snip1_part3.mp4

资料二，主要讲述了社信体已经在商业企业中展开，这也包括在中国的外企公司。作者认为社信体给政府太多权力，正如研究院莎蔓莎和其他批评人士说它扩大政府在企业中的决策作用。

Excerpt 2 Spoken conversation

IA3 Creating Chinese texts

Excerpt 2 content (audio, 2 min 38 sec)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_chinese_ext_20_sr_snip2_part1.mp3

Transcript

我有两个主要原因让我选择这个题目：第一现在在中国社会信用体系非常有建议性引起很大的全球关注。因为在网上对这个体系有太多不一样的信息。所以我想通过这些分析信息让我建立我自己的看法。第二，去年我看了一本小说，看做相似的概念那个世界没有隐私。因为这些原因让我选自这个题目。

老师：嗯！挺好！那这个题目对你本身有什么特殊的意义？

学生：在二零一九年的时候，我去了中国。他们提出我的质问。我认为这是跟社会信用体系有关的。可是我不太懂这个体系，这个课题让我有更深入的了解。

老师：在研究这个课题的过程中，你有没有遇到什么困难？

学生：我开始寻找材料的时候，因为大部分都是长篇文章所以非常难以的阅读。花了很长时间去读懂这些材料。

老师：确实不容易！你是如何客服这些困难的呢？

学生：虽然我可能不懂每一个信息，但是看到万千字，让我理解了主要思想。如果我觉得是一篇好文章，然后我会更深入的分析。然后我使用图形组织着，比较考虑目的，观众，上下文和语气。最后我比较优缺点。

老师：听起来是一个非常好的方法。学生：谢谢！

老师：好，下面我想跟你谈谈你的演讲内容。首先你可不可以说一说什么是社会信用体系？

学生：中国社会信用体系是一个以数据主导的先进科技系统。目的是通过奖励守信用的人惩罚不听话的人。

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- students must provide clear referencing of all sources
- the student response should demonstrate a wide variety of complex grammatical structures and vocabulary
- the student response should demonstrate an investigative process by identification of the meaning, attitudes, perspectives and values conveyed through the range of stimulus text types, accompanied by an analysis of how those elements influenced the audience
- the student response should reveal a clear point of view and well-constructed conclusions drawn from the findings of the student's investigation and analysis.

Additional advice

- Teachers should ensure their questions are not leading and enable students to express a personal opinion.
- Teachers should ensure the spoken conversation is not rehearsed and demonstrates spontaneity.
- The investigative folio should provide opportunities for students to compare and contrast Australian and Chinese perspectives on a given topic to enhance their analytical and spoken skills.
- The investigative folio should extend beyond the area of study and offer students the opportunity to apply an investigative process to engage with their multimodal presentations.
- Encourage students to engage with the content and delivery of their multimodal presentation.
- Remind students about the conditions and length of the task. The multimodal presentation is 8–10 minutes and the spoken conversation is 10–12 minutes.



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.

Examination — extended response (25%)

Assessment design

The summative external examination is an extended response using stimulus from a range of different text types and on topics from the areas of study. Students were asked to select one stimulus from the choice of provided materials. They responded in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to the topics studied in Units 3 and 4.

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 a single question.

Criterion: Analysing Chinese texts

This criterion requires students to:

- analyse and evaluate ideas in Chinese texts
- draw conclusions and justify their points of view.

Criterion: Creating Chinese texts

This criterion requires students to:

- provide a personal, critical and/or creative response to stimulus
- adhere to the conventions of the text types.

Conditions

- Time: 2 hours plus 20 minutes planning time.
- Length: an extended response of 500–700 words.
 - Other: Chinese dictionaries are not allowed.
 - Notes are not allowed.

Extended response

The examination required students to write an extended response to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to discuss how a selected stimulus related to their own focus/topic from Unit 4: Independent investigation. The question was derived from the context of Unit 4: Independent investigation.

The stimulus material was three written texts. They were designed to elicit an extended response that analysed one of the texts and also related to the student's own investigative response.

The stimulus discussed the following:

- the increasing use of artificial intelligence in the hospitality industry, including hotels in China
- the influences of Confucianism in modern Chinese lifestyles
- the evolution of Chinese and Asian faces in Hollywood productions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- state a clear thesis in the opening paragraph of their essay
- use consistent register and a wide range of cohesive devices, vocabulary, grammar and tenses purposefully and accurately
- demonstrate thorough comprehension of the selected stimulus text and their own chosen topic to provide an authoritative interpretation of how their chosen perspective influences audiences
- make clear connections between their independent study and the chosen stimulus.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Extended response

Section 1 (Question 1)

This question required students to

- identify, analyse and evaluate a perspective presented in the chosen stimulus
- justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas.

Effective student responses:

- included an introduction, at least two body paragraphs and a conclusion (structure), used a consistent register, and used a wide range of vocabulary, grammar and tenses (language elements) to state a personal and critical argument to support the thesis
- used proficient and complex simplified Chinese to analyse and synthesise relevant information to construct the response
- used a wide range of cohesive devices purposefully and accurately
- demonstrated thorough understanding of one perspective in the chosen stimulus; they included references from the stimulus that were relevant to the argument
- identified a relevant perspective in the chosen stimulus, and provided an authoritative interpretation of how this perspective influenced audiences

- clearly stated a judgment about a perspective in the chosen stimulus and drew well-substantiated conclusions about this judgment, using both the chosen stimulus and their own ideas.

This student response excerpt has been included:

- for its discriminating personal argument
- to show an example of a clearly stated thesis
- to show an example of a well-substantiated conclusion.

Analysing Chinese texts

- demonstration of thorough understanding of one perspective in the chosen stimulus
- selection of relevant references from the stimulus to support this perspective
- identification of relevant perspective in the chosen stimulus
- an authoritative interpretation of how this perspective influenced audiences
- a judgment about a perspective in the chosen stimulus
- well-substantiated conclusions about this judgment, using both the chosen stimulus and the student's own investigation
- a clearly stated thesis to be substantiated
- development of a discriminating personal, critical or creative argument to support the thesis across the response

Creating Chinese texts

- purposeful use of a wide range of cohesive devices
- use of proficient and complex Chinese to create fluent sentences
- purposeful, accurate use of a wide range of vocabulary and grammar
- use of consistent register for context
- use of appropriate textual conventions

Fill in the bubble to indicate the area of study you have selected.

Literature	The arts	Social sciences	Media studies	Innovation, science and technology	Business and commerce
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

AND

Write the title of your independent investigation here: 未来酒店的影响

AND

Fill in the bubble to indicate the stimulus you have selected.

Stimulus 1 <input checked="" type="radio"/>	Stimulus 2 <input type="radio"/>	Stimulus 3 <input type="radio"/>
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QUESTION 1 (35 marks)

Identify, analyse and evaluate a perspective presented in the chosen stimulus.

Justify your conclusions using evidence and insights from the stimulus, your independent investigation and/or your own ideas.

继续酒店没有很多高科技帮助提高酒店
管理。文章一讲述了人工智能“未来酒店”。本
文论点跟作者观点很类似。我认为人工
智能酒店利大于弊，因为不仅帮助提
高客人的酒店经历，而且提高管理和酒
店跟其他商业领域的合作。本文会使用
文章的信息和我自己的研究来分析和
评价作者的观点。

文章一的作者让受众看到人工智能提高酒店客人的经历。作者表示：“每个房间里也装有智能声控系统，这些系统可以通过声音开灯关灯，甚至可以点瓶水”。也就是说，未来酒店更如有效率。此外，人工智能科技可能给客人带来更多个性化的经历，因为员工减少员工做重复性的^{工作}时间，所以更多时间可能花跟客人。作者也提到：“在需要整理房间的时候，[人工智能]会收到自动提醒”。这些表明人工智能酒店是如何来影响客人经历的。因此，~~作者~~作者想观众了解未来酒店有很多好处，特别有用提高给客人提供更多个性化的经历。

另外，作者也说服受众人工智能酒店的发展~~带来~~经济效益，因为提高酒店跟其他商业领域的合作和自己的管理。因为人工智能酒店已经在亚洲已经非常成功。比如：“在新加坡，已经有几家酒店使用机器人清洁员”，所以这个科技提带

高酒店管^理帮助增加效率性。除了提高管理的方式以外,作者也提出如何未来酒店提高商业合作。他说道:"与新兴技术完美结合的一个最新典范"。酒店例如阿里巴巴"未来酒店"需要最新的人工智能,所以他们跟科技事业有更多^积的关系。因此作者帮助受众看到给酒店^和和其他商业领域带来经济好处。

^{总的来说}
作者使用各种各样的证据和很多例子帮助受众了解人工智能酒店利大于弊。不但这些科技提高客人的经历,而且帮增加酒店管理跟其他商业事业的合作。虽然人工智能有很多好处,我也认为科技是一把双刃剑。在享受好处的时间,我们应该思考如何应对其带来的弊端,如隐私问题。

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions
- the importance of students indicating the area of study and the title of their independent investigation
- that in order to achieve the highest marks, students need to use a greater range of complex sentences correctly, including use of subordinate and relative clauses with correct word order and punctuation, especially the correct use of commas
- encouraging students to use a range of tenses (past, present and future)
- that errors in language elements can impact meaning
- that a wide range of characters and cohesive devices are required for full marks. Use of simplistic and repetitive characters and phrases and direct quotations from the stimulus will not be awarded the higher marks
- encouraging students to clearly state a thesis in the introduction and develop a personal, critical or creative argument to support the thesis across the response
- emphasising to students that they should clearly indicate, on the examination paper, which stimulus they have chosen.