

Chinese Extension subject report

2022 cohort

February 2023



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Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

This report analyses the summative assessment cycle for the past year — from endorsing internal assessment instruments to confirming internal assessment marks, and marking external assessment. It also gives readers 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.

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, including those 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:

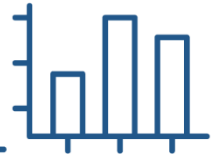
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

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 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 or AS.

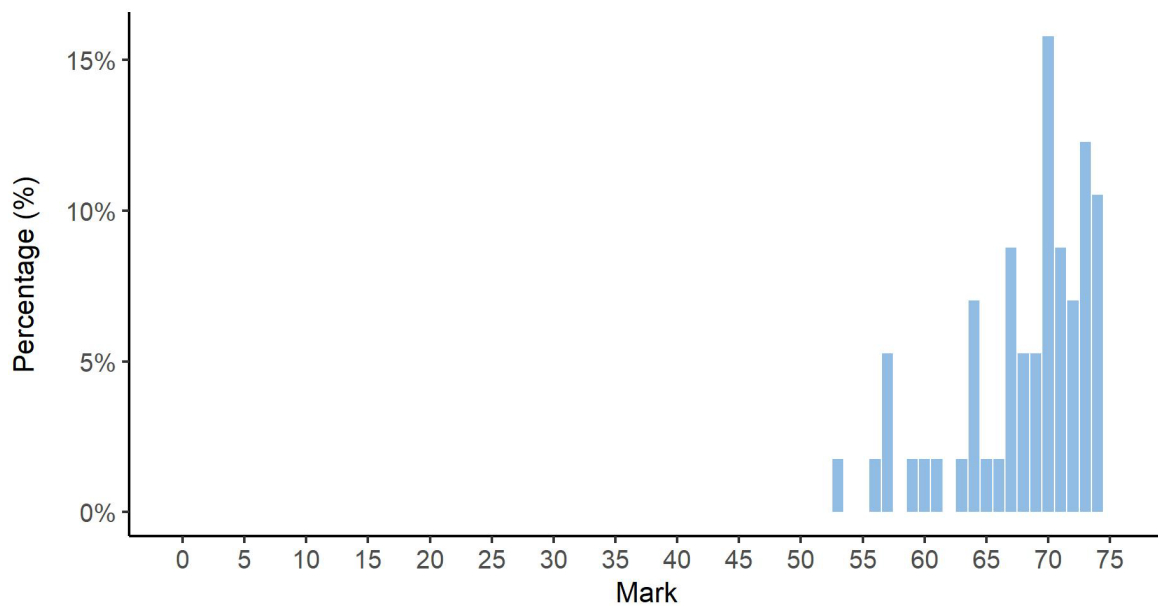
Note: All data is correct as at 31 January 2023. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 6.

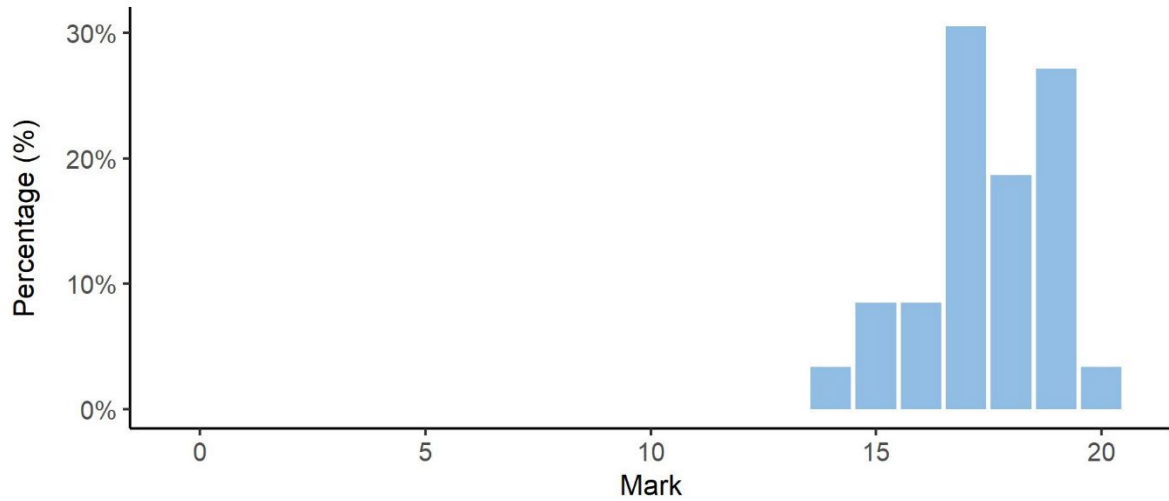
Completion of units	Units 3 and 4
Number of students completed	57

Units 3 and 4 internal assessment (IA) results

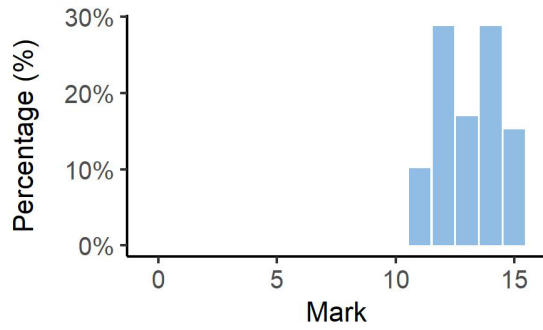
Total marks for IA



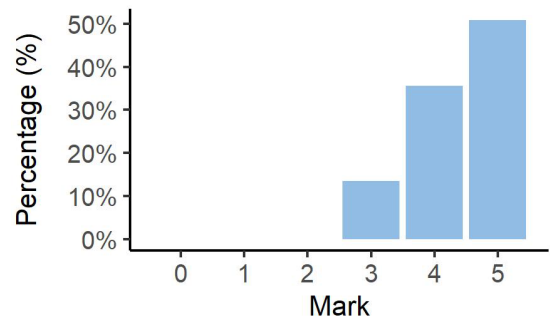
IA1 total



IA1 Criterion: Analysing Chinese texts

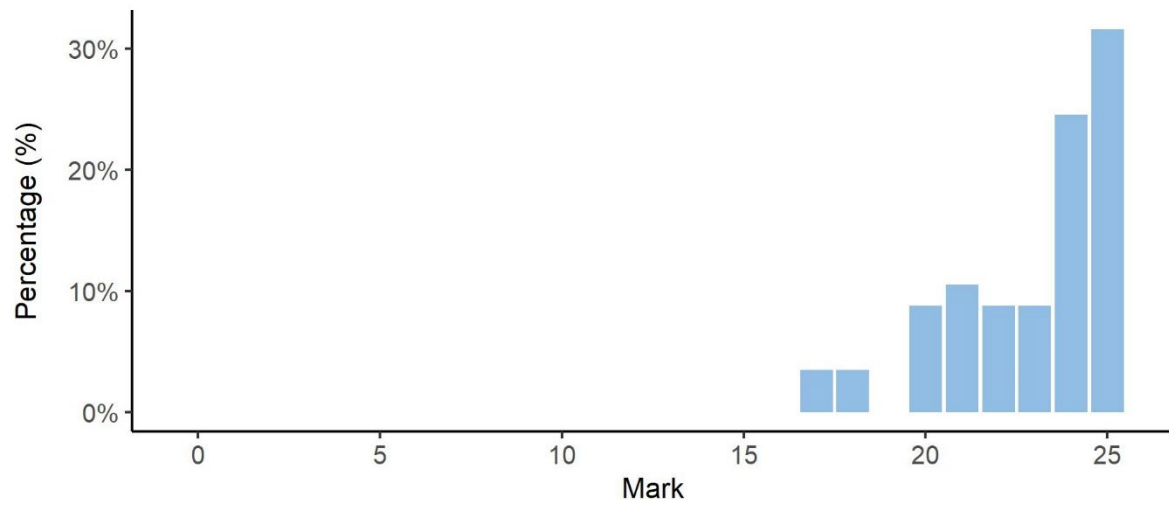


IA1 Criterion: Creating Chinese tests

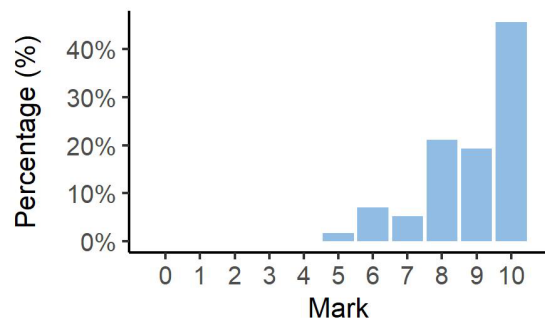


IA2 marks

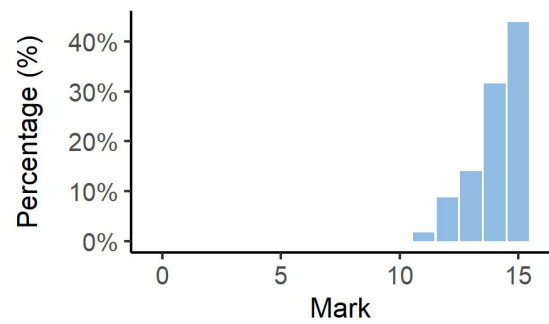
IA2 total



IA2 Criterion: Analysing Chinese texts

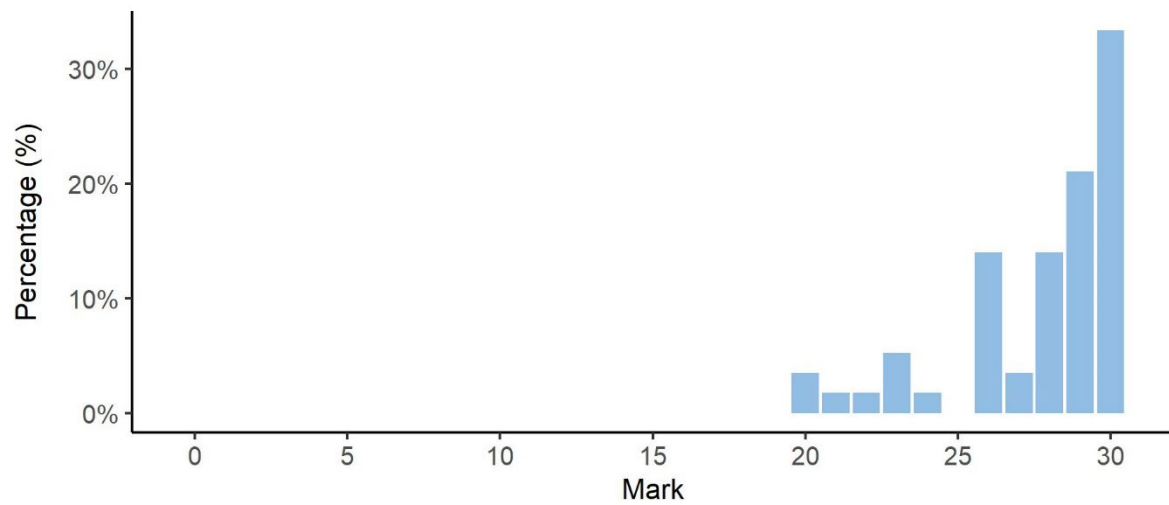


IA2 Criterion: Creating Chinese texts

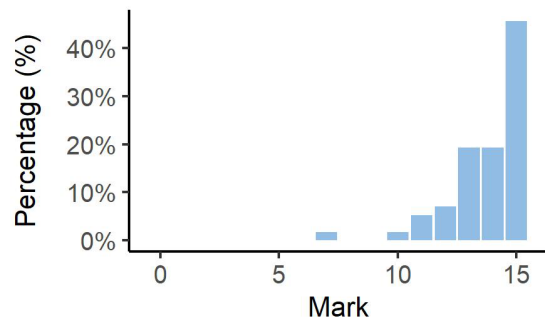


IA3 marks

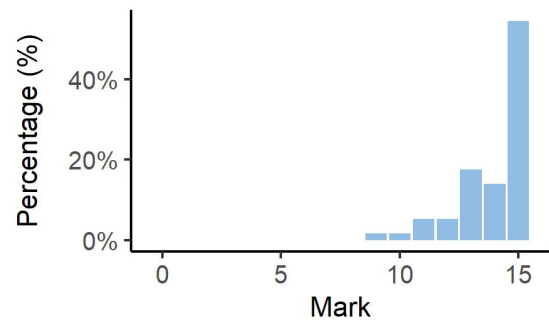
IA3 total



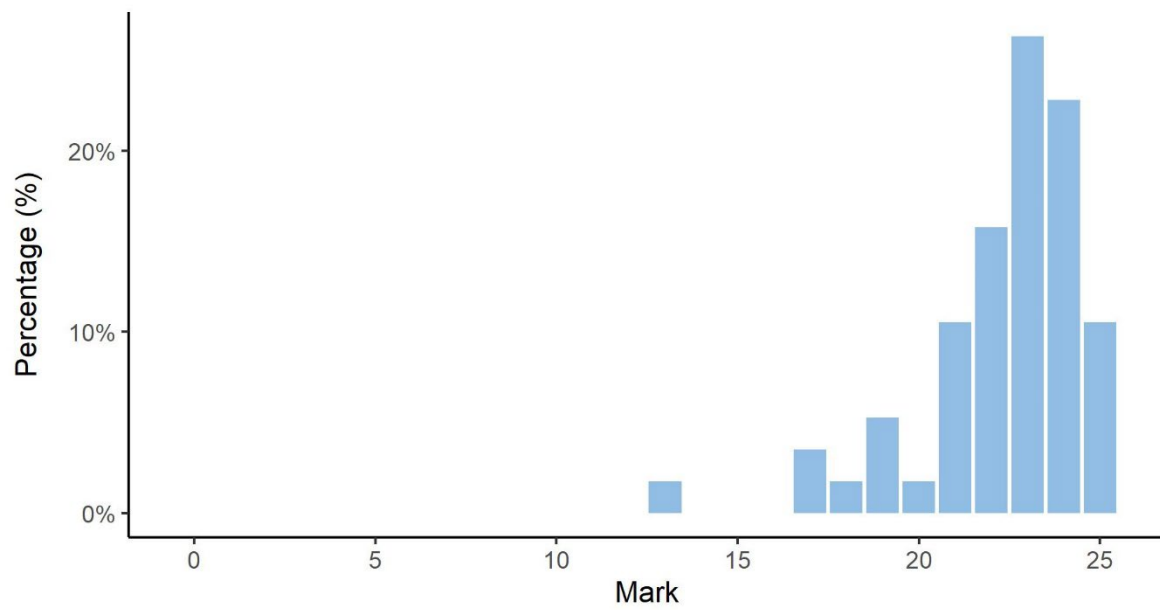
IA3 Criterion: Analysing Chinese text



IA3 Criterion: Creating Chinese texts

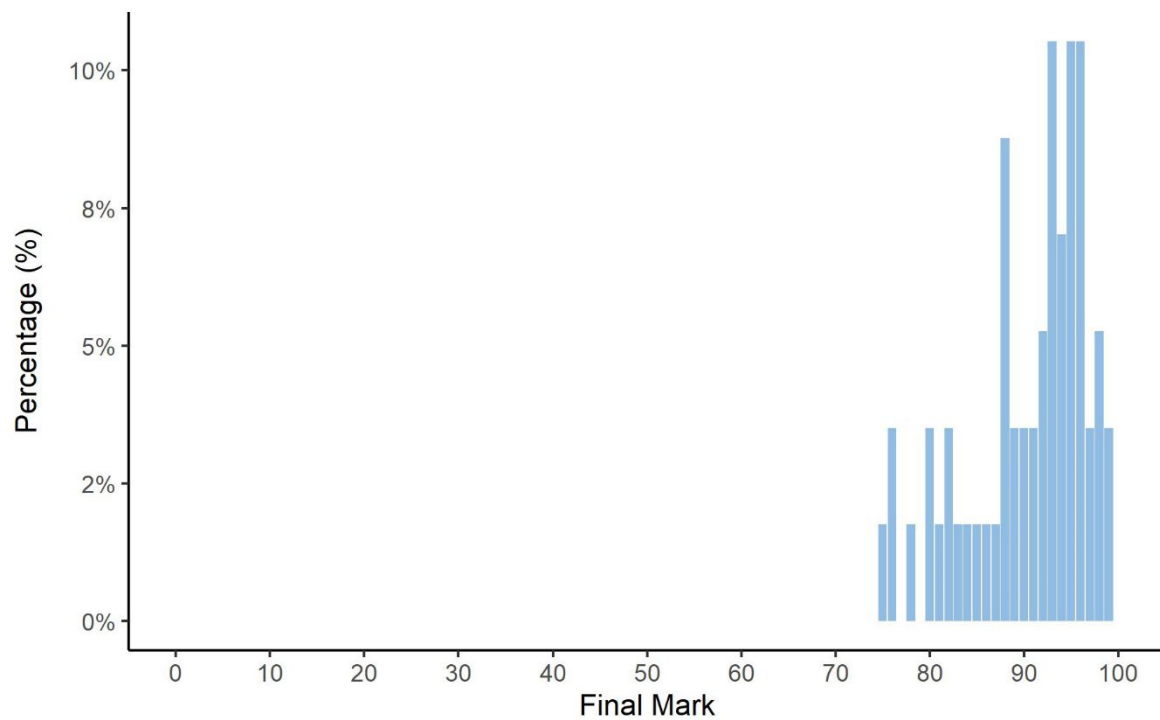


External assessment (EA) marks



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	100–82	81–64	63–43	42–21	20–0

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	50	7	0	0	0

Internal assessment



The following information and advice relate to the assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by two attributes of quality assessment (validity 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 *QCE and QCIA policy and procedures handbook v4.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	8	8	7
Percentage endorsed in Application 1	62%	75%	85%

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.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	34	4	83.33%
2	6	34	0	83.33%
3	6	34	0	50%



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. All 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	1
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 8.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with the assessment objectives in Syllabus section 2.9.1, and the subject matter for Unit 3: Guided investigation
- provided an indicative response for analysing Chinese texts in English to ensure the validity and accessibility of the assessment
- provided a realistic context and clear instructions that allowed for unique student responses and did not contain leading questions or cues that would lead students to the expected responses
- provided clear and specific requirements and instructions for how to complete the task (mode, length and duration) for each question, e.g. short response in English of up to 100 words and short response in Chinese of up to 150 characters

- 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
- included written text and transcripts of 500–800 characters in length when combined.

Practices to strengthen

It is recommended that assessment instruments:

- change the questions from year to year to assist students to generate unique responses
- include questions across the assessment instrument that allow students to demonstrate each assessment objective and the full range of performance-level descriptors of the ISMG, e.g. the integration of context, purpose, audience and/or cultural conventions
- include only questions that allow students to respond within syllabus conditions
- use prompts to elicit the required and varied cognitive processes in the questions, e.g. *analyse, evaluate, justify* and *draw conclusions*
- include two or three unseen authentic audio, audiovisual or visual stimulus texts in simplified Chinese for the short response. (Use of written stimulus texts is not part of the assessment specifications for IA1)
- provide up to two unseen authentic visual stimulus texts, which contain written text of 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	0
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 8.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured a clear
 - layout and format, with appropriate font sizes for legibility
 - set of instructions that aligned with the syllabus objectives, specifications and the ISMG
 - area of study, as selected by the school

- used language that was accessible to all students, so they can demonstrate the full range of performance-level descriptors of the ISMG, e.g. avoiding colloquialisms and language that may not be understood by students from all cultures and ethnic backgrounds
- used clear and precise language, and instructions that enabled students to understand what is required from them
- included stimulus materials, contexts and questions that were legible, clear, relevant and accessible, including audio and audio-visual stimulus texts that were clear and audible for listening purposes.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- The extended response must 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).
- The visual text/s must not compromise complexity by providing cues or prompts to understanding other stimulus materials.

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	83.33%	16.67%	0%	0%
1	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:

- student responses articulated how audiences were influenced by meaning, attitudes, perspectives and values in the analysed texts, in Chinese or English, depending on the requirements of the question
- student responses in Chinese demonstrated the choice of analytical techniques used and were justified using a wide range of Chinese language elements.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

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

- teachers note that student responses containing full form Chinese characters cannot meet either the *thorough* or *effective* performance-level descriptor of Assessment objective 1.

Additional advice

- Teacher-selected stimulus texts should contain no bias, and provide different perspectives that encourage students to draw unique conclusions based on their analysis and evaluation.
- Schools should clearly annotate and describe on the student response and ISMG how school assessment policy has been applied for short responses exceeding the assessment conditions of within 100 words in English responses and 150 characters in Chinese responses.



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 an additional text, approved by the teacher, and consider it 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: 8.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with 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 and task instructions that allowed students to develop unique responses within the syllabus conditions
- ensured scaffolding did not lead students to predetermined responses
- provided one authentic visual text, which did not compromise complexity by providing cues to understanding other stimulus materials, and which contained no more than 60 Chinese characters
- included one authentic written stimulus, which was 400–600 characters of Chinese and related to the same area of study as the visual stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- include different questions from year to year to assist students to generate unique responses
- 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	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 8.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear and specific requirements for the task (mode, length, duration)
- contained appropriate language and avoided unnecessary jargon, specialist language and/or colloquial language in stimulus and questions
- featured images, diagrams and other visual elements that were legible, clear and relevant
- included stimulus texts without bias and inappropriate content, e.g. avoided stimulus texts with controversial political, cultural, gender and/or racial biases.

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

- Include explicit instructions to prompt students to choose one additional authentic Chinese stimulus text, visual or written, which
 - relates to the chosen area of study
 - meets the visual or written stimulus descriptions (Syllabus section 2.9.2)
 - has been approved by the teacher.
- Require students to consider all three stimulus texts in the unseen task.

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
2	Analysing Chinese texts	100%	0%	0%	0%
2	Creating Chinese texts	83.33%	16.67%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when the highest performance-level descriptors were awarded for student responses that:

- used appropriate and effective register and grammatical features to structure the analysis
- presented evidence that was well established, justified and clearly substantiated in the Analysing Chinese texts and Creating Chinese texts criteria
- identified elements of PACT (purpose, audience, context and tone) and used them to support the analysis and conclusions.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

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

- all three stimulus materials (two teacher-provided stimulus and one student-selected stimulus) must be used to respond, in an analytical essay including analysis, evaluation, well-constructed conclusions and well substantiated justification of arguments
- teachers take into account that student responses containing full form Chinese characters cannot meet either the *thorough* or *effective* performance-level descriptor of Assessment objective 1.

Additional advice

- Schools should ensure the ISMG is annotated correctly and is consistent with the provisional mark.
- Teachers are encouraged to revisit the 'Making judgments' webinar, online in the Syllabus resources section, about correctly applying the 'best fit' approach when awarding student marks against the ISMG.



Project — investigative folio (30%)

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:

- aligned with the assessment objectives, specifications, conditions, and the subject matter
- were appropriate in scope and scale, allowing students to demonstrate the assessment objectives at the highest performance levels within the syllabus conditions by prompting students to apply their range of knowledge and cognitive skills in their investigative folio
- featured clear instructions and scaffolding that allowed for unique student responses
- instructed students to develop a response offering their personal perspectives to analyse and evaluate 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. The collection of Chinese texts selected by the student must cover a range of text types, such as analytical, comedic, descriptive, informative, narrative and persuasive.

Practices to strengthen

It is recommended that assessment instruments:

- implement strategies to ensure the authenticity of student work
- provide clear instructions and open-ended questions for the individual spontaneous discussion in Chinese.

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

*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:

- modelled accurate spelling, grammar, punctuation, and other textual features while avoiding unnecessary jargon, specialist language and colloquial language
- included stimulus texts and instructions without bias and inappropriate content, e.g. avoiding any content with controversial political, cultural, gender and/or racial biases
- provided clear instructions using cues that aligned with the syllabus specifications, assessable objectives and the 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.

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
3	Analysing Chinese texts	50%	33.33%	16.67%	0%
3	Creating Chinese texts	83.33%	16.67%	0%	0%

Effective practices

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

- students provided the script of their multimodal presentation
- the highest mark range was awarded only to student responses that critically examined multiple perspectives in the stimulus and presented balanced arguments to support their conclusions.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that teachers explicitly teach students to:

- provide clear referencing for all sources
- use a wide range of vocabulary and a variety of complex grammatical structures
- demonstrate a complete investigative process in their responses by identifying the meaning, attitudes, perspectives and values conveyed through the range of text types, and analyse how those elements influence the audience
- reveal a clear point of view in their responses, and well-constructed conclusions drawn from their findings through the investigation process.

Additional advice

- 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.
- Teachers should
 - emphasise to students that the spoken conversation should not be rehearsed and must demonstrate spontaneity
 - remind students about the conditions of the task. The multimodal presentation is 8–10 minutes and the spoken conversation is 10–12 minutes
 - encourage students to provide the script of their presentation, as this assists the confirmation process.
- Schools should ensure the quality of all submitted multimodal files.

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 materials 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 material
- adhere to the conventions of the text types.

Conditions

- Time: 2 hours plus 20 minutes planning time.
- Length: an extended response in Chinese of 500–700 characters.
- 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 stimulus materials were 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 conflicting identities and beliefs of young Chinese people who live in non-Chinese-speaking communities
- the future of the Chinese animation industry
- the new social media trend and how it influences the way people connect and share information around the world.

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:

- the opportunity to
 - use a wide range of cohesive devices, vocabulary, grammar, tenses and consistent register for context in proficient and complex Chinese to create meaning throughout the essay
 - apply appropriate textual conventions by using an introduction, at least two body paragraphs and a conclusion to clearly state a thesis and develop a discriminating personal, critical or creative argument to support the thesis across the response
- the requirement to
 - demonstrate thorough understanding of attitudes and values in the chosen stimulus text by selecting relevant information from the stimulus identifying relevant attitudes and values and how these attitudes and values are used to influence audiences
 - analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments from the chosen stimulus.

Samples of effective practices

The following excerpts have been selected to demonstrate:

- textual conventions that are purposefully applied with one introduction, two body paragraphs and a conclusion
- a thesis that is clearly stated, and a discriminating personal argument that is developed to support the thesis across the response
- a judgment about the attitudes and values in the chosen stimulus that is clearly identified, with well-substantiated conclusions using the student's own ideas and points of view
- thorough comprehension and understanding of the attitudes and values, illustrated by selecting relevant evidence from the chosen stimulus
- an authoritative interpretation of how these attitudes and values are used to influence audiences.

Excerpt 1

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:

论社交媒体的发展前景

AND

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

Stimulus 1 <input type="radio"/>	Stimulus 2 <input type="radio"/>	Stimulus 3 <input checked="" type="radio"/>
----------------------------------	----------------------------------	---

Excerpt 2

QUESTION 1 (35 marks)

Based on the ideas you developed in response to your independent investigation, analyse and evaluate how attitudes and values are used to influence audiences in your chosen stimulus.

论社交媒体的发展前景

社交媒体是近年来一个热门话题，它~~可以~~^给我们的生活产生了深远的影响。材料本文的论点与作者的观点相似。我认为社交媒体应用程序受欢迎的程度和人们的创造、分享欲大大地影响了我们的生活。本文将结合作者的观点和我自己的研究来分析作者是如何影响观众对社交媒体的看法的。

首先，社交媒体的模式为人与人之间的交流和联系提供了一个平台。材料三中明确地指出操作简单和没有语言障碍导致了社交媒体的全球现象。也就是说，无论种族、文化和语言，社交媒体应用跨越了人与人之间的地理距离和语言边界，从而拉近了人与人之间的距离，使人们可以在平台上通过“唱歌跳舞”自由自在地沟通^{和表达自己}。这可以从“分享…传遍世界每一个角落”看出。此外，材料还提到~~并说~~^{不仅}说服受众社交媒体的本质是“团结合作”，而且表示社交媒体正逐渐改变人们的生活方式，以及这个产业未来的发展。综上所述：

述，社交媒体的模式给人们的生活^和娱乐~~和休~~带来了许多积极影响。

其次，除了社交媒体的积极影响以外，它的受欢迎程度也~~带来~~给一些人带来了一定的烦恼。例如，社交媒体更新迭代的~~速度~~和出现热点的速度不仅很容易让一些没有用过的人与社~~交~~脱节，而且会让他们在人群中感到“落单”，感觉自己像外星人一样。这可以从作者的夸张手法“除非你不住在地球，否则你肯定听说过这些新的应用程序”看出。换句话说，~~社交媒体会像分水岭一样“排斥”掉那一部分没有加入到新流行趋势的人，^{并替他们}由此可见，社交媒体成为主流的趋势很容易把没有用过的~~人~~边缘化。~~因此，作者帮助受众了解到了社交媒体的主流化也有可能给人们的社交生活带来消极的影响。

总的来说，作者通篇客观、正面的态度和运用的各种各样的例子给观众带来了对于社交媒体主流化深深的思考和启示。我认为社交媒体应用是一把双刃剑，虽然它给我们的生活增加了趣味性和拉近了人与人之间的距

离，但是它对所有人的包容性还没有很强，因为它快速的更新迭代^会让人觉得像~~个负担~~。由此可见，虽然作者鼓励和推崇新趋势的发展，但社交媒体的发展前景还有待时间的验证。

Practices to strengthen

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

- instructing students to avoid using simplistic and repetitive characters, including phrases and direct quotations from the stimulus texts
- reminding students to use simplified Chinese characters, not traditional characters
- encouraging students to provide well-substantiated judgments and conclusions based on both the chosen stimulus and their own investigation.