

Chinese Extension marking guide and response

External assessment 2023

Extended response (35 marks)

Assessment objectives

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

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

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Criterion: Creating Chinese texts

Cohesion		Meaning		Language elements		Textual conventions	
The response:	M	The response:	M	The response:	M	The response:	M
<ul style="list-style-type: none"> uses a wide range of cohesive devices purposefully 	3	<ul style="list-style-type: none"> uses proficient and complex Chinese to create fluent sentences 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> an introduction at least 2 body paragraphs a conclusion 	3
<ul style="list-style-type: none"> uses a range of cohesive devices 	2	<ul style="list-style-type: none"> uses proficient Chinese to create generally fluent sentences 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 2 of the following <ul style="list-style-type: none"> an introduction at least 2 body paragraphs a conclusion 	2
<ul style="list-style-type: none"> uses repetitive or few cohesive devices 	1	<ul style="list-style-type: none"> uses mostly proficient Chinese to convey meaning 	2	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> uses <ul style="list-style-type: none"> an introduction at least 1 other paragraph <p style="text-align: center;">OR</p> uses at least 2 body paragraphs 	1

Cohesion		Meaning		Language elements		Textual conventions	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses Chinese to convey fragmented meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses a range of vocabulary with errors uses a range of grammar with errors uses a range of tenses with errors mostly uses consistent register for context 	4		
				<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with some errors 	3		
			<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with frequent errors 	2			
			<ul style="list-style-type: none"> uses isolated words and phrases 	1			
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			

Criterion: Analysing Chinese texts

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

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

Sample response

<p>Throughout</p> <p>Textual conventions</p> <p>uses all of the following</p> <ul style="list-style-type: none">• an introduction• at least 2 body paragraphs• a conclusion <p>Cohesion</p> <p>uses a wide range of cohesive devices purposefully</p> <p>Meaning</p> <p>uses proficient and complex Chinese to create fluent sentences</p> <p>Language elements</p> <p>uses a wide range of vocabulary purposefully</p> <p>uses a wide range of grammar purposefully</p> <p>uses a wide range of tenses purposefully</p> <p>uses consistent register for context</p>	<p>Question 1</p> <p>在第四单元中，我对二十世纪一零年代中国的情况进行了独立调查，并将其与澳大利亚同一时期的情况进行了对比。因此，我认为第二篇文章《过去与现在的连接》很有意思，因为它探索了家族史应用程序如何将各种工具结合起来，让用户找到其家族史的信息。文中提到，这些网站包含许多宝贵的档案，如果想要了解祖先所从事的活动以及他们的兴趣爱好，便可以查询这些档案。我认为这一点非常有意思，因为我的研究揭示，过去对现在确实有着重大影响。这篇文章中显而易见的价值观包括家族作为身份的一部分的重要性，以及理解塑造我们现代身份的众多因素的重要性。</p> <p>文中表述的第一个观点是现在许多人对分享家族史非常感兴趣。这一点尤其有说服力，并与我的研究不谋而合，因为它展现出人们想要了解那些不仅塑造改变了社会，也塑造改变了人们日常生活的力量。文章积极评价了那些让我们看到“活生生的历史”的档案，这对我们来说也是一个很强有力的知识。我的研究显示，二十世纪一零年代的中国在艺术和音乐领域正处于一个尝试的阶段，但是之前十年的紧张局势造成了家庭、社区团体以及城镇的紧张环境。线上应用程序拥有针对这一时期提供更近距离洞见的力量，这是非常有价值的。通过审视这些记录，当代人能够理解他们的家人所面临的挑战，这在反思如移民等经历时是非常重要的点。随着在成长过程中，我们不断了解祖父母和父母的故事，以及他们的决定所带来的影响，这些选择和经历成为我们家族身份的一部分。</p> <p>作者显然对这些家族史应用程序持积极观点。作者使用了“吸引人”一词，并评论道对它们的兴趣正在稳步增长。作者通过制造一种关于使用这些应用程序的社会融合感来影响读者。例如，文中说到，“如果你在聚会……跟别人聊一聊”，就会发现很多人都在这么做。由于我们都想发展关系网络，这种连接感对人来说是很重要的，作者也利用了这种共同的态度。除此之外，很多人都重视合作的机会，而作者也指出了这些应用程序所提供的分享机会，并指出，通过分享，我们每个人都“在人类历史的拼图里加上了一小块”，从而使我们的生活有所提升。</p> <p>历史塑造了我们的世界：家庭塑造了我们对自我的认知。第二篇文章的作者所表述的态度和价值观强调了这一点。它们表明了在今日社会背景下了解历史、了解那些将我们联系在一起的丰富多彩的故事是多么重要。</p>	<p>Evaluation</p> <p>clearly states a judgment about a perspective in the chosen stimulus</p> <p>draws well-substantiated conclusions about this judgment using both the stimulus and their own ideas</p> <p>Understanding</p> <p>demonstrates thorough understanding of 1 perspective in the chosen stimulus</p> <p>selects references from the stimulus that are relevant to this perspective</p> <p>Argument</p> <p>clearly states a thesis to be substantiated</p> <p>develops a discriminating personal, critical or creative argument to support the thesis across the response</p> <p>Analysis</p> <p>identifies a relevant perspective in the chosen stimulus</p> <p>provides an authoritative interpretation of how this perspective influences audiences</p>
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