Chinese Extension subject report

2023 cohort

January 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

5
schools offered
Chinese Extension

93.94%
of students
completed
2 units

100%
of students
received a C
or higher

Subject data summary
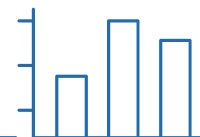
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Chinese Extension: 5.

Completion of units	Units 3 and 4
Number of students completed	31

Units 3 and 4 internal assessment (IA) results

There were insufficient student enrolments in this subject to provide useful analytics.

External assessment (EA) marks

There were insufficient student enrolments in this subject to provide useful analytics.

Final subject results

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

There were insufficient student enrolments in this subject to provide useful analytics.

Internal assessment

The following information and advice relate 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 *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	5	5	5
Percentage endorsed in Application 1	40%	80%	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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.

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	5	26	0	80%
2	5	26	0	100%
3	5	26	0	100%

Internal assessment 1 (IA1)

Examination — combination response (20%)

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen audio, audiovisual or visual Chinese stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

The examination relates to one area of study, chosen by the school, that has been covered in Unit 3.

Schools may deliver this instrument over consecutive sessions but must ensure that the integrity of the examination is not compromised. Examination specifications describe the relationship of the components to each other. Both components 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	3
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus that facilitated rich analysis and opportunities for the perceptive identification of how meaning, attitudes, perspectives and/or values influence audiences

- included stimulus texts and questions that aligned with the subject matter (the school's chosen area of study) and were of appropriate scope and scale, allowing students to analyse and evaluate at the extension level

- featured short response and extended response stimulus texts that provided opportunities for students' connection to audience and/or cultural conventions.

Practices to strengthen

It is recommended that assessment instruments:

- feature stimulus texts that satisfy syllabus requirements (Syllabus section 2.9.1), e.g. include two or three unseen authentic audio, audiovisual or visual stimulus texts in simplified Chinese for the short response and up to two unseen authentic visual Chinese stimulus texts of 60 characters for the extended response (use of written stimulus texts is not part of the assessment specifications for IA1). The audio or audiovisual stimulus should be clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant

- ensure that the complexity of audiovisual texts is not compromised by providing Chinese or English subtitles or words in Part 1. The unseen visual stimulus text/s should contain up to 60 Chinese characters to satisfy syllabus requirements in Part 2

- ensure that the stimulus materials and questions in Part 2 relate to the topic assessed in the short response stimulus in Part 1.

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: 5.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- avoided bias and inappropriate content

- provided clear instructions using cues that aligned to the specifications, objectives and ISMG

- used language that was free of errors and modelled accurate spelling, grammar, punctuation, and other textual features

- included images, diagrams or other visual elements that were legible, clear, relevant and accessible, and audio and audiovisual stimulus texts that were clear and audible for listening purposes.

Practices to strengthen

> There were no significant issues identified for improvement.

Additional advice

- Schools

- should provide an indicative response for Analysing Chinese texts in English and Chinese at endorsement to ensure the validity and accessibility of the assessment

- should ensure that the extended response relates 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	80%	20%	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:

- in Analysing Chinese texts, student responses

  - in both Chinese and English, effectively conveyed how audiences were influenced by meaning, attitudes, perspectives, and values presented in the analysed texts, based on the specific requirements of the question

  - in Chinese, showcased the selection of analytical techniques employed and were substantiated through the use of a diverse range of Chinese language elements, effectively justifying their arguments and conclusions

- in Creating Chinese texts, student responses integrated the purpose, audience, context and tone (PACT) cultural conventions of stimulus texts.

Samples of effective practices

The following excerpts have been included to demonstrate discerning analysis of how meaning, attitudes, perspectives, and values presented to draw well-substantiated conclusions.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

我建议，中国政策降低对澳洲的关税，以合理价格与澳洲进行贸易。澳洲政府也需要改变对华政策，使两国成为合平良好的贸易伙伴。

Excerpt 2
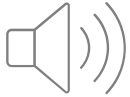
Audio content: (51 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia1_e2_p1.mp3
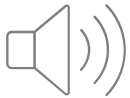
Audio content: (29 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia1_e2_p2.mp3

Audio content: (48 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia1_e2_p3.mp3

Practices to strengthen

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

- responses that exhibit frequent errors in language elements but still convey a comprehensible meaning are awarded the 3 marks performance level for the Creating Chinese texts criterion.

Internal assessment 2 (IA2)

Examination — extended response (25%)

This assessment focuses on the analysis and evaluation of ideas and information. It is a stimulus response to a particular task or question, for an area of study not examined in the summative internal instrument 1 (IA1). While students may undertake some research in the writing of the extended response, it is not the focus of this technique. Students may use class time to engage with the stimulus provided by the teacher.

The response will be conducted under supervised conditions to ensure authenticity.

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: 5.

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

- featured three authentic stimulus texts of appropriate scope and scale allowing students to fully engage and demonstrate the assessment objectives at the highest performance levels within the conditions mandated by the syllabus, i.e.

  - one authentic visual Chinese stimulus text with no more than 60 characters in Chinese (teacher provided)

  - one authentic written stimulus text of 400–600 characters in length and related to the same area of study as the visual stimulus text (teacher provided)

  - one authentic stimulus text, visual or written, that fits the above description (student selected, teacher approved)

- offered students the opportunity to demonstrate their analytical essay skills in examination conditions ahead of the summative external assessment at the end of the course

- cued students to analyse and evaluate information and ideas from selected texts and integrate context, purpose, audience and/or cultural conventions to create fluent texts in Chinese.

Practices to strengthen

There were no significant issues identified for improvement.

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	1
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 5.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured clear instructions for the task as specified by the syllabus

- contained appropriate language and avoided unnecessary jargon, specialist language and/or colloquial language and inappropriate content, e.g. avoided stimulus texts with controversial political, cultural, gender and/or racial biases

- featured images, diagrams and other visual elements that were legible, clear and relevant.

Practices to strengthen

It is recommended that assessment instruments:

- provide students with thought-provoking and cognitively engaging ideas or information to analyse and evaluate while avoiding material inappropriate for a student audience.

Additional advice

- Include explicit instructions to prompt students to choose one additional authentic Chinese stimulus text that satisfies syllabus requirements (Syllabus section 2.9.2).

- Provide clear instructions for 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
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:

- for the Analysing Chinese texts criterion, responses demonstrated

    - the ability to infer meaning by employing both textual conventions and language elements in the analysis

    - evidence of thorough examination of the stimulus, justified in the well-supported conclusions

- for the Creating Chinese texts criterion, responses demonstrated

    - integration of context, purpose, audience, and cultural conventions in conveying information and ideas to create fluent texts

    - synthesis, sequencing and structure of relevant information to develop ideas.

Samples of effective practices

The following excerpts demonstrate an astute analysis and evaluation, and well-substantiated conclusions with justification. They display a discerning application of language elements, structures and textual conventions in proficient Chinese.

Excerpt 1

　　品牌形象是影响亨品是否能抓住消费者的一个关键因素。在资料1的图片2中，是在跨文化亨告传播的情景下。所谓跨文化是将产品信息从一国传达至别一国。现如今可口可乐在中国已经做到了人尽皆知、家喻户晓。可口可乐的品牌形象也是成就它的一部分。尽管它的形象一直在创作、突破。但它的品牌名称和瓶身仍保留最原始样子。像图片中那样。黑白手在我看来是种族的和平，而手摆出的型状也是瓶身的形状。此外，红色的背景更是符合了文化习俗。之所以在中国成功，是因为红色在中国象征着喜庆、热闹。所以在很多非重要场合聚会，大家都会去购买可口可乐。且名字翻译为可口可乐也表示着它既好喝又解渴。

Excerpt 2

　　情感诉求亨告往往是通过消费者的情感因素所揭示亨告的主题，营造的气氛要使消费者喜欢。人们在情感因素中会有很多心理需求，亨告往往根据消费者心理需求来设计。好的亨告不仅在消费者使用后留下深刻有价值的体验，情感诉求目的更多是让消费者产生共鸣。根据资料2中，我认为最典型的亨告是"舒肤佳"洗手液、肥皂。"快过来洗手"这一句亨告台词，使消费者产生共鸣。在中国传统家庭的情景下，勾起了许多消费者的情感回忆。体现出在中国妈妈对子女的爱。此外，这个亨告所传达信息和受益观众相符合，也使这个亨告成功。

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Students should be encouraged to select different text types from the teacher-provided stimulus.

- Teachers should take into account that simplified Chinese characters are to be used in teaching and assessment (see Syllabus section 1.1.3 and Chinese Syllabus section 1.2.5). Student responses containing full form Chinese characters cannot meet either the discerning or effective application of language elements, structures and/or conventions to create meaning in complex Chinese texts.

Internal assessment 3 (IA3)

Project — investigative folio (30%)

This assessment focuses on an investigative process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes a multimodal presentation in Chinese, followed by a 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: 5.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured alignment with the syllabus objectives, conditions, specifications and the subject matter and included clear instructions and scaffolding that allowed for unique student responses

- were appropriate in scope and scale, allowing students to demonstrate the assessment objectives at the highest performance-level descriptors within the syllabus conditions by prompting students to apply their range of knowledge and cognitive skills in their investigative folio

- instructed students to develop a multimodal presentation in Chinese on a personal focus and/or topic of interest.

Practices to strengthen

There were no significant issues identified for improvement.

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: 5.

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

- highlighted that engagement with and reflections on the process of the investigation are central to the assessment technique.

Practices to strengthen

There were no significant issues identified for improvement.

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:

- For Creating Chinese texts,

    – students' spoken conversations demonstrated spontaneity and referenced their multimodal presentation with valid and well-justified arguments

    – teachers provided open-ended questions in the student-centred conversation which were not leading, and enabled students to express personal ideas and opinions.

Samples of effective practices

The following excerpts have been included to demonstrate a discerning analysis and evaluation of how meaning, attitudes, perspectives and values underpin a range of texts and influence audiences through an investigative process.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

文章来源

- 材料一：梁小民《王安石变法：动机与效果》
- http://business.sohu.com/20060216/n241860957.shtml

- 材料二：俞菁慧《今天如何看待王安石变法？》
- https://www.aisixiang.com/data/133720.html

- 材料三：宋曲霞《内部不纯导致改革失败--王安石变法引出的教训》
- http://www.tsyzm.com/CN/Y1997/V1/I5/44

- 材料四：李华瑞《为王安石及其变法正名》
- https://xbbjb.ucass.edu.cn/__local/0/42/07/E1C24AEDA95324B60AF5FC2E29C_7AE32F94_1346CA.pdf

- 材料五：李裕民《从王安石变法的实施途径看变法的消极影响》
- https://www.aisixiang.com/data/92639.html

Background image redacted for copyright

Video content: (43 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia3_e1_p1.mp4

材料五：李裕民《从王安石变法的实施途径看变法的消极影响》

Background image
redacted for copyright

主要内容：

- 对变法持反对态度
- 从变法实施途径评价王安石变法，进一步印证材料一动机不错因为变法实施途径从而达到反效果的观点。

- 设立变法机构，专制性加强，减少民主性
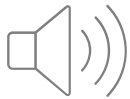- 加强皇帝独断，官员假借皇权，激化政治斗争
- 控制监察机构，沦为政治斗争工具。变法缺少监察者，无法有效进行

Video content: (44 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia3_e1_p2.mp4

Video content: (1 min, 33 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia3_e1_p3.mp4

Excerpt 2

Audio content: (1 min, 18 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia3_e2_p1.mp3

Audio content: (1 min, 4 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_chinese_ext_ia3_e2_p2.mp3

Practices to strengthen

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

- for Analysing Chinese texts, the investigation exhibits a discerning application of language elements to analyse and evaluate meaning, attitudes, perspectives and values from a wide range of student-selected stimulus texts, and topics which were challenging and engaging. The response should be thoroughly developed with cohesion and well-substantiated conclusions, e.g. demonstrating the use of complex language structure, syntax and grammar to compare and contrast a collection of student-selected stimulus texts.

Additional advice

- Students should understand that student-selected stimulus texts must contain a range of text types, and should align with the specific requirement (Syllabus section 3.9.1) which emphasises the inclusion of diverse text formats, not limited solely to written texts.

- Teachers

  – should use the best-fit approach to annotate the ISMG when marks are across different mark ranges. Marked ISMGs should be annotated to indicate the descriptors matched in the student response and the mark awarded for each criterion (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1). For further information and guidance, see

    ▪ *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1

    ▪ *Making judgments* webinar resource, in the Syllabuses application (app)

    ▪ *Module 3 — Making reliable judgments*, in the Assessment Literacy app

  – should take measures to confirm that the student's chosen topic and the associated stimulus materials have not been previously studied in the Chinese Extension course

- Schools are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation and should refer to the *QCE & QCIA policy and procedures handbook v5.0*, Section 9.7.3 and the *Confirmation submission information* for Chinese Extension (available in the Syllabuses app) to check the confirmation submission requirements before uploading and submitting student responses.

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 (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 emerging trends and possibilities of holographic books in the future

- the exploration of apps and online platforms to connect families, communities and history

- the opportunities and possibilities for dance schools to seek new clients.

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

  - 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

Extended response

Criteria: Analysing Chinese texts; Creating Chinese texts

Question 1

This question required students to:

- identify, analyse and evaluate a perspective 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 featured:

- textual conventions that were purposefully applied with one introduction, two body paragraphs and a conclusion

- a thesis that was clearly stated, and a discriminating personal argument that was developed to support the thesis across the response

- a judgment about the attitudes and values in the chosen stimulus that was clearly identified, with relevant 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.

These excerpts have been included as they:

- use the appropriate register for the analytical essay to examine how the language features and structures are used to influenced the audience's values and attitudes

- substantiate their text evaluation by synthesising their conclusions with their own ideas.

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
○	○	○	○	●	○

AND

Write the title of your independent investigation here: 全息摄影书的创新有于迅发展前景

AND

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

Stimulus 1 ●	Stimulus 2 ○	Stimulus 3 ○

Excerpt 2

全息摄影书的创新有着于阔的发展前景。

作者的观点是全息摄影书遥遥领先于有声书和电子书，以三维方式讲故事的创新技术在这个时代焕然一新。我的观点是全息摄影书有于阔的发展前景，将电脑科技和故事融为一体的概念，不仅会引起于泛关注，也会引领科技创新更上一层楼。下面我将会用资料中的信息和我所积累的知识来征明我的观点。

作者的态度是支持并且鼓励推广全息摄影书的，因为文章提到全息摄影书将电脑科技和故事融合，以三维的方式将故事内容惟妙惟肖的展示在观众面前，不仅触给经典文学作品带来新生命，也在创新论坛中一战成名。作者也使用了"充满肯定""极大兴趣"等词以及多次用到感叹号，引导观众认同并且支持作者的观点。并且文章提到许多大型线上公司和流媒体服务都在争先恐后的研究是否能以息摄影书为主，创造出符合大众的应用程序，给文学作品带来

新生命，帮动更多的人对文学作品感感兴趣，让时代焕然一新。因此，作者表达出了全息摄影引起了世界们广泛瞩目，未来发展将势如破竹们价值观。

我认为虽然，如今们全息摄书发展蒸蒸日上，但以毕竟还是雏形状态，经不起反复推敲。如此全新们创新理念还没有被广泛宣传也就还没有被主流接受。并且社会上有许多传统人士更愿意感受书香与息，纸顺书本也更快速便书，但全息摄影书一定是处处大于坏处们，我们应该多多支持和鼓励们创新中科技们研发。奇处是全息摄影书将科技和故事融合，将故事在数字面板上为灵活现，跨越了二维空间的创新科技，极致科技。

综上所述，全息摄影书们必定是蒸蒸日此，趋势如破竹们，不仅带领时代领略了三维空间，也证明人类文明向前跨了一大步。我们更应该鼓动和支持类似于全息摄影书们科技研发，让科技创新更上一层楼！

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- instruct students to avoid using simplistic and repetitive words including phrases and direct quotations from the stimulus texts

- remind students to use simplified Chinese characters, not traditional characters in creating Chinese texts

- encourage students to provide well-substantiated judgments and conclusions based on both the chosen stimulus and their own investigation

- remind students to demonstrate thorough understanding of attitudes and values in their analysis and evaluation of the chosen stimulus.