Chinese Extension subject report

2024 cohort

January 2025

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

250020

For all Queensland schools

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Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 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 General and General (Extension) subjects. 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 2025.

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.

Subject highlights

6
schools offered Chinese Extension

100%
agreement with provisional marks for IA3

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 2025. 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: 6.

Completion of units	Units 3 and 4
Number of students completed	40

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

Final marks for IA and EA

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

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	63–44	43–21	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 assessment. 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 v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	7	7	7
Percentage endorsed in Application 1	42	85	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 v6.0*, 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	32	0	100
2	6	32	0	100
3	6	32	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	2
Authentication	0
Authenticity	0
Item construction	2
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included stimulus texts and questions that allowed students to demonstrate the full range of performance-level descriptors in the ISMG within the syllabus conditions, e.g. facilitated the perceptive identification of how meaning, attitudes, perspectives and values influence audiences
- included stimulus texts and questions that provided opportunities for students to analyse and evaluate multiple perspectives, draw well-considered conclusions, and form valid arguments at a Year 12 Chinese Extension level
- for creating Chinese texts, provided stimulus that allowed students to connect with the audience and/or cultural conventions, while also offering opportunities for students to explore relevant perspectives.

Practices to strengthen

It is recommended that assessment instruments:

- feature stimulus texts that meet syllabus requirements (Syllabus section 2.9.1), e.g.
  - 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 (noting the use of written stimulus texts is not part of the assessment specifications for IA1)
  - written text and transcripts of 500–800 characters in length when combined
  - audio or audiovisual stimulus that is clear, audible and recorded at an appropriate pace for students, using judicious pausing where relevant, without compromising the authenticity of the task
  - visual text/s that do not compromise complexity by providing cues to understanding other stimulus materials
- feature stimulus materials and questions in Part 2 that 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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- were free from errors and modelled accurate characters, grammar, register and other textual features in Chinese
- allowed students to engage with sufficiently complex Chinese language that challenged them at an appropriate level for an Extension syllabus
- included images, diagrams or other visual elements that were legible and accessible, and audio and audiovisual stimulus texts that were 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 instrument.

- Schools should ensure the extended response relates to one area of study, chosen by the school, which has been covered in Unit 3. The stimulus materials and questions 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	100	0	0	0

Effective practices

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

- for Analysing Chinese texts, marks were allocated where student responses
  - in both Chinese and English, effectively and concisely explained how meaning, attitudes, perspectives and values in the analysed texts influenced the audience
  - used clear and concise language when synthesising ideas across different texts to draw valid conclusions, which were supported with relevant evidence from the stimulus texts
- for Creating Chinese texts, marks were allocated where student responses
  - effectively integrated the context, purpose, audience and cultural conventions of stimulus texts, which created a coherent and culturally appropriate text that flowed logically and explored complex ideas with depth
  - demonstrated fluent and proficient use of language elements that created clear and nuanced meaning.

Practices to strengthen

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

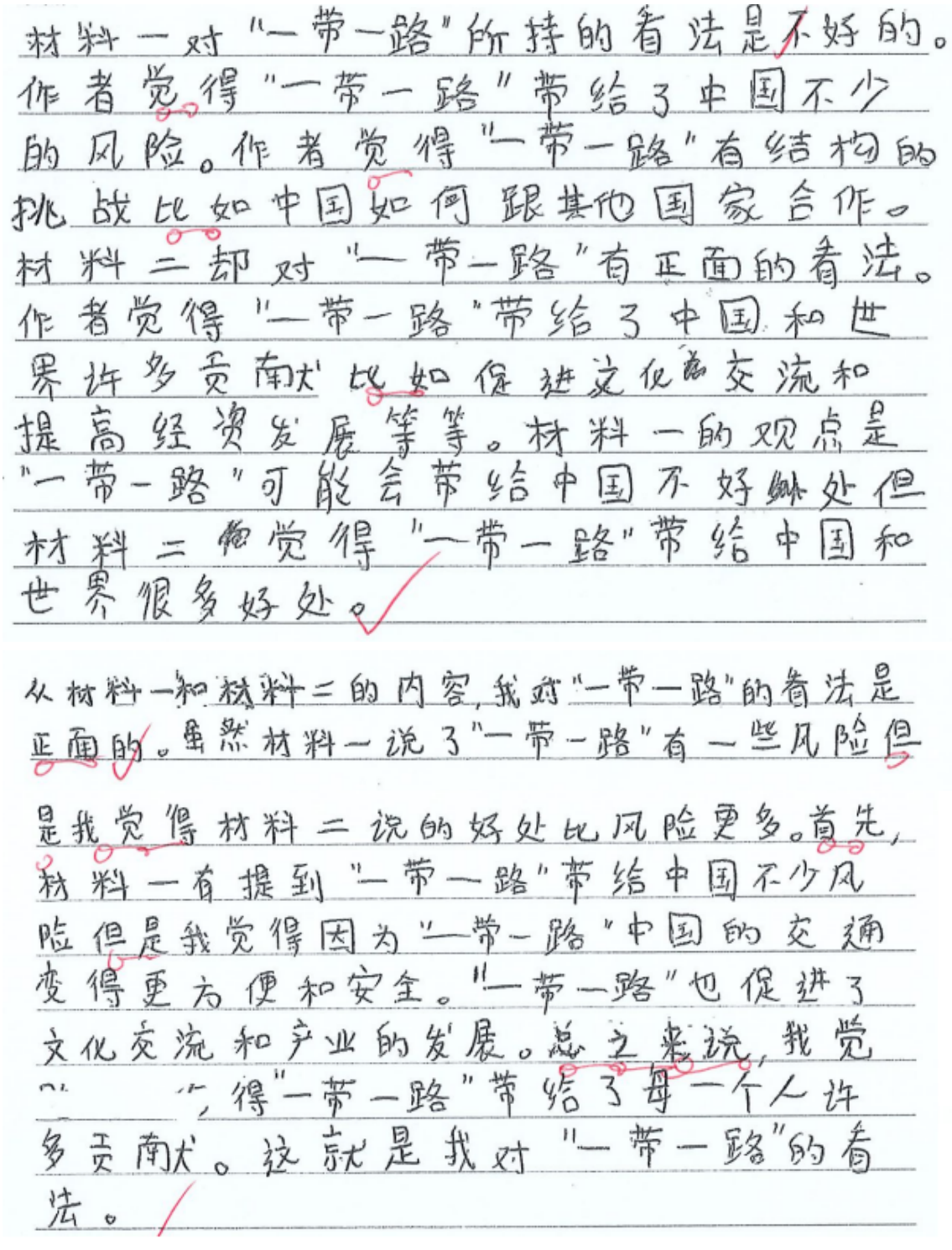
- student responses include sufficient relevant evidence from stimulus texts to demonstrate analysis and evaluation of texts in the effective and discerning performance levels by drawing well-constructed and valid conclusions with justification of points of view and arguments.

Samples

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

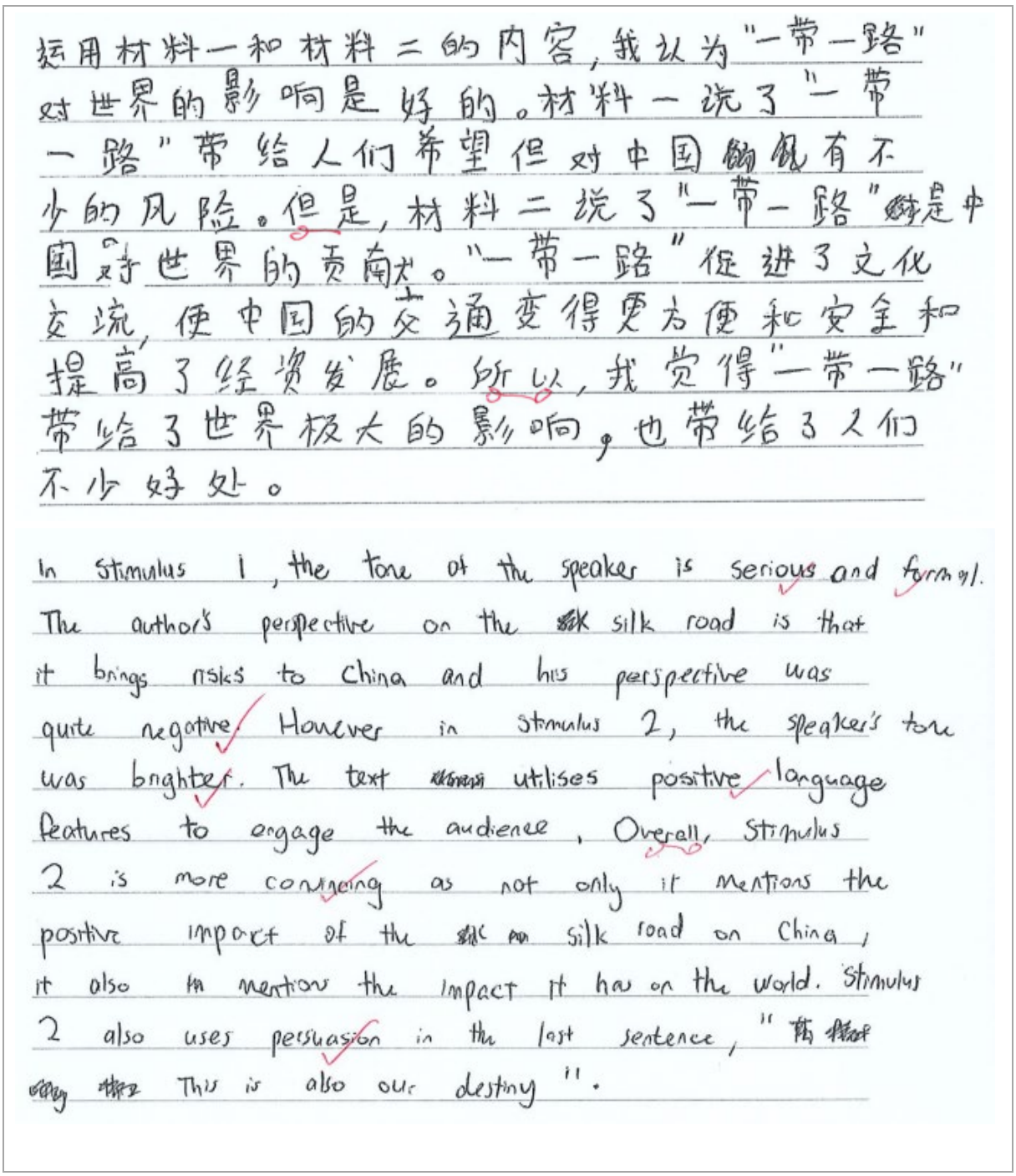
Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Excerpt 1



材料一对"一带一路"所持的看法是不好的。作者觉得"一带一路"带给了中国不少的风险。作者觉得"一带一路"有结构的挑战比如中国如何跟其他国家合作。材料二却对"一带一路"有正面的看法。作者觉得"一带一路"带给了中国和世界许多贡献比如促进文化交流和提高经贸发展等等。材料一的观点是"一带一路"可能会带给中国不好处但材料二觉得"一带一路"带给中国和世界很多好处。

从材料一和材料二的内容，我对"一带一路"的看法是正面的。虽然材料一说了"一带一路"有一些风险但是我觉得材料二说的好处比风险更多。首先，材料一有提到"一带一路"带给中国不少风险但是我觉得因为"一带一路"中国的交通变得更方便和安全。"一带一路"也促进了文化交流和产业的发展。总之来说，我觉得"一带一路"带给了每一个人许多贡献。这就是我对"一带一路"的看法。



运用材料一和材料二的内容，我认为"一带一路"对世界的影响是好的。材料一说了"一带一路"带给人们希望但对中国确有不少的风险。但是，材料二说了"一带一路"对是中国对世界的贡献。"一带一路"促进了文化交流，使中国的交通变得更方便和安全和提高了经贸发展。所以，我觉得"一带一路"带给了世界极大的影响，也带给了人们不少好处。

In Stimulus 1, the tone of the speaker is serious and formal. The author's perspective on the silk road is that it brings risks to China and his perspective was quite negative. However in Stimulus 2, the speaker's tone was brighter. The text utilises positive language features to engage the audience, Overall, Stimulus 2 is more convincing as not only it mentions the positive impact of the silk road on China, it also mention the impact it has on the world. Stimulus 2 also uses persuasion in the last sentence, "This is also our destiny".

Excerpt 2

教材一里作者指出了华语音乐不比西方音乐差，只是缺少发展时间。作者说华语音乐只是近三四十年从港澳流入内地开始才有流行音乐。而且华语音乐有大量优秀的民族乐和戏曲等。只是非专业的大众没有渠道去了解他们，导致了作者和听众的断层。这些观点展示了华语音乐不比西方音乐差，只是缺少了时间。这些观点成功的说服了听众。

150words

Stimulus 1 effectively uses textual conventions and language features, whereas stimulus 2 somewhat uses it. In stimulus 1 the author uses high modality words like "绝不(definite not)" when comparing the quality of Chinese and Western singers, this persuades the audience to think that Chinese and Western singers are equal. In stimulus 2 the author uses rhetorical questions like "if Chinese mixed with Western will be loved by listeners?", this implies that when Chinese combines with Western it may be worse than normal Western songs. In conclusion stimulus 1 is found more convincing due to its high modality.

100words

教材二中作者的观点是，中国对国外文化输出不够，缺少一首传唱度高的歌曲。 作者说当外国歌手尝试中国风时他们通常会搞的听众一脸懵。这是因为他们对中国文化没有理解，常常只停留在刻板印象。作者还说导致华语没有知名度的另一原因是对外的文化输出不够，像日韩都有国际传唱度高的歌曲。这些例子使作者的观点具有说服力。

149 words

Excerpt 3

文章一的观点是先买后付是信用卡的完美替代品。该文章使用了举例子与做比较的方式，例如，它使用澳大利亚信用卡的例子并且通过与先买后付"申请难度"，"征信记录"，"使用成本"等因素进行比较，从而阐明了先买后付对于年轻人的有利因素，同时也表明了信用卡在年轻人一代的劣势例如"薪资普遍不高"，"逾期限即记录征信"等导致年轻人减少使用信用卡的趋势。最终得出结论，我认为这是一篇较为合理的观点。

Audio content (conversation): (2 min, 26 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_chinese_ext_ia1_e1.mp3

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- offered students opportunities to demonstrate their
  - analytical essay writing skills under examination conditions by providing an unseen and open-ended task
  - ability to analyse and evaluate content at the Year 12 Chinese Extension level, integrating context, purpose, audience and cultural conventions to create fluent texts in Chinese
- featured subject matter from a Unit 3 area of study that was not assessed in IA1
- aligned with the syllabus specifications, e.g. the task instructions directed students to present their own perspectives and consider all three stimulus texts in their responses.

Practices to strengthen

It is recommended that assessment instruments:

- include three authentic stimulus texts of appropriate scope and scale, allowing students to fully engage with and demonstrate the assessment objectives at the highest performance levels within the syllabus conditions, i.e.
  - one authentic visual Chinese stimulus text with no more than 60 characters in Chinese, which does not compromise complexity by providing cues to understanding other stimulus materials (teacher provided)
  - one authentic written stimulus text of 400–600 characters in length, 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).

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- presented students with thought-provoking topics and cognitively engaging ideas or information to analyse and evaluate, while avoiding materials unsuitable for Year 12 Chinese Extension students
- incorporated images, diagrams and other visual aids that were clear, legible and relevant to the content
- provided clear instructions aligned with syllabus specifications
- accurately modelled Chinese characters and grammatical structures.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Schools should provide explicit instructions prompting students to select an additional authentic Chinese stimulus text, either visual or written, that meets the syllabus requirements (Syllabus section 2.9.2). Each student's chosen text requires approval from the teacher.

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:

- marks were allocated at the upper performance levels to student responses that applied a wide range of language elements and grammar structures with precision to create a coherent, well-organised and fully justified response to the ideas and information in the stimulus texts
- evidence was matched to performance-level descriptors where analytical essays demonstrated clear and perceptive integration of context, purpose, audience and/or cultural conventions to synthesise and convey information.

Practices to strengthen

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

- for Analysing Chinese texts, student responses are judged most effective where they first examine each stimulus individually and identify a common theme and/or develop a thesis after examining the stimulus texts. Responses should analyse and evaluate relevant information from each stimulus to draw well-substantiated conclusions and justifications.

Samples

The following excerpts demonstrate strong cohesion and structure. Conclusions are well substantiated and reveal discerning analysis and evaluation of relevant ideas from the stimulus texts.

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

Excerpt 1

中国传统孝道是否顺应时代潮流

什么是中国传统孝道？其主要的构成为"孝"与"顺"。"孝"表达的是对于父母培养子女的一种回报。其可体现在精神与物质上的一种方式。"顺"则体现的是对父母的不加思索的顺从以及服从。我认为中国传统孝道不再符合现代潮流。

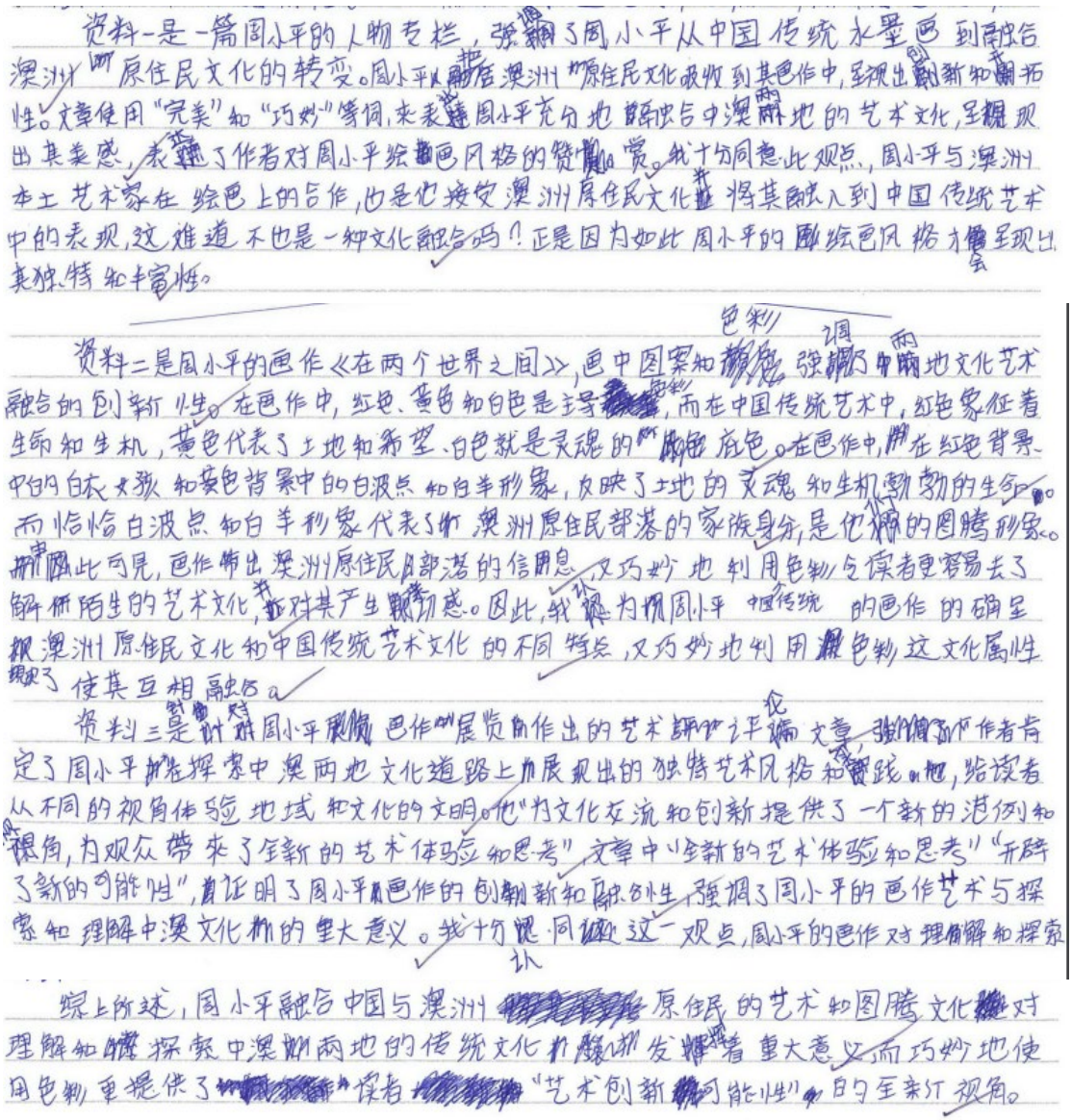
中国的传统孝道可追溯于农耕社会。正如材料三所说："家庭是劳工、合作与交流的重要载体"。本主要体现在家庭成员彼此之间互帮互助，同共同劳动，这也自然而然地形成了"父母培养孩子，孩子长大赡养父母"的一个文化。相较于中国，西方社会由于社会因素、地理环境等造就了商业的发展。由于频繁的商业往来影响了当地人更加独立的个体，更加注重个人的探索。由在时代的不断发展中，中国传统孝道从原本的"孝"成为了"孝顺"。在《二十四孝图》中能够很明显地感受到，我们能够看到古人对与其父母的孝顺，但也同时能够看到孝顺背后所反映的腐朽以及愚昧。

而在当今社会，孝顺则成为了一个更大的社会问题。正如材料一的图一反映的是"父当父母曲解你的"时候，你是选择顺从父母任由他们的曲解，还是选择坚持自身的观点去说服父母。"如果任由父母的曲解，一味地同意父母的观点，从而放弃自身的立场，这不就侧面地反映了图二中所讲的"在中国，父母是老板"在父母面前孩子只能点头哈腰，盲目地顺

从，这何仿不是老板与员工的关系呢？

不在不断发展的新时代，随着城市化及信息化的飞速发展，我们接受到的信息越来越多，越来越广。中国传统孝道在社会转型的背景下也产生了极大的影响、西方讲求平等，鼓励孩子更要有独立见解的教育方式在浅移默化地影响千禧年家庭的教育方式以及理念。从而使得如今的孩子更加注重于个人意识的探索及从曾经旧社会的集体主义向个人主义的方向发展。更加追求于自我的需求及对事物有自身的看法。正如材料二所说"孝道观念中的"顺从"却明显下降，逐渐转变为父母与子女之间"平等"高议"。同样产生变化的其中一个因素是在旧社会，父母与子女其本同住一个屋檐下，吃同一锅饭，睡同一张床。那时候的人们家庭氛围浓厚，更加能够承担起做为子女的义务去尽尽孝去回报。但作为当下，由于工作、学业等因素迫使子女与父母相隔千里万里，由于长时间未能与父母的正常沟通，从而产生了此彼此之间更大的分歧，加上信息的飞速发展，父母的观点也会慢慢跟不上这个时代的步伐从而子女双方的分歧只会变得更大。这里就有一个很好的例子"小明想做一略视频来博主，父母则认为小明不过就是成天坐在电脑前无所事事，所以制止小明从事这项制职业。"如果是你的话，你会选择顺从父母的意见吗？近期，网络上突然爆火的一个梗，叫"已读乱回！"大概

Excerpt 2



Additional advice

- Students must be made aware that they need to use simplified Chinese characters when creating texts to demonstrate a discerning or effective use of language elements, structures and conventions.
- The student-selected stimulus text must be a different text type from the teacher-provided stimulus text.
- Teachers should clearly annotate the ISMG to show how the school's assessment policy has been applied to responses exceeding the syllabus specifications. Refer to the *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) for further guidance about managing response lengths and redacting continuous responses.
- Schools are responsible for ensuring the quality, accuracy and accessibility of the required files for confirmation, e.g. responses to all questions are included, edges of pages are fully scanned to ensure whole words and sentences are visible (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3). Refer to the *Confirmation submission information* in the Syllabuses application (app) to check the submission requirements.

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.

Students design their own investigation, in negotiation with their teacher, for an additional area of study. The unit ensures that students can pursue areas of special interest different from those previously studied in Unit 3. The focus of the project should present a challenge to the student in terms of linguistic development and must be negotiated and agreed on in advance with their teacher. It must not be an extension of a learning experience undertaken in the subject matter of Unit 3.

The student's progress in their special interest study should be monitored regularly and culminate in a multimodal presentation.

In their independent special interest investigation, students will:

- determine a topic for investigation, i.e. choose a topic that they are interested in and negotiate with the teacher to research it
- conduct an investigation to identify suitable texts, e.g. research various appropriate texts on their selected topic
- analyse and evaluate chosen texts to determine the suitability of a range of text types
- assess the validity of selected texts in consultation with the teacher to determine the author's authority on their selected topic
- synthesise information and justify their conclusions in Chinese, i.e. develop a point of view based on the range of text types and justify it
- create a multimodal presentation in Chinese based on their conclusions to outline the results of their investigation
- discuss their conclusions in Chinese to explain how they reached their findings.

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions and scaffolding that enabled diverse and unique student responses
- were appropriate in scope and scale, allowing students to demonstrate the highest performance-level descriptors in the ISMG
- prompted students to apply their range of knowledge and cognitive skills effectively in their investigative folio.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned with the assessment specifications, objectives, conditions and ISMG for the investigative folio project
- featured stimulus materials appropriate for Year 12 Chinese Extension students, including audio and audiovisual materials that were
  - clear and audible
  - recorded at a suitable pace
  - free from subtitles
  - free from political, cultural, gender and racial biases

- modelled accurate Chinese characters, grammar, punctuation, register and other textual features while avoiding unnecessary jargon and colloquialisms
- ensured students could design an investigation that challenged their Chinese linguistic development and fostered the development of their own perspectives through analysis and evaluation of the stimulus texts.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

- Schools should ensure the student-selected Chinese stimulus texts encompass a variety of text types (Syllabus section 3.9.1), including diverse text formats. These selections must be negotiated with, and approved by, the teacher and should not have been previously studied in Chinese or Chinese Extension classes.

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
  - marks were allocated where student responses maintained the textual conventions of a conversation, demonstrating spontaneity while remaining cohesive and coherent through the well-integrated sequencing and structure of ideas
  - marks were allocated where responses elaborated on the analysis of the texts (Part 1, Analysing Chinese texts) and clearly articulated how investigative processes contributed to developing the student's own point of view by applying their understanding of Chinese language elements to generate meaning
  - students' experiences and interests were encouraged by open-ended questions that allowed students to express personal ideas and opinions without leading the conversation.

Practices to strengthen

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

- student-selected authentic texts should encompass different text types and provide sufficient subject matter to enable students to extend the depth of their analysis and identify how meaning, attitudes, perspectives and values underpin the texts and influence the audience.

Samples

The following excerpt demonstrates perceptive identification of purpose, audience, context and tone, and discerning analysis and evaluation of personal chosen stimulus. The excerpt illustrates the effective use of language elements to create meaning, and the synthesis of relevant information to structure a creative and coherent response.

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

Excerpt 1

Audio content: (1 min, 51 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_chinese_ext_ia3_e1.mp3

Excerpt 2

Video content: (2 min, 16 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_chinese_ext_ia3_e2.mp4

Additional advice

- Schools are responsible for ensuring the quality, accuracy and accessibility of the required files, including any audio files, before submitting them for confirmation (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3).

External assessment

Examination — extended response (25%)

Assessment design

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 one extended response question (35 marks).

The assessment required students to write an extended response to one of three stimulus materials. Students responded in the form of an analytical essay, by providing perspectives on the ideas in the stimulus material and relating them to their focus/topic from Unit 4: Independent investigation.

The stimulus materials were three written texts. They discussed:

- the benefits of outsourcing household chores and how this service helps communities
- the challenges for writers on a cooking show
- the increasing popularity of owning artworks and how a new device can keep artworks safe.

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 response
- the requirement to identify a relevant perspective in the chosen stimulus and provide an authoritative interpretation of how this perspective influences audiences.

Practices to strengthen

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

- reminding students to use simplified Chinese characters, not traditional characters
- instructing students to draw well-substantiated judgments and conclusions using both the chosen stimulus and their investigation.

Samples

Extended response

This excerpt has been included:

- to demonstrate textual conventions that are purposefully applied with an introduction, two body paragraphs and a conclusion

- to demonstrate a thesis that is clearly stated, and a discriminating personal, critical and creative argument that is developed to support the thesis across the response
- to demonstrate well-substantiated conclusions about a judgment using both the chosen stimulus and the student's investigation.

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: 论家务外包在商业上的发展前景

AND

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

Stimulus 1	Stimulus 2	Stimulus 3
●	○	○

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.

论家务外包在商业上的发展前景

现如今，家务外包已经成为许多人的选择。遛狗、打扫房间、洗车和整理花园这类家务被人们当作不得不做的任务，而不是享受之事。然而，最近一所研究型大学对家务外包这一现象的研究带来了新的发现。这所大学通过对500个委任务外包人员以及承担任务人员进行一对一访谈，展示了他人分担家务如何帮助建立连结，从而体现出人与人之间的互动和联系会提高个人幸福感。对于这一观点，我表示支持和积极的态度。下面，我将通过分析以及评价文章中的观点来阐述我对这篇材料的理解和看法。

首先，材料一《家务外包让人们建立新社区》是一篇分析文章，它强调了他人分担任务能够帮助建立连结，使读者能够对家务外包产生新的看法。文章中指出任务外包是建立社区的主要功臣，强调并肯定了任务外包的积极作用。作者通过使用反问的修辞手法，使读者对这一现象产生更加深入的思考。不仅如此，文章通过使用更为贴近生活的访谈来收集任务外包家庭以及承担这些任务人员对于彼此关系以及任务外包或承担任务的看法，提高了文章的真实性这有力~~支持~~地支持了任务外包在人际关系上所带来的正面影响因为承担任务的人从帮助他人中感受到快乐并且表示，这对与他们"外包"伙伴之间有着非常积极的互动。这反应出家务外包不仅仅是单纯的利益交换关系，它建立新社区，使人从中得到积极的情绪体验并加强了人与人之间的联系。作者通过使用"不仅仅"和"非常"这类有着强烈感情色彩的词语，强调了任务外包作为建立社区的主要功臣对人际关系有着不可忽视的作用，这不但反映出作者对于任务外包这一现象~~支~~持积极肯定的态度，而且强调了外包现象在人际关系中~~起到~~的的重要性。除此之外，参与者~~们~~也都表现出外包任务所带来的个人幸福感。这又进一步展示了外包任务对于把任务外包家庭以及承担任务双方都有着积极的影响同时也进一步提高了文章的可靠性从而使读者能够更加了解到他人分担任务对于双方人际关系进一步发展的道路起到了十分积极的作用。最后，作者希望外包能够继续下去"反应出其对外包现象的认可以及肯定，同时又反映出作者对外包事业的发展表示看好和认同。这里感叹句的使用突出了作者对外包事业发展看好的态度，同时也让读者更加赞同外包任务的积极作用。

困难并且无法承担繁重的家庭事物时就会选择月子保姆来帮助母亲度过一个美好的月子时期并且得到更好的休息。由于许多月子保姆都有生育过，所以更能照顾到母亲的需求和孩子的养育方式方面的帮助。除此之外，许多月子保姆会住在雇家里以确保更加完善的帮助。这使得雇主与保姆间的关系更加亲密贴近。母亲的身体在此期间得到极大改善而且保姆与雇主的关系又因共用生活更加亲近。此外，跟据2023年家庭支出报告显示，许多拥有新生儿的家庭都会选择雇1到2个月子保姆，并且家庭支出中的30%到40%会用作月子保姆的拥金。这足以看出家庭对于月子保姆的认可和需求也反映出这类职业的高需求和未来发展前景。不管是家务外包还是月子保姆，他们都对不同家庭提用了不同的帮助并满足各自的需求。当然，这也不仅仅是单纯的利益交换关系，对于双方都有着积极的影响和作用。

据上文所述，我认为外包家务将人与人之间的联系拉近并且提高了个人的幸福感使得双方之间的互动力更加贴进彼此并带来积极的人际关系。月子保姆在当下社会环境中也是许多家庭的选择。许多家庭意识到养育孩子远比他们所想像的更加

终上所述，我认为不论是家务外包还是月子保姆，他们都反映出当今社会中人们对于任务以外，于感情上的需求。人与人之间的联系通过家务、照顾孩子等近一步贴近。双方也从中得到感情需求以及幸福感。此外，跟据材料一和我的分析，我认为人们对于家务外包以及像月子保姆的需求会越来越多并且在未来有着可观的前景。