

Chinese Extension marking guide and response

External assessment 2025

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.

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 two 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 two of the following <ul style="list-style-type: none"> an introduction at least two 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 one other paragraph <p style="text-align: center;">OR</p> uses at least two body paragraphs 	1

Cohesion		Meaning		Language elements		Textual conventions	
The response:	M	The response:	M	The response:	M	The response:	M
<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 one perspective in the chosen stimulus selects references from the stimulus that are relevant to this perspective 	4	<ul style="list-style-type: none"> identifies a relevant perspective in the chosen stimulus provides an authoritative interpretation of how this perspective influences audiences 	4	<ul style="list-style-type: none"> clearly states a judgment about a perspective in the chosen stimulus draws well-substantiated conclusions about this judgment using both the chosen stimulus and their investigation 	5	<ul style="list-style-type: none"> clearly states a thesis 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 one perspective in the chosen stimulus selects references from the stimulus that are mostly relevant to this perspective 	3	<ul style="list-style-type: none"> identifies a relevant perspective in the chosen stimulus provides an interpretation of how this perspective influences audiences 	3	<ul style="list-style-type: none"> states a judgment about a perspective in the chosen stimulus draws relevant conclusions about this judgment using both the chosen stimulus and their investigation 	4	<ul style="list-style-type: none"> states a thesis to be substantiated develops a personal, critical or creative argument to support the thesis across the response 	3
<ul style="list-style-type: none"> demonstrates understanding of one perspective in the chosen stimulus selects some relevant evidence from the stimulus 	2	<ul style="list-style-type: none"> identifies a relevant perspective in the chosen stimulus <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides an interpretation of a relevant perspective in the chosen stimulus 	2	<ul style="list-style-type: none"> states a judgment about a perspective in the chosen stimulus links this judgment to both the chosen stimulus and own investigation 	3	<ul style="list-style-type: none"> states a thesis to be substantiated includes statements to mostly support the thesis 	2

Understanding		Analysis		Evaluation		Argument	
The response:	M	The response:	M	The response:	M	The response:	M
<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 ideas about the chosen stimulus 	1	<ul style="list-style-type: none"> states a judgment about a perspective in the chosen stimulus links this judgment to either the chosen stimulus or their 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"> states a judgment about the perspective 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 uses all of the following</p> <ul style="list-style-type: none">• an introduction• at least two body paragraphs• a conclusion <p>Cohesion uses a wide range of cohesive devices purposefully</p> <p>Meaning uses proficient and complex Chinese to create fluent sentences</p> <p>Language elements 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</p>	<p>Question 1</p> <p>在第四单元，我对说中文的国家正在兴起的媒体研究新方法进行了调查研究，并且认为《我们的故事》一文非常有趣。特别是文章中展现的价值方面，我认为作者针对人类喜爱媒体中的幽默，并将其作为体验世界的方式提出了强烈的观点。文章的作者认为，通过阅读漫画及其讲述的文化故事，人类增强了韧性和共同的认知。由于媒体在现代世界中不断变化，这一发现也向媒体制作人显示，他们应当在制作中考虑到“社区”因素。</p> <p>本文第一个观点是出版的漫画集及其中所配的解析非常受读者欢迎。这与我的研究一致，即新媒体平台和出版物对人们有很大吸引力，尤其是这些出版物在讲述关于人的故事。作为人类，我们在社会所讲述的故事中看到引人入胜的内容，而漫画就是绝佳的讲述方式。</p> <p>我的研究重点放在了线上游戏的媒体平台。虽然线上游戏有其独有的叙事结构，但有趣的是它与漫画还是有一些相似之处的。通过游戏，参与者跨出自己的框框，进入另外的世界，有时带着幽默，有时带着想象。第二篇文章最有趣之处是我之前从未想过的——那些将漫画作为历史评论来阅读的人是为了在思考社会困境的过程中找到乐趣、欢笑和反思的机会。</p> <p>《我们的故事》使用了编年体结构。不同年代有不同重点，非常有趣。我了解到，漫画最初出现的时候主要是政治题材的，之后转向家庭和卫生题材。在20世纪，漫画继续发展并涵盖了广泛的社会问题。这就像游戏的世界一样，因为游戏也在日渐复杂，其场景常常来源于社会问题。游戏像漫画一样，邀请参与者对我们当下的世界作出不同的思考。虽然游戏通常使用悬念而非幽默，但它也是一种反思的工具。</p> <p>正如文中所述，有机会自嘲我们所面临的挑战是非常重要的。我的独立研究显示，游戏并不是一项负面的活动；玩游戏的人反而认为他们在打了一场游戏后感到更加积极、更有精力。同样，《我们的故事》的热卖以及在各图书馆受欢迎的程度显示，社区成员想要时不时地走出他们日常生活的世界，提升自己的幸福感。这对我们大家都是一件积极的事情。</p>	<p>Evaluation clearly states a judgment about a perspective in the chosen stimulus draws well-substantiated conclusions about this judgment using both the chosen stimulus and their investigation</p> <p>Understanding demonstrates thorough understanding of one perspective in the chosen stimulus selects references from the stimulus that are relevant to this perspective</p> <p>Argument clearly states a thesis to be substantiated develops a discriminating personal, critical or creative argument to support the thesis across the response</p> <p>Analysis identifies a relevant perspective in the chosen stimulus provides an authoritative interpretation of how this perspective influences audiences</p>
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