

Chinese Extension subject report

2025 cohort

January 2026





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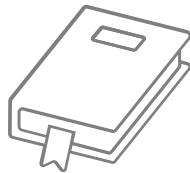
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 2026.

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
- important considerations to note related to the revised 2026 syllabus (where relevant).

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

20%
increase in
enrolment
since 2024



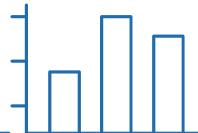
100%
endorsed at
Application 1



57.14%
improvement in
endorsed IA1
at Application 1



Subject data summary



Unit completion

The following data shows students who completed the General subject.

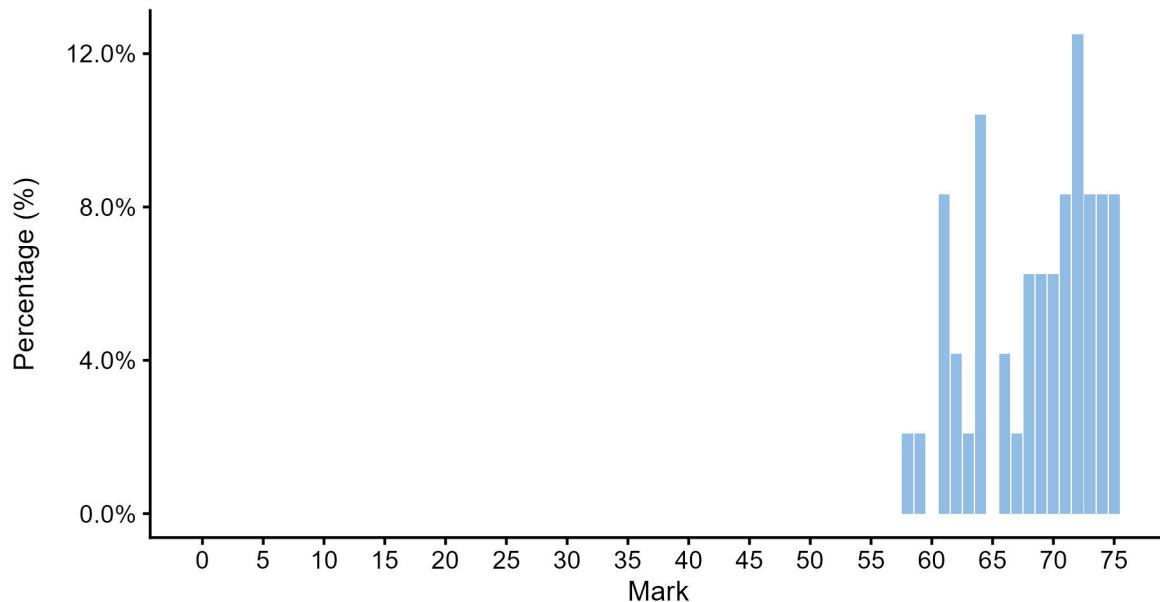
Note: All data is correct as at January 2026. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Chinese Extension: 6.

Completion of units	Units 3 and 4
Number of students completed	48

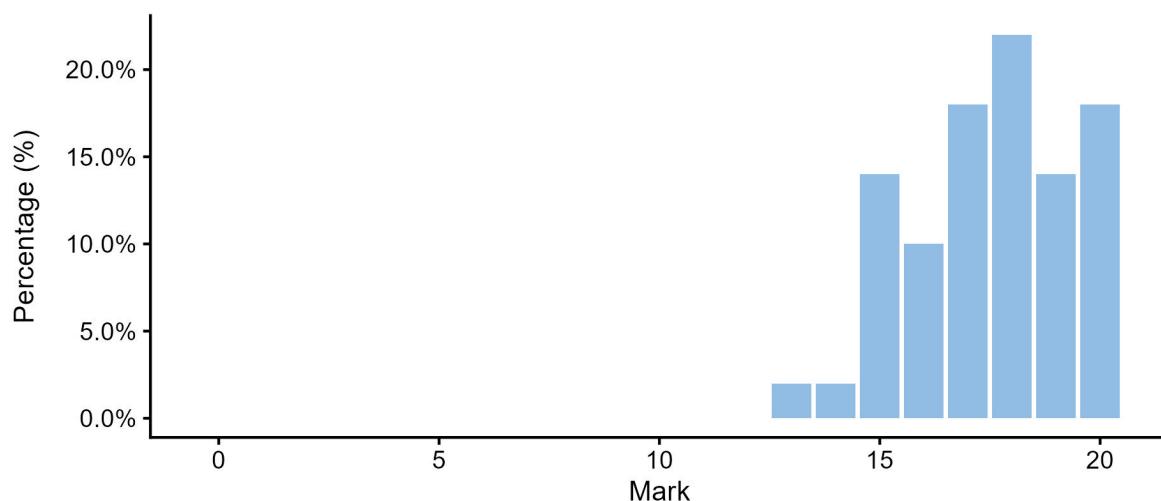
Units 3 and 4 internal assessment (IA) results

Total marks for IA

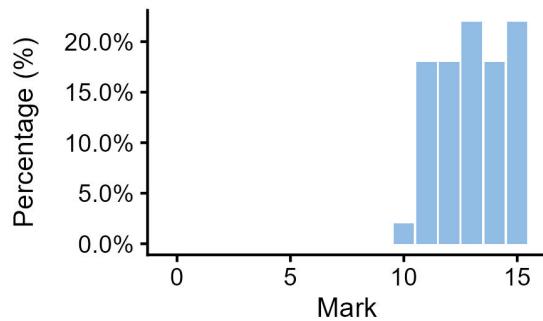


IA1 marks

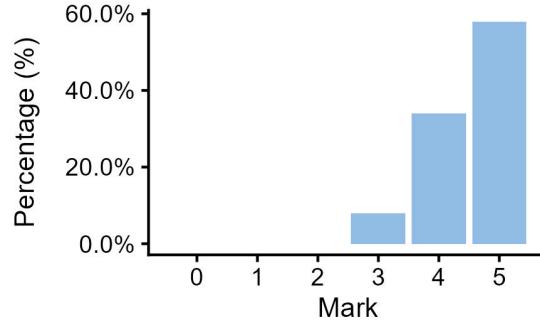
IA1 total



IA1 Criterion: Analysing Chinese texts

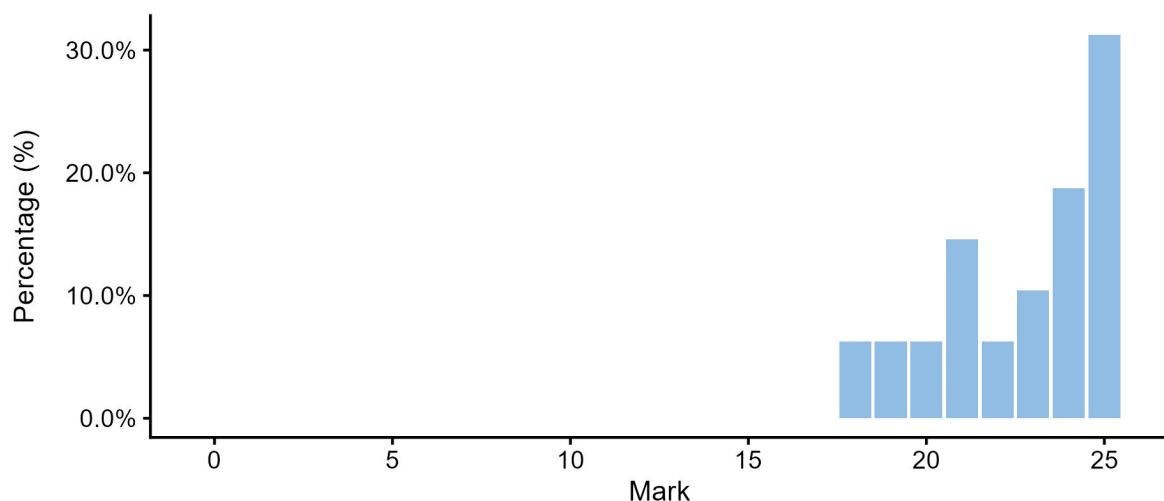


IA1 Criterion: Creating Chinese texts

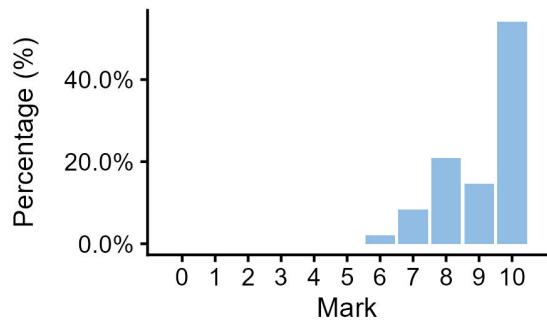


IA2 marks

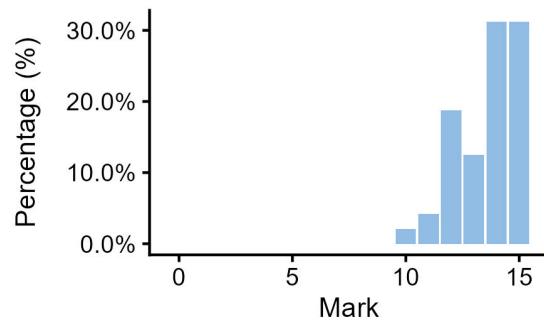
IA2 total



IA2 Criterion: Analysing Chinese texts

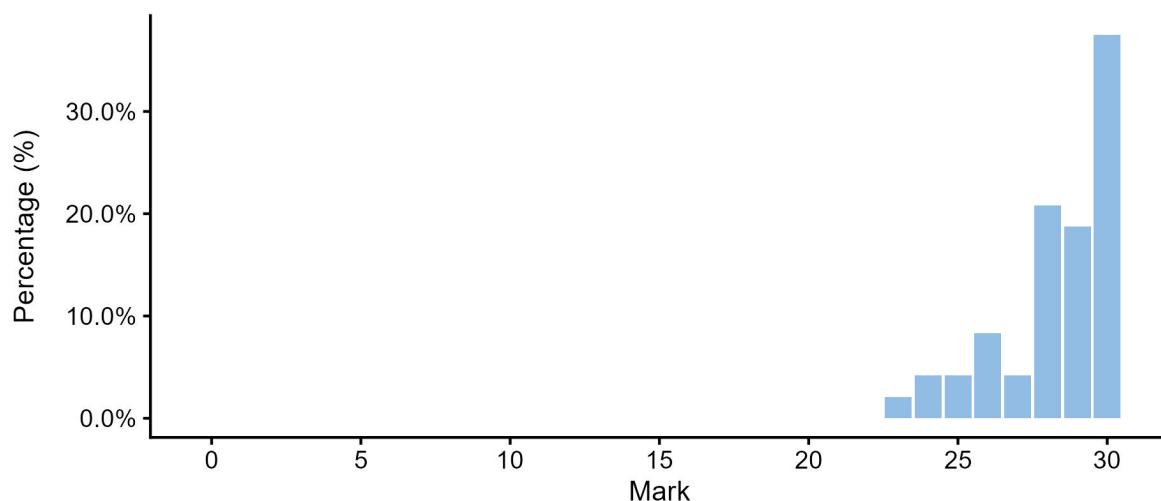


IA2 Criterion: Creating Chinese texts

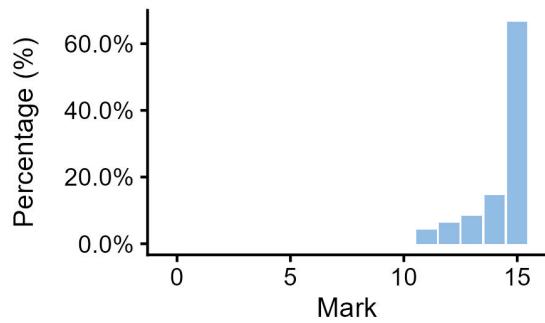


IA3 marks

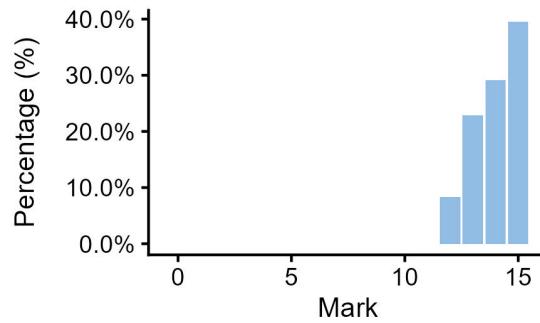
IA3 total



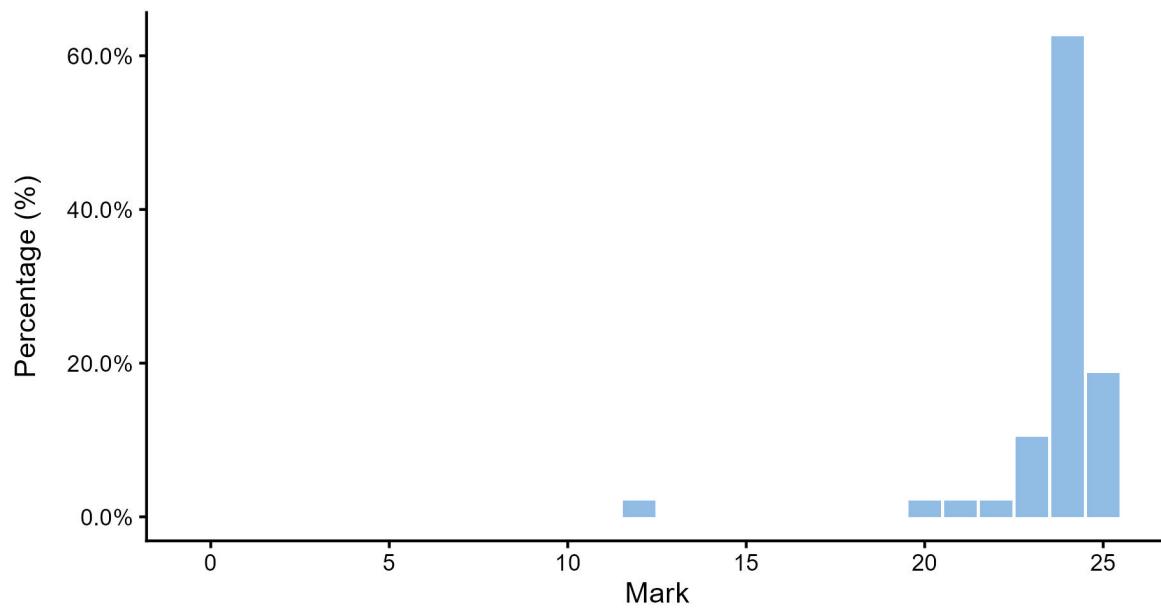
IA3 Criterion: Analysing Chinese texts



IA3 Criterion: Creating Chinese texts

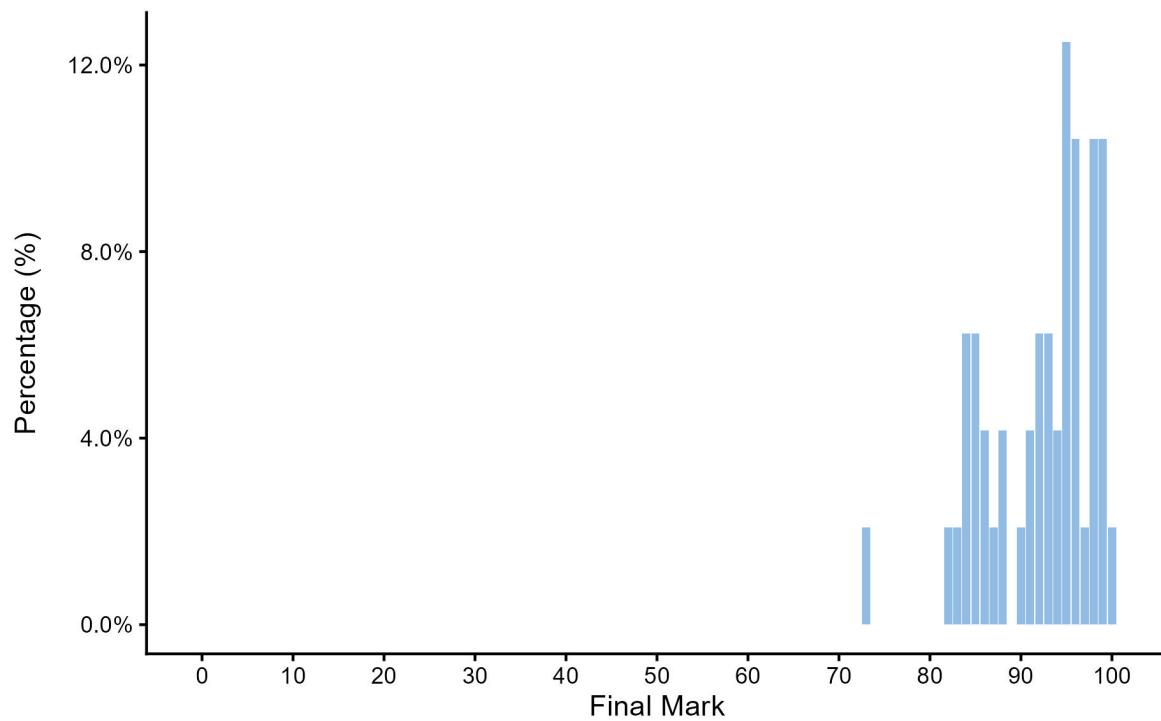


External assessment (EA) marks



Final subject results

Final marks for IA and EA



Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–64	63–44	43–21	20–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	47	1	0	0	0
Percentage of students	97.92	2.08	0.00	0.00	0.00

Internal assessment



This 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	6	6	6
Percentage endorsed in Application 1	100	100	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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	35	0	100.00
2	6	34	0	100.00
3	6	34	0	100.00

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	0
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided engaging stimulus texts that reflected the chosen area of study and interests allowing students to demonstrate the highest ISMG performance-level descriptors
- developed stimulus texts and questions for the extended response that supported integration of purpose, audience, context, tone and cultural conventions and enabled students to demonstrate the full range of ISMG performance-level descriptors.

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus texts and sample questions for the extended response that facilitate discerning synthesis of information and integration of purpose, audience, context, tone and/or cultural conventions
- design visual stimulus texts that retain appropriate complexity and do not provide cues.

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 to the syllabus specifications, conditions objectives and ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- submit indicative responses in both English and Chinese for the short response component.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The stimulus specifications have been revised. The teacher must provide
 - up to three unseen authentic texts for the short response (one audio or audio-visual and up to two written) with a combined length of up to 1,200 characters in simplified Chinese
 - up to two visual texts for the spoken response, each with 100-150 characters in Chinese.
- The revised cognitions in the ISMG require that the unseen stimulus texts and questions should include:
 - opportunities for students to paraphrase in Chinese their understanding of texts
 - subject matter and evidence to allow for interpretation of how audiences are influenced
 - evidence for students to demonstrate their knowledge and understanding of tone, in addition to context, purpose, audience and/or cultural conventions
 - alignment to the revised syllabus specifications and conditions.
- The revised conditions for the spoken response require the teacher to provide open-ended questions at the start of planning time to allow students to demonstrate the highest performance-levels descriptors in the ISMG.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Chinese texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Analysing Chinese texts, student responses
 - in both Chinese and English, clearly and concisely explained how the audience was influenced by the meaning, attitudes, perspectives, and values expressed in the analysed texts
 - included complex language features and text structures to identify and examine detailed information in stimulus texts
- for Creating Chinese texts, student responses demonstrated
 - discerning integration of context, purpose, audience, and cultural conventions from the stimulus texts to produce a coherent and culturally appropriate response that flowed logically and explored complex ideas with insight and depth
 - proficient and complex use of language elements, conveying meaning clearly while adding nuance and subtlety to their expression.

Practices to strengthen

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- For Analysing Chinese texts
 - guide students to interpret and synthesise, to draw extensive detail and construct meaning, not just extract information
 - provide opportunities for students to engage deeply with all stimulus texts to perceptively interpret how and why meaning is conveyed, not just identify information
 - include correct and relevant evidence from all stimulus texts to analyse and evaluate subject matter with well-substantiated justifications.
- For Creating Chinese texts
 - prepare students for a discussion to integrate language elements, structures and purpose, audience, context and tone (PACT) in response to unseen stimulus texts and teacher-led

questions allowing students to demonstrate adaptability in an unrehearsed and spontaneous interactive exchange.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The inclusion of **tone** means students need to interpret the emotional and linguistic features of the stimulus texts, understanding how tone influences meaning and the audience.
- Refine student understanding and application of language elements, such as idioms and language conventions, to improve proficiency and clarity in Chinese.

Samples

The following excerpt demonstrates fluent, contextually appropriate, and culturally informed spoken text in Chinese.

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

Excerpt 1

请说明材料一和材料二的主要观点分别是什么？请评价这些观点能够说服受众吗？为什么？

材料一的观点是中国人工智能起步晚，自身技术缺乏，而且面临许多国际挑战，但近年来已经取得许多的成就，并且在一些方面进入世界第一梯队。材料二的观点是在2018年，中国以拥有1040家人工智能企业位居世界第二。他们可以说服观众，因为使用了很具体的调查数据，如“中国AI龙头企业有8000+”，对比“美国2018年24，中国104，英国392”，“在人工智能领域，美国处领先地位，美国在欧洲领先，日本拉开差距，印度潜力大”。

Excerpt 2

运用材料一和材料二的信息，请评价两个材料的观点是否一致。请运用文章中的证据支持你的观点。

两个材料的观点一致。二者都是中国AI发展虽然迅速并已取得巨大成就，但仍面临着国内外许多挑战威胁，任重而道远。材料一说到“中国AI在数据算力、算数、应用场等场景等方面发展迅速，已进入世界第一快车队，但因为起步晚，人才供应不足，技术迭代快，专利难。由于其他国家AI发展成熟，中国面临着很多挑战与威胁。”材料二~~该文未提~~中国在2018 AI企业分布以1040位居全球第二，但仍与以2039处于第一的美国有将近一倍（999）的差距。

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:

- provided two authentic and sufficiently complex written Chinese stimulus texts that supported analytical processes within the syllabus conditions
- selected engaging stimulus texts relevant to the chosen Unit 3 area of study (not assessed in IA1) to enable students to demonstrate the highest ISMG performance-level descriptors under examination conditions.

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 authentic, written, error-free stimulus texts that modelled accurate characters, grammar, register and other textual features expected at the Year 12 Chinese Extension level.

Practices to strengthen

It is recommended that assessment instruments:

- ensure subject matter, contexts and perspectives are free from bias and can be accessed by all students.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The specifications have been revised. Teachers should
 - choose stimulus texts with sufficient depth and complexity to enable students to apply analysis and evaluation skills at the highest performance levels in the ISMG
 - design tasks that provide opportunities for unique student responses aligned to students' chosen area of study including analysis of seen stimulus texts
 - ensure task design and the stimulus texts provide opportunities for students to integrate all PACT (purpose, audience, context, tone) elements, including cultural conventions, into their response.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Chinese texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- students demonstrated precise use of complex language and grammar to produce coherent, logically sequenced arguments that fully addressed the stimulus and task requirements
- students consistently justified perspectives with well-considered evidence from the stimulus texts, synthesising information and ideas to present nuanced viewpoints. This demonstrated a high level of analytical depth and intercultural understanding, meeting the top performance descriptors of the ISMG.

Practices to strengthen

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- **T**he highest performance level requires evidence of sophisticated integration of context, purpose, audience, and cultural conventions. Teachers should look for cultural authenticity and appropriate tone and register, rather than focusing solely on correct language use.
- **T**he highest performance level requires evidence of critical analysis and discerning synthesis of information. Teachers should look for responses that go beyond description, demonstrating logical connections between ideas and development of cohesive arguments.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The specifications and conditions have been revised. Teachers should
 - carefully select stimulus texts with sufficient depth and complexity to ensure students can demonstrate their analysis and evaluation skills at the highest performance levels in the ISMG
 - ensure task design and the stimulus texts provide opportunities for students to integrate all PACT (purpose, audience, context, tone) elements, including cultural conventions, into their response.

Samples

The following excerpts demonstrate well-constructed and discerning conclusions.

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

Excerpt 1

《黄河大合唱》：一首永不沉默的民族之歌

“风在吼，马在叫，黄河在咆哮，黄河在咆哮……”每当听到这雄浑激昂的旋律，心中便涌现出无尽的自豪与历史记忆。《黄河大合唱》不仅是一部音乐作品，更是一段民族苦难的见证。面对当代社会对传统红色文化的多元态度，我们是否还需要传唱这首战火中诞生的经典？我认为，这部作品不仅应当继续传承，更应唤起青年一代的文化认同与历史的责任感。以下通过分析三则资料来论证此观点。

首先，资料一呈现了一幅引人深思的漫画：几位人物正在

Excerpt 2

夸张地演唱恶搞版本的《黄河大合唱》，其中歌词被篡改，动作滑稽，旁人评论他们在恶搞和已经忘本。这种行为虽可能出于娱乐目的，但却削弱了作品原有的庄严与精神内涵。这种将代表民族苦难的作品当作笑料的行为是对历史的轻视。在当无数数字化、娱乐化盛行的环境中，我更应保持对红色文化的尊重与理解，搞清幽默与亵渎的界限。

与此形成对比的是资料二所描述的波士顿千人大合唱。在这场海外演出中，不仅华人深受感动，许多外国观众也为其气势所震撼。这表明，《黄河大合唱》不仅具有历史意义，还具有跨文化的感染力。我认

Excerpt 3

为，这种群众群体性、共鸣性的表达使其成为全球华人凝聚情感与身份认同的重要文化纽带，进一步说明红色经典在当代依旧具有现实意义。

资料三详细回顾了《黄河大合唱》的诞生背景和社会影响。1939年，这部作品在延安创作完成，成为无数革命先辈奔赴前线的精神号角。“保卫黄河，保卫全中国”的呐喊激励了抗战中的人民斗志。文章引用了习近平总书记提出的“赓续红色血脉”，强调要将唱响红色歌曲与缅怀先烈、学习党史相结合。我认为《黄河大合唱》作为民族记忆的一部分，其艺术感染力和精神价值早已超越时代，它被列入国

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

Validity priority	Number of times priority was identified in decisions
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- enabled students to design an investigation that presented a genuine linguistic challenge and allowed them to explore a topic not previously studied in Chinese or Chinese Extension.

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 and concise task instructions with cues that aligned to the syllabus specifications, objectives, conditions and ISMG for the investigative folio and interview.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- The cognitions in the ISMG have been revised. Stimulus texts and questions must include opportunities for students to demonstrate comprehension by paraphrasing in Chinese their understanding of the stimulus texts. They should also include evidence to allow students to interpret how audiences are influenced.

Schools should:

- design tasks to address all six assessment objectives in the Analysing Chinese texts component and Objectives 2, 5 and 6 in the Creating Chinese texts component. Ensure that the task enables students to integrate context, purpose, audience, tone and cultural conventions while synthesising information cohesively

- ensure students consult with teachers during the investigative process so they can critically examine the validity of their stimulus text/s and author credentials of their teacher-negotiated topic.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Chinese texts	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Analysing Chinese texts
 - students selected authentic texts that provided rich content and varied text types, enabling deeper analysis of meaning, attitudes, perspectives, and values
 - student responses demonstrated strong engagement with the chosen stimulus, using it to explore how ideas and perspectives influence audience interpretation
- for Creating Chinese texts
 - students displayed spontaneity and fluency in the conversation and made clear, purposeful links to their multimodal presentation, incorporating well-justified arguments.

Practices to strengthen

When making judgments for this IA for the 2026 syllabus, it is essential to consider the following key differences between the ISMGs in the 2020 and 2026 syllabuses:

- Students must demonstrate cultural authenticity and use appropriate tone and register in their conversation with the teacher, in addition to linguistic accuracy.
- Students must go beyond summarising or comparing perspectives. They need to integrate ideas from multiple texts and cultural contexts into a cohesive argument, showing clear links between their multimodal and conversation.

Additional advice

It is essential to consider the following key differences between the 2020 and 2026 syllabuses:

- Tone** is now a distinct descriptor in the Creating Chinese texts criterion, requiring students to demonstrate stylistic awareness in both written and spoken responses.

- The ISMG places greater emphasis on the synthesis of ideas, meaning students must integrate information from multiple sources into a coherent and carefully organised response.
- The shift from applying language features to making decisions about language use reflects a higher level of intentionality expected from students.

Samples

The following excerpt demonstrates perceptive identification of PACT 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 synthesising 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.

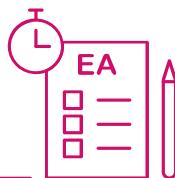
Chinese Extension IA3: Excerpt 1

Published by
the Queensland Curriculum and Assessment Authority (QCAA), 2026.

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Video content: (1 min 12 secs)

<https://youtu.be/lxNANI3by60>



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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

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). It assessed:

- Criterion 1 Analysing Chinese texts (17 marks)
- Criterion 2 Creating Chinese texts (18 marks).

The assessment required students to write an extended response in Chinese to one of three stimulus materials related to each area of study identified in Unit 3. Students were asked to identify, analyse and evaluate a perspective presented in the chosen stimulus and to justify their conclusions using evidence and insights from the stimulus, their independent investigation and/or their own ideas. The question was derived from the context of Unit 4: Independent investigation.

The stimulus material was three written texts. They were designed to elicit an extended response which analysed one of the texts and also related to the student's own investigative response and/or their own ideas.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG).

Effective practices

Overall, students responded well when they:

- clearly identified a relevant perspective in the chosen stimulus and demonstrated a thorough understanding of it through well-considered references to the text
- used a coherent and purposeful structure, including a clear introduction, two analytical body paragraphs, and a conclusion that relates to their personal viewpoints
- analysed and evaluated perspectives with depth and insight, effectively linking language, ideas, and values
- stated a well-reasoned judgment about a perspective and drew a well-substantiated conclusion, supported by evidence from both the stimulus and their independent investigation.

Effective student responses:

- substantiated their evaluative conclusions with evidence both from the stimulus and their own investigation and/or ideas

- constructed their clearly stated thesis or argument throughout the response.

Practices to strengthen

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

- encouraging students to clearly state their judgment of the perspective in the chosen stimulus text using both the chosen stimulus and their own independent investigation to support their conclusions
- encouraging students to construct a discerning and well-reasoned personal, critical, or creative argument that consistently supports their thesis throughout the response.

Additional advice

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

- encouraging students to clearly state a thesis, and develop a discriminating personal, critical and creative argument to support the thesis across the response
- encouraging students to demonstrate well-substantiated conclusions about a judgment using both the chosen stimulus and the student's investigation.

Samples

Extended response

This excerpt has been included because:

- there is a clear identification of perspective and stance. The student clearly introduced the topic 'the rapid development of artificial intelligence has become a widely discussed issue' and stated a personal purpose to 'evaluate the dual nature of AI development'. This demonstrates the ability to clearly identify a relevant perspective and express a judgment about it
- it shows a coherent and purposeful structure, i.e. an introduction presenting the topic and position, two analytical body paragraphs exploring the benefits of AI and discussing its negative impacts, and a concluding paragraph summarising a balanced view
- it demonstrates a thorough understanding of perspectives presented in the stimulus. The response accurately interpreted the author's ideas, i.e. AI brings convenience and efficiency but can also cause emotional instability and online fraud. This shows a thorough understanding of perspectives through well-integrated textual references.

Justify your conclusions using evidence and insights from the stimulus, your independent investigation and/or your own ideas.

人工智能数据采集加速平台加速人与之间的观点互动

人工智能平台加速人与之间的互动并产生积极的社会影响

近年来，我们的社会与生活中出现了各种高效且便利的数据采集方式，例如线上的调查问卷、评论互动以及公众辩论时数据实时采集等方式都有效地推动了我们的社会发展并用此科技手段改善人们的生活质量，增进人与之间的沟通与互动。文章的观点是人工智能平台加速人与之间的互动并产生了积极的社会影响。文章通过真实城市大学的真实研究案例点明了此观点，并利用其真实性和可靠性影响读者并使读者信服此观点。接下来我将结合文章内容、价值观、态度和个人研究调查对文章的观点进行分析。

文章开门见山的指出了当代社会出现了一些高效的线上科技数据采集方式并点明了这些人工智能科技的数据采集方式能加速人们的观点互动并引发即时的公众对话的观点。这些新型的数据采集方式代替了传统的电话询问方式，以一种更新且高效的数据采集方式增强社会互动并改善生活质量。文章中使用了举例子的手法，举了线上调查问卷、互动软件平台等真实出现在我们生活中的科技数据采集方式，突出了线上科技数据采集的真实性与即时互动性。这样的方式不仅让数据收取方能获取有用的信息，还让被访问者能即时的发表自己的看法与意见从

而推动了社会发展与互动。文章还举了城市大学针对人工智能对社会影响进行研究调查的真实案例。研究人员将受试者发表观点的前中后三个阶段进行对比并发现他们在这三个阶段中并没有改变对主题的看法，但在公众对话阶段使用人工智能时，受试者的情绪有了明显变化。这样真实的案例不仅强烈地影响读者还使其信服文章的观点。

我十分认同文章的观点，并深有体会。根据我的个人研究与调查，发现线上科技数据采集方式的确确实在增强人与人之间互动并推动社会进步发展方面有着很大帮助。据清华大学针对线上数据采集方面的研究表明，68%的产品商家做过线上的商品质量反馈的调查问卷，12%的产品商家做过线下的产品质量的问询，70%的产品商家并没有做过任何的产品质量调查。然而通过研究表明68%的商家通过线上即时的买家商品反馈，快速且高效地了解到买家的意见并提升产品质量，从而提高了产品的销量。这样即时且高效的数据意见收集方式不仅提高了商家的利益还尊重了买家的意见，增进人与人间的互动，改善人们生活的质量提升个人生活幸福感，推动社会积极发展。然而那些没有做过即时意见反馈调查的商家，他们的商品销量却不尽人意。结合我的个人经历，我也曾使用过线上的商品调查问卷，这样高效且即时的商品质量反馈的方式确实有效地解决了我在使用商品时所遇到的问题，并提升我对商品的好感度与信任度。

总的来说，人工智能平台与其线上数据采集方式有着十分良好的发展。

前景。文章最后一段使用了“社会科学家”，“很感兴趣”，“未来”，“深入研究”等词语，突出了作者对其鼓励的态度与积极的态度，生动形象地表明了人工智能平台与线上数据采集方式有着很好的发展前景，强调了其科技推动人与人之间的互动推动社会发展所价值观，并点明了人工智能平台加速人与人之间的互动并产生积极影响的观点。所以我们更应该鼓励其发展，让线上科技数据收集融入我们的生活，帮助推动社会发展与互动，增进人与人之间的观点互动，共创美好未来！