



## Planning space




**End of Task 1**




**End of Task 2**  
**End of Writing section**

## Assessment standards from the Chinese Senior External Syllabus 2007 (amended 2012)

### Writing skill

Conveying meaning	A	B	C	D	E
<b>Candidate responses have the following characteristics:</b>					
<b>Range of language use</b> – vocabulary – structures – cohesion	<ul style="list-style-type: none"> <li>convey meaning clearly using a wide and appropriate range of vocabulary and structures across a variety of topics and genres</li> <li>display flexibility in sentence structure and some originality</li> <li>demonstrate ability to use a range of complex sentences incorporating aspects of time, mood and intention</li> </ul>	<ul style="list-style-type: none"> <li>usually convey meaning clearly, attempting to use a range of vocabulary and structures across a variety of topics and genres</li> <li>display some flexibility in sentence structure</li> <li>show some use of complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>convey essential meaning using familiar vocabulary and structures on predictable topics</li> </ul>	<ul style="list-style-type: none"> <li>convey some meaning using familiar vocabulary and simple structures</li> </ul>	<ul style="list-style-type: none"> <li>convey some simple meanings using only short, well-rehearsed phrases</li> </ul>
<b>Appropriateness of language use</b> – register – grammatical accuracy – style – relevance to task	<ul style="list-style-type: none"> <li>choose the appropriate register</li> <li>display a high degree of accuracy in familiar language including Chinese punctuation, word order and spelling (<i>pinyin</i>)</li> <li>communicate ideas and information clearly although some errors may occur in more complex language</li> </ul>	<ul style="list-style-type: none"> <li>generally choose appropriate register</li> <li>display control over familiar language: Chinese punctuation, word order and spelling (<i>pinyin</i>) is generally accurate</li> <li>errors may occur in more complex language or in attempts at originality, but isolated instances of breakdown in meaning do not affect overall meaning</li> </ul>	<ul style="list-style-type: none"> <li>convey essential meaning when attempting a variety of structures but frequent errors may occur</li> <li>display reasonable accuracy when using a limited range of simple structures</li> </ul>	<ul style="list-style-type: none"> <li>display sufficient accuracy in language to enable some details to be understood</li> </ul>	
<b>Organisation of text</b> – relevance of content – coherence – format – length	<ul style="list-style-type: none"> <li>organised well</li> <li>relevant to the task in content, length and format</li> </ul>	<ul style="list-style-type: none"> <li>organised using linking devices</li> <li>relevant to the task in content, length and format</li> </ul>	<ul style="list-style-type: none"> <li>attempt to organise the structure of the text and link some points</li> <li>relevant to the task in content and format although may be shorter than required</li> </ul>	<ul style="list-style-type: none"> <li>use some simple linking words but the meaning of the text as a whole is fragmented</li> <li>length may be insufficient and the writing may be irrelevant to the task</li> </ul>	<ul style="list-style-type: none"> <li>length is insufficient</li> </ul>
<b>Script</b> – range – accuracy	<ul style="list-style-type: none"> <li>use a wide and appropriate range of characters</li> <li>characters are written with a high degree of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>use most characters appropriately</li> <li>characters are generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>use a restricted range of characters</li> <li>display errors in characters and <i>pinyin</i>.</li> </ul>	<ul style="list-style-type: none"> <li>have difficulty with characters</li> <li>make errors in <i>pinyin</i>.</li> </ul>	<ul style="list-style-type: none"> <li>attempt a few characters and some <i>pinyin</i>.</li> </ul>

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