Chinese SEE marking guide

External assessment 2024

SEE 1: Extended response (35 marks)

SEE 2: Combination response (60 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, and future plans and responsibilities

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

6. use strategies to maintain communication and exchange meaning in Chinese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Chinese-speaking community members.

Purpose

This document consists of a marking guide.

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.

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.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide: SEE 1

Section 1: Analysing Chinese texts in Chinese

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
• examines relevant understanding of purpose, audience, context and tone in two or more stimulus texts • provides a discerning interpretation of these stimulus texts • provides a discerning personal response, including their own perspectives, on two or more stimulus texts	5	• shows discerning inference of meaning, values or attitudes in two or more stimulus texts • provides a valid judgment on these stimulus texts	5	• establishes an insightful focus • provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus • demonstrates coherent sequencing of information and ideas • provides valid conclusions	5	• identifies the text type of two or more stimulus texts • provides two examples of language elements with a high level of accuracy • provides two examples of textual conventions across the response	5
• examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts • provides an appropriate interpretation of these stimulus texts • provides an effective personal response, including their own perspectives, on two or more stimulus texts	4	• shows appropriate inference of meaning, values or attitudes in two or more stimulus texts • provides an opinion on these stimulus texts	4	• establishes a valid focus • provides an effective selection of evidence from the stimulus texts to support the focus • demonstrates mostly coherent sequencing of information and ideas • provides clear conclusions	4	• identifies the text type of two or more stimulus texts • provides one example of a language element with accuracy • provides one example of a textual convention across the response	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
• examines relevant understanding of two of purpose, audience, context and tone in one stimulus • provides a summary of this stimulus • provides a personal response, including some personal perspectives on one stimulus	3	• shows inference of meaning, values or attitudes in one stimulus • provides an opinion on this stimulus	3	• establishes a valid focus • includes evidence from one stimulus to support the focus • provides conclusions	3	• identifies the text type of one stimulus • provides one example of a language element with a few errors • provides one example of a textual convention across the response	3
• identifies a relevant purpose, audience, context or tone in one stimulus • includes fragmented perspectives	2	• provides an opinion on one stimulus	2	• includes some statements on one stimulus • uses evidence from one stimulus	2	• identifies the text type of one stimulus • provides one example of a language element or textual convention across the response	2
• identifies an idea in one stimulus	1	• identifies some meaning, values or attitudes in one stimulus	1	• includes fragmented information from one stimulus	1	• identifies the text type of one stimulus	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Section 2: Exchanging information and ideas in Chinese

Meaning	M	Communication	M	Fluency	M
The response:					
• purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a wide range of vocabulary and grammar with a high level of accuracy	5	• comprehends thoroughly to sustain the exchange • communicates skilfully with contextually appropriate register	5	• manipulates language elements and structures fluently and proficiently • uses pause fillers and self-correction strategies purposefully	5
• effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a range of vocabulary and grammar with accuracy	4	• comprehends effectively to sustain the exchange • communicates effectively with contextually appropriate register	4	• manipulates language elements and structures effectively • uses pause fillers and self-correction strategies effectively	4
• conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a range of familiar vocabulary and grammar with some accuracy	3	• provides an exchange with lapses, though some comprehension is discernible • demonstrates some hesitance	3	• uses language elements and structures appropriately • uses pause fillers and some self-correction strategies	3
• conveys some simple meaning related to their multimodal presentation and questions asked • uses familiar vocabulary and grammar	2	• provides an exchange with lapses • demonstrates hesitance	2	• uses fragmented language elements • uses pause fillers	2
• conveys fragmented information • uses limited vocabulary and grammar	1	• requires significant prompting	1	• uses disjointed language	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Marking guide: SEE 2

Section 1: Short response in English

Q	Sample response	The response:
1	The talk show segment provides an opportunity for two teenagers to share their stories. Through listening to these experiences, the audience gains an understanding of the teenagers' personal experiences and challenges faced in connecting with both Chinese and Australian cultures. The host introduces the main content of the talk show, which is to tell stories about personal cultural identity and maintain a sense of connection and belonging to one's own culture. The teenagers share their respective journeys, reflecting on overcoming difficulties in recognising their cultural identities.	• identifies a valid purpose **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**
2	The information provided in Stimulus 1 inspires its audience to a large extent. It encourages the intended audience to embrace their cultural heritage through arts and culture. The talk show guests provide specific examples, including being comfortable expressing their individuality as part of their cultural identity, learning about their own language and culture to have a better understanding of who they are, and firmly believing that their culture is worth promoting. These examples of building a sense of connection to culture help the audience understand how they can establish and fulfil their own cultural identity.	• draws a valid conclusion about the extent to which the information inspires the intended audience **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**
3	The host uses a warm, encouraging and enthusiastic tone to connect with the guests and make them feel welcome. When introducing the guests, the host passionately explains the content of the show and expresses that the audience is 'extremely lucky' to hear his young guests' personal experiences. The host demonstrates his enthusiasm by inviting the audience to join him in giving the teenagers 'the warmest applause' to welcome them. Further, the host thanks the guests for sharing their stories on the show and expresses his belief that they have 'a bright future' ahead of them.	• draws a valid conclusion about the host's tone **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**

Q	Sample response	The response:
4	An intended audience would be people interested in a job in the field of artificial intelligence (AI) or considering a career change to be part of a growing industry. This is evident from the description of employee shortages in the AI field, where 60% of vacancies are waiting to be filled. The article quotes experts as stating that the trend in labour shortages will continue over the next 10 years, as many major IT firms are looking to hire. The text also notes that the Chinese AI industry will provide good career prospects and high salaries to attract potential applicants.	• identifies a valid intended audience **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**
5	Stimulus 2 is an article responding to the ongoing growth in China's artificial intelligence (AI) industry. The article explains that the industry has evolved from research to industrialised production. The article asserts that because AI technology has been widely used in various aspects of human life and social development — including the basic necessities of life, education, medicine, finance, manufacture and urban planning — employment opportunities in this field have significantly increased. As the industry continues to rapidly develop, it hopes to attract talented people to lead future development.	• identifies a valid context **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]**
6	The writer uses facts and informative language to influence readers. The writer achieves this by informing the reader about the prosperity and prospects of the rapidly growing Chinese artificial intelligence (AI) industry. The writer includes information about how AI technology has been used in different aspects of everyday life. Further, the writer uses statistical data to show the 60% employee shortage in the industry. The provision of industry experts' predictions for job prospects in the next 10 years supports the conclusion that there are increasing employment opportunities in this field.	• draws a valid conclusion about how the language used influences readers **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**

Section 2: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
	白玲是白族人。她希望能在她的中学毕业典礼上穿上她的民族传统服饰。白玲这样做的第一个原因是她有很多朋友不知道她是白族人；第二个原因是她打算向所有人展示白族的文化；第三个原因是白玲认为白族服饰做工精细、颜色鲜艳，她想让更多人看到这样漂亮的衣服。	• draws a valid conclusion about why Bai Ling chose to wear中国少数民族传统服饰 **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0
8	为了在中学毕业典礼上穿上自己民族的传统服饰，白玲决定自己动手做衣服。她跑遍了城里的布店，买到了合适的布料和做衣服的工具；当遇到她不明白的地方，她就跟自己在中国国内的家人视频聊天，请他们来指点她。除此以外，她加班加点地赶工，终于在毕业典礼之前把她要穿的衣服和要戴的头饰都做好了。	• draws a valid conclusion about the ways in which Bai Ling demonstrated her determination **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Section 3: Extended response in Chinese — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses and elaborates on all of the following – the importance of connecting with family and friends – challenge/s you might encounter in future study and/or work – the skill/s required to overcome these challenges	6	• develops an astute response relevant to the task • proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	• uses a wide range of vocabulary purposefully and with a high level of accuracy • uses a wide range of grammar purposefully and with a high level of accuracy • uses a wide range of tenses purposefully and with a high level of accuracy • uses consistent register for context	8	• uses all of the following – a letter convention, including salutations – an introduction and concluding remarks	2
• addresses all of the following – the importance of connecting with family and friends – challenge/s you might encounter in future study and/or work – the skill/s required to overcome these challenges • elaborates on two of these	5	• develops an effective response relevant to the task • communicates through – selection of ideas – sequencing of ideas – synthesis of ideas	4	• uses a wide range of vocabulary purposefully with few errors • uses a wide range of grammar purposefully with few errors • uses a wide range of tenses purposefully with few errors • uses consistent register for context	7	• uses one of the following – a letter convention, including salutations – an introduction and concluding remarks	1
• addresses and elaborates on two of the following – the importance of connecting with family and friends – challenge/s you might encounter in future study and/or work – the skill/s required to overcome these challenges	4	• develops some parts of the response relevant to the task • communicates through – selection of ideas – sequencing of ideas	3	• uses a wide range of vocabulary with some errors • uses a wide range of grammar with some errors • uses a wide range of tenses with some errors • uses consistent register for context	6	• does not satisfy any of the descriptors above **OR** • is in English.	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses two of the following – the importance of connecting with family and friends – challenge/s you might encounter in future study and/or work – the skill/s required to overcome these challenges • elaborates on one of these	3	• demonstrates some relevance to the task through – selection of ideas – sequencing of ideas	2	• uses a range of vocabulary with some errors • uses a range of grammar with some errors • attempts to use a range of tenses • mostly uses consistent register for context	5	
• addresses one of the following – the importance of connecting with family and friends – challenge/s you might encounter in future study and/ or work – the skill/s required to overcome these challenges	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4	
• uses characters relevant to the task **OR** • writes extensively in Pinyin	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3	
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2	
				• uses isolated words and phrases with accuracy	1	
				• does not satisfy any of the descriptors above **OR** • is in English.	0	