

Chinese SEE marking guide and response

External assessment 2023

SEE 2: Combination response (69 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, 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, 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

Note: Objective 6 is not assessed in this instrument.

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.

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

Marking guide

Section 1: Short response in Chinese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>这句成语是鼓励在校高中生好好利用他们的在校时间，不要虚度光阴。</p> <p>首先，作者在文章一开头就感叹时光飞逝，一转眼她高中毕业已经 20 年了。</p> <p>接着作者因为参加了毕业 20 年高中同学聚会，开始反思自己的高中生活。接着她阐述了一些她本可以做得更好的事。第一就是她没有在高中的时候好好利用自己的时间来提高学习成绩和培养一个爱好。</p> <p>最后，作者提出了“时间不等人”的观点，来呼吁青少年不要虚度青春年华，好好利用闲散时间。</p>	<ul style="list-style-type: none"> draws a valid conclusion about meaning of 少壮不努力，老大徒伤悲 [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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>文本 1 中的信息对于读者很有用。它提醒读者善用时间的重要性。第一，作者通过自己的感觉和反思来影响读者。她感叹时间的飞逝，都毕业 20 年了，但是一切仿佛就在昨天。</p> <p>第二，作者通过假设来反思她的高中生活。它们能有效的说服在校高中生更好地利用时间，不要像作者一样给自己的高中生活留下遗憾，比如没能培养一项兴趣爱好。</p> <p>最后，作者通过阐述时光流逝和时间不等人的观点来号召读者更有效地利用时间。</p>	<ul style="list-style-type: none"> • draws a valid conclusion about to what extent the information is useful [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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	<p>这篇文章运用了很多修辞手法来表达意思和观点，特别是针对时间的飞逝和高中生活在她心中留下的遗憾。</p> <p>首先，它在第 2 段和第 3 段的开头使用了假设句式。虚拟语气帮助强化作者内心的情感——关于时间的飞逝和反思高中生活让她感到遗憾，比如在校期间没能充分利用时间和培养一项兴趣爱好。作者还用比喻的手法来阐述合理利用时间的重要性。对作者而言，时间就像是一位公平而睿智的老人，不等待任何人。作者号召读者利用时间来学习、培养兴趣爱好和与身边的人保持联系。</p>	<ul style="list-style-type: none"> • draws a valid conclusion about an appropriate language feature from the stimulus which conveys meaning [1 mark] • provides a relevant example to justify the conclusion [1 mark] • draws a valid conclusion about a second appropriate language feature from the stimulus which conveys meaning [1 mark] • provides a 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

Q	Sample response	The response:
4	<p>The author uses a reflective and grateful tone to reveal a strong and close relationship with his mother and the trust they have. The author thinks of his mother all the time since he left home, especially during springtime when flowers blossom. He remembers and follows his mother's advice to show his respect. He remembers the encouragement he received from his mother after he failed the university entrance exam. His mother told him to never give up and keep trying.</p>	<ul style="list-style-type: none"> • identifies an appropriate tone [1 mark] • draws a valid conclusion about the relationship between the writer and his mother [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:
5	<p>The writer has achieved quite a significant goal in life. The author is now volunteering whenever he can and has become a contributing member of society. The author has been following his mother's advice; that way he still feels connected with his mother. In the letter, the author mentions that he has become a confident and responsible person and a successful businessman all because of his mother's love and wise words.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the extent to which the writer has achieved his goal [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example s to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]
6	<p>The purpose of the letter is to express the love and gratitude the author has for his mother. Without his mother's constant reminders, trust and love to raise him to be the best person possible, the author would not have become the person he is today. In the letter, the author mentions that his mother used the money she saved for years to pay for his university fees, which makes the author feel very grateful and feel like he has never left home. Even though this letter was never posted, it reveals how grateful the author is for the love and trust from his mother.</p>	<ul style="list-style-type: none"> • draws a valid purpose [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example s to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
7	<p>Stimulus 3 reveals some challenges teenagers could experience or relate to, such as friendship and socialising with people. For example, the panda seems happy on the surface, but finds it hard to connect with friends. The other challenge could be making new friends. The panda feels unsure about the advice that a way to connect with others is to meet new people. The monkey reminds the panda to take it easy. It is important to talk with like-minded people and those who can support and understand you.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about contemporary teenage experience [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark]
8	<p>The likely audience is parents who are considering sending their children to study overseas or students who are interested in studying abroad. The speaker encourages parents to spend time with their children and be involved in their world. She suggests parents to provide opportunities for their children to learn to be independent, be curious and develop their interests by doing things they like. She also stresses the importance of developing children's curiosity.</p>	<ul style="list-style-type: none"> • identifies an appropriate audience [1 mark] • provides a relevant example which conveys meaning to justify the statement [1 mark] • provides a second relevant example which conveys meaning to justify the statement [1 mark] • provides a third relevant example which conveys meaning to justify the statement [1 mark]

Q	Sample response	The response:
9	<p>The audience may feel inspired after listening to Stimulus 4. Firstly, children can benefit a lot from having parents involved in their education and their daily life. Secondly, the audience could be more open about different ways to raise their children, including opportunities for raising more independent and responsible children. It doesn't matter if the likely audience want to send their children to study overseas, it is a good reminder that allowing children to develop their interests by doing the things they like helps their future study and work.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the audience may be feeling [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example s to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Section 3: Extended response in Chinese — Question 10

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> the positive benefits of the student exchange program reflect on how you stay connected with the exchange students from Singapore explain how such a program can benefit your future 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> salutations concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> the positive benefits of the student exchange program reflect on how you stay connected with the exchange students from Singapore explain how such a program can benefit your future elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> salutations concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> the positive benefits of the student exchange program reflect on how you stay connected with the exchange students from Singapore explain how such a program can benefit your future 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> 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	<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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> the positive benefits of the student exchange program reflect on how you stay connected with the exchange students from Singapore explain how such a program can benefit your future elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> the positive benefits of the student exchange program reflect on how you stay connected with the exchange students from Singapore explain how such a program can benefit your future 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> uses characters relevant to the task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> writes extensively in Pinyin 	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	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3		
<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 fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	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		