Chinese subject report

2024 cohort

January 2025

Contents

Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 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 2025.

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.

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

47
schools offered
Chinese

91.86%
of students
completed
4 units

98.95%
of students
received a
C or higher

Subject data summary
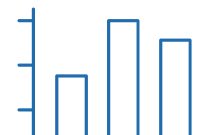
Subject completion

The following data includes students who completed the General subject.

Note: All data is correct as at January 2025. 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: 47.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	516	497	474

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	504	12
Unit 2	493	4

Units 3 and 4 internal assessment (IA) results

Total marks for IA
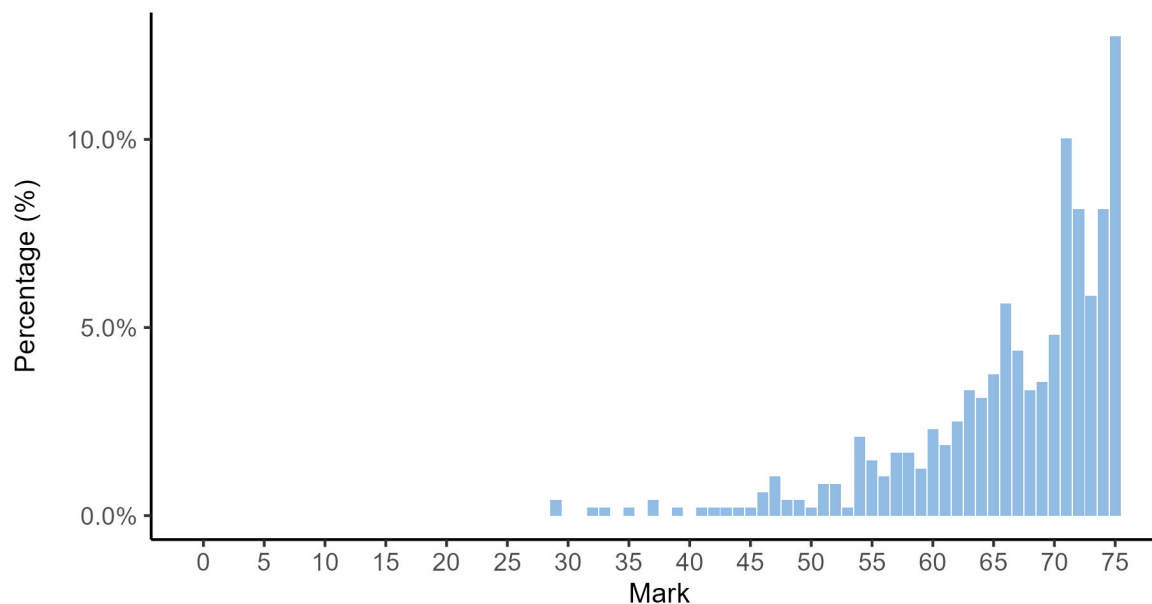
IA1 marks

IA1 total
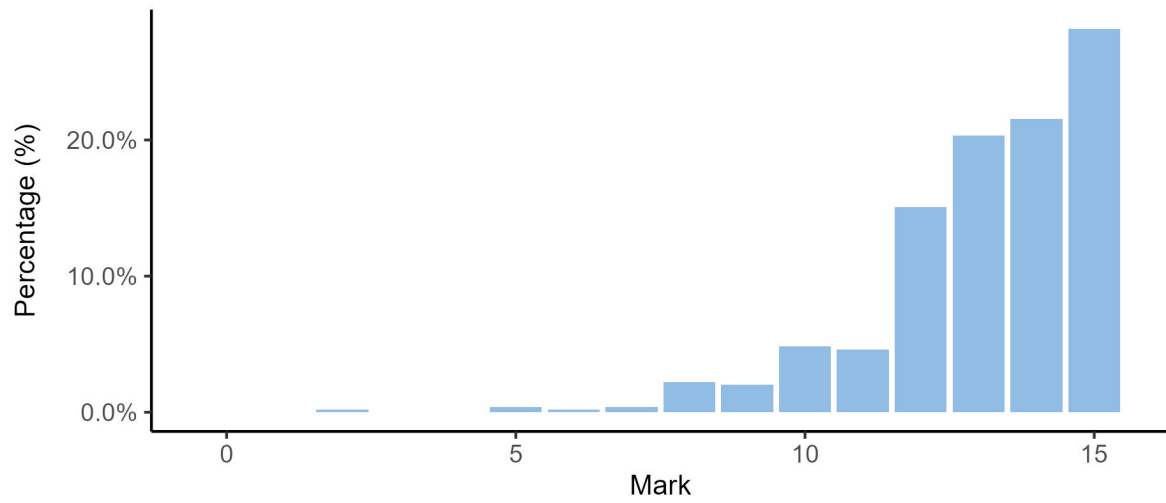
IA1 Criterion: Analysing Chinese texts in English
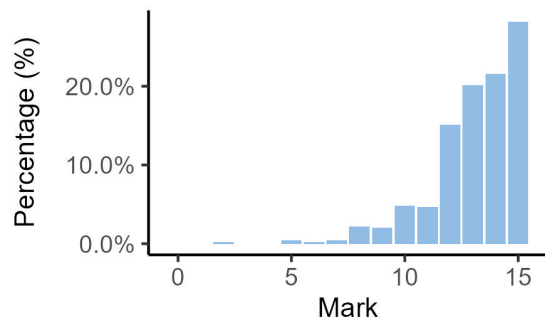
IA2 marks

IA2 total
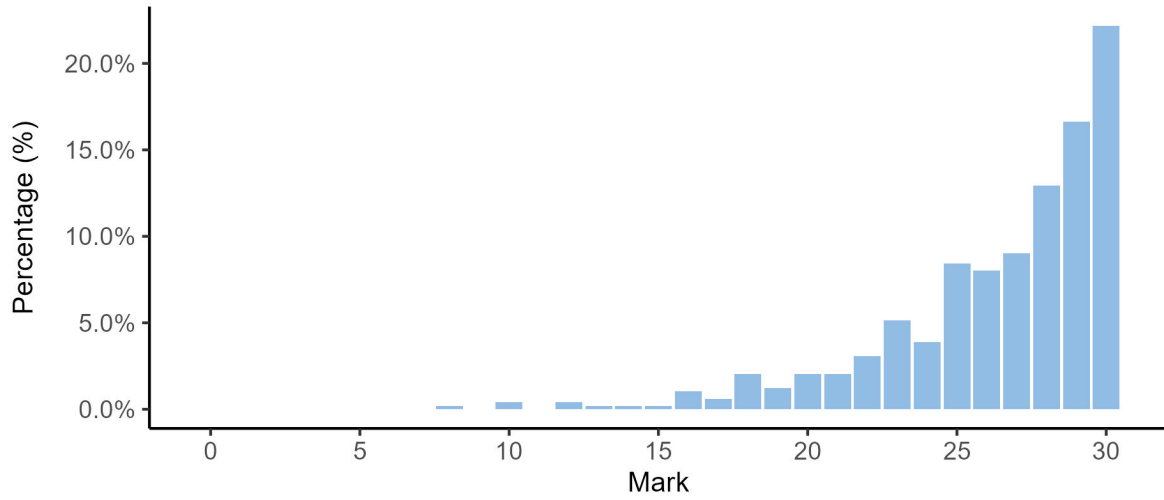
IA2 Criterion: Analysing Chinese texts in English
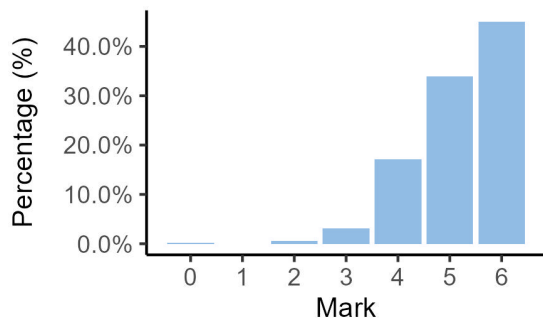
IA2 Criterion: Creating Chinese texts with Chinese stimulus
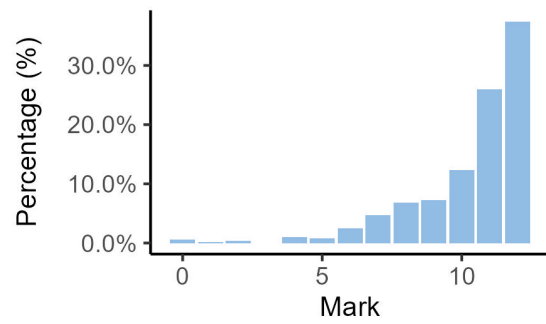
IA2 Criterion: Exchanging information and ideas in Chinese
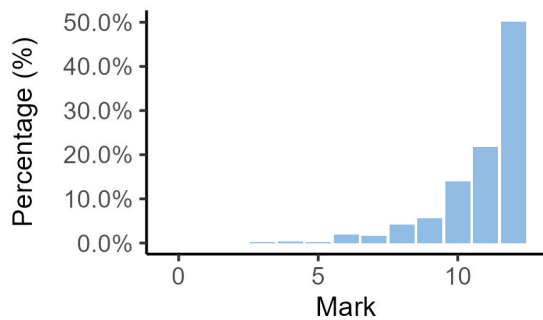
IA3 marks

IA3 total
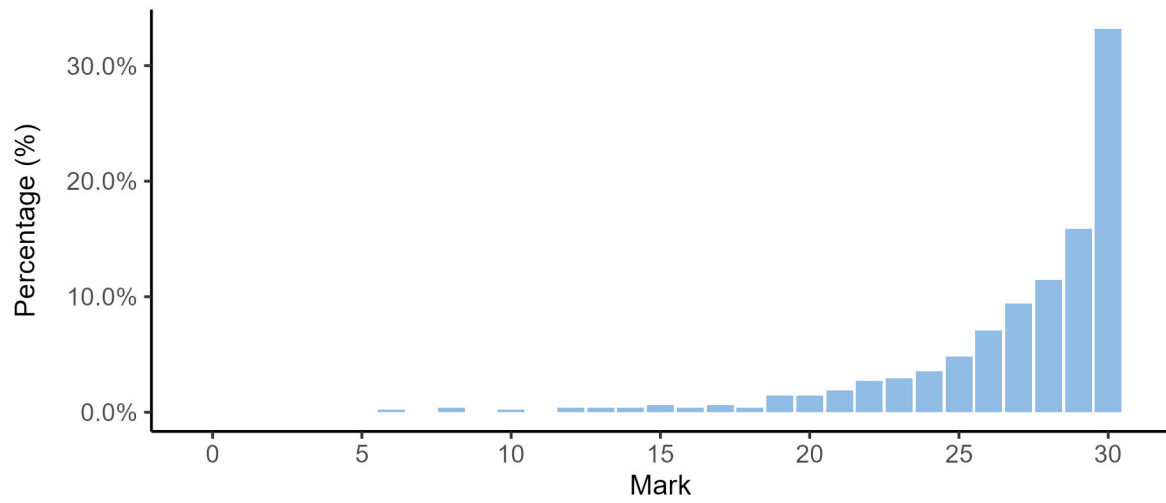
IA3 Criterion: Analysing Chinese texts in Chinese
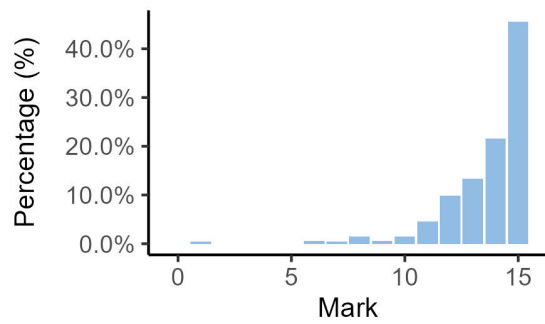
IA3 Criterion: Exchanging information and ideas in Chinese
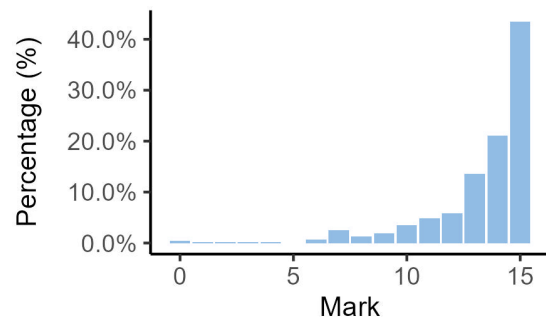
External assessment (EA) marks
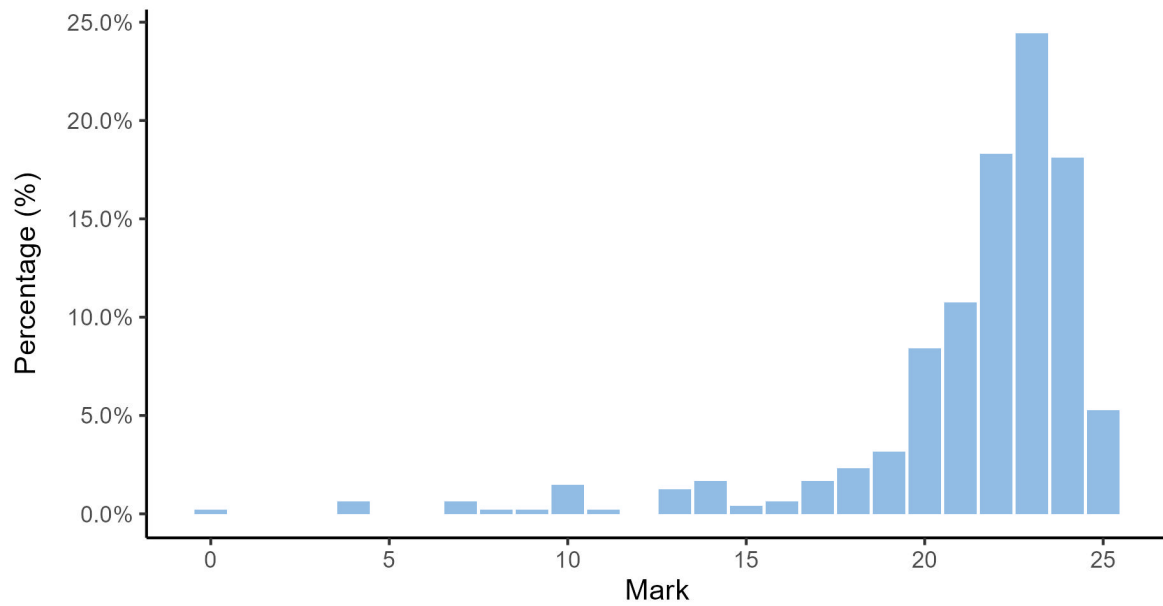
Final subject results

Final marks for IA and EA
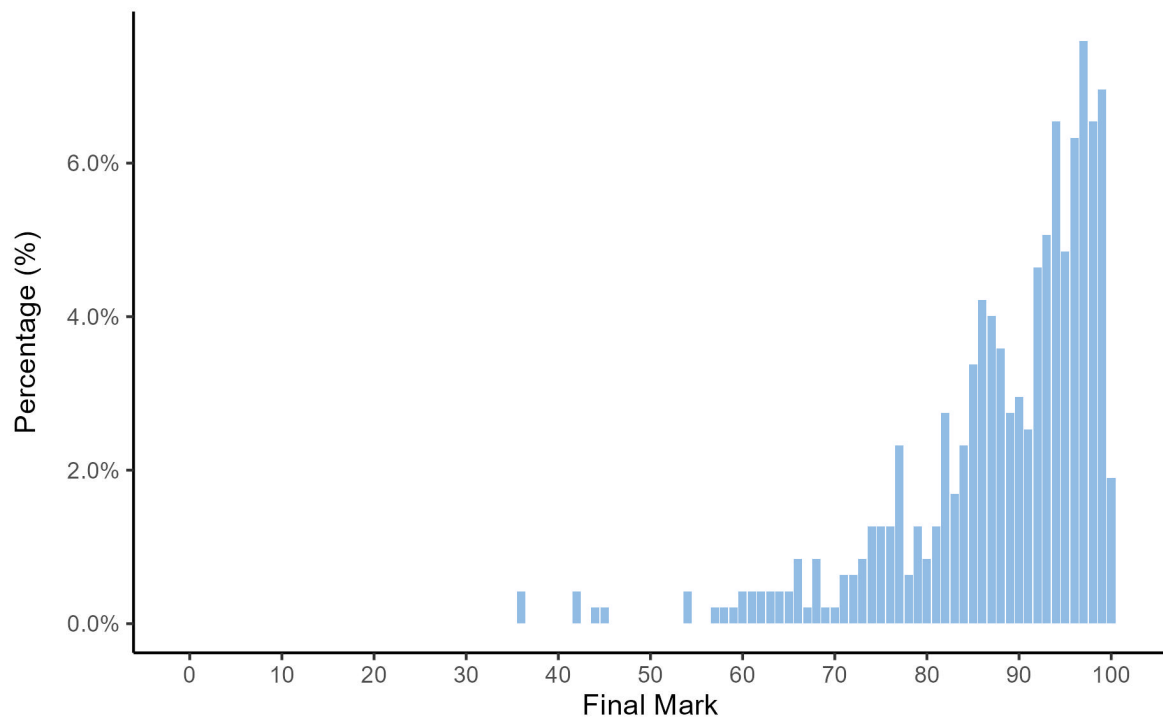
Grade boundaries

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	100–85	84–65	64–45	44–18	17–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	350	103	16	5	0

Internal assessment

The following 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 v6.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	47	47	47
Percentage endorsed in Application 1	74	51	53

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 v6.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report 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	47	266	3	95.74
2	47	265	3	91.49
3	47	262	4	87.23

Internal assessment 1 (IA1)

Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Chinese stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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	3
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	3

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided opportunities for student responses to satisfy the full range of performance-level descriptors in the ISMG, within the syllabus conditions. This included demonstrating their knowledge and understanding of the subject matter for Unit 3 Topic 1: Roles and relationships

- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts

- instructed students to analyse and evaluate information in the stimulus texts to draw conclusions and justify their opinions or ideas

- included at least one question that required student responses to refer to more than one stimulus text, enabling them to demonstrate the range of cognitive skills to meet the assessable objectives.

Practices to strengthen

It is recommended that assessment instruments:

- include written, visual and audio/audiovisual stimulus texts that satisfy syllabus requirements, e.g.

- a visual stimulus should contain no more than 75 simplified Chinese characters

- an audiovisual stimulus must not contain any subtitles, words, characters or other cue

- an audio stimulus should be at a suitable pace for a Year 12 student

- provide questions with appropriate scope and scale, ensuring opportunities for student responses to satisfy the highest performance-level descriptors in the ISMG within the syllabus conditions, e.g. 'Using at least two of the stimulus texts, evaluate the significance of contemporary family and relationship issues in China. Justify your response with evidence from both stimulus texts'

- provide opportunities for student to demonstrate the required assessable objectives and the performance-level descriptors, e.g. for Assessment objective 3, 'Analyse the two Chinese family structures in Stimulus 3 and evaluate how these differences affect the responsibilities of the parents. Justify your conclusions using evidence from both stimulus texts.'

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	1
Language	5
Layout	1
Transparency	1

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured three to five accurate and legible stimulus texts, including one written, one audio or audiovisual, and one visual text

- featured visual stimulus and audio/audiovisual stimulus texts that were free from subtitles or cues and were of an appropriate level for a Year 12 student

- provided clear instructions that aligned to the syllabus specifications, objectives and ISMG. Instructions and stimulus texts avoided unnecessary jargon and inaccuracies that could impede students' comprehension

- modelled accurate spelling and grammar in the Chinese stimulus texts and in the English task instructions and questions.

Practices to strengthen

It is recommended that assessment instruments:

- include stimulus texts that are free from errors and model accurate characters, grammar, register and other textual features in the Chinese language

- avoid using Pinyin, subtitles, cues, inappropriate content, jargon and colloquial language, i.e. use only simplified Chinese and characters from the mandatory language elements (Syllabus section 1.2.5).

Additional advice

- Schools are encouraged to provide the transcript for the audio stimulus and include indicative responses at endorsement to ensure the validity and accessibility of the assessment instrument.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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 in English	95.74	4.26	0	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- evidence was matched to performance-level descriptors based on how effectively student responses

  – directly answered questions with clear and concise language, supported by relevant evidence from the correct stimulus text/s

  – were paraphrased, avoiding direct quotes or information copied from the stimulus texts, to incorporate relevant evidence from the stimulus texts in support of their analysis and evaluation

  – used valid words and adjectives to describe feelings or emotions to identify tone, e.g. enthusiastic, critical, encouraging, positive. Informative and informal terms are not feelings or emotions, and thus cannot be used to describe tone

  – responded to analysis and evaluation questions with valid justifications after weighing the pros and cons of different opinions or viewpoints from the stimulus text/s, e.g. to what extent have attitudes toward gender roles changed.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for the Analysing criterion

  – responses that use direct quotes or English translations from the stimulus to justify conclusions are matched at the 10–11 mark range or lower for the first and third performance-level descriptors

  – responses that demonstrate no evidence of the identification of context or audience (e.g. when a response has identified purpose, audience and tone, but not context),

or responses that misidentify context or audience, are matched at the 6–7 mark range or lower for the second performance-level descriptor

- if student responses do not explicitly use the terms purpose, audience, context or tone, it is recognised that these elements may still have been addressed through phrases such as 'the text tries to ...' or 'the stimulus is aimed at ...'.

Samples

The following excerpts have been included to demonstrate:

- the use of clear and concise language

- effective use of paraphrasing and direct quotes to integrate relevant evidence from the stimulus texts

- identification of context and tone that is supported with valid and well-constructed conclusions regarding values.

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

Excerpt 1

Excerpt 2

Stimulus 1 shows older generation place pressures on Chinese people. ~during the NY.~ It shows that as they get older, the societal pressures change. ~For~ E.g. in 2014, the ~older~ grandma asks the younger generation lots of qs such as 'Have you found a bf?' or 'will you find a job?' Hence, Chinese people face alot of pressure from their relatives to be successful in the future and find a partner after graduation. Even when 10years have passed, ~the societal pressures may~ and chinese people are older, their relatives still place additional pressure on them. E.g. the grandma in Stimulus 1 questions 'when will they have kids?' ~and~ ~'will you speak Eng or Mandarin to your kids?'~

Excerpt 3

Stimulus 2 and 3 show the changing values of the younger Chinese generation living in Australia. *ana*
It shows that Lili and Aili don't like returning home for NY due to the embarassing questions their relatives ask them. Stimulus 2 and Stimulus 3 show ~is~ the

↓However, they do not consider that relatives may be doing this to express care/concern. *eval*

traditionalistic
~societal~ pressures that older generations place on their ~chinese~ children (e.g. to have kids and get a job ~&to~ - S 1) to study hard ~and get into uni~ - S 2). Hence, older ~generation tends to place traditional expectations on chinese children.~ However, S2 and S3 only include the experiences of Chinese people living in Australia. Hence, not representative of wider modern Chinese society. *evaluation*.

Additional advice

- Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 8.2.6 for guidance about managing response lengths and redacting continuous responses.

- Schools are encouraged to upload indicative responses to model high-level responses within the 100-word limit to assist with the confirmation process.

- Teachers should clearly annotate when a student response is to a comparable assessment.

- When student responses demonstrate descriptors across three different mark ranges, the lower mark in the middle mark range should be allocated. For further guidance, see

  - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1

  - *Making judgments* webinar resource in the Syllabuses application (app)

  - *Module 3: Making reliable judgments* in the Assessment Literacy app.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Individuals in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Chinese stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

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	14
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included two to three Chinese stimulus texts, of which
  - one was written, and one was an audio or audiovisual text
  - the written texts and transcripts had a combined length of 700–1,200 characters
  - the audiovisual stimulus text did not contain any subtitles, words or cues in Chinese or English
- included questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts
- instructed students to refer to the stimulus texts from the short response section in their Session 1 Part 2 extended response as well as providing their personal perspectives

- included an unseen written or visual stimulus text for Session 2 that provided a different perspective from that offered in Session 1.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions that align with the syllabus specifications and enable student responses to satisfy the highest performance-level descriptors in the ISMG, e.g.

  – Session 1 Part 2 questions should explicitly ask students to respond to at least two stimulus texts from Part 1 to support their personal responses

  – Session 2 should provide clear instructions to allow students to use information and ideas from the new stimulus text from Session 2 as well as one of the stimulus texts from Session 1 Part 1

  – the stimulus in Session 2 must represent a different perspective from the stimulus provided in Session 1

- include open-ended, unseen questions in Session 2 that provide opportunities for student responses to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus texts from Session 1 and Session 2

- assess all required assessment objectives and the range of performance-level descriptors in the ISMG within the syllabus conditions. For instance, asking students to identify context, purpose, audience and tone in one question may not give sufficient time or opportunities for student responses to demonstrate the highest performance-level descriptors within the assessment conditions for Session 1 Part 1.

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	4
Layout	0
Transparency	12

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language and accurate grammar while avoiding unnecessary jargon, archaic expressions, traditional Chinese and colloquial language, i.e. using only characters from the mandatory language elements (Syllabus section 1.2.5)

- featured stimulus texts, task instructions and questions that were clear, accessible and contained content suitable for Year 12 students.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions and specify the expected length for student responses — up to 100 words per item in English for Session 1 Part 1 questions, and 200–300 Chinese characters for Session 1 Part 2 questions

- provide opportunities for students to sustain communication, exchange meaning and provide a spontaneous and unique personal response to the stimulus texts in Session 1 and Session 2

- include audio or audiovisual stimuli that are clear, audible and recorded at an appropriate pace for Year 12 students. They should include judicious pausing and, in the case of a conversation, feature two distinguishable speakers to allow students to identify each speaker's tone and purpose.

Additional advice

- Schools should:

  – provide indicative responses to Session 1 Part 1 questions at endorsement to ensure the assessment instrument offers sufficient opportunities for student responses to satisfy a range of performance levels within the assessment conditions and specifications

  – clearly label stimulus texts according to the requirements for Session 1 and Session 2, ensuring clarity and accessibility for students when they respond to stimulus texts provided in different sessions

  – ensure files are uploaded to the appropriate sections of the Endorsement app.

- Website addresses for stimulus texts must be removed to prevent revealing content that could lead students to predetermined responses.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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 in English	95.74	2.13	2.13	0.00
2	Creating Chinese texts with Chinese stimulus	93.62	4.26	2.13	2.13
3	Exchanging information and ideas in Chinese	97.87	0.00	2.13	2.13

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Session 1 Part 1, Analysing Chinese texts in English

    – there was a shared understanding about the qualifiers in the ISMG, e.g. the difference between perceptive identification and effective identification

    – if one element of purpose, audience, context or tone was vaguely identified, despite perceptive recognition of the other elements, the overall evidence was matched to effective identification (the second descriptor in the 5-mark performance level)

    – effective analysis was supported by paraphrasing and synthesising the most relevant information from the stimulus text/s

    – analysis and evaluation were coherently structured, leading to clear and valid conclusions

- for Session 1 Part 2, Creating Chinese texts with Chinese stimulus, marks were allocated where students had selected and synthesised relevant ideas from the stimulus texts in Part 1, avoiding direct quotes, to create a detailed personal response that authentically aligned with the specified text type and addressed the question

- for Session 2, Exchanging information and ideas in Chinese

    – students used a wide range of language elements proficiently to produce spontaneous personal responses incorporating ideas from the stimulus texts used in both Session 1 and Session 2

    – marks were allocated where a spontaneous conversation with the teacher had been generated and sustained in the student response by elaborating on answers with details, driving the conversation and asking relevant questions

- in Session 1 Part 2 and Session 2, marks were allocated where student responses communicated and justified the student's personal perspective/s using a wide range of language elements and grammar with minor errors.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Session 1 Part 1

    – responses that are matched to the highest performance-level descriptors should address the cognition, followed by elaboration with supporting evidence and justification from the stimulus text/s

    – responses that rely solely on direct translation from the stimulus as justification, without any insight or conclusion, should not be matched to the highest performance-level descriptors for characteristics 2 and/or 3

- for Session 1 Part 2, Creating Chinese texts using Chinese stimulus

    – to satisfy the range of performance-level descriptors, personal responses should respond to the question succinctly and clearly, and must incorporate relevant information and ideas from both stimulus texts in Session 1 Part 1

    – relevant evidence from the stimulus texts should be paraphrased in personal responses to demonstrate discerning selection, sequencing and synthesis of details from stimulus texts

- for Session 2, Exchanging information and ideas in Chinese

  - to satisfy the highest performance-level descriptors, student responses should be a student-centred conversation in which an unprepared conversation is generated and sustained, not a teacher-led interview

  - students are provided with opportunities to answer unseen, open-ended questions to adhere to the syllabus conditions. Teachers must not provide the sample questions to students prior to the examination as this can reduce the integrity of the response

  - teachers extend beyond the sample questions submitted at endorsement and vary their questions based on student input to encourage unique student responses

- students are advised to check they are using evidence from the correct stimulus when answering questions.

Samples

The following excerpts demonstrate proficient and complex Chinese to create a cohesive and detailed personal response with discerning selection, sequencing and synthesis of details from stimulus texts in both written and spoken Chinese. In the spoken response, the teacher used open-ended questions to elicit a spontaneous and unique response. The student responded with relevant questions to the teacher.

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

Excerpt 1

<div align="center">跟同辈社交</div>

随着社交媒体的发展，越来越多的年轻人都会使用社交媒体，比如：微信，领英等等......社交媒体不但拉近了年轻人的距离，而且让世界各地的人随时随地社交。可是，网络犯罪也成为了一个新的问题。中国的面子文化给现代的年轻人带来烦恼了，因为很多年轻人不愿意拒绝朋友的要求，害怕失去朋友了。

年轻人现在可以在微信和领英上跟世界各地的朋友聊天，社交，发信息，给点赞（文本一）。这样的社交方式让丽丽在中国上大学的时候可以跟她的澳洲朋友保持联系（文本一）。可是，网路罪犯给网上的年轻人带来坏处。比如：推荐不良网站，网上上瘾，和用假的个人信息骗他们做网友，然后借钱，网上转账。虽然社交媒体方便了年轻人，我认为年轻人必要小心上网。

因为年轻人很爱面子，尤其是在文本二的父母。他们会告诉孩子"多个朋友，多条路"；"在家靠父母，出门靠朋友。"所以，年轻人想要到朋友的关注和认可。这样的想法让很多年轻人不愿意拒绝朋友的要求，给自己带来危险因为年轻人害怕失去朋友了。在文本二，罪犯会利用"同辈压力"的心理，欺骗，精神控制，和打击年轻人的自信心。

我认为年轻人的健康安全比面子重要。我也赞同文本二的建议，要分清朋友的好坏。只要年轻人学会说"不"，就不会给罪犯和坏朋友机会了。

Excerpt 2
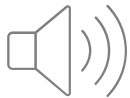
Audio content: (1 min, 39 secs)
www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_chinese_ia2_stu2_e1.mp3

Additional advice

- Schools must use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see:
    - *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1
    - *Making judgments* webinar resource in the Syllabuses app
    - *Module 3: Making reliable judgments* in the Assessment Literacy app.

- Schools must check quality, accuracy and accessibility when uploading the required files for confirmation, e.g. responses to all questions are included, edges of pages are fully scanned so that the entire responses are visible (see *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3). Refer to the *Confirmation submission information* in the Syllabuses app to check the submission requirements.

- The *QCE and QCIA policy and procedures handbook v6.0* (Section 8.2.6) provides guidance about managing response lengths and redacting continuous responses.

Internal assessment 3 (IA3)

Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Chinese stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may 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	18
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included a task statement with a specific question and context, prompting students to analyse and evaluate stimulus texts from their perspective
- featured open-ended questions in Part 1 and Part 2, which instructed students to develop personal responses based on the ideas and information from the three stimulus texts
- provided clear task instructions in Part 1 and Part 2, aligning with the assessment objectives, assessment and stimulus specifications, and ISMG
- included clearly labelled stimulus texts (seen and unseen) that were relevant and sufficiently challenging, and offered different perspectives. This allowed student responses to

demonstrate skills and abilities across the syllabus objectives and satisfy the highest performance-level descriptors in the ISMG.

Practices to strengthen

It is recommended that assessment instruments:

- include the range of cognitions (e.g. analyse and evaluate), and the identification of purpose, audience, context and tone (Assessment objective 2) in the task instructions for Part 1 to provide opportunities for student responses to cover the assessable objectives

- provide clear task instructions and open-ended questions for Part 2, and advise students to engage in a spontaneous student-centred conversation in Chinese (Assessment objective 6) with their teacher, relating to their unique personal responses to the stimulus (the student's multimodal presentation) and to the Unit 4 subject matter

- feature one seen Chinese stimulus text that

  - is clearly labelled

  - offers opportunities for explicit teaching and in-depth analysis

  - is chosen from the text types in the syllabus, e.g. a Chinese film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website, other printed materials

  - is complex enough to allow student responses to demonstrate the range of cognitive skills outlined in the ISMG.

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	1
Language	1
Layout	1
Transparency	7

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used clear and legible elements such as images, diagrams or graphics in the visual stimulus texts

- provided age-appropriate audio or audiovisual stimulus texts that

  - were clear, audible and free from subtitles, cues, background noise and distractors

  - were at a suitable pace for Year 12 students, with judicious pausing where relevant

  - in the case of a conversation, included two distinguishable speakers to allow students to identify each speaker's tone and purpose.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate spelling, character, grammar, register and punctuation in task instructions and Chinese stimulus texts

- avoid including English translations or URLs in stimulus texts, as these can provide clues or reveal content that may lead students to a predetermined response

- include instructions that clearly guide students on what they need to do for Part 2, the student-centred conversation. For instance, opportunities should be provided for students to discuss their multimodal presentation and Unit 4 subject matter

- provide students with opportunities to cover all the required assessable objectives.

Additional advice

- Ensure correctly labelled files are uploaded to the appropriate sections of the Endorsement app.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It 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 in Chinese	95.74	4.26	0	0
2	Exchanging information and ideas in Chinese	91.49	8.51	0	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Part 1, Analysing Chinese texts in Chinese, responses at the highest performance levels

  – communicated a clear and cohesive opening statement tailored to the specific audience and context outlined in the assessment task, and addressed the question

  – used verbal signposting in the multimodal presentation, clearly signalling transitions and key points, which aligned with visuals

  – provided a coherent personal response sharing the student's own perspectives, analysis and evaluation of information and ideas from the three stimulus texts and the question

  – selected well-substantiated examples of purpose, audience, context and tone to infer values and attitudes at least once across the three stimulus texts in the analysis

- for Part 2, Exchanging information and ideas in Chinese

  – responses at the highest performance levels skilfully generated and maintained an unprepared conversation for at least five minutes, e.g. elaborating on answers, asking the teacher relevant follow-up questions, using fillers (pause words or hesitation phrases) and connectors to extend responses naturally.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for Part 1, Analysing Chinese texts in Chinese

  – analysing stimulus texts requires more than summarised details; responses should draw justified conclusions and express perspectives relevant to the stimulus texts and Unit 4 subject matter

  – marks are allocated where valid words and adjectives are used to describe feelings or emotions to identify tone. Formal and informal words are not feelings or emotions, and thus cannot be used to describe the tone of a speaker or writer

- for Part 2, Exchanging information and ideas in Chinese

  – students are provided with opportunities to generate and maintain an unprepared conversation, adhering to syllabus specifications of 5–7 minutes, to satisfy the highest performance-level descriptors

  – teachers extend beyond the sample questions from endorsement and diversify their questions across the cohort to align with the ideas and perspectives in students' multimodal presentations, encouraging unique student responses

  – teachers provide open-ended questions for a spontaneous student-centred conversation

  – teachers must not share the endorsed sample questions with students prior to or during the assessment.

Samples

The following excerpts illustrate a clear and coherent opening statement tailored to the specific audience and context outlined in the assessment task. The response addressed the task question with the integration of personal perspective with relevant ideas from the stimulus texts. In the student-centred conversation, the conversation is generated and maintained through elaboration and active listening.

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

Excerpt 1

介绍

什么是我十二年级的经历和未来打算？

Video content: (4 min, 56 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/chinese_ia3_stu1_e1.mp4

Excerpt 2
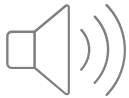
Audio content: (1 min, 39 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/chinese_ia3_stu1_e1.mp3

Excerpt 3

Audio content: (1 min, 33 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/chinese_ia3_stu1_e2.mp3

Excerpt 4

Audio content: (33 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/chinese_ia3_stu1_e3.mp3

Excerpt 5

Audio content: (50 secs)

www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/chinese_ia3_stu1_e4.mp3

Additional advice

- Students should be encouraged to convert PowerPoint files to .mp4 or .mov files so they can easily ensure the response is within the syllabus response length conditions before submission. This also allows teachers to easily check timings when marking and facilitates access for confirmation. See the *Confirmation submission information*, available in the Syllabuses app, for submission requirements.

- Apply the school assessment policy regarding responses exceeding the time limit consistently across the cohort. Clearly annotate the ISMG to indicate where it has been applied, e.g.
  - for Part 1, stopping reviewing the assessment of multimodal content at the 8-minute mark
  - for Part 2, noting with a timestamp when marking started and stopped, or ending at the 7-minute mark.

- The recording of the conversation must be clear and audible. The quality of the recorded student-centred conversation in Part 2 can be enhanced by placing the recording device close to the student, with the microphone facing the student.

- Schools are responsible for ensuring quality, accuracy and accessibility before submitting the required files for confirmation, including any audio files (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.3).

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.

Examination — combination 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 six short response questions and one extended response question (54 marks):

- Paper 1, Section 1 consisted of short response questions in English (18 marks)
- Paper 1, Section 2 consisted of short response questions in Chinese (15 marks)
- Paper 1, Section 3 consisted of an extended response question in Chinese (21 marks).

The assessment required students to analyse Chinese stimulus texts in both English and Chinese, and to create a written extended response in Chinese.

The stimulus text for Section 1 short response in English consisted of two written texts in Chinese with four associated questions. The stimulus text for Section 2 short response in Chinese included an audio stimulus in Chinese with two associated questions.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to Questions 1a, Question 2, Question 3, Question 5 and Question 7 when they:

- summarised information and used the required number of examples from the stimulus texts to support drawn conclusions
- accurately and succinctly identified the purpose, audience and tone from stimulus texts to demonstrate thorough comprehension
- addressed and elaborated on the context and task, including the three bullet points in the extended response, by synthesising information and ideas across the whole response.

Practices to strengthen

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

- for short response questions in English and Chinese
    - on context, explicitly teach students to elaborate beyond a text type to provide details about the situation

- teach students to provide examples by paraphrasing information and ideas from the stimulus texts, instead of using direct quotes

- for short response questions in Chinese, teach students appropriate functional words (e.g. author, stimulus text, reasons) so students are able to structure responses effectively without errors

- for the extended response

  - teach students the appropriate textual conventions of a variety of common text types, including emails, letters, blogs and academic essays

  - to receive full marks for the Meaning criterion, student responses had to be astute and relevant to the task, as well as logically sequenced with ideas synthesised. Responses that were not organised in paragraphs detracted from the sequencing and synthesis of ideas and as a consequence were not awarded full marks, even when the response was astute and relevant.

Samples

Short response in English

Question 1a required students to identify the purpose of Billy's message in Stimulus 1 and justify their conclusion with three examples from the stimulus text.

Effective student responses:

- concluded that the purpose of Stimulus 1 was an Australian graduating student, Billy, chatting about plans after graduation and seeking advice about work opportunities from a Chinese Year 12 student, Zhangliang

- provided two specific examples in English to justify their conclusion, e.g.

  - Billy showed uncertainty about whether to work in Australia or go overseas

  - Billy asked if Zhangliang had heard of Beijing World Village

  - Billy asked about the opportunity to try different street food in the area

  - Zhangliang provided details about Beijing World Village.

Question 1b required students draw a valid conclusion about Billy's feelings and support the conclusion with two examples from the stimulus.

Effective student responses:

- concluded that Billy felt very excited after speaking with Zhangliang about the work opportunity

- provided two specific examples in English to justify their conclusion, e.g.

  - Billy wanted to register for the work opportunity

  - Billy wanted to travel to China

  - Billy could not wait be able to meet Zhangliang and try different Chinese street foods in Beijing.

Question 2 required students to identify Billy's changes in tone through language use and justify their conclusion with three examples from the stimulus.

Effective student responses:

- concluded that Billy's tones changed from uncertain and concerned to relieved and excited after the conversation with Zhangliang
- provided three specific examples in English to justify their conclusion, e.g.
  - Billy expressed he did not know what to do after graduating
  - Billy enquired about the work opportunity and was affirmed by Zhangliang's advice
  - Billy expressed that he wanted to sign up to go to Beijing to try different foods and see his friend.

Question 3 required students to identify the audience and purpose of Stimulus 2 and justify their conclusion with one example for each identification.

Effective student responses:

- identified that the audience of the stimulus was their Chinese teacher, Teacher Li
- identified that the purpose of the stimulus was to thank their Chinese teacher for their guidance and support in the last six years of their high school life
- provided specific examples in English to justify their conclusion, e.g.
  - Ann addressed the teacher at the beginning of the letter and signed off with her name
  - the letter thanked the teacher for supporting the writer and the Chinese class while they were studying Chinese
  - Ann outlined that the teacher helped her practise speaking Chinese and taught the class life lessons.

Question 4 required students to identify the context of Stimulus 2 and a challenge the writer experienced and justify their conclusion with one example for each.

Effective student responses:

- concluded that the context of the stimulus was a letter from a Year 12 student to their Chinese teacher, close to the time of graduation
- identified that the student had experienced challenges in Year 11 when their study load had increased
- provided specific examples in English to justify their conclusion, e.g.
  - the writer mentioned they were graduating soon
  - the stimulus had a letter format, addressed to the Chinese teacher
  - the teacher spent time with the writer practising Chinese in Year 11
  - the teacher provided strategies for studying to help the writer succeed.

Short response in Chinese

Question 5 required students to identify the purpose of Stimulus 3 and justify their conclusion with two examples from the stimulus in Chinese with few errors.

Effective student responses in the receptive mode:

- concluded that the purpose of Stimulus 3 was that Kai Wen wanted to persuade a panel of teachers to allow him to be an exchange student for one year in Shanghai
- provided two specific examples to justify their conclusion, e.g.
  - Kai Wen mentioned that he had learnt Chinese for five years since Year 7

- Kai Wen expressed that he was not only interested in the Chinese culture, but also wanted to improve his Chinese

- Kai Wen argued that the best way to learn Chinese would be to live in China.

Effective student responses in the productive mode used Chinese to convey meaning relevant to the question with few errors.

Question 6 required students to explain why Kai Wen believed he was an ideal candidate in Stimulus 3 and justify their conclusion with three examples from the stimulus in Chinese with few errors.

Effective student responses:

- concluded that Kai Wen clearly outlined his experience with studying Chinese and used many examples to back up his belief that he was an ideal candidate for the exchange program

- provided three specific examples to justify their conclusion, e.g.

  - Kai Wen believed he was a hard worker and had good Chinese grades

  - Kai Wen expressed that he was very independent and liked doing housework so he could look after himself

  - Kai Wen mentioned he was ready to solve problems if he encountered them so he was well equipped for living away from home

  - Kai Wen had an outgoing personality so he would have no problem making new friends in a new country.

Effective student responses in the productive mode used Chinese to convey meaning relevant to the question with few errors.

These excerpts have been included:

- to demonstrate the perceptive identification of the purpose, audience, context and tone with justifications and the number of examples required from the stimulus

- to show the analysis and evaluation of information and ideas from the stimulus, with valid conclusions and examples from the stimulus to support judgments

- to illustrate the use of Chinese to convey meaning relevant to questions with few errors.

Excerpt 1

The purpose of Billy's messages to Zhangliang is to ask her about his plans after graduating during his gap year. This is because he tells her that he doesn't know if he wants to get a job in Australia or go overseas. He also asks her if she has been to the Beijing world centre, because he is interested in a job there and wants to know her opinion on it.

The context of stimulus 2 is that a student of Mr Li is writing him a letter of thanks as they are about to ~~graduate~~ graduate. This is because the student finishes the letter by saying that they will never forget all ~~the~~ the years that the teacher helped him, and starts the letter by saying thanks for the six years of help. One challenge the writer experienced was that in year 11, he had more homework, and said he needed ~~to~~ spend more time studying chinese.

The audience of stimulus 2 is the writer's ~~teacher~~ chinese teacher, Mr Li. This is because the letter is addressed to Mr Li and the ~~letter~~ writer thanks him for helping him in class. The purpose of stimulus 2 is ~~for the~~ for the writer to thank his teacher for his support as the writer is about to graduate. This is because the writer thanks his teacher for helping him, because it helped him to practice speaking and ~~taught him how to study~~ taught him how to study.

Excerpt 2

Initially, Billy sounds a little bit unsure and scared about his future, saying how ~~he is~~ he is not sure what he's going to do after he graduates and is unsure if he wants to stay in Australia or go overseas. In the middle of the conversation, after Zhang-liang reveals that he knows the place that Billy is talking about, Billy sounds curious, asking if ~~he will~~ he will be able to go everywhere and see things or eat all sorts of foods if he takes the work opportunity advertised. By the end, Billy sounds enthusiastic, saying that ~~he is~~ he is going to apply now and hopes to see Zhangliang in Beijing.

Excerpt 3

QUESTION 5 (7 marks)

What is the purpose of Stimulus 3? Justify your response with two examples from the stimulus.

在资料三中的学生正在申请去中国留学。他说因为他不但有
一个不错的中文成绩，而且很^{好地}了解中国的文化，很适合搬到
上海上中学。他也讨论这个机会对他的帮助；在上海上中学
会让学生学到更多的事，也让他比较好地说中文。他
最后说他希望老师们会同意他的申请。

Excerpt 4

QUESTION 6 (8 marks)

Why does Kai Wen believe he is an ideal candidate in Stimulus 3? Justify your conclusion with three examples from the stimulus.

开文觉得他很适合当留学生因为他的^姓个很好；因为他是一个
很友好的人，所以他来上海以后会很容易地交新朋友。再加
上，他在家的时候非常有帮助；所以，他在上海会有能力自己
更生。最后，他说他对见见更大的世界有兴趣，会用这个
机会更好的了解中国的文化。

Extended response

The following excerpt is from Question 7. It required students to write a letter of 200–300 characters in Chinese to persuade their parents to support their decision of taking a gap year. The letter should have addressed the following points:

- reasons to take a gap year
- benefits of taking a gap year
- plans for what to do during the gap year.

Effective student responses:

- addressed and elaborated on all three bullet points required in the task and context
- developed an astute response that proficiently synthesised information and ideas in a logical, sequenced and structured manner, relevant to the task
- used a wide range of vocabulary, grammar and tenses purposefully with a high level of accuracy to create original and task-appropriate responses
- used appropriate textual conventions and consistent register, i.e. letter conventions, salutations, concluding remarks.

These excerpts have been included:

- to demonstrate discerning addressing of and elaboration on all three bullet points in the question

- to illustrate the selection, synthesis and sequencing of ideas throughout the response

- to demonstrate the use of a wide range of vocabulary, grammar and tenses purposefully with a high level of accuracy

- to show letter conventions (e.g. salutations, dates), introduction and concluding remarks.

Excerpt 1

QUESTION 7 (21 marks)

You are planning to take a gap year after graduating from high school. In a letter to your parents, persuade them to support your decision by addressing the following:

- 为什么想有间隔年 *gap year*
- 间隔年的好处 *benefits*
- 间隔年的计划 *two yhan, challenges*

亲爱的妈妈和爸爸：

希望你们好，我很快京尤要毕业了！我想谢谢你们帮助我。虽你们希望我毕业会去大学，但是我想在间隔年去中国学习中文。我会说我为什么想有间隔年，间隔年的好处和计划。

先，我想有间隔年因为我想去中国学习中文和认说很多新朋友。我在学校里的时后，我很喜欢学习中文课，所以我想者有间隔年去中国一边学习多中文一边吃北京的小吃。所以我希望你们也像我一样，可以让我去中国。

　　然后，我觉得间隔年有很多的好处。因为我现在不认识我想学习在大学学习的课，所以我觉得有间隔是一个好处。如果我去中国，我会教中国的小朋友英国文。还有我会认识很多新朋友和他们会帮助我学习中文。我中文老师是叫林老师，她说中国人也有信心仍很好的人！

　　最后，间隔年也有计划。比如：我最大的计划是我会想你们。还有我的中文比中国人是不 qiang 的，所以会以我现在来到中国，我会有问题。但是我觉得我认识的新中国朋友可以帮助我。你

　　所以我希望我们像我一样，所以我可以有间隔年有中国。我爱你们！谢谢！

　　祝你们
天天开心！

　　　　　　　　　　　　　　　　小明

　　　　　　　　　　　　　　十一月 七日

Excerpt 2

亲爱的爸爸妈妈：

你们好！我今天~~邮~~给你们发邮件因为我希望你们会支持我选择间隔年。

我想选择~~间隔~~隔年~~级~~是一名因为我想旅行。因为我~~是~~十二年级的中文学生，我对那里的文化和历更很感兴趣；去那里旅行，有机会看那里~~的~~的名胜古迹~~的~~会让我更好地~~解~~了解中国~~人~~的文化和中国人的~~的~~生活。

我觉得选择间隔年最大的好处是让我变得比较独立。因为我会没有你们在身边，所以我会~~~~必须自己更生；这样，选择间隔年会对我未来非常有帮助。

我已经~~想~~有我间隔年的计~~的~~划；我毕业以后会搬到中国北京。来那里以后，我~~~~会找兼职工作，所以我可以挣一点儿钱。我打算一边打工，一边旅行；再加上，我也想参加志愿者活动，但是我觉得~~~~在中国当志~~愿~~愿者的机会很少。最后，我明年十二月会回家。

你们支持我的计划吗？我觉得这个机会会对我很有帮助。

祝好！

你们的儿子
小天
十一月七日

间隔年会对我未来非常有帮助。

我已经做有我间隔年的计划；我毕业以后会搬到中国北京。来那里以后，我会找兼职工作，所以我可以挣一点儿钱。我打算一边打工，一边旅行；再加上，我也想参加志愿者活动，但是我觉得在中国当志愿者的机会很少。最后，我明年十二月会回家。

你们支持我的计划吗？我觉得这个机会会对我很有帮助。

祝好！

你们的儿子

小天

十一月七日

Additional advice

- Encourage students to use a wide range of language elements and characters from the mandatory language elements when responding to short response and extended response questions.

- Remind students about the importance of elaborating and providing examples when responding to questions in English and Chinese.