



**CHINESE: FIRST LANGUAGE**

**ATAR course examination 2023**

**Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One

30% (38 Marks)

## Part A – Intercultural communication

15% (20 Marks)

## Question 1

(2 marks)

小英和安安过去一年都在做什么？从什么地方可以推断出来？

What have Xiao Ying and An An been doing for the last year? How is this indicated in the dialogue?

Description	Marks
they have been international students/studying abroad	1
Xiao Ying asked An An how he felt about studying abroad/Xiao Ying herself also mentioned that was her first time to be away from home	1
<b>Total</b>	<b>2</b>

## Question 2

(5 marks)

根据对话内容，概括安安对目前生活经验的看法和态度。

Based on the dialogue, summarise An An's views and attitudes towards his current life experiences.

Description	Marks
Summarises An An's views and attitudes towards his current life experiences	4–5
Outlines briefly An An's views and attitudes towards his current life experiences	2–3
Identifies a view or an attitude An An expresses towards his current life experiences	1
<b>Total</b>	<b>5</b>
<p>Answers may include:</p> <p>According to the conversation, An An's attitude towards his current life experiences is one of optimism, positivity, resilience, open-mindedness and adventurousness.</p> <ul style="list-style-type: none"> <li>• he mentions things are not going as he has expected but that he still enjoys the new challenges, which has shown his optimistic and positive attitudes</li> <li>• he expresses his interest in learning from many different cultural perspectives and that he has access to different cultural assets, which indicates that An An is a young person with resilience, open-mindedness</li> <li>• he shows resilience by looking at his challenges as opportunities to learn</li> <li>• he says, "I've been exploring this new land and trying new things", and "I've also joined a few clubs, like hiking and photography." This suggests his attitudes of open-mindedness and adventurousness.</li> </ul>	

## Question 3

(4 marks)

从对话当中，找出两个例子说明小英和安安如何受到西方教育文化的影响。

Identify **two** examples from the dialogue that illustrate how Xiao Ying and An An have been influenced by Western education and culture.

Description	Marks
For each example: (2 x 2 marks)	
Illustrates that Xiao Ying and An An have both been influenced by Western education and culture in the different contexts by providing a relevant quote and describing how the quote shows this	2
Identifies that Xiao Ying and An An have both been influenced by Western education and culture that exist in the different contexts. Does not provide a quote	1
<b>Total</b>	<b>4</b>
<p>Answers may include:</p> <p>Example/Description 1 Xiao Ying affirmed that studying overseas, where classes are more interactive and there is a strong emphasis on independent thinking and critical analysis, was quite a valuable experience, although it was challenging.</p> <p>Example/Description 2 An An also agreed that it was interesting to be able to learn from more different perspectives. They have access to a lot of different cultural treasures here because Australia is like a melting pot of people.</p> <p>Example/Description 3 Both mentioned that they made the most of their leisure time, engaging in outdoor exploration and trying new things in order to learn more about different cultures and lifestyles and to broaden their horizons. There was a clear difference between the attitudes of the young people in the country and those at home.</p> <p>Example/Description 4 Both affirmed that being abroad was more laid back, relaxed and easy going, and that there was a strong emphasis on a work-life balance pace, feeling more open-minded and looking forward to more challenges and rewards.</p> <p>Example/Description 5 The conversation ended with the language used in Australia, further reflecting how they have been influenced by Western education and culture during their time abroad.</p> <p>Accept other relevant answers.</p>	

## Question 4

(9 marks)

请列举三个语言特色，并阐述安安为什么使用这些语言特色来回应小英的问题。

Identify **three** language features that An An uses to respond to Xiao Ying's questions and describe why he uses them.

Description	Marks
For each language feature (3 x 3 marks)	
Identifies a relevant language feature that An An uses to respond to Xiao Ying's questions and describes why he uses it	3
Identifies a relevant language feature that An An uses to respond to Xiao Ying's questions and states why he uses it	2
Identifies a relevant language feature that An An uses, may make generalisations about it	1
<b>Total</b>	<b>9</b>
<p>Answers may include:</p> <p>Language feature – using idioms and sayings:</p> <ul style="list-style-type: none"> <li>examples from the text: '天行健，君子自强不息/Universe works, so man never rests', '背井离乡/been away from home', '大开眼界/make eyes wide open', '天差地别/worlds apart' and '随遇而安/take it as it comes.'</li> <li>An An uses idioms and sayings to demonstrate that even though his study abroad did not go as smoothly as he had anticipated, he faced the challenge with a determination to make progress.</li> </ul> <p>Language feature – using parallelism:</p> <ul style="list-style-type: none"> <li>examples from the text: '这里的人似乎更悠闲、更放松、更随遇而安，而且更强调工作和生活的平衡。 People here seem to be more laid back, more relaxed, more take things as they come and there is more emphasis on work-life balance.'</li> <li>An An uses parallelism to stress that the Australian attitude to life is indeed very different from his experience in China.</li> </ul> <p>Language feature – using simile and metaphor:</p> <ul style="list-style-type: none"> <li>examples from the text: '... like a stone mill, like I was constantly striving for success.' and 'there is a wider world beyond the well.'</li> <li>An An uses Chinese simile and metaphor that resonates with Ying, after all, it is their common language and cultural background.</li> </ul> <p>Language feature – using a rhetorical question:</p> <ul style="list-style-type: none"> <li>examples from the text: '... like I was constantly spinning in circles when striving for success, I think this applies to many people, am I right?'</li> <li>An An uses a rhetorical question to help Xiao Ying reflect on and agree with his views.</li> </ul> <p>Accept other relevant language features and elaborations.</p>	

## Part B – Text analysis

15% (18 Marks)

## Question 5

(18 marks)

从演讲中找出证据：

- 说明演讲者是如何表达她对讨论话题的价值观和态度
- 从四个方向面分析演讲者如何使用语言来影响听众的态度

答案大约200个汉字。

Use evidence from the speech to:

- explain the presenter's values and attitudes in relation to the issues she discussed
- analyse **four** ways the author uses language to shape the attitudes of the audience.

Answer in approximately **200 Chinese** characters.

Description	Marks
<b>The host's values and attitudes</b>	
Explains the presenter's values and attitudes in relation to the issues she discussed. Uses relevant examples from the spoken text	5–6
Describes the presenter's values and attitudes in relation to the issues she discussed. Uses some examples from the spoken text	3–4
States the presenter's values and attitudes in relation to the issues she discussed. Uses no examples or irrelevant examples	1–2
<b>Subtotal</b>	<b>6</b>
<b>For each way the host uses language (4 x 3 marks)</b>	
Analyses a way language is used in the spoken text to shape the attitudes of the audience	3
Describes a way language is used in the spoken text to shape the attitudes of the audience	2
Identifies a way language is used in the spoken text to shape the attitudes of the audience	1
<b>Subtotal</b>	<b>12</b>
<b>Total</b>	<b>18</b>
<p>Answers may include:</p> <p>Values and attitudes</p> <ul style="list-style-type: none"> <li>• the speaker is a person of great love and concern for people as well as a person who places great emphasis on the principles of justice and fairness</li> <li>• the speaker believes that the benefits of economic growth should be reasonably distributed to all sectors of society</li> <li>• she believes that only a fair and equitable management mechanism and system can truly benefit the general public</li> <li>• the speaker's attitude is one of questioning the fairness of the impact of economic growth on society. The presentation is well organised but clearly critical in tone</li> <li>• she has a rather positive attitude towards the influences of economic growth although she has some concerns, she also proposes ways to deal with them, allowing the general public to enjoy the fruit of economic growth.</li> </ul>	

**Question 5** (continued)

How the speaker uses language to shape the attitudes of the audience (any four of):

- the speaker begins by stating the benefits of economic development using prose, followed by a series of three idioms to highlight how small factors can have a large social impact. This is followed by a preamble informing the audience that the topic of the speech will be analysed on three levels
- the use of transitions such as 'first', 'however', 'additionally', 'finally' and 'in conclusion' are used to create well-structured, and layered speech
- the speaker starts by acknowledging the positive impact of economic growth and then shifts the tone to the focus of her speech with the words 'It's a human world after all.' Avoiding an open-ended criticism that will cause the audience to have a bad impression
- in the middle of the speech, the speaker gives several examples of how economic growth has also caused social disruptions, such as environmental pollution, energy depletion and how the supply chain of raw materials is affected by global economic fluctuations
- in the second half of the speech, the speaker further suggested effective solutions, citing examples, such as investment in education and healthcare, and a strong labour insurance and social security system to ensure that the working class is also reasonably well taken care of
- the speech ended on a firm note, bringing the focus back to the theme that only a comprehensive and equitable mechanism to manage economic growth and balance its social impact can ensure that the benefits of economic growth are shared by all in society
- the speaker uses metaphors, such as germination, thriving, the top of the pyramid, the expansion of the bottom area of the pyramid, sweet fruit, etc. to trigger the audience's imagination, allowing the audience to have a vivid picture of what is being described. This way of delivering the speech increases the interactivity with the audience
- the speaker uses emotive language, such as 'economic collapse', 'social unrest', 'abandonment of the working class' to highlight the impact of economic growth on society
- the speaker uses a firm tone of voice to end her speech such as "This relies purely on wise policy decision makers ..." and "This will ensure that the general public can taste ...".

Accept other relevant answers.

## Section Two

40% (42 Marks)

## Part A – Intercultural communication

20% (22 Marks)

## Question 6

(6 marks)

请用英文总结一下当代的中国年轻人，为什么“内卷”，不同时代的人如何“内卷”？

Summarise in **English** why young people in contemporary China are ‘involving’ and how people from different generations ‘involve’.

Description	Marks
<b>In general why young people in China are involving</b>	
Chinese economy has developed rapidly	1
explosive growth of Chinese population	1
resources are overly consumed	1
<b>Subtotal</b>	<b>3</b>
<b>In different generation</b>	
post 00s need to get into a key/top university	1
post 90s need to get promotion opportunities	1
post 80s need to give their children a head-start in life	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
Accept other relevant answers.	

## Question 7

(10 marks)

请用英文总结文章的沟通目的和读者对象，并用文中例子分析文章呈现的三个观点。

Summarise the communicative purpose and intended audience of the article and use evidence from the text to analyse **three** viewpoints presented in the text.

Description	Marks
<b>Communicative purpose</b>	
to discuss the phenomenon and cause of 'involution' in contemporary Chinese society	1
to compare the differences between young people of the East and West when facing competition	1
<b>Subtotal</b>	<b>2</b>
<b>Intended audience</b>	
young people in society who are experiencing 'involution' or 'lying flat'	1
young people in society who are seeking different points of view when facing competition	1
<b>Subtotal</b>	<b>2</b>
<b>Evidence of three viewpoints presented in the text – any three of the following (3 x 2 marks)</b>	
against 'involving': <ul style="list-style-type: none"> <li>• describing 'involving' as 'over/excessive competition'</li> <li>• using negative words such as 'sacrifice/overdraw/anxiety/fatigue'</li> <li>• using examples of people of different generations suffer due to involution.</li> </ul> supports 'involving': <ul style="list-style-type: none"> <li>• 'one day' an involution society will surpass a lying flat society.</li> </ul> supports 'lying flat': <ul style="list-style-type: none"> <li>• using 'on the contrary' to show the author has a different view on 'lying flat'</li> <li>• using positive words such as 'wonderful life/scenery/blessing'</li> <li>• using rhetorical questions that show the worries are unwarranted.</li> </ul> against 'lying flat': <ul style="list-style-type: none"> <li>• 'a society that is too laid back can also lead to economic stagnation'</li> <li>• 'one day it will be surpassed by an 'involution' society'.</li> </ul> neutral viewpoint: <ul style="list-style-type: none"> <li>• 'each have advantages and disadvantages'</li> <li>• 'it is difficult to judge which of these views is right or wrong'.</li> </ul>	1–6
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>10</b>
Accept other relevant answers.	



## Question 8

(6 marks)

“起跑线”一词有多重涵义。请把以下两个句子翻译/重写为英语。

The phrase “起跑线” has multiple implications. Translate the following two sentences into English.

- (a) 发令枪一响，她就像离弦的箭一样从起跑线上冲了出去。 (2 marks)

Description	Marks
Accurately translates the meaning of the original text and uses language that is effective in engaging an English-speaking audience	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable	1
<b>Total</b>	<b>2</b>
Answers may include:	
As soon as the gun went off, she sprinted from the starting line like an arrow leaving the bow string.	
Note: candidate's rendition may vary	

- (b) 他觉得自己没能上私立学校，没有最好的资源，顶尖的师资，已经输在了起跑线上。 (2 marks)

Description	Marks
Accurately translates the meaning of the original text and uses language that is effective in engaging an English-speaking audience	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable	1
<b>Total</b>	<b>2</b>
Answers may include:	
He felt that he was disadvantaged at the initial stage by not attending a private school with the best resources and top teachers.	
Note: candidate's rendition may vary	

- (c) 请比较这两个句子当中的“起跑线”涵义上的不同。

Compare the difference in the meaning of “起跑线” in these two sentences. (2 marks)

Description	Marks
Compares the difference in the meaning of “起跑线” in the two sentences, demonstrating the subtle difference in meaning	2
States the meaning of the term “起跑线”	1
<b>Total</b>	<b>2</b>
Answers may include:	
In the first sentence it is referring to a physical place, a starting line.	
In the second sentence it is used metaphorically, referring to not having the best resources or school at the beginning, to start with.	
Accept other relevant answers.	

## Part B: Text analysis

20% (20 Marks)

## Text 4:

Read the webpage article *Can electric cars work?* and then answer Question 9 in **Chinese**.

读完“电动车行不行？”网页文章后，用**中文**回答第九题。

## Question 9

(20 marks)

从文章中找出证据来：

- 找出目标受众，并概述作者写作的目的，描述文中的观点和信息的前后顺序是如何传达此目的
- 分析作者是通过哪些语言特色来传达他的观点和看法，请分析**四个**语言特色。

用大概 400 个汉字回答。

Use evidence from the article to:

- identify the intended audience and outline the author's purpose for writing, describing the sequence of ideas and information used to communicate this
- analyse **four** language features the author uses to demonstrate their viewpoints and perspectives.

Answer in approximately **400 Chinese characters**.

Description	Marks
<b>Intended audience</b>	
Consumers/communities/people interested in buying an electric vehicle (EV)	1
Those who are environmentally conscious and want to effectively promote electric vehicles for transportation in the daily live	1
<b>Subtotal</b>	<b>2</b>
<b>Intended purpose</b>	
Outlines the author's intended purpose	2
States the author's intended purpose	1
<b>Subtotal</b>	<b>2</b>
<b>Information sequencing</b>	
Describes in detail the sequencing of information the author uses to communicate their experience of owning an EV	4
Describes some of the sequencing of information the author uses to communicate their experience of owning an EV	3
Identifies the sequencing of information the author uses to communicate their experience of owning an EV	2
States some information the author uses to communicate their experience of owning an EV	1
<b>Subtotal</b>	<b>4</b>
<b>For each language feature the author uses to demonstrate their viewpoints and perspectives (4 x 3 marks)</b>	
Analyses a language feature the author uses to demonstrate their viewpoints and perspectives. Uses evidence from the essay to present an in-depth analysis	3
Describes a language feature the author uses to demonstrate their viewpoints and perspectives. Uses evidence from the essay to describe the features	2
Identifies a language feature the author uses to demonstrate their viewpoints and perspectives. Limited or irrelevant evidence provided	1
<b>Subtotal</b>	<b>12</b>
<b>Total</b>	<b>20</b>

Answers may include:

Intended purpose:

- informing individual and communities about the advantages and disadvantages of electric vehicles (EVs) in relation to sustainable development
- providing a personal perspective so that the readers can make informed and rational personal and societal choices regarding EVs in the low-carbon energy transition.

Information sequencing:

- excitement – the author was initially excited by the experience of driving the EV
- concerned – the author expresses concern/caution and is challenged after speaking to his childhood friend regarding the sustainability/environmental credentials of EVs
- issues – the author identifies some issues related to driving an EV
- hope – despite the challenges the author believes the technology will improve and hopes EVs will become increasingly popular.

Language features:

- the author's viewpoints and perspectives focus on their personal experience of driving an EV and the advantages and disadvantages of EVs and if their adoption is conducive to sustainable development.

Language feature – using hyperbole:

- highlighting how the author feels when, driving an EV making someone or something sound much bigger, better, smaller, worse, more unusual
- examples: '... a strong smell of high tech hit me, as if I was in a space capsule', '... My heart was only eased', '... I no longer wanted to experience the dread of being stuck in a line of cars, watching the battery indicator drop.'

Language feature – using idioms and sayings:

- used to express ideas in a more succinct way, and to add emphasis to the point
- examples: '..., starting a journey that was a mixed blessing', 'blood-curdling', 'at a loss for words'
- the author uses the term 'mixed feelings' to sum up his experience of driving an electric car as a mixture of emotions, sometimes surprise, sometimes disbelief
- the author uses the phrase 'blood-curdling' to describe the excitement that the sound of a fuel car's engine brings to the driver
- the author uses the phrase 'speechless' to indicate that he is unsure how to respond to his childhood friend's questioning.

Language feature – using parallelism:

- when explaining the advantages and disadvantages of an EV, parallelism expressions could be used to draw audience attention to the multiple aspects and factors of EVs that consumers and communities have to face
- examples: 'I paid top dollar and spent the first bucket of cash of my life on my first electric car, starting a journey that was a mixed blessing', 'enjoying the smoothness, comfort, power and luxury all rolled into one.'
- the author uses parallelism to illustrate:
  - he made a very determined purchase to buy his first electric car and it was not a rash decision.
  - he was amazed at the uniqueness of electric cars, which cannot be matched by fuel cars. This emphasises his satisfaction with the performance of the electric car.

Language feature – using simile and metaphor:

- compares between two things apparently not alike but embedded with similar concepts, to add emphasis to the experience of driving an EV
- examples: 'felt like I was in a space capsule', 'it was so quiet that I thought the car had turned off', 'the car suddenly shot out of the spot, with such a strong feeling of backing

**Question 9** (continued)

that I thought the car was going to take off', 'only to be met with a pair of blank stares and wide-eyed horror, as if wondering how the car had suddenly appeared next to him.', 'I wish charging posts were as common as fire hydrants!'

- the author uses a 'space capsule' to set off the futuristic and technological feel of the electric car
- the author uses the phrase 'car off' to emphasise the unparalleled silence of an electric car, something that a noisy fuel car cannot achieve
- the author uses the phrase 'powerful backlash' to emphasise the electric car's excellent acceleration
- the author uses 'a pair of white eyes' to emphasise the fact that the EV is so quiet that it is imperceptible and sometimes frightens pedestrians
- the author wishes that charging posts were as common as fire hydrants. This is a metaphorical technique to show that the author is often frustrated because he cannot find a charging post.

Language feature – using compare and contrast:

- compares and contrasts various aspects of the advantages and disadvantages of EVs that consumers and communities need to be aware of with the adoption of EVs as substitutes for fuel cars
- examples: 'with no engine noise or vibration, making it a much more relaxed and enjoyable experience, but the lack of a blood-curdling sound was a shame', 'You keep advising me to sell my squid car, saying that I'm too selfish ... Do you have any idea ...', 'While my electric car was adequate for my daily driving needs, I had to plan long trips more carefully and make sure there were enough charging stations along the way ...', 'Overall, while there are definitely some challenges to driving an EV, I believe that as technology continues to improve ... .'
- The author uses many comparisons and contrasts to illustrate:
  - electric cars offer many of the performance qualities that fuel cars do not, but they also lose some of the enjoyment that fuel cars offer to the driver
  - the author's childhood friend is unconvinced by the author's criticism, as the author does not know enough about electric cars
  - while acknowledging that the development of electric cars is not yet complete, the author remains optimistic about the future of electric cars.

Language feature – using formulated/rhetorical questions:

- reinforces their concerns over the environmental impact of EVs by asking questions and hoping the answers to the questions will make the reader think about the issues
- examples: 'But did you know that the production of lithium batteries requires mineral resources such as lithium, cobalt and rare earth metals?', 'How much energy it takes to produce lithium batteries and dispose of used batteries? How much pollution it might cause?'
- the author cites the challenge he received from his childhood friend to show that his view is too subjective, seeing only the environmental protection and energy saving of electric vehicles superficially, but ignoring that the manufacturing, maintenance and disposal processes may cause even more pollution. The author also begins to reflect on the questioning of his friend.

Accept other relevant answers.

## Section Three

## Text production

30% (25 Marks)

## Question 10

(25 marks)

YOLO (You Only Live Once) 概念近年来在西方盛行。给当地华人报纸写一篇文章，标题为“人生只有一次”，谈谈你对这个概念带给华人社会的影响的看法。

The concept of YOLO (You Only Live Once) has become popular in the West in recent years. Write an article for a local Chinese newspaper under the title 'You only live once' to present your views on how this has impacted Chinese speaking communities.

Criteria	Marks
<b>Content and relevance</b>	
Provides a detailed response to the topic, discussing information, views and opinions in the article. Answers may include: <ul style="list-style-type: none"> <li>in Chinese speaking communities, who will be mostly influenced by this concept?</li> <li>why are they influenced?</li> <li>how will this influence the communities?</li> <li>what conflicts may occur?</li> </ul>	5
Provides a thorough response, describing information, views and opinion	4
Provides an adequate response, outlining relevant information, views and opinion	3
Provides a response, stating some relevant information, views and opinion	2
Provides an inadequate response with limited information, views and opinion	1
<b>Subtotal</b>	<b>5</b>
<b>Stance and attitude</b>	
Produces a text that effectively shows the candidate's stance and attitude on issues related to the question	5
Produces a text that clearly shows the candidate's stance and attitude on issues related to the question	4
Produces a text that shows the candidate's stance and attitude on issues related to the question	3
Produces a text that partially shows the candidate's stance and/or attitude on issues related to the question	2
Produces a text that inadequately represents the candidate's stance and attitude on issues related to the question	1
<b>Subtotal</b>	<b>5</b>
<b>Structures and sequencing</b>	
Structures and sequences writing in a sophisticated and logical manner, that supports the communicative purposes of the text	5
Structures and sequences writing in a logical manner, that supports the communicative purposes of the text	4
Structures and sequences writing in a manner that is relevant to the communicative purposes of the text	3
Structures and sequences writing in a manner that has some relevance to the communicative purposes of the text	2
The structure and sequencing of information has little relevance to the communicative purpose of the text	1
<b>Subtotal</b>	<b>5</b>

## Question 10 (continued)

<b>Language choices and audience</b>	
Uses registers/language choices that effectively present viewpoints to the audience	5
Uses registers/language choices that present viewpoints to the audience	4
Uses registers/language choices that are relevant to the audience	3
Uses registers/language choices with some relevance to the audience	2
Uses registers/language choices with little relevance to the audience	1
<b>Subtotal</b>	<b>5</b>
<b>Stylistic devices and effects</b>	
Uses a sophisticated range of stylistic devices to keep the audience engaged	5
Uses a wide range of stylistic devices to keep the audience engaged	4
Uses a range of stylistic devices to create effects for the audience	3
Uses some stylistic devices to create effects	2
Uses repetitive and/or a limited stylistic devices	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>25</b>

## Question 11

(25 marks)

身为住在澳洲的华人，以“你如何调整生活方式以适应澳洲的多元文化”为题，在当地华文报纸发表文章，谈谈你对住在外国的看法。

As a Chinese person living in Australia, share your views on living in a different country in an article published in a local Chinese newspaper under the title 'How do you adapt your lifestyle to the multiculturalism in Australia?'

Criteria	Marks
<b>Content and relevance</b>	
Provides a detailed response to the topic, discussing information, views and opinions in the article. Answers may include: <ul style="list-style-type: none"> <li>in Chinese speaking communities, what will be mostly influenced by this concept?</li> <li>what are the major cultural differences and similarities in a multicultural society?</li> <li>what contrasts and conflicts may occur?</li> <li>focus of the question is 'how do the Chinese adapt to different cultures?' Suggested answers leaning towards the things people do, e.g. life style; leisure; language; way of thinking etc.</li> </ul>	5
Provides a thorough response, describing information, views and opinion	4
Provides an adequate response, outlining relevant information, views and opinion	3
Provides a response, stating some relevant information, views and opinion	2
Provides an inadequate response with limited information, views and opinion	1
<b>Subtotal</b>	<b>5</b>
<b>Stance and attitude</b>	
Produces a text that effectively shows the candidate's stance and attitude on issues related to the question	5
Produces a text that clearly shows the candidate's stance and attitude on issues related to the question	4
Produces a text that shows the candidate's stance and attitude on issues related to the question	3
Produces a text that partially shows the candidate's stance and/or attitude on issues related to the question	2
Produces a text that inadequately represents the candidate's stance and attitude on issues related to the question	1
<b>Subtotal</b>	<b>5</b>
<b>Structures and sequencing</b>	
Structures and sequences writing in a sophisticated and logical manner, that supports the communicative purposes of the text	5
Structures and sequences writing in a logical manner, that supports the communicative purposes of the text	4
Structures and sequences writing in a manner that is relevant to the communicative purposes of the text	3
Structures and sequences writing in a manner that has some relevance to the communicative purposes of the text	2
The structure and sequencing of information has little relevance to the communicative purpose of the text	1
<b>Subtotal</b>	<b>5</b>

## Question 11 (continued)

<b>Language choices and audience</b>	
Uses registers/language choices that effectively present viewpoints to the audience	5
Uses registers/language choices that present viewpoints to the audience	4
Uses registers/language choices that are relevant to the audience	3
Uses registers/language choices with some relevance to the audience	2
Uses registers/language choices with little relevance to the audience	1
<b>Subtotal</b>	<b>5</b>
<b>Stylistic devices and effects</b>	
Uses a sophisticated range of stylistic devices to keep the audience engaged	5
Uses a wide range of stylistic devices to keep the audience engaged	4
Uses a range of stylistic devices to create effects for the audience	3
Uses some stylistic devices to create effects	2
Uses repetitive and/or a limited stylistic device	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>25</b>



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