# Government of South Australia LogoSACE Board Logo2024 Chinese (background speakers) Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Across the assessment types for this subject, students can present their responses in oral or multimodal form. Students should not speed up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in Schools Online are correct
* thoroughly checking that all assessment tasks have been labelled correctly
* ensuring the uploaded tasks are legible, all facing up (and all the same way); removing blank pages, student notes, and formula pages; and ensuring that interactions and oral presentations are audible
* ensuring the uploaded responses have pages the same size and in colour so teacher marking and comments are clear
* thoroughly checking that files have been uploaded correctly.

Assessment Type 1: Folio

There are three assessments for the folio: interaction, text production, and text analysis. Students must undertake at least one task for each of the three assessment types, addressing all the specific features stated in the performance standards in the subject outline.

Teachers can elicit more successful responses by:

* ensuring that students are well-acquainted with the outlined requirements of the subject
* designing assessment tasks that afford students the chance to address all specified features required in the performance standards
* structuring interaction tasks to allow students to demonstrate their proficiency in Chinese interaction. Tasks with limited questions or interactions resembling the oral examination sample questions on the SACE website do not provide adequate opportunities for students to show the breadth and depth of their skills
* ensuring that text analysis tasks are designed to enable students to analyse, evaluate, and reflect on linguistic and cultural aspects based on their research and learning
* avoiding a free-chat style approach in interaction tasks. Discussions should be intentional and focused on the topic or theme, allowing students to express their opinions and perspectives while providing evidence from their research, such as authoritative or expert opinions. Extended discussions beyond a reasonable time (commonly 10 minutes, even though the subject outline specifies no strict limit) may detract from the purpose of the task.

Interaction

The more successful responses commonly:

* demonstrated a clear understanding of the purpose, audience, and context of their reference texts, influencing the texts’ structure and language use
* featured highly competent expression of opinions in response to open-ended questions, avoiding over-reliance on a script, particularly in the assessment design criteria of Ideas and Expression
* supported and justified opinions with logical and coherent evidence
* created interest, impact, and engagement through judicious use of language
* used highly developed and appropriate language
* employed a variety of communication strategies effectively.

The less successful responses commonly:

* provided general information on the topic rather than a detailed analysis and explanation of the topic
* needed more preparation to respond confidently and in greater depth to unscripted questions and comments
* required constant teacher guidance
* lacked evidence from a range of sources
* based discussions solely on personal experience.

Text Production

Teachers can elicit more successful responses by:

* providing more explicit topic questions than ‘Write an essay on …’ or ‘Write a response to ...’
* providing clear instructions in terms of the context, audience, and purpose of writing.

The more successful responses commonly:

* were based on a specified contemporary issue, and the teacher had focused on one text type and explicitly taught the language and structure relating to this text type
* provided detail and justification of their ideas, incorporating the authoritative sources to enhance the credibility and depth of their analysis
* used a range of sophisticated expressions and appropriate cohesive devices
* fulfilled the task requirements of addressing an issue as specified in the subject outline
* fulfilled the task requirements of conveying opinion about the issue as well as providing supporting information
* used information and ideas arising from the text to form and express their own opinions.

The less successful responses commonly:

* provided, for example, a recount of a film or information on a topic without considering different perspectives
* stated what they had read, and presented the data or information without adequate analysis
* bore limited relevance to the topic and purpose, with superficial expression of ideas and a lack of detail
* lacked coherence and were poorly structured.

Text Analysis

Teachers can elicit more successful responses by:

* choosing texts which provide students with the opportunity to demonstrate their skills in analysing, evaluating, and reflecting on linguistic and cultural aspects as well as comparing the perspectives, ideas, and opinions presented in the texts.

The more successful responses commonly:

* analysed and explained the content, purpose, and audience of the texts
* responded to questions in the candidate’s own words, with appropriate textual references to support their opinions.

*The less successful responses commonly:*

* identified the key issue but did not incorporate examples from the texts effectively, when supporting the student’s own views.

Assessment Type 2: In-depth Study

Students were required to carry out an in-depth study (IDS) of one contemporary issue of their choice. They developed their own ideas, opinions, and perspectives, supported by evidence from texts studied. There are three assessments for the in-depth study:

* an oral presentation in Chinese (5–7 minutes)
* a written response to the topic in Chinese (maximum of 1000 characters)
* a reflective response in English (maximum of 600 words).

The three assessments were designed to differ in context, audience, and purpose. Students supported their work with evidence of research, text analysis, evaluation, and preparation, drawing on a variety of contemporary texts.

Teachers can elicit more successful responses by:

* ensuring they have a good understanding of the IDS requirements outlined in the subject outline and providing students with opportunities to meet these standards
* guiding students to select a focused and relevant topic that enables them to demonstrate their capabilities. While teachers may advise on suitable topics, the IDS should reflect the student’s independent research rather than a response to a topic taught to the entire class
* helping students develop research skills, including selecting appropriate methodologies, analysing information, and drawing conclusions
* assisting students in refining their topic selection to ensure a clear focus or a central research hypothesis
* ensuring the three assessments differ in context, audience, and purpose, and are supported by evidence of research, text analysis, evaluation, planning, and preparation.

The more successful responses commonly:

* focused on a specific topic of personal interest or relevance
* analysed findings from diverse sources, synthesised information, and used sophisticated linguistic structures in the written response in Chinese
* consistently observed text-type conventions and used appropriate referencing methods, correctly attributing quotes and ideas, which were elaborated upon in the student’s own words
* presented the process of research and findings spontaneously and independently during the oral presentation in Chinese, avoiding over-reliance on preprepared answers or scripts
* demonstrated a comprehensive understanding of the subject of the study, such as the different views of society on this issue, the points of contention, and international views (e.g. when comparing the issue in China with different countries)
* used surveys, statistical data, and examples to make their points more convincing
* presented a clear idea of what the student wanted to achieve in this assessment and provided insightful evaluation of the topics. They focused on specific aspects, providing detailed analysis and/or explanation of how the texts studied informed their own understanding and perspectives on the topic (reflection in English).

The less successful responses commonly:

* selected overly broad or general topics, limiting the student’s ability to demonstrate depth in analysis
* presented data or quotes without analysing or explaining the information, ideas, or perspectives
* provided general information on the topic or merely described the research process without offering personal reflections or insights on cultural perspectives
* used simple sentence structures and vocabulary, resulting in brief, superficial, and unclear responses.

# External Assessment

Assessment Type 3: Examination

Students undertake a 15-minute oral examination and a 130-minute written examination on the prescribed themes stated in the subject outline.

Teachers can elicit more successful responses by supporting students:

* in understanding all the themes and topics covered in the subject outline
* in developing their knowledge and skills of the Chinese language so that they can convey their ideas accurately, logically, and coherently
* in developing their ability to synthesise, analyse, compare, and contrast information and ideas in texts
* in developing their abilities to analyse linguistic and cultural features in texts, such as linguistic devices and idioms
* in developing their critical thinking skills in topic research and discussions, engaging in a more profound analysis of texts, and expressing or debating their views
* in developing skills to verify their ideas and opinions by analysing and comparing the evidence they researched and making explicit connections between the evidence and ideas
* in developing their language skills (e.g. using communication strategies, sophisticated linguistic structures, and cohesive devices)
* to fill in the SACE oral examination outline form clearly as an essential part of the preparation.

Oral Examination

Students discuss their in-depth study with two examiners.

*The more successful responses commonly:*

* presented well-balanced and evidence-based research on carefully chosen meaningful and refreshing topics that align well with theme requirements, allowing students to deeply investigate contemporary Chinese issues and phenomena
* provided evidence of research that was conducted appropriately and thoroughly
* demonstrated a deep understanding of their research topics and maintained relevance in their discussion with depth and breadth of the information
* demonstrated excellent research skills such as analysis and data selection (selecting useful and valuable resources), logical reasoning, as well as successfully demonstrating their ability to summarise information and draw conclusions.
* analysed the researched information and interpreted experts' theories accurately
* personalised their responses and used them as references to justify their views logically
* expressed themselves clearly, logically, and coherently using sophisticated language (grammatical rhetoric and vocabulary) with fluency
* provided a profound and insightful reflection on their study, including their values, beliefs, ideas, and experiences
* were confident and well prepared for the discussion, including responding appropriately to the examiners’ questions during the oral examination.

*The less successful responses commonly:*

* selected topics unrelated to the prescribed themes
* lacked depth in their research topic, resulting in discussion of issues on the surface
* struggled to provide a comprehensive analysis and abstract summary
* selected an inappropriate research topic (e.g. the topics were either too broad or too narrow, which limited the content and the depth of the research)
* struggled to provide an insightful and deep reflection on their learning
* struggled to explain their opinions clearly, logically, and coherently
* struggled to provide evidence of sufficient information or data (e.g. resources studied, current situation of the issue in society, experts’ opinions on the issues) to support claims and arguments, and only used students’ personal experience or common views
* struggled to synthesise experts' opinions, if quoted in their presentation, and connect the experts’ opinions with their personal views
* struggled to demonstrate student’s independent views about the experts’ views and social issues
* responded without considering the questions being asked by the examiners
* gave memorised or rehearsed rather than spontaneous responses.

Written Examination

Students take a 130-minute written examination on the prescribed themes stated in the subject outline. This part of the examination contains three sections: Listening and Responding, Reading and Responding, and Writing in Chinese.

Teachers can elicit more successful responses in general by:

* developing students’ skills to respond to examination questions and use text analysis skills to synthesise the information from the texts for their writing
* encouraging students to be aware of and confident in using a wider range of appropriate text types
* encouraging students to develop critical thinking and analytical skills on specific topics in the curriculum themes
* encouraging students to read the questions carefully before attempting any exam section
* supporting students in practising correct grammar use and character writing
* helping students practice writing skills in both English and Chinese, including appropriate expressions
* supporting students in developing their writing ability and skills to appropriately complete the writing section of the examination by reading the topic requirement carefully and applying analytical and critical thinking skills to deal with the required writing task rather than rigidly memorising and copying the content of the texts studied at school during the year
* helping students improve question analysis skills and better understand how to tailor content and structure to task requirements.

Section 1: Listening and Responding

Students analyse and interpret spoken texts — they evaluate, compare, and contrast the information, opinions, and ideas from the spoken texts and present them in a new form.

Teachers can elicit more successful responses by:

* supporting students in developing their abilities in evaluating, synthesising, comparing, and contrasting the information, opinions, and ideas from the spoken texts and presenting them in a form that suits the required text type and incorporates the student’s views on this issue.

Question 1

The more successful responses commonly:

* were able to demonstrate a thorough understanding of both speakers’ opinions and identify key information on the issue as expressed in the two texts regarding the views on and attitudes towards vocational education in Australia and China, respectively
* were able to analyse, evaluate, compare, and contrast both speakers’ opinions expressed in the two texts
* were able to provide and justify the students' views on the issue using the two texts
* used the correct convention (a speech to their Chinese class)
* used expressions that were clear, logical, and coherent.

The less successful responses commonly:

* repeated (or copied) what was in the listening texts without any analysis, evaluation, comparison, or contrast of the opinions in the texts
* merely summarised the content of the two texts without adequately integrating or transforming the information into the required speech format
* did not present personal opinions
* used an incorrect text type (not a speech)
* lacked logic and structure in their writing
* expressed ideas that were not based on the texts
* used incorrect characters, punctuation marks, paragraphs, and formatting, which impeded meaning
* used Pinyin instead of characters.

Section 2: Reading and Responding

Part A

Students analyse and interpret written texts.

Question 2(a)

This question asked students to identify the differences between the aims of the ‘退耕还林’ and ‘退林还耕’ ('Returning farmland to forest’ and ’Returning of forests to cultivation’) policies. The answer must be supported by evidence from the text.

The more successful responses commonly:

* provided a clear explanation of how the policies differ. This may have included:
* ’Returning farmland to forest’ policy from the perspectives of ecological security
* ’Returning forests to cultivation’ policy for food security purposes.

The less successful responses commonly:

* identified some relevant information
* identified no relevant information.

Question 2(b)

This question required students to explain how the farmer’s use of the phrase “政府怎么能说变就变呢？” (How can the government change its mind?) shows his feelings about the ‘Returning forests to cultivation’ policy. The answer must be supported with evidence from the text.

The more successful responses commonly:

* displayed a comprehensive understanding of how the phrase expresses his feelings. For example, the student:
* identified that this is a rhetorical question phrase indicating the farmer’s disagreement and disappointment with the government’s policy change
* explained over the past 20 years, many farmers have converted their land from crops to orchards, fishponds, and so on. This has reduced their labour force, increased their income, and made it easier for migrant workers to work in the cities
* argued that now the "return of forests to cultivation" means more change for farmers who have already had to adapt to the changes implemented in the first policy.

The less successful responses commonly:

* displayed a partial understanding of how the phrase expresses his feelings
* identified some relevant information.

Question 2(c)

This question required students to compare and contrast the attitudes of Han Guang, an agricultural expert; Liu Peng, an expert; and Zheng Fang, a legal expert, regarding the issues raised by the farmer.

*The more successful responses commonly:*

* perceptively compared and contrasted the attitudes. This may have included:
* Han Guang, an agricultural expert, dismisses the Farmer’s concerns, saying, ‘In fact, returning the forest to farmland is not a blanket reversal of the previous practice, but a targeted approach to restoring land that was improperly used in the past for planting trees and forests for food cultivation.’
* Liu Peng, an expert, supports the practice of returning forests to farmland as China needs food security with such a large population.
* Liu Peng, an expert, also argues that the government should still strictly restrict and prohibit deforestation and land use change for ecologically fragile areas.
* Zheng Fang, a legal expert, does not argue against the policy but claims farmers should be given enough time to help restore the land.
* Zheng Fang, a legal expert, states there should be a certain amount of financial compensation during the process of the restoration.

The less successful responses commonly:

* comprehensively compared and contrasted the attitudes
* substantially compared and contrasted the attitudes
* partially compared and contrasted the attitudes
* identified some relevant information
* did not respond to the question clearly in Chinese characters.

Part B

Students analyse and interpret written texts and answer the questions in English.

Question 3 (a)

The more successful responses commonly:

* provided one example of language used to answer the question, e.g.
* direct address - You must have heard the term non-conspicuous consumption, right?
* interrogative question – What is the reason for this change?

The less successful responses commonly:

* only partially answered the question
* did not respond to the question clearly in English.

Question 3(b)

The more successful responses commonly:

* perceptively compared and contrasted the attitudes. This may have included:
* According to the article, many designer-brand luxury items that people once displayed (showed off) as status symbols are less popular with the wealthy and famous as they are no longer rare commodities, which has therefore reduced their ‘gold value.’
* This sort of consumption is now criticised (satirised) on social media.
* This is compared to the new consumer values, which value subtlety (understatement), self-improvement, education, and personal values over material possessions.
* Status shift to high-cost, knowledge-based, non-material consumption, such as mastering knowledge or skills.
* It is now seen as essential to appreciate and understand cultural aspects of society, such as music and art, and to cite and utilise such knowledge in conversation readily.
* High-cost, non-conspicuous consumption also includes investment in education and wellbeing that brings long-term value to themselves.

The less successful responses commonly:

* comprehensively compared and contrasted the attitudes
* substantially compared and contrasted the attitudes
* partially compared and contrasted the attitudes
* identified some relevant information
* answered the question in Chinese characters.

Question 3(c)

The more successful responses commonly:

* provided comprehensive evidence from the text to support or contradict the statement that ‘非炫耀性消费是一种更负责任的生活方式’ (non-conspicuous consumption is a more responsible lifestyle). This may have included to a certain extent that:
* For most people, non-conspicuous consumption's environmental and/or ethical benefits are unintentional.
* The ecological implications of excessive consumption are not their primary motivation.
* Non-conspicuous consumption, however, still has the benefit of encouraging a reduction in wasteful consumption patterns.
* Non-conspicuous consumption, however, has a positive impact by prioritising sustainability and by opting for products that are ethically sourced and durable.

The less successful responses commonly:

* provided substantial evidence from the text to support or contradict the statement
* provided partial evidence from the text to support or contradict the statement
* identified some relevant information
* struggled to explain their opinions clearly in English
* answered the question in Chinese characters.

Section 3: Writing in Chinese

Teachers can elicit more successful responses in general by:

* encouraging students to read the questions carefully and ensure they are responding to the purpose of the writing
* encouraging students to be confident using a wider range of appropriate text types
* encouraging students to develop deeper critical thinking and analytical skills on specific topics in the curriculum themes
* encouraging students to collect evidence during their study on prescribed topics in the curriculum themes and incorporate this in their answers
* supporting students in developing writing skills to critically analyse, evaluate, and reflect on the opinions and ideas presented in the text rather than rigidly memorising and copying the content of the texts studied at school during the year
* helping students improve question analysis skills and better understand how to tailor the content and structure of their writing to the task requirements
* supporting students in practising correct grammar, character writing, and various expressions
* encouraging students to practise writing content in width and depth, coherently, logically, and based on evidence.

Question 4

Option 1

The more successful responses commonly:

* demonstrated a clear understanding of people-to-people diplomacy and its effectiveness in promoting relations between countries
* provided information and arguments relevant to the topic
* analysed the impact of people-to-people diplomacy on promoting relations between two countries
* supported their evaluation with specific examples, using data or anecdotes to justify their views
* clearly used stylistic features of an article
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently
* used language styles appropriate to the audience.

The less successful responses commonly:

* included ideas that were not relevant to the question and strayed too far from the topic
* showed a lack of knowledge and understanding of the topic
* lacked comprehensive analysis and evaluation of the people-to-people diplomacy in promoting bilateral relations
* presented points that were not clearly, logically, or coherently expressed or justified
* used an incorrect text type (not an article structured in a formal manner suitable for a Chinese community magazine)
* lacked accuracy and appropriateness of expression, for example, with no complex grammar or sophisticated vocabulary, incorrect paragraph structure, or incorrect characters.

Option 2

The more successful responses commonly:

* provided a convincing debate text on the topic ‘The ageing of the population has put great pressure on society’, arguing for or against this point of view
* provided comprehensive information, analysis, and evaluation of the topic in discussion with relevant examples
* were able to explain their point of view using highly informative, evaluative, and persuasive language consistent with a debate
* used the correct text type conventions, and the stylistic features of a debate were evident in the writing
* used complex grammar structures and sophisticated vocabulary
* expressed their thoughts clearly, logically, and coherently.

The less successful responses commonly:

* expressed ideas that were not entirely relevant to the question
* showed a lack of knowledge and understanding of the topic
* included opinions that were not clearly, logically, and coherently expressed or justified with evidence
* used an incorrect text type (not a debate)
* lacked accuracy and appropriateness of expression (e.g. no complex grammar structures or sophisticated vocabulary, incorrect paragraph structure, incorrect characters, etc.).

Option 3

The more successful responses commonly:

* demonstrated a deep understanding of the impact of today's rapidly evolving AI world
* offered apparent reference to the issues of education and technology
* provided informative arguments on how the younger generation should be educated and nurtured in today's rapidly evolving AI world
* justified their views by providing relevant examples
* used the correct text type; the stylistic features of an essay were evident
* used language appropriate to the audience
* used complex grammar structures and sophisticated vocabulary to express opinions clearly, logically, and coherently.

The less successful responses commonly:

* used ideas and opinions that were not entirely relevant to the question
* struggled to show a depth of knowledge and understanding of the issues of AI and education
* used an incorrect text type (not an essay or without an essay title)
* gave opinions that were not clearly, logically, and coherently explained or justified
* lacked accuracy and appropriateness of expression (e.g. no complex grammar structures or sophisticated vocabulary, incorrect paragraph structure, incorrect characters, etc.).

Option 4

The more successful responses commonly:

* demonstrated a comprehensive understanding of the points of success or failure of a recent Chinese film in terms of conception, language, and theme presentation
* used the correct text type; the stylistic features of a review were evident
* used language appropriate to the audience (blog readers)
* were able to analyse the conception, language, and presentation of the theme of the film with specific examples
* were able to clearly explain how these features have contributed to the film’s success or failure
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses commonly:

* showed a limited knowledge and understanding of the topic
* included too much information which was not relevant to the question
* lacked examples
* expressed opinions that were not clearly explained or justified
* used an incorrect text type (not a review)
* struggled to express their ideas logically and coherently
* lacked accuracy and appropriateness of expression (e.g. no complex grammar structures or sophisticated vocabulary, incorrect paragraph structure, incorrect characters, etc.).