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

Overview

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. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

If a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

The Subject Renewal program has introduced changes for many subjects in 2025, and these 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), and do not have blank pages, student notes, and formula pages
* ensuring the uploaded responses have pages in the same size and colour so that teacher markings and comments are clear.

Assessment Type 1: Folio

The folio must contain three to five tasks and must include one of each of the following:

* Interaction
* Text production
* Text analysis.

Teachers should design tasks which provide students with the opportunity to provide evidence of their learning in relation to the assessment design criteria of the subject.

Teachers can elicit more successful responses by:

* having a good understanding of the subject outline and ensuring students have opportunities to fulfil these requirements
* ensuring the design of assessment tasks for the folio provides the students with the opportunity to address all the specific features of the subject
* ensuring the design of Interaction tasks provides students with the opportunity to demonstrate their capability to interact in Chinese. A presentation with one or two questions does not provide this opportunity
* ensuring students have the opportunity to show the breadth of their language skills by not replicating the types of conversation required in the externally assessed oral exam in the Interaction
* providing opportunities for students to converse in the interaction for at least 5 minutes in the interaction unless school based special provisions or adjustments have been applied. Less than this limits their opportunity to demonstrate depth of ideas and range of language skills
* designing text analysis tasks to give students the opportunity to analyse, evaluate, and reflect on linguistic and cultural aspects, based on their research and learning
* ensuring that text analysis tasks provide students with the opportunity to demonstrate their capability of both an understanding of a written text and the ability to express information, opinions, feelings by responding in Chinese to information provided in the text.

Interaction

*The more successful students commonly:*

* demonstrated a thorough understanding of the topic(s) in the interaction
* demonstrated a capability to maintain the interaction
* expressed their opinions clearly, logically, and coherently
* demonstrated good language skills by using complex grammar structures and appropriate vocabulary with accurate pronunciation and a high standard of fluency
* used a variety of communication strategies effectively.

*The less successful students commonly:*

* responded with simple ideas that were only partially relevant to the topic(s)
* had unclear pronunciation and limited fluency which affected their ability to convey their meaning
* required continual prompting to maintain the interaction.

Text Production

*The more successful students commonly:*

* demonstrated creative ideas and sufficient depth related to the set task
* expressed their opinions/feelings clearly, logically, and coherently
* demonstrated good language skills by using complex grammar structures and appropriate/accurate vocabulary
* used the text type features accurately and consistently.

*The less successful students commonly:*

* had unfocused ideas that were occasionally not completely relevant to the set question
* developed simplistic or a narrow range of ideas with minimal detail
* mixed text types, or diverged from the writing style required
* used simple grammar structures and/or had consistent issues with more complex grammar structure
* inconsistently applied appropriate vocabulary.

Text Analysis

*The more successful students commonly:*

* demonstrated a thorough understanding of the texts by being able to analyse and explain the content, purpose, and intended audience
* accurately interpreted meaning and analysed the texts, and their response to questions were accurate
* were able to analyse the Chinese language features in the text precisely, such as word choice, expressions, idiom, tone, register, phrasing and repetition, textual features, and organisation.

*The less successful students commonly:*

* misidentified the content, purpose, and intended audience of the texts or identified them without further elaboration
* demonstrated understanding of general topic or only one idea of the texts
* identified and described the information, rather than interpreted or drew conclusions
* identified basic and/or minimal stylistic features, linguistic, and cultural features
* focused on identification had showed minimal reflection
* answered questions presented in the task without focus or out of scope.

Assessment Type 2: In-depth Study

Students were required to undertake an in-depth study (IDS) on one contemporary issue of their choice. There are three assessments for the IDS:

* one oral presentation in Chinese (3 to 5 minutes)
* one written response to the topic in Chinese (maximum of 600 characters)
* one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

Teachers can elicit more successful responses by:

* ensuring they have a good understanding of the requirements of the IDS as outlined in the subject outline and ensuring students have opportunities to fulfil these requirements
* guiding students to choose an appropriate topic which allows them to demonstrate their capabilities in this assessment (either too narrow or too broad a topic will have an impact on the depth of the study). While it is appropriate for teachers to advise on suitable issues, the IDS must be a product of independent study rather than a response to a topic taught to the whole class
* helping students to develop research skills so that they know how to conduct research (research methodologies), how to select relevant information, how to analyse information and how to draw a conclusion
* ensuring that the three assessments differ in context, audience, and purpose
* encouraging students to support all tasks with evidence of research, text analysis and evaluation, and planning and preparation.

The more successful responses commonly:

* chose topic(s) which were neither too broad nor too narrow
* demonstrated good research skills, such as selecting a variety of resources, analysing, and summarising findings
* demonstrated a thorough understanding of the chosen topic
* demonstrated good Chinese language skills throughout in both the oral presentation and the written response tasks, e.g. information and opinions were expressed clearly, creatively, logically, and cohesively; used complex grammar structures; pronunciation and fluency were of a high standard
* were able to provide an insightful evaluation and deep reflection on the chosen topic, demonstrating their own values and learning experience in English.

The less successful responses commonly:

* chose topics for their study which were either too broad or too narrow, affecting the depth of their research
* chose more than one topic for their in-depth study which affected their focus and the depth of research
* demonstrated understanding of the chosen topic at a superficial level
* showed evidence of a narrow or superficial collection of information and resources
* recounted rather than analysed
* demonstrated simple sentence structures and vocabulary in both the oral presentation and the written response
* demonstrated a low standard of pronunciation and fluency that affected their ability to convey their meaning clearly
* misused or misapplied language to express their ideas and opinions on the chosen topic.

The topics chosen

There were many different and interesting topics chosen which related to contemporary life in China/Australia. These included:

* foreign language education
* China's foreign policy
* star chasing/groupie issues
* China's older leftover women
* WeChat dating
* the pressure on secondary school students
* discrimination against women
* westerners living and working in China
* exchange student programs
* the use and influence of TikTok
* internet usage and
* air pollution.

Most of the topics selected by students were well suited to their capabilities. Nevertheless, a few topics proved to be rather complex for some students’ current level of proficiency. It is advisable to encourage students to choose topics that align with their capabilities and matches their current Chinese proficiency level.

# External Assessment

Assessment Type 3: Examination

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

Teachers can elicit more successful responses by:

* providing opportunities for students to become confident language users, by developing their communication strategies, as well as use of sophisticated linguistic structures and cohesive devices
* providing opportunities for students to develop the knowledge and skills in using the Chinese language to convey their ideas accurately, logically, and coherently
* providing opportunities for students to develop skills in analysing, comparing, and contrasting information and ideas in texts
* providing opportunities for students to develop skills in analysing linguistic and cultural features in texts. For example, linguistic devices and idioms.

Oral Examination

Students undertake one 15-minute oral examination. This part of the examination contains two Sections: Conversation and Discussion.

Section 1: Conversation

The more successful responses commonly:

* were well prepared and responded to the questions spontaneously
* demonstrated a good capacity to maintain the conversation
* were able to explain and exchange their opinions clearly
* provided responses that were highly relevant and detailed, and that were supported with examples and elaborations
* gave responses that were culturally appropriate
* demonstrated good pronunciation and fluency
* used expressions that were clear, logical, and coherent using sophisticated language, such as complex grammar structures, grammatical rhetoric, and accurate vocabulary
* were able to confidently engage in conversation beyond the SACE sample questions.

*The less successful students commonly:*

* gave responses that lacked depth
* used incomplete sentences and only partially answered the questions asked
* relied heavily on repetition or rephrasing of the questions from the examiners
* made frequent pauses and hesitations in their replies to questions asked
* needed prompting to start answering
* tended to use mainly rehearsed language and phrases
* applied linguistic devices incorrectly and used English instead of employing other strategies when they were stuck.

Section 2: Discussion

The more successful students commonly:

* chose topics that were appropriate for their ability
* were able to demonstrate excellent research skills, including analysis of resources and reasoning for data selection
* were able to demonstrate an excellent knowledge and deep understanding of their research topics
* were able to discuss their chosen topics with the examiners with competence and confidence
* were able to elaborate their ideas with depth and give personal opinions
* used expressions that were clear, logical, and coherent
* demonstrated accurate pronunciation and a good standard of fluency
* were able to sustain the discussion spontaneously
* gave insightful reflection on their topic, including their own values, beliefs, ideas, and experiences.

The less successful responses commonly:

* 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, and/or chose topics that were beyond their language capability
* required greater preparation and depth of research into their topic
* were unable to understand the questions asked
* struggled to provide sufficient evidence of their learning on their chosen topic
* struggled to convey their opinions clearly, logically, or coherently
* needed prompting to start answering and/or continue the discussion
* offered simple reflection on their learning
* consistently used incorrect pronunciation which impeded meaning.

Written Examination

Students take a 130-minute written examination on the prescribed themes which are 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 by:

* encouraging students to read the exam questions carefully and plan their responses
* encouraging students to develop their confidence in listening comprehension.

Section 1: Listening and Responding

Question 1

Provide three reasons why customers would want to visit the store.

The more successful responses commonly:

* were able to display a comprehensive understanding of the reasons why customers would want to visit the store by identifying three points, For example
* the shop has a big discount sale
* clothing in a range of designs and colours
* some products at half price from a variety of brands
* suitable for all ages and genders
* able to buy the most popular clothing at the best price.

The less successful responses commonly:

* responses partially identified or were unable to identify reasons.

Question 2

1. Summarise Anna’s reasons for learning Chinese?

The more successful responses commonly:

* were able to a display a comprehensive understanding of the reasons Anna wants to learn Chinese. For example:
* she wants to go to Beijing/China to learn Chinese
* she is also interested in Chinese culture, history, food, movies, and art
* she wants to travel to some interesting places in China, such as the Great Wall and the Forbidden City.

The less successful responses commonly:

* partially identified or were unable able to identify reasons
1. How would you describe Xiao Ming’s personality? Give evidence from the text to support your answer.

The more successful responses commonly:

* were able to identify and provide comprehensive evidence to describe Xiao Ming’s personality. For example:
* caring/kind: He would continue doing his volunteering work
* helpful: He offers to help Anna learn Chinese
* hard working, smart or studious: study well with the academic subjects
* confident: He is sure of what he wants to do after graduating from high school
* passionate/musical: Dad wanted him to be a musician as music has always been his passion
* ambitious: He wants to go to a good university to be a doctor.

The less successful responses commonly:

* partially described or were unable to describe Xiao Ming’s personality.

Section 2: Reading and Responding

Part A

Question 3

(a) Provide a suitable title for the article in Chinese.

The more successful responses commonly:

* were able to provide a title around protecting the environment or how small things can help protect the environment.

The less successful responses commonly:

* were not relevant to protecting the environment or how small things can help protect the environment, and a few students wrote the title in English.

(b) How does the author use language to engage the reader? Give evidence from the text to support your answer.

The more successful responses commonly:

* displayed comprehensive understanding of how the author used language to engage the reader. For example:
* emotional appeals – do you care?
* rhetorical questions – do you want to know more?
* emphatic language – everyone can, don’t wait, big impact
* call to action – let’s work together.

The less successful responses commonly:

* only identified some relevant information or were unable able to identify how the author used language to engage the reader.

(c) Explain the use of the phrase ‘即使是一个小的行动，也可以产生大的影响’ in the context of the text.

The more successful responses commonly:

* displayed a perceptive understanding of small actions that will have a big impact. For example:
* explained the meaning of ‘即使是一个小的行动，也可以产生大的影响’precisely
* provided explanation from some of the examples of the small actions from the text, such as:
* plant trees and flowers - purify environment, homes for small animals
* short showers and collect/reuse water – save water
* reduce use of the air conditioning and use the sun to dry clothes – save electricity
* ride a bicycle/walk to reduce driving - reduce pollution, stay healthy
* classify garbage – recycle reduce waste and pollution.

The less successful responses commonly:

* displayed limited understanding of the phrase
* identified some relevant information or were unable able to explain the use of the phrase.

Part B

Question 4

You plan to rent a property with your friend after graduation. You have seen this advertisement that gives details of two properties. Write an email to your friend, persuading them why one of the properties is more suitable than the other.

The more successful responses commonly:

* demonstrated a thorough understanding of the text and the task
* used the correct text type (an informal email to a friend)
* explained the purpose for writing the email
* compared/contrasted the two different rental properties
* used persuasive language and techniques to convince the friend
* demonstrated ideas and expressions that were clear and appropriate
* used their own words and sentences but did not directly copy the original text
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and cohesively.

The less successful responses commonly:

* did not show a good understanding of the text or refer to information in it
* simply repeated the sentences that were in the text
* did not compare/contrast the two different rental properties
* did not use the correct text type – a personal email
* did not use persuasive language and techniques to convince their friend
* did not express ideas logically, coherently and used incorrect grammar structures and vocabulary
* used Pin Yin in their writing.

Section 3: Writing in Chinese

Question 5

Option 1

You have been invited to give a speech at your Chinese language club, to educate your fellow members about appropriate and safe social media use. Write the text of your speech.

The more successful responses commonly:

* were able to provide information about appropriate and safe ways to use social media to the fellow members of Chinese language club
* used the correct convention/text type — an informative speech
* were able to support their views with examples or other justification such as:
* guidelines to use social media safely
* advantages and disadvantages of social media
* how overuse could cause health issues
* what is the appropriate way to use it
* should meet people in-person as well
* provide examples to support each opinion and point.
* used complex grammar structures to construct and express their views clearly, logically, and coherently.

The less successful responses:

* did not provide their views on the appropriate and safe ways to use social media
* did not give any information and explanations on their views
* used an incorrect text type other than a speech
* showed a lack of language/vocabulary capacity of the topic
* used simple grammar structures and basic vocabulary with numerous errors
* used Pinyin in their writing
* were incomplete.

Option 2

You recently attended a Chinese New Year celebration in your local community. Write a review of the event for a Chinese language cultural website.

The more successful responses commonly:

* were able to demonstrate a sound understanding of Chinese New Year celebrations by pointing out the key element such as it is a family orientated event, the food culture, the performance, etc.
* covered some points such as:
* description of the event
* what they liked about it
* great way to experience Chinese culture and food like spring rolls and dumplings
* good way to practise Chinese language and make connections
* how the celebration could be improved further (if they think so) and provided with some suggestions.
* used the correct text convention/text type (a review for website) and past tense if necessary
* used complex grammar structures and sophisticated vocabulary to express their views clearly, logically, and coherently.

The less successful responses:

* were unable to describe the event in detail
* wrote an incorrect text type (not a review)
* showed a lack of understanding of the Chinese New Year celebration
* showed a lack of language/vocabulary capacity of the topic
* used simple grammar structures and basic vocabulary with numerous errors
* their expressions were not clear, logical, and coherent
* used Pinyin in their writing
* were incomplete.

Option 3

Write a letter to one of your Chinese friends, telling them about your experience of learning Chinese and how you will maintain your proficiency in the language in future.

In 2024, many students chose this option.

Some students focused more on their Chinese language experiences, while some students focused more on how to maintain their Chinese proficiency.

The more successful responses commonly:

* were able to reflect on their experience of learning Chinese with details and examples, such as:
* how the language helped understand Chinese culture and history
* experience of learning Chinese language characters and pronunciations
* the most enjoyable aspects and the challenges.
* were able to explain their plan and strategies to maintain their proficiency level in Chinese in future. The strategies include:
* keep practising
* continue to study Chinese by enrolling to a Chinese course
* visit China or Chinese speaking places
* read Chinese magazines/books
* watch Chinese TV programs and movies
* meeting Chinese friends
* chat with Chinese friends using the social media.
* used the reflective writing style
* used the correct text type/conventions (a personal letter)
* used complex grammar structures and sophisticated vocabulary to express their opinions clearly, logically, and coherently.

The less successful responses commonly:

* were unable to reflect their experiences in learning Chinese
* were unable to provide and explain their strategies on how to maintain their Chinese language proficiency
* wrote an incorrect text type (not a personal letter format)
* showed a lack of language/vocabulary capacity in the topic
* used simple grammar structures and basic vocabulary with numerous errors
* included expressions that were not clear, logical, and coherent
* used Pinyin in their writing
* were incomplete.