# 2018 Chinese Continuers Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

This report should focus on student performance:

* What is considered to be a ‘successful response’, and ways in which ‘less successful’ responses could be improved.
* The appropriate application of performance standards and task design.

Please do not repeat information on packaging or other operational information that can be found in the subject operational information.

# School Assessment

Assessment Type 1: *Folio*

The more successful responses commonly:

* investigated a contemporary issue along with an evaluation of the group processes including group life and group roles
* included discussion on the effectiveness of the group and suggested improvements
* reflected on the researched information and used this information to justify and evaluate the effectiveness of the activity proposed by the group
* included feedback sheets for the audience to evaluate the presentation
* analysed the researched information and personalised their response.

The less successful responses commonly:

* provided only a recount of what the group did
* did not evaluate the health promoting strategy.
* Teachers need to ensure that videos, songs, or articles that are used allow students to highlight a contemporary issue which can be related to and discussed from a student’s local, community perspective assessment

Assessment Type 2: *In-depth Study*

Provide only 2-3 sentences on what is required for this assessment type, and common topics. Make reference to relevant assessment design criteria.

The more successful responses commonly:

* discussed the contemporary issue investigated along with an evaluation of the group processes including group life and group roles
* included discussion on the effectiveness of the group and suggested improvements
* reflected on the researched information and used this information to justify and evaluate the effectiveness of the health-promoting activity proposed by the group
* included feedback sheets for the audience to evaluate the presentation
* analysed the researched information and personalised their response.

The less successful responses commonly:

* provided a recount of what the group did
* did not evaluate the health promoting strategy.

# External Assessment

## Assessment Type 3: Oral Examination

The overall standard of the oral examination in 2018 was consistent with that of previous years. Most students generally coped well with the first section ‘conversation’ of the oral exam, understanding each of the questions asked and responding well. However, some students found it challenging. The second part ‘discussion’ was handled well by some students, yet other students needed to improve the depth and reflection to achieve further.

**Section 1: Conversation**

The more successful responses commonly:

* Demonstrated good and thorough preparation and maintained the conversation fluently and naturally with the examiners.
* Were able to provide sophisticated and extensive answers that were supported with examples and elaborations.
* Were able to converse freely and naturally.
* Were able to effectively engage with the examiners and provide answers of depth by utilising accurate cohesive and linguistic devices, e.g., 虽然…,但是…; 除了…外, 还…; 可是；不过; 我觉得；etc.
* Display initiatives and humour to maintain the conversation with the examiners during the conversation.
* Demonstrated the capacity to convey information accurately and appropriately.
* Were able to apply arrange of grammatical expressions and linguistic structures correctly and spontaneously such as, 不但…, 而且…；因为…所以…; 比如… etc.
* Were able to elaborate and explain their answers by providing complex examples and reasons for their viewpoints.
* Provided answers that include clear ideas which are relevant to the topics and questions asked.
* Were able to explain and express own their opinions with accurate grammatical expressions.
* Were able to show relevance and breadth on topics asked.

The less successful responses commonly:

* Demonstrated lack of preparation and failed to comprehend the pre-prepared sample questions provided.
* Were able to provide only simple and short answers.
* Unable to provide complete sentences and answered only partially to questions asked.
* Relied heavily on repetition or rephrasing of the questions from the examiners.
* Showed frequent pauses and hesitation in their reply to questions asked.
* Tended to use mainly rehearsed language and phrases.
* Applied linguistic devices incorrectly and used some English when asking questions or answering questions.

**Section 2: Discussion**

The more successful responses commonly:

* Chose topics that were appropriate for their level and capability.
* Were competent and confident when discussing their chosen topics.
* Demonstrated the ability and skills to cope with the discussion on relevant topics and displayed high level of preparedness for the discussion.
* Were able to explain ideas to a high level and produce clear information with supporting examples and details.
* Elaborated ideas with depth and personal opinions.
* Were able to demonstrate depth and breadth on chosen topics.
* Were able to showcase their linguistic skills and provide relevant and appropriate answers to chosen topics.
* Showed detailed argument to support their research.
* Were able to sustain the discussion spontaneously with high level of accuracy.

The less successful answers commonly:

* Showed a lack of preparation and research on their in-depth study topic
* Were unable to understand the questions asked.
* Struggled with the discussion on their chosen topics.
* Chose topics that were beyond their linguistic capability.
* Lacked the ability to apply grammar points accurately, e.g., 不去过； …比…一样；中国是漂亮；
* Were unable to maintain the discussion and explain their opinions with details and examples.
* Were not able to organise their ideas and information in a logical and sequential way.
* Struggled to give their own opinions and perspectives.
* Lacked reflection on cultures, values and personal opinions.

Assessment Type 4: Written Examination

Most students coped well with the written examination in 2018 though some students found certain texts challenging. Able students understood the questions and provided sufficient and relevant information to answers in most sections of the examination paper. More successful responses demonstrated detailed and relevant evidence in their answers. Nevertheless, some students’ answers showed a lack of detailed information and examples in their responses.

**Section 1: Listening and Responding**

*Question 1*

The more successful responses:

* Provided accurate details and information.
* Were able to identify the detailed information and examples to support their answers, e.g. 3 pieces of information.

The more successful responses:

* Were unable to identify detailed information accurately, e.g., Airport, instead of Darwin Airport; drinking lots of water and providing free bottles of water.
* Unable to identify all 3 pieces of information.

*Question 2*

The more successful responses:

* Listed two techniques, such as mentioning the attractions, using pressure and enthusiastic tone of voice.
* Were able to provide examples and evidence from text to support their answers.

The less successful responses:

* Were only able to provide answers with the vocabulary words from word list.
* Unable to provide evidence from text or context for answers.

*Question 3*

The more successful responses:

* Identified correct answers that Xiao Chun’s cousins attended an AFL match in Shanghai, not a soccer match.
* Were also able to identify information accurately, e.g., that the match was both fun and fast paced; they were friends.
* Provided evidence from texts, e.g., use of informal language, addressing each other by names, talking about common interests.

The less successful responses:

* Were unable to identify information accurately, such as, they were watching AFL games together or they were classmates.
* Only used vocabulary list words in their answers.

*Question 4*

The more successful responses:

* Were able to identify more reasons that people love to visit Kangaroo Island, e.g., to see the natural beauty of the beaches; steep cliffs; swimming, fishing, seeing Australian animals.
* Identified at least 3 pieces of information, e.g., be on time, bring a hat, bring bathers, bring a camera or phone to take.

The less successful responses:

* Were unable to identify all three reasons to visit Kangaroo Island
* Misinterpreted the information, such hat (帽子) as jumper (毛衣).
* Tended to guess their answers.

*Question 5*

The more successful responses:

* Were able to identify that Happy Mary had a positive opinion on New Zealand and the reasons for that, e.g., there was so much to see and do; the scenery was beautiful giving her constant inspiration; making writing and composing more fun.
* Were able to identify accurate information and provide evidence and examples from text, such as Happy Mary was performing at the concert this evening, her fans were wonderful to her and she was excited to perform for her fans.

The less successful responses:

* Unable to identify all the reasons for Happy Mary’s positive opinion of New Zealand.
* Misunderstood the answers and provided incorrect answers, such as, Happy Mary was going to another concert or releasing her album.

**Section 2: Reading Responding A**

Question 6

The more successful responses:

* Were able to interpret the meaning by identifying and explaining the general content, purpose of the text and were able to understand the perspectives.
* Were able to use evidence from text to support their answers.
* Demonstrated comprehensive understanding of the content.
* Were able to both explain the meaning of the phrase ‘小镇的新女英雄’ in English and explain the meaning in the context of the text.
* Were able to understand the phrase ‘新女英雄’ as a metaphor in the context.

The less successful responses:

* Were unable to identify the key ideas in the text and misinterpreted the perspective of the author.
* Only quoted the phrase in Chinese and failed to illustrate its meaning in English.
* Were unable to find the phrase ‘新女英雄’ meaning new heroine in the title.

*Question 7*

The more successful responses:

* Were able to interpret the general meaning of the text.
* Were able to analyse the tone of the text and provide answers to questions with sufficient evidence from the text.
* Were able to analyse linguistic and cultural features in the text.

The less successful responses:

* Unable to identify the key ideas in the text and were confused with the intension and perspectives of the writer.
* Misunderstanding such as suggesting the exchange happened in Chongqing rather than in Adelaide.
* Were unable to understand the meaning of the phrase ‘从…到…’ meaning from…to… and 离开meaning depart which affected the accuracy of their answers.

**Section 3: Reading and Responding B**

*Question 8*

Students generally coped well with this question and they were able to reply the question and explain the key information and ideas with examples and evidence from the text. Some responses struggled to explain the information and lacked depth and breadth in their responses.

The more successful responses:

* Were able to understand the genre and content of the text, e.g. a letter from a penfriend.
* Applied cohesive devices and used a range of expressions with cultural appropriateness in their reply.
* Used correct text type with clear coherence and sequence in the written text reply.
* Their responses were relevant to the context and conveyed the proper information in details.
* Demonstrated the depth and breadth in their response by providing details and evidence in their responses.

The less successful responses:

* Failed to address the name of the person who wrote the letter in their letter reply.
* Mainly copied the phrase and sentences from the text.
* Were unable to elaborate their arguments and thoughts to support their ideas.
* Applied expressions incorrectly, e.g. 你的父母吵架很多, 一个天(一天)，同一(同意), 的时后(的时候)etc.

**Section 4 Writing in Chinese**

To respond to this question, students are asked to answer on the two options.

The more successful responses:

* Were able to list advantages and disadvantages of mobile phones.
* Responded with creative ideas and applied accurate linguistic features with details and examples.
* Were able to communicate complex ideas in a logical way.
* Conveyed meaning with depth and breadth of information, ideas and opinions.
* Were able to convey complex ideas with sophisticated language and sentence patterns.
* Demonstrated the ability to convey information accurately and appropriately through applying a range of expression and by using cohesive devices, e.g., 又…又…; 不但…,而且…; 因为…,所以…; etc.
* Were able to elaborate their ideas with supporting opinions and examples.
* Provided responses that were consistently relevant to the purpose, context and audience.

The less successful responses:

* Did not apply text type correctly in their response, e.g., the text type should be in the format of a speech.
* Lacked the vocabulary and grammatical skills to elaborate their ideas and support their opinions.
* Applied and attempted cohesive devices incorrectly and inappropriately, e.g., ‘又很颜色鲜艳的又很明亮的’ ; 说汉语跟中国人；喜欢了去西安；我八点半在北京到达etc.
* Used simple or identical expressions and sentence structures in their response.

**Operational Advice**

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed at moderation. Teacher grade/marks should be clear and evident on all student’s school assessment work.

* Teachers are reminded to ensure the design of the overall assessment types gives students the opportunity to provide depth, breadth, critical analysis and reflection.
* Teacher are advised to assist students to select topics that provide them the opportunity to demonstrate depth, breadth and reflection in their response.
* Schools with combined classes are encouraged to do cross-marking to maintain consistency according to performance standards.
* Teachers are reminded to prepare and submit sound recordings and electronic files for moderation purposes.
* Teachers are encouraged to explain the examples of various text types to help students get familiar with and apply the features of specific text types and styles.
* Teachers are encouraged to guide students to select In-depth Study topics which are suitable for students’ ability and language proficiency levels.
* Teachers are reminded that supporting objects, e.g., photos and pictures are encouraged to be brought to oral exams.