2021 Chinese Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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.

School Assessment

Assessment Type 1: Folio

There are three assessments in this part: Interaction, Text production and Text analysis. Teachers designed three to five tasks for this assessment type, which provided students with the opportunity to address all of the specific features, which are stated in the performance standards in the subject outline.

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 were not very fluent, 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 quite 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
* demonstrate 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.

Advice for improvement

When designing assessment tasks for the Folio, teachers need to ensure that the assessment tasks provide the students with the opportunity to address all the specific features (i.e. I1, I2, E1, E2, E3, IR1, IR2 and IR3) which are stated in the performance standards in the subject outline.

When designing the Interaction task for the Folio, teachers need to ensure that the task 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. Topics for the Interaction Assessment should not be the same as the Oral Examination Sample Questions on the SACE website.

Assessment Type 2: In-depth Study

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

* 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).

The more successful students commonly:

* chose topic(s) very carefully (not 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 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 students 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 summarised
* 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.

Advice for improvement

* Carefully choose the topic – teachers may guide their students to choose an appropriate topic which allows students 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).
* All three tasks for the In-depth Study must be related to the one topic of the student’s research.
* When designing assessment tasks for the In-depth Study, teachers need to ensure that the assessment tasks for the oral presentation and the written response differ in context, purpose, and audience to avoid covering the same issues/angles of the content in both tasks.

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 (pages 30-32).

Oral Examination

Section 1: Conversation

The more successful responses commonly:

* demonstrated good and thorough preparation
* demonstrated good capacity to maintain the conversation
* were able to explain and exchange their opinions clearly
* provided responses that were highly relevant with sufficient depth
* were able to provide extensive answers that were supported with examples and elaborations
* gave responses that were culturally appropriate
* responded to the questions spontaneously
* 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.

The less successful students commonly:

* gave responses that were only simple and did not provide enough 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 some English during the conversation
* used incorrect pronunciation.

Section 2: Discussion

The more successful students commonly:

* chose topics that were appropriate for their capability
* were able to demonstrate excellent research skills such as analysis and data selection (selecting useful resources), logical reasoning, abstract summary, and conclusion
* 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
* were able to demonstrate a deep understanding of chosen topics
* 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 a profound and insightful reflection on their study 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
* showed a lack of preparation and a lack of depth of research into their topic
* were unable to understand the questions asked
* struggled to provide evidence of their learning on their chosen topic
* were unable to explain their opinions clearly, logically, or coherently
* needed prompting to start answering and/or continue the discussion
* offered simple reflection on their learning
* used incorrect pronunciation
* had limited Chinese language knowledge to maintain the discussion.

Advice for improvement

* Carefully choose the topic, choose a topic that is suitable for your language capability.
* Develop research skills in how to conduct research (research methodologies), how to select valuable information, how to analyse information and how to draw a conclusion.
* Develop language skills, e.g. using communication strategies, using sophisticated linguistic structures and cohesive devices.

Written Examination

This part of the examination contains three Sections: Listening and Responding, Reading, and Responding and Writing in Chinese.

Section 1: Listening and Responding

Question 1

(a) The more successful responses:

• fully explained what changes were made to the event such as the time changed from Wednesday to Thursday and the venue changed from the outdoor tennis courts to the gym.

The less successful responses:

• were unable to identify or only partially identified and explained what changes were made.

(b) The more successful responses:

• correctly identified what the students need to bring to the event such as their tennis uniform, sneakers, racket, and a bottle of water.

The less successful responses:

• were unable to fully identify or partially identify what the students need to bring.

Question 2

(a) The more successful responses:

• correctly identified the differences between life in China and life in Australia that were highlighted in the conversation, such as homework, study, time for hobbies, part-time work and parental attitudes to study and part-time work.

The less successful responses:

• were unable able to identify or partially identify the points above.

(b) The more successful responses:

• correctly identified how Michael and Lingling will spend their Saturday, such as Lingling will watch Michael’s football match in the morning then go home and call her grandmother in China. Michael will play football in the morning, then work at the local supermarket in the afternoon.

The less successful responses:

• were unable able to identify or partially identify the points above.

Section 2: Reading and Responding

Part A

Question 3

(a) The more successful responses:

• displayed a comprehensive understanding of the purpose of the text such as explaining Chinese food culture and its differences from Australian food culture.

The less successful responses:

• did not understand or only partially understood of the purpose of the text.

(b) The more successful responses:

• displayed comprehensive understanding of what the word ‘这’ refers to in the phrase ‘因为这对身体好’ by pointing out one should eat different colours of food according to seasons.

The less successful responses:

• did not understand the concept above.

(c) The more successful responses:

• displayed comprehensive understanding of the author’s opinion of this text, and the techniques that are used to convey this opinion, for example, the author thinks it is very important; believes it is ‘one of the important symbols of Chinese culture’; believes that it’s interesting; discusses three distinct topics (food, how to cook, eating habits); provides examples to support the arguments; provides interesting anecdotes; give the title of the text as ‘Interesting Chinese food culture’.

The less successful responses:

• identifies some relevant information or displays only a limited understanding of the author’s opinion of this text and the techniques that are used to convey the opinion.

(d) The more successful responses:

• displayed comprehensive understanding of why Chinese people use a round table according to the text by pointing out it is convenient for everyone — put the food in the middle to share.

The less successful responses:

• displayed only partial understanding of the point above.

Part B

Question 4

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* clearly explained the reason that they are writing to the friend
* provided reasons, taken from the text, why their friend would benefit from attending a university in Australia (referred to the information in the text)
* used persuasive languages and techniques to convince the friend
* used the correct text type (a personal letter)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and cohesively.

The less successful responses:

* did not show a thorough understanding of the text
* simply repeated (or copied) what was in the text
* did not refer to the information from the text
* used text conventions for a text type different to a personal letter
* provided explanation rather than persuasive language and techniques to convince the friend to study in Australia
* did not express ideas logically and coherently and used incorrect grammar structures and vocabulary.

Section 3: Writing in Chinese

Question 5

Option 1

The more successful responses:

* were able to write about their experiences of learning Chinese
* were able to discuss and explain how and why China and Chinese language are important to them
* were able to support their thoughts with examples or other justification
* used the correct convention (a speech)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses:

* used ideas that were not relevant to the question
* showed a lack of language/vocabulary capacity of the topic
* didn’t address the “China” aspect and/or didn’t mention why these are relevant to themselves
* did not stick to the point
* used an incorrect text type (not in a speech format)
* used simple grammar structures and basic vocabulary with numerous errors
* did not express their ideas clearly, logically, and coherently
* used Pinyin in their writing.

Option 2

The more successful responses:

* were able to describe several tourist attractions in Australia
* were able to focus on what would make the tourist attractions appealing to Chinese visitors
* used the correct text convention (an article for a website)
* used descriptive and persuasive languages effectively to promote Australian tourist icons and encourage Chinese people to travel to Australia
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses:

* used ideas that were not relevant to the question set
* did not stick to the point
* were unable to explain and promote the tourist attractions
* did not use persuasive language to convince that Australia is the best destination for holidays
* wrote an incorrect text type (not an article for a website)
* showed a lack of language/vocabulary capacity of the topic
* showed limited knowledge about Australian tourist attractions
* used simple grammar structures and basic vocabulary with numerous errors
* their expressions were not clear, logical, and coherent
* used Pinyin in their writing.

Option 3

The more successful responses:

* were able to present reasons for writing the letter
* were able to provide the explanations about why they agree or disagree with the proposed ban to mobile phones at their school
* were able to support their opinions with examples or other justifications
* used the correct text type conventions (a formal letter to the school principal)
* used complex grammar structures and sophisticated vocabulary to express their opinions clearly, logically, and coherently.

The less successful responses:

* used ideas that were not relevant to the question set
* did not stick to the point
* were unable to present their opinion and argument on the issue
* were unable to explain and discuss their point of view with examples or other justification
* wrote an incorrect text type (no formal letter to the school principal)
* showed a lack of language/vocabulary capacity in 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.