2019 Chinese (background) 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.

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 opportunities to address all of the specific features which are stated in the Performance Standards in the subject outline.

When designing assessment tasks for the Folio, teachers need to ensure that they provide the students with the opportunity to address all of the specific features (i.e. I1, I2, E1, E2, E3, IR1, IR2 and IR3) as stated in the Performance Standards in the Subject Outline.

Interaction

The more successful responses commonly:

* demonstrated a clear understanding of the purpose, audience, and context of their texts, and this understanding influenced the ways in which the text was structured and the language was used
* featured highly competent expression of opinions in response to open-ended questions, without being overly reliant on a script, particularly in the assessment design criteria of Ideas and Expression
* supported and justified their opinions with logical and coherent evidence
* created the desired interest, impact and engagement of the audience, 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 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
* were based only on personal experience in the discussions.
* *Note:* In discussions, care should be taken to give students the opportunity to expand on answers. Folio – Interaction tasks should have different content to the oral presentation tasks.

Text Production

The more successful responses commonly:

* were based on a specified contemporary issue, and the teacher had focussed on one text type and explicitly taught the language and structure relating to this text type
* were based on more specific questions than ‘Write an essay on…’ or ‘Write a response to ...’ , and clearer instructions of a specific task (context, audience and purpose of writing) were given
* provided detail and justification of their ideas
* 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
* utilised 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/information without adequate analysis
* bore limited relevance to the topic and purpose, with superficial expression of ideas, and a lack of detail
* were incoherent and poorly structured.

Text Analysis

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.

It is important to be clear about the requirements as set out in the subject outline, and give students opportunities to fulfil these requirements. Some good text analysis tasks allowed students to compare the perspectives, ideas, and opinions in the texts, thus demonstrating their competence in the essential part of this assessment — the Evaluation and Reflection assessment design criterion. It was difficult for students to demonstrate specific feature ER2 (Analysis of linguistic, cultural, and stylistic features) if the written task only required them to respond to a text. The Text Analysis task needs to be designed to give students the opportunity to analyse, evaluate and reflect on linguistic and cultural aspects, based on their research and learning.

Assessment Type 2: In-depth Study

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

* an oral presentation in Chinese (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 should differ in context, audience, and purpose, and be supported by evidence of research, text analysis and evaluation, and planning and preparation. 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.

The more successful responses commonly:

* focussed on a specific topic that was of interest or relevance to the student
* analysed findings from a variety of sources and synthesised information (written responses in Chinese)
* used sophisticated linguistic structures and featured expressive communication
* consistently observed conventions of text types
* used appropriate referencing methods, correctly referencing quotes and the ideas of others, which were then elaborated upon in the student’s own words
* presented the process of their IDS research in a spontaneous and independent way, without over-reliance on pre-prepared answers or reading from a script (oral presentation in Chinese)
* demonstrated a comprehensive understanding of the subject of the study, such as the different views of society on this issue, the points of contention, international views (e.g. compare the issue in China with different countries), etc.
* 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 focussed 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:

* chose broad and general topics, making it difficult for students to demonstrate the Ideas assessment design criterion to a high level
* presented data/information as a series of quotes without attempts to analyse and explain the information, ideas, or perspectives
* presented merely general information on the topic or simply described the process of their research rather than providing a personal reflection on cultural perspectives, or profound learning of the topic (reflection in English)
* were brief and superficial, only using simple sentence structures and vocabulary, thereby lacking clarity of expression.

External Assessment

Assessment Type 3: Examination

Students undertake one 15-minute oral examination and a 190-minute written examination on the prescribed themes which are stated in the subject outline (pages 41-42).

Oral Examination

The most successful students in this area showed that:

* their topics were carefully chosen, refreshing, meaningful and interesting
* their research was conducted appropriately and thoroughly
* they were able to demonstrate an excellent knowledge and deep understanding of their research topics
* they were able to demonstrate excellent research skills such as analysis and data selection (selecting useful resources), logical reasoning, abstract summary and conclusion
* they were able to interpret experts’ theories accurately and use them as references to justify their views
* their expressions were clear, logical and coherent using sophisticated language (grammatical rhetoric and vocabulary) and fluency
* they had a profound and insightful reflection on their study including their own values, beliefs, ideas and experiences
* they were confident and well prepared for the discussion (the oral examination).

The less successful students appeared to:

* be lacking depth in the topic which they researched – resulting in discussion of issues at a surface level
* be lacking focus on the topic
* lack the ability for comprehensive analysis and abstract summary
* select 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
* be unable to provide an insightful and deep reflection on their learning
* be unable to explain their opinions clearly, logically, and coherently
* be unable to provide evidence of learning, e.g. resources studied, current situation of the issue in society, experts’ opinions on the issue
* lack the knowledge and skills to conduct research
* respond without considering the questions being asked by the examiners
* give memorised or rehearsed answers rather than spontaneous responses.

Advice for improvement

* carefully choose the topic
* 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
* read experts’ and scholars’ books, articles, statements on the issue of your topic as much as possible, and use them to support your opinion
* develop language skills e.g. using communication strategies, using sophisticated linguistic structures and cohesive devices.

Written Examination

Section 1: Listening and Responding

Part A

Question 1(a)

The more successful responses

* were able to display a full understanding of the reason why Dr Li was invited to appear on the *Man and Nature* program at this time by pointing out that the sixth species extinction is a hot topic currently and he is on the program to inform people about the importance of protecting wildlife.

The less successful responses

* were unable to fully identify the points mentioned in the text
* were unable to infer that the sixth species extinction being a hot topic was why Dr Li had been asked to appear on the program now
* were unable to clearly express and explain their answers due to their poor English ability
* answered the question in Chinese.

Question 1(b)

The more successful responses

* display comprehensive understanding of the phrase ‘多米诺效应’ in the context of the interview by mentioning that regional species extinction impacts the food chain order, which leads to global ecosystem change and ultimately affects all humans.

The less successful responses

* were unable to fully understand the points mentioned in the text
* did not demonstrate comprehensive analysis of the text and summary of the main points
* were unable to clearly express and explain their answers due to their poor English ability
* answered the question in Chinese.

Question 1(c)

The more successful responses

* fully identified and accurately summarised four of the strategies that Dr Li uses to emphasise the importance of the issue. The four strategies are: referring to the work of researchers/statistics; giving an example of the white rhino; explaining how extinction will eventually affect humans and giving an example of how China is already affected.

The less successful responses

* misunderstood the question
* were unable to fully identify the points mentioned in the text
* lacked evidence of comprehensive analysis and abstract summary
* poor English level affected their ability to express their answer clearly
* answered the question in Chinese.

Question 1(d)

The more successful responses

* displayed comprehensive understanding of what Dr Li means when he says ‘量变必然会引起质变’ by mentioning that a change in the quantity of animals/species will result in a change to the quality of the ecosystem.

The less successful responses

* wrongly interpreted and or misunderstood the question
* were unable to accurately summarise Dr Li’s views
* misinterpreted and/or misunderstood Dr Li’s views
* did not provide justification from the text
* lacked comprehensive analysis and abstract summary
* were unable to clearly express and explain their answers due to their poor English ability
* answered the question in Chinese.

Section 1: Listening and Responding

Part B

Question 2

The more successful responses

* were able to demonstrate a thorough understanding of both arguments expressed in the two texts
* analysed, compared and contrasted both points of view on issues from the two texts
* were able to write an article (for a radio station’s blog) clearly, logically and coherently.

The less successful responses

* didn’t fully understand the issues that were presented in the texts
* simply repeated (or copied) what was in the texts without any analysis, comparison or contrast of the opinions in the texts
* did not cover both sides of the argument
* did not present personal opinions
* used an incorrect text type (e.g. wrote a letter or a speech instead an article)
* lacked logic and structure in their writing
* lacked the ability for comprehensive analysis and abstract summary
* were not relevant to the texts
* used incorrect characters, punctuation marks, paragraphs and/or formatting.

Section 2: Reading and Responding

Part A

Question 3(a)

The more successful responses

* interpreted and explained the meaning of the three idioms in the context of the text accurately: 不遗余力 – describes the parents making all the effort/giving their best for their children’s education 无懈可击 – there is nothing wrong for parents to value the education of their children 病入膏肓 – there is a serious problem with the American education system.

The less successful responses

* misunderstood the idioms
* explained the idioms in the context of the text incorrectly
* failed to convey their opinions/explanations clearly, logically and cohesively.

Question 3(b)

This question required students to have a good knowledge of Chinese rhetorical techniques and literary devices.

The more successful responses

* correctly identified and explained two different types of literary device (which are metaphor and rhetorical question) used in the text, and provided a comprehensive explanation of each of the devices in the context of the text.

The less successful responses

* wrongly identified one or both of the literary devices
* identified only one type of literary device
* explained the literary device in the context of the text incorrectly.

Question 3(c)

The title of the article should be reflected in the central idea of the article.

The more successful responses

* correctly identified and summarised the central idea of the article
* created an appropriate title and provided a comprehensive justification of the choice

The less successful responses

* were unable to correctly identify and summarise the central idea of the article
* created a title which did not reflect the central idea of the article
* provided a limited justification of the choice.

Question 3(d)

The more successful responses

* were able to accurately analyse and summarise the author’s views on the education system in China, such as the author’s view being negative; he thought China’s system is mechanical and boring; limited freedom for students; can only be good on paper; can’t cultivate talent for scientific and technological innovation etc.
* conveyed their explanation clearly, logically and coherently with justification from the text.

The less successful responses

* misunderstood the article/text
* misunderstood the author’s opinions
* did not present opinions logically and coherently
* answers without justification from the text

Section 2: Reading and Responding

Part B

Question 4

The more successful responses

* referred to the information in the text
* demonstrated a thorough understanding of the issues in the text
* showed high ability in comprehensive analysis and abstract summary
* analysed and evaluated both sides of the opinions
* used the correct text type (wrote an online article)
* used complex grammar structures and sophisticated vocabulary to express their own views clearly, logically and cohesively

The less successful responses

* did not show a thorough understand of the issues which were presented in the text
* simply repeated (or copied) what was in the text without any analysis of the issue
* did not refer to the information from the text
* lacked the ability for comprehensive analysis and abstract summary
* mentioned about how good the *One Belt, One Road* will be for China only (no mention of the impact on another countries and the world)
* expressed ideas at a superficial level
* were not relevant to the question
* did not put forward their own understanding of and opinion on *One Belt, One Road*
* wrote an incorrect text type (e.g. wrote a letter)
* wrote the article without a title
* used a poor standard of language (e.g. no complex grammar structures or sophisticated vocabulary)

Section 3: Writing in Chinese

Question 5

The more successful responses

* demonstrated a thorough understanding of the impact that the transformation of young peoples’ concept of employment has on the job market
* provided their analysis about issues and their advice to the readers, with justifications
* referred to the texts studied during the year
* used the correct text type conventions (a newspaper article)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically and coherently.

The less successful responses

* expressed ideas that were not quite relevant to the question set
* showed a lack of knowledge and understanding of the issue
* had no analysis or advice for the readers
* lacked depth: their thoughts were at a superficial level
* did not stick to the point
* points were not clearly, logically and coherently expressed and justified
* wrote an incorrect text type, (e.g. wrote a letter or a speech)
* used a poor standard of language (e.g. no complex grammar structures or sophisticated vocabulary)

Question 6

The more successful responses

* demonstrated a thorough understanding of the impact of the implemented reforms and opening-up policyoin China over the last 40 years
* provided analysis and evaluation of the reforms and opening-up policy, and both positive and negative impacts
* were able to use personal stories as evidences to justify opinions
* referred to the texts studied during the year
* used the correct text type conventions (a letter to an editor)
* used complex grammar structures and sophisticated vocabulary
* expressed their thoughts clearly, logically and coherently.

The less successful responses

* expressed ideas that were not quite relevant to the question set
* showed a lack of knowledge and understanding of the reform and opening-up policy and its impacts on Chinese society
* discussed without any analysis or evaluation of the policy and its impacts
* showed a lack of depth: ideas were at a superficial level
* did not stick to the point
* had opinions that were not clearly, logically and coherently expressed and justified
* wrote an incorrect text type (e.g. an article instead a letter)

Question 7

The more successful responses

* demonstrated a thorough understanding and knowledge of how social media has impacted on our society – the relationships between people in particular
* were able to provide examples and make comparisons to justify their argument
* were able to provide their own opinions and suggestions on the issues caused by social media, with justification
* referred to the texts studied during the year
* used the correct text type convention (a speech for debate)
* used complex grammar structures and sophisticated vocabulary to express opinions clearly, logically and coherently.

The less successful responses

* expressed opinions that were not quite relevant to the question set
* showed a lack of knowledge and understanding of the topic
* showed a lack of depth: the discussion was at a superficial level
* did not stick to the point
* wrote an incorrect text type
* gave opinions that were not clearly, logically and coherently explained and justified
* did not use complex grammar structures and sophisticated vocabulary

Question 8

The more successful responses

* demonstrated a thorough understanding the issues faced by overseas students returning to China
* were able to analyse and evaluate both the needs of the employment market in China and the needs of the individual overseas students
* were able to form their own opinions and include suggestions to discuss how overseas students can achieve their goals and also meet the needs of society after returning home
* were able to justify their opinions
* used the correct text type conventions (a website article)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically and coherently

The less successful responses

* showed a limited of knowledge and understanding of the issues
* were not quite relevant to the question set
* did not stick to the point
* showed a lack of depth: their thoughts on the issue were at a superficial level
* expressed opinions that were not clearly explained and justified
* wrote an incorrect text type
* did not present their ideas logically and coherently
* did not use complex grammar structures and sophisticated vocabulary