2022 Chinese Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, 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.

School Assessment

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

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.

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.

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 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
* ensuring the design of Interaction tasks provide 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
* 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.

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

Effective text analysis tasks gave students 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 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.

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).

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 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). 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, and be supported by evidence of research, text analysis and evaluation, and planning and preparation

The more successful students 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 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.

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).

Teachers can elicit more successful responses by:

* providing opportunities for students to develop strong language skills, such as using communication strategies, using sophisticated linguistic structures and cohesive devices
* providing opportunities for students to develop the knowledge and skills of Chinese language and can 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
* demonstrated a 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 ability
* 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
* consistently used incorrect pronunciation
* had limited Chinese language knowledge to maintain the discussion.

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.

Section 1: Listening and Responding

Question 1

(a) The more successful responses:

* fully explained the purpose of the message. For example, Xiaomei rings to invite Dayong to her birthday and outlines her birthday plans.

The less successful responses:

* were unable to or only partially explained the purpose of the message.

(b) The more successful responses:

* correctly identified the conditions of ‘it is too hot’ or ‘it rains’ that would cause a change of plan.

The less successful responses:

* were unable to identify the conditions.

Question 2

(a) The more successful responses:

* correctly identified that the conversation took place on Friday (or five weeks after Linlin came to the school).

The less successful responses:

* were unable able to identify when the conversation took place.

(b) The more successful responses:

* fully explained Linlin is anxious because her English is not good, (she is having difficulty understanding the lessons and communicating with her classmates.) She also misses her family and friends in China.

The less successful responses:

* were unable to or only partially explained the reasons for Linlin being anxious.

(c) The more successful responses:

* fully explained why Linlin says ‘I am lucky to have a good friend like you’. For example, Will shows concern about Linlin by asking her how she is feeling and whether she is getting used to the new school; advised her to relax and contact her family and friends via social media; offers to help her if she needs.

The less successful responses:

* were unable to or only partially explained why Linlin says ‘I am lucky to have a good friend like you’.

(d) The more successful responses:

* fully explained what ‘中国的文化跟澳大利亚的的文化不一样’ means in the context of the conversation. The main points should include the culture differences in the context of the conversation were the parental expectations (examples such as Chinese parents want their children to be the best in school, and Australian parents want their children do their best) and the school education focuses (examples such as Chinese school request students do a lot of homework, test, exams and go to weekend tutoring classes. Australian students don’t have those pressures).

The less successful responses:

* were unable to or were partially explained ‘中国的文化跟澳大利亚的的文化不一样’ means in the context of the conversation.

Section 2: Reading and Responding

Part A

Question 3

(a) The more successful responses:

* correctly identified why Ma Xin accepts David’s invitation – he wants to experience everything that Australia has to offer.

The less successful responses:

* did not correctly identified why Ma Xin accepts David’s invitation.

(b) The more successful responses:

* displayed comprehensive understanding of why Ma Xin says ‘这和我在中国的生活很不一样’. For example, his friends and family do not really enjoy strenuous sport; they do not like going to watch games on the weekend; they prefer activities such as Tai Chi, walking, Ping pong and dancing.

The less successful responses:

* displayed partial understanding of why Ma Xin says ‘这和我在中国的生活很不一样’
* identified some relevant information.

(c) The more successful responses:

* comprehensively evaluated Ma In’s experience and determined whether he will play the game again with supporting evidence from the text. For example, Ma Xin said he had fun playing the game and encouraged others to try this experience; however, he also said he does not like sport very much; he had sore arms and legs; he said he will never be a footballer; he said that next weekend he will go along to watch David’s team play and enjoy the BBQ.

The less successful responses:

* partially evaluated Ma Xin’s experience
* identified some relevant information.

(d) The more successful responses:

* created an appropriate title and fully explained the choice.

The less successful responses:

* created a title and partially explained the choice.
* created an inappropriate title.

Part B

Question 4

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* used the correct text type (a formal email for application)
* used persuasive languages and techniques to convince the manager of the agency that their family would be a good host family required
* addressed that the host family can provide a safe and enjoyable cultural experience in Australia
* 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
* did not address why the host family is able to provide a safe and enjoyable cultural experience in Australia
* used text conventions for a text type different to a formal email
* provided explanation rather than persuasive language and techniques to convince the manager
* 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 Year 12 student’s life in general
* were able to discuss and provide advice to a friend on the topic of Year 12 students working part-time
* were able to support their thoughts with examples or other justification
* used the correct convention (an informal email to a friend)
* 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
* didn’t give any suggestions to the friend
* did not express their view on Year12 students working part-time clearly, logically, and coherently
* did not stick to the point
* used an incorrect text type (not an informal email)
* 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.

Option 2

The more successful responses:

* were able to describe their holidays in China in detail
* were able to describe their cultural experience on the trip
* used the correct text convention (a speech for a school Chinese class)
* 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 describe their holidays in detail
* did not write about their cultural experience during the holiday
* wrote an incorrect text type (not a speech to school Chinese class)
* showed a lack of language/vocabulary capacity of the topic
* showed limited knowledge about Chinese culture
* 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 write the about the advantages and disadvantages of using computers in classroom
* were able to put forward suggestion on using computers in classroom
* were able to support their opinions with examples or other justifications
* used the correct text type conventions (a report to the school’s student council)
* 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 write their opinion about the advantages and disadvantages of using computers in classroom
* were unable to write their point of view with examples or other justification
* used an incorrect text type (not a report to the school’s student council)
* 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.