2022 Chinese Background Speakers 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 opportunities 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 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.

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

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 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.

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 (5–7 minutes)
* a written response to the topic in Chinese (maximum of 1000 characters)
* a reflective response in English (maximum of 600 words).

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 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 Response 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 130-minute written examination on the prescribed themes which are stated in the subject outline (pages 32–34).

Teachers can elicit more successful responses by:

* supporting students to have a good understanding of all the themes and topics covered in the Subject Outline
* supporting students develop the knowledge and skills of the Chinese language so that they can convey their ideas accurately, logically, and coherently
* supporting students to develop their ability to analyse, compare, and contrast information and ideas in texts
* supporting students to develop their abilities in analysis of linguistic and cultural features in texts, for example, linguistic devices and idioms
* helping students to develop their language skills (e.g. using communication strategies, using sophisticated linguistic structures and cohesive devices)
* encouraging students to fill in the SACE oral examination outline form clearly as an important part of the preparation.

Oral Examination

Students have a discussion on their In-depth Study with two examiners for 15-minutes.

The more successful responses commonly:

* presented on carefully chosen meaningful and interesting topics
* provided evidence of research that was conducted appropriately and thoroughly
* demonstrated a deep understanding of their research topics
* demonstrated excellent research skills such as analysis and data selection (selecting useful resources), logical reasoning, abstract summary, and conclusion
* interpreted experts’ theories accurately and used them as references to justify their views
* expressed themselves clearly, logically, and coherently using sophisticated language (grammatical rhetoric and vocabulary) and fluency
* provided a profound and insightful reflection on their study including their own values, beliefs, ideas, and experiences
* were confident and well prepared for the discussion (the oral examination).

The less successful responses commonly:

* lacked depth in the topic of their research — resulting in discussion of issues at a surface level
* lacked focus on the topic
* lacked the ability for comprehensive analysis and abstract summary
* 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)
* were unable to provide an insightful and deep reflection on their learning
* were unable to explain their opinions clearly, logically, and coherently
* were unable to provide evidence of learning (e.g. resources studied, current situation of the issue in society, experts’ opinions on the issue)
* responded without considering the questions being asked by the examiners
* gave memorised or rehearsed answers rather than spontaneous responses.

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

The more successful responses

* were able to demonstrate a thorough understanding of both arguments on the issue as expressed in the two texts which was about parents not pushing their children to attend extra curriculum outside school
* were able to analyse, evaluate, compare, and contrast both points of view expressed in the audio records
* were able to provide and justify their own opinion on the issues
* used the correct convention (an article for a Chinese online education magazine)
* used expression which was clear, logical, and coherent.

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, evaluation, 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 (not an article or in article form but without a title)
* lacked logic and structure in their writing
* lacked the ability for comprehensive analysis and abstract summary
* ideas were not relevant to the texts
* used incorrect characters, punctuation marks, paragraphs and/or formatting
* use Pinyin instead of characters.

Section 2: Reading and Responding

Part A

Question 2(a)

This is a straightforward question requiring a factual answer from the text.

The more successful responses

* comprehensively explained why Chinese people should have cultural confidence. For example, currently China is the second-largest economy in the world and Chinese culture has 5000 years of being a great civilisation and a rich heritage.

The less successful responses

* misunderstood the text and or the main points of the text
* displayed only partial understanding of the question
* were unable to convey their opinions/explanations clearly.

Question 2(b)

This question required students to have a good knowledge of Chinese idioms.

The more successful responses

* were able to comprehensively and accurately explains the meaning of the two idioms 邯郸学步and 数典忘祖 in the context of the text.

The less successful responses

* misunderstood the idioms
* were unable to explain the idioms in the context of the text correctly
* partially explains the meaning of the idioms
* didn’t explain the idioms in the context of the text.

Question 2(c)

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

The more successful responses

* correctly identified two rhetorical techniques used in the text such as rhetorical questioning and parallelism, and comprehensively explained the effects of each technique in the context of the text clearly and accurately. For example, ‘rhetorical question’ arouses the reader's interest, leading to the following: ‘parallelism’ creates a rhythm, enhances language momentum which makes the author’s point of view come across more strongly.

The less successful responses

* identified the two rhetorical techniques but were unable to explain the effects of each rhetorical techniques in the context of the text correctly
* were unable to identify the two rhetorical techniques used in the text correctly and/or unable to explain the effects of each rhetorical techniques.

Question 2 (d)

This question required students to have a good understanding of the text and interpret and explain the meaning of the statement from the text.

The more successful responses

* comprehensively explained what ‘me’ and ‘us’ refer to and why such a transition has taken place. For example, ‘me’ refers to China’s own traditional culture and ‘us’ refers to China opening to globalisation, to different cultures around the world. This transition has occurred because China’s economy has grown, the country has become more confident and is ready to play a leading role as a major world power.

The less successful responses

* partially explained the use of ‘me’ and ‘us’
* partially explained why such a transition has taken place.

Part B

This part of the examination required students to interpret and analyse a written text and answer the questions in English.

Question 3(a)

The more successful responses

* were able to interpret the meaning of the two idioms 可望而不可即and 雪中送炭and comprehensively explains their meaning in the context of the text in English accurately.

The less successful responses

* misunderstood the idioms
* were unable to explain the idioms in the context of the text correctly
* did not explain the idioms in the context of the text in English
* answered the question in Chinese characters.

Question 3(b)

The more successful responses

* were able to comprehensively explain the phrase “新的发展格局” and supported by examples from the text clearly and correctly in English. For example, the new development paradigm is to a new focus on efficient and sustainable development of the national economy. This includes cutting tariffs on products that reduce environmental pollution and promote manufacturing efficiencies such as the auto parts that cut exhaust emissions and the new third-generation semiconductors that will promote the rapid growth of high-tech industries.

The less successful responses

* were unable to or only partially explained the phrase “新的发展格局” correctly
* did not respond to the question clearly in English
* misunderstood the question
* answered the question in Chinese characters.

Question 3(c)

The more successful responses

* were able to provide a comprehensive explanation of why the author says “将对相关企业的生存和发展提出新的挑战” clearly and correctly in English. For example, the author says this because: transforming business products will need a lot of money; modernising production lines will require employee training; inefficient enterprises will face closure and employees in inefficient business will face unemployment.

The less successful responses

* misunderstood the statement
* were unable to explain why the author says it
* provide partial explanations of why the author says it
* were unable explain their opinions clearly in English
* answered the question in Chinese characters.

Section 3: Writing in Chinese

Question 4

Option 1

The more successful responses

* demonstrated a thorough understanding of the environmental issues, global warming in particular
* provided a comprehensive information, analysis, evaluation on the issues with justifications
* provided explanation on why China should take a leadership role in addressing global warming in the world
* provide some recommendations for resolving the issues
* used the correct text type conventions (an article for an environmental conservation magazine)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses

* ideas that were not quite relevant to the question
* showed a lack of knowledge and understanding of the issue of global warming
* lacked comprehensive analysis and evaluation of the issue
* lacked depth: their thoughts were at a superficial level
* did not stick to the point
* points were not clearly, logically, or coherently expressed or justified
* used an incorrect text type, (not an article for an environmental conservation magazine)
* lacked accuracy and appropriateness of expression (e.g. an article without a tittle, no complex grammar structures, or sophisticated vocabulary; incorrect paragraph structure; incorrect characters; etc.)

Option 2

The more successful responses

* demonstrated a thorough understanding of the issues of young people, born around year 2000 in particular
* provided a comprehensive information, analysis, evaluation on the arguments with justifications
* were able to explain own point of view using highly persuasive language consistently
* used the correct text type conventions (a speech)
* 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
* showed a lack of knowledge and understanding of the topic
* showed a lack of depth — their thoughts were at a superficial level
* presented information not relevant to the question
* included opinions that were not clearly, logically, and coherently expressed or justified
* used an incorrect text type (not a speech)
* lacked accuracy and appropriateness of expression (e.g. no complex grammar structures or sophisticated vocabulary; incorrect paragraph structure; incorrect characters; etc.).

Option 3

The more successful responses

* demonstrated a deep understanding of privacy issues when using technology)
* provided persuasive and informative explanations on the importance of protecting one’s privacy when using technology
* justify their views by providing examples of why protection of privacy is important and as to how privacy can be protected
* used the correct text type (an informal email to own family member)
* used complex grammar structures and sophisticated vocabulary to express opinions clearly, logically, and coherently.

The less successful responses

* ideas and opinions that were not quite relevant to the question
* showed a lack of knowledge and understanding of the topic of privacy issues when using technology
* showed a lack of depth - the discussion was at a superficial level
* included information not relevant to the question
* used an incorrect text type (not an informal email to own family member)
* gave opinions that were not clearly, logically, and coherently explained or justified
* lacked accuracy and appropriateness of expression (e.g. no complex grammar structures or sophisticated vocabulary; incorrect paragraph structure; incorrect characters; etc.).

Option 4

The more successful responses

* demonstrated a thorough understanding of the topic of the linguistic and cultural features used in one recent literary work
* were able to discuss the creative effects of the literary work
* were able to analysis the linguistic features and cultural features of work with specific examples
* used the correct text type conventions (an essay for readers who are interested in Chinese literature)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses

* showed a limited knowledge and understanding of the topic
* were not quite relevant to the question
* showed a lack of depth
* didn’t provide an example
* expressed opinions that were not clearly explained or justified
* used an incorrect text type (not an essay)
* did not present their ideas logically and coherently
* lacked accuracy and appropriateness of expression (e.g., no complex grammar structures or sophisticated vocabulary; incorrect paragraph structure; incorrect characters; etc.).