# Chinese (background speakers) 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 for the folio: interaction, text production, and text analysis. Most teachers designed four or five tasks for this assessment type, which provided students with more opportunities to demonstrate evidence against the performance standards in this assessment type.

## Interaction

*The more successful responses commonly:*

* demonstrated a clear idea of the purpose, audience, and context of the task through the use of subject-specific and context-appropriate information and linguistic resources
* demonstrated competence in relation to the ideas and the expression assessment design criteria by expressing opinions in response to open-ended questions, without being reliant on a script

*The less successful responses commonly:*

* provided very general information on the topic, with little or no explanation of the information they referred to, limited analysis, and lack of depth
* demonstrated limited confidence and preparation to respond in greater depth to unscripted questions and comments from the interlocutor

## Text Production

*The more successful responses commonly:*

* were based on a specified contemporary issue
* demonstrated an understanding of the language and structures relevant to the specified text type
* were in response to a focused question or stimulus, and specified a clear context, purpose, audience, and kind of writing
* addressed an issue, as specified in the subject outline
* conveyed opinions about the issue, as well as detailed information
* identified and used appropriate information and ideas from reference texts to formulate and express ideas, information, and opinions

*The less successful responses commonly:*

* provided a response with limited information on a topic and without considering different perspectives

## Text Analysis

*The more successful responses commonly:*

* analysed and provided details about the content, purpose, audience, language, and structure of the text(s)
* demonstrated an understanding in the student’s own words and with appropriate textual references to support opinions and inferences
* came from tasks that provided an opportunity for students to compare the perspectives, ideas, and opinions in the text(s) on the topic, thus demonstrating their competence in the evaluation and reflection assessment design criteria.

*The less successful responses commonly:*

* identified key issues in the text(s) but did not use examples from the text(s) effectively to support their analysis.

## Assessment Type 2: In-depth Study

Students are required to carry out an in-depth study (IDS) on one contemporary issue. There are three assessments for the in-depth study: oral presentation in Chinese, written response to the topic in Chinese, and reflective response in English.

As specified in the subject outline, the writing in Chinese and oral presentation in Chinese tasks should differ in context, purpose, and audience.

*The more successful responses commonly:*

* focused on a specific topic that was of interest or relevance to the students
* analysed findings from a variety of sources and synthesised information (for the written response in Chinese)
* used appropriate referencing methods and correctly referenced quotes and the ideas of others, which were elaborated upon in the student’s own words
* were able to present ideas, opinions, and perspectives on an aspect of their in‑depth study in a spontaneous and independent way, without over-reliance on prepared answers or reading from a script (for the oral presentation in Chinese)
* demonstrated analysis and comprehensive knowledge of the chosen topic
* presented focused information on specific aspects of the topic and elaborated in detail with analysis and/or explanation of how the texts studied informed their own understanding and perspectives on the topic (for the reflective response in English).

*The less successful responses commonly:*

* investigated a topic that was too broad and general, making it difficult to demonstrate evidence against the ideas assessment design criterion to a high level
* presented a series of quotes with little or no attempt to analyse and evaluate the information, ideas, or perspectives
* did not demonstrate a clear purpose other than to present some general information on the topic or to simply describe the process of their research (for the reflective response in English).

# External Assessment

## Assessment Type 3: Examination

Students undertake one 10 to15 minute oral examination and one 3-hour written examination on the prescribed themes which are stated in the subject outline (pages 44-45).

**Oral Examination**

*The most successful responses commonly:*

* made use of carefully chosen, stimulating, meaningful and interesting topics
* included evidence of appropriate and thorough research
* demonstrated an excellent knowledge and deep understanding of the research topic
* provided evidence of excellent research skills such as: effective resource and data analysis (e.g. selecting useful resources), logical reasoning, drawing valid conclusions and reflections
* interpreted experts’ opinions accurately and used them appropriately as substantiation to justify their views
* used clear, logical and coherent expression with sophisticated language use (grammatical rhetoric and vocabulary)
* provided an insightful reflection on the study including students’ own values, beliefs, ideas and experiences
* demonstrated effective exchange and explanation of information, opinions and ideas.

*The less successful responses commonly:*

* lacked evidence of insightful and skilled research
* lacked evidence of depth of research and comprehensive analysis
* provided irrelevant responses to examiner’s questions
* used memorised/rehearsed answers rather than spontaneous discussion
* did not provide clear and coherent explanations of the student’s opinions of the topic researched.

**Written Examination**

**Section 1: Listening and Responding - Part A – Responding in English**

Question 1(a)

*The more successful responses commonly:*

* fully identified the four issues mentioned in the text.

*The less successful responses commonly:*

* were unable to identify all of the issues mentioned in the text.

Question 1(b)

*The more successful responses commonly:*

* correctly explained the meaning of “杀鸡取卵” within the context of the text.

*The less successful responses commonly:*

* provided a wrong interpretation of the idiom in the context of the text
* partially explained the meaning of “杀鸡取卵” within the context of the text
* explained the meaning of the idiom but not in the context of the text.

Question 1(c)

*The more successful responses commonly:*

* fully identified Mr Chen’s feelings about his trip to China
* provided comprehensive evidence from the text to support the response.

*The less successful responses commonly:*

* identified some of Mr Chen’s feelings about his trip to China
* incorrectly identified and/or explained Mr Chen’s feelings
* did not provide justification from the text.

**Section 1: Listening and Responding - Part B – Responding in Chinese**

Question 2

*The more successful responses commonly:*

* demonstrated a thorough understanding of both texts
* provided clear evidence of analysis, evaluation, comparison and contrast of both points of view on issues from the two texts
* provided clear, logical and cohesive evidence of the students’ own opinions
* clearly outlined the issue discussed
* provided justification of own opinions.

*The less successful responses commonly:*

* did not fully demonstrate the understanding of issues which were presented in the texts
* provided a response without analysis, comparison or evaluation of the issues
* provided only one side of the argument
* did not put forward their own opinions on the issue
* used an incorrect text type as a response.

**Section 2: Reading and Responding Part A – Responding in English**

Question 3(a)

*The more successful responses commonly:*

* demonstrated excellent comprehension skills by analysing and summarising how the changes in caili and jiazhuang are reflected in the values of Chinese society
* used accurate examples from the text to support the response.

*The less successful responses commonly:*

* partially explained how the changes in caili and jiazhuang are reflected in the values of Chinese society
* incorrectly analysed and explained the information in the text
* discussed the changes in caili and jiazhuang but omitted to explain how these changes are reflected in the values of Chinese society.

Question 3(b)

*The more successful responses commonly:*

* demonstrated good knowledge and skills of Chinese literary appreciation by identifying that the text was written in the first person (第一人称) and understood the effectiveness of using this writing technique
* illustrated evidence of a clear, logical and cohesive view point.

*The less successful responses commonly:*

* showed little or no knowledge of the writing technique “point of view”, confusing “point of view” with “form of address”
* did not identify that the text was written in the first person
* did not explain the effectiveness of use this writing technique.

Question 3(c)

*The more successful responses commonly:*

* displayed a comprehensive understanding of the author’s attitude towards caili and jiazhuang by analysing and summarising the information provided in the text
* provided relevant examples from the text.

*The less successful responses commonly:*

* demonstrated a partial or limited understanding of the author’s attitude towards caili and jiazhuang
* repeated information from the texts without analysis and explanation
* missed one or more of the important points such as: the proud history of the tradition, Chinese people’s life has improved the feeling that some people are becoming greedier etc.

Question 3(d)

*The more successful responses commonly:*

* interpreted the literal meaning of the idioms
* explained the meaning of the idioms in the context of the text thoroughly and accurately.

*The less successful responses commonly:*

* explained the idioms in the context of the text incorrectly
* provided explanations which were not presented logically and cohesively.

**Section 2: Reading and Responding, Part B – Responding in Chinese**

Question 4

*The more successful responses commonly:*

* referred to the information in the text
* demonstrated a thorough understanding of the issues in the text
* demonstrated comprehensive analysis and evaluation of the information in the article
* recognised that education institutions and the media are the keys in promoting Chinese culture
* included clear, logical and relevant opinions which were justified
* used the correct text type (email to the writer)
* showed evidence of complex grammar structures and sophisticated vocabulary use.

*The less successful responses commonly:*

* did not show a thorough understanding of the issues which were presented in the text
* repeated information from the text without any analysis or evaluation of the issues
* did not refer to the information in the text
* missed the point that “some of the primary school children think that Christmas is a Chinese traditional festival”
* did not present an opinion on the issue
* did not justify opinions on the issue
* incorrectly used some of the features of the text type
* lacked logical and cohesive text organisation
* provided less complex grammar structures and used less sophisticated vocabulary
* used incorrect characters, punctuation marks and grammatical structures.

**Section 3: Writing in Chinese**

Question 5

*The more successful responses commonly:*

* demonstrated a thorough understanding of the differences of educational philosophy and pedagogy in China and in western countries
* were able to acknowledge both advantageous and disadvantageous points of both Chinese and Western teaching methods
* compared and contrasted Chinese and Western teaching methods
* provided an evaluation of the effectiveness of the each method
* provided opinions with justifications
* referred to the texts studied during the year
* used correct convention of text type (report writing)
* used complex grammatical structures and sophisticated vocabulary
* demonstrated evidence of clear, logical and cohesive expression.

*The less successful responses commonly:*

* provided information that was irrelevant to the topic of the report
* showed a lack of knowledge and understanding about teaching methods of the two cultures
* lacked comparison, analysis or evaluation of each method
* lacked depth and displayed analysis at a superficial level
* did not use clear expression or justification of opinions/ideas
* used incorrect text type conventions
* did not use complex grammatical structures or sophisticated vocabulary
* used incorrect characters and punctuation marks.

Question 6

*The more successful responses commonly:*

* Demonstrated a thorough understanding of the issue of Chinese adolescents becoming “star chasers”
* Provided analysis and evaluation for the reason for this kind of behaviour
* Discussed both the positive and negative aspects of “star chasing”
* Provided advice to adolescents on how they might manage their behaviour
* Effectively justified all opinions and suggestions
* Referred to the texts studied during the year
* Used the correct conventions of the text type (an article for a Chinese Youth magazine)
* Used complex grammatical structures and sophisticated vocabulary.

*The less successful responses commonly:*

* Expressed ideas that were not relevant to the topic
* Showed a lack of understanding about the “star chasing” issue
* Discussed the topic without analysis or evaluation
* Lacked depth of treatment of the content
* Contained opinions that were not clearly expressed or justified
* Used incorrect text type conventions
* Used simple grammatical structures and vocabulary.

Question 7

*The more successful responses commonly:*

* demonstrated in-depth knowledge of at least one political change that has happened in China since 1949
* provided opinions and perspectives on political change(s)
* provided justification of all opinions
* referred to the texts studied during the year
* used the correct convention of the text type (a speech)
* used complex grammatical structures and sophisticated vocabulary
* expressed thoughts clearly, logically and cohesively
* used correct characters and punctuation.

*The less successful responses commonly:*

* expressed opinions that were not relevant to the question ( there was confusion between the concepts of “political change” and “policy change”)
* showed a lack of knowledge and understanding about the political changes in China since 1949
* did not provide the students’ own opinions and perspectives on the political change(s)
* lacked depth of treatment of the topic
* used an incorrect text type
* gave opinions that were not clearly explained or justified
* did not use complex grammatical structures or sophisticated vocabulary
* used incorrect characters, punctuation marks and grammatical structures.

Question 8

*The more successful responses commonly:*

* demonstrated a thorough knowledge and understanding about the contemporary writer or film director and their works
* displayed effective analysis of the characteristics and the creative style of the contemporary writer or film director
* included evaluation of the impact on society of their books or films
* expressed own opinions and ideas clearly and logically
* justified opinions and provided examples
* referred to the texts studied during the year
* demonstrated excellent skills in comprehensive analysis
* used correct conventions of text type (an online article)
* used complex grammatical structures and sophisticated vocabulary.

*The less successful responses commonly:*

* demonstrated limited knowledge and understanding about the contemporary writer or film director and their works
* were not relevant to the question
* showed a lack of depth – expressing superficial thoughts on the issue
* lacked evidence of comprehensive analysis
* expressed opinions that were not clearly explained and justified
* used an incorrect text type
* did not present ideas logically and cohesively
* did not use complex grammatical structures or sophisticated vocabulary
* used incorrect characters, punctuation marks and grammatical structures.