2020 Chinese (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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
* were unable to express their opinions clearly, logically and coherently
* had unclear pronunciation and were not very fluent, which affected their ability to convey their meaning
* were unable 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
* demonstrate good language skills by using complex grammar structures and appropriate/accurate vocabulary
* used the correct text type.

The less successful students commonly:

* had ideas that were not clearly expressed or were not quite relevant to the set question
* showed a lack of depth
* did not stick to the point
* wrote an incorrect text type
* were unable to use complex grammar structures and appropriate vocabulary correctly
* were unable to express their opinions/feelings clearly, logically and coherently.

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 analysis 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:

* were unable to identify and/or explain clearly the content, purpose, and intended audience of the texts
* were unable to demonstrate a full understanding of the content of the texts
* did not demonstrate comprehensive analysis and abstract summary
* were unable to demonstrate their ability to analyse the Chinese language features in the text such as stylistic features, linguistic and cultural features
* displayed insufficient reflective and detailed answers
* provided inadequate responses
* showed a lack of understanding of questions presented in the task.

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
* were unable to demonstrate a thorough understanding of the chosen topic (a lack of depth, the understanding was at a superficial level)
* were unable to demonstrate the progress of their learning
* showed a lack of information and resources
* showed a lack of analysis and summarising skills
* demonstrated limited proficiency in the Chinese language, only using 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
* displayed inadequate language to express their ideas and opinions on the chosen topic.

Advice for improvement

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 one 3 hour written examination related to the prescribed themes which are stated in the subject outline.

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:

* showed a lack of preparation and difficulty in comprehending the pre-prepared sample questions provided
* gave responses that were only simple and did not provide enough depth
* were unable to provide complete 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
* did not demonstrate satisfactory levels of fluency.

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
* were unable to maintain the discussion
* needed prompting to start answering
* were unable to provide an insightful and deep reflection on their learning
* used incorrect pronunciation
* did not demonstrate satisfactory levels of fluency
* did not have sufficient Chinese language 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) and (b)

The more successful responses:

* fully explained why Xiaoming did not wake up on time - understood that he did not sleep well, with the best students also identifying that this was because of the heavy rain overnight
* were able to identify that Xiaoming needed to wear his coat or put on more clothes before going to school.

The less successful responses:

* were unable to identify the reason Xiaoming did not wake up on time
* were unable to identify that Xiaoming’s mother insisted he needed to wear his coat or put on more clothes before going to school.

Question 2

The more successful responses:

* were able to both identify 3 techniques used in the advertisement and provide evidence from the text. Sample answers include:
* welcoming the customers/being friendly
* listing the variety of fruit available
* explaining how cheap it is
* the use of repetition
* persuading by listing the advantages of the fruit — fresh and good for health

The less successful responses:

* were unable able to identify 3 techniques used in the advertisement or did not provide evidence from the text to support their answers.

Question 3(a) and (b)

The more successful responses:

* were able to explain that Xiagang does not normally catch the bus to school as his dad takes him, but his dad is in Beijing until the weekend, so he needed to take the bus instead
* were able to provide the following 3 pieces of evidence to explain why Aunty Wang says 听上去你很喜欢你的学校:
* the campus is large and pretty
* the facilities are modern
* the library is quiet, comfortable, modern, new and had a large collection of books and magazines. He always goes there to study and do research.

When answering this question, students needed to be mindful of the order in which things are said. When Aunty Wang said: 听上去你很喜欢你的学校 she is referring to what Xiaogang had already said, not what he goes on to say afterwards.

The less successful responses:

* were unable to identify and explain why Aunty Wang was surprised to see Xiaogang at the bus stop
* displayed partial understanding of why Aunty Wang said ‘听上去你很喜欢你的学校
* identified some relevant information.

Question 4(a) and (b)

The more successful responses:

* were able to identify either that the speaker was in China for his birthday or that it was his 16th birthday
* fully Identified the 3 points mentioned in the text about how the speaker usually celebrates his birthday:
* he has a party at the beach or park
* dad cooks his favourite meal
* he chooses his birthday cake.

The less successful responses:

* displayed only a partial understanding of what is special about the speaker’s birthday this year
* only partially identified what the speaker usually does on his birthday.

Question 5

The more successful responses:

* were able to identify that:
* David planned to go to Sydney for Christmas and New Year with friends, and go swimming/surfing at the beach, or visit the zoo/Blue Mountains
* Mary was staying in Adelaide. Mary must work every day at her job in a Chinese restaurant to earn money to buy a car.

The less successful responses:

* only identified some of the relevant information.

Section 2: Reading and Responding Part A

Question 6

The more successful responses:

* correctly sketched and labelled the layout of a typical Siheyuan as described in the text.

The less successful responses:

* did not correctly sketch and/or label the layout of a typical Siheyuan as described in the text.

Question 7(a) and (b)

The more successful responses:

* fully identified that scarcity of land and the convenience of apartment living are the two reasons why apartment buildings having become so popular in China since the 1990s.
* provided comprehensive comparison of how the living arrangements described in Text 6 and Text 7 affect the way that people interact with each other. Such as:
* Siheyuan — people help each other, take care of each other, family relationship/friendship very close, live together, children grow up together, lively, and full of love
* Apartment — not everyone knows each other, do not interact, closed doors, very quiet, people feel alone.

The less successful responses:

* provided limited comparison of how the living arrangements described in Text 6 and Text 7 affect the way that people interact with each other
* identified some relevant information
* did not understand the question completely.

Section 2: Reading and Responding Part B

Question 8

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* clearly explained which tour they would prefer
* referred to the information in the text
* compared the different offerings of both tours to reinforce their argument
* used persuasive techniques to convince the friend to come on the tour
* used the correct text type (a personal email)
* 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 compare the information or explain their own ideas
* used an incorrect text type
* did not use persuasive techniques to convince the friend to come on the tour
* did not express ideas logically and coherently and used incorrect grammar structures and vocabulary.

Section 3: Writing in Chinese

Question 9

The more successful responses

* discussed and explained why it is important for students to protect the environment
* outlined and give examples of ways individual students can contribute to environmental protection
* used the correct convention (an article for the school magazine)
* 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 knowledge and understanding of the topic
* did not stick to the point
* used an incorrect text type (not an article for a school magazine)
* used simple grammar structures and basic vocabulary incorrectly
* did not express their ideas clearly, logically, and coherently.

Question 10

The more successful responses

* discussed and explained the importance of Australians studying the Chinese language
* were able to give reasons and examples to persuade the judges that they are the best candidate for the scholarship
* used the correct text 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 set
* did not stick to the point
* were unable to explain the importance of Australians studying the Chinese language
* did not use persuasive words to convince that they are the best candidate
* wrote an incorrect text type (not a speech)
* used simple grammar structures and basic vocabulary incorrectly
* their expressions were not clear, logical, and coherent.

Question 11

The more successful responses

* were able to reflect on their experiences as a Year 12 students
* were able to explain how the experiences have affected their study and future plans
* were able to provide details/examples about their experience
* used the correct text type (a diary entry)
* used complex grammar structures and sophisticated vocabulary to express 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
* wrote an incorrect text type (not a diary entry)
* the expressions were not clear, logical, and coherent
* used simple grammar structures and basic vocabulary with numerous errors.