# 2018 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 in this part: 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 the performance standards in this assessment type.

### 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).
* featured analysis and comprehensive knowledge of the chosen topics
* 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 one 3-hour 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 fully identify and accurately summarise the points of “the magazine article describing the concept of AI in our daily lives” as mentioned in the text

The less successful responses

* were unable to fully identify the points mentioned in the text
* lacked the ability for comprehensive analysis and abstract summary
* answered the question in Chinese

### Question 1(b)

The more successful responses

* fully identified and accurately summarised the points of “focus on the difference between United States and China” as mentioned in the text

The less successful responses

* were unable to fully identify the points mentioned in the text
* lacked the ability for comprehensive analysis and abstract summary
* answered the question in Chinese

### Question 1(c)

The more successful responses

* fully identified and accurately summarised the points of “the goals which the Chinese government hopes to achieve by 2030” as mentioned in the text

The less successful responses

* were unable to fully identify the points mentioned in the text
* lacked the ability for comprehensive analysis and abstract summary
* answered the question in Chinese

### Question 1(d)

The more successful responses

* fully identified and summarised Zhang Xin’s views about the development of AI technology from the text

The less successful responses

* wrongly interpreted and or misunderstood the question
* were unable to accurately summarise Zhang Xin’s views
* misinterpreted and/or misunderstood Zhang Xin’s views
* did not provide justification from the text
* lacked comprehensive analysis and abstract summary
* were unable to clearly express and explain their answers
* 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 Chinese university student magazine) 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
* 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

* not only interpreted the literal meaning of the idioms, but most importantly explained their meaning in the context, thoroughly and accurately

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 three different types of literary device used in the text, and explained the function of each of the devices in the context of the text.

The less successful responses

* wrongly identified some of the literary devices
* identified the literary devices all in one or two type/s but not three different types
* explained the literary device in the context of the text incorrectly.

### Question 3(c)

The more successful responses

* correctly identified and summarised two of the potential problems associated with internet languages from the text

The less successful responses

* were unable to identify two of the problems
* identified problems which were not relevant to the text.

### Question 3(d)

The more successful responses

* were able to accurately analyse and summarise the author’s statement of ‘人们应该用辩证的眼光看待网络语言’ with references from the text
* conveyed their explanation clearly, logically and coherently

The less successful responses

* misunderstood the question
* misunderstood the meaning of the word‘辩证’
* explained the meaning in the context of the text incorrectly
* their opinions were not presented logically and cohesively
* missed the entire question.

### 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
* used the correct text type (wrote a letter for publication on the website)
* 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
* missed the important point about “a lie” and “a goodwill lie”
* expressed ideas at a superficial level
* were not relevant to the question
* did not put forward their own understanding of and opinion on a goodwill lie
* wrote an incorrect text type (e.g. wrote an article instead a letter)
* formatted the letter incorrectly
* were not expressed logically and coherently with clumsy grammar structures and inaccurate vocabulary

### Section 3: Writing in Chinese

### Question 5

The more successful responses

* demonstrated a thorough understanding of the issues which senior citizens are facing
* provided their analysis about issues and their advice to the readers, with justifications
* referred to the texts studied during the year
* used the correct convention (an article for a magazine for the senior citizens)
* 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
* 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)
* did not complete the task.

### Question 6

The more successful responses

* demonstrated a thorough understanding of the development of gender equality in China
* provided analysis and evaluation on the development of gender equality in China
* were able to provide suggestions for improving the position of women in China with justified opinions
* referred to the texts studied during the year
* used the correct convention (a speech to a Chinese women’s association)
* 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 development of gender equality in China
* discussed without any analysis or evaluation on the development of gender equality in China
* showed a lack of depth: their thoughts on this issue 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 speech)
* did not complete the task.

### Question 7

The more successful responses

* demonstrated a thorough knowledge of China’s current environmental protection policies
* were able to assess the effectiveness and the challenges on China’s current environmental protection policies
* were able to provide their own opinions and suggestions on environmental protection issues, with justification
* referred to the texts studied during the year
* used the correct convention (a report for a Chinese environmental protection agency)
* 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 China’s current environmental protection policies
* did not provide their own opinions about the effectiveness, achievement and suggestions of China’s current environmental protection policies
* 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
* did not complete the task.

### Question 8

The more successful responses

* demonstrated a thorough understanding the issues about the culture of feudal superstition prevailing over scientific enquiry in some parts of China
* were able to analyse the and evaluate the impact of feudal superstition on Chinese society
* were able to form their own opinions and include suggestions in their discussion
* were able to justify their opinions
* used the correct convention (a formal letter)
* 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 (e.g. not a formal or started in a letter format and finished as an article)
* did not present their ideas logically and coherently
* did not use complex grammar structures and sophisticated vocabulary
* did not complete the task.