# Government of South Australia LogoSACE Board Logo2023 Chinese (background speakers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

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 all files have been uploaded correctly
* checking all grades have been correctly entered in schools online
* ensuring the uploaded tasks are legible, all facing up the same way, removing blank pages and student notes
* ensuring the uploaded responses have pages the same size and colour so that any teacher markings and comments are clear.

Assessment Type 1: Folio

1. 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:

* ensuring that students are well-acquainted with the outlined requirements of the subject
* designing assessment tasks that afford students the chance to address all specified features required in the performance standards
* structuring Interaction tasks to allow students to demonstrate their proficiency in Chinese interaction
* ensuring that text analysis tasks are designed to enable students 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, influencing the text's structure and language use
* featured highly competent expression of opinions in response to open-ended questions, avoiding over-reliance on a script, particularly in the assessment design criteria of Ideas and Expression
* supported and justified opinions with logical and coherent evidence
* created interest, impact, and engagement 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 a 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
* based discussions solely on personal experience.

Text Production

Teachers can elicit more successful responses by:

* providing more explicit topic questions than ‘Write an essay on …’ or ‘Write a response to ...’
* providing clear instructions in terms of the context, audience, and purpose of writing.

The more successful responses commonly:

* were based on a specified contemporary issue, where the teacher had focused on one text type and explicitly taught the language and structure relating to this text type
* provided detail and justification of their ideas, incorporating the authoritative sources to enhance the credibility and depth of their analysis
* 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 opinions about the issue, as well as providing supporting information
* used 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 not logical in structure and sequence.

Text Analysis

Teachers can elicit more successful responses by:

* ensuring texts used for analyses provide students with 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
* were able to clearly explain the function of particular linguistic and cultural features in the text
* were able to provide critical reflection on how cultures, values, and beliefs are represented in texts when the questions supported such a response
* responded to questions in the candidate’s own words, with appropriate supportive textual references.

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. 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, how to select relevant information, how to analyse the information, and how to draw a conclusion
* ensuring that the three assessments differ in context, audience, and purpose, and are supported by evidence of research, text analysis and evaluation, and planning and preparation.

The more successful responses commonly:

* focused on a specific topic that was of interest or relevance to the student
* analysed findings from a variety of sources and effectively synthesised this information
* 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 focused 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 or synthesise these to strengthen their argument or point
* presented 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)
* used simple sentence structures and vocabulary which impacted 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.

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, 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 and interacted on carefully chosen, meaningful, and refreshing 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
* analysed the researched information and interpreted experts' theories accurately
* personalised their response and used them as references to justify their views.
* expressed themselves clearly, logically, and coherently using sophisticated language (grammatical rhetoric and vocabulary) with 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 including responding to the examiners’ questions during 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
* struggled to provide a 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)
* struggled to provide an insightful and deep reflection on their learning
* struggled to explain their opinions clearly, logically, and coherently
* struggled 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 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.

Teachers can elicit more successful responses in general by:

* encouraging students to be aware of, and confident to use, a wider range of text types
* encouraging students to develop deeper critical thinking and analytical skills on specific topics in the themes of the curriculum
* encouraging students to read the questions carefully before attempting any section of the exam
* encouraging students to practise correct grammar use and character writing.

Section 1: Listening and Responding

Teachers can elicit more successful responses by:

* supporting students to develop their abilities in analysing and synthesising information and views from the two listening texts, instead of transcribing the content of the recording into their answers.

Question 1

The more successful responses commonly:

* were able to demonstrate a thorough understanding of both arguments on the issue as expressed in the two texts about the views on the development of artificial intelligence
* were able to analyse, evaluate, compare, and contrast both points of view expressed in the two texts
* were able to provide and justify their own opinion on the issues
* used the correct convention (an article for an online forum about technology in education)
* used expression which was clear, logical, and coherent.

The less successful responses commonly:

* 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
* expressed ideas that were not relevant to the texts
* used incorrect characters, punctuation marks, paragraphs, and/or formatting which impeded meaning
* used Pinyin instead of characters.

Section 2: Reading and Responding

Part A

Question 2(a)

This question required an alternative title for the text. The answer must be justified with details from the text.

The more successful responses commonly:

* provided a title which related to the 'three-child policy'
* provided a title which was in the format of a title in the Chinese language convention.

The less successful responses commonly:

* provided a title which did not relate to the 'three-child policy'
* provided a title which was not in the format of a title in the Chinese language convention.

Question 2(b)

This question required students to have a good understanding of the text and discuss the reasons behind China's introduction of the three-child policy, as well as the reactions from people to it.

The more successful responses commonly:

* displayed a comprehensive understanding of the reasons of the 'three-child policy' from the perspectives of China's current population ratio
* showed an understanding of the potential impact of further population ageing on China’s economic development, well-being, national security, and social stability
* showed an understanding of different reactions to the policy.

The less successful responses commonly:

* displayed partial understanding of the reasons and reactions to the 'three-child policy' from the text
* identified some relevant information about the reasons and reactions to the policy from the text.

Question 2(c)

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

The more successful responses commonly:

* were able to comprehensively and accurately explain the meaning of the two idioms 犹豫不决and 后顾之忧 in the context of the text. For example:
* people are hesitant and can’t make decisions about whether to have a child or not because of their concerns
* young people’s worries and concerns about having children, e.g. financial stress and pressure for the education of their children.

The less successful responses commonly:

* misunderstood the idioms
* were unable to explain the idioms in the context of the text correctly
* partially explained the meaning of the idioms
* struggled to explain the idioms in the context of the text.

Question 2(d)

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

The more successful responses commonly:

* correctly identified the literary device used for the designated sentence as rhetorical questioning
* comprehensively explained the role and effects of the rhetorical technique in the context of the text clearly and accurately. For example, the role of rhetorical questions is to strengthen the tone and express the already determined thoughts more clearly and strongly. The author uses this rhetorical tone to emphasise the negative reaction and attitudes of some young people towards the three-child family policy.

The less successful responses commonly:

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

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 commonly:

* displayed a comprehensive understanding of the impact of COVID-19 on consumer behaviour and business models in the world, with answers supported by examples from the text, for example, reduction of onsite jobs, increase in remote work, acceptance of e-commerce and online services, as well as more/new jobs created by the new economy and digital post-industry.

The less successful responses commonly:

* only partially displayed their understanding of the impact on consumer behaviour and business models
* did not respond to the question clearly in English
* misunderstood the question
* answered the question in Chinese characters.

Question 3(b)

The more successful responses commonly:

* were able to interpret the meaning of the two idioms 前所未有and 有的放矢and comprehensively explained their meaning in the context of the text in English accurately.

The less successful responses commonly:

* 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(c)

The more successful responses commonly:

* were able to provide a comprehensive explanation of why the author says “劳动者技能转型势在必行” clearly and correctly in English. This may have included:
* traditional job types and positions have been reduced during COVID-19 and online ones have replaced many onsite workplaces and business places
* withdrawal of foreign enterprises from China
* the decline of real estate and its peripheral industries led to a large amount of unemployment
* the fast development of new economy and digital post-industrial economies in the world.

The less successful responses commonly:

* misunderstood the statement
* struggled to explain why the author uses the statement
* provided partial explanations of why the author says it
* struggled to 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 commonly:

* demonstrated a clear understanding of online teaching and learning methodologies, highlighting experiences with various online platforms and tools
* provided a balanced assessment of the advantages and disadvantages of online education
* analysed the impact on student engagement, interaction, and overall learning outcomes
* supported their evaluation with specific examples from their personal experiences, using data or anecdotes to justify their stance on the effectiveness of online education
* clearly used stylistic features of a letter
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses commonly:

* included ideas that were not relevant to the question and strayed too far from the topic
* showed a lack of knowledge and understanding of the topic of online education
* lacked comprehensive analysis and evaluation of the advantages and disadvantages of online teaching and learning
* presented points which were not clearly, logically, or coherently expressed or justified
* used an incorrect text type (not a letter structured in a formal manner suitable for communication with the Education Department)
* lacked accuracy and appropriateness of expression, for example, a letter without proper salutations, with no complex grammar structures or sophisticated vocabulary, incorrect paragraph structure, or incorrect characters.

Option 2

The more successful responses commonly:

* provided a comprehensive overview of the various ways Chinese culture blends into Australia’s multicultural society, analysing the positive impact of cultural integration on fostering diversity and mutual understanding
* provided comprehensive information, analysis, and evaluation of the information about Chinese culture in Australia with relevant examples
* were able to explain their own point of view using highly informative and evaluative 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 commonly:

* expressed ideas that were not quite relevant to the question
* showed a lack of knowledge and understanding of the topic
* 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 commonly:

* demonstrated a deep understanding of the impact of inequality on society
* provided persuasive and informative arguments on the importance of ‘less inequality benefits all’
* offered informative explanations on the broader implications of less inequality, emphasising positive outcomes for individuals and the community
* justified their views by providing examples of societies or communities where reduced inequality has led to overall improvement
* used the correct text type, the stylistic features of an article were evident
* used complex grammar structures and sophisticated vocabulary to express opinions clearly, logically, and coherently.

The less successful responses commonly:

* used ideas and opinions that were not quite relevant to the question
* struggled to show a depth of knowledge and understanding of the issues of inequality
* used an incorrect text type (not an article or without an article title)
* 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 commonly:

* demonstrated a comprehensive understanding of the linguistic and cultural features used in a recent song, rap, or poem published online, providing a detailed review and analysing the work's effectiveness
* were able to discuss the creative effects of the literary features of the work
* were able to analyse the linguistic and cultural features of the work with specific examples
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses commonly:

* showed a limited knowledge and understanding of the topic
* included too much information which was not relevant to the question
* lacked examples
* expressed opinions that were not clearly explained or justified
* used an incorrect text type (not a review)
* struggled to express 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.).