# SACE Board Logo2023 Chinese (continuers) 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.

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 grades entered in Schools Online are correct
* thoroughly checking that all assessment tasks have been labelled correctly
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and do not have blank pages, student notes, and formula pages
* ensuring the uploaded responses have pages in the same size and colour so that teacher markings and comments are clear.

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 the specific features, which are stated in the performance standards in the subject o.

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 provides 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 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
* 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
* when designing the Text Analysis task for the folio, teachers need to ensure that the task provides students with the opportunity to demonstrate their capability of both an understanding of a written text and the ability to express information, opinions, feelings by responding in Chinese to information provided in the text
* designing the Interaction task for the folio to ensure that the interaction is 5-7 minutes in length. It is recommended that the interaction is not less than 5 minutes unless school-based special provisions or adjustments have been applied, as it should allow students to demonstrate their deep ideas and sophisticated language skills.

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 to the topic(s)
* had unclear pronunciation and limited fluency which affected their ability to convey their meaning
* required continual prompting 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
* demonstrated good language skills by using complex grammar structures and appropriate/accurate vocabulary
* used the text type features accurately and consistently.

The less successful students commonly:

* had unfocused ideas that were occasionally not completely relevant to the set question
* developed simplistic or a narrow range of ideas with minimal detail
* mixed text types, or diverged from the writing style required
* used simple grammar structures and/or had consistent issues with more complex grammar structure
* inconsistently applied appropriate vocabulary.

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 analyse 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:

* misidentified the content, purpose, and intended audience of the texts or identified them without further elaboration
* demonstrate understanding of general topic or only one idea of the texts
* identified and described the information, rather than interpreted or drew conclusions
* identified basic and/or minimal stylistic features, linguistic, and cultural features
* focused on identification had showed minimal reflection
* answered questions presented in the task without focus or out of scope.

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).

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 them 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
* encouraging students to support all tasks with evidence of research, text analysis and evaluation, and planning and preparation.

The more successful responses commonly:

* chose topic(s) which were neither 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 in 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 responses 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
* demonstrated understanding of the chosen topic at a superficial level
* showed evidence of a narrow or superficial collection of information and resources
* recounted rather than analysed
* demonstrated 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
* misused or misapplied language to express their ideas and opinions on the chosen topic.

The topics chosen:

There were many different and interesting topics chosen which related to contemporary life in China/Australia. These included foreign language education, China's foreign policy, star chasing/groupie issues, China's older leftover women, WeChat dating, the pressure on secondary school students, discrimination against women, Westerners living and working in China, exchange student programs, the use and influence of tick-tock, internet usage, air pollution, etc.

Majority of the topics selected by students were well-suited to their capabilities. Nevertheless, a few topics proved to be rather complex for their current level of proficiency. It is advisable to encourage students to choose topics that align with their capabilities and match their current Chinese proficiency level.

# 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 30–32).

Teachers can elicit more successful responses by:

* providing opportunities for students to develop strong language skills, such as using communication strategies, using sophisticated linguistic structures, and cohesive devices
* providing opportunities for students to develop the knowledge and skills of Chinese language and can convey their ideas accurately, logically, and coherently
* providing opportunities for students to develop skills in analysing, comparing, and contrasting information and ideas in texts
* providing opportunities for students to develop skills in analysing linguistic and cultural features in texts. For example, linguistic devices and idioms.

Oral Examination

Students undertake one 15-minute oral examination. This part of the examination contains two Sections: Conversation and Discussion.

Section 1: Conversation

The more successful responses commonly:

* were well prepared and responded to the questions spontaneously
* demonstrated a good capacity to maintain the conversation
* were able to explain and exchange their opinions clearly
* provided responses that were highly relevant and detailed, and that were supported with examples and elaborations
* gave responses that were culturally appropriate
* 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
* were able to confidently engage in conversation beyond the SACE sample questions.

The less successful students commonly:

* gave responses that lacked depth
* used incomplete 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 English instead of employing other strategies when they were stuck.

Section 2: Discussion

The more successful students commonly:

* chose topics that were appropriate for their ability
* were able to demonstrate excellent research skills, including analysis of resources and reasoning for data selection
* 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
* 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 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
* required greater preparation and depth of research into their topic
* were unable to understand the questions asked
* struggled to provide sufficient evidence of their learning on their chosen topic
* struggled to convey their opinions clearly, logically, or coherently
* needed prompting to start answering and/or continue the discussion
* offered simple reflection on their learning
* consistently used incorrect pronunciation which impeded meaning.

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 by:

* encouraging students to read the exam questions carefully and plan their responses
* encouraging students to develop their confidence in listening comprehension.

Section 1: Listening and Responding

Question 1

(a) Most students successfully completed this question to a satisfactory or higher level.

The more successful responses:

fully identified the evidence from the text to infer Lina’s character traits. For example, Lina is studious/diligent/hard working/a good student, and she always does her homework.

The less successful responses:

partially identified or were unable to identify Lina’s character traits.

(b) Majority of the students managed to answer this question accurately.

The more successful responses:

fully identified any two examples from below which showed Dawei persuading Lina to join the friends:

* he said that, for her health, she needed to take a break
* he said that, if she agreed to come, they would allow her to choose the movie they would watch
* he pointed out that it was going to be hot tomorrow and going to the cinema was a good way to stay cool
* he said he hoped she could come.

The less successful responses:

Partially identified or were unable to identify the points above.

Question 2

(a) Most students successfully completed this question to a satisfactory level.

The more successful responses:

fully identified two things from the list below that Mingfang has organised for Lili’s party

* Xiaoying will buy/bring snacks
* Honghong will buy/bring fruit and drinks
* Mia will prepare a birthday cake and 18 candles
* Mingfang buys balloons.

The less successful responses:

partially identified or were unable able to identify any point from the points above.

(b) Most students successfully completed this question to a satisfactory or higher level.

The more successful responses:

fully explained the main things about traditional Chinese birthday food culture, such as that noodles symbolise longevity and the eggs symbolise new life which Mark learnt from the conversation.

The less successful responses:

partially explained or were unable to explain the main things about traditional Chinese birthday food culture that Mark learnt from this conversation.

(c) The majority of students successfully answered this question accurately.

The more successful responses:

fully explained the music made Lili’s party is a‘又有中国文化，又有西方文化的生日派对’apart from the menu by pointing out that Mark said that he has both Chinese and Western music, and he will also organise Karaoke as he knows all the friends like it.

The less successful responses:

partially explained or were unable to explain the points above.

Section 2: Reading and Responding

Part A

Question 3

(a) Majority of the students managed to answer this question accurately.

The more successful responses:

correctly identified the two purposes of the text which are:

* to inform the readers about some folk culture of Beijing
* to encourage people to experience them if they visit Beijing.

The less successful responses:

partially identified or were unable to identify the purposes above.

(b) Majority of the students managed to answer to this question accurately.

The more successful responses:

displayed comprehensive understanding of three things (any three) that are unique or different about Beijing:

* Beijing’s character as both a thousand-year-old capital, and also a super-modern metropolis is unique
* its Hutongs. Each hutong in Beijing has an interesting name and history
* the Siheyuans/courtyard houses where Beijing families live are different enough for the author to single them out for special mention
* its folk culture is different to other Chinese cities.

The less successful responses:

displayed partial understanding of Beijing’s uniqueness

identified some relevant information.

(c) Most students successfully completed this question to a satisfactory or higher level.

The more successful responses:

comprehensively evaluated the author’s attitude towards Beijing’s folk culture by pointing out:

* the author’s attitude is positive
* positive words are throughout the whole article, such as unique, interesting, exciting, fun, etc
* they say that they think the temple fair in Beijing are the most interesting in China and is one of their fondest memories
* it seems from the last line that they consider Beijing’s folk culture to be just as important to experience as major Beijing sights, such as the Forbidden City and the Bird’s Nest stadium
* they encourage people to read their introduction about Beijing‘s folk culture and experience them when visit Beijing.

The less successful responses:

displayed partial understanding of the author’s attitude towards Beijing’s folk culture

identified some relevant information.

Part B

Question 4

Most students demonstrated good relevance to content, purpose, audience, and topic.

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* used the correct text type (a formal email for application)
* explained the purpose
* used persuasive languages and techniques to convince the manager of the company
* through detailed evidence, demonstrated that the applicant is honest, reliable, and patient
* explained through examples and experience
* 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 address the applicant being honest, reliable, and patient
* did not use correct text type – a job application and formal writing
* did not use persuasive language and techniques to convince the employer
* did not express ideas logically and coherently and used incorrect grammar structures and vocabulary.

Section 3: Writing in Chinese

Question 5

**Option 1**

Option 1 was the most chosen option and required an ‘explanation of why one enjoys staying in this city or town’ and a recommendation of things to see and do.

The more successful responses:

* were able to explain about what and why they enjoyed living in the town/city, and recommended things to see and do to the exchange students from China
* were able to support their views with examples or other justification, such as personal experience, tourist attractions, local icons, beauty of the hills and beaches, food, shopping, and fun activities that they can do during weekend, etc
* used the correct convention/text type - an informative and evaluative speech
* used complex grammar structures, such as 虽然，但是，不但，而且，因为，所以，如果,etc. to construct and express their ideas
* used words, such as首先，其次，最后，总的来说，总而言之etc. to express their views clearly, logically, and coherently.

The less successful responses:

* lacked clear, logical, and coherent expression of their views on the town/city
* did not give any suggestions/recommendations to the exchange students
* used an incorrect text type (not a speech)
* used simple grammar structures and basic vocabulary with numerous errors
* used Pinyin in their writing
* were incomplete.

**Option 2**

Students who chose this question in general were able to write some of their experiences of their dreams. There were some successful responses as they were quite creative.

The more successful responses:

* were able to describe their ‘dream’ in detail, for example, the setting and location of the incident in the dream; aspirations and desires, interests, education, and job; aspects of personal life; ambitions, and future plans, etc
* were able to demonstrate their depth with elaborated ideas and opinions. They applied a range of expressions to create interest to engage readers
* were able to describe what they dreamed of and explain how they felt and why they felt that way. Their responses included their own opinions and reflections on their experiences
* used the correct text convention/text type (a diary entry) and past tense if necessary
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses:

* required greater detail in the description of their dream. They wrote their experiences as a brief recount
* wrote an incorrect text type (not a diary entry)
* required a greater range and control of language/vocabulary
* used simple grammar structures and basic vocabulary with numerous errors
* used Pinyin in their writing
* were incomplete.

**Option 3**

There were a couple of very successful responses though not many students chose this option.

The more successful responses:

* were able to discuss about sports activities for Australian secondary school students and the benefits of these activities
* were able to explain their opinions with examples or other justifications. For example, related health benefits – socially, mentally, and physically, build friendships, and learn different culture through sports activities, etc
* used informative and persuasive writing style
* used the correct text type/conventions (an article for a middle school magazine in China)
* used complex grammar structures and sophisticated vocabulary to express their opinions clearly, logically, and coherently.

The less successful responses:

* were unable to discuss sports activities for Australian secondary school students and the benefits of these activities
* were unable to explain their point of view with examples or other justifications
* used an incorrect text type (not an article for a middle school magazine in China)
* used simple grammar structures and basic vocabulary with numerous errors
* often lacked clear, logical, and coherent expression of ideas
* used Pinyin in their writing
* were incomplete.