2019 Chinese (continuers) 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. 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
* lacked the ability for comprehensive analysis and abstract summary
* were unable to demonstrate their ability in analysing 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 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.

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 of the 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 in order to avoid covering the same issues/angles of the content in both tasks.

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 most successful students 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
* were able to respond to the questions spontaneously with 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.

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 with 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.

Advice for improvement

* Carefully choose the topic, in particular 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:

* correctly identified why Tony suggests that they change their plans
* fully identified what Tony reminds Liu Shan to bring.

The less successful responses:

* were unable to identify the reason why Tony suggested they change their plans (the tickets for the concert the next day were sold out)
* were unable to fully identify all 3 things that Tom reminds Liu Shan to bring (bathers, hat and water)
* did not understand the questions completely.

Question 2(a) and (b)

The more successful responses:

* displayed a comprehensive understanding of why the customer did not buy each of the first three items suggested by the sales assistant (the red jumper was too big; mum didn’t like the yellow colour; the jacket was too expensive)
* correctly identified what the customer finally decided to buy (a green scarf).

The less successful responses:

* were only able to display a partial understanding of the text
* did not understand the questions completely.

Question 3(a) and (b)

The more successful responses:

* displayed a comprehensive understanding of the advice that the woman gives — travelling by bus to Tiananmen Square can be done from where they are, but it is quite far. The subway is a quicker option and the subway station is nearby
* correctly identified that the nationality of the man asking for help was English.

The less successful responses:

* displayed only a partial understanding of the text
* did not understand the questions completely.

Question 4(a) and (b)

The more successful responses:

* displayed a comprehensive understanding of why Xiaohu likes his new home by providing two reasons with explanations. Some possible reasons include because it is in the city centre making it convenient to many facilities; it is on the tenth floor, so it has beautiful views; there are parks nearby, which are suitable for running in; there are many shops nearby, so there is great range of food
* fully Identified what the speakers have organised for next Saturday – Xiaomei will visit Xiaohu’s new home, then they will go to the mall, see a movie and eat out.

The less successful responses:

* displayed only a partial understanding of why Xiaohu likes his new home
* only partially identified what the speakers have organised for next Saturday
* did not understand the questions completely.

Question 5(a) and (b)

The more successful responses:

* were able to identify and provide comprehensive justification of the relationship between Xiaopeng and Xiaobai, e.g. they are recent acquaintances but not close friends; they probably met for the first time recently, because Xiaopeng asks Xiaobai how she is feeling after her first week in Australia; they are not close friends, because they don’t know much about each other’s interests, such as sport and music
* were able to correctly identify where they will practise on Sunday.

The less successful responses:

* only identified some relevant information
* were unable to identify where they will practise on Sunday
* did not understand the questions completely.

Section 2: Reading Responding

Part A

Question 6 (a, b, c and d)

The more successful responses:

* correctly explaine that the ‘海洋’in the context of the text is a metaphor which represents being massive
* correctly identified that people are free to wear their own national costumes to participate in parades on Australia Day
* provided a comprehensive explanation on where/how people celebrate Australia Day, e.g. in parks, singing the national anthem, attending concerts and watching fireworks; at the beach, having a party and playing outdoor games; at home, having a barbecue with family and friends
* displayed comprehensive understanding of why the author writes ‘澳大利亚日是一个特别的日子’, e.g. because it brings everybody together; because there are people from different backgrounds and cultures, who respect each other’s cultures; because they can retain their own cultures too in peace.

The less successful responses:

* were unable to correctly explain the meaning of ‘海洋’in the context of the text
* were unable to correctly identify how people participate in parades on Australia Day
* were unable to fully identify where and how people celebrate Australia day
* were unable to fully explain why the author writes ‘澳大利亚日是一个特别的日子’
* did not understand the questions completely.

Question 7(a), (b) and (c)

The more successful responses:

* were able to display a comprehensive understanding of the reasons why the writer thinks that Danny will have a good year by pointing out that he followed Chinese food traditions for the new year; he ate many dumplings 饺子, traditionally thought to bring good luck in the new year; he ate many rice cakes 年糕, traditionally thought to bring growth in the new year
* were able to fully identify that the writer and Danny watched dragon and lion dances, sang karaoke, and watched fireworks
* displayed comprehensive understanding of why the day was so meaningful to the writer such as being able to share the day with an Australian schoolfriend; being able to teach/show the friend about Chinese traditional culture; the writer felt emotional about being able to celebrate in such a traditional way in Australia; etc.

The less successful responses:

* displayed only a partial understanding of why the writer thinks that Danny will have a good year
* partially identified what the writer and Danny did in Chinatown
* identified only some relevant information
* did not understand the questions completely.

Part B

Question 8

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* showed ability in comprehensive abstract summary
* referred to the information in the text
* used the correct text type (wrote a personal email)
* use persuasive techniques to convince the friend to apply for the job
* used complex grammar structures and sophisticated vocabulary to express their thoughts 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
* did not refer to the information from the text
* lacked the ability for comprehensive abstract summary
* gave a response that were not relevant to the question
* wrote an incorrect text type
* did not use persuasive techniques to convince the friend to apply for the job
* did not express ideas logically and coherently, and used incorrect grammar structures and vocabulary.

Section 3: Writing in Chinese

Question 9

(One of your Chinese friends is considering coming to Australia to attend high school. Write an email to your friend, explaining why you think they will like school life in Australia.)

The more successful responses

* demonstrated a thorough understanding and knowledge of the topic which is school life in both Australia and China
* explained their thoughts in their writing persuasively, evaluatively, descriptively and informatively with justifications (e.g. school life in Australia including curriculum, co-curriculum, learning/teaching styles, homework, tests/exams etc., and compared this with schools in China and/or connect with their friends’ personal interests)
* used the correct text type convention (an email to a friend)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically and coherently

The less successful responses

* used ideas that were not quite relevant to the question set
* showed a lack of knowledge and understanding of school life both in Australia and in China
* did not stick to the point
* wrote an incorrect text type
* used simple grammar structures and basic vocabulary incorrectly
* did not express themselves clearly, logically and coherently.

Question 10

(You have recently participated in your school’s tour to China. Write a review of your experience, in order to encourage other students to participate in future tours.)

The more successful responses

* demonstrated a thorough understanding and knowledge of the topic which is a travel experience through participating in a school tour to China
* described their experience and shared their views in their writing persuasively, evaluatively, descriptively and informatively with justifications (content included which cities they visited, what they saw/did/ate, what kind people they met, what they had learnt about the language and culture during the journey and how valuable/beneficial it was to participate on the tour
* used the correct text type convention (a review)
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically and coherently.

The less successful responses

* used ideas that were not quite relevant to the question set
* showed a lack of knowledge and understanding of Chinese tourism and culture
* did not stick to the point
* wrote an incorrect text type
* used simple grammar structures and basic vocabulary incorrectly
* their expressions were not clear, logical, and coherent

Question 11

(You are invited to give a speech to a Chinese high school class, as part of Healthy Living Week. Write a speech about how students can maintain a healthy lifestyle.)

The more successful responses

* demonstrated a thorough understanding what constitutes a healthy lifestyle and students’ lifestyles in general
* explained how students can maintain a healthy lifestyle effectively
* used the correct text type convention (a speech to a high school class)
* used complex grammar structures and sophisticated vocabulary to express opinions clearly, logically and coherently

The less successful responses

* used ideas that were not quite relevant to the question set
* showed a lack of knowledge about healthy lifestyles and students’ lifestyle in general
* did not stick to the point
* wrote an incorrect text type (not a speech)
* the expressions were not clear, logical and coherent
* used simple grammar structures and basic vocabulary with numerous errors