# 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

The Folio (50%) included at least 3 assessments: interaction, text production and text analysis. Interactions included oral presentations and discussions; text productions included articles and diary entries.

The more successful responses commonly:

* demonstrated good depth and breadth of ideas, personal opinions and information
* showed good understanding of the assessment criteria and requirement of tasks and addressed them well
* used a wide range of complex grammar structures and vocabulary in text production tasks
* showed good preparation and unexpected questions being handled well in oral interaction
* provided interesting, consistently relevant and well-structured responses in text analysis tasks
* showed clear understanding, creativity and thoughtfulness
* responded to all aspects of the task with detailed answers and reflections.

The less successful responses commonly:

* displayed insufficient reflective and detailed answers
* made a variety of basic errors in text production which sometimes impeded meaning
* provided inadequate responses to meet all the assessment criteria
* showed lack of understanding of questions presented in the tasks
* demonstrated some difficulty in explaining and elaborating on reflective and analytical elements of the task.

Assessment Type 2: In-depth Study

The In-depth Study includes 3 assessments - an oral presentation in Chinese, a written response in Chinese, and a reflective response in English.

Teachers need to make sure that students choose a suitable research topic which is not only of their own personal interest but also that they have the language capacity to complete the tasks successfully. Students need to be clear that the three assessment tasks (Chinese writing, oral presentation and English reflection) need to differ in context, purpose and audience.

The more successful responses commonly:

* were based on topics that were more relevant to the students’ personal lives which enabled students to achieve at a higher level
* demonstrated depth and breadth, with real insight and reflection on the chosen topic
* provided clear evidence of analysis based on research, not just general knowledge
* demonstrated a high level of language knowledge and skill through the production of well-structured texts using a range of cohesive devices and appropriate expressions
* communicated ideas, information, and opinions clearly, creatively and confidently
* reflected on own values and learning experience in the English reflective task rather than stating facts.

The less successful responses commonly:

* displayed inadequate language in expressing ideas and opinions on the chosen topic
* used well-rehearsed language instead of complex expressions and a range of cohesive devices
* did not have a clear focus on the topic that was consistent throughout all three assessments
* had difficulty in expressing own research findings and elaborating personal opinions due to the choice of a very complicated issue.

General advice

* With each assessment task, teachers are advised to supply students with assessment task sheets which explicitly outline the conditions and requirements of the task. Assessment task sheets should state the context, purpose, and intended audience, as well as provide advice on task length, the use of cue cards, and any other special conditions.
* Teachers are required to note any changes to tasks that differ from the approved learning and assessment plan (LAP) on the addendum for moderation purposes.
* Teachers are reminded that they need to be more realistic about the level of second-language learners. Some assessment tasks designed by teachers were more suitable for background-speaking students, as they required a much higher level of command of language and deeper understanding of the culture. Second-language students may be disadvantaged with such topics.
* When word-processing responses, it is advisable for students to carefully check the characters and proofread their work before submission.

# External Assessment

Assessment Type 3: Examination

Oral Examination

The overall standard of the oral examination in 2017 was consistent with that of previous years. Students generally coped well with the conversation section of the oral examination, understanding each of the questions asked and responding well.

Section 1: Conversation

The more successful responses commonly:

* demonstrated very good preparation and were able to maintain the conversation fluently with the examiners
* provided answers that were relevant and showed appropriate breadth and depth
* accurately applied grammatical and linguistic devices in conversation, e.g., 我觉得…；因为…，所以…； 不但…，而且… etc
* provided extensive answers that were supported with examples and personal opinions
* applied a range of grammatical expressions structures accurately and appropriately such as 不但…,而且…; 又…, 又…
* were able to elaborate and show depth to their answers by providing reasons and explanations for their viewpoints
* Interacted spontaneously with examiners.

The less successful responses commonly:

* showed lack of preparation and lack of comprehension
* Provided short, simple answers without elaboration or explanation
* used expressions with incorrect grammar and used some English phrases in their answers
* Relied on repetition of the questions from examiners
* Showed hesitation and had frequent pauses before responding to the questions asked
* were unable to ask examiners to repeat a question in the target language.

Section 2: Discussion

The more successful responses commonly:

* chose contemporary and interesting topics that enabled them to explore one or more aspects in the in-depth study
* demonstrated the capacity to interact and maintain the discussion
* provided a breadth of information in depth
* responded consistently with appropriate details and information with supporting evidence
* showed deeper understanding of their chosen topic by giving examples and personal reflections on their learning
* were able to provide evidence from texts and resources used to support their opinions and ideas
* Organised their information logically and sequentially.

The less successful responses commonly:

* showed lack of preparation and research of their in-depth study topic
* chose topics that did not allow for reflection
* demonstrated difficulty in using the complex vocabulary required to discuss the chosen topic
* Were unable to organise their information logically and sequentially
* Showed lack of understanding of the questions asked
* Were unable to maintain the discussion and express their own opinions with details and examples.

Written Examination

Students generally coped well with the written examination in 2017. Students demonstrated the ability to understand the questions and were able to provide effective answers to all sections of the written examination. More successful responses were able to provide highly detailed responses. However, some students were unable to provide enough details or evidence in their answers.

Section 1: Listening and Responding

Question 1

The more successful responses commonly:

* fully identified why Xiao Li called – ‘to ask Bide if he wants to go to Mali’s birthday party at Mali’s house tomorrow’
* successfully identified at least three of the activities planned for the event.

The less successful responses commonly:

* did not provide the full details of why Xiao Li called
* Identified fewer than three activities planned for the event.

Question 2

The more successful responses commonly:

* fully identified the purpose of the excursion, i.e. ‘to attend Chinese cultural lessons at Nanfeng University and to practice speaking Chinese and recognising characters in shops’
* fully identified what the students were reminded to do.

The less successful responses commonly:

* did not provide all of the details to provide complete responses to the questions.

Question 3

The more successful responses commonly:

* displayed comprehensive understanding of how Li Hong tries to convince Datong of the benefits of living in the hills
* provided detailed evidence from the text to support the response.

The less successful responses commonly:

* displayed partial understanding of how Li Hong tries to convince Datong of the benefits of living in the hills
* identified some relevant information but did not provide enough detail
* confused the two characters in the conversation
* did not provide evidence from the text to support the answer.

Question 4

The more successful responses commonly:

* demonstrataed comprehensive understanding of the text
* were able to distinguish the different attitudes and expectations of Li Na and Chen Bin towards their trips to China
* provided details evidence from the text to support the description of Li Na’s attitude to her planned trip to China.

The less successful responses commonly:

* misunderstood the requirements of the question
* were unable to identify the true purpose of Li Na’s participation in the trip to China
* provided some relevant information.

Question 5

The more successful responses commonly:

* demonstrated comprehensive understanding of why Xiao Wang was unlikely to be offered the job
* provided correct details and evidence from texts to support the answer.

The less successful responses commonly:

* misunderstood the requirements of the question
* provided limited examples from the text to support the answer.

Section 2: Reading and Responding - Part A

Question 6

The more successful responses commonly:

* demonstrated comprehensive understanding of the meaning of the text
* fully and correctly explained the meaning and function of ‘不是……，而是……’ in the context of the text
* identified two facts that surprised the writer’s Australian friend – ‘that he plays soccer and that he wants to play tennis’
* provided a detailed explanation of the meaning of the phrase ‘吃在中国，玩在中国’ in the context of the blog, supported with evidence from the text.

The less successful responses commonly:

* explained the function of ‘不是……，而是……’ as a cohesive device whose function is to compare and contrast but did not discuss specifically how it is used in the text
* Misunderstood the phrase 不是…, 而是…, (not due to…, but due to…) as 不但…, 而且… (not only…, but also…)
* Only translated the phrase ‘吃在中国，玩在中国’ into English but did not explain it’s meaning in the context of the blog
* identified some relevant information.

Question 7

The more successful responses commonly:

* demonstrated comprehensive understanding of the meaning of the text
* displayed comprehensive understanding, with support of evidence from the text of what the author means by the phrase ‘上海玩的东西太多了’
* fully identified the positive and negative experiences that the author had in Xi’an
* explained how the author felt about her trip using examples from the text to support the answer
* Were able to distinguish details and descriptions which belong to either Xi’an or Shanghai.

The less successful responses commonly:

* identified some relevant information
* misunderstood some of the words and expressions used in the text e.g.游轮(cruise) as ferries wheel
* attributed details in the text to the wrong city
* provided limited or no evidence from the text to support answers.

Section 2: Reading and Responding - Part B

Question 8

Students generally coped with this question well and were able to write and explain the key information and ideas in their response.

The more successful responses commonly:

* provided responses that are relevant to context, purpose, audience and topic
* created texts that convey the appropriate details, ideas, information and opinions
* demonstrated depth and breadth of content and elaborated the ideas with supporting opinions and examples
* applied a range of expressions, including cohesive devices with a high degree of accuracy
* provided information in a logical and sequential order
* applied the correct text type conventions (email)
* used persuasive language to try and convince the friend to attend the event.

The less successful responses commonly:

* used details copied straight from stimulus text with no attempt to rephrase them
* addressed limited information from the stimulus text
* listed facts rather than using persuasive language to convince the friend to attend the event
* did not follow the conventions of the text type.

Section 3: Writing in Chinese

To respond to this section, students are asked to answer one of the three options. About 50% students chose Question 11. About a quarter chose Question 9 and the rest chose Question 10.

The more successful responses commonly:

* engaged the reader with creative ideas
* provided depth and breadth of information, ideas and opinions
* conveyed information accurately and appropriately through applying a range of expressions and cohesive devices, such as, e.g. 因为…, 所以…,; 比如…,; 除了…以外，还…,;
* organised information and ideas in a logical and sequential order and applied the correct text type conventions
* provided responses that were consistently relevant to the purpose, context and audience.

The less successful responses commonly:

* provided limited depth and breadth in their responses
* only recounted their experience (in question 11) and weren’t able to explain and elaborate their descriptions further
* did not adhere to the conventions of text type
* included a lot of common grammar mistakes, such as, …比…不一样； 我喜欢都…; 我喜欢了上海；一个年, 一个天etc.