Chinese Extension General Senior Syllabus 2020 v1.2

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 5.

> There were insufficient student enrolments in this subject to provide useful analytics.

Units 3 and 4 internal assessment results

> **2020 COVID-19 adjustments**
>
> To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.
>
> In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

> There were insufficient student enrolments in this subject to provide useful analytics.

IA1 results

> There were insufficient student enrolments in this subject to provide useful analytics.

IA2 results

> There were insufficient student enrolments in this subject to provide useful analytics.

IA3 results

> There were insufficient student enrolments in this subject to provide useful analytics.

External assessment results

> There were insufficient student enrolments in this subject to provide useful analytics.

Final standards allocation

> There were insufficient student enrolments in this subject to provide useful analytics.

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–62	61–41	40–19	18–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	5	5	5
Percentage endorsed in Application 1	40	100	100

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

There were insufficient student enrolments in this subject to provide useful analytics.

Internal assessment 1 (IA1)

Examination — combination response (20%)

Summative internal assessment 1 requires students both to analyse Chinese texts and to create Chinese texts relating to one area of study covered in Unit 3 as selected by the school. This instrument assesses student achievement in Assessment objectives 1–5 through the use of questions related to unseen audio, audiovisual or visual Chinese stimulus texts. Student responses must be completed individually, under supervised conditions and within set timeframes. The IA1 comprises a short response in English, three short responses in Chinese, and an extended spoken response in Chinese. Both components of the examination should be completed within five school days.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- stimulus texts that were appropriate to the area of study selected by the school

- clear and specific requirements and instructions on how to complete the task (mode, length and duration)

- the use of stimulus that was accessible to students, as well as enabling analysis and evaluation at varying performance levels

- a realistic context that allowed for unique student responses, e.g. a variety of authentic print and radio advertisements.

Practices to strengthen

It is recommended that assessment instruments:

- include questions across the paper that allow students to demonstrate each assessment objective

- construct only questions that allow students to respond within syllabus conditions, e.g. up to 100 words or 150 characters

- allow students to draw their own conclusions

- use prompts to elicit the required and varied cognitive processes, e.g. 'analyse', 'evaluate', 'justify'

- include only authentic unseen audio, audiovisual or visual texts (**note:** use of written texts is **not** part of the assessment specifications for the IA1)

- use **up to two** unseen, authentic, visual stimulus texts, containing text of 60 characters in length when combined, for the spoken extended response.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- a clearly stated area of study, as selected by the school

- clear and precise language, and instructions that enabled students to understand what they needed to do

- a clear and legible layout and format, with appropriate font sizes

- stimulus materials, contexts and questions that were legible, clear, relevant and accessible, including audio and audiovisual stimulus texts, which were clear and audible for listening purposes.

Practices to strengthen

It is recommended that assessment instruments:

- use language that is accessible to all students, so they can demonstrate what they know and can do, e.g. avoid colloquialisms and informal language that may not be understood by students from all cultures and backgrounds

- use clear instructions that align with syllabus requirements

- provide authentic unseen stimulus texts that are relevant to the school's selected area of study.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- evidence in student responses showed an analysis and creation of texts in proficient and complex Chinese, which was recognised by markers and appropriately matched to performance levels in the ISMG

- evidence in student responses showed an identification of how meaning, attitudes, perspectives and values underpinned the stimulus texts and how they influenced audiences, and was appropriately rewarded according to performance levels in the ISMG.

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Internal assessment 2 (IA2)

Examination — extended response (25%)

Summative internal assessment 2 requires students to analyse Chinese texts and to create Chinese texts. This assessment is used to determine student achievement in Assessment objectives 2–6, which require students to analyse and evaluate stimulus texts and to respond in Chinese in an analytical essay, addressing a particular task or question for an area of study not examined in the IA1. Students engage with the two stimulus texts provided by the teacher. They also select and consider an additional text approved by the teacher in their response.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured clear alignment with syllabus requirements.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accessibility priorities were demonstrated effectively in assessment instruments that featured clear alignment with syllabus requirements.

Additional advice

It is recommended that:

- students are required to engage with an authentic, teacher-approved Chinese stimulus text

- instructions are included that prompt students to choose one authentic Chinese stimulus text, which relates to the selected area of study and has been approved by the teacher.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was evident across all schools in 2020.

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Internal assessment 3 (IA3)

Project — investigative folio (30%)

The summative internal assessment 3 focuses on a student-led investigation that requires the application of a range of cognitive, technical and creative skills and theoretical understandings in relation to an area of interest not studied in Unit 3. Students document the iterative process undertaken to investigate a topic. The response is a coherent work that includes an 8–10 minute multimodal presentation in Chinese, followed by a 10–12 minute discussion. This assessment occurs over an extended and defined period of time.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured clear alignment with syllabus requirements — this was evident across all schools for this IA in 2020.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured clear alignment with syllabus requirements — this was evident across all schools for this IA in 2020.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was evident across all schools in 2020.

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Additional advice

Continuing to refine an understanding of how to distinguish the proficiency levels of 'discerning' or 'effective' application of language elements as well as a 'discerning' or 'effective' level of synthesis of information in students' responses will further develop an accurate and consistent application of the ISMG to evidence in student responses.

External assessment

Examination — extended response (25%)

Assessment design

Assessment specifications and conditions

The summative external examination is an extended response of a length established by the conditions of the syllabus, using stimulus material from a range of different text types and on topics from the areas of study. The assessment instrument consisted of one paper. Questions were derived from the context of the Units 3 and 4 areas of study: Literature; The arts; Social sciences; Media studies; Innovation, science and technology; and Business and commerce. Students will choose a contextualised stimulus to use in their response, dependent on their independent study. Students select one stimulus from the materials provided. They respond, in the form of an analytical essay, by providing perspectives on the ideas in the stimulus and relating them to the topics studied in Units 3 and 4.

Criterion: Analysing Chinese texts

This criterion requires students to:

- analyse and evaluate ideas in Chinese texts

- draw conclusions and justify their points of view.

Criterion: Creating Chinese texts

This criterion requires students to:

- provide a personal, critical and/or creative response to stimulus

- adhere to the conventions of the text type.

Conditions

- Time: 2 hours plus 20 minutes planning time.

- Length: an extended response of 500–700 characters.

Paper 1 was Section 1 (35 marks), with one extended response question. Students responded in Chinese in 500–700 characters. The stimulus comprised one audio and two written texts, which were designed to elicit perspectives on the topic of reflecting on end of school lives. This assessment was used to determine student achievement in the following assessment objectives:

1. apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in the provided stimulus materials

2. apply knowledge of language elements, structures and textual conventions to create meaning in texts, in relation to the provided stimulus materials

3. identify how meaning, attitudes, perspectives and values underpin the provided stimulus materials, and how they influence audiences

4. analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments, in relation to the provided stimulus materials

5. create texts that convey information and ideas in Chinese for context, purpose and audience and cultural conventions, in relation to the provided stimulus materials

6. structure, sequence and synthesise information to respond personally, critically and/or creatively to the provided stimulus materials.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- when they selected a contextualised stimulus to use in their response, dependent on their independent study, to identify how meaning, attitudes, perspectives and values underpinned the stimulus text selected from the three written stimulus texts provided

- when they analysed and created Chinese text, using their knowledge and understanding of language elements, structures and textual conventions to convey meaning

- when they accurately and perceptively identified meaning, attitudes, perspectives and values embedded in the selected stimulus text

- when they provided an authoritative interpretation of how these attitudes and values were used to influence audiences

- when they used proficient and complex Chinese to create fluent sentences

- when they showed a consistent register and wide range of cohesive devices purposefully to interpret stimulus texts.

Effective practices

Extended response

Criterion: Analysing and creating Chinese texts

Effective student responses:

- used an introduction, two body paragraphs and a conclusion

- used a wide range of cohesive devices and consistent register purposefully, including the purposeful use of a wide range of vocabulary, grammar and tenses

- used proficient and complex Chinese to create fluent sentences

- identified relevant attitudes and values in the selected stimulus by providing an authoritative interpretation of how they were used to influence audiences

- demonstrated thorough understanding of attitudes and values in the selected stimulus

- stated a clear judgment about how attitudes and values were used to influence audiences

- supported the judgment with well-substantiated conclusions, using selected stimulus and their own ideas

- developed a discriminating personal, critical or creative argument to support the thesis across the response.

> There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- encouraging students to demonstrate the application of a range of cognitions to the stimulus texts, aligned with the assessment objectives and their choice of topic

- encouraging students to show a thorough understanding of attitudes and values in the selected stimulus and to develop a personal, critical or creative argument to support the thesis.