



16 March 2018

Dear Parents,

We are pleased to inform you that ESF has jointly developed a Chinese qualification for Year 9 students with Hong Kong Examinations and Assessment Authority. Based on the successful trial in previous years, the examination for this qualification will be offered again this year, on Thursday 19 April. All Year 9 students studying Chinese will sit this exam.

The ESF-HKEAA joint certification reflects our effort to integrate in the Hong Kong community and to obtain recognition of our Chinese courses by local authorities. Ultimately, it is in the best interest of each and every student to maintain and develop their Chinese language to the highest level possible. Endorsed jointly by the local authority HKEAA and ESF, the qualification will have a significant value for our students in future employment and further study.

The exam consists of two parts, one hour of reading test and one hour of writing test. The reading paper will include a short survey of student language profile. Each exam consists of three papers for different categories of students. They are CNN Category (Chinese at Near Native Level), CSL Category (Chinese as a Second Language) and CAL Category (Chinese as an Additional Language). Students in each category will be instructed by their Chinese teachers to sit the appropriate papers. Marking will be completed jointly by ESF and HKEAA. Results will be reported as bands of practical language skills that will be useful for employment or further study. Descriptions of different bands of language skills are attached. We expect to issue the certificates before the end of this school year.

Students and teachers should not mock or prepare for this exam as it is meant to be a snapshot of attainment level at a particular exit point. As a practice in general examinations, papers are not returned to students. Teachers may review the questions with students for learning purposes.

Wishing all students good luck in the exam.

With best regards.

David Whalley

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HKEAA-ESF Chinese Assessment for International Schools
Band Descriptors

Band Name	Reading Descriptors	Writing Descriptors
Proficient Chinese at Near Native Level (CNN 2)	<ul style="list-style-type: none"> ▪ Understands factual texts of the most common genres with a high degree of accuracy in comprehension, e.g. middle school textbooks and newspaper reports. ▪ Understands and reads literary works which do not contain involved plots or sophisticated emotional development, e.g. short stories for students or simple poems. ▪ Able to pursue secondary schooling in Chinese after a short, intensive language study. 	<ul style="list-style-type: none"> ▪ Writes informative texts for practical purposes with clarity and a consistent personal style, e.g. recounts of events or reports on familiar topics. ▪ Writes creatively, argumentatively or persuasively, using the grammar and vocabulary expected of native speakers of a similar age. ▪ Writes coherently and cohesively, showing flexible use of language.
Competent Chinese at Near Native Level (CNN1)	<ul style="list-style-type: none"> ▪ Understands factual texts of the most common genres with a reasonable degree of accuracy and comprehension, e.g. middle school textbooks and newspaper reports. ▪ Able to pursue secondary schooling in Chinese after intensive language study for a year. 	<ul style="list-style-type: none"> ▪ Writes for practical purposes, providing factual information in a logical sequence, e.g. recounts or simple reports on familiar matters. ▪ Expresses personal opinion and arguments, using basic grammar and vocabulary expected of native speakers of similar age.
Functional Chinese as a Second Language (CSL2)	<ul style="list-style-type: none"> ▪ Comprehends factual texts which deploy simple language with some degree of accuracy, e.g. advertisements or stories in youth magazines. ▪ Reads letters written in common, everyday language. ▪ Reads and understands simple literary texts. 	<ul style="list-style-type: none"> ▪ Writes a recount or description of everyday nature, e.g. personal diary or work log, showing varied choice of words. ▪ Writes a variety of texts demonstrating some control over clarity and detail, e.g. simple reports or a letter of application.
Developing Chinese as a Second Language (CSL1)	<ul style="list-style-type: none"> ▪ Understands simple, informative texts, e.g. plain language advertisements or stories in youth magazines. ▪ Reads personal or business letters in common, everyday language about familiar matters. 	<ul style="list-style-type: none"> ▪ Records an event or describes a person or object using everyday, high frequency words, e.g. a travel journal. ▪ Writes simple reports by summarising and rearranging information gathered from familiar contexts, using the core vocabulary of the context.
Basic Chinese as an Additional Language (CAL3)	<ul style="list-style-type: none"> ▪ Understands simple, controlled texts, e.g. weather forecasts and train schedules. ▪ Understands some basic content of popular items in newspapers and magazines. ▪ Understands some main ideas in simple, personal or business communication, e.g. letters, postcards or notices. 	<ul style="list-style-type: none"> ▪ Writes simple, informative texts on familiar topics using a vocabulary of a few hundred common words, e.g. an instruction or annotation. ▪ Describes people, objects or matters in a written text, using linguistic devices learnt in and out of class.
Elementary Chinese as an Additional Language (CAL2)	<ul style="list-style-type: none"> ▪ Can identify some points in simple, controlled texts, e.g. weather forecasts and timetables. ▪ Comprehends the headlines of general newspaper reports. ▪ Understands some aspects of personal or business communication, e.g. letters, postcards or notices. 	<ul style="list-style-type: none"> ▪ Writes simple messages on familiar topics using a vocabulary of two hundred common, basic words, e.g. notes or simple instructions. ▪ Describes people or objects at word or sentence level. Can join sentences into paragraphs.
Emerging Chinese as an Additional Language (CAL1)	<ul style="list-style-type: none"> ▪ Understands some elements of simple, controlled texts, e.g. names, gender and dates. ▪ Able to identify single words or phrases in prescribed materials, e.g. menus, catalogues, book covers and road signs. 	<ul style="list-style-type: none"> ▪ Express meaning at the single word or phrase level within the one hundred most frequently used Chinese characters. ▪ Able to communicate on prepared topics by drawing Chinese characters, with reference to a dictionary.

English Schools Foundation and Hong Kong Examinations and Assessment Authority
Standard Chinese Assessment for International Schools (Year 9) Information Sheet

This assessment is designed to recognise the levels of Chinese achieved by students aged 13-14 in an international education system. It is jointly developed by ESF and HKEAA. Year 9 students studying Chinese in ESF schools will benefit from this initiative. The Examination Office in each school administers the exam.

The assessment of 2018 consists of two tests, 1 hour of reading and 1 hour of writing. Both will be sat on Thursday 19 April.

Each of the two tests consists of three levels for students in three different pathways. They are CAL (Chinese as an Additional Language), CSL (Chinese as a Second Language) and CNN (Chinese at Near Native level). The three levels are bound together in one booklet. Students are placed in the three pathways for everyday learning and their teachers will remind them of which level to complete before the exam dates. The starting and stopping points of for each pathway will be marked clearly in the papers. The following table gives an indicative overview of the test format. Each candidate will be issued a certificate jointly endorsed by ESF and HKEAA. Results will be reported on a spectrum of 7.

	Writing Test, 1 hour	Reading Test, 1 hour
Chinese as an Additional Language (CAL)	<ol style="list-style-type: none"> 1. A passage on ONE of the two given topics, 150-200 characters. 2. 10 simple tasks to write single words or short phrases, such as 'good-bye', according to English instructions. Candidates must attempt both parts. 	<ul style="list-style-type: none"> • About 40 questions in total, $\frac{3}{4}$ multiple-choices and $\frac{1}{4}$ short answers in English. • Chinese texts in simplified characters. • Written within a controlled vocabulary of approximately 700 words.
Chinese as a Second Language (CSL)	A passage on ONE of the two given topics, 200-350 characters.	<ul style="list-style-type: none"> • About 40 questions in total, $\frac{3}{4}$ multiple-choices and $\frac{1}{4}$ short answers, some require English and others Chinese. • Chinese texts in simplified and/or traditional characters.
Chinese at Near Native level (CNN)	An essay or creative writing on ONE of the two given topics, 350-500 character.	<ul style="list-style-type: none"> • About 30 questions in total, $\frac{2}{3}$ multiple-choices and $\frac{1}{3}$ short answers, some require English and others Chinese. • Instructions in Chinese. • Chinese texts in simplified and/or traditional characters.

The parts for CAL and CSL are written within controlled vocabularies and grammatical structures.

This assessment does not require preparation or mock exams. It takes a snapshot of Chinese attainment level at a particular exit/entrance point.

We wish all candidates the best of luck and a pleasant test experience.

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