Chinese parents' involvement in the International Baccalaureate (IB) Middle Years Programme (MYP) internal assessments

by

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Glossary

AFL	Assessment for learning
CP	Career-related Programme
DP	Diploma Programme
IB	International Baccalaureate
IBO	International Baccalaureate Organisation
MYP	Middle Years Programme
PYP	Primary Years Programme

Abstract

International Baccalaureate (IB) Middle Years Programme (MYP) is commonly used for students from the age of 11 to 16 in international education at the school level in China. Assessments in the IB MYP are largely internal (school-based) assessments, which have characteristics different from Chinese traditional standardised examinations and recognise the importance of parents' involvement in assessments. This study explored Chinese parents' perspectives on and perceived involvement in the IB MYP internal assessments. There are empirical studies scattered in the literature discussing parents' involvement in IB assessments in the context of several countries. Yet research concerning Chinese IB parents is absent to date. Working through a Bourdieusian lens, parental perspectives on and involvement in IB MYP internal assessments reported in this thesis can be understood as a form of practice shaped by parents' relative positions in the field of IB MYP internal assessments and their habitus (mis)matching the logic of practice within that field. One-on-one semi-structured interviews were conducted with 14 Chinese IB parents whose children studied IB MYP in the selected school.

The major findings are as follows: First, Chinese parent participants expressed different attitudes towards characteristics of IB MYP internal assessments claimed in the IB official key documents. Some characteristics of IB MYP internal assessments were recognised and appreciated by some parent participants. These include assessing student's multiple skills, embracing various categories of tasks, following the MYP assessment criteria, and encouraging authentic tasks. On the other hand, some parent participants expressed their concerns about IB MYP internal assessments. These concerns include the incomplete examination of the basic knowledge, the ambiguous achievement level of the assessment task in the grading system, students' learning motivation, and parents' lack of IB knowledge. All parent participants supported the primary use of English as the language of assessment in the selected school. Second, parent participants took three different approaches to involvement in their children's IB MYP internal assessments, including focusing on assessment outcomes, utilising assessment results to inform the child's further study, and participating in their children's learning processes related to assessment tasks. Each of the approaches to parental involvement in IB MYP internal assessments was just mentioned by a limited number of parent participants, and most approaches to involvement were initiated by teachers or children. Third, the reasons behind the 14 parent participants' understanding of and involvement in children's IB MYP internal assessments include three aspects: accessibilities,

capabilities, as well as parental educational beliefs and backgrounds. Parental accessibilities to involvement in IB MYP internal assessments were affected by teachers, children, as well as space and time. Parental capabilities were affected by their accumulation of knowledge of IB assessments and constraints related to time and English language proficiency. Parents' involvement was also influenced by their educational backgrounds and beliefs regarding parenting and teacher-parent relationships which often diverged from the IB education. Some insights and practical strategies for getting parents involved in their children's IB MYP internal assessments were provided for relevant stakeholders, including Chinese IB parents, IB educators in the Chinese IB schools, and the International Baccalaureate Organisation.

Keywords

Assessment, Internal assessment, Bourdieu, International Baccalaureate (IB), Middle Years Programme (MYP), Parent, China, Involvement, Capital, Field, Habitus, International education, interview.

Declaration

I declare that:

This thesis presents work carried out by myself and does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; to the best of my knowledge, it does not contain any materials previously published or written by another person except where due reference is made in the text; and all substantive contributions by others to the work presented, including jointly authored publications, is clearly acknowledged.



Type your name here....Xuechen Zhang..... 28 September 2024

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1 Introduction

The first two decades of the millennium witnessed the growing intensity of the globalisation of education. Yet globalised education was interrupted at the outset of the third decade with the rampant spread of COVID-19 across the globe. Despite this interruption, certain forms of international education continue as usual, with the International Baccalaureate (IB) being one example. This study ventures into the educational domain of IB but its focus is not on the impact of COVID-19 on IB education. Rather, the study looks at Chinese parents' perspectives on and perceived involvement in IB assessment. By 'perceived' it means that this research focuses on parents' accounts of their involvement in IB assessments instead of their actual involvement activities.

Since 1978, China started to send students to study abroad (Huang, 2018). In recent decades, a new trend of studying abroad in China is that many Chinese students go abroad to study at a younger age (Zhou, 2013). This trend inspired the rapid growth of international schools in China which incorporate an international curriculum or curriculum from western educational sources to prepare children for their prospective overseas education either at the K-12 or tertiary level (Robinson & Guan, 2012). Among various introduced curricula, the IB appears to be one of the most commonly adopted.

As a non-profit educational foundation, the IB offers four educational Programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) (International Baccalaureate Organization, 2020). This research focused on the International Baccalaureate Middle Years Programme (IB MYP) which accommodates students from the age of 11 to 16. Each Programme offers challenging curricula with rigorous assessments. Regarding the MYP, assessment is one of the key

components in its curriculum module (International Baccalaureate Organisation, 2014). The MYP employs a range of assessment tools, including a variety of internal assessment tasks (school-based), and the optional external summative assessment (eAssessment) (International Baccalaureate Organisation, 2014). This study explored Chinese parents' perspectives on and perceived involvement in the internal assessments, which are the main IB MYP assessments. This introductory chapter outlines the background of Chinese school education and international school education in China, as well as the characteristics of the IB, with a particular focus on the IB MYP and its assessments. The overview of national and international school education in China is presented in Section 1.1. Following this, the IB Programmes (see Section 1.2), the IB MYP (see Section 1.3), assessments in the IB programmes (see Section 1.4), and assessments in the IB MYP (see Section 1.5), are discussed in turn.

1.1 An overview of national and international school education in China

According to the *中华人民共和国义务教育法 [Compulsory Education Law of the People's Republic of China] Act 1986*, the Chinese state has made nine years of education compulsory since 1986 and it aims to universalise nine-year education (six years of primary and three years of lower secondary) in all areas of China and for children from all backgrounds irrespective of their race, ethnicity, and gender. Students access free compulsory education in public schools based on the principle of non-selective enrolment. After nine years of compulsory education, students who want to enter a higher level of education have to take large-scale, high-stakes tests. They enrol in senior secondary schools based on their Entrance Examinations to Senior Secondary Schools and in higher education based on their National Matriculation Entrance Examinations.

In China, educational selection is deeply rooted in its historical reverence for standardised testing. Noteworthy is the legacy of the Imperial Examination System highlighting the longstanding cultural significance of exams in evaluating learning and selecting officials. This historical backdrop has perpetuated an exam-oriented education system that, since the resumption of the college entrance exam in the 1970s, had increasingly focused on test scores as the paramount indicator of academic success (Yang, 2016). Moving away from exam-oriented education, the Ministry of Education has advocated for Su Zhi Jiao Yu (quality-oriented education, 素质教育) to cultivate well-rounded students capable of innovation and

independent thought. However, the deeply ingrained examination culture continues to influence the logic of teaching to the test (Su, 2008; Yang, 2016). The findings from existing research suggest that while there is a recognised need for educational reform that promotes student well-being and comprehensive skill development, the transition from an exam-centric to a quality-centric paradigm is fraught with complexities and resistance (Yin & Mu, 2022). This context matters for the current study as both the IB system and IB parents have to juggle between the two contrasting education logics in China when it comes to parental involvement in assessment.

Education in China is primarily state-run with a relatively small component of non-state schools (Organization for Economic Co-operation and Development, 2016). According to the *中华人民共和国民办教育促进法 [Non-state Education Promotion Law of the People's Republic of China] Act 2018*, the non-state schooling in China refers to social organisations or individuals other than state institutions using non-state financial funds to organise activities of schools and other educational institutions. Non-state schooling in China has developed with government support since the Reform and Opening-up Policy in 1978 (Randall & Cheng, 2000) as an economic response to the market demand for private education (Kwong, 1997). Since privatisation and marketisation are linked inextricably, most education privatisation policies lead to the generation of some level of market dynamics in education systems, such as the freedom of parents' school choices (Whitty & Power, 2000). In non-state schools, parents pay for schooling (Zancajo et al., 2016). In this context, parents become 'clients' in the educational market and their perspectives and evaluations are valued by schools and teachers who 'sell' their educational services (Dash, 2009).

Marketisation is thought of as liberalisation, which assumes agents are free from government regulations (Zancajo et al., 2016). In China, even though the government regulates education, such as setting compulsory schooling laws and monitoring school performance, non-state schools have a certain degree of freedom in recruiting teachers, purchasing resources, designing campus environments, and developing facilities (Dash, 2009). For example, even though non-state schools need to follow strict state regulations on the national curriculum content (Ministry of Education of the People's Republic of China, 1992), some supplementary curricular could be integrated into the national curriculum in non-state schools, such as the international curriculum and curriculum from western countries. According to the Ministry of Education of the People's Republic of China (2023), in 2022 there were a total of

178,300 non-state schools, accounting for 34.37% of educational institutions across the country; and 5.23% of schools providing education for Year 1-Year 9 students were non-state schools (10,500).

Education has long been understood as a mechanism of competition for social mobility (Bourdieu & Passeron, 1990). Families draw on economic, social, and cultural resources at their disposal and their perceptions and values of education to make the best possible school choices for their children. China is no exception to this phenomenon. Although public schooling sustains its dominance, alternative pathways to success for students have emerged (Robinson & Guan, 2012). It is not uncommon to see the so-called middle and upper-class parents in urban China choosing non-state schooling for their children (Mok et al., 2009) and/or purchasing private tutoring services and extra-curricular classes (Tan, 2012). It should be noted, however, that the latter form of parental investment in private education has been significantly impacted by the requirements of further alleviating students' academic workload and extracurricular training in 2021.

There are three main forms of international education at the school level in China: independent international schools, international programs incorporated into public schools, and non-state international schools. The first accommodates the educational needs of the globally mobile 'international community' while the second and third attract a 'local' base of aspiring, middle-class customers/consumers (Bunnell, 2020). According to Ministry of Education of the People's Republic of China (1995), the first form, independent international schools, which were established by foreign institutions, foreign-funded enterprises, China offices of international organisations, and foreigners legally residing in China, only enrol foreign passport holders. As the name suggests, each school can independently determine its curriculum, teaching materials, and teaching plan (Ministry of Education of the People's Republic of China, 1995). For example, in the city of Shanghai, most of these schools choose either IB programmes, the curriculum of host countries, or an integrated curriculum combining the Chinese national curriculum and the IB curriculum (Shanghai Academy of Educational Sciences, 2016).

The second form of school-level international education refers to the international programs incorporated into the public school system with the approval of the local educational authority. The third is composed of non-state international schools established by Chinese social organisations or Chinese individuals independent of the public school system. The only

difference between the second and the third form is whether a public school is involved. Both forms are open to expatriates and Chinese nationals. They need to abide by the Compulsory Education Law of the People's Republic of China (1986), following strict State regulations on curriculum content, teaching plan, syllabus (Ministry of Education of the People's Republic of China, 1992), and textbook selection and use (Ministry of Education of the People's Republic of China, 2019).

The IB has also been widely used in both the second and third forms of school-level international education in China. According to the research institute Sheng Shi Hua Yan (2020), these schools integrate foreign educational concepts, strategies, and content into the Chinese national curriculum system, and combine them with their own school curriculum and culture. Education in these two forms of school-level international education is regarded by Chinese parents as a transition stage to overseas study either at the K-12 or tertiary level (Sheng Shi Hua Yan, 2020). These two forms of international education charge extremely high tuition and fees (Mast, 2018) and are sometimes called 'Gui Zu Xue Xiao' (noble school, 贵族学校) (in the case of the third form), one kind of school created to meet the requirements and preferences of affluent families in China (Kwong, 1997). Both forms of international education pride themselves on elevated educational standards, stringent discipline, outstanding learning surroundings, cutting-edge technology, and a proficient faculty, which includes individuals fluent in English as their primary language (Lin, 1994). The characteristics of three main types of international education at the school level in China are summarised in Table 1.

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Table 1 Characteristics of three main types of school-level international education in China

Types of school-level international education in China	**Student nationality**	**Necessity to abide by the *Compulsory Education Law of the People's Republic of China* (1986)**	**Curriculum, teaching materials, and teaching plan**	**Involvement of public schools**
Type 1：Independent international schools	Only foreign passport holders	Not required	Independently determined by each school.	No
Type 2：International programs incorporated into public schools	Both expatriates and Chinese nationals	Required	Following strict state regulations on curriculum content, teaching plan, syllabus, and textbooks.	Yes
Type 3：Non-state international schools	Both expatriates and Chinese nationals	Required	Following strict state regulations on curriculum content, teaching plan, syllabus, and textbooks.	No

Irrespective of the different types, international education at the school level in China has introduced an international curriculum into the Chinese national education system (Sheng Shi Hua Yan, 2020). Among all these types of school-level international education in China, some schools choose the IB, while other schools introduce curriculum systems and examinations from western educational sources (Mast, 2018), such as the Advanced Level and the International General Certificate of Secondary Education from the United Kingdom, the Advanced Placement from the United States, the Canadian British Columbia Curriculum from Canada, and the Victoria Certificate of Education from Australia. A business report about the development of Chinese international education in 2023 shows that Advanced Level, Advanced Placement, and IB are the three most commonly adopted international curricula in China (New Oriental, 2023). As the project explored the degree of Chinese

parents' involvement in the IB internal assessment, the next section provides an overview of IB programmes.

1.2 An overview of IB programmes

The IB was founded in Geneva, Switzerland in 1968 (International Baccalaureate Organisation, 2017) and was given its brand name in 1962 at the International Schools Association Conference of Teachers of Social Studies. Since then, the IB has been considered an international passport to higher education (International Baccalaureate Organisation, 2017), facilitating global mobility and motivating parents around the world to engage with it (Hill, 2002). Initially, the IB ensured educational continuity for students with parents who frequently relocated (Azzi, 2018). While the IB was developed to address the educational needs of global cosmopolitan families, it has now been strategically adopted to also engage local families (Doherty, 2009), such as the Chinese families in the context of the current study. The IB functions as a transnational educational institution, operating and being effectively integrated within diverse national contexts (Doherty, 2009). For instance, the government of Malaysia has selected state/public schools to implement the MYP designed for students from the ages of 11 to 16 since 2013; the IB has collaborated with the government of Japan to formulate a dual language IB diploma since May 2013; and the government of Spain entered into a collaborative agreement with the IB for joint educational initiatives from July 2014 (International Baccalaureate Organisation, n.d.e). According to data from the International Baccalaureate Organisation official website[1] (International Baccalaureate Organisation, n.d.b), by October 2023 there were over 8,000 IB programmes being authorised and offered at over 5,700 schools in 159 countries across the world. Of these 46.1% were taught in the Americas, 30.8% were in the regions of Africa, Europe, Middle East, and 23.1% were in the Asia-Pacific, involving over 1,000 schools in 28 countries in the region of Asia-Pacific[2] (International Baccalaureate Organisation, n.d.c). It should be noted that even though the Americas run almost half of the IB programmes, the IB is widely implemented among countries in the Asia-Pacific region, such as China.

The IB offers four holistic educational Programmes for a worldwide community of schools (International Baccalaureate Organisation, 2015). The Diploma Programme (DP), established in 1968, provides education for students aged 16 to 19; the Middle Years Programme (MYP),

[1] https://www.ibo.org/about-the-ib/facts-and-figures/; retrieved on 11 November 2023.

[2] https://www.ibo.org/about-the-ib/the-ib-by-region/ib-asia-pacific/facts-about-the-region/; retrieved on 11 November, 2023.

launched in 1994, is designed for students aged 11 to 16; the Primary Years Programme (PYP), introduced in 1997, is designed for students aged 3 to 12; and the Career-related Programme (CP), started in 2012, provides education for 16- to 19-year-old students (International Baccalaureate Organisation, 2019b). These four programmes can be offered independently or as a continuum (International Baccalaureate Organisation, 2019a). It should be noted that MYP and PYP do not necessarily provide high school and primary school education respectively; rather, as described above, they serve students of a particular age group.

In China, 280 IB schools are providing one or more of the four IB programmes, among which 163 schools offer the DP, 170 schools offer the PYP, 71 schools offer the MYP, and 5 schools offer the CP[3] (International Baccalaureate Organisation, n.d.a). According to the data provided on the IB official website[4] (International Baccalaureate Organisation, n.d.d), most IB schools in China are located in highly socio-educationally advantaged cities, such as Shanghai, Beijing, Guangdong, and Jiangsu, accounting for nearly 37% of IB schools nationwide. This aligns with the research finding about the location of IB schools in Australia where most IB schools in the country are located in affluent communities of large cities (Dickson et al., 2017). English is the main language used as a medium of instruction in IB education in China.

The IB enables schools to adhere to national, state, provincial, or other subject-specific curricular requirements while achieving the goals of the IB mission and putting the IB philosophy into practice (International Baccalaureate Organisation, 2014). To this end, the IB mandates schools to undergo an authorization process to ensure they adhere to the necessary standards for becoming an IB school and all IB schools are re-evaluated every five years to confirm their ongoing compliance with IB standards (International Baccalaureate Organization, 2020). To meet the requirement of IB school authorisation, each IB school 'develops, implements, communicates and reviews effective policies that help to create a school culture in which IB philosophy can thrive' (International Baccalaureate Organization, 2020, p. 10). These mandatory policies include the assessment policy, language policy, academic integrity policy, inclusion policy, and admissions policy (International

[3] https://www.ibo.org/country/CN/; retrieved on 11 November 2023.

[4] https://ibo.org/programmes/find-an-ib-school/?SearchFields.Country=CN; retrieved on 11 November, 2023.

Baccalaureate Organization, 2020). Some IB schools choose to integrate local curriculum or curriculum from host countries into their own IB curriculum. However, some early career teachers in Australia stated that they felt stressed about fulfilling the requirements of the combination of IB and local curriculum as well as the incompatible modes of assessments of these two curricula (Doherty & Shield, 2012). Some IB schools in China develop their own curriculum by combining IB framework, national curriculum, and school-based courses. At the same time, these schools in China must meet the national legal requirements for nine-year compulsory education while following the IB philosophy which is underpinned by four elements: international mindedness, the IB learner profile, the connected IB curriculum, as well as skill-oriented teaching and learning (International Baccalaureate Organisation, 2014, 2015).

The first element, international mindedness, emphasises multilingualism, intercultural understanding, and global involvement (International Baccalaureate Organisation, 2014). IB MYP parents in a study conducted in the United Arab Emirates valued the IB philosophy of international mindedness and global citizenship (Stevenson et al., 2017). In a study that encompassed IB PYP, MYP, and DP in North America, Europe, the Middle East, and Asia, a considerable proportion (97.6%) of participating parents who responded to a survey expressed the belief that having a disposition of international mindedness would be advantageous for their children's future (Barratt Hacking et al., 2017). However, diverse perspectives emerged regarding the connection between international mindedness and national identity (Barratt Hacking et al., 2017). Certain parents experienced unease regarding the exposure of their children to international mindedness at a time when their national identity was being challenged; while some parents stated that exposure to a different disposition of international mindedness was necessary for the development of a sense of national identity (Barratt Hacking et al., 2017).

The second element aims to craft an ‘IB learner profile’ (International Baccalaureate Organisation, 2014, p. 9). It requires students to strive to become ‘knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective’ (International Baccalaureate Organisation, 2014, p. 9). Parents from different countries held different attitudes towards the ‘IB learner profile’. For example, parents of PYP worldwide who responded to an electronic questionnaire appreciated the key role of the IB learner profile in guiding behaviour, decisions, and interactions with the school community and these parents believed that their children were living examples of the IB learner profile (Kong &

Sperandio, 2013). Similarly, the IB learner profile was viewed by PYP parents in the United States as a major contributor to setting students up for future success (Boal & Nakamoto, 2020). On the other hand, a study conducted in IB schools in India, Australia, and Hong Kong found that the IB learner profile did not rate highly on the list of parent priorities and parents gave little consideration to the IB learner profile when selecting schools (Rizvi et al., 2014).

The next feature is IB's curriculum. It encourages students to make connections between what they have studied in traditional subjects and the real world (International Baccalaureate Organisation, 2015). IB parents in studies conducted in the UK, the US, and Israel emphasised that IB education offered their children effective preparation for future independent study, for transitioning to other contexts, for future success in the world, and life in general (Boal & Nakamoto, 2020; Kong & Sperandio, 2013; Sizmur & Cunningham, 2012; Yemini & Dvir, 2016). MYP parents in the study conducted in the UK valued the holistic approach, the broad subject base, and the flexible curriculum (Sizmur & Cunningham, 2012). In the study conducted in the United Arab Emirates, MYP parents held different attitudes towards the alignment between local curriculum requirements and IB expectations. Some parent participants acknowledged that the integration of national and IB curriculum respected local traditions; while some parents were concerned about the difficulty in aligning local curriculum requirements and IB expectations (Stevenson et al., 2017).

The final defining feature of the IB philosophy is IB's approach to teaching and learning, through which students develop general skills across the curriculum and subject-specific skills while educators emphasise teaching pedagogies that are 'inquiry-based, concept-driven, contextualised, collaborative, differentiated, and informed by assessment' (International Baccalaureate Organisation, 2014, p. 73). In a UK study, MYP parents reported that they chose IB schools mainly because of the IB philosophy of inquiry-based and concept-driven learning, critical thinking and research skills, and local and global citizenship instead of over-specialisation on academic content and examinations (Sizmur & Cunningham, 2012). The importance of avoiding the pitfalls of students' development focusing only on the academics at an early age was also mentioned by parents in the study conducted in the United Arab Emirates (Stevenson et al., 2017). In the US, parents lauded the IB for encouraging teachers and students to continually improve themselves and make a difference in the world (Glass, 2016).

As noted earlier, extant research has shown parents' varied perceptions of the IB philosophy and the effectiveness of its implementation in local contexts. Nevertheless, little is known specifically about parental involvement with IB assessment underpinned by such a philosophy. Recent research has called for involving parents in assessment (Toe et al., 2016). The current project contributed to this regard. The ensuing sections, therefore, introduce the IB MYP, followed by an introduction to the assessments in the IB MYP.

1.3 The IB MYP

The IB MYP has been designed for students from the ages of 11 to 16 as a coherent and comprehensive curriculum framework (International Baccalaureate Organisation, 2014). Three years of education is mandatory in the MYP, while Year Four and Year Five are optional for each school (International Baccalaureate Organisation, 2014), but there is no official data on the proportion of schools with five-year MYP in all MYP schools. The MYP originated as an initiative developed by cohorts of practising teachers and administrators in international education and developed from the work and vision of these school educators (International Baccalaureate Organisation, 2014). The MYP consists of eight subject groups: 'language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design' (International Baccalaureate Organisation, 2014, p. 133), as well as interdisciplinary study (International Baccalaureate Organisation, 2014).

According to the data offered by the IB official website in November 2023[5] (International Baccalaureate Organisation, n.d.d), Beijing accounts for the most IB schools running the MYP (11 schools) in China; six of these are located in Chinese non-state international schools; while four of these are independent international schools, and one is incorporated into a public school system. Beijing is therefore selected as the research setting of this project due to its relative prominence in the provision of IB MYP.

The IB philosophy is expressed through all aspects of the MYP and straddles six core domains (International Baccalaureate Organisation, 2014). Conceptual understanding requires students to think beyond facts or topics, helps students explore the essence of a subject, and assists students in achieving success in further study and life. Teaching and

[5] https://ibo.org/programmes/find-an-ib-school/?SearchFields.Country=CN; retrieved on 11 November, 2023.

learning in a global context connect students' learning experiences to their lives and to the world that they have experienced. Another core philosophy, called approaches to learning, aims to develop student skills that have relevance across the curriculum and that help them learn how to learn. Service as action (community service) provides students opportunities to learn by doing and experiencing, as well as being caring members of the community. Language and identity support students to master multiple languages, providing them with increased options for affiliating with and belonging to various relevant groups. Learning diversity and inclusion value students from different backgrounds and respect individual learning differences. This last philosophy of diversity and inclusion is laudable. In reality, however, in the study conducted in one IB school in the U.S., only 25% of the IB students were African American and less than 5% were Hispanic. Some parent participants interviewed for this study expressed their concerns regarding the lack of diversity in the IB programme (Coleman, 2018). The IB also excludes the participation of most families who cannot afford its extremely high tuition and fees (Dickson et al., 2017). It seems that IB is not always as inclusive as purported in its philosophy.

Studies have not yet engaged with the family socio-economic backgrounds of Chinese students in the IB MYP. Through my professional experience teaching IB MYP for five years, I have observed that students in the school at which I taught entered the IB MYP from a privileged background. This aligns with the research finding about IB families in Australia that families who choose the IB DP already possess higher socioeconomic capacity (Doherty et al., 2012). The socioeconomic profile of IB parents in China is like those in international schools. They are affluent families with abundant economic capital (see Bourdieu, 1986) and knowledge of global education markets; some families are from China's 'new rich' entrepreneurial class who have high levels of economic capital but relatively low levels of education; still, some families are skilled internal migrants without the 'Hu Kou' (registered permanent residence, 户口）6 (Poole, 2020). Yet there appears to be no research on the

[6] The '*Hu Kou*' is the registered permanent residency status of a particular individual in the household registration system used in mainland China. According to the *Compulsory Education Law of the People's Republic of China (Zhong Hua Ren Min Gong He Guo Yi Wu Jiao Yu Fa, 中华人民共和国义务教育法*) *Act 1986* (The National People's Congress of the People's Republic of China), students who enrol in one primary or lower secondary public school need to follow the enrollment principle of 'nearby enrollment' determined by their 'Hu Kou' (registered permanent residence , 户口）, meaning children cannot move to other public schools outside area where they register permanent residency status (Organisation for Economic Co-operation and Development, 2016). On the other hand, the non-state international schools, as one kind of non-state schools, do not need to follow this principle. Therefore,

degree to which such families engage with one of the most important educational practices, that is, assessment. The ensuing section provides an overview of IB assessment, leading to the research questions of the current study.

1.4 Assessments in the IB programmes

Rigorous assessment, which is emphasised in the IB mission statement, is an important part of IB education (International Baccalaureate Organisation, 2021). Assessment in IB can mean 'any of the different ways in which student achievement can be gathered and evaluated' (International Baccalaureate Organisation, 2021, p. 24). According to the introduction of IB assessments in the IB official guide, 'common types of assessments include tests, examinations, extended practical work, projects, portfolios, and oral work' (International Baccalaureate Organisation, 2021, p. 39); assessments are evaluated by students' teacher or an external examiner (International Baccalaureate Organisation, 2021); the IB employs a range of assessment tools, including 'examination papers and a various other assessment tasks (essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances)' (International Baccalaureate Organisation, 2021, p. 41).

IB is concerned with whether an individual assessment is fit for purpose and recognises the risk that the way of assessments can influence the approach to learning (International Baccalaureate Organisation, 2021). Both formative and summative assessments for internal assessments are assessments for learning (International Baccalaureate Organisation, 2021) (see Chapter 2.3). External assessments can function as a standardized evaluation of students' capabilities and may provide outcomes that are externally acknowledged. These outcomes enable stakeholders, including universities, employers, and educational institutions, to make informed judgments regarding selection (International Baccalaureate Organisation, 2021). They are also provided to parents as evidence of the quality of the pedagogy of the school (Wright et al., 2016).

Most of the assessments for DP courses are external summative assessments, which are completed during the course and then sent to an external examiner (International Baccalaureate Organization, 2015b). The external assessment is mandatory for the DP.

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some skilled internal migrants without the '*Hu Kou*' choose to send their students to the Chinese non-state international schools.

Different from assessments for DP, most of the assessments for MYP courses are internally assessed and focus on the function of supporting teaching and learning. The external summative assessments are optional for students who want to get the certificate of MYP (International Baccalaureate Organisation, 2014). Like assessments for MYP, most assessments for CP courses are internally assessed by students' teachers and then confirmed or moderated by an external moderator (International Baccalaureate Organization, 2015a). While assessment is an important element of the PYP, there is no external summative assessment in PYP (International Baccalaureate Organisation, 2021). Forms of assessment in four IB programmes are summarised in Table 2.

Table 2 Forms of assessments in four IB programmes

Forms of Assessment	**PYP**	**MYP**	**CP**	**DP**
Internal formative assessment	×	×	×	×
Internal summative assessment	×	×	×	
External assessment		Optional		×

1.5 Assessments in the IB MYP

The assessed curriculum is one of the three interrelated components that make up the MYP's cohesive curriculum, alongside the written curricula and the taught curriculum (International Baccalaureate Organisation, 2014). The assessment task requires to meet the programme requirements and is integral to all teaching and learning (International Baccalaureate Organisation, 2014). Since IB follows a constructivist approach (International Baccalaureate Organisation, 2019b), assessments within the IB framework should be structured in accordance with this constructivist learning (International Baccalaureate Organisation, 2021).

There are internal assessments during the MYP and optional external assessments at the end of the MYP programme. External MYP eAssessments provide MYP Year 5 students with extra chances to showcase their learning at the end of the MYP and receive IB-validated grades (International Baccalaureate Organisation, 2014). MYP eAssessment comprises three strategies for assessing MYP Year 5 students: ePortfolios of defined coursework (optional), on-screen examinations (optional), and student-centred personal projects (mandatory). The IB officially acknowledges achievement in the MYP solely for students who successfully complete the required external MYP eAssessments (International Baccalaureate Organisation, 2014). External MYP eAssessments are only available for MYP Year 5 students, therefore, schools that end the programme in MYP Year 3 or Year 4 do not need to include these external MYP eAssessments.

Despite the implementation of the external MYP eAssessments, assessments in the MYP are mainly internal (school-based) assessments (International Baccalaureate Organisation, 2014). Teachers in IB schools 'develop, administer, and provide feedback on MYP internal assessments' (International Baccalaureate Organisation, 2014, p. 43). They prioritise assessment procedures which involve collecting and analysing information on student performance, offering timely feedback to apply assessments to support student learning (International Baccalaureate Organisation, 2014).

MYP internal assessment recognises the importance of assessing both the product and the process of learning (International Baccalaureate Organisation, 2014). It requires students to be assessed on 'prescribed subject-group assessment criteria' (International Baccalaureate Organisation, 2014, p. 81). Rigorous tasks embracing a variety of assessment strategies are designed (International Baccalaureate Organisation, 2014). These MYP internal assessments

are concept-informed, both formative and summative in purpose, involve 'weak criterion referencing', include a range of tasks, and are mostly in English (see Section 2.1).

IB assessments are ongoing, varied, and integral to the curriculum (International Baccalaureate Organisation, 2015). IB students exhibit their comprehension, knowledge, and skill mastery through the consolidation of learning (International Baccalaureate Organisation, 2015). IB programmes are not exam-driven (International Baccalaureate Organisation, 2015). The focus lies on analysing assessment data to guide teaching and learning, and on recognising that students gain advantages from acquiring the skills to assess both their own work and that of others (International Baccalaureate Organisation, 2019a).

Parental involvement is required for the MYP assessments in IB official guides (see Section 2.3). According to the IB official key documents, parents are 'involved in assessments and should understand the strengths, weakness and decisions that those offering and using assessment need to make' (International Baccalaureate Organisation, 2021, p. 5) as well as 'have a clear understanding of the purpose of assessment and its practical application in the programme' (International Baccalaureate Organisation, 2014, p. 36). According to the IB official key document MYP: From Principles into Practice (2014), the assessment policy of each IB school considers plans for sharing information and processes for gathering feedback about MYP assessments with the broader school community including parents; and parents, as one group of key stakeholders, concerned with assessments and should have a clear understanding of the purposes and implementations of assessments in the MYP. Guided by this document, parental involvement is clearly required and has been implemented in the assessment policies of some schools. For example, the Shanghai American School's assessment policy was written by the Assessment Task Force formed of parents, board members, faculty, and administration. The policy allows parents to

> engage as partners in supporting and encouraging the learning process, receive accurate information on a student's learning progress, obtain accurate information about their child's strengths and areas in need of support and use learning progress to assist in planning for their child's future, both immediate and long term (academic programs, enrolment, university, etc.). (Shanghai American School, 2017, p. 7)

The foregoing review has identified some of the key characteristics of the IB MYP assessments. IB parents are encouraged to participate in assessment by the IB key documents and assessment policies of some IB schools, but there is limited empirical research about

parents' perspectives on and involvement in the IB MYP assessments. This study therefore asks:

1 What are Chinese parents' perspectives on the IB MYP internal assessments?

2 How do parents describe their involvement in the IB MYP internal assessments?

3 What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments?

To further develop the empirical basis of the study, the next chapter focuses on parents' perspectives on and involvement in IB internal assessment. It also reviews literature concerning parents' perspectives on IB MYP internal assessments and their perspectives on assessments in an examination-oriented culture, as well as parents' involvement in IB MYP internal assessments, assessments, and children's education.

2 Literature review

This study explored Chinese parents' perspectives on and perceived involvement in the IB MYP internal assessments. Before reviewing the literature, the characteristics of IB MYP internal assessment are summarised in Section 2.1. Following this, To establish the empirical basis of the study, five bodies of literature were reviewed. These include (1) parents' perspectives on IB MYP internal assessments (see Section 2.2); (2) parents' involvement in IB MYP internal assessments (see Section 2.3); (3) parents' involvement in assessments (see Section 2.4); and (4) Chinese parents' involvement in children's education (see Section 2.5). After the review, the research problem (see Section 2.6) of this study is discussed.

2.1 Characteristics of IB MYP internal assessments

The study focuses on IB MYP internal assessments, exploring parents' perspectives on and perceived involvement in these assessments. Given this focus, this section reviews International Baccalaureate Organisation documents and identifies key characteristics of IB MYP internal assessments. These assessments, as briefly noted in Chapter One and discussed in detail momentarily, are promoting approaches to learning skills, embracing various assessment tasks and strategies, set in the authentic context, both formative and summative in purpose, based on the assessment criteria, exploring concepts, encouraging academic honesty, and are mostly in English.

First of all, approaches to learning skills are encouraged to be integrated into IB assessments through a variety of tasks. Approaches to learning skills include thinking skills, research skills, communication skills, social skills, and self-management skills (International Baccalaureate Organisation, 2014). Assessments in MYP aim to 'promote the development of critical- and creative thinking skills' (International Baccalaureate Organisation, 2014, p. 79).

Even though some self-management skills, such as organisation skills of time, task, and state of mind, as well as self-reflection skills, are not formally assessed in the MYP, they could be developed through the formative assessment. For example, IB teachers noted that certain students faced challenges with assessments due to their deficiencies in time management and study skills (Foust et al., 2008).

Secondly, IB MYP requires teachers to design various assessment tasks for students, such as 'compositions (musical, physical, artistic), creation of solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations, and graphics' (International Baccalaureate Organisation, 2014, p. 87). When designing formative and summative assessment tasks, teachers choose from a range of assessment strategies, such as observation, selected responses (tests and quizzes), open-ended tasks, performance, process journals, and portfolio assessment (International Baccalaureate Organisation, 2014). When it comes to formative assessment, peer and self-assessment, tests and quizzes, and discussions between teacher and student are also useful strategies during the course of a unit (International Baccalaureate Organisation, 2014).

Thirdly, IB MYP internal assessments place a high value on assessing 'what is important in a way that reflects the real world' (International Baccalaureate Organisation, 2021, p. 49). The tasks in the IB assessments represent meaningful tasks that might be encountered in the real world rather than being artificial and contrived (International Baccalaureate Organisation, 2021), and the context for the assessment task is related to students' interests and identities (International Baccalaureate Organisation, 2014).

Based on the authentic tasks, assessment in the MYP aims to enhance comprehension of subject content by assisting students in their inquiries set within real-world contexts (International Baccalaureate Organisation, 2014). The inquiry is a central idea of the IB learner profile and students should be provided with opportunities in the assessment process to practice it.

Next, IB MYP internal assessment adopts summative and formative assessment tasks. The aim of summative assessment is to determine the student's overall achievement at the end of a learning activity (Harlen, 2004). The decision based on students' performance on the summative assessment is a decision about assigning appropriate grades to students based on how much students have learned during the study period (Black & Wiliam, 1998). Teachers mark and give comments on students' performance on summative assessment tasks according

to task-specific criteria which are based on the published MYP assessment criteria (International Baccalaureate Organisation, 2014). Differing from summative assessments which evaluate students' end performance, formative assessment evaluates student progress in the process (Alvarez et al., 2014). Formative assessments provide valuable feedback and implement timely instructional adjustments to ensure maximal student growth by monitoring student knowledge and understanding during instruction (Hickey & Noyce, 2011). For formative assessment, marking does not necessarily have to involve assigning a numerical score; instead, it can be entirely descriptive (International Baccalaureate Organisation, 2019a). Formative assessment often includes student self-assessment in which students set goals for their learning, measure their achievement, and adjust their actions, as well as peer assessment in which students provide feedback to their peers (Mcmillan, 2013).

Both formative and summative assessments in IB MYP internal assessment support assessment for learning (AFL). AFL is an assessment approach used to serve the purpose of promoting pupils' learning (Black et al., 2004). Traditionally, AFL has been closely associated with formative assessments since formative assessments give useful feedback and enable both teachers and learners to make timely changes to help promote students' learning. This is different from summative assessment which typically determines student overall achievement. The newer conceptualisations move away from a strict formative/summative dichotomy and state that assessment for any purpose (formative or summative) could support AFL if its ultimate use is to help students progress in terms of their learning (Davison & Leung, 2009). Whether primarily formative or summative in purpose, IB MYP internal assessments involve gathering and analysing information on student performance and are designed to provide consistent, timely, and meaningful feedback to teachers and their students on students' performance (International Baccalaureate Organisation, 2014). Therefore, all IB MYP internal assessments are encouraged to be designed to facilitate AFL.

The prescribed subject-group assessment criteria must be used to report student progress towards the MYP objectives. The criteria include the 'factual, conceptual, procedure, and metacognitive dimensions of knowledge' (International Baccalaureate Organisation, 2014, p. 81). For example, the criteria of science are 'knowing and understanding, inquiring and designing, processing and evaluating, reflecting on the impacts of science' (International Baccalaureate Organisation, 2014, p. 81), which embodies these four dimensions. Each assessment criterion is aligned with the corresponding subject-group objectives and is divided into various achievement levels, which are numerical values, with general qualitative value

statements called ‘general descriptors’ (International Baccalaureate Organisation, 2014). In the assessment tasks, the task-specific clarification which is based on the general descriptors of the achievement level is created by teachers and provided to students (International Baccalaureate Organisation, 2014).

After that, the IB assessment design draws from the understanding and application of key concepts and related concepts (International Baccalaureate Organisation, 2015). Key concepts provide interdisciplinary breadth to the Programme and offer connections that can transfer across time and culture. Examples of key concepts include communication, aesthetics, systems, and perspective. Related concepts are grounded in specific disciplines and provide depth to the Programme. Some example concepts are audience imperatives in language and literature, consequences in chemistry, and function in design (International Baccalaureate Organisation, 2014). IB MYP internal assessments are designed to evaluate students’ understanding of these concepts.

Besides these, academic honesty is emphasised in the IB MYP Internal assessments. All of the student’s work for the IB assessment must wholly and authentically be founded on the student's unique and original ideas, giving full acknowledgment to the ideas and work of others (International Baccalaureate Organisation, 2014). MYP students should learn the citing and referencing skills (International Baccalaureate Organisation, 2014).

Apart from them, English is the primary language of assessment in the IB MYP in China, even though assessments are allowed to be written in any language. This is in line with the selection of language of instruction in most IB schools in China, which is English. Assessment tasks for seven subject groups (sciences, mathematics, arts, design, language acquisition, physical and health education, individuals, and societies) are written in English with different levels of Chinese translation, depending on students’ English level. It is important to note that assessments of language and literature are written in students’ first language which is often Chinese. When conceptual understanding is assessed through English, some students have reported difficulty in expressing themselves in English, which is their second language (Gan, 2009). This language issue may also apply to parents who have different levels of conceptual knowledge and English proficiency and therefore may have unequal opportunities to become involved in the assessment process.

2.2 Parents' perspectives on IB MYP internal assessments

There is scattered literature about parents' perspectives on the IB MYP internal assessment in the context of different countries. Some parents emphasised their supportive attitudes towards the formative assessment in MYP internal assessments, as well as their concerns about it. MYP parents in the UK valued the programme's emphasis on formative assessment, rather than rote learning and standardised examinations as commonly seen in other courses for middle-year students (Sizmur & Cunningham, 2012), for example, those in China. While these parents usually do not have a problem with the school providing the IB MYP internal assessment, they do not see it as being very important when the National Curriculum or a high-stakes external assessment (e.g., the General Certificate of Secondary Education) is put in place. Similarly, some parents in the United Arab Emirates were concerned by the low prioritisation of regular examinations in the MYP (Stevenson et al., 2017). These parents did not consistently feel assured about their child's progress and expressed their desire for an external summative assessment process that could offer some assurance of student advancement and prepare learners for the DP (Stevenson et al., 2017). These suggest that tensions exist between IB internal assessment and external high-stakes testing.

Some parents felt assessment criteria and the grading system were confusing. For example, parents of children at three Australian schools struggled to understand the assessment rubrics and the MYP grading format despite explanations through parent information nights, parent-teacher interviews, and newsletters (Dickson et al., 2020). Teachers found that it was still hard for parents to connect the MYP achievement level for each subject criterion (e.g., Achievement level 4 for the mathematics Criterion B—Investigating Patterns) to the traditional A, B, C, and D grades (Dickson et al., 2020).

Further, some parents were concerned about the differences in teacher feedback on their children's performance during formative assessment tasks (Hughes, 2014). Such variations may be attributed to the lack of clarity and agreement among teachers on how feedback is provided and how they can effectively communicate assessment criteria to parents (Sizmur & Cunningham, 2012). Authentic formative assessments generally require a large degree of subjectivity in marking, which might also influence the consistency of the teacher's feedback (International Baccalaureate Organisation, 2021). The nature of complex performances in the formative assessments might also result in variation in feedback since complex performances are not measurable in any accurate and precise way (Shay, 2008). Hughes (2014) therefore

suggested three ways to enhance and make the discussion around feedback more purposeful, including clearly defining the nature and purpose of feedback, providing timely and meaningful feedback, and offering real-life examples of how feedback can be useful.

What's more, some parents in the UK considered the workload in IB formative assessment tasks to be very challenging for students (Sizmur & Cunningham, 2012). They reported that the open-ended nature of some tasks, such as 'a presentation, an essay, a diagram or a solution to a problem' (International Baccalaureate Organisation, 2014, p. 86), made it rather difficult to know when the task had been completed (Sizmur & Cunningham, 2012).

Parents' concern about the MYP internal assessments might be derived from their trust in the traditional external assessments. According to these, parents' perspectives on internal assessments might be affected by their perceptions of external assessments. This is particularly relevant to the Chinese context where the culture of achievement in high-stakes examinations impacts parents' perception and conception of the assessment (Ratnam-Lim, 2015). The national educational system in China which was to a greater extent based on rote learning for high-stakes assessments, was a contrast with IB programmes in the matter of teaching and assessing 21st-century skills (Holman et al., 2015). Harris (2015, April 16-20) thought that for parents in China, where testing has long been integral to assessment practices for centuries, it might be difficult to conceive of a valid and suitable evaluation that does not involve external assessments. Wright et al. (2016) stated that the absence of external examinations in the MYP might also deter parental and student support for the program.

In summary, some parents value the programme's emphasis on formative assessment, but some were concerned about the assessment criteria and the grading system, differences in teacher feedback on their children's performance, and the workload of assessments. Other parents were concerned about the low prioritisation of regular examinations in the internal assessments, which might be derived from their perceptions of external assessments. However, there is no empirical investigation on the Chinese IB parents' perspectives on IB internal assessments. This is a focused query undertaken by the thesis.

2.3 Parents' involvement in IB MYP internal assessments

Parental involvement is required for the MYP assessments according to IB official guides. According to the IB official key documents, parents should 'have a clear understanding of the purpose of assessment and its practical application in the programme' (International

Baccalaureate Organisation, 2014, p. 36). To guarantee parents' involvement in assessments, schools need to communicate assessment policies with parents (International Baccalaureate Organisation, 2022). The ways of parental involvement in the IB official documents focus on the school communicating student achievement to parents, including receiving reports and attending parent conferences after assessments (International Baccalaureate Organisation, 2014)

Besides the general statement in IB official key documents, parents' involvement in MYP internal assessments is stated in the assessment policy of each IB school. I have reviewed the assessment policies of 18 IB schools in Asia, Europe, the United States, and Australia, including six IB schools in China. The ways of parental involvement stated in the reviewed assessment policies of schools offering MYP include participating in developing or reviewing the assessment policy, being informed of the content of the assessment policy, being informed of the nature and practices of assessments, receiving student's assessment grades and feedback from teachers, attending parent conferences or student-led conferences, communicating with the school and teachers, as well as offering support outside of the classroom for students. The ways of parental involvement in assessments stated in the IB schools' assessment policy are listed in Table 3.

Table 3 Ways of parental involvement in assessments stated in the schools' assessment policy

	Country	Participating in developing or reviewing assessment policy	Being informed of the content of the assessment policy	Being Informed of the nature and practices of assessments	Receiving student's assessment grades and feedback from teachers	Attending parent conference/ student-led conference	Communicating with schools and teachers	Offer support outside of the classroom
International School of Hellerup	Denmark	X		X				
International School of Estonia	Estonia	X						
Deledda international school	Italy		X	X	X	X		
Mount Eliza Secondary College	Australia			X				
Earl Wooster High School & Vaughn Middle School	United States	X			X			
Mountainside Middle School	United States	X						
Seven Peaks School	United States		X					
Wooster High School	United States			X				
Mercyhurst Preparatory School	United States			X	X		X	X
Wauwatosa Catholic School	United States			X	X	X		
Shanghai American School	China	X		X	X	X	X	
Keystone School	China	X	X	X			X	X
Xi'an Hanova International School	China			X			X	
Beijing International Bilingual Academy	China				X	X		
Beijing Royal Foreign Language School	China				X	X	X	X
Chinese International School	Hong Kong, China	X			X	X	X	
Dwight School Seoul	South Korea			X				
Learning Alliance International	Pakistan			X				
Total number of schools		7	3	11	8	6	7	3

According to Table 3, being informed of the nature and practices of assessments and receiving students' assessment grades and feedback are respectively the first and second most stated ways of parental involvement in assessments in the school's assessment policies. It is worth noting that school policies position parents mainly as information receivers or the responders to the school's request in these two ways of parental involvement. On the other hand, some schools suggest parents to participate more in school assessments to actively support their child's education, such as participating in developing or reviewing the assessment policy, attending parent conferences or student-led conferences, communicating with the school and teachers, as well as offering support outside of the classroom for students.

There is limited empirical research on parents' involvement in IB assessments. MYP parents in the study in the UK stated that the majority of parental participants in IB assessments were receiving interim and term reports (Sizmur & Cunningham, 2012). PYP parents of third-grade students in the study in the United States stated that they approved of receiving information from schools about assessments and their children's performance in assessment tasks (Shepard & Bliem, 1995). In an instrumental case study, educators in the IB DP in Michigan emphasised the importance of communication among stakeholders for understanding and implementing IB assessment and the schools conducted inclusive meetings, interviews, observations, and surveys to value all stakeholder views, including those of parents, and to promote their collective input in assessment (Pascoe & Shen, 2016). However, there is no research on parents' involvement in IB MYP internal assessments in the context of China.

In summary, parental involvement is required for the MYP assessments in IB official guides and various ways of parental involvement in assessments are stated in the assessment policy of each school offering MYP. As extant literature concerning parents' involvement in IB MYP internal assessments is limited, the next section looks more broadly at parental involvement in assessment.

2.4 Parents' involvement in assessments

Black and Wiliam (1998) have long emphasised that considerable attention should be given to the role of parents in assessment. Black and Wiliam (1998) argue that parents' understanding of assessments is typically from their own assessment experience as students, but the nature of assessment has changed since that time. They therefore highlighted the importance for parents to learn about assessment. Black and Wiliam (1998) further explained:

If parents can understand more about the fundamentals of assessment, they could work together with teachers in many ways that will benefit their children. For example, assessment-literate parents can be a potent force in support of teachers' assessment practices. Owing to the paramount importance of engaging parents in assessment, teachers need to communicate assessment-related topics with parents, for example, students' attainment of curricular aims, the grading system, the student's attitudes, classroom behaviours, attendance, and effort which are related to student's performance (Black & Wiliam, 1998). In this way, teachers could encourage parents to become active stakeholders in assessment rather than passive receivers of assessment-related information. This can be achieved, for example, by encouraging parents to examine samples of their children's work and the self-evaluations offered by their children for those work samples (Black & Wiliam, 1998).

Parents have long been known to play a significant role in assessment (Fredericks & Rasinski, 1990). It should be noted that much of the existing literature focuses on parental involvement in assessment within the context of early childhood. There are some good reasons for involving parents in the assessment process of early childhood education. Parents, assumed as children's most intimate significant adults, are familiar with the extent and degree of children's development (Reedy, 1994). In this vein, parents who participated in the study of Orillosa and Magno (2013) indicated that their involvement in assessment can better take into account children's cognitive, social-emotional, and physical needs, which would ultimately help improve children's academic achievements, create a high-quality environment for assessment; and nurture better parent-child relationships (Orillosa & Magno, 2013). Further, compared with parents who only provided background information about their children, those who observed the assessment processes, received assessment results, and actually assessed their children's learning volunteered more hours, offered a higher quality of involvement, understood more about the subsequent program plans, and displayed a higher degree of satisfaction with the overall program, including their role in the assessment process (Reedy, 1994). It is important to note that parents' socioeconomic status was found to influence patterns of parental involvement in the assessment process of early childhood education (Orillosa & Magno, 2013). Specifically, parents of higher socioeconomic status tended to demonstrate stronger involvement in assessment (Poon, 2020). This is pertinent to the current study in which parent participants are assumably from privileged backgrounds (see Chapter 1). Yet the nature and extent of their involvement in the IB MYP internal assessments is largely unknown.

There is limited literature on parental involvement in assessment within the context of high school. Fredericks and Rasinski (1990) found that high school principals and staff felt that parents' involvement in the assessment of literacy growth could enrich parents' understandings of the entire program beyond standardised test scores and establish important bonds between home and school through sharing knowledge and communicating. Despite the benefits of parental involvement in assessment, tension abounds. For example, in a high school context where action research was employed, some parents valued formative assessment but preferred grades to qualitative feedback and doubted the value of self-assessment (Highfill, 2014).

To empower parents in the assessment process, existing research (Fredericks & Rasinski, 1990; Orillosa & Magno, 2013; Reedy, 1994) has highlighted the following suggestions. In a preschool context, parents need to appreciate the role of assessment in children's learning and develop an understanding of the different forms and functions of assessments, the grading systems, and parental practices before, during, and after assessment (Orillosa & Magno, 2013). Yet, little is known to what degree parents can have the opportunity to be involved in assessments. In a high school context, principals and staff stated that educators should create opportunities for parents to become active participants in the literacy program assessment, such as inviting parents to state expectations for their children, asking parents to help design evaluation instruments, evaluating their children's in-class performance, completing a weekly summary sheet to record observation of their children, and discussing their child's performance with the teacher (Fredericks & Rasinski, 1990). This can be achieved by providing parents with sufficient training in assessment techniques (Fredericks & Rasinski, 1990; Reedy, 1994) and first-hand knowledge about their children's progress (Fredericks & Rasinski, 1990) and keeping them involved before, during, and after the assessment (Orillosa & Magno, 2013). This body of literature, though limited, implies that teachers may play a 'gatekeeping' role in parental involvement in assessment. Indeed, this 'gatekeeping' effect was identified by the current study (see Section 5.3).

In the Chinese context, parents' involvement in assessment is often synonymous with parents' involvement with examinations since 'educational assessment in China is conceptually and practically synonymous with examinations' (Song, 2016, p. 73). Assessment in China has been greatly influenced by examination-oriented education for thousands of years (Song, 2016). This educational orientation has seen strengthened utilitarian values of education, examination-oriented teaching and learning, and overemphasis

on book knowledge with the attendant neglect of practical skills (Han & Yang, 2001). There has been progress in the reform of the educational assessment and examination systems since 1990 (Han & Yang, 2001). In the twenty-first century, the 'Guo Jia Ke Cheng Biao Zhun' (National Curriculum Standards, 国家课程标准) published nationwide in 2002 focuses on 'quality education', giving equal emphasis to both learning processes and outcomes and encouraging the combination of the formative assessment and summative assessments (Central People's Government of the People's Republic of China, 2002). However, educational assessment in China is synonymous with examinations, and testing often directs teaching and learning as well as informs educational decisions (Song, 2016).

In China, parents attach great importance to children's educational achievement (Poon, 2020) and they are thought to be responsible for their children's academic performance (Cheung & Pomerantz, 2011; Poon, 2020). Their responsibility for their children's academic performance is reflected in the Chinese concept of 'Guan'（管）, which encompasses the meanings of 'to love' and 'to govern', ensuring that children meet the expected standards, particularly those related to academic performance traditionally measured by a standardised test (Chao, 1994). Parents' 'guan' of students' examination performance is one important aspect of parents' involvement in students' study (Li, 2019). Li (2019) found that Chinese parents' 'Guan'（管）of students' examinations had a positive impact on students' examination grades in the subjects of Chinese language and literature, mathematics, and English.

Although Chinese parents tend to be very involved in encouraging their children to achieve well in examinations, most of them have limited communication skills to 'guan' students' examinations (Hu, 2020). For example, their daily communication with high expectations of children's education achievement becomes a heavy psychological burden for their children, which results in examination anxiety, poor performance in the examination, and physical and even mental unhealthy conditions (Zhang, 2007). In addition, some parents do not know how to encourage students to have self-reflection on their study after the examination (Hu, 2020).

In summary, there is limited literature on the importance, benefits, and tensions of parental involvement in assessment in the context of early childhood and high school education. The literature also suggests strategies for parental involvement in assessment, with specific advice provided for both parents and educators. However, the suggested strategies seem to be those demanded of parents rather than demanded by parents, indicating power imbalances between parents and educators in the IB assessment process and prompting the current study to

sociologically probe such power dynamics as one focus of its investigation. In the Chinese context, parents' involvement in assessments is largely restricted to parents' involvement in the examinations. From limited existing literature it has emerged that even though Chinese parents emphasised their involvement in their child's examination through the attitude and means of 'Guan'（to love and to govern, 管）， most Chinese parents who did not gain enough knowledge or experience of educating children lacked effective and appropriate knowledge and skills of parent involvement in the examinations. As extant literature concerning parents' involvement in assessments is still limited, the next section looks more broadly at parental involvement in children's education.

2.5 Chinese parents' involvement in children's education

Existing studies of Chinese parenting have reported that Chinese parents have high expectations for their children's education (Ji & Koblinsky, 2009; Sheng, 2012; Zhu, 1999; Zou et al., 2013). From a historical and cultural point of view, this kind of high expectation has its origins in an agricultural society, where parents paid great attention to their children's education for the sake of family honour rather than for the benefit of the child (Zhu, 1999). There was also the influence of the single-child policy (dismantled in January 2016). Since almost every family has only one child, parents' involvement in their only child's education reaches extremely high levels (Zhu, 1999). In modern China, limited educational resources and the overwhelming pressure from the workforce give rise to competition for higher education, serving as a potent motivator for parents with high expectations for their children's future to actively engage in and invest in their children's education (Zou et al., 2013). The sociological question is, however, which types of parents have what perceptions and capacities to engage with what forms of involvement in children's education?

From a sociological perspective, parents' involvement in children's education is heavily linked to the family's socioeconomic status, as well as parental experience of education (Harris & Goodall, 2007). Parents from lower socio-economic status backgrounds are less likely to get involved in education, particularly at the secondary level (Harris & Goodall, 2007). For example, in China, the restrictions of work, such as workers cannot afford any leave from work, influence the availability to attend school activities, and the busy work schedule reduces parents' time to communicate with children about studying or check their assignments (Zhu, 2017). When they got involved, working-class and poor parents tended to be deferential rather than demanding towards educators (Lareau, 2003). For example, they

feared doing the ‘wrong thing’ in their children’s school education, sought guidance from educators instead of advising them, and expected educators to take a leadership role in their children’s education (Lareau, 2003). Parents’ successful educational experiences also matter in their involvement in children’s education. Parent’s ‘cultural capital’ (Bourdieu, 1984) could be translated into their children’s educational success (Sheng, 2012). For example, in the research conducted in the Nanjing city China, parents’ own success in education has been taken as good examples which helped their children develop high aspirations of higher education, and parents who have better education could provide more academic support to children’s home learning and have effective communication with teachers about children’s study progresses (Zhu, 2017).

In China, middle-class parents were actively involved in their children’s education. For example, parents communicate studies to their children frequently, helping them reflect on their studies, talking about school activities, and collecting the difficulties they met in subject studies (Sheng, 2012). Most parents become the ‘teachers at home’, accompanying children while they are doing homework, checking children’s homework every evening (Sheng, 2012), helping children review their knowledge, and assigning extra tasks (Zhu, 1999). Many parents also invested time and money in children’s extra-curricular lessons (Zou et al., 2013). In contrast, working-class parents’ involvement in their children’s education is limited by their negative experiences of schooling, and most of them just engage in the daily practical maintenance work in relation to their children’s schooling (Sheng, 2012). In working-class families of rural origin and migration status, parents’ involvement in children’s education is constrained by their rural perceptions of not treating parents as educators, which could not match with teachers' expectations of collaboration between home and school (Mu & Hu, 2016). For example, teacher participants complained that many migrant parents were hesitant to engage in communication with teachers or check their children’s homework (Yu, 2020).

On the other hand, supervising children’s assignments and investing in extra-curricular lessons, as two major forms of Chinese parental involvement in children’s education, have become heavy burdens for Chinese parents (Ministry of Education of the People’s Republic of China, 2021). To reduce students’ and parents’ burdens and improve the quality of students’ in-school study and assignments, the General Office of the Central Committee and the State Council have required educational institutions to effectively reduce the burden of heavy homework and extra-curricular lessons for students in compulsory education since July 2021. According to the new policies, teachers are forbidden to request parents to check

children's assignments and need to supervise students to finish most of their assignments in school, while the off-school training institutions providing extra-curricular subject lessons are strictly examined and are allowed with less time for training (Ministry of Education of the People's Republic of China, 2021). Therefore, there appear some tensions between the policy directive and parental involvement in children's education in the Chinese context.

In summary, parents in China hold high expectations for their children's education, and their involvement in their children's education is closely tied to the family's socio-economic status and parental experience of education. Middle-class parents were actively involved in their children's education. The high involvement has become a heavy burdens for Chinese parents and has raised concerns of the Chinese government. While Chinese parents' involvement in children's education takes different forms and patterns, very little research has investigated their involvement in assessment – an important component of education; no knowledge is available in terms of Chinese parents' involvement in the IB MYP internal assessment. This study addresses this knowledge void as part of its focus of investigation.

2.6 Research problem

There are empirical studies scattered in the literature discussing parents' roles in student/child assessment either in early childhood contexts (e.g., Orillosa & Magno, 2013) or in school contexts (e.g., Highfill, 2014). This body of literature suggests parental involvement in assessment is beneficial but also challenging. Parent involvement in assessment within the context of early childhood could help improve children's academic achievements, make an appropriate and high-quality environment for assessment, and nurture parent-child relationships (Orillosa & Magno, 2013); while involving parents in the assessment process of high schools could enrich parents' understandings of the entire program and establish important bonds between home and school (Fredericks & Rasinski, 1990). However, in a high school context, some parents preferred grades to qualitative feedback and doubted the value of self-assessment (Highfill, 2014)

The International Baccalaureate Organisation and some school communities, through their key documents and policies, recognise the importance of parents' participation in the IB MYP internal assessment. However, empirical research investigating parents' perspectives on and involvement in IB MYP internal assessments is scarce. There is no research concerning Chinese parents. To address these knowledge gaps, this study asks three research questions:

1 What are Chinese parents' perspectives on the IB MYP internal assessments?

2 How do parents describe their involvement in the IB MYP internal assessments?

3 What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments?

The research questions can be theoretically framed through Bourdieu's sociology (Bourdieu, 1984). In Bourdieusian terms, the study explored parental perspectives on and involvement in assessment as a form of practice generated by their dispositions (habitus) and their positions (capital) within the IB internal assessment as a field while this very practice can also be informed by other fields such as education, state, and economy. The next Chapter therefore develops the theoretical framework of the study.

3 Theoretical framework

Bourdieu's theory of practice and the tools in which it is expressed (habitus, field, capital, etc.) are essentially relational (Grenfell, 2014). According to Bourdieu's rationalism (see Section 4.1), practices emerge from the relation among habitus, capital, and field (Grenfell, 2014). This relation is summarised as the following equation: '[(habitus)(capital)] + field = practice' (Bourdieu, 1984, p. 101). Working through a Bourdieusian lens, the research object—parents' perspectives on and their perceived involvement in IB MYP internal assessments—can be understood as a form of practice generated by parents' dispositions (habitus) and their positions (capital) within a particular social arena of IB MYP internal assessments (field).

This chapter outlines the key concepts in Bourdieu's theory: habitus (see Section 3.1), field (see Section 3.2), and forms of capital (see Section 3.3). This is followed by a discussion about the hysteresis effect (see Section 3.4).

3.1 Habitus

Habitus is central to Bourdieu's sociological approach. It refers to 'systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures' (Bourdieu, 1977, p. 72). It is 'structured' by one's past and current circumstances, and it is 'structuring' one's present and future practices (Grenfell, 2014). Habitus links the social and the individual as it conceptualises the relations between the objective and the subjective, between agency and structure. Bourdieu (1977, p. 72) summarises the working mechanism of habitus as 'the dialectic of the internalisation of externality and the externalisation of internality'. This dialectic refers to the relations between habitus and field, the latter of which will be unpacked in the next section.

Habitus internalises the structures in the field, converted into a system of dispositions that 'generate meaningful practices and meaning-giving perceptions' (Bourdieu, 1984, p. 170). In this study, parents of IB students have a system of dispositions, the habitus, that they have acquired through their own educational experiences. Of particular relevance is their experiences with educational assessments. Having been educated through the Chinese traditional exam-oriented system, their habitus may have generated meaning-giving perceptions of IB assessments and the practices of (dis)involvement in IB assessments informed by their own educational experiences (see hysteresis effect in Section 3.4). This research focuses on Chinese parents' perspectives on and their perceived involvement in the IB MYP internal assessments. As such, habitus is a useful tool to help analyse and theorise parental practices in this regard.

As noted earlier, the habitus of parents may be 'structured' by their past and present circumstances, such as educational experiences, life opportunities (e.g., overseas experiences), and working environment, all of which may shape their present and further perspectives on and involvement in their children's IB assessments. For Bourdieu (1984), habitus is also 'classed'. In this vein, all the aforementioned life dynamics can be informed by social class, a key dimension of habitus. Empirical research has provided robust evidence on classed patterns of parental involvement in children's education. Chinese IB parents are financially well-off and some of them are both affluent and 'culturally rich'. They therefore constitute a dominant class within the national field of China in Bourdieusian terms. However, whether their class status would relate to their involvement in IB MYP internal assessment remains unknown. The current study will speak to this.

However, the habitus, as a relational structure, does not act alone. The concepts of habitus and field have 'an unconscious relationship' (Bourdieu, 1993b, p. 76). The importance of habitus lies in its connections with fields where the habitus is the product (Grenfell, 2014). To talk of parents' perspectives on and involvement in IB assessments, it is crucial to situate habitus in the field. The most relevant field in this study is the IB MYP internal assessment field. Bourdieu's concept of field is therefore explained in the next section.

3.2 Field

A field is 'a network, or a configuration, of objective relations between positions' which are objectively defined by 'the structure of the distribution of species of power (or capital)' (Bourdieu & Wacquant, 1992, p. 97). It should be noted, however, field is not necessarily a

physical domain but a symbolic social space. For the habitus to internalise the structures of the field, and then externalise the field structures as perceptions and practices, there needs to be an inherent agreement between habitus and field, that is, the 'ontological complicity' (Bourdieu, 1993a, p. 273) between the two. On the one hand, a field provides contexts that give the habitus meaning and in which the habitus works (Grenfell, 2014). On the other hand, the habitus of agents characterises the field (Postone et al., 1995). Such ontological complicity is underpinned by the conceptualisation of habitus as 'a system of structured and structuring structures within the field' (Bourdieu, 1977, p. 72).

Drawing insights from Bourdieu, Shay (2008) conceptualises assessment in the higher education context as a field. Shay (2008) stated that the field of academe and its disciplinary sub-fields determined the epistemic principles of the assessment sub-field which inform assessment-based interpretations and practices. In the context of the current study, the principles of IB internal assessment largely align with the IB philosophies (see Chapter One). For example, one of the IB's key elements is concept-driven (see Section 1.3), which is also one of the characteristics of IB internal assessment (see Section 1.7). In this respect, the IB MYP internal assessment field can be considered as a sub-field within the broader IB education field as the sub-field often follows the logic of the dominant field (Grenfell, 2014). Similarly, the principles of both IB internal assessments and IB education tend to follow, at least to a certain degree, the requirements of the Chinese nine-year compulsory education. For example, the content of knowledge assessed in the IB internal assessment is expected to come from the subject content of Chinese nine-year compulsory education. In this respect, the field of IB internal assessment and the field of IB education, despite the featured philosophies that underpin their logic of practice, cannot be fully independent of the broader field of Chinese nine-year compulsory education. In Bourdieusian terms, every field comes into a relation with other fields.

A field is hierarchised, which means that the dominant agents and institutions have the power to determine what happens within the field (Grenfell, 2014). Domination in the field can be defined by the quantity and configuration of capital, which is 'capable of conferring strength, power and consequently profit on their holder' (Bourdieu, 1987, p. 4). The accumulation of, and competition for, capital constitute an ongoing process in a field and the product of that field (Grenfell, 2014). Each field therefore is configured by the composition of different forms of capital within it (Postone et al., 1995). The next section discusses different forms of capital and considers their employment in the current study.

3.3 Forms of capital and their effects in field/s

According to Bourdieu (1984), there are four forms of capital: economic, cultural, social, and symbolic. Economic capital is any resource 'immediately and directly convertible into money' and 'maybe institutionalised in the form of property rights' (Bourdieu, 1986, p. 16). Cultural capital can exist in three states – objectified, embodied, and institutionalised. The objectified cultural capital often 'exists in the form of cultural goods, such as pictures, books, dictionaries, instruments, and machines' (Bourdieu, 1986, p. 16); cultural capital in its institutionalised state can be seen in the forms of 'educational qualifications and certificates' (Bourdieu, 1986, p. 16). The most cited form of cultural capital is the embodied cultural capital, which refers to 'long-lasting dispositions of the mind and body' (Bourdieu, 1986, p. 16), such as 'forms of knowledge; taste, aesthetic and cultural preferences; language, narrative and voice' (Grenfell, 2014, p. 67). Habitus, when recognised and valued in the field, becomes embodied cultural capital. Social capital is 'the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition' (Bourdieu, 1986, p. 21), such as 'affiliations and networks; family, religious and cultural heritage' (Grenfell, 2014, p. 67). Symbolic capital refers to 'things which stand for all of the other forms of capital and can be 'exchanged' in other fields such as credentials with a symbolic value' (Grenfell, 2014, p. 67).

Agents such as parents, teachers, and students are drawn into the IB MYP internal assessment field with different quantities and configurations of different forms of capital. Their capital portfolio comes to define their positions in the IB MYP internal assessment field. The IB MYP internal assessment field is like 'a force field' (Bourdieu, 1998, p. 40) on which the positions of IB teachers and parents can be plotted by their capital, cultural capital in particular. In the hierarchised IB MYP internal assessment field, IB teachers are culturally dominant given their knowledge of IB assessment and therefore, they have the power to determine what happens within the IB MYP internal assessment field. They use IB assessments to construct reality about their students, such as designing various assessment tasks for students, gathering and analysing information on student performance of assessment, and giving feedback on student's performance on assessment tasks. They also share information about assessments with parents and gather feedback from parents. Further, compared to the IB external assessment field, in which assessment tasks are designed by the International Baccalaureate Organisation instead of each IB teacher, IB teachers have more

power in the IB MYP internal assessment field. In this respect, the IB MYP internal assessment field is more autonomous compared to the field of IB external assessment.

In the IB MYP internal assessment field, students convert their embodied cultural capital into institutionalised cultural capital. For example, students use their academic knowledge and knowledge of IB assessment to finish their assessment tasks; they also need study methods, learning habits, task management skills, and even communication skills to complete the assessment tasks. This knowledge and skills – embodied cultural capital – have exchange value in the IB MYP internal assessment field, leading to an officially assigned and recognised assessment result, that is, institutionalised cultural capital. According to Bourdieu (1986, p. 17), 'scholastic yield from educational action depends on the cultural capital previously invested by the family'. In this respect, students' assessment results might partly depend on the 'hereditary transmission of cultural capital' (Bourdieu, 1986, p. 17) within the domestic milieu. For example, a survey of the student's academic performance and their parents' cultural capital in one Chinese school shows that students who get high assessment grades have parents who read books frequently (Zhao & Fan, 2014). If retheorised through the transmission of cultural capital, these parents might transmit their cultural capital, through reading, to their children, who drew on the cultural capital obtained through family upbringing to exchange for assessment grades, that is, institutionalised cultural capital. In the IB MYP internal assessment field, which kinds of cultural capital of parents can be transmitted to their children when they are involved in the IB MYP internal assessments? This was explored in the current study.

In the IB MYP internal assessment field, parents tend to have a subordinate position owing to their less embodied cultural capital – knowledge of IB assessments – when compared to teachers. In contrast to teachers who are key decision-makers in the IB MYP internal assessment field, parents are often positioned as information receivers who receive reports of assessments from teachers (Sizmur & Cunningham, 2012). On the other hand, parents' voices may not be completely ignored in the IB internal and external assessment field. Since parents pay extremely high tuition and fees for their children's IB education, these parents often assume a favourable position in the economic field. Different from the field of public education, the IB education field is privatised and marketised. In Bourdieusian terms, the IB education field is heteronomous of the economic field, at least to a certain extent. Due to their economic power, parents may be treated as clients in the IB education field, and their voices might be not only heard but also respected. In this vein, the field of IB education at least to a

certain degree can be understood as a ‘capitalised’ space informed by economic and market logic. This view was also raised by Owen (1997) some years ago although the author did not offer any theoretical explanation of the underlying social structures that drive the marketisation of IB education.

As economically powerful agents, parents’ positions are sometimes seriously considered in the IB MYP internal assessment field. For example, the IB official key document MYP: From Principles into Practice (2014) states that IB parents should have a clear understanding of the purposes and implementations of assessments in the MYP. Guided by this document, parental involvement is required and has been implemented in the assessment policies of some IB schools. In practice, however, some IB parents show limited power in the IB MYP internal assessment field. Passive parental involvement in the IB internal assessments is identified in some literature. For example, parents are information-receivers and schools offer parents information about assessments and their children’s performance in assessment tasks (Shepard & Bliem, 1995; Sizmur & Cunningham, 2012). Indeed, there is limited literature discussing the active involvement of parents in the IB internal assessments, such as engaging in the discussion of assessment policies; participating in the design of assessment tasks; discussing assessment tasks and the feedback from teachers with children; and negotiating the workload of their child with teachers. If retheorised through Bourdieu’s concept of capital, one question can be asked: Have IB parents gained enough capital to improve their position in that field? Therefore, this study explored the positions of IB parents in the field of IB MYP internal assessments, the capital they have, and the influence of their capital portfolio on their perspectives on and involvement in IB MYP internal assessments. Yet it is theoretically simplistic to reduce parents’ perspectives on and involvement in IB MYP internal assessment to their capital portfolio. As discussed earlier, capital, field, and habitus constitute a sociological triad that informs agents’ practice. The next section further considers the triad with a particular focus on the ‘hysteresis effect’.

3.4 Hysteresis effect

Habitus is durable but not immutable. As Bourdieu (2000, p. 134) writes, habitus is ‘open to the world’ and ‘capable of being conditioned by the world’. Due to the dialectic relationship between habitus and field, they are both evolving. The relationship between the two is ongoing, dynamic, and to be one of varying degrees of fit or mismatch (Grenfell, 2014). The mismatch of habitus and field can be attributed to the ‘hysteresis effect’ (Bourdieu, 1977, p.

78). When the structures of the field are changed, the durable dispositions acquired in the old field (habitus) would have a time lag and mismatch the new and different field structures (Grenfell, 2014).

To recall in Chapter Two, one reviewed study found parents at three private and public Australian schools felt it was difficult to connect the IB MYP achievement level for each subject criterion to the traditional A, B, C, and D grades (Dickson et al., 2020), which caused their confusion about the IB assessment criteria and grading system. If retheorised through the hysteresis effect, it means that these parents' perceptions of the criteria and grading system (habitus) were structured in the traditional assessment field with traditional A, B, C, and D grading (old field). When they faced the IB MYP internal assessment field (new field) which applies the IB MYP achievement level for each subject criterion, their perceptions (durable dispositions) had a time lag and mismatched the IB MYP internal assessment field (new field). The habitus-field mismatch due to the hysteresis effect could be one of the root causes of their confusion about the IB assessment criteria and grading system.

To recall another reviewed study in Chapter Two, some IB parents in the United Arab Emirates were concerned about the MYP's low focus on regular examinations and expressed their desire for a summative assessment process (Stevenson et al., 2017). The reason is not explored by the authors, but if retheorised through the hysteresis effect, one of the reasons might be that IB parents in the United Arab Emirates valued the summative assessment and regular examinations due to their habitus constructed in the traditional assessment field (old field) where they had their own education, and their habitus-informed, durable perceptions of the assessment had a time lag and mismatched the IB MYP internal assessment field (new field).

In the Chinese traditional assessment field (old field), 'assessment is conceptually and practically synonymous with examinations' (Song, 2016, p. 73), and scores received in tests direct teaching and learning as well as inform educational decisions (Song, 2016). While in the IB MYP internal assessment field (new field), rigorous tasks embracing a variety of assessment strategies are designed for the assessments, which are concept-informed, both formative and summative in purpose, and involve weak criterion referencing (International Baccalaureate Organisation, 2014) (see Chapter Two). Like IB parents in Australia and the United Arab Emirates in the above two studies, Chinese parents' perceptions of and involvement in assessments (habitus) are structured in the Chinese traditional assessment

field (old field). When they face the IB MYP internal assessment field (new field) which has a logic of practice different from the principles and practices of Chinese traditional standard exams, how would the hysteresis effect come to shape their perceptions of and involvement in assessments in the IB MYP internal assessment field? This was explored in the current study.

Bourdieu highlights 'the structural lag between opportunities and the dispositions to grasp them' (Bourdieu, 1977, p. 83), and the field participants who gained more capital in the old field could better grasp the opportunities and be equipped to recognise or assert the desirability of new field positions (Grenfell, 2014). Therefore, the hysteresis effect provides opportunities for agents with more capital to succeed further, while the ones with less capital continue to miss the opportunities in the new field (Grenfell, 2014). Chinese parents occupy different quantities and configurations of capital, such as knowledge of IB assessment and English proficiency. They therefore might have different dispositions toward the new IB MYP internal assessment field and unequal opportunities to participate in the IB internal assessment. This was also explored in this research.

4 Research methodology

This chapter outlines the methodology and the research design that enable the exploration of Chinese parents' perspectives on and perceived involvement in IB MYP internal assessments. The first section of this chapter (Section 4.1) discusses the philosophical worldview informing the research design. This is followed by the qualitative research interview (see Section 4.2), the information about the selected school (see Section 4.3), the participant selection (see Section 4.4), data elicitation (see Section 4.5), as well as data analysis and interpretation (see Section 4.6). Reliability procedures (see Section 4.7), validity strategies (see Section 4.8), and ethical issues in this study (see Section 4.9) are also discussed in turn.

4.1 The philosophical worldview

Bourdieu holds up the idea that sociologists should apply a relational analysis rather than a substantialist approach (Mohr, 2013; Mu, 2020). For Bourdieu, 'the real' is relational since reality is a set of relations of power (Grenfell, 2014). A key tenet of Bourdieu's relationalism is that an object under investigation is determined in context, rather than by the thing itself (Mohr, 2013). Bourdieu's relationalist framework is useful for considering the relationship between concepts, analysis, and social phenomenon (Grenfell, 2014). Besides, in theory, Bourdieu's relationalist model, which is based on the key concepts of field, habitus, and capital, could be applied in practice (Mohr, 2013). In this research, Bourdieu's relationalism was used to discuss the relationship between the parents' dispositions (habitus), their positions (capital), and a particular social arena of IB MYP internal assessments (field), as well as the connections between these concepts.

4.2 Qualitative research interview

Qualitative research methods aim to gain an in-depth understanding from a small number of respondents (Blackstone, 2012). This research explored parents' perceptions; hence

qualitative research is suitable for an in-depth understanding from a relatively small number of parent participants. Furthermore, qualitative methods are ways of collecting data that lead to words or pictures (Blackstone, 2012), which can more thoroughly and meaningfully represent parents' perceptions and perceived involvement in assessment, the focus of this study. To generate qualitative data, the study adopted one-on-one semi-structured interviews.

Interviews are an effective means to comprehend the perceptions of and experiences with a study's topic from participants (Given, 2008). As such, interviews were valuable and effective for understanding the detailed information of Chinese parents' perceptions and experiences of involvement in the IB MYP internal assessments.

The interviews used the format of the one-on-one interview, which was that one participant was asked questions and recorded answers in one interview at a time. It is suitable for interview participants to share ideas comfortably (Walter, 2013). The focus group interview was considered not as effective as an individual interview in this research, since this topic might be sensitive to some IB parent participants. The confidentiality of the personal and family information of interview participants is hard to guarantee in the group interview (Walter, 2013).

The interview was semi-structured. Since the semi-structured interview is most valuable when the researcher has the insider's perspective on the study (Given, 2008), and I am an 'insider' in this research (see Section 4.9.2), semi-structured interviews were a suitable choice for my study. According to the suggestion of Given (2008), all the participants in the selected sample were asked open-ended questions, which were prepared before the interview with the purpose of eliciting views and opinions from participants. Participants came up with their own words to respond to the open-ended questions.

Like any research method, semi-structured interviews have limitations. Because the interview is co-constructed by the interviewer and the interviewees (Given, 2008), one of the limitations of the semi-structured interview is that the researcher's presence and affiliation/status may impact the interviewee's responses (Creswell, 2009). The interviewer needs to avoid the questions that might lead the interviewee to provide only one kind of evaluation (Given, 2008). The other limitation is that the information provided by the interviewee is filtered through the views of the interviewees (Creswell, 2009).

4.3 About the selected school

The research was conducted in a Chinese non-state international school in Beijing, China. The selected school is in Beijing, which accounts for the most IB schools (12 schools) running the MYP in China, according to the data offered by the IB official website[7] on 11 November 2023 (International Baccalaureate Organisation, n.d.d). Then, the selected school is a Chinese non-state international school, which is the most common school choice for Chinese IB parents. Next, this school is a Chinese-English bilingual school, which is very typical for schools offering MYP in China. Further, the selected school develops its own mixed curriculum system by combining the IB framework, the national curriculum, the International General Certificate of Secondary Education textbooks, and school-based courses. This kind of mixed curriculum system is very common in schools offering MYP in China. In each semester, students have two standardised examinations—the mid-term and final examinations. The questions in mid-term and final examinations are modelled after the form of the questions in the International General Certificate of Secondary Education or the Chinese National College Entrance Examination. Besides two examinations, students were assigned with one MYP summative assessment and several MYP formative assessments in each unit for each subject.

The assessment policy of this school, as a mandatory document for IB school authorisation (International Baccalaureate Organisation, 2022), is unique but aligned with the IB philosophy. In the assessment policy of this school, parents have the responsibility of contacting teachers as soon as possible if conflicts and questions arise, monitoring student progress, attending IB meetings, and discussing assignments and assessments with students frequently.

I was an MYP teacher in this school for four years, also coordinating MYP assessments in this school. I am familiar with the implementation of the MYP assessments from the perspectives of both a subject teacher and an assessment coordinator. Based on my relationship with this school, I approached participants from this school directly from my network.

[7]https://ibo.org/programmes/find-an-ib-school/?SearchFields.Country=CN; retrieved on 11 November 2023.

4.4 Participant selection

I sent a recruitment message through the Webchat social networking software with attachments including a participant information sheet and a consent form to each potential parent participant two weeks before the interview. The participant information sheet and the consent form were written in Chinese-the first language of the participants. The webchat app is the most commonly used communication software in China. I clarified details through WeChat messages and answered their questions about the project. Individuals who decided to participate in the research were asked to return a completed and signed consent form to me through WeChat and they were given a copy to keep. No further contact was made with the potential participants who refused to have the interview after I answered their questions about the project.

When recruiting parent participants from my network, I made sure that potential participants were interested in the topic and would like to participate, as suggested by Walter (2013). The strategy of 'homogeneous sampling' (Creswell, 2009) was applied to select participants. In homogeneous sampling, the researcher selects people because they possess a similar trait or characteristic (Creswell, 2009). In this study, parent participants can be regarded as 'homogenous' at least to a certain degree as they have been drawn into the space of IB MYP internal assessments in the same school with the same curriculum system and IB assessments. In addition, parent participants were similar in terms of their favourable socioeconomic status and willingness to invest in their children's education.

Two participant groups were involved in this research project. One was a pilot study group with two parent participants as interviewers; another group was the main study group that consisted of 14 parent participants as interviewers. These 14 parent participants were from 14 families. Each participant was the family member who provided primary education support to the child. Their involvement with children's education could generate rich information about their perspectives on and involvement in the IB internal assessments. The child of each parent participant had studied IB MYP for at least two years in this school.

4.5 Data elicitation

Online interviews were organised via the WeChat app. I confirmed participants were accessible via WeChat and had a stable internet environment for the interview. It is ideal to conduct an interview face-to-face (Morris, 2015); while the online interview provides the

interviewer with the opportunity to extend the geographical ambit of potential and it is as effective as face-to-face interviews (Morris, 2015). Like face-to-face interviews, online interviews could also assist the interviewer with building rapport with the participants, thereby increasing the likelihood of learning details about their opinions or views (Given, 2008).

To recall, the study asks three research questions:

1 What are Chinese parents' perspectives on the IB MYP internal assessments?

2 How do parents describe their involvement in the IB MYP internal assessments?

3 What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments?

To answer these research questions, the interview included two parts. The first part explored the first research question related to Chinese parents' perspectives on the IB MYP internal assessments. To seek answers to the first research question, the interview focused on the following topics: parents' perspectives on the characteristics of IB MYP internal assessments and the assessment system of the school. The second part explored the second and third research questions related to parents' perceived involvement in the IB MYP internal assessments. To seek answers to the second and third research questions, the interview focused on the following topics: reasons for parents' involvement in IB internal assessment, parents' involvement in the assessment policy of the school, their involvement in IB internal assessment through the interaction with their children and the school/teachers, and parents' suggestion for schools and teachers (see Table 4).

Table 4 Research questions and interview topics

Research questions	**1 What are Chinese parents' perspectives on the IB MYP internal assessments?**	**2 How do parents describe their involvement in the IB MYP internal assessments?** **3 What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments?**
Interview topics	Topic 1: Parents' perspectives on characteristics of IB MYP internal assessments. Topic 2: Parents' perspectives on the assessment system of the school.	Topic 1: Parents' involvement in the assessment policy of the school. Topic 2: Parents' involvement in IB internal assessment through the interaction with their children. Topic 3: Parents' involvement in IB internal assessment through the interaction with the school/teachers. Topic 4: Reasons for (dis)involvement in the IB MYP internal assessments. Topic 5: Suggestions from parents for parental involvement in the IB MYP internal assessments for the teacher/school.

Before the interview, I sent parent participants samples of formative and summative assessments, giving a brief introduction to the assessments, setting aside time for them to read samples, and answering their questions. According to my work experience in Chinese IB schools, many Chinese parents are unfamiliar with technical terms, such as 'internal assessment', 'summative assessment', 'formative assessment', or 'criteria'. As such, I avoided the non-essential use of technical terms during the interview. Instead, I used these samples during the interview by pointing out the related types and parts of assessment samples relevant to my interview question. This procedure helped parent participants understand the research topic and focus. On the other hand, when I first contacted the potential parent participants, most of the parents expressed their concerns that they had a limited understanding of the IB MYP internal assessments. Therefore, these samples of assessments assisted them in reporting their perspectives on IB MYP internal assessments.

The samples of IB MYP internal assessments included several summative assessments of the subjects of Chinese language and literature, chemistry, mathematics, and physical education. Besides, a student's work for the summative assessment of the subject of Chinese language and literature, and the report card for this work, were also provided to parents. The samples of one summative assessment task of the subject of Chinese language and literature, one student's work for this summative assessment task, and the report card for this student's work, are attached as appendices. Ten samples of formative assessments with different assessment strategies were listed on a table and provided to parents. These are from subjects of physics, chemistry, Chinese language and literature, history, English language acquisition, music, mathematics, and design. The tasks in the samples were those provided by the MYP teachers who taught the children of these parent participants (see Table 5). I provided more detailed explanations to parents who expressed difficulty understanding the English written tasks to make sure they understood the content of the assessment samples. I also answered the questions that participants asked about the assessment samples.

Table 5 Information of the formative assessment task samples

Formative assessment task samples	Subject	Assessment strategy
Test	Physics	Selected response assessment
Words dictation	Chemistry	Selected response assessment
Essay: Choose one viewpoint from the reference material *Globalisation and Folklore* and discuss your opinion.	Chinese language and literature	Open-ended task
Suppose you are a person in a certain occupation in Egypt and write a letter to someone.	History	Performance assessment
Visit a history museum, understand the history of two cultural relics, take their pictures, and write the introduction of these cultural relics in English.	English language acquisition	Performance assessment
Write the script of *Pride and Prejudice* in English and perform it with your group members.	English language acquisition	Performance assessment
Search the information on different singing methods of scales from different countries with your group members.	Arts	Open-ended task
Self-reflect the test performance.	Maths	Reflection
Present the introduction of the Pythagorean theorem.	Maths	Open-ended task
Design report	Design	Open-ended task

The interview was split into two interviews with a two-hour break during the two interviews. Most interviews were less than one hour, and some of them were a little longer. As a novice interviewer, I conducted the pilot interviews in advance to make sure that my topics of interest were covered in the expected time frame. Based on my informal communication with parents before in the interviews, they preferred completing the two interviews on the same day with a break in between than completing the two interviews on two different days. I

therefore gave them a break as rest time between the two interviews. During the break, I listened back to the first interview and looked back at my researcher notes to make better preparation for the second interview. The first interview explored parents' perspectives on IB internal assessments. The second interview explored parents' involvement in the IB internal assessments.

At the end of the first interview, I gathered participants' biographical information. I gathered their biographical information after the first interview since I felt that these parent participants became more relaxed with the conversation and less sensitive to sharing their biographical information after the first interview. The biographical information included educational background, current occupation and position, proficiency in other languages (e.g., English), and experiences of living abroad and working with foreigners (see Appendix). According to Bourdieu's theory, parents' habitus and capital may be structured by their past and present circumstances, such as their educational experience, life opportunities (e.g., overseas experiences), and working environment. Collecting the biographical information of parent participants helped me to make sense of their habitus and capital when I analysed the data.

All interviews were conducted in Mandarin Chinese—the first language of all participants and myself, which made sure that participants can share their ideas without concerns or problems of language, as suggested by Walter (2013). Thirteen out of 14 interviews were audio-recorded simultaneously on two recording software: the audio-recording software on a phone and the recording software Filmage Screen on an Apple MacBook. Informed consent for the audio recording was sought before the interview. Besides the audio recording, I also note down some key points during interviews. After the interview, I reviewed the notes immediately and added my reflective notes, as Creswell (2009) suggested. For the parent Meng who did not permit audio-recording, I noted down the interview. In this thesis, quotes from Meng were underlined to show the reader that his accounts were taken from interview notes instead of interview transcripts.

4.6 Data analysis and interpretation

The data analysis process encompasses preparing and organising the data for analysis, conducting different analyses, exploring and coding the data, representing the data, and interpreting the larger meaning of the data (Creswell, 2009). The thematic analysis serves as the fundamental approach for qualitative analysis (Braun & Clarke, 2006), which is a method

for ‘identifying, analysing and reporting patterns (themes) within data’ (Braun & Clarke, 2006, p. 79).

This research primarily took an inductive approach to coding since there is limited existing pertinent research to inform this study (see Chapter Two) and the interview data are well suited to an inductive approach (Blackstone, 2012). In an inductive approach to research, a researcher begins by gathering data and looking for patterns in the data (Blackstone, 2012). It is a process that moves from data to theory or from the specific to the general (Blackstone, 2012). A deductive approach was used to generate theory-laden codes and extract theoretical themes (Braun et al., 2019). The six phases of thematic analysis suggested by Braun and Clarke (2006) were followed in this research. I started the analytic process from the interview data, seeking patterns important in relation to three research questions. Following this, I theorised about those patterns and tried to identify meaning from the patterns, as Liamputtong (2020) suggested. The specific six phases of thematic analysis I took are outlined below:

4.6.1 Phase 1: Familiarizing myself with my data

Initial preparation of the data for analysis included transcribing data, immersing myself in the data by reading several times the data and taking notes about my initial ideas. Most of the data in this research is the transcribed interview audio recording. I transcribed the interviews myself. Only the data from parent Meng who did not permit audio recording for the interview were generated in the form of interview notes taken by me. Interview data was produced and analysed in Mandarin Chinese—the first language of all participants and me. English was used for thesis reporting and supervision purposes. Where English was used, back-translation given by another person who is bilingual in English and Chinese was applied to ensure the accuracy of the translation of data from Chinese into English. With the transcription, I engaged in active repeated reading of all the data, searching for meaning or patterns, as well as taking notes or marking ideas as suggested by Braun and Clarke (2006).

4.6.2 Phase 2: Generating initial codes

Codes are ‘the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon’ (Boyatzis, 1998, p. 63). They can be the actual language of the participant, phrased in standard educational terms, or conveyed in the researcher's own language (Creswell, 2012). The process of coding is the organisation of data into meaningful groups (Tuckett, 2005). I used qualitative software NVivo 12 to

facilitate the storage, analysis, sorting, and representation or visualisation of the data, since NVivo 12 is available for all students at the University of South Australia to use under a site license. In this phase, as suggested by Braun and Clarke (2006), I coded interesting features of the data with full and equal attention, and then collated together data relevant to each code. Following the initial coding, a long list of different codes identified across the data set was obtained.

4.6.3 Phase 3: Searching for themes

A theme 'captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set' (Braun & Clarke, 2006, p. 82). When I identified themes, I followed the suggestions by Saldaña (2009) that researchers need to typically identify the themes including themes that researchers expect to find, unexpected themes, themes that are hard to fit into one theme or overlap with several themes, as well as major and minor themes that represent the major idea and the minor. In this phase, as suggested by Braun and Clarke (2006), I collated codes into potential themes, collated all data relevant to each potential theme, and considered about the relationships among codes, among different themes, and among different levels of themes. At the end of this phase, I had a collection of candidate themes, and sub-themes, and coded data under the themes.

4.6.4 Phase 4: Reviewing themes

In this phase, as suggested by Braun and Clarke (2006), I re-read my entire data set, reviewing and refining candidate themes. After several times of re-coding and refinements, I generated a thematic 'map' (Braun & Clarke, 2006, p. 87) of the analysis.

4.6.5 Phase 5: Defining and naming themes

As suggested by Braun and Clarke (2006), I defined and further refined the themes, and analysed the data within them. Names were given and detailed analysis was written for each individual theme to describe the scope and content of each theme. I also checked the relationships between sub-themes and the overarching themes, between each theme, between themes and the research question(s). At the end of this phase, I had a set of fully worked-out themes.

4.6.6 Phase 6: Producing the report

As suggested by Braun and Clarke (2006), in the final phase, I chose vivid and compelling data extracts to demonstrate the prevalence of the theme, and embedded the data extracts within an analytic narrative that makes an argument in relation to my research questions. I had the final analysis of selected data extracts, examining the correlation between the analysis, the research question, and the existing literature. At the end of this phase, I finished the write-up of the thematic analysis for this thesis.

4.7 Reliability procedures

In this research, I documented the steps of the procedures and followed the reliability procedures suggested by Gibbs (2007): checking transcripts in case of obvious mistakes made during transcription, constantly comparing data with the codes to notice any developing inconsistencies in my analysis, and creating memos regarding the codes to ensure that there was no deviation in the definition of codes throughout the coding process.

4.8 Validity strategy

Validation strategies were employed to assess the accuracy of the findings from the perspectives of the researcher, the participants, and the readers (Creswell & Miller, 2000). In this research, I clarified the bias of the insider researcher. Since I had been an IB MYP teacher in the selected school for four years, I played the role of insider researcher in this study. Being an insider researcher gave me advantages for conducting this study. For example, I have an in-depth understanding of the system of the IB MYP internal assessments in the selected school, and I have the capacity to produce data in a culturally appropriate manner as a Chinese person. Furthermore, participants might be more open when they answered questions during the interview when they felt relaxed to talk with the familiar researcher. On the other hand, some of the participants might not reveal enough information during the interview since they may assume that I have already known what they knew, as explained by Saidin and Yaacob (2017). To avoid this, I asked participants follow-up questions which required detailed answers after they answered my question.

The possibility of insensitivity and bias in data collection and analysis, due to my working experience and relationship with participants, might impact the research, as Saidin and Yaacob (2017) suggest. Referring to the concept of epoche (or bracketing) (Moustakas, 1994), I bracketed myself out of the study by setting aside my experiences as much as possible and

taking a fresh perspective toward this research process. As this state was seldom perfectly achieved (Moustakas, 1994), I objectified any potential and actual researcher bias by employing the theoretical-methodological strategy of 'participant objectivation'-- Bourdieu contends that social scientists should be concerned with 'breaking with the unthought presuppositions of thinking thought, in other words to rid of themselves of their inbred scholastic bias' (Bourdieu, 2003, p. 288). Throughout the entire research process, I remained reflexive about my own habitus and cautious when interviewing and analysing the interview accounts. For example, I realised that I had some perceptions (habitus) about IB MYP internal assessments and parental involvement which were similar to those of parent participants as we were all educated through the Chinese traditional examination-oriented system. Therefore, I was very sensitive to my own viewpoints in the interview and discussed the data and my thinking with my supervisors to incorporate viewpoints taken from different positions.

In summary, as an insider researcher in this research, I sociologised the root causes of the unthought assumptions embedded in my scholarly practice, objectified my researcher subjectivity through Bourdieu's participant objectivation, and used my advantages—capital—to gain a deep understanding of the topic of the research.

4.9 Ethical issues

Researchers need to consider the ethical issues that might emerge throughout the study (Hesse-Bieber & Leavy, 2006). This study led to inconveniences for parent participants. Giving up time to participate in the interview caused 'inconvenience' (National Health and Medical Research Council et al., 2018, p. 13) to parent participants. This was minimised by considering participants' needs and preferences regarding interview time.

Voluntary, written, informed consent was sought from participants before the interview. I sent a recruitment message through the Wechat app with attachments of a participant information sheet and a consent form to each potential parent participant several weeks before the interview. The participant information sheet contained key details about the following information: the purpose and benefit of the research, the details of the interview process, the risks to the participants, the guarantee of confidentiality to the participant, the withdrawal rights of the participant, and the names of persons to contact if questions arise. Informed consent for the audio recording was sought before the interview. The participant information sheet and the consent form were written in both English and Chinese—the first

language of the participants. All of these align with the research ethics principle of voluntary participation ‘based on sufficient information and adequate understanding of both the proposed research and the implications of participants in it’ (National Health and Medical Research Council et al., 2018, p. 16). Individuals who decided to participate in the research were asked to return a completed and signed consent form to me through WeChat and they were given a copy to keep before the interview. When the completed and signed consent forms were received, these electronic documents were stored in the Research Data Storage Service (RDSS) raw data folder of the University of South Australia and my personal working data folder on my laptop which needs a password to open. Then I contacted these participants who agreed to take part in the interview and sent me the signed consent forms before the interview to negotiate a time for the interview. After I received the photo of the consent form from each participant via WeChat, I started the interview with the participant. Thirteen out of 14 participants confirmed their consent to audio recording, while one parent participant Meng did not permit to have an audio recording due to his working background. Therefore, taking notes instead of audio recording was applied during the interview with parent Meng while other participants were audio recorded. A sample of a student’s work for one summative assessment task was used during the interview. Informed consent was sought from this student before the interview.

To avoid inadvertently revealing the identity of participants, details about the participants were excluded, obscured, or changed when data were collected, reviewed, cleaned, analysed, stored, shared, and reported. I also separated the storage of identifiers and content information to minimise identifiability and the consequent risks. Parent participants were informed about the methods that I adopted to reduce the risk of identification before the interview.

In summary, to carry out this research in a safe and ethically responsible manner, I followed the guidelines of the University Human Research Ethics Committee (UHREC) and kept having self-reflections on my actions about ethical issues throughout the entire research process.

5 Findings

This chapter presents the analysis of, and findings from, semi-structured interviews with 14 Chinese IB parents in the selected school. Section 5.1 describes the background information of parent participants, followed by three sections addressing three research questions respectively. To recall, the three research questions driving the thesis include:

1 What are Chinese parents' perspectives on the IB MYP internal assessments?

2 How do parents describe their involvement in the IB MYP internal assessments?

3 What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments?

In response to the three research questions, Section 5.2 details parent participants' perspectives on IB MYP internal assessments; Section 5.3 summarises parent participants' reported approaches to their involvement in IB MYP internal assessments; and Section 5.4 identifies the reasons behind parents' understanding of and involvement in those assessments. It should be noted that this chapter has a focus on the empirical phenomena pertinent to the three research questions. Theorisation of the empirical findings through Bourdieu's sociology will be discussed in the final chapter.

5.1 Background information of parent participants

As shown in Table 6, the 14 participants included 10 mothers and four fathers. Six participants noted that they had a bachelor's degree, five had a master's degree, two had a college degree, while one participant chose to not respond to the question concerning parental educational qualification. Therefore, 11 out of 14 parents are university-educated, which aligns with the finding in the study of Maire and Windle (2022) that most Australian IB DP students have university-educated parents. All these parents had Chinese traditional education

in public schools. Two participants claimed that they pursued the bachelor's and master's degrees in the English-speaking countries. Only one participant reported that she studied in Canada during the K-12 period. Other participants noted that they had no experience of studying abroad. None of the 14 participants reported that they had studied IB programmes or studied in a bilingual or an international school in China during the K-12 period.

Six participants stated that they were the owner and managing director of a company, while two participants were managers in the company. The occupations of other participants included psychological counsellor, literary editor, public servant, and housewife. One participant noted that he had retired for several years. Before retirement, he was a chief investment officer in a fund management company. This is consistent with previous research that families who choose the IB DP already possess higher socioeconomic capacity (Doherty et al., 2012). Thirteen participants noted that they could speak English, and among them, seven participants spoke English at work. Nine participants stated that they had worked with foreigners. Five participants had no working experience with foreigners.

Seven participants stated that they had no experience of living abroad. Four participants reported that they had lived in other countries short-term (less than one year each time). Three participants noted that they had lived in other countries for at least one year. Nine participants reported that they had overseas travels, three participants had no such experience, and two participants did not offer their responses.

Table 6 Background information of the interview participants

Pseudonym	Sex	Highest educational qualification	Studied K-12 in bilingual or international schools in China	Studied abroad	Studied IB	Current job	Proficiency in other languages	Lived abroad	Overseas travel	Worked with foreigners
Yue	Female	Bachelor	No	No	No	Sales manager in a travel agency	English	No	Yes	Yes. Cooperative partners were foreigners.
Yuan	Female	Bachelor	No	No	No	Literary editor in an internet culture company, Advisor to the Working Committee	English	No	Yes	Yes. Cooperative partners were foreigners.
Rui	Female	Bachelor	No	No	No	Owner and managing director of a financial company	English	Yes. Five short-term living in the UK	Yes	Yes. Cooperative partners were foreigners.
Lin	Female	Master	No	Yes. Bachelor in U.S., Master in UK.	No	Owner and managing director of an equity investment company	English, Cantonese, French (a little)	Yes. Lived in the UK and U.S. for several years.	No response	Yes. Worked in the UK and U.S. for several years.
Dong	Female	Bachelor	No	No	No	Owner and managing director of a human resources management company	No	Yes. Lived in Greece for half a year.	Yes	Yes. Worked with Hong Kong people and Taiwanese.

Zuo	Female	Master	No	Yes. Year 11-12, Bachelor, and Master in Canada.	No	Owner and managing director of a pet hospital	English, Cantonese	Yes. Lived in Canada for several years.	Yes	No
Cheng	Male	Master	No	No	No	Has retired for several years. Before retirement, he was the fund manager and chief investment officer in a fund management company.	English	No	Yes	No.
Bo	Female	College	No	No	No	Owner and managing director of an internet company	Cantonese	Yes. One short-term living in Canada	Yes	No
Tai	Female	No response	No	No	No	Housewife. Sometimes worked in the company owned by the family.	English	No	No	No
Du	Male	Master	No	No	No	Owner and managing director of a human resources company	English	Yes. Short-term working abroad.	No response	Yes. Team members were foreigners.
Er	Female	Bachelor	No	No	No	Psychological counsellor	English	No	Yes	Yes. The boss was a foreigner.
Yu	Male	Bachelor	No	No	No	Marketing senior manager	English	No	Yes	Yes. The managers were foreigners.
Yang	Female	College	No	No	No	Public servant for resource management	English	No	No	No
Meng	Male	Master	No	No	No	Software architect in software and internet companies	English, Japanese (a little)	Yes. Lived for one year.	No response	Yes. Worked overseas for one year. Many colleagues were foreigners.

5.2 Findings for RQ1: Parents' perspectives on IB MYP internal assessments

Fourteen parent participants expressed different attitudes towards and reported various perspectives on IB MYP internal assessments. While many parent participants recognised and appreciated some characteristics of IB MYP internal assessments which are stated in the IB key documents (e.g., assessing multiple skills), some parent participants indicated their concerns about assessments. All participants supported the use of English in the assessment tasks. It is noted that when parent participants talked of their perspectives on the IB MYP internal assessment, they often compared it with the Chinese traditional standardised examination.

5.2.1 Parental appreciation of the IB MYP internal assessment tasks

Parent participants in this study recognised and appreciated some characteristics of IB MYP internal assessment tasks valued by IB education, including assessing multiple skills, embracing various categories of tasks, encouraging authentic tasks, following the MYP assessment criteria, and encouraging academic honesty.

5.2.1.1 Assessing multiple skills

Eleven out of 14 parent participants acknowledged the focus of the IB MYP assessment on assessing multiple abilities, which included interdisciplinary skills, inquiry, independent thinking, higher-order thinking, teamwork, and reflection. Du provided an exemplary summary of IB MYP internal assessments. As Du stated,

> In this kind (of IB assessment task), to students, he (student) looks, thinks, and compares. After these, when (students) have a conclusion, (students) need to reorganise the materials, look for argument methods, and express them (the ideas). It is not an easy thing (procedure), which is very like what I (parent) did in my work…It (IB MYP internal assessment) reflects the required abilities in all aspects and emphasises thinking in depth and mastery of skills such as comparing, analysing, and applying the materials, as well as teamwork ability.

Two parent participants (Yue, Yuan) emphasised the feature of 'interdisciplinarity' in the IB MYP assessment although they did not mention that terminology. They both reportedly welcomed assessment tasks that required the application of knowledge and skills drawn from more than one subject. For instance, as Yuan stated,

> It (the assessment task of the history subject) requires you (students) to write a letter, which also requires you to have literary skills and you need to know the basic knowledge of Chinese writing and the format of letter writing.

Three parent participants (Dong, Bo, Yuan) reported that the IB assessment tasks encouraged student's inquiry. For example, Dong noted,

> It (IB assessment task) made heuristic questions from the novel or article that students were reading. This kind of heuristic question doesn't rely on memorising. Instead, after reading (the novel or article), children searched for resources by themselves, put forward their own ideas according to the resources, and integrated their own ideas further for the question.

Nine parent participants (Dong, Bo, Lin, Yuan, Rui, Yue, Zuo, Er, Du) thought that the assessment tasks encouraged students to develop their independent thinking instead of rote learning. For example, Bo noted,

> I think that compared with (the standardised examination), the assessment (IB assessment task) assesses more about children's personal thoughts. It is not the simple model of 'I study what you teach'. Instead, it is the assessment that requires one's own independent thinking or open-minded thinking. I think, things (in the assessment tasks) that need children to think by themselves become more, their own perspectives become more… (The IB assessment task) gives him (the child) more on the thinking instead of accepting the knowledge uncritically. He (the child) might need to think with his own thinking, having his own judgement, including the trade-off (of other's opinions).

IB MYP internal assessment focuses on assessing higher-order thinking, including the skills of applying, evaluating, analysing, and creating. Six parent participants (Yuan, Yue, Meng, Du, Rui, Bo) identified such assessment focus. For example, Yuan applauded the ability to apply knowledge:

> For example, there is one task to calculate the floor...It is the application of (mathematics knowledge) in the scenario...It requires you (children) to know, to understand, to think, and to apply what you studied after thinking.

Two parent participants (Du, Zuo) noted that the project-based assessment tasks helped improve students' social skills through teamwork. For instance, Zuo stated,

> There is group work (in assessment tasks). I think this form is good for children's social (abilities), character formation, and sense of cooperation. I think it is helpful for children's growth. S/he (the child) could realise how to interact with different people through communicating with them and having different opinions on the same thing. For some problems, (the child) might need to learn cooperation so that (the child and his partner) could have a common goal.

Two parents (Tai, Meng) commended the requirement for reflection in assessment tasks. As Tai stated,

> It (the math assessment task) required you to sort out the three quizzes, paste (the quiz paper) on the notebook, and write down the reflection. I think, to the middle school students, this is a (developing) study method.

Meng emphasised the value of reflection, which, according to him, was a key skill required in the real work context.

5.2.1.2 Embracing various forms of tasks

Seven parent participants (Cheng, Meng, Zuo, Yuan, Yue, Dong, Du) recognised the various forms of tasks embedded in the IB MYP internal assessments. Most of them reportedly lauded the variety of forms of assessment tasks for matching different characteristics of students. For example, Cheng considered that this diversity of assessment tasks could help teachers find students' characteristics and give each student specific guidance based on their characteristics.

Five parent participants (Dong, Er, Meng, Yang, Du) reported that they appreciated the open-ended assessment tasks. They commented on the fewer limitations to the answer for the open-ended task than the standardised examination, and they valued its influence of fewer limitations on the development of students' characteristics. For example, Er noted,

> They (IB assessments) are open-ended assessments…It pays attention to children's personalised thinking or ideas, including some students' special or creative ideas…For example, in the assessment of Chinese language and literature…the one about the novel *Journey to the West*, it emphasised the personalised (ideas) of each child, (such as) his/her most interested scenario or content, the reason why he/she likes this content or details. I think these (answers to required tasks) all reflect the unique characteristics of each child, instead of the fixed knowledge or ideas given by the teacher…It (IB assessment) is more inclusive and more open, and it could include the thinking or characteristics of each child, which might be very different, very personalised, and belong to themselves.

Three parent participants (Er, Yang, Rui) commended positively on the various forms of tasks including playing games, designing, visiting the history museum, and describing folk culture. They considered these various forms of tasks can inspire students' interests. For example, Yuan claimed,

> It (the assessment task) leads children from their interests, such as the invented games in chemistry...The formative assessment tasks are very interesting, and I have never seen (such tasks).

Furthermore, Er noted,

> (The assessment task in) the subject of physical education asks children to design their own favourite training items, or items that they want to try and could achieve the goals. This kind (of assessment task) meets more children's features and interests.

5.2.1.3 Encouraging authentic tasks

Six parent participants (Du, Rui, Yuan, Zuo, Yue, Dong) applauded the assessment tasks for providing children with opportunities to apply learned abilities in the real-world context, which might influence their further study, work, life, and worldview. For example, Rui noted,

> The child could improve his understanding of the knowledge through contacting real-life issues or communicating with people. I hope he (the child) understands the knowledge not in the boring way, or only in the way of answering questions with theories. He should use (the knowledge) in flexible ways…Then through bringing the flexible ways of dealing with problems (in the assessment tasks) and thinking back to his knowledge study, he could study the knowledge in a more flexible way, instead of rote-memorisation. Therefore, he is very happy all day.

Zuo emphasised that the authentic task provided opportunities for children to build their worldview through their own experiences in the real-world context. As Zuo commented on an assessment task in the subject of English,

> Through visiting the museum…I think that he (the child) is truly feeling the world through his eyes...to see how to apply the thing learned in class to my (the child's) understanding of the world. It is a process to shape the worldview. I think that for a kid, truly realising one thing through contacting it out of class and experiencing (it) is different from just being told by us.

5.2.1.4 Following the MYP assessment criteria

Seven parent participants (Bo, Zuo, Tai, Yuan, Rui, Dong, Yang) reported their appreciation for the articulated assessment criteria of IB MYP internal assessments. For example, three parent participants (Zuo, Tai, Dong) thought that the grading process based on the articulated assessment criteria was more objective than those based on the teacher's personal preference. Zuo stated,

> The feedback is according to the assessment criteria...so it is objective...It is different from (the scenario) that I (the teacher) like this style of one composition, so I (the teacher) give him/her (the student) a high score since it looks good to me (the teacher). This grading process (of IB assessment tasks) is based on clear requirements (of assessment criteria).

Furthermore, four parent participants (Bo, Zuo, Tai, Yuan, Rui) thought the assessment criteria were clear enough for students to understand the requirement for each achievement level, and hence supported their learning process. For example, Zuo noted,

> I think with a clear clarification of assessment criteria, the child knows which levels of work I need to input to get the score that I want. It is very clear.

Dong considered the clear assessment criteria analogous to the assessment of work performance in the professional world. As Dong claimed,

> Quantifying (the performance) is necessary. The same as our work, (such as) how much bonus, how good the performance, how many awards to the sale, everything must be (assessed) by the quantified criteria. We (Human resources) describe (the work performance of employees) according to the KPI (key performance indicator).

5.2.1.5 Encouraging academic honesty

Two parent participants (Dong, Meng) commended the integrity requirement in the IB MYP assessment tasks. For example, Dong noted,

> It is marked in the bracket (in the assessment task) that 'please add references'. I think it is like (the requirement) when we write a thesis at university.

This section reveals parental appreciation of the characteristics of IB MYP internal assessment, all of which are aligned with the characteristics of IB MYP internal assessments expected by IB education. From a Bourdieusian lens, the field of IB MYP internal assessments demonstrates a logic of practice underpinned by the IB education philosophy. The last chapter will engage with this Bourdieusian perspective in depth. Even though most parents appreciated the characteristics of IB MYP internal assessments, the form of the assessment task and the grading system caused some parents' concerns, which will be described in the next section.

5.2.2 Parental concerns

Some parents expressed their worries about the open-ended tasks due to their incomplete examination of the basic subject knowledge. Some parents considered the achievement level in the grading system to be ambiguous. Still, some parents were concerned about Chinese students' learning motivation and parents' own lack of IB knowledge. Considering the implementation of IB MYP internal assessments in the selected school, five parents supported the combination of IB assessments and standardised examinations based on their concerns about IB MYP internal assessments to some extent.

One parent participant (Yue) expressed her concerns about the open-ended task, which she considered an incomplete examination of the basic subject knowledge. As Yue noted,

> For example, in the (examination) of the subject of Chinese language and literature in the National College Entrance Examination (one standardised examination), the question types at the beginning are completion questions and choice questions. To answer only one completion or choice question, we need to master lots of detailed and small knowledge, right?... To achieve a score of 8 or 9 in the examination of 10 points in total, I might need to master all the knowledge in all the articles that we have learned. However, in the IB summative assessment, it might (assess) only one specific article or book.

Whether Yue's assumption of IB assessment and standardised examination is correct or not is a question beyond the analytical focus here. According to her interview account, Yue seemed to show a preference for standardised examination over IB assessment. Such preference was not uncommon among parent participants. When discussing the combination of the IB MYP internal assessments and standardised mid-term and final examinations in the selected school, many parents indicated their concern about the incomplete evaluation of the basic subject knowledge in the open-ended task of the IB MYP internal assessments, which, according to parent participants, needed to be assessed by the standardised mid-term and final examinations. It should be noted that the IB official key document MYP: From Principles into Practice (2014) includes examination as one form of IB MYP internal assessments and one sample examination paper was presented to parent participants during the interview. However, most parent participants still thought IB assessments lacked standardised examination.

Besides the form of IB assessment task, three out of 14 parent participants (Yuan, Bo, Cheng) compared the achievement level of IB assessments with the grade of standardised examinations with which they were more familiar. For these participants, the achievement level of IB assessments was not straightforward to know student's performance. As Bo noted,

> I think the grade (of standardised examinations) and grade ranking are more straightforward for me as a Chinese parent (than the achievement level of assessments) ...I think that I and my kid...are more sensitive to the grades (of standardised examinations) than the (achievement level of) assessments. A child, s/he might be more relaxed since it (the achievement level of assessments) is less straightforward (than the grade of standardised examinations) ...Therefore, s/he (the child) might have fewer requirements for his own (study).

Here Bo seemed to be in favour of the straightforwardness of the scores obtained through standardised examinations and considered the achievement level of IB assessment to potentially lower students' learning motivation. Du was also concerned about the learning motivation of his child who used to study in a public school and later transferred to the select research school. He explained,

> The most challenging part for students (to have IB assessments) is that it (IB assessment) is different from his (the child's) previous education which is only for examinations. Most Chinese students have this opinion…It is the motivation of study shaped over many years. If his (the child's) motivation was not changed, he would find it hard to master it (IB assessment) when he studies IB.

Du's point was that his child's 'examination habitus' (Huang, 2024, p. 89) formed in his previous public education did not match the logic of practice of the current field of IB MYP

internal assessments. Related to this issue, Meng indicated the parental habitual preference for examinations:

> Our traditional education has no assessment criteria or grading which are only based on your daily performance. Our assessment system was decided by examinations. Therefore, this kind of thinking causes that us need an objective or closed-book paper examination to check the students' study…This might be our bias or preconceptions. We might be affected by our previous thinking mindset or inertia and think this (examination) is more reasonable.

Cheng noted that parents in this school had little understanding of the IB education and IB assessments, which might cause their anxiety about the students' studies and the conflicts with the school. As Cheng claimed,

> Parents in WF (the selected school) …could feel confused…when they meet this issue (assessing only by IB assessments). Parents still need something understandable, visible, or touchable, which is the final examination in the school. …If they do not understand (IB assessments), they have lots of anxiety, which might cause conflicts with the school…Therefore, I think that it is unrealistic to only have IB assessments in WF (the selected school) according to the situation of WF.

Arguably the conflict may come from the logic of practice in the IB MYP assessment field and the habitus of the parents who and whose child was educated up in traditional examination-driven schooling. This point will be discussed in depth in the final chapter.

Considering the implementation of IB MYP internal assessments in the selected school, five parent participants (Er, Meng, Tai, Bo, Yuan, Du, Yue) supported the combination of IB assessments and standardised examinations due to their appreciation and concerns of the IB assessments. For example, Er noted,

> The mid-term and final examinations, which have the paper test, assess students' master of knowledge, especially the basic knowledge. IB assessments provide opportunities to check whether students could apply knowledge to finish some tasks. I think the combination of these two is better (than only one model).

The above analysis shows the mismatch between the logic of practice in the field of IB MYP internal assessment and the habitus of Chinese parents and children formed through traditional examination-oriented education. The analysis also shows the competing logic of practice between the predominance of IB assessment and parental preference for standardised examination. The last chapter will turn to this issue through a Bourdieusian lens. The next section will describe parents' perspective on the language of assessment tasks.

5.2.3 English as the language of assessments

All the 14 parent participants reportedly supported the use of English as the language of assessment due to the importance of learning English to students' current and future study, work, and life. For instance, Er claimed,

> Other subjects (except the subject of Chinese language and literature) are assessed in English, which could make students pay more attention to English study, since they probably will have further study in other countries. It is a good preparation for their study overseas.

Four parent participants (Yuan, Dong, Du, Yue) construed English as the most used language for students to communicate with people around the world, and hence assessment provided an opportunity for students to practice English.

It is noted that IB allows assessment to be written in any language (International Baccalaureate Organisation, 2014). However, the language commonly used in the assessment tasks in the selected school was English. Interestingly, the linguistic rule of the IB MYP internal assessment field in the selected school was largely unquestioned by parent participants in this study. As shown in the data, they often treated English as the world language and equated studying overseas with studying in English-speaking countries. From a Bourdieusian perspective, the IB MYP assessment field reproduces the symbolic power of English, a point to be discussed in the final chapter.

In general, as shown in Table 7, 14 parent participants in this study showed more appreciation than concerns for the IB MYP internal assessments. Most parent participants (n=11) valued the IB internal assessment for its function of assessing student's multiple skills. Half of the parent participants supported the characteristics of embracing various categories of tasks (n=7) and following the MYP assessment criteria (n=7). Six parent participants appreciated the characteristic of encouraging authentic tasks. Only two parents identified and commended the feature of encouraging academic honesty, which can be inferred that it is related to most parents' educational background in Chinese traditional examinations, in which academic honesty was not in the key position as it is in the open-ended tasks of IB assessments. Few parents expressed their concerns, among which achievement level for the grading system caused the most worries (n=3). Half of the parent participants (n=7) supported the combination of IB MYP internal assessments and standardised examinations. All parent participants supported the primary use of English as the language of assessment in the selected school. Arguably parents' perspectives on IB MYP internal assessment may

affect their involvement in it, at least to some extent. The next section identifies parents' approaches to involvement in the IB MYP internal assessments, which addresses RQ2 of the thesis.

Table 7 Chinese parents' perspectives on IB MYP internal assessments

	Appreciation					Concerns						Language
Pseudonym	**Assessing multiple skills**	**Embracing various categories of tasks**	**Encouraging authentic tasks**	**Following the MYP assessment criteria**	**Encouraging academic honesty**	**Incomplete examination of basic knowledge**	**Achievement level**	**Learning motivation**	**Parental preference for exam**	**Parental lack of IB knowledge**	**Supporting a combination of IB assessments and standardised examinations**	**English as the language of assessment**
Du	×	×	×					×			×	×
Lin	×											×
Dong	×	×	×	×	×							×
Er	×										×	×
Cheng		×					×			×		×
Zuo	×	×	×	×								×
Bo	×			×			×	×			×	×
Tai	×			×							×	×
Yu												×
Yang				×								×
Rui	×		×	×								×
Meng	×	×			×				×		×	×
Yue	×	×	×			×					×	×
Yuan	×	×	×	×			×				×	×
Total number of participants	11	7	6	7	2	1	3	2	1	1	7	14

5.3 Findings for RQ2: Parental approaches to involvement in IB MYP internal assessments

Data analysis suggests that the 14 parent participants seemed to take three different approaches to involvement in their child(ren)'s IB MYP internal assessments. Eight parents appeared to focus on the assessment results (see Section 5.3.1), the while other two parents used assessment results to inform their child's further study (see Section 5.3.2). Most parents (n=11) stated they got involved in their child(ren)'s learning process related to assessment tasks (see Section 5.3.3).

5.3.1 Involvement in the assessment results (ends)

Some parent participants' interview accounts showed that their involvement was limited to either checking the child's assessment results (n=7) or discussing with the child about their assessment results (n =2). In either way, their involvement was limited to the 'ends'.

5.3.1.1 Checking assessments outcomes

Seven out of the 14 parent participants (Du, Lin, Er, Cheng, Zuo, Tai, Yu) reported that they checked their child(ren)' final achievement level of IB assessments presented in the final academic report received from the teachers at the end of each semester. The final achievement level of the IB assessment is decided by the student's subject teacher according to the student's performance in all the internal assessments in the semester. As Er noted, 'the teacher sent this kind of report at the end of each semester, the assessment report. (I) checked them'. On the other hand, four parent participants (Lin, Er, Meng, Yuan) reported that they checked the outcome of each IB assessment task after receiving it from the teacher during the semester, but the frequency of them checking assessment outcomes depended on when and how often the outcomes were released by the teachers. Among them, Meng noted that he checked the assessment outcomes regularly (each month mostly) after receiving them regularly from the teacher, while Er claimed that she checked the outcomes sometimes after she received them from the teacher. Only two parent participants (Lin, Er) stated that they checked both the final achievement level in the final academic report at the end of the semester and the achievement level of each assessment task during the semester.

Two parent participants (Lin, Yue) stated that they checked the achievement level of the IB assessment only when it was shared by their child(ren). Different from Lin and Yue, Er's involvement seemed more active, as she stated, 'if you didn't ask proactively, the child would

not say it himself'. This means that Er's involvement was not necessarily limited by the child as in the case of Lin and Yue; rather, she took the initiative in getting involved.

5.3.1.2 Discussing assessment outcomes

Two parent participants (Rui and Tai) reported they discussed assessment outcomes with their children. Take Tai's case as an example. Tai reported that she and the father discussed the outcomes of assessments with her child upon the request of the child. Discussions often revolved around reflecting on the study, summarising the reasons for outcomes, sharing study plans, telling parents how to cooperate with his study, and asking parents to urge him to follow the plan. As Tai noted,

> 'What I (the child) did in the last phase', he (the child) told us (parents), and 'what I (the child) should do in the next phase'.

Tai also stated,

> He (the child) summarised the reasons for his unsatisfactory performance, he analysed, then told us (parents) his plan, (telling parents that) 'you (parents) should supervise me', 'what you should you', 'what I should do'.

The foregoing analysis provided evidence that some parents' involvement in the IB MYP internal assessments only focused on the assessment outcome itself. In contrast, some parents took one step further. They reportedly discuss assessment outcomes with the child in order to inform the child's study, which is the focus of the ensuing section.

5.3.2 Outcome-informed involvement

Two out of 14 parent participants (Yue, Yuan) stated that they took the initiative to talk about the outcomes of IB MYP internal assessments with the child to inform the child's study, including praising the performance of their child, reflecting on the study process according to the achievement level of the child, or looking for solutions to the study difficulties. As Yue claimed,

> If the result was good...it must be praised. If the result was not good, I asked (the child) whether this subject was too difficult, the requirement was too high, or hard to achieve. (I) might also, if the result was not good, ask which aspect (was hard). She (the child) might tell me that one is too difficult. It doesn't matter. (I asked her to) take another look (and think about) how to deal with (it) later...If the assessment result was B or B-, (I) might check which aspect was weak in detail. Focus on the weak aspect. To her, is her ability not enough? Is the study method inappropriate? Is the study time not enough? Also, is the subject teacher not good? (I) might ask all these questions and discuss with her.

Yue also clarified that their discussion did not include questioning the achievement level given by the teacher. By implication, Yue's involvement did not focus on the assessment result itself; rather she used the assessment result to inform her involvement as a means of problem-solving. Similarly, Yuan stated,

> I asked him (the child) why, why the teacher gave such a low achievement level. He also reflected with me why he did that, including biology, he said some vocabularies were hard to remember...I said, 'might it be better if we change the scenario?' We applied the mind map method to recite vocabularies.

Interestingly, Yuan claimed that this kind of reflection was limited to situations when the child's achievement level was very low.

5.3.3 Involvement in the learning process (means)

Eleven out of 14 parent participants' interview accounts indicated that their involvement in the IB MYP internal assessment was not for the sake of assessment outcome perse; rather, their involvement facilitated the child(ren)'s learning process related to assessment tasks. It should be noted that only one parent (Lin) reported her consistent involvement throughout her child's learning. Other parents' involvement seemed to be intermittent and attentive to the child's needs in relation to particular assessment tasks. These included providing suggestions, real-world experiences, resources, or emotional support; and communicating with teachers. Before proceeding with these approaches of involvement, Lin's consistent support throughout her child's assessment task-based learning needs acknowledgement. She stated,

> Since I found he the child had difficulty in doing the assessment tasks by himself in the beginning, I hoped to be the walking stick for him at first, so that he didn't have this kind of fear of difficulty. I acted as his walking stick, gradually, doing it together with him, letting him build confidence and find solutions.

Lin reported that for all the assessment tasks, she read the content of the task alone first, followed by reading the content with the child together. She worked with the child together to finish the task, including offering support any time he met a problem, looking for related information together, and thinking about how to conduct and write down the thoughts together. Different from Lin's consistent involvement was the intermittent parental involvement based on children's learning needs in relation to specific assessment tasks. These approaches are reported below.

5.3.3.1 Providing suggestions

Five out of 14 parent participants (Du, Er, Bo, Rui, Yuan) reported that they offered suggestions to the specific questions in the students' assessment tasks when the child asked them. For example, Er noted,

> For instance, when the child did the SA (summative assessment) of the subject of design, sometimes, he might have no idea. I offered some suggestions to him at that time, 'you (the child) could think it in that direction'.

Meng reportedly drew on his own academic knowledge in 'mathematics, physics, chemistry, English' when his child asked him related questions in the assessment tasks.

5.3.3.2 Real-world experience

Yuan provided opportunities for her child to have a further understanding of the assessment task in a real-world context after her child talked about his assessment tasks with her. Yuan shared three examples. The first one is about checking whether her child's idea for the assessment task would work in the real world. To this end, Yuan took her child to a wholesale market to check the price of pendants after her child introduced his promotion ideas for one of his assessments. Yuan asked the child himself to check whether his promotion ideas would work according to the actual price in the market. The second one is about experiencing the real scene where the assessment tasks were contextualised. Yuan noted that she took her child to experience the real-life described in the novel Ordinary World related to the assessments. They went to Shaanxi province, the setting of the novel, to see the steamed bun made from buckwheat flour described in the novel. The third one is about broadening knowledge through real-world experiences. Yuan stated that she invited her child to visit her company when her child asked her to be the interviewee for his assessment task to know the operation of her company.

5.3.3.3 Resources support

Two parent participants (Du, Meng) supplied various material resources to support the child doing the assessments. Du indicated that he helped his child to 'look for the related materials', while Meng noted that he helped with 'preparing the materials for the experiment'. Different from Du and Meng, Lin drew on her social networking to provide human resources to support her three children's completion of assessment tasks. She reportedly invited experts in economics to provide suggestions, new information, and new perspectives to her children. As Lin noted,

> I found some experts in economics to offer them (her three children) some opinions and suggestions, including macroeconomics...I thought when they had difficulty finishing their assessments by themselves sometimes, they needed the help of outside experts in different aspects, such as explaining something, since it is faster than studying by themselves. (Three children) had a deeper understanding.

It needs to be emphasised that Lin's approach had a clear focus on the means (learning process) instead of the ends (assessment outcomes). She stated,

> I didn't require the grades for the final examinations, but I hope my children can find learning methods and confidence during their study process.

Dong provided suggestions by discussing with her child the requirements of the assessment task; she provided human resources to support her child's completion of assessment tasks by contacting interview participants from her social network; she also told her child the ethical issues for conducting the project, putting the assessment task in a real-world context.

5.3.3.4 Emotional support

Seven parent participants (Lin, Cheng, Bo, Tai, Rui, Yue, Yuan) reported that they communicated with the child about their emotions or thoughts related to assessments when the child shared with them, although some of them (n=6) did not know the content and the specific assessment tasks. For example, Cheng noted that he shared his child's happiness about receiving a good achievement level or the teacher's positive feedback for the assessment tasks.

5.3.3.5 Communication with teachers

Only one parent Yuan reported that she had taken the initiative to express her own opinions related to IB assessment tasks to teachers. She noted that she expressed the dissenting opinion to the requirement of one assessment task which needed to conduct many surveys in person at the beginning of the COVID outbreak. As Yuan stated,

> I communicated with the school...it is not suitable to ask students to do it offline at this stage (during the COVID outbreak).

Interestingly, Yuan's involvement here appears to come from her concern about health and safety instead of the IB assessment itself. Besides expressing ideas about the content of the assessment task, Yuan also expressed her opinions about the teacher's comment on a biology assessment task. As Yuan noted,

> I contacted the teacher (Mr. Wang), and asked, 'Did he (the child) not do the experiment? Or was the conduct (for the experiment) not good? Was there any mistake in his conduction?'. I said, 'you (the teacher Mr. Wang) should offer details (in the comment)

about his (the child's) specific issues, so that parents are easy to understand this specific problem'.

In conclusion, as shown in Table 8, this section identifies 14 parent participants' approaches to involvement in IB MYP internal assessments. None of the parents stated that they get involved in the child's assessments through more than five approaches, and most of them just had one to three approaches to involvement. This finding aligns with the information given by most of the parents about their little involvement in the child's assessments when I first contacted them as potential participants for the interview. Yet the finding does not support previous research that parents coming from higher socio-economic backgrounds would engage more in children's education (see Section 2.5) and children's assessment tasks (see Section 2.4). The reasons behind this misalignment constitute part of the focus of RQ3, which will be explored in the next section.

More than half (n=8) of the parent participants focused on assessment results, while the other two parents talked about the assessment results with the child to inform the child's further study. Five parents (Du, Lin, Er, Tai, Cheng) noted that they cared about both the child's assessment results and the child's assessment-related learning process. In contrast, five parents (Dong, Bo, Meng, Yue, Yuan) claimed that they were only involved in the learning process, and two parents (Zuo, Yu) reportedly limited their involvement to checking assessment results. Yang did not report any involvement.

Among the approaches to involvement, checking assessment outcomes (n=7) and offering emotional support (n=7) were the most used approaches for these parent participants. Providing suggestions (n=5) and offering resource support (n=4) were applied by approximately one-third of the parent participants. In contrast, other approaches to involvement, such as providing real-world experience, communicating with teachers, talking about outcomes with the child, and giving consistent support were just mentioned by a limited number of parent participants (n=1 or 2). It is noted that most parental approaches to involvement were the response to the teachers'/child(ren)'s prompts. For example, parents stated that they checked the assessment outcome when it was shared by the teacher or child. When the child took the initiative to share with parents, parents provided real-world experience, resources, or emotional support, as well as talked about outcomes with the child. Only three approaches to involvement were stated to be parent-initiated, including talking about outcomes with children to inform their study, communicating with teachers, and giving consistent support.

The first two sections of this chapter present the parents' perspectives on and perceived approaches to involvement in the IB MYP internal assessments. The next section attempts to identify the reasons behind their understanding of and involvement in IB MYP internal assessments, which addresses RQ3.

Table 8 Parents' approaches to involvement in the child's IB MYP internal assessments

		Involvement in the assessment results (ends)		Outcome-informed involvement	Involvement in the learning process (means)					
	Total number of approaches to involvement	**Checking assessment outcomes**	**Discussing assessment outcomes**	**Talking about outcomes with children**	**Consistent support**	**Providing suggestions**	**Real-world experience**	**Resources support**	**Emotional support**	**Communication with teachers**
Du	3	×				×		×		
Lin	4	×			×			×	×	
Dong	1							×		
Er	2	×				×				
Cheng	3	×	×						×	
Zuo	1	×								
Bo	2					×			×	
Tai	2	×							×	
Yu	1	×								
Yang	0									
Rui	3		×			×			×	
Meng	1							×		
Yue	2			×					×	
Yuan	5			×		×	×		×	×
Total number of participants		7	2	2	1	5	1	4	7	1

5.4 Findings for RQ3: Reasons behind parents' understanding of and involvement in IB MYP internal assessments

According to the analysis of the 14 parent participants' interview accounts, the reasons behind parents' understanding of and involvement in children's IB MYP internal assessments include three aspects: accessibilities, capabilities, as well as parental educational beliefs and backgrounds.

5.4.1Accessibilities

Analysis of parent participants' interview accounts shows that parental understanding of and involvement in the child's IB MYP internal assessments was affected by teachers, children, as well as space and time. These factors constitute a problematic termed 'accessibilities' to IB MYP internal assessments.

5.4.1.1 Accessibilities affected by teachers

Some parent participants seemed to attribute their understanding of and involvement in children's IB MYP internal assessments to the accessibilities affected by teachers. They reportedly obtained access to IB assessments when teachers shared with them their child(ren)'s assessment outcomes, introduced – often selectively – to them certain IB assessment information such as policy and knowledge of IB assessments, and instructed or requested them to get involved in IB assessments.

5.4.1.1.1 Sharing IB assessment outcomes

Seven out of 14 parent participants (Du, Lin, Er, Cheng, Zuo, Tai, Yu) reported that they checked their child(ren)'s overall achievement level of IB assessments presented in the final academic report received from teachers at the end of each semester. Four parent participants (Lin, Er, Meng, Yuan) reported that they checked the outcome of each IB assessment task received from teachers during the semester, but their access to the IB assessment outcomes seemed to be controlled by the teachers. For example, Lin said,

> Teachers of the two sisters didn't send it (the outcome), but…teachers of the younger brother shared (with parents) all the SA (summative assessments) grades of all students via Ding Talk (the collaborative working app used for online teaching).

In contrast, four parent participants (Dong, Bo, Yang, Rui) reported that they did not check the outcome of any IB MYP internal assessments since they 'knew nothing (about the assessment outcome), and nothing has been mentioned (by teachers)' (Dong).

Clearly, 'accessibilities' was part of the problem of parental involvement in IB internal assessment. Parental access was sometimes reliant on the extent assessment outcomes were made available to parents by teachers. At other times, parents' access depended on what and how many details were introduced to them by teachers, which is explained in the following section.

5.4.1.1.2 Selective introduction of certain IB assessment information

Parental access to IB MYP internal assessments seems to be constrained by teachers' 'selective introduction' of certain rather than all information. Even though IB requires each IB school to introduce the assessment policy to parents, eight parent participants (Lin, Dong, Zuo, Bo, Yu, Yang, Meng, Yuan) reported that the assessment policy was not introduced to them by the school. In contrast, three parent participants (Tai, Rui, Yue) confirmed that the school had introduced the assessment policy to parents, but they did not (fully) understand or remember the details. For example, Rui noted, 'It must be introduced (to parents). We are unfamiliar with it, (so) we didn't remember it clearly'. On the one hand, parental access to information about the IB assessment policy was arguably limited by teachers and schools.

Apart from access to IB assessment policy, eight parent participants (Du, Lin, Dong, Zuo, Tai, Yu, Yang, Meng) reported that they had no impression that the school or the teacher had introduced to them any knowledge about IB assessments. Five parent participants (Er, Cheng, Rui, Yue, Yuan) reported that they were introduced to the knowledge of IB assessments through face-to-face or online parent conferences. Among them, three parent participants (Cheng, Rui, Yue) claimed the absence of a detailed introduction to IB assessment knowledge at parent conferences. As Yue noted,

> But details about assessments, we didn't remember actually...but basically, we know, 6 or 7 is good, below 5 or 3 is a little, is 3 unqualified? Is 5 or 6 OK in normal situations? Is 7 beyond expectation?

Cheng articulated,

> In my memory, (the school) didn't include any specific and detailed questions related to assessments. Assessment was introduced, but not specific.

5.4.1.1.3 Involvement in IB assessment by instruction or request

Five parent participants (Meng, Yuan, Er, Yu, Lin) claimed that they had obtained a certain level of accessibilities to IB assessment by virtue of teachers' instruction or request. For instance, Yuan noted that the teacher once said to her,

> He (the child) needs to pay more attention to assessments. (The achievement level) was not good enough. You (parents) need to help to strengthen him (the child) from these aspects (to have a better outcome).

Yuan claimed,

> Parents were required (by teachers) to offer support when students did the assessment, such as attending the interview conducted by the child in the assessment task...giving the child some instruction related to the assessment task.

However, when parent participants were asked whether teachers had taken the initiative to talk about student performance in the IB assessment tasks with parents, most (n=12) parent participants reported 'No' to this question. Similarly, most (n=11) parent participants reported that they were not informed by teachers of how to get involved in the IB assessment, when they were asked about the related question.

5.4.1.2 Accessibilities affected by children

Some parent participants attributed their understanding of and involvement in IB MYP internal assessments to the accessibilities affected by the child, who shared and communicated with them IB assessment-related information and expressed needs for parental involvement in IB assessments or self-management in completing IB assessment tasks.

5.4.1.2.1 Sharing IB assessment-related information

Most parent participants reported that their child(ren) told them little about IB assessment-related information. Three out of 14 parent participants (Lin, Yue, Er) stated that they checked their child(ren)'s outcomes of IB assessment tasks only when these were shared by the child. Only two parent participants (Zuo, Tai) reported that their child shared with them the workload of IB assessment tasks and/or his working plans for the assessment tasks. For example, Zuo noted,

> He (the child) said, for example, 'I was very busy this week. Several SA (summative assessments) needs to be submitted'. Or 'I have an SA to be submitted in the next two weeks and I am going to finish it this week in advance'.

Tai noted,

> He (the child) told (parents) that 'what I (the child) will do in the next stage' and on the specific date, what he needs to study and when to study, or when (he will) have exams. (So) we (parents) knew what he was doing during the specific period.

It is noted that these two parents reported that their child did not inform them of the content of the assessment tasks, which potentially limited parents' meaningful involvement in the child's assigned IB assessment tasks.

5.4.1.2.2 Communication between children and parents about IB assessments

Six parent participants (Yu, Yang, Bo, Dong, Er, Meng) reported that their children did not like to communicate study-related issues with parents, which affected their accessibilities to the IB MYP internal assessments. For example, Dong noted,

> (The child) never shared (about the assessment-related issues or feelings) ...never shared (about study-related things), except for some compositions or homework left at home accidently by him and seen by the grandfather or grandmother, or something he left at home accidently and seen by me a little bit. When (I) asked him (about his study), (he) had no communication (with me).

Interestingly, four parent participants (Er, Yu, Dong, Meng) attributed children's unwillingness to communicate about anything with parents to puberty. For example, Yu noted,

> During puberty, he (the child) was not willing to let parents get involved in any issues related to the school...If he is willing to say, he told you (parents). If he was not willing to say, he didn't say anything, even though you (parents) asked him about it.

Although none of the four parent participants explicitly mentioned IB assessments, arguably children's resistance to communicate with parents about study or anything disrupted parental access to children's IB MYP internal assessments.

5.4.1.2.3 Expressing needs for parental involvement in IB assessments

Three parent participants (Tai, Du, Cheng) reported that their children expressed their need for parental involvement in IB assessments. For example, Tai stated that the child asked for supervision from parents. As Tai noted,

> He (the child) summarised the reasons for not having good results. After reflection, he told us (parents) that 'you (parents) should supervise me, what you should do, what I should do...Do not be too lenient with me. When you see me stopping (studying), (you) should encourage me, urge me, do not let me be too relaxed'.

In contrast, one parent participant (Zuo) reported that her child did not express the need for parental involvement in IB assessments. As Zuo stated,

> My feeling was that he (the child) thought it was unnecessary (for parental involvement) ...when he needed something (from parents), he made a request (to parents), 'I (the child) need some help', 'I need something'...But he didn't request me (to be

> involved in IB assessments). My understanding is that he didn't need (parental involvement in IB assessments).

Six parent participants (Lin, Dong, Er, Zuo, Tai, Yue) seemed to attribute their child(ren)'s lack of need for parental involvement in IB assessments to the child's self-managed learning, which affected their accessibilities to IB assessments. For example, Lin, Er, and Zuo stated that the children finished assessments and dealt with assessment tasks by themselves, and therefore there seemed no need for parental involvement in assessments. As Zuo stated,

> He (the child) didn't tell me about the assessments, he dealt with them by himself. (So) I seldom asked him, 'Have you finished your work'.

Yue provided a similar statement.

> Each assessment task has a deadline. She (the child) paid attention to (the deadline) by herself. Therefore, I was not needed in this aspect.

5.4.1.3 Accessibilities affected by space and time

Seven out of 14 parent participants (Lin, Bo, Yu, Yang, Rui, Yue, Yuan) reported that students' residential life in the boarding school during weekdays affected parental involvement in the IB MYP internal assessment. For example, Zuo stated that her child finished almost all the tasks including assessment tasks in school and she seldom saw his child doing any task at home at weekends. As Zuo noted,

> Most of his (the child's) SA (summative assessments) had been finished in school...What he needs to do (for assessments) at home during weekends is limited... I seldom saw him doing any assignments.

In this case, it appears that parental accessibilities to children's IB assessments was largely limited by the spatial distance between home and school. In addition, Lin and Yang stated that the limited communication time while children were boarding in school affected parents' involvement in IB MYP internal assessments. As Lin noted,

> It is impossible to communicate academic issues every day. (Parents) called (the child) to ask about the living conditions, but the time is very limited. Since only twenty minutes were allowed for students to use their phones (each weekday) and five minutes were for me to talk (with the child).

For the parent (Yang) who was not living in the city of the school, the communication time was even less than other parents. She stated, 'We (parents) went to school, had this kind of face-to-face communication (with the child) at most once a month'. In this case, limited time for parent-child communication constrained parental accessibilities to children's IB assessments.

In summary, as shown in Table 9 and Table 10 this section analyses parental accessibilities to IB MYP internal assessments affected by teachers, children, as well as space and time. The accessibilities affected by teachers were more mentioned by parent participants than ones affected by children. From a Bourdieusian perspective, it is aligned with the dominant position of teachers in the field of IB MYP internal assessments, which will be discussed in the final chapter. Parents' prohibited accessibilities (n=11) to involvement were more identified than the accessibilities granted to parents (n=8), which is consistent with the findings in RQ2 that most parents had limited involvement in IB MYP internal assessments and most parental approaches to involvement were the response to the teachers'/child(ren)'s prompts.

Among these reasons, most parent participants attributed their limited understanding of and involvement to the absence of instruction or request from teachers, including teachers talking about student performance in the IB assessments with parents (n=12) and the introduction of how to get involved in IB assessments (n=11). More than half of parent participants stated that their involvement was affected by teachers' selective introduction of IB assessment policy (n=8) and/or knowledge about IB assessments (n=8). Almost half of the parent participants mentioned their children's preference of avoiding communicating study-related issues with parents (n=6) and children's lack of need for parental involvement due to self-managed learning (n=6), as well as the residential life in the boarding school (n=7). On the other hand, only one reason for encouraging parents' involvement was noted by half of the parent participants (n=7), which was checking the child's overall achievement level of IB assessments presented in the final academic report. Other reasons that allow parental accessibilities were reported by no more than 5 parent participants.

Parents' accessibilities affected their opportunities to get connected with the IB MYP internal assessments, while their understanding of and involvement in IB MYP internal assessments were also differentiated by their own capabilities. The next section will discuss parents' capabilities affecting their involvement in IB MYP internal assessments.

Table 9 Parental accessibilities to IB MYP internal assessments affected by teachers

Pseudonym	Accessibilities									
	Accessibilities affected by teachers									
	Teachers shared IB assessment outcomes			Teachers gave selective introduction of certain IB assessment information				Teachers offered instruction or request		
	Checking overall achievement level	Checking the outcome of each task	Checking none of the outcome	Assessment policy was not introduced	Assessment policy was introduced	No impression of introduction of knowledge about IB assessments	Knowledge of IB assessments was introduced	Teachers offered instruction or request	Not informed of how to get involved in IB assessments	No talking about student performance
Du	×					×			×	×
Lin	×	×		×		×		×	×	×
Dong			×	×		×			×	×
Er	×	×					×	×	×	×
Cheng	×						×		×	×
Zuo	×			×		×			×	×
Bo			×	×					×	×
Tai	×				×	×				×
Yu	×			×		×		×	×	×
Yang			×	×		×			×	×
Rui			×		×		×		×	×
Meng		×		×		×		×		
Yue					×		×		×	×
Yuan		×		×			×	×		
Total number of participants	7	4	4	8	3	8	5	5	11	12

Table 10 Parental accessibilities to IB MYP internal assessments affected by children, space and time

Pseudonym	Accessibilities								
	Accessibilities affected by children							Accessibilities affected by space and time	
	Children sharing IB assessment-related information		Communication between children and parents about IB assessments		Children expressing need for parental involvement in IB assessments			Residential life in boarding school	Limited communication time
	Checking outcomes of IB assessments shared by child	Sharing workload and/or working plans for IB assessments	The child didn't like to communicate study-related issues	The unwillingness of communication about anything with parents due to puberty	Expressing the need for parental involvement	Not expressing the need for parental involvement in IB assessments	Children's lack of need for parental involvement		
Du					×				
Lin	×						×	×	×
Dong			×	×			×		
Er	×		×	×			×		
Cheng					×				
Zuo		×				×	×		
Bo			×					×	
Tai		×			×		×		
Yu			×	×				×	
Yang			×					×	×
Rui								×	
Meng			×	×					
Yue	×						×	×	
Yuan								×	
Total number of participants	3	2	6	4	3	1	6	7	2

5.4.2 Capabilities

Apart from the problematic of accessibilities, some parent participants reportedly attributed their levels of understanding of and involvement in IB MYP internal assessments to their capabilities, including their accumulation of knowledge of IB assessments, as well as capacity limited by time and language.

5.4.2.1 Accumulation of knowledge of IB assessments

Five parent participants (Yue, Er, Lin, Meng, Yang) stated that their accumulation of knowledge of knowledge of IB assessments limited their understanding of and involvement in IB MYP internal assessments. For example, Lin noted that she never took the initiative to talk with teachers about specific assessment-related issues since she did not know what to say about IB assessments. Yang also claimed her interaction with her child when her child shared the IB assessments with her. Yang noted,

> She (the child) sometimes had in-depth communication (about IB assessments) with me, but I only listened to her and gave a simple response. I didn't really understand (what she shared), since I didn't know this thing (IB assessments) very well.

Meng worried about parents' prejudice against or partial understanding of IB assessments, which, according to Meng, 'might cause us to do not well, not as professional as the school and teachers'. Yang noted,

> Even though you (the school/teachers) had a lot of communication with me (about the IB assessment), I might not understand it. I needed a very long time to digest and absorb (the related knowledge), which increased the difficulty in communication. I could not provide my own opinion (to the school) in time since I needed to give feedback after digestion or study a lot by myself. It was related to my level of knowledge.

Three out of the 14 parent participants (Tai, Rui, Yue) confirmed that the school had introduced the assessment policy to parents, but they did not understand or remember it. For instance, Tai claimed, 'it must be introduced (to parents), but at that time, we, some parents, didn't understand it clearly'. Rui noted that 'It must be introduced (to parents). We are unfamiliar with it, (so) we didn't remember it clearly'.

5.4.2.2 Capacity limited by time and language

Four out of the 14 parent participants (Meng, Yue, Yuan, Er) reported that their busy work affected their involvement in the child's IB assessments. For example, Meng stated that his busy work resulted in his lack of continuous learning of the IB education, which affected his involvement in his child's IB assessments. Yang stated that she could not fix any period to

communicate with her child due to her long working hours, which limited her involvement in her child's IB assessments. In contrast, one parent (Lin) stated that she had enough time to assist her child with the assessment tasks, therefore, her involvement in her child's assessments was facilitated by her availability. To recall (see Section 5.3.3), Lin was the only parent among all the 14 participants who reported consistent involvement throughout the process of her child's competing assessment tasks. In this vein, time appears a crucial factor for parental involvement in IB assessment.

Three parent participants (Er, Du, Bo) reported that their English proficiency affected their involvement in IB assessments since they had difficulties reading the assessment tasks written in English. For example, as Bo noted, '(I) can't understand the assessments written in English, therefore, I haven't checked his (his child's) work'. In contrast, one parent (Lin) stated that she assisted her child in finishing the assessment tasks since she had no problem understanding the assessment tasks written in English. Therefore, being proficient in English enabled her involvement in her child's assessments. Such proficiency can be understood as what Bourdieu (1991) would call 'linguistic capital', which will be discussed in the final chapter.

Overall, as shown in Table 11, this section shows the parental capabilities which had influenced parental understanding of and involvement in IB MYP internal assessments. None of the reasons related to parental capabilities were mentioned by half of the parent participants. The major lacked capability of parent participants is the knowledge of IB assessments (n=5). It is noted that only three parent participants noted their English proficiency limited their understanding and involvement. Even though the reasons for capabilities were not stated a lot in the interview, it differentiated parents' understanding of and involvement in children's IB MYP internal assessments. From a Bourdieusian perspective, parents' different forms of capital affected their positions in the field of IB MYP internal assessments, which will be discussed in the final chapter. Apart from their capabilities, parental beliefs seem to have an impact on their understanding of and involvement in IB MYP internal assessments, which will be described in the next section.

Table 11 Parental capabilities affecting their understanding of and involvement in IB MYP internal assessments

Pseudonym	Capabilities			
	Accumulation of knowledge of IB assessments		Capacity limited by time and language	
	Parents did not understand or remember the assessment policy	Accumulation of knowledge of IB assessments	Parents' busy work	Parents' English proficiency
Du				×
Lin	×			
Dong				
Er	×		×	×
Cheng				
Zuo				
Bo				×
Tai		×		
Yu				
Yang	×			
Rui		×		
Meng	×		×	
Yue	×	×	×	
Yuan			×	
Total number of participants	5	3	4	3

5.4.3 Parental educational beliefs and backgrounds

Some parent participants reportedly attributed their (limited) involvement in children's IB MYP internal assessments to their beliefs about parenting and teacher-parent relationships, as well as their own educational background.

It should be noted that most parents attributed their involvement in IB MYP internal assessments to their beliefs about education generally instead of beliefs specifically about the IB MYP internal assessments. This indicates that they treated the assessments as one part of education and they followed their belief about education when responding to the interview questions about their involvement in children's IB assessments.

5.4.3.1 Parental beliefs about parenting

Some parents reported that their involvement in children's IB assessments followed their beliefs about parenting. These include respecting children's (un)willingness for parental involvement, cultivating children's independence in studying, not requiring children to follow parents' ideas, and trusting children would communicate everything with parents.

Four out of the 14 parent participants (Zuo, Er, Rui, Yang) reported that they respected children's (un)willingness for parental involvement in IB assessments. For example, Zuo noted,

> I think it does not matter whether I feel it is necessary or not (for parental involvement). I think this thing (parental involvement) is determined by whether the child thinks that it is necessary or not.

Er held a similar opinion but also stated that she respected her son's unwillingness to share what he had done with her even though she was willing to see his work. In so doing, Er felt that she 'gave the child more space'.

Eight parent participants (Cheng, Dong, Du, Yang, Yuan, Rui, Yue, Zuo) reported that they wanted to cultivate their children's independence in studying. Among these parents, five (Cheng, Dong, Du, Yang, Yuan) reported that they would not like to check the child's progress of finishing the assessment task since they wanted to cultivate the child's self-motivation or problem-solving through asking for help from others without parental involvement. These parent participants all quoted: 'Study is your own business'. Nevertheless, this does not necessarily suggest parental laissez-faire; instead, it was driven by the parental belief in the cultivation of a child's independence.

Four parent participants (Yue, Yuan, Cheng, Yang) reported that they did not urge their child(ren) to do assessment tasks since they did not want their child to perceive that parents want children to follow their ideas. For example, Cheng noted that he seldom set a goal for his child, checking his child's progress according to the goal that he set, or urging his child to finish some assessment tasks if his child did not follow the goal he set. He explained that he did not think parents' thoughts could always be right in the fast-changing society, therefore he let his child follow his own ideas instead of parents' ideas.

Six parent participants (Yue, Meng, Tai, Du, Rui, Yu) reported that they would not like to take the initiative to get involved in the child' study since they trusted the child would communicate with parents about everything. For example, both Tai and Rui confirmed that

the child took the initiative to share everything with parents, including outcomes of IB assessment tasks, working plans for assessment tasks, reflections about those tasks, the support that they wanted to receive from parents, and feelings when finishing the assessment tasks. While building trust with children is important in parenting, it is arguable that such trust at the same time would become a form of 'over trust' that allows a space for children to grant parents the access to be involved in IB assessments – a problematic analysed in an earlier section.

5.4.3.2 Parents' beliefs about teacher-parent relationships

Some parents reported that their involvement in children's IB assessments followed their beliefs about the teacher-parent relationship, including honouring teachers and respecting their expertise, letting the teacher lead the school education, trusting teachers, and not 'disturbing' teachers.

Five out of the 14 parent participants (Rui, Yue, Yuan, Yu, Er) reported that they appreciated the Chinese traditional belief 'Zun Shi Zhong Dao' (honours teachers and respects their expertise, 尊师重道). Therefore, they would not like to question the teacher's comments in the assessment task or argue with teachers about the grades or feedback of their child's assessment tasks given by teachers. For example, when asked whether she questioned the fairness or objectivity of grades of assessments given by teachers, Yuan answered, 'I seldom questioned teachers' attitudes (towards education), since I 'naturally' honour the teacher or have the inherent ideas that teachers should not be wrong, and teachers are seldom biased'.

Four parent participants (Yang, Cheng, Meng, Rui) reported that they believed that the school education of their children needed to be led by teachers, while parents who are not professional enough in education cannot get too much involved in children's study. For example, two parent participants (Yang, Meng) claimed that they would not like to express their own ideas or give suggestions related to assessment tasks to teachers since parents are not as professional in education as teachers.

Three parent participants (Yu, Er, Tai) reported that they would not like to get involved in assessment since they trusted teachers had already shared every student's grade and other details with parents. Arguably, such trust would allow for a space for the school to limit parental accessibilities to children's IB assessments – a problematic analysed in an earlier section.

Two parent participants (Yang, Er) reported that they would not like to take the initiative to communicate with teachers since they did not want to disturb teachers who already had a heavy workload. As Yang noted,

> Since I feel that teachers' work is not easy, (they need to work on) their everyday class and all aspects (of students') for so many students. If every parent would like to communicate with the teacher, I think the teacher's work is too hard. Therefore, I would like to accept (practices from teachers), not to disturb (teachers).

5.4.3.3 Parental educational backgrounds

Five parent participants (Meng, Lin, Du, Dong, Rui) reported that the difference between their own education background and IB education affected their understanding of IB assessments and their involvement in them. For example, Lin noted,

> I think I have the limitation due to my own studying in the public school. It was lecture-based education. We studied what the teacher taught us. With the limitation of lecture-based education, (I) didn't have the (perception) that I (as a parent) could get involved in the teaching practices (for my children), or I could affect the teacher's practices, such as assignments.

Rui provided a similar statement and she inferred that this was a common issue for the Chinese parents at her age. As Rui noted,

> When my child studied in middle school, I was almost 40 (years old), how could I know the IB assessment? I know nothing about it...Some parents in the future might know (the IB assessment) since they might study in an international school. Parents at our age can't (understand) ...International school is new in China. How could they (parents at our age) understand it?

In summary, as shown in Table 12, most parent participants' beliefs about child-parent relationships and teacher-parent relationships might be based on their disposition of respecting and trusting teachers and children. For example, respecting children's (un)willingness for parental involvement (n=4) and respecting teachers' expertise (n=5) were both mentioned, the same as trusting children (n=6) and teachers (n=3). Other beliefs related to children's independence, including cultivating children's independence in study and not requiring children to follow parents' ideas, as well as letting the teacher lead the school education, can be inferred to be based on respect for children's (un) willingness for parental involvement and teachers' expertise, as well as trusting children and teachers would communicate necessary information with parents, to some extent.

Among these educational beliefs, cultivating children's independence in studying (n=8), trusting children (n=6), and honouring teachers and respecting their expertise (n=5) were

reported by one-third to half of parent participants. Other educational beliefs were mentioned by no more than four parents. Parents' own educational backgrounds in Chinese traditional education and examinations also affected five parental understanding of and involvement in IB MYP internal assessments.

Table 12 Parental educational beliefs and backgrounds affecting their understanding of and involvement in IB MYP internal assessments

Pseudonym	Parental educational beliefs and backgrounds								
	Parental beliefs about parenting				Parents' beliefs about teacher-parent relationships				Parental educational backgrounds
	Respecting children's (un)willingness for parental involvement	Cultivating children's independence in studying	Not requiring children to follow parents' ideas	Trusting children would communicate everything with parents	Honouring teachers and respecting their expertise	Letting the teacher lead school education	Trusting teachers	Not 'disturbing' teachers	
Du		×		×					×
Lin									×
Dong		×							×
Er	×				×		×	×	
Cheng		×	×			×			
Zuo	×	×							
Bo									
Tai				×			×		
Yu				×	×		×		
Yang	×	×	×			×		×	
Rui	×	×		×	×	×			×
Meng				×		×			×
Yue		×	×	×	×				
Yuan		×	×		×				
Total number of participants	4	8	4	6	5	4	3	2	5

In conclusion, the reasons behind the 14 parent participants' understanding of and involvement in children's IB MYP internal assessments include three aspects: accessibilities, capabilities, as well as parental educational beliefs and backgrounds. Parental accessibilities were affected by teachers, children, as well as space and time. Their involvement was also limited by capabilities, including their accumulation of knowledge of IB assessments, as well as capacity limited by time and language. Apart from parents' capabilities, their involvement in children's IB MYP internal assessments was influenced by their educational beliefs about parenting and teacher-parent relationships, as well as their own educational background that is diametrically different from IB education.

6 Discussion and conclusion

This thesis has explored the Chinese parents' perspectives on and perceived involvement in the IB MYP internal assessments in the selected school. Informed by Bourdieu's concepts of field, habitus, and capital, the one-on-one semi-structured interviews with 14 parent participants revealed significant findings with regard to, first, parents' perspectives on the IB MYP internal assessments; second, their perceived approaches to involvement in IB MYP internal assessments; and third, the reasons behind their understanding of and involvement in the IB MYP internal assessments. This final chapter discusses those important findings and concludes the thesis with contributions of this research, recommendations informed by the research, limitations of the research, and directions for future investigations. The chapter is organised as follows: Section 6.1 presents an overview of the research findings. Section 6.2 provides a further theoretical discussion of the findings. Based on this discussion, Section 6.3 discloses the recommendations, followed by Section 6.4 which discusses the limitations of the research. Section 6.5 highlights the future directions for future studies. The last section is the conclusion of this thesis.

6.1 Summary of the research findings

The thesis presents an exploration of Chinese parents' perspectives on and their perceived involvement in the IB MYP internal assessments. Three research questions were proposed to guide the research. Section 5.2 addressed RQ1: What are Chinese parents' perspectives on the IB MYP internal assessments? The section revealed various attitudes and perspectives held by 14 Chinese parent participants that largely aligned with the characteristics of IB MYP internal assessments claimed in the IB key documents. It emerged that some characteristics of IB MYP internal assessments were recognised and appreciated by some parent participants. These include assessing students' multiple skills, embracing various categories of tasks, following the MYP assessment criteria, and encouraging authentic tasks. This is consistent with the finding from previous research that IB MYP parents in the UK valued formative

assessments instead of rote learning and standardised examinations (Sizmur & Cunningham, 2012). On the other hand, some parents reported concerns about IB MYP internal assessments. They worried about the achievement level of IB assessments in the grading system. Similar worries were also reported by IB parents in three Australian schools (Dickson et al., 2020). Some parent participants in this thesis supported combining IB MYP internal assessments with standardised examinations, which confirms the finding of the study conducted in the United Arab Emirates where parents expressed their desire for an external summative assessment process as a complement to the IB internal assessments (Stevenson et al., 2017). In this thesis, when parent participants talked of their perspectives on the IB MYP internal assessment, they often compared it with the Chinese traditional standardised examination. It confirms the finding of Ratnam-Lim (2015) that the culture of emphasising achievement in high-stakes examinations influences how parents perceive and understand assessments.

Section 5.3 addressed RQ2: How do parents describe their involvement in the IB MYP internal assessments? This section identified various approaches adopted by Chinese parents to be involved in their children's IB MYP internal assessments. These approaches encompassed focusing on assessment outcomes, utilising assessment results to inform child's further study, and participating in their children's learning processes related to assessment tasks. Checking assessment outcomes shared by teachers was found to be one of the most used approaches for these parent participants in this research, which was also reported in the UK study of Sizmur and Cunningham (2012) that the majority of MYP parent participants received and reviewed interim and term reports of IB assessments. It was noted that parents got involved in the child's assessments through limited approaches, and most approaches to involvement were initiated by teachers or their children.

Section 5.4 addressed RQ3: What are the reasons behind parents' understanding of and involvement in the IB MYP internal assessments? This section delved into three aspects of reasons behind parental understanding of and involvement in IB MYP internal assessments, including accessibilities, capabilities, as well as parental educational beliefs and backgrounds. Parental accessibilities to involvement in IB MYP internal assessments were constrained by teachers, children, as well as time and space. Parental capabilities were affected by their accumulation of knowledge of IB assessments and constraints related to time and English language proficiency. Furthermore, parental involvement was influenced by their educational backgrounds and beliefs regarding parenting and teacher-parent relationships which often

diverged from the IB education. It is noted that parental beliefs about parenting emphasised cultivating children's independence in studying and respecting children's (un)willingness to engage parents in IB assessments. This finding is different from the statement by Chao (1994) that Chinese parents get involved in their children's examination through the way of parents' 'guan'—one Chinese notion which means 'to love' and 'to govern'.

In brief, the thesis ventured into a highly under-research area of parental involvement in IB assessments. It is the first of its kind in the Chinese context. While Chinese IB parents in this study, in general, demonstrated a positive perspective on IB MYP internal assessments, they reported limited involvement in those assessments. This was mainly because parents were limited by the accessibility and capability required for involvement, and their educational backgrounds and beliefs were somewhat distant from the IB philosophy. The next section discusses the key findings with Bourdieu's sociological theories.

6.2 Sociologising the practice of Chinese IB parents through Bourdieu

This research provides evidence for understanding IB MYP internal assessments as a field with its own logic of practice unfolding in a social space of relative positions and habitus-field (mis)match. Working through a Bourdieusian lens, parental perspectives on and involvement in IB MYP internal assessments reported in this thesis can be understood as a form of practice shaped by parents' relative positions in the field of IB MYP internal assessments and their habitus (mis)matching the logic of practice within that field. Section 6.1 discusses the field with its own logic of practice, followed by Section 6.2, which construes the field as a social space of relative positions. The last section analyses parental habitus-field (mis)match in the field of IB MYP internal assessments.

6.2.1 The field of IB MYP internal assessments with its own logic of practice

IB key documents claim a series of characteristics of IB MYP internal assessment (see Section 2.1), which are valued by the philosophy of IB education. These characteristics are required or encouraged to be implemented in the daily assessment process. From a Bourdieusian lens, IB MYP internal assessment can be understood as a field, within which the assessment practices are organised according to a logic of practice underpinned by the philosophy of IB education. As the logic of practice is largely defined 'from within', the field of IB MYP internal assessments demonstrates a certain level of autonomy. Furthermore, this

field gives the habitus of IB parents meaning or demeaning, and their habitus in turn may make meaning of the field through their involvement in IB MYP internal assessments. What also comes into play are the volume and configuration of capital required for entry to the IB MYP internal assessment and the capital portfolio of parents that enabled or inhibited their involvement in the IB MYP assessment.

In this study, parent participants were found to recognise and appreciate most of the characteristics of IB MYP internal assessments valued by IB education, including assessing multiple abilities, embracing various categories of tasks, encouraging authentic tasks, following the MYP assessment criteria, and encouraging academic honesty (see Section 5.2). Therefore, it can be inferred that these characteristics of IB MYP internal assessments might have been implemented, at least to a certain degree, by the selected IB school in this research. Besides, it also could be inferred that these Chinese IB parents' appreciation intensified the logic of practice in the field of IB MYP internal assessments. In this vein, this research provides evidence for understanding IB MYP internal assessments as a field with a particular logic of practice, arguably defined by the IB philosophy, and manifested in the characteristics of IB MYP internal assessments identified and valued by the Chinese IB parent participants in the field, which in turn reproduced the logic of the field.

Agents in the field of IB MYP internal assessments, such as parents, teachers, and students, have different quantities and configurations of capital, which defines their positions in the field. The next section discusses the relative positions of parent participants defined by their different forms of capital, which informs their involvement in the field of IB MYP internal assessments.

6.2.2 A social space of relative positions

The field of IB MYP internal assessments is configured as a hierarchy of positions structurally defined by the capital portfolio of each agent within that field. The most important capital in the field of IB MYP internal assessments is cultural capital related to IB assessments. Social and economic capital also influence this field.

IB teachers are culturally capital-rich by virtue of their knowledge of IB assessments. They constitute a dominant agent group with the power to decide what happens in the field of IB MYP internal assessments, not only including designing assessment tasks, facilitating and judging students' work, and giving feedback on student's performance, but also including

granting parents accessibilities to the field. For example, parents checked the child's overall achievement level of IB assessments when they received them from teachers (see Section 5.4.1). IB students also have the power to control parents' accessibilities to the field of IB MYP internal assessments. For instance, student's unwillingness to communicate study-related issues with parents limited parents' understanding of assessments (see Section 5.4.1).

The analysis in this research reveals that IB parents have a subordinate position in the field given their relatively little knowledge about IB assessments when compared to teachers or students. Furthermore, parents' positional disadvantage was intensified by their accessibilities to IB MYP internal assessments limited by teachers and their children.

It should be noted that Bourdieu's original model of cultural capital was developed to understand the correspondence between social and educational inequalities through the dis/alignment between the cultural capital obtained through family upbringing and the cultural capital required for educational success during school years (Bourdieu & Passeron, 1979; Bourdieu & Passeron, 1990). That model is therefore useful to make sense of how de/appreciation of cultural capital obtained from one field influences the social practice unfolding in another field.

When it comes to the current study, Chinese IB parents are from the dominant class in the national field of China with rich cultural capital acquired through their education, work, and life (see Section 5.1). Their cultural capital gained from other fields might or might not help them make sense of the IB MYP internal assessments, and hence may influence their understanding of and involvement in this field. To recall, Section 5.2.1 revealed that for some parent participants, their understanding of and involvement in IB MYP internal assessments might largely shaped by their 'capabilities' defined by their cultural capital obtained from a different field since they reported that they were not introduced to the knowledge of IB MYP internal assessments. For example, Dong connected the integrity requirement in the IB MYP assessment tasks with her experience of writing thesis obtained from the field of university (see Section 5.2.1.5). Meng reported that he provided suggestions to his child's assessment tasks with his own academic knowledge in '<u>mathematics, physics, chemistry, English</u>' received from the field of Chinese traditional examination-orientated education (see Section 5.3.3). Dong also considered the clear assessment criteria in IB MYP internal assessments analogous to the assessment of work performance with her understanding of quantitative assessment obtained from the field of work (see Section 5.2.1.4). Du also compared students'

work on the IB MYP assessment tasks with his own working experience obtained from the field of work (see Section 5.2.1.1).

It is also revealed that parents had different levels of English proficiency which can be called 'linguistic capital' (Bourdieu, 1991) – a particular form of cultural capital. It was found that parental linguistic capital differentiated parents' accessibilities to the field of IB MYP internal assessments, leading to different perspectives on or involvement in their children's assessments (see Section 5.4.2). To recall, three parents reported their English proficiency limited their involvement in IB assessments while one parent Lin stated that her English proficiency enabled her to assist her children in finishing assessment tasks (see Section 5.4.2). Also crucial was parental social capital that contributed to their involvement in IB assessments. To recall, Section 5.3.3 discloses that parent Lin drew on her social networking to invite experts to support her children's completion of IB assessment tasks, while most parents did not reportedly possess such social capital that would enable their involvement in IB assessments. Arguably, the field of IB MYP internal assessments is a differentiating social space where parents were often placed at a positional disadvantage compared to teachers and students, and parents themselves also took different positions defined by the quantity and configuration of capital – linguistic and social – at their disposal.

As indicated in Section 5.1, all parent participants possessed a high volume of economic capital by virtue of their family background and/or professional standing (see Table 6). Given their economic capital, they could afford to send their children to the IB education despite high tuition fees (see Section 1.3). In Bourdieusian terms, the IB education field is heteronomous of the economic field, at least to a certain extent, although it has its own logic of practice informed by the IB education philosophy. However, according to the data analysis, despite being economically powerful, most parent participants not only had little understanding of IB MYP internal assessments before reading the examples of assessments provided to them (see Section 4.5), but also reported limited involvement in those assessments (see Section 5.3). This is different from what Poon (2020) found about a strong link between parents' socioeconomic status and involvement in their children's assessments. It could be inferred that parents' economic capital had a limited effect on their understanding of and involvement in the field of IB MYP internal assessments and did not necessarily position them favourably in this field.

For Bourdieu, a field is analogous to a game, and to win the game requires 'the trump cards', that is, capital and habitus. These trump cards, Bourdieu (1993, p. 150) wrote, 'determine not only the style of play, but also the success or failure in the game'. In a similar vein, the field of IB MYP internal assessments can be understood as what Bourdieu calls 'a game'. The understanding of parental 'style' and 'success or failure' of involvement in IB assessments not only requires the analysis of parental capital but also warrants the discussion of parental habitus, which is the focus of the following section.

6.2.3 Parental habitus-field (mis)match

The study found that parental habitus worked alongside parental capital to shape parental involvement in the IB assessment field. On the one hand, the habitus of some parents might support them to appreciate the particular set of characteristics of IB MYP internal assessments valued by IB education, and get involved in it, at least to a certain extent. On the other hand, the habitus-field mismatch leads to their little understanding and even concerns about IB MYP internal assessments, as well as limited involvement in it. These two contrasting scenarios are respectively understood as a goodness-of-fit between parental habitus and the field of IB MYP internal assessments, and the hysteresis effect of parental habitus on their involvement in that field. The former demonstrates a habitus-field match, the latter, a mismatch. The two scenarios are discussed in turn.

6.2.3.1 Goodness-of-fit

To recall, Section 5.2.1 of the thesis revealed that parent participants commonly commended the characteristics of IB internal assessment, including inquiry-based learning, various categories of tasks, tasks with the authentic context, tasks meeting and inspiring students' interests, the integrity requirement, and the grading system based on the task-specific clarification. For example, Zuo, who had an education in Canada from high school to a master's degree, appreciated the various forms of assessment tasks that required multiple abilities to complete. Dong valued the MYP criteria based on her working experience. Parents such as Zuo and Dong demonstrated a habitus obtained from a different field – educational field in Zuo's case and professional field in Dong's case – that aligned with the logic of practice within the IB internal assessment field.

Apart from supporting understanding characteristics of IB MYP internal assessments, parental habitus also got them involved in their children' IB MYP internal assessments, which is encouraged by the field. It is recalled that parents took different approaches to

involvement in their children's IB MYP internal assessments, such as checking assessment results, discussing with children about their assessment results, providing suggestions, offering real-world experience, giving resources and emotional support, and communicating with teachers (See Chapter 5.3). These forms of involvement are welcomed by the IB school. In this vein, the parental habitus steering those involvement practice and the logic of the IB assessment field has an inherent agreement with the field of IB MYP internal assessments.

6.2.3.2 Parental habitus-field mismatch

It is recalled that all 14 participants had Chinese traditional examinations-orientated education and none of them had studied IB programmes (Section 5.1). It can be inferred that their perspectives (durable dispositions) of and involvement in the IB MYP internal assessments were structured in the field of standardised examination (old field) and might have a time lag and mismatch the field of IB MYP internal assessments (new field). The mismatch between Chinese parents' habitus and the field of IB MYP internal assessments can be attributed to the 'hysteresis effect' (Bourdieu, 1977, p. 78). Therefore, parents' concerns about the IB assessments and their low-level involvement in IB MYP internal assessments might be explained as the habitus-field mismatch due to the hysteresis effect.

For example, some parents were concerned about the lack of evaluation of the basic subject knowledge in the open-ended tasks or the achievement level of IB assessments that were not straightforward for interpretation (see Section 5.2.2). It can be referred that these concerns might be based on their preference for the closed paper-based standardised examinations and its grading system, which were structured in their own studying experience in the old field of standardised examination and had a mismatch with the new field of IB MYP internal assessments.

For another example, some parents' involvement in children's IB assessments was affected by their beliefs about the teacher-parent relationship, including honouring teachers and respecting their expertise, letting the teacher lead the school education, trusting teachers, and not 'disturbing' teachers (see Section 5.4.3). Their disposition (habitus) of respecting or trusting teachers revealed these parents' habitus of deferring rather than demanding toward school personnel, which might intensify their positional disadvantage. For instance, parent's beliefs of trusting teachers and children would communicate necessary information with parents might reduce their accessibilities to IB MYP internal assessments when the teacher or child does not take the initiative to share related information with parents.

It is noted that this kind of deference toward educators appeared in the working-class parents in the study of Lareau (2003), and Lareau attributed this deference to the social class position of the parent, both in terms of how class shapes worldviews, and how class affects economic and educational resources (Lareau, 2003). The thesis, however, presented a different scenario. The social class position of the parent participants may not be the reason for the deference of the parent participants who are not from the working class (see Section 5.1). What matters is the parental belief structured in Chinese traditional education. When parents faced the new field of IB MYP internal assessments which encouraged active parental involvement (see Section 1.5), they still held traditional viewpoints of showing respect to teachers, expecting teachers to shoulder the main responsibilities of educating children, and believing that teachers will inform parents if serious issues arise, and this is the time they need to intervene. To recall, parent Yuan used the graphic language of 'naturally' honouring teachers and holding 'the inherent idea' that teachers are never wrong, providing a fine example of habitus. Therefore, the parental habitus of deference toward educators may explain their often-limited involvement in IB MYP internal assessments.

6.3 Recommendations

This study has offered insight into Chinese parents' perspectives on and perceived involvement in the IB MYP internal assessments from a sociological perspective. As reiterated in Section 6.1, parent participants encountered some challenges in getting involved in their child's IB MYP internal assessments, including capital deficiencies, positional disadvantage, and habitus-field mismatch. Meanwhile, they drew on capital obtained from other fields to support their involvement in IB MYP internal assessments. Informed by these findings, and the consideration of the limitation of the research, implications and recommendations are provided for relevant stakeholders: first, Chinese IB parents; second, IB educators in Chinese IB schools; and third, the International Baccalaureate Organisation (IBO).

For Chinese IB parents, it is expected that these research findings could assist them in understanding the conditions they were/are under, the challenges they might encounter, the resources they could rely on, and the changes they could make. On the one hand, this study proposes that Chinese IB parents broaden their accessibilities to the field of IB assessments. It is recommended that parents utilise resources available to them and look for new resources to have more accessibilities. They could achieve this by accumulating the knowledge of IB

assessments, gaining the chances to understand assessment tasks; providing suggestions, resources, and/or emotional support to facilitate their children's completion of those tasks; encouraging their children to share with them reflections or thoughts about assessments and discussing with their children the outcomes of assessments and the possible means for achieving desired outcomes. They could also approach teachers to ask about their children's assessment tasks, express their perspectives, ask for suggestions to better their children, and indicate their desire to get involved in IB assessments. Furthermore, parents could also value their own capital obtained from other fields and transfer them into the field of IB MYP internal assessments. For example, parents are suggested to apply the cultural capital acquired from their education, living, or working experience to support their own on-going study of IB assessments, to provide suggestions to child's work, or to have communication with their child about assessments. Parents' social capital can also be used to provide resource support to their child's assessments. On the other hand, they are recommended to have critical thinking towards their own educational beliefs and the 'hysteresis effect' (Bourdieu, 1977, p. 78) that influence their understanding of and involvement in IB internal assessments. For example, they are suggested to reflect their own education beliefs about parenting and teacher-parent relationships, changing the habitus of dependence too much on, and deference towards educators.

Secondly, it is recommended that IB schools recruit an assessment coordinator who is responsible for all the assessment-related work in the school, including creating an environment supporting parents to have more accessibilities to the IB assessments and increase their cultural capital. The school, for example, is recommended to emphasise parental involvement in IB MYP internal assessments, give details of assessment policies, collect parents' feedback on the assessment-related issues, invite parents to attend the exhibition of students' works for the assessment tasks, ask teachers to share related information and have more communication with parents, and educate parents through parent conferences, orientation, brochures, and videos to promote parent's informed involvement in IB MYP internal assessments.

IB teachers, as the cultural dominant in the field of IB internal assessment, play a critical role in granting accessibilities for parents to get more involved in the field. They are recommended to reflect their own beliefs about parental involvement in IB assessments. For instance, teachers can offer opportunities or requests for parental involvement, such as informing parents of the outcomes of child' assessment tasks, communicating with parents

about child's performance on assessments, designing the assessment tasks that invite parents to be participants, encouraging parents to discuss the outcome of assessments with the child, and motivating parents to join child's reflection of their work. It is recommended that teachers recruit potential parents to be the group members or facilitators for child's group work or field work of assessments. Teachers could also give more introduction of IB assessments and more instruction on parental involvement. For example, answering parents' related questions, sharing more learning resources, discussing with parents about their educational beliefs, giving good examples, and offering assistance for parental interactions with their child for the purpose of completing assessment tasks. In brief, IB schools and teachers in IB schools are recommended to share capital with parents in order to empower them in involving in IB internal assessments.

Last but not least, the International Baccalaureate Organisation (IBO) is suggested to consider the difficulties of the implementation of IB assessments in different education contexts which have different educational traditions. To this end, the IBO is suggested to collect feedback from IB schools, support research project in various context, and provide context-specific support for each IB school. For example, the IBO needs to pay attention to the influence of examination-orientated education on parental involvement in IB assessments in some East Asian countries such as China. Furthermore, it is recommended that the IBO should give more instruction and supporting materials on parental involvement in assessments which are almost absent in the IB official key documents and other official teachers' resources.

6.4 Limitations of this research

It should be acknowledged that this Master of Research project has some limitations related to the sampling and the viewpoints of the participants. The first limitation is related to the sampling. The study's findings are based on data gathered from a small number of parent participants (14 interviewees) from a single selected school, which limits its generalisability to a broader population of Chinese IB parents. While the insights gained from these 14 participants are valuable, they might not represent the perspectives and perceived involvement of Chinese IB parents in other IB schools with various school cultural contexts. What's more, the selection bias at the sampling stage might have excluded in the first instance the perspectives of certain parents since some potential parents refused my invitation for the interview due to their perceived little involvement in and/or limited knowledge of the

IB education. This limitation suggests that this research may not capture the valuable insights from those who feel less engaged in children's IB education. Therefore, the findings of this study need to be interpreted with specific context in mind and should exercise caution when applying these findings to a wider Chinese IB parent population.

The second limitation is related to the biased points of view of the participants. It should be acknowledged that the analysis in this study grounded merely on parent participants' self-reported perceptions of their involvement in the child's assessments, which might not be aligned with their actual practices of parental involvement to some extent.

6.5 Future directions

This study has explored 14 parent participants' perspectives on and their perceived involvement in the IB MYP internal assessments. Bourdieu's sociological thinking tools are used to guide the exploration in this research. Due to the complexities of Chinese IB parental understanding of and involvement in IB assessments, several potential issues emerging from this study might be suggested for future research.

First of all, considering the sampling, future research could employ a more extensive and diverse sampling strategy, encompassing various parents from different IB schools. Comparative studies could be conducted to explore parents' perspectives across different parent backgrounds, school contexts, education cultures, and education systems. These strategies might support a more comprehensive understanding of the conditions and influencing factors of parents' understanding of and involvement in IB MYP internal assessments. Furthermore, to mitigate selection bias and gain a more holistic perspectives, future research could include parents who perceive themselves as having limited involvement in the child's IB education. In doing so, the motivations and barriers that affect parental involvement might be explored, and strategies which could enhance involvement among a broader spectrum of parents might be identified through the research.

Second, considering the bias of parents, future research could adopt a mixed-method approach, gleaning data from diverse sources such as interviews, surveys, and observations. This could provide a comprehensive analysis of the comparison and relationship between the parents' self-reported perceptions and their actual practices of involvement in the child's IB assessments.

Third, as this research findings indicate, parental involvement in assessments was also affected by educators and children. Therefore, future research could explore the voices of IB school leaders, IB teachers, and IB students, through which a thorough analysis of different stakeholders' perspectives and practices on parental involvement in IB assessments can be provided.

Finally, upon the completion of the thesis, I start to ponder the question of how parental involvement in IB MYP internal assessments would contribute to student learning outcomes. I suggest future research should also investigate this space.

6.6 Conclusion

This research is a first-of-its-kind study of Chinese parents' perspectives on and involvement in IB MYP internal assessments. Previous literature in this regard is thin, with a modicum of empirical investigations of parents' perspectives on IB assessments in Western contexts, such as Australia (Dickson et al., 2020) and UK (Sizmur & Cunningham, 2012). This research filled the knowledge void, exploring the perspectives of IB parents in China, where examinations have played a major role in educational assessment for centuries. Empirical research on parents' involvement in IB assessments is extremely limited, while this thesis provides findings on parents' involvement in IB MYP internal assessments in the context of China. As such, the thesis is empirically significant, venturing into an under-researched area while providing possible directions for future investigation.

Based on empirical findings and informed by Bourdieu's sociological theories, this research has discussed IB MYP internal assessments as a field with its own logic of practice unfolding in a social space of relative positions and habitus-field (mis)match. It provokes the question of parents' perspectives on and involvement in IB assessments is not only an individual practice, but also a problem concerning the past and present structures limiting or liberating individual practice. It affirms the significance of applying Bourdieu's sociology beyond its original context of production. Based on its empirical findings and theoretical framing, the thesis is of practical significance by providing implementations and recommendations for IB parents and students, IB teachers and schools, and the International Baccalaureate Organisation more broadly. I conclude this thesis with a call for more sociological research on parental involvement in IB assessments.

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Appendix A Participant information sheet



University of
South Australia

Participant Information Sheet

You are invited to participate in an interview for the research project, which aims to explore Chinese parents' perspectives on and reported involvement in the International Baccalaureate (IB) Middle Years Programme (MYP) internal assessments. This research project is run by the University of South Australia (UniSA) and is being undertaken as part of my Master of Research study. Chinese parents whose children had studied IB MYP in the selected school will be recruited for an interview. I hope to understand your perspectives on your child's internal IB assessments and how you have been supporting your child in this school.

Online 'face-to-face' interviews will be organised with the Zoom app. I will help you in using the Zoom app. The interview will be one-by-one and will take place at a time that suits you after discussion in advance. The interview will be split into two parts with a two-hour break during the two parts. Each part of the interview is anticipated to be a maximum of one hour. The interview will be conducted in Mandarin Chinese. With your permission, interviews will be audio recorded. At any stage during the interview, you can ask me to stop recording and I will be taking down notes of our conversation.

Participation in the interview is voluntary. If you do not wish to take part, you do not have to. You are free to withdraw from the project at any stage before the start of data analysis, which will not affect your routine care, your relationship with professional staff, or your relationship with the University of South Australia. If you decide to withdraw from the project, please notify me before you withdraw. If you do decide to take part, you will be given a Consent Form to sign and you will be given a copy to keep. You can choose not to answer any question that you do not want to answer.

The recorded interview will be typed up after the interview. A transcript of your interview will be provided to you so that you could check for accuracy. You could ask questions for further clarification when we discuss the transcript of your interview. All records containing personal information will remain confidential and no information which could lead to identification of any individual will be released unless required by law, however the researcher cannot guarantee the confidentiality or anonymity of material transferred by email or the internet. The identifying information (e.g., your name, the name of your child, the class number of your child, the name of the school) will be removed from the interview notes, transcripts, research report, or articles, to ensure your privacy and confidentiality. Your recordings and related data will be stored in the secure password protected UniSA Research Data Storage. Only the project team will have access to the interview data. If data from this project will be used in any future projects, I will seek approval from our ethics committee first. All data from this project will be stored for a minimum of five years in accordance with UniSA policy and the Australian code for responsible conduct in research.

Findings from this study will inform Chinese IB schools and IB teachers when they write, revise, and practice IB assessment policies, as well as other Chinese IB parents when they get involved in their children's IB education. You can request a summary of the findings from the study if you are interested. If you want any further information concerning this project or if you have any questions which may be related to your involvement in the project, you can contact me on Wechat (ID: piupiuxixi) or email xuechenzhang0509@163.com.

The ethical aspects of this research project have been approved by the Human Research Ethics Committee (HREC) of the University of South Australia as required by the Australian government research requirements, specified in the National Statement on Ethical Conduct in Human Research (2007 - updated 2018). This statement has been developed to protect the interests of people who agree to participate in human research studies.

If you have any complaints about any aspect of the project, the way it is being conducted, or any questions about being a research participant in general, please contact the Human Ethics Officer of UniSA Human Research Ethics Committee: +618 8302 6330 or humanethics@unisa.edu.au.

Thank you for considering being involved in this project.

The project team (Xuechen Zhang, Associate Professor Michael Mu, Dr. Hannah Soong, and Associate Professor Chris Deneen)

University of South Australia

参与研究信息须知

家长您好！我希望邀请您参加一个研究项目的采访。这个研究项目的目的是探究中国家长对于 IB 国际文凭 MYP 中学项目的内部评估的看法以及参与。项目是由南澳大学监督实施的，属于我的研究型硕士的学位研究。我的采访对象都是在这个我工作过的学校学习过 IB MYP 项目的孩子的中国家长。我对您的采访是希望了解您作为这所学校的 IB 家长，对于学校实施的 IB MYP 项目中的内部评估的看法，以及当时您对这个评估的参与。

采访是线上一对一进行，使用 Zoom 这个软件。我会协助您使用这个软件。具体的采访时间，我会跟您协商，选取一个您合适的时间。采访会分为两部分，每个部分大约一小时，两个采访中间会有两小时的休息时间。采访是全中文的。在采访前，会征求您同意，对采访进行录音。您可以在采访的任何阶段，要求我停止录像，那我将会接着采用手写记录的形式来继续记录我们的采访。

这个采访是一个自愿行为。如果您不想参与，您不被强制参与。您也可以中途退出项目，这不会影响您的日常事务、您和专家的关系、以及您和南澳大学的关系。如果您决定中途退出，请提前联系我。如果您决定参与项目，您需要签署《参与研究信息须知》和《同意书》，并保存签字文件。您可以选择不回答采访中的某些问题。

采访后，我会把您的采访转录成文字，转录的文字会发给您检查。在我们后续讨论转录文字的时候，您如果有其它的问题，也可以向我提问。所有包含个人信息的记录材料都是保密的。除非法律要求，所有能够指向个人身份的信息都不会被泄露。但是，研究者并无法保证通过邮件和网络传输的文件的保密性和匿名性。在采访记录、转录采访、撰写报告、和发表文章的过程中，您的个人信息（如姓名、孩子姓名、孩子班级）都会被隐去，以确保您的个人信息和隐私不被泄露。您的录音和相关信息都会被保存在学校的研究数据存储盘上，受密码保护，且只有这个研究项目的研究团队可以接触到。未来如果有其它科研项目希望使用您的采访资料，我们会首先征求伦理委员会的同意。根据南澳大学的政策和澳大利亚研究负责行为的要求，这个研究的所有数据将会被保存五年。

这项研究的成果可以在中国 IB 学校和 IB 老师撰写、修改、实施 IB 评估政策时，提供参考，并帮助其它中国 IB 家长更好地参与学生的 IB 教育。如果您对研究结果有兴趣，可以联系我给您发一份研究成果的概述。如果您对这个研究的后续信息有兴趣，或者对您的参与有问题，可以随时联系我。我的微信号是 piupiuxixi，邮箱是 xuechenzhang0509@163.com。

该研究项目的伦理方面已得到南澳大学的人类研究伦理委员会(HREC)的批准，符合澳大利亚政府在《人类研究伦理行为国家声明》(2007-2018 年更新)中规定的研究要求。本声明旨在保护同意参与人文研究的人员的利益。

如果您对这项研究有什么看法或者疑问，可以联系南澳大学的人类研究伦理委员会，电话是 +618 8302 6330，邮箱是 humanethics@unisa.edu.au.

感谢您考虑参与这个研究项目。

研究团队:张雪晨、Michael Mu 副教授、Hannah Soong 博士、Chris Deneen 副教
C

University of South Australia

Consent Form
同 意 书

Appendix B Consent form for interview participants

This project has been approved by the University of South Australia's Human Research Ethics Committee (#205019). If you have any ethical concerns about the project, or questions about your rights as a participant, please contact the Executive Officer of this Committee, Tel: +61 8 8302 6330; Email: humanethics@unisa.edu.au
这个项目已得到南澳大学的人类研究伦理委员会的批准（编号：205019）。如果您对这个项目有伦理方面的担忧，或者对您作为项目参与者的权利有疑问，可以联系委员会的工作人员。电话是+61 8 8302 6330; 邮箱是 humanethics@unisa.edu.au

SECTION 1: CONTACT AND PROJECT DETAILS 第一部分：联系信息和项目信息	
Researcher's Full Name 研究者姓名	Xuechen Zhang 张雪晨
Contact Details 联系信息	[redacted]
Supervisor's Name *(students only)* 负责人的名字 *（学生研究者须填写）*	Associate Professor Michael Mu 副教授
Contact Details 联系信息	Michael.Mu@unisa.edu.au
Project Number	205019
Project Title 项目名称	Chinese parents' perspectives on and perceived involvement in the International Baccalaureate (IB) Middle Years Programme (MYP) internal assessments 中国家长对于国际文凭（IB）中学项目（MYP）的内部评估的看法以及参与

SECTION 2: PARTICIPANT CERTIFICATION

第二部分：参与者的证明

In signing this form, I confirm that:
通过签署这份《同意书》，我确认：

- I have read the Participant Information Sheet, and the nature and the purpose of the research project has been explained to me. I understand and agree to take part.
  我已经阅读了《参与研究信息须知》，研究项目的本质和目的已向我解释过。我理解并同意参与。
- I understand the nature of my involvement in the project.
  我理解我参与此研究的本质。
- I understand that I may not directly benefit from taking part in the project.
  我理解我可能不会直接从参与项目中获利。
- I understand that I can withdraw from the project at any stage before data analysis and that this will not affect my status now or in the future.
  我理解我可以在数据分析开始之前随时退出项目，并且退出不会影响我现在和未来的状况。
- I confirm that I am over 18 years of age.
  我确认自己已经超过 18 岁。
- I understand that while information gained during the project may be published, I will not be identified and my personal results will remain confidential, unless required by law.
  我理解项目中获得的信息可能会用于发表，而我的信息不会被辨认出，我的个人信息会被保密，除非法律要求。
- I understand that I will be audio recorded during the project. At any stage during the project, I can ask to stop recording.
  我理解我会被录音。我可以在项目的任何阶段，要求停止对我的录音。
- I understand that any recording and transcription will be stored data and will be held securely for the prescribed period of 5 years in accordance with UniSA policy and the Australian code for responsible conduct in research in the secure password-protected Research Data Storage of UniSA. Only the researcher will have access to the material or to other researchers who are not members of this research team, but who are judged by the researcher to be doing related research, on the condition that my identity is not revealed.
  我理解根据南澳大学的政策和澳大利亚研究行为责任，我的录音和转录会在大学的受密码保护的研究数据存储盘上被保存五年。在这个项目中，只有这个项目的研究者可以接触被保存的材料。其它研究者，经本项目研究者审查判断其研究与本研究相关，在我个人身份不泄露的前提下，可以接触到被保存的材料。

Please tick the boxes below for consent to participate:
如果您同意参加，请勾选：

☐ **Participation in online interview 参加线上采访**

Participant's Signature *参与者签名*	*Printed Name* *印刷体姓名*	*Date* *日期*

SECTION 3: RESEARCHER CERTIFICATION **第三部分：研究者的证明**		
I have explained the study to the participant and consider that he/she understand what is involved. 我已经向参与者解释过此研究，并且认为他/她已经理解了其中包含的内容。		
Researcher Signature *研究者签名*	*Printed Name* *印刷体姓名*	*Date* *日期*

University of South Australia

Consent Form
同 意 书

Appendix C Consent for use of student's work sample

This project has been approved by the University of South Australia's Human Research Ethics Committee (#205019). If you have any ethical concerns about the project, or questions about your rights as a participant, please contact the Executive Officer of this Committee, Tel: +61 8 8302 6330; Email: humanethics@unisa.edu.au
这个项目已得到南澳大学的人类研究伦理委员会的批准（编号：205019）。如果您对这个项目有伦理方面的担忧，或者对您作为项目参与者的权利有疑问，可以联系委员会的工作人员。电话是+61 8 8302 6330; 邮箱是 humanethics@unisa.edu.au

SECTION 1: CONTACT AND PROJECT DETAILS **第一部分：联系信息和项目信息**	
Researcher's Full Name 研究者姓名	Xuechen Zhang 张雪晨
Contact Details 联系信息	[redacted]
Supervisor's Name *(students only)* 负责人的名字 *（学生研究者须填写）*	Associate Professor Michael Mu 副教授
Contact Details 联系信息	Michael.Mu@unisa.edu.au
Project Number	205019
Project Title 项目名称	Chinese parents' perspectives on and perceived involvement in the International Baccalaureate (IB) Middle Years Programme (MYP) internal assessments 中国家长对于国际文凭（IB）中学项目（MYP）的内部评估的看法以及参与

SECTION 2: PARTICIPANT CERTIFICATION **第二部分：参与者的证明**		
In signing this form, I confirm that: 通过签署这份《同意书》，我确认： • I consent to my summative assessment work being used as an example during the interview process for this research project. 我同意我的总结性评估作业在这个研究项目的采访过程中被作为例子使用。		
Participant's Signature *参与者签名*	*Printed Name* *印刷体姓名*	*Date* *日期*

SECTION 3: RESEARCHER CERTIFICATION **第三部分：研究者的证明**		
I have explained the study to the participant and consider that he/she understand what is involved. 我已经向参与者解释过此研究，并且认为他/她已经理解了其中包含的内容。		
Researcher Signature *研究者签名*	*Printed Name* *印刷体姓名*	*Date* *日期*

Appendix D Interview guide

The first interview

Step 1: Ask parent participants questions about biographical information.

1 您的最高学历是什么？ What is your highest educational qualification?

•博士 Doctor •硕士 Master •本科 Bachelor •其它 Others

2 是否就读于双语学校或者国际学校？ Have you ever studied in a bilingual school or an international school?

3 是否曾经出国读书？ Have you ever studied abroad?

4 您现在的职业是什么？ What is your current occupation?

5 您现在的职位是什么？ What is your current position？

6 您对其它语言的掌握（比如，英语），如何？ What is your proficiency in other languages (e.g., English)?

7 您有在海外生活或者和外国人一起工作的经历吗？ Do you have any experience of living abroad or working with foreigners?

8 您自己学过 IB 项目吗？Have you ever studied IB programmes?

Step 2: Show parent participants the assessment samples, setting aside time for them to read all the samples, and answering questions they asked.

The assessment samples include:

1. One summative assessment task of the subject of Chinese language and literature, including the task description and criteria. A student's work for this summative assessment

task, and the report card for this work, including achievement level and feedback giving by the teacher.

2. Several summative assessment tasks of the subjects of chemistry, mathematics, physical education.

3. Several formative assessment tasks of the subjects of physics, chemistry, Chinese language and literature, history, English language acquisition, music, mathematics, and design.

Step 3: Interview about parents' perspectives on IB internal assessments.

Topic 1: Parents' perspectives on IB MYP internal assessments

1. 您看完这些材料后，请谈一下您现在的感受和看法？After reading these samples, could you please share your thoughts or feelings now?

2. 对于 IB 评估的任务，您有什么看法？What's your perspective on the tasks of assessments?

3. 关于评估细则，以及老师的打分和评语，您有什么看法？ What's your perspective on the assessment criteria, as well as teacher's grading and feedback?

4. IB 评估有丰富多样的形式，比如，例子中的写文章、创作剧本、查找资料、展示、设计解决方案，以及传统的考试、单词听写等。对于这些丰富的评估形式，您有什么看法？ There are various forms for assessment tasks. For example, in the samples of assessments, there are writing assay, writing scripts, searching for resources, making presentations, identifying a solution in response to a problem, as well as traditional examinations and the dictation for vocabularies. What do you think about the various forms of assessment tasks?

5. IB 的总结性评估是基于对 '概念' 的理解。比如，文档一的第一页上有列出这个评估考查的概念。曾经有老师跟您提到过或者解释过 IB 中的概念性理解吗？The IB summative assessment of IB is based on the understanding of concepts. For example, the concepts assessed in this summative assessment task are listed on the first page of the sample. Have you ever been told or explained about the concepts in IB?

Topic 2: Parents' perspectives on the assessment system of the school

1. 学校里 IB 评估，除了中文学科以外，基本采用英语形式，您有什么看法？Except the one in the subject of Chinese language and literature, most of the assessment tasks in the school are written in English. How do you feel about that?

2. 根据这所学校的安排，您的孩子是既做 IB 评估，也参加期中期末考试的。对于这种要求，您有什么看法？ 如果取消每学期的期中期末考试，学生只需要完成 IB 的内部评估；或者取消 IB 的内部评估，只进行期中期末考试。您怎么看呢？According to this school's assessment policy, students had IB MYP internal assessments as well as the mid-term and final examinations for each subject. How do you feel about this combination? Could these IB internal assessment tasks be sufficient, without students having to also take exams? Could midterm and final exams be sufficient, without students having IB assessments?

The second interview

Step 1: Interview about parents' perceived involvement in IB internal assessments.

Topic 1: Parents' involvement in the assessment policy of the school

1. 学校是否给您介绍过这个学校的评估政策？ Regarding the assessment policy of the school, have you been introduced to it?

2. 您知道 IB 是鼓励家长参与学生评估的吗？如果知道，您从哪里得知的呢？Did you know that IB encourages parents to get involved in their child's internal assessments? Where did you get this information?

Topic 2: Parents' involvement in IB internal assessment through the interaction with their children

1. 孩子会和您分享他在做的 IB 评估任务吗？比如，告诉您他在忙 SA，他的 SA 任务是什么，他准备怎么做这个任务，他有什么困难，或者他作任务时的感受。Has your child shared any information about the IB MYP internal assessment tasks with you? For example, he/she told you that he/she is busy working on the assessment task (SA), what his/her assessment task is about, what his/her plan for the assessment task, his/her difficulties for doing the task, or his/her feeling during the process of finishing the assessment task.

3. 在孩子完成 IB 内部评估任务的过程中，您曾经有提供过帮助吗？When your child worked on the IB MYP internal assessments, have you provided any help to your child?

（For probing: 比如，给他建议，帮他收集相关资料，帮他联系相关机构，作为他的任务的参与者参与项目。For example, providing suggestions, helping collect related information; helping contact related agencies; or participating in their projects? ）

4. 您知道孩子的 IB 评估成绩（包括期末报告）吗？您有和孩子讨论过成绩吗？Did you know your child's assessment outcomes, including the IB final report? Have you discussed the outcomes with your child?

Topic 3: Parents' involvement in IB internal assessment through the interaction with the school/teachers

1. 老师/学校有没有要求家长参与学生评估？如果有，要求您做什么？ Has the teacher/school ever requested you to get involved in your child's IB assessment? If so, what were you asked to do?

2. 学校/老师有给家长介绍过 IB 评估的相关知识，来帮助家长理解 IB 评估吗？Has the school/any teacher introduced any knowledge of IB assessments to you to help you understand the IB assessments?

(For probing: 比如，给家长讲解评估的目的, 讲解评估的评分标准, 讲解 IB 评估的基本特点。For example, telling you the purpose of assessments, teaching you how to understand the criteria, explaining the basic characteristics of IB assessments. ）

3. 您和学校/老师有讨论过您孩子的评估任务吗？如果有，是什么具体情况呢？ Have you ever discussed with the teacher/school about any aspects of your child's assessment tasks? Could you share an example if you have?

4. 老师有告知过您如何参与学生的 IB 评估吗？Has the school/ teacher told you how to engage in the student's IB assessments?

(For probing: 比如，参与的时间，参与的频率，参与的方式，注意的问题等。For example, the time, the frequency, the ways, and the notices. ）

Topic 4: Self-reflection on their parental involvement in the IB MYP internal assessments

1 您认为影响您参与 IB 评估的主要因素是什么? What do you think are the main factors affecting your involvement in the internal assessments?

(For probing: 比如，时间，知识，外语能力，见面时间，学校老师的指导，参与愿意。For example, the time, knowledge, proficiency in another language, meeting time, support from the school/teachers, willingness to engage in student's study)

2. 您是否愿意参与孩子的 IB 评估？为什么？ Would you like to get engaged in the child's IB assessment? Why?

3. 您认为在孩子的学校教育中，自己有什么样的参与？为什么？What kind of involvement do you have in your child's school education? Why?

Topic 5: Suggestion of parental involvement in the IB MYP internal assessments for the teacher/ school

1. 您认为学校/老师需要做些什么才能让家长能更好地参与孩子的评估？What kind of support from the school/teachers do you think is effective/necessary for parents' involvement in child's assessments?

Step 2: Final statements for the two interviews

1. A final thank-you statement to the participant.

谢谢您来参加我的采访。Thank you for participating in my interview.

2. Assure participants of the confidentiality of the responses.

3. Ask participants if they have any questions.

您还有什么问题吗？Do you have any question?

4. Ask interviewees to reflect on their previous answers and confirm whether there are any ideas they want to change or add.

您还想再补充什么吗？ 关于您之前的回答，您想修改什么吗？ Do you want to add anything else? Do you want to change anything about your previous answers?

Appendix E A sample of summative assessment task

2018-19 Semester 1 Summative Assessment	
Subject: 语言与文学 (Language and literature)	
Unit Title: 小说初探	
Due Date: 2018 年 1 月 4 日	**Grade & Class:** G8 Class1-9
Name of Student:	
Key Concept	形式
Related Concepts	主题　体裁
Global Context	个人表达与文化表达：创造性和表达的本质和意图是什么？
Statement of Inquiry	通过分析作者借小说这一体裁形式来传达出的对一定主题的观点，有助于体会文学创造和表达的本质和意图。
ATL Skills	交流技能： 选择充分相关的细节和例子来发展想法(Ciii) 研究技能： 以连贯一致的方式组织看法和想法(Bii） 思考技能： 识别和解释文本/材料的内容、背景、语言、结构、技巧和风格，以及各种文本/材料之间的关系(Ai)
Command Term	从人物、情节、环境三个方面**分析**小说。 **解读**小说所要传达的主题 能够结合小说的主题和情节的发展,对小说的情节进行新的**创造**，如简单的改写或者续写

Task Description

一、任务描述：

同学们，我们这学期已经精读了文学经典《西游记》。假设北京王府学校图书馆“读书会”《品读经典》活动邀请我们为《西游记》撰写推介书，将《西游记》推荐给初中部其它年级的学生们。

“读书会”希望同学们从师徒四人西天取经所经历的“八十难”（参考附件一）中选出自己最喜欢的“一难”。结合有关这一难的文本内容，梳理并进行赏析，完成下面的《西游记》推介书。

<table>
<tr><td colspan="4">《西游记》推介书</td></tr>
<tr><td>我最喜欢的“一难”</td><td></td><td>涉及章回序号和标题</td><td></td></tr>
<tr><td>作者及其简介</td><td colspan="3">（请标注参考资料的出处）</td></tr>
<tr><td>创作背景</td><td colspan="3">（请标注参考资料的出处）</td></tr>
<tr><td colspan="4">情节
（请用思维导图的形式，梳理这“一难”的情节。）</td></tr>
<tr><td colspan="4">环境
请在文中摘抄出两处环境描写，并结合文本分析这两处环境描写的作用。
（每处环境描写作用的分析不少于 70 字）</td></tr>
<tr><td colspan="4">人物
请选择所选章节中的一个你最喜欢的人物，进行分析。
（1）在整本小说中摘出关于这个人物的外貌描写。
并根据外貌描写，为这个人物画像。（画在方框中）
（2）结合“这一难”中的典型事件和至少五处细节描写，分析这个人物的特征。
（不少于 300 字）
（3）说说你为什么喜欢他？（不少于 100 字）</td></tr>
</table>

对比分析

对比影视版或动画版的《西游记》，从人物、情节、环境中选取一个角度，结合至少一个相关实例，就其改编的相同或不同之处，谈谈你的看法。（不需要局限于“这一难”去谈，不少于 300 字。）

Criteria 评估标准：

标准 A 分析

i.识别和解释文本/材料的内容、背景、语言、结构、技巧和风格，以及各种文本/材料之间的关系；

iii.运用实例、解释和术语来论证各种看法和想法；

iv.诠释各种体裁和文本/材料内部及之间特征的相似和不同之处。

标准 B 组织

i.采用适合情境和意图的组织结构；

ii.以连贯一致和符合逻辑的方式组织看法和想法。

Deadline

2018 年 1 月 4 日放学前，将纸质版交给语文老师。

Task-specific clarification

Criterion A

i.识别和解释文本/材料的内容、背景、语言、结构、技巧和风格，以及各种文本/材料之间的关系；

iii.运用实例、解释和术语来论证各种看法和想法；

iv.诠释各种体裁和文本/材料内部及之间特征的相似和不同之处。

Achievement level	General descriptor	Task-specific clarification
0	没有达到以下任何细则所述的标准。	
1-2	学生： i.对文本/材料的内容、背景、语言、结构、技巧和风格**稍有**识别和解释，**没有**解释各种文本/材料之间的关系； iii.**很少**运用实例、解释来论证各种看法和想法；**极少或没有**运用术语； iv.对体裁和文本/材料内部及之间特征的相似和不同之处**稍有**诠释。	学生： i.对《西游记》的情节发展、环境描写、人物描写，**稍有**识别和解释； iii.**很少**结合文本内容，运用实例、解释来论证其对于人物、情节、环境的看法；**极少或没有**运用文学术语； iv.对比影视版的《西游记》，对其改编的相同或者不同之处，**有指出，无诠释。**

3-4	学生： i. 对文本/材料的内容、背景、语言、结构、技巧和风格有**尚充分的**识别和解释，对各种文本/材料之间的关系做了**一些解释**； iii. 运用**一些**实例和解释来论证各种看法和想法，但不够一致；运用了**一些**术语； iv.诠释了体裁和文本/材料内部及之间特征的**某些**相似和不同之处。	学生： i. 对《西游记》的情节发展、环境描写、人物描写，有**尚充分的**识别和解释； iii.能够结合文本内容，**运用符合题目要求数量的**实例、解释论证其对于人物、情节、环境的看法；运用了**一些**文学术语； iv. 对比影视版的《西游记》，**结合实例，**对其改编的**某些**相同或者不同之处，诠释。
5-6	学生： i. 对文本/材料的内容、背景、语言、结构、技巧和风格有**充分的**识别和解释，并且解释了各种文本/材料之间的关系； iii. 运用实例和解释**充分**论证了各种看法和想法；运用了准确的术语； iv.**适当地诠释**了体裁和文本/材料内部及之间特征的**某些**相似和不同之处。	学生： i. 对《西游记》的情节发展、环境描写、人物描写，有**充分的**识别和解释； iii.能够结合文本内容，**运用符合题目要求数量的**实例、解释**充分**论证其对于人物、情节、环境的看法；运用了**准确的**文学术语； iv. 对比影视版的《西游记》，**结合实例，**对其改编的**某些**相同或者不同之处，**适当地诠释**。
7-8	学生： i. 对文本/材料的内容、背景、语言、结构、技巧和风格有**敏锐的**识别和解释，并**透彻地**解释了各种文本/材料之间的关系； iii. 运用**一系列**实例和透彻的解释**详细论证了**各种看法和想法；运用了准确的术语； iv.对各种体裁和文本/材料内部及之间特征进行了**敏锐的比较和对照**。	学生： i. 对《西游记》的情节发展、环境描写、人物描写，有**敏锐的**识别和解释； iii.能够结合文本内容，**运用符合题目要求数量的一系列**实例和透彻的解释**详细论证了**论证其对于人物、情节、环境的看法；运用了**准确的**文学术语； iv. 对比影视版的《西游记》，**结合实例，**对其改编的**某些**相同或者不同之处，进行了**敏锐的比较和对照**。

Criterion B

i. 采用适合情境和意图的组织结构；

ii. 以连贯一致和符合逻辑的方式组织看法和想法。

Achievement level	General descriptor	Task-specific clarification
0	没有达到以下任何细则所描述的标准	
1-2	学生： i. 对组织结构**稍有**采用,尽管不总是适合情境和意图; ii. 对看法和想法的组织**缺乏连贯性和逻辑性**；	学生： i. 在情节分析的思维导入部分，对组织结构**稍有**采用,尽管不总是适合情境和意图; ii.在人物分析、环境描写分析和与影视版的对比分析中，看法和想法的组织**缺乏连贯性和逻辑性**；
3-4	学生： i. **尚令人满意地**采用了适合情境和意图的组织结构; ii. 对看法和想法的组织**有一定程度的连贯性和逻辑性**；	学生： i. 在情节分析的思维导入部分，**尚令人满意地**采用了适合情境和意图的组织结构; ii.在人物分析、环境描写分析和与影视版的对比分析中，对看法和想法的组织**有一定程度的连贯性和逻辑性**；
5-6	学生： i. **适当地**采用了适合情境和意图的组织结构; ii. 以**连贯一致和符合逻辑**的方式组织看法和想法，做到了环环相扣；	学生： i. 在情节分析的思维导入部分，**适当地**采用了适合情境和意图的组织结构; ii.在人物分析、环境描写分析和与影视版的对比分析中，以**连贯一致和符合逻辑**的方式组织看法和想法，做到了环环相扣；
7-8	学生： i. **巧妙地**运用了组织结构,**有效地**服务于情境和意图; ii. 以**连贯一致和符合逻辑**的方式**有效地**组织了看法和想法，使它们巧妙地环环相扣；	学生： i. 在情节分析的思维导入部分，**巧妙地**运用了组织结构,**有效地**服务于情境和意图; ii.在人物分析、环境描写分析和与影视版的对比分析中，以**连贯一致和符合逻辑**的方式**有效地**组织看法和想法，使它们巧妙地环环相扣；

附件一

在《西游记》的第九十九回，菩萨从头看了诸神整理的师徒四人西天取经所经历的“八十难”。原文如下：

话表八金刚既送唐僧回国不题。那三层门下，有五方揭谛、四值功曹、六丁六甲、护教伽蓝，走向观音菩萨前启道：“弟子等向蒙菩萨法旨，暗中保护圣僧，今日圣僧行满，菩萨缴了佛祖金旨，我等望菩萨准缴法旨。”菩萨亦甚喜道：“准缴，准缴。”又问道：“那唐僧四众，一路上心行何如？”诸神道：“委实心虔志诚，料不能逃菩萨洞察。但只是唐僧受过之苦，真不可言。他一路上历过的灾愆患难，弟子已谨记在此，这就是他灾难的簿子。”菩萨从头看了一遍。上写着：

“蒙差揭谛皈依旨　　谨记唐僧难数清
金蝉遭贬第一难　　出胎几杀第二难
满月抛江第三难　　寻亲报冤第四难
出城逢虎第五难　　落坑折从第六难
双叉岭上第七难　　两界山头第八难
陡涧换马第九难　　夜被火烧第十难
失却袈裟十一难　　收降八戒十二难
黄风怪阻十三难　　请求灵吉十四难
流沙难渡十五难　　收得沙僧十六难
四圣显化十七难　　五庄观中十八难
难活人参十九难　　贬退心猿二十难
黑松林失散二十一难　宝象国捎书二十二难
金銮殿变虎二十三难　平顶山逢魔二十四难
莲花洞高悬二十五难　乌鸡国救主二十六难
被魔化身二十七难　　号山逢怪二十八难
风摄圣僧二十九难　　心猿遭害三十难
请圣降妖三十一难　　黑河沉没三十二难
搬运车迟三十三难　　大赌输赢三十四难
祛道兴僧三十五难　　路逢大水三十六难
身落天河三十七难　　鱼篮现身三十八难
金山兜山遇怪三十九难　普天神难伏四十难
问佛根源四十一难　　吃水遭毒四十二难
西梁国留婚四十三难　琵琶洞受苦四十四难
再贬心猿四十五难　　难辨猕猴四十六难
路阻火焰山四十七难　求取芭蕉扇四十八难
收缚魔王四十九难　　赛城扫塔五十难
取宝救僧五十一难　　棘林吟咏五十二难
小雷音遇难五十三难　诸天神遭困五十四难
稀柿蘑秽阻五十五难　朱紫国行医五十六难
拯救疲瘫五十七难　　降妖取后五十八难
七情迷没五十九难　　多目遭伤六十难
路阻狮驼六十一难　　怪分三色六十二难
城里遇灾六十三难　　请佛收魔六十四难

比丘救子六十五难　　辨认真邪六十六难
松林救怪六十七难　　僧房卧病六十八难
无底洞遭困六十九难　　灭法国难行七十难
隐雾山遇魔七十一难　　凤仙郡求雨七十二难
失落兵器七十三难　　会庆钉钯七十四难
竹节山遭难七十五难　　玄英洞受苦七十六难
赶捉犀牛七十七难　　天竺招婚七十八难
铜台府监禁七十九难　　凌云渡脱胎八十难
路经十万八千里　　圣僧历难簿分明。”

Attachment 2: Reflection and Declaration about the Originality

Sequence	Concerns	Personal Reflection
1	你为什么选择了这“一难”?	
2	你在分析的过程中，有没有参考我们上课学过的分析方法?	
3	你有没有上网查找资料?	
4	你遇到了什么困难？是怎样克服的?	
5	你对自己的作品是否满意?	
6	你在时间安排上是否合理?	

原创声明

我声明本次总结性评估任务均为我个人原创完成。如有抄袭我将承担违反学术诚信的一切后果。　　签名：

Attachment 3: Report Card

Criterion ____

This work achieved level _____ because the student:
The student would have achieved a higher level if he/she had

Criterion ____

This work achieved level _____ because the student:
The student would have achieved a higher level if he/she had

Appendix F A sample of student's work for summative assessment task in Appendix E

“小说初探”单元总结性评估

<table>
<tr><td colspan="4">《西游记》推介书</td></tr>
<tr><td>我最喜欢的“一难”</td><td>再贬心猿四十五难</td><td>涉及章回序号和标题</td><td>第五十六回，神狂诛草寇 道昧放心猿</td></tr>
<tr><td>作者及其简介</td><td colspan="3">（请标注参考资料的出处）

吴承恩（1506年—约1583年），字汝忠，号射阳山人。汉族，淮安府山阳县人（现淮安市淮安区人）。淮安在汉代曾叫射阳县，县的东南有一湖泊叫射阳湖。所以吴承恩以“射阳”为号，经常自署为“射阳居士”。后代亦有人称他为“射阳山人”。[7] 祖籍安徽，以祖先聚居枞阳高甸，故称高甸吴氏。代表作品：《西游记》、《禹鼎记》、《射阳集》四册四卷、《春秋列传序》。吴承恩的诗文多散佚，有后人辑集的《射阳先生存稿》4卷存世。

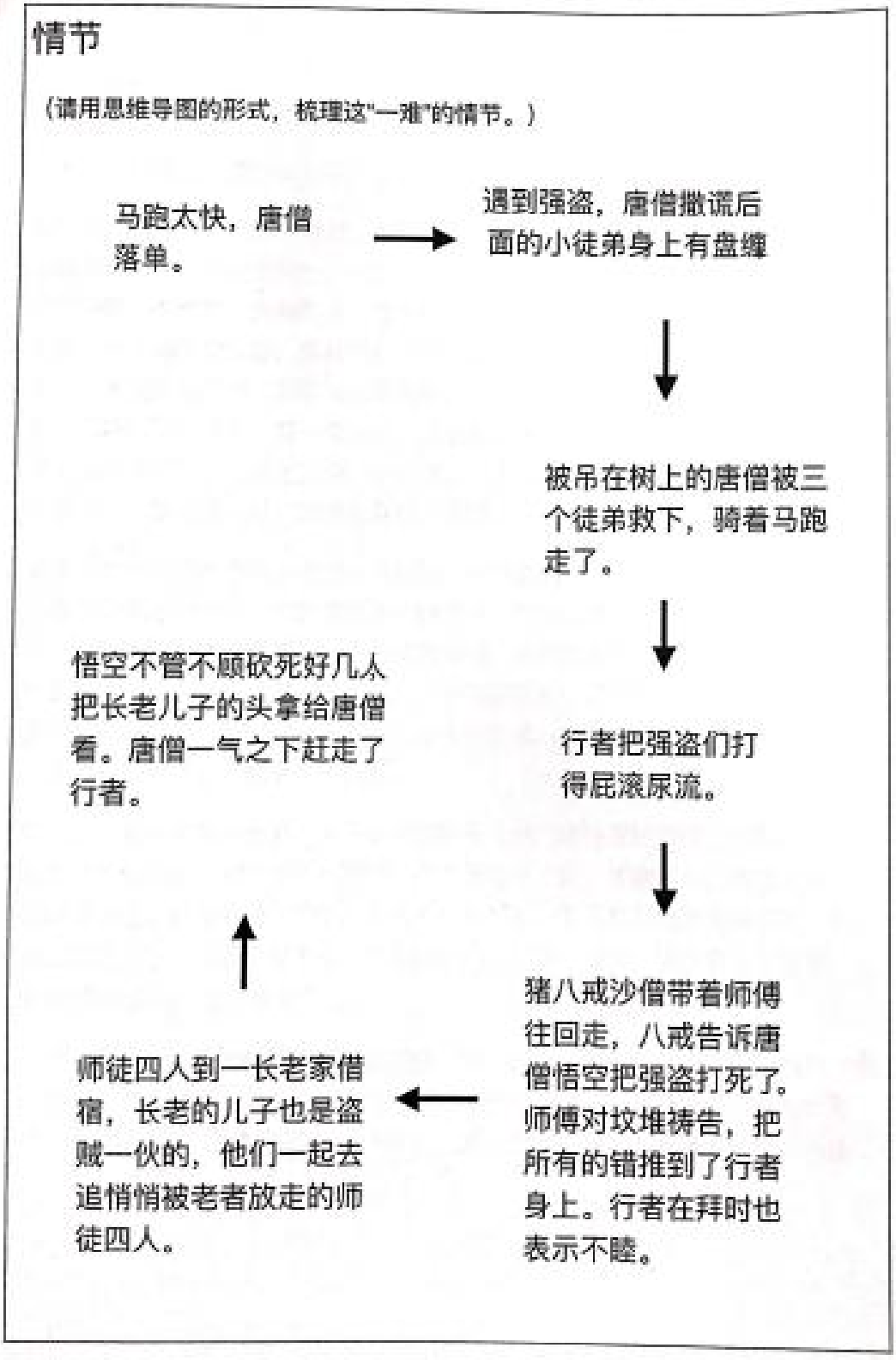
（https://baike.baidu.com/item/吴承恩/187131827fr=aladdin）</td></tr>
<tr><td>创作背景</td><td colspan="3">（请标注参考资料的出处）

吴承恩生活在明代的中后期，历经孝宗弘治、武宗正德、世宗嘉靖、穆宗隆庆、神宗万历五个朝代。明朝中后期的社会情况与开国之初有很大的不同，政治上阶级矛盾、民族矛盾以及统治阶级集团内部矛盾不断激化，并日趋尖锐；思想文化上启蒙思想兴起，人性解放思潮高涨，市民文学日益蓬勃发展，小说和戏曲创作进入一个全面繁荣兴盛的时期。

（https://zhidao.baidu.com/question/220895058.html）</td></tr>
</table>

情节

（请用思维导图的形式，梳理这"一难"的情节。）



环境

请在文中摘抄出两处环境描写，并结合文本分析这两处环境描写的作用。

（每处环境描写作用的分析不少于70字）

第一处：势镇汪洋，威宁瑶海。势镇汪洋，潮涌银山鱼入穴；威宁瑶海，波翻雪浪蜃离渊。水火方隅高积土，东海之处耸崇巅。丹崖怪石，削壁奇峰。丹崖上，彩凤双鸣；削壁前，麒麟独卧。峰头时听锦鸡鸣，石窟每观龙出入。林中有寿鹿仙狐，树上有灵禽玄鹤。瑶草奇花不谢，青松翠柏长春。仙桃常结果，修竹每留云。一条涧壑藤萝密，四面原堤草色新。正是百川会处擎天柱，万劫无移大地根。那座山正当顶上，有一块仙石。其石有三丈六尺五寸高，有二丈四尺围圆。三丈六尺五寸高，按周天三百六十五度；二丈四尺围圆，按政历二十四气。上有九窍八孔，按九宫八卦。四面更无树木遮阴，左右倒有芝兰相衬。

分析：本处环境在整片小说的开头部分，在故事的一开始就幻化出一个宛若仙境一般灵动美丽的地方，交代事情发生的地点。这里四面环水，一座座山崖拔地而起，林中各种各样有灵性的飞禽走兽活动着，奇花异草在这里生长。点明灵石的位置在百川汇聚之处最高的山顶之上，并由这里的一切孕育而来。这样的氛围渲染出灵石的灵性，并且间接暗示灵石化作的灵猴一定吸收了万物之精华，拥有强大的力量，给下文灵猴诞生作铺垫。

第二处：往来白鹤送浮云，上下猿猴时献果。那门前池宽树影长，石裂苔花破。宫殿森罗紫极高，楼台缥缈丹霞堕。真个是福地灵区，蓬莱云洞。清虚人事少，寂静道心生。青鸟每传王母信，紫鸾常寄老君经。看不尽那巍巍道德之风，果然漠漠神仙之宅。三藏离鞍下马，又见那山门左边有一通碑，碑上有十个大字，乃是"万寿山福地，五庄观洞天"。

分析：门前树影，宫殿楼台，清虚寂静。这段描写的是五庄观的美景，交代了事情发生的地点是一个仙气笼罩的地方，从中又能感受到一点神圣不可侵犯的意思，烘托出这里住着的神仙的庄严高尚。为下文师徒四人打破这里的平静作铺垫。

人物

（1）在整本小说中摘出关于这个人物的外貌描写，并根据外貌描写，为这个人物画像。（画在方框中）（2）结合"这一难"中的典型事件和至少五处细节描写，分析这个人物的特征。（不少于300字）（3）说说你为什么喜欢他？（不少于100字）

选择的人物：白龙马

外貌描写：须臾间，那马打个展身，即退了毛皮，换了头角，浑身上长起金鳞，腮颔下生出银须，一身瑞气，四爪祥云，飞出化龙池，盘绕在山门里擎天华表柱上，诸佛赞扬如来的大法。

人物画像：见附件

分析：第十五回中，白龙吃了唐僧的马，后来被菩萨变作白马，那小龙口衔着横骨，心心领诺，如此虔诚。此后真就一心跟着唐僧西行，不说话，只用心领悟。

在"这一难"中，唐僧被从树上救下后，白龙马便驮起唐僧跑回旧路，也不管路是不是正确，他只管听从师傅的命令，带师傅远离纷争。

不止是这一难，几乎每一难，他都是那么忠心，从不怠慢。在第三十回中，悟空被赶回花果山，八戒与沙僧本去捉拿妖怪，但没打过，师傅被变作老虎。只剩小龙一人，他只挺到二更时分，万籁无声，却才跳将起来道："我今若不救唐僧，这功果休矣，休矣！"他忍不住，顿绝缰绳，抖松鞍辔，急纵身，忙显化，依然化作龙，驾起乌云，直上九霄空里观看。这段语言与动作描写，体现出他要就唐僧的那份急切与坚定。他找到妖怪并和他大战。

受了重伤后，好不容易找到呼呼大睡的八戒，他哭着劝八戒不要打散伙的主意。在另外三人都放弃的情况下，白龙依然那么忠诚，只为救下师傅并护送他西行。

在这回当中，去找孙悟空救回师傅的方法也是小龙想出来的，可见他虽然平日里不怎么说话，但到了关键时刻他的聪明才智都显出来了，告诉八戒："他（孙悟空）决不打你，他是个有仁有义的猴王。你见了他，且莫说师父有难。只说师父想你哩，把他哄将来。到此处见这样个情节，他必然不忿，断乎要与那妖精比并，管情拿得那妖精，救得我师父。"

对比分析

对比影视版或动画版的《西游记》，从人物、情节、环境中选取一个角度，结合至少一个相关实例，就其改编的相同或不同之处，谈谈你的看法。（不需要局限于"这一难"去谈，不少于300字。）

在2010动画版《西游记》中，情节做出了很大的改变。例如在原版中。孙悟空拿到金箍棒离开东海龙宫时，会了七个弟兄，其中包括牛魔王。而在动画版中，孙悟空与牛魔王的相识是在行者刚离开花果山，拜菩提老祖为师时，发现牛魔王也是菩提老祖的学徒，从此悟空成了牛魔王的师弟。两人的感情从那时候起开始变得非常深厚，给后面悟空想铁扇公主借扇子作了一个很好的铺垫。我作为一个欣赏者，改变之后的动画版给我带来了更多的情感体验。在动画版求取芭蕉扇四十八难时，牛魔王为了铁扇公主不得不对孙悟空大打出手，牛魔王不忍伤害好兄弟的仗义，又站在铁扇公主那边的忠诚，还有这其中的纠结，都塑造出一个我不曾认识过的有情有义的牛魔王。孙悟空在和牛魔王打斗时的不忍和一定要送唐僧西行的坚定，也让孙悟空的人格更加完整。这是原版《西游记》中没有的情感，这是改编带来的一个很大的改变。除此之外还有师徒四人的同心协力，每个人的坚持不懈，这些品质在变成影视作品之后都更加突出了。所以我其实非常喜欢动画的2010版《西游记》。

Appendix G A sample of report card for student's work in Appendix F

Attachment 2: Report Card

Criterion A 分析 7

情节概括基本准确，但一个重要情节（介绍盗贼团伙连夜意图谋财害命的情节）缺失，使得情节概括不完整。

关于环境描写的两个举例，识别准确。关于这两处环境描写作用的分析，能够从形式和内容两方面，结合具体细节实例进行分析。分析准确，解释透彻，且应用了准确的文学术语。 非常好！

关于人物描写的分析，能够结合典型实例和细节描写进行分析，分析思路清晰，解释透彻，准确应用人物细节描写的文学术语。但是缺少了对第三问的回答。

在对比影视版的《西游记》时，能够结合具体的两个例子，敏锐地比较和分析改编作品与原版的不同之处，并能够清楚地阐明自己的看法。很好。

Criterion B 组织 7

在情节分析部分，能够准确巧妙地应用思维导图的形式，有效地实现了情节的概括，保证了概括的基本完整。

在人物分析、环境描写分析和与影视版的对比分析中，都能够以清晰严谨的思路组织自己的看法。在表达看法时，部分语言重复，导致思维不够连贯流畅。