Written component

GENERAL COMMENTS
In general, students performed well in both the listening and writing parts of the 2014 Chinese First Language written examination. The majority of students were able to finish all questions in the allocated time. Some students reached a very high performance level in both comprehension of the texts and language skills.

In Section 1 – Listening and responding, students grasped the language information points very well and could answer the questions with accuracy and completeness, but a small number of students answered in dot-point format and/or not in complete sentences. For Question 1c., in particular, which required two examples, many students gave only one part of one example. For Question 1f., quite a few students could not provide correct answers.

In Section 2 – Reading and responding, many students did not understand the texts or answer the questions well. Some students wrote an article answering ‘what is positive energy?’, some digressed from the topic, some wrote on ‘how to spread positive energy’, and some simply copied information from the texts and wrote an informative article instead of a persuasive one. Many students did not have the skills needed to use the two provided articles to compose a new article.

In Section 3 – Writing in Chinese, students needed to respond to one of five questions – they had the choice between three imaginative and two evaluative tasks. The majority of students chose evaluative writing, with many students choosing Question 4. Question 4 was on a topic that contains a strong sense of the current era and is a contemporary topic of student interest. Although many students chose this topic, only a few displayed in-depth content, completeness and beauty in language. In the imaginative writing responses, insufficient imagination was a common problem.

SPECIFIC INFORMATION
This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding
Assessment criteria
- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

Question 1a.
这次改革是从高考形式、计分方式、录取机制等方面改革。
- This reform focuses on university entrance examination selection procedures, the marking system and admission arrangements.

Question 1b.
学校为了追求升学率，让学生一天到晚疲于奔命地写作业，参加各种莫名其妙的考试。
- In the pursuit of high graduation rates, the students are expected to work hard all day long, taking part in all kinds of exams.

学生走上社会，动手能力、与人的沟通合作能力、创新能力都很弱
- As a result, most students do not have practical skills, communication skills and creativity when joining the workforce.

这种教育形式再不改变，必定会影响中国文化复兴、经济腾飞之梦的实现。
- China’s dream of cultural renaissance and rapid economic development won’t be realised if the current education system is not reformed.
Question 1c.

More than 2000 years ago, for instance, Confucius put forward some educational principles and ideas such as, ‘make no social distinctions in teaching’ and ‘a good scholar will make a good official’. These principles and ideas helped China to train many able people to meet the needs of social reform at that time.

Question 1d.

Since the economic reform and open-door policy, labour-intensive industries have promoted the development of China’s economy.

Question 1e.

Now it is the transformation from the label of ‘Made in China’ to ‘Invented in China’ that requires the reform.

Question 1f.

The traditional concepts and the fixed educational structure in China’s education system will surely challenge the reform.
Section 2 – Reading and responding

Assessment criteria
- the capacity to identify and synthesise relevant information and ideas from the texts
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script)

Question 2

Criterion 1 信息点 information points
1. 使人感受到温情与真诚
   It will make people feel warmth and sincerity.

2. 正能量引起社会大众的共鸣
   The positive energy can arouse sympathy/resonate.

3. 出租车司机的例子可以看出社会充满温情真诚（激起心中的涟漪）
   From the example of the taxi driver, we could see that the world is full of warmth and sincerity.

4. 能促进道德重建
   It can promote the re-establishment of moral sense.

5. 传统道德呈现解体，新的道德观尚未建立
   Currently, while the traditional moral standards are no longer applicable, new standards are yet to be established.

6. 当今社会出现的负面现象：老人倒地无人扶，孩子被碾无人问，追逐钱权
   Some negative phenomenon appeared in the society: nobody helped a senior person who tripped and fell, or a child who was run over by a car.

7. 改变自己改变世界
   Change the world by changing yourself.

8. 需要每个人的奉献
   Changing the world needs contributions from each individual.

9. 呼吁：大家一起传递正能量
   Appeal to everyone to transmit the positive energy.

10. 传递正能量：从东西方传统道德理念及现代文明风范中汲取营养
    How to derive beneficial aspects from both the Eastern and Western traditional moral senses and modern standards of civilisation.

Section 3 – Writing in Chinese

Assessment criteria
- Relevance, breadth and depth of content
  - relevance of content in relation to task set
  - comprehensiveness and sophistication of content
- Appropriateness of structure and sequence
  - introduction, body, conclusion as appropriate to text type and kind of writing
  - organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs
- Accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
- Range and appropriateness of vocabulary and grammar
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- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the kind of writing, text type, audience, purpose and context of the task.

**Question 3**
Students were required to write an imaginative article for a scientific journal about a new mobile phone that controls people’s ideas and actions.

**Question 4**
Students were required to write a letter to the head of a culture department, evaluating people’s opinions about various talent shows.

**Question 5**
Students were required to write a children’s story for a children’s newspaper about the time they boarded a time machine and spent time as the assistant to the First Emperor of Qin.

**Question 6**
Students were asked to write an email to the editor of a famous magazine as a young journalist, evaluating two sides of an issue about entrance fees to art galleries, museums, concert halls and public parks in China.

**Question 7**
Students to ask to imagine that it was the year 2188 and that due to a longevity pill, they were 185 years old. They needed to write a diary entry describing how they had enjoyed their life after turning 100.