

Oral component

Section 1 – Conversation

As this is the second year of the new examination format most students were well prepared. Students are required to respond to questions on a variety of areas within ‘The Personal World’, and therefore need a wide range of vocabulary and grammar. The range of vocabulary and grammar should not be limited by the sample video or other sample materials.

Successful students prepared themselves well and were able to give details about their personal world. They directed the flow of conversation as appropriate. Those students who could only provide short answers struggled to maintain the conversation over the 7 minutes.

It is important that students listen carefully to what the assessors are asking and respond appropriately. Since one of the criteria requires ideas and opinions, students should go beyond the simple facts of family or school life and provide ideas and opinions on some issues related to the personal world, for example the advantages and disadvantages of growing up in a single child family or in a large family; the pros and cons of part-time work.

Students should learn synonyms of common words/expressions, for example 作业, 功课 ‘zuoye & gongke’, 做什么, 干什么 ‘zuo shenme & gan shenme’, 工作, 打工 ‘gongzuo & dagong’, ‘多长时间, 多久’ duo chang shijian & duojiu’.

Students are reminded that Section 1 is a conversation and therefore an interactive dialogue in which comments and ideas ebb and flow. It is not a presentation (monologue) or a question and answer session as in an interview.

Section 2 – Discussion

Preparation plays a vital part in the discussion of the detailed study. Although this lasts for 7–8 minutes, some students try to speak for longer, whereas others rely on their background knowledge and do not prepare themselves for the discussion with reference to the texts studied.

Strong students used the one-minute introduction wisely by stating whether the detailed study was texts or VET, processing the title of the sub-topic, then introducing the theme or texts studied and finally alerting the assessors to any objects brought in to support the discussion.

The choice of sub-topic is crucial. Successful topics were the ones that students were interested in or of which they had personal experience such as Zhongguo de xuexiao 中国的学校 – China’s schools, Zhongguo de jieri 中国的节日 – Chinese festivals, Zhongguo de chengshi 中国的城市 – A city of China. Some topics were very difficult and were beyond the standard expected of second language learners, such as Zhongguo cai 中国菜 – Chinese food or Zhongguo de shier shengxiao 中国的十二生肖 – China’s zodiacs. Some topics were too narrow and not suitable for a discussion, for example Kuaizi 筷子 – chopsticks and Long 龙 – the dragon.

Written component

In total, there were 578 students who participated in this year’s written paper, an 18% increase from 2001.

Listening and Responding was the most difficult part for second language students in this examination. Although the clarity and the speed of the spoken texts were good, students had difficulty in identifying many important points. Teachers and students must be aware that the vocabulary used in this section is not bound by the character list on pages 14 to 17 of the study design. However, characters outside the range in Section 2 will be glossed in English on the examination paper. Students who replied in the wrong language in Sections 1 and 2 were awarded no marks.

Most students used characters to complete their writing tasks (the special concession of using Pinyin for up to 25% of writing was hardly taken by students). This concession is not applicable in 2003 and all responses in Chinese therefore should be answered in Chinese characters.

In Section 3, most students chose Question 31 and wrote about some popular activities for young people in Australia. The standard of writing is of concern as many students jumbled a few activities in one paragraph with a poor introduction and ending. Only a few students elaborated on ‘Why these activities are popular with young people’. Students should be aware of the word limit as many wrote over 265 characters and lost marks. Students should also practise writing in appropriate styles for different audiences.

Section 1

Part A 学生应用英语回答，汉语回答不算分

Question 1

On the right hand side of the tennis court.

Question 2

An exchange student from China.

Question 3

Because he has been there for two weeks only.

Question 4

Get a school map from the teacher.

Question 5

Mary: three times a week. David: every day.

Question 6

Mary: since last year. David: at the age of 5.

Question 7

The doctor's suggestion /due to her poor health condition.

Question 8

He always comes in one of top three (in the school competitions).

Question 9

To promote Huangshan (to tell tourists about Huangshan).

Question 10

Coach (tourist bus)/train.

Question 11

About 3 hours.

Question 12

3-4 degrees

Question 13

Beautiful scenery, the sunrise, the sea cloud, different shapes of rocks (stones), shopping (shops sell things which can only be bought at Huangshan).

Question 14

In recent years, there are more and more Australians going.

Question 15

Summer.

Part B 学生应用汉字回答，英语不算分，拼音扣分**Question 16**

。对火车上的旅客/人

Question 17

。南边站台

Question 18

。北京饭店，北海公园

Question 19

。再坐两站

Question 20

20.1

因为想要有手机想了半年，好看，方便

20.2

放音乐、借/放录像带。

20.3

。再坐两站

Section 2**Part A 学生应用英语回答，汉语不算分****Question 21**

Shopping (Dahan's goods are cheap).

Question 22

three tops (shirts, jackets), pyjamas (nightie), (a dozen) pens (pencils), (some) notebooks, (a) school bag, (a) jumper.

Question 23

Tram

Question 24

An enjoyable Sunday shopping in town/A successful day's shopping/A shopping spree in town.

Question 25

It is a movie (film/comedy)

Question 26

Age: 20/Gender: Male/Birthplace: Shanxi/Marital status: Single (has a girl friend)/Reasons: To work (no work opportunity in the mountainous area where he grew up.)

Question 27

1. Very tiring.
2. Long working hours.
3. Sometimes some difficulty, people come and seek troubles.
(‘His work is very good.’ is accepted for 3 marks.)

Question 28

He found a very good job (with the help of someone he came across on the bus.)/He found his girl friend on the bus.

Part B

Question 29

学生用汉字回答

Criteria 1 The capacity to understand general and specific aspects of texts

对题目中一般及特别方向的了解

Respond to the 5 questions asked in the letter

Include all five points: opinion on working before going to university; reasons for undertaking part-time job after school, what job you plan to undertake, explain whether it is difficult to take part-time job while studying, the correlation between computer skills and job-hunting in Australia.

信中包括 5 点: 1 对先工作再上大学的意见。2 课外时间打工的理由。3 工作性质。4 一边工作、一边学习的难易。5。在澳大利亚会用电脑找工作是否容易。

Include four points. 信中包括 4 点 Include three points. 信中包括 3 点 Include two points. 信中包括 2 点 Inclusion of one point. 只有 1 点.

Criteria 2 Capacity to convey information accurately and appropriately

准确及适当地传达信息的能力

Accurate information and appropriate description. Correct structure, sequence, vocab, grammar and punctuation; use all 5 features in the letter, refer to Section 3). Length 90–165.

信息正确、描写适当。结构、连接、词汇、语法及标点完全正确。使用 5 种信件格式(小明, 你好, 祝好, 小林, 日期)。回信长度 90-165 汉字。

Good aspects of the above; less description; four features of the letter; >/< word limit.

信息相当正确。较少描写。结构等亦相当正确。4 种信件格式。多于 165 或少于 90 汉字。

Fair aspects of the above; less description; 3 features.

信息普通; 较少描写; 使用 3 种信件格式。字数多于 215 或少于 40。

Information not conveyed accurately; 1–2 features.

信息不太正确。1-2 种信件格式。

Information conveyed very poorly.

信息非常不正确。

Section 3 学生以汉字写作, 但可以用到25%的拼音

Criteria 1 Relevance, breadth and depth of content

内容的切题性, 宽度和深度

Content is relevant with very good information/facts/reasons/opinions. Comprehensive and sophisticated writing.

Majorly engage readers' interest.

内容切题; 信息, 事实, 观点及理由非常恰当。写作全面而精炼。极能吸引读者兴趣。

Content is relevant with good aspects. Writing is less comprehensive. Engage and maintain readers' interest.

内容切题; 信息, 事实, 观点及理由尚恰当。写作能力尚佳。大致能吸引读者兴趣。

Content is less relevant with fewer aspects. Less comprehensive writing. An effort is made to engage readers' interest.

内容较不切题; 信息, 事实, 观点及理由尚可。写作能力稍差。勉强引起读者兴趣。

Content is poor. Not interesting.

内容差。不能引起读者兴趣。

Very poor content. Not comprehensive at all.

内容极差.惨不忍读.

Criteria 2 Appropriateness of structure and sequence

文章结构和联系的适当性

Very good sequencing of information/ facts/reasons/opinions. Clear paragraphs of introduction, body and conclusion.

All major text features included (refer to the list below).

信息,事实,观点及理由联系极佳.结构分明,段落包括引言,主体和结论.包括所有文章格式(各种格式见下表).演说、报告3种故事、文章2种。

Good sequencing of aspects. Structure basically correct. Fewer features included.

文章联系尚佳.结构基本正确.包括较少文章格式.

Satisfactory sequencing of aspects. Structure unclear. Fewer features included.

文章联系尚称满意.结构稍差.包括较少文章格式.

Undisciplined sequencing of aspects. Poor structure. Fewer features included.

文章联系差.结构亦差.包括较少格式.

Poor/disjoint sequencing of aspects. Very poor structure.

文章联系,结构极差.

Criteria 3 Accuracy, range and appropriateness of vocabulary and grammar

词汇及语法的精确性,范围和适当性

Very good and most appropriate range of vocab and grammar. Character/pinyin writing is accurate. Punctuation is correct. More than 25% (180–275) in characters.

非常好,非常适当的词汇和语法范围.汉字/拼音及标点正确.25%以上用汉字.字数

Good and appropriate range of vocab and grammar. Punctuation, pinyin or character writing is basically accurate.

词汇和语法范围 正确适当.汉字/拼音及标点大致正确.字数少于 180 或多于 275.

Fair and appropriate range of vocab and grammar. Punctuation, pinyin or character writing is also fair.

词汇和语法范围尚可.汉字/拼音及标点尚称正确.字数少于 130 或多于 325.

Range of vocab and grammar is poor. Character/pinyin writing and punctuation is not accurate.

词汇和语法范围差.汉字/拼音及标点不甚正确.

Very poor range of vocab and grammar. Character/pinyin writing and punctuation is undisciplined.

文章联系,结构极差.

Question 30

告诉中国学生澳大利亚年轻人喜欢的室内和室外活动 - 演说

Criteria 1

内容必需提到年轻人

Criteria 2

- 格式
- 1 开场语(同学们好, 你们好, 大家好)
 - 2 题目
 - 3 束语 (完了, 谢谢)

Question 31

小熊猫或小象的冒险故事—故事

Criteria 1

内容包括动物名字、故事发生的时间和地点

Criteria 2

- 格式
- 1 题目
 - 2 作者姓名

Question 32

劝告年轻人不要酒后开车- 文章

Criteria 2

- 格式
- 1 题目
 - 2 作者姓名

Question 33

一个中国有名的历史事件 — 报告

Criteria 1

内容包括事件发生的日期、地点和涉及人物。节日不算事件

Criteria 2

- 格式
- 1 开场语 (老师好/同学们好/大家好)
 - 2 题目(事件名称)
 - 3 结语 (完了, 谢谢)