



2012 Languages: Chinese First Language GA 3: Examination

Written component

GENERAL COMMENTS

In general, most students performed well on the 2012 Chinese First Language written examination. However, fewer students than in previous years achieved a high standard.

Many students performed well in Section 1 – Listening and responding. Some students had good note-taking skills; they were able to identify the required information from the texts and answer the questions accurately. Other students, however, found this section challenging – they were not able to take down all the required information from the listening text and answer the questions correctly, especially Questions 1d. and 1e. Some students did not complete all of the questions and others made many mistakes with the Chinese characters.

Students found Section 2 – Reading and responding quite challenging. In this section, students were required to synthesise ideas taken from two texts in order to write a speech. However, quite a few students were unsure about how to use the two texts (Text 2 and Text 3) appropriately. These students simply copied down the ‘points’ in the two texts. Students are reminded to read Question 2 of the examination paper very carefully, find the main information and ideas in the texts, and then arrange them logically using the text type specified in the question.

Two imaginative and three evaluative pieces of writing were set in Section 3 – Writing in Chinese. Questions 4 and 7 were the most popular questions. In Question 4, students were required to write an imaginative text. However, some students wrote argumentative pieces. Question 7 required students to write an evaluative article. While almost half of the students chose this question, there were only a few well-written articles. The question included the words ‘in order to stimulate the development of economy’. If this part of the question was ignored, the resulting article was not as strong. Students are reminded to read the question very carefully before making notes and writing their response to the question. Questions 5 and 6 required students to write evaluative pieces. There were some relatively well-written responses to Question 5 that showed that students had understood the question well. In Question 6, however, key words such as ‘economic lows’ and ‘huge spending on human and material resources’ were neglected by some students, and this meant that their pieces of writing were not entirely relevant to the task.

SPECIFIC INFORMATION

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

This section was worth 25 marks. Although point-form answers are given in this report, all questions needed to be answered in full sentences. Some questions required students to write a paragraph-length response. Students should use the number of lines provided as a guide to the length of response required for each question.

Criterion 1: 信息分 (共 15 分)

Criterion 2: 每点一分 (共 10 分)

Question 1a.

置身不同城市, 产生错觉: 不知身在何处, 城市无分别

- In different cities, one has an illusion and does not know which city one is in; there are no differences among cities.

写字楼、立交桥, 南方北方一个样, 大城小城一个样, 城市建设一种模式

- Taking a broad view in both small and large cities from the south to the north, one can see similar high-rise office buildings, similar criss-crossing overpasses. The building pattern is the same everywhere.

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老建筑、老街道消失了，城市特色不见了

- The old buildings and streets have disappeared, along with the cities' unique architectural features. The historic features of cities have disappeared.

Question 1b.

两个例子，以下三点取任意两点

维也纳---音乐之声；

- When mentioning Vienna, *The Sound of Music* comes to mind.

巴黎的埃菲尔铁塔、卢浮宫---法国历史的缩影；

- The Eiffel Tower and the Louvre in Paris form the essence of French history.

悉尼歌剧院---澳大利亚的标志

- The Sydney Opera House has become the symbol of Australia.

城市独具的文化气质，-----让世人倾倒，让人难忘

- The unique, cultural qualities of a city have been greatly admired by people of the world and are so memorable.

Question 1c.

游览历史文化保护区，-----亲身感受小桥流水、古城水街的独特风味。

- Touring the historic and cultural preserved area is to have a personal feel for the unique features of the ancient river city.

街区被誉为“老苏州的缩影、吴文化的窗口”，为白居易所建，1100年历史，

- The street area has been honourably named 'the epitome of Suzhou and a window through which to see the culture of the Wu'. It was built 1100 years ago for Bai Juyi.

9. 对城市历史的未来发展负责，对传统文化尊重的表现。

- This demonstrates a respectful attitude towards the development of the city's history and traditional culture.

Question 1d.

城市现代化不等于高楼化

- Urban modernisation is not the same as building high-rise buildings.

城市建设要与地域文化相吻合，要与自然生态相适应。

- Urban construction should be in line with the city's regional and cultural features as well as its natural and ecological features.

只有保持自己的特色，城市才有生命力，才能面对全球文化趋同的挑战。

- Only by preserving their own unique features will cities be vibrant and able to face the challenges of global cultural assimilation.

Question 1e.

城市传统文化处在空前破坏和空前保护并存的时代/对城市建设开始有清醒认识



- The traditional Chinese city culture is currently facing an era in which there is a coexistence of great destruction and great protection; people have clearly understood the current situation in urban constructions.

中国人的心底深处很重视城市文化传承。

- Chinese people attach great importance to the passing on and inheriting of city cultures.

把“清明上河图”视为国宝的国家，不会割断城市文化命脉，抹去历史记忆

- A country that views ‘*Qing Ming Shang He Tu*’ (a painting from the Song Dynasty illustrating city views) as a national treasure could never cut off the lifeline of its cities’ cultures or erase the historical memories of its cities.

Criterion 2: 语言分 共 10 分

10 分：信息安排准确，语句通顺流畅，逻辑性强，得以完整句子回答，无错别字，无简繁混用

9 分：信息安排准确，语句通顺，有逻辑，得用完整句子回答，个别错别字，无简繁混用

8 分：信息安排得当，语句通顺，有逻辑，少许错别字，无简繁混用

7 分：信息安排基本得当，语句尚通顺，有一定逻辑，错别字，少许简繁混用

5 - 6 分：信息安排欠妥，语句不够通顺，逻辑较差，较多错别字，简繁混用现象

3 - 4 分：信息安排不当，语句不通，无逻辑，有大量错别字，简繁混用现象严重

1 - 2 分：信息安排混乱，有严重语法错误，错字连篇，简繁混用

0 分：无回答

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)

This section was worth 30 marks. Students needed to understand the two texts and then establish the link between the texts and the task specified in Question 2. Students also needed to understand the focus of the required task, which was that Chinese people have good reasons for their pursuit of art.

Key points from Texts 2 and 3 are listed below. Students needed to synthesise these points into a meaningful response that answered the question. They also needed to present their answers in the new text type, as required by Question 2.

This task required students to summarise both texts in the note-taking space on the examination paper and then reorganise the ideas and information in a way that suited the new text type. All the main ideas and most of the information in each text should have been mentioned, but the required text type (in this case, a speech) may have had the ideas in a different order or sequence.

这一部分得分 30 分。学生们必须理解所阅读内容，然后把两个阅读内容及问题(写作任务)连在一起考虑。学生们必须仔细阅读这两个内容，并把内容当中的点与题目要求相联系。学生们还必须知道，该题所讲的重点是，中国人对艺术的执著追求。

阅读内容 2 和 3 中的要点罗列如下。学生们必须把这些点综合起来，用题目所要求的，新的文体写出文章。

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这意味着学生们应该花时间在考卷的空白处记下对两个阅读内容的总结, 然后把信息重新组合成适合所要求的文体. 所有的点都必须写到, 只是所用文体(如该例:演讲稿)中点的顺序安排应有所不同. 在 2012 年, 所要求的是演讲稿.

Criterion 1: 信息分(共 10 分) 每点一分(共 10 分)

信息点:

先人在两千多年前就认识到艺术有着巨大的社会和人文价值

- Our ancestors realised that art had great value for the society and humanity 2000 years ago.

“论语”记载: 孔子认为“与”是欣赏者的精神感发, 对人类灵魂起到净化作用

- ‘The Analects of Confucius’ recorded the following: Confucius regarded that ‘xing’ is an emotional expression experienced by the appreciator; it purifies the soul of human beings.

从远古到先秦, 从唐朝到明清: 四个例子, 每个 0.5 分

- From the ancient times to the beginning of the Qin Dynasty, from the Tang Dynasty to the Ming and Qing Dynasty, there are four examples given.

艺术美可以跨越时空, 艺术是无价的

- The aesthetic of art can cut across time and space; art is priceless.

自古以来中国人对审美就有着标准

- Since ancient times, Chinese people have had aesthetic standards.

宋代就有人提出了审美的最高标准是“韵”

- In the Song Dynasty, people regarded ‘Yun’ as the highest aesthetic standard.

现代中国, 越来越多的人追求更高层次的精神追求和艺术享受,

- In modern China, more and more people pursue higher levels of spiritual and artistic enjoyment.

收集古董, 字画, 使中国成为世界第一大艺术品市场

- The collecting of antiques, scripts and paintings has made China the biggest market for artworks in the world.

10. 两万余场艺术表演, 满足了民众的娱乐需求

- In recent times, more than 20 000 art performances satisfied the public’s demand for entertainment and recreation.

10 分: 信息完整, 信息安排逻辑性强, 无错误信息

9 分: 信息完整, 信息安排得当, 无错误信息

8 分: 信息基本完整, 信息安排有逻辑, 无错误信息

7 分: 信息基本完整, 信息安排有一定逻辑, 无错误信息

6 分: 信息不够完整, 信息安排有一定逻辑, 或有错误信息, 或有自造信息



5分： 信息不完整，信息安排没有逻辑，有错误信息，有自造信息

4分： 信息不完整，信息安排差，有错误信息，有自造信息

3分： 信息少，信息安排差，有错误信息，有自造信息

2分： 信息少，信息安排混乱，有错误信息，有自造信息

1分： 没有信息或错误信息，或自造信息

0分： 无信息，无回答

Criterion 2: 结构分 共 10分

10分： 文章结构严谨、完整，段落分明，完全符合演讲稿和说服文的要求，审题正确，完全符合考题的要求

9分： 文章结构严谨、完整，段落分明，完全符合说服文的要求，完全符合考题的要求，但演讲稿格式不够完整

8分： 文章结构比较严谨、完整，段落分明，符合演讲稿和说服文的要求，符合考题的要求

7分： 文章结构不够严谨、完整，段落分明，符合考题的要求，基本符合演讲稿和说服文的要求

5-6分： 文章结构不严谨、段落不够分明，不完全符合演讲稿和说服文的要求，作文没有准确反映考题要求

3-4分： 文章结构混乱，无段落，完全不符合演讲稿和说服文的要求

1-2分： 文章无结构、无段落，无演讲稿特征，完全不符合说服文的要求

0分： 无回答

结构分：

审题： 审题不正确，总分最多不超过 5 分，

Text type

开头包括： 称呼，问候，介绍自己的身份，题目

结尾： 致谢

将演讲稿写成其他格式，总分最高不超过 5 分

Kind of writing

符合说服的要求

开头： 要有目的

主体： 分 2---3 段，每段要有主题句，有劝说性的结尾

将说服文写成其他文体，最高不超过 5 分。

Criterion 3: 语言分 共 10分

10分： 语句流畅，逻辑性强，词汇丰富，表达正确恰当，无错别字，无简繁混用，正确使用标点符号



9分：语句流畅，逻辑性强，词汇丰富，表达正确恰当，个别错别字，无简繁混用，正确使用标点符号

8分：语句流畅，有逻辑，词汇比较丰富，少许错别字，无简繁混用，正确使用标点符号

7分：语句通顺，有逻辑，有错别字，或少许简繁混用，标点符号基本正确

5 - 6分：语句不够通顺，逻辑较差，较多错别字及简繁混用，标点符号基本正确

3 - 4分：语句不通，无逻辑，有大量错别字，简繁混用现象严重，标点符号不正确

1 - 2分：有严重语法错误，错字连篇，简繁混用，标点符号不正确

0分：无回答

Section 3 – Writing in Chinese

Assessment criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
- range and appropriateness of vocabulary and grammar

Criterion 1: 内容分 共 5 分

审题正确，内容有深度广度，有见解，有逻辑

评估文从正反两方面来作客观评论，想像文要有想像性情节

评估文：

5分： 审题正确，内容有深度广度，有见解，逻辑性强，从正反面客观评论

4分： 审题正确，内容有一定深度广度，有一定见解及逻辑性，从正反面客观评论

3分： 审题不够正确，内容缺乏深度广度，见解浅显，缺乏逻辑性，评论不够客观

2分： 审题错误，内容贫乏，评论不客观，逻辑性混乱

1分： 审题错误，内容杂乱，无评论

0分： 无写作

Question 5: 现代科技手段弥合代沟 Modern technology can help to overcome the generation gap

审题：要注重的关键词语：“现代的科技手段”、“代沟”

- Key words: ‘modern technology’, ‘generation gap’

利：培养共同的爱好，有利沟通理解

- Pros: cultivating shared hobbies, benefiting from mutual communication and understanding

弊：增加矛盾，疏离感情

- Cons: increased conflict, estranged family relations



Question 6: 探索地球外的宇宙文明 Exploring outer-space civilisations

审题：要注重“在世界经济低迷”，“花费巨大的人力和物力”这些关键词语

- Key words: ‘the world economy at its lowest point’, ‘using tremendous amounts of economic and human resources’

利：为人类找新的生存空间，发现资源

- Pros: finding new living spaces and resources for human beings

弊：增加经济负担，给人类带来灾难

- Cons: increasing economic burdens, possibly bringing disasters for human beings

Question 7: 为学生提供消费贷款 Providing consumer loans for students

审题：要抓住“刺激经济的发展”这样一个前提

- Key words: ‘stimulating the development of the economy’

利：提供创业平台，刺激经济

- Pros: providing a new platform for career creation, stimulating the economy

弊：不良消费观念，增加心理负担，增加银行风险

- Cons: providing opportunities for bad consumption habits, increasing psychological burdens placed on students, increasing the risk to banks

想像文：

5分： 审题正确，内容有深度广度，有见解，逻辑性强

4分： 审题正确，内容有一定深度广度，有一定见解，逻辑一般

3分： 审题不够正确，内容缺乏深度广度，见解浅显，缺乏逻辑性

2分： 审题错误，内容贫乏，逻辑性混乱

1分： 审题错误，内容杂乱

0分： 无写作

Criterion 2: 结构分 共5分

符合评估文或想像文要求，符合格式要求，结构严谨，段落合理，表达有逻辑

5分： 结构严谨，完整，段落分明，完全符合文体和格式的要求

4分： 结构较严谨，完整，段落分明，不完全符合文体和格式的要求

3分： 结构不严谨，段落不够分明，基本符合文体和格式的要求

2分： 结构混乱，无段落，不符合文体和格式的要求

1分： 无结构，无段落，无所需格式特征和完全不符合文体的要求



0分：无写作

注：文体包括评估和想像，格式包括：

刊登在杂志上的日记：日期，天气，时间，杂志名称（少一扣0.5分，最多扣2分）

故事集上的故事：题目，作者，出处（故事集）

校报上的纪实报告：题目，作者，校报，日期

报纸文章：题目，作者，报纸名称，日期

演讲稿：称呼，问候，自我介绍，结尾

Criterion 3: 语言分（语言准确性） 10分

10分：语句流畅，逻辑性强，无错别字，无简繁混用，正确使用标点符号

9分：语句流畅，逻辑性强，个别错别字，无简繁混用，正确使用标点符号

8分：语句流畅，有逻辑，有少许错别字，无简繁混用，正确使用标点符号

7分：语句通顺，有逻辑，有错别字，或少许简繁混用，标点符号基本正确

5-6分：语句不够通顺，逻辑较差，较多错别字及简繁混用，标点符号基本正确

3-4分：语句不通，无逻辑，有大量错别字，简繁混用现象严重，标点符号不正确

1-2分：有严重语法错误，错字连篇，简繁混用，标点符号不正确

0分：无回答

Criterion 4: 语言分（语言的多样性和恰当性） 5分

5分：词汇丰富，语言表达多样化

4分：词汇比较丰富，语言表达有一定的变化

3分：词汇使用适当，语言表达简单

2分：词汇贫乏，语言表达不恰当

1分：无法完成

0分：无回答