

2014 Languages: Chinese First Language GA 3: Examination

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.

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Question 1c.

像两千多年前，中国教育按照孔子“有教无类”、“学而优则仕”的理念，为社会变革培养了所需的人才，

- 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.

让当时的中国顺利完成了从奴隶制社会，向封建社会的转变；

- As a result, Chinese society was successfully transformed from slavery to feudalism.

隋朝开始的封建科举制，利用公平考试，把全国最优秀的人才选送到各级官僚机构，

- The commencement of the Imperial Examination System of fair competition in the Sui Dynasty helped the selection of the most talented people to take government positions at various levels.

使国家管理机构历经改朝换代、天灾战争，都能正常运转；

- So that the government could still operate normally through changes from dynasty to dynasty, or through natural disasters and wars.

上世纪初，旧科举废除，开启现代教育的新学堂出现，一大批思想独立的新型知识分子，高举科学民主大旗，

- Following the abolition of the Imperial Examination System at the beginning of last century, the birth of new schools of modern Chinese education inspired a large group of new intellectuals with independent thinking to promote science and democracy in China.

推翻了帝制，建立了共和。

- As a result, the imperial dynastic system was overthrown and a republic state was established in China.

Question 1d.

从改革开放到现在，中国主要是靠劳动密集型产业发展起来的，

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

上个世纪，基础教育制定的统一的课程标准、统一的教学模式，拉齐了中国人的整体知识水平。

- The unified elementary education curriculum, teaching models and examinations set up last century raised the literacy level of Chinese people.

中国教育培养的学生，正好适应了流水线生产和劳动密集型产业的需要。

- The graduates trained during this period of time have successfully met the demand of industries based on assembly line and labour-intensive production.

Question 1e.

中国要从“中国制造”走向“中国创造”，这一大的转型

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

要求教育必须改变与社会脱节的现状，尽快培养出创造型人才。

- Education has to strengthen its weak connections with society and speed up the training of people with great creative capacity.

Question 1f.

中国的教育观念、教育结构有相当的稳定性，改革肯定有难度。

- The traditional concepts and the fixed educational structure in China’s education system will surely challenge the reform.

中国是非常重视教育的国家，这次中国的教育改革，一定会是成功的。

- China attaches great importance to its education, which ensures the success of the reform.

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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.