

2011 Languages: Chinese First Language GA 3: Examination

Written component

GENERAL COMMENTS

Many students performed reasonably well on the 2011 Chinese First Language examination and answered the questions within the time allowed. However, fewer students achieved a high standard than in previous years.

Many students performed at an average level in Section 1 – Listening and responding. Many students were not confident about the content of the listening text and they only managed to write down six to eight points out of the 15 points required. Many students used the same information or points two, or sometimes even three, times. Some students found the section challenging and were not able to take down all the required information and answer the questions correctly, especially for Question 1f., which required students to summarise the main ideas of the listening text. Some students did not complete all the questions and others made many mistakes with the Chinese characters. In the Listening and responding section, students need to read the questions carefully, respond appropriately to the task and takes notes as the text is being played. It is important for students to improve their note-taking skills by practising frequently. It is also important to improve students' summarising skills.

Students also found Section 2 – Reading and responding – challenging. Reading and analysing the task carefully is the key to gaining high marks for this section. The task required students, as a high school student, to encourage people to do good things, such as charity, for our society. The role of the student was very important as the role taken on by the writer determined how the reading materials would be understood and used, the input of the speaker and the purpose and the audience of the speech. Many students failed to understand the role of the student in the task and some students switched their roles several times in the speech. Many students also forgot that, in this section, a persuasive speech was required. Understanding both texts and effectively using them proved challenging for many students. Many students misunderstood Text 3, the couplet, and used it inappropriately in their writing. A few students ignored the texts provided, while others simply copied chunks of information from the texts. Students should avoid copying sections of the text into their responses; this tends to be particularly noticeable in responses from lower-achieving students. Students who merely reproduce long excerpts of the reading texts cannot score well because they are not providing evidence of **synthesis**, which is a requirement of the task. Students are reminded that, to fulfil this criterion, they need to **blend** points and produce the text type required by the task. The required text type – that is, the text the students have to produce in the examination – is always different from the text types of the reading texts.

Two imaginative tasks and three evaluative tasks were provided in Section 3 – Writing in Chinese. The majority of students chose the evaluative tasks, and the task on the blog was the most popular. Most students who chose an evaluative task demonstrated a good understanding of the text type and the kind of writing required, but some students failed to produce strong points for and against the issue. Students who chose to discuss the issue of online teaching in some famous universities only discussed the issue of online teaching and did not mention the famous universities. It is very important to have a clear understanding of the issue before discussing it in the piece of writing produced for Section 3.

Students who chose the imaginative tasks generally showed good writing skills, but some failed to compose well-structured stories. Students seemed to have difficulty writing a story and many of them simply produced some informative statements instead of an imaginative story. Students who handle this task well produced an interesting story with a beginning, a middle and an end, often with a surprising ending to tie the events together.

Some common problems included using incorrect Chinese characters or mixing simplified characters with traditional characters. Students also need to manage their time well during the examination so they can complete their tasks within the required time limit.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Section 1 was worth 25 marks. Although only point form answers are given in this report, apart from Question 1, all questions needed to be answered in full sentences. Students should use the number of lines provided as a guide to the length of response needed for each question.

2011 Assessment Report



Text 1

Question 1a.

墨尔本有‘中国文化年’活动，学校（白华）准备参加，提议做‘中国建筑’模型

Question 1b.

主观：必须团结互助，才能共渡难关（各0.5分）

3, 4 客观（共4点，每点0.5分）：

- 居住偏僻山区
- 有野兽
- 盗贼的袭击
- 怕当地人骚扰

Question 1c.

- 灾荒，战争（各0.5分）
- 饮食、服饰、风俗习惯、思想观念（各0.25分）
- 客家土楼、唐人街、华人餐馆、华人戏剧、华人传统节日（各0.2分）

Question 1d.

- ‘祖宗言’包括自己祖宗使用的语言、祖宗的教诲、祖宗的文化传统（各0.3分）
- 表示不忘列祖列宗（不愿数典忘祖），以炎黄子孙为荣（各0.5分）
- 迁徙的人们走得越远，越怀念故土，越会执着地保留自己的文化（各0.3分）
- 目的是传承自己的文化根脉

Question 1e.

- 澳大利亚人讲英语，一些人还恪守着英国传统文化/看到维多利亚建筑，想到英国的工业革命
- 迁徙的汉族人保持自己的方言，修祠堂，修家谱，寻根问祖/看到客家土楼，想到汉族迁徙文化/办华文学校/台湾方言

Question 1f.

- 得对全文总结发挥：对故乡的怀念，执着地保留自己的文化
- 得对全文总结发挥：对自己民族的辉煌历史的自豪感

Section 2 – Reading and responding

Criterion 1: 信息分（共10分） 每点一分（共10分）

信息点：

- 一个人为自己活，平庸渺小；为国家社会他人而活，高尚伟大
- 做善事的行为受社会羡慕、钦佩
- 做善事促进社会进步/坚持不懈
- 积小善成大业
- 做善事依靠家庭的支持
- 对联：行而不舍，若骥千里。纳无所穷，如海百川
- 父辈们在积极做善事
- 父辈的爱是财富、骄傲
- 不依靠父辈，也能有所作为
- 躺在父辈留下的财富中做寄生虫是不对的

Criterion 2: 结构分 共10分

Text type: 3分

开头包括称呼，问候，介绍自己的身份，题目，结尾致谢，分段 各0.5 分

2011 Assessment Report



Kind of writing: 4 分

- 符合说服文的要求 1分；开头说明目的，有劝说性结尾 1分
- 主体每段有主题句 2分
- 审题、信息理解和逻辑性 3分

注： 将说服文写成其他文体，最高不超过5分。 将发言稿写成其他格式，最高不超过6分； 审题不完全正确，文章缺乏逻辑性，自造信息，酌情扣1-2分； 信息理解与题意有偏差酌情扣1-2分。

Criterion 3: 语言分 共10分

- 语言的深度广度： 5分
- 说服力： 2分
- 错别字： 错别字3个扣1分，最多扣3分

Section 3 – Writing in Chinese

Criterion 1: 内容分

- 审题正确，内容有深度广度，有见解，有逻辑

评估文：

- 评估文从正反两方面来作客观评论

Question 3: 对微博在许多领域搅动了人们原本的生活这一现象，评论其利弊

Question 5: 人们对注重培养精英的不同看法

Question 7: 对“名校网上授课”这一新事物的不同看法

想像文：

- 想像文要有想像性情节

Criterion 2: 结构分

文体： 2.5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

格式： 2.5分

- 发言稿： 称呼，问候，自我介绍，题目，致谢，
- 杂志文章： 题目，作者，杂志名称，日期
- 报纸文章： 题目，作者，报纸名称，日期
- 信： 称呼、问候、祝福、落款（姓名、日期）

Criterion 3: 语言分（语言准确性）

- 错别字： 错别字3个扣1分，最多扣3分
- 语言精炼：
- 表达准确：
- 语法正确：

Criterion 4: 语言分（语言的多样性和恰当性）

- 词汇丰富，语言表达多样化
- 词汇比较丰富，语言表达有一定的变化
- 词汇使用适当，语言表达简单
- 词汇贫乏，语言表达不恰当
- 无法完成
- 无回答