



2008 LOTE: Chinese Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Students were well prepared for Section 1 – Conversation of the 2008 examination. They appeared to be confident and responded readily and clearly. More proficient students offered opinions spontaneously, while less proficient students had difficulty maintaining the conversation and needed frequent support from assessors.

In Section 2 – Discussion, successful students demonstrated thorough preparation. They understood their chosen sub-topic and demonstrated that they had studied various resources. They explored their sub-topics in sufficient depth and their opinions and ideas were supported by interesting examples and evidence from the resources studied. In addition, these students were also willing to advance the conversation, despite some vocabulary and grammatical errors. Some students, however, presented a memorised mini-presentation about the sub-topic, showing a lack of understanding of the purpose of Section 2.

Students should be reminded that thorough preparation and confidence are needed to support their ideas and opinions. Students who were well prepared appeared to enjoy interacting with the assessors and found that the 15 minute oral examination went much faster than they had expected.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were expected to interact with the assessors about their personal world, for example, school and home life, family and friends, and interests and aspirations. This section was designed to test the students' ability to speak Chinese in a linguistically and culturally appropriate way.

Communication: Capacity to maintain and advance the exchange appropriately and effectively **Clarity of expression**

Students who scored highly provided extensive responses to the questions asked, confidently moving the exchange forward while using accurate language, a sophisticated range of vocabulary and complex structures. These students volunteered information and were able to move the exchange forward with good repair strategies. In addition, they had excellent pronunciation and intonation, and maintained a consistent pace without unnatural pauses.

Listening skills are essential for success in the oral examination and it is important that students understand the key phrases in the questions in order to respond relevantly and appropriately. Understanding and using appropriate techniques to interact with assessors is helpful in this section as students are able to move the conversation forward.

Students should not rely too heavily on prepared responses. A lack of flexibility and memorised responses can be detrimental to the natural flow of the interaction, especially when the answer requires extra information. Students should not assume that the questions asked will be the same as those they have learnt. It is important for students to develop a range of repair strategies, including the ability to rephrase and use different ways of requesting clarification.

Content: Relevance, breadth and depth of information, opinions and ideas

The majority of students were able to maintain a relevant conversation and effectively convey their ideas. Those who elaborated on and explored their ideas with ease achieved the highest marks. These students came up with interesting responses and engaged the assessors by using eye contact and appropriate body language. Some students understood most of the questions, but were unable to expand their answers. Weaker students gave monosyllabic responses and waited for further questions.

Several students used Chinese proverbs and sayings appropriately in Section 1 – Conversation. When asked by the assessors, these students could explain the meaning of these proverbs and sayings. It is suggested that students use Chinese proverbs only if they are relevant to the conversation. Students also need to be prepared to explain the meaning of a proverb or saying if requested.



Language: Accuracy of vocabulary and grammar
Range and appropriateness of vocabulary and grammar

Many students were able to use a variety of grammatical patterns, expressions and vocabulary in this section of the examination. Successful students showed consistent use of style and register and were able to rephrase if necessary. However, some students struggled when using complex sentence patterns. Some students misunderstood interrogative question words, such as 什么样, 怎么样, 哪儿 (where), 哪(which), etc. and/or misused language or grammar, for example: 汉语比英语难更多 (汉语比英语难得多), 我去年去了中国 (我去年去了中国), 我弟弟比我小三年 (我弟弟比我小三岁), etc.

Section 2 – Discussion

Students needed to indicate the sub-topic chosen and, in no more than one minute, briefly introduce the main focus of their sub-topic and the aspects they had covered, alerting assessors to any objects they had brought to support the discussion.

The choice of sub-topic is crucial. As this section is a discussion, the topic chosen needs to have suitable and interesting content and issues for the student and assessors to discuss. The topic also needs to suit the student's language capacity and allow the student to express their opinions. Some students covered too many aspects of the topic for their Detailed Study, and as a result every aspect was lacking in depth and focus.

Communication: Capacity to maintain and advance the exchange appropriately and effectively
Clarity of expression

The majority of students were competent in their use of language for communication. They were able to handle questions well and had sufficient knowledge to maintain an even flow of conversation during the seven-minute discussion.

Students' performance should not be affected by unexpected questions asked by assessors. Instead, students could say '老师, 对不起, 这部分我没学过, 可是我学过...' or use their background knowledge to respond, as students are showing their capacity to advance and maintain a conversation. Students cannot assume that assessors will only ask questions they have practised at school and are expecting. Students should also be able to elaborate on their own ideas and opinions, demonstrating a sophisticated level of content.

Some assessors experienced difficulty understanding the names of the sub-topic and some unfamiliar words students used in the discussion. It is very important for students to practise the pronunciation of these difficult words in order to express themselves clearly.

Content: Capacity to present information, ideas and opinions on a chosen topic

There were many students who prepared their topic thoroughly. Some students discussed their resources in depth and explained connections between the texts with elaborate in-depth answers, discussing what they enjoyed and found interesting about their topic, and demonstrating excellent understanding and knowledge of their Detailed Study. Some students were able to follow the flow of discussion, keep their answers relevant, provide a range of information and ideas on the topic and support their opinions with good examples. Other students, however, relied too heavily on the assessors to guide them through the discussion. These students answered in very brief sentences when they could have conveyed their understanding of the sub-topic to a greater extent.

Many students chose topics that reflected their interests, allowing them to exhibit their linguistic ability and promote discussion of the issues and resources studied. Some interesting topics were 中国大城市的变化, 中国饮食 – 面条, 姚明, 少数民族的婚礼, 兵马俑, 十二生肖, 中国龙, 少林功夫, etc. Other topics, such as: 梅兰芳, 秦始皇, 包公, 针灸, 故宫的构造, may be more suitable for Chinese Second Language Advanced students.

Students must recognise that Section 2 is a **discussion** and not a performance of a **speech**. There should be plenty of interaction between students and assessors during the discussion. A prepared seven-minute speech does not reflect the requirements of this section.

Some students used pre-prepared sentences to avoid answering difficult questions, for example, if they did not understand a particular question asked by the assessors, they tended to say 'I haven't learnt that part.' This made the assessment more difficult as assessors could not judge students' linguistic ability.



**Language: Accuracy of vocabulary and grammar
Range and appropriateness of vocabulary and grammar**

This criterion emphasises the importance of accuracy, range and appropriateness of vocabulary and grammar. Better students exhibited an excellent range of vocabulary and sophisticated expression, and used accurate grammatical structures.

Section 2 – Discussion is quite different from Section 1 – Conversation in terms of language and grammar. The language used in the discussion should be less predictable, as there will be many new and unfamiliar words in the resources used by the students. Students should not only master these words but also practise using them in discussion. There were many occasions when students used sophisticated words and expressions but were frequently unable to hear and understand these words when they were used by the assessors.

Written component

GENERAL COMMENTS

In total, there were 718 students who participated in the 2008 written Chinese Second Language examination, a slight decrease compared with 2007. Students generally demonstrated a good understanding of the requirements. Only a few students replied in the wrong language in Sections 1 and 2.

There were a number of major changes to this year's written examination:

- the weighting of Section 1 – Listening and responding was reduced from 30 marks to 10 marks
- a new part worth 15 marks was introduced in Section 2 – Reading and responding where students were required to translate Chinese texts into English (Part C)
- the weighting of Section 3 – Writing was increased to 20 marks.

Most students handled the new format and text features well.

Teachers must be aware that it is expected that students will be able to understand the items on the character list in the *VCE Chinese Second Language Study Design*, as well as a wider range of vocabulary relevant to the themes and topics prescribed in the syllabus.

Although the weighting of Section 1 – Listening and responding was reduced, it still seemed to be the major discriminator in this examination. The other discriminator was the translation part, as many spelling and grammatical errors occurred. Students should attempt the translation task carefully. They are advised to write draft answers in other parts of the paper and transcribe the correct version onto their paper after they have checked the spelling and grammar.

It is important for teachers to give students plenty of practice with examination type questions. Students also need to be aware of word length, time management and the neatness of character writing.

In Section 3 – Writing, the spread of topic choice was pleasing.

Students should be aware of the 200–250 character word limit and that they must not exceed the limit. It is important that students plan carefully to allow them adequate time to complete all questions. Students should also practise writing in appropriate styles for different audiences.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1

(Around/after) New Year

Question 2

Snow(ing), (the average temperature is) 0 degrees

用汉语回答不计分

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Text 2

Question 3

Black (long) trousers/pants, blue shirt

Part B – Answer in Chinese

Text 3

Question 4

因为要考试了，她放学以后要上数学课，不能/可以/会去打工。

Question 5

星期四和星期六/星期六（上午）可以/能/会去打工。

用英语回答不计分

内容3点3分。

语法、汉字2分—先对照内容分数，再按照错误判—无错不扣，2-3分最多扣1分，1分最多扣1分。

Section 2 – Reading, responding and translating

Part A – Answer in English

Text 4

Question 6

The frog has lived there his whole life/he has never left there/he has been there forever.

Question 7

He believes the world is the same size as the well/smaller than the well where he lives/the well is bigger than the sky (by his limited knowledge).

Question 8

One day, the little turtle accidentally fell into the well and met the frog.

Question 9

He is from the East (China) Sea and it is far away from the place where the frog lives/the well.

Question 10

Nice/good, big/spacious/vast, comfortable

Question 11

He has never learned that the outside world is much bigger and very interesting.

Question 12

He realised that he was ignorant and did not know how big the outside world was.

Question 13

An accidental meeting

Question 14

One should not be ignorant/opinionated and should grasp the opportunity to learn (should see the outside world).

用汉语回答不计分

Part B – Answer in Chinese

Question 15

- 1) 因为他是一个有名、有成就的外交家
- 2) 还当过美国的部长。



Question 16

- 3) 他在中学学习中国语言和历史
- 4) 他在北京工作过
- 5) 交了很多中国朋友
- 6) 他访问过中国很多次。

Question 17

- 7) 上中学的时候他努力学习，常常查字典；
- 8) 也认真练习会话（常常和中国朋友交谈）；大学毕业以后，在北京工作时，他常常和朋友们用中文交谈。

Question 18

- 9) 他的儿子和两个女儿（3个孩子）都在学习汉语。
- 10) 他大女儿的丈夫是香港人。

用英语回答不计分

内容10分（1点1分）

语法、汉字5分 先对照内容分数2点算1分，再按照语法汉字酌情扣分

Part C – Translation

五分标准：

Question 19

Travelling to Xihu/West Lake to sightsee from Shanghai, one can catch a train or a tour bus apart from (besides)/in addition to driving. Driving is fairly fast, taking only a day to return; otherwise/or two days are required/it may/probably take two days.

To travel from Shanghai to Xihu/West Lake, apart from/besides/in addition to driving there by yourself, you may/can also take the train or the tour coach (you can also get there by bus or tour coach). Driving by yourself is faster/comparatively fast/rather fast/quite fast. You can make a return trip/a round trip within a/one day. Otherwise/Or it may take two days.

The following are examples of student responses for 四分.

Tour from Shanghai to Xihu/West Lake, can go there by car, also can catch the train or maybe by tour bus. Driving a car by yourself is faster, in one day you can return. Otherwise/or it may take two days.

(有2, 3个语法小错误和翻译错误；没有语言点 apart from。)

To travel from Shanghai to Xihu for a holiday, besides driving your car, you can also go by train or a tour bus. Driving your car is faster, you are able to drive there and back in one day; or else, it may take two days time.

(没有准确地把原文的意思翻译出来。有小错误。)

The following are examples of student responses for 三分.

Except for driving yourself, you can also catch the train or the tour bus/car to travel and tour from Shanghai to Xihu/West Lake. Driving yourself would be relatively quicker, you can travel to and from in one day; if not, it might take the time of two days.

(没有正确地翻译语言点；英语表达不够通顺。)

From Shanghai to Xihu, instead of driving yourself, you can either catch a train or go on a tour bus. If you drive by yourself, it is faster. You can arrive at Xihu in one day. If you were to take either the train or the tour bus, it may possibly take two days.

(有英语时态错误，没有准确地表达出原文的意思，两个必要的语言点都没有。)

The following are examples of student responses for 两分.



The tour group from Shanghai to Xihu, Apart from drive by yourself, you also can take the train with other tourists. Driving by oneself is comparatively quicker, one day if you want you can return home. If you don't like that, you can return home in two days.

(缺少一个必要的语言点, 英语表达不准确, 有些地方与原文不符。)

Tours from Shanghai to the Western Lakes, apart from private car, can also be by train or by tour bus. Having a private car can be rather expensive, if you are just returning from one day, however, you can also want to spend two days touring western lakes.

(缺少一个必要的语言点, 有很多英语语法错误和翻译错误。)

The following are examples of student responses for 一分.

I am touring from Shanghai to Xihu. Apart from driving myself, I am also catching the train. Driving myself is comparatively faster, the return trip. I will have a few days to spare.

(翻译与原文基本不符, 只有个别词语正确。)

From Sung hai to go to the lake to swim. I have to take the train by myself to go to swim. I take the train is faster than I drive and one day I can come back; however, I can stay here for two days.

(翻译与原文基本不符, 只有个别词语正确。)

Question 20

People in the West open presents in front of the guest when they receive it because they want to express appreciation and gratitude to the guest. However, Chinese people do not open the present immediately in front of the guest when they receive it. They open the present only after/They do not open the present until the guest leaves because they think the most important thing is not the gift itself but the affection of the present giver.

After/When receiving the present(s)/gift(s), Western people/Westerners will open the present(s)/gift(s) in front the guest(s)/visitor(s), appreciate it (or enjoy it)/appreciate them (or enjoy them) and express their gratitude/say thank you. However, Chinese people will not open the gift(s)/present(s) immediately/straight after they receive it/them. They will not open it/them until the guest(s)/visitor(s) leaves (leave). This is because Chinese people think the most important thing is (or what is most important) is not the present(s)/gift(s) itself/themselves but the love/affection from the present/gift giver (this is because they think that the most important thing is the affection/love from the present/gift giver **rather than** the present(s)/gift(s) itself/themselves).

The following are examples of student responses for 四分.

When the western people receive gifts in front of the person, they will open the present, comment on the present, then thank the person. However, Chinese people when they receive gifts, do not open it in front of the sender. They have to wait till the person leaves then open it. Because Chinese believe the most important isn't the present, but the person's thoughts of sending a present.

(翻译基本忠实于原文, 两个语言点都在, 只有2, 3个翻译小错误。)

When western people receive gifts, they open the gift in front of their guests, admire the gift, and express their thanks. But, when Chinese people receive gifts they will not immediately open it in front of guests. They will wait after the guests have left then open the gift, because Chinese people believe the present is not the most important thing but the goodwill of the presenter of the gift.

(翻译基本忠实于原文, 但名词的单复数表达不一致。只有1, 2个翻译小错误。)

The following is an example of a student response for 三分.

After western people receive presents, they open it before the guests, adore the present and express their gratefulness. But when Chinese people receive presents, they can't open it before their guests, they must wait for the guests to go before they can do so because Chinese people believe that what's most important is not the presents but the good will of the person giving it.

(同一名词单复数的表达前后不统一, 由词汇翻译错误。)



The following is an example of a student response for 两分.

Western people receive presents, when they have visitors come inside, parents to say thank you. Chinese people receive presents but not inside. When they see the visitors, they wait till the visitors are seated, because the Chinese people feel its most important, that its not presents but the peoples love that's important.

(有很多语法错误, 翻译与原文有很大出入。)

The following are examples of student responses for 一分.

Western people give presents at many events without any superstitions. But Chinese people will give gifts after a long time of thinking and planning. Because they plan carefully, their gifts have a lot of good intentions and feelings as well as the object.

(翻译与原文基本不符, 只有个别词语正确。)

Western people give presents to reward and congratulate a person, to make them feel better, to thank them. However, Chinese people give presents not for the sake of giving presents, they want instead to encourage people after doing a good job, because Chinese people think this is most important, it is not the presents, but rather the act of giving presents and being generous.

(翻译与原文基本不符, 只有个别词语正确。)

Question 21

In the spring of 1275, he came to China with his father and uncle. They travelled to many places in China and learned a lot about Chinese daily life and culture. Later, his story in China has been published in the book 'The Travels of Marco Polo'. People in the West started to know more about China by reading the book.

In the spring of 1275, he came to China with his father and uncle. They went/travelled to many places in China and learned/understood/got to know/came to understand a lot about (or know a lot of) the Chinese people's daily life and the Chinese culture (or the people's daily life and the culture in China). Through (By means of) this book, Western people/Westerners began to know China.

All verbs should have been in past tense.

The following are examples of student responses for 四分.

In the Spring of the year 1275, he with his father and uncle all went to China. They went to a lot of places in China, understood a lot of regarding China's everyday life and culture.Through this book is how western people started to recognise China.

(翻译基本忠实于原文, 只有1, 2 个翻译小错误。)

In the spring of 1275, he, along with his parents and uncle, arrived in China. They went to many places in China and understood many things regarding the daily lifestyle and culture of China. Through this book, western people began to recognise China.

(翻译基本忠实于原文, 但有1, 2 个翻译小错误。)

The following are examples of student responses for 三分.

During Spring in 1275, him, his father and his uncle arrived here in China. They've been to many places in China, understood a lot of China's many special days, life style and culture. After reading this book, western people started to know more about China.

(大部分与原文相符, 但存在不少语法和翻译错误。)

The year 1275, his parents and uncle went to China together. They went to many places in China, understanding a lot relating to China's daily life and culture. Passing these books, so western people can recognise China.

(大部分与原文相符, 但存在不少语法和翻译错误。)

The following are examples of student responses for 两分.

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In Spring 1275, he and his parent and uncle together go to China. They go so many place in China and understand more about Chinese's life style will make people live longer and their language.

(有很多语法错误, 翻译与原文有很大出入。)

In the Spring of 1275 AD, he and his companions finally arrived in China. They went to many places in China, embraced many Chinese customs and experienced Chinese lifestyles and culture. ...After reading his book, westerners started to visit China.

(有很多语法错误, 翻译与原文有很大出入。)

The following is an example of a student response for 一分.

In 1275, they all arrived in China, visiting Chinese lifestyle and culture. Therefore, his book told westerners to understand China.

(翻译与原文基本不符, 只有个别词语正确。)

Section 3 – Writing in Chinese

Question 22

Content

- 发生争吵的情形一时、地、事; 如何改善关系, 结论。

Format

- date
- weather (optional)
- 无日期扣2分, 日期在正文后扣1分, 日期顺序错误扣1分, 多写‘你好、再见、亲爱的日记、名字’扣1分
- paragraphing
- sentence connection

Length

- 250 字以上不阅; 不足200字酌量扣分 (120以下扣2; 120—180 扣1)

Grammar

- 1—2错误扣1分; 3—5扣2分; 最多扣3分。

Vocabulary

- 错别字3字以下扣1分; 4—5字扣2分; 最多扣3分。 简繁体字混用5字以下扣1分, 5字以上扣两分

Question 23

Content

- 欢迎参加这个俱乐部, 新会员, 介绍活动x2、(设施、收费、服务), (结语)

Format

- 各位新会员 / 大家好、题目、谢谢 / 完了, 错1扣 1, 最多扣2
- paragraphing
- sentence connection

Question 24

Content

- 介绍高楼、最高层, 历险——时、经过、解决, 结论。

Format

- title
- author 无题目、无作者扣1分
- paragraphing (sections with sub-headings)
- paragraphing (sections with sub-headings)

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- sentence connection

Question 25

Content

- 为什么要写这个报告，描述这个餐馆，优点、缺点，结论

Format

- title
- author 无题目、无作者扣1分
- paragraphing (sections with sub-headings)
- paragraphing
- sentence connection
- conclusion

Question 26

Content

- 为什么要写信，理由1，理由2，理由3，结论)

Format

- 大为、你好、祝愉快、己名、日期， 错1扣 1，最多扣2
- paragraphing
- sentence connection
- conclusion