



2011 Languages: Chinese Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Overall, students in 2011 found the Chinese Second Language examination challenging, especially those questions requiring analysis skills. Nevertheless, the majority of students coped well with the examination. All questions on the examination were answered adequately and most students demonstrated effective time management, completing all sections of the examination within the specified time.

Most students appeared to be familiar with the format of the examination and almost all responded in the appropriate language for each section. No marks were awarded to answers in the wrong language. There were again some students who did not read all instructions carefully. Students should remember that the amount of space given to answer a particular question on the examination paper is a good indication of the length required in responding. Students should check to see if a question requires them to present their answer in point form or in full sentences, as students are required to answer in full sentences in Chinese in part B of Section 1 – Listening and responding and Section 2 – Reading and responding.

Many students understood the translation tasks well and made good attempts. However, some students seemed to understand the Chinese wording but were unable to translate it into appropriate English. Students are advised that they should not translate word for word from Chinese.

The majority of students answered all questions satisfactorily in Section 2 – Reading and responding, despite some questions in this section being quite challenging. However, quite a few students did not read the questions carefully and provided inappropriate answers. It seemed that most students needed to improve their skills in analysing information and summarising rather than copying out the whole paragraph or passage. Teachers and students must understand that analysis and evaluation skills, as well as comprehension skills, are required in this section. The questions in this section may require students to look at the whole passage, not only one sentence or paragraph, to gain an answer. Students are also advised to consult their dictionaries when answering questions as many of their responses contained spelling mistakes and grammatical errors. It has been stressed that students should not provide information beyond the scope of the question and that they should not include prior knowledge of the topic if it is not included in the texts.

Most students performed well in Section 3 – Writing in Chinese. They completed the tasks in the correct register, format and style. However, some students did not read all the instructions carefully and did not correctly follow the requirements of the task.

In Section 3, the majority of students chose Question 11 or 12 for their writing task. Most students who chose Question 12 produced a good piece of writing, but quite a few students did not comprehend Question 11 fully as it also required students to provide readers with information about what new equipment their school recently purchased. Otherwise, readers would not know what new equipment was being referred to. In terms of content, in all the five writing tasks, some students lost balance between breadth and depth. In addition, a few students did not adhere to the formats required for the different writing styles and text types. Students should be advised to develop a plan before they start the writing task.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Many students appeared to understand the two listening texts well and demonstrated their ability to summarise and analyse information. However, some students seemed to have trouble conveying their meaning in English. Students should use the reading time to focus on the questions in this section so they can predict what the listening texts might be about. Students should also learn note-taking skills and provide as much relevant information as possible when answering each question. Most questions contained two or three aspects that needed to be answered, but some students only focused on one aspect of the question and missed the rest of the details.

2011 Assessment Report



Text 1

Question 1a.

Both want to buy a pair of red runners/sports/tennis shoes/sneakers.

Question 1b.

They will meet at 8.15 am (or in the morning).

Text 2

Question 2

Three of the following:

- he is a caring/responsible person
- he doesn't know how to use SMS (or is not an IT person)
- he is keen to learn (new things)
- he realises texting (SMS) is fast and convenient
- he likes to be punctual
- he is an unorganised person.

Part B – Answer in Chinese

In this part of the examination students were required to demonstrate their capacity to understand aspects of a Chinese listening text by responding in Chinese. Most students showed a sound understanding of the content of the text.

Three marks were awarded for comprehension of the text and two marks were awarded for conveying information accurately and appropriately in Chinese.

Most students did well in this part. However, students must ensure that they respond in complete sentences and their sentences should communicate their ideas in their own words. Some students answered in point form, taking extracts directly from the spoken text. This did not allow them to demonstrate their ability to communicate fluently in the language and thus were not awarded full marks. Some students needed to ensure that they provided a full answer to each question.

Question 3a.

中国和澳大利亚私立学校一样的地方是：

- 学生都要穿校服
- 中国和澳大利亚私立学校不一样的地方有：
- 澳大利亚的学生有很多课外活动（中国学生没有澳大利亚的学生那么多的课外活动）。
- 中国学生周末还要去上课。

Question 3b.

中国学生喜欢上好的公立学校。

Section 2 – Reading and responding

Part A – Answer in English

Most students successfully completed the questions relating to the comprehension of a Chinese reading text in this part of the examination. Section 2, Part A, carried 15 marks based on one text in Chinese. A number of questions were directly related to the content of the text, while other questions were deductive. As stressed previously, students should be prepared to comment not only on the content of the text, but also on the purpose of the text and the type of audience it is addressing.

Some students misunderstood Questions 7, 9 and 10. In order to prepare for this section of the examination, students should read extensively in Chinese, including a wide range of different text types. They should also practise identifying and summarising the main points and ideas in the texts.

Students are also advised that they should read over the text a few times before attempting the questions. It is not necessary to know the meaning of all unknown words if they are not key words in the text and students should try to understand the gist of the passage. Students are also reminded that all answers must be based on the information provided in the text and not on prior knowledge.

2011 Assessment Report



Text 4

Question 4a.

'Qixijie' is also known as Chinese Valentine's Day (lovers' festival).

Question 4b.

- Niulang: a man lives on the Earth (in the human world, mortal), who fell in love with Zhinu.
- Zhinu: a fairy lives in Heaven (or the sky) and who fell in love with Niulang.
- Zhinu's mother: does not allow (disapproves) her daughter to marry (be in love with) Niulang.

Question 4c.

- They can only meet in Heaven (or the sky) once a year (or on 7 July of the Chinese lunar calendar each year). (It is the day when they can meet in Heaven.)
- They are the two closest stars on 7 July of the Chinese lunar calendar.

Question 4d.

The legend is maintained because:

- people go outside to watch the two stars on that night
- young people sing love songs
- young people exchange presents (give presents to each other)
- old people like to tell young people the legend.

Question 4e. Parents always have a big say in young people's marriages (parents' permission, persistent love).

In general, any reasonable answer was accepted here.

Part B – Answer in Chinese

This part of the examination assessed students' capacity to understand general and specific aspects of the text and their capacity to convey information accurately and appropriately in Chinese. Most students provided the correct information to adequately complete all questions, although some students lacked the skills needed to analyse and summarise the passage. They simply copied one or two paragraphs as their response. Students should take advantage of the fact that the questions in this section are given in both Chinese and English.

Text 5

Question 5a.

在中国以外学汉语的（中、大）学生都能参加“汉语桥”初赛；那些在自己国家得了前两、三名的学生可以去中国参加决赛。

Question 5b.

因为很多学生参加了“汉语桥”比赛。从2002年以来，有60多个国家、一千多名学生去中国参加了决赛。

Question 5c.

“汉语桥”比赛在美国最受欢迎，因为2002年以来，参加的学生数最多。

Question 5d.

他们表现得很好，因为去年中学生队得了第二名。

Part C – Translation

Most students comprehended the translation passages well and conveyed the meaning of these passages accurately and fluently. Some students seemed to have a good comprehension of the passages in Chinese, but had poor expression in English. Students are reminded that Chinese and English are different in terms of syntax and expression and they should not translate word for word from Chinese.

Question 6

Canberra is the capital city of Australia and also the eighth largest city in Australia. In 1908, people had an argument on the selection of Sydney or Melbourne as Australian capital. Canberra was finally chosen as the nation's capital.



Canberra is a beautiful city, but some people do not like living there as it is neither close to the other big cities nor to the beaches.

Question 7

It is very convenient to travel between any major cities in China. Highways enable people to reach their destinations in a very short time. Transport in cities, however, is not very promising, with the increasing number of private cars. Therefore, it would be better for people to take public transport or ride bicycles as much as possible.

Question 8

Seeking Chinese Private Tutors

We are looking for a teacher who teaches seriously and likes children.

Requirements are:

- Above high school education
- At least two years of teaching experience
- Be able to speak and write Chinese
- Know how to type Chinese on computer

Section 3 – Writing in Chinese

This section assessed the students' ability to express ideas through the creation of an original text in Chinese using the following criteria:

- relevance, breadth and depth
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Students were required to write 250–300 characters in Chinese on one of the five topics given. Each topic represented a different text type and style of writing (personal, imaginative, informative, persuasive and evaluative). All five questions were attempted by students, although there was a clear preference for the informative and evaluative writing tasks.

Students, on the whole, displayed a good knowledge of the different characteristics of the text type and the style of writing they chose. However, students must be aware that they need to provide all the features of the text type or writing style as required.

Of the three criteria in this section, students did not perform well against 'relevance, breadth and depth'. When selecting a topic, students should choose one that is familiar to them and one that requires the kind of writing and text type that suits them best. The selected topic should be one that students have a good knowledge of, and a good range of relevant vocabulary, and one in which they are able to express themselves accurately.

Question 9

The following points or aspects could have been included:

- 取得了什么样的好成绩 (what achievement or result)
- 取得好成绩的原因, 包括兴趣 并努力学习 (reasons for having achieved good results including interest and working hard)
- 学习方面的两种方法 (two or more study methods).

Question 10

The following points or aspects could have been included:

- 澳大利亚国家多元文化基本特征 (general introduction of Australian multiculturalism)
- 至少两个具体的生活在多元文化社会里方面的情况 (at least two aspects of living in the multicultural society in detail)
- 多元文化对澳大利亚的影响 (the influence of multiculturalism on Australian society).

Question 11

The following points or aspects could have been included:

- 学校最近买了些什么新设备 (what new facilities the school bought recently)
- 学生不用新设备的原因 (reasons why students don't use these new facilities)



- 如何鼓励学生多用新设备 (how to encourage students to use these new facilities).

Question 12

The following points or aspects could have been included:

- 争论的焦点 (general introduction of the argument about changing the sea water swimming pool into a children's theme park)
- 两个以上改建成儿童游乐园的好处 (at least two advantages of changing the sea water swimming pool into a children's theme park)
- 两个以上改建成儿童游乐园的坏处 (at least two disadvantages of changing the sea water swimming pool into a children's theme park).

Question 13

The following points or aspects could have been included:

- 2041年时机器人世界的特点 (the main features of the robots' world in 2041)
- 机器人的技能 (skills and capacities of robots)
- 机器人冒险故事的细节 (the adventure of a robot in detail).