

LOTE: Chinese Second Language GA 3: Examination

Oral component

SPECIFIC INFORMATION

Section 1 – Conversation

Most students were generally well prepared since this section was similar to previous years. However, some students were still not familiar with the procedure and what was expected of them in the oral examination.

Generally, most students were comfortable with the length of seven minutes. The longer time allowed coverage of three or four topics in detail, thus allowing the students to extend themselves to a higher level. Those students who could only converse in simple Chinese, i.e. had limited conversational vocabulary, found seven minutes' conversation very demanding. Teachers are advised to ensure that students receive specific and realistic practice on this part of the task.

Teachers also need to provide synonyms of common words/expressions to students in their oral classes such as 做什么, 干什么 'zuo shenme and gan shenme', 念书, 读书 'nianshu and dushu', 'duo chang shijian and duojiu'.

Students should also remember that this is not a presentation but 'conversation'. Assessors would normally allow the students to extend on their topics; however, when an idea is over-extended an assessor will interrupt the talk and introduce new questions.

Section 2 – Discussion

Although the format of this section was different from previous years, students handled the procedure very well. Most students covered the topic, sub-topic, materials studied and directions of research adequately, using the one-minute introduction. This part had been well rehearsed by students.

Teachers must advise on topic selection, as it is crucial for the students to select a good topic. This year, the topics chosen by the students covered a wide range from the study design. The best topics were the ones that students were interested in or personally experienced such as 'Zhongguo de xuexiao' 中国的学校 (China's schools), 'Zhongguo de jieri' 中国的节日 (Chinese festivals), and 'Zhongguo de chengshi' 中国的城市 (a city of China). Some topics were very difficult and beyond the standard expected of second language learners such as 'Zhongguo xuesheng de jilü'; 中国学生的纪律 (the discipline of Chinese students) or 'Zhongguo de yuanlin' 中国的园林 (China's gardens).

Often topics were too narrow and not suitable for a discussion to develop like 'Fengzheng' 风筝 (Chinese kites) and 'Hongbao' 红包 (Red envelopes).

Students must recognise that this section is a 'discussion' and not performing a 'speech'. There should be plenty of interaction between the student and assessors during the discussion. They need to anticipate that their prepared talks will sometimes be interrupted and often they will not complete the 'speech' if it is too long.

Some students were not able to successfully repair or maintain a conversation. Expressions such as 'Duibuqi, qing zai shuo yi bian' 对不起, 请再说一遍 (Excuse me, please repeat it), 'Ziliao shang meiyou shuo' 资料上没有说 (It wasn't mentioned in my studied materials) need to be practised and used appropriately.

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Written component

GENERAL COMMENTS

Students generally demonstrated an understanding of the requirements, with only a few replying in the wrong language, e.g. in Section 1 Part A some students answered in Chinese characters instead of the required English. Most students used characters to complete their writing tasks, and there were fewer than one per cent of students who used the special concession of using Pinyin for up to 50% of writing. A mix of traditional and simplified versions of characters was also rarely seen. Most students handled the different styles of writing and format and text features very well.

The Listening and responding section was a major discriminator between students with some having difficulty in identifying important points. It is important for teachers to give students plenty of practice with a range of activities in all areas. Students also need to pay attention to word length, control of time and the neatness of character writing.

Possible answers and marking criteria

Section 1 – Listening and responding

Part A (学生应用英语回答，汉语回答不算分)

Question 1

The airport.

Question 2

Linda is going to Adelaide; Zhangping is going to Sydney.

Question 3

Zhangping travelled with her mum in the past; She is scared of flying.

Question 4

To make a phone call.

Question 5

The speaker is a tour guide/leader/driver; She is speaking to a tour group/tourist on the bus.

Question 6

The history of Chinese in Australia; Over the past 100 years.

Question 7

Three out of four of the following:

- Chinese books
- Chinese newspapers
- Chinese food
- Things used by Chinese.

Question 8

To eat (lunch)/go to a (Chinese) restaurant or shopping.

Question 9

It is the first time that Ms Lin comes to Melbourne.

Question 10

Chinese always serve the soup last.

Question 11

Three out of four of the following:

- Beijing duck is the best
- Good location, close to bus stop
- Good food and reasonable price/cheap
- Good waiters (friendly/fast service).

Question 12

four dishes/three dishes plus soup.

Part B (学生应用汉字回答，英语不算分，拼音扣分)

The capacity to understand general and specific aspects of texts

对题目中一般及特别方向的了解

Mark	Q 13, 14 and 15	Q 13 and 14	Q 15	Q 15
5	Include eight correct items	Include all five answers. 13. Speaker's sister. 14. Chemistry, horse riding, listen to music, play tennis. (5) 题全答13:姐姐14:化学, 骑马, 听音乐, 打网球	Include three points: (apology that) can't go to the party; flu/sick/unwell; doctor's advice.	3点全包括:对不起不能去, 因为感冒, 大夫说要休息,
4	Include six to seven items回答6-7题			
3	Include four to five items回答4-5题			
2	Include two to three items回答2-3题			
1	Include one item回答1题			
0	No answers无回答			

The capacity to convey information accurately and appropriately

准确及适当地传达信息的能力

Marks		
5	Correct structure, sequence, grammar and punctuation. Accurate characters (<i>ganmao, fashao, teng, du, lei</i> in PY allowed).	结构, 连接, 词汇, 语法及标点完全正确. 除感冒, 发烧, 疼, 累, 度完全使用汉字.
4	Above characteristics of good standard. Less than 5 extra syllables in PY.	结构等 相当正确. 少数(5字内)使用拼音.
3	Fair characteristics; Less than ten extra syllables in PY.	结构等普通; 10字以内使用拼音.
2	Information not conveyed accurately. Mainly in PY.	信息不太正确. 大部分用拼音
1	Information conveyed very poorly	信息非常不正确.

Section 2 – Reading and responding

Part A (学生应用英语回答，汉语不算分)

Question 16

Food made of flour/Noodles.

Question 17

Most northerners are taller/bigger than southerners.

Question 18

Beijing people drink more wine/eat more noodles than southerners.

Question 19

Having morning tea (yumcha)	Rice	Noodles/Cold noodles/Soup noodles/red wine/white wine/alcohol/spirit
Drinking soup	Home style dishes/cooking Sweets /desserts	three of the above (mention both noodles and wine)

Question 20

More than a month.

Question 21

spend fewer hours at the school or have more spare time – students get up later and go home early
 have more options of elective subjects
 more interactions between teachers and students or students ask more questions
 teachers use wider range of assessment or less exams

Part B (Question 22)

The capacity to understand general and specific aspects of texts

对题目中一般及特别方向的了解

Marks		
5	Include all five points: weather in Melbourne from Feb to Aug – description; raining – often raining? Plus more than one element; clothing – more than two items; how far from his place to school; means of transport to school.	信中包括5点: 二月到八月墨尔本-描写; 天气-描写2 点以上; 应该的衣服-3项以上; 住的地方离学校有多远; 怎样上学 - 方式.
4	Include four points or less description than the above.	信中包括4点 或较少描写
3	Include three points or less description.	信中包括3 点或较少描写
2	Include two points or less description.	信中包括2点或较少描写
1	Vague inclusion of one point.	信中提到1点.

The capacity to convey information accurately and appropriately

准确及适当地传达信息的能力

Marks		
5	Accurate information. Correct structure, sequence, vocab, grammar and punctuation; use all five features in the letter refer to Section 3). Length 90–165.	信息正确适当. 结构, 连接, 词汇, 语法及标点完全正确. 使用5种信件格式 (参考作文部分). 回信长度90–165 汉字.
4	Good aspects of the above; four features of the letter. Greater than/less than word limit.	信息相当正确. 结构等亦相当正确. 4种信件格式. 多于165或少于90汉字.
3	Fair aspects of the above; three features.	信息普通; 使用3种信件格式.
2	Information not accurately conveyed. One to two features.	信息不太正确. 1–2种信件格式.
1	Information very poorly conveyed.	信息非常不正确.

Section 3 – Writing in Chinese (学生以汉字写作, 但可以用到50%的拼音)

Relevance, breadth and depth of content

内容的切题性, 宽度和深度

Marks		
5	Content is relevant with very good information/facts/reasons/opinions. Comprehensive and sophisticated writing. Engage readers' interest appropriately.	内容切题; 信息, 事实, 观点及理由非常恰当. 写作全面而精炼. 极能吸引读者兴趣.
4	Content is relevant with good aspects. Writing is less comprehensive. Maintain engage readers' interest.	内容切题; 信息, 事实, 观点及理由尚恰当. 写作能力尚佳. 大致能吸引读者兴趣..
3	Content is less relevant with fair aspects. Less comprehensive writing. An effort is made to engage readers' interest.	内容较不切题; 信息, 事实, 观点及理由尚可. 写作能力稍差. 勉强引起读者兴趣.
2	Content is poor. Not interesting.	内容差. 不能引起读者兴趣.
1	Very poor content. Not comprehensive.	内容极差. 惨不忍读.

Appropriateness of structure and sequence

文章结构和联系的适当性

Marks		
5	Very good sequencing of information/facts/reasons/opinions. Clear structure of introduction, body and conclusion. All major text features included (refer to the list below).	信息,事实,观点及理由联系极佳. 结构分明,包括引言,主体和结论. 包括所有文章格式(各种格式见下表). 信件5种,短文2种,日记3种,演说4种。
4	Good sequencing of aspects. Structure basically correct. Fewer features included than in five.	文章联系尚佳.结构基本正确.包括较少文章格式.
3	Satisfactory sequencing of aspects. Structure unclear. Fewer features included than in four.	文章联系尚称满意.结构稍差.包括较少文章格式.
2	Undisciplined sequencing of aspects. Poor structure. Fewer features included than in three.	文章联系差.结构亦差.包括较少.
1	Poor/disjoint sequencing of aspects. Very poor structure.	文章联系,结构极差.

Accuracy, range and appropriateness of vocabulary and grammar

词汇及语法的精确性,范围和适当性

Marks		
5	Very good and most appropriate range of vocab and grammar. Character/pinyin writing is accurate. Punctuation is correct. >50% in characters. 180–220.	非常好,非常适当的词汇和语法范围.汉字/拼音及标点正确. 50%以上用汉字.字数180–220.
4	Good and appropriate range of vocabulary and grammar. Punctuation, pinyin or character writing is basically accurate.	词汇和语法范围 正确适当.汉字/拼音及标点大致正确.字数少于180 或多于220.
3	Appropriate range of vocabulary and grammar. Punctuation, pinyin or character writing is also fair.	词汇和语法范围尚可.汉字/拼音及标点尚称正确.
2	Range of vocabulary and grammar is limited. Character/pinyin writing and punctuation is not accurate.	词汇和语法范围差.汉字/拼音及标点不甚正确.
1	Very limited range of vocabulary and grammar. Character/pinyin writing and punctuation is undisciplined.	词汇和语法范围极差.汉字/拼音及标点甚差.

Text features of Questions 23 to 26 文章格式

Question 23

澳大利亚青年人课外活动 - 信

1收信人-笔友

2问候语

3结束语

4姓名

5日期 - 最后

Question 24

中国有名的地方- 短文

1题目

2作者姓名

Question 25

中了100万 - 日记

1日期

2天气

3结语 - 结论性或反射性

Question 26

说服同学继续学习中文 - 演说

1开场语(你们好, 大家好)

2题目

3结论

4结束语 (完了, 谢谢)