



## 2004 LOTE: Chinese Second Language GA 3: Examination

### Oral component

#### GENERAL COMMENTS

The general conversation and detailed study discussion were well executed by most students. There was a range of performances, from some outstanding students to others who had trouble sustaining the interaction. Students who were willing to participate and take the initiative, despite some vocabulary and grammatical errors, generally did very well. Students should be reminded that thorough preparation and confidence are needed to support their ideas and opinions.

#### SPECIFIC INFORMATION

##### Section 1 – Conversation

In this section, 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.

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

The performance of most students indicated that a good deal of preparatory work had been completed. Successful students carried on a conversation with assessors and responded confidently, using highly effective repair strategies when appropriate.

Students should be aware that relying too heavily on prepared responses can be detrimental to the natural flow of the interaction, especially when the answer requires extra information. Therefore, it is important for students to develop flexibility in their responses, including the ability to rephrase. Some students needed to provide more information when asked questions rather than respond in one sentence answers. Other students answered too quickly and did not hear the complete question. Students must listen carefully to the assessors and respond relevantly and appropriately.

Although there were some errors in the four tones, students were mostly able to emphasise their opinions and ideas by using intonation and stress. Tempo was also generally well maintained.

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

The majority of students were able to sustain a coherent conversation and express their ideas efficiently. Those who elaborated on and explored their ideas with ease achieved the highest marks. They came up with interesting responses and engaged the assessors by using eye contact and appropriate body language. Some students lost valuable marks by failing to enter into a more detailed discussion, even though they had understood the questions. Weaker students gave monosyllabic responses and waited to be supported with further questions.

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

Most students were able to express themselves clearly in a linguistically and culturally acceptable way. Many used a wide range of appropriate vocabulary and correct grammar, which was crucial to attaining high marks. Successful students showed consistent use of style and register and were able to rephrase; however, some students struggled when using complex sentence patterns. There were some common errors in general conversation, such as:

参加打网球, 打足球, 我家不有动物。

##### Section 2 – Discussion

The students were required to give a brief introduction to the detailed study (in no more than one minute) by indicating the main focus of their sub-topic and bringing to the attention of assessors any objects they had brought in to support the discussion. Most students coped well with the discussion, yet a proportion were inadequately prepared and struggled to respond to unexpected questions. Some students did not specify in their introduction what aspects of the sub-topic they had studied, while others had too many aspects and found it impossible to discuss every single one during the discussion. Some students brought in notes of the aspects of the sub-topic they had studied in order to help or to remind the assessors of their detailed study focus. It should be noted that this is not permitted as the assessors should be informed of the focus of the topic during the one-minute introduction.



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

Many students were able to handle questions well and had sufficient knowledge to maintain an even flow of conversation during the eight-minute discussion. Students with the ability to direct the flow of the discussion and who made interesting contributions were awarded the highest marks. Support objects were often very helpful in assisting students to develop their answers and sustain the discussion.

There were some students who seemed to avoid answering any questions they were not sure of or did not understand by saying, 'I'm sorry, I haven't learned this' or 'The resources I learned didn't mention this.' Although such responses are permitted, students should be careful not to overuse them.

Strong students maintained a smooth conversational flow. Some students' pronunciation was good but their intonation could have been better. Students who did well used accurate vocabulary, expressed themselves clearly and used a wide range of sentence structures.

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

Many students chose a topic which reflected their interests, allowed them to exhibit their linguistic ability and promoted discussion of the issues and resources studied. Some students' responses came across as rigid and unnatural, which could be a result of relying too much on prepared material. During the discussion, their answers tended to be irrelevant, at times repeating previous answers. Students should reshape their responses and ultimately answer the question asked.

Most 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. Examiners awarded points for initiating topics and maintaining the conversation with minimal assessor support; however, some students tended to rely too heavily on the assessors to guide them through the discussion. At times students answered in very brief sentences when they could have conveyed their understanding of the sub-topic to a greater extent.

Some students were not sufficiently prepared for their detailed study. When challenged during the discussion, they relied on their background knowledge to answer questions. For example, during the discussion of 'Chinese New Year', some students understood that Chinese New Year is on the first day of the Lunar Calendar but they did not know what the Lunar Calendar was. Some of the students were not clear about the relationship between the topic chosen and the resources used; therefore, they failed to clarify, elaborate on and defend their opinions and ideas by using the resources. Some of the sub-topics were too specific and it was difficult to develop the discussion, while others tended to lead students towards a mini-presentation rather than a discussion. Students should remember that the second part of the oral examination is a discussion, and therefore regular interaction is natural. Students need to practice expressing their opinions and extending them beyond the basic level.

**Language: Accuracy of vocabulary and grammar**

**Range and appropriateness of vocabulary and grammar**

Students who did well used appropriate vocabulary, expressed themselves clearly and provided a wide range of sentence structures. They also maintained the flow of conversation. The vocabulary and grammar used by most students was generally accurate. Some students' pronunciation was good but their intonation could have been better. In the detailed study, there were some errors such as: 人口大 (big population), 教日本 (to teach Japanese), and 不看过 (haven't seen).

## Written component

In total, 715 students participated in this year's written paper, which was a 15.7% increase on 2003. Students generally demonstrated an understanding of the requirements. As in 2003, only a handful of students replied in the wrong language; student preparation seems to be working well here. Most students handled the format and text features well, and demonstrated a clear understanding of the different styles of writing (for example, the text of a speech as opposed to a letter).

Section 1 – Listening and responding again seemed to be the major discriminator in this examination. Some students struggled to identify important points. It is important for students to practise examination-type questions and to be aware of the required word length, time constraints and the reasons for writing neatly. Students should be aware that the vocabulary used in this section is not bound by the character list on pages 14–17 of the Chinese Second Language Victorian Certificate of Education Study Design.

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In Section 3, most students chose Question 27, 28 or 29, with only a small proportion selecting Question 30, which was slightly more difficult for second language learners. Question 30 entailed a more imaginative use of language, and was best suited to students who may have had some additional exposure to Chinese. The questions were designed to offer a challenge to more accomplished students. All four tasks in this section delivered a comparable range of student outcomes.

Students should be aware of the word limit of 200 characters for Section 3, which is specified in the Study Design. Students must plan their time carefully to allow them to complete all the answers. Students should also practise writing in appropriate styles for different kind of audiences.

## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Text 1

##### Question 1

Ailin

##### Question 2

To inform Ma Li of the changes to the weekend's arrangements.

##### Question 3

- go to Xiao Gao's house
- bring some fruit
- pick up Ailin
- ring back Ailin.

#### Text 2

##### Question 4

- little white dog
- likes barking
- two black spots
- after 7:00.

#### Text 3

##### Question 5

A sports shop

##### Question 6

- she is interested in sports/participates in sports
- she has spare time
- she wants to make money.

##### Question 7

Tuesday afternoons, Thursday evenings and Saturday mornings, starting next week.

##### Question 8

Two hours

##### Question 9

\$9.50

##### Question 10

The manager will contact the applicant.

#### Text 4

##### Question 11

爸爸妈妈不让他在家玩电脑。

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## Question 12

因为她妈妈关了他的电脑/不让他玩电脑。

## Question 13

他爸爸妈妈不让他喝酒。/他过生日时，他爸爸妈妈不让他的朋友在他家过夜、玩电脑。

## Question 14

应该和爸爸妈妈多谈谈，多交流。/做完作业以后可以玩电脑。

## Text 5

### Question 15

书包和笔。

### Question 16

不让妈妈帮我。/爸爸没做什么。(one of the two)

### Question 17

- 很多好吃的东西;
- 两本字典和几本小说

## Section 2 – Reading and responding

### Text 6

#### Question 18

Two of:

- transport
- restaurants
- services.

#### Question 19

Two of:

- education
- sport
- business.

#### Question 20

To inform and to persuade.

#### Question 21

	<b>Before 1980</b>	<b>Now</b>
<b>Accommodation</b>	Few hotels, hard to find accommodation	Many four and five star hotels
<b>Number of tourists</b>	50,000	40 million

### Text 7

#### Question 22

- 50% England
- 15% Italy
- 30% China.

#### Question 23

Because his classmates' parents are from different backgrounds, it is a multicultural class.

#### Question 24

They own/are running a restaurant.

#### Question 25

- they both have the same family background

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- they both like Maths
- they both like sitting together in the same class (the two of them).

## Text 8

### Question 26

#### Criterion 1: capacity to understand general and specific aspects of texts

Location:

- where?
- what sort of facilities?
- what can you buy?
- trading hours?
- how to get there?

#### Criterion 2: capacity to convey information accurately and appropriately

Text type: report (with an opening and conclusion).

## Section 3 – Writing in Chinese

Students were required to keep within the given word limit of 200 characters when responding to this section.

### Question 27

#### Criterion 1: relevance, breadth and depth of content

Content:

- where? Which city/school/scenic spots/country?
- experience(s)/events
- benefits/achievements.

#### Criterion 2: appropriateness of structure and sequence

Conventions of discourse form (article for newsletter):

- date
- place
- author (fictional name)
- register, style, layout.

#### Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

Word length, word order

### Question 28

#### Criterion 1: relevance, breadth and depth of content

Content:

- greeting
- reason/purpose
- the benefit of studying humanities (different value/time/interest).

#### Criterion 2: appropriateness of structure and sequence

Conventions of discourse form (letter):

- greeting/salutation
- format for concluding
- address
- date
- register, style, layout.

#### Criterion 3: accuracy, range and appropriateness of vocabulary and grammar

Word length, word order

### Question 29

#### Criterion 1: relevance, breadth and depth of content

Content:

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- your country/history
- cultures/customs
- scenic spots.

## **Criterion 2: appropriateness of structure and sequence**

Conventions of discourse form (informative speech):

- structure
- register, style, layout.

## **Criterion 3: accuracy, range and appropriateness of vocabulary and grammar**

Word length, word order

### **Question 30**

#### **Criterion 1: relevance, breadth and depth of content**

Content:

- the world of 2050
- interesting/imaginative.

#### **Criterion 2: appropriateness of structure and sequence**

Conventions of discourse form (imaginative story):

- structure
- author (fictional name)
- register, style, layout.

#### **Criterion 3: accuracy, range and appropriateness of vocabulary and grammar**

Word length, word order