



2006 **LOTE: Chinese Second Language GA 3: Examination**

Oral component

GENERAL COMMENTS

Many students handled the Conversation and Discussion well, demonstrating a thorough preparation for their oral examination. Some students were very willing to participate, taking the initiative to respond appropriately. Not surprisingly, these students did well, even if their language did contain some vocabulary and grammatical errors. Some students had trouble sustaining the exchanges, most likely due to a lack of preparation. In addition, there were some students who needed more examination strategies and confidence in order to support and further elaborate upon their ideas and opinions.

Students should be reminded that thorough preparation as well as confidence is needed to give the best performance.

SPECIFIC INFORMATION

Section 1 – Conversation

The seven-minute Conversation is about the student's personal world, including school and home life, family, friends, interests and aspirations. This section was designed to test the student's 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

Many students were able to interact with the assessors and demonstrate effective communication and repair strategies. Some of them provided extensive responses to the questions asked, confidently moving the exchange forward while simultaneously using accurate language, a sophisticated range of vocabulary and complex structures. It was pleasing to note that a number of students engaged the assessors with eye contact and appropriate body language. However, there were some students who relied too heavily upon their rehearsed responses and, as a result, found it hard to carry on a natural flow of interactive conversation when extra information was required in the answer. In addition, some students answered with haste, not waiting for the complete question. It is vital that students listen very carefully to what the assessors are asking and respond relevantly and appropriately.

Most students had good pronunciation although some needed to pay careful attention to the four tones and the pronunciation of *zhi, chi, shi* and *zi, ci si*. On the whole, students were able to emphasise their opinions and ideas through intonation and stress. Tempo was generally well maintained.

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

Most students maintained a relevant conversation and efficiently conveyed their ideas. Students who performed well expanded upon and explored their ideas with ease and used engaging content. These students were keen to initiate topics and to sustain the conversation without much support from the assessors. Some students expressed themselves naturally and vividly as if they were eager to tell the assessors about their personal world.

Some students understood most of the questions, but were unable to expand upon their answers. Weaker students gave monosyllabic responses and waited for further questions.

Language: Accuracy of vocabulary and grammar

Range and appropriateness of vocabulary and grammar

Many students used a wide range of appropriate vocabulary and correct grammar, expressing themselves clearly in a linguistically and culturally acceptable way. A number of them showed consistent use of style and register and were able to rephrase if necessary. There were even some Chinese sayings and idioms used in the conversation, such as 三思而后行, 天下无难事, 只怕有心人, etc.

Section 2 – Discussion

In the Discussion, students were required to indicate to the assessors the sub-topic chosen and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. Most students performed well in the Discussion; however, some were under prepared and had difficulty in



responding when they were asked unexpected questions. Some did not specify in their one-minute introduction what aspects they had studied. Others had too many aspects and it was impossible to discuss every single aspect during the discussion.

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

In the Discussion, many students handled the questions well and had sufficient knowledge to maintain an even flow of discussion. Excellent students were able to direct the discussion and make interesting contributions. Supporting objects often worked quite well as they helped the student develop answers and sustain the discussion. However, some of the supporting objects or illustration materials had too many Chinese characters on them. Some students who had been advised not to use these supporting objects felt that this had affected their performance as they had relied too heavily on these supporting objects rather than their language skills. Students need to be aware that if they have brought any supporting material with them, this material should not have Chinese characters or Pinyin on it (apart from a label or a heading).

Some students' communication strategies were not adequate during their interaction with the assessors. Students need to know how to ask for clarification if they are not sure of a question, and they cannot assume that assessors will only ask questions they have practised at school. If asked a question about an aspect which they have not covered or is not closely related to their Detailed Study, to avoid a long awkward pause, the student should either say to the assessors politely 老师，对不起，这部分我没学过，可是我学过... or use the knowledge they have learned to explain by saying 老师，这方面我没有学过，可是我觉得...

Pronunciation, intonation, stress and tempo are also assessed in the communication section. 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. Some students were too soft in their vocal delivery and avoided eye contact with assessors.

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

Many students performed well; however, some students relied too much on pre-prepared material. During the Discussion, their answers tended to be irrelevant and were repetitive at times. Some students brought a visual aid but were not familiar with its details and this exposed their weaknesses to the assessors when questions relating to the visual aids were asked. Some students had covered too many aspects in their Detailed Study and as a result every aspect was lacking in depth and focus. This did not lead to a good discussion.

A number of students were able to keep the Discussion relevant, provide a good range of information and ideas on the topic chosen and support their opinions with good examples. Their discussions were very well focused, demonstrating good breadth and depth. Some students relied on assessors to prompt them and lead the conversation, often responding with very brief answers rather than expanding beyond a single sentence. Some students were not sufficiently prepared for the Discussion. As a result, they were unable to expand upon their sub-topics, providing only factual information.

Many students chose a topic which not only reflected their interests, but suited their linguistic ability and promoted discussion of the issues and resources studied. There were some interesting topics such as 上海人的生活, 广东人怎么过春节, 中国的国球 - 乒乓球, 中国风水. Some topics may be more suitable to the Chinese Second Language Advanced students, such as 邓小平, 秦始皇, 广东菜, 豆腐, 茶叶与鸦片, 中国的婚俗 and 西游记. These topics, to some extent, are beyond the average Second Language learners' Chinese level.

Some students used pre-prepared sentences to avoid answering difficult questions. If they did not understand a particular question they tended to say 'I haven't learnt this part'. Therefore, it made the assessment much harder as the assessors could not judge their linguistic ability.

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.



Written component

GENERAL COMMENTS

Most of the 751 students did well in this year's Chinese Second Language written examination, showing the development of their language skills throughout the school year. The majority were well prepared and demonstrated a good understanding of the requirements.

It was evident that Section 1 – Listening and responding is still the most challenging task for the genuine Second Language students. Students are advised to read the questions carefully during the 15 minutes reading time and anticipate possible words or phrases that may appear. They also need to be able to take out the particles, like 啊, 呀, 呢 and 啦, when they are combined with certain words. Many students still did not use the note-taking columns in this section.

Many spelling and grammatical errors still occurred in English answers in Part A of both Sections 1 and 2. Students are advised to use their Chinese–English dictionary to ensure that their responses are correct.

In Section 3, most students chose Question 18 or Question 22, generally preferring to respond to either personal or informative tasks. In general, they handled the format and text features well but some work lacked depth and breath. Inclusion of Chinese idiomatic phrases in the introduction or concluding paragraphs would be an advantage.

Many students did not mark the number of the question they were answering for Section 3 in the box on page 12. The word limit of 200–250 characters should be observed, and students should delete or cross out excess characters at the completion of the written examination. It is important that students plan their time carefully to allow them to complete all the answers. Students should also practise writing in appropriate styles for different audiences.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Text 1

Question 1

38.4 degrees

Question 2

Both of:

- she has an examination the day after tomorrow
- she thought it would help her to recover more quickly.

Question 3

Lisa should take her tablets:

- before meals/food
- three times per day.

Text 2

Question 4

Both of:

- although it is an American film, it is a Japanese story/about Japanese people
- there are several Chinese movie actors in the film.

Question 5

Either of:

- everyone is welcome
- tickets are for both teacher and students.

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Text 3

Question 6

Any five of:

- there is beautiful scenery
- there are many trees along the street – health/environment
- it is close to shops
- there is a good primary school
- children can play at a playground nearby
- there are friendly neighbours.

Question 7

Both of:

- there is a street barbecue every month
- good communal spirit/friendly.

Part B

Text 4

Question 8

他们是表姐表弟。

Question 9

山东农村 / 林枫父母山东老家。

Question 10

因为林枫的爸爸妈妈要他来山东老家看李小花他们。

Question 11

- 住房—(以前房子很小, 孩子又多, 住得很不舒服)。
- 现在房子又大又舒服。(有三间卧室, 两间客厅)。
- 交通—从前进城只能走路或者骑自行车。
- 现在可以火车或者坐公共汽车, 坐汽车。

A total of 15 marks were available for this section: 10 marks for specific aspects of texts and five marks for characters and grammatical accuracy.

Section 2 – Reading and responding

Part A

Text 5

Question 12

Name of applicant	Fang Xiaolin/Xiaolin Fang
Job application for	<ul style="list-style-type: none"> • waiter • Ke Kou Restaurant
Education	high school graduate
Work experience	
Years of experience	Places of work
Two years	Three Star/San Xing Restaurant
Two years	Hong Lou Restaurant
One year	Take away food shops
One year (Jan 2001 – Dec 2001)	Year 7 student
Talents	speaks Chinese, English and French
Special award	best waiter award
Interests	cooking and Chinese food

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Question 13

Because he:

- is confident and conscientious
- can give the best service to the customers.

Question 14

Any two of:

- 'Hello' instead of 'Dear'
- 'wish you happiness'
- date under the name.

Part B

Text 6

Question 15

中国和台湾有很多马路都叫中山路，就是纪念他。

Question 16

- 他参加救国活动。
- 1912年他建立了中国第一个共和国。

Question 17

医生和政治家。

Ten marks were available for this section: five marks for comprehension and five marks for character writing and grammatical accuracy.

Section 3 – Writing in Chinese

The word limit for Section 3 was 200–250 characters. Responses that went over this length did not have the extra portion assessed.

Question 18

Question 18 was a personal task in which students had to write a speech to be given at a Year 12 assembly about the experience of making friends during their time at school.

Criterion 1: Content

- 学生时期交友经历
- 益友
- 损友
- 有意义的事件，教训和经验
- 结论

Criterion 2: Structure

- format
 - (各位老师)，各位同学
 - 你们好，大家好
 - 题旨
 - 完了 / 谢谢
- paragraphing
 - introduction
 - description
 - conclusion
- linkage

Criterion 3: Vocabulary and grammar

- range
- accuracy

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- sentence patterns
- idiomatic phrases

Question 19

Question 19 asked students to write an evaluative report for their school magazine about the advantages and disadvantages of mobile phones in their lives.

Criterion 1: Content

手机的普及型, 好处, 坏处, 结语

Criterion 2: Structure

- format
 - topic
 - writer
- paragraphing
 - introduction
 - description
 - conclusion
- linkage

Criterion 3: Vocabulary and grammar

- range
- accuracy
- sentence patterns
- idiomatic phrases

Question 20

Question 20 asked students to write a persuasive letter to a Chinese friend to persuade the person to attend a university course in Melbourne instead of Sydney.

Criterion 1: Content

- 启始语 — 高兴他能来澳,
- 墨尔本优于悉尼, 在墨尔本上大学的好处 (大学设备, 课程, 老师), 可就近照顾
- 结语

Criterion 2: Structure

- format
 - xx 友
 - 你好
 - 祝您 愉快
 - 名字, 日期
- paragraphing
 - introduction
 - description
 - conclusion
- linkage

Criterion 3: Vocabulary and grammar

- range
- accuracy
- sentence patterns
- idiomatic phrases

Question 21

Question 21 asked students to write a story about their expectations of a mystery pet they are to be given for their birthday.

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Criterion 1: Content

- 自我介绍
- 为什么喜欢宠物
- 为什么一直没有宠物
- 生日得到宠物
- 如何养
- 结语

Criterion 2: Structure

- time sequence
- format
 - story
 - title
 - author
- paragraphing
 - introduction
 - description
 - conclusion
- linkage

Criterion 3: Vocabulary and grammar

- range
- accuracy
- sentence patterns
- idiomatic phrases

Question 22

Question 22 asked students to write a plan outlining the details of activities they plan to undertake during their three-month holiday.

Criterion 1: Content

- 假期起止日期
- 旅游计划
- 工作计划
- 休闲计划
- 读书计划

Criterion 2: Structure

- time sequence
- format
 - name of plan
- paragraphing
 - introduction
 - description
 - conclusion
- linkage

Criterion 3: Vocabulary and grammar

- range
- accuracy
- sentence patterns
- idiomatic phrases