



2005 LOTE: Chinese Second Language Advanced GA 3: Examination

Oral Component

GENERAL COMMENTS

Most students appeared to be confident and were well-prepared for the oral examination. Students generally understood all of the questions asked about their family, hobbies, school life and future aspirations. The students who excelled gave extended responses to the questions, while students who responded with briefer responses often fell short of the required standard.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were expected to interact with assessors in talking about their personal world; for example, family and friends, school and home, interests and aspirations.

Criterion 1: Communication

Demonstrated capacity to maintain and advance the exchange appropriate and effectively. Clarity of expression.

Most students were prepared for this section and were able to respond to questions that the examiners posed. Students generally spoke with clarity and used an appropriate range of vocabulary and grammar, although some had difficulty in expressing their ideas clearly and in sequence.

Most students understood the assessors' questions and were able to carry on the conversation smoothly. Outstanding students had obviously anticipated the type of questions that might be asked, and had prepared appropriate and interesting responses.

Criterion 2: Content

Relevance, breadth and depth of information, opinions and ideas.

While some students had prepared sound content, many were unable to communicate in depth, even when assessors tried to guide them in exploring the content in detail.

Well-prepared students repeatedly provided extended responses, although those who were less prepared could only respond with very simple and short answers.

Criterion 3: Language

Accuracy of vocabulary and grammar. Range and appropriateness of vocabulary and grammar.

A certain number of students prepared sophisticated expressions. Students' results reflected the fact that some were able to use highly structured and complicated language, while others were not.

Some examples of the misuse of language or grammar included '亲戚' and '亲属', '克服困难' to '克服问题'.

Many students did not have a broad vocabulary but were able to successfully repair their sentences through self-correction strategies.

Section 2 – Discussion

Criterion 1: Communication

Demonstrated capacity to maintain and advance the exchange appropriately and effectively. Clarity of expression.

Students were generally well-prepared for discussing their Detailed Study. Most students were able to communicate well with assessors. The more capable students responded to a broad range of questions and provided in-depth information on their chosen topic.

Successful students delivered a fluent discussion that was supported by animated gestures, smiling and engaging eye contact. In general, students responded to questions logically and fluently.



Students are reminded that this section is a discussion, not a presentation. They need to address their research actively through communication. Some students' introductions were too long, some were too short, and others were not clear. Some students did not focus on the questions asked and could therefore not answer appropriately.

Some students tended to recite the content as a prepared discussion. Therefore, if the assessors' questions were different in any way from those that had been anticipated, the students could not answer adequately.

Criterion 2: Content

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

Most sub-topics were culture-based and well presented; however, others were too broad to enable a sufficient analysis or too narrow to expand on properly.

Some students did not carry out a sufficiently in-depth study of their chosen sub-topic and relied instead on common knowledge to justify their discussion. It is important that students develop a balance of depth and breadth in their research topic. Some students mentioned their references but did not incorporate them into the discussion of their research.

Some sub-topics lacked a definite and clear focus. The topics selected for the Detailed Study must link to the prescribed themes in the Study Design. Some students had prepared topics that were beyond their capacity to discuss fluently, or were too shallow to allow for sufficient elaboration.

Criterion 3: Language

Accuracy of vocabulary and grammar. Range and appropriateness of vocabulary and grammar.

Generally speaking, students had prepared well for this section, although a few students made mistakes with sentence structures and grammatical patterns.

Some students are able to use complex language, while others lacked depth and breadth of vocabulary and used only simple grammatical structures. Only a few students prepared sufficiently sophisticated expressions.

Written component

GENERAL COMMENTS

There were 346 students who participated in this year's written examination. Most students demonstrated a good understanding of the requirements and performed reasonably well, particularly in Section 2, Reading and responding, and Section 3, Writing in Chinese.

Section 1, Listening and responding was the major discriminator in this year's examination. Many questions were worth two or three marks, but some students only scored one mark as they had only focused on one aspect of the question and missed the rest of the details. Some responses contained spelling mistakes.

The five topics in Section 3 were well-designed, within the students' abilities and of similar difficulty. Some students did not adhere to the formats required for the different text types. Students should be aware that the length is strictly limited to 250–300 Chinese characters, and avoid exceeding this limit or submitting responses without sufficient words to provide substantial content.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Text 1

Question 1

- level of the class (advanced, intermediate or beginner)
- time/duration (full day, half day and evening classes)
- subjects/contents (grammar, listening and essay writing classes)

2005 Assessment Report



Question 2

- teachers for different classes
- classroom allocation
- timetable

Question 3

- to talk with other students/teachers
- to find out more about the study

Question 4

- when: 1:30 pm
- where: outside the principal's office

Text 2

Question 5

- free drinks and snacks
- their own exclusive lounge
- choice of coach

Question 6

Option B – standard with discount

Question 7

A receipt

Listening and Responding

Part B

Text 3

Question 8

- 长江的源头在青藏高原，它从西向东流进东海
- 上游流经很多山地，水流很快
- 长江中游河道弯曲，水流速度也不一样
- 长江中下游两岸大多是平原

Question 9

- 长江的水可以用来发电，因为水资源丰富
- 长江两岸的农业比较发达，因为土壤肥沃
- 长江两岸人民每年夏季会因为下雨而受水灾
- 长江给两岸人民带来很多财富

Question 10

表达了两个相爱的人借助长江对彼此的思念。

Section 2 – Reading and responding

Part A

Text 4

Question 11

11a.

- it is the largest and flattest island country
- the north is a torrid zone
- the central region is extremely dry, and the temperature can be between 30 and 40 degrees
- the southern part has a variable climate
- natural scenery
- most large cities are located on the coast

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11b.

- Sydney Opera House
- the Australian Open (tennis)
- the Grand Prix

Question 12

- warm-hearted
- generous
- very hospitable

Question 13

	People who
Independent travel	<ul style="list-style-type: none">• like to have a choice of transport• prefer cheaper options• want to visit many places• can work while travelling.
Package tours	<ul style="list-style-type: none">• want to visit commercial city Sydney and garden city Melbourne• are prepared to pay a little more• have limited time• prefer convenience• do not wish to organise their own itinerary.

Question 14

Either of:

- to publicise/advertise Australia as a tourist destination
- to persuade people to visit Australia.

Part B

Text 5

Question 15

- 因为每天都下雨，我们没机会练习
- 从来没有赢过悉尼队，心里紧张
- 我和大为前两天生了病，下半场体力不行
- 场地上的雨水太多，我们队也越打越差
- 裁判不公平

Question 16

我觉得是，因为我队先赢后输/ 因为比分很接近。/ 我觉得不是，因为我队输了。

Section 3 – Writing in Chinese

Question 17

Criterion 1: Relevance, breadth and depth of content

The content of the report should have included:

- several advantages of working immediately after graduating from secondary school
- an objective discussion of the advantages
- a discussion of some of the disadvantages.

Criterion 2: Appropriateness of structure and sequence

The conventions of the text type report (evaluative) required:

- topic
- author (fictional name)
- register, style
- word length.

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Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

- grammar
- language: range of vocabulary and accuracy of character writing
- punctuation

Question 18

Criterion 1: Relevance, breadth and depth of content

The content of the speech should have included:

- personal experiences, to convince others what should be done for a better trip
- a list of several relatively important aspects the others need to pay special attention to.

Criterion 2: Appropriateness of structure and sequence

The conventions of the text type speech (informative) required:

- structure
- register, style, layout
- word length.

Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

- grammar
- language: range of vocabulary and accuracy of character writing
- punctuation

Question 19

Criterion 1: Relevance, breadth and depth of content

The content of the letter should have included:

- reasons/purpose
- personal feelings.

Criterion 2: Appropriateness of structure and sequence

The conventions of the text type letter (personal) required:

- greeting/salutation
- format for conclusion
- name (fictional)
- date
- register, style
- word length.

Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

- grammar
- language: range of vocabulary and accuracy of character writing
- punctuation

Question 20

Criterion 1: Relevance, breadth and depth of content

The content of the diary entry should have included:

- several exciting events that happened during the first day of work
- personal feelings.

Criterion 2: appropriateness of structure and sequence

The conventions of the text type diary entry (imaginative) required:

- date
- weather
- introduction
- conclusion
- register, style
- word length.

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Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

- grammar
- language: range of vocabulary and accuracy of character writing
- punctuation

Question 21

Criterion 1: Relevance, breadth and depth of content

The content of the article should have included:

- a suggestion for a sport
- reasons/purpose
- the benefits for your school (win the support from the students in your school).

Criterion 2: Appropriateness of structure and sequence

The conventions of the text type school newspaper article (persuasive) required:

- topic
- author (fictional name)
- introduction
- conclusion
- register, style
- word length.

Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

- grammar
- language: range of vocabulary and accuracy of character writing
- punctuation