



2011 Languages: Chinese Second Language Advanced GA 3: Examination

Written component

GENERAL COMMENTS

Overall, student performance on the 2011 examination was sound, with some students displaying skills at a commendable level. Time management is vital during the examination, as some students appeared to rush through the last two sections, and a few did not finish the paper. Suggested times for each section of the examination can be found on the front page of the paper. Teachers and students should try to adhere to these times when preparing for the written examination during the year.

In general, students performed well in the listening section of the examination. However, some students lost valuable marks, not because of inadequate language skills, but because they were unable to distinguish between essential and non-essential information. This was apparent in that some students attempted to simply ‘transcribe’ the listening material and often missed the most relevant information during the process.

In Section 2, it is important that students read the whole question carefully as some questions may have more than one part. It was common, in both Part A and B, for students to only answer the ‘what’ part of the question, while failing to either address the ‘why’ component or to provide the examples required. In Part C – Translation, it was gratifying to see that some students demonstrated an excellent command of both the Chinese and English languages; however, unfortunately, there was a small number of students who appeared to struggle with both.

In Section 3 – Writing in Chinese, the overall quality of the writing tasks showed that students had been well prepared, with some clearly demonstrating a high level of control of the language. In the best pieces of writing, students also displayed excellent structures that had a clear introduction, topic sentences in the main body, one main idea in each paragraph and a brief but effective conclusion. It was pleasing to see that the majority of students had a clear understanding of the text type features required for their chosen topic.

Students are encouraged to use their dictionaries to look up characters they don’t know instead of using Pinyin, as such attempts were treated as spelling mistakes in sections where responses in Chinese were required.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Students handled this section confidently, responding accurately to most questions. In general, students demonstrated that they had a sound global understanding of the listening texts, although some students appeared to have difficulty in selecting specific information when responding to individual questions. Some students did not include all the details required to gain full marks, especially for Question 2b. Students are advised to read the questions carefully, identifying key words and paying special attention to all related information.

Part A – Answer in English

Full marks were given if a student produced a correct answer with some minor English language mistakes; for example, in Question 2b., using ‘successfully acted’ instead of ‘successfully acted’. However, marks were deducted if the key words/phrases were wrong; for example, in Question 1b., using ‘cloth’ instead of ‘clothes’, and in Question 2b., ‘reward’ instead of ‘award’.

Question 1a.

Both want to buy famous/brand leather shoes.

Question 1b.

Because Gao Li has already got enough/too many clothes to open a shop.

Question 2a.

He has a funny/comic/lovable face.

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Question 2b.

He received an award for his earliest movie. He successfully acted in the three recent famous movies.

Part B – Answer in Chinese

Students are reminded that, when answering in Chinese, they must write in full sentences.

Question 3a.

中国和澳大利亚私立学校的学生都要穿校服。

Either or both of the following:

澳大利亚学生有更多的课外活动。 or (中国学生没有澳大利亚学生的课外活动多。)

中国学生周末要去上课/上学。

Students needed to mention the similarity as well as at least one difference to gain full marks.

Question 3b.

中国学生喜欢上好的公立学校。

没写完整句子扣 1 分。

两到三个*汉字/语法错误扣 1 分。四个扣 2 分。

*包括所有文字

Information	Language
3 points	2 marks
2 points	1 mark
1 point	1 mark

Section 2 – Reading, responding and translating

Part A – Answer in English

The text in this section appeared simple on first reading. However, to respond correctly to all of the questions proved to be quite challenging, with a large number of students failing to include all the relevant and detailed information required. There were also students who mixed up Questions 4c. and 4d. Students need to realise that not all questions are based purely on the factual information of the text; some questions are open-ended and require them to exercise their ability to analyse or summarise the information they read and use it to draw relevant conclusions. It is also worth mentioning that students need to generate their answers to these questions according to the information provided in the text, not from their own opinions; for example, for Question 4e.

Question 4a.

Qixijie is also known as Chinese Valentine's/Lover's Day.

Question 4b.

- Niulang: (a man who lives on Earth and) falls in love with Zhinu
- Zhinu: (a fairy who lives in Heaven and) falls in love with Niulang
- Zhinu's mother: does not allow her daughter to be in love with Niulang/allow them to see each other once a year

Question 4c.

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



Question 4d.

The legend is maintained because:

- people go outside to watch the two stars on that night
- young people sing love/folk/traditional songs (not just sing songs or mountain songs or talk)
- young people exchange presents (give presents to each other)
- old people tell young people the legend/story (young people listen to old people telling the story).

Question 4e.

The legend tells us that (one of):

- traditional Chinese love and marriage needs to have the parents' consent
- parents play an important role in young people's love and marriage
- traditional Chinese love and marriage is sweet and unbreakable.

Responses were accepted as long as the answer was reasonable and was based on the information provided in the text.

Part B – Answer in Chinese

Again, the text itself was quite manageable in terms of the level of difficulty of the vocabulary and sentence structures. Students were assessed on their ability to comprehend the text as well as to produce accurate and appropriate answers in Chinese. It was apparent that many students understood the reading, but were penalised for not being specific enough to meet the requirements. An example of this was Question 5a.: 'Who is eligible to attend both stages of the Chinese Bridge Competition?' Students who did not differentiate the eligibility of the two stages in their answers did not receive full marks. Some students had difficulty interpreting the table in Question 5c. Care should be taken when writing in Chinese to avoid using the wrong characters.

Question 5a.

在中国以外学汉语的大学生和中学生都能参加“汉语桥”的初赛。那些在初赛中得了前两、三名/前几名的学生可以去中国参加 决赛。

Question 5b.

很多外国学生很喜欢“汉语桥”比赛，or 很多人参加自己国家的“汉语桥”初赛。(or both) 到现在已有 60 多个国家、近千名学生参加了中国的决赛。

Question 5c.

“汉语桥”比赛在美国最受欢迎，因为（从 2009 年以来）参加的学生人数最多。
注释：如学生写别的国家，必须有充分理由证明论点。

Question 5d.

他们表现得很好，因为去年中学生队得了第二名。

If students did not write a complete sentence, one mark was subtracted for criterion 2. Language was marked for its accuracy, including syntax.

Part C – Translation

Most students handled this section well. They demonstrated a thorough understanding of the texts and were able to convey the content of the passages in clear English. Some students managed to translate all three passages, despite some misunderstanding of important information; while a small number of students could not finish translating all of the texts. While some minor English language mistakes were tolerated in Part B of Sections 1 and 2, in this section, students were penalised for making spelling and grammatical errors.

Criterion 1: The capacity to understand the passage and convey the meaning in accurate and appropriate English

Question 6

Example (4 marks)

Canberra is the capital city of Australia, and it is also the 8th largest city in Australia. In 1908, people's viewpoints were different when they were choosing for either Sydney or Melbourne to become Australia's capital city. In the end, Canberra had

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been chosen to be the capital city. Although Canberra is very beautiful, some people do not like living there that much, as it is not close to other major cities or beaches.

Example (3 marks)

Canberra is Australia's capital city, and it is also Australia's 8th big city. People had different perspectives in 1908 when Sydney has chosen as Australia's capital city. Eventually, had to choose Canberra as the capital city. Even though Canberra is beautiful due to being far from city and sea, some people don't like living there.

Example (2 marks)

Canberra is capital city in Australia; it also is 8th big city in Australia. In year 1908, when choose capital city between Melbourne or Sydney, people have different point of view, at end to choose Canberra become Australia's capital city. Canberra is so beautiful, but some people don't like live there, because Canberra is to far between big city and beach.

Question 7

Example (3 marks)

Freeway allows people to get to the place they want to in a very short period of time. But the traffic in cities is not very optimistic for people, because there are too many private cars. So it's better for people to take buses or ride bicycles more often.

Example (2 marks)

Freeway can let people go to the place they want in a very short period of time. However, the traffic in city isn't very pleasant to people as there are too many private cars. Therefore people should take the bus or ride the bike more often.

Example (1 mark)

Highway car help people go to their place where they want to in a very short time. But the traffic in the city is not so optimistic, because there is too much private cars, therefore it's still best to take more buses or ride more bicycle to travel around.

Question 8

Example (3 marks)

I am working at a big restaurant/hotel lately, because I can speak not only English but also Chinese. That is why I have the chance to get this job. Next year, I am planning to go to China to learn Chinese and at the same time working as an English tutor.

Example (2 marks)

I am recently working in a restaurant, because I could speak both Chinese and English, hence I could have the opportunity to receive this job. Next year I am planning to go to China, to study China as well as being a English tutor.

Example (1 mark)

I am work in a big hotel recently, because I am not only can speak English, I can also speak Chinese, so I have the opportunity to get this job. Next year, I plan to go to China, then one hand study Chinese, on the other hand do the English teacher.

Criterion 2: The capacity to interpret and express grammatical aspects of the passage accurately

The translation needed to cover the following grammatical points to gain full marks.

一个一分 (共 5 分)

Question 6: 只好 had to, had no choice but ...

虽然...但是 Although ..., / ... but

Question 7: 最好 (it would be) better

Question 8: 不但...还会 not only ... but also

一边...一边 while/at the same time/as well as



Section 3 – Writing in Chinese

It was pleasing to see that all questions were attempted, although Questions 9, 11 and 12 were more popular than 10 and 13. Most students displayed an excellent knowledge of the different text type features and the kinds of writing required by their chosen topic. However, some students produced an informative piece for Question 11, focusing on introducing what new facilities the school had, rather than the need to persuade the audience to make use of these facilities. On the other hand, some students treated Question 12 as a persuasive writing task by mistake. Many students attempted to use idioms in their essays to enhance the range of their vocabulary; however, they must make sure that they use them appropriately. Students should take note that some of the features of idioms are that they are often syntactically, grammatically and culturally restricted; a lack of thorough understanding of these features may result in inaccurate use of them.

Criteria

- relevance, breadth and depth of content 6 marks
- appropriateness of structure and sequence 6 marks
- accuracy, range and appropriate of vocabulary and grammar 8 marks

Question 9

Criterion 1: Content (6 marks)

- 取得了(什么样的)好成绩
- 取得好成绩的原因, 如: 兴趣, 努力学习, 等
- 学习方法, 如: 看中文节目, 每天听中文广播, 等
- 内容恰当, 有深度和广度
(考虑长度)

Criterion 2: Structure and sequence (6 marks)

- 日期: 月, 日, (缺一扣一)
- 天气 1 分
- 开头, 正文, 结尾 (没开头没结尾各扣一分)
- 句子连贯, 段落间发展有序

Criterion 3: Language (8 marks)

词汇丰富, 表达准确, 用词恰当, 句型多样可评为 8 分, 然后依次递减。
常出现的错误: 句子结构, 病句, 表达不恰当, 乱用成语, 错别字。

Question 10

Criterion 1: Content (6 marks)

- 介绍/概括澳大利亚多元文化
- 至少两个具体的生活在澳大利亚多元文化社会的不同方面
- 内容恰当, 有深度和广度
(考虑长度)

Criterion 2: Structure and sequence (6 marks)

- 无《中文报纸》/日期, 无标题, 无作者各扣一分。
- 开头, 正文, 结尾 (没开头没结尾各扣一分)
- 句子连贯, 段落间发展有序

Criterion 3: Language (8 marks)

- See Question 9

Question 11

Criterion 1: Content (6 marks)

- 学校有哪些新设备 (至少提到 3 种)
- 很多学生不用这些设备
- 从至少两个不同的方面鼓励学生使用这些设备
- 内容恰当, 有深度和广度, 言之有理

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(考虑长度)

Criterion 2: Structure and sequence (6 marks)

- 大家好；演讲题目；我说完了/谢谢。缺一扣一分，最多扣三分。
- 开头，正文，结尾，（没开头没结尾各扣一分）
- 句子连贯，段落间发展有序

Criterion 3: Language (8 marks)

- See Question 9

Question 12

Criterion 1: Content (6 marks)

- 两个改建成儿童游乐园的好处
- 两个改建成儿童游乐园的坏处
- 内容恰当，有深度和广度，言之有理
(考虑长度)

Criterion 2: Structure and sequence (6 marks)

- 无《地方报纸》/主编，你好！，祝好！署名，日期。少一扣一分，最多扣3分。
- 开头，正文，结尾，（没开头没结尾各扣一分）
- 句子连贯，段落间发展有序

Criterion 3: Language (8 marks)

- See Question 9

Question 13

Criterion 1: Content (6 marks)

- 2041年机器人世界什么样
- 有关这个机器人特点, 相貌, 技能等方面的简单描写
- 冒险的故事：发生 -- 情节发展合情合理（应占主体）
- 故事适合儿童
(考虑长度)

Criterion 2: Structure and sequence (6 marks)

- 无题目，无作者，无时间，各扣一分
- 开头，正文，结尾，（没开头没结尾各扣一分）
- 句子连贯，段落间发展有序

Criterion 3: Language (8 marks)

See Question 9