



2012 Languages: Chinese Second Language Advanced GA3: Examination

Written component

GENERAL COMMENTS

Overall, students performed well on the 2012 Chinese Second Language Advanced written examination. They were able to answer the questions readily, with some strong students demonstrating maturity and sophistication in their responses. However, there were also students who struggled to complete all sections, with either the translation questions or Section 3 questions left unfinished.

In general, students performed well in the Listening and responding section of the examination. However, a small number of students appeared to have difficulties with understanding the listening material and quite a number of students failed to provide all of the required details in their responses to gain full marks. It is important that students read the questions carefully and identify the all relevant information.

Students managed the Reading, responding and translating section of the examination reasonably well. It is important, however, that students convey information accurately and appropriately. Quite a number of students found the 2012 translation questions challenging. They appeared to be unfamiliar with many of the descriptive expressions as well as complex sentence structures – an area that many students need to improve on.

In the final section, Writing in Chinese, students showed an impressive knowledge of the features of the text types. However, students need to read the questions carefully and pay special attention to key words in each question so that they do not overlook the requirements that must be fulfilled. Many students used idioms or four-character phrases in their essays; however, students are advised that an excessive use of these expressions in one paragraph does not help to improve the overall quality of the writing. In fact, they can hinder the natural flow of the content. Furthermore, many students used these expressions in the wrong context and for the wrong audience, causing misunderstanding.

Although pencils are allowed in this examination, teachers should remind students to use 2B or 2B+ pencils to ensure that their responses are legible. It would also be useful for students to practise writing neatly in defined spaces.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Part A of this section assessed students' capacity to understand general and specific aspects of texts, while Part B assessed students' capacity to convey information accurately and appropriately in Chinese. Students generally performed well in this section. However, there were still students who answered questions in the wrong language.

Part A – Answer in English

Full marks were awarded if a student produced a correct answer with some minor mistakes in English. However, marks were not gained if Pinyin was used, for example, using 'Nanfang' instead of 'Southern' in Question 1a.

Question 1a.

There was a heavy downpour/rain/big shower/thunderstorm/storm in Southern China for more than a week.

Question 1b.

He has a different opinion about the value of so much rain./It will cause damage/problems/a disaster.

Question 2a.

The female's mum looks as if she is under 30 years old./He thought the person in the photo was the female's sister.

Question 2b.

- She should be more optimistic/positive/hopeful.
- She should go to the beauty parlour at least twice a week.



Part B – Answer in Chinese

Apart from mistakes in grammar and writing characters, some students also answered questions in dot points when full sentences were required. Students failed to gain marks when answers were presented in this way.

Question 3a.

因为他打电话交谈时能看见对方的表情，就象面对面一样。

Because when he chats to them on the phone he can see their facial expression, so it's just like talking face-to-face.

Question 3b.

他买得起这手机因为一小半/部分是春节/新年时爷爷奶奶给他的红包钱，一大半/部分/剩下的是过去两个半月他做家教的钱。

He can afford to buy the mobile phone, because a small amount/part of the money is from the pocket money his grandparents gave him for Chinese New Year/New Year. A big amount/the rest of the money is from money he earned from working as a tutor for the past two and a half years.

Section 2 – Reading, responding and translating

Part A – Answer in English

Only a small number of students achieved full marks in this section. A large number of students failed to include all the relevant and detailed information that was required for each question. Some students did not know the meaning of 'metaphor' in Question 4a. and some students mixed up Questions 4c. and 4d. Students also need to be careful when deciding which English word to use to answer a question correctly. For example, it is not accurate to use words such as 'gone' or 'finished' to describe people's friendships in Question 4d., where the Chinese expression 变远了 means 'become distant'.

Question 4a.

Their lives have immediately shifted into the fast/overtaking/express lane.

Question 4b.

- It is a daily routine/common occurrence for people to spend one or two hours going to work or heading home during peak hour.
- They not only wait for public buses for ages, but also want to be the first/rush to hop onto the vehicle when it arrives.
- Sometimes the elderly and children/the very young find it impossible to get on.
- There are people on all sides/everywhere./Public transport is so crowded.
- One can even sleep while standing.

Question 4c.

- They work eight hours each day.
- Many people have to work overtime into the night.
- Sometimes there is no time for dinner/to eat and it is difficult to predict when they can go home.

Question 4d.

- The individual: They are usually busy and tired, and have neither the time nor the will/desire to do the things they love to do.
- Society: Relationships with friends are disintegrating more and more./Relationships with friends become distant.

Part B – Answer in Chinese

In this part, students were assessed on their ability to comprehend the text as well as to produce accurate and appropriate answers in Chinese. Most students handled this part confidently, with the exception of a small number of students who either failed to provide the reasons why each individual borrowed certain books or did not write full sentences in their responses. Students should pay attention to details when writing Chinese characters to avoid careless mistakes.

2012 Assessment Report



Criterion 1 (8 marks)

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

Question 5

王为会借《笑一笑，十年少》，因为他想给他的女朋友说几个中文笑话。马明想研究香港过去和现在的不同，他会借《香港的变化》。谢红会借《古城西安》和《快乐英语》，因为她想去西安一边玩一边教英文。李秋要借《中国体育史》，因为她的兴趣所在是中国的运动。白雨对中国人日常生活的方方面面很有兴趣，所以他会借 *《中国百姓生活》这本书。高山会借《中国经商面面观》和《春夏秋冬话楼市》这两本书，因为他将来想去中国做生意，还想在那里买房卖房搞房地产。

**如没有选这本书，至少需选3本以上其它书，不含：《笑一笑，十年少》中国热带作物》《快乐英语》*

Criterion 2: the capacity to convey information accurately and appropriately (7 marks)

- where relevant, structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation and, where relevant, script

Marking scheme: Accuracy of grammar and characters	
0 errors	7
1–2 errors	6
3–4 errors	5
5–6 errors	4
7–8 errors	3
9–10 errors	2
more than 10 errors	1
provides no evidence of meeting the criteria	0

Part C – Translation

Criterion 1: the capacity to understand the passage and convey the meaning in accurate and appropriate English (10 marks)

Descriptor	Mark
The entire content of the passage is conveyed in clear English and the student has demonstrated a thorough understanding of all the explicit, cultural and, where relevant, implied meanings.	9–10
The majority of the passage is conveyed in clear English and the student has demonstrated a good understanding of its explicit and cultural content, but only some of its implied elements.	7–8
The majority of the passage is conveyed in English, although not always clearly, and the student has demonstrated an understanding of the main ideas. Some ideas have been missed, including important details.	5–6
A few parts of the passage are conveyed in English and the student has demonstrated a limited understanding of the content.	3–4
There has been an attempt to convey partial phrases and isolated words in English, but the student has demonstrated only minimal understanding of the passage.	1–2
There is insufficient evidence to make a judgment.	0

2012 Assessment Report



Criterion 2: the capacity to interpret and express grammatical aspects of the passage accurately (accuracy, clarity, fluency, structure, style) (5 marks)

Descriptor	Mark
The response is accurate, precise and coherent, free flowing, logically sequenced and uses good connectives. Style is clearly recognisable and appropriate.	5
The response is proficient and relatively free flowing, may contain some errors and lack of precision, although this does not impede understanding. It is generally well structured and uses appropriate style.	4
The response contains errors that impede understanding of parts of the passage. Sequencing is largely governed by the order of the Chinese and style is not clearly marked.	3
The response is a literal translation from Chinese to English and errors are so frequent that much of the message is incoherent. There is no attention to style.	2
The response barely conveys the meaning of the passage.	1
The response is insufficient to make a judgment.	0

*While some minor mistakes in the English expression (criterion 2) were tolerated in this section, students were penalised for making spelling and grammatical errors.

Question 6

Example 1

Nowadays, it is extremely convenient for people to travel to whichever country they want to. Tourism is even more important for the young. Many students take one year off/a gap year to travel around the world after completing their secondary school education because, on the one hand, they will feel happy physically and mentally, and on the other hand, they can increase their knowledge/open their minds. Travel really 'kills two birds with one stone'.

Example 2

Nowadays, it is very convenient for people to travel to whichever country they wish. Speaking for youngsters, travelling is even more important. Many students, after finishing high school, will take a gap year to travel overseas because, on the one hand, they will feel happy in body and mind, and on the other hand, they can also increase their knowledge and experience. It really is killing two birds with one stone.

Question 7

Example 1

There is a Melbournian who takes/has special/strong interest in Chinese green tea. Each day he cannot live without it after he had several tastes/cups/drinks in China three years ago/the year before last. Nowadays, he drinks at least three to five cups every day. He always brings back a large quantity of superfine green tea, enough for his annual consumption, each time when he comes back from China. There are more and more foreigners like him. The changing China with each passing day makes them feel like 'one day apart seems like three years'. Many of them have fallen in love spontaneously with this both beautiful and mysterious land. All of a sudden they have realised that the spiritual homeland they were seeking/looking for is 'seemingly far away in the sky but actually close at hand'.

Example 2

There is a Melbourne person who is very interested in Chinese green tea. Ever since he drank it a few times in China three years ago, he cannot go a day without it. Now he drinks at least three to five cups every day. Every time he comes back from China, he has to bring back a year's worth of high-quality green tea. There are more and more 'foreigners' like him. The changing China with each passing day makes them feel like 'one day apart seems like three years'. Many people naturally fall in love with this beautiful yet mysterious piece of Earth. They suddenly realise that the spiritual homeland they are searching for is really 'far away yet right in front of them'.

Criterion 1: Understanding and conveying

Question 6: 4 marks

1. 休学一年 – take one year off/a gap year, one year break (**not** one year gap, stop school, suspend)
2. 身心快乐 – feel happy physically and mentally/emotionally/psychologically/spiritually/in mind

2012 Assessment Report



3. 增长见识 – enrich/increase/widen/broaden/expand/enhance/gain/get more knowledge, open one's mind (**not** more things, improve)

4. 一举两得 – kill two birds with one stone, gain two types of things by doing only one thing, gain two ends/aims at once, get two results with one act, two/double advantages with one move/action (**not** win-win situation, a bonus, two results for one)

Question 7: 6 marks

1. 大前年 – three years ago/back (**not** the year before last year, two years ago, a couple of years ago, last last year, years before)

2. 少不了 – can't live/go/do without it, has not been without it, it is indispensable (**not** stop drinking it, has to drink)

3. 日新月异 – the changing China with each passing day, change with each passing day, undergo daily changes (**not** different China at night and day, forever/ever changing China, fast change, rapid progress)

4. 一日不见如同三秋 – one day apart seems/feels like three years/autumns (**not** one day without three autumns, living without it feels like three years, spring, feels like they miss it for a long time, not seeing China)

5. 精神家园 – the spiritual homeland/home, the home of their soul (**not** secret garden, dream home, inner home)

6. 远在天边近在眼前 – seemingly far away in the sky but actually close at hand, far away in the sky but right in front of one's eyes/face, right next to them when it seems so far away (**not** very close, sky's limit)

Criterion 2: Grammatical aspects

Question 6 and Question 7: total 5 marks

1. 哪个国家——都 – whichever/whatever, no matter which country (**not** countries, any/other/what/which country, wherever)

2. 对——更重要 – more important towards/to (**not** but, in addition)

3. 因为 – because, due to, for, as

4. 一方面——另一方面 – on one hand ... on the other hand, on one side ... on the other side, one aspect ... another aspect (**not** site, one hand ... another hand, point of view/opinion, in a way ... in other way)

5. 对——有兴趣 – is very interested in ..., has great/strong interest towards/to/in (**not** for, at)

6. 自从 – since, ever since

7. 最少 – at least, minimum

8. 越来越多 – more and more/more common

9. 突然 – suddenly, all of a sudden

10. 正是 – just, the very one which/that

Section 3 – Writing in Chinese

All questions were attempted, although Questions 9 and 11 were the most popular. Students are advised to read the question carefully when planning their response to ensure that they meet all the requirements of the question. For example, in Question 8, students were instructed to write the script of a speech informing their Chinese classmates about how they celebrated Chinese New Year with the Chinese community, their family and friends. In order to meet



the requirements of the task, students should have discussed how they celebrated Chinese New Year in three different settings and the event should have been set in a non-Chinese speaking country. Students also needed to develop their response using the specific type of writing required for the task.

Criteria

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

Question 8

C1 – content

- 华人社区怎么样庆祝（如：除夕夜放焰火、中国城游行、舞龙舞狮）
- 家庭怎么样庆祝（如：家庭聚会、做有特色、有象征意义的饭菜，给红包）
- 和朋友怎么样庆祝（如：外出郊游野餐、看电影、给女朋友/男朋友买新年礼物）

C2 – structure and sequence

- 大家好；演讲题目；我说完了/谢谢。缺一扣一分，最多扣3分。
- 开头，正文，结尾，（没开头没结尾各扣一分）
- 段落间发展有序，句子连贯

C3 – language 8分

整体评估：

- 评为满分者应达到以下五方面：
词汇丰富，表达准确，用词恰当，句型多样，无语言错误
- 评为7分者应基本达到词汇丰富，表达准确，用词恰当，句型多样，也许有个别语言错误（eg. 1 - 3）
- 评为 5 - 6
分者词汇比较丰富，表达基本准确，用词总体恰当，句型有变化，有一些语言错误（eg. 4 - 6）
- 各方面能力都比较弱，语言错误比较多者从4分起（e. g. 7个或更多）
- 各方面能力都差，语言错误很多者从3分起，依次递减。

Note:

1. 语言错误只是此项评估的一部分。
2. 语言错误包括
 - 语法(病句或表达不恰当)
 - 错别字/繁简体字混用/使用拼音
3. 重复错误按一次考虑。
4. 文章过短，语言一项也受影响

Question 9

C1 – content

- 参加一项什么运动（如：踢澳式足球/板球/女子无板篮球/橄榄球/冲浪/滑雪/潜水）并对此项运动有一简单介绍。
- 参加这项运动的3个不同的好处，如：
 - 新鲜、刺激，有趣
 - 锻炼身体，磨练意志
 - 回中国后能向中国同学推荐、推广

C2 – structure and sequence

- 《学生生活》，标题，作者，缺一扣一分。
- 开头，正文，结尾（没开头没结尾各扣一分）
- 段落间发展有序，句子连贯



C3 – language

Question 10

C1 – content

- 三件两人一起经历的趣事（如：过去一起淘气、玩儿、冒险的秘密，一些只有你们俩才知道的事）
- 对这些快乐时光的感受和感想（可夹叙夹议，也可一并概括）
（如：增进你们之间的友谊与信任，现在回想起来还觉得回味无穷，如有机会你还愿意再去尝试）

C2 – structure and sequence

- 白雨，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）
- 段落间发展有序，句子连贯

C3 – language

Question 11

C1 – content

- 小卖部的两个优点两个缺点，
- 内容恰当，有深度和广度，言之有理

如：

- 非常方便
- 小卖品种多，既有美味可口的食品又有大家所喜爱的饮料一些没有办法带到学校的东西，如冰淇淋
- 环境优美，干净，卫生
- 每天如果去晚了要排长队，费时费力
- 食品饮料价格不菲
- 有些是垃圾食品（如油炸食品）

C2 – structure and sequence

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

C3 – language

Question 12

C1 – content

- 有关这个人的简单描写
- 你和他/她的历险故事：发生 -- 情节发展合情合理（应占主体）
（如：你应邀和这一人物一起去冒险，如何一步步陷入困境，又如何和他/她一起一步步化险为夷。）
- 故事适合儿童

C2 – structure and sequence

- 题目，作者，缺一扣一分
- 开头，正文，结尾，（没开头没结尾各扣一分）
- 段落间发展有序，句子连贯

C3 – language