

2021 ASSESSMENT REPORT

CHN315114 - CHINESE

Oral Examination

Criterion 2: Communicate in spoken Chinese

The oral examination examiners had the uniform impression that all the Chinese 3 students were very well-prepared and presented for the oral examination. The students appeared to be very composed, polite, and conversations were very formal. The majority of the students were able to answer the questions in an authentic way with good pacing and sentence structures. Most of the students did very well and were confident with the questions about self-introduction, schooling, hobbies and leisure activities, and travel. The answers were generally relevant, the pronunciation was accurate although some tones were not perfect. The conversations about school life, future plans, weather and festivals were a little more challenging for some students and consequently differentiated the levels and ratings.

The high achieving students were able to provide detailed information, elaborate freely and naturally, use complex sentences and even employ authentic idioms in their conversations. They were able to confidently and fluently answer all questions with good pronunciation and intonation. The oral examiners were very impressed with some use of the conjunction words such as 因为... 所以..., 又...又..., 不但...而且..., Chinese idioms such as “五颜六色” and some Chinese sayings such as “读万卷书不如行万里路” etc. These made their oral communications very authentic, vivid and interesting.

Some students received lower ratings due to their frequent hesitations in conversation, overly simple answers and incomplete information provided. Some prompts were needed for a few students to understand and answer the questions asked. For example, when the students answered questions about the weather and seasons, answers such as “今天天气很好” or “不错” were too simple, with no weather condition stated. The students should not only talk about their feelings regarding the weather or seasons (such as “很暖和, 很凉快, 很热, 很冷”), but also need to talk about the weather conditions such as “晴天, 阴天, 多云, 下雨, 刮风” etc., some students even talked about the max/min temperatures which was really fantastic.

The questions below appeared more challenging for some of the students in the oral exam:

- 请你说说你的学校生活。
- 请你说说霍巴特/朗塞斯顿的一个季节
- 你知道中国人怎样过春节吗?
- 澳大利亚人怎样过圣诞节

Written Exam

This year's Chinese written exam paper was regarded as well set and a little easier than the previous years. Most students performed well, especially in the Reading and Responding sections. Part 1 - Listening and Responding used to always be the hardest part for the students. The markers of the examination felt the Listening and Responding part was now better designed in terms of topics covered, the level of difficulty and the clarity of the spoken texts, and consequently the students performed better than the previous years. The markers of the 2021 written exam paper and also the Chinese 3C teachers were impressed with the Chinese written exam paper and felt the students were more confident and comfortable with the exam paper this year. The markers of the exam paper also felt the "Guide to Exam Structure" in the exam booklet for each section was very clear and helpful.

Part 1 – Listening and Responding

There were four spoken texts with three conversations (one male and one female) and one mono-dialogue in the 2021 Chinese exam paper. The topics in this part focused on the Personal World, Education and Daily Life under the theme of the Individual, as well as the topics of Arts and Entertainment under the theme of Chinese-Speaking Communities, and the topic World of Work under the theme of The Changing World. The topics were familiar to the students, sounded simple but contained a lot of information in them. The exam markers felt the female voice was very clear and at a good and consistent speed, but the voice of the male changed pace and was getting a little faster in the spoken texts 3 and 4. The intonation of the speaking sounded very good and natural.

Question 1

Spoken text 1 was a conversation between Mrs Li and Xiao Lan over the phone discussing a private tuition job. The topics in this spoken text were about age, subjects, time, and job experience. Most of the students answered very well and received more 10 marks. Very few students received under 10 marks. The words in the new word list were very helpful as the students were unlikely to be familiar with them.

Question 2

This was a mono dialogue, narrating an email sent to a friend. The topics covered were mainly about pets, also touching upon the topics of holidays and activities which the students were very familiar with. The new word list made the spoken text even easier to understand. Similar performance to the first spoken text, with most of the students doing very well and only a few receiving less than 10 marks.

Question 3

This spoken text was a conversation between two university students. The topics were about subjects and study, and the discussions were about the time and arrangement. The students were confident, and their performances were good although the marks received were slightly lower than the first two questions.

Question 4

Spoken text 4 was another conversation among two young friends talking about their accommodations. The students should be quite familiar with the topics covered, but a few

students missed some marks on this question. The words in the word list were very helpful, and the students would have achieved more if they had used the word list effectively. Question 4(b), (c), (e) and (f) were the ones some students lost marks on.

Marking guidelines for Listening Section

Spoken text	Question No	Indicative Answers	Mark allocation Notes
1	a)	Job inquiry	1 mark each keyword
	b)	18/eighteen	
	c)	Tutoring Maths and English, working at a pizza place	2 marks each keyword (tutoring; Maths and English; pizza place)
	d)	University student	1 mark each keyword
	e)	b and d	
	f)	b and c	
2	a)	a	
	b)	a picture of her puppy/dog	1 mark each keyword
	c)	German dog, big and fierce, 4 yrs old	1 mark each keyword
	d)	zhi for dog, cat or bird; tiao for fish	2 marks each keyword
	e)	next Tue	
	f)	b and d	1 mark each
	g)	c and d	1 mark each
	3	a)	Language study/learning
b)	1.5 years		
c)	English		
	d)	Good English and standard Mandarin/Chinese	2 marks each keyword
	e)	Once a week, one hour each time	2 marks each keyword
	f)	b and d	
4	a)	Moving to a new house	1 mark each keyword
	b)	Supermarket and bank	1 mark each keyword
	c)	a and d	
	d)	2800 yuan	1 mark each keyword
	e)	At least for half a year/six months	1 mark each keyword (at least, half a year)
	f)	Better than living at uni dormitory; convenient	2 marks each keyword
	g)	a	

Part 2 – Reading and Responding

The Reading and Responding part in this year's exam paper had two sections: Section A – read two Chinese texts and answer the two questions in English, and Section B – read the Chinese written text and answer the question in Chinese.

The Chinese written texts in this part were considered very comfortable reading for the students, especially the text in Section B. All the topics covered in this part were very familiar to the students, and the word lists in the three written texts were very substantial. Some of the words included in

the written texts were basic vocabulary for the Chinese 3C students and should not have been listed there. For instance “音乐会”, “暖和”, “凉快”, “刮风”, “舒服” etc. Most of the students did very well with this part and received very high scores.

Question 5

Most of the students demonstrated an excellent understanding of the text. Only a very few students appeared to have difficulty understanding and recognising the characters, thus receiving less than 10 marks.

Question 6

Student performance for this question was very similar to Question 5. Although there were a few phrases that were challenging for students to understand, they were all listed in the word list which greatly helped their understanding of the text. Most of the students answered this question very well. In Q6(d): the markers of the exam paper disregarded the term “the two measure words” and accepted different answers if they were measure words/units for indicating quantity or time.

Question 7

The Chinese written text in Section B this year was a very accessible question. Unlike the topics that appeared in the previous years about Chinese culture and literature, the topics in this year’s exam paper were about the weather and seasons, and activities in different seasons and clothes. The students were much more familiar with them and felt much more confident and comfortable. The words included in the word list made the students’ job even easier. Consequently, most students did very well and received very high scores.

Marking guidelines for Reading Section

Section	Question No	Indicative Answers	Mark allocation Notes
A	5 a)	hobbies	
	5 b)	Playing tennis	
	5 c)	Playing ball games, or table tennis/Ping-Pong	1 mark any keyword
	5 d)	Basketball, cricket	2 marks each keyword
	5 e)	Piano, guitar, drum	2 marks each keyword
	5 f)	a	
	6 a)	More than/over half a month	1.5 marks each keyword (over, half, a month)
	6 b)	5 days, 8 hours	2 marks each keyword
	6 c)	d	
	6 d)	家 jiā 个 gè	1 mark each keyword
B	6 e)	Order take out; read news on phone; sleep	2 marks each keyword
	6 f)	c	
	7 a)	春夏秋冬	1 mark each keyword
	7 b)	暖和, 常常, 刮风	1.5 marks each keyword
	7 c)	游泳, 滑雪, 滑冰	2 marks each keyword
	7 d)	旅游, 爬山	2 marks each keyword

Section	Question No	Indicative Answers	Mark allocation Notes
	7 e)	不冷不热，凉快，舒服	2 marks for each keyword
	7 f)		
	i	错	
	ii	错	
	iii	对	
	iv	错	

Part 3 – Writing in Chinese

Similar to previous years, this section had five questions for the students to choose from. Student responses were divided evenly among the first four questions, with Question 8 seeming to be more appealing to students. Fewer students selected Question 12. The standard of writing was generally high and about a quarter of the students received an A rating, roughly half of the students receiving a B rating and a very small percentage of students receiving a C.

Student responses were assessed on the range of vocabulary used in the writing, the complexity of sentence structures and the accuracy of characters and grammar.

There were some very high levels of writing that had all the relevant topics covered, a wide range of vocabulary, very complex sentence structures and very few or no errors in the characters and grammar. Some idioms and Chinese sayings were used in the writing which made the written work very authentic and a pleasure to read.

Some of the writings were marked down due to frequent errors in the characters, grammatical mistakes in the sentence structures, and for the repetition of simple sentence structures. Another common error was the use of “了” for the activities that had happened in the past in the diary (question 8).

The markers of the exam paper felt that the students performed better in the writing section compared to previous years. The format for question 9 was to write a speech, which was not a required format in the external exam – therefore, students were not marked down if their speech formatting was incorrect. The markers were instead focused on the formatting conventions of the new paragraphs and punctuations. The format for Question 11 was an email which was also not a required format in the exam, so markers agreed to accept it if it was written as a letter.

The weaker responses contained inadequate information and characters to address the selected question.