

2023 ASSESSMENT REPORT

CHN315114 CHINESE

Oral Examination

The oral examiners had the impression that the *Chinese Level 3* students were better prepared and performed better than the previous years. Most of the students demonstrated a very good understanding of the oral questions and were able to elaborate and communicate with confidence and high accuracy. The students who received higher ratings in the oral examination provided more details using a wider range of vocabulary and more complex sentence structures, made fewer errors in pronunciation and tones, and exhibited a higher level of fluency. Some students were marked down because their answers were very brief and short, with a narrow vocabulary and simple sentence structures. Frequent pronunciation and tone errors, fragmentary speech and frequent hesitation also resulted in lower ratings.

The *Chinese Level 3* students were found to be more confident in their conversations about the personal world topics such as personal and family information and relations, sports and hobbies, schools and studies, personal career plans, and travel. Some students answered school daily routine and school life when asked to talk about their schools. Another topic that differentiated the ratings was the weather. When the students were asked, “今天的天气怎么样?” Some students simply answered, “今天的天气很好”, instead of providing details about the weather conditions and temperature etc. Most of the students prepared and answered well with the questions about the festivals and celebrations, and this is a big improvement compared to the previous years. It was nice to hear the students talking about the dates of traditional festivals based on the lunar calendar, and the celebrations included preparations, food, and even the significance of the festivals.

Some suggestions from the oral examination markers are as below:

1. When students were talking about their school, they should provide the information about their schools, such as name, location, number of teachers and students, facilities and courses etc.
2. When students were asked about “今天的天气怎么样? ”, the examiners expect the detailed information about the weather conditions rather than just “今天天气很好/不好/不错”.
3. The oral examiners would like to hear the students use a wider range of vocabulary and more complex sentences by using the connecting words such as 因为... 所以..., 又 ...又..., 不但...而且 ... etc in their answers.

Written Examination

The examiners of *Chinese Level 3* were impressed by the students in this section. They excelled across all areas in the written exam, particularly in the Reading and Comprehension section. The examiners noted that the exam paper was very well-constructed, covering a wide range of current topics with a graduated level of difficulty, effectively differentiated the skill levels of the students. The students performed exceptionally well on the first question in Listening and Comprehension section, as well as the first two

questions in Reading and Comprehension section. In the Writing in Chinese section, most of the students opted for the first and second questions, likely due to their familiarity and confidence with the content and format requirements. Congratulations to all the students for their outstanding work!

Section A – Listening and Responding

This section consists of four texts, two of which are conversations, and two of which are telephone messages. This section covered a wide range of topics including clothes, shopping, weekend activity arrangements, location and directions, transportation, sports and hobbies, food and dining, health and wellbeing. The examiners considered the speaking of the texts was clear and accurate, and the speed of spoken texts was very moderate. The intonation and accent were very natural and authentic.

Question 1

Spoken text 1 was a conversation between Emma (female voice) and a shop assistant (a male voice) in a shop where Emma was looking for Chinese traditional dress – qipao. It covered various aspects of shopping, including the colour of the dress, the size, the location of the change room, personal opinions on clothes, the prices and amount of a discount. Most of the students performed it very well and scored highly. However, a few students missed some marks on the last question, Q1(f), which was about the discount and the price paid. The new word list proved helpful for students to understand the conversation.

Question 2

Spoken text 2 was a telephone message that Xiaohong left for her friend Lanlan, detailing the weekend activities she wanted to do together. The topics included sports and hobbies, drinks, and food. The message also included the information about the location and the transportation to get there. The students generally performed well, but some students missed some marks on Q2(b), Q2(c), Q2(f), Q2(i) when they didn't understand the phrase “市中心”. There were some confusions about the name of the movie (The Wondering Earth) and the name of the food place (McDonalds). Question 2(c) was not very specific about the term “next day” which could mean either Saturday or Sunday, potentially causing some confusion to the students.

Question 3

Spoken text was a conversation between David and a restaurant service person, placing a takeaway order. The conversation discussed about the Sichuan Cuisine and the special dishes recommended by the restaurant service person. The students' performance was similar to Question 2. They were familiar with the names of some famous Chinese dishes and common drinks, performing well overall. However, some students lost marks due to a lack of understanding of certain vocabulary, including the terms “外卖” and “四川菜”. There were a few students who made some errors in stating the price that David paid.

Question 4

This spoken text was a male mono-voice telephone message that Xiaoming left for his friend David. The content of the text focused on health and wellbeing, covering the symptoms of illness, body temperature, doctor's diagnosis, advice on taking medicine, and the process to recover, including a certificate from a doctor. Students found this question a little more challenging than the other three questions, most of them lost marks on Q4(e), which was about how to take the medicine. Additionally, some students lost marks on Q4(b), as they failed to provide correct or sufficient information about the symptoms developed by lunchtime. A lot of students recorded "38 degrees" for Q4(c), and missed the 0.5 degree, due to the misunderstanding of term "三十八度五".

Marking guidelines for Listening Section

Spoken Text	Question No	Indicative Answers and Mark Allocation Notes	Total marks
1	a	Qipao/ Cheongsam/ Chinese style dress (1) Emma's friend's birthday party (2)	3
	b	Red (1) as red color represents good luck (1)	2
	c	Too long for her (1) as Emma is not tall (1)	2
	d	On her left hand	1
	e	Tick the third box (medium)	1
	f	¥300, 10%, ¥270 (1 mark each)	3
2	a	Saturday	1
	b	Downtown/CBD/ city center	1
	c	Their friend's (Xiaoming's) birthday	1
	d	Tick the fourth box (basketball cap)	2
	e	Tick the second box	2
	f	MacDonald	1
	g	Hamburger (1) Chips (1)	2
	h	Two hours	1
	i	10am on Saturday (1) at the Post Office (1)	2
	j	Walk (1)	1
	k	5 minutes by walking	1
			15
3	a	Take-away	1
	b	Two Spring rolls	2
	c	Sichuan Cuisine	1
	d	Tick the first box – David likes to eat chicken	2
	e	Kung Pao Chicken and Mapo Tofu	2
	f	Tick the first box- 2 bowls of rice	2
	g	A bottle of green tea	1
	h	10 minutes	1
	i	¥ 81.60	1
			13
4	a	Headache (2 marks) Sore throat (2 marks)	4
	b	Fever, blocked nose, coughing ,sneeze (1 mark each)	4
	c	38.5	1
	d	Doctor thinks Xiaoming got cold as many people got cold recently	2
	e	Take medicine 3 times a day (1 mark), 2 tablets each time (1 mark) , have the medicine after meal (1 mark) and for five days (1 mark)	4
	f	Drink more water, eat more fruit and rest more	3
	g	Tick the first box	2
			20

Section B – Reading and Responding

This section consists of two parts:

- Part 1 – two Chinese written texts followed by Question 5 and 6, which are to be answered in English
- Part 2 – one Chinese written text followed by Question 7, to be answered in Chinese.

The Chinese written texts covered a wide range of topics and real-life scenarios, such as school studies, school life, leisure activities, travel, part-time job, housing and renting, transportation, famous places, food and public facilities. The students responded very well to the two reading questions Q5 and Q6, achieving very high scores. Question 7 was relatively weaker; however, they still performed very well compared to the previous years. The exam markers found that this year’s students were very strong, particularly in the reading area; congratulations to all of them.

Question 5

This text was a letter written by Jack to his friend Wang Gang. The content of the letter revolved around Jack’s study and holiday plans. There were some new words introduced outside of the *Chinese Level 3* syllabus, and beyond the list provided in “Word list”, such as: “乐团”, “保持”, “健康”, “兼职”, “等等”; however, the students still managed to understand the content and context and performed exceptionally well on this question. Only a small number of students missed very few marks on Q5(d) and Q5(e) due to the introduction of new words of “健康” and “乐团”.

Question 6

This text was a conversation between Da Shan and a real estate agent manager talking about an apartment and renting. It focused on topics such as housing, public facilities and transportation. Although the answers required for Q6(c) was long and detailed, most of the students responded very well to this question. However, many students lost marks to Q6(d) as they failed to provide all the different the types of public facilities. Some of them only listed the various restaurants mentioned in the text. Additionally, some students lost marks on Q6(g) if they didn’t mention the rent will be split half-half with a friend.

Question 7

This text was a passage about the famous city – Shanghai. It covered the basic information about Shanghai including population, geographical characteristics, landmarks, food, entertainment and culture. Despite encountering a number of new words/phrases not included in the Word list, such as “简称”, “沪”, “分为”, “著名的”, “东方明珠”, “完美融合”, “此外”, “大饱口福”, “巴黎”, “游客”, “娱乐” and “游乐园”, the students performed quite well. They demonstrated mastery of the exam techniques, successfully locating the key words in the questions and finding the correct answers. However, some students lost marks on question Q(c) due to incomplete answers. Additionally, there were errors on Q7(e) where students provided wrong answers by copying the first part of the last paragraph, which was about shopping and not

entertainment. Further, some marks were lost on Q7(f) and Q7(g) as the students failed to provide the evidence from the text.

Marking guidelines for Reading Section

Section	Question No	Indicative Answers and Mark Allocation Notes	Total marks
A-Q5	a	Five subjects	1
	b	English, Math, Science, Chinese, Music (1 mark each)	5
	c	Tick the fourth box (playing badminton)	2
	d	Keep fit and feel relaxed (1 mark each)	2
	e	He plays the violin (1 mark) and he enjoys performing with his friends at concerts (2 marks)	3
	f	Starts in December and for 3 months long	2
	g	He is planning to travel around China while working	2
	h	Tick the first box – teach English part-time	2
			19
A-Q6	a	Beijing University	1
	b	one apartment (1 mark) with two bedrooms (1 mark) and 2 bathrooms (1 mark)	3
	C (i)	5 minutes' walk to bus stop (1 mark) Take No. 502 bus (1 mark) 20 minutes to the university (1 mark)	3
	C (ii)	Take metro/subway for 10 minutes to University Stop (2 marks) 5 minutes' walk to university (1 mark)	3
	d	Restaurant, supermarket, bank (1 mark each)	3
	e	Chinese food, Italian food (1 mark each)	2
	f	Tick the second box (fridge)	1
	g	¥ 1500 per week (1 mark) Half and half split between him and his friend (2 marks)	3
h	10am on Sunday	2	
			21
B-Q7	a	沪, 2419万, (1 mark each)	2
	b	浦西是老城区, 有很多商店, 餐馆和博物馆 (3 marks) 浦东是新城, 有机场和很多著名建筑 (3 marks)	6
	c	京菜, 川菜, 湘菜, 粤菜, 上海菜 (any 4 out of the 5, then 1 mark each)	4
	d	Tick the second box 上海跟巴黎一样有很多商店	2
	e	每天都有很多人去游乐园和电影院游玩	2
	f	错 (1 mark) 上海是中国最大的港口。(1 mark)	2
	g	对 (1 mark) 在上海可以体验到各种文化, 现代与传统, 西方与东方的完美融合。	2
			20

Section C – Writing in Chinese

This section consists of five questions and the students only need to choose one of them. The questions covered a range of topics under the three themes, and different text types, including letter, email, diary, conversation and story. Based on the questions that the students chose in the exam, Question 8 was the most popular one, attracting about two-thirds of the students, while the rest chose Question 9. The other three questions did not attract any student. The selection of the questions for Writing in Chinese section reflects that students were most confident with the topics under the theme – The Individual. The students were obviously more comfortable with the topics of Personal World, Education and Daily Life.

The markers of the exam paper were very impressed by the quality of Chinese writing. The majority of the students were able to produce a text covering the topics required by the questions with correct format, a relatively wide range of vocabulary, and complex sentence structures. The connecting words such as “因为...所以...”, “一边... 一边...”, “虽然...”, “可是” were used in many students’ Chinese writing. Students who achieved higher ratings produced well-structured texts with very few or no errors in characters and grammar, correct text format, a wider range of vocabulary and more complexed sentences. There were few pieces of writing that didn’t reach the word count requirement. Overall, the students performed very well.

Question 8

This question involved writing a letter to an international student who is about to attend the author’s school and live with the author. It was the most popular question among all the students. The text format/type was an email, providing details about the author, the author’s family and the school. The exam markers were expecting the detailed personal information about the author and family members, including but not limited to names, ages, birthdays, hobbies and favourite foods etc. The school information should cover the name and location of the school, number of teachers and students, school facilities and you may also include how you and the international student get to school every day. The text type of an email could be similar to the format of a letter. Some students used the email format, including the recipient, subject and the date sent, which were also accepted as correct. The more successful writings produced a text with correct format, a wider range of vocabulary, and more complex sentence structures to depict the information about the author, the author’s family, and the school.

Question 9

This question requires students to produce a diary detailing a memorable birthday party. The content should cover the venue, participants, activities, gifts received, and why the party was unforgettable. The diary’s format should include the date, the day of the week and the weather at the top of the text. The body of the diary should be structured into natural paragraphs with a proper ending. About one-third of the students chose this question and performed well. Higher rating responses had the correct format, used a wider range of the vocabulary, more complex sentence structures, and had very few or no errors in characters and grammar. Some students lost some marks for omitting the reasons why the party was unforgettable, and frequent errors in characters and grammar.

Question 10

This question asks students to write a letter to a Chinese pen pal who is coming to Tasmania for Christmas. The author needs to follow the text type/format of a letter and provide details about Tasmania's summer weather including weather conditions and temperatures. Additionally, students are required to recommend some famous tourist sites, providing the names and locations of the tourist sites and explaining why they will like these places. Lastly, students need to explain how the author and their family celebrate Christmas, including food and activities.

Question 11

The requirement of this question is a conversation between the author and a manager of a company. The students are asked to write a dialogue about a job interview. As the name of the job and company were not specified in the question, students may need to create a title for the job and a name for the company for the role of the manager. Students need to do a self-introduction, detail the strengths of the applicant and the reason for the job application. The word count will only include the content of the dialogue.

Question 12

This question asks students to write a story based on four pictures with an order from 1 to 4, depicting the sight of smoking, a phone call being made, the arrival of a fire brigade vehicle and the cause of the smoke in the last picture. Students need to use their imagination to construct a story with a name for the protagonist, along with the date, time and place. The story should consistently use the past tense, imaging and describing the situation and emotions, including a surprising twist and finding the cause of the smoke. No student chose this question, reflecting a potential lack of familiarity with firefighting vocabulary, and a lack of confidence in describing the pictures and the challenges of constructing the story.