

2025 ASSESSMENT REPORT

CHN315114 CHINESE

Oral Component

The oral component of the external examination assessed Criterion 2. The examiners were highly impressed by the confidence, proficiency and enthusiasm demonstrated by Chinese Level 3 students. Most students showed a solid understanding of the questions and were able to elaborate, communicating accurately and effectively with appropriate vocabulary and a range of sentence structures. Many achieved an “A” standard for this component. Students who received higher ratings provided more detailed responses, used a wider vocabulary, demonstrated both basic and complex grammatical structures, made fewer pronunciation, tone and intonation errors and displayed greater overall fluency.

Some students received lower marks because their responses were too brief, used limited vocabulary and relied on overly simple sentence structures. Frequent pronunciation and tone errors, fragmented speech and repeated hesitation also contributed to lower scores. The oral examiners noted that certain questions were more challenging for some candidates. The fluency of students’ speech, along with the relevance and depth of detail in their responses, were key factors distinguishing their performance levels and scores for Criterion 2.

- 请你介绍一下你的学校。When introducing their school, students should provide key details such as the school’s location, the number of students and teachers, available facilities, subjects offered, extracurricular activities and the daily schedule.
- 你看过中文电影吗？是什么电影？你觉得它怎么样？Some students experienced difficulty in summarising the film or clearly expressing their personal opinions about it. Students are encouraged to watch at least one film and practise discussing key aspects such as the title, genre (e.g. 喜剧片, 功夫片, 科幻片) and their feelings or impressions after viewing it.
- 今天的天气怎么样？请你谈谈霍巴特/朗塞斯顿的一个季节。When discussing the weather, students should avoid vague statements such as “今天天气不错。” Instead, they should give more detailed responses by describing specific weather conditions, the temperature, how the weather makes people feel and the types of activities that are suitable for that day.
- 中国有哪些传统节日？是在什么时候？Most students are able to use the term *Lunar calendar* (中国农历); however, some still refer to dates using the solar calendar, which varies from year to year.
- 中国人是怎样庆祝春节的？Students should aim to cover the preparatory activities before the Lunar New Year, the customs and traditions observed during the festival, the symbolic foods and their associated meanings and greetings, as well as the various celebrations and their cultural significance.

- 澳大利亚人怎样庆祝圣诞节？ Students could mention that Christmas in Australia happens during Summer, and discuss the unique decorations, traditional foods and common ways people celebrate.

Written Component

The Chinese Level 3 markers were impressed with the students' performance in this component. They excelled across all areas of the written exam, with the Reading and Comprehension section once again being the strongest area, consistent with previous years.

Section A – Listening and Responding

This section assessed Criterion 1 externally and consisted of four spoken texts: one broadcast announcement, two conversations and one telephone message. These texts covered a wide range of topics including travel, visiting the doctor, directions, food, shopping, weather, transportation, sports and hobbies.

The spoken texts provided for students were clear and accurate, delivered at a moderate speed, with natural and authentic intonation and accent.

Question 1

Spoken Text 1 was a broadcast announcement over the school loudspeaker explaining that no Visa is required for travel to China for stays under 30 days. It covered several aspects of travel, including modes of transportation, destinations, costs and dates. This text proved challenging for a number of students, who missed some key details.

In particular, several students lost marks on Question 1(a) by omitting part of the phrase 三十天以内 (“within 30 days”). For Question 1(b), many confused Winter and Summer vacations and overlooked the detail “this year” (今年). For Question 1(g), which focused on expenses, some students had difficulty processing larger numbers when listening.

Although the new vocabulary list was intended to support comprehension of the conversation, it appears that some students did not make full use of it.

Marking Guidelines

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|---|------------------|
| a. Within (0.5 marks) 30 days (0.5 marks) | (1 mark) |
| b. Summer break/holiday (0.5 marks) this year (0.5 marks) | (1 mark) |
| c. “Shanghai, Beijing, Xi’an and Chengdu” | (1 mark) |
| d. “12 days” | (1 mark) |
| e. Hobart-Melbourne-Shanghai (1 mark),
Shanghai-Sydney-Hobart (1 mark) | (2 marks) |

- f. High-speed train (1 mark)
- g. 3800 (1 mark)
- h. Food, accommodation and transport (3 marks)
- i. 30 June (1 mark)

Question 2

Spoken Text 2 was a conversation between Mei Qiu and a Chinese tourist seeking directions to the Central Business District (CBD). Many students found this spoken text challenging, as the topic of directions can be more difficult to comprehend.

For Q2 (a), a significant number of students confused “left” and “right”.

For Q2(b), many missed the meaning of 几 in 十几分钟 (“a bit more than 10 minutes”) or confused it with the word 七, resulting in answers such as “17 minutes”.

Students also lost marks on Q2 (c) answering milk tea shop instead of bubble tea shop (奶茶店), and on Q2 (d) due to missing key details.

Marking Guidelines

- a. Go forward (1 mark), turn right at the traffic lights (1 mark), then pass two intersections (1 mark) (3 marks)
- b. 10+ minutes (More than ten minutes) (1 mark)
- c. Bubble tea shop (1 mark)
- d. Saturday Market (1 mark)
- e. 8:30am (1 mark) to 3:00 pm (1 mark) (2 marks)
- f. “Different kinds of things, local products and souvenirs” and “food from different countries and live music” (2 marks)
- g. Friday (1 mark)

Question 3

This spoken text was a voice message left by Mei Qiu for Xiao Lin about buying a birthday present for her mother. It covered topics such as weather, shopping, prices and discounts. Shopping and weather continue to be relatively comfortable topics for students; however, many still lost marks on Q3 (c) by confusing a dress with a skirt.

The vocabulary list provided appeared to be helpful.

Marking Guidelines

- a. To buy a present (1 mark) for her mother's birthday (1 mark) **(2 marks)**
- b. Saturday – do homework (1 mark) as the weather is windy and rainy (1 mark)
Sunday – go shopping (1 mark) as the weather is cloudy (1 mark) **(4 marks)**
- c. A skirt (1 mark) as some of them are 40% off (1 mark) **(2 marks)**
- d. A pair of sports shoes (1 mark) as they are broken (1 mark) **(2 marks)**
- e. i) T; ii) F; iii) F **(3 marks)**

Question 4

This spoken text depicts a conversation that took place when Mei Qiu was feeling unwell and visited her doctor. The exchange was clear and straightforward, focusing on her illness, its possible causes and taking sick leave. Consequently, it is one of the more accessible and comfortable texts among the four, as reflected in the results.

Marking Guidelines

- a. Headache (1 mark), sore throat (1 mark), cough (1 mark) **(3 marks)**
- b. She might have temperature (1 mark) as she felt very hot (1 mark) **(2 marks)**
- c. She played tennis (1 mark), then went to swim in the sea (1 mark) **(2 marks)**
- d. She possibly was too tired (1 mark) and caught a cold while swimming (1 mark) **(2 marks)**
- e. iii) & iv) **(2 marks)**
- f. In a few days **(1 mark)**

Section B – Reading and Responding

This section is divided into two parts. Part 1 consists of two Chinese written texts followed by Questions 5 and 6, which are answered in English. Part 2 contains one Chinese written text followed by Question 7, which is answered in Chinese.

The reading texts covered a broad range of topics and real-life contexts, including school studies, school life and comparisons, leisure activities, travel, housing arrangements, transportation, different countries and public facilities. Students responded very well to the reading questions, particularly Questions 5 and 7, with many achieving very high scores. Examiners noted that this cohort was especially strong in reading comprehension.

Overall, students performed best in this section, demonstrating a high level of confidence, particularly in Part 1 Question 5. The inclusion of a word list alongside the reading text greatly supported students' understanding and enabled them to answer the questions effectively. Part 2 featured a purpose-designed reading text that addressed a range of topics and included more advanced grammatical structures.

Part A – Question 5

This reading text was a letter from Mei Qiu to her parents about her college studies. Most candidates understood the passage well and performed strongly overall. However, some lost marks on Q5 (a) by overlooking the character “多” in “一个多月” (more than one month).

Marking Guidelines

- a. More (1 mark) than one month (1 mark) **(2 marks)**
- b. Not far (1 mark), about half of an hour (1 mark) by bus (1 mark) **(3 marks)**
- c. “A restaurant” **(1 mark)**
- d. Both big (1 mark) and beautiful (1 mark) **(2 marks)**
- e. “Behind the lounge chair” and “opposite to the bathroom upstairs” **(2 marks)**
- f. 2 lounge rooms (1 mark), 5 bedrooms (1 mark) and 3 bathrooms (1 mark) **(3 marks)**
- g. Chatting (1 mark) and playing tennis (1 mark) **(2 marks)**
- h. i) F; ii) F; iii) T; iv) F **(4 marks)**
- i. “To tell them about her life in Tasmania and reassure them she is happy” **(1 mark)**

Part A – Question 6

This reading text featured a WeChat conversation between Mei Qiu and Xiao Yue about her studies and the university entrance exam. Candidates generally performed well; however, some lost marks on Q6 (a) by confusing the Summer and Winter holidays. For Q6 (b), the phrase “除了星期天以外” should be understood as “other than Sunday”, yet some candidates interpreted it as “only Sunday”. For Q6 (h), students needed to analyse the information more carefully to obtain full marks.

Marking Guidelines

- a. Summer break (1 mark)
- b. Because Xiao Lin has to attend class every day except Sunday (1 mark), and too busy (1 mark) (2 marks)
- c. 5, they are English, Japanese, Mathematics, Science and Music (3 marks, 0.5 marks for each piece of information)
- d. “Basketball” (1 mark)
- e. Playing badminton (1 mark) and learning guitar (1 mark) (2 marks)
- f. 8:30 AM to 3:00 PM (1 mark)
- g. “Mei Qiu likes both classical music and contemporary music” and “Mei Qiu plays the electric piano” (2 marks)
- h. Mei Qiu only has classes from Monday to Friday, while Xiao Lin has to attend classes during summer break; Mei Qiu’s school hours are from 8:30 to 3:00 pm, while Xiao Lin has to attend classes during daytime and evening as well; Mei Qiu doesn’t have a lot of homework, but Xiao Lin has a lot of homework to do. (3 marks, 1 mark for the comparisons of school days, school time and amount of homework)
- i. i) T; ii) F; iii) F; iv) T (4 marks)
- j. It is great as Mei Qiu can do what she likes to do at school (1 mark)

Part B – Question 7

Part B featured a purpose-designed reading text introducing WeChat, an app that functions as the Chinese social media equivalent of Facebook. The passage covered a range of topics and included more advanced grammatical structures. It also incorporated several grammar points and sentence patterns, such as 除了...还可以, 差不多, 也..., and the use of “让”. The Q7 items were well understood by candidates and most achieved high marks for this section.

Marking Guidelines

- a. 微信是一个中国人喜欢用的手机 app (1 mark)
- b. 因为非常方便 (1 mark)
- c. i) F; ii) T; iii) T; iv) F (5 marks)
- d. 用微信里的表情可以让聊天更有意思 (1 mark)
- e. 画画 (1 mark)
- f. 微信可以用来买东西 (1 mark)、点餐(1)和坐车 (1 mark) (3 marks)
- g. 外国学生用微信跟中国朋友聊天 (1 mark), 看中文书 (1 mark), 听中文歌 (1 mark), 看中文视频 (1 mark), 练习听、说、读、写 (1 mark) (5 marks)
- h. 因为微信帮助大家更容易联系 (1 mark) 和生活 (1 mark), 也可以帮助外国人多了解中国 (1 mark) (3 marks)

Section C – Writing in Chinese

This section contained five questions, from which candidates were required to select only one. The questions covered a variety of topics across the four themes and included a range of text types, such as emails, dialogues, diary entries, school newspaper articles and stories. Based on candidates' choices in the exam, Question 8 was the most popular, selected by nearly half of the cohort, followed by Questions 10 and 11. Question 9 was chosen by only one candidate, while Question 12 was not selected at all.

The selection of questions in the Writing in Chinese section reflected the text types and topics candidates felt most confident with, and overall performance was strong. Some candidates demonstrated impressive writing skills, showcasing a wide range of vocabulary and complex sentence structures, along with effective use of punctuation, paragraphing and appropriate text types. Their writing also featured strong use of connecting words and adverbs.

In contrast, texts that relied heavily on simple sentences and repetitive vocabulary and structures or contained errors in characters, grammar or text format and style received lower ratings.

Question 8

This question was the most popular among candidates, many of whom were familiar with the required text type and felt confident with the topic. Candidates were asked to write an email to a potential employer applying for a tutoring position. Nearly half of the cohort selected this task. Those who achieved higher ratings for Criterion 4 provided a detailed and relevant self-introduction, clearly explained why they were suitable for the role and demonstrated the use of

more complex sentence structures, effective language and accurate characters and grammar.

In contrast, candidates who did not receive higher marks often provided insufficient content. They failed to outline the skills and experience that matched the job requirements and did not mention prior studies related to the necessary skills. Additionally, many wrote their response in a letter format rather than an email. Students should familiarise themselves with this text type in future.

Question 9

This question was attempted by only one candidate. The low uptake was likely due to unfamiliarity with the term “graduation ceremony” as opposed to “graduation party”, as well as the dialogue text type, which may have led most candidates to avoid this question. The content of the task required writing a conversation about planned activities, such as shopping plans, what clothes to wear, where to buy them and when to go shopping.

Despite the guidance provided in the question and the familiarity of the topics, candidates may have lacked confidence in writing this text type and therefore steered clear of it. The sole candidate who attempted the question performed very well and received a high mark.

Question 10

For this question, candidates were required to write a diary entry describing a friend’s 18th birthday party. It was the second most popular question in this section, likely because the topic was personally engaging and most candidates could draw on relevant personal experience. Markers noted that the majority were familiar with the diary text type, although some omitted details such as the weather or the day of the week. Overall, conventions of punctuation, paragraphing, and the use of two-space indents for new paragraphs were well observed, making this a well-handled and successful question.

Question 11

This question required candidates to write an article for their sister’s school newspaper introducing their own school. It was another popular choice, as the topic was familiar and the text type mainly required candidates to observe standard writing conventions, including correct punctuation, clear paragraphing and the use of two-space indents for new paragraphs.

The task is closely aligned with an oral examination question, 请你介绍一下你的学校. As long as candidates included key details such as the school’s location, the number of students and teachers, available facilities, subjects offered, extracurricular activities and the daily timetable, they generally performed very well. Overall, results were highly pleasing, with almost all candidates meeting the assessment criteria successfully.

Question 12

There were no attempts at this four-panel cartoon question. The task required candidates to use more advanced vocabulary and sequencing skills to create a coherent story, which may have led to a lack of confidence in producing a 170–200-character response within the time limit. Additionally, candidates were likely unfamiliar with the topics and vocabulary, contributing to their reluctance to attempt the question. This could be an area for both students and teachers to focus on for practice in the future.