



**2007** **LOTE: Chinese Second Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Students were generally well prepared for the Conversation, which tested students' ability to speak Chinese in a linguistically and culturally appropriate way. Successful students prepared themselves well and were able to give details about their personal world. They directed the flow of conversation as appropriate. Those students who could only provide short answers struggled to maintain the conversation over seven minutes.

In the Discussion section, a number of students handled the procedures well and demonstrated thorough preparation. They adequately outlined the topic and sub-topic of their Detailed Study, the materials studied and the direction of their research by using the one-minute introduction. Many students listened carefully, understood the questions and were able to present the facts and give ideas and opinions.

Students have to remember that in both sections there will be some questions for which they have not prepared or which they have not considered. It is common for assessors to ask questions which will challenge all levels of students. Being able to work with difficult questions simply indicates that the student is coping well with the examination.

**SPECIFIC INFORMATION**

**Section 1 –Conversation**

This task consisted of a seven-minute conversation about the student's personal world, including school and home life, family and friends, interest and future aspirations. Generally, the seven minutes allowed coverage of three or four aspects in detail and provided opportunities for students to extend themselves to a higher level. Students need to understand that the conversation is an exchange and should not be approached as a question-answer interchange or a mini-presentation.

**Communication: Capacity to maintain and advance the exchange appropriately and effectively**  
**Clarity of expression**

Many students responded readily and confidently to the questions asked and led the conversation by effectively interacting with the assessors and providing extensive responses to questions. However, some students relied too heavily upon rehearsed responses and, as a result, found it hard to carry on a natural flow of conversation when extra information was required in their answer.

The most successful students provided extensive responses to the questions asked, confidently moving the exchange forward while using accurate language, a sophisticated range of vocabulary and complex structures. These students demonstrated the capacity to respond to and build on comments made by the assessors. They rarely hesitated and maintained a consistent pace without unnatural pauses.

It is important that students listen carefully to what the assessors are asking and respond appropriately. Since one of the criteria requires evidence of ideas and opinions, students should go beyond the simple facts of family or school life and provide ideas and opinions on some issues related to their personal world. Students need to remember that it is language skills that will be assessed in the oral examination rather than facts. They need to be able to respond to questions and comments without resorting to pre-learned information. Students need to be aware that the same information may be questioned in a variety of ways; however, some students struggled when questions were phrased differently.

Most students had good pronunciation. On the whole, students were able to emphasise their opinions and ideas through intonation and stress. Tempo was generally well maintained.

It would help if students practised 'survival strategies' such as asking for a question to be repeated or clarified or for a moment to think.

**Content: Relevance, breadth and depth of information, opinions and ideas**

Most students were able to maintain a relevant conversation and efficiently convey their ideas. Students who performed well expanded on and explored their ideas with ease. They came up with interesting answers and expressed themselves naturally and vividly, as though they were eager to tell the assessors about their personal world. Some students lost



valuable marks by failing to enter into more detailed responses, even though they had understood the questions. Weaker students gave monosyllabic responses and waited to be supported with further questions.

**Language: Accuracy of vocabulary and grammar**

**Range and appropriateness of vocabulary and grammar**

Well-prepared students expressed themselves clearly in a linguistically and culturally acceptable way. Their language was accurate and appropriate, which was crucial to attaining high marks. A number of students showed consistent use of style and register and were able to rephrase if necessary.

## Section 2 – Discussion

Many students obviously enjoyed their Detailed Study and spoke enthusiastically about the sub-topic chosen, concentrating on the resources studied, expressing complex ideas and giving balanced opinions. Most students demonstrated competency in the Discussion; however, some students were under-prepared and had difficulty responding when they were asked unexpected questions. Some students did not specify in their one-minute introduction what aspects they had studied. Some had too many aspects and it was impossible to discuss every single aspect during the discussion.

**Communication: Capacity to maintain and advance the exchange appropriately and effectively**

**Clarity of expression**

Preparation plays a vital part in the discussion of the Detailed Study. Strong students used the one-minute introduction wisely by clearly stating the title of the sub-topic and introducing the aspects and resources studied. They knew their texts well and elaborated on their responses with well-prepared and in-depth answers. Some students were willing to participate, taking the initiative to respond appropriately. These students did well, even if their language did contain some vocabulary and grammatical errors. Some students had trouble sustaining the exchanges, often due to a lack of preparation. In addition, there were some students who needed more examination strategies and confidence in order to support and further elaborate upon their ideas and opinions.

Students need to keep in mind that if they bring in supporting material, they need to be able to describe and analyse it, especially if it is one of their texts. If they are unable to do this, the amount of material to discuss on their texts is considerably reduced. The material brought in should not be used as a cue card and should not have any characters on it other than headings.

Students need to pay special attention to the correct pronunciation of the topic and its aspects in their Detailed Study, otherwise assessors may not understand them and may find it difficult to phrase suitable questions. Students who did well used accurate vocabulary, expressed themselves clearly and used a wide range of sentence structures. Some students were too soft in their vocal delivery and avoided eye contact with assessors.

**Content: Capacity to present information, ideas and opinions on a chosen topic**

Many students were able to follow the flow of discussion, keep their discussion relevant, provide a range of information and ideas on the topic and support their opinions with good examples. Their discussions were very well focussed, demonstrating good breadth and depth.

It is vital that a suitable sub-topic is chosen, something that is interesting and suits the student's language capacity, promotes a discussion of the resources studied and allows the student to express opinions and generate new ideas. There was a much wider range of topics selected this year. Some of the effective ones included:

中国家庭的变化, 中国盆景, 中国的茶文化, 大熊猫, 缠足.

Students must recognise that this section is a **discussion**, and not a mini speech or presentation. There should be plenty of interaction between the students and assessors during the discussion. They need to anticipate that their prepared talks may be interrupted if they are too long.

**Language: Accuracy of vocabulary and grammar**

**Range and appropriateness of vocabulary and grammar**

Learning new words and expressions associated with the chosen topic is essential for success. There could be many new and unfamiliar words in the resources used by the students. Students should not only learn these words but actually use them in conversation. Some students were able to use sophisticated words and expressions in their introduction but were unable to understand these same words and expressions when they were used by the assessors. More practice of topic-specific words and expressions would be beneficial.



## Written component

### GENERAL COMMENTS

In total, there were 699 students who participated in the 2007 written Chinese Second Language examination, a slight decrease compared with 2006. Students demonstrated an understanding of general and specific aspects of the exam. Only a few students replied in the wrong language in Sections 1 and 2. Most students handled the format and text features very well and had learned different styles of writing for Section 3.

It is important for teachers to give students plenty of practice with examination type questions. Students also need to be aware of the importance of keeping their character writing neat, and they should allow time for proofreading.

In Section 1 – Listening and responding, some students appeared to have difficulty in identifying important points from the spoken texts. Teachers and students must be aware that the vocabulary used in this section is not bound by the character list on pages 14–17 of the study design. Students also need to check the English wording of the questions to focus on what the question is asking. They should use the note-taking space effectively while the exam is in progress.

In Section 2 – Reading and responding, most students transcribed the entire translation of the texts in Part B instead of identifying the important points. Students need to develop the skills needed to identify the overall idea of a text and to answer specific questions accurately.

In Section 3, the most popular topics were Questions 21 and 22 about online shopping and persuading grandparents to holiday at a beach. The standard of writing was of concern, as many students seemed to rush through their responses, resulting in a jumbled response with a poor introduction and ending. Students should regularly practise writing in Chinese on a variety of themes and topics. They should also practise writing in appropriate styles for different kinds of audiences. They need to plan their response before attempting to write and to read their work critically before completing the exam. Students should be aware of the word limit of 200 to 250 characters and ensure that they do not exceed the limit to avoid losing marks.

It is important that students plan the time carefully to allow them to complete all the answers.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Part A – Answer in English

###### Text 1

###### Question 1

Both of:

- short hair
- big eyes.

###### Question 2

Both of:

- at the front/main entrance (door)
- on the first/ground floor/level.

###### Text 2

###### Question 3

Because there will be two pandas on display at Melbourne Zoo next March.

###### Question 4

Because Adam has been learning Chinese for six years but has never been to China.

###### Question 5

On the Internet/a computer

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## Text 3

### Question 6

All of:

- channels (programs) from other provinces/states
- channels (programs) from other cities
- channels (programs) from overseas/foreign countries.

### Question 7

Type of program	Reason
Games (program/shows)	Boring
Sports (world/programs)	Not interested

### Question 8

Channel Three

## Part B – Answer in Chinese

### Text 4

#### Question 9

- 因为：1) 澳大利亚一年有四次假期；  
2) 中国一年只有两次假期；（澳大利亚假期多）  
3) 澳洲 9:00才上课，下午3:30就放学了；  
4) 中国每天早上7:30就得到学校，8:00开始上课，一直到下午5:00才放学；（澳大利亚每天上课时间短）  
5) 澳洲学生没有（什么）作业；  
6) 中国学生作业多。（澳洲学生作业少或中国作业多）

#### Question 10

- 7) 中国学生中午休息时间比较长（中国午休两个小时，比墨尔本长一个小时），  
8) 中国学生可以回家吃午饭

#### Question 11

- 9) 澳洲不是每个学校都穿校服。中国每个学校都有自己的校服。  
10) 中国女生不是一年（四季/每天）都穿裙子的。

## Section 2 – Reading and responding

### Part A – Answer in English

#### Question 12

Customer's full name	Wang Qianwen/Qianwen Wang
No. of adults travelling	Adults 2
No. of children travelling	Children 1
City of departure	Melbourne
Destination	Beijing
Timing of Travel	Chinese New Year/Spring Festival
Preferred airline and why	Qantas (Australian airlines) It's a direct flight

#### Question 13

China/Chinese airlines (Air China), because:

- it is cheap/cheaper
- the flying time is shorter
- it is more suitable for passengers with children
- there are discount fares for children (the children's fare is three-quarters of/cheaper than the adults' fare).

#### Question 14

Hong Kong/HK

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## Question 15

- (go to Hong Kong) for a week
- will need to fly to Guangzhou first
- then take train to Hong Kong
- meals, accommodation and sightseeing to be arranged/no problems in HK

## Part B – Answer in Chinese

### Question 16

- 1) 中国手机短信中的数字和
- 2) 字母有特别的意思;
- 3) 有些短信也很风趣

### Question 17

- 4) 方便-你不但
- 5) 在火车上、电车上可以发,
- 6) 在海边、山上也可以发。
- 7) 便宜-用手机发短信
- 8) 比打电话和寄信都要便宜。
- 9) 手机短信语法有时不完全对, 所以也有人觉得
- 10) 常常发手机短信会影响学生的写作能力。

## Section 3 – Writing in Chinese

### Question 18

#### Content

- 姓名、性别、外貌; 个性、爱好、特长; (结语)

#### Format

- title
- paragraphing (sections with sub-headings)
- sentence connection
- (conclusion)

### Question 19

#### Content

- 星期六、星期天行程及活动(景点)介绍; 交通、饮食(需带物品、衣物)等; (结语)

#### Format

- title
- paragraphing (sections with sub-headings)
- sentence connection
- conclusion

### Question 20

#### Content

- 网上购物综述; 利; 弊; 结论

#### Format

- 大家好、题目、谢谢 / 完了;
- paragraphing (sections with sub-headings)
- sentence connection
- conclusion

### Question 21

#### Content

- 为什么要回信; 去海边好处; 结论 – 说服去海边

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## Format

- 祖父母、你们好、祝愉快、孙（子、女）、日期
- paragraphing
- sentence connection
- conclusion

## Question 22

### Content

- 梦境；变成狗；如何淘气；醒来后；（结论）

## Format

- title
- author
- paragraphing
- sentence connection
- conclusion