



2014 Language: Chinese Second Language Advanced GA 3: Examination

Written component

GENERAL COMMENTS

Students prepared and performed well overall. The majority of students made good attempts at each question and completed the tasks in all sections of the examination. High-scoring students not only demonstrated sound knowledge of the language but also the ability to interpret the tasks correctly.

Students are advised to read all questions carefully to gain a better understanding of each one so that they provide relevant answers. It was common for students to provide extended answers where they were not required. As a result, key information was missing or distorted and students failed to express their answers clearly.

In Section 1 – Listening and responding, most students handled the tasks competently. However, in addition to a lack of understanding of some of the Chinese colloquial and idiomatic phrases, some students also struggled to convey their understanding correctly in English in Part A. For example, with

吃得比平时多了一半, instead of ‘eat 50 per cent more than usual’, students misinterpreted it as ‘eat one and a half times more than usual’.

Some students found the reading component of the examination challenging this year. Students are encouraged to read the whole texts carefully and pay attention to small details to gain a better understanding of such phrases. A thorough understanding of the task is important in order to score well. In Part B, students were required to state which was the ideal workplace for each of the eight university students after graduation and also justify their choice. Some students failed to interpret the task correctly and provided more than one workplace for the individual graduate, while others explained what the workplace was for or could offer instead of justifying why it was ideal for the particular graduate. In Part C – Translation, many students struggled to strike a good balance between being faithful to the original text and maintaining the natural flow in English. The frequent use of idioms and colloquialisms in the two texts also proved to be challenging for many students.

Most students showed an excellent understanding of the requirements for Section 3 – Writing in Chinese. Many students were able to produce well-structured essays using the correct text type features. However, students are reminded that it is very important to closely follow the instructions contained in the question of their choice in order to ensure that a broad range of relevant information is included. A high-scoring piece of writing needs to demonstrate the writer’s ability to address all requirements set in the task effectively.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Part A – Answer in English

Most students handled this section well; however, a large number of students failed to score full marks either because insufficient information was included or because they misunderstood the question.

For example, in Question 1a., students needed to include both ‘eats 50 per cent more than usual’ and ‘does not care about putting on weight’ to gain full marks. In Question 2b., some students misinterpreted the question as asking why the male speaker borrowed the novel.

Text 1

Question 1a.

He eats 50 per cent more than usual and does not care about putting on some weight even if some of his old clothes will not fit anymore. He believes that new things will not come unless the old things have gone.

Question 1b.

Sun Ming’s mother often gossips over the phone.

2014 Examination Report



Text 2

Question 2a.

The new novel is so special because it is the only copy in the local library.

Question 2b.

The Chinese idiomatic phrase implies that one can enjoy the advantage of being in a favoured position.

Part B – Answer in Chinese

Students are required to demonstrate their full understanding of the text by responding to the question in Chinese characters. Students need to write grammatically correct full sentences. Students are reminded not to include irrelevant information, as the entire response was assessed for accuracy in language.

Text 3

Question 3

新电脑给小张带来很多挑战。头两个星期因为他是生手，所以电脑老出错，而且，用在学习上并不得心应手。另外，用它上网买东西，三、四个小时不知不觉就过去了。

Section 2 – Reading, responding and translating

Part A – Answer in English

Students were required to read one text. Most students demonstrated excellent skills in recognising Chinese characters and could answer the questions competently.

Text 4

Question 4a.

In the past: The kingdom of bikes

At present: The capital/city of cars

Question 4b.

- Public transport is packed with people.
- (Motor-driven) vehicles/cars are often motionless on the roads.

Question 4c.

Advantages

- A bike is very cheap in Beijing.
- Cyclists can ride very fast and feel pleased/satisfied/comfortable/happy.
- The roads in Beijing are even and very nice for cyclists to ride on.

Disadvantages

- Cyclists can feel tired.
- The (quality of the) air is poor.

Question 4d.

Foreigners	<ul style="list-style-type: none">• love sport• do not want to pollute the air
Chinese	<ul style="list-style-type: none">• might be poor and cannot afford to buy a car• an indication of their social status

Question 4e.

- Drive less and cycle more.
- It should be everyone's concern and early action is necessary.

2014 Examination Report



Part B – Answer in Chinese

Text 5 Question 5

- 张利理想的工作单位应该是中国作家协会，因为他/她想当文学家。
- 王平理想的工作单位可能是北京话剧院，因为他/她想当剧作家。
- 李秋对中国画和书法很有兴趣，所以她/他如果去了北京国画院一定会非常高兴。
- 高雨想研究天然气和风能发电，他/她的理想单位应该是中科院。
- 谢欢想当汉学大师，所以如果去了中国文史馆他/她会很高兴。
- 白月想当史前考古学家，所以他/她很想去历史博物馆。
- 小明的个人兴趣是研究中国社会发展，所以社科院是他/她理想的工作单位。
- 小红想当女中音歌唱家，所以她一定很想去中国歌剧院。

When multiple workplace choices were provided, the first choice was assessed.

Students were penalised for not writing in full sentences and for missing required information.

Part C – Translation

While some minor English-language mistakes were tolerated in Part B of Sections 1 and 2, in this part, students missed out on marks for making spelling and grammatical errors.

Criterion 1: understand the passage and convey the meaning in English

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

2014 Examination Report



Criterion 2: express the passage in fluent English

Descriptor	Mark
Is accurate, precise and coherent, free flowing, logically sequenced and uses good connectives, style is clearly recognisable and appropriate.	5
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
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
Is a literal translation from Chinese to English, errors are so frequent that much of the message is incoherent. There is no attention to style.	2
Barely conveys the meaning of the passage.	1
Is insufficient to make a judgment.	0

Question 6

Nowadays many people get very cross as soon as work is mentioned. They feel their work days drag on forever and are prepared to resign at any time. They only work for money and then use the money to buy happiness in other aspects. They never seek perfection, and only hope to succeed and become popular. In their opinion, having money is the only indication of one's success and social recognition. This demonstrates their ignorance. Actually, the major part of our happiness comes from work. The constant effort yields success if a person loves and does their work wholeheartedly. The work itself will then become the great pleasure of our lives.

Question 7

Mum is a famous surgeon who can also speak three dialects. Although she talks and laughs a lot every day, she cares about everything and hopes that she does everything perfectly. What's more important is her beautiful mind and true hospitality. She is also very capable of cooking Chinese food. Therefore, we often have a house full of distinguished guests. Everybody thinks that she is perfect.

Section 3 – Writing in Chinese

Question 9 was the most popular, followed by Questions 11, 8, 10 and 12. Many students demonstrated their ability to use a broad range of vocabulary, including Chinese idioms, and complex sentence structures. However, it was common for students to miss one or two key elements that were required in order to achieve full marks. For example, in Question 8, the role of the writer, according to the task, was that of an exchange student living in the home of a Chinese fellow student. Students were required to write an article to evaluate the successful and less successful aspects of the relationship between Chinese parents and their children. To address the task fully, when exploring the topic, students were required to relate to the experience gained from living with a Chinese family.

Criterion 1

Relevance, breadth and depth of content

- relevance of content in relation to task set
- comprehensiveness and sophistication of context

Criterion 2

Appropriateness of structure and sequence

- introduction, body, conclusion as appropriate to text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing between paragraphs

Criterion 3

Accuracy, range and appropriateness of vocabulary and grammar

- accuracy of vocabulary and grammar
- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

2014 Examination Report



Question 8

你是爱里克斯，在北京当交换学生，住在中国同学小王家。写一篇杂志文章，分析一下中国家长与孩子之间的关系有哪些成功和不足之处。

Criterion 1 – content

成功的例子 x 2 例如：父母与孩子关系密切、教育投资多、学习成绩好、生活条件优越舒适

不足的例子 x 2 例如：学习压力大、性格孤僻、生活依赖性强、过于宠孩子、生活习惯不好

Criterion 2 – structure and sequence (杂志文章)

- 《校刊》/《学校杂志》，标题，作者。
- 开头，正文，结尾
- 段落间发展有序，句子连贯

Criterion 3 – language

整体评估：

评为满分者应达到以下五方面：词汇丰富，表达精炼准确，用词恰当，句型多样，无语言错误

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

你是爱里克斯。经过深思熟虑，广泛搜索有关未来学习、生活和工作的机会后，你决定去外国读大学。写一篇演讲稿说服你的同学步你的后尘。

Criterion 1 – content

去国外学习的好处

学习方面： 例如：了解世界范围的学术环境、学术方面的多样化、

生活方面： 例如：培养独立性、了解一些异国文化、学习生活中一些常识

未来的工作： 例如：建立一定的人脉联系、了解一些外国的工作情况、在世界范围内拓展
自己的视野以及事业

Criterion 2 – structure and sequence (演讲)

- 大家好；演讲题目；我说完了/谢谢。
- 开头，正文，结尾，

2014 Examination Report



- 段落间发展有序，句子连贯

Criterion 3 – language

参见Question 8

Question 10

你是爱里克斯。你们学校最近举办了一次《中国文化周》。给你们中国姐妹学校的李校长写一封正式信函，描述这次文化周内三项不同的活动。

Criterion 1 – content

介绍三个不同的活动，比如：饮食文化，传统音乐，美术，娱乐，健身活动，等等。

其它相关信息：有关文化周的具体情况介绍，比如：准备情况，时间，地点，谁参加，等等。

Criterion 2 – structure and sequence (一封信)

- 某某，你好！，祝好！署名，日期。
- 开头，正文，结尾。
- 段落间发展有序，句子连贯

Criterion 3 – language

参见Question 8

Question 11

你是爱里克斯。你的面前放着自己的三张照片，反映了你中学生活中的亮点。写一篇日记，描述每张照片带给你的不同感受。

Criterion 1 – content

三个不同的亮点 例如：军训/露营，毕业/典礼舞会，获奖，演出，比赛，等等

三个不同的感受 例如：幸福/快乐/欣慰，激动/兴奋，陶冶性格，拼搏挑战自己，永不放弃，等等

Criterion 2 – structure and sequence (日记)

- 日期； 天气。
- 开头，正文，结尾。
- 结构严谨，段落间发展有序，句子连贯

Criterion 3 – language

参见Question 8

Question 12

现在是2058年，新科技神奇地改变了世界。爱里克斯的小狗突然开口说话了，并领着爱里克斯在狗的世界中历险了三天。给你的中国笔友写一篇故事描述他们的经历。

Criterion 1 – content

三天中 在狗的世界的 不同 历险经历。

Criterion 2 – structure and sequence (故事)

- 题目，作者。
- 开头，正文，结尾。
- 故事人物地点情节
- 段落间发展有序，句子连贯

Criterion 3 – language

参见Question 8