

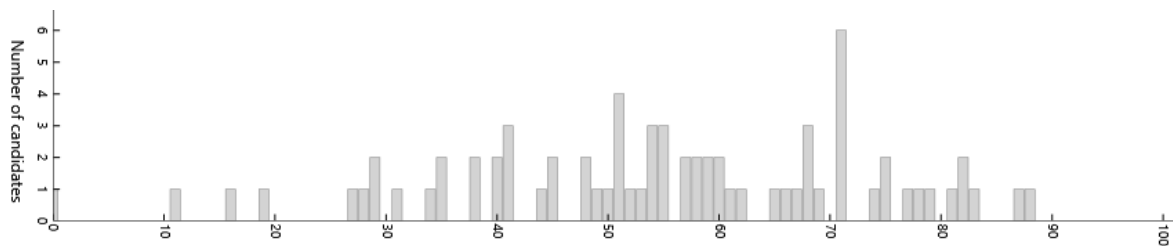


Summary report of the 2022 ATAR course examination report: Chinese: First Language

Year	Number who sat	Number of absentees
2022	73	9
2021	64	4
2020	77	7

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written



Summary

The written examination consisted of three sections: Listening and responding (20%), Reading and responding (55%) and Writing in Chinese (25%). Candidates demonstrated a satisfactory level of knowledge and ability to address most of the questions. The overall mean of the examination, 54.40%, was slightly lower than in 2021 at 56.63%

Attempted by 72 candidates Mean 54.40% Max 87.50% Min 0.00%

Section means were:

Section One: Listening and responding

Part A

Mean 58.77%

Attempted by 72 candidates

Mean 5.88(/10)

Max 10.00

Min 0.00

Section One: Listening and responding

Part B

Mean 49.86%

Attempted by 71 candidates

Mean 4.99(/10)

Max 9.00

Min 0.00

Section Two: Reading and responding

Part A

Mean 50.50%

Attempted by 72 candidates

Mean 20.20(/40)

Max 36.50

Min 0.00

Section Two: Reading and responding

Part B

Mean 63.61%

Attempted by 72 candidates

Mean 9.54(/15)

Max 14.00

Min 0.00

Section Three: Writing in Chinese

Mean 55.18%

Attempted by 71 candidates

Mean 13.79(/25)

Max 23.00

Min 0.00

General comments

The standard of the examination was appropriate, as it proved to be a good discriminator of the candidates' ability levels. Some candidates struggled to answer all the questions in the stipulated length of time. Many candidates did not appear familiar with language and textual features and therefore often identified the wrong language features while

analysing/explaining the texts in Questions 1 part (c) and 3 part (c). A few candidates did not answer all the questions in some sections, some of these were focused on language proficiency.

Advice for candidates

- Listening and responding: read the questions carefully and determine what information you need to obtain from the spoken texts. Reference should be made to the listening text. Practise using language features to analyse the referred texts.
- When two texts are presented for one question, the content of both texts needs to be considered, elicited and extracted in a balanced way.
- Reading all parts of a question carefully will minimise placing information in responses in the wrong part of the question.
- Reading and responding: study the questions carefully and pay attention to the requirements of the questions, as well as the text type and the length of the answer.
- Practise using language features to analyse the referred texts.
- Writing: study the questions and outline the structure or sequence with examples to support your ideas or opinions before you start writing.
- Read the question carefully and make sure your writing serves the purpose and the appropriate audience.

Advice for teachers

- Assist in improving the students' ability to recognise and use linguistic and grammatical textual conventions.
- Assist in improving student ability to analyse the questions.
- Emphasise the importance of management of time during assessments to make sure all tasks can be finished in time.

Comments on specific sections and questions

Section One: Listening and responding Part A (10 Marks)

Candidates generally completed Question 1 parts (a) and (b) well with part (c) providing greater discrimination of candidate ability.

Section One: Listening and responding Part B (10 Marks)

The question in this section required candidates to understand the content of both texts and elicit the viewpoints extracted from the broadcast and the dialogue to support their own views

Section Two: Reading and responding Part A (40 Marks)

Candidates struggled with some parts of Question 3 and Question 4. Many did not complete all the requirements of the questions.

Section Two: Reading and responding Part B (15 Marks)

This section was answered well by most candidates. A few candidates did not follow the letter format or put their own names in the signature.

Section Three: Writing in Chinese (25 Marks)

Questions 6 and 7 evaluated candidates' proficiency in essay writing. Most candidates expressed their ideas, information and opinions in an essay format at a sound level. A large majority of candidates chose Question 6 and performed significantly better in this question than Question 7.