

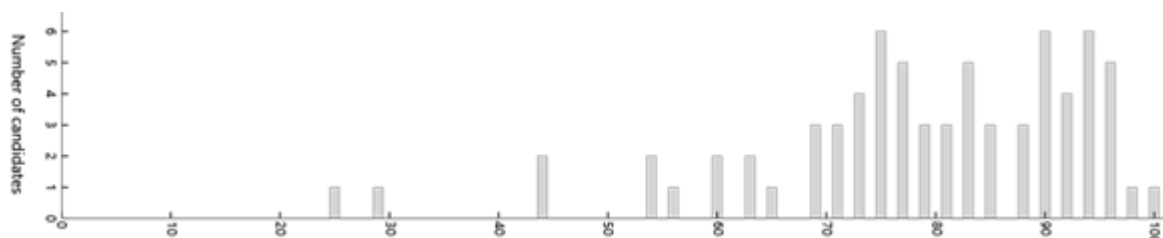


Summary report of the 2024 ATAR course examination report: Chinese: Second Language

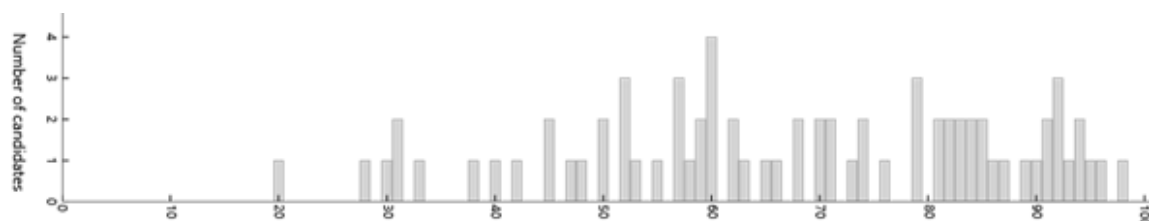
Year	Number who sat all examination components	Number of absentees from all examination components
2024	73	1
2023	91	1
2022	94	2
2021	88	1

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–Practical



Examination score distribution–Written



Summary

The examination consisted of a practical examination and a written examination. Overall, candidates performed better in the practical component than the written component.

Practical examination

The practical examination commenced with time for viewing and preparation of a stimulus in Part A, followed by discussion of the stimulus in Part B and conversation in Part C about the topics from Units 3 and 4.

Attempted by 73 candidates Mean 78.40% Max 100.00% Min 25.00%

Section means were:

Part B: Discussion of stimulus	Mean 79.11%		
Attempted by 73 candidates	Mean 39.55(/50)	Max 50.00	Min 14.58
Part C: Conversation	Mean 77.68%		
Attempted by 73 candidates	Mean 38.84(/50)	Max 50.00	Min 10.42

Written examination

The written examination consisted of three sections: Section One: Listening; Section Two: Viewing and reading; Section Three: Written communication (Stimulus response in Part A and Extended response in Part B). Candidates were required to attempt all questions in Section One, Section Two and Section Three: Part A. Candidates had to complete one question from a choice of three in Section Three: Part B.

Attempted by 73 candidates	Mean 67.26%	Max 98.09%	Min 20.11%
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Section means were:

Section One: Response: Listening	Mean 64.77%		
Attempted by 73 candidates	Mean 19.43(/30)	Max 30.00	Min 6.56
Section Two: Response: Viewing and reading	Mean 64.29%		
Attempted by 73 candidates	Mean 25.72(/40)	Max 40.00	Min 3.64
Section Three: Written communication			
Part A: Stimulus response	Mean 72.77%		
Attempted by 70 candidates	Mean 8.73(/12)	Max 12.00	Min 0.00
Section Three: Written communication			
Part B: Extended response	Mean 74.32%		
Attempted by 73 candidates	Mean 13.38(/18)	Max 18.00	Min 5.50

General comments

Practical examination

Candidates performed well in both Parts B and C, with results for Part B being slightly higher. Many demonstrated a satisfactory understanding of the course content. Most candidates were aware of the process of the examination including the language that was involved at the beginning of Part B. There were a few candidates who were unsure of the process and instructions in the *Chinese: Second Language ATAR course practical (oral) examination requirements* document.

Generally, candidates underperformed due to the lack of detailed information they provided. Some candidates did not elaborate on their answers by providing more information to support their opinions. It was evident that many candidates were able to apply sentence structures and conjunctions commonly used from the syllabus; however some used repetitive sentence structures. Most candidates had good grammar accuracy; however grammatical errors, such as missing verbs in sentences and misusing conjunctions, were evident. Some candidates repeated the questions before answering them and the flow of speech seemed problematic for many candidates.

Advice for candidates

- Prepare well by improving your content knowledge, building vocabulary and complex sentence structures. Preparing well will assist in not relying on simple repetitive sentence structures.
- Work on your accuracy of grammar and vocabulary when using spontaneous conversation. Provide comprehensive answers relevant to the topics/stimulus.
- Answer the question in the stimulus and refer to the image in your answer.
- Include detailed information and a range of grammar and sentence structures in answers.
- Answer open-ended questions in Part C with more detail, using the third person.
- Work on flow of speech and pause appropriately by practising with other students and native speakers.

- When answering questions avoid repeating the question back to the examiner.

Advice for teachers

- Discuss the oral examination process with students, so they know what to expect on the day. This includes the process and the language involved, by referring to the *Chinese: Second Language ATAR course Practical (oral) examination requirements* document.
- Provide students with opportunities to summarise information, practise with spontaneous conversation and produce detailed answers.
- Expose students to different markers, this will allow students to adjust to and understand the marker on the day. They will also be able to better handle the pace, flow and accent of markers.
- Encourage students to avoid repeating the question back or pause inappropriately. This practice may also allow students to gain an understanding and ability to answer the standard questions and instructions of the practical examination process.
- Provide students with opportunities to build vocabulary beyond each individual topic so that common words used frequently in Chinese conversation are accessible for students to understand and apply.
- Provide students with opportunities to review the *Chinese: Second Language ATAR course practical (oral) examination marking key* so that they have an explicit understanding of how marks are awarded.
- Teach students how language should flow and how to group words, by pausing appropriately. This will improve students' flow of speech.

Written examination

Most candidates completed the examination and demonstrated a sound understanding of all the texts and questions. Some candidates did not complete Section Two, or provided incomplete or irrelevant answers. Most questions were attempted by the majority of candidates. There were very few cases of candidates not completing questions.

In Section One: Response: Listening, candidates performed satisfactorily. When answering questions, some candidates did not provide sufficient detail required to answer the questions, and many candidates used incorrect interpretations of vocabulary. In Section Two: Response: Viewing and reading, candidates generally performed adequately. Full marks were achieved in every question. Presenting correct vocabulary was problematic for many candidates. There was a notable lack of producing full sentence answers and correct English. This resulted in answers not including the grammatical structures and necessary information that the question required. Section Three: Written communication Part A: Stimulus response, required candidates to demonstrate their proficiency in writing the Chinese language, including characters, knowledge of grammatical structures and vocabulary related to each topic. Many candidates performed well in this section, linking information in the graph to their response. Some candidates resorted to Pinyin and few candidates appeared to have relied on rote learning to complete this section. Many candidates performed well in Section Three: Written communication Part B: Extended response, slightly better than in Part A, with answers being authentic and natural. However, quite a few candidates did not use all the conventions of each of the texts required and neglected to answer the question directly and with detail. Accuracy in grammar and vocabulary was challenging for most candidates when answering the Extended response questions. Overall, most candidates displayed strong knowledge of the topics, grammar and characters.

Advice for candidates

- Take time to read and understand each question and review your answers to make sure you are answering the question.
- Make sure all multiple-choice and true/false questions are answered.

- Write concise answers that make sense when expressed in English, while remaining faithful to the Chinese text.
- Use correct vocabulary and grammar to answer the question fully.
- Make sure your writing is easy to read.
- Ensure your answer makes sense in English, when applying words from the dictionary.
- Include all your ideas in your answer and do not cross any out.
- Include grammatical structures from the syllabus as full sentences in your answers, when asked for in a question.
- Do not use Chinese characters when required to write in English.
- Do not use Pinyin in the Written communication section.
- Be aware of and apply all conventions of each text type in the examination.

Advice for teachers

- Provide opportunities for students to develop proficiency in searching for specific words in the dictionary.
- Assist students in developing word lists associated with the topics from Units 3 and 4.
- Provide students with opportunities to produce written pieces of work for a variety of questions related to the topics in the syllabus.
- Provide feedback including if the question is answered fully, the text type applied and an explanation of language accuracy.
- Provide students with appropriate salutations, sign-offs and formal and informal language for each of the text type conventions.
- Provide students with opportunities to practise and improve their knowledge of text types and text conventions.
- Provide students with opportunities to build vocabulary beyond each individual topic so that common words used frequently in Chinese are accessible for students to understand and apply.

Comments on specific sections and questions

Marks for the practical examination were higher than the written examination.

Practical examination

Part B: Discussion of stimulus (24 Marks)

All candidates attempted this section. They were well prepared and demonstrated a satisfactory to excellent range of knowledge of the course content. Candidates achieved high marks for most of the criteria, indicating that they were well prepared. However, candidates did not perform as well in Criterion 2, Response.

Part C: Conversations (24 Marks)

All candidates attempted this section. They were well prepared and demonstrated a satisfactory to excellent knowledge of the course content. Candidates achieved high marks for most criteria with Criterion 1 being slightly higher than Criterion 2. Some candidates lacked the ability to provide detailed information and language range when asked further questions.

Written examination

Section One: Response: Listening (32 Marks)

Many candidates had difficulty with content from most of the texts, revealing a lack of understanding of vocabulary commonly used in everyday Chinese language and vocabulary related to the topics. Many candidates did not provide all the content required to answer questions and some left questions unanswered. At times, candidate's English was not clear, and some answers did not answer the question.

Section Two: Response: Viewing and reading (44 Marks)

Candidates generally performed well in the reading section. Candidates provided extended answers that allowed them to achieve a full range of marks. The majority of candidates attempted all the questions. While most showed an overall understanding of the texts, incorrect representations of vocabulary and grammar were a common issue. Many candidates did not provide full sentence answers.

Section Three: Written communication Part A: Stimulus response (12 Marks)

Candidates generally performed well in Part A. Some candidates did not complete their answer or did not attempt the question. Some did not refer to the stimulus appropriately and accuracy was a challenge for some.

Section Three: Written communication Part B: Extended response (18 Marks)

Candidates generally performed well in Part B with most answers being authentic and natural. Most candidates displayed a good knowledge of the topics and associated vocabulary. Some candidates did not directly answer the question or provide in-depth details required to answer the question. Accuracy in grammar and language range was a challenge for a few, while some candidates did not abide by the text type conventions. Some candidates also used Pinyin instead of Chinese characters.