

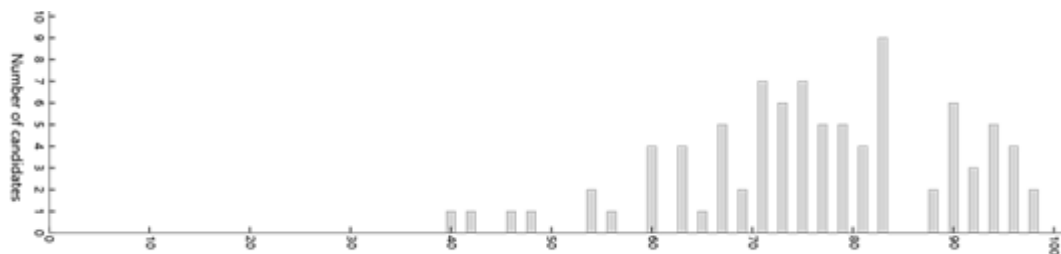


Summary report of the 2021 ATAR course examination report: Chinese: Second Language

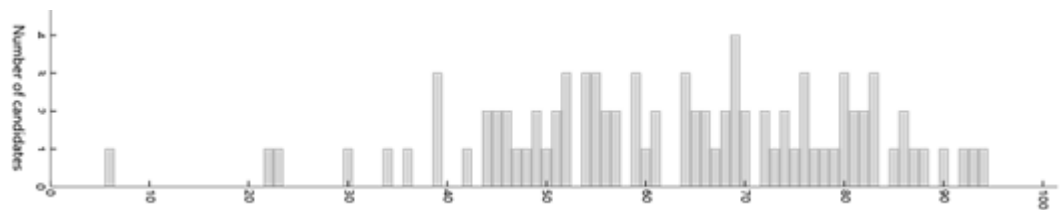
Year	Number who sat all examination components	Number of absentees from all examination components
2021	88	1
2020	86	2
2019	72	0
2018	63	0

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. Candidates performed better in the practical component than the written component as per previous years.

Practical examination

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

Attempted by 88 candidates Mean 76.33% Max 97.92% Min 39.58%

Section means were:

Part B: Discussion of stimulus	Mean 77.51%		
Attempted by 88 candidates	Mean 38.75(/50)	Max 50.00	Min 20.83
Part C: Conversation	Mean 75.14%		
Attempted by 88 candidates	Mean 37.57(/50)	Max 50.00	Min 16.67

Written examination

The written examination consisted of three sections: Section One: Listening; Section Two: Viewing and reading; and 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 a question from a choice of three in Section Three: Part B.

Attempted by 89 candidates	Mean 62.76%	Max 94.38%	Min 6.29%
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Section means were:

Section One: Response: Listening	Mean 53.74%		
Attempted by 89 candidates	Mean 16.12(/30)	Max 28.29	Min 0.86
Section Two: Response: Viewing and reading	Mean 65.84%		
Attempted by 89 candidates	Mean 26.33(/40)	Max 38.10	Min 2.86
Section Three: Written communication Part A: Stimulus response	Mean 63.90%		
Attempted by 88 candidates	Mean 7.67(/12)	Max 12.00	Min 0.00
Section Three: Written communication Part B: Extended response	Mean 70.19%		
Attempted by 88 candidates	Mean 12.63(/18)	Max 18.00	Min 0.00

General comments

In the practical examination this year, candidates performed equally well in both Parts B and C. Most candidates demonstrated a good understanding of the course content and the majority of candidates were aware of the examination requirements, including the language that was involved at the beginning of Part B. Few candidates, were unsure of the examination process. Candidates were able to answer most questions and respond to the stimulus well. Candidates generally had more problems with the depth of information required. Language accuracy was very good with only small grammatical problems such as missing verbs in sentences and misusing conjunctions. Candidates' pronunciation and intonation were mostly acceptable; however, the flow of speech seemed to be a problem for many candidates. The mean of the criterion in Part C was lower than in Part B. Overall, candidates lacked depth of information and range of complex grammar structures and more grammatical errors appeared in Part C than in Part B.

Marks for the written examination were higher than the previous year. Candidates appeared to be well prepared as most completed the examination paper and demonstrated a sound overall understanding of all the texts and questions. In the Listening section, many candidates found it difficult to provide accurate translations for nouns, verbs and grammatical structures. They failed to grasp the finer details of the texts to answer questions correctly and gain full marks. Many students made use of the notes section with some having the correct answer in the notes section and not in the answer section, therefore missing out on marks. The majority of students attempted all questions in the Viewing and reading section of the examination. In both the Listening and Viewing and reading sections there was a notable lack of precision in English expression in candidates' answers. At times, the English was poor as students tried to translate from Chinese. The Written examination required candidates to demonstrate their proficiency in writing the Chinese language, including characters, knowledge of grammatical structures and vocabulary related to each topic. Few candidates appeared to rely on rote learning to complete this section, as the questions provided did not allow the use of prepared scripts without addressing the question.

Responses to the written communication section were authentic and natural in their answers. Accuracy in grammar and vocabulary seemed to be a problem for most students when answering the Extended response question in the Written communication section. Quite a few students also did not gain full marks due to not following the required text type conventions.

The candidates attempted most questions and they appeared to spend appropriate time on each section of the examination. There were very few cases of candidates not completing questions or leaving questions blank.

Practical examination

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 sentences structures.
- Work on your accuracy of grammar and vocabulary use when using spontaneous conversation.
- Provide comprehensive answers relevant to the topic/stimulus.
- Include more in-depth information and a range of grammar and sentence structures in responses.
- Work on your flow of speech by practising with other students and native speakers.
- Articulate clearly and speak audibly so that both markers can hear you.

Advice for teachers

- Teachers are encouraged to run through with students the oral examination process, so students know what to expect on the day, including the process and the language involved referring to the *Chinese: Second Language ATAR course Practical (oral) examination requirements* document.
- Provide students with more opportunities to summarise information and produce more in-depth responses.
- 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.
- Expose students to different markers, so that they can adjust to and understand the marker on the day. This will assist candidates to better handle the pace, flow and accent of markers.
- Provide students with opportunities to review the practical examination marking key so that they have an explicit understanding of how marks are awarded.

Written examination

Advice for candidates

- Make sure all multiple-choice and true and false questions are answered.
- Take time to read and understand each question.
- Write concise answers that make sense as expressed in English, while remaining faithful to the Chinese text.
- Do not use English slang in your answers; use the correct translation of vocabulary and grammar.
- Ensure the use of correct translation of vocabulary and grammar in its entirety to answer the question fully.
- Read over your answers and make sure they answer the question.
- Read over information in your notes and make sure you include it in your answer.
- 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.
- Provide students with opportunities to produce written pieces of work for a variety of questions and in relation to the topics. Provide feedback if the question is answered fully and provide explanation of language accuracy.
- 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.
- Provide students with appropriate salutations and sign offs for each of the text type conventions.

Comments on specific sections and questions

As in previous years, 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 good to excellent knowledge of the course content. Candidates achieved higher marks for Criteria 1, 4 and 5. Indicating that candidates were well prepared. However, candidates did not perform as well in the Language accuracy and Language range criterion.

Part C: Conversation (24 Marks)

All candidates attempted this section. They were well prepared and demonstrated a good to excellent knowledge of the course content. Candidates achieved higher marks for Criteria 1, 3, 4 and 5. Indicating that candidates were well prepared. However, Language accuracy was again an area of weakness.

Written examination

Section One: Response: Listening (35 Marks)

Some candidates had difficulty with the 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 found it difficult to provide accurate translations and responses in clear, concise English. Many candidates also did not provide all the content required to answer the question and some left questions unanswered.

Section Two: Response: Viewing and reading (42 Marks)

The majority of students attempted all questions. While most candidates showed an overall understanding of the texts, their responses lacked detail and did not include the grammatical structures required to answer the questions fully. Incorrect translations of vocabulary was a common issue. There was also a notable lack of precision in English expression in candidates' answers and at times the English was poor as students tried to translate from Chinese.

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

In the Written communication section, few candidates seemed to spend the appropriate time on each section of the examination. Some candidates relied on Pinyin to complete sentences and for unknown vocabulary.

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

Responses to the written communication section were authentic and natural. Very few candidates relied on memorised texts to answer the written questions. Most displayed good knowledge of the topics and associated vocabulary. However, accuracy in grammar seemed to be a problem for most students. Quite a few students also did not achieve marks due to not abiding by the text type conventions.