

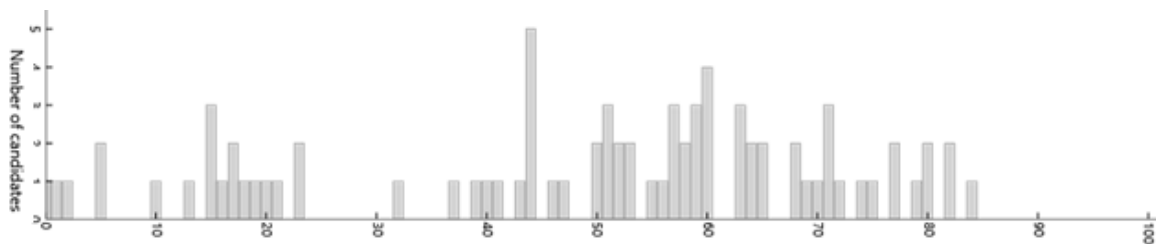


## Summary report of the 2023 ATAR course examination report: **Chinese: First Language**

Year	Number who sat	Number of absentees
2023	80	4
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**



### **Summary**

This was the first year that the new syllabus of the ATAR Chinese: First Language course has been examined. The written examination consisted of three sections: Section One Part A: Intercultural communication (15%), Section One Part B: Text analysis (15%) Section Two Part A: Intercultural communication (20%), Section Two Part B: Text analysis (20%) and Section Three Text production: written (30%). The overall mean of the examination was 48.38%.

Attempted by 79 candidates                                  Mean 48.38%    Max 83.97% Min 0.00%

Section means were:

Section One Part A: Intercultural communication	Mean 50.94%		
Attempted by 75 candidates	Mean 7.64(/15)	Max 13.12	Min 0.00
Section One Part B: Text analysis	Mean 48.78%		
Attempted by 75 candidates	Mean 7.32(/15)	Max 14.17	Min 0.00
Section Two Part A: Intercultural communication	Mean 48.44%		
Attempted by 75 candidates	Mean 9.69(/20)	Max 17.27	Min 0.00
Section Two Part B: Text analysis	Mean 47.09%		
Attempted by 77 candidates	Mean 9.42(/20)	Max 17.50	Min 0.00
Section Three Text production: written	Mean 47.72%		
Attempted by 77 candidates	Mean 14.32(/30)	Max 26.40	Min 0.00

### **General comments**

The pitch of the examination appeared to be at a level that was a good discriminator of the candidates' ability levels. Some candidates appeared to be unfamiliar with the new aspects of the examination design brief or terminology found in the updated syllabus. Most candidates managed to answer or attempt all of the questions.

### *Advice for candidates*

- Ensure you read and analyse each question carefully to fully understand its intent.
- Enhance your comprehension skills by reading and practising with various text types and articles. It is crucial to improve your understanding of different texts and to cultivate sensitivity to context.
- Focus on language application, as the examination emphasises the essence of language.
- Pay attention to the accurate use of grammar and vocabulary when answering questions, demonstrating strong language proficiency.
- Practise using language features to analyse the texts.
- Understand examination requirements for targeted preparation.
- Reflect on your study methods and examination strategies during the preparation process.
- Make notes in the spaces provided in the examination paper during the listening time for the aural texts.

### *Advice for teachers*

- Familiarise yourself and your students with the current version of the syllabus, and examination design brief and format, found on the course page.
- Ensure that your school-based assessment tasks and examinations reflect the requirements outlined in the current version of the syllabus.
- Incorporate teaching strategies that align with the examination requirements.
- Emphasise skills such as critical thinking, comprehension, and effective language use in your lessons.
- Ensure that students have a strong foundation in grammar, vocabulary, and language use. Reinforce these fundamentals in your teaching.
- Equip students with effective examination techniques, emphasising the importance of careful question analysis, time management, and language precision. Offer practice materials that reflect the updated examination format.
- Foster a culture of continuous learning among your students. Promote reading diverse texts, engaging in discussions, and practising language skills regularly to enhance overall proficiency.

### ***Comments on specific sections and questions***

#### **Section One Part A: Intercultural communication (20 Marks)**

This section consisted of four questions. Questions 2 and 3 emphasised comprehension and summarisation, differing from the memory-focused nature of Question 1.

#### **Section One Part B: Text analysis (18 Marks)**

The question in this section required candidates to explain the attitudes expressed by the author and analyse how the author used language to shape the attitudes of the audience.

#### **Section Two Part A: Intercultural communication (22 Marks)**

The questions in this section strongly emphasised the candidate's English expression skills, going beyond simply requiring proficiency in Chinese comprehension. However, poor Chinese comprehension prevented some candidates from achieving the full marks available.

**Section Two Part B: Text analysis (20 Marks)**

The question in this section specifically asked candidates to use evidence from the article about electric cars to identify the intended audience, outline the author's purpose, describe the sequence of ideas, and analyse four language features the author used to demonstrate their viewpoints and perspectives. Some candidates only responded to one or two aspects of the question.

**Section Three Text production: written (25 Marks)**

Section Three focused on extended response text production, written in Chinese. The two questions allowed candidates considerable autonomy in which to express their views on the topics presented. The majority of candidates chose Question 11 and performed significantly better in this question than those choosing Question 10.