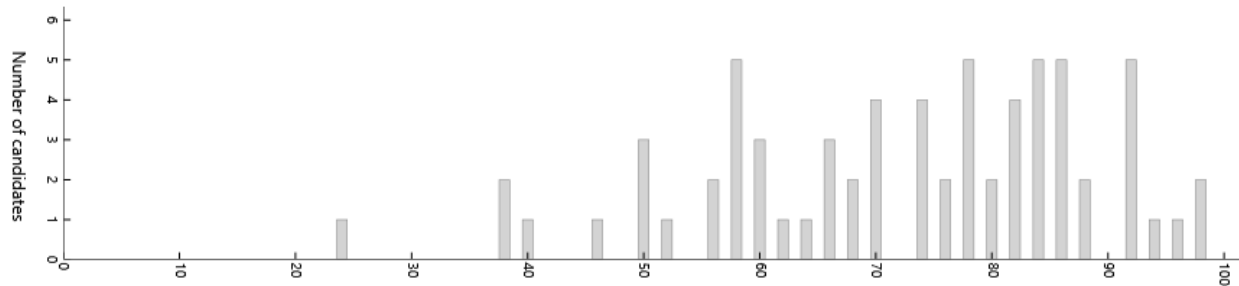




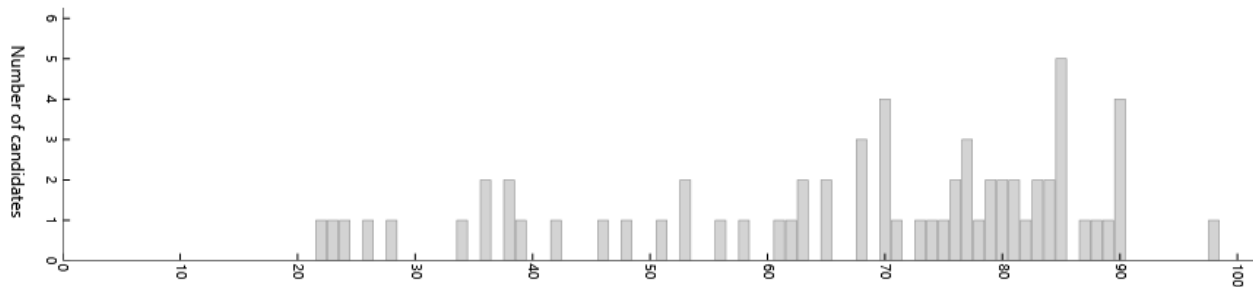
Summary report of the 2017 ATAR course examination: Chinese: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2017	66	0
2016	65	0

Examination score distribution – Practical



Examination score distribution – Written



Summary

Candidates completed a practical and a written examination.

Practical examination

The practical examination consisted of a viewing and preparation of stimulus, followed by discussion of stimulus and a conversation on topics from Unit 3 and Unit 4. The spread of marks for the practical examination ranged from 24% to 98%.

Attempted by 68 candidates Mean 72.18% Max 98.00% Min 24.00%

Section means were:

Part B: Discussion of stimulus Mean 73.71%
Attempted by 68 candidates Mean 36.85(/50) Max 50.00 Min 14.00

Part C: Conversation Mean 70.65%
Attempted by 68 candidates Mean 35.32(/50) Max 50.00 Min 10.00

Written examination

The written examination consisted of three sections: Listening comprehension, reading comprehension and written communication. Candidates were required to attempt all questions in Section One, Section Two and Part A of Section Three. Candidates had a

choice of one of three questions in Part B of Section Three. The spread of marks for the written examination ranged from 21.5% to 97.5%.

Attempted by 66 candidates	Mean 66.54%	Max 97.50%	Min 21.50%
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Section means were:

Section One: Response: Listening	Mean 67.37%		
Attempted by 66 candidates	Mean 20.21(/30)	Max 29.00	Min 4.00

Section Two: Response: Viewing and reading	Mean 68.75%		
Attempted by 66 candidates	Mean 27.50(/40)	Max 40.00	Min 4.00

Section Three: Written communication Part A: Stimulus response	Mean 60.16%		
Attempted by 66 candidates	Mean 7.22(/12)	Max 11.00	Min 0.50

Section Three: Written communication Part B: Extended response	Mean 66.49%		
Attempted by 64 candidates	Mean 11.97(/18)	Max 17.50	Min 2.00

General comments

Candidates performed slightly better in the practical examination compared to the written examination. In the practical examination, the main concern was with a lack of accuracy in language by some candidates. In Section Three: Written communication, candidate answers with almost identical content and language suggests that some candidates were relying too heavily on rote learning of model texts.

Practical examination

Advice for candidates

- Candidates are advised to pay more attention to accurate use of language during the practical examination.
- Candidates need to practise how to provide appropriate and detailed responses to specific questions rather than simply reciting rehearsed vocabulary or expressions.

Advice for teachers

- Teachers are advised to help students develop strategies to improve accuracy in verbal communications.
- Teachers need to prepare students with skills to overcome stress and respond appropriately to specific questions.

Written examination

Advice for candidates

- Candidates need to focus on addressing the requirements of the question when listening and reading texts. This will ensure that their responses are relevant. Candidates should avoid giving a literal translation as an answer to the listening and reading text questions.
- Candidates are advised to avoid a reliance on rote learning of model texts when they are preparing for the written communication questions.

Advice for teachers

- Ensure students write their essays in the correct text type and incorporate all essential features of the genre in their writing.
- Teachers need to help students gain a better understanding of the role of rote learning in second language acquisition and should encourage candidates to think critically about the use of model texts in examination preparation.

Comments on specific sections and questions

Marks were evenly distributed among various sections of both practical and written examinations.

Practical examination

Part B: Discussion of stimulus (25 Marks)

Most candidates were well prepared and confident. This was reflected in the generally high marks received for comprehension and speech flow. However, some of the candidates struggled with the accurate use of language and were unable to elaborate their views on the stimulus topics.

Part C: Conversation (25 Marks)

Higher marks for comprehension and vocabulary range indicated that most candidates were familiar with the various topics in the syllabus. However, a lack of proficiency in the use of language continued to prevent some candidates from fully expressing themselves.

Written examination

Section One: Response: Listening (30 Marks)

Candidates scored slightly lower marks in the Listening section than in the Viewing and reading section; however, the difference was almost negligible.

Section Two: Response: Viewing and reading (40 Marks)

When answering questions that required longer answers, many candidates responded by translating the reading texts rather than addressing the question. This resulted in fewer marks.

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

This is the lowest scoring section of the written examination paper. Some candidates did not complete the tasks.

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

There were a high number of candidates who selected Question 39, and the average mean for Part B was high because a few candidates scored exceptionally well for Question 39. Some responses to Question 39 were rather similar in content and language use. This suggests that rote learning of model texts might form part of the examination preparation strategy for some candidates.