

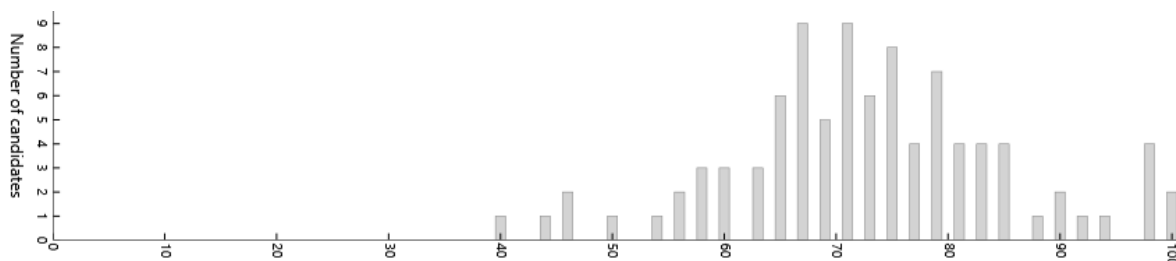


Summary report of the 2022 ATAR course examination report: Chinese: Second Language

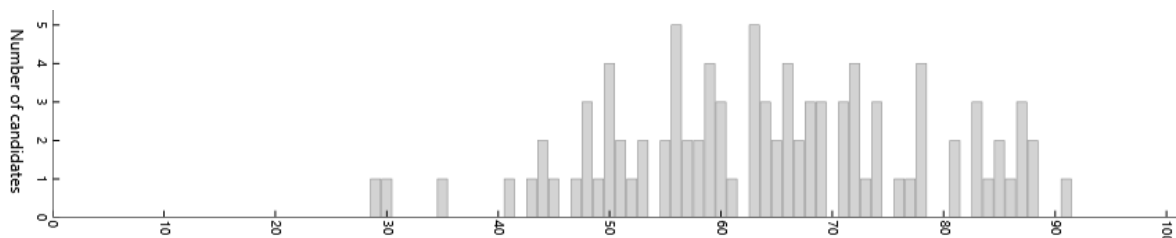
Year	Number who sat all examination components	Number of absentees from all examination components
2022	94	2
2021	88	1
2020	86	2
2019	72	0

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. 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 94 candidates Mean 72.85% Max 100.00% Min 39.58%

Section means were:

Part B: Discussion of stimulus	Mean 74.34%		
Attempted by 94 candidates	Mean 37.17(/50)	Max 50.00	Min 20.83
Part C: Conversation	Mean 71.37%		
Attempted by 94 candidates	Mean 35.68(/50)	Max 50.00	Min 18.75

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 95 candidates Mean 64.17% Max 91.36% Min 29.47%

Section means were:

Section One: Response: Listening	Mean 62.23%		
Attempted by 95 candidates	Mean 18.67(/30)	Max 28.57	Min 7.14
Section Two: Response: Viewing and reading	Mean 60.87%		
Attempted by 95 candidates	Mean 24.35(/40)	Max 36.49	Min 5.61
Section Three: Written communication			
Part A: Stimulus response	Mean 67.37%		
Attempted by 95 candidates	Mean 8.08(/12)	Max 11.00	Min 1.50
Section Three: Written communication			
Part B: Extended response	Mean 72.63%		
Attempted by 95 candidates	Mean 13.07(/18)	Max 18.00	Min 5.50

General comments

In the practical examination, candidates performed equally well in both Parts B and C. The majority of candidates demonstrated a good understanding of the course content and most were aware of the examination process. In Part B candidates were able to answer most questions while in Part C quite a few candidates required prompting from the marker. Most candidates lacked depth of information and some did not read the stimulus carefully and as a result did not answer the question correctly. Candidates also neglected to add grammatical structures from the syllabus and therefore Language range was a weakness. Language accuracy was good in Part B whilst more grammatical problems occurred in Part C. Candidates' pronunciation and intonation were mostly acceptable; however, flow of speech and pausing appropriately seemed to be a problem for many candidates.

Marks in the written examination were slightly higher than the previous year. Candidates demonstrated a sound overall understanding of all texts and questions. Most candidates attempted all questions, and they appeared to spend the appropriate time on each section. There were very few cases of candidates not completing questions or leaving questions blank. In the Listening and Viewing and reading sections, many candidates did not provide all the details required to answer each question and they also did not use the correct verbs or nouns when attempting to answer questions. For true/false statement questions, it appears as though quite a few candidates failed to make sure all the information was correct in each statement. There was also notable lack of producing full sentence answers and correct English. This led to answers not including grammatical structures or all the information that the question required. Candidates did not translate some phrases and vocabulary well. The written section required candidates to demonstrate their proficiency in writing the Chinese language, including characters, knowledge of grammatical structures and vocabulary related to each topic. Some candidates failed to write characters for some words and resorted to Pinyin. A few candidates appeared to have relied on rote learning to complete this section and were possibly able to merge previously learnt content to produce an answer. Most responses were authentic and natural in their answers. Accuracy in grammar and vocabulary appeared to be a problem for most candidates when answering the

Extended response questions in the Written communication section and quite a few candidates failed to abide by the text type conventions.

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 sentence structures.
- Work on your accuracy of grammar and vocabulary use 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 more in-depth information and a range of grammar and sentence structures in responses.
- Answer open-ended questions in Part C in more depth, using the third person to respond.
- Work on flow of speech and pause appropriately by practising with other students and native speakers.

Advice for teachers

- Teachers are encouraged to run through the oral examination process with students, so students know what to expect on the day. This includes discussing 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 more in-depth responses.
- Provide opportunities for students to experience the examination process with different markers so that they are used to being asked different questions and gain good habits when answering questions. This includes learning not to repeat the question back or pausing 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. Exposing students to different markers will also 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.
- 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.
- Train students as to how language should flow and how to group words, by pausing appropriately. This will improve candidates' flow of speech.

Written examination

Advice for candidates

- Take time to read and understand each question and read over your answers to make sure it is 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.
- Do not use English slang in your answers; use the correct translation of vocabulary and grammar, in its entirety to answer the question fully.
- Make sure your writing is easily readable.

- Make sure 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, even if running out of time.
- 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 and in relation to the topics in the syllabus. Provide feedback including if the question is answered fully, the text type applied and 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

As per 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 satisfactory to excellent range of knowledge of the course content. Candidates achieved higher marks for Criteria 1, 4 and 5, indicating that they were well prepared. However, candidates did not perform as well in Criterion 2, Language accuracy and Criterion 3, Language range.

Part C: Conversation (24 Marks)

All candidates attempted this section. They were well prepared and demonstrated a satisfactory to excellent knowledge of the course content. Candidates achieved higher marks for Criteria 1 and 5. However, Criterion 2, Language accuracy was an area of weakness with candidates demonstrating some limitations with their ability to provide more depth of information and language range when asked more questions.

Written examination

Section One: Response: Listening (42 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. Some did not use full sentence answers when required. At times, their English was not clear when providing answers in Section Three: Written communication.

Section Two: Response: Viewing and reading (57 Marks)

The majority of candidates attempted all questions. While most showed an overall understanding of the texts, their responses often did not include vocabulary and grammar structures required to answer the questions fully. Incorrect translations of vocabulary was a common issue. Some candidates also provided Chinese characters for their answer and/or some left answers blank.

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

In the Written communication section, candidates appeared to spend adequate time on each question, with few not completing their answer or not attempting the question. Candidates did not perform as well in Part A as in Part B. Some did not refer to the stimulus when answering the question.

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

Candidates generally performed well in Part B with most responses being authentic and natural. Very few candidates relied on memorised texts and most displayed a good knowledge of the topics and associated vocabulary. Accuracy in grammar and language range seemed to be a problem for most, while quite a few candidates did not abide by the text type conventions. Some candidates also used Pinyin in their response instead of Chinese characters.