

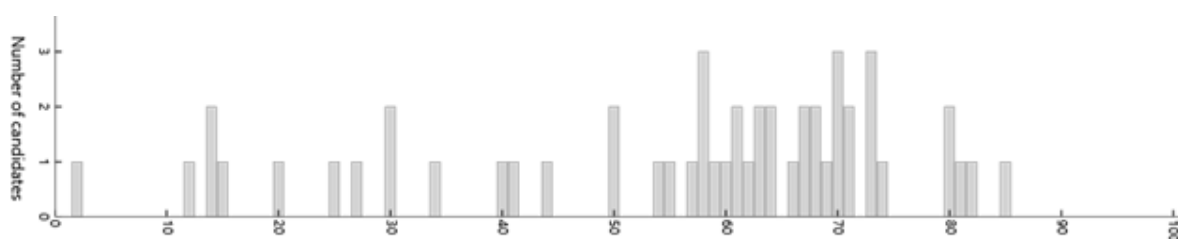


## Summary report of the 2024 ATAR course examination report: Chinese: First Language

Year	Number who sat	Number of absentees
2024	51	13
2023	80	4
2022	73	9
2021	64	4

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 examination is the second in assessing the new ATAR Chinese: First Language syllabus. The overall mean score for the examination was 54.98%.

Attempted by 51 candidates      Mean 54.98%      Max 84.94% Min 2.20%

Section means were:

Section One Part A: Intercultural communication	Mean 46.51%		
Attempted by 48 candidates	Mean 6.98(/15)	Max 12.50	Min 0.00
Section One Part B: Text analysis	Mean 62.31%		
Attempted by 50 candidates	Mean 9.35(/15)	Max 15.00	Min 0.00
Section Two Part A: Intercultural communication	Mean 52.32%		
Attempted by 46 candidates	Mean 10.46(/20)	Max 18.18	Min 0.00
Section Two Part B: Text analysis	Mean 49.38%		
Attempted by 49 candidates	Mean 9.88(/20)	Max 20.00	Min 0.00
Section Three Text production: written	Mean 61.06%		
Attempted by 48 candidates	Mean 18.32(/30)	Max 30.00	Min 0.00

### General comments

The examination as a whole was fair and set at an appropriate level of difficulty. The range of scores demonstrated how the examination effectively differentiated candidates. However, some candidates had difficulty completing or achieving satisfactory scores on questions that required answers in English. Additionally, there were time management issues for a small number of candidates who did not complete the final section of the examination. The mean scores for Section One Part B: Text Analysis (62.31%) and Section Three: Text Production (61.06%) were notably higher than those of other sections. This is attributed to the fact that the questions in these sections used 'Personal Perspective' from the new syllabus, indicating

that candidates could perform better when they incorporated personal experiences into their answers.

#### *Advice for candidates*

- Carefully read and analyse each question to fully grasp its intent and requirements.
- Engage in extensive reading of Chinese literature to strengthen your comprehension and text production skills. This practice will also enhance your understanding of language features, improve your grammar and vocabulary accuracy, and elevate your overall language proficiency.
- Familiarise yourself with the differences between formal and informal language and learn to use this appropriately based on context.
- Understand the examination requirements to prepare strategically. Develop effective time management skills to ensure all questions are completed before the end of the examination time.
- Take clear and concise notes during the listening section to aid your understanding and answers.
- Create an outline for your extended answers to ensure you include all the key words and components required by the question.

#### *Advice for teachers*

- Align school-based assessment tasks and examinations with the requirements outlined in the current syllabus.
- Familiarise yourself and your students with the vocabulary, particularly verbs, as specified in the syllabus, its glossary and the *Glossary of key words in the formulation of questions*, which are available on the course page.
- Build a solid foundation in grammar, vocabulary, and language use for students in both Chinese and English. Collaborate with your school's English as an Additional Language or Dialect teacher if additional support is needed.
- Equip students with effective examination strategies, emphasising the importance of thorough question analysis, time management, and precise language use. Provide ample practice materials that reflect the examination format.

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

#### **Section One Part A: Intercultural communication (18 Marks)**

This section required candidates to listen to a text in Chinese and answer in English. There were four questions in this section, with a mean of 46.3%. This was the lowest mean of the examination paper, indicating candidates found listening and responding challenging.

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

In this section, candidates were required to listen to a text in Chinese and then provide a detailed answer, also in Chinese. Most candidates performed well in this section, successfully relating their answer to their own personal perspective, making this the best-performing section in this examination, with a mean of 62.31%.

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

This section contained three questions that required candidates to read a text in Chinese and answer in English. Candidates' Chinese comprehension skills, as well as their English proficiency, were assessed. While some candidates were able to comprehend the text in Chinese, they did not use proficient English language techniques in their answers.

**Section Two Part B: Text analysis (22 Marks)**

This section contained only one question that required candidates to provide extensive answers in Chinese. The question required candidates to use evidence from the text to support their answers regarding the text producer's biases, information sequencing, and how language was used to shape the audience's attitudes. Many candidates did not use correct textual evidence in their answers and did not achieve full marks.

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

In this section, candidates were required to choose one question from the two options provided and write an extended answer in Chinese. It was essential for candidates to maintain the same perspective as the question they selected, as failure to do so resulted in a loss of marks. Candidates generally performed well in this section. However, weak language application, including ineffective word choice, grammatical errors, illogical structures, and a lack of depth were the primary contributors to low mark achievement.