

Chinese: Second Language Oral examination

2008/19631

General information

This document contains information for the external assessment of the oral examination component in Chinese: Second Language.

In 2009, all Year 12 students enrolled in at least two Stage 2 or two Stage 3 units in the Chinese: Second Language course will be required to take part in an oral examination to receive marks for the oral examination component of the external examination.

The Curriculum Council will supervise and conduct the external assessment of the oral examination of candidates undertaking Stage 2 and Stage 3 units. This will take place in a centralised metropolitan location, ensuring standardised conditions and marking comparability.

Further advice on matters related to the administration of Curriculum Council assessment will be published in the Curriculum Council WACE circular. Teachers should also refer to the WACE examination policy published in the WACE manual and on the Curriculum Council website.

Teachers are responsible for ensuring the syllabus requirements are met. This includes following the Curriculum Council assessment guidelines and making sure candidates are adequately prepared for the oral examination. Teachers must ensure they are using the currently accredited course.

External examination weightings

In Chinese: Second Language the external examination weightings for both Stage 2 and Stage 3 examinations are as follows:

Oral examination	(30 minutes)	30%
Written examination	(two and a half hours)	70%

Reporting achievement

For each unit, schools will be required to submit a mark out of 100 to the Curriculum Council. The school course mark will be calculated by the Curriculum Council by averaging the mark out of 100 for the two units studied in Year 12. The examination mark (a combination of the oral examination and the written examination) will statistically moderate the school course mark. In 2009, the Curriculum Council will report a WACE course mark which is determined from the moderated school course mark and the standardised examination mark. For the purpose of ranking students for tertiary entrance, the average of the moderated school course mark and the standardised examination mark will be scaled.

Principles

1. The marking process preserves the anonymity of the candidate and the candidate's school.

This requires that:

- candidates will be identified only by their randomly allocated student number
- marking occurs in central locations where candidates can not be identified with a particular school.

2. Markers will apply a consistent standard to assess the candidate's work.

This requires:

- separate marking guides for Stage 2 and Stage 3 units
- attendance at a training meeting prior to the commencement of marking
- trial marking of work to ensure a common understanding of the marking guide.

3. Double marking of candidate's work will be carried out.

This requires that:

- each marker marks the work independently
- where necessary, the Chief marker will reconcile significant differences
- the Chief marker will ensure marking consistency throughout by monitoring the marking process
- marking of performance examinations will be concluded prior to the commencement of the written examinations.

Structure of the Oral performance examination

Stage 2 Oral performance

Stage 2 oral examination is in two parts.

Part A: Stimulus (approximately 5 minutes)

This section is worth 15 marks.

The examiner has a bank of 20–25 stimulus materials related to the focus of the 2A/B unit descriptions and nationally required themes e.g. advertisements, street signs etc. to allow for rotation of items between candidates. Each candidate selects one stimulus from a choice of five that he/she is presented. Candidates are to produce an unrehearsed monologue based on the stimulus selected. Examiners may prompt the candidate if required. Candidates can make notes in the preparation time and refer to these notes in examination.

Part B: Conversation (approximately 10 minutes)

This section is worth 15 marks.

Following the conversation stemming from the stimulus item, candidates participate in a conversation with the examiners covering the focus and content from Stage 2 units. Candidates are required to initiate conversation through interactive participation with the examiner. The examiner can prompt with questions that vary for each candidate, thus ensuring that no two candidates have an identical experience of the examination. Examiners ensure that the range and depth of questions asked are sufficient to allow an accurate assessment of the candidate's linguistic ability. Some sample questions are to be found in Appendix 1 of this booklet.

Stage 3 Oral performance

The Stage 3 oral examination is in two parts.

Part A: Stimulus and question (approximately 5 minutes)

This section is worth 15 marks.

The examiner has a bank of 20–25 stimulus materials based on 3A/B unit descriptions and nationally required themes e.g. advertisements, street signs etc. to allow for rotation of items between candidates. Each candidate selects one stimulus item from a choice of 5 that he/she is presented. Candidates are to produce an unrehearsed monologue based on the stimulus material. Examiners may prompt if required. The students can make notes in the preparation time and refer to the notes in examination.

Part B: Conversation (approximately 10 minutes)

This section is worth 15 marks.

Following the conversation stemming from the stimulus, candidates will participate in a conversation with the examiner covering the focus and content from Stage 3 units. Candidates are required to initiate conversation through interactive participation with the examiner. The examiner can prompt with questions that vary for each candidate, thus ensuring that no two students have an identical experience of the examination. Examiners ensure that the range and depth of questions asked are sufficient to allow an accurate assessment of the candidate's linguistic ability. Some sample questions are to be found in Appendix 1 of this booklet.

Note to teachers and examiners

Teachers and examiners are to note that for both Part A and Part B of the examination:

- (i) Candidate annotations are not permitted on photographs, advertisements and pictures, etc. The only writing that will appear on stimulus materials is labels or headings on maps and charts.
- (ii) Stimulus material is to support the points made and should not become the main focus of the examination. The exchange between candidate and examiner is the focus.
- (iii) Notes made during preparation time are permitted.

Examination instructions for candidates

The central venue for the oral examinations for 2009 will be advised by the Curriculum Council. Candidates should aim to arrive at the central venue 20 minutes *before* the scheduled time of the examination. The total time allocated for the oral examination is 30 minutes (15 minutes candidate preparation and 15 minutes interview). This time includes 3–4 minutes for reconciliation of marks by the examiners.

Procedure

Candidates are taken from the waiting area and assigned firstly to a preparation room and then to the examination room. Whilst in the preparation room candidates are supervised by a Curriculum Council appointed examination supervisor.

During this time candidates prepare responses to the stimulus material selected and make notes. Candidates may refer to a print Chinese/English and English/Chinese dictionary during the preparation time. Candidates must provide their own dictionary for the examination. Dictionaries should not contain any handwritten or typewritten notes or other marks and may be inspected during the examination. No electronic dictionaries are allowed. Dictionaries are not permitted in the interview room and may not be used during the oral examination.

Notes made during the preparation time must be handed in to the supervisor after the completion of the examination. Once candidates have completed their examination, they must leave the examination area. Candidates who have completed the examination should **not** have contact with those waiting to be examined.

Candidates are to bring their student number to the preparation and examination rooms. At the start of the examination, students are asked to state their student number to the examiners.

Marking

Appointment of markers

The Curriculum Council will appoint a Chief marker who will be responsible for the external assessment process and training. Teachers may apply to be external markers. External markers are employed by the Curriculum Council and are therefore responsible to the Curriculum Council through the Chief marker. The Curriculum Council will allocate, in consultation with the Chief marker, a set number of candidates per marker. These candidates will be randomly allocated according to the candidate's Curriculum Council student number.

The marking process

The markers will work collaboratively with the Chief marker and under the direction of the principles of external assessment defined by the Curriculum Council.

The Chief marker sets the standards and this will be based strictly on the criteria set down in the marking guidelines. Exemplar materials will be selected by the Chief marker and used to exemplify standards and levels of production achievement. Marking of the work will be undertaken by two independent markers. A numerical scale will be used to assess the candidate's performance in the examination in terms of:

Stage 2	Stage 3
<ul style="list-style-type: none">• linguistic resources• comprehension• oral response• interaction• fluency and clarity	<ul style="list-style-type: none">• creativity and innovation• comprehension• oral response• interaction• fluency and clarity

Refer to sample marking keys in Appendices 2 and 3.

Judgements are compared and a process of reconciliation takes place under the direction of the Chief marker. All independent marks and reconciled marks will be recorded and submitted to the Curriculum Council by the Chief marker.

The Chief marker will be required to prepare a formal written evaluation report which will be based upon the established Curriculum Council criteria of:

- adherence to protocols and processes
- attention to administrative processes
- implementation and adherence to established production standards for the subject
- other relevant comments.

Confidentiality of candidate marks is vital and must not be breached. External markers must not be involved in the marking of students from their own school and must immediately disclose if they recognise a candidate once he/she enters the interview room.

Sample questions for Oral Examiners

Greetings prior to interview

Examiner: 早上好?

Student: 早上好?

OR

Examiner: 早上好?

Student: 早?

Examiner: 准备好了吗?

Student: 准备好了, 不过我很紧张。。。

OR

Examiner: 请进, 早上好?

Student: 谢谢, 我可以坐吗? (referring to the chair)

Examiner: 当然可以, 请坐吧!

Student: 谢谢, 老师!

Examiner: 今天天气怎么样?

Student: 今天天气很好.

Examiner: 那...

Stage 2 oral examination

Part A: Stimulus

General introductory questions will be asked by the examiner to initiate the monologue of the stimulus prompt/text related to the content of Stage 2 units.

The candidate shows the stimulus to initiate the monologue:

今天我要讲的是。。。。。

Part B: Conversation

Examiner asks questions covering the focus and content of Stage 2 units.

The following are examples of questions that are appropriate:

Unit 2ACSL

Getting around town Having fun	<ul style="list-style-type: none"> 今天天气怎么样? 你喜欢运动吗?
Celebrations Daily life in China	<ul style="list-style-type: none"> 你知道中国有什么节日? 你每天几点起床?
Planning my future World of work	<ul style="list-style-type: none"> 你有什么打算? 你打工吗?

Unit 2BCSL

Tales of travel My country	<ul style="list-style-type: none"> • 你喜欢旅游吗? • 你去过什么地方?
Exploring a Chinese city On exchange in China	<ul style="list-style-type: none"> • 你去过中国没有? • 你去过中国什么学校?
Planning a trip on the net Hospitality and tourism— Welcome to Australia	<ul style="list-style-type: none"> • 我想买一张去 的机票 • 欢迎来澳大利亚!

Stage 3 oral examination

Part A: Stimulus and question

General introductory questions will be asked by the examiner to initiate the conversation of the stimulus text related to the focus and content of Stage 3 units.

The candidate shows the stimulus to initiate the monologue:

Part B: Conversation

Examiner asks questions covering the focus and content of Stage 3 units. The following are examples of questions which are appropriate:

Unit 3ACSL

Special friendships Study and work	<ul style="list-style-type: none"> • 你有朋友吗? • 你打工吗?
Festivals and customs City and town	<ul style="list-style-type: none"> • 你最喜欢什么节日? • 你最喜欢哪个城市?
ICT and me Becoming an adult	<ul style="list-style-type: none"> • 你经常在网上聊天吗?

Unit 3BCSL

Reflections Future plans	<ul style="list-style-type: none"> • 你毕业以后有什么打算? • 快毕业了,你有什么最值得纪念的回忆?
Studying and working in a Chinese community	<ul style="list-style-type: none"> • 你有没有在中国餐馆工作过?
Current youth and social issues China and Australia	<ul style="list-style-type: none"> • 你有驾照吗?

Stage 2 marking guidelines (oral performance)

Linguistic resources (vocabulary and grammar)			
12–10	9–7	6–4	3–0
Demonstrates a range of linguistic resources through responses with accuracy and control. Demonstrates some inaccuracies in mode and/or syntax which do not affect meaning.	Demonstrates knowledge of linguistic resources through responses with some accuracy and control. Demonstrates a range of inaccuracies in mode and/or syntax which does not affect meaning. Communicates with repetition and uses simple sentence structures.	Demonstrates a limited range of linguistic resources through short responses with a range of inaccuracies which does affect meaning. Communicates with repetition and uses similar and simple sentence structures.	Demonstrates some evidence of linguistic resources with English syntax through short responses. Inaccuracies affect meaning. Communicates with repetition and single words.
Score:			
Comprehension			
8–7	6–5	4–3	2–0
Comprehends all questions, responding to all questions from examiner of varying speed and accent. Comprehends comments made by examiner. Responds appropriately.	Comprehends almost all questions and/or comments made by examiner. Requests repetition or clarification of a couple questions where vocabulary, speed and accent are variables which could affect student's comprehension. Responds appropriately.	Comprehends some questions. Requests repetition or clarification of many questions. May choose not to respond at all or use a formulaic expression such as <i>non lo so</i> . Some prompting, repetition and rephrasing needed. Responds appropriately some of the time.	Demonstrates difficulty in comprehending questions and/or comments made by the examiner. Frequent prompting, repetition and rephrasing needed from examiner. Non verbal responses evident or use of English.
Score:			
Oral response			
8–7	6–5	4–3	2–0
Presents and develops relevant information related to the stimulus associated with the question and or comments made by the examiner. Communicates relevant and original opinions/ideas supported by examples, opinions or experiences.	Presents relevant information associated with the question and/or comments made by the examiner. Supports comments through relating them to the stimulus or personal experiences.	Presents some relevant information associated to the question and/or comments made by the examiner. Comments that relate to the text are of a factual nature. Makes some comments that do not relate to the stimulus.	Responds with a limited information related to the stimulus.
Score:			
Interaction			
8–7	6–5	4–3	2–0
Interacts with examiner using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. The conversation is sometimes led by the candidate. Expresses an enthusiasm to talk about the stimulus.	Interacts with examiner using some body language (where relevant) and register; picks up on some non-verbal cues/nuances of language. The conversation is 'led' by the examiner. Expresses an enthusiasm to talk about the stimulus.	Interacts with examiner showing awareness of, but not responding to body language (where relevant) and register; does not pick up on some non-verbal cues/nuances of language. The conversation depends on the examiner. Expresses limited enthusiasm to talk about the stimulus.	Interacts with examiner using inappropriate body language and register; shows no awareness of non-verbal cues/nuances of language. Minimal or no engagement with the stimulus.
Score:			
Fluency and clarity			
4	3–2	1–0	
Pronunciation is almost always clear. Flow of speech is evident. Where 'think time' is required, student uses appropriate 'fillers' in Chinese such as 这个, 哦, 嗯, 那个, 噢还有, 不 etc.	Pronunciation is good. Some errors which do obstruct meaning. Some hesitation which affects conventions of conversation such as turn taking.	Uses single words, set formulae and Anglicisms to express information which frequently obstructs comprehensibility. Inappropriate hesitation such as long pauses obstructs meaning and conventions of conversation such as turn taking.	
Score:			

Total marks /40

Stage 3 marking guidelines (production)

Creativity and innovation				
15–13	12–10	9–7	6–4	3–0
Demonstrates a broad range of linguistic resources through depth of responses with excellent accuracy and control e.g. changes mode, syntax, content etc.	Demonstrates a range of linguistic resources through responses with accuracy and control. Demonstrates some inaccuracies in mode and/or syntax which do not affect meaning.	Demonstrates knowledge of linguistic resources through responses with some accuracy and control. Demonstrates a range of inaccuracies in mode and/or syntax which does not affect meaning. Communicates with repetition and uses simple sentence structures.	Demonstrates a limited range of linguistic resources through short responses with a range of inaccuracies which does affect meaning. Communicates with repetition and uses similar and simple sentence structures.	Demonstrates some evidence of linguistic resources with English syntax through short responses. Inaccuracies affect meaning. Communicates with repetition and single words.
Score:				
Comprehension				
10–9	8–7	6–5	4–3	2–0
Comprehends quickly and/or possibly with some anticipation, responding to all questions from examiner of varying speed and accent. Responds appropriately.	Comprehends all questions, responding to all questions from examiner of varying speed and accent. Responds appropriately.	Comprehends almost all questions. Requests repetition or clarification of a couple questions where vocabulary, speed and accent are variables which could affect student's comprehension. Responds appropriately.	Comprehends some questions. Requests repetition or clarification of many questions. May choose not to respond at all or use a formulaic expression such as <i>non lo so</i> . Some prompting, repetition and rephrasing needed. Responds appropriately some of the time.	Demonstrates difficulty in comprehending questions. Frequent prompting, repetition and rephrasing needed from examiner. Non verbal responses evident or use of English.
Score:				
Oral response				
10–9	8–7	6–5	4–3	2–0
Presents and develops relevant information associated with the question and/or comments made by the examiner. Communicates with breadth and depth in the use of relevant and original opinions/ideas and information providing examples related to the stimulus or personal experiences.	Presents and develops relevant information related to the stimulus associated with the question and or comments made by the examiner. Communicates relevant and original opinions/ideas supported by examples, opinions or experiences.	Presents relevant information associated with the question and/or comments made by the examiner. Supports comments through relating them to the stimulus or personal experiences.	Presents some relevant information associated to the question and/or comments made by the examiner. Comments that relate to the text are of a factual nature. Makes some comments that do not relate to the stimulus	Responds with a limited information related to the stimulus.
Score:				
Interaction				
9–7	6–5	4–3	2–0	
Interacts with examiner using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. Speaks spontaneously and naturally. Expresses an enthusiasm to talk about the stimulus.	Interacts with examiner using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. The conversation is sometimes led by the candidate. Expresses an enthusiasm to talk about the stimulus.	Interacts with examiner using some body language (where relevant) and register; picks up on some non-verbal cues/nuances of language. The conversation is 'led' by the examiner. Expresses an enthusiasm to talk about the stimulus.	Interacts with examiner showing awareness of, but not responding to body language (where relevant) and register; does not pick up on some non-verbal cues/nuances of language. The conversation depends on the examiner. Expresses limited enthusiasm to talk about the stimulus.	
Score:				
Fluency and clarity				
6–5	4–3		2–0	
Pronunciation consistently clear. Naturally flowing speech. Where 'think time' is required, student uses appropriate 'fillers' in Chinese such as 这个, 哦, 嗯, 那个, 噢还有, 不 etc.	Pronunciation is good and highly comprehensible. Some errors which do obstruct meaning. Some hesitation which affects conventions of conversation such as turn taking.		Uses single words, set formulae and Anglicisms to express information which frequently obstructs comprehensibility. Inappropriate hesitation such as long pauses obstructs meaning and conventions of conversation such as turn taking.	
Score:				

Total marks /50