

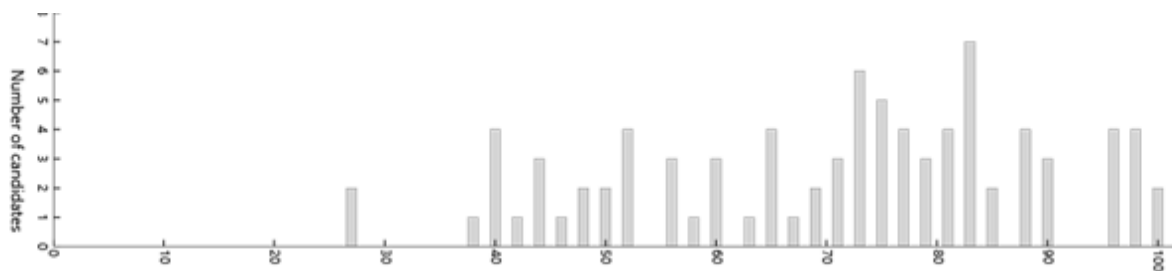


## Summary report of the 2020 ATAR course examination: Chinese: Second Language

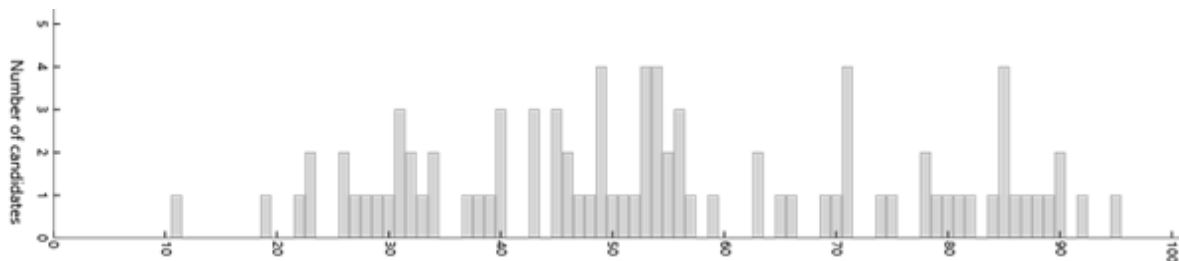
Year	Number who sat all examination components	Number of absentees from all examination components
2020	86	2
2019	72	0
2018	63	0
2017	66	0

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**

Candidates completed a practical and a written examination.

#### **Practical examination**

The practical examination commenced with time for the Viewing and preparation of a stimulus in Part A, followed by Discussion of stimulus in Part B and Conversation in Part C about the topics from Units 3 and 4.

Attempted by 86 candidates      Mean 70.35%      Max 100.00%      Min 27.08%

Section means were:

Part B: Discussion of stimulus	Mean 71.27%		
Attempted by 86 candidates	Mean 35.63(/50)	Max 50.00	Min 16.67
Conversation	Mean 69.43%		
Attempted by 86 candidates	Mean 34.71(/50)	Max 50.00	Min 10.42

## Written examination

The written examination consisted of three sections: Section One: Listening; Section Two: Viewing and reading; and 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 a question from a choice of three in Section Three: Part B.

Attempted by 88 candidates	Mean 54.79(/100)	Max 95.18%	Min 11.23%
Section means were:			
Section One: Response: Listening	Mean 46.18%		
Attempted by 88 candidates	Mean 13.85(/30)	Max 29.09	Min 2.73
Section Two: Response: Viewing and reading	Mean 61.19%		
Attempted by 88 candidates	Mean 24.48(/40)	Max 39.00	Min 4.00
Section Three: Written communication Part A: Stimulus response	Mean 50.85%		
Attempted by 86 candidates	Mean 6.10(/12)	Max 12.00	Min 0.00
Section Three: Written communication Part B: Extended response	Mean 57.51%		
Attempted by 88 candidates	Mean 10.35(/18)	Max 17.50	Min 0.00

## General comments

In the practical examination this year, candidates performed equally well in both Parts B and C. An even distribution of marks was notable given that in previous years the mean for Part B has been higher than the mean for Part C. Practical examination results indicated that content knowledge and stronger communication skills had allowed some candidates to achieve an all-round better performance. Marks for the written examination were however, much lower than previous years. Candidates appeared to be less well prepared. As a result, some candidates appeared to experience time management problems; they either were unable to finish answering all questions or had ended their extended written responses abruptly. Misreading of questions, and the inability to provide a complete and accurate answer to a question was a major issue with all sections of the written examination paper. Poor understanding of text types and text conventions was also an indicator that this year's candidates were less well prepared for sitting the written examination.

## Practical examination

### *Advice for candidates*

- Preparation is very important. Preparation involves improving content knowledge, building vocabulary and paying attention to language accuracy. Preparation does not involve rote-learning of model texts.

### *Advice for teachers*

- Assist students to build their content knowledge and vocabulary for every topic in the syllabus.
- Remind students to read the stimulus questions carefully. Some questions may contain multiple parts. Students must be able to cover all parts of the question in their discussion and conversation.

## Written examination

### *Advice for candidates*

- Time management is very important. When you come across a difficult question, instead of spending excessive amount of time trying to resolve the problem, it may be more advisable to move on to another question. Once you have completed other questions, you can come back to the difficult question.

- You need to take time to read and to understand the question. Some questions have multiple parts. Make sure your answer covers all information you are asked, but does so succinctly.

#### *Advice for teachers*

- Assist students to improve their knowledge of text types and text conventions in Chinese writing. This can be achieved through structured class activities. The aim is to help students build confidence so that they can apply what they have learnt to produce written responses in an examination setting.

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

As in previous years, marks for the practical examination were higher than in the written examination.

#### **Practical examination**

##### **Part B: Discussion of stimulus (24 Marks)**

Candidates achieved higher marks for Criterion 1, 2 and 5. Criterion 1 had the highest mean, followed by Criterion 5. The results suggest that adequate preparation and better content knowledge enabled candidates to deliver their discussion more eloquently. However, the inability of some candidates to fully comprehend and address the stimulus question diminished their performance.

##### **Part C: Conversation (24 Marks)**

Marks variation between Criterion 3 and 4 indicated that candidates with better control of the conversation tended to use a wider range of language and had more confidence in their discussion and interaction with the markers.

#### **Written examination**

##### **Section One: Response: Listening (30 Marks)**

Some candidates had difficulties with the content of Text 2. Many candidates also misunderstood some of the questions related to Text 5. Consequently, the mean for Section One was lower than other sections of the written examination paper.

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

Many candidates failed to adequately address some of the questions, particularly those that required them to provide several pieces of information in their answers. Candidates also had trouble answering questions that required them to extract information from different parts of a text.

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

The mean for Part A was slightly lower than the mean for Part B of Section Three.

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

Most candidates chose to answer Question 42. Many candidates who attempted Question 41 had been unable to address the question adequately. Candidates who opted for Question 42 had a better understanding of the topic and they also had better language skills. On the contrary, those who attempted Question 43 had less developed language skills and some of them struggled with grammar and accurate language use. Two common issues were identified from answers to questions in Section Three Part B. Firstly, that some candidates had demonstrated poor understanding of some text types and text conventions. Secondly, that many candidates had been unable to produce extended responses that thoroughly addressed the question of their choice.