



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: CHINESE: ADVANCED

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	77	1	3
2000	70	4	5
1999	109	1	5

The Examiners' Report is written by the Chief Examiner to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard or response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The paper consisted of four sections and six questions. The language component consisted of four questions (translation to English, translation to Chinese, commentary on set texts and essay) worth 70% and cultural background worth 30%. Within Question 3 (Composition), candidates had a choice of one out of two and within Question 4 (Commentary), candidates had to choose two questions out of three. In Question 5 (Background Studies, an essay question), there was a choice of one out of two and, within Question 6, three questions out of five. Candidates had the option of writing in English or Chinese in the Background Studies section. The majority chose to write in Chinese.

From the range of marks obtained, the paper appears to have been appropriate in both length and suitability of questions.

GENERAL COMMENTS

The papers were marked separately by two teams of two markers, each team responsible for one part of the paper and reconciliation of each part was done by the respective pair of markers. The two parts were Questions 1, 2 and 3, and Questions 4, 5 and 6.

The mean this year was 61.81, compared with 56.75% in 2000.

COMMENTS ON SPECIFIC QUESTIONS/SECTIONS

Part A Translation

This part consisted of two questions: a translation into Chinese and a translation into English. In each case, of the 15 marks possible, 8 marks were allocated for meaning, 4 for language and 3 for vocabulary, style etc. Neither translation was particularly well done, reflecting the generally poor English language level of candidates, who are almost all Chinese language background candidates. The difference in the mean mark for these two questions: Question 1: 8.77, Question 2: 10.49 is possibly accounted for by the fact that much of the English to Chinese

passage consisted of numbers and company names which were to be left in English. Markers felt that this passage was not entirely appropriate.

Part B Composition

Of the 20 marks possible, 5 marks were allocated for vocabulary, 5 for structure and length, 5 for presentation and 5 for originality. There was a range of marks from 18/20 to 3/20, with a mean of 12.5. The two topics, “China-USA relations in the 21st Century” and “A Comparison Between Chinese and English Language Films” left the door open to almost anything in the way of discussion, but almost unanimously, candidates preferred the first topic.

Part C Commentary

This section was not especially well done. Questions were quite searching and designed to ascertain to what degree candidates had read and understood the set texts. Candidates had a choice of two questions out of three, and there was approximately equal selection of all three. While the best candidates did well, with a top mark of 17/20, some candidates did very badly, perhaps because they had not prepared themselves as required. The mean was 11.82 out of a possible 20.

Part D Background Studies

In Question 5, the vast majority of candidates chose to answer Question 1 “ Was the Great Leap Forward successful in its aims?” rather than Question 2 “Why was the modernisation of China’s defence forces included in the Four Modernisations?” This was the first time that this topic was included in the paper, but while “National defence” is one of the “Four Modernisations” required for study in the syllabus, it is clear that it has been overlooked by both teachers and candidates. The mean obtained was 9.68 marks out of a possible 15.

In Question 6, candidates had to do three questions out of five. Questions (i) “The responsibility system in agriculture after 1982”, (iv) “Education in China during the Cultural Revolution 1966-76” and (iii) “The Civil War 1946-49” were chosen by almost all candidates, with almost none dealing with “Zhao Ziyang” and “The Shanghai Declaration”. The mean was 8.95 out of a possible 15.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

It is recommended that serious thought be given to adopting a different approach to the Background Studies section of the subject and the examination to concentrate on the more recent historical period and on current issues in China. In the twelve years or so that the subject has been offered, the Background Section of the subject has been modified once, i.e. the historical period covered was changed to allow candidates to discuss events up to 1989 but there is no place to deal with more recent changes in the Chinese political and social reality.

Geoffrey Davis
December 2001

2001 Examining Panel

Chief Examiner: Mr Geoffrey Davis

Deputy: Dr Wang Yi

Third Member: Mrs Cecelia Chong

Chief Marker: Mrs Anita Chong

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DRAFT MARKING GUIDE

CHINESE: ADVANCED TEE 2001 MARKING GUIDE

PART A: TRANSLATION (30 MARKS)

QUESTION 1 (15 Marks)

Translate the following passage into English:

MARKING GUIDE

Comprehension (basically correct conversion into English)	8 marks
Correct grammar/structures	4 marks
Language use: style, use of idiomatic language, spelling)	3 marks
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	15 marks

QUESTION 2 (15 MARKS)

Question 2 (15 Marks)

Translate the following passage into **Chinese**.

MARKING GUIDE

Comprehension (basically correct conversion into English)	8 marks
Correct grammar/structures	4 marks
Language use: style, use of idiomatic language, spelling)	3 marks
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	15 marks

PART B: COMPOSITION (20 MARKS)

QUESTION 3

Write a composition of not less than 300 characters in **Chinese** on **one** of the following topics.

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Theme (originality of approach, structure of composition, organisation etc.)	9 marks
Language use (grammar/structure, style, use of correct and idiomatic language, proverbs etc.)	7 marks
Overall quality, appropriate length	4 marks
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	20 marks

Not more than 2 marks to be deducted for inappropriate length

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PART C: COMMENTARY (20 MARKS)

QUESTION 4 (2 x 10 Marks)

Answer **two** (2) of the following questions in **Chinese** in at least 250 characters **each**:

- (i) Compare the young married couple in “The Ten Thousand Yuan Household” with any young married couple you know. What are their lifestyles, attitude to life, values and beliefs? What is your comment?

Marking Guide

- (a) *Description of the lives of the two married couples* (3 marks)
(b) *Comparison of their lifestyles, attitudes to life, values and beliefs* (3 marks)
(c) *Comments* (3 marks)
(d) *Language* (1 mark)
(ii) What historical events affected the life of Xu Ling Jun, the main character in “Body and Soul”. How did this affect his marriage and his relationship with his father?

Marking Guide

- (a) *Explanation of anti-rightist movement with example/s from the text* (3 marks)
(b) *Explanation of Xu Lingjun’s treatment as a Rightist with example/s* (3 marks)
(c) *Explanation of how Xu’s marriage and relations with his father have been affected by the fact that he is a “Rightist”* (3 marks)
(d) *Language* (1 mark)

- (iii) Who is Manager Qiao? Describe the person.

Marking Guide

- (a) *The personal character of Manager Qiao, including his family, marriage, relationships with others etc.* (5 marks)
(b) *Manager Qiao’s achievements* (4 marks)
(c) *Language* (1 mark)

PART D: BACKGROUND STUDIES (30 MARKS)

QUESTION 5 (15 Marks)

Write an essay of not less than 300 words in English or 450 characters in **Chinese** on one of the following topics.

- (i) Was the Great Leap Forward successful in its aims?

Marking Key

Aims

- *accelerate production*
- *overcome the perceived negative political and structural factors inhibiting such growth, perceived as the planning system and cautious technocrats in charge*
- *have greater social involvement in the achievement of economic targets by involving the masses*

Results

- *food production dropped to disastrous levels leading to the famine of 1959-62*
- *weakening power of managers*
- *waste of resources unuseful steel production*
- *setting up of communes*
- *massive inflation of production figures to cover up failures*
- *loss of prestige by Mao, his retirement from leading functions while plotting the Cultural revolution*

OR

- (ii) Why was the modernisation of China’s defence forces included in the Four Modernisations?

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Marking Key

Recognition by the Chinese leadership that the PLA was not a suitable organ for defence of China in a world changed since 1949 because

- *it was based on theories developed by Mao for the civil war period before 1949*
- *PLA lacked the armaments, tactics and organisation to fight wars outside China*
- *military technology was outdated and China lagged far behind USA and USSR, its potential enemies*

Content	11 marks
Quality (language 2 marks, presentation 2 marks)	4 marks
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	15 marks

Up to 2 marks to be taken off for inappropriate length.

QUESTION 6 (3 x 5 Marks = 15 Marks)

Write on **three** of the following topics. each of your three responses should consist of at least 100 words in **English** or 150 characters in **Chinese**.

- (i) The responsibility system in agriculture after 1982

Marking Key

- *effective ending of the people's communes*
 - *peasant households allocated land for private production in exchange for quotas to be sold to the State at fixed prices, with surpluses to be sold on the open market*
 - *led to greater wealth and demand in rural areas, providing basis for further industrial growth*
- (ii) Education in China during the Cultural Revolution 1966-76
- *in early period universities and schools closed, teachers criticised*
 - *such education as continued heavily politicised on the basis of Maoist theory*
 - *thousands of students forced to go to countryside*
- (iii) The Civil War 1946-49
- *effectively continuation of pre-1937 civil war*
 - *marked by highly effective military strategy and tactics by the PLA*
 - *despite massive support to Guomindang by USA, corruption, poor leadership and ineffective tactics led to more and more defeats*
 - *economic problems and widespread corruption among GMD rulers eroded public support for Chiang's regime, Chiang and GMD fled to Taiwan*
- (iv) Zhao Ziyang
- *Born 1919, protégé of Deng Xiaoping and Hu Yaobang*
 - *Party worker in Guangdong, Inner Mongolia and Sichuan*
 - *Became CPC General Secretary in 1987*
 - *Removed from all positions and placed under house arrest in 1989 because of his sympathy with students in the Tiananmen events of May 1989*
- (v) The Shanghai Declaration 1972
- *first formal and official agreement between USA and PRC*
 - *agreed by USA and China at the end of the visit by President Nixon, February 1972*
 - *laid the basis for future relations between PRC and USA*

MARKING

5 marks for each question. Not all points need to be mentioned, just sufficient to show that candidates have basic information about the topic.

1 mark to be deducted for too many words over or under required length.