



EXAMINER'S REPORT ON 2002 TERTIARY ENTRANCE EXAMINATION

SUBJECT: CHINESE: ADVANCED

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2002	101	2	19
2001	77	1	3
2000	70	4	5

This Examiner's Report is written by the Chief Examiner to comment on matters relating to the Tertiary Entrance Examination in this 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 field 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 represents 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

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 composition) worth 70% and background studies 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 essay question) there was a choice of one out of two and within question 6, a choice of three questions out of five. Candidates had the option of writing in English or Chinese in the cultural background 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

Two teams of two markers marked the papers separately, each team being 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, 3 and questions 4, 5 and 6.

The mean was this year was 62% which was almost identical to last year's.

COMMENTS ON SPECIFIC 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 all Chinese language background candidates, some from overseas schools. It was noteworthy that although the Chinese to English translation was taken from one of the set texts, candidates did not show in their answers that they had greater familiarity than if it had been completely unseen.

The Examiners stress that much of the poor translation into English is due to candidates having insufficient practice in this area of the course and having insufficient grasp of such fundamental aspects of the language as verb tense forms, such as the addition of -s to third singular person present tense forms.

There was little difference in the mean mark for these two questions: question 1: 10.77; question 2: 10.9, each out of a possible 15.

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. The majority wrote on the second topic; "China in the 20th century" which was easier to write but depth was lacking. Those who chose the first question; "The War on Terrorism" were generally au fait with current events.

Examiners again stressed that many students failed to structure their compositions correctly, with a clear introduction, body and conclusion.

The mean mark for this section was 13.45 out of a possible 20.

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Part C Commentary

This section was not especially well done. Questions were quite searching and designed to test candidates' comprehension and knowledge of the set texts. While the best students did well, with a top mark of 18/20, some candidates did very badly, perhaps because they had not prepared themselves by ensuring that they had read and become familiar with the texts selected.

The mean was 10.98 out of a possible 20.

Part D Background Studies

In question 5, the majority of candidates chose to answer question (ii); "The Cultural Revolution (1966-76) had a particularly serious effect on intellectuals. Why, in your opinion, was this so?" However, it was clear that many candidates were presenting prepared answers relating to the Cultural Revolution learned by heart and did not tailor what they had learned to give specific answers to the question asked. Few students answered question (i) on Sino-

Soviet relations 1956 -60, despite the importance of this for subsequent developments. It is an area that should not be overlooked.
The mean obtained was 7.51 out of a possible 15.

In question 6, where candidates had to choose three questions out of five, questions (i) “Deng Xiaoping”, (ii) “The Red Guards” and (iv) “The Civil War 1946 -49” were the most popular, although answers here too were not always exactly as required by the topic. In topic (ii) many candidates were totally confused between the Red Guards (*Hong weibing*) and the Red Army (*Hong Jun*) which was the title of the Communist army during the civil war of 1927-37.
The mean was 9.51 out of a possible 15.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

Nil

Geoffrey Davis
December 2002

2002 Examining Panel

Chief Examiner Mr Geoffrey Davis
Deputy: Dr Wang Yi
Third Member: Mrs Cecelia Chong

Chief Marker: Mrs Anita Chong

PART A: TRANSLATION (30 MARKS)

QUESTION 1 (15 Marks)

Translate the following passage into English

[冀申]利用自己副校长的地位，和许多身份重要的人拉上了关系。这些市委的重要干部以前也许是很难接近的，现在却变成了他的学员。他只要在吃住上，劳动上，请销假上稍微多给点方便，老头子们就感激他了。加上他很善于处理人事关系，博得了很多人的好感。现在这些人大都已官复原职，因而他也就四面八方都有关系，在全市是个有特殊神通的人物。

两年前，冀申又看准了机电局在国家现代化中所占的重要地位。他一直是搞组织的，缺乏搞工业的经验，就要求先到电机厂干两年。一方面摸点经验，另外“大厂厂长”这块牌子在国家工作重点转移到经济建设上来以后一定是非常用得着的。

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

15 marks

Question 2 (15 Marks)

Translate the following passage into **Chinese**.

China is known as a state of etiquette and ceremonies. Many proverbs have been passed down for generations such as 'civility costs nothing' or 'courtesy demands reciprocity' and so on. For instance, there is an interesting short story. Once upon a time, a man went on a long tour to visit his friend with a swan as a gift. But it escaped from its cage on the way and in his effort to catch it, he got hold of nothing but a feather. Instead of returning home he continued his journey with the swan feather. When his friend received this unexpected gift, he was deeply moved by the story as well as the sincerity. And the saying 'the gift is nothing much, it's the thought that counts' was spread far and wide.

Chinese used to cup one hand in the other before the chest as a salute. This tradition has a history of more than two thousand years but nowadays is seldom used except at Spring Festival. Shaking hands is more popular and appropriate on formal occasions. Bowing to convey respect to superiors is often used by subordinates, students and attendants, but these days Chinese youngsters simply nod as a greeting.

http://www.chinavista.com/entravel/show_culture.php?id=166

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

15 marks

* It is not expected that all candidates will translate the phrases 'civility costs nothing' and 'courtesy demands reciprocity' using 成语 but no marks should be taken off as long as the phrases are correctly translated into Chinese.

PART B: COMPOSITION (20 MARKS)

QUESTION 3

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

EITHER

(i) 反恐怖主义的战争

OR

(ii) 中国过去的二十世纪

Theme (originality of approach, structure* of composition, organisation etc.)	10 marks
Language use (grammar/structure, style, use of correct and idiomatic language proverbs etc.)	5 marks
Overall quality, appropriate length	5 marks
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	20 marks

* It is expected that candidates will use a proper essay structure of a suitable and clearly stated introduction (possibly a paragraph), followed by the body of the essay in paragraphs and a suitable concluding statement or paragraph. Marks should be deducted if the basic structure is not followed.

Not more than 2 marks to be deducted for inappropriate length

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) Describe the historical and social background of “Ten Years Deducted” 《减去十岁》. Why were people so excited when they thought they could be ten years younger?

MARKING GUIDE

- a. Explanation of the ten years of Cultural Revolution with examples from the text (3 marks)
- b. Explanation of how people are treated during the time with examples from the text (3 marks)
- c. Explanation that how people feel when the Cultural Revolution ends and new opportunities are given for their life and hope (4 marks)

- (ii) Who is Linghua (菱花) in the story “The Corner Forgotten By Love” 《被爱情遗忘的角落》.

MARKING GUIDE

- a. Description of the life of Linghua, including her family and marriage, particularly how she met her boyfriend in her teens and how they got married and started a family (4 marks)
- b. Comparison of Linghua’s love affairs with her daughters – Cunni and Huangmei. How is the social backgrounds (un)changed? What is Linghua (un)changed? (4 marks)
- c. The significance of the change in the history of Chinese New Period in the late 1970s (2 marks)

- (iii) State the theme of “Autumn’s Remembrance” 《秋天的怀念》. Why did the author of this essay give it this title?

MARKING GUIDE

- a. Description of the theme of “love of Mother” (3 marks)
- b. Comparison of the author’s paralysed life and his mother’s sickness with examples from the text their attitude to life, values and believes (4 marks)
- c. Comments on mother’s last moment in autumn and how she gave the courage to live to her children (3 marks)

Possible points to be covered in Q. 5 (ii)

- Mao's general distrust of 知识分子 due to the experience during the 100 Flowers campaign of 1956
- Mao's belief that they promoted "old ideas" and were therefore a hindrance to his plans for more or less permanent revolution
- Fear of the use by writers, artists and filmmakers, among others, of their works to criticise him, the CPC and the new China, e.g. Wu Han's (吴晗) play 'Hai Rui Dismissed from Office' (海瑞罢官) which Mao interpreted as an attack on his dismissal of Peng Dehuai in 1959
- Many attacks on intellectuals, especially in Shanghai were directed by Jiang Qing more for personal spite than for genuine political differences because of her experiences there in the 1930s
- Mao's fear that unless the intellectuals were strictly controlled and forced into an ideological strait jacket, they would foment opposition to him and the regime

QUESTION 6 (3 X 5 Marks = 15 Marks)

Write **three** of the following topics. Each of your responses should consist of not less than 100 words in **English** or 150 characters in **Chinese**.

MARKING KEY

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 answers shorter than the required length.

(i) Deng Xiaoping

- Born 1904, died 1997
- Joined Communist Party while a student in France 1920's
- Active in Party and military positions before 1949
- CPC General Secretary in 1950s and 60s
- Ousted in Cultural Revolution, returned as Vice-premier 1973
- Ousted in 1976 after April 5 demonstration in Beijing
- Rehabilitated 1977, restored to positions 1978
- Promoted post-Mao reforms including 4 Modernisations, Open Door and economic reform, retired from all formal positions 1982 but retained power as paramount leader
- ordered Tiananmen crackdown June 1989

(ii) The Red Guards

- Largely student groups set up early (1966-69) in the Cultural Revolution to promote Mao's policies
- Responsible for physical and verbal attacks on anyone seen or pointed out as opponents of Mao or Jiang Qing, finished up fighting each other
- Most later sent to the countryside for 're-education'

(iii) The People's Communes

- Established as part of the 'Great Leap Forward' (1957-60)
- Combined existing agricultural cooperatives into large farming unit
- Responsible for agriculture, construction and development of industry
- Subsequently became the local organ of power
- Ineffective as a unit for the conduct of farming, and production teams became the main units of ownership and production
- After 1982 was replaced by the 'responsibility system' with farming returned in practice to individual family groups

(iv) The Civil War 1946-49

- Was the effective continuation of the 1927-37 civil war between Communists and Nationalists
- Communists ultimately won because of better military and political leadership; impoverishment of city populations by inflation and Nationalist corruption; good social policies including land reform

(v) Effects of language reforms since 1949

- Basic aims of language reforms (Hanyu Pinyin 1958 and Simplified Characters 1964) were to develop mass literacy and promote Mandarin (putonghua) as the national language in order to enable effective national development as well as to aid political control
- Compulsory education in putonghua plus extension of radio and television to the whole country aided the spread of almost universal comprehension
- Post 1978 economic reforms and extensive movement of people around China have further spread the effective use of putonghua
- Simplified characters and Hanyu Pinyin have become standard in Singapore and Malaysia and in Chinese as second language education in most of the world