

**MANDARIN CHINESE 12**

**EXAMINATION  
SPECIFICATIONS**

**SEPTEMBER 2004**

Assessment Department

The information in this booklet is intended to be helpful for both teachers and students.  
Teachers are encouraged to make this information available to all students.

# MANDARIN CHINESE 12

The intent of the *Examination Specifications* is to convey to the classroom teacher and student how the Mandarin Chinese 12 curriculum will be tested on the provincial examinations. The Table of Specifications provides mark weightings for each of the topics (related to curriculum organizers) as well as the cognitive levels that are applied to questions. A detailed description of examinable material within each topic will be found in the curriculum section of the *Mandarin Chinese 12 Integrated Resource Package (IRP)*, 1998 and in Appendix A of that package.

## **Replaces All Previous Versions of the Mandarin Chinese 12 Examination Specifications**

1. Beginning in June 2000, the Mandarin Chinese 12 Provincial Examinations will conform to the *Mandarin Chinese 12 Integrated Resource Package*, 1998.
2. It is essential that teachers thoroughly familiarize themselves with the content of the *Mandarin Chinese 12 Integrated Resource Package*, 1998.
3. The Mandarin Chinese 12 Provincial Examination will now be worth a total of 90 marks.
4. The percentage of Pinyin on the provincial examination has been decreased from 22% to 18%.
5. The percentage of Written Expression has been increased from 33% to 40%.

## **Administrators and Teachers please note:**

Although the provincial examination reflects the importance of the communicative/experiential approach to language learning, certain skills are more effectively evaluated in the schools.

The ability to function effectively in **authentic communicative situations**; e.g., aural/oral communicative situations, is best assessed by the teacher and should be reflected in the **school mark**.

It is expected that there will be a difference between school marks and provincial examination marks for individual students. Some students perform better on classroom tests and others on provincial examinations. School assessment measures performance on all curricular outcomes, whereas provincial examinations may only evaluate performance on a sample of these outcomes.

The provincial examination represents 40% of the student's final letter grade and the classroom mark represents 60%.

## **Acknowledgment**

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# MANDARIN CHINESE 12

## DESCRIPTION OF THE PROVINCIAL EXAMINATION

The provincial examination consists of 54 multiple-choice questions (worth one mark each), as well as written-response questions worth 36 marks, for a total of 90 marks.

This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

The examination consists of the following three areas:

### 1. LINGUISTIC COMPETENCY

Linguistic Competency will be tested in multiple-choice format with 20 questions that assess vocabulary, romanizations (Pinyin) and grammar.

The value of this section is **20 marks**.

### 2. READING COMPREHENSION

Students will demonstrate their reading comprehension by answering questions on sight passages and deriving information from authentic documents.

Sight passages will include:

- a) reading for enjoyment (prose and drama);
- b) reading for information (authentic documents).

All questions in this section will be in multiple-choice format.

The value of this section is **34 marks**.

### 3. WRITTEN EXPRESSION

The writing tasks allow the students to demonstrate communication skills and creativity. Students are required to integrate their language skills in a meaningful context such as:

- a) writing for a specific purpose (sentence construction);
- b) writing for a general purpose (dialogue completion, reaction to picture, or story completion);
- c) writing for a specific purpose (letter, note, or postcard).

The value of this section is **36 marks**.

The writing tasks are marked holistically.

# MANDARIN CHINESE 12

## TABLE OF SPECIFICATIONS FOR THE PROVINCIAL EXAMINATION

TOPIC	COGNITIVE LEVEL			TOTAL MARKS
	Knowledge	Understanding and Application	Higher Mental Processes	
1. Linguistic Competency	<———— 20 ———>		—	20
2. Reading Comprehension				34
A. Prose and Drama	<———— 24 ———>		—	
B. Authentic Documents	<———— 10 ———>		—	
3. Written Expression*				36
A. Sentence Construction	—	—	6	
B. Reaction to Picture, Note, or Postcard	—	—	12	
C. Letter, Story Completion	—	—	18	
TOTAL MARKS				90

The values in this table are approximate.

Cognitive level weightings may vary slightly from examination to examination. Since it is not possible to test all prescribed learning outcomes, the examination will be based on a sampling of the curriculum.

**\*Note:** For the Simplified version of the provincial examination, English, simplified characters or Pinyin will be used for all written text and questions. Approximately 18% of the provincial examination will be in Pinyin.

For the Traditional version of the provincial examination, English, traditional characters or Pinyin will be used for all written text and questions. Approximately 18% of the provincial examination will be in Pinyin.

Examination Configuration: 54 marks in multiple-choice format  
36 marks in written-response format

## DESCRIPTION OF COGNITIVE LEVELS

*The following three cognitive levels are based on a modified version of Bloom's taxonomy (**Taxonomy of Educational Objectives**, Bloom et al., 1956). Bloom's taxonomy describes six cognitive categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. For ease of classification, the six cognitive categories have been collapsed into three.*

### **Knowledge**

*Knowledge* is defined as including those behaviours and test situations that emphasize the remembering, by either recognition or recall, of ideas, material, or phenomena. Incorporated at this level is knowledge of terminology, specific facts (dates, events, persons, etc.), conventions, classifications and categories, criteria, methods of inquiry, principles and generalizations, and theories and structures.

Reading for literal meaning will be classified as knowledge. Skills included in literal comprehension are finding the main idea, recognizing details, recognizing sequence, recognizing comparisons, recognizing cause-and-effect relationships, and recognizing character traits.

### **Understanding and Application**

*Understanding* refers to responses that represent a comprehension of the literal message contained in a communication. This means that the student is able to translate, interpret, or extrapolate. Translation refers to the ability to put a communication into another language. Interpretation involves the reordering of ideas (inferences, generalizations, or summaries). Extrapolation includes estimating or predicting based on an understanding of trends or tendencies.

*Application* requires the student to apply an appropriate abstraction (theory, principle, idea, method) to a new situation.

Inferential comprehension skills in reading include inferring an author's purpose, inferring cause-and-effect relationships, inferring comparisons, inferring character traits, and forming conclusions.

### **Higher Mental Processes**

Included at this thought level are the processes of analysis, synthesis, and evaluation.

*Analysis* involves the ability to recognize unstated assumptions, to distinguish facts from hypotheses, to distinguish conclusions from statements that support them, to recognize which facts or assumptions are essential to a main thesis or to the argument in support of that thesis, and to distinguish cause-and-effect relationships from other sequential relationships.

*Synthesis* involves the production of a unique communication, the ability to propose ways of testing hypotheses, the ability to design an experiment, the ability to formulate and modify hypotheses, and the ability to make generalizations.

*Evaluation* is defined as the making of judgments about the value of ideas, solutions, and methods. It involves the use of criteria as well as standards for appraising the extent to which details are accurate, effective, economical, or satisfying. Evaluation involves the ability to apply given criteria to judgments of work done, to indicate logical fallacies in arguments, and to compare major theories and generalizations.

Questions at the higher-mental-processes level subsume *knowledge* and *understanding-and-application* levels.

# SAMPLE ITEMS – MANDARIN CHINESE 12 PROVINCIAL EXAMINATION

## LINGUISTIC COMPETENCY

**Multiple Choice** (\* indicates correct response)

**(1 mark per question)**

**INSTRUCTIONS:** For questions 1 to 7, select the **best** answer and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

### VOCABULARY

1. 还有三天就是春节了！“春节”就是 \_\_\_\_。

- \* A. 中国新年
- B. 三月的春假
- C. 一年的春天
- D. 今年最后一天

2. 老周很喜欢看京 \_\_\_\_。

- A. 句
- B. 居
- \* C. 剧
- D. 据

### ROMANIZATIONS

3. Nǐmen xuéxiào de xiàozhǎng shì nán de háishi \_\_\_\_?

- \* A. nǚde
- B. nǚde
- C. nǚren
- D. nǚren

4. Choose the set of characters that have **different** finals.

- A. 国 昨
- B. 少 早
- \* C. 坐 周
- D. 走 手

## LINGUISTIC COMPETENCY (cont'd)

5. 张华住在四层十三号。

- A. cén
- \* B. céng
- C. chén
- D. chéng

### GRAMMAR

6. 每天晚上小华 \_\_\_\_ 来我家做功课。

- A. 又
- B. 也
- \* C. 都
- D. 常

7. 他英语学 \_\_\_\_ 很好。

- A. 了
- B. 的
- C. 地
- \* D. 得



## READING COMPREHENSION A – PROSE

### Multiple Choice

(1 mark per question)

**INSTRUCTIONS:** Read the following passage carefully. For question 1, select the **best** answer and record your choice on the Response Form provided. Your answers must be based on the passage.

Jiānádà de yí ge xiǎo chéng lì, yǒu yí ge míng jiào Shǐdānlì de yóupiào shōují zhuān jiā. Tā zuìjìn zài chéng lǐ yòng liǎng máo wǔ fēn qián jiābì de dàijià xiàng yí ge Fǎguó rén mǎi le yí ge cóng Měiguó jì dào Yīngguó de jiù xìnfēng. Zhǔyào shì wèi le shàngmian de yì zhāng jiù yóupiào. Dāng tā dǎkāi xìnfēng yí kàn, lǐmian yǒu yì fēng Měiguó wénxuéjiā Mǎkètǔwēn (Mark Twain) de zhēnbǐ qiānmíng xìn. Tā gāoxìng jí le. Xiànzài yǒu rén yào chū yì qiān liǎng bǎi wǔ shí měi yuán xiàng tā gòumǎi, tā hái bú yuànyì mài chū ne! Yīnwèi tā juéde zhè ge jiù xìnfēng hé zhè fēng xìn tài guìzhòng le.

1. In what country does this story take place?

- A. U.S.A.
- B. France
- \* C. Canada
- D. England

## READING COMPREHENSION A – PROSE

### Multiple Choice

(1 mark per question)

**INSTRUCTIONS:** Read the following passage carefully. For question 1, select the **best** answer and record your choice on the Response Form provided. Your answers must be based on the passage.

我是前年九月来南京大学学汉语的。刚来的时候，我住在一个中国朋友家，每天坐公共汽车去上学。因为功课很多，天天都早出晚回，除了学习，生活没有什么乐趣。今年五月，张老师帮我在学生宿舍找到了地方住。现在我在宿舍里生活得很快乐，而且还认识了不少朋友。我每天有四节课：口语、语法、写作和诗词欣赏。下课后，我常和朋友去图书馆做功课。有时候，我们还去公园看风景。我们平时功课很多，星期一到星期五晚上我们都留在宿舍里练习会话、写汉字。星期六和星期日，我们常去看电影、观光。时间过得真快，不知不觉地我已经在这儿住了两年了。我一定要把我的汉语学好，回加拿大后找一个好工作。

1. When the narrator first arrived in Nanjing, where did he live?

- \*     A. in a friend's house  
      B. at the student dorm  
      C. at the Nanjing Hotel  
      D. in a teacher's house

## READING COMPREHENSION A – DRAMA

### Multiple Choice

(1 mark per question)

**INSTRUCTIONS:** Read the following drama carefully. For question 1, select the **best** answer and record your choice on the Response Form provided. Your answers must be based on the drama.

地点：周家厨房

时间：星期五下午五点三十分

人物：周先生、周太太、工人

（周太太在厨房作晚饭，周先生在客厅看报。）

周太太：啊！冰箱坏了，快来看看吧！

周先生（看了看冰箱）：我不知道怎么修，还是叫个工人来好了。

（周先生打完电话后，过了一个钟头，工人来了。工人两三分钟就把冰箱修好了。）

周先生：这么快就修好了！多少钱？

工人：六十五块五毛。

周先生（不很高兴地）：你只动一下手就作好了。我也能作。怎么要收这么多钱呢？  
而且还要“五毛钱”的零钱！

工人：动手作不难，可是要知道怎样去作就不容易了，所以在工钱中有六十五块是给知识 (knowledge) 的钱，只有五毛钱才是动手修理 (repair) 的钱。你要是觉得修理的钱太多，那我只要知识的钱好了！

周太太（笑着对先生说）：他说得很对！我们还是把知识和修理的钱都给他吧！

1. The story takes place in

- A. the science lab.
- \* B. Zhou's kitchen.
- C. the hardware store.
- D. Zhou's living room.

## READING COMPREHENSION B – AUTHENTIC DOCUMENTS

### Multiple Choice

(1 mark per question)

**INSTRUCTIONS:** Read the following advertisement carefully. For question 1, select the **best** answer and record your choice on the Response Form provided. Your answers must be based on the advertisement.

### 明日教育中心

给你的子女一个最好的礼物：学好数学和英语

- ~ 电脑帮助学习，提高自学能力
- ~ 帮助作好功课，学好学校教的数学课
- ~ 教材 (teaching materials) 适合幼儿班到十年班
- ~ 每星期考试，学生知道自己的学习进度 (progress)
- ~ 本中心是加拿大数学比赛指定的考试地点
- ~ 教师都是加拿大大学毕业生，有多年教学经验
- ~ 英语班课程包括 (include) 发音、阅读、语法及写作
- ~ 学费 (tuition) 每月每科一百五十五元，每星期上课两次
- ~ 同时学习英语及数学，每月学费只加一百元

电话 五五五 - 四三二一

1. What does the centre provide to help students teach themselves?

- A. a flexible schedule
- B. a weekly exam to monitor progress
- \* C. computer-assisted learning programs
- D. a proper textbook and teaching materials

## WRITTEN EXPRESSION A – SENTENCE CONSTRUCTION

### Written Response

(6 marks)

**INSTRUCTIONS:** For all parts of question 1, use each of the words provided to construct a Mandarin sentence. Each sentence must contain at least **ten** characters.

1. a) 关心: 这位老师对他的学生很关心。
- b) 流行: 我妹妹最喜欢唱流行歌曲。
- c) 除了……以外: 除了英语以外, 我还学汉语。

## WRITTEN EXPRESSION B – REACTION TO PICTURE

Written Response

(12 marks)

**INSTRUCTIONS:** Imagine the situation depicted in the picture below. Using well-constructed **Mandarin** sentences of approximately 80 characters, write a paragraph based on this picture. Use one square for each punctuation mark. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness.



5														5
10														10

## WRITTEN EXPRESSION B – NOTE

### Written Response

(12 marks)

**INSTRUCTIONS:** Using well-constructed **Mandarin** sentences of approximately 80 characters, write a note on the topic given below. Use one square for each punctuation mark. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness. Students must avoid identifying themselves, their schools or school districts.

1. You (张清) have been invited to a friend's (王丽) birthday party this weekend. Unfortunately, you are unable to attend. Write a note to your friend explaining why you will not be able to attend her birthday party. (12 marks)

5														5
10														10

## WRITTEN EXPRESSION C – LETTER

### Written Response

(18 marks)

**INSTRUCTIONS:** Using well-constructed **Mandarin** sentences (between 80 and 120 characters), write a letter on the topic given below. Use one square for each punctuation mark. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness. Letters should include appropriate salutation and closing phrases. Students must avoid identifying themselves, their schools or school districts.

1. You are 小英, a student from China visiting British Columbia for the first time and this is your first week in the province. Write a letter home to your family in Beijing to share with them your first impressions of what you see. You may choose to visit any part of the province. If necessary, place names may be written in English. (18 marks)


## WRITTEN EXPRESSION C – STORY COMPLETION

### Written Response

(18 marks)

**INSTRUCTIONS:** Using well-constructed **Mandarin** sentences (between 80 and 120 characters), complete the story started below. Use one square for each punctuation mark. Avoid dialogue, repetition and lists. Marks will be awarded for content and for grammatical correctness.

1. 吃完晚饭，我正要去玩儿，这时…… (18 marks)  
(After dinner, I was about to go out and play. Then ...)




## MANDARIN CHINESE SCORING GUIDE

	Message/Information	Language	Vocabulary/Idiom
<b>The 6 Response:</b>	<ul style="list-style-type: none"> <li>has ideas that are fully developed with clarity, ease and depth</li> <li>is well organized and on topic</li> <li>completes the task</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a good understanding and control of appropriate verb tenses</li> <li>has varied sentence structure which integrates transitional words to link thoughts</li> <li>may have errors which do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>has wide range of appropriate vocabulary/idioms which is predominantly correct</li> </ul>
<b>The 5 Response:</b>	<ul style="list-style-type: none"> <li>has ideas that are well developed and flow clearly and logically</li> <li>is well organized and on topic</li> <li>completes the task</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a reasonable understanding and control of appropriate verb tenses</li> <li>has sentence structure which has some variety and may integrate transitional words to link thoughts</li> <li>has errors which do not interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>has a good range of generally appropriate vocabulary/idioms which is generally correct</li> </ul>
<b>The 4 Response:</b>	<ul style="list-style-type: none"> <li>has ideas that are adequately developed and generally clear</li> <li>is organized and on topic</li> <li>completes the task</li> </ul>	<ul style="list-style-type: none"> <li>has some understanding and control of appropriate verb tenses</li> <li>rarely goes beyond basic sentence structure</li> <li>has errors which weaken the meaning</li> </ul>	<ul style="list-style-type: none"> <li>rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.</li> </ul>
<b>The 3 Response:</b>	<ul style="list-style-type: none"> <li>has ideas that are often simplistic and lack development</li> <li>shows weak organization</li> <li>has difficulty in completing the task</li> </ul>	<ul style="list-style-type: none"> <li>has difficulty in controlling appropriate verb tenses</li> <li>demonstrates basic sentence structure</li> <li>has errors which interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>has a limited range of vocabulary/idioms which may be frequently incorrect</li> </ul>
<b>The 2 Response:</b>	<ul style="list-style-type: none"> <li>has limited ideas and development</li> <li>shows minimal organization</li> <li>does not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>has verb tenses which are predominantly incorrect</li> <li>has poor sentence structure</li> <li>has errors which impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>has a very limited range of vocabulary/idioms which is predominantly incorrect</li> </ul>
<b>The 1 Response:</b>	<ul style="list-style-type: none"> <li>has very limited ideas and no sense of development</li> <li>shows no organization</li> <li>does not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>has no control of verbs</li> <li>has non-functional sentence structure</li> <li>has errors which block meaning</li> </ul>	<ul style="list-style-type: none"> <li>has minimal vocabulary/idioms which may be frequently invented</li> </ul>
<b>The 0 Response:</b>	<ul style="list-style-type: none"> <li>does not present enough message/information to be evaluated</li> </ul>		
<b>NR</b>	<ul style="list-style-type: none"> <li>a blank paper with no response given</li> </ul>		