2022 VCE Chinese Second Language written external assessment report

General comments

Students generally performed well in the 2022 Chinese Second Language written examination and the majority completed all sections of the paper within the given time.

Students should use the reading time to select a question from Section 3 – Writing in Chinese, then carefully read the questions for Section 1, Parts A and B to gain an understanding of the subject matter of the listening and responding texts.

It is important that students learn how to answer questions that are based on a combination of more than two texts. In Section 2 Part A (Reading, listening and responding in English), students must understand the purposes of the questions, and extract relevant information from the reading and listening texts.

For Section 2 Part B (Reading and responding in Chinese), students need to practise responding based on the stimulus text, and ensure to include detail only from the stimulus text.

In Section 3, most students chose Question 7 for Writing in Chinese, as they were familiar with the features and format for the kind of writing (persuasive), the text type (script of a speech) and the topic (pets). They used topic sentences to bring out their opinions and incorporated evidence to elaborate on them. Students should be strongly advised to avoid using the same expressions or proverbs to meet different requirements, which gives the appearance of writing from a template. In Question 8, writing an imaginative story, students should read the question carefully to ensure that they are aware of what is required for the task. Responses that scored highly in Section 3 demonstrated good planning, and more importantly addressed all the requirements of the task.

In general, students should consolidate their knowledge of grammar and vocabulary expected at the VCE level. They should be prepared to apply the key knowledge and skills to a range of question types across all sections and not rely on prepared responses.

Specific information

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Before the recording begins, students should use the reading time to familiarise themselves with the questions, and to pick up the keywords that they need to address in their response.

They should also learn to look at the marks assigned to each question and try to gather the relevant information points that will answer the question.

Question 1a.

An example of a correct response is:

* Mary is planning to go to Shanghai tomorrow.
* She is planning to go to Nanjing next Monday.

Most students could answer both points correctly**.** Some students only mentioned Shanghai, while others only mentioned Nanjing. **‘**From Shanghai to Nanjing’ did not sufficiently address the two destinations.

Question 1b.

An example of a correct response is:

* The high-speed train ticket is not much more expensive than the express train.
* Each passenger has a personal TV / they have their own TV.
* Mary can sleep a bit longer / more in the morning.
* It is a new experience to Mary / Mary has not been on the high-speed train before.

Most students could understand ‘personal TV’ and ‘sleep more,’ while only some were able to provide all four points required. Students should be able to accurately translate 贵不了多少 (not much more expensive).

Question 1c.

An example of a correct response is:

* Mary asked Xiaoming to get a high-speed train e-ticket for her.
* For which she wanted to pay Xiaoming back.
* Xiaoming wants to pay / insists on paying for her.
* Xiaoming will send her the e-ticket via text / short message / SMS.

It was important for students to understand the command term ‘outline’ in the question, and the need to provide sufficient detail. Note the correct translation of 快车 (fast train) is not express car or 开车 (to drive a car). Students needed to notice that Mary asked Xiaoming to buy a ticket for her in response to her suggestion.

Part B – Listening and responding in Chinese

In this part of the examination, students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Chinese. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Chinese were awarded full marks for each question. Students should express their response in complete sentences, and take care with character writing.

Question 2a.

An example of a correct response is:

* 这个华人中心 / 它离市区不到二十公里，(This Chinese Community centre is less than 20 km from the CBD)
* （而且）停车不要钱 / 停车免费。(and it has free parking / parking does not cost money)

Most students answered this question correctly.A common mistake was missing 不到 (less than), or writing 只有二十公里 (only 20 km). Students should read and interpret the questions carefully and logically before writing their responses.

Question 2b.

An example of a correct response is:

* 人们喜欢去一楼的图书馆 / 一楼有图书馆，(People like to go to the library on the ground floor)
* 因为那里除了有很多英文书，还有最新的中文书、中文画报。(In addition to English books, the library also has many new Chinese books and Chinese pictorials)

In addition, any two of three information below:

* 可以免费上网。(Free internet access is available there)
* 看书的地方很舒服。(The place to read [in the library] is comfortable)
* 图书馆外面的绿化非常好。(The greenery/landscape outside the library was very nice.)

Most students found the required points and received three or four marks. Some students wrote 官 (officer) instead of 馆 (gallery). Students are advised to pay particular attention to key words, such as 画 (to draw) and 化 (to make … green), 新 (new) and 外面 (outside), and include them in the answer.

Question 2c.

An example of a correct response is:

* 大人和孩子 / 男女老少都可以学书法，(The elderly / adults and children / everyone can learn calligraphy)
* 可以开 / 参加晚会。(and to have / participate in / hold / organise a party.)

Most students received full marks for this question. Some students wrote “做” 书法 (‘to make’ calligraphy) or

 “看” 晚会 (‘to watch’ a party) or 开 “网” 会 (to hold ‘an online’ meeting). These characters don’t correspond to the meaning of the original script.

Question 2d.

An example of a correct response is:

* 老人（们）可以在那里学 / 做手工、（学）画画，(The elderly / seniors can learn crafts, painting there)
* 孩子（们）可以学唱歌和 (学) 汉语。(and children can learn singing and Chinese language.)

Responses needed to specify 老人 (elderly) and 孩子 (children) for their corresponding activities.

Section 2

Part A – Reading, listening and responding in English

Most students demonstrated a good understanding of both the reading text and the listening text, and managed to answer the questions well. Students should understand the content according to the requirements of the questions, and select the relevant information from the stimulus text and integrate it according to the question requirement. The space for each question indicates how much information students need to answer. Students should avoid copying large chunks from the prompt. They must try to rephrase the main ideas and ensure that answers are based on the text rather than on prior knowledge.

Question 3a.

An example of a correct response is:

* Gao Hua understood / understands the director’s design concept / idea.
* Her *Hanfu* expresses the characteristics/uniqueness/features of the actors/players/performers in the movie.
* Her designs make people have the feeling of going back to the past, and experiencing the feeling of the story first hand / by themselves.

Question 3b.

An example of a correct response is:

* People find the *Hanfu* is not only beautiful in the movie; they can also wear it in their daily life.
* Young people started to watch old movies again.
* Some of Li Jin’s fans organised a *Hanfu* club which has weekly performances.
* Others went to the *Hanfu* Design Competition.

Students should be encouraged to consult their dictionary and include as much accurate detail as possible, if unsure.

Question 3c.

An example of a correct response is:

* It looks new and beautiful/pretty/good.
* She likes the Chinese painting/art/drawing on it.
* It is similar to her idol’s dress / it resembles / looks like the *Hanfu* worn by her favourite star/idol/celebrity.
* She likes both the yellow and white colours of the dress.
* It makes her happy / She likes it that people look at her dress.

Many students could get some or all points. Some students misinterpreted 中国画 (Chinese painting) as ‘Chinese character / language’.

Question 3d.

An example of a correct response is:

* Alpine / high mountain painting on the actor’s clothes shows bravery/courage. (reading text)
* Lace/fringe on the actress’s dress symbolise yearning for / looking forward to / in pursuit of / longing for a better life. (reading text)
* Yellow represents generosity / a natural and poised look / elegance. (listening text)
* The white flower represents purity. (listening text)

Most students could respond to this question with some relevant information. Note that 纯洁 (purity) should not be misunderstood as 春节 (Spring Festival). Students should pay attention to the intonation, and carefully consult the dictionary when they pick up the key words in the listening section. 花边 means lace/fringe rather than flower border, decorative border or flower on the side, which lose the original meaning.

Part B – Reading and responding in Chinese

Question 4

Students were required to demonstrate an understanding of the stimulus text and to address the requirements of the task by conveying the relevant information from the text that was appropriate for the audience, the prescribed writing style and text type. They also needed to select information from the stimulus text, and manipulate language to successfully convey the original meaning.

Almost all students completed an evaluative essay with the correct text type, which reflected their familiarity with the topic and the writing style. It was a pleasure to see a lot of students understand the text type of the magazine article. The high-scoring responses were able to clearly refer to at least four key aspects, including a balance of pros and cons. Responses which did not score well relied heavily on the language in the stimulus text and/or tended to copy straight from the text, demonstrating a limited or very limited understanding of the text and an inability to organise information and ideas in any logical order. Mid-to-low-range responses often did not use an objective stance and instead used first-person narrative, which was not appropriate for the task. Some students did not cover sufficient information from the stimulus text.

Suggested points students may have included in their response were:

* 可以合理利用时间，有空可以做运动 (studying at home allows to make good use of time, so you can do exercise when having free time)
* 在家的这些日子，有了新的爱好，就是喝中国茶 (being home every day, you can have a new hobby, which is drinking Chinese tea)
* 做作业的时候喝茶可以让思路更快 (drinking tea while doing homework can make you think faster)
* 可以看以前想看的节目 (watching the shows that you wanted to watch before)
* 做作业有问题时找不到老师 (when doing homework, you cannot find a teacher when you have questions / want to ask questions)
* 会很想朋友们 (will miss friend/s)
* 看节目有点多，视力变差 (watching a few too many shows therefore the eyesight has deteriorated）
* 没有好好安排时间，学习效率不高 (did not organise time well, not learning efficiently).

Section 3 – Writing in Chinese

Questions 5–8

In this section of the examination, students chose one of four questions, each requiring a different text type and a different style of writing.

Students who chose Question 5 (personal writing) and Question 6 (informative writing) generally performed well. Question 7 (persuasive writing) was the most popular topic. Most students wrote better because they provided the content relevant to the topic. Some students did not review or check this question carefully; they wrote about the benefits of owning pets, rather than the benefits of adopting pets. Only a few students chose Question 8, which showed that they were less familiar with imaginative writing. Having chosen a specific topic, students need to carefully draft their writing to stay on topic and meet the requirements of the topic.

Question 5

Students needed to include the general information of the trip, such as the purpose, time, the writer’s experience and the feeling. The photo should have been mentioned / included as an essential.

Students provided some interesting original interpretations to the question prompt. High-scoring responses contained/combined the rural activity with the feelings and reflections. Students should always use the correct features of the text type chosen – in this case the text type of an email was needed, such as recipient’s email address, subject line, date, salutation, body (content), signing off, register, style and layout.

Question 6

Students were required to write a report and use explanatory language to objectively introduce the characteristics of a Chinese learning software/app. Most students introduced a Chinese software with some relevant function/features, such as translation, and a vocabulary and syntax bank. Students who did not score highly usually wrote a persuasive text to promote this software, or wrote about personal experience. Students needed to use the text type of a report, such as topic, structure, and content, use of evidence, author, register, style and layout.

Question 7

A significant number of students chose to write on this topic. Many students encouraged adoptions for these reasons: reducing the pressure on animal shelters, bringing happiness to family, caring for animals, and a lower cost. Writing about the benefits of having/keeping pets was a deviation from the original purpose of the topic. The text type of a speech script was needed. The whole text needed to be topical and the tone needed to be affirmative and persuasive. It needed to be structured with opinions and justified with examples.

Question 8

Students needed to use their imagination to write an original story focusing on ‘what happened next’. Some students copied or recited a traditional Chinese legend instead. Students should practise imaginative writing in preparation for the examination. They need to learn to develop effective plots, interesting settings and characters.