

# 2015 VCE Chinese First Language written examination report

## General comments

In general, students performed well on the 2015 Chinese First Language written examination. Most students used their time effectively and attempted to complete all questions. A small number of students demonstrated excellent skills in language application and problem analysis. Others demonstrated a lack of preparedness, particularly for Section 2 – Reading and responding.

In Section 1 – Listening and responding, very few students answered all questions correctly or demonstrated strong language skills. The majority were able to answer Questions 1, 2, 4, 5, 8, 9, 10 and 12 accurately. Some students gave incomplete answers; for example, using incorrect Chinese characters for Beijing Opera singing, speaking, acting and fighting. It was inappropriate to use dot points in this section.

In Section 2 – Reading and responding, there were very few students who could present the major ideas in the texts and finish the writing with correct logic. Many students copied out the two texts without creating new content. Others did not understand the requirements of this section. Students are required to use full sentences in their responses.

Section 3 – Writing in Chinese, the majority of students chose evaluative writing, with Question 7 being the most popular. Very few chose Question 6. Question 4 was to be written in the form of an interview, yet some students wrote a short story. Student responses indicated that they need to become more familiar with the requirements and features of the various text types.

## Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

## Section 1 – Listening and responding

### Assessment criteria

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

### Text 1

#### Question 1a.

张海参加了校学生会组织的演讲会，主题是：“民族文化的传承”。高三学生王宇的演讲，让他挺有感触的。

(Last month he went to a presentation held by the student union, themed 'Inheritance of the National Culture'. The speech made by Wang Yu, a senior-high school Level 3 student, 'Young People Should Know How to Appreciate Beijing Opera', really touched him.)

已有两百多年历史的京剧作为一种中国独有的艺术，早已经成为世界的瑰宝了。

(Wang Yu said in his speech that Beijing Opera had a history of more than two hundred years. As a unique art form, Beijing Opera had long since become a great treasure of the world.)

作为炎黄子孙，年轻人应该懂得欣赏京剧艺术。

(Being descendants of Yan and Huang Emperors, we should know how to appreciate the art of Beijing Opera.)

**Question 1b.**

因为京剧的节奏太慢，唱词和念白也听不太懂，所以难以产生共鸣。

(The reason why some young people are not interested in Beijing Opera is that its rhythm is too slow, and the libretto and the spoken parts are not easily understood, so it is hard to gain appreciation from young people.)

有些年轻人缺乏对京剧的了解

(There is a lack of knowledge about Beijing Opera among some young people; therefore they are not interested in it.)

**Question 1c.**

在经典唱段中融入了多媒体技术。

(For its classical arias, many means of multimedia technology have been employed.)

用三维虚拟影像代替了以前的实物道具布景。

(3D images replaced the real stage properties and scenery of the past.)

采用的环绕立体声技术让观众有身临其境之感。

(Surround sound technology was adopted to make the audience feel more like being in the real scene rather than seeing it from the stage.)

**Question 1d.**

现在有很多新创的剧目强化了戏剧性，强化了节奏，强化了演员的情感表达。

(In order to make Beijing Opera more suitable for young people, the dramatic, rhythmic elements and the emotional expressions of the actors/actresses of many newly created plays have been emphasised.)

有很多京剧团主动把戏搬到学校的舞台上，让年轻人在接触京剧的过程中了解京剧，体验京剧的艺术魅力

(Many Beijing Opera troupes have moved their stages to schools, so that young people can gradually get to know its artistic charms through a real experience.)

**Question 1e.**

成立了青年京剧爱好者俱乐部/参加了或者也想参加青年京剧爱好者俱乐部

(The Club for Young Beijing Opera Fans had been established by some young people.)

年轻的戏迷越来越多，有很多是 90 后的戏迷。

(Among the audience of 'Searching for the Orphan and Saving the Orphan', there were quite a few fans born during the 90s.)

**Question 1f.**

故事片霸王别姬”中的脸谱

(In 'Farewell my Concubine' there are several Peking Opera masks.)

“梅兰芳”的唱,念,做,打。

(In 'Mei Lanfang' there were singing, speaking, acting and fighting skills in the Peking Opera performance.)

故事片“智取威虎山”里几次出现了京剧“智取威虎山”的音乐和画面。

(In 'Taking Tiger Mountain by Strategy' there are several scenes and music that have been adopted from Beijing Opera.)

## Section 2 – Reading and responding

### Assessment criteria

- the capacity to identify and synthesise relevant information and ideas from the texts
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script)

### Texts 2 and 3

#### Question 2

- 手机改变人们的生活，时间浪费在手机上，忽略了阅读

(Mobile phones have changed people's lives, time is wasted on mobile phones and reading has been neglected.)

- 阅读能激发斗志，改变人的一生，人生享受

(Reading can give incentives, change people's lives and is a great pleasure in one's life.)

- 生活没有书籍，就好像没有阳光

(A life without books is like a day without sunlight.)

- 苏轼——腹有诗书气自华，读书万卷始通神

(The one who knows poems and books will naturally possess great elegance and talent; the one who reads tens and thousands of books will eventually understand the divinity.)

- 颜之推——积财千万，无过读书

(Accumulating millions in wealth cannot surpass book reading.)

- 阅读能提高民族精神境界，事关民族兴衰，提高全民阅读水平，营造书香浓郁的社会

(Reading can raise the mental state of a nation; it affects the vicissitude of a nation, improving the reading skill level of a nation, building a society full of people who love reading.)

- 阅读能培养习惯，对知识的汲取是无限的

(Reading can cultivate good habits; the craving for knowledge is never-ending.)

- 不求多，读好书：读书勿求多

(Quality, not quantity, is important in reading; do not just focus on reading a lot.)

- 阅读越有趣：读书之味，愈久愈深——程颐

(Reading is getting interesting: The taste of books, the longer the better.)

马上开始——盛年不再来，一日难再晨，岁月不等人（陶渊明）

(To start as soon as possible – good times will not be repeated, the morning of a day cannot come back, time will not wait for people.)

## Section 3 – Writing in Chinese

### Assessment criteria

- Relevance, breadth and depth of content
  - relevance of content in relation to task set
  - comprehensiveness and sophistication of content
- Appropriateness of structure and sequence
  - introduction, body, conclusion as appropriate to the text type and kind of writing
  - organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs
- Accuracy of vocabulary and grammar (including punctuation, and where relevant, script)
- Range and appropriateness of vocabulary and grammar
  - variety of vocabulary and grammatical structures
  - appropriateness of vocabulary and grammar for the kind of writing, text type, audience, purpose and context of task.

### Question 3

Students were required to write an evaluative speech to be presented to a university audience. The speech should have begun with a formal greeting or a brief introduction suitable for the occasion (for example, a conference). The speech needed to be quite formal. Students could have begun with either side of the issue presented, but both sides should have been included. The speech should have ended with a final comment or judgment about the issue raised.

#### Suggested advantages:

避免复杂的人际关系，有效改善社会秩序；减少环境压力，如：缓解城市交通压力；生活方式更简单，有利于个人兴趣发

(Can avoid complicated issues in human relations; effectively improve social orders; reduce pressures on the environment, e.g. reduce pressure on urban transport; be an easier lifestyle; be beneficial for individuals' development in his/her interests)

#### Suggested disadvantages:

与社会脱节，不利于全民身心健康；孤独抑郁，没有社交能力；缺少社会凝聚力

(Can cause people to become isolated; psychologically and physically unhealthy; lonely and melancholy; lack social skills; and lack social coherence)

### Question 4

Students were required to write the text of an interview for an international travel magazine. This interview would be read by a wide range of people so it should have been detailed and interesting. The interview should have included questions and answers, which could have been presented in a variety of ways.

### Question 5

Students were required to write an evaluative article for a newspaper for young people.

**Suggested positive aspects:**

专业演说家，传播正能量；鼓励中国人培养自己的口才；更好地宣传中国文化；适应国际潮流，现代人才的标准

(can become a professional speaker, spread positive energy, encourage Chinese people to improve their eloquence, better introduce Chinese culture, adapt to the international trend and the standard for modern talents)

**Suggested negative aspects:**

容易形成夸夸其谈的不良风气；忽视知识的积累

(can easily encourage the bad habit of being boastful, neglect in-depth study and become less able to write well)

**Question 6**

Students were required to write an imaginative story for adult readers in which the writer imagines a solution to the problem of the ageing society. The story should have had a beginning, middle and end. The structure needed to be clear, including the setting, plot development, and how the situation was resolved or brought to a conclusion. The story needed to be written in such a way that the reader understood the solution to the problem of the ageing society. The solution needed to be clear and logical and could have included imaginary new technology or details about life on a new planet.

**Question 7**

Students were required to write an evaluative letter to the manager in charge of cultural/historical sites. The letter should have included both the negative and positive aspects of opening up national cultural/historical sites to many people. It needed to be a formal letter because the person to whom it was being sent was a very senior person. The letter could also have included the writer's experience of going to an important cultural or historical site.

**Suggested positive aspects:**

弘扬中国文化传统；有利传承；有利历史研究；向世界展示中国文化

(to advance, enrich, promote and inherit Chinese culture, to be beneficial for studies in history, to display)

**Suggested negative aspects:**

加速了历史古迹的破坏

(could speed up the damage to historical sites)