

2017 VCE Chinese First Language written examination report

General comments

In general, students performed well on the 2017 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 showed a lack of preparation, 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 could answer Questions 1a., 1b., 1c., 1d. and 1e. accurately, although some students had difficulties recording exact years and numbers correctly, mixed up the historical figures and/or showed a lack of basic knowledge of Chinese history and geography. Some students did not use full sentences to answer questions and some used many incorrect Chinese characters.

In Section 2 – Reading and responding, there were few students who could fully understand the texts provided and use them accurately in their responses. Some students did not understand the task and could not extract information from the given texts accurately to complete the task. Some students ignored either one of the texts, or both texts, while some of them copied out the text and used it in their responses without demonstrating any understanding of it. Analysing the task and the texts provided is crucial to the satisfactory completion of the task, and students were required to write a persuasive speech to satisfactorily complete this task. A holistic approach was required. Some students did not state the role of the person who delivered the speech.

In Section 3 – Writing in Chinese, most students chose Question 4, followed by Question 5. Some students chose Question 6 and very few chose Question 7, both of which required students to write an imaginative text. Most students showed clear understanding of text types, although some students were confused with text types; for example, Question 6 was a story that will be published in a collection of short stories, not a magazine article.

Specific information

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.

地理位置：黄金地带，甘肃省西北部，黄河以西

(Location: best position, in the north-west of Gansu province and west of the Yellow River)

地形特点：狭长，长约 1000 公里，形状像个大走廊

(Topography: narrow, about 1000 kilometres long, like a corridor)

Question 1b.

前 139 年汉武帝派张骞，从长安出使西域，历经千辛万苦，开拓丝绸之路

(139 BCE, Emperor Wudi sent Zhang Qian from Xi'an to open a route to the Western Regions, which is the Silk Road)

探出道路，为汉朝与西域（东西方），贸易往来和友好关系。重要贡献

(Zhang Qian explored the route, established friendly relationships with many countries and made great contributions)

公元前 121 年，汉武帝派霍去病，鏖战，咽喉要道

(121 BCE, Emperor Wudi sent general Huo Qubing to battle to keep the route open)

Question 1c.

公元 609 年，隋炀帝为了打通西域通道，率大军西巡到达张掖

(609 CE, Emperor Yangdi of Sui Dynasty led his army to Zhang Ye to keep the Silk Road open)

西域 27 国君主来朝见，各国商人云集张掖，进行贸易

(Twenty-seven heads of state in the Western Regions came to meet the Emperor in Zhang Ye and also to trade with other merchants.)

炫耀中华盛世，隋炀帝，举行万国博览会

(To show the glory and power of China, the Emperor held an expo in Zhang Ye)

Question 1d.

莫高窟价值特点：绘画、雕塑、建筑，大型石窟群，公元 4 世纪到 14 世纪的 400 多洞窟，4 万多平方米壁画和 2000 多彩塑

(The value of Mogao Grotto: paintings, scriptures, architecture and a series of grottoes; from 4th century to 14th century CE, over 400 grottoes were built and over 40 000 square metres of frescoes and over 2000 colour scriptures were discovered)

莫高窟：世界上现存，规模最大内容最丰富，佛教艺术，历史文化宝库

(Mogao Grotto: in terms of scale and richness, it is the number one place for Buddhist arts, culture and history)

嘉峪关：1372 年，万里长城西起点，古代丝绸之路交通要冲，天下第一关

(Jiayu mountain pass: built in 1372, it is the west point of the Great Wall and the communications centre, and the number one mountain pass in China.)

嘉峪关：第一个，全面系统，长城文化，专题博物馆

(Jiayu mountain pass: there is a Great Wall Museum, which has complete and comprehensive coverage of the culture of the Great Wall)

Question 1e.

内陆荒漠地带，有水则绿洲无水则沙漠戈壁，生态系统比较脆弱

(The desert area, when it rains, will become grassland; when there is no rain, it will become desert. The ecosystem is fragile)

努力改善生态环境质量，加强城市绿化建设，抓好植树造林工程

(Try to improve the quality of the ecosystem and plant more trees in and around the city)

处处可见白杨树，亮丽的绿色风景线，象征勃勃生机，欣欣向荣

(Poplars are everywhere, which have become a beautiful green landscape, symbolising the vitality of life and prosperity)

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

现状：对舶来文化越来越着迷，对提倡国学不屑一顾

(Current situation: people are addicted to foreign cultures and take no notice of Chinese culture)

中国人对待舶来文化的态度始终随着主流社会的舆论导向发生着微妙而且深刻的变化

(Chinese people's attitude towards foreign cultures will have subtle changes as the public opinion changes)

不排斥外来文化，“中学为体，西学为用”

(Do not reject foreign cultures. Chinese learning should be followed as the essence; western learning as the practical application.)

思想上要重视文化遗产的传承

(Pay attention to the inheritance of Chinese culture.)

成为新主人，继承老祖宗的遗产（中国文化遗产）

(Become a new host and carry on Chinese cultural heritage)

运用脑髓：不做孬头，不做混蛋，不做废物

(Use your brain and don't become a coward, a scoundrel and a useless person.)

要有眼光，会挑选，例子：高级的鱼翅和普通的萝卜、白菜

(Need to have vision and can choose, for example, shark's fins and carrots and Chinese cabbage)

要会使用，会存放

(Need to know how to use it and where to store it)

要创新：做中国文化新主人

(Be creative and become the new host of Chinese culture)

要勇猛，敢毁灭

(Be brave to destroy out-of-date habits)

Section 3 – Writing in Chinese

For Questions 3, 6, and 7, students needed to focus on the scenario given in the question and create an imaginative story. It was better to tell the story in the first person and describe the atmosphere and feelings of the characters. Imaginative writing needs to have some meaning that readers can find in the story.

Assessment criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
- range and appropriateness of vocabulary and grammar

Question 3

Students were asked to write about a main character of a book they had read during their secondary schooling and talk about the positive and negative impacts this main character has on young people.

Question 4

Students were asked to write a speech on the advantages and disadvantages of promoting Mandarin Chinese in mainland China.

Suggested advantages and disadvantages:

正面:

- 有利于各民族交流增强凝聚力，促进民族和谐 (improve the communications and the harmony among different ethnic groups)
- 减少地域歧视 (reduce discrimination between different areas/regions)
- 为中国成为强国奠定基础 (to establish a foundation for China to become a powerful country)
- 汉语规范化标准化 (to standardise Chinese language)
- 有利于汉语的国际推广 (it will be good for the promotion of Chinese worldwide)

反面:

- 方言消失 (dialects will disappear)
 - 不利于地方文化的传承 (not good for the future of local cultures)
- 汉语表达的丰富多元性减弱 (will affect the richness of Chinese expressions)
- 影响日常交流（不同年龄段） (will affect the communications between different generations)

Question 5

Some people with special talents got into well-known universities in China without sitting for exams, and people have different opinions on this issue. Students were asked to write a report for a magazine.

Suggested advantages and disadvantages:

正面:

- 有的放矢地培养人才 (it will be good for people to be trained as experts)
- 为有特殊才能的人提供成才机会 (it will provide opportunities for people with special talents)
- 提高学校知名度 (it will make universities more famous)

反面:

- 公平性，弄虚作假，不良社会风气 (lack of fairness – people may practise fraud and corrupt social morals)

Question 6

Students were asked to write an imaginative story about how they became lost in the forest during a camp and how they found their way out.

Question 7

Students were asked to write a diary entry, imagining they were one of the boys who was sent to America to study in the 1850s and recording their experiences on the boat crossing the Pacific to America.