2019 VCE Chinese First Language written examination report

General comments

In general, students performed well in the 2019 Chinese First Language written examination. Most students used their time effectively and attempted all questions. A small number of students demonstrated excellent skills in language application and problem analysis. Others showed a lack of preparation and some students did not attempt all the questions.

In Section 1 – Listening and responding, very few students answered all questions correctly or demonstrated very strong language skills. Most students could answer Questions 1a., 1b. and 1d. accurately. Some students had difficulty finding the correct answer for Question 1c. Some students did not use full sentences to answer questions and some used many incorrect Chinese characters.

In Section 2 – Reading and responding, some responses demonstrated a full understanding of the texts provided and used them accurately. A few students did not understand the task and could not extract information from the given texts accurately to complete the task. Low-scoring responses ignored either one or both texts or copied out the text and used it as a response without demonstrating any understanding of it. Many students found the key information needed, but did not use the content appropriately to form an effective response. Many responses did not include precise or correct key sentences. Analysing the task and the texts provided is crucial to the satisfactory completion of the task.

In Section 3 – Writing in Chinese, most students chose Question 4, followed by Question 5 and Question 3. Some students chose Question 7 and very few chose Question 6, both of which required students to write an imaginative story. Some students who chose imaginative writing failed to produce a response that demonstrated the characteristics of the required text type. Most students showed clear understanding of text types, although some students were confused about them.

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

The assessment criteria for this section were:

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

Question 1a.

- 科幻作品是以科学为基础，用艺术的手段推演、虚构的故事，它追求科学的合理性，不太重故事情节是否严谨。(Works of science fiction are based on science – they are deductive and fictional stories created with artistic means, pursuing the rationality of science. The rigorousness of the stories is not a concern.)
- 今年初大火的《流浪地球》就属这类作品。(The newly popular *Wandering Earth* is one example of a work of science fiction.)
- 奇幻作品是描述幻想世界的奇闻异事，故事性强，但不具备科学性。(Works of fantasy describe the world of fantasy with stories, and they are not scientific.)
- 中国古代的神话传说，(明清的《西游记》《封神演义》《聊斋志异》都属于奇幻作品)。(The ancient myths and legends of China are works of fantasy (including *Journey to the West*, *The Romance of the Gods*, and *Strange Tales from a Lonely Studio*).

Question 1b.

- 第一次"科幻热"是上世纪初，民主科学的文化思潮进入中国，促进了科幻文学的萌芽、成长。The first 'science fiction fever' was at the beginning of the last century, when the trends of Western culture, science and democracy entered China, which promoted the development of scientific literary works.)
- 第一部科幻作品《月球殖民地小说》于 1904 年面世。(The first work of science fiction, *Lunar colonial novel*, was published in 1904.)
- （新中国成立后，）从一穷二白，到完整的工业体系建立起来，发生的巨大变化。([After the People's Republic of China was established], China went from a very poor country to a country with a complete system of industry, with great changes taking place.)
- 新中国成立激发起第二次科幻热。天文学家郑文光的科幻小说《从地球到火星》是那时的代表作。(The new era triggered the second 'science fiction fever', with *From Earth to Mars* as its masterpiece written by Zheng Wenguang, who was an astronomer at that time.)
- 第三次是上世纪 70 年代，中国开始改革开放的时候。国家的惊人变化，使作家们的科幻创作热情爆发. (The third fever was in the 1970s in the previous century, when China opened up to the outside world.)
- 《珊瑚岛上的死光》《小灵通漫游未来》等书籍、电影，令人难忘. (The tremendous changes of the country stimulated the creativity of science fiction writers who created unforgettable works in book or movie form such as *The Dead Light on the Coral Island*, *Roaming the Future* etc.)
- 第四次是上世纪 90 年代到现在，跟现代网络的高速发展有直接关系(科幻作家刘慈欣的 《三体》和郝景芳的《北京折叠》) (The fourth fever started in the 1990s in the previous century and is still going on. The rapid development of the internet directly related to this phase.)

Question 1c.

- 科幻作家刘慈欣的《三体》和郝景芳的《北京折叠》(*The Three-body* by Liu Cixin and *Folding Beijing* by Hao Jingfang)
- 获得了有"科幻艺术界诺贝尔奖"之称的"雨果奖" (were awarded the Hugo Award which is known as the Nobel Prize in the field of science fiction.)

Question 1d.

- "科幻热"只会产生在某些有文化底蕴的国家, 它不仅能反映一个国家科技进步的轨迹、 现代化的程度；(Works of science fiction reflect the path (trajectory) of a country's scientific and technological progress, so countries that have made progress in these areas are the countries in which science fiction flourishes.)
- 还能反映这个国家对人类未来命运的责任和担当，反映对探秘宇宙的强大好奇心。(Science fiction also shows a great responsibility-taking of a country towards the future of human race and demonstrates a country's great curiosity towards the exploration of the universe.)

Section 2: Reading and responding

The assessment criteria for this section were:

- 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).

Question 2

Students were required to write, from the perspective of a student of psychology, a speech to address a local community group on the topic of 'A wisdom and a method for achieving a happy life'. The following are possible areas that could have been discussed in the article.

- 背景：社会竞争的日趋激烈, 使人们的精神常常处于紧张状态 (Contemporary society is becoming faster and faster and everyone is stressed.)
- 定义：什么是钝感力：所谓钝感，不是迟钝，是排除周围的一切干扰、勇往直前的态度。拥有迟钝而坚强的生活态度 (Only by possessing 'the power of unresponsiveness', can a person become a true talent. So-called 'unresponsiveness' is not slowness. It is an attitude that one takes to overcome surrounding disturbances and distractions, and march forward courageously. One should have an 'unresponsive' and strong attitude in one's life.)
- 要处理好复杂多变的人际关系，享受愉快而有意义的人生，就要培**养**"钝感力" (To properly handle complicated and changeable interpersonal relationships, and enjoy a happy and meaningful life, we must cultivate 'unresponsiveness'.)
- 让自己变得"迟钝"些，不拘小节，既能与周边的人和睦相处，又有益于身心健康 (Making oneself 'go slow', not dwelling on trifles, can not only help us get along well with people around us, but also benefits our own physical and psychological health.)
- （举例）遇到矛盾，很多人会因为一些琐碎小事而郁郁寡欢，因而影响了朋友、亲人之间的感情 (Giving examples，When encountering contradictions, many people will become depressed by some trivial things, which can affect their feelings towards friends and relatives.)
- 过于敏感，微不足道的小事也会成为压力 能较好地控制自己的情绪，保持良好的心态 (Being too sensitive with trivial things will become a pressure. People can better control their own moods, and maintain a healthy mental state.)
- 只要忽略、放下，生活就会变得充满阳光 (As long as we can ignore and minimise stress, life will be full of sunshine.)
- 在我们前进的道路上，从容面对生活中的挫折和伤痛 (One should adopt an 'unresponsive' and strong attitude in one's life)
- 具备了"钝感力"，才能成为真正的智者，赢得美好生活的手段和智慧 (One can then calmly face the setbacks and the grief in one's life, while moving forwards. This is 'a wisdom and a method for achieving a happy life'.)

Section 3: Writing in Chinese

Question 3

Students were required to write an article for a magazine, *A Corner in the Society,* from the perspective of a university student of contemporary society. They were required to analyse the positive and negative influences of the sharing (collaborative) economy on society.

Context: contemporary interest in the sharing economy

Audience: general readers

Text type: article (for a magazine)

Kind of writing: evaluative.

Responses may have included the following points.

Advantages:

- making the most of unused resources
- lowering the cost of trade.

Disadvantages:

- improper management can lead to waste
- security issues.

利:

- 最大化地利用空置资源
- 降低商务成本

弊:

- 管理不当会造成资源浪费
- 存在安全问题

Question 4

Students were required to prepare a talk from the perspective of a secondary school teacher speaking at a conference on education. They were required to give a talk about the influences of video- and music-sharing apps on students at school.

Context: the impact of one form of social media

Audience: people interested in education

Text type: talk

Kind of writing: evaluative.

Responses may have included the following points.

Advantages:

- can enhance students' creativity
- can increase students' knowledge
- can bring students pleasure.

Disadvantages:

- students can become too involved in these apps and neglect their studies
- students can also be influenced by poor information or negative information.

利:

- 能提高学生的创造力
- 扩大学生的知识面
- 给学生带来快乐

弊:

- 学生可能因沉溺其中而荒废了学业
- 学生会受到负面或不正确信息的影响

Question 5

Students were required to write a letter to *The Historical Magazine* from the perspective of a history enthusiast. They needed to write about the benefits and losses in permanently closing the Great Wall of China to the public.

Context: the benefits and losses of permanently closing The Great Wall to the public

Audience: people who are interested in history and the readers of the magazine

Text type: letter

Kind of writing: evaluative

Benefit: saving the Great Wall for future generations

Losses:

- preventing local and international people from experiencing this great wonder
- affecting local tourism and weakening the economy as a result.

好处:

- 使长城得以保存, 子孙后代可以看到

坏处:

- 使本国及国外人士都失去参观该奇观的机会
- 影响当地的旅游业, 导致经济增长的萎缩

Question 6

Students were required to write from the perspective of a businessman who went from Chang An through the ancient Silk Road to ancient Rome. They were required to write a story about what they experienced along the way, which will be published in *A collection of short stories*.

Context: contemporary interest in stories about the past

Audience: people who like to read short historical fiction narrated from a 'first person' perspective

Text type: story

Kind of writing: imaginative

The story needed to have a strong sense of being in the past but its success was not judged on the detailed accuracy of historical knowledge.

Question 7

Students were given the following scenario, 'You are an explorer to the South Pole. You found a delicate box containing antique artefacts from 300 years ago'. They were required to write a diary entry about their work recording their experience of finding the box.

Context: explorers and the exploration of the Earth's poles

Audience: the self

Text type: working diary entry

Kind of writing: imaginative

Students needed to create a strong sense of 'place' and a sense of excitement and wonder as the artefact they found was old and may be very unusual.