

2020 VCE Chinese Second Language written examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Chinese Second Language Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](#), available on the Chinese Second Language examinations webpage of the VCAA website.

Many students found the 2020 VCE Chinese Second Language written examination quite challenging. However, students who responded well to the examination generally demonstrated a sound knowledge and understanding of the new requirements of the revised examination specifications.

In Section 1, students exhibited good comprehension skills and an ability to identify most of the required information from the listening text, although the text was quite long and its content challenging. Students are reminded to respond specifically to the key words in the questions. For some students, responses indicated that their listening comprehension was good, but they could not summarise and analyse the information appropriately in order to produce the required response for the question.

In Section 2 – Part A: Reading, listening and responding, it appeared that some students did not understand the questions fully and provided inappropriate or incomplete answers. Students are reminded to pay particular attention to the requirements of the task, rather than copying out the whole paragraph or passage. Analytical and evaluation skills, as well as comprehension skills, are essential in this section. The questions may require students to respond to the whole passage, not just one sentence or paragraph, in order to provide the correct response.

In Part B, students were required to read one text in Chinese and respond to a task based on information and ideas provided in the text. Students were required to produce a text in Chinese in which they develop ideas, opinions and/or arguments based on evidence in the text.

Students are advised to consult their dictionaries when answering questions, as many of the responses contained spelling mistakes and grammatical errors that could have been avoided. It is important that responses are based on the text provided and that students do not include information that is irrelevant.

In Section 3 – Writing in Chinese, responses generally included the correct register, text type and style of writing. Some students did not read all aspects of the task carefully and did not correctly follow the requirements of the question. Most students chose Question 5, 6 or 7.

The majority of students who chose Questions 5 and 6 did not understand the question fully and missed one or two of the key points required. Some students were constrained by their limited vocabulary and struggled to express themselves fully. Quite a few students did not provide adequately developed content for Question 7 due to their unfamiliarity with the subject and poor time management, which did not leave them enough time to complete a well-thought out response.

In terms of content, in each of the four writing tasks, some students did not provide adequate depth in their responses. In addition, a few students did not adhere to the format required, such as the different writing styles and text types. Students are advised to develop a plan before they start writing.

Specific information

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

Section 1

Part A – Listening and responding in English

Many students appeared to understand the listening text well and demonstrated their ability to extract general and specific information; however, some students had trouble conveying the meaning in English. Students should use the reading time to focus on the questions in this section so they can predict what the listening text might be about. Students should also ensure that they read the key words of the questions very carefully when answering the questions.

Text 1

Question 1a.

- Mr Wang is a landlord and Li Qiu is a client/student looking for a place to live (or wants to rent).
- The price of a homestay/room (the cost of renting).

Question 1b.

Any two of the following:

- Gao Li knows both Li Qiu and Mr Wang. / Gao Li is Li Qiu's friend and Mr Wang's former tenant.
- Gao Li gave Li Qiu Mr Wang's number. / Li Qiu got Mr Wang's number from Gao Li (ex-tenant).
- Gao Li recommended/spoke highly of Mrs Wang's cooking.

Question 1c.

Speaker	Personality of the speaker	Evidence
Mr Wang	Either of: <ul style="list-style-type: none"> • greedy/money driven/understands the value of money • accommodating/easy going/flexible 	<ul style="list-style-type: none"> • keeps asking for more money
Li Qiu	Any two of: <ul style="list-style-type: none"> • lazy/not very independent/spoilt • private person/doesn't like sharing room • not very good with money/does not care about money/not very good at negotiating/boastful/arrogant 	Any two of: <ul style="list-style-type: none"> • doesn't want to cook or do her own laundry • wants her own room • doesn't care/thinks the price asked by Mr Wang is too high/said: 'My dad has a lot of money.'

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 marked holistically according to the following criteria:

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

They 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.

Students were required to demonstrate their understanding by listening to a text and responding in Chinese. Some students were not awarded full marks because their responses were incomplete or did not fully meet the requirements of the question.

Students must ensure that they respond in complete sentences in this section and that their responses address the requirements of the question being asked. Some responses included answers in point form. This did not allow them to demonstrate their ability to communicate fluently in the language and thus they were not awarded full marks. Students need to ensure that they provide a full answer to each question.

Text 2

Question 2a.

- 易安说汉语说得非常好/太好了! (Yi An speaks excellent Chinese!)
- 他说汉语时听起来像中国人。(He sounds like a native Chinese speaker.)

Question 2b.

第一次来中国 (His first visit):

- 他是一个交换学生 (He was an exchange student.)
- 而且他只住了一个月 (因为他还在读高中) (He only stayed for a month [as he is a high school student].)

第二次来中国 (His second visit):

- 这次他住了两年多, 他交了很多中国朋友 (He stayed for more than two years and made a lot of Chinese friends.)
- 他一边旅了很多地方) 一边学汉语 (He practises his Chinese a lot [with local people] while travelling to many places.)

Question 2c.

- 他要(认真)学好汉语 (To focus on improving his Chinese [immediately].)
- 他想 (去中国或在西安大学) 学/读商科 (To complete a business course in China/Xi'an.)
- 他想做中澳生意 (To conduct trade between China and Australia [in the future].)

Section 2

Part A – Reading, listening and responding in English

Most students completed the questions relating to the comprehension of both reading and listening texts, although some students neglected to use the information from the two texts, which was a requirement in some questions.

Students are advised to read the questions and think through their answers carefully. When preparing for the examination, students should practise identifying and summarising the main points and ideas in the texts. It is not necessary to know the meaning of all unknown words, especially if they are not key words in the texts, but students should try to understand the main ideas of both the reading and listening texts. Students are also reminded that all answers must be based on the information provided in the texts.

Texts 3A and 3B

Question 3a.

- The mothers can use mobile phones to occupy/entertain their children/babysit/let their kids play games.
- They can use mobile phones to help their children learn a foreign language.
- They can let their children watch cartoons and action movies online.

Question 3b.

- In the long run, the relationship between parents and children will gradually alienate/drift apart/grow distant/disconnect/become a barrier between them.
- Children who play too long online on their mobile phones are less likely to talk to outsiders/communicate with others when they grow up / become anti-social.
- They might not learn the language correctly. (Some websites don't have the correct tones, so children are more likely to learn the wrong pronunciation.)
- Mobile phone use is not good for children's eyesight, and it will affect children's health in the future (or during their whole life).

Question 3c.

- Dad liked playing ball games and swimming (in the river).
- Mum liked listening to music and reading (or children's picture books).

Question 3d.

- They hardly talk to each other/have become distant.
- They have busy lives/sometimes forget what is important.
- They always solve their problems/agree in the end.

Question 3e.

- Ma Li's parents spend a lot of time on mobile phones and the internet.
- According to the survey
 - most children use mobile phones for watching animated films/cartoons and movies (60.4%)
 - many children use their phones to listen to music (20.6%)
 - only a few children (11%) use their phones for calls.

Question 3f.

- They should use mobile phones less (e.g. not using mobile phones after 9pm).
- They should talk to each other more often.
- They should not use mobile phones when having dinner together.
- They should do more activities together (e.g. watching fireworks etc.).

Part B – Reading and responding in Chinese

Students were required to demonstrate an understanding of the stimulus text(s) and to address the requirements of the task by conveying the relevant information from the text(s) that was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus in their response.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

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

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant

Many students were able to use the information and evidence from the text to develop their ideas, opinions and/or arguments adequately and appropriately to complete the task. However, some students struggled to complete the task due to a lack of vocabulary and, in particular, the skills needed to organise the information/evidence for their writing. Some responded by simply copying one or two paragraphs from the text.

Text 4

Question 4

Students needed to use persuasive arguments to convince the friend to see the film.

Suggested points students may have included:

学生要写出至少三个有说服性的要点，来说服其朋友一起去看《海儿》。原文给出以下的要点好处：

- 好看/3D 画面很不错，颜色又鲜明又丰富。
- 老人和孩子都喜欢的老故事片。
- 有一两个中国历史人物。Or 幽默/好笑/故事中有笑点

(有商业价值/这是一部好的商业动画影片。)

请注意要点一定要有说服力！

(The text provides the following positive characteristics of the film:

- pleasant to watch, with 3D vibrant/rich colours
- a favourite old movie loved by young and old
- there are a couple of historical figures
- humorous/funny storyline.)

The following is an example of a possible answer.

邮件：

收件人：Gege2020@gmail.com

发件人：Meimei2020@gmail.com

日期：2020年11月22日

主题：看动画影片《海儿》

戈歌，

你好。我昨天上网看了几篇有关动画片《海儿》的影评，虽说人们对它的评价褒贬不一，但大多数人认为这是几年来拍得最好的一部动画片。

首先，《海儿》是一部老故事，老人孩子们都喜欢看。故事中还有一两个中国历史人物。我知道我俩特别喜欢中国历史，我们从中可以学到不少历史知识。

其次，影片是 3D 的，据说颜色又鲜明又丰富，让人有一种身临其境的感受，你是个追求新奇、时尚的人，一定会喜欢的。

最后，虽说影片不是中国风格的，也没有中国音乐，是一部美国式的商业片。但影片中有不少笑点，我想你一定会喜欢。

总之，《海儿》是一部对我俩来说很值得一看的影片。这个周末我请你和我一起去看，好吗？

祝好！

梅美

Section 3 – Writing in Chinese

This section assessed students' ability to express ideas through the creation of an original text in Chinese.

Students were required to write between 200 and 250 characters in Chinese on one of the four questions given. Each question represented a different text type and style of writing (personal, imaginative, informative, and evaluative). All four questions were attempted, although there was a clear preference for the informative and evaluative writing tasks.

On the whole, students displayed a good knowledge of the different characteristics of the text type and the style of writing they chose; however, they should be aware that their responses need to demonstrate features of the text type or writing style as required.

Question 5

Students were required to write the script of a speech to present at their next Chinese class. They had to reflect on their personal experience of an excellent Chinese cultural performance they saw during their studying tour in China.

在中国游学的一个周末，你看了一场非常有中国文化特色的精彩演出。你要在下一堂汉语课上发言，描述或回忆你在那场精彩演出中的亲身经历。

Text type: script of a speech

Kind of writing: personal

Audience: Chinese teacher and classmates

Students may have written about an opera show, an acrobatic performance, folk music etc. and included information about:

- the venue/the atmospheres
- the performance/performers
- the history/link to the culture
- feelings/reflection.

Question 6

Students were required to write a letter in reply to their Chinese pen pal who had asked for some information about the role of the student representative council (SRC) in Australian schools.

你的中国笔友给你写信，想知道你提到的学生代表理事会的详情。你在回信中给她详细介绍一下澳洲学校学生代表理事会的具体情况。

Text type: letter

Kind of writing: informative

Audience: your pen pal

Students may have included information about:

- what the SRC represents/definition and roles
- responsibilities/duties/jobs
- who can join
- 什么样的组织 (type of organisation)
- 理事会的职能 (role and functions of the Executive Committee)
- 活动和影响 (its activities and influence).

Question 7

Students were required to write an article for *High school life* magazine from the perspective of a Year 10 student. In it they evaluate the advantages and disadvantages of choosing university students as tutors.

你是一个十年的学生，最近跟一些同学聊了聊选大学生做家教的话题。你给《中学生活》杂志写一篇文章，评估一下中学生选大学生做家教的利与弊。

Text type: article

Kind of writing: evaluative

Audience: high school students

Students may have included:

Pros:

- cheap/competitive price
- understand you better (small age gap/easy to relate to)
- 便宜省钱 (cheap and save money)
- 更熟悉中学生的需求 (more familiar with the needs of secondary school students).

Cons:

- experience as compared to teachers/reliability
- questionable benefit?
- 教学经验不足 (lack of teaching experience)
- 专业知识不足 (lack of special knowledge).

Question 8

Students were required to write an imaginative story for teenagers describing how their unexpected meeting of a fascinating person at a birthday party led to an amazing adventure.

在一个生日会上，你遇到了一个令人着迷的人。你的偶遇正是一次精彩的探险经历的开始。给青少年写一篇想像性的故事，描述这探险经历。

Text type: story

Kind of writing style: imaginative

Audience: teenagers

Students could have elaborated on:

- 生日会上发生的故事 (the events at the birthday party)
- 什么样的探险经历 (what kind of adventure).