2022 VCE Chinese Second Language Advanced written external assessment report

General comments

Students generally performed well in the 2022 VCE Chinese Second Language Advanced written examination and the majority completed all sections adequately.

In Sections 1 and 2, students who achieved higher scores demonstrated a sound understanding of the listening and reading texts by answering most of the questions in detail. Their responses reflected excellent command of grammar, extensive vocabulary, accurate spelling and excellent comprehension of the texts. Students who did not score well showed inadequate understanding of the texts, lack of detail in their responses and, sometimes, incorrect English grammar and word choice. Most students did well in the extended response in Section 2, Part B, where they were required to incorporate ideas from the reading text relevant to the task into a personal diary.

In Section 3, students were able to present a good range of information, ideas and opinions in their responses. The first three topics chosen by students were evenly distributed and there was a small increase in the number of students who chose the imaginative topic. Students are encouraged to spend enough time reading the tasks carefully to make sure they fully understand the requirements of the topic they choose.

In general, students are advised to consolidate their knowledge of Chinese grammar, prescribed characters expected at the VCE level, and develop a sound understanding of styles of writing and text type features. Students should be prepared to apply the key knowledge and skills to a range of question types across all sections of the examination and not rely on rote-learning or prepared responses.

Students are advised to pay attention to the style of writing required for their chosen question. Some students who chose Question 5 wrote a personal piece instead of the required informative piece. It is vital for all students to familiarise themselves with the format of the written examination to ensure they complete all questions in a timely manner.

Specific information

Note: 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.

Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section 1

Part A – Listening and responding in English

This section assessed students’ capacity to understand and convey general and specific aspects of texts in English. Most students did well in Questions 1a. and 1b. Some students did not compare the different views between Wenwen and her father. Students are advised to consult their dictionary for the key words if they are not sure about the translation in English, for example: 故事片(feature film)，户口(registered permanent residence)，小大人(little adult/young adult).

Question 1a.

* She watched a movie / feature film / video / story film recently about the left-behind children and did not understand it / wants to know more.
* She grew up in Australia / is an Australian kid (finds it hard to understand something that happened in China).

Question 1b.

* Their parents / the parents from rural areas want to earn more money (to improve their economic status) by going to the city to find jobs.
* The farmer doesn’t have registered permanent residence / residence cards / permits; thus, their children can’t go to school in the city.
* The cost of living in the city is too high.

Question 1c.

Wenwen:

* Has great sympathy / feels pity / pitiful for the left-behind children as they have not been taken care of much by their parents / haven’t received much love and care from their parents / been taken care by grandparents / by their older siblings.
* Children who should be happy and play freely have become little/small adults too early / the children have to become little adults prematurely / are forced to become adult / have to grow up early / quickly / straight away.

Dad:

* Being left-behind children makes them self-reliant / independent / stand on their own feet and optimistic.
* In the future when they enter society / get into the real world, they will easily adapt to / fit into the environment.
* They become more proactive/positive/enthusiastic and hardworking in the future (study) and work.

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.

Students generally performed well in this part; however, some of the key points were missing and some of the key characters were spelled incorrectly. For example, 启发 is not 起发；修身养性 is not休生养心.

Question 2a.

Responses needed to include four out of five the following.

* 古代/很久以前, 人们用 (形态不一的) 结记录 (重大) 事件。(In the ancient times / long time ago (‘before’ was not acceptable), people used knots of different shapes to record important events.)
* 到了近代/现在，人们开始用中国结来表达情感和愿望。(Later on, people began to use Chinese knots to convey/express feelings and wishes.)
* 同时，它作为 (鲜艳的) 饰品，装点着男女老少的衣着。(Chinese knots were also used as bright ornaments to decorate everyone’s clothes.)
* 国家象征(赛事的会标)代表团结 (Symbol of the nation, representing unity.)
* 走进现代社会，它的设计理念不但被广泛运用在城市建设中，还对数学理论产生了启发。*(如果此 题没有用上已经满分，也可以放在下一题算分，但得分只能一次*) (In the modern society, the design concept of the Chinese knot has not only been widely used in urban construction, but also inspired/cultivated some mathematical theories.) (Note: This could also be used as an answer for Question 2b., but could only be used once.)

Question 2b.

Responses needed to include any six of the following.

* 中国结增加了文化气息和美感。(Enhancing cultural flavour and the sense of beauty.)
* 从传统的中国结中可以解读文字的起源和古人的思想。(Helping to interpret/understand the origins of Chinese writing and the thoughts of the ancient people.)
* 制作时能感受华夏儿女的才智和创造力。(Experiencing Chinese people’s talent and creativity while making Chinese knots.)
* 对培养年轻人的创意有益处。(Developing young people’s creativity in particular.)
* 启发数学理论和对城市建设提供设计理念。(Inspiring/cultivating mathematics theory and providing design concept in urban construction.)
* 宣扬/了解中国传统文化。(Promoting Chinese traditional culture.)
* 修身养性，（从手指与彩线之间）品味岁月静好的美。(Resting your body and cultivating your mind / experiencing / tasting / feeling the beauty of the quiet time between our fingers and the coloured thread.)
* 它的设计理念不但被广泛运用在城市建设中，还对数学理论产生了启发。*(如果前面一题没答或者满分没有用到，可以在这里算分*) (The design concept of Chinese knot has not only been widely used in urban construction, but also inspired/cultivated some mathematical concepts (only if not used for Question 2a.).)

Section 2

Part A – Reading, listening and responding in English

In this section, students were required to respond to questions in English. They needed to demonstrate the ability to grasp the main ideas, interpret and compare information, and convey relevant details. High-scoring responses not only showed these abilities, but also made correct reference to the original texts and analysed the information accurately. Responses that did not score well did not address all aspects of the questions, which was evident in Question 3d.

Question 3a.

* House-swapping tourism originated in the mid-twentieth century.
* It was invented by teachers who wanted to travel but did not want to spend more / a lot of money.

Question 3b.

Responses needed to include any six of the following.

* due to the rapid development of the internet
* cost effective / saving money
* feeling the warmth of home in an unfamiliar place / feeling at home when away from home
* no need to worry about the security/safety of one’s own home
* no need to worry about hotel booking difficulty / the possibility of finding no place to stay
* easy access to various local information and to enhance/enrich their travel experience
* gain in-depth/deeper understanding of the lives of local people / the place.

Question 3c.

* flexible in terms of the length/period/duration of the stay
* easy to book / high efficiency when you are in a hurry/rush
* easy to find / can be found everywhere (as there are many of them).

Question 3d.

* Try to understand / get the relevant situation/information of the other party.
* Find a trusted/trustable platform to draft a contract / make contract.
* Investigate the authenticity of the other party’s information / whether the other party’s information is real or not (to overcome the difficulty in finding a like-minded/decent exchange partner).
* Carefully go through the (relevant) legal procedures.
* Put your personal belongings away / in a safe place and prompt/ask the other person to do the same.
* Respect other people’s privacy / don’t look at or touch/move others’ belongings (without permission) during the house-swapping.
* Keep the house clean as if it is your own home.
* Minimise/reduce the risk.

Part B – Reading and responding in Chinese

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

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. 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. It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Most students performed well in this part by conveying the key information clearly with strong personal connection; however, some responses did not reflect personal emotion or feelings, as is required for a personal piece of writing.

Question 4

Text type:Diary entry

Kind of writing: Personal

Audience: Oneself

至少有五点 Key points students may have included in their responses (students needed to include at least five points) were:

* 探索将来的职业道路或选择 (Explored more about career path / made decision about your career choice)
* 参观获奖的教学楼 (Visited the award-winning classroom buildings)
* 欣赏学生的作品 (Inspired by some exhibitions of students’ work)
* 参加专家主持的研讨会 (Listened and asked questions in an interactive seminar/workshop)
* 参观一些或所有五个校区 (Visited five different campuses or some of the campuses)
* 参观和试用世界一流的设备如三 D 打印机(Saw and even tried the world-class advanced facilities, such as 3D printer).

The following sample response was drafted based on the responses from some students; however, it may not represent the highest-scoring response.

2022年4月17日, 星期日, 天气晴

今天，我参加了天星大学的开放日。对于十一年级的学生来说，这真是难忘的一天。

天星大学的五个校区都从九点开始展览学生的作品。一进校园，我就被眼前的教学楼吸引住了— 原来这就是赫赫有名，首次对外开放的获奖大楼。我不仅亲眼看了楼内先进的医疗中心，而且还有机会在专家主持的研讨会上向我崇拜已久的诺贝尔科学获奖者提问，我真是太幸运了！

下午，天星大学的学生带我们参观了世界一流的实验室。大家都对 3D 打印机充满了好奇心。我们和这些志同道合的人探索了打印机的奥秘，这又一次激发了我对科学的兴趣。在互动中，他们还给我们讲述了许多幕后有趣的故事。

今天的开放日让我大长见识，特别是在职业选择方面使我受益匪浅。

 *Sunday, April 17, 2022, sunny*

*Today, I participated in the open day of Tianxing University. It was a truly memorable day for the Year 11 students.*

*The five campuses of Tianxing University will exhibit students' works from nine o'clock. As soon as I entered the campus, I was attracted by the teaching building in front of me—it turned out that this is the famous award-winning building that was opened to the public for the first time. Not only did I get to see the state-of-the-art medical center in the building, but I was so lucky to have the opportunity to question my long-admired Nobel Prize winner in science at a seminar led by experts!*

*In the afternoon, students from Tianxing University took us to visit the world-class laboratory. Everyone is full of curiosity about 3D printers. We explored the mysteries of printers with these like-minded people, and it rekindled my interest in science. During the interaction, they also told us many interesting stories behind the scenes.*

*Today's open day has given me a lot of insight, especially in terms of career choices.*

Section 3 – Writing in Chinese

In this part of the examination, students were given a choice of four questions, each requiring a different text type and a different style of writing: an informative blog post, a persuasive speech, an evaluative report and an imaginative story. They were required to produce a response to one of these questions using 300–350 characters in Chinese. Their responses were marked holistically against the criteria published on VCAA website.

Question 5

Students were asked to write a blog post for pet lovers, informing them of a new pet café. This was one of the popular topics chosen as students were familiar with the text type of a blog post.

Responses that scored highly described three aspects of a pet café with fluent expressions and logical linking between sentences. The three popular aspects were: location/surrounding/atmosphere, the services or facilities provided, and the food provided for pets and pet owners.

Responses that did not score well tended to reflect a personal experience of visiting a pet café, or an attempt to advertise for a trendy or modern pet café.

Students are reminded to read the task carefully and draft a plan before starting to write.

Question 6

Students were asked to write a script for a speech to persuade their fellow students that doctors cannot be replaced by robots. This was the most popular topic chosen by students this year. Most students were confident with this task as they were familiar with the format of the speech and they might have done some practice debates at school during the year.

Responses that scored highly handled the task very well, demonstrating a sound command of Chinese grammar and vocabulary to express ideas with a high level of accuracy and sophistication. They also demonstrated the ability to compare the advantages of having human doctors over robots, in order to justify the reasons why doctors cannot be replaced by robots.

Responses that did not score well tended to simply mention the advantages of doctors or the disadvantages of robots. It is vital for students to successfully incorporate their ideas into their arguments by showing some comparison skills in their response.

Question 7

Students were asked to write a report for a car magazine, evaluating the advantages and disadvantages of replacing conventional family cars with electric family cars. This was the second most popular topic chosen in 2022. Students demonstrated good understanding of the structure and requirements of an evaluative report.

Responses that scored highly demonstrated the ability to express the pros and cons clearly and effectively in fluent Chinese through the comparison between conventional family cars and electric family cars. However, some students simply talked about the pros and cons of either car. A small number of students incorrectly regarded electric cars as automatic or self-driven cars.

Students are advised to read the task description carefully before rushing to start their writing. Students should not rely on rote-learning or copy large parts of a prepared sample essay when completing this task. Proverbs are recommended only if they are used properly and suit the context, without sacrificing clarity of expression.

Question 8

Students were asked to write an imaginative story based on an image. This year saw a small increase in the number of students who chose the imaginative writing task.

Responses that scored highly successfully conveyed significant and original information relevant to the task, inspired by the image. Their stories had a well-developed plot, interesting characters and a climax. They demonstrated good command of the language to express their ideas with a strong focus on the theme of environment and human impact. Responses that did not score well did not write a story that related to the image. Students are advised to draft a plan based on the image and leave themselves plenty of time to complete the story.