

2015 VCE Chinese Second Language Advanced written examination report

General comments

All students made a very good attempt in each section of the examination and demonstrated a very good level of preparation. Only a very small number of students appeared to have run out of time, either rushing through Section 3 or not completing Section 2, Question 6. Many students' responses for Section 3 – Writing in Chinese were particularly impressive. The majority of students not only demonstrated a good understanding of their chosen question, but also conveyed their ideas using a variety of vocabulary and complex sentence structures. Some students who struggled in the listening and reading sections managed to construct a well-structured essay. Most students seemed to have difficulty writing down all of the relevant information for the listening task. Students are strongly advised to read the questions carefully to get a clear understanding of the information required, and to read their notes during the first and second playings of the text to ensure that they have written down the relevant information. Students should read the questions and texts carefully to gain a complete understanding of each task.

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 Part A – Answer in English

Criterion

- the demonstrated capacity to understand and convey general and specific aspects of texts

Most students answered the questions competently, especially Question 1b. and Question 2. However, only a small number of students scored full marks for Question 1a. Most students either failed to provide all of the relevant information or provided incorrect information – instead of information on the arrangement of a meeting point, they gave information on the intention of the plan. Students are reminded that marks can only be awarded if they answer the question asked. For example, in Question 2, the information needed to reflect the three different stages of lives of Australian-Chinese people in Australia.

Text 1

Question 1a.

They will meet at the entrance of the newly opened shop next to Chinatown at 9.45 am for Christmas shopping.

Question 1b.

Because her elder brother just bought a computer (or bought a new computer), so she would buy a computer bag for him.

Text 2

Question 2

Stage 1: They experience a hard life (or the living standard is low) because of their lack of English (can't speak English).

Stage 2: Establish their own business and owned houses.

Stage 3: Become important in many areas of Australian society.

Part B – Answer in Chinese

Most students handled this part confidently; however, a large number of students did not include sufficient information in their responses. Students are required to demonstrate a full understanding of the text by responding to the question in Chinese characters. Students needed to write grammatically correct full sentences. Some missed out on marks for using incorrect sentence structures, errors in character writing or incomplete sentences. Irrelevant information was not taken into account. High-scoring responses included relevant information and used accurate language, vocabulary and grammatical structures. The entire response was assessed for accuracy in language. In Question 3, many students included all of the reasons why Daming's family should move to Melbourne, even though only Anna's opinion was required. Some students did not focus on Anna's opinion and therefore did not include all of the relevant information, while others made language mistakes.

Criteria

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

Text 3

Question 3

因为在墨尔本生活很好，冬天时可以穿漂亮的大衣和滑雪，而且大明在墨尔本已经有了一些朋友。

(Because life in Melbourne is very good, people can wear beautiful coats and ski in winter. Daming already has some friends in Melbourne.)

Section 2 – Reading, responding and translating

The majority of students performed well in this section, particularly on Questions 4a., 4b. and 5. Students are reminded to address all aspects of the text in order to answer the questions fully. For example, in Question 4c., just describing/translating the meaning of the proverb without explaining why it was relevant to the context of the passage was not enough. When answering in English, although students were not required to write in full sentences, they needed to make sure that their responses clearly addressed the question requirements. For example, in Question 4a., just listing 'parents, school, friends and themselves' without explaining why they were identified as the factors that affect the students, was incomplete. Students are encouraged to read the questions in both English and Chinese as this may help them to gain a better understanding of the question. For example, in Question 5a., students were asked to explain the context (背景) for writing the text. However, some students misunderstood the question as being, 'What is the purpose for writing this text?'

Most students handled the translation task well. In Question 6, the translation involved figures and numbers that appeared to be confusing for some students. While most students demonstrated a very good grasp of the main ideas of the original texts, some students struggled to convey their meaning accurately, precisely and coherently in English. Students are required to demonstrate thorough understanding of the cultural content in their translation by using correct English. For example, in Question 7, ‘营养药’, which is acceptable to be considered as ‘nutritional medicine’ in Chinese culture, does not make sense in English.

Part A – Answer in English

Criterion

- the demonstrated capacity to understand and convey general and specific aspects of texts

Text 4

Question 4a.

- physical and psychological changes/growth/development
- pressure from parents
- pressure from school
- pressure from peers
- self-pressure

Question 4b.

Students can:

- seek advice about physical and psychological changes so that they understand them better
- keep calm when coming across any difficulties
- have self-confidence and learn how to reduce various pressures
- communicate with their parents, school and peers
- choose good friends.

Question 4c.

In the proverb the vermillion refers to good friends, who can help you to succeed. Black refers to bad friends who can lead you into bad habits.

Students needed to clearly demonstrate their understanding of the proverb and state the relevance of the proverb in the context by pointing out the consequences of choosing different kinds of friends.

Part B – Answer in Chinese

Criteria

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

Text 5

Question 5a.

这是学生上完美术课后记的笔记（/要点/写下的东西。）

(A student's art class notes.)

Question 5b.

中国画的对象有山水、花鸟和人物。

(Chinese paintings usually depict scenery, flowers/birds and figures.)

Question 5c.

画面上又有画又有书法的画是国画的特点，没有漂亮汉字的中国画看上去就不那么完美。

(The best Chinese paintings are those with calligraphy because a Chinese painting is regarded as incomplete without beautiful calligraphy.)

Question 5d.

中国画讲究用笔和用墨技巧，西方画很讲究颜色，所以很多西方画常常是五颜六色的。

(Chinese paintings focus on the use of the brush pen and ink while Western paintings are particularly shown by their colours, therefore many Western paintings are very colourful.)

Part C – Translation

Criteria

- the capacity to understand and convey the meaning of the passage in English
- the capacity to interpret and express grammatical aspects of the passage accurately

Question 6

China has newly built 18 000 km of high-speed railway in the past six short years. The highest speed on the high-speed train can reach over 300 km per hour. In addition, China has also developed another type of high-speed railway – an express train railway. This express train can reach the highest speed of 200 km/hour. It used to take around 15 hours to go to Shanghai from Beijing by train about 20 years ago, but now it only takes four-and-a-half hours with the high-speed railway. Nowadays, all the big cities in China have high-speed trains, and train stations are in the centre of cities. This is even more convenient than flying. The high-speed train is both fast and comfortable, and if you go travelling in China, you must take the high-speed train.

Question 7

Nowadays many people like to take lots of nutritional supplements. Buying these not only causes them to spend a lot of money, but also makes them reluctant to eat more fresh food, because they feel their nutritional levels are sufficient after taking these supplements. However, after a while, they feel their bodies are not only worse than before, but they may also experience problems. Therefore, eating a wide variety of fresh food is the best nutritional supplement.

Section 3 – Writing in Chinese

Criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

Most students showed an excellent understanding of the requirements of Section 3 – Writing in Chinese. Many were able to produce well-structured responses, using the correct text type features and incorporating a broad range of vocabulary, including Chinese idioms and complex sentence structures. Students who scored highly demonstrated their ability to address all requirements of the task appropriately and presented insightful information and original ideas.

Question 10 was the most popular. Students are reminded that when choosing a topic with which they are familiar, they need to adapt their information so that it is relevant to the specific question. For example, in Question 8, students were familiar with the three areas through their preparation for the oral examination. However, to effectively address the question, students needed to present information that reflected their personal highlights. Students needed to be mindful of both the depth and the breadth of the content when developing their ideas. In Question 9, it was not sufficient to just mention three different sporting events held in Melbourne. In Question 10, many students did not comment as to why they shouldn't be driven to school by their parents.

Question 8

- 交了什么朋友，和朋友的关系，朋友对自己的影响等 (type of friends, relationship with friends, influence from friends)
- 学习、体育、音乐方面所取得的成绩及自己的感想 (areas of achievement such as study, sports, music and your reflection)
- 也可以写学校生活的小事中取得的进步及成就感 (progress made and the sense of achievement gained from trivial things in school life)
- 中学期间自己对未来的期望及感想 (future aspirations and reflection)

Question 9

- 运动设施 (sports facilities)
- 各种大赛 (various major sports events)
- 人们对体育的喜好 (people's love of sports)

Question 10

- 现在的交通状况和影响 (current transport situations and impact)
- 使用公共交通的好处 (advantages of taking public transport)
- 不让父母开车送去上学的好处 (benefits of not letting parents drive to school)
- 走路上学的好处 (advantages of walking to school)

Question 11

- 适应人口增长的需求 (meet the need of a growing population)
- 改善城市面貌 (improvement of the city)
- 破坏城市已有的特征 (ruin the characteristics of the city)
- 增加城市污染和交通堵塞 (increase city pollution and traffic jams)

Question 12

- 海底世界生活的特点 (characteristics of life in the underwater world)
- 工作方式的变化和效率 (change of style of working and efficiency)
- 学习环境和方法 (study environment and method)