



2021 VCE Chinese Second Language Advanced written external assessment report

General comments

The 2021 Chinese Second Language Advanced examination was based on the *VCE Chinese Second Language Advanced Study Design 2020–2024* and examination specifications. It consisted of three sections: listening and responding; reading, listening and responding; and writing in Chinese.

Most students seem to have prepared adequately for the exam, which was particularly evident in their responses to Question 4 (Reading and responding in Chinese). Students who scored highly demonstrated a strong understanding of the specific requirements of the task and addressed all points effectively. Responses that did not score well either showed insufficient understanding of the task requirements or lacked appropriate detail. Students should take every opportunity during the year to improve their skills in interpreting questions and analysing information from the texts they are studying.

In the listening and reading sections, students needed to respond to questions in either Chinese or English and demonstrate their ability to grasp the main ideas, interpret and compare information, and convey relevant details. Responses that scored highly not only showed these abilities, but also made correct reference to the stimulus texts. Other responses, however, did not address all aspects of the questions. For example, in Question 1b., responses indicated that many students understood the dilemma that Xiaoming and Lili faced in choosing their careers, but did not explain the reasons for the dilemma. Some students did not read the questions carefully enough to respond appropriately. Students are encouraged to read and listen carefully to the specific and general details of the texts in order to extract the key information required by the task.

Similarly, for Section C – Writing in Chinese, students are encouraged to spend adequate time reading the writing tasks carefully to make sure they fully understand the requirements of the question they chose. For example, in Question 7, students were required to write a blog post for the website of their local council, evaluating the advantages and disadvantages of building a bicycle highway in their city; instead, many students wrote about the advantages and disadvantages of riding on the bicycle highway.

Specific information

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

Section 1

There were two parts in the listening component of the exam. In Part A, students listened to one text and responded to questions in English. In Part B, students listened to one text and responded to questions in Chinese characters and full sentences.

Many students were able to provide accurate information in both parts, demonstrating excellent aural skills. A small number of students appeared to have difficulty comprehending the texts or lacked effective note-taking skills, ultimately resulting in lower scores. A large number of students, however, were not able to receive full marks because they misinterpreted the question or did not include enough details, which was particularly the case in Part A. Some students were not able to receive full marks due to the inaccurate translation of some professions such as actuary and social worker.

Overall, students performed better in Part B, where they answered questions in Chinese. Some students made spelling errors such as ‘冷，暖，奇松，迎客松，远道而来，鞋子，棵’. A small number of students answered Part B in English instead of Chinese. Students are advised to practise effective note-taking skills and to use the marks and space provided as a guideline in answering the questions.

Part A – Listening and responding in English

Text 1

Question 1a.

- Lili needs a haircut (as she hasn't had one for a while).
- Xiaoming needs to buy a pair of sneakers / sports shoes.
- They are meeting at the shopping mall/centre today.

Question 1b.

- Xiaoming's parents want him to become an actuary.
- However, he wants to be a scientist to carry out research in astronomy.
- Lili wants to be a social worker as she loves helping people.
- Her parents don't think social work is a good choice for her as she is introverted / not good at talking to people / not good at communicating with people.

Question 1c.

- Go to their grandparents to seek help / ask for help (the grandparents love them dearly).
- The grandparents can convince their parents.
- To let Xiaoming and Lili make their own decisions / choose their own decision.

Part B – Listening and responding in Chinese

Text 2

Question 2a.

六个点写出任何五个: (Any five of:)

- 它不是黄山却胜过黄山/它有三大出名的景观（分别是‘奇松、怪石和云海’）。(It is not Huangshan but it is prettier than Huangshan. / There are three famous sceneries in Mount Sanqing [‘strangely-shaped pine trees, peculiar rocks and sea of clouds’].)
- 奇松不但形态奇特，而且还四季常青；(The pine trees in Mount Sanqing are not only peculiar in shape, but also remain evergreen all year round.)
- 奇松名字也好听，比如‘龙头松、迎客松’（举出一个例子即可）。(Beautiful names have been given to these pine trees, such as ‘Dragon head Pine’ and ‘Welcoming Pine’ [only one example required].)
- 石头千奇百怪，而且它们的名字也非常有趣，比如‘东方女神、三龙出海、天门石’（举出一个例子即可）。(There are countless peculiar rocks in Mount Sanqing and the names for these strange rocks are

also very interesting, for example, 'The Goddess from the Orient', 'Three Dragons Going to Sea' and 'The Gate of Heaven' [only one example required].)

- 云海每时每刻都在变化, 堪称奇观/漂亮无比。(The sea of clouds changes almost every second and the scenery is extremely beautiful.)
或: 每年都有无数的游客远道而来, 就是要看看这里千变万化的云海。([Or] and it attracts many tourists from far away to come here to enjoy this ever-changing view.)
- 三清山的日出和日落美丽无比。(The sunrise and sunset are extremely beautiful.)

Question 2b.

- 导游/小王建议游客们一会儿上山时最好穿舒服的鞋子; 因为上山的路不太好走 (The tour guide / Xiao Wang suggested that tourists wear comfortable shoes as the road to the top is not an easy climb.)
- 大家一定要跟上她, 因为她可以把几棵奇松指给游客们看; (She suggested that the tourists follow her closely because she'd like to show them a few of those strange-shaped pine trees.)
- 她也建议喜欢照相的游客, 多照几张云海 (因为云海每时每刻都在变化/一步一景); (She also suggested that tourists who love taking photos should take as many photos of the sea of clouds as they can [because the sea of clouds is changing rapidly / the view is changing with every step].)
- 她还建议想看日出和日落的游客最好在山上住一晚; (She suggested that the tourists who want to see the sunrise and sunset should stay overnight on top of the mountain.)
- 她最后建议多带一些暖和的衣服, 因为山上比较冷。(She suggested that tourist bring/wear enough warm clothes as it is cold at the top.)

Section 2

There were two parts in the reading and responding component of the exam. In Part A, students responded to one reading text and one listening text on the topic of social media. In Part B, students needed to analyse key information from a reading text and an image, and respond to the task in Chinese.

Most students performed well in Part A, particularly when answering questions related to either the listening text or the reading text; however, some students struggled with questions that related to both texts, possibly indicating a lack of practice. Question 3d. proved to be challenging for some students as they needed to summarise the key information from both the reading and the listening texts. Those who included accurate and specific information achieved higher marks. Students are reminded to read the questions carefully to decide which text they refer to, and to ensure their response demonstrates their thorough understanding of the task.

Students should avoid giving the same answers to two different questions, or giving more information than required in the question. For example, Question 3a. required students to identify the four features that make social media popular today, but some students wrote six or more features. A small number of students wrote their answers in the wrong part of the examination (for example, wrote the answer to Question 3c. in the space for Question 3d.), and a few others wrote the answers in the wrong language.

Many students performed well in Part B, which required them to write a script for a speech to persuade the members of the community to recycle their daily waste more efficiently and effectively to protect the environment, based on the information given in the reading text and visual material. Responses that did not score well were due to one of four of the following reasons:

- The response/speech was almost a copy of the original text. Some students changed a few sentences of the given text and their responses therefore did not meet the task's requirement. Students are reminded to read the question carefully and use the information effectively.
- The speech was not persuasive as the topic sentences were more informative than persuasive in style. In addition, too much information was quoted or copied from the original text. Students need to know that quality is more important than quantity, and that writing a lengthy speech does not guarantee an effective response. Some students even wrote so excessively that they ran out of time for the writing

task in Section C. Students are advised to pace themselves to make sure they have sufficient time to complete the exam paper.

- The speech did not include sufficient key information from the two texts. A few students did not refer to the stimulus material at all and based their response on their own knowledge.
- Some students failed to organise the information in a logical and cohesive manner. They simply copied information from the text randomly, without linking the topic sentence to the evidence. A small number of students did not complete the task.

Part A – Reading, listening and responding in English

Texts 3A and 3B

Question 3a.

- multi-functionalities / having many features
- low cost / costing less
- user-friendliness / easy to use
- fast and easy exchange of information

Question 3b.

Five of the following.

- People can communicate with family and friends and comment on things.
- Business owners can post advertisements and promote / try to sell their products.
- Customers can choose their products and make payments online.
- People can become famous overnight.
- Celebrities can increase their popularity and support rate without using formal/mainstream media.
- Students can entertain themselves, make friends and use the platform for their learning.

Question 3c.

- Staying connected with their family and relatives in China.
- Helping them improve their Chinese.
- Watching some shows related to Chinese history and culture. / Helping them understand Chinese history and culture.

Question 3d.

- wasting time
- affecting study
- harming eyesight and sleep/health
- becoming dependent/reliant on social media
- challenging for parents to supervise children / to keep up with the change
- inability to use social media wisely and safely
- misleading the public / giving false information
- making profit by using personal information.

Part B – Reading and responding in Chinese

Text 4

Question 4

Text type: speech

Style of writing: persuasive

Audience: community members at local council meeting

Suggested points students may have included:

- -市民要积极地分类投放垃圾以便减少污染 (The general public should proactively sort and recycle their waste to reduce pollution.)
- -电子垃圾单独回收来避免化学物质带来的环境污染; (Electronic rubbish should be sorted/recycled separately to avoid environmental pollution from chemicals.)
- -政府和市民需要共同努力和互相配合; (The local council and the general public should work closely together / as a team.)
- -政府采用奖罚分明的方法确保以保证合理有效地回收垃圾; (The local council should adopt an effective method of reward and punishment to ensure that waste sorting and recycling are done well.)
- -市民要自觉地延长电子产品的使用周期来减少浪费; (The general public should consciously extend the lifecycle/span of electronic products / reduce waste.)
- -节省和利用资源 (Save and reuse the resources.)
- -环境美好, 造福子孙 (Keep the environment beautiful to benefit future generations.)
- -污染严峻/现状不太乐观/浪费了大量的土地资源/垃圾堆积如山 (图片) (The current pollution is shocking/serious / there's too much rubbish/landfill (from the image).)

Section 3 – Writing in Chinese

Students attempted a full range of the writing tasks, with Questions 5 and 7 being the most popular. The standard of writing varied. Responses that scored highly demonstrated a well-structured, coherent text in fluent language that effectively addressed the question. For example, Question 7 required students to discuss the advantages and disadvantages of building a bicycle highway. Responses that scored highly presented opinions that were well supported by strong evidence or examples. Responses that did not score well presented positive and negative implications that either contradicted each other, or concentrated solely on the benefit or the drawback itself. Quite a few students wrote unnecessarily long and wordy pieces of writing/responses, which is not recommended.

Students need to pay attention to the style of writing required for their chosen question. Some students who chose Question 6 wrote a persuasive piece instead of the required informative piece. When planning their responses, students should carefully consider both the range and the depth of the information required for the task.

Students should also pay more attention to the correct use of proverbs or idioms, as their misuse could affect the clarity of their expressions.

In general, students demonstrated an appropriate command of Chinese, but they should ensure that they have enough time to thoroughly proofread their work in terms of spelling and grammar.

Question 5

Text type: journal entry

Style of writing: personal

Audience: yourself

Points students could have included:

- the preparation/reasons/background
- the working process / bonding between you and your dad
- the result / your gains / reflections on the experience

Question 6

Text type: magazine article

Style of writing: informative

Audience: schoolmates / teachers / school community

Points students could have included:

- the curriculum (class size, workload, tests/exams, routine, etc.)
- the leisure activities
- the school culture (relationships, facilities, atmosphere, etc.)

Question 7

Text type: blog post

Style of writing: evaluative

Audience: the general public in your city

Possible advantages:

- relieve/reduce traffic jam/congestion.
- good for the environment / reduces air pollution.
- promotes health or physical exercise for the public.

Possible disadvantages:

- high cost / takes a long time to build
- not many people will use it / not very practical
- potential safety issues or concerns / may disturb the local residents.

Question 8

Text type: story entry for writing competition

Style of writing: imaginative

Audience: teachers / judges of the school competition

- could be a mysterious neighbour/garden/mansion
- could involve a little adventure or discovery
- must include a theme such as friendship, loyalty, honesty, etc. throughout the story