2023 VCE Chinese First Language written (NHT) external assessment report

General comments

In 2023, students demonstrated a sound understanding of the requirements of the new Chinese First Language written examination. The majority of students attempted all questions within the 120 minutes examination time and performed well. Only a very small group of students did not manage to complete all tasks.

In Section 1 – Reading, listening, and responding, the majority of students performed well, especially in Questions 1a. and 1b. Students should remember that Section 1 is not a dictation task: it requires students to read one text in Chinese and listen to one text in Chinese and to demonstrate their ability to identify and integrate information from the stimulus texts. Students are encouraged to demonstrate their skills in identifying key information and ideas from different types of texts and integrating them logically into their responses. It is important to read the questions carefully and respond accordingly. Students are advised to avoid copying sentences and paragraphs from the original texts.

In Section 2 – Reading, listening, and creating text, most students performed well in this new task. Students were required to read one text in Chinese and listen to one text in Chinese and respond to one task based on information and ideas provided in the two texts. Many students demonstrated a good understanding of the texts provided and were able to synthesise relevant information and develop ideas based on evidence (samples/information) provided in the two texts. However, a small group of students found it difficult to produce a new text that correctly identified and synthesised the relevant information and ideas from the two texts. Some students simply copied the information from the stimulus texts in their response. Students are advised to analyse the task carefully and to identify and understand the key requirements before responding. The key requirements of the task specify the required elements, including context, purpose, audience, writing style (which can be personal, imaginative, persuasive, informative or evaluative) and text type. For Question 2, students needed to be familiar with the main characteristics of the persuasive writing style. The text type features of a script for a speech were well represented in the students’ responses.

In Section 3 – Writing in Chinese, students were required to write a text and present ideas and/or information and/or opinions and/or arguments. There was a choice of two tasks: many students selected Question 3 (evaluative writing), while an increasing number of students selected Question 4 (imaginative writing).

Students who scored highly demonstrated:

* excellent understanding of the task requirements, including the purpose
* excellent understanding of the written and audio texts and the questions
* the ability to identify and integrate relevant information and ideas from the texts and weave them seamlessly into the theme
* the ability to convince, encourage and move the audience through a good understanding of the main characteristics of the persuasive writing style and the features of the speech text
* the ability to create a strong sense of context and situation through a good understanding of the main characteristics of the evaluative writing style and the features of the blog post text type
* good understanding of the main characteristics of the imaginative writing style and the features of the story text type
* excellent linguistic control by using a broad range of sophisticated vocabulary and maintaining a high degree of grammatical accuracy.

Responses that did not score well:

* lacked a full understanding of the written and audio texts and the questions
* lacked sufficient information from the texts and did not integrate and synthesise the relevant information and ideas
* contained minimal information and ideas and relied heavily on the language from the stimulus texts
* lacked understanding of the main characteristics of the required writing styles and text features
* were written in the wrong writing style
* lacked coherence and logic
* included character and grammatical errors
* used a mixture of character and Pinyin
* did not complete the question.

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.

Section 1 ‒ Reading, listening and responding

The assessment criteria for this section were:

* the capacity to understand general and specific aspects of texts
* the capacity to identify and integrate relevant information and ideas from the texts
* the capacity to convey information accurately and appropriately.

Question 1a.

* 沉浸式展览指的是在展览中使用三维、虚拟现实等技术，利用人的感官和认知体验，创造出一种与现实有所区别的场景，从而让观众参与互动的一种展览形式
* 科技感、互动性和趣味性
* Immersive exhibition is a way of exhibition that involves the use of three-dimensional virtual reality and other technologies, as well as the people’s senses and cognitive experience, to create a scene that is different from reality, with which the audience can participate and interact.
* Technological, fun and interactive

Question 1b.

* 艺术家们需要另辟蹊径让自己的作品脱颖而出
* 观众们对观展方式和观展体验提出了新要求
* 沉浸式展览将声、光、电、艺术完美结合，为艺术家和观众提供了一种全新的展览思路和观展体验
* 改变了观众与展品的“静观“关系，减少了观众与展品在空间和心理上的距离和隔阂;
* 更加重视“融入”，强调主体与对象相互渗透；强调主体对客体的全方位包围和置入
* Artists feel the need to find a new path to have their works displayed and highlighted.
* The audience has raised new requirements for how the exhibition is visited and experienced.
* The immersive exhibition perfectly combines sound, light, electricity and artwork, providing artists and audiences with a new exhibition idea and viewing experience.
* In traditional aesthetics, visitors are ‘silent viewers’ of artworks, creating a certain degree of distance, both spatially and psychologically.
* The immersive exhibition emphasises ‘integration’, integrating the object with the subject, and all-round envelopment and immersion.

Question 1c.

* 以数字化、沉浸式、实景化的形式全景式地呈现出宋代帝都汴京的盛世繁华与烟火人间
* 创造出真人与虚拟交织、人在画中的沉浸体验
* 让观众在获得视觉体验的同时产生共鸣和思考
* 《清明上河图3.0》展演所采用的数字化呈现形式也让更多人得以一睹《清明上河图》这一旷世名作的风采
* 兼顾生命体验与美学立场，融合哲学理念与精神共鸣
* Displays the prosperity and life in Bianjing, the imperial capital of the Song Dynasty, in a digital, immersive and realistic way.
* Creates an immersive experience where real people and the virtual interweave and people are in the painting.
* Enables visitors to gain a visual experience while at the same time resonating and thinking.
* Allows the rare masterpiece *Along the River During the Qingming Festival* to be seen by a wider audience.
* Presents a good mix of life experience and aesthetics, philosophical ideas and spiritual reflection.

Question 1d.

* 重视展览及展品独特性
* 不盲目追求科技性和震撼的现场效果
* 制定合理的票价，提升展览的性价比
* 重视展陈空间和展品设计
* 注重展览的实际效果，避免与宣传照形成强烈反差
* 提升展览的艺术氛围、文化内涵和沉浸体验
* 避免以沉浸式作为展览宣传的噱头，单纯以促进消费为目的
* Emphasise the uniqueness of exhibitions and artworks.
* Avoid excessively pursuing technology and stunning effects.
* Set pricing reasonably to ensure the exhibition is worth the money.
* Emphasise the design of the exhibition space and exhibits/artworks.
* Focus on the real effect of the exhibition to avoid vast disparities between what is being promoted and what the audience actually gets.
* Improve the artistic atmosphere, cultural connotation and immersive experience of the exhibition.
* Avoid using immersion simply as a promotional gimmick to boost consumption.

Section 2 ‒ Reading, listening and creating text

The assessment criteria for this section were:

* the capacity to identify, integrate 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 a speech script from the perspective of a student trying to persuade teachers and students at their school to change the way they celebrate the Duanwu festival.

* purpose: to convince audiences about an idea, opinion or a course of action in order to achieve a desired outcome (changing the way the Duanwu festival is celebrated)
* text type: script of a speech (title/topic; structure; content; register; style; layout)
* writing style: persuasive
* audience: teachers and students.

Relevant information and ideas (identified from the two texts) that could have been included were:

* 奇葩风味粽子的促销广告和端午“小长假”的旅游海报
* 全家人不是出游就是购物，或者忙着见亲朋好友
* 忙工作，没时间包粽子或品味节日
* 承载着人们美好愿望和拼搏精神的端午节，已经变成了单单是额外休息的公共假日
* 通过庆祝端午等节日活动来祈福求安
* 端午节作为三大民俗节日之一，应是一个充分体现人情伦理的节日。如今，有着丰富内涵的传统节日变得越来越商业化、形式化
* 传统节日习俗是一代代人长年累月的文化创造，是宝贵的文化遗产
* 端午是仲夏时节的节日，起源于对湿热时节的禁忌，包含着我国古代天文学、医学知识，也体现着人民的忠孝观念
* 端午传统习俗中的赛龙船、做香包、包粽子，让本来充满燥热与不安的仲夏，变成抚慰精神、充满人情温度的节庆时间，让人们享受着家庭的关爱与社会的温暖
* 结合图片：三代人对传统习俗的传承；与家人共度时光；一起包粽子
* 端午节关爱生命的主题，在今天依然具有现实意义。夏季仍是难熬的季节，也是疾病高发季节，先民在端午节逐渐形成了一系列卫护生命的保健民俗，如喝端午茶、挂艾叶，佩戴草药香包等。这些避瘟保健的节俗有着实际的生活辅助意义，因而一度有人将端午节称为“卫生节”
* 不同村社之间也通过赛龙舟来加强村社内部团结，加强村社之间的联系
* The advertising posters of assorted flavoured sticky-rice dumplings, as well as the travel promotions during ‘mini long break’.
* Families either travel or go shopping or are busy catching up with friends.
* People are busy working and do not have time to make dumplings or appreciate the culture of the festival.
* The Duanwu festival, which used to carry people’s good wishes and aspirations, has become merely a public holiday for eating sticky-rice dumplings among youngsters. The entertaining function of the Duanwu festival seems to overwrite the cultural meaning.
* People aim to pray for peace and good luck through all kinds of celebration activities.
* As one of the three biggest traditional festivals, the Duanwu festival is meant to be a festival that reflects human ethics. However, nowadays many traditional festivals which were originally filled with meaning have become more and more business oriented and formalised.
* Traditional festival customs are the creation of generation after generation; they are valuable and meaningful to modern society.
* Duanwu is celebrated in early summer, originating from ancient people’s fear of the humid climate. It not only entails ancient astronomy and medicine, but also reflects people’s view of loyalty and filial piety.
* The Duanwu festival has many customs, such as dragon boat racing, fragrant pack making and sticky-rice dumplings making, which made this warm, humid and hectic time a festival that can calm the mind and that celebrates humanity. It also brings love and kindness to the community.
* Key ideas from the picture: traditions passed on across generations; family members getting together; making dumplings together.
* On the theme of caring for life, which is very relevant in recent years: summer is still a challenging season, during which many diseases abound; our ancestors discovered a range of customs to protect people’s health, such as drinking Duanwu tea, hanging wormwood, and wearing herbal packs. These customs still have very practical meaning. Thus, some people also refer to Duanwu as ‘the health festival’.
* Different villages aim to enhance their internal solidarity as well as promote external communications between villages via dragon boat races.

Section 3 – Writing in Chinese

The assessment criteria for this section were:

* relevance, breadth and depth of content
* appropriateness of structure and sequence
* accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
* range and appropriateness of vocabulary and grammar.

Question 3

Students were required to write a blog to discuss the positive and negative impacts on children’s personal development when they are rewarded for finishing house chores.

* purpose: to evaluate the positive and negative impacts of rewarding children after they finish house chores
* text type: blog
* writing style: evaluative
* audience: blog reader

The article was expected to include:

* a rational and objective discussion of the topic
* a logical presentation of the facts and ideas
* evidence to support the contrasting sides
* an objective style: appeals to reason not emotion; creation of an impression of balance
* elements and structure of a blog article through the use of some of the following: heading, date, structure, content (commentary), register, style, layout.

Final comment for Question 3: most students demonstrated a good understanding of the requirements of the task and met them satisfactorily. The main characteristics of evaluative writing and a blog post were well presented in the responses; however, many responses lacked depth and breadth in content. Many students were able to provide several convincing arguments throughout the response but were unable to express their ideas in a sophisticated way.

Question 4

Students were required to write a story for a children’s story collection, sharing the experience of picking up a magical camera. People or objects in any photos taken by this camera can speak by themselves.

* purpose: to write a creative response inspired by the scenario of people or objects in the photo taken by a magical camera that can talk
* text type: story
* writing style: imaginative
* audience: children.

The story could have included:

* how the writer picked up the camera, how this magical camera was different to an ordinary camera, how the people or objects in the photo taken by this magical camera speak itself
* the writer’s thoughts and feelings of this experience
* elements of imaginative writing such as the development of a sequence of thoughts or events, descriptions of the setting, heightened drama, final resolution, or reflection
* elements and structure of story text type through the use of some of the following: title/topic, structure, content (creative), author, register, style, layout

Final comment for Question 4: most students demonstrated a good understanding of the requirements of the task and met the requirements satisfactorily. The main characteristics of imaginative writing and story were presented in students’ responses; however, a small group of students failed to convey the meaning of the magical experience in their response.