2024 VCE Chinese Second Language Advanced written external assessment report

General comments

Students generally demonstrated a good understanding of the requirements and structure of the 2024 VCE Chinese Second Language Advanced examination. Most students completed all sections of the paper adequately.

Students who scored highly generally demonstrated the following characteristics:

* a strong understanding of the specific requirements of each task
* strong analytical skills in comparing and synthesising information
* fluent language expression and high accuracy in addressing all points appropriately.

Students who did not score well usually demonstrated the following characteristics:

* did not interpret the questions correctly, thus providing wrong answers or misplacing the answers
* did not include enough details in their responses
* spent too much time on a particular section and rushed through other sections
* did not show accuracy of expression either in English or Chinese.

In Section 1, students generally performed well, demonstrating good note-taking techniques and fluency in Chinese. However, some students did not choose the right words when answering questions in English. Some students made costly mistakes by putting their answers in the wrong spots (e.g. Questions 2b and 2c). Students are advised to pay closer attention to the wording of the questions before writing their answers.

In Section 2, students with a good understanding of English grammar and a wide range of vocabulary performed well in Part A when they answered the questions in English based on both reading and listening texts. However, some students did not score well in Part B when they were asked to write an informative essay based on the given text. Many students seemed to confuse informative and persuasive essays, therefore students are advised to be clear on the differences between these types of essays.

In Section 3, the topics chosen by students were evenly distributed. High-scoring students demonstrated a good range of information, ideas and high accuracy in their responses. Students who did not score well showed inadequate understanding of the tasks or the writing style, sometimes including irrelevant content. Students are encouraged to read the key words of the tasks carefully during planning time.

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

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of the listening text~~s~~ (a dialogue). Most students did well in Questions 1c and 1d; however, some students did not provide the key words such as ‘almost all parks’ in Question 1b, and some students did not mention Mali’s China trip in Question 1a. A small number of students did not properly translate 高铁 (bullet train)， 主题公园 (theme park) or 传统习俗 (traditional customs). Students are advised to consult their dictionaries for the words they are not familiar with and choose the meaning according to the context~~s~~.

Question 1a

* After Mali’s China trip, she still has a few questions about China that she does not understand.
* Xiaoming is the best person to answer her as he was born in China and completed Year 4before coming to Australia.

Question 1b

* Why are people only allowed to look at the lawns in China but not to walk/step on them?
* Why do almost all parks and attractions in China charge admission?

Question 1c

* China has a big population. If everyone walked on the grass, the grass would be damaged.
* It is difficult to maintain grass in China due to the different types of grass and the difference in climates between China and Australia.
* The development and operational costs of parks and attractions in China are very high.

Question 1d

* Chinese dishes are cheap and delicious.
* Transportation is advanced / well developed and she loved the high-speed train / bullet train.
* The theme park combines traditional customs, music and food.

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, especially in Question 2a; however, some students did not read the wording of Questions 2b and 2c carefully, and so put some answers in the wrong place.

Question 2a

* 保罗可以把他不用的物品卖了赚零花钱。Baoluo can earn some pocket money by selling unwanted items/things.
* 他花很少的费用就可以卖一天。He can sell things for the whole day with a small fee.
* 他提前一周预定就可以，很方便。He can just book a week ahead, which is very convenient.

Question 2b

* 这有利于社区的经济。This is beneficial to the community’s economy.
* 这让大家能够在买卖商品时互相交流，有助于社区的团结。It allows everyone to communicate with each other when buying and selling goods, thus helping unite the community.
* 社区里不再使用的物品也可以在这里二次利用, 从而减少浪费/保护环境。Items/goods no longer in use throughout the community can be reused here; this helps reduce waste / protect the environment.

Question 2c

* 这是一种适宜男女老少的休闲方式。It is suitable for people of all ages.
* 大多数二手市场周末都开门，方便上班族和游客。Most second-hand markets are open on weekends, making it convenient for working people and tourists.
* 人们可以淘到那些充满历史感的物品/通过这些物品感受过去的时光。People can find items full of history and experience the past through these items.
* 有不同的主题/人们体会不同主题的二手市场。It has different themes. / People can experience the second-hand market with different themes.

Section 2

Part A – Reading, listening and responding in English

In Part A, students responded to one reading and one listening text on the topic of educational tours. They needed to demonstrate the capacity to understand and convey general and specific aspects of texts.

Here are the common features of high-scoring responses:

* Questions were read carefully and answered accordingly.
* The reading text was read holistically and information analysed logically.
* Note-taking skills were sound, and English expressions were fluent.

Here are the common features of low-scoring responses:

* Keywords of some questions were misread and answers were given to the wrong questions.
* Answers were passively copied from the reading text or notes from the listening text.
* English spelling and grammar were not accurate; this hindered the ability to give accurate answers.

Students are reminded to be mindful of the time allocation to this section, and leave plenty of time to complete the rest of the paper. It is also vital that they do enough practice before the written exam.

Question 3a

* The educational tour integrates on-campus education and off-campus education.
* The educational tour supports students to go outside the campus and let nature and society become the classrooms.
* The educational tour is a new experiential approach to education that integrates learning with enjoyment rather than just leisure travelling.

Question 3b

* The organiser will carefully select the route of the study tour.
* The organiser will develop a relevant theme such as culture, technology or nature, based on students’ interests and hobbies.

Question 3c

* Students can experience the natural scenery as well as view historical landmarks.
* They can listen to professional instructions and conduct on-site investigations.
* They can search for information and conduct analytical research.
* They can face and handle a variety of real-world issues together.
* They can work together, divide tasks and cooperate, as well as communicate for discussion.

Question 3d

* People always say, ‘the world's martial arts originated from Shaolin’.
* He read quite a bit of literature and poetry about the Shaolin Temple, but what’s on paper always seems shallow.
* Since he was a child, he has longed to meet and get to know the martial arts masters of China.

Question 3e

Any seven of the following:

* Students can learn how to put thetheories into practice. (reading)
* They can improve their skills in self-directed study. (reading)
* They can develop their teamwork spirit, enhance life skills and develop interpersonal competence. (reading)
* The educational tours enable students to achieve all-round development. (reading)
* Students can have freer and more equal communication with teachers. (reading)
* Students can build up trust and strengthen/improve bonding with teachers, thereby forming a positive teacher–student relationship. (reading)
* Students can generate a stronger/greater curiosity about Chinese tradition and history. (listening)
* Students can set up a goal (for which they strive in the future). (listening)
* Students can not only strengthen their physique, but also cultivate minds and nurture character. (listening)

Part B – Reading and responding in Chinese

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/textsthat was 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.

This part proved to be a bit challenging for some students. Only a small number of students produced an authentic informative piece of writing, while some students produced a persuasive piece of writing. It is advised that students should pay more attention to the following characteristics of the informative writing:

* Informative writing usually uses objective style and impersonal expressions.
* Informative writing normally has no particular point of view to convey.
* Informative writing generally uses few adjectives and adverbs.

Question 4

**Text type**: newspaper article

**Kind of writing**:informative

**Audience**:fellow students

**Suggested key points that students may include in response**

* 手写笔记的特点/作用：**Characteristics of handwritten notes**
* 建立大脑和心灵活动。establishes brain and psychological engagement
* 见字如面/为之动容/有温度。seeing the notes is like seeing the person / creating a personal and emotional connection
* 是知识的重组和深度的思考。involves knowledge reorganisation and deep-level thinking
* 有律动感，营造舒适的关系。infuses a rhythmic quality which helps with building a comfortable relationship.
* 手写笔记的适用性：**Suitability of handwritten notes**
* 具有学科特性has subject-specific nature
* 适合图文结合的科目/汉字。combines text and images / suitable for Chinese character learning
* 适合互动场景。well-suited to interactive scenarios
* 手写笔记的方法：**Methods for effective handwritten note-taking**
* 质大于量。emphasises quality over quantity
* 分区。utilises partitioning techniques on paper
* 选择性记录，文科记要点，理科记难点。adopts a selective approach. Captures key points in humanities and challenging concepts in the sciences.

Here is an example of a high-scoring response.

《校报》

24 年 11 月 20 号

介绍手写笔记

王兰

最近，我参加了有关手写笔记的研讨会。此文将对手写笔记做出介绍。

首先，手写笔记有一些特点。它建立大脑和心灵活动，是知识的重组和深度的思考。手写笔记也有不变的温度，见字如面/令人感动。

其次，手写笔记有其适用性。一些学科的特性让手写成为了图文结合的艺术。手写汉字还包括了丰富的文化和识别技巧。手写笔记也适用互动场景。交谈时做笔记，平静的律动能感营造舒适的关系。

最后，手写笔记有它的方法。记录时先在纸上分区，再选择性记录，文科记要点，理科记难点。 “质大于量”是手写笔记的重要原则。

总之，这就是手写笔记的特点，适用性和方法。希望大家有所了解。

School Newspaper

20 November, 2024

Introduction to Handwritten Notes

Wang Lan

Recently, I attended a seminar on handwritten notes. This article will introduce handwritten notes.

Firstly, handwritten notes have some characteristics. It establishes brain and psychological engagement, and is the reorganisation of knowledge and deep-level thinking. Handwritten notes also have a human touch, and seeing the words is like seeing the person/creating emotional connection.

Secondly, handwritten notes have their applicability/suitability. The nature of some subjects turns handwritten notes into an art of combining pictures and texts. Handwritten Chinese characters also include rich culture and recognition skills. Handwritten notes are also suitable for interactive scenes. Take notes while talking, and the calm rhythm can create a comfortable relationship.

Finally, handwritten notes have their methods. When taking notes, first divide the paper into sections, and then take notes selectively, write down the key points for humanities and the difficult points for science. ‘Quality is more important than quantity’ is an important principle of handwritten notes.

In short, these are the characteristics, applicability and methods of handwritten notes. I hope everyone understands handwritten notes.

Section 3 – Writing in Chinese

Questions 5–8

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: a personal email, a persuasive newspaper article, an evaluative blog post and an imaginative story. They were required to write a response to one of these questions using   
300–350 characters in Chinese. Their responses were marked holistically against the criteria published on the VCAA website.

These are the characteristics of a high-scoring response:

* showing a clear understanding of the tasks, especially the key words in the task description
* presenting an excellent range of information or ideas
* showing a well-structured and highly logical link between paragraphs and sentences
* presenting a sound understanding of Chinese grammar and great range of vocabulary.

Students demonstrated a good understanding of the structures of persuasive and evaluative writing; however, they need to pay more attention to the key words of each task and address them accordingly. Students need to pay more attention to the emotional connection in the personal and imaginative writings.

Question 5

Students were asked to write an email to a friend describing an important experience of going to a New Year’s Eve fireworks display.

**Text type**: email

**Kind of writing**: personal

**Audience**: a friend

Points students could have included:

* 时间，地点，和谁去的或气氛。time, place and who you went with / atmosphere
* 特殊的主题，描叙烟花绚丽多彩的特色或者令你难忘的事件special theme / description of the firework’s spectacular features / what happened to you that is unforgettable
* 把烟花和你个人的经历和情感连系在一起linking the fireworks to your personal experience and emotions.

Responses that scored highly described the exciting experience vividly with fluent expressions and meaningful prompts or connections between the fireworks and their personal experiences. Responses that did not score well tended to focus on recounting the personal experience of the fireworks, without expressing the significance or revelation of the experience.

Question 6

Students were asked to write a persuasive article for a student newspaper about the importance of conducting an urgent reform of the Peking Opera.

**Text type**:newspaper article

**Kind of writing**:persuasive writing

**Audience**: young students

Points students could have included:

* 及时获得更广的观众群,如年轻人the urgency of the reform to attract broader audiences such as young people
* 力保在娱乐界的一席之地。(加强竞争力) the reform will enrich the entertainment industry
* 挽救传统文化的传承。(人才流失，传统艺术断档) the reform is conducive to the inheritance and development of traditional culture.

Responses that scored highly emphasised the urgency of the reform to save the Peking Opera. They included strong, persuasive topic sentences, highly relevant explanations and logical evidence.

Responses that did not score well tended to talk about the importance of reform to the Peking Opera, without stressing the urgency of the reform. Students are reminded to read the task description carefully and draft a plan accordingly.

Question 7

Students were asked to write an evaluative blog post to review how a new language app impacts Chinese language teaching.

**Text type**:blog post

**Kind of writing**:evaluative

**Audience**: students

Points students could have included:

Advantages:

* 用双语回答学生的问题。It helps answer students’ questions in English and Chinese.
* 和中国不同地方的人进行互动。It is an interactive way for speaking with people from different regions in China.
* 生动地展现/教中国文化。It displays Chinese culture vividly.

Disadvantages:

* 让学生懒于思考。It will encourage students to be lazy in thinking.
* 减少了教/学汉字的机会。It deprives students of the chance to practise handwriting.
* 正确率不能保证。It is not 100% accurate.

Students who scored highly handled the task very well, demonstrating a sound understanding of the task and fluent expressions in Chinese. They included highly relevant information and explanations of both points of view. Students who did not score well tended to talk about using the app in learning, without mentioning the effect on teaching. Students are reminded to use cohesive explanations or evidence to support their topic sentences.

Question 8

Students were asked to write an adventure-themed imaginative story for children based on the image given.

**Text type**:magazine article

**Kind of writing**:imaginative

**Audience**:children

Points students could have included:

Anything related to outer space, marine life and so on.

* 宇航员/机器人/海龟 Spaceman/robotics/turtle
* 太空/冒险 Space / adventure / outer space
* 异想天开 Fantasy/unrealistic

Students who scored highly conveyed significant information relevant to the task, with a strong focus on science and technology. They demonstrated a good command of Chinese to create an imaginative story. Lower-scoring responses did not show imagination and the stories were predictable. Students are advised to draft their stories with a meaningful theme to attract young readers.