2022 VCE Chinese First Language written external assessment report

General comments

Students in 2022 demonstrated a sound understanding of the requirements of the new Chinese First Language written examination. This was the first year of the new study design, and the majority of students attempted all questions within the allocated 120 minutes and performed well. Only a very small group of students didn’t manage to complete all tasks. A few students didn’t attempt Section 2 and Section 3.

In Section 1 – Reading, listening and responding, the majority of students performed very well, especially in Questions 1a., 1b. and 1c. A small group of students placed their answers under the wrong question. 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 key information and ideas from the different type of texts and integrate them logically into their responses. Students are advised to avoid copying sentences and paragraphs from the original texts.

In Section 2 – Reading, listening and creating text, most students found this new task challenging. Students were required to read one text in Chinese and listen to one text in Chinese and respond to a task based on information and ideas provided in the two texts. While demonstrating a good understanding of the texts provided, many students found it difficult to produce a new text which correctly identified and synthesised the relevant information and ideas from the two texts. Many students were unable to develop ideas based on evidence (samples/information) provided in the two texts. Some students simply copied the information from the stimulus texts.

Students are advised to analyse the task carefully and to identify and understand the key requirements before responding. The key requirements of the task include context, purpose, audience, writing style (which can be personal, imaginative, persuasive, informative or evaluative) and text type. In 2022 students needed to be familiar with the main characteristics of the personal writing style. The text type features of the blog article 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; most students selected Question 3 (persuasive writing). It was pleasing to see a number of students had 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 personal writing style and blog text features
* the ability to create strong sense of context and situation through a good understanding of the main characteristics of the persuasive writing style and school newsletter article
* good understanding of the main characteristics of the imaginative writing style and journal entry
* excellent linguistical control by using a broad range of sophisticated vocabulary and maintaining a high degree of grammatical accuracy.

Responses that did not score well:

* did not fully understand 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
* identify and integrate relevant information and ideas from the texts
* convey information accurately and appropriately.

Question 1a.

场景丰富/受众群体广/成本低廉/方便快捷及时/内容包罗万象/信息技术优势

* The emerging livestreaming caters for wider business fields and consumer groups and is characterised by more diverse scenarios, a more inclusive audience, and greater immediacy.
* Livestreaming is less expensive, more convenient, more efficient (faster) with greater immediacy.
* The advancement of information technology provides potential growth and vitality to the industry for future development.

Question 1b.

突破了传统商业模式的限制/ 几乎所有产品皆可通过直播销售/ 主播帮助消费者筛选推荐各种产品/ 快捷高效地匹配供需关系/ 增强消费过程的互动性/ 有助品牌方宣传推广其产品/ 帮助消费者更直观、更深入地了解产品/ 带动其他相关产业发展

* Livestreaming overcomes the limitations of traditional business models. Almost any products can be sold through livestreaming.
* With livestreaming commerce, the newscasters help consumers to make choices and can recommend products. This not only helps to match supply with demand efficiently, but also enhances the interactivity of the consumption process.
* Livestreaming helps brand owners to promote their products and enables consumers to familiarise themselves with the products in a more visual and thorough manner.
* Livestreaming provides ample opportunities for the development of other related industries.

Question 1c.

数据分析(数字或百分比：用户人数多规模大) / 图表分析 (稳定增长或大幅度增长) / 互联网的日益普及，网络直播发展成新文化产业并备受青睐 / 可以通过多个渠道包括电脑端、手机端等进行直播 / 其销售模式日益受到商家、网络红人、职业主播追捧

Analysis of the figures/percentages in the reading text and the data in the image/graph (trend) show that:

* with the popularisation of the internet, livestreaming has evolved into a new industry which borders culture and has gained popularity
* it can be supported by multiple devices, including computers and mobile phones
* this sales mode is popular with businesses, internet celebrities and professional newscasters.

Question 1d.

利用人工智能技术提供更符合客户需求的服务/ 注重多领域发展，向教育、公益等 领域延伸/ 进一步对用户群体进行深耕，挖掘更多潜在用户，吸引更年轻的人群 / 注重维护消费者权益，建立良好的售后服务和维权部门/ 产品质量保证：直播营销应回归商品本身，杜绝假冒伪劣/ 严禁利用灯光设备以及滤镜等对商品进行美化 / 行业规范监管：提高直播行业门槛，对主播进行严格管理/ 鼓励传播健康的消费观和价值观,严禁主播利用低俗手段来博人眼球。

Relevant information included:

* making use of artificial intelligence to provide more tailored services
* emphasising its development in various fields such as education and public welfare
* working harder on user groups and exploring potential users, especially younger people
* emphasising the protection of consumer rights
* establishing efficient after-sale services and consumer rights protection departments
* livestreaming should focus on products, avoid fake or faulty products, and avoid using lighting equipment or filtering devices to embellish products
* raising the thresholds of the industry, tightening the management of newscasters, encouraging the spread of healthy consumerism values and prohibiting the use of vulgar means to attract attention.

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
* the appropriateness of structure and sequence
* the accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script).

Question 2

Students were required to write a blog from the perspective of a Year 12 student who had recently made great progress in their studies.

* Purpose: sharing experience/practices/lessons, conveying (information on) ideas and approaches, inspiring commitment to learning and learning from each other, expressing emotions, attracting reader’s interest
* Text type: blog article (heading/title; date; content; author; register; style; layout)
* Writing style: personal writing
* Audience: blog readers

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

有清晰目标有准备，做好整体计划 / 立刻采取行动，做事不拖延 / 有决心，坚持直至达成目标 / 勤于练习才能得心应手 / 善于观察，理论联系实际，将所学知识与实际生活联系起来 / 掌握事物发展规律，把握做事情节奏 / 注重实践反复实践，懂得灵活变通，举一反三 / 学会思考 / 多积累多看书多做笔记 / 大胆想象多探索，不拘泥于现有知识

* set a clear goal and make an overall plan
* take action immediately once a goal is set
* be focused and determined until the goal is achieved
* focus on practice, be diligent/persistent
* learn to observe, apply theory and knowledge with real life experience
* understand how things work and practise regularly
* be flexible in doing things
* learn to think deep
* accumulate knowledge: take notes, read extensively
* develop a rich imagination and do not limit yourself to the existing knowledge.

Section 3 – Writing in Chinese

The assessment criteria for this section were:

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

Question 3

Students were required to write an article for the school newsletter from the perspective of a senior high school student encouraging students’ participation in extra-curricular activities.

* Text type: school newsletter article
* Writing style: persuasive writing
* Audience: high school students

The article was expected to include:

* a number of convincing arguments that will persuade fellow students to be more involved in activities outside the classroom
* elements of persuasive language such as appeals, emotive language, anecdotes, repetition etc.
* appropriate style and content for the audience (high school students)
* elements and structure of an article through the use of some of the following: title; content (language of opinion, informative); author; register; style; layout.

Most students demonstrated a good understanding of the requirements of the task and met them satisfactorily. The main characteristics of persuasive writing and a school newsletter article were well presented in the responses; however, many responses lacked depth and breadth in content. Many students were able to provide some convincing arguments throughout the response but were unable to express their ideas in a sophisticated way. A small group of students demonstrated no understanding of the topic.

Question 4

Students were required to write a creative journal entry from the perspective of a travel writer visiting an unknown destination.

Text type: journal entry

Writing style: imaginative writing

Audience: the traveller/writer

The journal entry could have included:

* how the students arrived at this unknown region, what could be observed and experienced in this region, how it was different to their own country, how they will return home
* the students’ thoughts and feelings of being in this unknown land, the actions they took during their visit, whether they would like to live in this unknown destination
* 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.

The journal entry needed to appeal to the target audience (the traveller/writer) and had to be clearly organised as a journal entry through characteristics such as date/place/time; structure (related to sequence of thoughts, events or importance); opening paragraph/sentence (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.

Most students who selected Question 4 demonstrated a good understanding of the requirements of the task and met the requirements satisfactorily. The main characteristics of imaginative writing and journal entry were presented in students’ response, however, a small group of students failed to convey the meaning of a wonderful experience in their response.