

2019 VCE Chinese Language, Culture and Society written examination report

General comments

Most students attempted all sections of the Chinese Language, Culture and Society written examination. The responses showed various levels of knowledge and skills.

Students performed best in Part A of Section 2 (Reading and responding) and Section 3 (Culture and society in Chinese-speaking communities) and performed least well in Part A of Section 1 – Listening and responding. Students should use the reading time to familiarise themselves with all questions.

For Part A of Sections 1 and 2, most students used the space provided to take notes; however, some students took notes in Pinyin but did not manage to convert them to meaningful English or Chinese responses. Students should use dictionaries to correct the writing of characters whenever time allows. Unless otherwise instructed, students were expected to write in full sentences.

Students who scored highly demonstrated sound knowledge and skills in both the Chinese and English components.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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 – Listening and responding Part A – Answer in English

Most students responded to all questions for Text 1 and Text 2. Students who scored well demonstrated their capacity to understand and convey information accurately from Chinese to English.

It is important for students to take notes when listening to texts. Most students were able to capture and convey key information for Text 1. However, some students responded incorrectly by confusing the subject and object of the sentences. They thought that the Gong Fu teacher was talking about himself, rather than about his abilities to teach the students. For example, they misunderstood the teacher's claim that 'he will make the students practise every day' (他们还要天天练习) to mean 'he will practise every day'.

Students are advised to use the second round of the listening to self-correct and capture further information. For Text 2, most students understood the purpose of the phone call as an invitation

from the male speaker to the female speaker. However, they could have added more details about this invitation, such as a 'Chinese food festival' held 'in the city' (城里有一个中国食品节).

It is also helpful for students to pay attention to conjunctions. In Question 2b., for example, most students missed that this Sunday was the last day of the food festival (这个星期日是最后一天). The male speaker used 'But' (可是) to say this to the female speaker, after she suggested they go the following week. Therefore, they decided to go on this Saturday. Students who scored highly produced logical responses based on the key information from the texts.

Text 1

Question 1

Five reasons the applicant should be given a job:

- 15 years of teaching/coaching Chinese Gongfu/Kungfu
- has taught 200/300 students
- makes students like Chinese Gongfu/Kungfu
- teaches students that Gongfu/Kungfu is good for one's health
- teaches students to practise Gongfu/Kungfu every day

Text 2

Question 2a.

The purpose of the phone call:

- to let the female speaker know that a food festival is in town
- to invite the female speaker to go with him to the festival

Question 2b.

Sunday afternoon is most suitable for both of them:

- they are both busy with their tests every day during the week / are only free on Sunday afternoon
- the food festival ends on Sunday
- the male speaker is busy on Saturday
- The female speaker needs to look after her little brother on Sunday morning
- the female speaker needs to go to dinner at her grandmother's house with her family on Sunday night.

Question 2c.

They agree to:

- go to the food festival at 2.30 p.m.
- meet at the female speaker's house at 1.00 p.m.
- go together by bus/car.

Part B – Answer in Chinese

Students were expected to answer Questions 3a. and 3b. in full Chinese sentences. High-scoring responses demonstrated the student's capacity to accurately organise information with linking words/phrases, relevant content and accurate use of grammar. Responses that simply repeated the Chinese text from the question were not awarded marks. It is suggested that students address

only the key words from the question in the answers. Practice in the use of a bilingual dictionary is strongly recommended.

Text 3

Question 3a.

Kevin

- 因为他今天中午有篮球比赛 (skipped lunch because he was busy playing basketball game at lunchtime.)
- 他比赛完后马上去上课, 因为已经开始上课了 (rushed to class right after the game as classes had already started.)
- 他的老师不让学生上课迟到 (his teacher does not allow students to be late.)

Question 3b.

The Chinese saying does not apply to Kevin today

- 中国人说早上要吃多 (The Chinese saying says that breakfast should be 'the most'.)
- 可是凯文因早上没吃早饭就去上学了 (But Kevin went to school without any breakfast this morning.)
- 中国人说中午要吃好 (The Chinese saying says 'best for lunch'.)
- 可是凯文没吃午饭 (But Kevin had no lunch at all.)
- 中国人说晚饭要少吃 (The Chinese saying says 'less for dinner'.)
- 可是凯文很饿, 想晚饭多吃点 (But Kevin wants to have more for dinner because he is hungry.)

Section 2 – Writing in Chinese

Part A

Text 4

Question 4

Students were expected to write an email in Chinese based on a given text. The majority of students showed their capacity to understand and convey information from the given text, while students who scored highly were able to create a logically structured response with a clear email format. These students were capable of manipulating Chinese effectively.

Suggested points students may have included in their response:

- 晚上: 看电视剧、玩手机、去公园运动等 (In the evening: watch a TV series, play on mobile phones, go to a park for exercise, go dancing etc.)
- 周末: 买东西、看电影、和朋友去饭馆吃饭、上网、唱歌等 (On weekends: go shopping, see movies, go to restaurants with friends, go on the internet, go to singing etc.)
- 假期: 国内旅行: 开车或坐高铁去北京、上海、西安、南京等旅游 (During holidays: go on domestic trips by driving or taking a bullet train to Beijing, Shanghai, Xi'an, Nanjing etc.)

Part B

For Part B, students were expected to produce a piece of writing with their original ideas. About half the students chose Question 5 and half chose Question 6.

Students who scored highly were awarded marks for the relevance, breadth and depth of their content. Most students were able to produce a structured piece with an appropriate sequence. Various techniques were used such as variation in sentence length, quotes and emotional

language (e.g. effective use of interjections). However, greater attention is needed to improve the accuracy and appropriateness of grammar and the range of vocabulary.

Question 5

For this question, students had to write an imaginative story for teenagers about an unlikely friendship between two young people. Possible ideas included two young people having different personalities or hobbies, or two people living far apart and building a relationship through modern technologies. Students who scored highly produced a structured piece with clear storyline. Their responses were meaningful, creative and focused.

Question 6

Students were required to write a short newspaper article identifying the opportunities for further education and training available for young people in China. Most students demonstrated a good understanding of the task requirements, and many were able to list the benefits and opportunities available in China. However, in several cases, students mistakenly wrote about the benefits for Australian young people studying in China. High-scoring responses demonstrated the students' ability to produce a sophisticated informative writing piece; some students, however, wrote in the evaluative style, which was not an appropriate response.

Section 3 – Culture and society in Chinese-speaking communities

In Section 3, students were expected to respond in English, analysing and evaluating information from prescribed texts. Approximately an equal number of students chose Question 7 or 8. Students who scored highly performed well in the critical analysis of ideas and arguments relevant to the task, as well as in the effective selection and use of relevant material and appropriate examples to support their response. Marks were awarded for the development of a coherent and well-reasoned response that addresses the specific demands of the task.

Question 7

Students were expected to explore how traditional Chinese values were responsible for the suffering of the young and weak in Cao Yu's play, *The Family*, which was the prescribed text for this unit. Students were encouraged to include a variety of examples from the text to show their understanding of the play. The key points to consider included:

- description of the extended patriarchal family and traditional values with reference to Confucianism
- taking Li Ruijue or Qin as an example to show her sufferings in the Gao family
- the reaction and reflections of these young people in the Gao family towards patriarchy and traditional values in China
- analysing the impact of suffering on these young people in the Gao family
- analysing the consequences of patriarchy and Chinese traditional values on the young people in the Gao family.

Students who scored highly produced insightful and logical responses, with direct evidence from the prescribed text, offering plenty of scope for conceptualisation of the conflict between traditional and contemporary Chinese cultural values. High-scoring responses made effective use of strong and substantial themes and examples from the text to support ideas. Circumstantial details were not enough to fully support an argument.

Question 8

For this question, students were expected to explain their understanding of China's shift away from the 'hide our strength and bide our time' strategy, and the rationale behind this shift in China's political strategy, with reference to the prescribed text, Tom Miller's *China's Asian Dream*. The main points discussed by students included:

- why China adopted the strategies of 'hide our strength and bide our time' at the start of its economic reform
- what the 'hide our strength and bide our time' strategy is
- how long China had had these strategies and what outcomes it expected from them
- when China started its shift from these strategies and why the shift was necessary
- the political purpose of the shift
- the consequences for China from this shift in strategy
- the impact of this shift from China on the world.

The following is an example of a high-scoring response. It is a thorough discussion that uses the prescribed text well. It elaborates on three reasons why China shifted its political strategy: economic growth, national pride and China's worldwide leadership and responsibilities. This piece shows close meaningful textual analysis and develops a sustained argument.

'China's Asian Dream' written by Tom Miller details the ever-changing downfall and uprise of the Chinese economy. Consequently, after the Opium wars and Sino-Japanese wars, China faced a great economical setback and decided not to revolve themselves around international affairs, hence 'hide our strenght and bide our time'. However, due to the country's contemporary change in their plan, China is no longer in hiding. The shift in their political strategy is due primarily to strengthen the country's depleting economy. Furthermore, to regain their national pride through ways of military and financial advancements. Lastly, China wants to pursue leadership and responsibility on a global scale, ultimately strengthening their relationship with neighboring countries.

Firstly, China's new enskinment to have a larger economy sought changes in their political strategy. After the abolishment of communism practices, and adopting capitalist practices, China's economy has grown to become the 'world's second largest economy'. It contributes to over '9.3% of the world's gross GDP'. This change in method had proven useful as their country overall economy. The surge of economical power, is also due to the 'Belt and Road Initiative' and the '21st Century Maritime Silk Road'. With these projects, China envisages to build 'railway tracks, ports, routes and infrastructure' connecting 'over 57 countries' through 'rough terrain' and water. Through this method, China had secured an investment of over '\$141 billion dollars through the AIIB' (Asia's Infrastructure Investment Bank) with the alliance of 50 over countries. This enables China to grow their investments overseas and thus ultimately promoting the strengthening of their nation's economy.

Secondly, due to a setback in the nation's pride and economy, China vowed to restore their once almighty power and influence on the world. As aforementioned, due to the Sino and Opium Wars, China had lost face through 'national humility'. [...] To rejuvenate their once known glory, China developed plans, to increase their military power through the strengthening of their economical endeavors. Primarily through the Belt and Road Initiative, and the Maritime Silk Road, China has strategically acquired ports and commuting routes through countries. For example, by building their maritime silk road through the Indian Ocean, China has acquired a very helpful and strategic port for their military advancement. This causes other countries to be careful of China as they believe in the 'String of Pearls' theory which highlights China's ultimate plan in being the world's 'primary global engine for economic development'. This ultimately helps China to restore their national pride as other countries are fearful of them and dare not invade their country again, not allowing China to lose face for the second time.

Finally, by claiming leadership and responsibility China chooses to change its political strategy. By initiating the Belt and Road Initiative China claims 'no ownership' of the project claiming its'

Chief purpose is for common development and mutual prosperity'. By helping 'underdeveloped parts of Asia' through allowing them to 'export vast minerals' by means of the Belt and Road Initiative, China is able to satisfy its 'neighbours in an economical embrace'. An example of this can be demonstrated when China loaned Indonesia some money, allowing Indonesia to stand on its own feet' again hence allowing them to be independent by strengthening their economy. Therefore, by means of enabling the world to further prosper, China had aimed for change its political strategies.

Conclusively, 'China's Asian Dream' written by Tom Miller entails the history and contemporary change throughout China's economy. China chose to involve itself in political changes due to its goal of building a stronger national economy.

Additionally, China vows to regain their national pride by subjecting themselves to major changes relating military and financially. Lastly, to strengthen their relationship with neighbouring countries and promote a global surge in economical value, China seeks to maintain and indulge in leadership and responsibility.