



## **2013 Languages: Chinese First Language GA 3: Examination**

### **Oral component**

#### **GENERAL COMMENTS**

The majority of students were well prepared for the 2013 Chinese First Language oral examination and demonstrated excellent understanding of all requirements of the examination.

Many new topics and resources were discussed in this examination; however, a small number of students chose topics that did not reflect Chinese language and culture.

The majority of students communicated fluently, clearly and confidently, demonstrating excellent linguistic skills and excellent knowledge of the topic and resources chosen. A small number of students were able to use a sophisticated and extensive range of vocabulary with excellent pronunciation and intonation.

Most students timed the presentation well, were able to make smooth exchanges with assessors and sometimes to advance the discussion. A small number of students presented a very short presentation that was often less than three minutes' long. Students are reminded to refer to page 30 of the *VCE Chinese First Language Study Design* regarding the length of presentation section.

Many students brought appropriate speaker's notes, written in point form. However, some students were not aware that a cue card is allowed in this examination. Further information can be found on page 30 of the study design.

Lateness continued to be an issue this year. Students are reminded that they should arrive at the examination venue 30 minutes before their scheduled examination time. Students are also advised to leave the examination centre immediately after their examination.

Students are reminded that thorough preparation is the key to a successful performance in this examination.

#### **SPECIFIC INFORMATION**

##### **Section 1 – Presentation**

The majority of students were well prepared for this section of the examination. The students were able to deliver their presentation fluently, to engage well with the assessors and time their presentation well.

A range of new topics were heard in the examination and students used a large variety of resources.

A few students used informative style rather than persuasive style in their presentation.

Topics selected must meet the requirements of this examination. Texts selected should be related to the topic, and should support the students' ideas and opinions. A good presentation should include an introduction, body and conclusion, with a clear stance on the issue selected. It should relate clearly to the sub-topic chosen for Detailed Study. For the Detailed Study, students should study texts drawn from Literature and the Arts.

The following are some good topics.

- 成功并非偶然 (Success doesn't come by chance)
- 人生需要对手 (Life needs challenges)
- 非淡泊无以明志 (If you don't live a simple life, you will not achieve your goal)
- 在其位谋其政 (If you are responsible for a particular job, you must do it well)
- 弄虎必到班门 (One must learn from those who are experts)
- 人言不可畏 (Don't be afraid of gossip/Gossip is not a fearful thing)
- 眼见不一定为实 (Seeing is not believing)
- 应放下遗憾 (One should have no regrets)
- 不经痛苦难以品甘甜 (There is no success without pain)



- 心灵低炭才是真正的低炭 (For a pure life, you need a pure soul)
- 优越的家庭环境是成功的有利条件 (A good home environment is the key to success)

## **Section 2 – Discussion**

Many students gave an excellent presentation but struggled in the Discussion section. It appears students may have put more emphasis on the Presentation than the Discussion. Students should be aware that the marks awarded for the Discussion section have the same weight as those for the Presentation.

The majority of students were able to link well with the assessors and provide opinions, but were unable to elaborate on opinions or clarify points with evidence from supporting resources. Only a small number of students were able to lead the discussion, expanding on ideas and opinions.

Students must demonstrate that they have completed an extensive study and that they have deep knowledge of the topic they choose for the Detailed Study. A broad range of ideas and vocabulary was necessary to ensure the discussion was at a high level.

Students are reminded that long, memorised responses are not suitable for this section of the examination, and students who attempt to present memorised speeches/responses will be interrupted by assessors.

In order to achieve excellent results, students should expect the discussion to range beyond the issue selected to related, broader areas.