

2014 Languages: Chinese First Language GA 3: Examination

Oral component

The majority of students demonstrated a clear understanding of all the requirements of the 2014 Chinese First Language oral examination.

The Presentation and Discussion sections are of equal weighting in this examination. It was important for students to be thoroughly prepared for both sections.

High-scoring students arrived at the examination venue on time, gave a smoothly delivered and well-timed presentation with excellent pronunciation and intonation, and made good use of cue cards. They performed smooth exchanges with the assessor and sometimes advanced the discussion. They were readily able to clarify, elaborate and defend their opinions and ideas.

Section 1 – Presentation

Thorough preparation was the key to a successful performance in this examination. A good performance depended on the depth and the breadth of the student's research, and students who completed an extensive study of the topic they chose for the Detailed Study performed well. The highest-scoring students were confident, demonstrating excellent linguistic skills and a very good understanding of all requirements of the assessment task.

The following are some topics from the 2014 exam that worked well under exam conditions.

- 人生需要暂停键 (Life needs a pause button)
- 莫叹生不逢时 (Don't despair because you were born at a bad time)
- 心有多大舞台就有多大 (A big heart leads to a big life)
- 骄兵必败 (Pride comes before a fall)
- 逆境使大诗人走向艺术巅峰 (Hardship leads an artist towards the pinnacle)
- 人生因坎坷而精彩 (Hardship makes life exciting)
- 一鼓作气是成功的学习方法 (One big and continuous effort is a successful learning strategy)
- 中国语文不可取消文言文学习 (Don't abolish the teaching of the classical Chinese literary style)
- 说话也是一种力量 (The ability to speak well in public and in private conversation is a strength)
- 善于利用短处也能成功 (Using weakness to create success)
- 走出人情消费的怪圈 (Abolish 'Guanxi' as a means of doing business in order to achieve personal gain)
- 要学会归零 (Learn to go back to basics)

The use of correct style was an issue. Low-scoring performances were sometimes due to an incorrect style of presentation. A small number of students delivered an informative presentation instead of a persuasive one, by presenting three stories. Other students presented a topic that was unsuitable. A small number of students used the Chinese translation of an English novel as a supporting resource.

Section 2 – Discussion

Students' performances in the Discussion section were not as successful as in the Presentation section. Many students were unable to elaborate their opinions and ideas; some didn't have a clear stance.

A broad range of ideas and vocabulary were necessary in the Discussion. If students did not complete research for this section of the examination, they could not fulfil the criteria and meet the requirements of the Detailed Study. In order to achieve an excellent performance, students should have expected their discussion to range beyond the selected issue to broader, related areas.

Mini-speeches were obvious in many students' performances in the Discussion section. A small group of students were not aware of the correct use of cue cards.