



**2004** **LOTE: Chinese First Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Generally speaking, most of the students were well prepared and demonstrated good presentation and communication skills. Students had a better understanding of the requirements of the examination this year, including timing and style; however, some students were not able to meet the requirements.

Some advice to teachers:

- students need to understand the processes of the oral examination, such how to use cue cards appropriately, to be at the examination venue on time and to carry their examination slip and photo identification with them
- students need to be able to deliver their report like a speech, therefore they need to be aware of the persuasive style that is required for the presentation and the features of a speech
- students need to take the initiative and lead the discussion. Keeping the conversation going and the audience engaged is the key to a successful discussion
- students need to have a broader knowledge about the topic they are presenting. Their performance is determined by their ability to answer questions quickly and to elaborate on their opinions.

**SPECIFIC INFORMATION**

**Section 1 – Presentation**

The students' presentations followed the 'Language and Culture through Literature and the Arts' option. There was clear evidence that students were able to select appropriate topics and texts for their detailed studies. A wider range of topics were selected than in previous years. Although some students still chose topics relating to traditional families or marriage, many students were able to explore new areas such as historical figures (for example, Cao Cao or Li Hong Zhang), or value systems (for example, love, personal characteristics and personal beliefs).

Most students' one minute introduction of their topic was clear and effective. Their topics, views, and literature and arts references were clearly outlined. Many students demonstrated a high level of language skill, including pronunciation, intonation, fluency and accuracy in the use of language. They were able to present their views clearly and convincingly and were familiar with the literary works they had studied. Students who performed at a high level showed the ability to persuade the audience by using evidence effectively to support their views. However, a small percentage of students were not able to provide evidence to support their opinions.

Some students relied totally on notes to deliver their presentations, thereby reducing the impact of their delivery.

**Section 2 – Discussion**

Most students were able to keep the discussion going by defending their views and providing background knowledge on the topics they had presented. They demonstrated very good communication skills by using effective body language strategies, such as eye contact and gestures, to convince their audience to support their opinions. Students who achieved a high standard were able to take the initiative and lead the discussion. However, a number of students showed a lack of preparation for the discussion. They were not able to elaborate on their opinions or to provide further evidence to defend their views. A small percentage of students were very passive in the discussion and required a lot of assistance from the assessors.

**Written component**

**Section 1: Listening and responding**

**Criteria**

- the capacity to understand and convey general and specific aspects of texts
- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately.



Most students performed well in this section. There was clear evidence that students understood the texts and were able to convey the information needed. However, character errors continued to be a noticeable problem. There was a small group of students who had difficulty identifying the required points.

The following answer keys in Chinese are for reference.

### Text 1

- 中国加入世贸，经济持续稳定增长，与国际接轨愿望增强
- 北京上海是经济贸易金融中心，拥有大量资本和人才，拥有一流的城市基础设施和一流的环境保护，拥有高质量的工作生活条件
- 现象一：盲目扩大城市规划，造成耕地面积减少，农民失地成无业游民，强迫居民搬迁，引发不满
- 现象二：忽略生态保护，引发环境问题。忽略文物保护，大量文物被拆毁

### Text 2

- 张亮关心体育新闻，常看体育报，关注中国运动员的比赛情况。张亮是青少年篮球队的主力，希望自己成为优秀运动员
- 李认为：学习尖子将来在学术上会有造诣，不上北大清华太可惜
- 张认为：当运动员和上大学不矛盾，运动员应该德智体全面发展，有高水平的体育竞技，也有扎实的知识基础
- 受报上的报告触动，认为提高体质健康水平是当务之急
- 目前：老师为中心，讲理论作示范，授课内容占大部分时间，学生课上活动时间少，每起到锻炼身体作用
- 今后：老师以学生锻炼身体为主体，学生边练边学，享受运动乐趣，身心放松
- 目前器材大多只适合少年儿童
- 有了“健康第一”，青少年健康素质会不断提高，体育健儿越来越多。除了体育课，课外也要积极锻炼，并持之以恒

## Section 2: Reading and responding

### Criteria

- the capacity to identify and synthesise relevant information and ideas from the texts
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script).

The majority of students approached this section of the written examination with a better understanding of the task's requirements than previously. However, only a small group of students demonstrated good skills in identifying the relevant information and ideas from the texts and responded to the task with the appropriate audience, purpose, text type and writing style in mind.

A significant number of students failed to respond according to the task's requirements, presenting a piece of informative writing rather than persuasive writing. A small group of students responded to the task without including any information from the texts provided; some students even made up their own points. A few students were not able to complete the task due to limited language proficiency.

Students are advised to analyse each question well in order to gain a clear understanding the task's requirements before they begin writing. Students must be aware that presenting points in a logical and meaningful order is as important as identifying them in this task.

The following answer keys in Chinese are for reference.

- 青年是国家未来，使中国繁荣是责任，正如梁启超在“中国少年说”中的名言
- 留学生身在异国，应学古人，做文化使者。如：丝绸之路架起东西文化桥梁，唐代玄奘西行求法
- 留学生应刻苦学习，像历史上无数不知足的炎黄子孙那样继往开来，用智慧照亮人类文明。如：四大发明改变世界历史进程，李时珍的鸿篇巨著本草纲目
- 留学生应自强不息，要学残废人自力奋发的精神
- 现代人不应知足享乐，应努力向上，老子的名言已不适合时代要求



### **Section 3: Writing in Chinese**

#### **Criteria**

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

In this section, the majority of students chose to write in an evaluative style. Almost 50% of students chose Question 9, and 30% of students chose Question 11. There were about 20% of students who chose to do the imaginative writing task. Only a very small group of students responded to Question 12.

In the more than 800 responses on Question 9, a significant number of students misread the task and wrote the advantages and disadvantage of sending SMS instead of the advantages and disadvantages of sending SMS in Chinese.

Within the small group of students who chose to write in an imaginative style, some demonstrated excellent linguistic skills. Several pieces of outstanding work were seen in this section.

Keeping to the word limit continued to be a problem. In several cases, students wrote over 1000 characters.