



**2007** **LOTE: Chinese First Language GA 3: Examination**

**Oral Component**

**GENERAL COMMENTS**

The students of 2007 came to the oral examination much better prepared compared to students of previous years. The majority of students demonstrated an excellent understanding of all the requirements of the oral examination. Only a small number of students were not sufficiently prepared to deliver an effective presentation.

A variety of interesting topics were chosen in 2007 and a large variety of resources were used by the students. Students and teachers are reminded that if the Language and Culture through the Literature and the Arts option is selected, then the sub-topic chosen for the Detailed Study has to be related to Chinese Culture.

The style of the presentation is an area of concern, as a number of students presented an informative speech instead of an evaluative one. Students are expected to present a clear stance on the issue selected and to support this with evidence from the texts studied. Informative stories do not meet the requirements of this examination.

**SPECIFIC COMMENTS**

**Section 1 – Presentation**

The one-minute introduction was generally well presented by the students and the topic, sub-topic, aspects and resources were successfully outlined within the time limit. However, a few students had no introduction to their presentation.

Many students demonstrated thorough preparation of their topic, presented a good range of information and opinions, and delivered their topic fluently and confidently. A small group of students demonstrated exceptional language ability and linguistic skills. However, some students were not able to support/elaborate on information, ideas and opinions with evidence. Some lacked depth and breadth, while others lacked logical reasons. Some showed little evidence of preparation.

The following are some examples of good topics chosen for the 2007 examination.

- 根深才能叶茂
- 团队精神所向披靡
- 成功需要合作
- 儒家思想应该发扬光大
- 中庸之道的智慧
- 国之强盛在于明君
- 丝绸之路的开辟有伟大的历史意义
- 历史是文艺发展的重要动力
- 有志者未必事竟成
- 名师未必出高徒
- 匹夫之勇并非勇
- 有舍才有得
- 君子善借于物
- 犹豫不决是人生路上的绊脚石
- 残缺创造人生完美
- 不能以貌取人
- 距离产生美
- 近代留学生促进了中国的发展
- 生活需要闲情逸致
- 无喱头文化并非低级
- 商道是成功经商的基石



The following topics were found to be inappropriate for the oral examination.

- 男人也是封建礼教的受害者
- 怕老婆也是一种美德
- 情为无价宝
- 正视娼妓的本意
- WTO对中国教育的影响
- 人格是最高学位
- 勇气是被需要的
- 口才的力量
- 孟母三迁多此一举
- 好人有好报
- 神鬼传说对中国社会的影响

Time management has been improved this year. Most students were able to finish the presentation within the five-minute time limit.

Students are reminded that recitation is **not** an effective way to present the speech in this oral examination. Reading from speakers' notes is also not permitted in the examination.

## Section 2 – Discussion

A small group of students presented an impressive range of highly relevant information and were able to clarify, elaborate on and defend their opinions and ideas in depth.

Many students performed well in maintaining/exchanging information/opinions appropriately. However, a small group of students had difficulty in further developing their ideas and opinions in a more thorough way.

Students are advised to analyse their sub-topics thoroughly in order to allow for an extensive discussion with the assessors, and should be prepared to clarify their points of view.

## Written component

### GENERAL COMMENTS

The 2007 Chinese First Language written examination remained in the same format as 2006 and most of the students seemed to cope well with the time allowed for the examination.

Some students performed well in the Listening and responding section; however, many students were not able to take down all the required information and a large number of them confused the information, especially in Questions 3 and 4. Some students did not answer all the questions in full sentences as specified and some made a lot of mistakes with the Chinese characters, especially with some of the names of famous historic figures in Chinese history. Students need to read the questions carefully, respond appropriately for the task and take notes during the task. These skills could be practised throughout the year.

The task set for the Reading and responding section this year was challenging; however, most of the students understood the task, the required text-type and writing style, and identified the required points. Many students were also able to use the points to complete the task satisfactorily, but some did not identify the required points from the text and some were unable to complete the task. Although some phrases from the reading texts appeared in the responses, students should avoid this practice, which tends to be particularly noticeable in responses from lower-achieving students. If students merely reproduce long excerpts of each text they will not score well because it does not provide evidence of synthesis, which is the requirement of the task.

For Section 3 – Writing in Chinese, many students chose to write evaluative tasks rather than imaginative tasks. Students who chose evaluative tasks demonstrated a good understanding of the text types and writing styles required, but some students failed to understand the issues in the tasks and therefore did not respond to them appropriately. Students who chose imaginative tasks showed good imagination, but some of them failed to come up with well-structured stories that were appropriate for the audience.



The use of incorrect Chinese characters, including wrong characters and mixing simplified characters with traditional characters, and exceeding the character limit were common problems. Students also need to improve their time management so that all tasks are completed within the required time limit.

## SPECIFIC INFORMATION

### Section 1 – Listening and responding

Section 1 was worth a total of 25 marks. Although only point form answers are given in this report, **all** questions needed to be answered in full sentences. Students should use the number of lines provided as a guide to the length of response needed for each question.

#### Text 1

##### Question 1

- 1. 积极的入世精神，把参与国家的政治活动当成自己分内的事
- 2. 先天下之忧而忧，后天下之乐而乐
- 3. 管仲、诸葛亮、文天祥（任选两个）；孙中山、瞿秋白、李大钊（任选两个）

##### Question 2

- 4. 修身齐家
- 5. 治国平天下

##### Question 3

- 6. 网罗人才，以保持封建社会的活力和延续性

##### Question 4

- 7. 挺身而出，投入政治漩涡
- 8. 或效忠君王，为其出谋划策
- 9. 或投笔从戎，参加征战

##### Question 5

- 10. 表面上看，受国内建设的大环境所吸引，认为国内机会更多
- 11. 但在客观上，使命感把自己与国家的命运捆绑在一起

##### Question 6

- 12. 民族精英
- 13. 中国五千年的文化，很大程度上是属于他们的创造
- 14. 他们的精神品格深深影响着整个民族
- 15. 在中国历史的发展过程中，起到了重要的促进作用

### Section 2 – Reading and responding

Section 2 was worth a total of 30 marks. Many students failed to identify all the required points, especially for Questions 5 and 6 in which students needed to synthesise information. Some students misunderstood the meaning of Text 3. Many students struggled to use the points to complete the task. Students needed to know how to construct their work around the task and reorganise the points according to the task. The study design emphasises that the focus of this task is on **synthesis**. This means that the points in the text should be understood and then blended to form a new text that suits the specific task given and conforms to the text type required by the question.

Key points from Texts 2 and 3 are listed below. Students needed to synthesise these points into a meaningful response that answered the question.

信息分（共10分）共8点，1、2、3、4、7、8点各一分，5、6点各两分

- 信息点：1. 道是万物之宗，世间万物不能偏离道的自然而然的本性
- 2. 要实事求是，尊重并按客观规律办事
- 3. 万物的生存与发展都离不开和谐和统一
- 4. 现今人类造成的环境污染，不能不受到自然的惩罚



- 5. 马的天性，违背天性带来的恶果
- 6. 庄子寓言故事的现实意义
- 7. 人若追求名利财富，必损其健康，破坏其纯朴之性，最终导致社会与人自身腐化
- 8. 人应从声名、物欲中超脱出来，返璞归真，过自然的生活

### Section 3 – Writing in Chinese

Section 3 was worth a total of 25 marks. In this section, most students seemed to have a good understanding of the required text types and writing styles.

#### Question 8

Most students understood the task very well and raised good points regarding the advantages and disadvantages of natural disasters for human beings.

#### Question 9

Some students presented excellent ideas, but many of them seemed to forget their audience and failed to convert their ideas into good stories.

#### Question 10

Some students failed to understand the task and wrote about the future of the Chinese film industry instead of the box office value, which was the focus of the task.

#### Question 11

Many students misunderstood the task. Students need to read the tasks very carefully and choose their topic with equal care.

#### Question 12

Most students who chose this task did very well. They raised some very valuable points regarding Chinese medicine.