



2008 LOTE: Chinese First Language GA 3: Examination

Oral component

GENERAL COMMENTS

The majority of students came well prepared to the 2008 examination, presented the topic confidently and participated in the discussion. However, it appears that most students 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 the marks for the Presentation section.

A variety of new topics were chosen in the 2008 Chinese First Language oral examination and students used a large range of resources.

Generally, many students were able to use the study materials to elaborate on their ideas and opinions; however, the depth of topic was often not sufficiently explored. A small group of students lacked a clear understanding of the topic chosen and used very few references.

Students and teachers are reminded that the sub-topic chosen for the Detailed Study must be related to Chinese culture. The resources selected must be from Chinese literature and Chinese arts; students should take great care in choosing materials taken from newspapers, the Internet and foreign literature in Chinese.

Students are assessed against all criteria. It is important that students are familiar with the criteria prior to the examination. The examination criteria can be accessed on the VCAA website <www.vcaa.vic.gov.au>.

SPECIFIC COMMENTS

Section 1 – Presentation

The presentation should be no more than four minutes in duration. Many students were not able to conclude their presentation within the time limit. It is important that students develop time management skills and adhere to the set limits.

The style of the presentation is still an area of concern as many students presented an informative speech instead of a persuasive one. Students are expected to take a clear stance on the issue selected and this stance must be supported by evidence from the texts studied. Informative stories do **not** meet the requirements of this examination.

The following were some good topics chosen for the 2008 examination.

- 赛翁失马，焉知非福 – Chinese idiom – when the old man on the frontier lost his mare, who could have guessed that it was a blessing in disguise. A loss may turn out to be a gain.
- 成大事者应拘小节 – A person who would like to enjoy great success should always pay attention to detail.
- 不要忽视细节 – Do not neglect the details.
- 无以规则不成方圆 – Imperfections can be turned into advantages.
- 逆境造就人才 – Adversity can create extraordinary qualities.
- 学会欣赏 – Learn to appreciate.
- 见风使舵是人生策略 – ‘To change with the wind’ is a wise strategy for living.
- 红颜非祸水 – Beauty is never problematic.
- 爱面子是无穷灾祸 – Being concerned about saving face will often bring about disasters in life.
- 计谋是战争胜利的法宝 – Victory in war is built on good strategies.
- 人应以执着之心面对人生 – Learn to approach life with great persistence.
- 人生应该不知足 – Learn to not be content with your lot.
- 和谐社会应以民为本 – A harmonious society should be focussed on serving the community.
- 民族团结是中国屹立不倒的力量 – China’s greatest strength is its unity.
- 天灾也能促进社会发展 – Natural disasters can advance civilisation.
- 应致力于提高中国人的素质 – China should enhance the quality of education for its citizens.
- 学习改变人生 – Learning changes your life.
- 学会坚守自己的人生底线 – Always stand by your own principles.



- 生活需要勇气 – Life demands courage.
- 不正确的金钱观是青少年的绊脚石 – Placing too much emphasis on money can have a negative impact on young people.
- 80后不是垮掉的一代 – The generation born after 1980 is not a lost generation.
- 留学生为中国的发展做出了贡献 – Overseas students are making a great contribution to China's development.
- 财富带来的负面影响 – Wealth can have a negative impact on your life.

Section 2 – Discussion

In this section, students are expected to clarify or elaborate on any points presented. They should be prepared to answer specific and general questions on the detailed study as well as broad questions related to their presentation. Overall, the majority of students could maintain good communication with assessors, demonstrating a good level of preparation.

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

Many students performed well in maintaining the exchange, exchanging information and opinions appropriately, but had difficulty exploring further in discussion and were unable to further develop 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 assessors and should be prepared to clarify their points of view.

Written component

GENERAL COMMENTS

Most students coped well with the time allowed for the 2008 Chinese First Language written examination.

Section 1 – Listening and responding seemed very challenging as many students were not able to take down all the required information, especially for Questions 1 and 3. A lack of basic knowledge of Chinese culture caused some mistakes. Some students did not complete all the questions and some made many mistakes with the Chinese characters. Students need to read the questions carefully, respond appropriately for the task and takes notes during the task. It is important for students to practise taking notes and improve their note-taking skills.

It was evident that students found Section 2 – Reading and responding very challenging, with some students unable to comprehend parts of the reading texts and use them effectively in their responses. Some students failed to understand the task and were not able to draw relevant information from the reading texts to complete the task. On the other hand, some students used the information from the reading texts without fully comprehending it. 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.

Although three imaginative tasks were provided in Section 3 – Writing in Chinese, many students chose to do one of the evaluative tasks. Students who chose an evaluative task demonstrated a good understanding of the text type and kind of writing required. Students who chose imaginative tasks showed good writing skills, but some failed to compose well-structured stories. Students seemed to find Question 12, which was based on an image, challenging. This topic was chosen by some very strong students.

The use of incorrect Chinese characters, including wrong characters as well as mixing simplified characters with traditional characters, and exceeding the character limit, were common problems. Students also need to improve their time management during the examination so that all tasks are completed within the required 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, apart from Question 1, 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. ‘大文化’说，中国文化即‘国学’，文化就是文明，包括物质文明，精神文明
- 2. ‘经、史、子、集’说，‘三教九家（流）’说

Question 2

- 3. 国之道，国之学，国之艺，国之技
- 4. 道是智慧，（或：主要是儒，释，道三教）
学是‘史’和‘子’，（或：包括医学，兵学，风水学）
艺是艺术，（或：指书法，国画，戏曲，功夫）
技是技术

Question 3

- 5. 陶瓷技术，雕刻，版画，剪纸

Question 4

- 6. 是国家发展的需要，许多问题不是西方文明和科技能完全解决的
- 7. 中国传统文化强调仁爱，群体，和而不同，强调‘天下为公’、‘民为邦本’、‘民贵君轻’、‘清官崇拜’的思想
- 8. 对家庭，社会，和国家能起到巨大的维系和调节的作用
- 9. ‘和谐世界’的理论，也越来越被世界各国所重视

Question 5

- 10. 中国的‘国学’中有很多内容是反民主的，与现代文明背道而驰，如：忠君思想，圣人崇拜，三从四德
- 11. 孩子们学《三字经》、《论语》和《弟子规》，都会影响他们独立个性和怀疑精神的培养
- 12. 期待‘国学’解决中国许多问题的想法是不现实的
- 13. 中国现代化的进程必须建立在当今国际社会发展的基础价值观上

Question 6

- 14. 对于在社会转型中迷惘，浮躁的人，‘国学’起到了清心醒脑，强身健体作用
- 15. 找到精神支柱，找到与世界多元文化交流的根基

Section 2 – Reading and responding

Section 2 was worth a total of 30 marks. Many students failed to identify all the required points, especially points 4 and 5 in which students needed to understand the text and then establish the link between the text and the task. Some students misunderstood the meaning of Text 3. Students need to be able to link the points to the task.

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

Criterion 1 – 信息分(共10分)每点一分(共10分)

信息点：

1. 忧劳可以兴国
2. 施恩不图报，于细微处见精神
3. 勤俭节约，来之不易（一粥一饭）



4. 患难中见真情
5. 帮助别人，才能得到终身的快乐
6. 美好的行为无论多细微，多隐蔽，总会得到人们的赏识
7. 例子（任选一：瓠巴，伯牙）
8. 坏事变好事：（四川地震凝聚了整个民族）
9. 例子（老翁失马）

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 kinds of writing.

Question 8

Most students understood the task, but only a few wrote a well-structured, imaginative story.

Question 9

The majority of students understood the task and presented excellent opinions and ideas on the topic.

Question 10

Most students understood the text type and the kind of writing of this task, but their stories did not have a deep understanding of the topic.

Question 11

Most students came up with good ideas on the issues discussed in this task and wrote a high quality evaluative response.

Question 12

The image provided was designed to stimulate a wide range of responses. Students should take enough time to think about their response to the image provided. If they find it difficult to generate the outline of a story relatively quickly, then they should move on to another topic. There are five topics provided, so all students should find some that appeal to them and then select one about which they can write with confidence in order to demonstrate their proficiency in Chinese.