



2009 LOTE: Chinese First Language GA 3: Examination

Oral component

GENERAL COMMENTS

A total of 2133 students from 88 schools attended the 2009 Chinese First Language oral examination. The majority of students were well prepared and demonstrated an excellent understanding of all requirements of the examination. However, a small group of students had not prepared adequately, some presentations were not prepared according to the requirements of the study design and a few students appeared to make up their speech on the spot.

Lateness was an issue this year; some students were an hour late for the scheduled examination time. Students are reminded they should arrive at the examination venue at least 30 minutes before their scheduled time.

The use of cue cards is still a problematic area. Cue cards should not be larger than 20 x 1.25 cm and writing should be in dot point form. Notes with paragraph answers are **not** permitted in the examination room.

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

SPECIFIC INFORMATION

Section 1 – Presentation

Most students were well prepared for this section. The students delivered fluent presentations, engaged well with the assessors and timed their presentation well. A variety of new topics were heard in the examination and a large variety of resources were used by the students. Only a small number of students did not have sufficient preparation to deliver an effective presentation.

The use of an appropriate style was still an issue this year. A small group of students used an informative rather than persuasive style in their presentation. A few students presented an evaluative speech. Students must ensure that they adhere to the requirements of the study design, which requires a clear stance on the issue reflected.

The topic selected must also meet the requirements of this examination. Topics such as 如何尊重老师 or 茶文化 are of an informative style; therefore they are not suitable for this examination.

The texts selected should be related to the topic, and should support the student's ideas and opinions. Simply telling three stories from the texts is also not suitable in this examination.

The following were some good topics presented in 2009.

- 人生需要有闲情逸致
- 人生需要对手
- 生活中少不了幽默
- 有志者未必事竟成
- 匹夫之勇不是真勇
- 时事左右英雄
- 行万里路胜读万卷书
- 兴趣是最好的老师
- 百无一用非书生
- 应试教育不可取
- 适度悲伤有益
- 婚姻需要门当户对
- 怕老婆也是一种智慧



Assessment Report

- 半部“论语”不足以治天下
- 眼界决定成功
- 私人企业促进中国社会进步
- 做事要有毅力
- 重视形象价值
- 可怜的人必有可恨之处
- 莫给围城围住心灵

The following topics were found to be inappropriate.

The following topics were of an informative style; therefore they did not meet the requirements of the oral examination.

- 奸臣对封建社会的正面影响
- 宦官的危害
- 酒文化
- 茶文化
- 应如何尊重老师

Appropriate resources to support students' point of view on the following topics were not included.

- 战争是人类发展的必要
- 大学生兼职工作是正确的
- 年轻就是资本
- 知足常忧
- 注意小节
- 逆来顺受并非懦弱
- 红颜非祸水
- 应重视做小事

The following topics were too broad; students were not able to explore their point of view in sufficient depth.

- 我们应该学习英雄
- 人生要有目标
- 人生应学会转变
- 学习理解
- 拥抱诚信

The following topics were too narrow. Students found it difficult to present and discuss three aspects of their Detailed Study, and they were not able to demonstrate a clear stance on the issue selected which was supported by evidence.

- 人生处处是围城
- 法盲因不懂法而犯错

Section 2 – Discussion

Student performances in the Discussion section were weaker than those in the Presentation. Although communication was quite smooth with a good level of engagement, a broader range of ideas and vocabulary were necessary to bring the discussion to a higher level. Students need to practise the skills required to elaborate on their ideas and opinions.

The Discussion section is as important as the Presentation in this examination; however, it appears that most students put more emphasis on the Presentation. Students should be aware that the marks awarded for the Discussion section have the same weight as those for the Presentation.