

LOTE: Chinese First Language GA 3: Examination

Oral component

GENERAL COMMENTS

Overall, the students complied with the requirements of the study design. The reports were of a good standard but there needs to be ongoing reinforcement of the requirements to achieve excellence.

Areas to improve

Greater attention needs to be given to the selection of appropriate texts for the detailed study and to developing knowledge and skills in using spoken Chinese.

The use of the cue cards needs to be addressed with respect to size and content. They should be no more than 20 cm x 12.5cm and should be in point form.

It must be emphasised to students that greater familiarity with the texts will enable them to more effectively support and elaborate their comments with evidence

SPECIFIC INFORMATION

Section 1 – Presentation

Most students were able to briefly outline the issue they had selected for their presentation in no more than a minute.

The topic selection was very narrow with a significant number of students selecting family and marriage. Some students used texts other than literature and presented informative or evaluative reports rather than persuasive. The issue of texts was also problematic. Some did not make reference to any texts in their presentation and some unnecessarily brought them into the assessment room. Greater consideration is needed in the selection of appropriate texts for the detailed study.

Section 2 – Discussion

Some students were not well prepared for this section. They read notes rather than engage in a dialogue with the assessors and found it difficult to discuss more than just one aspect of their sub-topic. Students who recited what they had written made it difficult for the assessors to determine their level of knowledge and skill in using spoken Chinese. Cue cards were not used to advantage and students found it difficult to advance the exchange.

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Written component

GENERAL COMMENTS

Section 1: Listening and responding

Most students performed well in Part B compared to Part A of this section. Words with similar sounds posed a problem for some students.

Section 2: Reading and responding

Text-type features continue to be problematic. Either through misunderstanding or lack of knowledge about text-types, a number of students simply wrote an 'essay'. Many students missed a very important part of the task, which was to preserve several *si hi yuan* despite demonstrating skills in organising information from the written resources.

Section 3: Writing in Chinese

Over 50% of students chose the first task, an evaluative task, about China's One Child Policy. Those who chose the task on the topic of the Dragon, the imaginative task, did less well in terms of appropriateness of context and structure since many of them presented a personal piece of writing. Most students remained within the word range although a number far exceeded the upper limit, and a few were under the minimum word length.

Areas requiring attention are appropriate use of different writing styles and in succinctly communicating information.