



2006 **LOTE: Chinese First Language GA 3: Examination**

Oral Component

GENERAL COMMENTS

Generally, students in 2006 demonstrated a range of ability and proficiency in the Chinese First Language oral examination. The majority of students were well informed about the examination procedures, and their sub-topics for the Detailed Study covered a wider variety of information than in previous years. Many interesting topics were heard in the examination and a large range of resources was used by students.

A small group of students were not sufficiently well prepared to deliver an effective presentation. Also, the style of the presentation was still an area of concern, as there were a number of students who presented an informative speech instead of an evaluative one.

Students are reminded that they should not mention their names to assessors.

SPECIFIC COMMENTS

Section 1 – Presentation

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

Many students demonstrated a thorough preparation of their topic, presented a good range of information and opinions, and delivered their speech fluently and confidently. A small group of students demonstrated exceptional language proficiency and linguistic skills.

Some students were not able to support/elaborate on information, ideas and opinions with evidence. Some students lacked good, logical reasoning and some showed little evidence of preparation.

The following were some good topics heard in this examination.

- 父母是孩子的第一位老师
- 忠君思想阻碍社会发展
- 古代隐士的精神值得现代人学习
- 应该恢复繁体字在中国的地位
- 知识分子是推动社会进步的主要动力
- 教师应该受到尊重
- 茶文化推动了中国文化进步
- 性格决定命运
- 丁克族不应提倡
- 香港电影对青少年造成不良的负面影响
- 歧视农民要不得
- 小心任人唯亲和封建恶习卷土重来
- 李鸿章的功绩不可忽视

The following topics were found to be inappropriate by the assessors.

- 饮食文化
- 发扬创新精神
- 互相尊重——教子良方
- 战争是艺术
- 沉迷女色
- 持之以恒
- 皇帝也是有情人
- 民族战争带来民族融合
- 中国民间故事体现人们的意愿



Timing and control were once again a problem. A large group of students did not finish the presentation within the five-minute limit, while others finished in less than three minutes.

Students are reminded that recitation is not an effective way to present the speech in the oral examination. Reading from prepared notes is also **not** allowed in the examination.

Section 2 – Discussion

Overall, the majority of students maintained good communication with assessors, demonstrating a good level of preparation. 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.

However, many students had difficulty exploring the discussion and were unable to develop their ideas and opinions in a more thorough way. A few students showed no preparation for this part of the examination.

A small group of students used resources that were not from the field of Chinese Literature/Arts. Foreign novels, personal experiences and Internet articles are all inappropriate texts for this examination.

Written component

GENERAL COMMENTS

The 2006 Chinese First Language written examination remained in the same format as 2005 and most students seemed able to cope with it in terms of the time available.

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 mixed up the information, especially in Questions 5 and 6. Students need to read the questions carefully and need to know how to take notes in the column provided.

Section 2 – Reading and responding is a significant part of the Chinese First Language examination. This part of the examination requires students ‘to use Chinese to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Chinese’ (*Chinese First Language VCE Study Design*, page 31). Students are expected to demonstrate ‘knowledge and skill in analysing information from written texts’ (page 31).

In this part of the examination students are being asked to **synthesise** the information contained in the two source texts provided. The best answers use these source texts to create a **new** text that covers the significant points raised by the stimulus texts; they do not simply summarise the two texts, one after another. The best students do not simply ‘lift’ lengthy pieces of text from the stimulus texts, but instead offer a third text that is crafted so that the specific question on the examination has been addressed.

In 2006, most students understood the task, the required text type and writing style, and identified the required points. Good students responded to the task and followed the directions given, and hence did more than simply copy the language already used in the stimulus texts. These students wrote their answers in such a way that they suited a new purpose and text type and fulfilled the new requirements of the question. Such answers demonstrated that the specified assessment criterion ‘appropriateness of structure and sequence’ had been fulfilled.

Less proficient students relied on the source texts very heavily, possibly because they were less proficient in Chinese or less confident in the examination. These students’ responses could not be given full marks as their synthesis did not answer the precise question posed on the examination in a fluent or coherent manner.

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

The use of incorrect Chinese characters, including wrong characters and mixing simplified characters with traditional characters, as well as exceeding the character limit, were common problems. Students also need to improve their time management in the examination.



SPECIFIC INFORMATION

Section 1 – Listening and responding

Section 1 was worth a total of 25 marks. In this report dot points are used to indicate the basis of an answer. However, in the examination, for Questions 1, 2, and 3 students could answer in dot points or full sentences, while for Questions 4, 5, and 6 students were required to respond in full sentences.

Text 1

Question 1

- 语言和文化的交融
- 相同的书面语言，儒家文化的影响，是博爱的共同基础
- 地方主义是中国历史和平进展的重要因素

Question 2

- 北京的大气，霸气，皇城根文化，官文化
- 上海的精明，现代，不拘泥过去历史的性格，海派文化
- 广州的强烈竞争意识，开放性格，经济实在的商人文化

Question 3

- 各自秉承独具生命力的地方文化，既对峙，又互为影响
- 共同促进了中国社会的和谐进步

Question 4

- 所有的新鲜事物不会被否定，所有的新思维新概念都有机会被认可
- 生意人，艺术家，外地人，都能够得到尊重和礼待

Question 5

- 历史与原因和地理位置
- 较早受西方文化的影响，吸纳欧美文化最为普遍深透
- 成长于与西方文化接触碰撞中

Question 6

- 规范意识，集体活动秩序井然，理性而清晰的生活理念
- 将国际惯例和法律意识，“不近人情的”运用于经济活动中

Section 2 – Reading and responding

Section 2 was worth a total of 30 marks. Many students failed to identify all the required points. Students need to know how to construct their work around the task and reorganise the points according to the task. They also need to demonstrate their analytical skills in order to synthesise points in a new text type.

Key points from Texts 2 and 3 included the following.

- 跨越时空，反映民风民俗，（如“诗经国风”）
- 富有哲理性，给人启迪，催人向上，（如“拉纤”）
- 具有人文研究价值，（犹如古建筑，绘画，雕塑，壁画）
- 是文学的根，是诗与乐的结合，（如“小白菜”）
- 反映生活，抒发人民的心声和对美好生活的追求，是生活的镜子
- 可以表达对爱情的追求和对山水的感情
- 来自乡村，曲调浅显，悠扬婉转，是即兴之作
- 是其他音乐形式的基础，（如：“小河淌水”改成“流水”）
- 保留少数民族文化，（如：小河淌水）
- 使中国走向世界，（如：茉莉花）



Section 3 – Writing in Chinese

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

Criteria

审题正确，内容有深度广度，有见解，有逻辑。评论文从正反两方面来作客观评论，想像文要有想像性情节。

Question 8

Many students did not read the task carefully and failed to understand the background of the task. They discussed the advantages and disadvantages of using English in general instead of the use of English at international conferences.

Question 9

Some students displayed some excellent ideas, but many seemed to forget their audience and failed to convert their ideas into good stories.

Question 10

Many students showed a good understanding of the issue raised in the task, but some were unsure about the format of the requirements of the text type indicated by the task.

Question 11

This was a popular task, but many students failed to focus their story on a specific scenario. A lack of detailed descriptions was a common problem.

Question 12

This task seemed to be the most attractive task for students and many students chose to do it.