



2005 LOTE: Chinese First Language GA 3: Examination

Oral component

GENERAL COMMENTS

1639 students presented for the Chinese First Language oral examination in 2005. All of them followed the 'Language and Culture through Literature and the Arts' option. Overall, the majority of students demonstrated a high level of understanding of the requirements of this examination and prepared accordingly. A small group of students performed excellently in both the Presentation and Discussion sections, demonstrating an outstanding level of linguistic skill and thorough preparation for the examination. Students' topic selection for the Detailed Study was broader this year. There was a variety of new topics presented by the students of 2005.

The style of the presentation is still an area of concern. Some students presented an informative report rather than a persuasive style presentation, and a few others used an evaluative style in their presentation. Teachers should reinforce the 'informative' nature of this task.

The selection of appropriate texts is another area that needs attention. Students are reminded that the texts selected for the Detailed Study must be drawn from the field of Literature and/or the Arts. Such texts might include aural or visual texts, as well as written texts; for example, a novel, a film, a poem or a song. Any non-literary materials, such as a history textbook, a documentary, or an Internet article, should not be selected as a text for the Detailed Study. Foreign literature is also inappropriate for this examination.

SPECIFIC INFORMATION

Section 1 – Presentation

Students' one-minute introductions were generally smooth and effective. The majority of students successfully outlined the topic, sub-topic, aspects and texts chosen for the Detailed Study within the time limit. However, a few students had no introduction to their Presentation.

The topic selection was much broader than in previous years, and many interesting new topics were selected and presented this year. However, some topics were not well chosen. Students who chose topics such as 'drugs', 'marriage and responsibility', 'the power of love' and 'natural disasters' found it difficult to analyse from three aspects and to persuade the audience convincingly. Topics such as 'the share market' had no cultural content related to the Chinese-speaking communities and, as such, should be avoided.

Many students demonstrated a thorough preparation of their topic, presented a good range of information and opinions, and delivered their speech fluently and confidently. They also timed the presentation well. A small percentage of students demonstrated the ability to analyse the texts in depth and adopted a clear stance with views to convince the audience. They were able to use sophisticated vocabulary, structure and expressions. However, some students only presented the stories from the texts studied, and failed to present a particular stance on the topic or to provide persuasive comments. A number of students demonstrated no evidence of research or study of the texts.

A small group of students brought a script into the examination room and delivered the report by reading rather than presenting, while others just recited a memorised speech. Students are advised that both recitation and reading from scripts are not effective ways to present the speech in this examination.

If a sub-topic is selected for the whole class, it should be sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response.

In order to improve their performance in the Presentation section, students should pay greater attention to the selection of appropriate texts for the Detailed Study, and ensure they have a greater familiarity with the sub-topic chosen and texts studied, as this will enable them to support and elaborate on their stance more effectively.

Section 2 – Discussion

Generally speaking, students' performance in this section was not as good as in the Presentation. Although many students could maintain the exchange with both assessors, only a small group of students were able to take the initiative



and advance the exchange, and few were able to respond to questions at length by using supporting evidence from the texts studied.

Many students were unable to explore their topic in sufficient depth to meet the criteria, some were unable to clarify their point of view by effectively making use of the evidence gathered, and others were not able to defend their stance. A small group of students had difficulty in expressing their stance clearly.

A few students demonstrated no evidence of preparation for this section of the examination. Students are reminded that preparation for the Discussion section is just as important as for the Presentation. Successful students demonstrated a thorough preparation of the topic, had a clear understanding of all the texts studied, were readily able to elaborate on and defend their ideas and opinions with supporting evidence, and were always firm with their own stance. Students should be well rehearsed before the examination.

Written component

GENERAL COMMENTS

The 2005 Chinese First Language written examination was two hours and 15 minutes, including 15 minutes of reading time. Students seemed to cope with this new format well, although some of the students may have run out of time due to the shorter timeframe.

Many students performed well in the Listening and responding section and most of the students were able to take down the required notes and answer the questions appropriately. Some students did not take adequate notes and some of them misplaced the information, especially in Questions 5 and 6.

For the Reading and responding section, most of the students understood the task and were able to identify the required points. Many of the students were able to use the points to complete the task satisfactorily, but some failed to keep on task.

For Section 3 – Writing in Chinese, the majority of students chose to respond to the evaluative task and only a small percentage of students chose to write an imaginative piece. Many of the students did not seem to understand the tasks clearly and failed to write in the appropriate style, especially the imaginative style. The use of incorrect Chinese characters and exceeding the character limit both caused students to lose marks.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Section 1 was worth a total of 25 marks. For Questions 1, 3, 4, 6 and 7 students were required to answer in full sentences, while for Questions 2 and 5 they could answer in dot points or full sentences. Some students did not answer in complete sentences as required.

Text 1

Question 1

- 高洁是电影学院的高材生，刚拍完电影回来。

Question 2

- 中国电影哭哭啼啼，废话连篇。
- 情节拖拉，落入俗套，乏味。

Question 3

- 画面含蓄，给观众留有想像(象)余地。
- 角色常常用表情刻画人物的情感，使观众有“此地无声胜有声”的感觉。

Question 4

- 具有文化功底演员才能真正进入角色，表演才能引起观众的共鸣。



Question 5

- 故事情节看似简单平淡，但是寓意或含义很深，让人回味无穷。
- 要提高个人的文化修养。

Question 6

- 没准会被名导演看上，在中国电影中当主角。

Question 7

- 使杨洋对中国电影开始感兴趣了，并决定不去看美国大片了。

Section 2 – Reading and responding

Section 2 was worth a total of 30 marks. Some students failed to understand the required text type and writing style, and some ignored the reading materials provided and completed the task using their own opinions and ideas. Some students added a date and their name at the end of the speech script, which is not correct for this text type. Many students found it difficult to reorganise the points around the task.

Key points from Texts 2 and 3

- 教师的影响力： 对人的教育，对社会生活的作用，非同一般
- 教育家孔子： 让后人认识到课堂与讲台的重要性
- 传承文明： 教师们执著求索理想，为现在和将来的世界文明创造辉煌
- 促进社会进步： 教师们培养出无数德才兼备，人格卓越的国家栋梁
- 尊重教师： 对事业的奉献精神： 一生奉献到枯黄
- 理解教师： 高尚品质： 一只粉笔，两袖清风，三尺讲台，四季晴雨
或： 黄金未是宝，学问胜珠珍
或： 教师自比小草，懒与群芳论短长
- 珍惜教师： 教师的伟大蕴含于决心与意志： 金石可镂，矢志不移

Section 3 – Writing in Chinese

Section 3 was worth a total of 25 marks.

Question 9

Many students chose to write on this task. However, many of them did not focus their arguments on young artists having personal exhibitions overseas, instead they wrote about having general arts exhibitions.

Question 10

Most of the students who chose to do this task were able to identify it as an imaginative task, but many wrote it as an evaluative imaginative piece or persuasive imaginative piece. Many of the students were not able to present an interesting story that had some imaginary elements.

Question 11

Most of the students misunderstood the key concept of the task ‘four generations living together’. They either wrote about the advantages and disadvantages of having grandparents around to help the younger generations or about the advantages and disadvantages of being the only child in a family.

Question 12

Only a handful of students chose this task. Many of them were confused about how language and music could become one and wrote about using singing or music to replace language as a communication tool.

Question 13

Many students chose this task but were puzzled by the term ‘classic Chinese in Chinese literary work’. Most of these students wrote about the advantages and disadvantages of using classic Chinese in modern writing.

Criteria

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

2005 Assessment Report



议论文:

内容: 5分

- 1、审题正确, 内容有深度、广度, 有见解, 逻辑性强。
- 2、从正反两方面客观介绍人们对特定话题的不同看法, 不带自己的观点。

想像文:

内容: 5分

- 1、审题正确, 内容有深度、广度, 有见解, 逻辑性强。
- 2、故事情节集中, 有一定的寓意, 有想像情节, 生动的描写和叙述。
- 3、符合写作要求, 包括: 时间、地点、人物和情节。

结构: 5分

符合议论文或想像文的要求, 符合格式要求, 结构严谨, 段落合理, 表达有逻辑。

注: 文体包括议论和想像; 格式包括杂志文章、报纸文章或故事。

语言: 15分

语言丰富, 文笔流畅, 语气完全符合文体和格式的要求, 无错别字和简繁混用, 标点符号准确