



2003

LOTE: Chinese First Language GA 3: Examination

Oral component

The students coming from quite different study and residential backgrounds demonstrated a range of ability and proficiency. Compared with previous years, students' performance in this examination was of average standard.

Generally speaking, students had a better understanding of the requirements of this examination and prepared well. A small percentage of students were not able to present their topics according to the requirements of the study design and others presented informative rather than persuasive reports. A few students used an evaluative style in their presentation.

Section 1 – Conversation

Compared with 2002, a wider range of topics and resources was chosen by students in their detailed studies. Most students' presentations followed the 'Language and Culture through Literature and the Arts' option. There was clear evidence that students were able to select appropriate topics and texts for the Detailed Study with greater interest. Most topics tended to focus on the traditional view of family, women and marriage. Some new topics were presented such as 'war and its impact'. However, some topics were not well chosen; students found it difficult to analyse from three aspects and persuade their audience convincingly, such as 'the Internet'.

Most students' one-minute introduction to topics was effective and smooth. Detailed Study topics and sub-topics were clearly presented. Successful students were well-prepared and demonstrated a high level of language skill and a very good standard pronunciation, fluency and accuracy in the use of language. They chose an appropriate sub-topic, presented a clear stance, studied a range of resources in depth, used examples drawn from texts studied to support their view and presented information effectively within the four-minute time limit. Students who performed at a high level were able to demonstrate the ability to read the texts critically and adopt a stance with a view to convincing the audience. However, a significant number of students only presented stories on plots of the materials rather than providing more persuasive comments related to the topic. A small percentage of students demonstrated no evidence of research and did not support their opinions with appropriate examples. Some lacked breadth and depth in content; others were not clear in their own stance. Many students did not show the capability of engaging with the assessors during the presentation and reciting of material was common. Students are reminded that reading from the script is not permitted in the 'oral'. A few students were not able to complete the task due to limited language proficiency. In general, cue cards were used appropriately and control of timing also showed improvement.

In several cases, students presented remarkably similar material in their presentations. Teachers are advised to authenticate students' work before the examination. If the same topic is set for a large class, it is important that the scope be broad enough for each student to study a sub-topic and produce different responses in order to avoid a uniform approach to the topic (refer to Support Paper 7).

Section 2 – Discussion

Many students could have been better prepared for the discussion. Generally speaking, students could maintain the assessors interest and handle the discussion, answering the points with details and insights. However, not many students were able to respond at length to questions by using relevant and supportive evidence from texts studied and discussing the issue with assessors in depth.

Most students found it difficult to present the argument strongly and to advance the exchange. A large number lacked the capacity to explore the topics they chose, could not develop their view points in discussion, and therefore lacked depth. Many students were not able to defend their own point of view and a small percentage had difficulty in maintaining the discussion.

Students are reminded that preparation for the discussion is as important as the presentation. Debating to better maintain and advance the exchange with assessors should be well rehearsed before the examination. It is suggested that students practise presenting the report to a number of people to experience a variety of opinions and anticipate possible areas of discussion.

Written component

Section 1

Most students did well to identify the required points and reorganise them. However, some students did not identify all the points, almost as if there was too much information to listen to with some points a bit lengthy. Using wrong Chinese

characters or mixing up traditional and simplified characters was still a common problem, particularly when students tried to write idioms. Students need to improve their listening skills in identifying the information needed.

Section 2

A few students did well in understanding and identifying the requirements of the task, including the audience, the purpose, the kind of writing and the text type. Many students were able to identify the points required, although some failed to identify all the required points. Reorganising the points proved to be most challenging for students; many failing to organise the points around the task, especially to make the points appropriate to the setting of the task required. Some students ignored the reading materials provided and used their own experiences instead and made up their own points. Exceeding the word limit resulted in these students being penalised.

It is crucial to understand the task before looking for the points, as all the required points need to be relevant to the task. Students need to be vigilant when looking for points; some points need to be general, others are not so obvious. Finding all points is only the first step, arranging points around the task and completing the task is more important.

Section 3

Most students chose to do Question 8 and Question 10, in evaluative style, over Questions 9 and 11, in imaginative style. Some, who chose Question 8 about the Internet replacing newspapers and magazines, misread the task and wrote only about the Internet. The students who chose Question 10 (about students working part-time) had some difficulties with the text-type required – a report in a school magazine. Question 9 gave students more flexibility and they produced a good variety of work. Question 10 proved a rather difficult setting with many students producing a personal account that lacked imaginary elements. Students still need to learn how to analyse a task and they need to have a good understanding of the five kinds of writing required.

The following answer keys in Chinese are for reference.

Section 1 – Part A

家庭是青少年生活的基础，直接影响他们的健康成长
家长文化程度高，子女学习成绩好，品德好
母亲的言传身教对子女成长至关重要
父母半数以上是工人、农民，20%以上的母亲没有工作
68%的父亲文化程度是初中，30%的母亲文化程度是小学
中西文化背景不同
对子女教育问题态度不同
文化程度低的家长寄希望于子女
希望子女实现父母当年未实现的心愿
子女将父母的期望作为目标，努力奋斗

Section 1 – Part B

- C1: 1. 用人单位可去大学看学生简历，面谈或考试
用人单位可采用广告招聘形式，列出条件
毕业生可考虑工资待遇
毕业生可选择具备条件或能创造条件的单位，以发挥自己的专长
2. 大公司人才济济，不必锦上添花
落后的乡镇企业需要有知识的人，雪中送炭
可以学有所用，发挥个人的聪明才智
3. 户口和住房问题
大学生的户口住房得由用人单位解决
用人单位不想惹麻烦
4. 毕业后和同学们一起干
中国大，有施展才干的地方，一定可以闯出自己的路
困难越多越可以磨炼意志，坚定信心
条件成熟时，可成立公司，相信能成功
5. 佩服中国青年
中国青年有抱负，有魄力，了不起
将来想去中国，当一个和中国青年一样的年轻人
中国青年生活有意义，工作选择富有挑战性

C2: 信息组织合理，有逻辑性；语言通顺，无错别字/简繁混用

Section 2 – Reading and responding

C1: 1. 书法艺术是中国文化的宝贵财富，得继承

2. 教育家都重视中国书法
3. 书法影响深远，越来越多的外国友人对中国书法产生浓厚兴趣
4. 可以学到人生哲学和坚持不懈的毅力
5. 学书法可以识解深远，胸襟开阔，有自己的志向和风格
6. 书法以汉字为基础，学书法有助于学生了解汉字的结构
7. 学书法可以表达对自然美和人文美的感受
8. 书法应不断得到创新，体现中国人民对美的理解和追求

除以上八点外，还要正确使用信息，有逻辑性。错误使用信息，无关信息或自造信息，每个错误扣一分。

C2: 结构：称呼，介绍自己，介绍主题，结语，署名，日期

扣题：说服力，结合书法课

C3: 语言：语气吻合文体要求，带有劝说性

Section 3 – Writing in Chinese

C1: 审题正确，内容有深度、广度，有见解；议论文得从正反两方面来客观介绍，想像文得有想像情节

C2: 符合文体要求，结构严谨，段落合理，表达有逻辑性

C3: 语言准确，语法正确，无错别字和简繁混用，标点符号正确

C4: 语言丰富，表达方式多样化，语气吻合写作要求

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