



## **2012 Languages: Chinese First Language GA 3: Examination**

### **Oral component**

#### **GENERAL COMMENTS**

The majority of students had prepared well for the 2012 Chinese First Language oral examination and demonstrated excellent understanding of all requirements. Students selected a variety of topics and resources.

The most successful students were confident, demonstrating excellent linguistic skills and an excellent knowledge of their chosen topic and resources. They gave a well-timed presentation, with excellent pronunciation and intonation. These students were able to engage in a smooth exchange with assessors and were sometimes able to advance the discussion.

A very small number of students were not adequately prepared, and some presentations were not prepared according to the requirements of the study design.

Students who were not well prepared tended to have completed limited research on their chosen topic; many students were unable to support their opinions with evidence. These students tended to give a memorised speech, and were not able to exchange ideas and opinions with the assessors in the discussion. The lack of depth and breadth of research made it difficult to continue the discussion.

The use of cue cards is still problematic. Students are reminded that notes written in paragraph form are not permitted. Please refer to the *VCE 2013 Exams Navigator* for information regarding what can be taken to the oral examination. For Chinese First Language, 'Speakers notes must be in point form on one side of a cue card no more than 20 cm × 12.5 cm.'

Thorough preparation is the key to a successful performance in this examination.

#### **SPECIFIC INFORMATION**

##### **Section 1 – Presentation**

The majority of students were well prepared for this section of the examination. They presented many different topics and selected a large variety of supporting resources. Students were able to deliver a fluent presentation and managed their time managed well.

However, some students used an informative style rather than a persuasive style in their presentation. Texts selected should be related to the topic and support the student's ideas and opinions.

A few students presented an evaluative speech, for example, 富家子弟是否早成才 (Are rich kids able to achieve early success?).

Some students gave a very short presentation. Others showed very little evidence of preparation and were unable to deliver a presentation in line with the requirements of the study design.

Some students selected inappropriate resources. Students are reminded that the texts selected for their Detailed Study must be drawn from the field of Literature and the Arts. These can be novels, films, poems or songs, etc.

The following are some good topics.

- 崇洋不媚外 (Faith does not fawn on foreign powers.)
- 欲速则不达 (Haste makes waste.)
- 中国的崛起需要文化软实力的支撑 (The rise of China needs the support of the power of culture.)
- 治愚比治贫更重要 (Education is more important than eliminating poverty.)
- 愚忠并非爱国 (Foolish [unthinking] loyalty is not patriotic.)
- 文人成天下 (The world is created by the learned people.)
- 行万里路胜读万卷书 (Travelling thousands of miles is better than reading thousands of books.)



- 富二代不是垮掉的一代 (The rich second generation is not a lost generation.)
- 酒香也怕巷子深 (Deeply buried gold cannot shine, or don't hide your light under a bushel.)
- 猜疑演绎悲剧 (Suspicion ends in tragedy.)
- 狭路相逢智者胜 (The wise win when you meet on a narrow path.)
- 眼界决定境界 (Vision decides success.)
- 距离产生美 (Things look good from afar, or the greater the distance, the greater the attraction.)
- 人应善借他山之石 (Stones from other hills may serve to polish the jade of this one; people should borrow from others' experiences.)
- 不要为了他人改变自己 (One should not change to go along with others.)
- 为人处事应当清心寡欲 (People should approach life with a calm heart and limited desire.)

## Section 2 – Discussion

In general, students were more nervous in the Discussion section than in the Presentation section. The majority of students were able to link well with the assessors and maintain their stance. Some were able to elaborate on opinions and clarify points with evidence from supporting resources. Only a small group of students were able to lead the discussion, expanding on ideas and opinions.

A good performance in this section depended on the depth and breadth of the student's research. The focus of assessment is on students' understanding of the Detailed Study topic and resources, and on their ability to clarify, defend and elaborate on ideas and opinions.

Students should expect the discussion to range beyond the topic selected to broader, related areas.

Common mistakes made by students in this section included

- repeating the information used in the presentation
- not being sufficiently familiar with the texts selected
- using irrelevant information
- inability to maintain their stance
- lack of evidence to support opinions.