



BOARD OF STUDIES  
NEW SOUTH WALES

## 2013 HSC Chinese Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Provides correct answer with detailed information	2
• Identifies isolated information	1

*Sample answer:*

It pays well and is close to his home. It's \$30 per hour. Also it is very close, just 5 minutes walk from home.

#### Question 2

Criteria	Marks
• Provides both departure details correctly	2
• Identifies ONE departure detail	1

*Sample answer:*

<i>Daming's departure details</i>	
Destination	Hong Kong
Departure time	<u>2:15 pm</u>
Boarding gate	<u>Gate 18</u>

**Question 3**

Criteria	Marks
• Correct answer – (C)	1

**Sample answer:**

(C)

**Question 4**

Criteria	Marks
• Provides detailed information	3
• Provides most information	2
• Identifies isolated information	1

**Sample answer:**

Andrew's dad is to pick him up at 9 o'clock tomorrow morning. They are going to accompany Uncle Chen to the Blue Mountains. They will also be having dinner with him tomorrow night.

**Question 5**

Criteria	Marks
• Provides detailed description of Mr Li's personality with justification	3
• Provides some description of Mr Li's personality with justification	2
• Identifies isolated information	1

**Sample answer:**

Mr Li is impatient as he complained that it took Xiaolan so long to come out. Mr Li is also a strict person as he reminded Xiaolan that all her stuff must be kept in her room not in any other rooms. Mr Li told Xiaolan to call her parents first after they got home. From this, we can tell that he is considerate as well.

**Question 6**

Criteria	Marks
• Provides detailed key points in the principal's speech	3
• Provides some of the points in the principal's speech	2
• Identifies isolated information	1

**Sample answer:**

The principal informed the students of the importance of studying Chinese and that it will be made compulsory. A well-known and experienced teacher from China will use songs and games in teaching to make learning fun. Every student will also have a chance to go to China through a sister-school project.

**Question 7**

Criteria	Marks
• Provides excellent explanation of Lele's significance to the zoo	3
• Provides good explanation of Lele's significance to the zoo	2
• Identifies isolated information	1

**Sample answer:**

Lele was the first panda born at the zoo and has brought a lot of tourists since becoming a celebrity and an attraction of the zoo. Therefore, the revenue of the zoo has increased greatly and it enables the zoo to buy more animals.

**Question 8**

Criteria	Marks
• Provides detailed explanation of the mother's feelings	3
• Provides some explanation of the mother's feelings	2
• Identifies isolated information	1

**Sample answer:**

The mother feels frustrated because her son refuses to have dinner with the grandparents despite her attempt to convince him. She is also upset that the son is being disrespectful to the grandparents and does not show gratitude for their gift and care.

**Question 9**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the change in Linda's response with detailed explanation	5
• Demonstrates a sound understanding of the change in Linda's response with sufficient explanation	4
• Identifies Linda's change in response, but lacks relevant reference	2–3
• Attempts to provide some information	1

***Sample answer:***

At the beginning of the conversation, Linda is unhappy as she doesn't like the noisy conditions and complains about children running around in the restaurant. After Martin's explanation, she softens her tone and demonstrates her understanding of Chinese culture. In the end, she is very happy and offers to order Martin's favourite dishes for him.

## Section II — Reading and Responding

### Part A

#### Question 10 (a)

Criteria	Marks
• Provides the reasons why Peter is being interviewed	2
• Identifies one reason why Peter is being interviewed	1

*Sample answer:*

Today is the first day of ‘Cycling to School Day’. Also, Peter is a student who has won the first prize.

#### Question 10 (b)

Criteria	Marks
• Provides detailed explanation of why Peter rides to school	3
• Provides some explanation of the advantages of riding to school	2
• Identifies isolated information	1

*Sample answer:*

Cycling makes him feel good. Also, he does not need to rush for public transport. Furthermore, it helps to free his parents up from taking him to school and picking him up.

#### Question 10 (c)

Criteria	Marks
• Provides a thorough explanation of how the school can help	5
• Provides explanation of what the school can or can’t do with relevant textual reference	4
• Provides explanation with some textual reference	2–3
• Identifies isolated information	1

*Sample answer:*

The school can provide more parking spaces for the bicycles so that the students’ bicycles are safely parked. It can also try to educate the parents about the advantages of bike-riding through promotion. However, matters such as the busy road traffic and the regulation of helmet-wearing are beyond the school’s control.

**Question 11 (a)**

Criteria	Marks
• Provides the reasons that prompted Wang to write this blog	2
• Identifies a piece of relevant information	1

**Sample answer:**

This blog is to answer his friends' questions about how he helped his daughter get into a good university and shares his tips and experience.

**Question 11 (b)**

Criteria	Marks
• Explains what kind of person Wang is with sufficient reference	3
• Explains what kind of person Wang is with some reference	2
• Attempts to provide relevant information	1

**Sample answer:**

Wang is confident. Also, judging by his statements “attending girls’ school won’t have a boyfriend”, “by having a boyfriend, who would study?” he is inflexible / sees things as black or white.

**Question 11 (c)**

Criteria	Marks
• Provides a comprehensive comparison between the two responses with sufficient textual reference	4
• Provides a good comparison between the two responses with proper textual reference	3
• Provides some comparison between the two responses with some textual reference	2
• Attempts to provide relevant information	1

**Sample answer:**

The two responses share the same idea that opposite genders should communicate and learn from one another in high schools. Also, they both emphasise the importance of diligence. However, the second response agrees with Wang Daming that having a boyfriend or girlfriend ‘might’ still affect one’s study. As to the issue of what type of school is better, the first responder has a stronger tendency towards advocating the co-ed school whereas the second responder sees both pros and cons in the two types.

**Question 11 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of the three writers presenting their arguments with sufficient textual reference	6
• Demonstrates a sound understanding of how the three writers present their arguments with relevant textual reference	4–5
• Demonstrates understanding of how the three writers present their arguments with some textual reference	2–3
• Attempts to provide some information	1

***Answers could include:***

Wang Daming’s blog is the most effective one as a stream of language techniques are applied to reinforce his arguments. For example, he uses several rhetorical questions (. . . will they study hard? / is it possible to get into a good university?), exclamation, a slogan-styled sentence and statistics (single gender schools will enable your children to be more successful! 90% of prominent high schools are either girls or boys only).

Ly Ya’s response is the second most effective in using language techniques to convince the readers. He uses analogy comparing single gender schools and co-ed schools to a coin to explain that both types of schools have advantages and disadvantages. He also uses an imperative sentence to encourage students to work harder.

Li Meili’s response only uses repetition to emphasise co-ed school is better than a girl’s school, so it’s the least convincing one.

## Section II — Reading and Responding

### Part B

#### Question 12

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the whole text</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Attempts to structure relevant information and ideas</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited ability to link information and ideas or structure text</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds to isolated elements in the text</li><li>• Uses single words or set formulae to express information</li></ul>	1–3



## Section III — Writing in Chinese

### Question 13

Criteria	Marks
<ul style="list-style-type: none"><li>Writes effectively and appropriately in relation to the audience, purpose and context of the task</li><li>Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li></ul>	5
<ul style="list-style-type: none"><li>Writes with a good understanding of the audience, purpose and context of the task</li><li>Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li></ul>	4
<ul style="list-style-type: none"><li>Writes with some awareness of the audience, purpose and context of the task</li><li>Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li></ul>	2–3
<ul style="list-style-type: none"><li>Produces some comprehensible language relevant to the task</li></ul>	1

**Section III (continued)****Question 14**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately for the audience, purpose and context of the task</li><li>• Manipulates language structures authentically and creatively relevant to the task</li><li>• Sequences and structures ideas and information coherently and effectively</li></ul>	10
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task</li><li>• Demonstrates an excellent understanding of language structures relevant to the task</li><li>• Sequences and structures ideas and information effectively</li></ul>	8–9
<ul style="list-style-type: none"><li>• Writes with an understanding of the audience, purpose and context of the task</li><li>• Demonstrates a good understanding of language structures relevant to the task</li><li>• Organises some information and ideas</li></ul>	6–7
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures</li><li>• Attempts to organise information and ideas</li></ul>	4–5
<ul style="list-style-type: none"><li>• Attempts to address the requirements of the task</li><li>• Uses single words, set formulae and unrelated sentences to express information</li></ul>	2–3
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task</li></ul>	1

# Chinese Continuers

## 2013 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

### Written Examination

#### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	The world of work — dialogue	H3.1
2	2	Travel experience — dialogue	H3.1
3	1	Education and aspiration — dialogue	H3.1
4	3	Tourism and hospitality — phone conversation	H3.1, 3.2
5	3	Personal identity— dialogue	H3.1, 3.4
6	3	Education and aspiration — speech	H3.3, H3.4
7	3	Recreation and leisure — news report	H3.4, H3.5
8	3	Personal identity — dialogue	H3.5, H3.6
9	5	Lifestyles — dialogue	H3.5, H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
10 (a)	2	Lifestyle — interview	H3.1
10 (b)	3	Lifestyle — interview	H3.1, H3.2
10 (c)	5	Lifestyle — interview	H3.4, H3.6
11 (a)	2	Education and aspirations — blogs	H3.1, H3.3
11 (b)	3	Education and aspirations — blogs	H3.5
11 (c)	4	Education and aspirations — blogs	H3.5
11 (d)	6	Education and aspirations — blogs	H3.2, H3.6

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
12	15	Youth issues — email	H3.4, H3.5, H3.6

#### Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
13	5	Education and aspiration — note	H2.1, H2.2, H2.3
14 (a)	10	Travel experience — diary entry	H2.1, H2.2, H2.3
14 (b)	10	Youth issues — diary entry	H2.1, H2.2, H2.3