

2013 HSC Chinese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Correctly identifies what Xiaochun is referring to	2
• Identifies isolated information	1

Sample answer:

Xiaochun refuses to accept what Professor Yu had told him. He does not want to believe that he was abandoned by his birth parents and Liu Cheng is not his biological father.

Question 1 (b)

Criteria	Marks
• Provides detailed information of Liu Cheng's personality revealed in the extract	3
• Provides some information of Liu Cheng's personality revealed in the extract	2
• Provides isolated information	1

Sample answer:

Liu Cheng is shown to be a kind-hearted and caring person because he found Xiaochun as an abandoned baby then raised him unconditionally. By admitting to his son that he made a mistake and sincerely apologising, he shows he is open-minded. He has a happy nature and is content with his life because of having Xiaochun. He is also empathetic as he doesn't hold any grudge against Xiaochun's biological parents.

Question 1 (c)

Criteria	Marks
• Provides a detailed explanation of Professor Yu's motive with reference to the extract	4
• Provides a good explanation of Professor Yu's motive with reference to the extract	3
• Provides some explanation of Professor Yu's motive	2
• Identifies isolated information	1

Sample answer:

The first time he mentioned it was due to Xiaochun's intention to leave with his father. He tried to persuade Xiaochun to stay by telling him that staying for the competition is the way to fulfil Liu Cheng's dream. The second time he mentioned it was to alleviate his guilt at disclosing Xiaochun's birth secret. By saying so, he pressured Xiaochun to show gratitude to his father for raising him by participating in the competition. In both instances, his motive in pushing Xiaochun to excel for his own reputation is masked behind Liu Cheng's name.

Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of how the relationship changes between the father and son with reference to text	6
• Provides a detailed analysis of how the relationship changes between the father and son with reference to text	5
• Provides a satisfactory analysis of how the relationship changes between the father and son with reference to text	4
• Provides some discussion of how the relationship changes between the father and son with reference to text	3
• Demonstrates some understanding of how the relationship changes between the father and son	2
• Identifies isolated information	1

Answers could include:

At the beginning, Xiaochun and Liu Cheng have arrived in Beijing with a goal of getting Xiaochun a good violin teacher and developing his skills. Far from their home town and new to Beijing, the relationship between father and son is very close.

After Xiaochun meets Li Li, as a boy his age, he develops a subtle affection towards her and even sells his violin to buy a coat for her. This is against Liu Cheng's expectation of him and really irritates Liu Cheng. The conflict between father and son reaches a climax when Liu Cheng tears up Xiaochun's favourite picture of the girl.

In extract 4, after Xiaochun's birth secret is disclosed, Xiaochun is devastated and realises Liu Cheng's love for him. He then admits the mistakes he has made to his father. Liu Cheng tells him not to dwell on those thoughts and to let bygones be bygones. The loving relationship between father and son resumes.

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the prescribed text • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1–2

Section II — Writing in Chinese

Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3

Chinese Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Division in society — monologue	H1.1, H1.2
2	10	The individual's search for identity — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Together</i>	H2.2
1 (b)	3	<i>Together</i>	H2.1, H2.3
1 (c)	4	<i>Together</i>	H2.2, H2.3
1 (d)	6	<i>Together</i>	H2.1, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Together</i> — diary entry	H2.1

Written Examination

Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	Individual's search for identity — speech script	H1.1, H1.2
4	15	Urban versus rural life — speech script	H1.1, H1.2