

## 2013 HSC Chinese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Correct answer	1

*Sample answer:*

(B)

#### Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding why Weihua was indecisive	3
• Demonstrates some understanding why Weihua was indecisive	2
• Demonstrates limited understanding why Weihua was indecisive	1

*Answers could include:*

Candidates are expected to answer two points from the following:

1. On one hand, his parents want him to do Chinese. On the other hand, he thinks he should concentrate on English because he lives in Australia.
2. He thinks it is easy for him to do Chinese because his writing in Chinese is good and he has good knowledge of Chinese. But he also thinks he can't compare with other native Chinese speakers and he has forgotten a lot of characters.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how mother attempts to influence Weihua</li><li>• Responds in coherent English with appropriate textual references</li><li>• Demonstrates an excellent evaluation of the effectiveness of the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how mother attempts to influence Weihua</li><li>• Responds in clear English with some textual references</li><li>• Demonstrates a good evaluation of the effectiveness of the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how mother attempts to influence Weihua</li><li>• Responds in understandable English with a few textual references</li><li>• Demonstrates some evaluation of the effectiveness of the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the interaction of both persons</li><li>• Responds in understandable English</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Mother attempts to persuade Weihua by:

- Emphasising the deadline
- Pointing out that Weihua is indecisive
- Pointing out his weakness of forgetting some Chinese words to provoke him
- Encouraging him by praising his writing and handwriting
- Encouraging him by mentioning other people's views
- Making him feel regretful using a rhetorical question
- Reminding him of the white paper which encourages Asian language study in Australia
- Using parallelism in her language eg handwriting is beautiful, expressions are fluent, articles are interesting.

## Section I — Listening and Responding

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to summarise and contrast them</li><li>• Composes a coherent and concise argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of purpose and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and summarises and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the purpose and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the reasons why Qiming Wang bought a house for Achun</li><li>• Responds with appropriate textual references</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the reasons why Qiming Wang bought a house for Achun</li><li>• Responds with some textual references</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

#### *Sample answer:*

1. Wang showed gratitude to Achun for her help and support and tried to repay her.  
eg ‘You should go there to have a look. I have already arranged for you.’
2. Male chauvinism/Chinese traditional way of thinking that the male has to take financial responsibility for the family.  
eg ‘You don’t need to work in fact. I can support you.’

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent ability to analyse Achun’s character</li><li>• Demonstrates a perceptive understanding of the way in which language is used</li><li>• Responds with coherent references and clear language</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good ability to analyse Achun’s character</li><li>• Demonstrates a good understanding of the way in which language is used</li><li>• Responds with some textual references</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Achun’s character</li><li>• Responds with limited textual references</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Answers could include:**

Candidates should use examples of languages and actions to summarise the character of Achun.

- Self-respecting
- Independent
- Candid, straightforward

**Language:**

eg ‘I’ve told you how many times that I don’t need it.’  
‘Have you finished? Pull over! Let me out!’  
‘I need a man, I feel lonely, solitary. I need a companion. Do you understand?’  
‘I do hope that I have my own life.’

These words indicate that Achun’s character is self-respecting, independent and candid.

**Action:**

eg Achun slammed the door after she got out of the car, which points to her character being candid.  
Achun insists on getting out of the car, which points to her character being self-respecting.

These actions indicate that Achun’s character is self-respecting, independent and candid.

These are examples only.

Candidates can have more examples from the text and relate them to the analysis of Achun’s character.

**Question 3 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the conflict between the social status of first generation migrants and their traditional values</li><li>• Responds with coherent references to the TV series</li><li>• Responds in sophisticated language</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the conflict between the social status of first generation migrants and their traditional values</li><li>• Responds with some references to the TV series</li><li>• Responds in clear language</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the conflict between the social status of first generation migrants and their traditional values</li><li>• Responds with limited references to the TV series</li><li>• Responds in clear language with some mistakes in grammar</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

**Sample answer:**

1. Most first generation migrants feel frustrated as they couldn't find the job they like to do in the new country and their social status has been changed.
2. Parents want their children to have a better life, and they hope their children can realise the dream or goals they themselves cannot achieve. Wang was a famous musician in China. After he came to America he experienced hardship and had to work hard to build a solid financial foundation for his daughter. It was hard for him to continue to be a musician in America.
3. In traditional values and thinking, parents hope children bring some pride to the family. They hope to see their children have a bright future.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the relationship between the prescribed text and the statement</li><li>• Demonstrates a coherent and sophisticated elaboration with appropriate textual reference</li><li>• Composes a concise text with highly developed and sophisticated control of vocabulary and syntax</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the relationship between the prescribed text and the statement</li><li>• Composes an effective elaboration with appropriate textual reference</li><li>• Composes a concise text with well-developed command of vocabulary and syntax</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the statement</li><li>• Supports the elaboration of the question with some appropriate textual reference</li><li>• Demonstrates a satisfactory command of language with a sound base of vocabulary and syntax</li></ul>	11–15
<ul style="list-style-type: none"><li>• Elaborates some ideas and information relevant to the statement</li><li>• Attempts to compose an elaboration with reference to the text</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the statement</li></ul>	1–5

#### *Answers could include:*

The meaning of triple doors (San Chong Men): The door of home, the gate of school, the entrance to society.

Yuxiang tried to adjust his relationship with his father, his teacher and his fellow students as the following points show with reference to Chapters 1 and 2:

- He was not satisfied that the school focused on science subjects and cut down the Chinese lessons to 4 periods a week, but he only kept his discontent to himself instead of speaking out.
- In order to be admitted into the Literature Society, Yuxiang adopted the tactic of singing praises to the teachers, the tactic he despised before.
- He tried his best to please Mr Ma, his Chinese teacher.
- Luo looked down upon Mr Ma's new book. In order to impress his new friend, and because of peer pressure, Yuxiang followed Luo's opinion and betrayed Mr Ma.
- Although Yuxiang disagreed with his father when his father expressed that he disliked Mr Ma, he was still obedient to his father.

**Pressures:**

- His father forced him to read classical Chinese every day, even punished him and hit him for doing the wrong things. He did not resist but just conformed to the traditional social value of “supremacy of education” and did everything required of him.

Note: Candidates should include at least three examples where each example reflects one aspect of family, school and society separately.



## Section II — Reading and Responding

### Part B

#### Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent and concise argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3

**Answers could include:**

- Identifying the writer’s view about the aim of going to university and happiness of life.
- If candidates agree with it, give reasons to support the view of the writer.
- If candidates do not agree with it, they should give reasons to support their own view.

## Section III — Writing in Chinese

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"><li>Writes perceptively for a specified audience, context and purpose</li><li>Demonstrates a highly developed and sophisticated control of Chinese vocabulary and syntax</li><li>Demonstrates flair and originality in the selection, presentation and development of relevant ideas</li></ul>	21–25
<ul style="list-style-type: none"><li>Writes effectively for an audience, context and purpose</li><li>Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax</li><li>Demonstrates originality in the selection and presentation of relevant ideas</li></ul>	16–20
<ul style="list-style-type: none"><li>Writes original and interesting text appropriate to audience, context and purpose</li><li>Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax</li><li>Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li></ul>	11–15
<ul style="list-style-type: none"><li>Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li><li>Uses a limited range of predictable vocabulary and language structures to express ideas</li><li>Attempts to sequence and link ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>Communicates a limited range of ideas with little attempt to organise and sequence material</li></ul>	1–5

# Chinese Background Speakers

## 2013 HSC Examination Mapping Grid

### Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Chinese communities overseas The maintenance of Chinese culture in non-Chinese cultural contexts — conversation	H3.1, H3.2
1 (b)	3	Chinese communities overseas The maintenance of Chinese culture in non-Chinese cultural contexts — conversation	H3.1, H3.2, H3.3
1 (c)	6	Chinese communities overseas The maintenance of Chinese culture in non-Chinese cultural contexts — conversation	H3.2, H3.3, H3.7

### Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The individual and the community: the role of the individual in today's society — conversation/report	H3.4, H3.5, H3.8, H4.1

### Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	Chinese communities overseas Adapting to new cultures, The maintenance of Chinese culture in non-Chinese cultural contexts — <i>Beijing Native in New York</i>	H3.1, H3.2
3 (b)	6	Chinese communities overseas Adapting to new cultures, The maintenance of Chinese culture in non-Chinese cultural contexts — <i>Beijing Native in New York</i>	H3.1, H3.2, H3.3, H3.7
3 (c)	6	Chinese communities overseas Adapting to new cultures, The maintenance of Chinese culture in non-Chinese cultural contexts — <i>Beijing Native in New York</i>	H3.1, H3.2, H3.3, H3.6, H3.7
4	25	Youth culture Pressures on young people today, the impact on young people of changes in traditional social values — <i>Triple Doors (San Chong Men)</i>	H3.3, H3.6, H3.7, H3.8, H4.1

### Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture The place of education in young people's lives, the role of the individual in today's society — article/article	H3.1, H3.2, H3.7, H3.8, H4.1

**Section III — Writing in Chinese**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
6	25	Global issues Economic growth and its impact, environmental issues — article	H2.1, H2.2, H2.3, H2.4
7	25	Youth culture The impact on young people of changes in traditional social values — article	H2.1, H2.2, H2.3, H2.4