



2013 Heritage Chinese (Mandarin) Marking Guidelines

Section 1: Responding to texts

Question 1 (a)

Criteria	Marks
• Provides the purpose of the speech in detail	3
• Provides the purpose of the speech	2
• Attempts to provide isolated information	1

Sample answer:

To advise students how to help exchange students to experience the multicultural way of life and adapt to studies in Australia.

Question 1 (b)

Criteria	Marks
• Correct answer	1

Sample answer:

(C)

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the purpose of the telephone message• Supports answer with detailed information from the text• Demonstrates a sound knowledge of language structures and vocabulary	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the purpose of the telephone message• Supports answer with adequate information from the text• Demonstrates a good knowledge of language structures and vocabulary	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the purpose of the telephone message• Identifies some information from the text• Demonstrates a basic knowledge of language structures and vocabulary	2–3
<ul style="list-style-type: none">• Attempts to provide isolated information	1

Answers could include:

- Letter format required
- The success of the festival celebration
- All teachers, students and community friends had a good time and appreciate this cultural experience
- The contribution made by the school Chinese parents, including making delicious Chinese food, arranging a Chinese acrobat performance and dragon and lion dance
- The expression of gratitude from the school

Dear parents,

On behalf of our school, I am writing to express our gratitude to all of you. The festival celebration was so successful that both teachers and students of our school and community enjoyed the day very much. The delicious Chinese food you prepared, the acrobat performance and the dragon, lion dance that you organised not only were impressive but also gave everyone a great cultural experience. The school really appreciates your contribution.

Best regards

Lin Feng

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Responds at a high level to information and ideas in both texts• Writes a precise and coherent text demonstrating a comprehensive understanding of the texts• Writes effectively for the context, purpose and audience	7–8
<ul style="list-style-type: none">• Responds to information and ideas in both texts• Writes a precise text with some coherence demonstrating a good understanding of the texts• Relates information to context, purpose and audience	5–6
<ul style="list-style-type: none">• Responds to some information and ideas in the texts• Shows some ability to organise information with some appropriate textual references• Demonstrates an awareness of context, purpose and audience	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the texts• Shows some evidence of the ability to organise information	1–2

Answers could include:

Students should synthesise information and ideas from texts and infer points of view expressed in the texts. The position description should emphasise:

Position advertised: Manager of a travel agency in Xian

Job description:

- Advertise and organise tourist groups to Australia
- Organise tailor made tourist programs
- Meet tourist's shopping needs

Requirement:

- Local in Xian with bachelor degree or higher
- Well versed in Chinese and English and understand Chinese and Western Cultures
- Friendly and understanding
- With international travel experiences preferred

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the opinions, ideas and information in the texts• Writes effectively for the context, purpose and audience• Justifies own thoughts with detailed textual reference	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of the opinions, ideas and information in the texts• Writes appropriately for the context, purpose and audience• Justifies own thoughts with sufficient textual reference	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the opinions, ideas and information in the texts• Writes appropriately for the context, purpose and audience• Justifies own thoughts with textual reference	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the texts• Attempts to organise some information	1–3

Answers could include:

The article starts with Sydney Ah Mao's emotional reactions followed by the suggested points:

- Mention of the inadequate teaching and learning resources in Africa
- Praise the good deeds of the professor
- Detest the indifferent attitude that those twitters had displayed
- Criticise the self-centered youngsters
- Calling for actions such as donations etc.

The response may also include the discussion on 'nature vs nurture'.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the opinions, ideas and information in the text• Demonstrates a thorough understanding of the language features• Writes in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of the opinions, ideas and information in the text• Demonstrates a good understanding of the language features• Writes in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the opinions, ideas and information in the text• Demonstrates some understanding of the language features• Writes in comprehensible English	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the texts• Shows some evidence of the ability to organise information	1–3

Answers could include:***Content:***

Nature of his parents: empathic to needy, hardworking, realise the importance of family in society.

His experiences:

- Initial struggle with his Chinese and American cultural identity
- Realisation of the advantages he has when integrating the good points of the two cultures enhances his confidence

Language features:

- A range of examples
- Metaphor
- Compare and contrast
- Parallelism

Every point should be supported by textual reference.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of what the letter reveals about the different working place environments of Chinese and western culture• Supports point of view with detailed references from the text• Writes a logical and coherent text• Demonstrates an extensive knowledge and understanding of language structures and vocabulary	10–12
<ul style="list-style-type: none">• Demonstrates a good understanding of what the letter reveals about the different working place environments of Chinese and western culture• Supports point of view with references from the text• Writes a logical text with some coherence• Writes using a range of language structures and vocabulary	7–9
<ul style="list-style-type: none">• Demonstrates some understanding of what the letter reveals about the different working place environments of Chinese and western culture• Attempts to support point of view with some references from the text• Shows some ability to organise information and ideas• Writes using a range of language structures and vocabulary	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of what the letter reveals about the different working place environments of Chinese and western culture• Shows some evidence of ability to organise information	1–3

Answer could include:

In the response students should:

- Address the problems Zhiyong encountered due to the cultural differences.
- Mention that in Chinese culture, employees have to be compliant, reticent and hardworking.
- Mention that in Western culture, employees are encouraged to be innovative, initiative and the importance of participation and team spirit is emphasised.
- Use detailed textual references to support their argument.
- Provide suggestions.

Suggestions:

- Express opinions and suggestions to boss
- Ask when you don't understand
- Socialise with your colleagues
- Participate more often in the activities of your workplace



Section 2: Creating texts in Chinese

Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5



Heritage Chinese (Mandarin)

2013 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation — interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1 (a)	3	Young people and their relationships — speech	H3.1
1 (b)	1	Young people and their relationships — speech	H3.1
2	6	Traditions and values in a contemporary society — telephone conversation	H3.1, H3.2
3	8	The changing nature of work — conversation and leaflet	H3.2, H3.3
4	10	The individual as a global citizen — news item and twitters	H3.3, H3.6
5	10	Chinese identity in the international context — extract	Hf3.4, H3.5
6	12	The changing nature of work — letter	H3.4, H3.6

Written Examination

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships — essay	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in a contemporary society — diary	H2.1, H2.2, H2.3, H2.4, H2.5