

2014 HSC Chinese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Provides correct details of the discussion	2
• Provides some relevant information	1

Sample answer:

The speakers are talking about going to the zoo on Saturday, and how to get there.

Question 2

Criteria	Marks
• Provides all of the reasons why Lily will phone Martin	2
• Provides some relevant information	1

Sample answer:

Lily will phone Martin because their conversation is not complete and she needs to arrange a time for taking her dog to Martin's place.

Question 3

Criteria	Marks
• Identifies the aim of the report and how the speaker attempts to achieve it	3
• Attempts to identify the aim of the report and how the speaker achieves it	2
• Provides some relevant information	1

Sample answer:

The aim of this report is to encourage the audience to buy things from shops instead of going online. She appeals to the audience by saying that shops are closing including a number of cafés and restaurants. She also informs the audience of incentives such as discounts.

Question 4

Criteria	Marks
• Correct answer	1

Sample answer:

(C)

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of why the female speaker is upset	4
• Demonstrates a sound understanding of why the female speaker is upset	3
• Demonstrates some understanding of why the female speaker is upset	2
• Provides some relevant information	1

Sample answer:

The female speaker is upset because she was told off on the train while she was making a phone call. Her friend, instead of comforting her as she has expected, criticises her that she is inconsiderate and complains that she makes phone calls too frequently to the extent that his study is disturbed. The female speaker is further upset by her friend's lecturing tone.

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of the popularity of this program, with detailed reference to the text	4
• Demonstrates a sound understanding of the reasons for the popularity of this program, with some reference to the text	3
• Demonstrates some understanding of the reasons for the popularity of this program, with limited reference to the text	2
• Provides some relevant information	1

Sample answer:

The program is popular because participants could win prizes to travel overseas. The content/stories of the program are both informative and funny. Also, there are very famous celebrities appearing in the program. The program is also accessible to all audiences because they can participate with a phone call.

Question 7

Criteria	Marks
• Provides a comprehensive analysis of the language features of the advertisement	4
• Provides a sound analysis of the language features of the advertisement	3
• Provides some analysis of the language features of the advertisement	2
• Provides isolated information	1

Sample answer:

This advertisement is effective through using a range of language features. It starts with a string of questions to engage the audience. It lists activities and compares cruises with other types of holidays. Furthermore, it uses exclamations and emotive language to emphasise the advantages of cruising, for example ‘how comfortable’, ‘how convenient’. Lastly, there are imperative sentences to urge the audience to book now.

Question 8

Criteria	Marks
• Provides a comprehensive understanding of whether the parents will reach an agreement, with detailed reference to the text	5
• Provides a sound understanding of whether the parents will reach an agreement, with some reference to the text	4
• Provides some understanding of whether the parents will reach an agreement, with limited reference to the text	2–3
• Provides some relevant information	1

Sample answer:

The parents originally have different views of what their daughter should do in the holidays, however, they are most likely to reach an agreement due to the following reasons. Firstly, in the conversation they share pride and care about the daughter. Secondly, they agree that studying methods are more important than attending coaching school. Also they both agree that studying and doing exercise are important. Finally, the father’s suggestions address both needs.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• States the correct relationship	1

Sample answer:

They are likely to be grandfather and granddaughter.

Question 9 (b)

Criteria	Marks
• Identifies two correct statements	2
• Identifies one correct statement	1

Sample answer:

(1) and (2)

Question 9 (c)

Criteria	Marks
• Provides detailed description of Mark's personality	3
• Provides some description of Mark's personality	2
• Provides relevant information	1

Sample answer:

Mark has displayed some features of being 'cool' as an elderly person. He uses the internet/plays computer games and flies planes. To the young people, he is not obsolete. He is also a caring grandfather who looked after Lanlan when her father was away. Mark is very wise in using a fishing activity and telling a story about a cat to educate Lanlan.

Question 9 (d)

Criteria	Marks
• Demonstrates a perceptive reflection on what has happened on the day	4
• Demonstrates a sound reflection on what has happened on the day	3
• Demonstrates some understanding about what has happened on the day	2
• Provides isolated information	1

Sample answer:

Lanlan would reflect on her anger towards her father. Mark made her understand that she should not be too critical of her father's absence on her birthday because it is due to her father's job requirements. Regarding fishing, Mark tried to teach her it's more meaningful to fish than to buy fish. About the cat, she realised how lucky she was with healthy legs and having brand-named shoes. If the cat without one leg was still happy, why wouldn't she be?

Question 10 (a)

Criteria	Marks
• Provides the reasons why Jimmy is an appropriate person to give this speech	2
• Provides some information about why Jimmy is an appropriate person to give this speech	1

Sample answer:

Jimmy is the director of an employment agency for immigrants with more than 10 years of working experience.

Question 10 (b)

Criteria	Marks
• Provides detailed information on the preparation for job-hunting	3
• Provides some information on the preparation for job-hunting	2
• Provides limited information on the preparation for job-hunting	1

Sample answer:

Firstly, they should be more practical. 'What you can do' is more important than 'What you like to do' in a new environment. Secondly, they should make friends with locals in order to adapt to the new cultural environment. Thirdly, they should be flexible and not just focus on pay or location.

Question 10 (c)

Criteria	Marks
• Demonstrates comprehensive understanding of Jimmy's statement	4
• Demonstrates sound understanding of Jimmy's statement	3
• Demonstrates good understanding of Jimmy's statement	2
• Provides limited information	1

Sample answer:

Jimmy believes that a good resumé is the first step to success because he believes that it creates the first impression which is very important. It reveals your abilities and skills showing that you are the best person for the job. It also reveals how well you communicate, and it reflects your accuracy/attention to detail.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how Jimmy tries to engage the audience	6
• Demonstrates a sound understanding of how Jimmy tries to engage the audience	5
• Demonstrates a good understanding of how Jimmy tries to engage the audience	4
• Demonstrates some understanding of how Jimmy tries to engage the audience	2–3
• Provides isolated information	1

Sample answer:

Jimmy has used a variety of strategies to engage the audience.

At the beginning, Jimmy introduces himself so that the audience will accept him as having authority in this field. He maintains interaction with the audience throughout the speech to gain their attention and interest. He uses an analogy to compare preparing a resumé to looking for a girlfriend/boyfriend which creates a humorous effect. In the speech, he also uses a variety of questions to engage his audience to reflect on their own situation. He also demonstrates an understanding of their thinking to enable them to relate closely to him. Finally, he is going to share practical skills of writing a resumé.

Section II — Reading and Responding

Part B

Question 11

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

Section III — Writing in Chinese**Question 12**

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

Section III (continued)**Question 13**

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

Chinese Continuers

2014 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	Recreation and leisure — dialogue	H3.1
2	2	Personal identity — conversation	H3.4
3	3	Lifestyles — television news report	H3.3
4	1	History and culture — announcement	H3.3
5	4	Youth issues — conversation	H3.5
6	4	Recreation and leisure — conversation	H3.5
7	4	Travel experience — advertisement	H3.6
8	5	Youth issues — conversation	H3.5, H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	Personal identity — short play	H3.4
9 (b)	2	Personal identity — short play	H3.1
9 (c)	3	Personal identity — short play	H3.5
9 (d)	4	Personal identity — short play	H3.6
10 (a)	2	The world of work — speech	H3.1
10 (b)	3	The world of work — speech	H3.2
10 (c)	4	The world of work — speech	H3.4
10 (d)	6	The world of work — speech	H3.5, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Education — letter/letter	H2.1, H2.2, H2.3, H3.1

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
12	5	Travel experiences — email	H2.1, H2.2, H2.3
13 (a)	10	Lifestyles — informal letter	H2.1, H2.2, H2.3
13 (b)	10	Lifestyles — informal letter	H2.1, H2.2, H2.3