

2014 HSC Chinese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Identifies the reasons for Lao Ye's request to eat crab	2
• Identifies isolated information	1

Sample answer:

Lao Ye wants to have crab because she has spent a lot of time in the hospital without having good food. She requests that of her daughter because Lao Ye cannot afford it herself. Eating crab, a delicacy, represents an indulgence and a better style of living.

Question 1 (b)

Criteria	Marks
• Provides detailed explanation of what Shanghai signifies to Lao Ye with textual references	3
• Provides some explanation of what Shanghai signifies to Lao Ye with textual references	2
• Provides isolated information	1

Sample answer:

To Lao Ye, Shanghai was the place for her to start a new life. It represented a new hope and better living standard. Leaving her hometown and living in Shanghai also gave Lao Ye the opportunity to pursue her fulfilment in life as a university student or to have a new relationship as Lao Ye did not love her husband then decided to abandon him and her baby daughter.

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the film techniques used	4
• Demonstrates a good understanding of the film techniques used	3
• Demonstrates some understanding of the film techniques used	2
• Provides isolated information	1

Sample answer:

In this extract, Lao Ye realises the effects of her past actions – that she has failed as a mother and as a wife. The director uses two close-ups of her facial expressions. Lao Ye’s face was expressionless at the beginning to indicate her disapproval of her daughter. At the end, it shows remorse and sorrow. Furthermore, the director focuses on Lao Ye’s back to portray her movement. She was walking very slowly and limping at the beginning to indicate her unwillingness to leave for home but walks faster in the end which indicates that she has accepted what her daughter has said.

Question 1 (d)

Criteria	Marks
• Provides a comprehensive analysis of the effectiveness of Dafan’s language	6
• Provides a sound analysis of the effectiveness of Dafan’s language	5
• Provides adequate analysis of the effectiveness of Dafan’s language	4
• Provides some analysis of the effectiveness of Dafan’s language	3
• Attempts to provide some information with textual references	2
• Provides isolated information	1

Sample answer:

Dafan is very effective in expressing her feelings of anger and frustration. She uses rhetorical questions such as ‘Have you ever asked yourself if you deserve to be called a mother? Have you ever fulfilled your motherly duties to me?’ to effectively express her anger towards her mother for deserting her and her father. She also uses repetitive structure to complain about Lao Ye’s behaviour. For example, ‘Why did you marry my father? Why did you give birth to me?’, is again highly effective in showing her feelings.

Through contrasting herself and Lao Ye, she clearly expresses her frustration that it is so unfair that Lao Ye abandoned her when Dafan was young yet Dafan has come back to look after Lao Ye.

She also uses the simile of blind-dating to describe Lao Ye’s eagerness when she was leaving for Shanghai. The use of sarcasm in Dafan’s language such as ‘You must think that you have gained a new life and escaped from sorrow!’ also expresses her attitude of taking pleasure over Lao Ye’s miserable situation as well as showing how upset Dafan is.

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

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The search for personal identity — monologue	H1.1, H1.2
2	10	Relationships — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (b)	3	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (c)	4	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (d)	6	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>The Postmodern Life of My Aunt</i> — diary entry	H2.1, H2.2, H2.3

Written Examination

Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	The impact of change on society — formal letter	H1.1, H1.2
4	15	Relationships — formal letter	H1.1, H1.2