



## 2014 Heritage Chinese (Mandarin) Marking Guidelines

### Section 1: Responding to texts

#### Question 1 (a)

Criteria	Marks
• Correct answer	1

*Sample answer:*

(C)

#### Question 1 (b)

Criteria	Marks
• Provides all of the ways in which people in China are learning about Western festivals	3
• Provides some of the ways in which people in China are learning about Western festivals	2
• Attempts to provide relevant information	1

*Sample answer:*

There are three ways that people learn about Western festivals. The first is through travelling which has become easier and cheaper, the second is through children's learning of Western cultures in school. The main way is spread through the media such as by the internet and television.

**Question 2**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Summarises the content and attractions of enrolling in the new course at the University of ABC</li><li>• Demonstrates an extensive knowledge of language structures and vocabulary in Chinese</li></ul>	6
<ul style="list-style-type: none"><li>• Identifies the content and attractions of enrolling in the new course at the University of ABC</li><li>• Demonstrates a good knowledge of language structures and vocabulary in Chinese</li></ul>	4–5
<ul style="list-style-type: none"><li>• Attempts to identify the content and attractions of enrolling in the new course at the University of ABC</li><li>• Demonstrates a basic knowledge of language structures and vocabulary in Chinese</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

The ABC University is going to offer an Information Technology and Management Course aiming at enhancing the IT and time management and interpersonal skills of students. IT skills are essential in the work place nowadays whereas the time management and interpersonal skills will prepare students as leaders in future careers. Enrolling in this course will definitely boost students' career opportunities because it is affiliated with various industries and businesses which will provide students with work experience and it also enables students to widen their global vision through the student exchange programs.

**Question 3**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the main issues of the interview and the advertisement and responds to both texts analytically</li><li>• Supports point of view with relevant references from both texts</li><li>• Manipulates Chinese authentically and effectively relevant to context, purpose and audience</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the main issues of the interview and the advertisement and responds to both texts effectively</li><li>• Supports point of view with some relevant references from both texts</li><li>• Manipulates Chinese effectively relevant to context, purpose and audience</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the main issues of the interview and the advertisement</li><li>• Attempts to support point of view with some appropriate textual references from both texts</li><li>• Demonstrates an awareness of context, purpose and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

***Answers could include:***

The alarming facts of environmental damage and its effect:

- Pollution in Yellow River and littering in public areas affect people's health
- Due to the lack of awareness of environmental conservation, people discharge industrial waste into rivers and dumping in public areas.

The ways in which you can help:

- Raising the awareness of environmental protection among the public through seminars and publicity
- Volunteering in clean-up activities locally and internationally
- Donating money to environmental causes locally and internationally

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the opinions, ideas and information in the diary entry and the blog</li><li>• Synthesises the information in both texts thoroughly</li><li>• Demonstrates a thorough understanding of the language features used in the texts</li><li>• Writes in comprehensible English with relevant textual references</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the opinions, ideas and information in the diary entry and the blog</li><li>• Synthesises the information in both texts satisfactorily</li><li>• Demonstrates a good understanding of the language features used in the texts</li><li>• Writes in comprehensible English with appropriate textual references</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates understanding of the opinions, ideas and information in the diary entry and the blog</li><li>• Demonstrates understanding of the language features</li><li>• Writes in comprehensible English with textual references</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the diary entry and the blog</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3

**Sample answer:**

In the diary entry and the blog, the mother and the son have different attitudes towards the phenomenon of young people living together before marriage.

The mother strongly opposes her son's idea of cohabitation before marriage and she feels that she will lose face.

- The mother uses a series of exclamatory remarks and emotive language such as 'too sad! too angry' to show her anger and desperation
- She lashes out a series of questions to show her disapproval
- Simile like 'tears streaming down her face like rain' illustrates her sadness
- Exaggeration such as 'end of the world' displays her helplessness
- Rhetorical questions like 'how could we face our friends?' emphasises her dilemma
- She also uses emphatic language with high modality such as 'must not', 'it is absolutely not the right thing' to reaffirm her point of view

The son embraces the idea of cohabitation because it saves money.

- He uses data to support his point
- He uses the anecdote of Uncle Li's short-lived marriage as a mockery to rebut his parent's view as Uncle Li had not cohabitated before marriage
- He mocks the older generation's reaction to cohabitation by drawing an analogy between 'cohabitation before marriage' and 'living on a grain of sand'
- He vents his frustration through a question at the end wondering when people will accept cohabitation before marriage

**Question 5**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the opinions, ideas and information in the poem and the newspaper article</li><li>• Writes authentically and effectively for the context, purpose and audience</li><li>• Communicates relevant information in comprehensible English</li><li>• Justifies own thoughts using textual reference critically and analytically</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the opinions, ideas and information in the poem and the newspaper article</li><li>• Writes effectively for the context, purpose and audience</li><li>• Communicates relevant information in comprehensible English</li><li>• Justifies own thoughts with relevant textual reference</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the opinions, ideas and information in the poem and the newspaper article</li><li>• Writes appropriately for the context, purpose and audience</li><li>• Communicates relevant information in comprehensible English</li><li>• Justifies own thoughts with textual reference</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the poem and the newspaper article</li><li>• Attempts to organise some information</li></ul>	1–3

**Answers could include:**

Dilemma faced by some overseas Chinese:

- Identity crisis and loss of self in the new country

**Reasons**

- Contradiction between the traditional Chinese values and reality: the poet is frustrated that he is unable to fulfill his filial piety to look after his elderly parents due to his long hours at work
- Chinese parents tend to use harsher measurements to raise their children in Australia but this brings about conflict with children. The poet has a strong sense of despair and loneliness due to the generation gap resulting from the differences between Australian and Chinese cultures

**Resolution**

Australian Chinese can:

- attend courses for migrants such as ‘mental health’ and ‘social welfare’ to obtain knowledge and the right mentality to face life in the new country
- teach children Chinese traditional values through learning Chinese and celebrating Chinese festivals
- get involved in local community activities such as picnic to release stress and loneliness
- learn from the role model of the Chinese award winners to make contributions to society and earn respect

**Question 6**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of what the newspaper article reveals about the phenomenon ‘Skip-generation Education’</li><li>• Responds to the text analytically with relevant textual reference and makes constructive suggestions</li><li>• Writes a logical and coherent text demonstrating an extensive knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of what the newspaper article reveals about the phenomenon ‘Skip-generation Education’</li><li>• Responds to the text with appropriate references and makes suggestions</li><li>• Writes a logical text using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Demonstrates understanding of what the newspaper article reveals about the phenomenon ‘Skip-generation Education’</li><li>• Attempts to support point of view with some references from the text and tries to make a few suggestions</li><li>• Shows ability to organise information and ideas using a range of language structures and vocabulary</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of what the newspaper article reveals about the phenomenon ‘Skip-generation Education’</li><li>• Shows some evidence of ability to organise information</li></ul>	1–3

**Answers could include:**

Based on the article, candidates analyse the phenomenon of ‘Skip-generation education’

- ‘Skip-generation’ phenomenon is a pressing issue in China because parents have to earn a living in the city and they cannot afford a decent living place there, so their children have to be brought up by their grandparents.
- Analyse the effect of the traditional way of education by the grandparents, children cannot keep up with the development of modern society, they are usually spoiled and therefore are self-centred and willful. They may be over protected and this will affect their confidence and personality and result in their dependence and low social skills.
- Analyse the effects of the long-term separation from parents on children – there is a lack of communication between the children and their parents and this will have a detrimental effect on their development.

Suggestions could include:

- Parents should keep in touch with their children and understand their needs.
- Grandparents should keep studying and update their own knowledge. They should also modernise their way of raising children and avoid spoiling them. They should give the children a chance to learn to be more independent and socialise with others.
- Government and the local community should offer help to the grandparents and children.



## Section 2: Creating texts in Chinese

### Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information and ideas</li><li>• Writes perceptively for a specified audience, purpose and context</li><li>• Structures and sequences information and ideas coherently and effectively</li><li>• Demonstrates an excellent control of a range of language structures and vocabulary</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates a high ability in the treatment of relevant information and ideas</li><li>• Writes effectively for a specified audience, purpose and context</li><li>• Structures and sequences information and ideas effectively</li><li>• Demonstrates a good command of a range of language structures and vocabulary</li></ul>	16–20
<ul style="list-style-type: none"><li>• Presents relevant information and ideas</li><li>• Writes appropriately for a specified audience, purpose and context</li><li>• Demonstrates the ability to organise and express information and ideas using reasonable language structures and vocabulary</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience, purpose and context</li><li>• Attempts to provide some information and ideas</li><li>• Uses a limited range of language structures and vocabulary to express 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 information</li></ul>	1–5



# Heritage Chinese (Mandarin)

## 2014 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)	1	Traditions and values in a contemporary society — conversation	H3.1
1 (b)	3	Traditions and values in a contemporary society — conversation	H3.3
2	6	The changing nature of work — radio announcement	H3.3
3	8	The individual as a global citizen — interview and advertisement	H3.4
4	10	Young people and their relationships — diary entry and blog	H3.3, H3.6
5	10	Chinese identity in the international context — poem and newspaper report	H3.2, H3.6
6	12	Traditions and values in a contemporary society — newspaper article	H3.4, H3.6

### Written Examination

#### Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	Traditions and values in a contemporary society — letter	H2.3, H2.4
8	25	The individual as a global citizen — letter	H2.3, H2.4