

2015 HSC Chinese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies correct information	2
• Identifies some relevant information	1

Sample answer:

The son has found a part-time job and the mother is concerned that it might affect his study.

Question 2

Criteria	Marks
• Provides detailed features of the promotion	2
• Provides some relevant information	1

Sample answer:

- Free phone calls on Saturdays
- Three free movie tickets a year

Question 3

Criteria	Marks
• Provides the main points of the speech	3
• Provides some points of the speech	2
• Provides some relevant information	1

Sample answer:

- Late homework should be handed in tomorrow otherwise penalty applies.
- Those who did not meet the requirement for word limit need to redo the work.
- Those who copied other people's work also need to redo the work otherwise they will get zero.

Question 4

Criteria	Marks
• Provides correct answer	1

Answer:

(B) or (C). Both were accepted as being correct.

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of how Lanlan argues that Martin should join the basketball team	4
• Demonstrates a sound understanding of how Lanlan argues that Martin should join the basketball team	3
• Demonstrates some understanding of how Lanlan argues that Martin should join the basketball team	2
• Provides some relevant information	1

Sample answer:

Lanlan points out that Martin's free time coincides with the basketball team's training time and needs. Lanlan makes the flattering comment that Martin has the suitable build to play the sport. Lanlan suggests that the basketball team will provide an opportunity for Martin to balance his heavy school workload and leisure. Lanlan also convinces Martin that the basketball team will give him a social outlet.

Question 6

Criteria	Marks
• Provides detailed justification of what the daughter is most likely to do	4
• Provides a sound justification of what the daughter is most likely to do	3
• Provides some justification of what the daughter is most likely to do	2
• Identifies some relevant information	1

Sample answer:

She is likely to decide to not buy a car after all because of the associated costs. She does not have enough money and getting a second job might be difficult. Her father also points out that if she buys a used car, which is likely to break down, he cannot help her with the repair costs. Finally, driving a car will mean that there will be additional parking fees which she had not considered.

Question 7

Criteria	Marks
• Provides detailed information on how we know that the event is popular	4
• Provides most of the information on how we know that the event is popular	3
• Provides some information on how we know that the event is popular	2
• Provides some relevant information	1

Sample answer:

We know that the event is popular because it has been held for 8 years, with record numbers this year. Also, it is televised and more people want to participate next year. Companies are willing to sponsor it as well next year.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of the strategies used by the speaker	5
• Demonstrates a sound understanding of the strategies used by the speaker	4
• Identifies some strategies used by the speaker	2–3
• Provides some relevant information	1

Sample answer:

The speaker engages the audience by introducing himself using his first name and as an ex-student of the school. He asks a direct question ‘How come my Chinese is so good?’ to grab the audience’s attention. He states that learning Chinese is much harder than getting a girlfriend, to achieve a humorous effect. He uses a contrast between himself and many others who don’t speak Chinese to highlight the benefit of learning Chinese. He also uses two rhetorical questions to emphasise the importance of learning Chinese and link it with future career and travel opportunities. Finally he appeals directly to the audience to start learning Chinese.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides information on what we learn about Mary	2
• Identifies limited information	1

Sample answer:

Mary likes sitting in the park near her house whenever she feels unhappy. She is there now and she must be facing another problem in her life.

Question 9 (b)

Criteria	Marks
• Provides a thorough understanding of what causes Mary to say 我很着急	3
• Provides some understanding of what Mary says	2
• Identifies isolated information	1

Sample answer:

Mary is not sure of whether to do Maths or Music – this is a dilemma because she loves and wants to do Maths. However, her friends will be doing Music and none of them will be in her Maths class.

Question 9 (c)

Criteria	Marks
• Provides detailed information on how Mark shows his feelings for Mary	2
• Identifies limited information on how Mark shows his feelings for Mary	1

Sample answer:

As soon as Mark found out about Mary's concerns, he came to see her. He reassured her that they would still be friends regardless of subject choices.

Question 9 (d)

Criteria	Marks
• Provides detailed information about how the mother tries to help	4
• Provides most information about how the mother tries to help	3
• Provides partial information about how the mother tries to help	2
• Identifies isolated information	1

Sample answer:

The mother initially tries to help Mary by finding out the reason for her unhappiness. Mum has also showed her care and love through actions such as holding Mary's hands, pouring a cup of water, sitting next to her. Mum has reasoned with her daughter that if she chose subjects according only to her friends' choice she would still not be happy since she loved maths so much. Mum has suggested the daughter talk to her friends and go to the park to think through things.

Question 10 (a)

Criteria	Marks
• Demonstrates a good understanding of what precaution Dongdong took to ensure the visit would be harmonious	2
• Provides some relevant information	1

Sample answer:

Dongdong had told his mum beforehand that Anna doesn't know much about Chinese culture (as mum is still very traditional). Also, he had suggested to Anna to buy nice and expensive gifts before she came for her first visit.

Question 10 (b)

Criteria	Marks
• Provides a thorough understanding of how Anna's feelings changed during the day	3
• Provides some understanding of how Anna's feelings changed during the day	2
• Provides some relevant information	1

Sample answer:

Anna felt excited and nervous on the morning of the visit and she got up very early that day. However, she felt sad or upset during the visit as it seemed that Dongdong's mum didn't really like the gifts she had brought. She also felt embarrassed by the gift/amount of money the mother gave her.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Mum expressed her feelings through the use of language techniques	4
• Demonstrates a sound understanding of how Mum expressed her feelings through the use of language techniques	3
• Demonstrates some understanding of how Mum expressed her feelings through the use of language techniques	2
• Provides some relevant information	1

Sample answer:

A rhetorical question 'Wasn't that good enough?' and an exclamation 'She didn't spend a cent on the card' are used to form a contrast and emphasise mum's shock over Anna's presents. Mum's feeling of being offended/supersitition is expressed through exaggeration '. . . it would bring bad luck'. Another exclamation expresses her dismay that Anna knows so little about Chinese culture after having been with Dongdong for 2 years. The rhetorical question at the end is used to emphasise her disappointment at Dongdong's abandonment of Chinese culture.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of whether Dongdong could have prepared better for this visit with detailed reference to the text	5
• Demonstrates a sound understanding of whether Dongdong could have prepared better for this visit with some reference to the text	4
• Demonstrates some understanding of whether Dongdong could have prepared better for this visit with limited reference to the text	2–3
• Provides some relevant information	1

Sample answer:

Through a lack of understanding, Anna and his mother offended/displeased each other in some way and Dongdong could have prepared both of them better in some ways.

He could have been more explicit when talking to Anna about what to bring. He could have prepared Anna for receiving the red packet with money, and this may have helped her understand what he meant by ‘buy something nice and expensive’. When he saw that she had bought a box of chocolates, he knew it would not please his mother (as he says ‘However she brought only a . . .’), and he could have warned Anna at that point.

Before the visit, he could have also been more explicit with his mother with what to expect of Anna, as she says ‘. . . how come Anna doesn’t know anything about Chinese culture . . .’. He could have warned his mother to not be too generous with the money as it would be unexpected by an Australian girlfriend.

However, he may not have known about the effect of using black and white wrapping paper. He may also not have known that his mother would not open the gift and that this would offend Anna.

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

2015 HSC Chinese Continuers 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	The world of work — conversation	H3.1
2	2	Recreation and leisure — advertisement	H3.1
3	3	Education and aspirations — talk	H3.5
4	1	Tourism and hospitality — announcement	H3.3
5	4	Recreation and leisure — conversation	H3.5
6	4	Lifestyles — conversation	H3.4
7	4	History and culture — conversation	H3.5
8	5	Education and aspirations — speech	H4.1

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — story	H3.1
9 (b)	3	Personal identity — story	H3.5
9 (c)	2	Personal identity — story	H3.6
9 (d)	4	Personal identity — story	H3.6
10 (a)	2	History and culture — diary	H3.1
10 (b)	3	History and culture — diary	H3.6
10 (c)	4	History and culture — diary	H3.2
10 (d)	5	History and culture — diary	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Education and aspirations — letter/letter	H1.3, H2.2, H2.3

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
12	5	Recreation and leisure — email	H2.1, H2.2, H2.3
13 (a)	10	Education and aspirations — article	H2.1, H2.2, H2.3
13 (b)	10	Recreation and leisure — article	H2.1, H2.2, H2.3