

## 2015 HSC Chinese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why this donation is remarkable	2
• Demonstrates partial understanding of why this donation is remarkable	1

*Sample answer:*

It is remarkable because Zhang has donated money for more than twenty years even though she is just an ordinary primary school teacher.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of why Zhiwei is unwilling to be a volunteer teacher	3
• Demonstrates some understanding of why Zhiwei is unwilling to be a volunteer teacher	2
• Provides some relevant information	1

*Sample answer:*

Because it's difficult to find a job, Zhiwei wants to use the holiday to do practicum in a company in order to get a permanent job after graduation. He thinks that the government, charities and wealthy people should take care of the issue of teachers being greatly needed in poor areas. Ordinary people don't have time and money to do so. Zhiwei thinks the reality doesn't allow him to sacrifice himself like teacher Zhang.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how Xiaoyun explains to Zhiwei that being a volunteer teacher in poor areas is something worth doing</li> <li>• Responds in coherent English with appropriate textual references</li> <li>• Demonstrates an excellent evaluation of the effectiveness of the language features</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a very good understanding of how Xiaoyun explains to Zhiwei that being a volunteer teacher in poor areas is something worth doing</li> <li>• Responds in clear English with appropriate textual references</li> <li>• Demonstrates a good evaluation of the effectiveness of the language features</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of how Xiaoyun explains to Zhiwei that being a volunteer teacher in poor areas is something worth doing</li> <li>• Responds in understandable English with a few textual references</li> <li>• Demonstrates some evaluation of the effectiveness of the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Xiaoyun uses what she saw while travelling in remote areas with her father to explain the devastating situation of lack of teachers in poor areas.

She asks Zhiwei to think from the perspective of the children in poor areas who don't have the opportunity to go to school.

She uses rhetorical questions to persuade Zhiwei, for example: 'Do you know how many children in poor areas don't have the opportunity to go to school?'

She uses statistics as evidence to explain the urgent need for teachers in poor areas, for example, 'there were more than three million children in China deprived of education', and 'about 40% of children in mountain areas don't go to school'. Xiaoyun uses gentle persuasion rather than forceful persuasion.

## Section I — Listening and Responding

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast people's opinions on the issue</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Identifies the main issues in the texts and compares and contrasts people's opinions on the issue in a lucid way</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Coherently compares and contrasts information in the texts</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Compares and contrasts some opinions, ideas and information in the texts</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1–2

#### *Answers could include:*

Illegal hunting and trading and consuming protected animals and endangered species are happening on a wide scale. There are two attitudes towards eating wild game.

For: High nutrition, natural food, no pollution, promoting local economy, humans are the top of the food chain.

Against: Spread of diseases, protecting animals and endangered species, the caution that happened during the outbreak of disease has been forgotten.

The attitude of eating wild animals unrestrictedly has to be changed.

**Section II — Reading and Responding**  
**Part A****Question 3 (a)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the reasons why the author describes herself to her son as ‘a daughter of a refugee’	3
• Demonstrates understanding of the reasons why the author describes herself to her son as ‘a daughter of a refugee’	2
• Provides some relevant information	1

***Sample answer:***

She wanted her son to understand that a fugitive/refugee’s life is painful because he or she is always a rootless loner who moves from one place to another, never has permanent friends, is always the ‘new kid on the block’, and doesn’t have a hometown.

She used herself as an example and advised him to learn a lesson from her experience. She advised him not to give up his ‘roots’ even though he goes everywhere in the world to seek the chance of development. She thinks he should have a place to call home and friends that will support him.

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the statement ‘That may be a beautiful realm of literature, but it is the pain of life’</li> <li>• Demonstrates an excellent ability to analyse the implication of the statement</li> <li>• Responds with coherent references to the text and clear language</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the statement ‘That may be a beautiful realm of literature, but it is the pain of life’</li> <li>• Demonstrates a good ability to analyse the implication of the statement</li> <li>• Responds with relevant textual references</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the statement ‘That may be a beautiful realm of literature, but it is the pain of life’</li> <li>• Responds with limited textual references</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

The writer uses the expression ‘the beautiful realm of literature’ to show that when a person is drifting from place to place experiencing hardship, he or she could perceive life at a much more profound level which could stimulate his or her mind and improve his or her literary work.

To have the difficult experiences of a refugee makes a person tougher, more resilient. It also gives more experiences, and these experiences enrich writing, whether for the writer or the reader of literature. The author herself is a good example.

On the other hand, ‘the pain of life’ sums up the feeling that a passing traveller will forever be like a homeless orphan, she will never have a ‘home’ that she can trust and make her feel safe. The traveller will have no status, no identity of a place where people will really accept her, no long-lasting friends, and no sense of belonging to a culture and language that she can take pride in.

She will always feel physically tired, spiritually empty and painful and, as the author described, will be ‘in the solitude of the soul’.

**Question 3 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of language features used by the author to convey the mother's situation and feelings to the son</li> <li>• Responds with relevant textual references</li> <li>• Responds in sophisticated language</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of language features used by the author to convey the mother's situation and feelings to the son</li> <li>• Responds with textual references</li> <li>• Responds in clear language</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of language features used by the author to convey the mother's situation and feelings to the son</li> <li>• Responds with some textual references</li> <li>• Responds in clear language with some mistakes in grammar</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

The author has the text in Chinese but has mixed the Chinese with English and German. eg 'Google', 'refugee', 'new kid on the block', 'Flüchling'.

Instead of using the usual first person pronouns when talking about herself, the author uses either second or third person pronouns to tell of her own experiences and ideas. For example: 'your mother's experience'; 'she insisted on giving you a home' to make the story personal and relevant to the son.

The author uses metaphors and personification to highlight the descriptions. For example 'safely wrapped up in a small town' and the use of the image of a sword to denote the cruel reality.

There is much use of parallelism in sentences eg 'Deeply rooted in the ground, safely wrapped up in a small town'; 'hope you grow up on the soil'; 'hope you have your own village before going global in the world'; 'hope for you in future when wandering on the road of vagrant life, there is always a constant town waiting to take you in'.

The author also uses colloquialisms – 'drop-in new kid in the class' – to denote an outsider who does not belong to a community.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse the statement in terms of characters in the two set texts</li> <li>• Demonstrates a coherent and sophisticated elaboration with appropriate textual reference</li> <li>• Composes a concise text with highly developed and sophisticated control of vocabulary and syntax</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse the statement in terms of characters in the two set texts</li> <li>• Composes an effective elaboration with appropriate textual reference</li> <li>• Composes a concise text with well-developed command of vocabulary and syntax</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to discuss the statement and identify the related issues</li> <li>• Supports the elaboration of the question with some appropriate textual reference</li> <li>• Demonstrates a satisfactory command of language with a sound base of vocabulary</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Elaborates some ideas and information relevant to the statement</li> <li>• Attempts to compose an elaboration with reference to the text</li> <li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the statement</li> </ul>	1–5

#### *Answers could include:*

Jiang Zhengyuan:

- The pressure of the conflict between his ambition and reality.  
eg: He wants to be a scholar to promote Chinese culture and literature, but his ambition was destroyed by the reality when he has to give up his opportunity to study for his Masters degree with professor Tang.
- The pressure of the traditional value of filial duty, being the oldest son of this family, Jiang Zhengyuan has to take major responsibility to support his poor family financially and emotionally.  
eg: Due to his mother's sickness, Jiang Zhengyuan gives up his Masters degree course and finds a job to support his family.  
When his father got injured, he had to give up his job in Shanghai and return to his hometown.
- The pressure of the unfair social reality.  
eg: Jiang Zhengyuan lost a good job opportunity because he doesn't have a network connecting with good family background, money and power.

- The pressure of relationship with his girlfriend.  
eg: He feels guilty when his girlfriend gives up her study to go back to his hometown with him.

The language features used in the novel to emphasise Jiang Zhengyuan's pressures are:

- eg:
- Poetic language
  - Allusion (poem/idiom)
  - Metaphor
  - Repetition

[Students' answers should include examples of using these language features.]

Jingqiu:

- The pressure from her family financial situation.  
eg: She has to get a job from her school to support her family. Therefore, she has to work very hard.
- The pressure from her politically disgraced family background.  
eg: Her mother doesn't approve of her relationship with Laosan, a son from a high-ranking official.
- The pressure from the special historical and political situation (Cultural Revolution)  
eg: She has to hide her relationship with Laosan because she doesn't want to jeopardise her family's fate and that of her future.

The film techniques used in the movie to emphasise Jingqiu's pressures are:

- eg:
- Music/sound effect
  - Symbolism
  - Colour

[Students' answers should include examples of using these film techniques.]



## Section II — Reading and Responding

### Part B

#### Question 5

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the text</li> <li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li> <li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Identifies the main issues in the text</li> <li>• Responds lucidly to the opinions, ideas and information in the text</li> <li>• Composes an effective argument with close reference to the text</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Exchanges information in response to the opinions, ideas and information in the text</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some opinions, ideas and information in the text</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1–3

*Answers could include:*

#### **Points to be addressed by students:**

The main point discussed: The impact of western culture on traditional culture and on the traditional values of Chinese teenagers.

Support the argument with reference to the following points:

- Whether Christmas activities are more interesting than Chinese Spring Festival activities or not. Why?
- To like western products or the western lifestyle equals worship and toadying to western culture or not. Why?
- Shall we deny Christmas? Is it a way to defend Chinese culture? Why?
- Would adapting to western culture in China weaken or even destroy Chinese traditional culture? Or could it enrich Chinese culture?

## Section III — Writing in Chinese

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes perceptively for a specified audience, context and purpose</li> <li>• Demonstrates a perceptive understanding of the related contemporary issues in the logical development of the analysis</li> <li>• Demonstrates a highly developed and sophisticated control of Chinese vocabulary and syntax</li> <li>• Demonstrates flair and originality in the selection, presentation and development of relevant ideas</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Writes effectively for an audience, context and purpose</li> <li>• Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax</li> <li>• Demonstrates a sound understanding of the related contemporary issues in the logical development of the discussion</li> <li>• Demonstrates originality in the selection and presentation of relevant ideas</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Writes in a satisfactory way for an audience, context and purpose</li> <li>• Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax</li> <li>• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li> <li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li> <li>• Attempts to sequence and link 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 material</li> </ul>	1–5

# 2015 HSC Chinese Background Speakers Mapping Grid

## Section I — Listening and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	The individual and the community: the role of the individual in today's society — conversation	H3.1, H3.2
1 (b)	3	The individual and the community: the role of the individual in today's society — conversation	H3.2
1 (c)	5	The individual and the community: the role of the individual in today's society — conversation	H3.2, H3.3, H3.7

## Section I — Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
2	10	Global issues: environmental issues — report/dialogue	H2.1, H2.3, H3.2, H3.4, H3.5

## Section II — Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Which country are you from?</i>	H3.1
3 (b)	6	<i>Which country are you from?</i>	H3.1, H3.2, H3.3
3 (c)	6	<i>Which country are you from?</i>	H3.1, H3.3, H3.7
4	25	<i>Return Journey/Under the Hawthorn Tree</i>	H2.1, H3.2, H3.3, H3.7, H3.8, H4.1

## Section II — Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture: the impact on young people of changes in traditional social values/Global issues: the impact of international influences on Chinese-speaking countries — article/letter	H1.2, H2.1, H2.3, H3.8

## Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
6	25	Global issues: environmental issues — article	H2.1, H2.2, H2.3, H2.4, (H4.1)
7	25	Global issues: the impact of international influences on Chinese-speaking countries — article	H2.1, H2.2, H2.3, H2.4, (H4.1)