

**2003 HSC Notes from
the Marking Centre
Chinese Background Speakers**

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2003 HSC NOTES FROM THE MARKING CENTRE CHINESE BACKGROUND SPEAKERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese Background Speakers. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Chinese Background Speakers.

General Comments

In 2003, approximately 1161 candidates attempted the Chinese Background Speakers examination.

Section I – Listening and Responding

Specific Comments

Part A

Question 1

A number of candidates wrote their answers in Chinese and received no marks.

- (a) The majority of candidates selected the correct response. A number of candidates incorrectly selected (C).
- (b) Most candidates answered this question well. However, some candidates did not refer to specific information from the text but wrote about issues which were not mentioned in the text.
- (c) Some candidates demonstrated the ability to analyse the language features; yet quite a number of candidates found this question particularly challenging and did not make reference to specific language features. Those who did, did not always clearly link them to the speaker's desire to persuade.

Part B

Question 2

Generally speaking, the majority of candidates understood both texts.

Most candidates wrote much more than the specified length. This often led to a loss of control over the writing, poor sequencing of ideas and needless repetition. The best responses:

- demonstrated an excellent understanding of the two texts
- demonstrated independence from the wording of the texts and skilfully combined information from both texts by linking Zhao Xiaomei's personal experience with the expert Mr Li Zhiyuan's comments
- demonstrated an excellent control of structure and an excellent range of vocabulary
- 'compared' and 'contrasted' information in a lucid way.

In the weaker responses, candidates did not respond as Zhao Xiaomei or responded using the wrong text type, eg speech instead of essay. These responses lacked coherence and structure and did not refer to the main issues from the texts.

Section II – Reading and Responding

Part A

Question 3

General Comments

- As the majority of the dialogue in this extract is not found in the prescribed film itself, candidates had to respond to this question as an unseen text rather than a seen text. Therefore any relevant textual references in the film were accepted, whether it was from the extract itself or from the film as a whole.
- Candidates should be aware of the possible mark allocations for question 3 and 4 and allocate their time appropriately.
- Generally speaking, candidates needed to refine their sentences and structures.

Question 4

- In general, candidates discussed the concept of rebellion found in 'I am your father' better than in 'Hard Porridge'.
- A number of candidates used examples and content irrelevant to chapter 3 of 'I am your father'.

- A number of candidates retold the main plots of the two prescribed texts instead of addressing the question.
- Many candidates concentrated on the conceptual aspects and neglected aspects relating to techniques and language.
- Most candidates responded using the correct text type.
- Where a question refers to more than one text, candidates should make sure they refer to issues as they relate to all the texts mentioned and not to favour one text over another.

Question 5

The majority of the candidates demonstrated an understanding of the text.

Strengths:

- Candidates were able to make good use of the content to respond to this question.
- Candidates could relate their experiences and express their feelings coherently in their response.
- The majority of the candidates demonstrated an understanding of context, purpose and audience.

Weaknesses:

- Some candidates rephrased the speech itself in their response. Some of them even wrote from the speaker's perspective.
- Many candidates only described their own experiences without referring to the stimulus.
- Some candidates had difficulties in composing effective arguments.
- The weaker responses did not refer to all the information in the text.
- A few candidates did not write in diary form.

Section III – Writing in Chinese

General Comments

The majority of the candidates attempted the questions to some extent. However, a number of candidates appear not to have planned their time well and did not complete their responses.

Specific Comments

Question 6

- Some candidates were a bit confused or unclear on the definition of ‘youth’ and ‘juvenile’. They discussed the quality required for both of them. Their discussion was very general and not in-depth.
- A few candidates were successful in linking their listed ideal qualities to the role of the individual and society.

Question 7

- The majority of the candidates were confused with the concepts of ‘internet’ and ‘mobile phones’. They did not focus their response on the impact(s) on Chinese youth. Instead, they discussed the impact on young people in general.
- Some candidates only mentioned the positive effects.
- A few candidates only mentioned the negative effects.
- Many candidates went to great length in introducing the functions of the internet and/or the mobile phone instead of responding to the question.

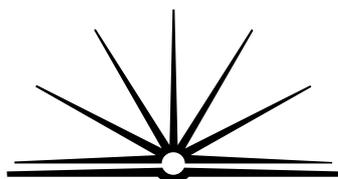
Question 8

- The majority of the candidates demonstrated a good understanding of the concepts of ‘love’ and ‘bread’.
- In many answers, candidates chose both aspects rather than one and they elaborated their arguments well.
- Generally, candidates were confused with the requirements of the text type, ie an article for a newspaper.

Chinese Background Speakers

2003 HSC Examination Mapping Grid

Question	Marks	Content (Prescribed contemporary issue/text — text type)	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The place of education in young people's lives — conversation	H3.1
1 (b)	4	The place of education in young people's lives — conversation	H3.1, H3.2, H3.4
1 (c)	5	The place of education in young people's lives — conversation	H3.3, H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	Economic growth and its impact — Conversation/interview – essay	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>The Wedding Banquet</i>	H3.1
3 (b)	3	<i>The Wedding Banquet</i>	H3.1, H3.2
3 (c)	4	<i>The Wedding Banquet</i>	H3.6, H3.7
3 (d)	5	<i>The Wedding Banquet</i>	H3.2, H3.3, H3.7
3 (e)	6	<i>The Wedding Banquet</i>	H3.3, H3.6, H3.7, H3.8, H4.1
4	20	<i>Hard Porridge</i> and <i>I Am Your Father</i>	H3.1, H3.2, H3.3, H3.4, H4.1
Section II — Reading and Responding			
Part B			
5	15	Adapting to new cultures — speech/diary entry	H1.1, H2.3, H2.4, H3.8
Section III — Writing in Chinese			
6	25	The role of individual in today's society — article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The impact of international influences on Chinese-speaking countries — article	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Pressures on young people today — article	H2.1, H2.2, H2.3, H2.4, H4.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Chinese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 1 (b)*Outcomes assessed: H3.1, H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Contrasts in detail how Lanlan and David differ in seeing their schooling and participation in school activities• Identifies Lanlan and David's attitudes towards study	4
<ul style="list-style-type: none">• Contrasts how Lanlan and David differ in viewing their schooling• Identifies some of the facts about Lanlan and David in terms of their approaches to school activities	3
<ul style="list-style-type: none">• Itemises only one person's view points on school results and activities <p>OR</p> <ul style="list-style-type: none">• Explains only one aspect of David and Lanlan's approach to school results or attitude to participation	2
<ul style="list-style-type: none">• Shows limited information about one view point	1

Question 1 (c)*Outcomes assessed: H3.3, H3.6, H3.7, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Analyses perceptively the strategies David uses to persuade Lanlan	5
<ul style="list-style-type: none">• Explains how David uses some strategies to persuade Lanlan	3–4
<ul style="list-style-type: none">• Identifies one or two strategies	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed explanation of the reasons	2
• States one reason	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the conflicts between Weitong and his parents and explains how the conflicts developed	3
• Identifies some conflicts between Weitong and his parents with some textual information	2
• Demonstrates limited information about the conflicts	1

Question 3 (c)

Outcomes assessed: H3.6, H3.7

MARKING GUIDELINES

Criteria	Marks
• Analyses Weitong's changes through a perceptive understanding of the text • Supports the analysis with textual reference	4
• Demonstrates some understanding of Weitong's changes and provides some evidence to support the answers	3
• Identifies some of Weitong's changes with some textual reference	2
• Vaguely mentioned one example of change	1

Question 3 (d)*Outcomes assessed: H3.2, H3.3, H3.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and insightful ability to analyse the relationship and interaction between Weitong and his mother with textual references• Composes a coherent and sophisticated argument to demonstrate a comprehensive understanding of the text	5
<ul style="list-style-type: none">• Demonstrates sound ability to analyse the relationship between Weitong and his mother with some textual references• Composes an effective argument to demonstrate comprehensive understanding of the text	4
<ul style="list-style-type: none">• Discusses the relationship between Weitong and his mother with some understanding of the text• Supports the discussion with some textual references	2–3
<ul style="list-style-type: none">• Attempts to identify the relationship between Weitong and his mother with limited information or textual references	1

Question 3 (e)*Outcomes assessed: H3.3, H3.6, H3.7, H3.8, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse how Weitong uses language skills to influence his mother's point of view• Composes a coherent and sophisticated argument with supporting evidence	6
<ul style="list-style-type: none">• Demonstrates the ability to analyse how Weitong uses his language skills to persuade his mother• Composes an effective argument with some appropriate textual references	4–5
<ul style="list-style-type: none">• Demonstrates the ability to identify some of the language skills used by Weitong to persuade his mother• Supports the argument with some appropriate textual references	3
<ul style="list-style-type: none">• Identifies some examples of the language skills used by Weitong to persuade his mother• Attempts to compose an argument with reference to the text	2
<ul style="list-style-type: none">• Identifies limited language skills used by Weitong to persuade his mother• Demonstrates some ability to structure and sequence ideas	1

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the way in which the authors of ‘Hard Porridge’ and ‘I Am Your Father’ reflect the concept of rebellion• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey opinions and ideas• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	17–20
<ul style="list-style-type: none">• Demonstrates the ability to analyse the way in which the authors of ‘Hard Porridge’ and ‘I Am Your Father’ reflect the concept of rebellion• Analyses the way in which language is used to convey opinions and ideas• Composes an effective argument with appropriate textual reference	13–16
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the way in which the authors of ‘Hard Porridge’ and ‘I Am Your Father’ reflect the concept of rebellion• Discusses ways in which language is used to convey opinions and ideas• Supports the discussion of the question with some appropriate textual reference	9–12
<ul style="list-style-type: none">• Identifies with some elaboration examples of the way in which the authors of ‘Hard Porridge’ and ‘I Am Your Father’ reflect the concept of rebellion• Identifies some examples of the way in which language is used to convey opinions and ideas• Attempts to compose an argument with reference to the text	5–8
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the way in which the authors of ‘Hard Porridge’ and ‘I Am Your Father’ reflect the concept of rebellion• Demonstrates some ability to structure and sequence ideas	1–4

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.1, H2.3, H2.4, H3.8

MARKING GUIDELINES

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

Section III — Writing in Chinese

Questions 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Writes perceptively for a specified audience, context and purposeDemonstrates an excellent control of vocabulary and language structuresDemonstrates a highly developed and sophisticated control of Chinese vocabulary and syntaxDemonstrates flair and originality in the selection, presentation and development of ideas	21–25
<ul style="list-style-type: none">Writes effectively for an audience, context and purposeDemonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntaxDemonstrates the ability to manipulate languageDemonstrates originality in the selection and presentation of ideas	16–20
<ul style="list-style-type: none">Writes original and interesting text appropriate to audience, context and purposeDemonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntaxDemonstrates the ability to organise and express most ideas reasonably but with a number of weaknesses in sequencing, linking and grammar	11–15
<ul style="list-style-type: none">Demonstrates an awareness of audience and context using only a narrow range of information and ideasUses a limited range of predictable vocabulary and language structures to express ideasAttempts to sequence and link ideas	6–10
<ul style="list-style-type: none">Communicates a limited range of ideas with little attempt to organise and sequence material	1–5