

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

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Contents

Beginners	5
Oral Examination	5
Section I – Situations	5
Section II – Reading Aloud	6
Listening Skills Examination	6
Written Examination	6
Section I – Reading Skills	6
Section II – Writing Skills	7
Section III – Grammar	7
Continuers	7
Oral Examination	7
Written Examination	8
Section I – Listening and Responding	8
Section II – Reading and Responding	9
Section III – Writing in Chinese	10
Extension	11
Oral Examination	11
Written Examination	11
Section I – Response to Prescribed Text	11
Section II – Writing in Chinese	12

2003 HSC NOTES FROM THE MARKING CENTRE CHINESE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese. 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.

General Comments

In 2003, approximately 10 candidates attempted the Chinese Beginners examination, 70 candidates attempted the Chinese Continuers examination and 27 candidates attempted the Chinese Extension examination.

Beginners

Oral Examination

General Comments

A wide range of abilities was evident, but overall most questions were answered satisfactorily.

Specific Comments

Section I – Situations

Strength:

- Most candidates gave satisfactory responses to the cues.

Weaknesses:

- Some candidates did not give enough detail or could not fully express the set cues.
- With regard to the more complex cues, some candidates had difficulty with the required sentence structures.

Section II – Reading Aloud

Strength:

- Most candidates read fluently with the correct intonation.

Weakness:

- Only a few candidates paused incorrectly or mispronounced the vocabulary.

Listening Skills Examination

Strength:

- Most candidates did well in this section.

Weakness:

- A few candidates could not comprehend the text as a whole, such as in Question 8.

Written Examination

Section I – Reading Skills

- Most candidates did not have difficulties comprehending questions and answered them properly. However, some candidates could not respond to the following questions properly and completely.

Question 1 (b): Some candidates restricted their response to ‘play ball games and swim together’ rather than ‘she is the first person to have her new telephone number’.

Question 2 (a): Some candidates did not include all relevant information. They referred to the ‘time’ or ‘venue’ instead of the arrangements made by the school to help students.

Question 4 (c): Some candidates could not answer this question fully. They did not include all relevant information.

Question 5 (b): Some candidates answered ‘to stay in Xiaohua’s home’ or ‘in the city centre’ instead.

Section II – Writing Skills

The majority of candidates selected Question 6 (a).

Strengths:

- Most candidates were able to follow all conventions of the discourse form.
- Some candidates provided relevant information in their answers and demonstrated the ability to sequence information well.
- Some candidates used a variety of vocabulary and structures.

Weaknesses:

- A few candidates did not answer the question.
- A few candidates who attempted Question 6 (c) did not meet the required word limit.

Section III – Grammar

In general, candidates did well in this section.

Strength:

- The majority of the candidates demonstrated knowledge of specified grammatical structures and produced meaningful sentences.

Weaknesses:

- A few candidates had limited knowledge and understanding of the required grammatical structures.
- Some candidates could not apply the *Shi.... de* construction correctly.

Continuers

Oral Examination

General Comments

- In general, the majority of candidates expressed their opinions confidently and effectively.
- The more able students demonstrated correct use of a wide variety of vocabulary items, complex structures and Chinese idioms.
- Less able students generally responded briefly to the questions asked and did not expand their answers with other relevant information.

Written Examination

Section I – Listening and Responding

Specific Comments

Question 1

All candidates answered this question correctly.

Question 2

Most candidates answered this question correctly.

Question 3

Most candidates' explanations correctly identified the speaker as a teacher. A few candidates did not provide an explanation of their choice.

Question 4

Most candidates answered this question correctly. It was noted that a few candidates did not know the appropriate English spelling for the Chinese names in the text.

Question 5

The majority of the candidates answered this question correctly.

Question 6

Most candidates answered this question fully.

Question 7

Most candidates answered this question successfully. A few candidates only provided examples of techniques or information without clearly linking these to their point of view.

Question 8

Most candidates answered this question correctly.

Question 9

- (a) Most candidates answered this question correctly.
- (b) Most candidates answered this question successfully. They were able to explain the cultural difference reflected in the discussion about the colour white.

Question 10

- (a) Only a few candidates answered this question correctly.
- (b) This question proved challenging to most candidates. The best responses were able to identify the change in the attitude of both speakers during the exchange.

Section II – Reading and Responding

Specific Comments

Part A

Question 11

- The majority of the candidates answered this question correctly.
- Some candidates could only identify part of the reasons for Question 11(c).
- Some candidates did not mention the differences in culture and customs for Question 11(d).

Question 12

- The majority of the candidates answered Question 12(a), 12(b) and 12(c) correctly.
- Some candidates only mentioned Ms Wang's experience instead of explaining how Mr Lee prompted Ms Wang when answering Question 12(d).
- Instead of analysing the dilemma faced by Ms Wang, some candidates just provided information in Question 12(e).

Part B

Question 13

- In general, candidates responded to this question well and used an appropriate letter format.
- Most candidates comprehended the information of the text accurately and responded in detail.
- Some candidates wrote creatively and used authentic language.
- A few candidates misinterpreted the information and did not grasp the gist of the text sufficiently and accurately. As a result, their responses did not refer to the main points referred to in the stimulus text.
- A few candidates copied excessively from the original text and a few responses did not reach the word requirement.

Section III – Writing in Chinese

Specific Comments

Question 14

- Most candidates attempted Question 14(b).
- The more able candidates were able to provide a scenario so as to invite their penfriends for a visit.
- Most candidates were able to show their understanding of the format with good control of language structures.
- A few students did not use the required number of characters and were not able to demonstrate the required range of structures or depth of treatment.
- Most candidates who attempted Question 14(a) wrote thoughtful descriptions of a day's work experience.

Question 15

- The majority of candidates demonstrated a good understanding of the chosen task.
- Many candidates were able to respond to the task reflectively or persuasively in accordance with the task requirements.
- Most candidates demonstrated a good knowledge of vocabulary and sentence structures.
- Some candidates' responses showed a high degree of authenticity and creativity.
- Candidates generally performed better in Question 15(b) than in Question 15(a).
- Some candidates who attempted Question 15(a) misinterpreted the task and evaluated their school's 'visit to the sister school in China'.
- Some candidates only summarised the activities but did not evaluate them.

Extension

Oral Examination

Monologue

General Comments

- Candidates who supported their argument with relevant specific examples were able to justify their point of view more effectively.
- In general, candidates performed well.
- All 3 questions were attempted.

Specific Comments

Question 1

Some candidates had difficulties in giving relevant information or gave limited information to support their argument.

Question 2

Candidates gave limited information to support their argument. The majority of candidates argued that young people should be able to wear whatever they want.

Question 3

Some candidates did not specifically address the question. They mentioned that it is important to study at university or referred to the subjects they are studying at the university rather than responding to the question itself.

Written Examination

Section I – Response to Prescribed Text

Part A

Specific Comments

Question 1(a)

- Most candidates demonstrated their ability to identify the problems that Jinrong was facing. However, only a few students mentioned the problems of the other characters in the film.

Question 1(b)

- The best responses clearly identified Shanshan’s relationship with the other characters, as well as explaining her role in the film as a whole.

Question 1(c)

- Most candidates were able to identify the differences between Lao Zhu and Mrs Liang from Jinrong’s viewpoint. The explanation of Jinrong’s secret inner world (her feeling towards Lao Zhu) was generally adequate. However, some candidates did not refer to Jinrong’s silence as part of her response.

Question 1(d)

- Most candidates demonstrated a detailed understanding of the two scenes although some did not discuss the issue of family values. Reference to the film techniques and the director’s strategies were generally sufficient. However, some explanations of the details were not relevant to the question. The best responses linked the techniques to the issues.

Part B

Question 2

- Most of the responses demonstrated a good understanding of the prescribed text. Some responses demonstrated a perceptive understanding of the significance of the conversation where Lao Zhu’s inner world was revealed. Some students’ responses were rather superficial and failed to address Lao Zhu’s hope for his own life.
- The majority of the students showed very good control of language skills and the conventions of the diary text-type.

Section II – Writing in Chinese

Question 3

- Most candidates who attempted Question 3 developed their arguments coherently.
- Some candidates presented their points of view in a very sophisticated way and supported their arguments with relevant information.
- A few candidates did not state their specific opinions clearly.

Question 4

- Some candidates who attempted Question 4 demonstrated an excellent sense of the specific audience and wrote using appropriate language and vocabulary.
- Some candidates wrote only about the reasons for going overseas and did not include sufficient reference to subject choice.

Chinese Beginners

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Speaking Skills Examination			
Section I — Situations			
1	2	Shopping	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	2	Sport	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Weather	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Making arrangements	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	Leisure	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Speaking Skills Examination			
Section II — Reading Aloud			
6	5	Health	H2.4
Listening Skills Examination			
1	1	Meeting people — conversation	H3.1
2	1	Asking for information — conversation	H3.1
3	1	Sport — announcement	H3.1
4	1	Travel — conversation	H3.1
5 (a)	1	Weather — news item	H3.1
5 (b)	1	Weather — news item	H3.1
6	1	School — conversation	H3.1
7	2	Shopping — conversation	H3.1
8	2	Health — conversation	H3.1
9	3	Travel — conversation	H3.1
10	1	Directions — conversation	H3.1
11	3	Entertainment — announcement	H3.1
12	3	Food — conversation	H3.1
13	4	Family — conversation	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	3	Friends — diary entry	H3.1
2	4	School — advertisement	H3.1
3	6	Family — letter	H3.1
4	7	Sport — webpage	H3.1
5	10	Travel — two faxes	H3.1
Written Examination			
Section II — Writing Skills			
6 (a)	10	Shopping	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	10	Eating and drinking	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	10	Seasons	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Written Examination			
Section III — Grammar			
7	10	Grammar	H2.1, H2.5, H2.7

Chinese Continuers

2003 HSC Examination Mapping Grid

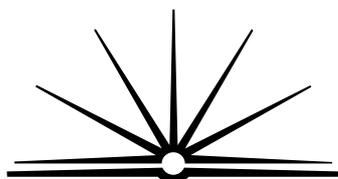
Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Personal identity — conversation	H3.1
2	1	Education and aspirations — community news item	H3.1
3	2	Travel experiences — announcement	H3.1
4	2	Recreation and leisure — phone message	H3.1
5	1	Travel experiences — announcement	H3.1
6	2	Education and aspirations — conversation	H3.1, H3.2
7	3	Education and aspirations — speech	H3.1, H3.2
8	1	Youth issues — conversation	H3.1
9 (a)	1	Lifestyles — conversation	H3.1
9 (b)	4	Lifestyles — conversation	H3.1, H3.2
10 (a)	2	Tourism and hospitality — conversation	H3.1
10 (b)	5	Tourism and hospitality — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
11 (a)	1	Tourism and hospitality — diary entry	H3.1
11 (b)	2	Tourism and hospitality — diary entry	H3.1
11 (c)	2	Tourism and hospitality — diary entry	H3.1
11 (d)	4	Tourism and hospitality — diary entry	H3.1, H3.2
12 (a)	2	History and culture — conversation	H3.1
12 (b)	2	History and culture — conversation	H3.1
12 (c)	3	History and culture — conversation	H3.1, H3.2
12 (d)	4	History and culture — conversation	H3.1, H3.2
12 (e)	5	History and culture — conversation	H3.1, H3.2

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination Section II — Reading and Responding Part B			
13	15	Education and aspiration — letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination Section III — Writing in Chinese			
14 (a)	6	The world of work — diary entry	H2.1, H2.2, H2.3
14 (b)	6	Personal identity — letter	H2.1, H2.2, H2.3
15 (a)	9	Lifestyles — report	H2.1, H2.2, H2.3
15 (b)	9	Education and aspirations — speech	H2.1, H2.2, H2.3

Chinese Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
1	5	Changing relationships – monologue	H1.1, H1.2
2	5	Individual search for identity – monologue	H1.1, H1.2
3	5	Modern vs traditional values – monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Eat, Drink, Man, Woman</i>	H2.1, H2.2
1 (b)	2	<i>Eat, Drink, Man, Woman</i>	H2.1, H2.2
1 (c)	4	<i>Eat, Drink, Man, Woman</i>	H2.1, H2.2, H2.3
1 (d)	7	<i>Eat, Drink, Man, Woman</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Eat, Drink, Man, Woman</i> – diary entry	H2.1
Written Examination			
Section II — Writing in Chinese			
3	15	Modern vs traditional values – article	H1.1, H1.2
4	15	Changing relationships – formal letter	H1.1, H1.2



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

2003 HSC Chinese Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the mode of transport to be used	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies what the radio announcement urges people to do	1

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two reasons the female speaker prefers the American shirt	2
• Identifies one reason the female speaker prefers the American shirt	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the solution	2
• Demonstrates some understanding of the solution	1

Question 9*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the girl thinks she is suitable for the job	3
• Demonstrates some understanding of why the girl thinks she is suitable for the job	2
• Identifies some relevant information	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 11*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the concert will attract students and parents	3
• Demonstrates some understanding of why the concert will attract students and parents	2
• Identifies some relevant information	1

Question 12*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the girl's eating habits have changed since she has been in Australia	3
• Demonstrates some understanding of why the girl's eating habits have changed since she has been in Australia	2
• Identifies some relevant information	1

Question 13*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the difference	4
• Demonstrates some understanding of the difference	2–3
• Identifies some relevant information	1

2003 HSC Chinese Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Mary's attitude to the relationship and gives details	2
• Identifies either attitude or details	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the arrangements made by the school	2
• Identifies only one aspect of the arrangements made by the school	1

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

Criteria	Marks
• Identifies the place to meet the teacher	2
• Identifies only one of the above, ie place or teacher	1

Question 3 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 3 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two weather conditions of Shanghai	2
• Identifies only one weather condition of Shanghai	1

Question 3 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Describes the aspects of the writer's experience in Shanghai, eg environment, friends and emotions	3
• Identifies only two aspects	2
• Identifies only one aspects	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Describes the facilities the Sports Centre has	2
• Identifies only one of the above	1

Question 4 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why the Sports Centre would be appealing	4
• Identifies some points why the Sports Centre is appealing to students	2–3
• Identifies some relevant information about why the Sports Centre is appealing to students	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies how the writers know each other	2
• Identifies some relevant information	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies where Mark will stay and the two reasons why	3
• Identifies two of the above	2
• Identifies one of the above	1

Question 5 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of how Xiaohua is able to help and the limitation on this	5
• Demonstrates some understanding of how Xiaohua is able to help	3–4
• Identifies one or two ways Xiaohua can help	1–2

Section II — Writing Skills

Question 6

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9–10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7–8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5–6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3–4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–2

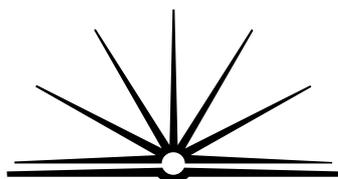
Section III — Grammar

Question 7

Outcomes assessed: H2.1, H2.5, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides correct Chinese sentence• Demonstrates knowledge and understanding of the specified grammatical construction	2
<ul style="list-style-type: none">• Demonstrates partial knowledge and understanding of the specified grammatical construction	1



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

2003 HSC Chinese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why this day is special for the male speaker	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the person and explains why	2
• Identifies the person	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies both of the things Xiaoming is going to do	2
• Identifies one of the things Xiaoming is going to do	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies fully the reasons for his career choice	2
• Identifies a reason for his career choice	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies and comments fully on the strategy the speaker employs to substantiate her opinion	3
• Identifies and comments on some of the strategy the speaker employs to substantiate her opinion	2
• Identifies some of the strategy the speaker employs to substantiate her opinion	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the person	1

Question 9 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies in detail the feelings and attitudes and explains fully	4
• Identifies some of the feelings and attitudes and gives some explanation	2–3
• Identifies some of the feeling and attitudes	1

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the two speakers	2
• Identifies one speaker	1

Question 10 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies fully the change of attitude and explains in detail with textual reference	5
• Identifies some of the changes and explains with some textual reference	3–4
• Identifies a limited number of the changes	1–2

Section II — Reading and Responding

Part A

Question 11 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 11 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides the full reason	2
• Provides part of the reason	1

Question 11 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains his disappointment	2
• States that he couldn't open the present	1

Question 11 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of what the writer learned	4
• Demonstrates some understanding of what the writer learned	2–3
• Identifies some relevant information	1

Question 12 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the two people and gives detailed information	2
• Identifies the two people	1

Question 12 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed facts of Ms Wang's background	2
• Provides some facts of Ms Wang's background	1

Question 12 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the reason	3
• Demonstrates some understanding of the reason	2
• Identifies some relevant information	1

Question 12 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Analyses Mr Lee’s skills in detail with full textual reference	4
• Analyses the skills with some textual reference	3
• Analyses the skills with limited reference	1–2

Question 12 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates comprehensive understanding by analysing the dilemma, including most of the details	5
• Demonstrates some understanding by explaining the dilemma	3–4
• Identifies some information about the dilemma	1–2

Section II — Reading and Responding

Part B

Question 13

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • 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"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • 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 information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Chinese

Question 14

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1–2

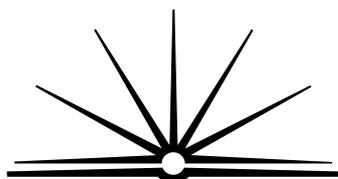
Section III (continued)

Question 15

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1



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

2003 HSC Chinese Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the whole situation that Jinrong is facing	2
• Identifies part of the situation that Jinrong is facing	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains the full implication of Shanshan's role	2
• Explains some implication of Shanshan's role	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Explains Jinrong's response and its implication fully	4
• Explains Jinrong's response and mentions its implication	3
• Explains Jinrong's response only	1–2

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates perceptive understanding of the contemporary issue (family relationship) as it relates to the scenes • Demonstrates perceptive understanding of the effects achieved by the director in these parallel scenes	7
• Demonstrates good understanding of the contemporary issue (family relationship) as it relates to the scenes • Demonstrates good understanding of the effects achieved by the director in these parallel scenes	5–6
• Demonstrates some understanding of the contemporary issue (family relationship) as it relates to the scenes • Demonstrates some understanding of the effects achieved by the director in these parallel scenes	3–4
• Demonstrates limited understanding of the contemporary issue (family relationship) as it relates to the scenes • Identified isolated effects achieved by the director in these parallel scenes	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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