

**2005 HSC Notes from
the Marking Centre
Chinese Background Speakers**

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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.

Section I – Listening and Responding

Part A

Question 1

In general, candidates demonstrated a very poor understanding of the syllabus outcomes as they related to the listening text in Question 1. Question 1(b) was linked to Outcome 3.3 (infers...emotions from features of language) and Question 1(c) was linked to Outcome 3.2. Very few candidates were able to 'analyse [the] ways in which language conveys meaning'. Candidates must support their answers with appropriate textual references. A few candidates answered in Chinese and not in English as required by the question and as a result received no marks for this question.

- (a) There was some confusion about the identity of Meilan. Some candidates confused her with the female speaker or mistook her for Xiaolin's girlfriend. A number of candidates who identified her correctly did not provide sufficient information about her such as 'she answered the female speaker's phone calls' or 'she passed information to the female speaker's parents'.
- (b) Some candidates did not describe the changes of Xiaolin's emotions. Instead, they simply listed information from the text that did not relate to the question.
- (c) This question was very poorly answered by candidates. Most candidates made no reference to the female speaker's personality. Of those who attempted to answer the question, few supported their descriptions or comments about the relationship with relevant examples from the text.

Candidates are strongly advised to read each question carefully. Including information that does not relate to the question will not attract any marks. Teachers and students are reminded that questions in Question 1 will relate to the outcomes listed in the syllabus under the

Objective 3, ‘analyse, evaluate and respond to a range of texts that are in Chinese’. Students should be familiar with a range of question types that could assess these outcomes.

Part B

Question 2

Generally speaking, candidates were better prepared for this question and demonstrated greater analytical ability than in 2004.

The majority of candidates understood the texts well and made appropriate reference to them in their responses. Many answered enthusiastically and argued well in relation to the advantages and disadvantages of being married or single.

The majority of candidates responded in the required text type. In the weaker responses, candidates did not compare and contrast opinions and ideas. They simply quoted information from the listening texts without relating this information to the question.

Section II – Reading and Responding

Part A

Question 3

General Comments

The majority of candidates attempted this question in Chinese.

Candidates generally demonstrated a good understanding of the prescribed text of *Chuntao*.

Specific Comments

- (a) Quite a few candidates only mentioned the relationship among three of them and did not refer to the division of work for the future ‘company’.
- (b) In the best responses, candidates provided a detailed explanation of Chuntao’s social status and anti-traditional behaviour. The weaker responses included information about her character and personality, which was not required by the question. Candidates are reminded to read each question carefully and where necessary to underline key phrases.
- (c) In the best responses, candidates analysed the significance of both the ‘mosquito incense’ and the ‘red invitation’, as required by the question.
- (d) In the weaker responses, candidates either repeated the story of Chuntao or paraphrased the quotation in their own words rather than relating the quotation to the theme of this short story, as required by the question.

Question 4

The syllabus states that in this question candidates will be required to make ‘reference to the theme from which the prescribed texts have been drawn’. The question required the candidates to relate *Hard Porridge*, *Having Nothing* and *The Descendants of the Dragon* to the theme ‘global issues’. Many candidates did not make the connection between the question and the syllabus and interpreted ‘global issues’ as communal problems or experiences shared by all mankind. They referred to the need to reform, the pursuit of love, the rebellious nature of young people or the desire to maintain one’s own culture as evidences of global issues.

Some candidates wrote about ‘global issues’ without any textual references to the three texts referred to in the question.

In the weaker responses, candidates summarised the story line or described the three texts. They did not make relevant textual references or relate their responses to ‘global issues’.

Very few candidates answered the question well in relation to all three texts. Many wrote well on one text but demonstrated little understanding of the other two. In the best responses, candidates related each text to ‘global issues’ and substantiated their argument with appropriate textual references. These candidates wrote a sustained argument in clear and precise Chinese whereas in the weaker responses, candidates included redundant material written with incorrect Chinese characters, grammatically wrong expressions and inaccurate quotations.

Of the three texts, *Hard Porridge* was treated most effectively. Candidates related the text to the way in which western culture was changing the way of life and thinking of the characters in the text. They were also able to point out how the characters explore ways of adaptation in the face of overwhelming westernisation.

Many candidates treated *Having Nothing* incorrectly as a love song only. They did not relate the song to the theme through any of the contemporary issues. The best responses referred to the two distinct influences of western culture in China in the 1980s – individualism and materialism – as represented by the male and female protagonists in the song.

Discussion of the third text, *The Descendants of the Dragon* was handled poorly by most candidates. They related the song to the issue of ‘the maintenance of Chinese culture in non-Chinese speaking context’ and not to the issue of ‘the impact of international influences on Chinese speaking countries’. In the best responses, candidates made reference to foreign invasion and its impact on the course of history and the mentality of the Chinese people.

Part B

Question 5

Nearly all candidates responded to the stimulus material in the required text type.

Some better responses demonstrated a high level of sophistication in their writing skills and responded to the issues raised analytically, logically and critically.

Many candidates did not identify all the issues raised in the stimulus text. As a result, they only gave personal responses to one issue instead of responding to all the issues raised.

In the weaker responses, candidates did not demonstrate an understanding of the syllabus requirement to ‘exchange information in response to the opinions, ideas and information found in the text’. Instead, they either paraphrased the stimulus material or treated the question as a creative writing task.

Some candidates tended to quote a lot of irrelevant information such as their personal experiences or a short story, which had nothing to do with the central idea of the text. Some of the candidates wrote a very long introduction before expressing their views on the issues discussed; thus their responses were not proportionally structured.

Section III – Writing in Chinese

General Comments

The task required the candidates to address the listeners as a host of a radio program that specially targeted a young Chinese audience.

Most candidates addressed the question properly using the correct text type and fluent language. Candidates presented interesting examples from various viewpoints that addressed the three topics.

Common mistakes included the use of English syntax, incorrect idiomatic expressions and incorrect use of some words and expressions.

Specific comment

Question 6

In the weaker responses, candidates wrote about ‘what’ makes an ideal young person rather than ‘how’ young people should contribute to our society.

Question 7

In the weaker responses, candidates addressed only one aspect of the question, either the impact of the economic growth or the environment.

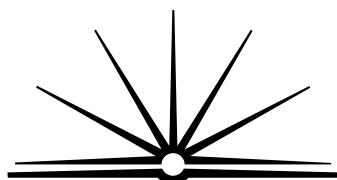
Question 8

Some candidates emphasised ‘gender equity’ or ‘female liberation’ and failed to address the topic within the ‘family’ context.

Chinese Background Speakers

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	Pressure on young people today — conversation	H3.1
1 (b)	3	Pressure on young people today — conversation	H3.2, H3.3
1 (c)	5	Pressure on young people today — conversation	H3.2
Section I — Listening and Responding			
Part B			
2	10	The role of family and marriage in contemporary society — radio interview/radio report	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Chuntao</i>	H3.1
3 (b)	3	<i>Chuntao</i>	H3.2, H3.8
3 (c)	4	<i>Chuntao</i>	H3.2, H3.7, H3.8
3 (d)	6	<i>Chuntao</i>	H3.2, H3.8
4	25	<i>Hard Porridge, Have Nothing and The Descendants of Dragon</i>	H2.1, H3.1, H3.2, H3.7, H3.8
Section II — Reading and Responding			
Part B			
5	15	The impact on young people of changes in traditional social values — article/diary entry	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Chinese			
6	25	The role of model young Chinese — script for radio broadcast	H2.1, H2.2, H2.3, H2.4
7	25	Economic growth and its impact — script for radio broadcast	H2.1, H2.2, H2.3, H2.4
8	25	Changing gender roles in today's society — script for radio broadcast	H2.1, H2.2, H2.3, H2.4



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

2005 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
• Provides a good understanding of what we learn about Meilan	2
• Identifies some relevant information	1

Question 1 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Comprehensively and perceptively describes the change in emotions	3
• Describes aspect of the change emotion	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the personalities and relationship	5
• Demonstrates a good understanding of the personalities and relationship	3–4
• Demonstrates some understanding of the personalities and relationship	2
• Identifies some relevant information	1

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 texts• 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 texts• 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 texts 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
• Identifies with some detail the matter referred to	2
• Identifies some relevant information	1

Question 3 (b)

Outcomes assessed: H3.2, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the quote	3
• Demonstrates some understanding of the quote	2
• Identifies some relevant information	1

Question 3 (c)

Outcomes assessed: H3.2, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive analysis of both elements	4
• Explains the significance of both elements	3
• Provides some explanation of the elements	2
• Identifies some relevant information	1

Question 3 (d)

Outcomes assessed: H3.1, H3.2, H3.6, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive and perceptive analysis of the quote as it relates to the theme of the short story	6
• Explains the quote as it relates to the theme of the short story	4–5
• Links the quote to the theme	2–3
• Identifies some relevant information	1

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H3.1, H3.2, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the relationship between <i>Hard Porridge</i>, <i>Have Nothing</i> and <i>The Dragon's Heirs</i> and global issues• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse the relationship between <i>Hard Porridge</i>, <i>Have Nothing</i> and <i>The Dragon's Heirs</i> and global issues• Analyses the way in which language is used to convey meaning• Composes an effective argument with appropriate textual reference	16–20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the relationship between <i>Hard Porridge</i>, <i>Have Nothing</i> and <i>The Dragon's Heirs</i> and global issues• Discusses ways in which language is used to portray convey meaning• Supports the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples linking the texts and the issue• Identifies some examples of the way in which the messages were carried• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the texts and the issue• Demonstrates some ability to structure and sequence ideas	1–5

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, 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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes perceptively for a specified audience, context and purpose• Demonstrates an excellent control of vocabulary and language structures• Demonstrates a highly developed and sophisticated control of Chinese vocabulary and syntax• Demonstrates 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 purpose• Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax• Demonstrates the ability to manipulate language• Demonstrates 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 purpose• Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax• Demonstrates 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 ideas• Uses a limited range of predictable vocabulary and language structures to express ideas• Attempts 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