

**2006 HSC Notes from  
the Marking Centre  
Chinese Background Speakers**

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# **2006 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 2006 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 2006 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.

The candidates are reminded that they have to clearly indicate their centre numbers, student numbers and the number of the question they attempt on each cover of the writing booklets.

## **Section I – Listening and Responding**

### **Part A**

#### **General Comments**

Most candidates demonstrated a good understanding of the text. However, only the better candidates were able to infer points of view, values and attitudes.

Candidates are advised to read each question carefully and remember to answer all the questions in English. They are also reminded to pay particular attention to the number of marks allocated to each question. This should be a guide to the depth of response required – eg, a question worth 3 marks cannot be fully answered in one sentence only.

#### **Specific Comments**

- (a) Some candidates did not provide sufficient information to indicate what had happened between the two speakers in their relationship. A number of candidates made grammatical errors in their responses. While some errors were insignificant, others changed the entire meaning of the answer.
- (b) Many candidates were able to identify and summarise the information related to the speakers' family backgrounds. However, only a few candidates were able to provide an in-depth analysis and demonstrate a perceptive understanding of how the family backgrounds had influenced the speakers' outlook on their lives. Moreover, there were significant grammatical errors and spelling mistakes in these responses.
- (c) This question was well attempted.

## **Part B**

### **Question 2**

Generally speaking, the majority of candidates were able to identify the main points and gave detailed information from both of the texts. They also demonstrated sound skills in comparing and contrasting both texts.

In the weaker responses, some candidates simply recorded every word of the texts without providing a discerning choice of textual references to support the arguments required by the question. Some candidates also deviated from their discussion into creative writing.

Candidates are advised to familiarise themselves with the Syllabus Outcomes 3.2, 3.4, and 3.5 and practise the skills required of this part of the examination.

## Section II – Reading and Responding

### Part A

#### Question 3

##### General Comments

In general, candidates demonstrated a good understanding of the story *I am Your Father* (Chapter 3). The majority of candidates attempted this question in Chinese.

##### Specific Comments

- (a) Most candidates demonstrated a good understanding of why this interview occurred, but some failed to mention the reason for Ma Linsheng's presence at school.
- (b) Some candidates misinterpreted the question. Their responses simply described the personalities of Teacher Liu instead of commenting on the quotation. In the better responses, the candidates were able to infer that Teacher Liu refused to admit her mistakes and was trying to seek sympathy from others, which reflected her hypocritical attitude.
- (c) Many candidates were able to summarise and interpret information and ideas from the text. They demonstrated a good understanding of the Director's character and were able to support their answers with relevant textual references. However, only a few candidates were able to respond to the text personally and critically. In the weaker responses, the candidates only criticised the Director instead of analysing how he was portrayed in the extract.
- (d) Many candidates only demonstrated a limited understanding of the question. Their responses simply focused on describing or analysing the main characters of the story. They failed to demonstrate a perceptive understanding of what the question required, which was the critique of Chinese society. In the better responses, candidates were able to recognise, analyse and evaluate the effectiveness of a variety of features found in the prescribed text, such as the hypocrisy of the adult world and the bureaucratic society, the poor quality and apathetic attitude of the educators, and the supremacy of fathers and teachers.

#### Question 4

##### General Comments

This question required the candidates to explore how the triangular relationships found in *Chuntao* and *The Wedding Banquet* reflected the conflicts experienced by the characters in their communities. Responses for this question were rewarded for the quality of the analysis and the aptness of the textual references. Thus the candidates were expected to demonstrate a perceptive interpretation of the texts, a discerning choice of textual references, a logical and lucid development of arguments and a high standard of writing skills.

## Specific Comments

- (a) Nearly all candidates demonstrated a good understanding of the plots of both texts and many of them exhibited a reasonable control of language.
- (b) Over half of the candidates were able to identify the conflicts experienced by the characters in the triangular relationships. However, many of the responses relied too heavily on storytelling instead of analysing how the conflicts experienced by individuals were exemplified in the triangular relationships. Some did analyse the connection, but the arguments were supported by either insufficient or irrelevant textual references.
- (c) Less than one-third of the candidates were able to use well-integrated textual references and quotes to support the analysis of the discrimination and internal struggles experienced by the characters in the triangular relationships.
- (d) Only a few candidates explored the extent to which the conflicts experienced by the characters in their communities had impacted on the formation of the love triangles. The majority of the candidates' responses were either plot- or character-driven without insightful discussion. For instance, many candidates gave a detailed description of the personality of Chuntao and the role she played in the triangular relationship. However, they failed to realise that the bold, emancipated and anti-traditional image of a new woman was the end product of the hardship she had experienced in the politically unstable society.
- (e) Some of the weaker responses tended to recount, summarise and describe rather than evaluate, analyse and interpret. Some candidates demonstrated a mechanical reliance on prepared materials or the use of rote-learned responses to fit the question and thus failed to provide an insightful response, as expected of them in the question.
- (f) In weaker responses, some textual features were identified but they were explained in a limited or superficial way, without developed analysis. Some were discursive and lacked cohesion and were often marred by incorrect use of characters, syntax errors and poor paragraphing.
- (g) Some candidates based their answers on the film of *Chuntao* instead of the short story written by Xu Dishan.

## Part B

### Question 5

#### General Comments

This question required the candidates to demonstrate their understanding of the stimulus text through a critical, analytical and personal response to the five issues pivoting around the argument of whether the Chinese New Year could become a global festival.

## Specific Comments

- (a) Nearly all candidates were able to identify the argument and respond to the stimulus text in the required text-type – a formal letter. However, in some weaker responses, the candidates wrote the incorrect Chinese characters for ‘editor’ and many of them omitted the complimentary close.
- (b) In the better responses, the candidates were able to provide a precise and insightful analysis of the issues presented and responded to them personally in a thoughtful, logical and organised way. They also demonstrated a high level of sophistication in their writing skills and structure of responses.
- (c) Some of the best responses came from the candidates who disagreed with the writer, as many of the candidates who shared the same opinions as the writer easily fell into the trap of reproducing, summarising or paraphrasing the stimulus text without voicing their own personal opinions.
- (d) Some candidates tended to write creatively instead of expressing their opinions in response to the issues raised by the writer.
- (e) Responses in the lower-mark ranges included those with poor written expression, poor organisation of ideas and incorrect use of characters and syntax. Very poor responses involved copying all the five points from the stimulus text and concluding in one or two lines, stating that they agreed with the writer totally.



## **Section III – Writing in Chinese**

### **General Comments**

The majority of candidates were able to express their ideas effectively according to the context, purpose and audience.

Common weaknesses included problems with written expressions, logical organisation of ideas and structure of responses, poor control of paragraphing, incorrect use of characters, idiomatic expressions and syntax, and poor legibility.

Candidates are advised to read the questions carefully and consider which themes and issues are linked to the question. They are also reminded to avoid using words and expressions which are unfamiliar, or which may be colloquial.

### **Specific Comments**

#### **Question 6**

Better responses came from those candidates who produced interesting stories written from the first-person or the third-person perspective.

Some candidates misinterpreted the question and responded with an essay, a report or recount instead of a story. There were a few candidates who wrote about the experiences of ‘an overseas student’ rather than ‘a migrant’.

#### **Question 7**

Of the three questions, this was attempted by the least number of candidates.

The stronger responses were able to address all parts of the question comprehensively, whereas the weaker ones focused on part of the requirements only. In some cases, statistics were presented without any interpretation and explanation.

Candidates are reminded not to use English for those nouns with commonly used English equivalents. In this question, some candidates used English for the subjects taken by the Year 11 students, which was inappropriate.

#### **Question 8**

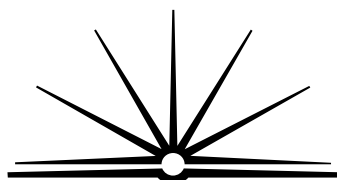
The majority of the candidates attempted this question. Many candidates demonstrated a good understanding of the prescribed theme and related issues in their writing.

Many of the weaker responses failed to relate to the issues and simply elaborated on having married at an early age, instead of writing an introspective diary from the psychological and emotional perspective of the writer. Some candidates started with the diary format but ended up writing an essay or a pure recount.

# Chinese Background Speakers

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	3	The role of the individual in today's society – dialogue	H3.1
1 (b)	6	The role of the individual in today's society – dialogue	H3.2
1 (c)	1	The role of the individual in today's society – dialogue	H3.1, H3.3
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	The impact of international influence on Chinese speaking countries – interview/speech – article	H2.1, H2.3, H3.2, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	<i>I am your father (Chapter 3)</i>	H3.1
3 (b)	3	<i>I am your father (Chapter 3)</i>	H3.2
3 (c)	4	<i>I am your father (Chapter 3)</i>	H3.2, H3.7, H3.8
3 (d)	6	<i>I am your father (Chapter 3)</i>	H3.1, H3.2, H3.3, H3.7, H3.8
4	25	<i>Chun Tao/Wedding Banquet</i>	H2.1, H2.2, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	Economic growth and its impact – article	H1.2, H2.1, H2.3, H3.8
<b>Section III — Writing in Chinese</b>			
6	25	Adapting to new cultures – story	H2.1, H2.2, H2.3, H2.4, H4.1
7	25	The place of education in young peoples' lives – report	H2.1, H2.2, H2.3
8	25	Changing gender roles in today's society – diary entry	H2.1, H2.2, H2.3



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## 2006 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
• Demonstrates a good understanding of the relationship	3
• Demonstrates some understanding of the relationship	2
• Provides some relevant information	1

#### Question 1 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the family backgrounds have influenced their outlook on life	6
• Demonstrates a sound understanding of how the family backgrounds have influenced their outlook on life	4–5
• Demonstrates some understanding of how the family backgrounds have influenced their outlook on life	2–3
• Provides some relevant information	1

#### Question 1 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	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"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the texts</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 them in a lucid way</li><li>• Composes an effective argument with close reference to the texts</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>• Writes coherently and with some appropriate textual reference</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



## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the interview is taking place	2
• Provides some explanation of why the interview is taking place	1

#### Question 3 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of the quotation	3
• Demonstrates some understanding of the quotation	2
• Provides some relevant information	1

#### Question 3 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the Director's character with textual reference	4
• Demonstrates a good understanding of the Director's character with textual reference	2–3
• Provides some relevant information about the Director	1



**Question 3 (d)**

*Outcomes assessed: H3.1, H3.2, H3.3, H3.7, H3.8*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the question</li><li>• Makes perceptive reference to the extract and Chapter 3</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the question</li><li>• Makes reference to the extract and Chapter 3</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the question</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Outcomes assessed: H2.1, H2.2, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to explore the conflicts <i>experienced</i> by individuals within their communities exemplified by the triangular relationships in Ang Lee's <i>The Wedding Bouquet</i> and Xu Dishan's <i>Chuntao</i></li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to explore the conflicts experienced by individuals within their communities exemplified by the triangular relationships in Ang Lee's <i>The Wedding Banquet</i> and Xu Dishan's <i>Chuntao</i></li><li>• Analyses the way in which language is used to convey meaning</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the conflicts experiences by individuals within their communities exemplified by the triangular relationship between <i>The Wedding Banquet</i> and <i>Chuntao</i></li><li>• Discusses ways in which language is used to convey meaning</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	11–15
<ul style="list-style-type: none"><li>• Identifies with some elaboration examples linking the texts and the issue</li><li>• Identifies some examples of the way in which the messages were carried</li><li>• Attempts to compose an argument with reference to the texts</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the texts and the issue</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.3, H3.8*

#### MARKING GUIDELINES

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>• Writes coherently and with some appropriate textual reference</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



## Section III — Writing in Chinese

### Questions 6–8

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</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 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 the ability to manipulate language</li><li>• Demonstrates originality in the selection and presentation of ideas</li></ul>	16–20
<ul style="list-style-type: none"><li>• Writes original and interesting text appropriate to 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