



BOARD OF STUDIES
NEW SOUTH WALES

2009 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 who Li Qiang is	2
• Demonstrates some understanding of who Li Qiang is	1

Question 1 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the interviewer's initial view	3
• Demonstrates a sound understanding of the interviewer's initial view	2
• Demonstrates some understanding of the interviewer's initial view	1

Question 1 (c)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how Li Qiang's responses have changed the opinion of the interviewer	5
• Demonstrates a sound understanding of how Li Qiang's responses have changed the opinion of the interviewer	3–4
• Demonstrates some understanding of how Li Qiang's responses have changed the opinion of the interviewer	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 economic growth and its impact 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 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, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the social standing of the school	2
• Demonstrates some understanding of the social standing of the school	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

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

Question 3 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the language features in character portrayal	4
• Demonstrates a good understanding of the language features in character portrayal	2–3
• Provides some relevant information about the language features in character portrayal	1

Question 3 (d)

Outcomes assessed: H2.3, H3.2, H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the texts in relation to the issue, pressures on young people today• Makes a reference to the extract and the rest of chapter 1 and chapter 2	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the texts in relation to the issue, pressures on young people today• Makes a reference to the extract and the rest chapter 1 and chapter 2	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the texts in relation to the issue, pressures on young people today	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the statement with reference to ‘<i>Beijing Natives in New York</i>’ and ‘<i>Cheers, Thomas Mann!</i>’• 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 statement with reference to ‘<i>Beijing Natives in New York</i>’ and ‘<i>Cheers, Thomas Mann!</i>’• 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 discuss the statement with reference to ‘<i>Beijing Natives in New York</i>’ and ‘<i>Cheers, Thomas Mann!</i>’• Discusses the way in which language is used to convey meaning• Supports the discussion of the question with some appropriate textual reference	11-15
<ul style="list-style-type: none">• Identifies some examples linking the texts and the statement• Identifies some examples in which the messages are conveyed• Attempts to compose an argument with reference to the texts	6-10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the texts• 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, H3.2, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the place of education in young people’s life 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 about the place of education in young people’s life raised 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 purposeDemonstrates an excellent control of vocabulary and language structuresDemonstrates breadth and depth in the logical treatment of relevant informationDemonstrates 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 a considerable degree of breadth and depth in the logical treatment of relevant informationDemonstrates 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

Chinese Background Speakers

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	The role of the individual in today's society — interview	H3.1
1 (b)	3	The role of the individual in today's society — interview	H3.2, H3.3
1 (c)	5	The role of the individual in today's society — interview	H3.2, H3.3
Section I — Listening and Responding			
Part B			
2	10	Economic growth and its impact — public letter and conversation	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>The Third Way</i> — pressure on young people today	H3.1, H3.2
3 (b)	3	<i>The Third Way</i> — pressure on young people today	H3.1, H3.2
3 (c)	4	<i>The Third Way</i> — pressure on young people today	H2.3, H3.2, H3.3
3 (d)	6	<i>The Third Way</i> — pressure on young people today	H 2.3, H3.2, H3.3, H3.7
4	25	<i>Beijing Natives in New York</i> and <i>Cheers, Thomas Mann!</i> — adapting new culture	H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	The place of education in young people's lives — letter	H1.2, H2.1, H2.4, H3.2, H3.8
Section III — Writing in Chinese			
6	25	Environmental issues — article	H2.1, H2.2, H2.3, H2.4
7	25	The impact on young people of changes in traditional social values — report	H2.1, H2.2, H2.3
8	25	The role of the family and marriage in contemporary society — speech script	H2.1, H2.2, H2.3, H2.4,