



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

2010 HSC Chinese Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for the program being popular	2
• Demonstrates some understanding of the reasons for the program being popular	1

Question 1 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of why Lina is a suitable candidate	3
• Demonstrates a sound understanding of why Lina is a suitable candidate	2
• Demonstrates some understanding of why Lina is a suitable candidate	1

Question 1 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the program host's interviewing style	5
• Demonstrates a sound understanding of the program host's interviewing style	4
• Demonstrates some understanding of the program host's interviewing style	2–3
• Provides isolated information	1

**Section I — Listening and Responding
Part B****Question 2**

Criteria	Marks
• Demonstrates a comprehensive understanding of environmental protection and a student's duty as discussed in the texts, and a sophisticated level of ability to compare and contrast the main issues raised • 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
• 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
• 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
• 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
• 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)

Criteria	Marks
• Demonstrates a good understanding of Wang Qiming’s question	2
• Demonstrates some understanding of Wang Qiming’s question	1

Question 3 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of Wang Qiming’s language and his character	3
• Demonstrates a sound understanding of Wang Qiming’s language and his character	2
• Provides some relevant information	1

Question 3 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the cultural significance of Guo Yan’s behaviour	4
• Demonstrates a good understanding of the cultural significance of Guo Yan’s behaviour	2–3
• Provides some relevant information about the cultural significance of Guo Yan’s behaviour	1

Question 3 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of the TWO episodes in relation to the issue: adapting to new cultures • Makes a reference to a scene in episode 15 in this TV series	6
• Demonstrates a good understanding of the TWO episodes in relation to the issue: adapting to new cultures • Makes a reference to a scene in episode 15 in this TV series	4–5
• Demonstrates some understanding of the TWO episodes in relation to the issue: adapting to new cultures	2–3
• Provides some relevant information	1

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the statement in relation to the designated theme with reference to the poem <i>Dayanhe – My Wet Nurse</i> and the film <i>My 1919</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 in relation to the designated theme with reference to the poem <i>Dayanhe – My Wet Nurse</i> and the film <i>My 1919</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 in relation to the designated theme with reference to the poem <i>Dayanhe – My Wet Nurse</i> and the film <i>My 1919</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 poem, film and 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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues, roles of family and marriage in contemporary society 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 6–7

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

Chinese Background Speakers

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	The place of education in young people's lives — radio interview	H3.1
1 (b)	3	The place of education in young people's lives — radio interview	H3.2, H3.3
1 (c)	5	The place of education in young people's lives — radio interview	H3.2, H3.3, H3.6
Section I — Listening and Responding			
Part B			
2	10	Environmental issue — announcement / conversation	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Beijing Native in New York episode 3</i> — Chinese communities overseas	H3.1, H3.2
3 (b)	3	<i>Beijing Native in New York episode 3</i> — Chinese communities overseas	H3.1, H3.2
3 (c)	4	<i>Beijing Native in New York episode 3</i> — Chinese communities overseas	H2.3, H3.1, H3.2, H3.3, H3.7, H4.1
3 (d)	6	<i>Beijing Native in New York episode 3</i> — Chinese communities overseas	H2.3, H3.2, H3.3, H3.7, H4.1
4	25	Poem 'Dayanhe – My Wet Nurse' and film <i>My 1919</i> — the individual and the community	H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	The role of family and marriage in contemporary society — news items / article	H1.2, H2.1, H2.4, H3.2, H3.8
Section III — Writing in Chinese			
6	25	Economic growth and its impact — letter	H2.1, H2.2, H2.3, H2.4
7	25	The maintenance of Chinese culture in non-Chinese cultural contexts — letter	H2.1, H2.2, H2.3, H2.4