



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

2010 HSC Chinese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies Xiaoming's plan	2
• Provides isolated information	1

Question 2

Criteria	Marks
• Fills in BOTH correct answers	2
• Identifies ONE item	1

Question 3

Criteria	Marks
• Provides TWO purposes of the announcement	2
• Identifies ONE purpose	1

Question 4

Criteria	Marks
• Provides detailed information with textual reference about Mr Wang's personality	3
• Provides some information with textual reference about Mr Wang's personality	2
• Identifies isolated information	1

Question 5

Criteria	Marks
• Provides all the main points made by the speaker	3
• Provides some main points made by the speaker	2
• Identifies isolated information	1

Question 6

Criteria	Marks
• Provides detailed reasons for David's rejection of Mary as a flatmate	3
• Provides some reasons	2
• Identifies isolated information	1

Question 7

Criteria	Marks
• Provides detailed information on the passenger's attitude change with textual reference	4
• Provides some information on the passenger's attitude change with textual reference	2–3
• Identifies isolated information	1

Question 8

Criteria	Marks
• (D)	1

Question 9

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text.• Supports answer with relevant reference	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the text	4
<ul style="list-style-type: none">• Provides some information with textual reference	2–3
<ul style="list-style-type: none">• Identifies isolated information	1

Section II — Reading and Responding

Part A

Question 10 (a)

Criteria	Marks
• Provides the reasons	2
• Identifies isolated information	1

Question 10 (b)

Criteria	Marks
• Clearly identifies what Jack thinks of the concert	3
• Provides some information	2
• Identifies isolated information	1

Question 10 (c)

Criteria	Marks
• Demonstrates detailed comparison of the teacher's and Mrs Wang's views	5
• Demonstrates a good comparison of the views	4
• Provides some points of view with textual reference	2–3
• Identifies isolated information	1

Question 11 (a)

Criteria	Marks
• Provides TWO settings contributing to the atmosphere	2
• Identifies some isolated information	1

Question 11 (b)

Criteria	Marks
• Analyses the significance of the swimming pool in the play	3
• Identifies some aspects of the significance of the swimming pool in the play	2
• Identifies some isolated information	1

Question 11 (c)

Criteria	Marks
• Provides detailed explanation as to how Martin’s language changes with textual reference	4
• Provides some explanation as to how Martin’s language changes with some textual reference	2–3
• Identifies some isolated information	1

Question 11 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which different social and cultural values are explored in the play	6
• Demonstrates a good understanding of the way in which different social and cultural values are explored in the play	4–5
• Demonstrates some understanding of the way in which different social and cultural values are explored in the play	2–3
• Identifies some isolated information	1

Section II — Reading and Responding

Part B

Question 12

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• 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">• Demonstrates a good understanding of the text• 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 questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3

Section III — Writing in Chinese

Question 13

Criteria	Marks
<ul style="list-style-type: none">Writes effectively and appropriately in relation to the audience, purpose and context of the taskManipulates vocabulary, language structures and features authentically and creatively, relevant to the task	5
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates a good understanding of vocabulary, language structures and features, relevant to the task	4
<ul style="list-style-type: none">Writes with some awareness of the audience, purpose and context of the taskDemonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Section III (continued)**Question 14**

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately for the audience, purpose and context of the task• Manipulates language structures authentically and creatively, relevant to the task• Sequences and structures ideas and information coherently and effectively	10
<ul style="list-style-type: none">• Writes with a good understanding of the audience, purpose and context of the task• Demonstrates an excellent understanding of language structures, relevant to the task• Sequences and structures ideas and information effectively	8–9
<ul style="list-style-type: none">• Writes with an understanding of the audience, purpose and context of the task• Demonstrates a good understanding of language structures, relevant to the task• Organises some information and ideas	6–7
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a rudimentary understanding of vocabulary and sentence structures• Attempts to organise information and ideas	4–5
<ul style="list-style-type: none">• Attempts to address the requirements of the task• Uses single words, set formulae and unrelated sentences to express information	2–3
<ul style="list-style-type: none">• Produces some comprehensible language relevant to the task	1

Chinese Continuers

2010 HSC Examination Mapping Grid

Question	Marks	Content	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	2	Personal identity	H3.1
2	2	Recreation and leisure – phone message	H3.1
3	2	Education and aspiration – announcement	H3.1, H3.3
4	3	The world of work – conversation	H3.5
5	3	Recreation and leisure – speech	H3.2
6	3	Lifestyles – interview	H3.5
7	4	Travel experience – conversation	H3.4, H3.6
8	1	Tourism and hospitality – announcement	H3.3, H3.5
9	5	Personal identity – conversation	H3.5, H3.6
Section II — Reading and Responding			
Part A			
10 (a)	2	Recreation and leisure – letters	H3.1
10 (b)	3	Recreation and leisure – letters	H3.2
10 (c)	5	Recreation and leisure – letters	H3.6
11 (a)	2	History and culture – screenplay	H3.5
11 (b)	3	History and culture – screenplay	H3.4, H3.5
11 (c)	4	History and culture – screenplay	H3.4, H3.6
11 (d)	6	History and culture – screenplay	H3.4, H3.5, H3.6
Section II — Reading and Responding			
Part B			
12	15	Youth issues - letter	H1.2, H1.3, H3.1
Section III — Writing in Chinese			
13	5	Education and aspirations – note	H2.1, H2.2, H2.3
14 (a)	10	Education and aspirations – report	H2.1, H2.2, H2.3
15 (b)	10	Education and aspirations – report	H2.1, H2.2, H2.3