2010 HSC Chinese Extension
Marking Guidelines — Written Examination

Section I — Response to Prescribed Text
Part A

Question 1 (a)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies what has prompted Mr Jiang to express his feelings</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (b)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a sophisticated analysis of how Mr Jing reveals his feelings</td>
<td>4</td>
</tr>
<tr>
<td>• Provides a substantial analysis</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (c)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides detailed discussion</td>
<td>4</td>
</tr>
<tr>
<td>• Provides some information</td>
<td>2–3</td>
</tr>
<tr>
<td>• Identifies isolated information</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 1 (d)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides detailed comparison between the two scenes in relation to the issue</td>
<td>6</td>
</tr>
<tr>
<td>• Provides some comparison between the two scenes in relation to the issue</td>
<td>4–5</td>
</tr>
<tr>
<td>• Provides some information in relation to the issue</td>
<td>2–3</td>
</tr>
<tr>
<td>• Identifies isolated information</td>
<td>1</td>
</tr>
</tbody>
</table>
Section I — Response to Prescribed Text  
Part B  

Question 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Demonstrates a perceptive and sensitive understanding of the prescribed text  
• Demonstrates flair and originality in the approach taken  
• Manipulates language authentically and creatively to meet the requirements of the task  
• Organises information and ideas to meet the requirements of the task                                                                 | 9–10  |
| • Demonstrates a comprehensive understanding of the prescribed text  
• Demonstrates some flair in the approach taken  
• 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                                                                  | 7–8   |
| • Demonstrates an understanding of the prescribed text  
• Demonstrates a satisfactory control of vocabulary and sentence structures  
• Organises information and ideas to meet the requirements of the task                                                                       | 5–6   |
| • Demonstrates some understanding of the prescribed text  
• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures  
• Writes within the parameters of the task                                                                                                  | 3–4   |
| • Demonstrates a limited understanding of the prescribed text  
• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures                                              | 1–2   |
Section II — Writing in Chinese

Questions 3 and 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents and develops a sophisticated, coherent argument, discussion</td>
<td>13–15</td>
</tr>
<tr>
<td>or explanation</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively and perceptively for a specific audience, purpose</td>
<td></td>
</tr>
<tr>
<td>and context</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and depth in the treatment of relevant ideas</td>
<td></td>
</tr>
<tr>
<td>• Writes with a high level of grammatical accuracy, and breadth and</td>
<td></td>
</tr>
<tr>
<td>sophistication of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops a coherent argument, discussion or explanation</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively for a specific audience, purpose and context</td>
<td>10–12</td>
</tr>
<tr>
<td>• Demonstrates breadth and some depth in the use of relevant supporting</td>
<td></td>
</tr>
<tr>
<td>material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes accurately using a range of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Attempts to present and develop a coherent argument, discussion or</td>
<td>7–9</td>
</tr>
<tr>
<td>explanation</td>
<td></td>
</tr>
<tr>
<td>• Writes with some understanding of audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Supports points with relevant material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td>• Presents some relevant information, opinions or ideas</td>
<td>4–6</td>
</tr>
<tr>
<td>• Demonstrates the use of appropriate supporting materials</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates evidence of the use of complex sentences</td>
<td></td>
</tr>
<tr>
<td>• Presents some relevant information, opinions or ideas</td>
<td>1–3</td>
</tr>
<tr>
<td>• Communicates primarily in simple sentences or set formulae</td>
<td></td>
</tr>
</tbody>
</table>
# Chinese Extension

## 2010 HSC Examination Mapping Grid

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>The individual search for identity — monologue</td>
<td>H1.1, H1.2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Division in society — monologue</td>
<td>H1.1, H1.2</td>
</tr>
</tbody>
</table>

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

| 1 (a) | 1 | He ni zai yiqi (Together) | H2.2 |
| 1 (b) | 4 | He ni zai yiqi (Together) | H2.2 |
| 1 (c) | 4 | He ni zai yiqi (Together) | H2.2, H2.3 |
| 1 (d) | 6 | He ni zai yiqi (Together) | H2.2, H2.3 |

### Written Examination

### Section I — Response to Prescribed Text

#### Part B

| 2 | 10 | He ni zai yiqi (Together) — letter | H2.1 |

### Written Examination

### Section II — Writing in Chinese

| 3 | 15 | Division in society — article | H1.1, H1.2 |
| 4 | 15 | Urban versus rural life — article | H1.1, H1.2 |