2011 HSC Chinese Background Speakers
Marking Guidelines — Written Examination

Section I — Listening and Responding
Part A

Question 1 (a)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding why Liu Lan blames Green</td>
<td>2</td>
</tr>
<tr>
<td>International</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding why Liu Lan blames Green International</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 1 (b)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding of Liu Lan’s stand on protection</td>
<td>3</td>
</tr>
<tr>
<td>of the environment</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a sound understanding of Liu Lan’s stand on protection</td>
<td>2</td>
</tr>
<tr>
<td>of the environment</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of Liu lan’s stand on protection of the</td>
<td>1</td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
</tbody>
</table>

Question 1 (c)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a perceptive understanding of the interaction of both</td>
<td>5</td>
</tr>
<tr>
<td>persons</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a sound understanding of the interaction of both persons</td>
<td>4</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the interaction of both persons</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides isolated information</td>
<td>1</td>
</tr>
</tbody>
</table>
Section I — Listening and Responding
Part B

Question 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of the conflict between Ah Ming and his parents, and a sophisticated level of ability to compare and contrast the main issues raised</td>
<td>9–10</td>
</tr>
<tr>
<td>Composes a coherent argument demonstrating a comprehensive understanding of the text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a highly-developed understanding of context and audience</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an excellent control of vocabulary and language structures</td>
<td></td>
</tr>
<tr>
<td>Identifies the main issues in the texts and compares and contrasts them in a lucid way</td>
<td>7–8</td>
</tr>
<tr>
<td>Composes an effective argument with close reference to the text</td>
<td></td>
</tr>
<tr>
<td>Writes effectively for the context and audience</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Coherently compares and contrasts information in the texts</td>
<td>5–6</td>
</tr>
<tr>
<td>Writes coherently and with some appropriate textual reference</td>
<td></td>
</tr>
<tr>
<td>Relates information to context and audience</td>
<td></td>
</tr>
<tr>
<td>Writes using a range of language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Compares and contrasts some opinions, ideas and information in the texts</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates a limited ability to structure and sequence information and ideas</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an awareness of context and audience</td>
<td></td>
</tr>
<tr>
<td>Demonstrates some understanding of the texts and the ability to compare and contrast information</td>
<td>1–2</td>
</tr>
<tr>
<td>Shows some evidence of the ability to organise information</td>
<td></td>
</tr>
</tbody>
</table>
Section II — Reading and Responding
Part A

Question 3 (a)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates a good understanding of the author’s meaning</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates some understanding of the author’s meaning</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 3 (b)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of the purpose of a description of the grafted plant in Da An Park</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates a sound understanding of the purpose of a description of the grafted plant in Da An Park</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 3 (c)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a perceptive understanding of the author’s feeling even after she is back in her hometown Taipei</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates a good understanding of the author’s feeling even after she is back in her hometown Taipei</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates some understanding of the author’s feeling even after she is back in her hometown Taipei</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information about the author’s feeling</td>
<td>1</td>
</tr>
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</table>

Question 3 (d)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a perceptive understanding of the structural connection between the selected extract and the whole text <em>Cheers, Thomas Mann</em></td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates a good understanding of the structural connection between the selected extract and the whole text <em>Cheers, Thomas Mann</em></td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates some understanding of the structural connection between the selected extract and the whole text <em>Cheers, Thomas Mann</em></td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
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## Section II — Reading and Responding
### Part A (continued)

### Question 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a highly developed ability to analyse the effectiveness</td>
<td>21–25</td>
</tr>
<tr>
<td>of Wang Meng’s speech in the exploration of the statement</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a perceptive and insightful ability to analyse the way</td>
<td></td>
</tr>
<tr>
<td>in which language is used to convey meaning</td>
<td></td>
</tr>
<tr>
<td>• Composes a coherent and sophisticated argument demonstrating a</td>
<td></td>
</tr>
<tr>
<td>comprehensive understanding of the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to analyse the effectiveness of Wang Meng’s</td>
<td>16–20</td>
</tr>
<tr>
<td>speech in the exploration of the statement</td>
<td></td>
</tr>
<tr>
<td>• Analyses the way in which language is used to convey meaning</td>
<td></td>
</tr>
<tr>
<td>• Composes an effective argument with appropriate textual reference</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates the ability to identify and discuss the effectiveness</td>
<td>11–15</td>
</tr>
<tr>
<td>of Wang Meng’s speech in the exploration of the statement</td>
<td></td>
</tr>
<tr>
<td>• Discusses ways in which language is used to convey meaning</td>
<td></td>
</tr>
<tr>
<td>• Supports the discussion of the question with some appropriate textual</td>
<td></td>
</tr>
<tr>
<td>reference</td>
<td></td>
</tr>
<tr>
<td>• Identifies some examples linking the speech and statement</td>
<td>6–10</td>
</tr>
<tr>
<td>• Identifies some examples in which the messages are conveyed</td>
<td></td>
</tr>
<tr>
<td>• Attempts to compose an argument with reference to the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some ideas and information relevant to the texts</td>
<td>1–5</td>
</tr>
<tr>
<td>• Demonstrates some ability to structure and sequence ideas</td>
<td></td>
</tr>
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</table>
Section II — Reading and Responding
Part B

Question 5

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a comprehensive understanding of the issue, maintenance of Chinese culture, raised in the text</td>
<td></td>
</tr>
<tr>
<td>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</td>
<td></td>
</tr>
<tr>
<td>• Composes a coherent argument demonstrating a comprehensive understanding of the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a highly-developed understanding of context and audience</td>
<td>13–15</td>
</tr>
<tr>
<td>• Demonstrates an excellent control of vocabulary and language structures</td>
<td></td>
</tr>
<tr>
<td>• Identifies the main issues in the text</td>
<td></td>
</tr>
<tr>
<td>• Responds lucidly to the opinions, ideas and information in the text</td>
<td>10–12</td>
</tr>
<tr>
<td>• Composes an effective argument with close reference to the text</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively for the context and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Exchanges information in response to the opinions, ideas and information in the text</td>
<td></td>
</tr>
<tr>
<td>• Writes coherently and with some appropriate textual reference</td>
<td>7–9</td>
</tr>
<tr>
<td>• Relates information to context and audience</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of language structures and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Responds to some opinions, ideas and information in the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a limited ability to structure and sequence information and ideas</td>
<td>4–6</td>
</tr>
<tr>
<td>• Demonstrates an awareness of context and audience</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the text</td>
<td></td>
</tr>
<tr>
<td>• Shows some evidence of the ability to organise information</td>
<td>1–3</td>
</tr>
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### Section III — Writing in Chinese

#### Questions 6–7

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writes perceptively for a specified audience, context and purpose</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a comprehensive understanding of the prescribed contemporary issues</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a highly developed and sophisticated control of Chinese vocabulary and syntax</td>
<td>21–25</td>
</tr>
<tr>
<td>• Demonstrates flair and originality in the selection, presentation and development of ideas</td>
<td></td>
</tr>
<tr>
<td>• Writes effectively for an audience, context and purpose</td>
<td>16–20</td>
</tr>
<tr>
<td>• Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a sound understanding of the contemporary issues</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates originality in the selection and presentation of ideas</td>
<td></td>
</tr>
<tr>
<td>• Writes original and interesting text appropriate to audience, context and purpose</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax</td>
<td>11–15</td>
</tr>
<tr>
<td>• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</td>
<td>6–10</td>
</tr>
<tr>
<td>• Uses a limited range of predictable vocabulary and language structures to express ideas</td>
<td></td>
</tr>
<tr>
<td>• Attempts to sequence and link ideas</td>
<td></td>
</tr>
<tr>
<td>• Communicates a limited range of ideas with little attempt to organise and sequence material</td>
<td>1–5</td>
</tr>
</tbody>
</table>
## Section I — Listening and Responding

### Part A

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>2</td>
<td>Environmental issues – conversation</td>
<td>H3.1</td>
</tr>
<tr>
<td>1 (b)</td>
<td>3</td>
<td>Environmental issues – conversation</td>
<td>H3.1, H3.2</td>
</tr>
<tr>
<td>1 (c)</td>
<td>5</td>
<td>Environmental issues – conversation</td>
<td>H3.3, H3.7</td>
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### Part B

<table>
<thead>
<tr>
<th>Question</th>
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<th>Content</th>
<th>Syllabus outcomes</th>
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<tbody>
<tr>
<td>2</td>
<td>10</td>
<td>The impact on young people of changes in traditional social values – conversation/message</td>
<td>H2.1, H2.3, H3.2, H3.4, H3.5</td>
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## Section II — Reading and Responding

### Part A

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (a)</td>
<td>2</td>
<td>‘Cheers, Thomas Mann’ – Chinese communities overseas</td>
<td>H3.1, H3.2</td>
</tr>
<tr>
<td>3 (b)</td>
<td>3</td>
<td>‘Cheers, Thomas Mann’ – Chinese communities overseas</td>
<td>H3.1, H3.2, H3.7</td>
</tr>
<tr>
<td>3 (c)</td>
<td>5</td>
<td>‘Cheers, Thomas Mann’ – Chinese communities overseas</td>
<td>H3.1, H3.2, H3.3</td>
</tr>
<tr>
<td>3 (d)</td>
<td>5</td>
<td>‘Cheers, Thomas Mann’ – Chinese communities overseas</td>
<td>H3.4, H3.7</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>‘Chinese culture in the context of globalisation’ – the impact of international influences on Chinese-speaking countries</td>
<td>H2.1, (H2.3), H3.1, H3.2, (H3.3), (H3.4), H3.7, H3.8, (H4.1)</td>
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</table>

### Part B

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
<td>The maintenance of Chinese culture in non-Chinese cultural contexts – reports/letter</td>
<td>H1.2, H2.1, H2.4, H3.8</td>
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## Section III – Writing in Chinese

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>The place of education in young people’s lives – article</td>
<td>H2.1, H2.2, H2.3, H2.4, (H4.2)</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>Changing gender roles in today’s society – article</td>
<td>H2.1, H2.2, H2.3, H2.4, (H4.2)</td>
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</tbody>
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