



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

2012 HSC Chinese Background Speakers 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

Section I — Listening and Responding

Part A

Question 1 (a)

Sample answer:

(B) Bridegroom

Question 1 (b)

Sample answer:

Sun and Lu witnessed the damage done by sandstorm and found that the local people were not aware of the need for environmental protection as they were more interested in economics. They planted trees to form a wood so as to protect the village and the crops. They also set up a foundation in order to start a long-term project for environmental protection.

Question 1 (c)

Sample answer:

The speaker's goals are to inspire people to support the Foundation and to encourage everyone to learn from these two young people to play a role in improving the environment. The speaker used this opportunity to praise these two young people's enthusiasm and the work they have done for local people. She particularly mentioned two big sandstorms that the villagers had experienced. She compared the different impacts of the two storms to show people the importance of planting trees.

Section I — Listening and Responding

Part B

Question 2

Answers could include:

- Individuals
 - Family one – Wealthy, unhappy, not feeling content
 - Family two – Not wealthy but spiritually satisfied, hard-working and happy

- Families
 - Family one – Distribution of wealth between family members creates conflicts, lack of communication
 - Family two – Caring, loving and good relationships between family members

- The society
 - Family one – Wealthy, but make little contribution to the country
 - Family two – Poor but can help people in difficulty through involvement in voluntary work

Section II — Reading and Responding

Part A

Question 3 (a)

Sample answer:

A person, especially a woman, of lower social status takes the name of the village where she was born. Not having her own name throughout her whole life indicates her insignificance.

Question 3 (b)

Sample answer:

Use of language features

- Repetition
- Adjectives and descriptive words
- Parallel sentences

Use of detailed description

There are many examples in the poem, such as:

- the grave and the land
- the old house
- the big hand
- the first egg of the day
- the black bowl and the black table

Question 3 (c)

Sample answer:

Candidates should:

- identify Chinese women's social status in this poem and one other prescribed text
- state the changes of Chinese women's social status by comparing characters in this poem and one other prescribed text
- the characters from the prescribed text could be used such as Guo Yan (*Beijing Natives in New York*), *Mother* (San Chong Men).

Section II — Reading and Responding

Part A (continued)

Question 4

Answers could include:

Possible examples from *My 1919*:

- Wearing the Chinese costume and using Chinese in the official events
- Comments from the leaders of other countries about Gu Wei Jun.

Possible examples from *Beijing Natives in New York*

- When David escorted Guo Yan home, her reactions when she found that she was in his arms.
- When Wang Qi Ming invited David to drink wine in his office, the way he opted to express his feelings.

Section II — Reading and Responding

Part B

Question 5

Answers could include:

Candidates are expected to express and justify their opinions on which is more important and urgent for the benefit of the Chinese people: either using the funding to set up more Confucius institutes or to help the poor schools.

Arguments for setting up more Confucius institutes could be:

- Encouraging Chinese language learning and introducing Chinese culture overseas
- Enhancing cultural exchanges with other countries
- Promoting Chinese language and culture to the world

Arguments against setting up more Confucius institutes could be:

- Providing better education to the children in rural and poor areas is more important
- The higher the national education level and the general national achievement, the faster the Chinese language and culture could spread in the world