



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2012 HSC Chinese Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

<b>Criteria</b>	<b>Marks</b>
• Identifies Lu Da Ming correctly with a correct answer	1

#### Question 1 (b)

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of why the trees were planted and responds with appropriate textual references	3
• Demonstrates a sound understanding of why the trees were planted and responds with some textual references	2
• Demonstrates some understanding of why the trees were planted	1

**Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how the speaker attempts to achieve her goals through her speech</li><li>• Responds in coherent English with appropriate textual references</li><li>• Demonstrates an excellent evaluation of the effectiveness of the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how the speaker attempts to achieve her goals through her speech</li><li>• Responds in clear English with some textual references</li><li>• Demonstrates a good evaluation of the effectiveness of the text</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the purpose of the speech</li><li>• Responds in understandable English</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

## Section I — Listening and Responding

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Demonstrates a good understanding of the implication of the sentence	2
• Demonstrates some understanding of the implication of the sentence	1

#### Question 3 (b)

Criteria	Marks
• Demonstrates an excellent ability to analyse the poem in detail • Demonstrates a perceptive understanding of the way in which language is used • Responds with coherent language and clear reference to the poem	6
• Demonstrates a good ability to analyse the poem • Demonstrates a good understanding of the way in which language is used • Responds with some textual references to the poem	4–5
• Demonstrates some understanding of the poem • Identifies some language features used in the poem	2–3
• Provides some relevant information	1

#### Question 3 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social status of Chinese women in different texts • Responds with coherent references to the poem and at least one other text • Responds in sophisticated language	7
• Demonstrates a good understanding of the social status of Chinese women in different texts • Responds with some references to the poem and at least one other text • Responds in clear language	5–6
• Identifies the theme in the poem and at least one other text • Responds with limited references to the poem and one other text	3–4
• Provides some relevant information	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the relationship between the prescribed texts and the statement</li><li>• Composes a coherent and sophisticated argument with appropriate textual reference</li><li>• Demonstrates a highly developed and sophisticated control of language, vocabulary and syntax</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the relationship between the prescribed texts and the statement</li><li>• Composes an effective argument with appropriate textual reference</li><li>• Demonstrates a well-developed command of language with a comprehensive range of vocabulary and syntax</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the statement</li><li>• Supports the discussion of the question with some appropriate textual reference</li><li>• Demonstrates a satisfactory command of language with a sound base of vocabulary and syntax</li></ul>	11–15
<ul style="list-style-type: none"><li>• Elaborates some ideas and information relevant to the influence of Chinese culture</li><li>• Attempts to compose an argument with reference to the text</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the influence of Chinese culture</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument with textual references</li><li>• Demonstrates a highly developed understanding of audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the audience, context and purpose</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to audience, context and purpose</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of audience, context and purpose</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3

## Section III — Writing in Chinese

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Demonstrates a comprehensive understanding of the prescribed themes and issues</li><li>• Demonstrates flair and originality in the selection, presentation and development of ideas</li></ul>	21–25
<ul style="list-style-type: none"><li>• Writes effectively for an audience, context and purpose</li><li>• Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax</li><li>• Demonstrates a sound understanding of the prescribed themes and issues</li><li>• Demonstrates originality in the selection and presentation of ideas</li></ul>	16–20
<ul style="list-style-type: none"><li>• Writes original and interesting text appropriate to audience, context and purpose</li><li>• Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax</li><li>• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li><li>• Attempts to sequence and link ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Communicates a limited range of ideas with little attempt to organise and sequence material</li></ul>	1–5

# Chinese Background Speakers

## 2012 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The individual and community - personal profile / speech Global issues - personal profile / speech	H3.1
1 (b)	3	The role of the individual in today's society -personal profile / speech Economic growth and its impact - personal profile / speech	H3.2
1 (c)	6	The role of the individual in today's society -personal profile / speech Economic growth and its impact - personal profile / speech	H3.3, H3.7, H4.2

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	The role of family and marriage in contemporary society - interviews / conversations Pressures on young people today - interviews / conversations	H2.1, H2.3, H3.2, H3.4, H3.8

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	' <i>Dayan - My Wet Nurse</i> ' - Changing gender roles in today's society	H3.1, H3.6, H4.1
3 (b)	6	' <i>Dayan - My Wet Nurse</i> ' - Changing gender roles in today's society	H3.3, H3.7, H4.2
3 (c)	7	' <i>Dayan - My Wet Nurse</i> ' - Changing gender roles in today's society	H3.6, H3.7
4	25	' <i>My 1919</i> ' and ' <i>Beijing Natives in New York</i> ' - The maintenance of Chinese culture in non-Chinese cultural contexts	H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
5	15	The place of education in young people's lives - article, letter Economic growth and its impact - article, letter	H2.1, H2.2, H2.3, H2.4, H3.8



**Section III — Writing in Chinese**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
6	25	The impact on young people of changes in traditional social values - speech Economic growth and its impact - speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The impact of international influences on Chinese-speaking countries - speech	H2.1, H2.2, H2.3, H2.4, H4.2