



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2012 HSC Chinese Extension Marking Guidelines**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1 (a)**

<b>Criteria</b>	<b>Marks</b>
• Identifies the two reasons for Lili staying	2
• Provides isolated information	1

#### **Question 1 (b)**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information about Lili's personality	3
• Provides some information about Lili's personality	2
• Provides isolated information	1

**Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed analysis of Professor Yu's change of attitude	4
• Provides some analysis of three key points	3
• Provides some analysis of two key points	2
• Identifies isolated information	1

**Question 1 (d)**

<b>Criteria</b>	<b>Marks</b>
• Provides a perceptive analysis of how the issue is explored through Lili and Xiao Chun	6
• Provides a detailed analysis of how the issue is explored through Lili and Xiao Chun	5
• Provides some analysis of how the issue is explored through Lili and Xiao Chun OR • Provides a perceptive analysis of the exploration of the issue through Lili or Xiao Chun	4
• Provides some discussion of how the issue is explored through Lili and Xiao Chun OR • Provides a detailed analysis of the exploration of the issue through Lili or Xiao Chun	3
• Demonstrates some understanding of how the issue is explored through Lili or Xiao Chun	2
• Identifies isolated information	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1–2

## Section II — Writing in Chinese

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3

# Chinese Extension

## 2012 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Division in society — monologue	H1.1, H1.2
2	10	The individual search for identity — monologue	H1.1, H1.2

### Written Examination

#### Section I — Response to Prescribed Text

##### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Together</i> (extract 3)	H2.1
1 (b)	3	<i>Together</i> (extract 3)	H2.1
1 (c)	4	<i>Together</i> (extract 3)	H2.1, H2.2
1 (d)	6	<i>Together</i> (extract 3)	H2.1, H2.2, H2.3

### Written Examination

#### Section I — Response to Prescribed Text

##### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Together</i> — diary	H2.1

### Written Examination

#### Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	Individual search for identity — article	H1.1, H1.2
4	15	Urban versus rural life — article	H1.1, H1.2