



2012 Heritage Chinese (Mandarin) Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Provides detailed, perceptive summary of the key points in the director's speech	4
• Identifies the key points of the director's speech in summary form	3
• Attempts to grasp some points of the director's speech	2
• Provides isolated information	1

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the effectiveness of the advertisement• Demonstrates a good knowledge of language features used in the text• Provides detailed textual reference• Demonstrates a thorough knowledge of vocabulary and structure	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the effectiveness of the advertisement• Demonstrates some knowledge of language features used in the text• Provides some textual reference• Demonstrates a good knowledge of vocabulary and structure	4
<ul style="list-style-type: none">• Demonstrates some understanding of the effectiveness of the advertisement• Identifies some language features used in the text• Demonstrates some understanding of vocabulary and structure	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the mother's viewpoints and the reasons behind them• Supports answer with detailed textual references• Demonstrates a thorough knowledge of vocabulary and structures	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the mother's viewpoints and the reasons behind them• Supports answer with some textual references• Demonstrates a good knowledge of vocabulary and structures	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the mother's viewpoints and the reasons behind them• Attempts to support answer with textual references• Writes using a range of vocabulary and structures	3–4
<ul style="list-style-type: none">• Provides some relevant information relating to the mother's viewpoint• Identifies some examples from the text	1–2

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the opinions, ideas and information in the texts• Supports point of view with detailed textual references from both texts• Communicates relevant information in comprehensive English	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of the opinions, ideas and information in the texts• Supports point of view with textual references from both texts• Communicates relevant information in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the opinions, ideas and information in the texts• Supports point of view with some textual references• Communicates relevant information in comprehensible English	5–6
<ul style="list-style-type: none">• Identifies some relevant information from the texts• Attempts to support point of view with references from the texts• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Identifies some examples from the texts• Provides some information	1–2

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the meanings of the slogans and their cultural perceptive• Supports point of view with detailed textual references• Writes perceptively for the purpose, context and audience• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of the meanings of the slogans and their cultural relevance• Supports point of view with textual references• Writes effectively for the purpose, context and audience• Communicates relevant information in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of the meanings of the slogans and their cultural relevance• Supports point of view with some textual references• Writes appropriately for the purpose, context and audience• Communicates relevant information in comprehensible English	5–6
<ul style="list-style-type: none">• Identifies some relevant information on the meanings of the slogans and their cultural relevance• Attempts to support point of view with examples• Writes appropriately for the purpose, context and audience• Communicates in comprehensible English	3–4
<ul style="list-style-type: none">• Identifies some examples from the texts• Provides some relevant information	1–2

**Question 6 (a)**

Criteria	Marks
• Identifies three correct statements	3
• Identifies two correct statements	2
• Identifies one correct statement	1

Question 6 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of what the poems reveal about the traditional values and how they have changed• Supports answer with detailed textual references• Writes a logical and coherent text• Demonstrates an extensive knowledge of vocabulary and language structures	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of what the poems reveal about the traditional values and how they have changed• Supports answer with proper textual references• Writes a logical text with some coherence• Demonstrates a good knowledge of vocabulary and language structures	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of what the poems reveal about the traditional values and how they have changed• Supports answer with some textual references• Shows ability to organise information and ideas• Writes using appropriate vocabulary and language structures	5–6
<ul style="list-style-type: none">• Identifies some examples of what the poems reveal about the traditional values and how they have changed• Attempts to support point of view with reference from the texts• Writes using elementary vocabulary and language structures	3–4
<ul style="list-style-type: none">• Provides some relevant information• Identifies some examples from the texts	1–2



Section 2: Creating texts in Chinese

Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5

Heritage Chinese (Mandarin)

2012 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation – interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	4	The changing nature of work — speech; note	H2.1, H2.3, H3.1
2	5	Chinese identity in the international context — advertisement; short essay	H2.1, H2.2, H2.4, H2.5, H3.3
3	8	Young people and their relationships / the individual as a global citizen — conversation; diary	H2.1, H2.5, H3.6
4	10	Young people and their relationships / the individual as a global citizen — email and blog; email (English)	H3.2, H3.4
5	10	Chinese identity in the international context — slogans; speech (English)	H3.3, H3.5
6 (a)	3	Traditions and values in a contemporary society — poems (multiple choice)	H3.3
6 (b)	10	Traditions and values in a contemporary society — poems; essay	H2.1, H2.5, H3.4

Written Examination

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	The changing nature of work — covering letter	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	The individual as a global citizen — speech	H2.1, H2.2, H2.3, H2.4, H2.5