

**2002 HSC Notes from  
the Marking Centre  
Chinese Background Speakers**

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# 2002 HSC NOTES FROM THE MARKING CENTRE

## CHINESE BACKGROUND SPEAKERS

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese Background Speakers. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Chinese Background Speakers.

### General Comments

In 2002, approximately 828 candidates attempted the Chinese Background Speakers examination.

### Section I – Listening and Responding

#### Specific Comments

#### Part A

#### Question 1

Candidates were to answer this question in English, however, a number of candidates gave their answers in Chinese.

- (a) Most candidates attempted this question correctly.
- (b) Most candidates did not address this question properly. They mentioned ‘waste of resources and energy’ but did not stress that environmental protection starts with ‘the little things in daily life’.
- (c) The majority of the candidates did not provide examples from the text as well as mentioning the ‘ecological cycle’.
- (d) Again, most of the candidates did not refer to key elements such as ‘emotive languages’, ‘a range of examples’, ‘rhetorical questions’ etc.

## **Part B**

### **Question 2**

Generally speaking, the majority of candidates understood both texts.

Most candidates wrote much more than the specified length. Their writing demonstrated the following strengths and weaknesses.

#### **Strengths:**

- Some candidates were able to sort out information from the texts effectively and express the similarity of the new and old migrants in a convincing manner. They were also able to contrast the dissimilarity of the old and new in a clear description.
- Candidates showed their understanding of the content and were able to bring out some sound reasons for comparison.

#### **Weaknesses:**

- Some candidates failed to reorganise the information in a coherent way in order to substantiate the arguments in a comparing and contrasting manner.
- Some candidates failed to substantiate their arguments with textual reference.
- Some candidates lacked the ability to bring out contrasts in experiences and feelings of the old and new migrants.
- Some candidates failed to target the specified audience.

## **Section II – Reading and Responding**

### **Specific Comments**

#### **Part A**

### **Question 3**

- (a) Most candidates attempted it well. They were able to identify the cause and give an appropriate explanation.
- (b) It was the best attempted of the four questions set. Only a few candidates misinterpreted the question and described the reaction of Ma Rui towards Teacher Liu instead.
- (c) The majority of the candidates did not respond appropriately to the key words ‘how’ and ‘portray’ in the question. They simply retold the story or made general comments without linking these to the text.

- (d) Most candidates had difficulties in analysing the author’s use of language. Some even failed to perceive the author’s subtle use of sarcasm and irony in portraying the negative image of Teacher Liu. They thought that the author praised Ms Liu and condemned Ma Rui.

### General Comments

- There was a lot of misuse of Chinese characters.
- Candidates needed to refine their sentences and structure.
- Some candidates did exceptionally well. They wrote perceptively in relation to the questions asked and demonstrated exceptional critical and analytical skills.

### Question 4

A considerable number of candidates misinterpreted the term ‘status’ as ‘marital status’, and focused on the relationship between Chuntao, Li Mao and Liu Xianggao. In the development of the argument, many candidates used Chuntao as the sole illustration for support.

Some candidates confused the social and historical settings of the story ‘Chuntao’ and the song ‘Song of Haohan’. A few candidates referred to the wrong text.

When discussing ‘Song of Haohan’, a large number of candidates provided historical information of the ‘Liang Shan Bo’ heroes, but they did not quote references from the actual song to support their arguments.

In addressing the question, over half of the candidates were able to grasp the gist of the question and discussed whether personal wealth and status were the primary goals of the characters in ‘Chuntao’ and ‘Song of Haohan’. The better responses were articulate, well structured and perceptive, incorporating a range of sophisticated expressions.

### Question 5

By and large, candidates demonstrated sound understanding of the issue. They showed interest in the topic discussed, as these are relevant to them. Many candidates were able to present their arguments well.

Several problems were noted:

- Some candidates did not identify and analyse the main issue in the text.
- A number of candidates misunderstood the main issue to be the equality between men and women.
- Some responses had inadequate textual reference.
- Some candidates were not able to use the proper text type, ie a letter to a local Chinese newspaper.

- Candidates did not fully understand the rubrics (criteria) for this question before attempting it. Some candidates did not exchange information, they simply conveyed it.

### **Section III – Writing in Chinese**

#### **Specific Comments**

#### **Question 6**

The majority of the candidates followed the text type required and showed their understanding of the topic by elaborating how American movies confronted and changed the Chinese people's perception of marriages.

Some candidates focused on the impact of western culture upon Chinese people rather than that of American movies. Others wrote about the impact of American movies without providing convincing examples to support their points of view, eg the illustration of traditional Chinese views about marriages and the changes due to the impact.

The majority of candidates demonstrated maturity in their command of language, syntax and grammar.

#### **Question 7**

About one third of the candidates attempted this question.

Most candidates produced their writing well which was appropriate to the context, purpose and audience.

Some candidates focused on only one aspect of the impact – either social impact or economic impact, but not both.

Some candidates did not organise their ideas coherently and logically.

Due to the nature of the topic, candidates tended to write in a formal manner, rather than adopting a casual and personal approach.

Some candidates wrote in a lengthy way about the Olympic Games held in Sydney and other places rather than focusing on the possible impact of the 2008 Olympic Games on China.

#### **Question 8**

About one third of the candidates attempted this question. However, candidates performed better in Questions 6 and 7 than in Question 8.

The majority of candidates did not show a full understanding of the requirements of this question and focused on the discussions of the changes that happened in their lives or the changes in their views of certain matters, rather than the changes in their value judgements.

The majority of candidates demonstrated a considerable level of proficiency in their use of language and syntax.



# Chinese Background Speakers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes	Targeted perf bands
<b>Section I — Listening and Responding</b>				
<b>Part A</b>				
1(a)	1	Environmental issues – Speech	H3.1	2–3
1(b)	2	Environmental issues – Speech	H3.7	2–5
1(c)	2	Environmental issues – Speech	H3.2	2–4
1(d)	5	Environmental issues – Speech	H3.7	2–6
<b>Section I — Listening and Responding</b>				
<b>Part B</b>				
2	10	Adapting to new cultures – Speech	H2.1, H2.3, H3.2, H3.4, H3.5	2–6
<b>Section II — Reading and Responding</b>				
<b>Part A</b>				
3(a)	2	I am your father	H3.1	2–3
3(b)	2	I am your father	H3.2	2–4
3(c)	4	I am your father	H3.3, H3.6, H3.7	2–5
3(d)	7	I am your father	H3.3, H3.6, H3.7	2–6
4	25	<i>Haohan</i> song and <i>Chuntao</i>	H2.1, H3.1, H3.2, H3.7, H3.8	2–6
<b>Section II — Reading and Responding</b>				
<b>Part B</b>				
5	15	Youth Culture – Article/formal letter	H1.2, H2.1, H2.4, H3.8	2–6
<b>Section III — Writing in Chinese</b>				
6	25	The impact of American films	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2–6
7	25	Olympic Games in Beijing	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2–6
8	25	Relationship between parents	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2–6

## 2002 HSC Chinese Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 1 (b)

*Outcomes assessed: H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the choice of taps and lights in the development of the argument	2
• Makes a general comment related to either example	1

**Question 1 (c)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly states how living things relate to one another in the ecological environment</li></ul>	2
<ul style="list-style-type: none"><li>States a convincing reason</li></ul>	1

**Question 1 (d)***Outcomes assessed: H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Analyses perceptively and sensitively the relationship between the speaker's strategies and the language used to engage the audience</li><li>Supports the argument with appropriate textual reference</li></ul>	5
<ul style="list-style-type: none"><li>Demonstrates an understanding of the strategies and techniques used by the speaker and their effects</li><li>Cites appropriate examples of the text</li></ul>	3–4
<ul style="list-style-type: none"><li>Identifies some relevant strategies and/or makes some general statements about language that might engage an audience</li></ul>	1–2

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5*

#### MARKING GUIDELINES

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 text 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)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the causes	2
• Identifies the causes	1

#### Question 3 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Describes with at least TWO relevant examples	2
• Describes ONE example	1

**Question 3 (c)***Outcomes assessed: H3.3, H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way in which language is used to reveal character	4
• Demonstrates some understanding of the way in which language is used to portray the character of Ma Rui	2–3
• Identifies aspects of Ma Rui’s personality	1

**Question 3 (d)***Outcomes assessed: H3.3, H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrate a perceptive and comprehensive understanding of the way language is used to characterise teacher Liu • Supports their argument with relevant examples from the extract referring to the whole extract	7
• Demonstrates a good understanding of the way language is used to characterise teacher Liu • Supports their argument with relevant examples from the extract referring to the whole extract	5–6
• Links isolated examples from the text to characterise the personality of teacher Liu	3–4
• Links some relevant examples or makes some generalised statements about teacher Liu	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.7, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey opinions and ideas</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Analyses the way in which language is used to convey opinion and ideas</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Discusses ways in which language is used to convey opinion and ideas</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	11–15
<ul style="list-style-type: none"><li>• Identifies with some elaboration examples of the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Identifies some examples of the way in which language is used to convey ideas</li><li>• Attempts to compose an argument with reference to the text</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.4, H3.8*

#### MARKING GUIDELINES

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 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>	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 context and audience</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 context and audience</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 context and audience</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 6–8

*Outcomes assessed: H1.3, H2.1, H2.2, H2.3, H2.4, H4.2*

#### MARKING GUIDELINES

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 highly developed and sophisticated control of Chinese vocabulary and syntax</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 the ability to manipulate language</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