

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

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2002 HSC NOTES FROM THE MARKING CENTRE CHINESE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Chinese. It provides comments with regard to responses to the 2002 Higher School Certificate Examinations, 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 Examinations, 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.

General Comments

In 2002, approximately 74 candidates attempted the Chinese Continuers Examination, 26 the Chinese Extension Examination and 7 the Chinese Beginners Examination.

Beginners

Speaking Skills Examination

General Comments

Overall the result of Beginners Speaking was satisfactory.

Section I – Situations

Strengths:

- Most candidates were able to use basic Chinese to convey the meaning of some of the cues.

Weaknesses:

- Some candidates had difficulties in using appropriate Chinese to convey the meaning of the cues.
- Some candidates had difficulties in demonstrating an appropriate range of language and structures.

Section II – Reading aloud

Strengths:

- Most candidates read fluently.
- Most candidates made appropriate pauses.
- A few responses had limited/minor inaccuracies.

Weaknesses:

- A few candidates paused regularly and made errors in pronunciation.
- Some candidates mispronounced the Pinyin words. Even with repetition, they still pronounced them with errors.

Listening Skills Examination

Most candidates performed well in this section.

Written Examination

Section I – Reading Skills

Strengths:

- Most candidates could supply answers correctly to prove they could recognise and understand the given passages.

Weaknesses:

- A few candidates had difficulties in recognising Chinese characters and complex language structures. They failed to explain the answers fully.

Section II – Writing Skills

Strengths:

- Most candidates could provide a variety of vocabulary and structure.
- Candidates were able to observe all conventions of discourse form.
- Candidates provided relevant information.
- Most candidates could produce well constructed sequencing.

Weaknesses:

- A few candidates rarely observed conventions of the discourse form.
- A few candidates had very limited knowledge of vocabulary and language structures.
- A number of candidates failed to address the topic.

Section III – Grammar

Generally, this question was attempted satisfactorily.

Strengths:

- The majority of the candidates provided and demonstrated knowledge and usage of the specified grammatical structures.

Weaknesses:

- A few candidates had limited knowledge and understanding of the required grammatical structures.

Continuers

Oral Examination

General Comments

- In general, the majority of candidates expressed their opinions effectively. Some candidates even demonstrated depth of the treatment of information.
- The majority of the candidates' pronunciation and intonation facilitated their expression of ideas. Some candidates were able to present their opinions with confidence.
- Candidates who manipulated a rich vocabulary and a variety of grammatical structures achieved better results.

Written Examination

Section I – Listening and Responding

Specific Comments

Question 1

Most candidates answered this question correctly.

Question 2

Most candidates answered this question correctly.

Question 3

- (a) Most candidates answered A, B or C. Only a few candidates chose A as the correct answer.
- (b) Candidates who did not answer correctly did not mention the age range.

Question 4

- (a) Most candidates answered this question correctly, including how the boy inferred his request to the mother.
- (b) The majority of the candidates answered this question correctly.

Question 5

Most candidates answered this question fully. Some candidates only mentioned one of the two points needed.

Question 6

Only a few candidates answered correctly. Many candidates only reiterated their own experience and not the cultural difference.

Question 7

- (a) Most candidates answered this question correctly but some missed the point of including a place name.
- (b) The majority of the candidates answered satisfactorily.

Question 8

The majority of the candidates did not answer the question correctly, but merely translated what they heard. Not many could state the marketing strategy used, illustrating a difficulty in understanding what was required by the question.

Question 9

- (a) Most candidates answered this question correctly.
- (b) This question proved very challenging. Most candidates were only able to answer part of it.

Section II – Reading and Responding

Specific Comments

Part A

Question 10

- The majority of candidates answered this question well.
- Many candidates had not thought about the specific points but have just mentioned general reasons (ie for thanking Xiao Bai's help).
- Basically, candidates could provide most information for this question. However, only a few provided all information required.
- Most candidates missed one or two points, ie the most difficult time or the need to help Xiao Li prepare for her examination.

Question 11

- Although the question indicates 'in which city ...', some candidates still ticked three boxes for their answers.
- Most candidates provided detailed information for this question.

- Although many candidates provided enough information for this question, a few did not understand part of the information and tried to translate directly, ie translating the phrase *cong xiao dao da* as ‘from small to big’ and *shan shui hua* as ‘mountain water picture’.
- Most candidates answered this question although only half of them provided detailed information.
- Few candidates demonstrated the ability to conduct an in-depth analysis. Many candidates provided detailed or isolated information of the different reaction between the writer and her grandparents.

Part B

Question 12

- By and large, candidates performed satisfactorily in this question.
- Some candidates misinterpreted the instructions. They responded from the angle of a person other than Jingjing. Some candidates misunderstood Jingjing’s location and placed him in China.
- A few candidates wrote their responses in full form Chinese characters.

Section III – Writing in Chinese

General Comments

Candidates must remember that written responses must be in simplified characters as specified in the syllabus. The Stage 6 Syllabus Chinese Continuers states that ‘Questions and tasks will be set in simplified characters and all written responses are expected to be in simplified characters.’ (page 6)

Specific Comments

Question 13

- Candidates answered this question satisfactorily.
- Some candidates who attempted Part A did not use the report format.
- The majority of the candidates who attempted Part B performed well.

Question 14

- The majority of candidates attempted Part A. The more able candidates were able to give convincing reasons with regard to living in their city. The format was straightforward and most students adhered to instructions.

- Some candidates attempted Part B, but failed to discuss the jobs or opportunities they mentioned. Some responses did not keep to the question or topic.

Extension

Oral Examination

Monologue

Specific Comments

Question 1

A few candidates attempted this question. Generally speaking, they provided information and expressed opinions as required. Some candidates did not provide evidence to support their arguments.

Question 2

Most candidates attempted this question and did very well. Some candidates provided only the skeleton of the answer rather than one that included in-depth details.

Question 3

Most candidates attempted this question and performed well. Some candidates did not present an argument from their own perspective and discussed the issue in general terms.

Written Examination

Section I – Response to Prescribed Text

Part A

Specific Comments

Question 1

- Most candidates answered this question fully, pinpointing the answer correctly.
- Most candidates were able to state 2–3 film techniques used to create atmosphere in this scene. The more able candidates were also able to analyse and contrast the atmosphere of the scene before and after Lao Zhu's announcement. Although some candidates were able to state the film techniques used, they did not link them to the atmosphere successfully.
- The majority of candidates provided the reason that Lao Zhu feared making the announcement of his marriage to Jin Rong. Although relevant reasons were provided, some candidates did not analyse in sufficient depth.

- This question proved demanding, with few candidates answering the question fully. Most candidates were able to describe how the actors and their actions represented to some degree traditional or modern values, but could not relate how the director in this scene used those issues. Some candidates used irrelevant material from other scenes.

Part B

General Comments

Candidates were to write their responses in simplified Chinese characters as specified in the syllabus.

Specific Comments

Question 2

The nature of this question required thorough understanding of the prescribed extracts and sound ability to manipulate vocabulary and sentence structures to meet the requirement of the task.

Most candidates were able to analyse Jiaqian's character and the situation that caused her to make the decision to move out and yet made her hesitant to make an announcement. However, a few candidates failed to notice the father's sarcastic tone and address the sisters' reactions, and Jiaqian's mixed feelings.

A few candidates focused only on the script provided and did not demonstrate flair in their approach.

Section III – Writing in Chinese

Specific Comments

Question 3

Most candidates used the text type that was required here, ie a letter. There were common themes amongst most of the answers, but the use of appropriate and varied vocabulary with expression and fluency was more apparent with the more able candidates. Some candidates were original by writing a letter from a parent's perspective, but the majority wrote from a young person's point of view. Most candidates selected this question.

Question 4

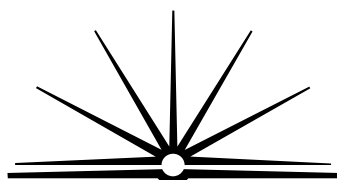
The majority of candidates responded well to this question and expressed their opinion clearly. Most agreed with the statement made. The more able candidates kept to the question and used a variety of vocabulary items and complex sentence structures.

Chinese Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Speaking			
1	2	Personal Interest	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	2	Health	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Talking To A Friend	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Making An Excuse (Late For School)	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	Part-Time Work	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
6	5	Oral Reading	H2.4
Listening			
1	1	Making Arrangements – Leisure Activities/Friends — Narrative	H3.1
2	1	Ordering Room Service in a Hotel Conversation — telephone call	H3.1
3	1	Directions Conversation	H3.1
4	1	Weather – School Excursion Announcement	H3.1
5	1	Shopping – Stationery Advertisement	H3.1
6 (a)	1	Leisure – Plans For The Weekend Conversation	H3.1
6 (b)	1	Leisure – Plans For The Weekend Conversation	H3.1
7	2	Family And Friends – Making New Friends Conversation	H3.1
8	2	Professions – Future Aspirations – Comparison And Preference Conversation	H3.1
9	2	P.A. – School Announcement Announcement	H3.1
10	2	School/Students (Australian Students In Beijing) Narrative	H3.1
11	3	Health/Fitness and Study Speech	H3.1
12	3	Entertainment/Music/Study Interview	H3.1
13	4	Travel/Tourism Advertisement	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Writing Examination			
Section I — Reading Skills			
1 (a)	1	Food Advertisement	H3.1
1 (b)	1	Food Advertisement	H3.1
2 (a)	1	Going Out With Friends A note	H3.1
2 (b)	1	Going Out With Friends A note	H3.1
2 (c)	2	Going Out With Friends A note	H3.1
3 (a)	1	Seasons In China Letter	H3.1
3 (b)	2	Seasons In China Letter	H3.1
3 (c)	3	Seasons In China Letter	H3.1
4 (a)	1	Sport Announcement	H3.1
4 (b)	1	Sport Announcement	H3.1
4 (c)	2	Sport Announcement	H3.1
4 (d)	4	Sport Announcement	H3.1
5 (a)	2	School Diary	H3.1
5 (b)	3	School Diary	H3.1
5 (c)	5	School Diary	H3.1
Section II — Writing Skills			
6 (a)	10	Holiday And Travel	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	10	Family And Pets	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Section III — Grammar			
7 (a)	2	Grammar	H2.1, H2.5, H2.7
7 (b)	2	Grammar	H2.1, H2.5, H2.7
7 (c)	2	Grammar	H2.1, H2.5, H2.7
7 (d)	2	Grammar	H2.1, H2.5, H2.7
7 (e)	2	Grammar	H2.1, H2.5, H2.7



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

2002 HSC Chinese Beginners Marking Guidelines — Speaking Skills

Section I — Situations

Question 1

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Chinese appropriately to convey the meaning of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Chinese appropriately to convey the meaning of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 3*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Chinese effectively to convey the meaning of the cues• Demonstrates control of complex Chinese structures	4
<ul style="list-style-type: none">• Uses Chinese appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses Chinese to convey the meaning of some of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 4*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Chinese effectively and fluently to convey the meaning of the cues• Demonstrates control of complex Chinese structures	5
<ul style="list-style-type: none">• Uses Chinese appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3–4
<ul style="list-style-type: none">• Uses basic Chinese to convey the meaning of some of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 5*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Chinese effectively and fluently to convey the meaning of the cues• Demonstrates control of complex Chinese structures	7
<ul style="list-style-type: none">• Uses Chinese appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	5–6
<ul style="list-style-type: none">• Uses basic Chinese to convey the meaning of some of the cues	3–4
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1–2

Section II — Reading Aloud

Question 6

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Reads confidently and fluently with correct intonation, pronunciation and accentuation• Competently and accurately recognises Chinese script	5
<ul style="list-style-type: none">• Demonstrates good oral reading skills, with some minor inaccuracies	4
<ul style="list-style-type: none">• Reads coherently, but pauses regularly, with some repetitions and mispronunciations	3
<ul style="list-style-type: none">• Demonstrates basic recognition of Chinese script• Regularly pauses, repeats words/phrases and mispronounces Chinese	2
<ul style="list-style-type: none">• Demonstrates limited recognition of Chinese script• Frequently hesitates and makes errors in pronunciation	1

2002 HSC Chinese Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the direction to take to get to the shopping mall and post office	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Explains that the school supplies shop is having a sale	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Explains the female speaker's view	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Explains fully how the girl would benefit	2
• Identifies ONE way in which the girl could benefit	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Presents the detailed reasons: the difference in thinking between the daughter and parents	2
• Provides only one reason	1

Question 9*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reason and gives explanation	2
• Identifies one piece of relevant information	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Fully explains the reason with some detail	2
• Identifies the reason with some detail	1

Question 11*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Fully explains what can happen if a balance between study and exercise is not maintained	3
• Explains two points that the speaker makes	2
• Identifies ONE of the speaker's points	1

Question 12*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Explains why student's opinion is convincing giving TWO supporting points	3
• Identifies 1–2 points that the student makes	1–2

Question 13*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how this advertisement makes Singapore sound inviting to Australian tourists • Identifies most relevant detail	4
• Demonstrates some understanding of how the advertisement makes Singapore sound inviting	2–3
• Identifies some positive features of Singapore	1

2002 HSC Chinese Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the choice between two flavours	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Identifies that Chinatown is close to the city	1

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

Criteria	Marks
• Explains fully the reason Xiao Zhang needed to write the note	2

Question 3 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 3 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the context and place in which they met	2
• Identifies either the context or place in which they met	1

Question 3 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the THREE things the writer noticed about Beijing's winter	3
• Correctly identifies 1–2 things the writer noticed about Beijing's winter	1–2

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the people's reaction	1

Question 4 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Draws a conclusion about how the announcer feels based on his comments	2
• Identifies the comment he made	1

Question 4 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why it is appropriate with all relevant detail	4
• Provides an explanation of why it is appropriate with some detail	2–3
• Identifies at least ONE reason why it is appropriate	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies how long the diary writer has been in Brisbane and at the new school	2
• Identifies EITHER how long the diary writer has been in Brisbane OR how long she has been at the school	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the differences between the school grounds of both schools	3
• Identifies some of the differences between the grounds of the two schools	1–2

Question 5 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Critically analyses and evaluates how the diary writer is probably feeling about moving to a new city and school, making close reference to the diary entry	5
• Evaluates the way the diary writer is probably feeling making accurate reference to the diary entry	4
• Describes some of the probable feelings of the diary writer with some relevant reference to the text	2–3
• Identifies ONE emotion the diary writer has displayed as a result of the move to Brisbane	1

Section II — Writing Skills

Question 6 (a) and 6 (b)

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9–10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7–8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5–6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3–4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–2

Section III — Grammar

Question 7 (a) – (e)

Outcomes assessed: H2.1, H2.5, H2.7

MARKING GUIDELINES

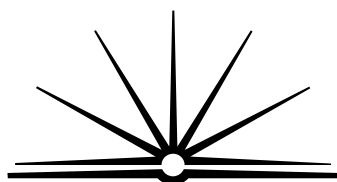
Criteria	Marks
<ul style="list-style-type: none">• Provides correct Chinese sentence• Demonstrates knowledge and understanding of the specified grammatical construction	2
<ul style="list-style-type: none">• Demonstrates partial knowledge and understanding of the specified grammatical construction	1

Chinese Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation – covering student’s personal world	H1.1, H1.2, H1.3, H1.4
Written Examination			
Section I — Listening and Responding			
1	1	Recreation & Leisure – Speech	H3.1
2	1	Changing World technology – News item	H3.1
3 (a)	1	Chinese community – Advertisement	H3.1
3 (b)	1	Chinese community – Advertisement	H3.1
4 (a)	1	Chinese community/lifestyle– Phone message	H3.1
4 (b)	1	Chinese community/lifestyle– phone message	H3.1
5	2	Individual education and aspiration	H3.1
6	3	Cross-culture perspective – Speech	H3.1, H3.2
7 (a)	1	The changing world/World of work – Conversation	H3.1
7 (b)	3	The changing world/World of work – Conversation	H3.1, H3.2
8	4	The changing World of Tourism & Hospitality – Advertisement	H3.1, H3.2
9 (a)	1	The changing world: environment – Conversation	H3.1,
9 (b)	5	The changing world: environment – Conversation	H3.1, H3.2
Section II — Reading and Responding, Part A			
10 (a)	1	Friendship – Letter	H3.1
10 (b)	2	Friendship – Letter	H3.1
10 (c)	3	Friendship – Letter	H3.1, H3.2
10 (d)	3	Friendship – Letter	H3.1, H3.2
11 (a)	1	The changing world; Cross culture – perspective – Article	H3.1
11 (b)	2	The changing world; Cross culture – perspective – Article	H3.1
11 (c)	3	The changing world; Cross culture – perspective – Article	H3.1
11 (d)	4	The changing world; Cross culture – perspective – Article	H3.1, H3.2
11 (e)	6	The changing world; Cross culture – perspective – Article	H3.1, H3.2
Section II — Reading and Responding, Part B			

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
12	15	Adapting to a new culture – Letter	H1.2, H1.3, H1.4, H3.1, H3.2
Section III — Writing in Chinese			
13 (a)	6	The Individual sport event report – Narrative account	H2.1, H2.2, H2.3
13 (b)	6	The Individual education – Essay	H2.1, H2.2, H2.3
14 (a)	9	The Chinese-speaking Communities/Lifestyles – Letter	H2.1, H2.2, H2.3
14 (b)	9	The Individual education and aspiration – Article	H2.1, H2.2, H2.3



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

2002 HSC Chinese Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates confidently and fluently with correct intonation and pronunciationDemonstrates depth of the treatment through the presentation of relevant information, opinions and/or commentResponds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17–20
<ul style="list-style-type: none">Communicates effectively, with some degree of fluency and authenticityResponds with relevant information and a range of relevant opinions and/or commentResponds with a range of vocabulary and structures, but with some minor inaccuracies	13–16
<ul style="list-style-type: none">Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabularyResponds with relevant information and opinions	9–12
<ul style="list-style-type: none">Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errorsPresents some relevant information, opinions or ideas	5–8
<ul style="list-style-type: none">Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1–4

2002 HSC Chinese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 3 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provide detailed information on the targeting group	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provide the reason for the phonecall	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed explanation of the female speaker's opinion	2
• Provides isolated explanation	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed information on speaker's initial feelings, the course of the feelings, and her new recognition	3
• Provides partial information on speaker's initial feelings, the course of the feelings, and her new recognition	2
• Provides isolated information on speaker's initial feelings, the course of the feelings, and her new recognition	1

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

Criteria	Marks
• Identifies what Liu Ming did during the holiday	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed explanation of what Liu Ming has realised from his holiday job	3
• Provides partial explanation of what Liu Ming has realised from his holiday job	2
• Provides isolated explanation of what Liu Ming has realised from his holiday job	1

Question 8*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed explanation of the marketing strategy behind this commercial including the rationale of the targeting group and the fusibility concerns of the arrangements	4
• Provides partial explanation of the marketing strategy behind this commercial including the rationale of the targeting group and the fusibility concerns of the arrangements	3
• Provides some relevant explanation of the marketing strategy behind this commercial including the rationale of the targeting group and the fusibility concerns of the arrangements	2
• Provides isolated explanation of EITHER the rationale of the targeting group, OR the fusibility concerns of the arrangements	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identify the type of help Daming's mother is offering	1

Question 9 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed explanation of both the thinking behind Daming's mother's advice of not throwing out unused things and the different opinion of Daming's	5
• Provides some explanation of both the thinking behind Daming's mother's advice of not throwing out unused things and the different opinion of Daming's	3–4
• Provides isolated explanation of EITHER the thinking behind Daming's mother's advice of not throwing out unused things, OR the different opinion of Daming's	1–2

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed explanation on why can't Xiao Li simply tell Xiao Bai what she wants to say	2
• Provides a reason that Xiao Li has to write	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information on what happened to Xiao Li last month and on her initial reaction and reactions around her at the time	3
• Provides partial information on what happened to Xiao Li last month and on her initial reaction and reactions around her at the time	2
• Provides isolated information EITHER on what happened to Xiao Li last month OR on her initial reaction and reactions around her at the time	1

Question 10 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed information on how Xiao Li showed his friendship to Xiao Bai last month	3
• Provides some information on how Xiao Li showed his friendship to Xiao Bai last month	2
• Provides isolated information on how Xiao Li showed his friendship to Xiao Bai last month	1

Question 11 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 11 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed information on what the writer discovered in conversation with young Chinese	2
• Provides some information on what the writer discovered in conversation with young Chinese	1

Question 11 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed information on writer's impression of Sanxia	3
• Provides partial information on writer's impression of Sanxia	2
• Provides isolated information on writer's impression of Sanxia	1

Question 11 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides detailed explanation and analysis on why Chinese people found the writer fascinating	4
<ul style="list-style-type: none">Provides explanation and some analysis on why Chinese people found the writer fascinating	3
<ul style="list-style-type: none">Provides partial explanation and some relevant thinking on why Chinese people found the writer fascinating	2
<ul style="list-style-type: none">Provides minimal explanation on why Chinese people found the writer fascinating	1

Question 11 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides detailed information of the different reactions between the writer and her grandparentsDemonstrates an in-depth analysis skills which helps candidates to offer detailed explanation of the difference	5–6
<ul style="list-style-type: none">Provides detailed information of the different reactions between the writer and her grandparentsDemonstrates some analysis skills which helps candidates to offer detailed explanation of the difference	3–4
<ul style="list-style-type: none">Provides isolated information of the different reaction between the writer and her grandparentsDemonstrates limited skills which helps candidates to offer detailed explanation of the difference	1–2

Section II — Reading and Responding

Part B

Question 12

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text: the family's quality of life including accommodation, food and the feather; the family's lifestyle including eating at home or outside and Jingjing's dating and working • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text: the family's quality of life including accommodation, food and the feather; the family's lifestyle including eating at home or outside and Jingjing's dating and working • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text: the family's quality of life including accommodation, food and the feather; the family's lifestyle including eating at home or outside and Jingjing's dating and working • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Chinese

Question 13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 14

Outcomes assessed: H2.1, H2.2, H2.3

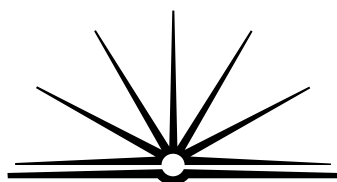
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Chinese Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
1	5	Modern versus Traditional Values – Monologue	H1.1, H1.2
2	5	Individuals search for identity – Monologue	H1.1, H1.2
3	5	Individuals search for identity – Monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text, Part A			
1 (a)	2	Eat Drink Man Woman	H2.2
1 (b)	3	Eat Drink Man Woman	H2.1, H2.2
1 (c)	4	Eat Drink Man Woman	H2.1, H2.2, H2.3
1 (d)	6	Eat Drink Man Woman	H2.1, H2.2, H2.3
Section I — Response to Prescribed Text, Part B			
2	10	Eat Drink Man Woman – letter	H2.1, H2.3
Section II — Writing in Chinese			
3	15	Changing relationships – letter	H1.1, H1.2
4	15	Modern versus Traditional Values – short essay	H1.1, H1.2



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

2002 HSC Chinese Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1

2002 HSC Chinese Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of Mrs Liang's reaction	2
• Provides a partial explanation of Mrs Liang's reaction	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed explanation of the way in which film techniques convey the tense atmosphere and the impending conflict • Illustrates answer with examples from the scene	3
• Provides some explanation of the way in which film techniques convey the tense atmosphere and the impending conflict • Illustrates answer with some examples from the scene	2
• Identifies a relevant technique OR describes the atmosphere in the scene	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Provides a detailed explanation of the reasons that prompt Lao Zhu's lengthy speech• Illustrates the answer with relevant references to the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Provides an explanation of the reasons that prompt Lao Zhu's lengthy speech• Illustrates the answer with some relevant references to the text	3
<ul style="list-style-type: none">• Demonstrates partial understanding of the text• Provides limited references to the text	2
<ul style="list-style-type: none">• Demonstrates minimal understanding of the text <p>OR</p> <ul style="list-style-type: none">• Cites isolated examples from the text	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provide detailed information of the director's intention through the different reactions at the dinner table• Demonstrates the ability to analyse perceptively how these reactions reflect the issue of 'breaking with tradition'	5–6
<ul style="list-style-type: none">• Provide some explanation of the director's intention through the different reactions at the dinner table• Demonstrates the ability to analyse these reactions	3–4
<ul style="list-style-type: none">• Demonstrates minimal understanding of the reactions of the people at the dinner table	2
<ul style="list-style-type: none">• Provides isolated references to the text	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

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

Section II — Writing in Chinese

Questions 3–4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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