

**2004 HSC Notes from
the Marking Centre
Chinese Background Speakers**

© 2005 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 1 74147239 0

2005109

Contents

Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	6
Section III – Writing in Chinese.....	8

2004 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 2004 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 2004 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 2004, 1409 candidates attempted the Chinese Background Speakers examination.

Section I – Listening and Responding

Specific Comments

Part A

Question 1

For this question, candidates are required to respond in English. A number of candidates wrote their answers in Chinese and received no marks. A few responded partly in Chinese and English.

- (a) Quite a number of candidates gave a complete answer in this question. However, some candidates did not refer to either ‘a book’ or ‘the hippie life style experience’.

Some candidates wrote as their answer ‘to write a book about hippie life style’. This was not correct.

- (b) Most candidates answered this question well. However, some candidates did not include all relevant information such as ‘read a report’ or ‘in high school’ or ‘hippie’s life style was completely different from ours’ or ‘fascinated by the hippie life style’.

Some candidates gave irrelevant information.

- (c) Some candidates successfully analysed the language features. Despite the clear links to syllabus outcome 3.3, many found this question particularly challenging. Some candidates did not talk about the attitudes and values of both speakers and did not use relevant examples to support their analysis.

A number of candidates did not write the answer in a logical and structured way.

A small number of candidates simply listed facts without giving any analysis or explanation.

Quite a number of candidates delivered a pre-prepared response relating to aspects of language analysis which did not address the question.

Part B

Question 2

Generally speaking, the majority of candidates understood both texts. However, many did not include textual references in their responses.

Most candidates wrote much more than the specified length. This often led to a loss of control over the writing, poor sequencing of ideas and needless repetition.

A few candidates answered this question in English.

The best responses:

- demonstrated an excellent understanding of the two texts
- demonstrated independence from the wording of the texts and skilfully combined information from both texts
- demonstrated an excellent control of structure and an excellent range of vocabulary
- ‘compared’ and ‘contrasted’ information in a lucid way.

In the weaker responses:

- candidates did not address the criteria for this question
- there seemed to be some confusion in relation to the correct text type
- candidates did not compare and contrast opinions and ideas
- there was a lack of support from textual references.

Section II – Reading and Responding

Part A

Question 3

General Comments

The majority of the candidates attempted this question in Chinese.

Some candidates did not read the questions sufficiently and carefully and responded rather to some of the key words in questions.

Candidates should use examples to support their points.

Candidates should answer the question in either Chinese or English but not BOTH.

- (a) Most candidates answered this question well.
- (b) Most candidates answered this question well. A small number of the candidates misinterpreted the question as ‘explain the reactions of Xu Jie towards the family members’ or ‘what did Xu Jie do about the new domestic arrangement’.
- (c) Many candidates attempted this question by providing information about ‘the character of the father’ rather than using language features to analyse and explain the character of the ‘father’.
- (d) A number of candidates did not address the question. They provided an explanation of language features and did not relate this analysis to any social issues. Most candidates based their responses on the extract only and did not refer to the whole text as required by the question.

Question 4

General comments

- Many candidates answered this question by retelling parts of the text. In the very best responses candidates substantiated their arguments with relevant and precise textual illustrations.
- Many responses showed a lack of control of correct sentence structures and use of characters.
- Many responses showed little evidence of planning. These responses were often poorly organised and lacked structure or coherence.

This question required candidates to identify the traditional community values embedded in the prescribed texts of *Chuntao* and *I am your Father* and how these traditional community values affect the relationships of the characters in the texts. Some examples of these are as follows:

Chuntao

Most candidates identified the issue of the unrivalled authority of husbands in traditional Chinese community and the legitimacy of marriages as validated by the possession of a legal marriage certificate. (*Long feng tie*)

Fewer candidates were successful in providing an insightful analysis of how these traditional community values impacted on the relationships between the various characters in the text. The analysis was usually confined to the triadic relationship between Chuntao, Li Mao and Liu Xianggao and did not include references to the relationships between Xianggao and his colleagues/Li Mao and his neighbours and how they were affected by their mockery.

Many candidates elaborated on the rebellious behaviour of Chuntao instead of analysing how the traditional community values affected the relationships between various characters in the text.

Some candidates referred to *Chuntao* as a film rather than a short story.

I am your Father

A large number of candidates were able to identify the issue of the unchallenged authority of teachers and the supremacy of fathers in the traditional patriarchal society.

Some candidates drew their textual references from the rest of the novel but not from the prescribed chapter and hence candidates provided irrelevant illustrations.

Many candidates identified the traditional community values but did not analyse in any depth how these beliefs affected the relationships between the teachers and Ma Rui, and Ma Rui and his father in particular.

Question 5

The majority of the candidates demonstrated an understanding of the text.

Strengths:

- Candidates demonstrated a comprehensive understanding of the text and identified the main issues in the text.
- Some candidates responded with a sophisticated level of ability.
- Most candidates wrote coherently and included some appropriate textual reference.
- Most candidates demonstrated a highly developed understanding of context, purpose and audience.
- Most candidates demonstrated an appropriate knowledge and understanding of language.
- A few candidates demonstrated an excellent control of vocabulary and language structures.

Weaknesses:

- Many candidates responded with an incomplete or even wrong text type.
- Some candidates treated the question as a creative writing task.
- Some candidates did not discuss the issues in the text and did not support their argument with textual references. They summarised or listed the points without exchanging information.
- Some candidates demonstrated little ability to organise information. They also did not use accurate and appropriate vocabulary.

Section III – Writing in Chinese

General Comments

The task required candidates to address the audience of an international conference. However, many candidates seemed to be writing the response as a speech for an audience of students in a classroom context.

Many candidates used incorrect vocabulary and Chinese characters.

Very few candidates addressed the question properly by identifying the crisis, and providing reasons and solutions.

Specific Comments

Question 6

- Many candidates borrowed ideas and even expressions from the text in Question 5 as examples to address the question.
- Quite a number of candidates misinterpreted the concept of crisis in marriage.

Question 7

- Most candidates confused traditional morality with traditional culture/ideas in responding to this question.
- Many candidates did not identify the core crisis of traditional morality and did not provide any appropriate suggestions to solve the crisis.

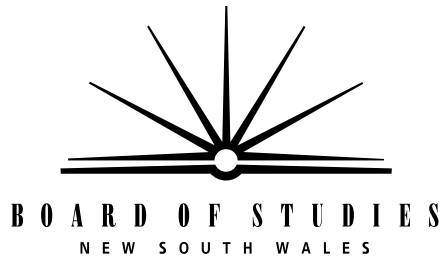
Question 8

- Candidates seemed to have a better understanding of environmental issues, but even here superficial solutions for the crisis were often provided. For example, they suggested that the solution to resolve the crisis in the environment is to stop littering and spitting.

Chinese Background Speakers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The role of the individual in today's society — interview	H3.1
1 (b)	3	The role of the individual in today's society — interview	H3.1, H3.2
1 (c)	6	The role of the individual in today's society — interview	H3.3, H3.8
Section I — Listening and Responding			
Part B			
2	10	The maintenance of Chinese culture in non-Chinese cultural contexts — speech/dialogue/article	H2.1, H2.3, H3.2, H3.4, H3.5, H3.8
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Hard Porridge</i>	H3.1
3 (b)	3	<i>Hard Porridge</i>	H3.1, H3.2, H3.3
3 (c)	4	<i>Hard Porridge</i>	H3.8
3 (d)	6	<i>Hard Porridge</i>	H3.1, H3.2, H3.7, H3.8
4	25	<i>Chun Tao and I am your Father</i> The individual and the community	H2.1, H2.2, H3.1, H3.2, H3.3, H3.6, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	Changing gender roles in today's society — article/letter	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Chinese			
6	25	The role of family and marriage in contemporary society — speech	H2.1, H2.2, H2.3, H2.4,
7	25	The impact on young people of changes in traditional social values — speech	H2.1, H2.2, H2.3, H2.4,
8	25	Environmental issues — speech	H2.1, H2.2, H2.3, H2.4,



2004 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
• Identifies the reason	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Professor Li became interested in hippies	3
• Demonstrates some understanding of how Professor Li became interested in hippies	2
• Identifies some relevant information	1

Question 1 (c)*Outcomes assessed: H3.3, H3.8***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how the attitudes and values are reflected in the language of both speakers	6
• Demonstrates a good understanding of how the attitudes and values are reflected in the language of both speakers	4–5
• Demonstrates some understanding of how the attitudes and values are reflected in the language of both speakers	2–3
• Identifies some relevant information	1

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5, H3.8

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies and summaries the reasons	2
• Identifies the reasons	1

Question 3 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Summarises and explains all the reactions	3
• Summarises and explains some reactions	2
• Identifies some reactions	1

Question 3 (c)

Outcomes assessed: H3.8

MARKING GUIDELINES

Criteria	Marks
• Analyses and explains in detail with examples of the character	4
• Recognises and explains with examples of the character	3
• Explains the character with some examples	2
• Explains without examples	1

Question 3 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Analyses and explains with examples how the ‘meal’ issue is used to reflect social problems	6
• Recognises and explains with examples	4–5
• Explains with examples	2–3
• Explains without examples	1

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H2.2, H3.1, H3.2, H3.3, H3.6, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse the way in which the authors of <i>Chuntao</i> and <i>I am Your Father</i> explore how the traditional values influence personal relationships• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey opinions and ideas• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse the way in which <i>Chuntao</i> and <i>I am Your Father</i> explore how the traditional values influence personal relationships• Analyses the way in which language is used to convey opinions and ideas• Composes an effective argument with appropriate textual reference	15–20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss the way in which <i>Chuntao</i> and <i>I am Your Father</i> explore how the traditional values influence personal relationships• Discusses ways in which language is used to convey opinions and ideas• Supports the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of the way in which <i>Chuntao</i> and <i>I am Your Father</i> explore how the traditional values influence personal relationships• Identifies some examples of the way in which language is used to convey ideas• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the way in which <i>Chuntao</i> and <i>I am Your Father</i> explore how the traditional values influence personal relationships• Demonstrates some ability to structure and sequence ideas	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">• Demonstrates a comprehensive understanding of the issues raised in the text• Responds with a sophisticated level of ability to the opinions, ideas and information in the text• Composes a coherent argument demonstrating a comprehensive understanding of the text• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	13–15
<ul style="list-style-type: none">• Identifies the main issues in the text• Responds lucidly to the opinions, ideas and information in the text• Composes an effective argument with close reference to the text• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	10–12
<ul style="list-style-type: none">• Exchanges information in response to the opinions, ideas and information in the text• Writes coherently and with some appropriate textual reference• Relates information to context and audience• Writes using a range of language structures and vocabulary	7–9
<ul style="list-style-type: none">• Responds to some opinions, ideas and information in the text• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	4–6
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Shows some evidence of the ability to organise information	1–3

Section III — Writing in Chinese

Questions 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, (H4.2)

MARKING GUIDELINES

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