

**2005 HSC Notes from  
the Marking Centre  
Chinese**

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# 2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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.

## General Comments

In 2005, approximately 30 candidates attempted the Chinese Beginners examination, 107 candidates attempted the Chinese Continuers examination and 52 candidates attempted the Chinese Extension examinations.

Candidates are reminded that responses must be written in ink not pencil.

## Beginners

### Speaking Skills Examination

#### Section I – Situations

##### Question 1

Most of the candidates answered the first part very well. Several candidates did not respond to the second part with a question form.

##### Question 2

Candidates found this question straightforward. Some candidates also included their pets as being family members.

##### Question 3

The majority of candidates answered this question well. Several candidates, however, did not respond to the third cue, which was to ‘suggest something else to do’.

##### Question 4

Most candidates responded correctly for the first part. Some, however, did not use the future tense in responding to the cue.

In general, candidates found the second part challenging. They did not handle the complex structures well. A number of candidates did not give a convincing explanation.

### **Question 5**

Candidates did not find the first part difficult; however some referred to ‘high school’ as *gaoxue* instead of *zhongxue* or *gaozhong*.

Some candidates conveyed the meaning of the second cue, but in some cases English syntax was used to express the ideas.

Generally speaking, candidates performed well in responding to the third cue. Very few candidates did not provide a different topic other than homework and teachers.

## **Section II – Reading Aloud**

Most candidates read the *pinyin* passage satisfactorily and fluently.

### **Question 6**

Most candidates read *pinyin* with correct pronunciation. However, many candidates who paused during the reading of the text at inappropriate points indicated that they did not really understand the meaning of the sentences or text.

## **Listening Skills Examination**

### **Question 2**

Most candidates did not refer to the fact that the purpose of this announcement was to encourage all students to attend the activity.

### **Question 3**

Although this question was answered satisfactorily, some candidates gave the wrong direction and mentioned that they would take the train instead of going to the train station.

### **Question 5**

B was the correct answer.

### **Question 6**

Most candidates answered this question correctly.

### **Question 7**

Most candidates responded to only part of the question. Some did not refer to car pooling.

### **Question 8**

Most candidates did not include the female's point of view.

### **Question 9**

Most candidates answered this question satisfactorily. Weaker candidates did not justify their response.

### **Question 10**

Many candidates described the information in the text but did not argue how the teacher presented his point of view.

## **Written Examination**

### **Section I – Reading Skills**

#### **Question 1**

- (a) Most candidates answered this question correctly.
- (b) This question was answered satisfactorily, although more details were needed.

#### **Question 2**

- (a) Majority of candidates answered this question correctly.
- (b) Most candidates answered this question correctly by justifying their point of view.

#### **Question 3**

- (a) Most candidates answered correctly.
- (b) Most candidates answered correctly.
- (c) Most candidates answered correctly.

#### **Question 4**

- (a) A was the correct answer.
- (b) Few candidates interpreted the saying correctly.
- (c) Candidates found this question challenging. Some candidates did not fully justify the writer's point of view.

### Question 5

- (a) Although some answered this question satisfactorily, some candidates misinterpreted the question by saying the editor was an author of a book.
- (b) In general, this question was answered satisfactorily. However, some did not include all the necessary detail.
- (c) Some candidates translated the text and did not compare and contrast the three letters.

## Section II – Writing Skills

### Question 6

Few candidates chose topic (a). Those who attempted topic (b) observed the conventions of the text type well. Some candidates who answered question (c) either repeated information or included irrelevant information.

Many candidates provided lengthy texts that did not address the topic. The best responses included complex syntax and a range of expressions and vocabulary.

## Section III – Grammar

### Question 7

(Sentence 1) Most candidates answered this sentence well.

(Sentence 2) This sentence was answered satisfactorily.

(Sentence 3) Instead of using *di* as an adverb, many candidates used *di* as part of the noun *difang*.

(Sentence 4) Some candidates failed to use *jiu* in a sequence. Instead, they used *jiu* to emphasise an action.

(Sentence 5) Few candidates responded well to this cue. They did not make a comparison using ‘*meiyou...name...*’, instead, candidates used ‘name’ as a conjunction to indicate how a situation has changed.

## **Continuers**

### **Oral Examination**

#### **General Comments**

The majority of the candidates performed well in general. They demonstrated a good understanding of their personal world and presented substantial responses. Most candidates spoke confidently with a high degree of fluency.

The better candidates elaborated more in response to the open-ended questions and provided appropriate detail and relevant examples. They also included a variety of appropriate vocabulary and a range of sentence structures and idiom.

Some candidates did not respond spontaneously. They need to be aware that they must provide relevant and concise information in their responses. Too often the weaker responses were too short and did not answer the question fully.

### **Written Examination**

#### **Section I – Listening and Responding**

##### **Question 1**

Most candidates answered this question well. However, they did not demonstrate an understanding of the relevance of the phrase ‘this afternoon’.

##### **Question 2**

Almost all the candidates answered this question correctly.

##### **Question 3**

Most candidates answered this question well. A few candidates did not mention that one of the purposes of the phone call was to give an apology. A small number of the candidates misunderstood that the person who went to Beijing was David.

##### **Question 4**

The better responses included the point that it was the first Chinese restaurant in the local area.

##### **Question 5**

This question was well answered by most candidates.



### **Question 6**

The better responses included the point that one of the purposes of the announcement was to encourage young people to register for voluntary work and to provide suggestions on how to help their neighbours.

### **Question 7**

Most of the candidates answered the question very well. The best responses included the point that the male speaker suggested that riding a bicycle could be faster on a busy road than driving.

### **Question 8**

Many candidates did not refer to all the strategies used. The best responses explained the techniques in detail.

### **Question 9**

Most candidates translated directly from the text without relating the information to the question.

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

### **Part A**

#### **Question 10**

In general, most candidates performed well. Most candidates answered the questions by making appropriate reference to the text.

In the weaker responses, candidates translated parts of the text without relating the information to the question.

#### **Question 11**

- (b) Most candidates explained Allan's feelings in some detail.
- (d) The best responses included some reference to what Mother said in the first paragraph.
- (e) Most candidates did not refer to the cultural implications of the text. Some referred to family values or the generation gap. Some focused on the characters' attitude to the event rather than identifying the author's intention.

## **Part B**

### **Question 12**

Most candidates included information appropriate to the text type of personal profile. Candidates referred to their academic strength, past experience that was relevant to this job and their willingness to help younger students in their study.

In the best responses candidates composed a text clearly identifiable as a personal profile and included elements such as contact details, address or/and contact phone number/email address.

These candidates responded to the task with depth of treatment, demonstrating authenticity and creativity.

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

### **Question 13**

In the weaker responses, candidates did not include relevant information. Candidates did not demonstrate sufficient accuracy in the writing of characters.

### **Question 14**

Most candidates attempted (a) and used the speech text type correctly. However, a few did not address the audience, nor state the purpose of the speech. Some candidates listed the benefits of learning Chinese without using the information to persuade Year 10 students to study Chinese as an HSC subject.

Quite a few did not introduce themselves as an ex-student to the audience.

## **Extension**

### **Oral Examination**

#### **Oral Examination – Monologue**

##### **General Comments**

##### **Strengths**

The spread of candidates answering the three questions was roughly even. Treatment of the ideas was generally appropriate, with some responses more impressive in terms of depth and delivery. Most candidates used a range of language structures with confidence. The better candidates also illustrated a degree of control of vocabulary related to the prescribed themes.

##### **Weaknesses**

Candidates are reminded that coherent development of an argument and sophistication in presenting opinions and ideas attract higher marks. There were lengthy responses that did not maintain an effective and logical presentation of ideas that employed various approaches and strategies to make the argument more convincing.

Candidates are reminded of the syllabus requirement of 5 minutes in total. Conciseness contributes to the effectiveness of the presentation. In the best responses, candidates presented the argument clearly and logically as well as employing various approaches and strategies to make the argument more convincing.

Some did not explore the course themes. Instead they included some irrelevant information and arguments.

Some candidates showed a lack of confidence in their responses. There were unnecessary and awkward expressions used in the weaker responses.

## **Written Examination**

### **Section I – Response to Prescribed Text**

#### **Part A**

##### **Specific Comments**

Most of the candidates demonstrated very good understanding of the film. In general, they were able to refer to the film scenes with accurate details, but some of them were not able to present effective analysis.

Candidates should be aware that while quoting from the text, they needed to interpret the text followed by analysis, rather than merely copying the texts. In addition, lengthy responses did not contribute to high marks unless they were relevant to the answers.

- (a) Some candidates did not refer to the generation gap between Laozhu and the kitchen hand.
- (b) Candidates handled this question well. They demonstrated a good understanding of the way the cooking-related expressions were used by Laozhu and Laowen.
- (c) Some candidates understood the mood of the two characters during their conversation.
- (d) Most candidates analysed the close friendship between the two characters with close reference to the text.

## **Part B**

### **Question 2**

Many candidates demonstrated a good understanding of the text. Many explored Jinrong's innermost feelings, as well as the characteristics of both Mrs Liang and Jinrong in the context of the entire film. Some candidates did not refer to the mood of both characters as indicated by the plot. Some candidates misunderstood the relationship between Jinrong and Jingfeng by referring to Jinrong as the elder sister.

Many candidates wrote a conversation with creativity, demonstrating an excellent understanding of the film.

However, some candidates had difficulty composing a complete conversation. They did not organise the information into a meaningful conversation.

## **Section II – Writing in Chinese**

In general, most candidates presented a very good understanding of the tasks as related to the prescribed issues. They developed a well-structured argument, supported with a wide range of facts.

Some candidates presented high language skills. They were able to manipulate language in their creative response by using complex syntax with grammatical accuracy and a rich vocabulary.

# Chinese Continuers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	1	Education and aspirations — announcement	H3.1
2	1	Recreation and leisure — dialogue	H3.1
3	2	Travel experiences — phone message	H3.1, H3.2
4	2	Lifestyles — radio advertisement	H3.1
5	3	Youth issues — conversation	H3.1, H3.2
6	3	Personal identity — radio announcement	H3.1, H3.2
7	4	Youth issues — conversation	H3.1, H3.2
8	4	Tourism and hospitality — speech	H3.1, H3.2
9	5	History and culture — news items	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
10 (a)	2	Recreation and leisure — report	H3.1, H3.2
10 (b)	4	Recreation and leisure — report	H3.1, H3.2
10 (c)	4	Recreation and leisure — report	H3.1, H3.2
11 (a)	1	History and culture — short story	H3.1
11 (b)	3	History and culture — short story	H3.1, H3.2
11 (c)	2	History and culture — short story	H3.1, H3.2
11 (d)	4	History and culture — short story	H3.1, H3.2
11 (e)	5	History and culture — short story	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
12	15	World of work — notice/personal profile	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Chinese</b>			
13 (a)	6	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	6	Travel experience — note	H2.1, H2.2, H2.3
14 (a)	9	Education and aspirations — speech	H2.1, H2.2, H2.3
14 (b)	9	Youth issues — informal letter	H2.1, H2.2, H2.3

# Chinese Extension

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Changing relationships — monologue	H1.1, H1.2
2	5	Modern vs traditional values — monologue	H1.1, H1.2
3	5	The individual's search for identity — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Food, Drink, Man, Woman</i>	H2.1
1 (b)	3	<i>Food, Drink, Man, Woman</i>	H2.1, H2.2
1 (c)	4	<i>Food, Drink, Man, Woman</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Food, Drink, Man, Woman</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Food, Drink, Man, Woman</i> — script of conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Chinese</b>			
3	15	Modern vs traditional values — letter to editor	H1.1, H1.2
4	15	The individual's search for identity — essay	H1.1, H1.2

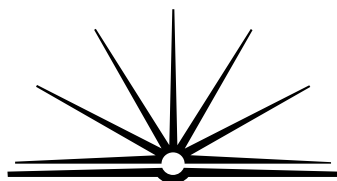
# Chinese Beginners

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Situations</b>			
1	2	Talking about the weather	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	2	Describing your family	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Entertainment	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Time and sports	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	At school	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Reading Aloud</b>			
6	5	Study	H2.4
<b>Listening Skills Examination</b>			
1	1	Telephone – conversation	H3.1
2	2	Sport – announcement	H3.1
3	2	Directions – conversation	H3.1
4	1	Health – announcement	H3.1
5	1	Transport – conversation	H3.1
6	2	Dates/time – announcement	H3.1
7	3	Travel – announcement	H3.1
8	4	Family – conversation	H3.1
9	4	Shopping conversation	H3.1
10	5	Seasons – recorded announcement	H3.1

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	1	Visiting the doctor – email note	H3.1
1 (b)	3	Visiting the doctor – email note	H3.1
2 (a)	2	Transport – article	H3.1
2 (b)	2	Transport – article	H3.1
3 (a)	1	Travel accommodation – note	H3.1
3 (b)	1	Travel accommodation – note	H3.1
3 (c)	3	Travel accommodation – note	H3.1
4 (a)	1	Entertainment – advertisement	H3.1
4 (b)	2	Entertainment – advertisement	H3.1
4 (c)	4	Entertainment – advertisement	H3.1
5 (a)	2	School – letter	H3.1
5 (b)	3	School – letter	H3.1
5 (c)	5	School – letter	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
6 (a)	10	Eating at a restaurant	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	10	My Chinese teacher	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	10	Shopping	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Written Examination</b>			
<b>Section III — Grammar</b>			
7	10	<ul style="list-style-type: none"> <li>• yě (as an adverb)</li> <li>• yǐqián (time phrase)</li> <li>• de (as an adverb structure)</li> <li>• jiù (in a sequence)</li> <li>• méiyǒu... nàme... (comparison)</li> </ul>	H2.1, H2.5, H2.7





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

## **2005 HSC Chinese Extension Marking Guidelines — Written Examination**

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

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

*Outcomes assessed: H2.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Laozhu's decision to refrain from talking	2
• Identifies some relevant information	1

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

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the use of cooking expressions	3
• Demonstrates some understanding of the use of cooking expressions	2
• Explains at least one expression	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the filming and mood of the scene	4
• Demonstrates a good understanding of the filming and mood of the scene	2–3
• Identifies and explains the mood	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the friendship and how it is revealed	6
• Demonstrates a good understanding of the friendship and how it is revealed	4–5
• Demonstrates some understanding of the friendship and how it is revealed	2–3
• Identifies an aspect of the nature of the friendship	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

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

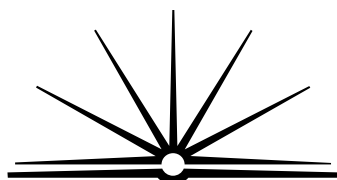
## Section II — Writing in Chinese

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

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



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

## **2005 HSC Chinese Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the announcement of the text in detail	2
• Identifies the announcement in some detail	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the directions in detail	2
• Identifies the directions in some detail	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Complete the table correctly	2
• Only partly completes the table correctly	1

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

Criteria	Marks
• Identifies the objective of the announcement in detail	3
• Only identifies the objective of the announcement	1–2

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

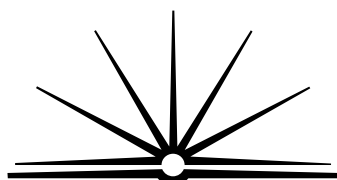
Criteria	Marks
• Identifies and evaluates the reasons	3–4
• Only identifies some reasons	2
• Only identifies one reason	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies in detail what will happen next and given supporting evidence	4
• Identifies some detail and some supporting evidence of what being happen next	2–3
• Identifies only one relevant points with little or no support evidence	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Presents his point of view fully by providing detailed information	5
• Presents his point of view by providing some information	4
• Partly presents his point of view	3
• Provides only limited information of the weather in China	1–2



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

## **2005 HSC Chinese Extension Marking Guidelines — Oral Examination**

### **Monologue**

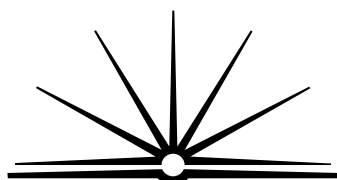
#### **Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

#### **MARKING GUIDELINES**

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





**B O A R D O F S T U D I E S**  
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## **2005 HSC Chinese Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	17–20
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comments</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	13–16
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	9–12
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• 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</li></ul>	1–4

## 2005 HSC Chinese Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the team's original plan	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the correct information	1

#### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides detailed reasons	2
• Provides isolated reasons	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies most features of the restaurant	2
• Identifies part of the features of the restaurant	1

**Question 5***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a full understanding of the reasons	3
• Demonstrates some understanding of the reasons	2
• Provides limited information	1

**Question 6***Outcomes assessed: H3.1, H.3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the purposes	3
• Identifies the main purpose with some detail	2
• Identifies some relevant information	1

**Question 7***Outcomes assessed: H3.1, H.3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the reasons with extensive textual reference	4
• Demonstrates some understanding of the reasons with some textual reference	2–3
• Provides isolated information from the text	1

**Question 8***Outcomes assessed: H3.1, H.3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed strategies used by the speaker with reference to the text	4
• Provides some strategies used by the speaker with reference to the text	2–3
• Provides isolated strategies used by the speaker	1

**Question 9***Outcomes assessed: H3.1, H.3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all aspects and provides sufficient analysis	5
• Identifies most aspects and provides some analysis	3–4
• identifies some aspects	1–2

## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1, H.3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Provides detailed information/specific figures about the player population	2
• Provides some information about the players population	1

#### Question 10 (b)

*Outcomes assessed: H3.1, H.3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies detailed strategies used by the report with reference to the text	4
• Identifies some strategies used by the report with reference to the text	2–3
• Identifies isolated strategies used by the report	1

#### Question 10 (c)

*Outcomes assessed: H3.1, H.3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies full reasons and provides sophisticated analysis of the reasons	4
• Identifies most of the reasons and provides adequate analysis of the reasons	3
• Identifies isolated reasons	1–2

#### Question 11 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides detailed explanation with full textual reference	3
• Provides some explanation with textual reference	2
• Provides limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides full detailed information	2
• Provides some information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides full detailed information	4
• Provides some information	2–3
• Provides limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides sophisticated analysis of the implication	5
• Provides some analysis of the implication	3–4
• Provides limited analysis of the implication	1–2

## Section II — Reading and Responding

### Part B

#### Question 12

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13–15
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–3

## Section III — Writing in Chinese

### Question 13

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

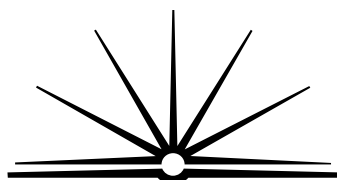
#### MARKING GUIDELINES

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



**Section III (continued)****Question 14***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

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



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## **2005 HSC Chinese Beginners Marking Guidelines — Written Examination**

### **Section I — Reading Skills**

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

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies how Da Ming helped	1

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

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies in detail the reason why the email was sent	3
• Identifies in some detail the reason why the email was sent	2
• Describes very simply why the email was sent	1

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

Criteria	Marks
• Identifies in detail why they disagree	2
• Identifies in some detail why they disagree	1

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

Criteria	Marks
• States whose opinion is the most justifiable and gives detailed reasons	2
• Identifies an opinion OR • Gives examples only	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Identifies one of the positive comments from customers	1

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

Criteria	Marks
• Addresses all three complaints	3
• Addresses two complaints	2
• Addresses one complaint	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the meaning fully	2
• Partly identifies the meaning	1

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

<b>Criteria</b>	<b>Marks</b>
• Justifies the writer's point of view fully	4
• Justifies part of the writer's point of view	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons why they are writing in detail	2
• Identifies the reason in some detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Justifies her point of view fully	3
• Partly justifies her point of view	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Compares and contrasts in detail	5
• Compares and contrasts in some detail	4
• Provides little comparison and contrasts	2–3
• Provides only one comparison or one contrast	1

## Section II — Writing Skills

### Question 6

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

#### MARKING GUIDELINES

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

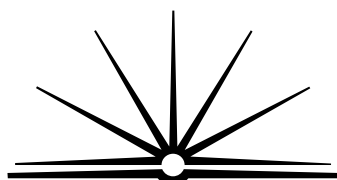
### Section III — Grammar

#### Question 7

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Uses the cues to develop grammatically correct sentences</li><li>• Demonstrates a comprehensive knowledge and understanding of the specified grammatical construction</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a good knowledge and understanding of the specified grammatical construction</li></ul>	7–8
<ul style="list-style-type: none"><li>• Uses some of the cues to develop some grammatically correct sentences</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the cues</li></ul>	3–4
<ul style="list-style-type: none"><li>• Links some characters in a grammatically correct way</li></ul>	1–2



**B O A R D O F S T U D I E S**  
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## **2005 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**

<b>Criteria</b>	<b>Marks</b>
• 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**

<b>Criteria</b>	<b>Marks</b>
• 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**

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

**Question 4**

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

**MARKING GUIDELINES**

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

**Question 5**

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

**MARKING GUIDELINES**

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

## Section II — Reading Aloud

### Question 6

*Outcomes assessed: H2.4*

#### MARKING GUIDELINES

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