

**2006 HSC Notes from  
the Marking Centre  
Chinese**

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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](http://www.boardofstudies.nsw.edu.au)

ISBN 978 174147 5371

2006703

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# 2006 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 2006 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 2006 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.

## Beginners

### Speaking Skills Examination

#### Section I – Situations

##### Question 1

The majority of candidates were able to respond to this question appropriately.

##### Question 2

This question was generally well answered, but a number of candidates did not know the word for ‘department store’. Some candidates did not know how to ask ‘where you can catch the bus.’

##### Question 3

This question was generally well answered, although some candidates could not fully convey the meaning of the third cue.

##### Question 4

A number of candidates had difficulty responding to the second and third cue lines.

##### Question 5

Relatively few candidates were able to give a complete answer to this question. Many candidates omitted to respond to both parts of the second and third cues.

## **Section II – Reading Aloud**

### **Question 6**

Better responses came from candidates who read slowly but surely, demonstrating a clear enunciation of the text. Some candidates who attempted to read quickly compromised the accuracy of their pronunciation and clarity of expression.

## **Listening Skills Examination**

### **Questions 1 to 4**

Most candidates showed a good understanding of these questions.

### **Question 5**

Many candidates did not mention ‘a five-day sale’ in their answers. Some candidates mistook the grocery shop for a travel agent and consequently could not include in their answers ‘the possibility of winning two tickets to China’ as a way of promoting the sale.

### **Question 6**

Some candidates made mistakes with the doctor’s working days.

### **Question 7**

This question was well understood.

### **Question 8**

Most candidates failed to include all the points made by the speaker. Instead of answering ‘what’ the speaker had said, a few focused on ‘how’ it had been said.

### **Question 9**

Most candidates included fried rice in their answer but did not always mention spring rolls.

### **Question 10**

Most candidates were able to identify that watching a film was the subject of the disagreement but some of them did not understand the vocabulary for horror films. Only a few candidates were able to include all the elements of the female’s point of view.

## **Written Examination**

### **Section I – Reading Skills**

#### **Question 1**

- (a) Most candidates answered this question correctly.
- (b) Most candidates identified that Grandma had to wait till 6:30 pm when Mum would be available to pick her up, but did not always mention that Grandma might feel lost and anxious, as it was her first visit to Sydney.

#### **Question 2**

- (a) Most candidates answered this question correctly.
- (b) Some candidates' responses did not include why Wang Dong was popular when he was in primary school.

#### **Question 3**

In the better responses, the candidates were able to choose Tian Ming and Yue Nan as the best two restaurants because of price, location and entertainment. Some candidates chose Mei Mei or Da Tong restaurants without any supporting evidence.

#### **Question 4**

- (a) Most candidates showed a good understanding of this question.
- (b) Many candidates simply translated the whole text without explaining what kind of person Xiao Lin was. Some candidates misunderstood Xiao Lin as the one who liked McDonalds, animals and tennis, and organised the day according to his own preferences.

#### **Question 5**

- (a) Only the better candidates answered this question correctly, as many chose Basketball Match or Concert as their answers.
- (b) In general, this question was answered satisfactorily. However, some candidates did not include all the necessary details. For example, it was important to mention that tickets were only available for the concert on 3 July, as the tickets for all the other concerts were sold out.
- (c) Most candidates were able to demonstrate a good understanding of the similarities and differences between Notice 1 and Notice 2.

## Section II – Writing Skills

### Question 6

Few candidates chose topic (a). Those who attempted topic (b) were able to use *yao* or *xiang* to demonstrate their future plan for the next year. Most candidates who chose topic (c) also used *le* as an expression for past experience. In general, candidates were able to manipulate sentence structures and tenses well.

Some candidates wrote lengthy texts without logical cohesion. However, the majority organised and sequenced their ideas well. Responses which had a breadth of vocabulary and sentence structure with relatively few errors achieved marks in the higher ranges.

Few candidates wrote in letter or dialogue form. The majority of candidates chose to respond in the narrative text type.

## Section III – Grammar

### Question 7

(Sentence 1) A number of candidates responded well to this cue. Some mistakenly use *Bǎ* as suggestion instead of *Bà*.

(Sentences 2-4) These were well handled by most candidates.

(Sentence 5) Some candidates responded to this cue well. However, some made a sentence with *háishi* instead of *hái*.



## **Continuers**

### **Oral Examination**

#### **General Comments**

Most candidates were able to respond to the questions with appropriate answers. The majority of candidates were well prepared for this section of the examination and projected their voices clearly, responding with confidence and clarity of expression.

The better responses demonstrated a good grasp of vocabulary and grammatical structures. Some candidates only gave short and simple answers to maintain basic communication. Relatively few candidates were restricted by limited vocabulary.

### **Written Examination**

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

##### **Question 1**

Most candidates showed a good understanding of this question. However, some candidates omitted to include that the camera was too old.

##### **Question 2**

A significant number of candidates failed to state that Xiao Li would continue with her extra-curricular activities.

##### **Question 3**

This question was well attempted.

##### **Question 4**

Many candidates only translated the text without describing the male speaker's personality.

##### **Question 5**

This question was well understood by most candidates.

##### **Question 6**

Better responses included the point that the student might drop the idea of choosing Mathematics or Physics for next year.

### **Question 7**

Most candidates responded to this question competently, and were able to provide most of the details from the text.

### **Question 8**

While some candidates merely translated part of the speech, the better responses were able to interpret the tone of the speaker and establish the correlation between the students and the canteen. A thorough understanding of the relevant parts of the text was needed to gain full marks.

### **Question 9**

Many candidates merely translated the text without relating the information to the question. Better responses interpreted the question correctly, incorporating the links between the speaker and the issue.

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

### **Part A**

#### **Question 10**

- (a) Most candidates attempted this question well.
- (b) This question was generally well attempted; however some candidates only provided part of the answer.
- (c) Most candidates were able to explain Xiao Hong's first impression of Australian life well. In the better responses, candidates successfully demonstrated a full understanding of Xiao Hong's misconceptions and how they were cleared up during the trip.

#### **Question 11**

- (a) Almost all candidates attempted this question satisfactorily.
- (b) The better responses included the mother's perspective, supported by references to the text.
- (c) Most candidates mentioned the advantages computers had provided to the teacher and student. Only relatively few candidates mentioned how computers should be used wisely.
- (d) Many candidates only translated the text to explain the parent's, student's and teacher's points of view. In the better responses, candidates commented on the way language features were used to support each individual's point of view and provided reference to the text.

## Part B

### Question 12

Most candidates attempted the question well. The majority of candidates provided the correct text type as required. Weaker responses included those who failed to complete their letters or who borrowed information from the text for their response.

Most candidates referred to the study tour with a positive attitude and relatively few wrote negatively of the experience. In the better answers the candidates responded coherently and creatively to all the activities listed in the advertisement. They also demonstrated competence in manipulating a range of vocabulary and syntax.

## Section III – Writing in Chinese

### Question 13

Only a few candidates chose to answer Question (a). Some candidates did not use the appropriate text type. The candidates who performed well in Question (b) included an apology and appropriate information to support why they missed the birthday party. In the weaker responses, the candidates either wrote too little or used too many words in *pinyin*.

### Question 14

Most candidates attempted Question (a). Many were able to write a good speech to persuade their audience to join the recreational club. However, some candidates did not understand what ‘recreational club’ meant, and were therefore unable to provide a relevant response. In the better responses, the candidates demonstrated the ability to use emotive and persuasive reasons to attract the audience. They also structured their ideas and information coherently and logically.

A number of candidates misinterpreted Question (b). Instead of evaluating their work experiences, they described their part-time job.

## **Extension**

### **Oral Examination**

#### **Oral Examination – Monologue**

##### **General Comments**

The oral examination is designed to assess candidates' ability to persuade and support a point of view. This year, relatively few candidates attempted Question 1. The majority of candidates responded to Questions 2 and 3 in roughly even numbers.

In the better responses, candidates were able to substantiate their arguments with relevant examples, logical development of thoughts, and accurate and clear expressions. They also employed various strategies to make the argument interesting and convincing.

In the weaker responses, candidates tended to give a brief generalisation of their arguments with irrelevant or insufficient supporting information. These responses were often marked by inaccurate pronunciation or inappropriate expressions.

In Question 2, some candidates' treatment of the question was too superficial. For instance, they only gave a brief description of how to help the elderly instead of explaining why older people should be respected.

In Question 3, some candidates misinterpreted the question and simply stated the benefits of having an internet friend, instead of voicing their opinions on the topic and supporting their arguments with relevant information.

## **Written Examination**

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

#### **Part A**

##### **Specific Comments**

Most of the candidates demonstrated a sound understanding of the film. They were able to refer to the film with accurate details, but some found it difficult to present effective analysis.

- (a) Many candidates only mentioned that Lao Zhu would find a partner of his own age, and did not include Lao Zhu's acceptance of Jian Qian moving out of the house.
- (b) Many candidates explained the timing of the occurrence of this scene and how it foreshadowed and promoted the development of the theme and the plot. Most candidates handled this question well.

- (c) Most candidates attempted this question satisfactorily. They were able to contrast the different perceptions of the sisters with reference to the text. A number simply translated the text without analysis.
- (d) Most candidates were able to analyse the theme well, with supporting argument when comparing this scene with another scene. Many candidates used the last scene when Lao Zhu returned to the old house to have a meal with Jian Qian to explore how relationships had changed between them.

## **Part B**

### **Question 2**

Better responses included the writer as an onlooker recounting the evening. Some candidates provided detailed information about the celebration banquet. They also included a wide range of vocabulary and sentence structures to enrich the content of their response.

Many candidates were able to use textual references to demonstrate their full understanding of the film. A few candidates did not use the scenario provided by the question, but simply analysed the characters of the three daughters and Lao Zhu.

Candidates were required to respond in the correct text type as stipulated in the question. Several candidates wrote a dialogue between Lao Zhu and an old friend, which was not one of the requirements of task.

The weaker responses merely recounted the evening, without giving details of the impression of the people or of the banquet. Some had difficulty in composing a text.

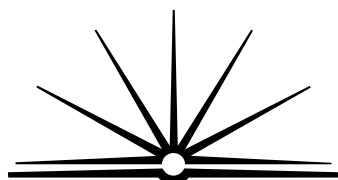
## **Section II – Writing in Chinese**

Most candidates chose to answer Question 3. Many were able to present and develop a coherent argument to effectively support their point of view. In the better responses, the candidates wrote with a high level of accuracy, using appropriate vocabulary and grammatical structures.

A few candidates wrote a lengthy text, without addressing the needs or benefits of using email. Relevant supporting arguments are crucial to effectively persuade the audience.

Fewer candidates chose to answer Question 4. Of these candidates, a small number focused on how or why they should help young people with disabilities, instead of discussing the importance of being a volunteer.

All candidates wrote in the correct text type.



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## **2006 HSC Chinese Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the topic of the text	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies why the message was left for the mother	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full account of how she will go to the zoo	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how the shop attracts customers	3
• Demonstrates some understanding of how the shop attracts customers	2
• provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the difficulties encountered in settling on an appointment time	3
• Demonstrates some understanding of the difficulties encountered in settling on an appointment time	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why the teacher is annoyed	3
• Demonstrates some understanding of why the teacher is annoyed	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how the speaker persuades the students to go on the trip to China	3
• Demonstrates some understanding of how the speaker persuades the students to go on the trip to China	2
• Provides some relevant information	1

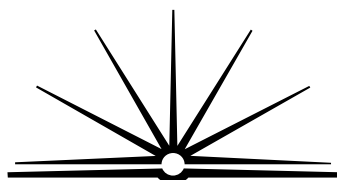


**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the husband justifies his point of view	3
• Demonstrates a good understanding of how the husband justifies his point of view	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the reasons behind the disagreement	5
• Demonstrates a good understanding of the reasons behind the disagreement	3–4
• Identify at least one reason	2
• Provides some relevant information	1



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## **2006 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>
• Correctly identifies the reason for Grandma's phone call	1

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

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the consequences with relevant detail	3
• Demonstrates some understanding of the consequences	2
• Provides some relevant information	1

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

Criteria	Marks
• Correctly identifies the relationship of the writer and Wang Dong	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the contrasts and comparisons about Wang's life Primary and Secondary schools	4
• Demonstrates a good understanding of the contrasts and comparisons about Wang's life in Primary and Secondary schools	2–3
• Provides some relevant information	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two restaurants chosen out of the four possibilities and gives detailed justification of the choices	5
• Identifies two restaurants chosen out of the four possibilities and justifies the choices	4
• Identifies two restaurant chosen out of the four possibilities and gives some justification of the choices	2–3
• Identifies two restaurants chosen out of the four possibilities and provides relevant detail	1

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

Criteria	Marks
• Correctly identifies why Xiaomei and Dashan chose this particular day for the outing	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive and comprehensive understanding of Xiao Lin's character with support from the text	5
• Demonstrates a good understanding of Xiao Lin's character with support a from the text	4
• Demonstrates some understanding of Xiao Lin's character with support a from the text	2–3
• Provides some relevant details	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the activity with the widest participation and justifies the answer	2
• Provides some relevant information	1

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

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

***Sample answer:***

This is the most famous US band. Their concerts in Sydney have been very successful. There is a chance that the group will not travel to Australia to perform together again.



**Question 5 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the similarities and differences between Notice 1 and Notice 2.1	5
• Demonstrates a good understanding of the similarities and differences between Notice 1 and Notice 2.1	3–4
• Identifies two similarities and/or difference	2
• Provides some relevant information	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



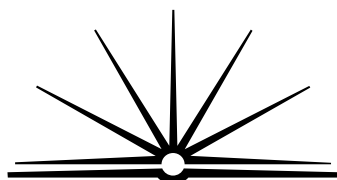
## Section III — Grammar

### Question 7

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

#### MARKING GUIDELINES

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



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## **2006 HSC Chinese Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what they agree on	2
• Provides some relevant detail	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what Xiao Li will do in the future	2
• Provides some relevant detail	1



**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of how she persuades him	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of his personality	3
• Demonstrates some understanding of personality	2
• Provides limited information about the personality	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a good understanding of the impact	3
• Demonstrates some understanding of the impact	2
• Provides limited information of the impact	1

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

Criteria	Marks
• Explains the reason with full reference to the talk	3
• Explains some reasons with some textual reference	2
• Provides limited information	1



### Question 8

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the expected changes	4
• Provides some expected changes	2–3
• Provides limited information	1

### Question 9

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why students would be interested	5
• Demonstrates a good understanding of why students would be interested	3–4
• Provides some relevant information	1–2



## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how they differ	2
• Provides some relevant information	1

#### Question 10 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the advice	3
• Demonstrates some understanding of the advice	2
• Provides some relevant information	1

#### Question 10 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perspective understanding of the ways that misconceptions were cleared up	5
• Demonstrates a good understanding of the ways that misconceptions were cleared up	4
• Demonstrates some understanding of the ways that misconceptions were cleared up	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the prompt	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the opinions	3
• Demonstrates some understanding of the opinions	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the points of view in common	4
• Demonstrates some understanding of the points of view in common	2–3
• Provides some relevant information	1–2



**Question 11(d)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates perceptive understanding of the way language is used with evidence from the text	6
• Demonstrates a good understanding of the way language is used with evidence from the text	4–5
• Demonstrates some understanding of the way language is used with evidence from the text	2–3
• Provides some relevant information	1

## 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

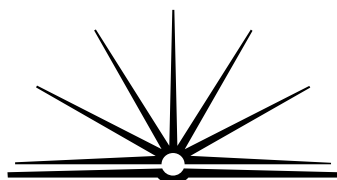
**Section III — Writing in Chinese****Question 13***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<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, reflect 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's to express information</li></ul>	1





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

## **2006 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 Jiaqian's belief	2
• Provides some relevant details	1

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

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sound understanding of the director's intension	3
• Demonstrates some understanding of the director's intension	2
• Provides some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Jaizhen's and Jiaqian's perception	4
• Demonstrates a good understanding of Jiazhen's and Jiaqian's perception	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive and comprehensive understanding with strong support from the text of the theme and exploration	6
• Demonstrates a sound understanding of the theme and its exploration with good support from the text	4–5
• Demonstrates some understanding of the theme and its exploration with support from the text	2–3
• Provides some relevant detail	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

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

#### 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