

**2008 HSC Notes from
the Marking Centre
Chinese**

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2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2008 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Chinese.

Beginners

Oral examination

General comments

In the better responses, candidates answered the examiners' questions confidently and effectively with relevant information and opinions. Their intonation and pronunciation were correct and clear.

Most candidates displayed a sound knowledge of vocabulary and language structures and understood most of the questions asked.

Candidates should ensure that they understand the question and perhaps request it to be repeated in Chinese. In response to some questions, candidates repeated the questions or gave an opinion or comment unrelated to the question.

Written examination

Section I – Listening

Question 1

Most candidates demonstrated a good understanding of this question. Only a few candidates did not identify 'Friday' and mistook it for 'Wednesday' or 'Saturday'.

Question 2

Most candidates provided a detailed answer. In the weakest responses, candidates confused 'cooking meals' with 'having meals'.

Question 3

Most candidates answered the question correctly. Mistakes occurred where candidates could not differentiate pronunciation and tone: mistaken *si* – April to *shi* – October.

Question 4

Most candidates ticked the right boxes for this multiple-choice question. Only a few missed one answer or gave more than three answers.

Question 5

Most candidates displayed a good understanding of the text and responded to this question correctly, eg ‘reduce pollution’.

Question 6

In the better responses, the candidates understood the text in detail and answered accordingly. Some had difficulties in fully identifying the purpose of the phone call, but understood that one aspect was to ‘arrange a meeting place’.

Question 7

This question required a comprehensive response which included the possible causes of the arguments. Most of the candidates referred to the text but merely wrote down what they had at home without detailing the cause of the argument.

Question 8

Most candidates noted the points made by both speakers, but did not justify why the man rejected the woman’s suggestion.

Question 9

- (a) Most candidates identified who Mark was.
- (b) Only a few students correctly identified the purpose of Mark’s speech. Most candidates reiterated the content of the speech, but did not link it to its purpose.

Section II – Reading

Question 10

In the best responses, candidates made reference to the apology and that Xiao Mei would let Dawei know the reason tomorrow.

Question 11

Three ball games and cycling should have been included in the answer, but most candidates either missed one or two of the elements. Some candidates misunderstood the terms ‘handball’ and ‘cycling’.

Question 12

In general, this question was well answered. In the weaker responses, candidates did not answer the question but just translated parts of the text.

Question 13

- (a) Most candidates demonstrated a good understanding of the first email, but a few misinterpreted the term ‘principal’.
- (b) Quite a number of candidates did not answer this question comprehensively. In the better responses, candidates referred to Annie’s dilemma of wanting to go to France to study French, and the fact that French is a difficult language.
- (c) Mentioning that ‘the principal learnt French at university’ was critical to this question as it implies that it is never too late to start learning.

Question 14

- (a) Most candidates referred to the travel plans after exams. In the weaker responses, candidates did not mention that the ‘chatters’ were tired of studying.
- (b) Most candidates identified the responsibility of each ‘chatter’.
- (c) In the better responses, candidates described the personalities of each of the three students with relevant textual reference.

Section III – Writing in Chinese

Almost all candidates used characters, rather than pinyin, to express themselves in this section.

Most candidates appeared to be well prepared. They attempted all three questions confidently.

In the weaker responses, candidates either included irrelevant information or copied sentences from a previous section of the paper.

Question 15

Most candidates responded to the question in the appropriate text type and addressed the question with appropriate content. Most used a variety of vocabulary and sentence structures.

Question 16

Most candidates wrote an appropriate diary entry. Most applied their knowledge of vocabulary to the birthday celebration. There were a small number of candidates who did not use the correct tense in expressing future plans.

Question 17 (a)

Many candidates demonstrated the ability to organise ideas, use correct sentence structures and a variety of appropriate vocabulary. The better responses made a clear comparison between Chinese and Australian school life.

Question 17 (b)

In the best responses, candidates described the contrast between countryside and big city. In the weaker responses, candidates' expressions were confined to limited vocabulary and simple structures.

Continuers

Oral examination

General comments

Most candidates maintained a conversation effectively.

The more capable candidates responded with coherent, well-developed and relevant responses which included a wide variety of sentence structures and vocabulary coupled with appropriate idiomatic expressions. The most capable candidates displayed authenticity and originality in the conversation.

Some candidates responded with rote-learned answers that were inappropriate to the questions.

Some candidates, although they generally understood the questions, needed to elaborate in the responses.

Written examination

Section I – Listening and responding

Question 4

Candidates tended to translate the text instead of substantiating their answers with relevant textual reference.

Question 5

Most candidates identified the main points, but quite a few candidates did not mention the speaker's personal insight.

Question 6

Most candidates identified the mother's concerns and justified the son's plan.

Question 7

Most candidates identified the uniqueness of Peter's trip.

Question 9

Quite a few candidates either found the amount of information in the text challenging and experienced difficulties in organising their ideas, or did not include all essential points. Some weaker answers comprised a direct translation of parts of the text.

Section II – Reading and responding

Part A

Question 10

- (a) Most candidates answered correctly. Some candidates only managed to include one aspect when at least two were needed.
- (b) Most candidates answered satisfactorily, but some did not list all the achievements.
- (c) In the better responses, candidates displayed a good understanding of the rhetorical devices and supported their ideas with textual references. In the weaker responses, candidates identified the positive statements about the mother but did not refer to language techniques used.

Question 11

- (c) In the more capable responses, candidates identified the issues through the conversation of the three chatters. Candidates are reminded that translating parts of the text or summarising it is not necessarily the way to answer a question.
- (d) Most candidates described the background of each chatter in detail without explaining how their views were influenced by their background.

Part B

Question 12

Most candidates demonstrated a good understanding of the text. In the better responses, candidates produced authentic texts in response to the information.

In the weakest responses, candidates copied parts of the second text.

Section III – Writing in Chinese

Question 13

Candidates in general performed satisfactorily using the correct text type and with original ideas.

In some weaker responses, candidates wrote about ‘China Town’ instead of a ‘country town’. In some other weaker responses, candidates copied part of the second text of Question 12 and included this as their work.

Question 14

The better responses to Part (b) included a variety of vocabulary and sentence structures, controlled to convention of the text type and used an appropriate register, and sensible and plausible references to working experiences.

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, the majority of the candidates were well prepared and confident with the related issues posed by these questions.

Most candidates delivered their arguments fluently and clearly. Quite a few candidates presented effective and logical arguments. Some of them even displayed excellent analytical skills and a critical approach.

Better responses to Question 1 focused on the comparison and contrast aspects of the question.

In Question 2 candidates sustained their arguments and included relevant supporting evidence.

In the best responses to Question 3, candidates placed equal emphasis ‘travelling abroad’ and ‘studying’, and presented a balanced argument.

Written examination

Section I – Response to prescribed text

Part A

Specific comments

Question 1

- (c) In the best responses, candidates understood the intention of the director in choosing the particular setting, as well as the film techniques being adopted in this scene.
- (d) Nearly all of the candidates related this extract to one of the prescribed issues. Only in the better responses did candidates go beyond a superficial treatment of the issue and justify their point of view.

Part B

Question 2

In general, candidates used the correct text type.

Most candidates reflected on the extract. In the better responses, candidates demonstrated their knowledge of the film by imaging realistically the persona of Jinrong.

Section II – Writing in Chinese

Questions 3 and 4

The better responses were well organised and the information was well-presented. In addition, a variety of vocabulary items and sentence structures were included.

In the weaker responses, candidates did not argue for their opinions from a variety of aspects nor include any facts to support their ideas and opinions.

Chinese Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	2	Friends, recreation and pastimes — conversation	H2.2
2	2	Friends, recreation and pastimes — message	H2.1
3	2	People, places and communities — interview	H2.2
4	3	Family life, home and neighbourhood — conversation	H2.1
5	3	People, places and communities — announcement	H2.5
6	3	Friends, recreation and pastimes — telephone conversation	H2.2
7	4	Family life, home and neighbourhood — script of talk	H2.3, H2.4
8	4	Education and work — conversation	H2.3
9 (a)	2	Future plans and aspirations — interview	H2.1
9 (b)	5	Future plans and aspirations — interview	H2.5
Section II — Reading			
10	3	Education and work — note	H2.5
11	4	Friends, recreation and pastimes — message	H2.1
12	5	Family life, home and neighbourhood — diary entry	H2.4
13 (a)	2	Future plans and aspirations — email (series)	H2.2
13 (b)	2	Future plans and aspirations — email (series)	H2.2
13 (c)	3	Future plans and aspirations — email (series)	H2.1
14 (a)	2	Holidays, travel and tourism — (chat room) conversation	H2.1
14 (b)	3	Holidays, travel and tourism — (chat room) conversation	H2.3
14 (c)	6	Holidays, travel and tourism — (chat room) conversation	H2.1, H2.2, H2.4
Section III — Writing in Chinese			
Part A			
15	4	Holidays, travel and tourism — postcard	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
16	6	Family life, home and neighbourhood — diary entry	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
Section III — Writing in Chinese			
Part B			
17 (a)	10	Education and work — article	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
17 (b)	10	People, places and communities — article	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Chinese Continuers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Personal identity — conversation	H3.1
2	2	Recreation and leisure — telephone message	H3.1
3	2	Travel experiences — conversation	H3.1
4	3	Personal identity — conversation	H3.2
5	3	Education and aspirations — speech	H3.2
6	3	Recreation and leisure — conversation	H3.2
7	4	Travel experiences and world of work — interview	H3.2
8	1	Lifestyles — advertisement	H3.2
9	5	Youth issues — conversation	H3.2
Section II — Reading and Responding			
Part A			
10 (a)	2	Personal identity — article	H3.1
10 (b)	3	Personal identity — article	H3.1, H3.2
10 (c)	5	Personal identity — article	H3.1, H3.2
11 (a)	2	History and culture — (chat-room) conversation	H3.1
11 (b)	3	History and culture — (chat-room) conversation	H3.1
11 (c)	4	History and culture — (chat-room) conversation	H3.2
11 (d)	6	History and culture — (chat-room) conversation	H3.2
Section II — Reading and Responding			
Part B			
12	15	Travel experiences — email and advertisement / email	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Chinese			
13 (a)	6	Lifestyles — recount	H2.1, H2.2, H2.3
13 (b)	6	Travel experience — letter	H2.1, H2.2, H2.3
14 (a)	9	Education and aspirations — article	H2.1, H2.2, H2.3
14 (b)	9	The world of work — diary	H2.1, H2.2, H2.3

Chinese Extension

2008 HSC Examination Mapping Grid

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



2008 HSC Chinese Beginners Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Chinese Beginners, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.



Section I — Listening

Question 1

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates good understanding of the plans	2
• Provides some relevant information	1

Sample answer:

The speakers are arranging to go to a bookshop. They will meet at the front of the Japanese bookstore on Friday at 1 pm.

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Provides all of the alternatives in the text	2
• Provides one alternative	1

Sample answer:

To see a movie, or stay at home and cook.

Question 3

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides all of the relevant information from the plans	3
• Provides most relevant information	2
• Provides some relevant information	1

Sample answer:

<i>Name</i>	Wang Xiaoming
<i>Date of birth</i>	16 April 1987
<i>Place of birth</i>	Shanghai
<i>Reason for entry</i>	To travel in Australia
<i>Place to live</i>	Sydney
<i>Entry date</i>	30 December
<i>Exit date</i>	31 January

**Question 4***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies all items on the list	3
• Demonstrates some understanding of the text	2
• Identifies ONE item	1

Sample answer:

Apples	<input checked="" type="checkbox"/>	Coca-Cola	<input type="checkbox"/>
Apple juice	<input type="checkbox"/>	Eggs	<input type="checkbox"/>
Bread	<input checked="" type="checkbox"/>	Noodles	<input checked="" type="checkbox"/>

Question 5*Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of the news report	3
• Demonstrates a good understanding of the purpose of the news report	2
• Provides some relevant information	1

Sample answer:

To encourage people to catch public transport, to draw people's attention to the fact that public transport is cheap and convenient and to keep cars off the road and keep the air cleaner.

Question 6*Outcomes assessed: H2.2***MARKING GUIDELINES**

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

Sample answer:

Mary has rung Mr Zhang to let him know she has arrived in Beijing. They discuss where they will meet and how he will recognise her.

**Question 7**

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text and supports with relevant detail• Identifies all of the relevant information from the text	4
<ul style="list-style-type: none">• Demonstrates good understanding of the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The family has only one TV and one computer. Arguments could occur because everyone wants to use the same machine at the same time. The older sister likes to use the computer to chat with her boyfriend everyday. The speaker likes to play computer games and everyday she has a lot of homework. The speaker would like to use the computer to do her homework. The parents both like to watch TV but don't like to watch the same things.

Question 8

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates thorough understanding of the text and support with details from the text• Identifies all of the relevant information from the text	4
<ul style="list-style-type: none">• Demonstrates good understanding of the text and supports with relevant information	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Daming works because he doesn't want to use his parents' money. He rejects what Lanlan suggests because he can't cook and doesn't want to work in a restaurant. He also doesn't want to look after sick people. He said he really wants to study hard to go to university.

Question 9 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Identifies the relationship of the characters in the text	1

Sample answer:

Mark, an ex-student.

**Question 9 (b)***Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates thorough understanding of the text and supports with detail	5
• Demonstrates good understanding of the text	3–4
• Provides some relevant information	1–2

Sample answer:

The purpose of this speech is to talk to the year 12 students. To let them know that they should study what they love. They should play sport and spend time with their friends and not just spend all their time studying. No matter what mark we receive, we should all do what we love.

Section II — Reading**Question 10***Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of the message	3
• Identifies good understanding of the purpose of the message	2
• Provides some relevant information	1

Sample answer:

Xiaomei wants to apologise to David and say that the plans they had made to study together can't happen. She will tell him why there has been a change of plans tomorrow at school.

Question 11*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates excellent understanding by identifying the games being played tomorrow	4
• Demonstrates good understanding by identifying some of the games being played tomorrow	2–3
• Provides some relevant information	1

Sample answer:

Today's winning teams, as well as basketball, handball, soccer, and cycling. As wet weather is forecast there will be no running.

**Question 12***Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the pet the family would like to choose and justifies their answer with detail	5
• Demonstrates good understanding of the text and justifies the answer	3–4
• Provides some relevant detail	2
• Demonstrates limited understanding	1

Sample answer:

The family will most likely choose to buy a cat. Dad likes cats and mum says we should listen to dad. Cats are small, quiet and don't eat much ie cheaper than dogs.

Dogs might look after the house but a big dog would eat too much, a little dog wouldn't be good because big sister wants it for her very own; birds are too noisy.

They still hadn't decided which colour it would be.

Question 13 (a)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons for Mary's emails	2
• Provides some relevant information	1

Sample answer:

A new Principal who speaks French really well has come to her school.

Question 13 (b)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies Annie's reasons for indecision	2
• Provides some relevant information	1

Sample answer:

Annie thinks learning French would be really difficult but would very much like to go to France.

**Question 13 (c)***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates perceptive understanding of Mary's argument by identifying all of the persuasive points she has made	3
• Demonstrates good understanding of Mary's argument by identifying some of the persuasive points she has made	2
• Provides some relevant information	1

Sample answer:

Mary tells Annie that the Principal's French is good and he only started studying at university. His French is good because he travelled in France. When you travel in the country and mix with the people speaking and listening, your language improves really quickly.

Question 14 (a)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies what is being discussed	2
• Provides some relevant information	1

Sample answer:

The students are tired of studying and exams and want to talk about their holiday after the exams have finished.

Question 14 (b)*Outcomes assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies all of the relevant information in the text	3
• Identifies some of the relevant information in the text	2
• Provides some relevant information	1

Sample answer:

Xiao Jiang will research and plan the hotel accommodation. Wang Wen will buy the bus tickets. Da Ming should buy food for the trip, but doesn't want to.

**Question 14 (c)**

Outcomes assessed: H2.1, H2.2, H2.4

MARKING GUIDELINES

Criteria	Marks
• Correctly draws conclusions about each of the students mentioned in the text, supporting the answer with references from the text	6
• Correctly draws conclusion about each of the students mentioned in the text	5–4
• Identifies some information about the students mentioned in the text	3–2
• Provides some relevant information	1

Sample answer:

Da Ming is the decision-maker and appears to be quite bossy (eg demanding they don't talk about school business and demanding they don't stay with Wang Wen's grandfather). He always says 'bu hao', 'bu xing', 'bu qu'. He takes control in decision-making (eg 'you should do', 'lets...'). He is also not very helpful (eg 'Why should I buy your food?').

Xiao Jiang probably does not have a lot of money. He always thinks about saving money and complains when expensive options are mentioned. He makes cheaper suggestions.

Wang Wen is the rich kid and makes most of the suggestions that need lots of money (eg he wants to stay in an expensive hotel, fly to the gold coast and wants to catch the bus on Saturday which is dearer).

Section III — Writing in Chinese

Part A

Question 15

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task	4
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Question 16

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Section III — Writing in Chinese

Part B

Question 17

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



2008 HSC Chinese Continuers Marking Guidelines

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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information of the reason of the conversation	2
• Identifies some relevant information	1

Sample answer:

The mother is asking Xiao Ming to go to bed early so he won't be late for school.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Ticks BOTH correct answers	2
• Identifies ONE item	1

Sample answer:

Beancurd and vegetables.

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO requirements	2
• Identifies some relevant information	1

Sample answer:

Lily wants to live close to the station and stay with English-speaking Australians.

**Question 4**

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information in relation to the outcome of this conversation	3
• Provides some information of the outcome of this conversation	2
• Identifies some relevant information	1

Sample answer:

The daughter will be able to stay overnight at Lanlan's place and stay with her friends on Sunday but must go home for dinner on Sunday.

Question 5

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the message conveyed in the speech	3
• Demonstrates some understanding of the message conveyed in the speech	2
• Identifies some relevant information	1

Sample answer:

The principal has invited a former student to come back to school to talk about the importance of participating in extra curricular activities. The speaker uses personal experiences to highlight the issue and express his regrets of missing the benefits of leisure activities, eg didn't join a cricket team.

Question 6

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information	3
• Provides some information	2
• Identifies some relevant information	1

Sample answer:

The mother's concerns were that she would have to cook for them and to clean up afterwards. She was also concerned that the loud noise would disturb the neighbours.

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

Criteria	Marks
• Demonstrates a thorough understanding of the differences between the two trips	4
• Demonstrates some understanding of the differences between the two trips	2–3
• Identifies some relevant information	1

Sample answer:

Peter's first trip to China was simply as a tourist sight-seeing in the big cities. However in the recent trip he actually experienced living in China. He stayed in hotels the first time, but this time he not only lived with the locals but also taught in a high school and practised speaking Chinese. In addition, he cycled and visited the countryside.

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

Criteria	Marks
• (A)	1

Question 9*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the grandfather's feelings	5
• Demonstrates a good understanding of the grandfather's feelings	4
• Demonstrates some understanding of the grandfather's feelings	2–3
• Identifies some relevant information	1

Sample answer:

The grandfather has a good relationship with his granddaughter, which allows him to tease and make fun of her. The grandfather agrees with his granddaughter that the mobile phone is a fast and efficient technology. He feels that she is exaggerating the problem. However, he doesn't think that the social network of the young people nowadays should entirely depend on the use of mobile phones. The grandfather thinks that his granddaughter uses her mobile phone too much and spends too much money on calls. He uses his experience to highlight the importance of face-to-face contact and advises his granddaughter to spend more time with her friends face to face or visiting them while she has no mobile phone.



Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the personality traits	2
• Identifies some relevant information	1

Sample answer:

The mother's optimism and hardworking.

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the mother's achievements	3
• Provides some information	2
• Identifies some relevant information	1

Sample answer:

In Australia, the writer's mother has managed to provide a very good living for her family. At the same time, she has mastered the English language and social skills. This has contributed to her securing a management position in a big bank.

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the techniques used	5
• Demonstrates a good understanding of the techniques used	4
• Demonstrates some understanding of the techniques used	2–3
• Identifies some relevant information	1

Sample answer:

The writer uses ‘I’ as a story narrator. This makes her story sound more authentic and convincing. The writer uses a few parallel sentences to tell the reader how the mother managed to adapt herself into a new linguistic and cultural environment. The writer uses quotes to reinforce her esteem and admiration for her mother. The writer uses rhetorical questions like ‘*Did my mother give up?*’ ‘*Did she ever think of giving up?*’ to sing a praise of the mother’s perseverance. The writer purposefully associates the mother’s name, her inside and outside with a beautiful orchid.

Question 11 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information	2
• Identifies some relevant information	1

Sample answer:

Mark wants to find out what others think about the two live-in maids at his friend’s place in China.

Question 11 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information	3
• Provides some information	2
• Identifies some relevant information	1

Sample answer:

Mark is an university student. Wang Yue is a high school student. Li Xiaohua is a maid working and living in a Chinese household.

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

Criteria	Marks
• Demonstrates a thorough understanding of the issues discussed	4
• Demonstrates some understanding of the issues discussed	2–3
• Identifies some relevant information	1

Sample answer:

The issues the three chatters discussed are whether the maids are happy working in homes; is ‘maid’ a real job; would the live-in outsider intrude on one’s privacy; and is it necessary to have a maid. Outline each issue with textual references.

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

Criteria	Marks
• Demonstrates a perceptive understanding of how true the statement is	6
• Demonstrates a good understanding of how true the statement is	4–5
• Demonstrates some understanding of how true the statement is	2–3
• Identifies some relevant information	1

Sample answer:

As an Australian university student, Mark does not consider ‘maid’ as a proper and satisfying job. He thinks young maids should do further study and seek better jobs. Having someone all year around living in is not very convenient at all. In a real loving family in Australia, all family members would participate in household chores.

As a maid with little education, Li Xiaohua considers ‘maid’ as a very decent job. She’s happy and satisfied with her city lifestyle and her job responsibilities.

As a Chinese high school student who has always had the privilege of having maids doing all the housework, Wang Yue considers ‘maids’ as a household necessity. Without maids, a family wouldn’t function properly. Maids eventually become part of the family. As long as there are maids, city people don’t have to worry about household chores.

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

Section III — Writing in Chinese

Question 13

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

MARKING GUIDELINES

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

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

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



2008 HSC Chinese Extension Marking Guidelines

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Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding about Lao Wen is referring to	2
• Provides some relevant details	1

Sample answer:

Lao Wen was referring to the relationship between Lao Zhu and his daughters.

By ‘你想要的要不来’, Lao Wen means that Lao Zhu would like to stay with Jiaqian but Jiaqian wanted to move out to live by herself. By ‘您想赶的赶不走’, Lao Wen means Lao Zhu’s eldest daughter – Jiazhen who should move out to build her own family – will stick with him.

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of the character	3
• Demonstrates some understanding of the character	2
• Provides some relevant details	1

Sample answer:

In the scene it shows that Lao Wen has played an indispensable role in Lao Zhu’s life. Lao Wen is the best friend of Lao Zhu. He can tell him the truth about the family problem. He can also share his inner thoughts with Lao Zhu and help him gain a better understanding of his family issues. He is also a professionally effective partner to Lao Zhu as he has lost his sense of taste.

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains in detail why the conversation took place in the particular setting	4
• Explains some aspects of the particular setting where the conversation took place	2–3
• Provides isolated information about the particular setting	1

Sample answer:

The conversation takes place in the dimly-lit kitchen after work. The particular setting is quite meaningful. First, the timing of the scene represents a suitable time for reflecting on work and families. Second, the conversation was designed to take place in the kitchen. This is because the kitchen is a place where both of them have spent most of their life. It has also been a place where they feel comfortable and can express their thoughts freely. Also, the setting of kitchen can be linked perfectly to Lao Wen's pun of '干烧甲鱼' and the simile of Lao Zhu's saying: 'Raising children just as cooking', using food metaphorically. Third, the lighting is dim which indicates the men's old age and their remaining days that highlight Lao Zhu's perplexity about his family and work.

Question 1 (d)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates perceptive and detailed understanding of the prescribed issues reflected in the scenes	6
• Demonstrates some understanding of the prescribed issues reflected in the scenes	4–5
• Demonstrates limited understanding of the prescribed issues reflected in the scenes	2–3
• Cites and explains relevant information related to the prescribed issues	1

Sample answer:

In this scene, Lao Zhu's relationship to his family and work is the dominant topic in the heart-to-heart talk between Lao Zhu and Lao Wen.

The issue of changing relationships is shown in Lao Zhu's worries about his daughters. His eldest daughter Jiazhen is an unmarried school teacher who has become depressed and no longer seems interested in finding a new boyfriend after her last boyfriend left her. Lao Zhu is very concerned that she will, as Lao Wen says, 'stick' to him for life. Jiaqian is Lao Zhu's other worry. Lao Zhu has found it hard to get along well with her. What he really worries about is 'I don't understand any of them and I don't want to know'. In Scene 26, the dialogue between Jiazhen and Jiaqian shows that although Jiaqian claims to understand her father the most, she could not put up with him. As a result, she had to move out.

The issue of the individual's search for identity in this scene is translated into Lao Zhu's perplexity about how to keep his status and dignity as a top chef. Lao Zhu has found that his sense of taste is getting worse and worse. He often needs to look at Lao Wen's facial expressions to decide the amount of ingredients to use. This has weakened his confidence in cooking. When he saw the kitchen hands throwing away the fresh dumplings, he got very upset worrying that his cooking is no longer as good as it was. This plot represents a true portrayal of his mind. In Scene 34, when Lao Zhu was reminded by Lao Wen to write the cookbook, Lao Zhu has quietly confirmed his continuing pursuit of his ideal.

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	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">• Presents and develops a sophisticated, coherent argument, discussion or explanation• Writes effectively and perceptively for a specific audience, purpose and context• Demonstrates breadth and depth in the treatment of relevant ideas• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	13–15
<ul style="list-style-type: none">• Presents and develops a coherent argument, discussion or explanation• Writes effectively for a specific audience, purpose and context• Demonstrates breadth and some depth in the use of relevant supporting material and examples• Writes accurately using a range of vocabulary and sentence structures	10–12
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument, discussion or explanation• Writes with some understanding of audience, purpose and context• Supports points with relevant material and examples• Writes using a range of vocabulary and sentence structures	7–9
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Demonstrates the use of appropriate supporting materials• Demonstrates evidence of the use of complex sentences	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae	1–3