



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2011 HSC Chinese Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

| Criteria   | Marks |
|--|-------|
| • Demonstrates a perceptive understanding why Liu Lan blames Green International | 2     |
| • Demonstrates some understanding why Liu Lan blames Green International         | 1     |

#### Question 1 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of Liu Lan's stand on protection of the environment | 3     |
| • Demonstrates a sound understanding of Liu Lan's stand on protection of the environment      | 2     |
| • Demonstrates some understanding of Liu lan's stand on protection of the environment         | 1     |

#### Question 1 (c)

| Criteria   | Marks |
|--|-------|
| • Demonstrates a perceptive understanding of the interaction of both persons | 5     |
| • Demonstrates a sound understanding of the interaction of both persons      | 4     |
| • Demonstrates some understanding of the interaction of both persons         | 2–3   |
| • Provides isolated information  | 1     |

## Section I — Listening and Responding

### Part B

#### Question 2

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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a good understanding of the author's meaning | 2     |
| • Demonstrates some understanding of the author's meaning   | 1     |

#### Question 3 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of the purpose of a description of the grafted plant in Da An Park | 3     |
| • Demonstrates a sound understanding of the purpose of a description of the grafted plant in Da An Park         | 2     |
| • Provides some relevant information  | 1     |

#### Question 3 (c)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the author's feeling even after she is back in her hometown Taipei | 5     |
| • Demonstrates a good understanding of the author's feeling even after she is back in her hometown Taipei       | 3–4   |
| • Demonstrates some understanding of the author's feeling even after she is back in her hometown Taipei         | 2     |
| • Provides some relevant information about the author's feeling   | 1     |

#### Question 3 (d)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the structural connection between the selected extract and the whole text <i>Cheers, Thomas Mann</i> | 5     |
| • Demonstrates a good understanding of the structural connection between the selected extract and the whole text <i>Cheers, Thomas Mann</i>       | 3–4   |
| • Demonstrates some understanding of the structural connection between the selected extract and the whole text <i>Cheers, Thomas Mann</i>         | 2     |
| • Provides some relevant information  | 1     |

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the effectiveness of Wang Meng’s speech in the exploration of the statement</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li></ul> | 21–25 |
| <ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the effectiveness of Wang Meng’s speech in the exploration of the statement</li><li>• Analyses the way in which language is used to convey meaning</li><li>• Composes an effective argument with appropriate textual reference</li></ul>  | 16–20 |
| <ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the effectiveness of Wang Meng’s speech in the exploration of the statement</li><li>• Discusses ways in which language is used to convey meaning</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>   | 11–15 |
| <ul style="list-style-type: none"><li>• Identifies some examples linking the speech and statement</li><li>• Identifies some examples in which the messages are conveyed</li><li>• Attempts to compose an argument with reference to the text</li></ul>  | 6–10  |
| <ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the texts</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>   | 1–5   |

## Section II — Reading and Responding

### Part B

#### Question 5

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issue, maintenance of Chinese culture, raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul> | 13–15 |
| <ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>   | 10–12 |
| <ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>  | 7–9   |
| <ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>  | 4–6   |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>   | 1–3   |

### Section III — Writing in Chinese

#### Questions 6–7

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

# Chinese Background Speakers

## 2011 HSC Examination Mapping Grid

### Section I — Listening and Responding

#### Part A

| Question | Marks | Content                             | Syllabus outcomes |
|----------|-------|-------------------------------------|-------------------|
| 1 (a)    | 2     | Environmental issues – conversation | H3.1              |
| 1 (b)    | 3     | Environmental issues – conversation | H3.1, H3.2        |
| 1 (c)    | 5     | Environmental issues – conversation | H3.3, H3.7        |

#### Part B

| Question | Marks | Content   | Syllabus outcomes            |
|----------|-------|---|------------------------------|
| 2        | 10    | The impact on young people of changes in traditional social values – conversation/message | H2.1, H2.3, H3.2, H3.4, H3.5 |

### Section II — Reading and Responding

#### Part A

| Question | Marks | Content  | Syllabus outcomes  |
|----------|-------|--|--|
| 3 (a)    | 2     | 'Cheers, Thomas Mann' – Chinese communities overseas   | H3.1, H3.2   |
| 3 (b)    | 3     | 'Cheers, Thomas Mann' – Chinese communities overseas   | H3.1, H3.2, H3.7   |
| 3 (c)    | 5     | 'Cheers, Thomas Mann' – Chinese communities overseas   | H3.1, H3.2, H3.3   |
| 3 (d)    | 5     | 'Cheers, Thomas Mann' – Chinese communities overseas   | H3.4, H3.7   |
| 4        | 25    | 'Chinese culture in the context of globalisation' – the impact of international influences on Chinese-speaking countries | H2.1, (H2.3), H3.1, H3.2, (H3.3), (H3.4), H3.7, H3.8, (H4.1) |

#### Part B

| Question | Marks | Content  | Syllabus outcomes      |
|----------|-------|--|------------------------|
| 5        | 15    | The maintenance of Chinese culture in non-Chinese cultural contexts – reports/letter | H1.2, H2.1, H2.4, H3.8 |

### Section III – Writing in Chinese

| Question | Marks | Content  | Syllabus outcomes              |
|----------|-------|--|--------------------------------|
| 6        | 25    | The place of education in young people's lives – article | H2.1, H2.2, H2.3, H2.4, (H4.2) |
| 7        | 25    | Changing gender roles in today's society – article       | H2.1, H2.2, H2.3, H2.4, (H4.2) |