

2001 HSC Notes from  
the Examination Centre  
Chinese Background Speakers

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# 2001 HSC NOTES FROM THE EXAMINATION CENTRE CHINESE BACKGROUND SPEAKERS

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese Background Speakers. It provides comments with regard to responses to the 2001 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.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Chinese Background Speakers.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examinations and used at the marking centre, are also available on the Board of Studies website.

## General Comments

In 2001, 714 candidates sat for the Chinese Background Speakers examination.

## Section I – Listening and Responding

### Specific Comments

#### Part A

#### Question 1

Candidates were to answer this question in English. Quite a number of candidates gave their answers in Chinese.

- (a) Most candidates attempted this question correctly. However, a few candidates gave a tick to all the given parts.
- (b) Some candidates failed to mention ‘lateness/absences’ at school.
- (c) Candidates discussed the change in the counsellor’s attitude, instead of the candidate’s attitude. Some simply described the conversation without answering the question. Some candidates gave incorrect examples. Some put the answer to part (d) into this part.
- (d) Again, some candidates simply gave a description of the story/conversation without answering the question, eg strategies/language skills.

## Part B

### Question 2

Generally speaking, the candidates' ability to understand the two texts was good and their comprehension of the issue was sound enough to enable them to write an article for a school magazine.

Most candidates wrote much more than the specified length in the article.

However, their writing demonstrated some strengths and some weaknesses. For the convenience of showing them in contrast, these points are listed as follows:

#### *Strengths:*

- Most candidates dictated details of the two texts and identified them in the main issue.
- Half of the candidates effectively contrasted the dissimilarity between the company and the individual in their demands.
- A number of candidates reached the sophisticated level of expression and logical thinking needed to construct a smooth article which serves the purpose of linking a coherent argument to the issue.

#### *Weaknesses:*

- In compare and contrast, a lot of candidates focused on dissimilarities but failed to compare the similarity between the company and the individual in their demands.
- Some candidates neglected the substance provided by the two sources and forgot to demonstrate some details.
- A small number of candidates took the liberty of expressing their views which, sometimes, may not be directly linked to the issue.
- A common weakness which was shown in the conclusion of the article, was the result of candidates making a note of details in a dictation and failing to amalgamate the materials and reconstruct them into a coherent argument.
- A common error in candidates' writing reflected that they were unaware of their audience.
- Practise of Chinese character writing needs to be reinforced to avoid errors.

## Section II – Reading and Responding

### Specific Comments

#### Part A

#### Question 3

Parts (a), (b) and (c) were well answered. Candidates found Part (d) very challenging.

- (a) Most candidates attempted it well. They identified the slang being used and explained satisfactorily why the slang was used.
- (b) This part was well attempted.
- (c) This part was attempted satisfactorily.
- (d) This part was not well attempted. Candidates had problems locating or giving examples to explain their answers.

#### Question 4

A number of candidates did not answer the question as it was asked. The keywords in the questions were ‘young people’ and ‘compromise’. Some candidates used old people in the story as an example and did not talk about compromise at all, or they just talked about the compromise made by old people.

Some candidates retold the stories instead of analysing them. A small number of candidates were not able to demonstrate a thorough knowledge of the texts. Many candidates displayed good essay structure.

Many candidates demonstrated proficiency in their language skills, but there were lots of careless mistakes in grammar, misuse of characters and spelling.

#### Question 5

By and large, candidates demonstrated sound understanding of the issue. They also had a good command of the language at background speakers’ level.

Several problems were noted:

- Some candidates were not able to use the proper text type, ie letter format, eg missing the beginning and/or the ending of a letter. They also failed to target the specified audience.
- Some responses had inadequate textual reference.
- Some responses were directly copied from the text.

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

### **Specific Comments**

#### **Question 6**

The majority of candidates attempted this question. Most of them could understand the context of the topic and gave sufficient examples.

However, a few of the candidates misunderstood some of the terms in the question and failed to relate them to the context of the topic.

A number of candidates failed to state the impact of the present trend on the traditional division of work in the family. Instead, they attempted to analyse the reasons for this change.

#### **Question 7**

The candidates who attempted this question were able to relate the topic to their school life. However, some candidates misinterpreted the term ‘high school stage’. They were not clear about this term — for example, they wrote about vocational education courses in TAFE or in other colleges.

Some candidates, instead of discussing the impact of the VET course, wrote about the usefulness of the course.

#### **Question 8**

Some candidates gave adequate and systematic arguments. A number of candidates attempted this topic by writing about environmental protection, education and morality but were not able to argue how these helped to improve society. A few failed to understand the phrase ‘the only important issue’.

The majority who attempted this topic understood the ‘speech’ text type.

# Chinese Background Speakers

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
1 (a)	1	Pressures on Young People Today	H3.1
1 (b)	2	Pressures on Young People Today	H3.2
1 (c)	3	Pressures on Young People Today	H3.3
1 (d)	4	Pressures on Young People Today	H3.7
2	10	The Role of the Individual in Today's Society	H3.4, H3.5, H3.6, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
3 (a)	2	Chuntao	H3.3
3 (b)	2	Chuntao	H3.3
3 (c)	5	Chuntao	H3.3, H3.6, H3.7
3 (d)	6	Chuntao	H3.3, H3.7, H3.8
4	25	Hard Porridge and Wedding Banquet	H3.7, H3.8
5	15	Environmental Issues	H1.1, H1.2, H2.2, H3.5, H3.8
<b>Section III — Writing in Chinese</b>			
6	25	Changing gender roles in today's society	H2.1, H2.2, H2.3, H2.4
7	25	Economic growth and its impact	H2.1, H2.2, H2.3, H2.4
8	25	The place of education in young people's lives	H2.1, H2.2, H2.3, H2.4





## **2001 HSC Chinese Background Speakers Marking Guidelines**

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

#### **Part A**

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

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C) is the correct answer	1

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

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies the main problems with her family, her school and interests	2
• Identifies a problem	1

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

<b>Criteria</b>	<b>Marks</b>
• Outlines in detail the change of the student's attitude demonstrated through the language used	3
• Outlines without elaboration the change of attitude	2
• Provides some information about the change	1

**Question 1 (d)** (4 marks)*Outcomes assessed: H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of the strategies and techniques of the counsellor</li><li>• Analyses perceptively and sensitively the relationship between the counsellor's strategies and the language used to influence</li><li>• Supports the argument with appropriate textual reference</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the strategies and techniques used by the counsellor</li><li>• Cites appropriate examples of persuasive features of the text</li></ul>	2 – 3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the strategies and techniques used by the counsellor and cite some reference to support</li></ul>	1

**Section I (continued)****Part B****Question 2** (10 marks)*Outcomes assessed: H3.4 ,H3.5, H3.6, H3.8, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</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 text 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)** (2 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies and explains the use of slang	2
• Identifies the use of slang	1

**Question 3 (b)** (2 marks)*Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies at least two reasons why Chun Tao cannot leave Liu	2
• Identifies one reason	1

**Question 3 (c)** (5 marks)*Outcomes assessed: H3.3, H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way in which language is used to reveal character	4 – 5
• Demonstrates some understanding of the way in which language is used to reveal character	2 – 3
• Identifies and explains one relevant feature	1

**Question 3 (d)** (6 marks)*Outcomes assessed: H3.3, H3.7, H3.8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Responds to the text personally and critically, recognises, analyses and evaluates critically the effectiveness of a variety of features in texts	5 – 6
• Recognises, analyses and evaluates some of the features in the text	3 – 4
• Recognises some of the features in the text	1 – 2

**Question 4 (25 marks)**

*Outcomes assessed: H3.7, H3.8*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse the way in which <i>Hard Porridge</i> and <i>Wedding Banquet</i> explore the relationship between individual pursuits and traditional values</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse the way in which <i>Hard porridge</i> and <i>Wedding Banquet</i> explore the relationship between individual pursuits and traditional values</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 way in which <i>Hard porridge</i> and <i>Wedding Banquet</i> explore the relationship between individual pursuits and traditional values</li> <li>• Discusses ways in which language is used to portray</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 with some elaboration examples of the way in which <i>Hard porridge</i> and <i>Wedding Banquet</i> explore the relationship between individual pursuits and traditional values</li> <li>• Identifies some examples of the way in which language is used to convey meaning</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 way in which <i>Hard porridge</i> and <i>Wedding Banquet</i> explore the relationship between individual pursuits and traditional values</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1 – 5

## Section II

### Part B

#### Question 5 (15 marks)

*Outcomes assessed: H1.1, H1.2, H2.2, H3.5, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues 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 and 8 (25 marks)***Outcomes assessed: H2.1, H2.2, H2.3, H2.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Demonstrates a highly developed and sophisticated control of [language] 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 [language] with a comprehensive range of vocabulary and syntax</li><li>• Demonstrates the ability to manipulate language</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 [language], 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