

2001 HSC Notes from
the Examination Centre
Chinese

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2001 HSC NOTES FROM THE EXAMINATION 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 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.

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, 56 candidates sat for the Chinese Continuers, 15 for the Chinese Extension and 11 for the Chinese Beginners Examination.

Beginners

Speaking Skills Examination

General Comments

Overall the result of Beginners Speaking was satisfactory. In particular, almost all candidates' answers for questions 1 and 6 were impressive.

However, a few problems occurred in other questions.

Specific Comments

Question 3

Many candidates seemed to have trouble giving 'suggestions' to others. Also, quite a few did not pay attention to 'overseas', which made some of their suggestions seem irrelevant.

Question 4

Some candidates found it difficult to render an appropriate Chinese sentence for 'it costs a lot of money to go to university', and 'how you intend paying for it'.

Question 5

Many candidates confused ‘*zuonian*’ and ‘*mingnian*’ with ‘*qunian*’ (the correct answer).

Listening Skills Examination

General Comments

The majority of candidates attempted this part well, especially in the multiple choice questions, ie Questions 1 to 7.

Specific Comments

Question 8

Some candidates had difficulty in identifying ‘going to the beach’, instead they mentioned swimming.

Question 9

Candidates had problems understanding that ‘her friend’s car has broken down’.

Question 10

Some candidates did not compare players 5 with 3 and only made different statements, eg ‘Player 3 is tall’ instead of ‘Player 3 is taller than Player 5’, etc.

Question 11

Some candidates had difficulty identifying the information about turning right at the third intersection.

Question 12

Some candidates left out the information about the students answering all the questions.

Question 13

Candidates had difficulties giving reasons. A large number failed to identify that the speaker hopes to find a boyfriend in America. Instead, they said she has a boyfriend in America.

Question 14

Some candidates had difficulty giving examples.

Question 15

A large number of candidates failed to provide details of both speakers' wishes.

Written Examination

Section I – Reading Skills

Specific Comments

Question 1

This was well attempted in general. Some candidates had trouble identifying David's name, stating the number of days or 'returning by plane'.

Question 2

Some candidates simply translated the content rather than interpreting why the mother was upset and hence failed to answer part (c) satisfactorily.

Question 3

Some candidates failed to interpret the information regarding the general guidance of Xiao Bai's parents.

Question 4

In general, this question was attempted fairly well. A few candidates had difficulty giving a complete answer to part (d).

Question 5

Some candidates failed to identify the name of the writer's friend, ie Xiao Li. Some did not manage to give details of what both people want to do. The majority of candidates had trouble answering this part of the question. They failed to interpret the information and describe the friend's feelings in regards to shopping, movie etc.

Section II – Writing Skills

Specific Comments

Question 6

The majority of candidates attempted part (a), only one attempted part (c) and no student attempted part (b).

Generally, this question was attempted well. Candidates were able to organise their ideas and used the relevant text type (dialogue).

Section III – Grammar

Specific Comments

Question 7

The majority of candidates had difficulty using ‘*yong*’ as a coverb for part (a). All candidates had trouble attempting part (b) – using ‘*de*’ with an adjective to form an adverb.

Generally, this question was attempted satisfactorily.

Continuers

Speaking Skills Examination

General Comments

In general, the majority of candidates performed well, some even impressively, in this conversation style speaking examination. It provided a ‘real’ conversation environment, testing candidates’ ability at their levels.

However, some candidates need more practice in their conversation so that they can be more prepared for their speaking examination.

The most common problems are sentence sequencing and dialectal influence for those who have some background knowledge.

Section I – Listening and Responding

Specific Comments

Question 1

Most candidates answered this question correctly, with a certain number of candidates choosing (c).

Question 2

- (a) Most candidates answered this question correctly. Some answered ‘last Saturday’ or ‘last Wednesday’.
- (b) Very few candidates gave a complete answer. Most missed the point that the new neighbours also gave a gift to the surrounding neighbours.

Question 3

More than half of the candidates did not answer the question in Chinese as required.

Question 4

- (a) Most candidates chose the right answer to this question.
- (b) Most candidates chose the right answer to this question.

Question 5

- (a) In most cases, the answers were incomplete. Most candidates mentioned that the mother worried that the son and his friends were still young, but failed to mention her other concerns.
- (b) Over half of the candidates attempted this question successfully. Some failed to mention that there is no public transport.

Question 6

- (a) This question was well answered by most candidates.
- (b) This question was correctly answered by most candidates.
- (c) Some candidates only mentioned that it will be Saturday tomorrow and failed to elaborate that Helen will have no school and therefore she can do her homework with her friend. Some candidates wrote 'her mother has agreed' instead of 'Xiao Hong's mother has agreed'.

Question 7

Very few candidates were able to fully complete the table.

Question 8

A few candidates took 'Discovering the Real Australia' as a TV program and answered the question accordingly.

Most candidates mentioned experiencing Australian lifestyle and a chance of genuine culture exchange, but failed to give a detailed explanation and references.

Section II – Reading and Responding

Specific Comments

Part A

Question 9

- (a) Most candidates answered this question well.
- (b) Few candidates missed the point that the quality of life improved.
- (c) Some candidates gave a list of things the children enjoy doing but failed to explain that the children love living there.
- (d) Some candidates did not answer the second part of the question.

Question 10

Most candidates answered this question correctly. Most candidates were able to mention ‘Multicultural Week’ but failed to identify that Wang Peng was from China. Some candidates were able to see how the Chinese and Australians use food and flowers to commemorate their dead relatives/friends but the majority were not able to elaborate on the linkage/relationship of food to the Chinese people. Some candidates had problems attempting this question.

Part B

Question 11

The nature of this question was reading and responding. It required a higher level of language skills to be able to understand the context and to respond correctly. It also required the creative use of the language.

Many candidates were able to respond to most of the information, ideas and opinions of the text. They also demonstrated a satisfactory knowledge and understanding of vocabulary and sentence structures.

However, a few candidates misinterpreted the location of the sender and did not locate themselves in a place other than Sydney. When responding to the question, most candidates did not demonstrate depth in the treatment of the task, instead, just provided simple answers.

Section III – Writing in Chinese

Specific Comments

Question 12

Most candidates attempted part (a). Instead of describing a ‘typical day’ in the life of an ‘Australian teenager’, many tended to focus on their daily routine or their life in a week.

Many candidates who answered part (b) failed to comply with a report text type.

Question 13

Candidates who attempted part (a) were not able to give good reasons to support their article.

Many candidates who answered part (b) seemed to neglect what the new changes meant to them. Instead, they only described the new school.

Generally speaking, candidates should have used a wider variety of structures and vocabulary to reflect their understanding and knowledge of Chinese.

Extension

Speaking Skills Examination

General Comments

Most candidates performed with a very high standard of pronunciation and intonation.

However, there were a few focal problems:

- Some candidates seemed to have trouble understanding question 1. In particular, they missed the point of ‘whom they are allowed’ in their answers. Since all questions were asked in both Chinese and English, it is apparent that candidates need to read the questions more carefully.
- Candidates had problems with some basic language structures and vocabulary.
- Candidates also had difficulty presenting their points of view in their arguments.

Written Examination

Section I – Response to Prescribed Text

Part A

Specific Comments

Question 1

- Most candidates saw the similarity of Jianing and Jiazhen, ie moving out or finding a lover. Some candidates failed to mention the fact that Jianing was moving out.
- Most candidates could point out the hammer, but the symbolic functions mentioned were not the same, eg some regarded it as an internal emotion, and others regarded it as love. Only a few were able to see it as a lack of power and control.
- Most candidates were able to display some techniques used in this scene. However, they were unable to further analyse the functions of different techniques.

- Most candidates focused on the family members' assertion of their own identity instead of mentioning Jiazhen's determination with regard to her marriage.

Part B

Specific Comments

Question 2

Candidates had difficulty understanding this section of the film. They also had difficulty analysing the two characters, Mr Zhu and Jinrong.

Many candidates demonstrated a satisfactory control of vocabulary and sentence structures.

Only a few candidates were able to manipulate language authentically and creatively.

Section II – Writing in Chinese

Specific Comments

Question 3

Candidates found this question relatively challenging with regards to displaying their language ability. The majority of candidates attempted this question.

Question 4

Candidates found this question relatively challenging.

Chinese Beginners

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Speaking Skills			
1	2	Family	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Appointment - Phone Call	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Entertainment	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Future Plans	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	6	Holidays	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	5	Oral Reading	H2.4
Listening Skills			
1	1	Relationships - Friends	H3.1
2	1	Shops	H3.1
3	1	Shops, Directions	H3.1
4	1	Health	H3.1
5	1	Weather	H3.1
6	1	Public Transport	H3.1
7	1	Clothing	H3.1
8	2	Leisure, Weather	H3.1
9	2	Friends, Arrangements	H3.1
10	2	Description of People	H3.1
11	2	Directions	H3.1
12	2	School, Exam Results	H3.1, H3.2
13	2	Relationships, Leisure	H3.1, H3.2
14	3	Arrangements, Personal Preferences	H3.1, H3.2
15	3	Holidays	H3.1, H3.2
Written Examination			
Section I — Reading Skills			
1(a)	1	Travel and Transport	H3.1
1(b)	1	Travel and Transport	H3.1
1(c)	1	Travel and Transport	H3.1

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
2(a)	1	Health	H3.1
2(b)	2	Health	H3.1, H3.2
2(c)	2	Health	H3.1, H3.2
3(a)	1	School, Jobs	H3.1
3(b)	1	School, Jobs	H3.1
3(c)	2	School, Jobs	H3.1
3(d)	2	School, Jobs	H3.1, H3.2
4(a)	1	School, Jobs	H3.1
4(b)	1	School, Jobs	H3.1
4(c)	2	School, Jobs	H3.1
4(d)	3	School, Jobs	H3.1
5(a)	2	Entertainment	H3.1
5(b)	2	Entertainment	H3.1
5(c)	4	Entertainment	H3.1, H3.2
Section II — Writing Skills			
6(a)	10	Plans for Weekend	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6(b)	10	Party	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6(c)	10	Late for School	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Section III — Grammar			
7(a)	2	Grammar	H2.1, H2.5, H2.7
7(b)	2	Grammar	H2.1, H2.5, H2.7
7(c)	2	Grammar	H2.1, H2.5, H2.7
7(d)	2	Grammar	H2.1, H2.5, H2.7
7(e)	2	Grammar	H2.1, H2.5, H2.7

2001 HSC Chinese Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C) Fellow students	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D) At the bookshop across the road	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C) At the restaurant opposite the school	1

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

Criteria	Marks
• (C) The weather has been very warm	1

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

Criteria	Marks
• (C) Windy and rainy	1

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

Criteria	Marks
• (B) By bus, because it is more convenient.	1

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

Criteria	Marks
• (A) The white jumper is the most expensive	1

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

Criteria	Marks
• Identifies two reasons	2
• Identifies one reason	1

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

Criteria	Marks
• Identifies two reasons	2
• Identifies one reason	1

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

Criteria	Marks
• Identifies all reasons given	2
• Identifies two reasons given	1

Question 11*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives all directions	2
• Give two of the directions	1

Question 12*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies both reasons	2
• Identifies one reason	1

Question 13*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies emotion felt by female speaker and gives reason	2
• Identifies either emotion or reason	1

Question 14*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies male speaker's feeling towards female speaker	3
• Provides supporting evidence and relevant examples	
• Provides two of three of the above	2
• Provides one of the above	1

Question 15*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Explains compromise reached• Provides details of both speakers' wishes	3
<ul style="list-style-type: none">• Explains compromise reached and details of wishes of ONE speaker OR <ul style="list-style-type: none">• Provides details of wishes of both speakers	2
<ul style="list-style-type: none">• Explains compromise reached OR <ul style="list-style-type: none">• Provides details of wishes of one speaker	1

2001 HSC Chinese Beginners Marking Guidelines — Speaking Skills

Section I — Situations (20 marks)

Question 1 (2 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Chinese accurately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 2 (3 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Chinese accurately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Chinese adequately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 3 (4 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

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

Question 4 (5 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Chinese accurately to convey the meaning of the cues• Demonstrates control of complex Chinese structures (within the context of the Beginners course)	5
<ul style="list-style-type: none">• Uses Chinese appropriately to convey the meaning of the cues• Demonstrates some control of complex Chinese structures	4
<ul style="list-style-type: none">• Uses Chinese satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic Chinese to convey the meaning of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Question 5 (6 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Chinese accurately to convey the meaning of the cues• Demonstrates control of complex Chinese structures (within the context of the Beginners course)	5 – 6
<ul style="list-style-type: none">• Uses Chinese appropriately to convey the meaning of the cues• Demonstrates some control of complex Chinese structures	4
<ul style="list-style-type: none">• Uses Chinese satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic Chinese to convey the meaning of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

Section II — Reading Aloud (5 marks)**Question 6 (5 marks)***Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

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

2001 HSC Chinese Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• By train	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Sunday 6 am	1

Question 1 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides all details	2
• Provides two details	1

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

Criteria	Marks
• Correctly identifies reason	1

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

Criteria	Marks
• Gives both reasons	2
• Gives one reason	1

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

Criteria	Marks
• Correctly describes suggestion and gives detailed justification	1
• Provides description of suggestion	1
OR	
• Gives justification	

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

Criteria	Marks
• Correctly identifies relationship between Xiao Bai and her parents	1

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

Criteria	Marks
• Correctly describes parents' general guidance	1

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

Criteria	Marks
• Correctly identifies choice that would satisfy parents	2
• Provides detailed justification	
• Correctly identifies choice of job and mentions one reason	1

Question 3 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides correct comparison of the attitude towards children of Xiao Bai's parents with that of David's father	2
• Provides details of ONE attitude	1

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

Criteria	Marks
• Correctly identifies what Alan wants to do	1

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

Criteria	Marks
• Gives correct instructions	1

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

Criteria	Marks
• Gives both details	2
• Gives one detail	1

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

Criteria	Marks
• Correctly describes all instructions	3
• Provides 3 of 4 instructions	2
• Provides 2 of 4 instructions	1

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

Criteria	Marks
• States how the writer got to the city by giving both details	2
• Provides one correct answer	1

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

Criteria	Marks
• Correctly gives all details	2
• Either gives details about what each wanted to do OR	1
• Gives details about what they ended up doing	

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

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

Chinese Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	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(a)	1	The Individual/Recreation & Leisure - Conversation	H3.1
1(b)	1	The Individual/Personal Identity - Conversation	H3.1
2(a)	1	The Individual/Personal Identity – Conversation	H3.1
2(b)	1	The Individual/Personal Identity – Conversation	H3.1
3(a)	1	The Individual/Personal Identity – Advertisement	H3.1
3(b)	1	The Changing World/World of Work – Advertisement	H3.1
4(a)	1	The Individual/Travel Experiences - Announcement	H3.1
4(b)	1	The Individual/Travel Experiences – Announcement	H3.1
5(a)	1	The Changing World – Youth Issues - Conversation	H3.1
5(b)	2	The Changing World – Youth Issues – Conversation	H3.1
6(a)	1	The Individual/Recreation & Leisure – Conversation	H3.1
6(b)	1	The Changing World – Youth Issues – Conversation	H3.1
6(c)	2	The Changing World – Youth Issues – Conversation	H3.1, H3.2
7	5	The Changing World/World of Work - Conversation	H3.1, H3.2
8	5	The Changing World/Tourism & Hospitality - Conversation	H3.1, H3.2

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Section II — Reading and Responding, Part A			
9(a)	2	The Chinese-Speaking Communities/Lifestyles – Letter	H3.1
9(b)	2	The Chinese-Speaking Communities/Lifestyles – Letter	H3.1
9(c)	3	The Chinese-Speaking Communities/Lifestyles – Letter	H3.1, H3.2
9(d)	3	The Chinese-Speaking Communities/Lifestyles – Letter	H3.1, H3.2
10(a)	1	The Chinese-Speaking Communities/History & Culture - Conversation	H3.1
10(b)	3	The Chinese-Speaking Communities/History & Culture – Conversation	H3.1, H3.2
10(c)	5	The Chinese-Speaking Communities/History & Culture – Conversation	H3.1, H3.2
10(d)	6	The Chinese-Speaking Communities/History & Culture – Conversation	H3.1, H3.2
10(e)	5	The Chinese-Speaking Communities/History & Culture – Conversation	H3.1, H3.2
Section II — Reading and Responding, Part B			
11	15	The Changing World/Tourism & Hospitality - Letter	H1.2, H1.3, H1.4, H3.1, H3.2
Section III — Writing in Chinese			
12(a)	6	The Individual/Personal Identity – Narrative Account	H2.1, H2.2, H2.3
12(b)	6	The Changing World/World of Work – Speech Script	H2.1, H2.2, H2.3
13(a)	9	The Individual/Travel Experiences – Personal Profile	H2.1, H2.2, H2.3
13(b)	9	The Chinese-Speaking Communities/Lifestyles – Diary Entry	H2.1, H2.2, H2.3

2001 HSC Chinese Continuers Marking Guidelines — Oral Examination

Conversation (20 marks)

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

MARKING GUIDELINES

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

2001 HSC Chinese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B) Tidy the house	1

Question 2(a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Last week	1

Question 2(b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• They gave presents to her and her next door neighbour	1

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

Criteria	Marks
• Provides details about two requirements of job	2
• Provides details about one requirement of job	1

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

Criteria	Marks
• (B) On a bus	1

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

Criteria	Marks
• (C) Go back to the carpark	1

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

Criteria	Marks
• Provides comprehensive and detailed explanation of mother's reluctance to agree to her son's suggestion	2
• Provides partial explanation	1

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

Criteria	Marks
• Provides detailed reasons for mother's subsequent change of mind	2
• Provides one detailed reason	1

Question 6(a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• To ask permission to stay at Xiao Hong's House	1

Question 6(b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Says the female speaker has not finished her work	1

Question 6(c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides both reasons	2
• Provides one reason	1

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

Criteria	Marks
• One mark for each correct answer	5

Question 8*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides comprehensive and detailed explanation of why program is beneficial to both tourists and hosts, by inferring meaning	5
• Provides partial explanation • Makes some inferences	3 – 4
• Provides limited explanation	1 – 2

Section II — Reading and Responding

Part A

Question 9(a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides all details	2
• Provides some detail	1

Question 9(b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides two details	2
• Provides one detail	1

Question 9(c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides explanation that children love living there and gives examples	3
• Provides explanation that children love living there and gives two examples	2
• Provides explanation that children love living there	1

Question 9(d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Explains reasons for future in context of lifestyle changes	3
• Explains plans for future with details	2
• Identifies some detail about future plans	1

Question 10(a)
Outcomes assessed: H3.1
MARKING GUIDELINES

Criteria	Marks
• (D) In Australia	1

Question 10(b)
Outcomes assessed: H3.1, H3.2
MARKING GUIDELINES

Criteria	Marks
• Correctly identifies context of interview with detail	2
• Shows partial understanding of context with minimal detail	1

Question 10(c)
Outcomes assessed: H3.1, H3.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies subject of the photo • Shows link to/relationship with altar and, by extension, Qingming Festival • Explains significance of festival as commemoration of dead 	3
<ul style="list-style-type: none"> • Identifies subject of photo • Refers to either altar or to significance of festival OR <ul style="list-style-type: none"> • Refers to festival and altar, but without detailed explanation 	2
<ul style="list-style-type: none"> • Identifies subject of photo OR <ul style="list-style-type: none"> • Refers to altar or festival without detailed explanation 	1

Question 10 (d)***Outcomes assessed: H3.1, H3.2*****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth of understanding of the functions of food and flowers in context• Demonstrates ability to analyse the way in which food and flowers emphasise importance of rituals in both societies	4
<ul style="list-style-type: none">• Demonstrates an understanding of functions of food and flowers• Demonstrates partial analysis of importance of rituals	3
<ul style="list-style-type: none">• Demonstrates limited understanding of functions of food and flowers	1 – 2

Question 10(e)**Outcomes assessed: H3.1, H3.2****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly identifies dilemma faced by migrants in new countryShows capacity to analyse specific aspects of texts and to provide relevant detailsDemonstrates capacity to compare and contrast and <u>draw conclusions</u>	4 – 5
<ul style="list-style-type: none">Identifies dilemmaDemonstrates ability to identify some specific aspects of text and some relevant detailsDemonstrates some evidence of comparing and contrasting cultures and drawing conclusions	3
<ul style="list-style-type: none">Provides limited evidence of understanding dilemma facedMakes minimal reference to details, but lack of depth and analysis	1 – 2

Section II (continued)

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

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 12

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 13

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

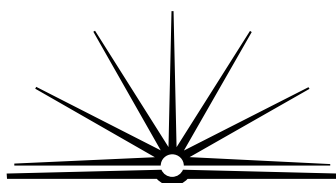
MARKING GUIDELINES

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 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 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

Chinese Extension

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
1	5	Changing Relationships - Monologue	H1.1, H1.2
2	5	Individual's Search for Identity - Monologue	H1.1, H1.2
3	5	Modern versus Traditional Values - Monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text, Part A			
1(a)	2	Eat Drink Man Woman	H2.1
1(b)	3	Eat Drink Man Woman	H2.1, H2.2
1(c)	5	Eat Drink Man Woman	H2.1, H2.2, H2.3
1(d)	5	Eat Drink Man Woman	H2.1, H2.2, H2.3
Section II — Response to Prescribed Text, Part B			
2	10	Eat Drink Man Woman – Conversation	H2.1
Section III — Writing in Chinese			
3	15	The Individual's Search for Identity – Article	H1.1, H1.2
4	15	Modern versus Traditional Values – Script of a speech	H1.1, H1.2



BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Chinese Extension Marking Guidelines — Oral Examination

Monologue (10 marks)

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



2001 HSC Chinese Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Describes why Jianing is mentioned in detail with examples	2
• Describes why Jianing is mentioned without elaboration	1

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

Criteria	Marks
• Identifies the type of utensil and explains in detail the significance of Mr Zhu's hammer in terms of its symbolism and what it reveals about Mr Zhu himself	3
• Explains the symbolism of Mr Zhu's hammer and what it reveals about Mr Zhu with some detail	2
• Explains why Mr Zhu's hammer is significant	1

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

Criteria	Marks
• Describes the reaction of Mr Zhu and Jiaqian to Jiazhen's announcement, and comments on specific film techniques relevant to each of the people	5
• Describes the reaction of Mr Zhu and Jiaqian to Jiazhen's announcement and provides some relevant examples of film technique	3 – 4
• Describes the reaction of Mr Zhu and Jiaqian to Jiazhen's announcement and provides at least one example of film technique	2
• Describes the reaction of Mr Zhu and Jiaqian to Jiazhen's announcement or a relevant film technique	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies in this scene Jiazhen's attempt to assess her own identity• Establishes how Jiazhen's actions are in contrast to a society that values tradition• Comments on effectiveness of film in doing this (ie language and/or film technique)• Describes other scenes with Jaizhen or other characters that reflect attempts to break with tradition	5
<ul style="list-style-type: none">• Identifies in this scene Jiazhen's attempt to assess her own identity• Establishes how Jiazhen's actions are in contrast to a society that values tradition• Provides examples from this scene and other scenes but lacks comment	3 – 4
<ul style="list-style-type: none">• Identifies in this scene Jiazhen's attempt to assess her own identity• Provides at least one other example from another scene	1 – 2

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 Mr Zhu's and Jinrong's characters and the way they would feel about the reaction to their announcement of marriage• 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 Mr Zhu's and Jinrong's characters and the way they would feel about the reaction to their announcement of marriage• 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 Mr Zhu's and Jinrong's characters and the way they would feel about the reaction to their announcement of marriage• 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 Mr Zhu's and Jinrong's characters and the way they would feel about the reaction to their announcement of marriage• 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 Mr Zhu's and Jinrong's characters and the way they would feel about the reaction to their announcement of marriage• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1 – 2

Section III — Writing in Chinese

Question 3 and Question 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