

**2007 HSC Notes from  
the Marking Centre  
Chinese**

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# 2007 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 2007 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 2007 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

**Note:** Teachers and candidates are reminded that the **new** Stage 6 Chinese Beginners syllabus will be examined for the first time in 2008. Information about the new syllabus, including the Specimen HSC Examination Resources Package, is available on the Board of Studies website ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)).

## Speaking Skills Examination

### Section I – Situations

#### Question 1

Most candidates responded to this question appropriately, but in the weaker responses, candidates did not express the second cue of the question clearly or did not attempt to express it.

#### Question 2

Generally, this question was answered well, but a number of candidates used incorrect grammar in the first cue and only in the best responses did candidates use the word ‘help’ as a noun.

#### Question 3

This question was generally well answered, but some candidates did not include the last cue or left out the meeting time or place.

#### Question 4

Some candidates left out why they were pleased to be back at school and did not describe appropriately what China was like.

#### Question 5

This question was well answered by most candidates, but a few had difficulty in explaining why they were in Beijing.

## **Section II – Reading Aloud**

### **Question 6**

The majority of candidates pronounced the short paragraph clearly and accurately but without fluency.

## **Listening Skills Examination**

### **Question 1**

Most candidates demonstrated a good understanding of this question. Only a few candidates did not mention the need of the students to attend school as usual the next day.

### **Question 3**

Most candidates found this question challenging. The correct answer was (D).

### **Question 4**

(a) Most candidates provided ‘department store’ instead of ‘the train station’ as the destination.

(b) Few candidates included the direction in which to turn as part of the answer.

### **Question 5**

Most candidates found this question challenging. The correct answer was (A).

### **Question 6**

In the better responses, candidates were able to point out that Anna’s team lost to the opponent they had won against before. Anna’s personal regret was also mentioned.

### **Question 7**

This question was generally well handled by candidates.

### **Question 8**

The majority of candidates displayed an excellent understanding of the text and responded to this question well.

### **Question 9**

Most candidates provided the required information. However, some candidates did not relate the ‘activity’ to the correct ‘reason’.

## Written Examination

### Section I – Reading Skills

#### Question 1

This question was generally well answered. However, only the best responses made reference to ‘learning a foreign language’.

#### Question 2

The majority of candidates answered this question well. However, weaker responses did not specifically refer to the purpose of the email.

#### Question 3

- (a) This question was correctly answered by most candidates.
- (b) Candidates showed a good understanding of the question. In the better responses, candidates synthesised relevant information rather than just translating the whole text.

#### Question 4

- (a) Nearly all candidates identified how the teacher helped the student.
- (b) The best responses provided detailed information about the situations of the two students.

#### Question 5

- (a) All candidates identified Xiao Ying’s problem, but only in the better responses did they refer to her seeking advice.
- (b) In the better responses, candidates mentioned that Xiao Ying could lie to her parents as part of the answer.
- (d) Most of the candidates understood why Xiao Ying was upset with the teacher and her parents. The best responses included her objection to what Mingming had said about the teacher’s niceness.

### Section II – Writing Skills

Most candidates used characters rather than pinyin to express themselves in this section.

#### Question 6

The majority of the candidates wrote either a letter or a dialogue in relation to topic (c). Most included a variety of aspects, such as family, where they lived and hobbies, in their introduction of themselves. Good exchanges of information could be seen in dialogues.

As to the letter writing, better responses asked the recipients some questions in order to fulfil the purpose of ‘making friends’.

### **Section III – Grammar**

#### **Question 7**

- (Sentence 1) The majority of candidates responded well to this cue. Some used *li* incorrectly in their sentences.
- (Sentence 2) Most candidates wrote the sentence correctly.
- (Sentence 3) Quite a few candidates found the grammatical function of *zhe* confusing.
- (Sentence 4) Most of the candidates handled this cue correctly.
- (Sentence 5) Many candidates did not appear to understand the function of *bian* as the cue.

## Continuers

### Oral Examination

#### General Comments

Most candidates responded well to the questions with relevant information. They demonstrated the use of complex structures. The pronunciation and intonation of most candidates was accurate and clear, and the most capable speakers displayed authenticity and originality in their conversations.

In the weaker responses, candidates responded to questions with rote-learned irrelevant answers. The weakest candidates responded to the questions in short and simple answers without any elaboration.

### Written Examination

#### Section I – Listening and Responding

Candidates are reminded that marks are not awarded for answers in Chinese in this section.

##### Question 1

Most candidates were aware that the mother was wasting the son's time. In the better responses, candidates pointed out why the son was in a hurry.

##### Question 5

The majority of candidates showed a good understanding of the result of the conversation. The best responses included convincing justification from the text.

##### Question 6

Candidates were good at identifying the various activities in which the students participated. The point of 'future career inspiration' needed to be included for a comprehensive answer.

##### Question 7

Most candidates identified the customer's goal. They pointed out what she had said and what she would do in order to achieve it. However, most of them did not identify her angry mood in the beginning of the conversation. In weaker responses, candidates translated aspects of the text not necessarily related to the question.



### **Question 9**

Most candidates showed a good comprehension of the conversation, and justified their responses.

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

### **Part A**

#### **Question 10**

- (b) Most candidates responded correctly to this question. Some did not include the significance of saving water in Australia.
- (c) In this question, language techniques were generally well identified and explained.

#### **Question 11**

- (a) Most candidates showed a good understanding of the relationships of the three writers. However, some candidates regarded them as friends.
- (b) Generally speaking, candidates attempted this question well.
- (c) Most candidates explained what Lanlan had done. However, some candidates merely translated most of Lanlan’s diary without linking this to the question.
- (d) Candidates found it easier to identify the cross-cultural perspectives from David’s point of view. Identifying and explaining them from Ma Hong’s perspective was challenging for some candidates.

### **Part B**

#### **Question 12**

Most candidates performed well in this question. In the better responses, candidates demonstrated a good understanding of the stimulus text and structured their responses logically.

A few candidates misread the requirements of the question and wrote their own application letter instead of suggesting that a friend do so.

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

#### **Question 13**

Candidates in general wrote using the correct text type. Better responses included a good description of making friends, going to class and lunchtime activities.

### **Question 14**

In the best responses to part (a), candidates included a good introduction, reflected on their school experiences and expressed gratitude to their teachers. Accurate language structures and cohesion were also demonstrated.

In the weaker responses to part (b), some candidates wrote about an activity without the persuasive element.

Some weaker responses used English syntax.

## Extension

### Oral Examination

#### Oral Examination – Monologue

##### General Comments

The oral examination is designed to assess candidates' ability to present and support a point of view.

In some cases, the second of the two responses appeared to be less well prepared. Candidates are advised to allocate their preparation time evenly.

The strongest candidates demonstrated a thoughtful development of ideas. Most candidates used correct pronunciation and intonation to deliver their presentation.

The weakest candidates did not organise their arguments in a coherent way or made little or no reference to relevant examples.

In Question 1, some candidates tended to criticise the phenomenon of the money mindedness of young people or focus on stating the importance of money instead of expressing an opinion on the topic.

In Question 2, most candidates performed better than in the other two questions. They were better able to substantiate their arguments.

In Question 3, most candidates seemed to understand the topic well. They demonstrated the ability to analyse the phenomenon. In some weaker responses, candidates limited their responses to school life rather than also addressing social significance.

### Written Examination

#### Section I – Response to Prescribed Text

##### Part A

##### Specific Comments

- (b) Quite a few candidates translated the conversation rather than analysing how the scene explored the development of the relationship. In the better responses, candidates attempted to explain the development from the aspect of film techniques, the dialogue or the setting.
- (c) Candidates found this question challenging. Most did not discuss the significance of 'eating' in the extract. Some candidates focused on this extract only and did not refer to any other scene to justify their viewpoint.

- (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.

Better responses included those that incorporated the key points of Laozhu and Laowen's conversation into their writing. For example, Jiaqian's moving out, Jiazhen's difficulty in finding herself a boyfriend, Laozhu's loneliness, and Laozhu's intention to write a cookbook.

In some weaker responses, candidates treated this question as a creative writing task and not as a vehicle to demonstrate their understanding of the text.

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

### **Question 3**

Most candidates wrote appropriately and explained how to select extra-curricular activities with clear and sensible reasons.

A few candidates focused on introducing the activities they selected and did not address the question.

### **Question 4**

Those who attempted this question generally provided a good analysis of why young people liked the program they mentioned. Ideas were both clear and relevant.

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Number of Characters: 13,148 (approx.)

# Chinese Beginners

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Situations</b>			
1	2	At school	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Shopping	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Entertainment	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	At school	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	6	Visiting the doctor	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Reading Aloud</b>			
6	5	Travel	H2.4
<b>Listening Skills Examination</b>			
1	2	At school — announcement	H3.1
2	2	Family — conversation	H3.1
3	1	Entertainment — conversation	H3.2
4 (a)	1	Directions — conversation	H3.1
4 (b)	1	Directions — conversation	H3.1
5	1	Family — conversation	H3.1, H3.2
6	3	Sport — conversation	H3.1, H3.2
7	4	Shopping — conversation	H3.1, H3.3
8	4	Eating and drinking — conversation	H3.1, H3.2
9	6	Travel — interview	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1	3	At school — advertisement	H3.1
2	3	At school — blog	H3.1
3 (a)	1	Seeing the doctor — interview	H3.1
3 (b)	5	Seeing the doctor — interview	H3.1, H3.3
4 (a)	2	Entertainment — movie guides	H3.1
4 (b)	6	Entertainment — movie guides	H3.1, H3.2, H3.3
5 (a)	2	Family/school — chatroom	H3.1, H3.2
5 (b)	3	Family/school — chatroom	H3.1, H3.2
5 (c)	1	Family/school — chatroom	H3.2
5 (d)	4	Family/school — chatroom	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
6 (a)	10	Playing school sport	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	10	My favourite restaurant	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	10	Making friends	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Written Examination</b>			
<b>Section III — Grammar</b>			
7	10	lí (as a preposition) ba (as a modal particle) zhe (as a verbal suffix) yào shì . . . jiù (as a conditional clause) Biàn (in an order)	H2.1, H2.5, H2.7

# Chinese Continuers

## 2007 HSC Examination Mapping Grid

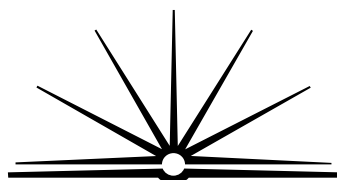
Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Recreation and leisure – conversation	H3.1
2	2	World of work – message	H3.1
3	2	Travel experiences – news item	H3.1
4	3	Recreation and leisure – advertisement	H3.1, H3.2
5	3	Personal identity – conversation	H3.1, H3.2
6	3	Education and aspirations – conversation	H3.1
7	4	Tourism and hospitality – conversation	H3.1, H3.2
8	1	Lifestyles – news item	H3.1, H3.2
9	5	World of work – interview	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
10 (a)	2	Youth issues – speech	H3.1
10 (b)	3	Youth issues – speech	H3.1, H3.2
10 (c)	5	Youth issues – speech	H3.1, H3.2
11 (a)	2	Tourism and hospitality – diary entry	H3.1
11 (b)	3	Tourism and hospitality – diary entry	H3.1, H3.2
11 (c)	4	Tourism and hospitality – diary entry	H3.1, H3.2
11 (d)	6	Tourism and hospitality – diary entry	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
12	15	World of work – email/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Chinese</b>			
13 (a)	6	Personal identity – diary entry	H2.1, H2.2, H2.3
13 (b)	6	Youth issues – report	H2.1, H2.2, H2.3
14 (a)	9	Education and aspirations – speech	H2.1, H2.2, H2.3
14 (b)	9	Recreation and leisure – recount	H2.1, H2.2, H2.3



# Chinese Extension

## 2007 HSC Examination Mapping Grid

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



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## **2007 HSC Chinese Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the reason for the announcement with detail	2
• Identifies some relevant information	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why the son needs to see the teacher again	2
• Demonstrates some understanding of why the son needs to see the teacher again	1

**Question 3***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies correctly where the speakers want to go	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies correctly how the speakers get to the destination	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the reasons why Anna was upset	3
• Demonstrates a good understanding of the reasons why Anna was upset	2
• Provides some relevant information	1

**Question 7***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Mr Chen's problem	4
• Demonstrates some understanding of Mr Chen's problem	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the reasons why Anna wants to meet David and Mary	4
• Demonstrates some understanding of the reasons why Anna wants to meet David and Mary	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Completes the table with most relevant information	6
• Completes most of the table	4-5
• Identifies some relevant information	2-3
• Identifies limited information	1

## 2007 HSC Chinese Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of who would most benefit	3
• Demonstrates a good understanding of who would most benefit	2
• Provides some relevant information	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

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

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

<b>Criteria</b>	<b>Marks</b>
• Identifies correctly who Mr Wang is	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the advice provided by Mr Wang in full details	5
• Identifies the advice provided by Mr Wang in some details	3–4
• Provides some relevant information	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Li helps his students	2
• Demonstrates some understanding of how Li helps his students	1

**Question 4 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the two students	6
• Demonstrates a good understanding of the two students	4–5
• Demonstrate some understanding of the two students	2–3
• Provides limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of why Xiao Ying initiates the conversation	2
• Demonstrates some understanding of why Xiao Ying initiates the conversation	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a fully detailed advice provided by Xiao Wang	3
• Provides some advice provided by Xiao Wang	2
• Provides limited information	1



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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 5 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive explanation of why Xiao Ying is angry	4
• Provides a good explanation of why Xiao Ying is angry	2–3
• Provides some reasons	1

## Section II — Writing Skills

### Question 6

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

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

### Section III — Grammar

#### Question 7

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

#### MARKING GUIDELINES

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

## 2007 HSC Chinese Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

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

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Links TWO answers correctly	2
• Links ONE answer correctly	1

#### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides BOTH information correctly	2
• Provides ONE information correctly	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information with textual reference	3
• Provides some information with textual reference	2
• Provides isolated information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what will happen • Justifies the response	3
• Demonstrates some understanding of what will happen with some justification	2
• Identifies some information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies all the reasons	3
• Provides some reasons	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides comprehensive information to support the answer	4
• Provides some detailed information to support the answer	2–3
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of why the interviewee would be offered the job • Justifies the response in details	5
• Demonstrates a good understanding of why the interviewee would be offered the job with justification	3–4
• Demonstrates some understanding of why the interviewee would be offered the job with justification	2
• Provides some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

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

#### Question 10 (b)

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

#### MARKING GUIDELINES

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

#### Question 10 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the language techniques used • Identifies and explain a variety of language techniques	5
• Demonstrates a good understanding of the language techniques used • Explain at least TWO language techniques	3–4
• Demonstrates some understanding of the language techniques used • Explain ONE language techniques	2
• Identifies some relevant information	1

#### Question 11 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies detailed information of the relationship of the THREE writers	2
• Provides some information about the relationships of THREE writers	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information on how the THREE writers enjoyed the day	3
• Provides some information on how the THREE writers enjoyed the day	2
• Provides isolated information on how ONE or TWO writers enjoyed the day	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information on what Lanlan did to prevent confusion with reference to the text	4
• Provides most of the information on what Lanlan did to prevent confusion with reference to the text	3
• Provides some information on what the second writer did to prevent the confusion with limited textual reference	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full detailed explanation of the cross-cultural perspectives in the texts with textual reference	6
• Provides most of the explanation of the cross-cultural perspectives in the texts with textual reference	4–5
• Provides some explanation of the cross-cultural perspectives in the texts with textual reference	2–3
• Provides some relevant information	1



## Section II — Reading and Responding

### Part B

#### Question 12

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

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

## Section III — Writing in Chinese

### Question 13

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

#### MARKING GUIDELINES

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

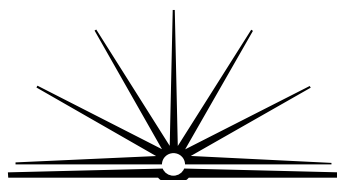
## Section III (continued)

### Question 14

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

#### MARKING GUIDELINES

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



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

## **2007 HSC Chinese Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

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

*Outcomes assessed: H2.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the quotation	2
• Demonstrates some understanding of the question	1

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

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how the relationship between Jianing and Guolun is developed	3
• Demonstrates some understanding of how the relationship between Jianing and Guolun is developed	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the significance of ‘eating’ in the extract and one other scene.	4
• Demonstrates a good understanding of the significance of ‘eating’ in the extract and one other scene.	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the relationship between the extract and the prescribed issues • Justifies with relevant examples the choice of prescribed issue	6
• Demonstrates a good understanding between the extract and the prescribed issues • Justifies the choice of prescribed issue	4–5
• Demonstrates some understanding between the extract and the prescribed issue • Explains the choice of prescribed issue	2–3
• Identifies a prescribed issue and links the issue to the extract in some way	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1–2

## Section II — Writing in Chinese

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3