

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

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2008 HSC NOTES FROM THE MARKING 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 contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 Higher School Certificate examination, 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 Background Speakers.

Section I – Listening and Responding

Part A

General Comments

Most candidates demonstrated a comprehensive understanding of the speech. However, only a few candidates responded to the questions logically with detailed, relevant textual references. Candidates need to become familiar with the basics required to analyse texts in English.

Candidates are reminded to read questions carefully and focus on those elements of the spoken text that address the question instead of giving a detailed recount of the speech. Moreover, they are advised to write legibly in English and check their answers to ensure they express the critical meaning.

Specific Comments

- (a) Some of the candidates had difficulties writing the English equivalent of *Shifan daxue*.
- (b) Candidates tended to translate the text, write a biography of Mr Wang or give a recount of what the minister had said instead of identifying the dedication and achievements of Mr Wang as the key points.
- (c) In the best responses, the candidates identified the relevant content and language techniques used when analysing the speech, whereas in the poorer responses, the candidates simply summarised the whole text without identifying the rhetorical and other devices used.

Part B

Question 2

In general, the candidates demonstrated a good understanding of the two listening texts. They identified the daughter's point of view and the mother's regrets and explanations. Future candidates are reminded that when attempting Question 2, they need to focus on the key points of both texts and synthesise this information in a text that addresses the audience, purpose and context of the task.

Specific Comments

- In the better responses, candidates demonstrated a comprehensive understanding of the reasons why the daughter moved out and the key issues causing the conflict between the mother and the daughter. Moreover, they also sequenced and structured their arguments in a logical and lucid way.
- Almost all candidates wrote for the appropriate context and audience with reference to the texts.
- Most candidates demonstrated a good command of the language with appropriate language structures and vocabulary. However, incorrect character writing was common among some candidates.
- Instead of comparing and contrasting the viewpoints of both the mother and the daughter, some candidates only focused on retelling what had happened such as checking the daughter's letters or eavesdropping on the conversation between the daughter and her boyfriend.
- In the weaker responses, candidates did not identify the key issues and wrote either over-apologetically or over-defensively without a balanced argument.
- Candidates are reminded that this question must be answered in CHINESE, not in English.

Section II – Reading and Responding

Part A

Question 3

General Comment

In general, candidates displayed a good understanding of the song 'The Descendent of Dragon'.

Specific Comments

- (a) Most candidates identified the natural scenes in the song as an illustration of the author's emotion. Some candidates did not refer to 'natural scenes' and included references to the battlefield instead.
- (b) In the better responses, candidates demonstrated a perceptive understanding of the structure of the song based on both the lyrics and the music, and how they effectively enhance the composer's expression of sentiments. In the weaker responses, candidates simply

paraphrased the lyrics, focusing on the repetitiveness of the lyrics, or commented on the solo or chorus components, male or female vocals.

- (c) In this question it was essential to refer to the theme of the song and to provide an explanation of the relevant historical events. In order to demonstrate a deeper understanding of the theme, it was necessary to explore the composer's emotions and feelings. Some candidates either identified a wrong historical event or did not link the event to the theme of this song.

Question 4

General Comments

Candidates were expected to demonstrate a comprehensive understanding of the texts by the inclusion of a discerning choice of relevant textual references, a logical and lucid argument and a high standard of writing.

Specific Comments

- Most candidates demonstrated a good understanding of the question and identified the main issues in both texts. Many of them exhibited a reasonable control of vocabulary and language structures in their responses.
- Most candidates developed their arguments about how individual and social progress is realised through the conflict with traditional values in a lucid and coherent way.
- Most candidates made appropriate references to the texts to support their arguments. However, only in the best responses were references well integrated into the body of the argument. In a few responses, references were made to some non-related texts such as *Chuntao* and *I am your father*.
- In some of the weaker responses, candidates tended to recount, summarise and describe rather than evaluate, analyse and interpret. They did not argue a point of view coherently and effectively.
- Some candidates identified individuals' conflicts with traditional values, but did not address individual and social progress in both texts. In the weaker responses, candidates discussed individual progress but did not explain how social progress was achieved.
- In other very weak responses, candidates did not address the question. They referred to neither 'conflicts' nor 'progress' in either text. Generally, the weaker responses were characterised by an incorrect use of characters, syntax errors, poor paragraphing and lack of knowledge and understanding of course prescriptions.

Part B

General Comments

Question 5

This question required the candidates to demonstrate their understanding of the stimulus text by writing an interview in which a cadet journalist had to challenge the viewpoint of the Transport Director. In general, candidates demonstrated a good understanding of the text by identifying the issues raised in the Director's plan.

Strengths

- Most candidates responded to the question with the correct text type – an interview.
- Many candidates identified the environmental and cultural issues as the main concerns and succeeded in designing challenging interview questions.
- Some candidates responded with a high level of understanding of the opinions, ideas and information presented by the Director.
- In the better responses, candidates designed perceptive interview questions related to aspects of tourism, the environment, culture and lifestyle. They also conveyed their ideas and opinions through challenging but polite questions to the Director.

Weaknesses

- Some candidates wrote using the wrong text type.
- Instead of designing questions to challenge the Director, some candidates simply raised concerns about the five-year plan.
- A few candidates did not incorporate the Director's plan into the dialogue when designing the interview questions.
- In the weak responses, candidates demonstrated poor organisational skills and incorrect character writing. Rather than addressing the question, they paraphrased aspects of the stimulus text.

Section III – Writing in Chinese

General Comments

Nearly all candidates demonstrated a good understanding of the required text type and expressed their ideas effectively according to context, purpose and audience.

Most candidates organised, sequenced and structured information and ideas in a lucid way.

Common weaknesses included problems with written expressions, logical organisation of ideas and the structure of responses, poor control of paragraphing, incorrect use of characters, idiomatic expressions and syntax, poor time management and poor legibility.

Candidates are advised to read the questions carefully and consider the themes and issues to which the questions are linked. They are also reminded to avoid using words and expressions which are unfamiliar, or colloquial. Once again, candidates are reminded to allocate their time wisely to avoid abruptly short or incomplete answers. Moreover, candidates should not identify themselves or their school and they are reminded that this section has to be attempted in Chinese, not English.

Specific Comments

Question 6

Strengths

- In the best responses, candidates explored the interrelationship between environmental issues and the survival of all species on earth and linked ‘Clean Up Day’ with the issue of environmental protection.

Weaknesses

- A large number of candidates interpreted the ‘Clean Up Day’ as a matter of sanitation or tidying up homes, streets etc. instead of relating the question to the broader issue of the environmental issues.
- Some candidates related their answers to the wrong issue such as ‘the role of individual in today’s society’, ‘adapting to new culture’ or appreciation of the Australian culture and not environmental issues.
- Some candidates wrote a recount of their participation in the ‘Clean Up Day’ rather than presenting their views on its significance.

Question 7

Strengths

- Most candidates related their answers to the theme concerned.
- There was a predominant expression of Chinese cultural sentiments, with a clear display of their passion for the perpetuation of Chinese culture overseas.
- In general, candidates displayed a good command of language with the inclusion of classical allusions such as Tang poems to highlight their point of view.

Weaknesses

- The general lack of breadth and depth in the treatment of relevant information was still an issue. Very often there was an attempt to disguise the superficial treatment of the subject matter with the use of sophisticated expressions.
- Some candidates tended to overemphasise the event leading to the discussion of the topic instead of expressing their views on whether migrants should maintain their celebration of traditional Chinese festivals.
- Some candidates designed their own topic for the question, which often resulted in irrelevant answers.

Question 8

Strengths

- Most candidates demonstrated a good understanding of the question and identified ‘economic growth’.
- In general, the majority of the candidates displayed a reasonable command of the language when articulating their thoughts about the questions.

Weaknesses

- Some responses lacked credibility.
- A minority of candidates elaborated on the negative nature of the required discussion. Some candidates even put themselves as the person going back to China.
- Quite a few responses were marked by incorrect use of Chinese characters.

Chinese Background Speakers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The role of the individual in today's society – speech	H3.1
1 (b)	3	The role of the individual in today's society – speech	H3.1
1 (c)	6	The role of the individual in today's society – speech	H3.7, H3.8
Section I — Listening and Responding			
Part B			
2	10	The impact on young people of changes in traditional social values – interview and conversation – letter	H2.1, H2.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	4	The descendants of Dragon	H3.3, H3.8
3 (b)	5	The descendants of Dragons	H3.7
3 (c)	6	The descendants of Dragons	H3.2, H3.7, H3.8
4	25	<i>Wedding Banquet</i> and <i>Hard Porridge</i>	H3.1, H3.2, H3.3, H3.7, H3.8
Section II — Reading and Responding			
Part B			
5	15	Economic growth and its impact – interview – report (magazine)	H1.2, H2.1, H2.4, H3.2, H3.8
Section III — Writing in Chinese			
6	25	Environmental issues – diary entry	H2.1, H2.2, H2.3, H2.4
7	25	The maintenance of Chinese culture in non-Chinese cultural contexts – diary entry	H2.1, H2.2, H2.3, H2.4
8	25	The impact of international influences on Chinese speaking countries – diary entry	H2.1, H2.2, H2.3, H2.4



2008 HSC Chinese Background Speakers Marking Guidelines

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

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

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

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

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

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



Section I — Listening and Responding

Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies audience	1

Sample answer:

Students of the Normal University

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why Mr Wang is being honoured	3
• Demonstrates a sound understanding of why Mr Wang is being honoured	2
• Provides some relevant information	1

Sample answer:

Mr Wang is a teacher who has been outstanding in specific ways such as willingness to go to a remote area, helping students with accommodation, teaching students so that they become useful people for the nation. Mr Wang is a model of a selfless person.

Question 1 (c)

Outcomes assessed: H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Explains the impact of the content and a range of language features • Critically analyses the text as an example of political propaganda	6
• Analyses the text as an example of political propaganda. Explains the use and impact of the content and some language features	4–5
• Demonstrates some understanding of the language and content used in the speech	2–3
• Provide some relevant information	1

**Sample answer:**

The speech is not effective as a piece of political propaganda. The minister attempts to encourage the audience by drawing on teacher Wang's achievements and by shouting many beautiful but empty slogans such as 'sacrifice for the nation', 'face difficulties with bravery' encouraging them all to be like teacher Wang in order to further 'develop the education in the region'. However, he didn't mention what the government will do to improve young teachers' living and working conditions in rural areas. He didn't make any suggestions on how, as a minister, he will do his part so that the young teachers will not be like teacher Wang to make an unnecessary sacrifice.

**Section I — Listening and Responding
Part B****Question 2**

Outcomes assessed: H2.1, H2.2 H3.1, H3.4, H3.5

MARKING GUIDELINES

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

**Answers could include:**

The letter may express her love to the daughter and her explanation about the differences of perception. She thought that her daughter was still small and still needs guidance and care forgetting that the daughter has grown up. She is worried that the daughter may make friends with the wrong person. However, after listening to the interview, she understands that her daughter has grown up and has her own ideas. She must respect her daughter as an individual.

**Section II — Reading and Responding
Part A****Question 3 (a)**

Outcomes assessed: H3.3, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the author injects emotion into the nature scenes	4
• Demonstrates a good understanding of how the author injects emotion into the nature scenes	2–3
• Provides some relevant information	1

Sample answer:

The author chooses Yantze River and Yellow River to describe his nation. These are the most representative images of China that are grand and spectacular. The author used these two rivers to express his love of and hope for China.

The song expresses love and expectation of overseas Chinese towards China. The author even expresses his feelings for his nation through his dream and imagination.

Question 3 (b)

Outcomes assessed: H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the structure of the song ‘The Descendents of Dragon’	5
• Demonstrates a good understanding of the structure of the song ‘The Descendents of Dragon’	4–3
• Provides some explanation of the structure of the song ‘The Descendents of Dragon’	2–1

Sample answer:

The structure is neat. Every paragraph has 4 lines. Related phrases are being repeated in these lines. Therefore all the paragraphs in the song are uniform and easy to sing.

In each paragraph there are description and expression. The description of scenery and historical events are always followed with expression of personal feelings.

The repetition of either the related phrases or the alternating appearances of description and expression leads the readers into the author's intentional world. These also enable the readers to ponder deeper the history and the reality of China through imagination.

Question 3 (c)

Outcomes assessed: H3.2, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the historical references help to understand deeper the theme of the song	6
• Demonstrates a good understanding of how the historical references help to understand deeper the theme of the song	5–4
• Demonstrates some understanding of how the historical references help to understand deeper the theme of the song	3–2
• Provide some relevant information	1

Sample answer:

Theme: To express overseas Chinese' love and expectation of China through the description of the beautiful scenery, the description of Chinese features and the historical events.

The historical events:

The Opium War (1840) forces the China Qing Government to allow the foreign nations to come in and do unfair trading with China and to sign unfair treaties with the foreign nations.

The song expresses the overseas Chinese' deep love of their mother land, the proud feeling to be the 'descendants of Dragons'. They hope that China will learn from the historical events. They hope that China will become a strong nation.

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H3.1, H3.2, H3.3, H3.7, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse how the texts explore the idea• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the idea• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse how the texts explore the idea• Analyses the way in which language is used to explore the idea• Composes an effective argument with appropriate textual reference	16–20
<ul style="list-style-type: none">• Demonstrates the ability to discuss how the texts explore the idea• Discusses ways in which language is used to explore the idea• Supports the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of the text• Identifies some examples of the way in which language is used to explore the idea• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to the texts• Demonstrates some ability to structure and sequence ideas	1–5

Answers could include:

Wedding Banquet

Parents' view: Marriage is for the sake of having descendants. There is no regard of personal happiness.

Young people's view: The acceptance of homosexuality, seeking love and personal happiness.

Both parties come to mutual understanding after a lot of conflicts. Parents tolerate new ideas and acknowledge what has happened. This shows the progress of society.

Hard Porridge:

Old: Practice domestic feudal system, very traditional and do not like changes.

New: Change the usual practice and try new things, new method.

There is conflict between new way of life and old habits. But changes have been made on family structure and system after many trials and experiments. The old feudal system has been replaced by democratic practice even though 'porridge' is still kept in the meal menu. This demonstrates the progress of society.

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, H2.4, H3.2, H3.8

MARKING GUIDELINES

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

Challenging questions could include:

- As building more roads for solving traffic problems will only be a temporary measure. Have you thought of improving public transport as an alternative solution?
- Building ten expressways will increase the city area dramatically. What will happen to the farmers?
- Do bicycles really have no use in people's lives? What role does a bicycle play in the environmental protection and people's health?
- The ancient roads and buildings are valuable historical inheritance. Have you thought of preserving these so that they can be passed on to our new generations?
- Will the new expressways in the city be in harmony with the ancient buildings in the city?

Section III — Writing in Chinese

Questions 6–8

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Writes perceptively for a specified audience, context and purposeDemonstrates a highly developed and sophisticated control of Chinese vocabulary and syntaxDemonstrates breadth and depth in the treatment of relevant ideasDemonstrates flair and originality in the selection, presentation and development of ideas	21–25
<ul style="list-style-type: none">Writes effectively for an audience, context and purposeDemonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntaxDemonstrates a considerable degree of breadth and depth in the treatment of relevant ideasDemonstrates originality in the selection and presentation of ideas	16–20
<ul style="list-style-type: none">Writes original and interesting text appropriate to audience, context and purposeDemonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntaxDemonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar	11–15
<ul style="list-style-type: none">Demonstrates an awareness of audience and context using only a narrow range of information and ideasUses a limited range of predictable vocabulary and language structures to express ideasAttempts to sequence and link ideas	6–10
<ul style="list-style-type: none">Communicates a limited range of ideas with little attempt to organise and sequence material	1–5