

2019 HSC Chinese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies correctly why Xiaohong stayed back at work	1

Sample answer:

Xiaohong did not want to go on a blind date arranged by her mum.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of Lao Li's important considerations before a marriage	3
• Demonstrates some understanding of Lao Li's important considerations before a marriage	2
• Provides some relevant information	1

Sample answer:

Lao Li thinks that it's important to consider financial conditions before getting married, because housing prices and living costs are both so high nowadays.

He thinks that family background and educational qualifications are also important. If there is a big difference in these conditions between the couple, they are more likely to have conflicts after they have got married. 'To get married with people of an equal rank' has its point.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how Xiaohong expresses her views on marriage • Provides extensive reference to both the content and language features 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Xiaohong expresses her views on marriage • Provides detailed reference to both the content and language features 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Xiaohong expresses her views on marriage • Provides some reference to the content and language features 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how Xiaohong expresses her views on marriage 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Xiaohong uses metaphors, statistics and a survey report to express her views on marriage. She thinks that it is not necessary to get married because of age. One cannot have real happiness if one enters a marriage only in order to get married. Also as a financially independent woman, Xiaohong doesn't want to marry for 'a meal ticket' or purely for having a child. She uses the metaphor 'a meal ticket' to express her refusal to prioritise money in a marriage and to emphasise her financial independence. Besides she would rather be 'a single dog' living a free and happy life if she can't find her Mr Right. She uses the metaphor 'single dog' to show her optimism and determination.

Xiaohong uses a metaphor 'marriage is not a compulsory question of life' to say that people can choose to be single and still have a happy and wonderful life. She believes marriage is her own business and what she is doing shows her respect for marriage. She uses statistics, such as 'over 40% divorce rate in China' to prove that her decision to be single instead of rushing into a marriage is the right thing to do. She also uses the result of a survey report, citing that in many western countries, more people choose to be single, to support her view.

Section I — Listening and Responding

Part B

Question 2

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:

Some young people think that traditional values and social skills in the workplace are not relevant, because:

- young people believe that ‘gold will not always be discovered’. So self-promotion is necessary
- they try to be different from other people
- they don’t like to compromise
- they are strong enough to defy the rules and regulations
- they are keen to pursue their personal values, compete with other people and are eager to win.

Some young people think that traditional values and social skills in the workplace are still beneficial, because:

- respecting the senior colleagues will win their trust and willingness to share their expertise and experience with young people
- complacency leads to loss and modesty brings profit
- ‘Doctrine of Mean’ works well in interacting with people in the workplace
- not all the traditional values and social skills are outdated.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the suggestions Li Zhicheng makes to the students of Linghu Middle School 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the suggestions Li Zhicheng makes to the students of Linghu Middle School 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Li Zhicheng suggests that students should take action to protect the environment, not to merely focus on textbooks and be confined in the classroom. They should have more contact with nature and the society and have an interest in national affairs.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Li Zhicheng achieves the purpose of his speech • Clearly communicates information and ideas in either Chinese or English using relevant textual references 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Li Zhicheng achieves the purpose of his speech • Communicates information and ideas in either Chinese or English using some relevant textual references 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Li Zhicheng achieves the purpose of his speech • Provides some textual references 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how Li Zhicheng achieves the purpose of his speech 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The purpose of Li Zhicheng’s speech is to raise the students’ awareness of environmental protection and encourage them to get involved and take action.

He achieved the purpose by the following.

He says that Linghu Middle School is his mother school and in choosing to make the speech at the school’s anniversary celebration, he has established a close association between himself and his audience. He uses metaphors to emphasise the importance of the environment to humans and human’s damage to the environment; for example, ‘we often regard the earth as our home, and Yangtze River and Yellow River as our mother rivers, but what have we done to our home and mother?’. He also uses repetition of the word ‘black’ to raise people’s awareness of the bad pollution, such as ‘soil, water and air became grey and black colours. Our heart was turned into greyish black colour . . . and what we did is simply bringing shame on our mother’s face.’

Answers could include:

- Using quotation from Gu Cheng’s poem, ‘Night gave me black eyes, I use it to look for light.’ to encourage students to get involved and take action in protecting the environment.
- Using rhetorical questions to urge students to get involved and take action in environmental protection.
- Using exclamatory sentences to express his passion and to engage the audience.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the character of Li Zhicheng Clearly communicates information and ideas in either Chinese or English using relevant textual references from the extract, Chapters 3 and 14 of the novel 	6
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the character of Li Zhicheng Communicates information and ideas in either Chinese or English using some relevant textual references from the extract, Chapters 3 and 14 of the novel 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of the character of Li Zhicheng Provides some textual references from the extract, Chapters 3 and 14 of the novel 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the character of Li Zhicheng 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

As the deputy director of the local environmental bureau, Li Zhicheng is a great leader, which is demonstrated in his language, deeds and ways of communication.

He is responsible, principled, upright and brave. When he finds environmental issues at the 'boat restaurant', he confronts the restaurant owner and suspends their licence immediately even when he faces threats and violence from them.

He is wise, insightful, forward thinking and practical. Wu Tieliang comments that Li is 'proficient in his profession'. He educates people and encourages everyone to get involved in environmental protection and uses all opportunities to raise people's, especially the younger generation's, awareness of environmental issues. He voluntarily takes students of Linghu Middle School to investigate water quality and gives a speech promoting environmental protection at the school's anniversary celebration. He tries hard to find good solutions to solve the environmental problems.

From his speech at Linghu Middle School and the conversations with his colleagues, teachers and friends, Li Zhicheng demonstrates that he is intelligent, open-minded, passionate, confident and caring as an individual. In the extract, Zhang Liang said 'Li Zhicheng is a smart person, he grabs every opportunity he can'. Li Zhicheng suggests the school should listen to the students' voices and respect them. He encourages students to find out more about the society and care for national affairs, to live a more exciting and meaningful life.

Section II — Reading and Responding

Part A (continued)

Question 4

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

Answers could include:

In Chapter 1 to Chapter 4 of the novel *Chinatown Family*:

Coming from a poor village in Guangdong in the early 20th century, Yike enters the United States illegally. However, he becomes a successful insurance broker in New York after years of hard work. His proactive attitude plays an important role in changing his fate.

- Instead of working in his father's laundry shop like his elder brother did, Yike chooses to sell insurance and earns enough money to sponsor his family to the US.
- Very different from traditional Chinese immigrants, Yike adapts to the western lifestyle, participates in local election campaigns and interacts with the local politicians. He is involved in the mainstream society and becomes a successful businessman.

The author uses Yike's language, description of his gestures and the way he interacts with other people to highlight his proactive attitude.

- He always confidently introduces himself to other people using his English name.

- He proudly tells his family about his job and achievements. For example, he points at the City Town Hall and Wall Street and says, 'The whole area is my territory'.

Through the book *Good Life* which Yike writes, to reflect how he actively adapts to the American culture, the author portrays Yike as a proactive person.

- In the book he gives many useful tips to Chinese immigrants on how to assimilate to the mainstream society with a proactive attitude.

In the film *American Dreams in China*:

From a poor farm boy in the 1980s to the director of the first Chinese education organisation listed on the New York stock exchange 20 years later, Cheng Dongqing's proactive attitude helps him change his fate during the time of the social and economic reform in China.

- Cheng always works hard, bounces back from failure and strives for success. For example, he gets into the best university in China after failing twice in the university entrance exam. His visa application has been rejected many times by the American Embassy but later he becomes the 'Godfather' of the students who want to study in America. He opens his own English school after being sacked by his university. When his company is sued for copyright infringement, he grabs the opportunity to list his company on the stock exchange.
- He believes in hard work and consistent effort and he never gives up on his dream. He believes that 'Failure is not scary, but being scared of failure is', 'One would not drown if one falls into a river, but would drown if he stays in it', 'Those who choose to give up at the beginning would not lose, but they have failed at the beginning'.

The film director uses many close-up shots to show Cheng's determination and strong desire for success. For example, a close-up shot is used when he announces his English training organisation is ready to be listed.

A variety of songs have been used throughout the film to reflect Cheng's hard work, positive attitude, and eagerness to change his fate, eg 'Rock and Roll on the New Long March', 'The Internationale'.

Section II — Reading and Responding

Part B

Question 5

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

Answers could include:

To agree or disagree with:

- to take a gap year to travel in order to broaden their horizon
- to see the world with fresh eyes, to understand it and to experience it
- to get in touch with the society to gain work experience, especially the experience relating to their university profession or to understand more about different career options
- to earn some tuition fees for those whose economic circumstances are not good.

Section III — Writing in Chinese

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> • Writes perceptively for a specified audience, context and purpose • Demonstrates an excellent control of vocabulary and language structures • Demonstrates a highly-developed and sophisticated control of Chinese vocabulary and syntax • Demonstrates 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 purpose • Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax • Demonstrates the ability to manipulate language • Demonstrates 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 purpose • Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax • Demonstrates 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 ideas • Uses a limited range of predictable vocabulary and language structures to express ideas • Attempts 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

2019 HSC Chinese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The family in contemporary society — conversation	H3.1
1 (b)	3	The family in contemporary society — conversation	H3.2
1 (c)	6	The family in contemporary society — conversation	H3.3

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The influence of traditional values on today's young people — radio report/conversation	H3.1, H3.2, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Environmental Bureau Director</i> (global issues)	H3.1, H3.2
3 (b)	6	<i>Environmental Bureau Director</i> (global issues)	H3.3, H3.7
3 (c)	6	<i>Environmental Bureau Director</i> (global issues)	H3.3, H3.6, H3.7
4	25	<i>Chinatown Family / American Dreams in China</i> (The individual and the community)	H3.1, H3.2, H3.3, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The place of education in young people's lives — article	H2.1, H2.3, H3.1, H3.4, H3.8

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
6	25	The relationships between overseas Chinese and their homeland — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The impact of international influences on Chinese-speaking communities — speech	H2.1, H2.2, H2.3, H2.4, H4.2