

2020 HSC Chinese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the correct answer: C	1

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the daughter's views on language learning	3
• Demonstrates some understanding of the daughter's views on language learning	2
• Provides some relevant information	1

Sample answer:

The daughter believes that travelling is a more authentic way to experience the world rather than learning a language as it is not possible to learn all languages of the world. Additionally, technology is making language learning unnecessary as you can just use electronic translators to help communicate the basics when travelling. In addition, learning a foreign language is unnecessary in Australia as everyone speaks English, which is the world's most commonly used language for communication.

Answers could include:

Some students may not have an interest in learning a foreign language, but are passionate about other subjects.

Question 1 (c)

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

Sample answer:

The father uses different language techniques to express his opinions. He uses simile, 'A language is like a key to open the gate to the world' to express his stance in favour of foreign language learning. He poses a rhetorical question, 'Don't people see the importance of language learning?' to emphasise his view. He uses statistics to convey his disapproval, contrasting 50% of high school leavers in the 1980s learning an additional language with the current figure of 10%. He also uses statistics in, '70% of Australians can only speak English' to express his opinion that it is a shame so few students are learning a foreign language. He highlights the benefits of language learning through listing, 'It enhances your memory, focus, critical thinking skills and creativity'. He employs parallelism, 'It is about cultural understanding', 'It is about embracing differences', 'It is about better communication' to show his view on the benefits of learning a foreign language.

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:

Women:

- have the same access to education as men
- have as many choices as men for employment
- have become more independent
- regard employment as a way of achieving personal goals/individual values
- have more say at home
- share housework and responsibilities with their husband

Issues:

- Some men still have the belief that women’s most important role is to be a good housewife and a good mother, as well as that men do not need to do housework or look after children as long as they work hard at work.
- Some married women face the dual pressure of work and family. Not only do they work as hard as men at work, they also need to do all the housework at home, eg cooking, helping their children with school work.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of how the extract portrays the status of the 'father'	2
• Provides some relevant information	1

Sample answer:

The extract portrays the 'father' as a respectable figure through Mrs Feng and Eva's actions, such as Mrs Feng preparing hot water for Mr Feng to shower and Eva getting her father's slippers ready after his shower.

Question 3 (b)

Criteria	Marks
• Demonstrates a sound understanding of the attitude of the men from the Feng family towards women	3
• Demonstrates some understanding of the attitude of the men from the Feng family towards women	2
• Provides some relevant information	1

Sample answer:

The men from the Feng family have the traditional patriarchal values to a certain degree. The father believes regardless of where you live, women should always be obedient to their husbands, 'wives are serfs or slaves of the husbands'; while Tom believes that male should not be serving female, such as 'men should not be washing women's clothes'. However, the father is accepting of women's status in western society. Therefore, he agrees that women should receive an education.

Question 3 (c)

Criteria	Marks
• Demonstrates a sound understanding of the career limitations for overseas Chinese at the time described in the extract	3
• Demonstrates some understanding of the career limitations for overseas Chinese at the time described in the extract	2
• Provides some relevant information	1

Sample answer:

Overseas Chinese at that time had limited career choices. Firstly, many of them were not well educated. Therefore, they could only do labour work. Secondly, they were bound by the law and could only choose jobs that local Americans did not wish to do. Lastly, as for those who started up a business, they could only choose to establish a business that required a small amount of capital.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the similarities and differences in the depictions of Mrs Feng and Foluola • Provides extensive textual references 	7
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the similarities and differences in the depictions of Mrs Feng and Foluola • Provides relevant textual references 	5–6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the similarities and differences in the depictions of Mrs Feng and Foluola • Provides some textual references 	3–4
<ul style="list-style-type: none"> • Demonstrates limited understanding of the similarities and differences in the depictions of Mrs Feng and Foluola 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Mrs Feng enjoys the feeling of having something new. It is shown in the extract, as Mrs Feng loves the Made in America new homeware. They both love their husbands deeply. Foluola embraces Chinese culture and learns Cantonese, which demonstrates her love for her husband. Similarly, Mrs Feng serves and looks after her husband to show her love towards him. They both work hard, eg looking after their family members well and helping out at the laundry shop.

However, holding strong traditional values, Mrs Feng is extremely frugal, as can be seen when she scolds Foluola for throwing away the packaging box. Foluola, on the other hand, is brought up under the influence of the American culture. She enjoys life, such as buying a new lampshade to create a nicer ambience.

Mrs Feng doesn't like her second son embracing her in front of others as she finds physical contact between different sexes extremely awkward; whereas Foluola often shows her affection towards her husband in public.

Answers could include:

Mrs Feng and Foluola both care about their family but show their care in different ways. Mrs Feng protects her family's reputation and image by ensuring that her younger children are well presented so that they are not discriminated against by others because of their appearance. On the other hand, Foluola shows her care by staying with her husband's extended family even though she longs to have a small household just with her husband.

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 poem and the film express the idea • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in both the poem 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 poem and the film express the idea • Analyses the way in which language is used to convey meaning in both the poem 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 poem and the film express the idea • Discusses ways in which language is used to convey meaning in both the poem 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 convey meaning in both the poem 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:

Na Shi

Content and language features:

- The young people in the May 4th era long for a new society. They yearn for and pursue Western democracy and truth. They no longer agree with traditional values and want to break free of the shackles of feudal thoughts and break away from old ideas and concepts.
- The language of the whole poem is simple and natural. The poet uses a variety of rhetorical techniques (similes, repetitions, symbols) in his poems to express the young people's attachment to and their wish for freedom and democracy.
- The use of similes 'like a pony leaving the stable/seeing the plain for the first time', 'like the little bird leaving the nest, seeing the sky for the first time', expresses young people's thirst for new things and new ideas and their awakening mood.
- In the lines 'At that time, we must jump out of the suffocating family. At that time, we must abandon the narrow hometown' the poet repeatedly uses 'in any case' to express the

determination of the young people at that time to escape the influence of traditional culture.

- The verses are neatly formatted without the loss of flexibility. 'At that time' and 'us' repeatedly appear in the poem, allowing readers to see the young people's ideals and determination at that time.
- The poet uses symbolism, 'Gloomy doors and windows', 'suffocating family' to exhibit young people's dissatisfaction and resentment towards traditional values.

Finding Mr Right

Content and film techniques:

- After three decades of opening to the world and speedy economic development, the beginning of the 21st Century in China is the time of multi-dimension of social values. Some values of the western world have been accepted and some Chinese traditional values challenged, especially by Chinese youth.
- Wen Jiajia, the heroine of *Finding Mr Right*, is the lover of a rich businessman, which demonstrates that she does not value the traditional Chinese virtue placed on women.
- Chinese traditional values regard money as meaningless, but Wen Jiajia quarrels with her roommates because of the size of the room. The director uses a medium shot to move back and forth between several female roommates and Mrs Huang, expressing Wen Jiajia's outlook on money vividly.
- Another impressive set of medium shots is used when Wen Jiajia attends Frank's ex-wife's wedding, and she boldly makes up Frank's sexual performance in bed to prove that he is a great man. This shows that she is not traditional and made no attempt to establish the compliant and gentle image of a woman.
- The director of the film chooses the dynamic and noisy bar music as the background sound of the dialogue between Wen Jiajia and Frank, which shows that Wen Jiajia does not follow the traditional habits of a pregnant woman. She just vents her bad mood as she wants.
- In addition, Mrs Huang's daughter, despite her mother's objections, resolutely marries an unemployed black man who is divorced. This is against the traditional values of marrying someone to establish a stable future.

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

Section III — Writing in Chinese

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> • Writes perceptively for a specified context, purpose and audience • Demonstrates a comprehensive understanding of the prescribed contemporary issues • Demonstrates a highly-developed control of language structures and vocabulary • Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> • Writes effectively for a context, purpose and audience • Demonstrates a thorough understanding of the prescribed contemporary issues • Demonstrates a well-developed control of language structures and vocabulary • Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> • Writes original and interesting text appropriate to context, purpose and audience • Demonstrates a sound understanding of the prescribed contemporary issues • Demonstrates a satisfactory control of language structures and vocabulary • Demonstrates the ability to organise and express some ideas 	11–15
<ul style="list-style-type: none"> • Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas • Uses a limited range of language structures and vocabulary 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

2020 HSC Chinese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1 (a)	1	The place of education in young people's lives — conversation	H3.2	2–3
1 (b)	3	The place of education in young people's lives — conversation	H3.1, H3.2	2–4
1 (c)	6	The place of education in young people's lives — conversation	H3.2, H3.3	3–6

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
2	10	Gender roles in today's society — radio broadcast/conversation	H3.2, H3.4, H3.5	2–6

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
3 (a)	2	<i>Tang Ren Jie (Chinatown Family)</i> — Perspectives on identity	H3.1	2–3
3 (b)	3	<i>Tang Ren Jie (Chinatown Family)</i> — Perspectives on identity	H3.1, H3.3	2–4
3 (c)	3	<i>Tang Ren Jie (Chinatown Family)</i> — Perspectives on identity	H3.2	2–4
3 (d)	7	<i>Tang Ren Jie (Chinatown Family)</i> — Perspectives on identity	H3.1, H3.2, H3.4, H4.1	3–6
4	25	<i>Na Shi (That Time)</i> and <i>Beijing Yu Shang Xiyatu (Find Mr Right)</i> — Youth culture	H2.1, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1	2–6

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
5	15	Economic growth and its impact — article/letter	H1.1, H1.2, H2.1, H2.3, H3.1, H3.8	2–6

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
6	25	The individual and the community — essay	H2.1, H2.2, H2.3, H2.4	2–6
7	25	Global issues — essay	H2.1, H2.2, H2.3, H2.4	2–6