

2023 HSC Chinese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

| Criteria | Marks |
|--|-------|
| • Demonstrates a sound understanding of the aim of the 'double reduction' policy | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The 'double reduction' policy aims to reduce the amount of homework and after school tutoring for students, in order to encourage students to enjoy their childhood and develop their interests.

Question 1 (b)

| Criteria | Marks |
|--|-------|
| • Demonstrates a sound understanding of why Xiaoyu's mother is worried | 3 |
| • Demonstrates some understanding of why Xiaoyu's mother is worried | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Xiaoyu's mother is worried about her daughter's progress at school, as the 'double reduction' policy has reduced homework. As other parents are still arranging private tutoring for their children, she thinks Xiaoyu will fall behind and not be able to get into a selective high school.

Question 1 (c)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Provides a comprehensive analysis of how Mr Li tries to persuade Xiaoyu's mother Provides extensive reference to both the content and language features | 5 |
| <ul style="list-style-type: none"> Provides a thorough analysis of how Mr Li tries to persuade Xiaoyu's mother Provides detailed reference to both the content and language features | 4 |
| <ul style="list-style-type: none"> Provides a sound analysis of how Mr Li tries to persuade Xiaoyu's mother Provides reference to both the content and language features | 3 |
| <ul style="list-style-type: none"> Provides some analysis of how Mr Li tries to persuade Xiaoyu's mother Provides some reference to both the content and language features | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Mr Li tries to persuade Xiaoyu's mother to allow Xiaoyu to join the school drama club by firstly addressing the 'double reduction' policy as an initiative to help students enjoy their childhood more. Mr Li uses a rhetorical question, 'Doesn't this make your child more stressed?' and a famous quote, 'Education is not about filling a bucket of water, but lighting a fire', to help Xiaoyu's mother reflect on her beliefs. He also uses statistics to validate that there are serious impacts on students' mental health caused by their studies.

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:

Positive views on the trend of ‘working from home’:

- It saves time and is more convenient as people do not need to travel to and from work
- It reduces fatigue from commuting and therefore helps people to focus more on work
- It achieves a more balanced life as people can look after their family members while working from home
- It is beneficial for people’s physical and mental wellbeing
- It reduces unnecessary daily expenses and rent for employers, as employees do not need to come to the office at the same time
- It reduces the spread of viruses and absences from workers.

Negative views on the trend of ‘working from home’:

- The 8-hour work time is hard to maintain as people do not leave the ‘workplace’ while working from home. It is hard to tell when to start and stop so people will end up working all day

- Team spirit and collegial relationships are difficult to maintain as people do not have opportunities to work with their colleagues face-to-face
- A lot of local businesses will be affected or closed down due to the lack of support from customers
- It will be difficult for the community to go back to normal if everyone is still working from home.

Section II — Reading and Responding

Part A

Question 3 (a)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Provides a sound explanation of the symbolic meaning of 'Spring' in the song | 3 |
| <ul style="list-style-type: none"> Provides some explanation of the symbolic meaning of 'Spring' in the song | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Spring is the first season of the year when every living thing starts to grow. It therefore symbolises our youth and hopes. In this song, 'Spring' refers to the fond memories of our youth which are full of happiness and dreams.

Question 3 (b)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Demonstrates a perceptive understanding of the character's personal situation, with extensive reference to the three verses of the song | 5 |
| <ul style="list-style-type: none"> Demonstrates a thorough understanding of the character's personal situation, with detailed reference to the three verses of the song | 4 |
| <ul style="list-style-type: none"> Demonstrates a sound understanding of the character's personal situation, with reference to the three verses of the song | 3 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the character's personal situation, with some reference to the three verses of the song | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Throughout the song, the character's personal situation changes.

Firstly, the character's appearance changes due to aging. The character was young when he had 'long hair' and 'no moustache'. Years later, the character aged as he 'cut his long hair' and 'grew a moustache'.

His financial situation has improved over the years due to his more stable career. He 'didn't have a credit card' and 'had no 24-hour hot water', showing that he lacked material possessions. His family situation also changed, as he didn't have a 'lovely princess' and had 'no chance to celebrate Valentine's Day'. However, he reflects on how 'the pain of the past has gone with the wind', implying that both his financial and family conditions have improved since his younger days.

Question 3 (c)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author uses language features to express his thoughts about life, with extensive reference to the whole song | 7 |
| <ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author uses language features to express his thoughts about life, with detailed reference to the whole song | 6 |
| <ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author uses language features to express his thoughts about life, with reference to the song | 4–5 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of how the author uses language features, with some reference to the song | 2–3 |
| <ul style="list-style-type: none"> • Provides some relevant information | 1 |

Sample answer:

The author uses a variety of language features to express his thoughts about life. He uses the symbolism of ‘Spring’ to express his sentimental attachment to his youth.

By using the song’s verse structure to divide his past and present, he is able to contrast the changes that occurred throughout his life.

He further repeats ‘Please leave me in that time’ in the chorus to emphasise his feelings about returning to his younger days, and also repeats hypothetical words like ‘if’ and ‘when’ in the chorus to highlight his worries and uncertainty about the future.

He uses listing to emphasise that he had no relationship and was materially poor. This is contrasted with his spiritual happiness, despite only having a ‘shabby guitar’ and ‘romantic illusions’.

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 both films reflect the statement • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the films • 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 both films reflect the statement • Analyses the way in which language is used to convey meaning in the films • Composes an effective argument with appropriate textual reference | 16–20 |
| <ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how both films reflect the statement • Discusses ways in which language is used to convey meaning in the films • 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 the films • 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 statement • Demonstrates some ability to structure and sequence ideas | 1–5 |

Answers could include:

American Dreams in China

- China opened the ‘door’ for people to go overseas (eg US) in the 1980s. Economically, it also allowed people to set up their own businesses. Therefore, there was a huge number of young people trying to learn English or how to be their own ‘boss’.
- The three main characters, Cheng Dong Qing, Wang Yang and Meng Xiaojun dared to challenge the authority of their university teacher whose opinions were based on books rather than actual experiences. This prompted Meng to go to America to realise his dream.
- Upon graduation, the characters became teachers who went against traditional teaching methods by practising new interactive teaching methods. Instead of demanding respect for authority, they win respect and admiration from students through genuine encouragement, therefore maturing into better people as well.
- They also broke away from the traditional idea that a stable job in a state-affiliated organisation is the only way to become successful. Their ability to break away from tradition has led them to open a successful English coaching enterprise.

Finding Mr Right

- At the beginning of the 21st Century, China opened the door to the west, and was influenced by western culture to a great extent. This resulted in challenging the traditional values of the Chinese: to pursue love in ways that suit individuals, to migrate overseas for a better future and for the next generation, and to enjoy a better material life.
- Wen Jiajia breaks the tradition of the sacredness of marriage by having an affair with a married man, knowing that this would have detrimental impacts on her and her child. She decided to go to America by herself so that her child could be born with a legal identity. She was still expected to settle down with her lover in China, Lao Zhong, however she decided to raise her son independently and open her own business to support themselves.
- Frank was expected to be the breadwinner of the family. However, he chose to give up his high salary job in Beijing and move to America so that his daughter could have a better education and his wife could continue with her career. In Chinese tradition, it is believed that middle-aged men should be settled and no longer pursue challenges. With the encouragement of his daughter and Wen Jiajia, he broke away from this belief by passing his exams to become a doctor in America.
- Traditionally, Chinese people believe that love and marriage can only happen between a man and a woman. The character Zhou Yi challenges this belief by engaging in a homosexual relationship.

Language features from both films

- Contrasting of characters' pasts to their present selves
 - Wen Jiajia was portrayed as a materialistic girl who relied on rich men. She then broke away from this tradition and became more independent.
- Use of song lyrics to highlight and reinforce the main theme of breaking away from tradition
 - The song 'Angel' reflects that Jiajia and Frank are the angels for each other; 'Someday we'll be together' highlights the ending of the story that Jiajia and Frank will be together despite them having broken several traditions (ie divorce) along the way.

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:

Express the following points of view in the form of a formal letter.

Potential advantages of the minimalist lifestyle:

- It reflects the traditional virtues of diligence and thriftiness
- It can reduce costs and save money
- It can lower the stress in our lives
- It protects our environment.

Potential disadvantages of the minimalist lifestyle:

- It discourages people’s pursuit of the modern and enjoyable life, living only a simple life
- It discourages consumer’s demands and has an adverse effect on the economy
- The unemployment rate may rise and it may interrupt economic growth.

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 |

2023 HSC Chinese and Literature Mapping Grid

Section I — Listening and Responding Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|------------------------------|-------------------|
| 1 (a) | 2 | Youth culture — conversation | H3.1 |
| 1 (b) | 3 | Youth culture — conversation | H3.3 |
| 1 (c) | 5 | Youth culture — conversation | H3.7 |

Section I — Listening and Responding Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|------------------------------------|
| 2 | 10 | The individual and the community — radio broadcast/conversation | H2.1, H2.3, H3.2, H3.4, H3.5, H3.8 |

Section II — Reading and Responding Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|------------------------------------|
| 3 (a) | 3 | <i>In the Spring</i> (The individual and the community) | H3.2 |
| 3 (b) | 5 | <i>In the Spring</i> (The individual and the community) | H3.2, H3.3 |
| 3 (c) | 7 | <i>In the Spring</i> (The individual and the community) | H3.2, H3.3, H3.7 |
| 4 | 25 | <i>American Dreams in China / Finding Mr Right</i> (Youth culture) | H3.2, H3.3, H3.4, H3.6, H3.7, H4.1 |

Section II — Reading and Responding Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------------------|------------------------------------|
| 5 | 15 | Global issues — article/email | H1.1, H1.2, H2.1, H2.3, H3.1, H3.8 |

Section III — Writing in Chinese

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|----------------------------------|------------------------------|
| 6 | 25 | Perspectives on identity — essay | H2.1, H2.2, H2.3, H2.4, H4.2 |
| 7 | 25 | Perspectives on identity — essay | H2.1, H2.2, H2.3, H2.4, H4.2 |