

2024 HSC Chinese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Professor Wang is being interviewed	2
• Provides some relevant information	1

Sample answer:

Professor Wang is interviewed because he published an article about lifelong learning and it is a hot topic.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the benefits people can gain from Professor Wang's advice	3
• Demonstrates some understanding of the benefits people can gain from Professor Wang's advice	2
• Provides some relevant information	1

Sample answer:

Professor Wang advises everyone to engage in lifelong learning because people can continuously learn new knowledge and skills to improve their competitiveness, broaden their horizons, understand more up-to-date information, improve their quality of life and develop their interests and hobbies.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive analysis of how Professor Wang tries to convince his audience in the conversation Provides extensive reference to both the content and use of language features 	5
<ul style="list-style-type: none"> Provides a thorough analysis of how Professor Wang tries to convince his audience in the conversation Provides detailed reference to both the content and use of language features 	4
<ul style="list-style-type: none"> Provides a sound analysis of how Professor Wang tries to convince his audience in the conversation Provides reference to both the content and use of language features 	3
<ul style="list-style-type: none"> Provides some analysis of how Professor Wang tries to convince his audience in the conversation Provides some reference to the content and/or use of language features 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Professor Wang attempts to convince his audience to engage in lifelong learning. He uses the famous quotation ‘Learning as long as you live’ and the idiom ‘Learning never stops’ to validate his claim that people should participate in lifelong learning. He uses listing to show the many benefits of lifelong learning. The use of his own experience to keep up with large amounts of new knowledge allows him to relate to the audience and convince them that lifelong learning is necessary for the rapidly changing times. Finally, he uses an analogy, ‘Like sailing against the current, if you don’t advance, you will retreat’, to help illustrate the need for lifelong learning.

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:

Although China’s marriage law says that children can take the father’s surname or the mother’s surname, there are still issues and even fights in some families for the naming rights to their children.

Support for mother’s surname:

- It is a right that women deserve, and it reflects gender equality and social progress.
- It shows the husband’s love, respect and gratitude to the wife who goes through hardship to give birth. This can promote the harmony of family relations and therefore benefit the children’s development.
- The outdated idea of valuing sons over daughters should be abandoned and both sons and daughters should be able to carry on the family line.

Support for father's surname:

- It has been a long-standing custom that the father's family line should be carried on.
- It is more socially acceptable and taking the mother's surname may cause the father's family to be looked down on by relatives and friends.
- A sudden change to take the mother's surname may cause conflicts in the family, which may also affect the children's development and inheritance.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of what Chang Chunlin means by saying ‘她对一个服务员说这些，不是对牛弹琴吗?’	3
• Demonstrates some understanding of what Chang Chunlin means by saying ‘她对一个服务员说这些，不是对牛弹琴吗?’	2
• Provides some relevant information	1

Sample answer:

Chang Chunlin means that the girl’s argument about disposable chopsticks causing damage to the environment is wasted on the waiter. As the ordinary restaurant worker has no care or responsibility for following environmental laws, her words will have no effect on the waiter, just as a cow would not appreciate music playing.

Question 3 (b)

Criteria	Marks
• Provides a perceptive analysis of the restaurant owner’s reaction, with extensive reference to the text	5
• Provides a thorough analysis of the restaurant owner’s reaction, with detailed reference to the text	4
• Provides a sound analysis of the restaurant owner’s reaction, with some reference to the text	3
• Demonstrates some understanding of the restaurant owner’s reaction	2
• Provides some relevant information	1

Sample answer:

When facing the inspectors at the beginning, the restaurant owner is unhappy because the inspection is taking place during business hours, therefore affecting his business operation. He then tries to stop the inspectors from entering the kitchen because he wants to hide the issues in his restaurant. When the inspectors mention that they are from the environmental protection bureau and have the right to inspect, he reacted disapprovingly by saying ‘Don’t use the law to threaten people...’, as he still tries to make the inspectors leave. However, when the inspectors clearly state the details of his violations, he gives in because he thinks paying a fine is better than closing down his restaurant, indicating he has no concern about the environment and only cares for his business.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how the author uses language features to portray different characters' attitudes towards environmental protection, with extensive reference to the extract and the entire Chapter 3 of the novel 	7
<ul style="list-style-type: none"> Provides a thorough analysis of how the author uses language features to portray different characters' attitudes towards environmental protection, with detailed reference to the extract and the entire Chapter 3 of the novel 	5–6
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the author uses language features to portray different characters' attitudes towards environmental protection, with some reference to the extract and the entire Chapter 3 of the novel 	4
<ul style="list-style-type: none"> Demonstrates some understanding of how the author uses language features, with some reference to the extract and/or the entire Chapter 3 of the novel 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

- Environmental protection volunteers, such as Fang Meng and Xiao Yang, take environmental protection to be their own responsibility and take actions to publicise environmental protection knowledge to the public. The author expresses their determination to adhere to environmental protection through statistics in their dialogue, showing their extensive knowledge of environmental protection.
- Ordinary people who lack environmental awareness and knowledge, such as the restaurant waiter, Chang Chunlin and Chang Fengying, are indifferent to environmental issues and sneer at environmentalists. The author uses irony in their dialogue to reflect their ignorant attitudes.
- Law enforcement officers from the Environmental Protection Bureau, such as Li Zhicheng and other inspectors, strictly investigate and deal with acts of environmental destruction without fear of violence. The author uses a list of verbs to describe the intensive fighting scene, as well as rhetorical questions and exclamations, to reflect their determination.
- Immoral businessmen, such as Yuanwei and Sha Lao Ban, are willing to damage the environment in order to make money. They despise the law, use their power to bully others, and violently obstruct the Environmental Protection Agency's enforcement. The author describes the characters' actions and facial expressions, such as when Yuanwei looks up and down at Li Zhicheng and laughed, to highlight their snide attitudes.

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 characters Meng Xiaojun and Feng Laoer reflect the statement • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the film and novel • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the texts 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse how the characters Meng Xiaojun and Feng Laoer reflect the statement • Analyses the way in which language is used to convey meaning in the film and novel • 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 characters Meng Xiaojun and Feng Laoer reflect the statement • Discusses ways in which language is used to convey meaning in the film and novel • 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 film and novel • 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

- Background: In the late 1970s, the transformation of the national policy and opening up of China to the world awakened many people to rethink their views. The early economic reform in China resulted in a ‘craze of going overseas’, with many young people believing that more opportunities were available abroad, including Meng Xiaojun.
- Meng Xiaojun was influenced by the economic reform and strongly believed that he could only achieve his dreams of freedom and equal rights in America. Su Rui’s ‘The Same Moonlight’, a popular song from that era, is used as background music to immerse the audience and reflect the social changes occurring in that time.
- The reality and hardship of living in America broke Meng Xiaojun’s dream, as he felt neither free nor respected. At the same time, the rapid economic development in China brought about the ‘craze of venturing into business’, which causes Meng Xiaojun to rethink his life’s direction and return to China to achieve his American dream in his home country.
- With the deepening of the reform and spread of globalisation, more and more Chinese businesses became more competitive on the international stage. Under these circumstances, Meng Xiaojun actively promoted the listing of their company ‘New Dream’

in the American stock exchange, which led to him realising his dreams of success, equality and dignity.

Chapters 1 to 4 of the novel *Chinatown Family*

- Background: In the mid to late 19th century, large numbers of Chinese men went to America to work as labourers. The father, Feng Laoer, initially laboured at the West Coast of America before opening a laundromat in New York's Chinatown. The changing of social environments affected his views in life.
- Leaving the life as a labourer, his life settled down when he opened a laundromat in a relatively stable and safe society in New York. He became more optimistic and content with his life, as shown when he says, 'peace is really a beautiful thing' and 'you get rewarded if you work hard'. This new peaceful life led to him wanting to earn more money so that he could bring his wife and children to America as well. The author uses detailed descriptions of the character's appearance to depict Feng Laoer's changing attitude towards work and life when settled in a different location. For example, his tightly pressed lips have now softened into an expression of ease and satisfaction.
- Influenced by the free and democratic environment in America, Feng Laoer realised the importance of education and sent both his son and daughter to school. In the multi-cultural social environment, he began to accept the different cultures and even agreed to the marriage of his eldest son with an Italian girl. The author uses a lot of dialogues and exclamations to describe Feng Laoer's desire to encourage his children to go to school and get married freely.
- After living in America for many years and being reunited with his family, Feng Laoer gradually gained a new understanding of 'home'. Feng Laoer started to build new roots in America, whereas he used to think his home should be where he came from. The author uses second person narrative to explain how the changes in social environment have influenced Feng Laoer's view on 'home' and how he made New York his home with freedom-loving and self-sufficient individualism.

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:

Points against learning dialects:

- Mandarin is not only the official language of China, but is also commonly spoken in China and around the world so it should be the focus for overseas Chinese people.
- Mandarin allows Chinese people to communicate smoothly with one another.
- Parents are happy enough to see their children learn Mandarin.
- Learning a dialect could give more burden to both parents and children.

Support for learning dialects:

- A dialect is also a national language that carries rich social, historical and geographical connotations which could be lost if only Mandarin was to be cultivated.
- Speaking dialects can improve communication and harmony within families, as it gives family members a sense of personal connection to one another.

- Speaking dialects can alleviate the pain of homesickness, as it acts as a connection between them and their hometowns.
- Speaking dialects also contribute to the inheritance of Chinese local culture.

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

2024 HSC Chinese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture — interview	H3.1
1 (b)	3	Youth culture — interview	H3.2
1 (c)	5	Youth culture — interview	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

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Environmental Bureau Director</i> — global issues	H3.1, H3.3
3 (b)	5	<i>Environmental Bureau Director</i> — global issues	H3.2, H3.6
3 (c)	7	<i>Environmental Bureau Director</i> — global issues	H3.2, H3.3, H3.7
4	25	<i>American Dreams in China / Chinatown Family</i> — the individual and the community	H2.1, H3.2, H3.3, H3.6, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Perspectives on identity — article/diary entry	H1.1, H1.2, H2.1, H2.3, H3.2, H3.8

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
6	25	Youth culture — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The individual and the community — speech	H2.1, H2.2, H2.3, H2.4, H4.2