

2016 HSC Chinese Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the characteristics of the speaker	1

Sample answer:

(C) Determined and positive

Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of the speaker's reasons for becoming a pilot	3
• Demonstrates some understanding of the speaker's reasons for becoming a pilot	2
• Provides some relevant information	1

Sample answer:

The speaker was inspired by her experience at the aviation club when she was ten years old. She wanted to fly an aeroplane by herself to China to see her birthplace. She was also encouraged by her parents and decided to become a pilot and prove that girls can achieve this as well as boys.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the speaker attempts to achieve her goal through her speech • Responds in clear English with appropriate textual references • Demonstrates an excellent evaluation of the effectiveness of the language features 	6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the speaker attempts to achieve her goal through her speech • Responds in coherent English with some textual references • Demonstrates a good evaluation of the effectiveness of the language features 	4–5
<ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of how the speaker attempts to achieve her goal through her speech • Responds in simple English with appropriate textual references • Demonstrates some evaluation of the effectiveness of the language features 	3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of how the speaker attempts to achieve her goal through her speech • Responds in simple English with appropriate textual references • Demonstrates some evaluation of the language features 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

In order to prove that girls can achieve their dreams as well as boys:

- The speaker gives an anecdote of her background/past history to inspire the audience that a girls like her, being abandoned by her biological parents at birth probably due to her gender, is able to become a pilot, a career seemed to be unattainable by females.
- To appeal to the audience, she honestly admits that she has been at a low ebb in her quest for success, eg she has doubted her ability and she even uses direct questions “why did my biological parents abandon me?” etc. to express her anguish about abandonment by her biological parents because of her gender.
- She emphasises that the encouragement of her foster-parents gives her determination and confidence to fend off sneers and achieve what only males can do. Similarly, she would like to encourage the female audience to pursue their dreams with courage. She uses high modality language in the concluding sentence to affirm that success will be awaiting them if they press on.
- She lists the examples of other successful women such as Nobel Prize winners, presidents etc. for inspiration that females can achieve great things.
- The speaker uses parallelism/successive imperative sentences such as “Don’t be restricted by preconceived views, don’t be daunted by difficulties, don’t halt in hesitation because you are a girl” cheer the female audience on to pursue their dreams.

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 and concise 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 	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 and concise 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 	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:

Candidates can develop an argument to support or go against consumerism by discussing these points:

Support

- Consumerism stimulates economic growth
- People can pursue better life quality and experience
- New ways of shopping make shopping more convenient and pleasant

Against

- Consumerism encourages binge shopping and can cause waste of resources and damage to the environment
- People should maximise the value of products through the establishment of second-hand shops and donating used products to the needy (helps cultivate people's environmental awareness)
- People should maintain the traditional Chinese virtue of frugality.

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for Fang Hongjian laughing several times	4
• Demonstrates a good understanding of the reasons for Fang Hongjian laughing several times	3
• Demonstrates some understanding of the reasons for Fang Hongjian laughing	2
• Provides some relevant information	1

Sample answer:

Fang Hongjian laughs several times because he found the advice in Miss Zhang's book about how to get a husband ridiculous. He made the connection that the female author must have written from personal experience. He found the idea advocated by the book about keeping a husband to be a woman's career demeaning and he considered himself lucky for failing to be selected by Miss Zhang.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the text • Demonstrates an excellent ability to describe Miss Zhang's background and personality • Responds with coherent references to the text using clear language 	5
<ul style="list-style-type: none"> • Demonstrates a good understanding of text • Demonstrates a good ability to describe Miss Zhang's background and personality • Responds with relevant textual references 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the personality of Miss Zhang • Responds with limited textual references 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Miss Zhang was born in a wealthy city family and was well-educated in a western style school. She is a sensitive, snobbish woman.

She is an over-sensitive, irritable and arrogant woman. She was very proud of her western education and followed the western social customs, eg she picked on Fang Hongjian's table manners. She couldn't forgive Fang Hongjian's smile while he was reading her book.

She was vain and hypocritical. She appeared to be a so-called new woman who was influenced by western culture at that time in China. However, she is not a real independent new woman. She is still bonded by the traditional ideas of value and marriage, eg she accepted the date arranged by her parents and looked for a husband who could be depended on.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of language features used by the author • Responds using excellent textual references • Responds with sophisticated language 	6
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of language features used by the author • Responds using some textual references • Responds with clear and coherent language 	4–5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of language features used by the author • Responds using some textual references • Responds with basic language with some grammatical errors 	3
<ul style="list-style-type: none"> • Demonstrates limited understanding of language features used by the author • Responds with limited language and/or textual reference 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The author's use of language in this extract is very effective. The author uses symbolised language, eg 'Mr "For Example"', 'Miss Wo-Ni-Ta' is used to make fun of them. The author uses humorous and ironic language, eg 'rice bowl' vs 'rice bucket' to highlight women's fantasy of a husband. His use of English, eg 'piggy-wiggy' is to show Miss Zhang as arrogant. The author combines the narrative with arguments to effectively describe characters' feelings in details, eg 'Not having a husband is like being unemployed . . .'. He also uses metaphors, eg 'Pretending Miss Zhang is the moon' to portray her as cold and isolated.

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 the relationship between the prescribed texts and the statement • Demonstrates a coherent and sophisticated elaboration with appropriate textual reference • Composes a concise text with highly developed and sophisticated control of vocabulary and syntax 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse the relationship between the prescribed texts and the statement • Demonstrates an effective elaboration with appropriate textual reference • Composes an effective argument with well-developed command of vocabulary and syntax 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to discuss the statement and identify the related issues • Supports the elaboration of the question with some appropriate textual reference • Demonstrates a satisfactory command of language with a sound base of vocabulary 	11–15
<ul style="list-style-type: none"> • Elaborates some ideas and information relevant to the statement • Attempts to compose an elaboration with reference to the text • Uses a limited range of predictable vocabulary and language structures to express ideas 	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:

The selected texts use different methods, ie poem and movie, to express similar ideas.

Mum, China

Content:

The author grew up and was educated in China. In America he had to change his nationality in order to support his family. He settled in America, but the longer he stayed, the more he missed his homeland and family in China. This reflects his traditional culture values. However, when he returned to China, he found many changes which confused him. He felt that he no longer belonged to Chinese society. He faced contradiction of his cultural values and social belonging. Finally, he concludes that no matter what happens, he always recognises China as his motherland.

Language features:

- Simple and personalised language
- Direct expression of his emotion and feelings
- Using humour
- Using contrast
- Repetition

The Gua Sha Treatment

Content:

Da Tong settled in America and he described himself as a ‘real successful American’. He wished his son could be integrated into American mainstream society. However, through the incident caused by the Gua Sha treatment, he suffered the conflict between Chinese culture and American culture. Da Tong tried to use traditional Chinese values and ways of thinking to solve the problem in the family court to win back his son’s custody but failed. The strong belief in family values enabled Da Tong to stay and solve the problem instead of running away. He finally got his son back. He reflected on his own Chinese heritage background and started to teach his son Chinese which symbolised that he regained his culture identity.

Film techniques:

- Symbolism
- Contrast
- Music
- Shots

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:

Positive about AI:

- Increase productivity and efficiency
- Provide easier and better life for humans
- Innovation for future science and technology.

Negative about AI:

- Humans become too reliant on AI and thus lose some of the basic skills
- Increase unemployment rate
- Increase uncertainty in the future of human society.

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 a perceptive understanding of the related contemporary issues in the logical development of the analysis • 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 sound understanding of the related contemporary issues in the logical development of the discussion • Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax • 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

2016 HSC Chinese Background Speakers Mapping Grid

Section I — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	The individual and the community: changing gender roles in today's society — speech	H3.1, H3.2
1 (b)	3	The individual and the community: changing gender roles in today's society — speech	H3.2
1 (c)	6	The individual and the community: changing gender roles in today's society — speech	H3.2, H3.3, H3.7

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
2	10	Global issues: economic growth and its impact — 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)	4	<i>Fortress Besieged</i>	H3.1
3 (b)	5	<i>Fortress Besieged</i>	H3.1, H3.2, H3.3
3 (c)	6	<i>Fortress Besieged</i>	H3.1, H3.3, H3.7
4	25	<i>The Gua Sha Treatment and Mum, China</i>	H2.1, H3.2, H3.3, H3.7, H3.8, H4.1

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues — online article	H1.2, H2.1, H2.4, H3.8

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
6	25	Youth culture: pressure on young people today — diary entry	H2.1, H2.2, H2.3, H2.4, (H4.1)
7	25	Youth culture: the impact on young people of changes in traditional social values — diary entry	H2.1, H2.2, H2.3, H2.4, (H4.1)