

2018 HSC Chinese and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

C

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of Liqiang's traditional thinking	3
• Demonstrates some understanding of Liqiang's traditional thinking	2
• Provides some relevant information	1

Sample answer:

Liqiang says that 'There are three ways to be unfilial, and the worst is not to produce offspring.' He values boys more than girls and thinks it is reasonable that Fangfang's brother-in-law wants a son since he is the only son of his family. He agrees that 'Bringing up a son to guard against old age troubles' has a point. He thinks that women should prioritise their children and family's needs and being a housewife is not bad at all.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the sister's family members expressed their attitudes about her having a second child • Provides detailed reference to both content and language features 	6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the sister's family members expressed their attitudes about her having a second child • Provides relevant reference to both content and language features 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the sister's family members expressed their attitudes about her having a second child • Provides some reference to content and language features 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the sister's family members expressed their attitudes about her having a second child 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Fangfang's brother-in-law's attitude towards having a second child becomes obvious. He pushed his wife to have a second child because he wanted a son. Being a single child and being spoiled by the family for many years, Fangfang's niece didn't want to have a younger sibling and threatened to run away from home. Fangfang's sister didn't want to have a second child because she wanted to restart her career.

Fangfang used quotes and comparison to describe her brother-in-law's attitude: he used to say: 'Chairman Mao said . . .', but now . . . he has started to say 'Bringing up a son...'. Her sister's anecdote highlighted her attitude against having a second child. Fangfang's sister's attitude was further demonstrated by her use of high morality language such as 'firmly oppose'.

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 and negative influences that bike sharing has on people’s lives.

Positive: Convenience, low cost, no air pollution, reducing traffic congestion, keeping fit, friendship, getting more understanding of your city.

Negative: Lots of bicycles are abandoned or damaged, careless parking invades public space, recycling issues put pressure on the environment.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of how the attitudes of Kronberg and Taiwan towards foreign cultures differ	3
• Demonstrates some understanding of Kronberg's and Taiwan's attitudes	2
• Provides some relevant information	1

Sample answer:

In Kronberg foreign cultures are respected and included. Local Germans envy children like Andreas who could grow up in a bilingual or multilingual environment. The author and her family don't feel different or uncomfortable living there.

In Taiwan, foreign cultures like Vietnamese, Malaysian and Filipino are seen as second-class cultures. Foreigners are often expected to integrate into the mainstream Taiwan culture and become Taiwanese.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how globalisation affects people's sense of identity • 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 globalisation affects people's sense of identity • 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 globalisation affects people's sense of identity • Provides some textual references 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how globalisation affects people's sense of identity 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

According to the author, globalisation affects people's sense of identity in the following ways.

Migration on a larger scale results in the complication of people's identity. People might be born in one country but hold citizenship(s) of other countries. The descendants of migrants might lose connections with their parents' home country. It's getting harder to answer 'which country are you from?'. 'Rouhe' (Gentle) is a good example given by the author.

If the trend towards globalisation continues, the old notion that 'everyone must belong to one country' would be gradually abandoned. Many people will only keep their language and culture but not consider themselves as a citizen of any country. Allegiance to a country might not exist anymore.

The author predicts that the concept of 'country' might undergo a big change due to globalisation. There might not be a direct connection between 'country' and people's identity.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the meaning of 'small town' for Andreas • 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 the meaning of 'small town' for Andreas • 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 the meaning of 'small town' for Andreas • Provides some textual references 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the meaning of 'small town' for Andreas 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The 'small town' refers to Kronberg, the hometown of Andreas. The cultural diversity, respect and inclusiveness of foreign cultures in this small town nurtured Andreas in a healthy environment with both Chinese and German cultures.

The author's love for her son Andreas is reflected through the small town. As Andreas's home, the small town was deliberately selected by the author. Because of her personal experience as a refugee's daughter who travelled from place to place and never had a hometown, the author wanted her son to have a real hometown which always accepts and includes him even though he is from a foreign cultural background.

The small town is where Andreas grew his roots, built his friendship and also where his soul belongs, no matter where he goes and what happens, it is always part of his identity. Just like the author said, the meaning of country might be changed or countries might disappear in the future, but the soil and memory of this small town will never change.

In summary, the small town is not only a physical hometown but also a symbolic home of Andreas's soul which reflects his mother's deep love and represents its respect and inclusiveness of diverse cultures.

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:

Fortress besieged: Fang Hongjian

Content

Fang’s attitude towards love went through a marked change. At first, the traditional concept of obeying parents’ order prevailed in his mind. After he studied for 4 years in Europe, he longed for a true love and tried to pursue a feeling of heart throbs in his intended relationships.

- Indifferent, selfish

Fang enjoyed the funding to study overseas while he totally forgot his deceased fiancée Miss Zhou, because the marriage was arranged by their parents and there was no love.

- Kind but weak

Fang knew he didn’t love Miss Su, but he did not have the courage to reject her, half-declining and half-accepting, blindly obeying her, which gave her a fantasy and imagination.

- Contradictory

On one aspect, Fang demonstrated his values which were ahead of his time. He wanted to pursue a real love but he didn't want to confront his parents to reject their arrangement.

- Cynical

Fang was cynical towards Miss Zhang when he found Miss Zhang was not the person he could fall in love with. He criticised nearly everything in Zhang's family.

Language features

Witty, humourous, sarcastic and ironic language, metaphor, descriptive language.

Under the Hawthorn Tree: Jingqiu

Content

Jingqiu's attitude towards love has changed as the story developed. At first, she was sensitive, cautious and passive in her relationship with Laosan. Later, when she realised that there was a true love between them, she became courageous and devoted.

- Loyal to love, kind, soft on the surface while strong at heart

Jingqiu loves Laosan so much. When she heard Laosan was seriously ill in the hospital, she wasted no time to go to visit him and even got ready to offer her 'first time' to him when she was facing the pressure from the society and her family. She showed her courage to pursue her true love.

- Is sensitive, suspicious, cautious

Faced with Laosan's passion and the gap between the social status of their two families, Jingqiu was always cautious, sensitive and suspicious. She had mistakenly thought that Laosan had a girlfriend and then immediately stopped dating him. In their relationship, Jingqiu was passive, lacked courage and was suspicious of Laosan's loyalty. When Laosan was not in contact with her due to his illness, she also mistakenly thought that he had disappeared due to ill-will after they had physical contact.

- Is conservative, innocent and naïve

Jingqiu pursues pure love, but she remained passive in the relationship with Laosan.

- Filial and obedient

She obeyed her mother and endured the pain of lovesickness. She temporarily stopped her dating with Laosan. As a result, she missed the opportunity to accompany Laosan in the last days of his life, which caused great regret for the rest of her life.

Film techniques

Frequent use of close shot to give details of Jingqiu's feelings to reflect her personality.

Symbolism: The hawthorn tree symbolises Jingqiu's pure love.

The soft and sorrowful melody of the Hawthorn song indicates the tragedy of Jingqiu's love life.

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:

Chinese way of education:

- Value early childhood education highly
- The early bird catches worms
- Chinese parents would do whatever they can to encourage their children to become a super-top student, a star or an elite

The western way of education:

- Does not advocate numeracy and literacy training during kindergarten
- No coaching schools for young children
- The focus of early childhood education is not to teach vocabulary and numbers, but aims to develop children’s self-awareness, independence, teamwork, adaptability etc
- They believe that excessive intellectual stimulation can undermine children’s curiosity for knowledge and become bored with learning

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

2018 HSC Chinese and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Changing gender roles in today's society — Conversation	H3.1
1 (b)	3	Changing gender roles in today's society — Conversation	H3.1, H3.2
1 (c)	6	Changing gender roles in today's society — Conversation	H3.2, H3.3

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Environmental issues — radio broadcast/conversation	H3.2, H3.4, H3.5

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Which country are you from?</i> (Chinese communities overseas)	H3.1, H3.2, H3.4
3 (b)	6	<i>Which country are you from?</i> (Chinese communities overseas)	H3.1, H3.2, H3.6
3 (c)	6	<i>Which country are you from?</i> (Chinese communities overseas)	H3.1, H3.2, H3.3, H4.1
4	25	<i>Fortress Besieged</i> and <i>Under the Hawthorn Tree</i> (The individual and the community)	H2.1, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The place of education in young people's lives — diary entry	H1.1, H1.2, H2.1, H3.1, H3.8

Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
6	25	Global issues — article (The impact of international influences on Chinese-speaking countries)	H2.1, H2.2, H2.3, H2.4, H4.1
7	25	Youth culture — article (Pressures on young people today)	H2.1, H2.2, H2.3, H2.4