

## 2016 HSC Chinese Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies what the speakers are planning to do	2
• Provides some relevant information	1

*Sample answer:*

They are planning to attend Anna's birthday party (on Saturday) and go to watch a movie (on Sunday).

#### Question 2

Criteria	Marks
• Completes all details correctly	2
• Provides some correct details	1

*Sample answer:*

Arrangements for sports afternoon
Year 7 and Year 8 go to <u>library</u>
Year 9 and Year 10 go to <u>sport stadium</u>

**Question 3**

Criteria	Marks
• Provides detailed information on how Ming Ming tries to help Mary	3
• Provides some information on how Ming Ming tries to help Mary	2
• Identifies isolated information	1

**Sample answer:**

Ming Ming tries to help her by telling her that her hair is not appropriate for the interview. Ming Ming has done some research and would like to talk to her about what kind of person the company wants. Ming Ming is also happy to help her to prepare for her interview by asking her some possible interview questions.

**Question 4**

Criteria	Marks
• Selects correct answer	1

**Sample answer:**

(C)

**Question 5**

Criteria	Marks
• Demonstrates a comprehensive understanding of why Xiao Wen is likely to go to watch the movie	3
• Demonstrates some understanding of why Xiao Wen is likely to go to watch the movie	2
• Provides some relevant information	1

**Sample answer:**

The movie *Story of Sixteen-Year-Olds* is based on the novel which Xiao Wen enjoyed very much. The famous young singer Lily, who Xiao Wen likes, sang the songs in the movie. It is also much cheaper to watch the movie at school.

**Question 6**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the opinions differ between Xiao Hong and her teacher	4
• Demonstrates a sound understanding of how the opinions differ between Xiao Hong and her teacher	3
• Demonstrates some understanding of how the opinions differ between Xiao Hong and her teacher	2
• Provides some relevant information	1

**Sample answer:**

The speakers are discussing whether it is better to use a computer or to handwrite Chinese work.

The teacher's opinion differs from Xiao Hong's point that typing presents better and is easier to read. The teacher believes that handwriting allows for one's personality to show through. Xiao Hong rejects this idea saying that she does not want people to know what kind of person she is.

While typing is less time-consuming, they disagree on whether people use the time saved effectively. The teacher also emphasises that handwriting practice is better for preparation for exams, however Xiao Hong is not worried.

**Question 7**

Criteria	Marks
• Demonstrates a comprehensive understanding of why David thinks he is a lucky one	4
• Demonstrates a sound understanding of why David thinks he is a lucky one	3
• Demonstrates some understanding of why David thinks he is a lucky one	2
• Provides some relevant information	1

**Sample answer:**

He considers himself lucky because during the year he took off study was not problematic. He was able to be independent and support his family. He was also able to see the world and gain great experiences and make new and various friends. In addition, because of his work and travel, he is better organised and is a better student.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how the speaker's use of language helps to convey her point of view, with relevant textual reference	6
• Demonstrates a sound understanding of how the speaker's use of language helps to convey her point of view, with relevant textual reference	4-5
• Demonstrates some understanding of how the speaker's use of language helps to convey her point of view, with some textual reference	2-3
• Provides limited information	1

***Sample answer:***

The speaker first uses a question to attract the audience's attention, and makes a contrast to emphasise the benefits of having a good environment. The use of a simile 'the environment is like our mother' makes it easier for the audience to understand the importance of the environment to us. The use of listing indicates what simple things we can do to help the environment. The use of repetition emphasises the issue of the importance of wider participation in protecting the environment. At the end, the speaker appeals to the audience and challenges them to think about how they can save the environment.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies correct details of the evidence of Xiao Ying's excitement	2
• Identifies some details	1

*Sample answer:*

Xiao Ying got up earlier and dressed herself more beautifully. She also sang all the way to school.

#### Question 9 (b)

Criteria	Marks
• Provides why Xiao Ying is devastated	2
• Provides some relevant information	1

*Sample answer:*

Only one student voted for her. Her hope to bring her parents pride by succeeding in the SRC election was shattered.

#### Question 9 (c)

Criteria	Marks
• Provides detailed information on how Xiao Yue helps Xiao Ying	3
• Provides some information on how Xiao Yue helps Xiao Ying	2
• Provides isolated information	1

*Sample answer:*

She compliments Xiao Ying's bravery for delivering a speech in front of a large audience. She acknowledges her friend's abilities in order to encourage her. She provides helpful advice.

**Question 9 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of Xiao Ying's approach to life with comprehensive reference to the text	4
• Demonstrates a sound understanding of Xiao Ying's approach to life with relevant reference to the text	3
• Demonstrates some understanding of Xiao Ying's approach to life	2
• Provides some relevant information	1

**Sample answer:**

We see that Xiao Ying has a very positive, optimistic approach. She has worked hard to achieve outstanding results at school. She has left her family to come to study and was willing to present for the SRC election after a short time in Australia. She is willing to learn from mistakes and grateful to take advice.

**Question 10 (a)**

Criteria	Marks
• Provides what prompted readers to write their letters	2
• Provides some relevant information	1

**Sample answer:**

The decision of the zoo to end their long-term free entry policy by charging for entry prompted the two readers to express their opinions.

**Question 10 (b)**

Criteria	Marks
• Provides summary of the benefits of the decision	3
• Provides details of the benefits of the decision	2
• Provides some relevant information	1

**Sample answer:**

- The entry fee can be used to improve the life of animals.
- The zoo can also provide better services to the visitors.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a good understanding of what the public can learn	3
• Demonstrates some understanding of what the public can learn	2
• Provides some relevant information	1

**Sample answer:**

Miss Li thinks that schools and zoos are places of learning. She thinks that at zoos people of all ages can learn about animals, eg what they eat, where they come from. They can also learn how to protect animals. She also believes that like public schools, which are free, so should zoos be free to the public.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the techniques and how they are used to present an effective argument	6
• Demonstrates a sound understanding of the techniques and how they are used to present an effective argument	5
• Demonstrates a good understanding of the argument presented, with some reference to the techniques used	4
• Demonstrates some understanding of the argument presented	2–3
• Provides some relevant information	1

**Sample answer:**

Miss Li begins with a very firm statement, ‘I really don’t understand . . .’, leaving no doubt that she is arguing against the introduction of an entry fee into zoos.

She presents a strong argument, beginning by relating her own personal/factual observations of the public being able to learn when visiting the zoo.

Towards the end, she becomes more emotional. She appeals to the readers to consider whether people who do not earn much will be able to take their children to the zoo, ‘. . . how can they afford . . .?’.

Miss Li ends with an emotional plea to consider the future of our society by not introducing the fee, ‘For the sake of our society’s future, please don’t . . .’.

**Answers could include:**

She uses contrast by arguing that because Australia is a rich country, unlike China, zoos should be free.

She strengthens the educational value of zoos by comparing them to public schools, which are free.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

**Section III — Writing in Chinese****Question 12**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately in relation to the audience, purpose and context of the task</li><li>• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li></ul>	5
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task</li><li>• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li></ul>	4
<ul style="list-style-type: none"><li>• Writes with some awareness of the audience, purpose and context of the task</li><li>• Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li></ul>	2–3
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task</li></ul>	1

**Section III (continued)****Question 13**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately for the audience, purpose and context of the task</li> <li>• Manipulates language structures authentically and creatively relevant to the task</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	10
<ul style="list-style-type: none"> <li>• Writes with a good understanding of the audience, purpose and context of the task</li> <li>• Demonstrates an excellent understanding of language structures relevant to the task</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Writes with an understanding of the audience, purpose and context of the task</li> <li>• Demonstrates a good understanding of language structures relevant to the task</li> <li>• Organises some information and ideas</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures</li> <li>• Attempts to organise information and ideas</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Attempts to address the requirements of the task</li> <li>• Uses single words, set formulae and unrelated sentences to express information</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Produces some comprehensible language relevant to the task</li> </ul>	1

# 2016 HSC Chinese Continuers

## Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

### Written Examination

#### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Recreation and leisure — dialogue	H3.1
2	2	Education and aspirations — announcement	H3.1
3	3	Personal identity – friendship — dialogue	H3.1
4	1	The world of work — talk	H3.3
5	3	Recreation and leisure — telephone message	H3.1, H3.5
6	4	Youth issues — dialogue	H3.4
7	4	Education and aspirations – future plan — interview	H3.5
8	6	Youth issues – environment — speech	H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Tourism and hospitality – cross-culture perspective — short story	H3.1
9 (b)	2	Tourism and hospitality – cross-culture perspective — short story	H3.1
9 (c)	3	Tourism and hospitality – cross-culture perspective — short story	H3.4
9 (d)	4	Tourism and hospitality – cross-culture perspective — short story	H3.6
10 (a)	2	Tourism and hospitality — letters to editor	H3.1
10 (b)	3	Tourism and hospitality — letters to editor	H3.2
10 (c)	3	Tourism and hospitality — letters to editor	H3.4
10 (d)	6	Tourism and hospitality — letters to editor	H3.6

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Lifestyles — informal letter/letter	H1.2, H1.3, H3.1

#### Section III — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
12	5	Education and aspirations — email	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Recreation and leisure — diary entry	H2.1, H2.2, H2.3