

2017 HSC Chinese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what the speakers are discussing	2
• Provides some relevant information	1

Sample answer:

The speakers are discussing the weekend arrangements to take Lily out to dine in a Japanese restaurant.

Question 2

Criteria	Marks
• Provides the reasons for the decision	2
• Provides some relevant information	1

Sample answer:

The speakers have decided to do calligraphy lessons together, because Lanlan wants to improve her handwriting and the male speaker has not done calligraphy before and thinks it would be fun.

Question 3

Criteria	Marks
• Correctly provides the missing information	3
• Partially provides the missing information	2
• Provides some relevant information	1

Sample answer:

Pay by: 3 February

Course length: 10 weeks

Special feature: Go to school twice a month to revise with the teacher

Question 4

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons behind the female speaker's choice	3
• Demonstrates a sound understanding of the reasons behind the female speaker's choice	2
• Provides some relevant information	1

Sample answer:

She is likely to decide to study both French and German because she is planning to study at a French university and wants to be able to speak German to her boyfriend's family. Her father is very keen for her to do both so this may influence her to do both.

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of Lily's concerns	3
• Demonstrates a good understanding of Lily's concerns	2
• Provides some relevant information	1

Sample answer:

Lily has concerns about making friends online. She believes that friends made online, that you have never seen face-to-face, might not be your real friends, and that some might be a bad influence. She is also concerned that chatting on the computer is time-consuming and might affect your health and study.

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of the types of people who might be interested in this experience	3
• Demonstrates a sound understanding of people who might be interested in this experience	2
• Identifies some relevant information	1

Sample answer:

The experience would appeal to people who like to see the real China by train, as well as people who like to taste different types of authentic Chinese food. It would also appeal to people with small children, who enjoy leisure, such as dancing and watching movies.

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of the feelings the female speaker conveys	4
• Demonstrates a sound understanding of the feelings the female speaker conveys	3
• Demonstrates some understanding of the female speaker's feelings	2
• Provides some relevant information	1

Sample answer:

The mother was angry on first hearing of her son's decision to work. She is worried that it will affect his study. She calmed down after her son told her that his friend was also working. She became more supportive hearing that it was only three hours a week and even offered to drive him to work to save time. However, she was shocked to hear that he would be starting work the next day and did not tell her earlier.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the validity of the mother’s concerns from the perspective of the father with detailed reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the validity of the mother’s concerns from the perspective of the father with adequate reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the validity of the mother’s concerns from the perspective of the father with some reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the mother concerns and/or what the father thinks 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

From the father’s perspective, the mother’s concerns are not valid. He addresses each of her concerns and he disagrees with the objections/concerns she puts forward about Xiao Ming going to Beijing to study. He believes that Xiao Ming is responsible as he has worked and saved his money. He also believes that he is independent enough to learn to look after himself. He points out that Xiao Ming will have no trouble making friends as he makes friends easily/is very sociable.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies what shocked the author on his first walk	2
• Provides some relevant information	1

Sample answer:

After being away for 10 years, the author is shocked to see that Sydney is crowded with both cars and people and that the air quality is worse than before.

Question 9 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the author's concern	4
• Demonstrates a sound understanding of the author's concern	3
• Demonstrates some understanding of the author's concern	2
• Provides some relevant information	1

Sample answer:

The author is concerned about the health/wellbeing and happiness of the people living in this city because he sees that there is a lot of rubbish left around, that buildings are replacing green spaces, and that food is very expensive.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how, according to the author, the issues should be addressed	5
• Demonstrates a sound understanding of how, according to the author, the issues should be addressed	4
• Demonstrates a good understanding of how, according to the author, the issues should be addressed	3
• Demonstrates some understanding of the author's ideas	2
• Provides some relevant information	1

Sample answer:

He sees the solution to the issues raised as a shared responsibility. He thinks that people do not see problems because they have accepted them. He suggests that business people should not just think about making money by building all the apartment buildings (at the expense of people's welfare). He also thinks that the government should help farmers financially so that they sell more cheaply to Australians. Lastly he urges that everyone, including himself, 'We, everyone do their best'. He finishes by reminding us that Australia is our home, indirectly saying that we should do something / should not be complacent about the poor conditions of our home/Australia.

Question 10 (a)

Criteria	Marks
• Identifies what has prompted Li Yue to start the blog	1

Sample answer:

The rising price of properties has prompted Li Yue to start this blog to find out the public's opinions about rising prices.

Question 10 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of David's point of view	3
• Demonstrates a good understanding of David's point of view	2
• Provides some relevant information	1

Sample answer:

David's view is that it is better to rent than to buy a property. He sees that by renting, you would have more disposable money for travelling. He also sees that its easier to move/live wherever you like, and if renting means there is no need to be with parents, it makes for more freedom.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of David's and Martin's views and how they use language to express them	5
• Demonstrates a sound understanding of David's and Martin's views and how they use language to express them	4
• Demonstrates a good understanding of David's and Martin's views and how they use language to express them	3
• Demonstrates some understanding of David's and Martin's views and/or the language they use	2
• Provides some relevant information	1

Sample answer:

David and Martin both use a rhetorical question to attract the attention of readers and to emphasise their point of view.

They both use parallelism. For example, David repeats 'not buying a property . . .' to emphasise the benefits of renting, while Martin repeats '. . . if you like . . .' to emphasise the benefits of buying and living in a house.

At the end, and for reinforcement, David uses repetition 'don't buy a property . ..'. Martin uses a metaphor to convey the importance of having your own home, as it is like 'a harbour away from the wind and rain' and he also uses an imperative sentence at the end to reaffirm the importance of having a house.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of Martin's and Ms Wang's lifestyles, with detailed reference to the text	5
• Demonstrates a sound understanding of Martin's and Ms Wang's lifestyles, with adequate reference to the text	4
• Demonstrates a good understanding of Martin's and Ms Wang's lifestyles, with some reference to the text	3
• Demonstrates some understanding of Martin's and Ms Wang's lifestyles	2
• Provides some relevant information	1

Sample answer:

Martin is a family-oriented person while Ms Wang is single and more social and sees that buying a house is too expensive.

Martin prefers spending his time around the house, for example gardening, raising pets and running in the backyard.

He prefers a quiet, relaxed lifestyle away from others.

Ms Wang enjoys an easy and convenient life. She likes to take public transport, eat out, do physical exercise and make friends.

Section II — Reading and Responding Part B

Question 11

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

Section III — Writing in Chinese

Question 12

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

Section III (continued)

Question 13

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

2017 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 — conversation	H3.1
2	2	Lifestyles — telephone conversation	H3.1
3	3	Education and aspirations — voice mail	H3.2
4	3	Education and aspirations — face-to-face conversation	H3.4
5	3	Youth issues — talk	H3.2
6	3	Travel experiences — advertisement	H3.3, H3.5
7	4	The world of work — conversation	H3.3
8	5	Personal identity — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Tourism and hospitality — newspaper article	H3.1
9 (b)	4	Tourism and hospitality — newspaper article	H3.1, H3.5
9 (c)	5	Tourism and hospitality — newspaper article	H3.5, H3.6
10 (a)	1	Lifestyles — blog	H3.1
10 (b)	3	Lifestyles — blog	H3.1, H3.4
10 (c)	5	Lifestyles — blog	H3.3, H3.6
10 (d)	5	Lifestyles — blog	H3.5, H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Youth issues — email/email	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	Travel experiences — letter	H2.1, H2.2, H2.3
13 (b)	10	Personal identity — letter	H2.1, H2.2, H2.3