

2020 HSC Chinese Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what Lili is supposed to do	2
• Provides some relevant information	1

Sample answer:

Lili needs to pick her grandparents up from the airport at 9 pm on Tuesday. She also needs to bring them jackets.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of the purpose of this announcement	2
• Provides some relevant information	1

Sample answer:

The announcement is to notify students of the rehearsal time and venue and to remind students to bring their musical instruments.

Question 3

Criteria	Marks
• Identifies the correct answer: B	1

Question 4

Criteria	Marks
• Demonstrates a sound understanding of how likely it is that Jimmy will participate in the activity	3
• Demonstrates some understanding of how likely it is that Jimmy will participate in the activity	2
• Provides some relevant information	1

Sample answer:

Jimmy is likely to participate in the activity of playing baseball even though he is busy with his studies, because the coach is not only skilful but also pretty. Moreover, there is a shuttle bus service which saves time. Lastly, there is an opportunity to compete in overseas tournaments.

Question 5

Criteria	Marks
• Provides a thorough comparison of Xinglu’s and Peter’s views on the issue	4
• Provides a sound comparison of Xinglu’s and Peter’s views on the issue	3
• Demonstrates some understanding of Xinglu’s and/or Peter’s view(s)	2
• Provides some relevant information	1

Sample answer:

Peter does not like horseracing while Xinglu is a fan. Peter believes it is inhumane that horses are mistreated during horse races. He also thinks it affects the workplace as everyone goes to watch the race. On the other hand Xinglu likes to dress up and enjoys horse races with friends. She also believes retired horses are still useful in the police force. She thinks that the race also attracts Australian and overseas tourists, which is good for Australia.

Question 6

Criteria	Marks
• Provides a summary of why the speaker found the experience unique	4
• Provides a partial summary of why the speaker found the experience unique OR	3
• Provides all information without summarising	
• Provides some information showing why the speaker found the experience unique	2
• Provides some relevant information	1

Sample answer:

- Cash free shopping
- Fast delivery by an online pharmacy
- Comfortable high speed train

Question 7

Criteria	Marks
• Provides a thorough explanation of how the speakers come to the final decision	4
• Provides a sound explanation of how the speakers come to the final decision	3
• Demonstrates some understanding of how the speakers come to the final decision	2
• Provides some relevant information	1

Sample answer:

Initially, they plan to go for a ski holiday with just the two of them. Because of a misunderstanding about who should buy air tickets they are worried that tickets are sold out now. They decide to drive to Melbourne instead with some friends so that they will share the driving. They will be surfing instead of skiing.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker tries to convince the audience of her point of view, with extensive reference to content and language	5
• Demonstrates a thorough understanding of how the speaker tries to convince the audience of her point of view, with detailed reference to content and language	4
• Demonstrates a sound understanding of how the speaker tries to convince the audience of her point of view, with reference to content and language	3
• Demonstrates some understanding of how the speaker tries to convince the audience of her point of view, with reference to content and/or language	2
• Provides some relevant information	1

Sample answer:

The speaker uses a variety of techniques to try to convince the audience of her point of view. She uses rhetorical questions, eg 'Do you also want to buy the latest computer?' and repetition, eg 'no time to . . .', to raise students' awareness regarding the problem of following other people blindly. The speaker also uses statistics to show the extent of the problem, eg 80% of students purchase the same mobile phone as that of their friends. The speaker uses parallelism to enhance her view of negative impacts on students' study, sleep patterns and social life. Lastly, she uses imperative language to reinforce her view that students need to think for themselves.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies how Lanlan was able to come to Australia	2
• Provides some relevant information	1

Sample answer:

Lanlan came first in a national mathematics competition. Then her school sponsored her to study in Australia.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of whether Lanlan's experience in Australia has been positive with reference to the first blog	3
• Demonstrates some understanding of whether Lanlan's experience in Australia has been positive with some reference to the first blog	2
• Provides some relevant information	1

Sample answer:

Lanlan's experience in Australia has been positive. She has enjoyed her Australian high school life and the opportunity to try out new things in Australia. She has enjoyed wool shearing on a farm and has tried out horse riding for the first time.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of Lanlan’s personal qualities, with extensive reference to the text	5
• Demonstrates a sound understanding of Lanlan’s personal qualities, with detailed reference to the text	4
• Demonstrates some understanding of Lanlan’s personal qualities, with reference to the text	3
• Demonstrates some understanding of Lanlan’s personal qualities, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Lanlan is a kind person. She is willing to help school children with their homework at a local library every day after school. Lanlan is also patient. She is never angry even when she needs to explain the work to the children repeatedly. Moreover, she is considerate of her parents. She does not want to burden her parents financially so she walks to save money. Lastly, she is sociable. She has made a lot of friends at the library and has been invited to some gatherings.

Question 10 (a)

Criteria	Marks
• Identifies what has prompted the principal to send the email	2
• Provides some relevant information	1

Sample answer:

The principal has received three emails from parents regarding their views on the coming school camp. He wants to get some feedback from teachers.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Mr Martin says ‘为什么才一周啊’	3
• Demonstrates some understanding of why Mr Martin says ‘为什么才一周啊’	2
• Provides some relevant information	1

Sample answer:

Mr Martin asks why there is only one week of camping. He believes that one week is not enough time because students will learn many wilderness survival skills, such as cooking, making a fire, etc. More camping time enables students to treasure the comfort of their school life.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough understanding of Mrs Smith’s feelings about this event, with detailed reference to the text 	4
<ul style="list-style-type: none"> Provides a sound understanding of Mrs Smith’s feelings about this event, with reference to the text 	3
<ul style="list-style-type: none"> Provides some understanding of Mrs Smith’s feelings about this event, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Mrs Smith feels negative towards the camp as she thinks that students should focus on study not camping. Camping skills are not useful to city people. She believes that camping will not change students’ habits of littering so the camp does not enable students to care for the environment. Mrs Smith thinks that going on this camp for a week is too long and unsafe, especially when students are not allowed to carry their mobile phones.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of how likely it is that Mr Li will allow his son to participate in this event, with extensive reference to the text 	6
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how likely it is that Mr Li will allow his son to participate in this event, with detailed reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of how likely it is that Mr Li will allow his son to participate in this event, with reference to the text 	4
<ul style="list-style-type: none"> Demonstrates some understanding of how likely it is that Mr Li will allow his son to participate in this event, with some reference to the text 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Mr Li is very likely to allow his son to go to this camp as his son has participated before and has benefited a lot. He highlights his son’s positive changes since the last camp, eg made new friends and improved independence. Mr Li thinks that the upcoming camp does not cost much on equipment, it teaches skills that cannot be learnt from school, eg to cooperate with friends to find their way without the aid of teachers or mobile phones. Lastly, the fact that he intends to share his son’s positive camping experience in the coming parents’ meeting shows that he thinks favourably of the camp.

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

2020 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	Tourism and hospitality — face-to-face conversation	H3.1
2	2	Lifestyles — announcement	H3.1
3	1	Recreation and leisure — face-to-face conversation	H3.1
4	3	Education and aspiration — face-to-face conversation	H3.4
5	4	Youth issues — face-to-face conversation	H3.3
6	4	Travel experiences — speech	H3.2
7	4	Recreation and leisure — face-to-face conversation	H3.5
8	5	Personal identity — speech	H3.3, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Education and aspirations — blog entry	H3.3
9 (b)	3	Education and aspirations — blog entry	H3.4
9 (c)	5	Education and aspirations — blog entry	H3.5
10 (a)	2	Youth issues — email	H3.1
10 (b)	3	Youth issues — email	H3.4
10 (c)	4	Youth issues — email	H3.6
10 (d)	6	Youth issues — email	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — The world of work — email	H2.1, H2.2, H2.3

Section III — Writing in Chinese

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