

## 2016 HSC Chinese Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Provides why Lao Ye used the words	2
• Identifies some relevant information	1

*Sample answer:*

Lao Ye is an educated person and the words ‘Could you please . . .’ show her politeness when communicating with the strangers.

#### Question 1 (b)

Criteria	Marks
• Provides detailed information about the shopkeeper’s attitude towards Lao Ye	3
• Provides some information about the shopkeeper’s attitude towards Lao Ye	2
• Identifies limited information	1

*Sample answer:*

The shopkeeper showed no respect to Lao Ye because she thought Lao Ye had no authority. At first she ignored Lao Ye’s request to clean up the rubbish. She challenged Lao Ye by asking ‘who are you?’, and called Lao Ye ‘crazy’. The shopkeeper even threw some vegetable leaves at Lao Ye. She only respected authority.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a perceptive understanding of how Lao Ye's sense of superiority is conveyed, with reference to film techniques and language	4
• Demonstrates a good understanding of how Lao Ye's sense of superiority is conveyed, with reference to film techniques and language	3
• Demonstrates some understanding of how Lao Ye's sense of superiority is conveyed, with reference to film techniques and/or language	2
• Provides isolated information	1

**Sample answer:**

At the beginning of the scene, the director used the frame of Lao Ye standing while the shopkeeper squatted to create the empowerment of Lao Ye. The contrast of the apparels of these two people illustrated Lao Ye's higher social status. Shopkeeper's response has made Lao Ye feel disgusted; this has been emphasised by the director's medium close-up shot of Lao Ye's facial expression. The language Lao Ye used has also indicated her superiority. She used demanding language 'I asked you to clear up that mess'. The use of formal word and terminology 'Civil Month' 'social morality' 'citizen' further indicate Lao Ye's sense of superiority.

**Question 1 (d)**

Criteria	Marks
• Provides a comprehensive analysis of how sense of duty is explored	6
• Provides a sound analysis of how sense of duty is explored	5
• Provides adequate analysis of how sense of duty is explored	4
• Provides some analysis of how sense of duty is explored	3
• Attempts to provide some information	2
• Provides isolated information	1

**Sample answer:**

Sense of duty is explored through the various characters' behaviour in the scene. Some characters show strong sense of duty while others show little sense of duty.

Lao Ye has a great sense of citizenship and social responsibility towards the environment. She believes that it is the duty of every citizen to contribute to the cleanliness of the environment.

Lao Ye feels she needs to educate the shopkeeper by bringing the city management officers over to solve the problem. She asks the shopkeeper to write a self-criticising note in the hope that the shopkeeper would become a better citizen.

The city management officers show their sense of duty by upholding the rules and regulations to maintain the order and cleanliness of the city.

The shopkeeper is selfish and demonstrates a lack of sense of duty towards the environment she lives in. She only responds to authority.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</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>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</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>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

## Section II — Writing in Chinese

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3

# 2016 HSC Chinese Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The search for personal identity	H1.1, H1.2
2	10	Relationships	H1.1, H1.2

## Written Examination

### Section I — Response to Prescribed Text

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (b)	3	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (c)	4	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.3
1 (d)	6	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.2, H2.3

### Section I — Response to Prescribed Text

#### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>The Postmodern Life of My Aunt</i> — letter	H2.1, H2.2, H2.3

### Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	Relationships — article	H1.1, H1.2
4	15	The impact of change on society — article	H1.1, H1.2