

2017 HSC Chinese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Provides detailed information about what Scene A reveals about the kind of person Mrs Shui is	2
• Identifies some relevant information	1

Sample answer:

Mrs Shui is a person of fashion and pursues beauty in life. Even though she is not young, she still loves to take the effort to present herself attractively.

Question 1 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of why the comment is made to Kuan Kuan	3
• Demonstrates a good understanding of why the comment is made	2
• Provides some relevant information	1

Sample answer:

Lao Ye feels superior to Mrs Shui academically and morally, as Mrs Shui's extravagant lifestyle is not what Lao Ye pursues. That is why Lao Ye sarcastically comments that Mrs Shui suffers from a 'happiness disorder'. Lao Ye only makes the comment in front of Kuan Kuan because she doesn't want to offend Mrs Shui, who has helped her find a job.

Question 1 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the changes in Lao Ye's life are conveyed	4
• Demonstrates a sound understanding of how the changes in Lao Ye's life are conveyed	3
• Demonstrates some understanding of the changes in Lao Ye's life	2
• Provides some relevant information	1

Sample answer:

The changes in Lao Ye's life are conveyed through contrasts in the two scenes in Lao Ye's presentation and surroundings.

In Scene B, she is presented as independent, proud, confident and sometimes contemptuous, evidenced from her facial expressions, body language, the arrangement of the colours of the surrounding. For example, her eyes roll up when mentioning Mrs Shui. She raises her voice when she says she is the only university undergraduate in the whole building. She moves swiftly with energy.

However, her life has a dramatic turn which leads her to become dependent upon her daughter. When facing her daughter in Scene C her face is expressionless with her eyes gazing at the ground. She moves slowly, needing help from others. The surroundings are dark with only dim light on the street.

Question 1 (d)

Criteria	Marks
• Provides a comprehensive analysis of how relationships are explored in the scenes through the characters	6
• Provides a sound analysis of how relationships are explored in the scenes through the characters	5
• Provides an adequate analysis of how relationships are explored in the scenes through the characters	4
• Provides some analysis of how relationships are explored in the scenes	3
• Describes the relationships explored in the scenes	2
• Provides isolated information	1

Sample answer:

In Scenes B and C the complex relationships of the three characters have been explored. There are conflicts and interdependence among them.

Both Kuan Kuan and the daughter are direct and frank with Lao Ye, speaking their mind. Kuan Kuan even criticises Lao Ye’s jealousy of Mrs Shui. Conflict in relationships is evident when Lao Ye’s daughter confronts Lao Ye, bombarding her with questions and criticising her selfishness, showing her obvious resentment and disrespect for Lao Ye. Lao Ye, on the other hand, is subdued and does not try to justify herself to her daughter, realising that she was wrong, but that she now needs her daughter. Lao Ye is in a helpless state so relies on her daughter even though she didn’t take responsibility to look after her daughter years ago.

Regardless, the daughter also demonstrates responsibility and caring towards Lao Ye. Even though she is annoyed by her mother’s irresponsibility, she still turns up to look after her, but does not behave in a respectful way.

Kuan Kuan shows no emotional attachment to his aunt and pays little attention to what she is saying. He is not in the position of having any responsibility for Lao Ye. As he is under the care of Lao Ye he only focuses on his own living conditions, eg asking directly if he could use the airconditioner. Lao Ye is Kuan Kuan’s guardian. However, she sometimes puts her own interests above Kuan Kuan’s. Lao Ye regards Kuan Kuan as her audience when she is complaining about the neighbour. Their relationship is shown to be superficial.

Section I — Response to Prescribed Text
Part B

Question 2

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

Section II — Writing in Chinese

Questions 3 and 4

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

2017 HSC Chinese Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — monologue	H1.1, H1.2
2	10	The search for personal identity — monologue	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>	H2.2, 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, H2.2, H2.3
1 (d)	6	<i>The Postmodern Life of My Aunt</i>	H2.1, H2.2, H2.3

Written Examination

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

Written Examination

Section II — Writing in Chinese

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