

## 2020 HSC Chinese Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Provides a sound understanding of what is indicated by Ms Sa saying ‘竟然’ three times	2
• Provides some relevant information	1

**Sample answer:**

Ms Sa has said ‘unexpectedly’ three times. This indicates that she is very shocked and disappointed with the poor test results. It also indicates that Ms Sa has high expectations for her students.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of Qi Mingzhi’s response to Ms Sa when he is singled out	3
• Demonstrates some understanding of Qi Mingzhi’s response to Ms Sa when he is singled out	2
• Provides some relevant information	1

**Sample answer:**

Qi Mingzhi is surprised/embarrassed by being told off, in front of the class, that he has not passed the cut-off mark for tier 3 universities. When questioned why his parents did not show up as requested and that his father’s phone has not been contactable, Qi excuses himself by accusing Ms Sa of having the wrong number. He continues defensively by adding that it has nothing to do with his father whether he gets into university and he tries to make himself feel better by saying that someone else has also not passed.

### Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of what values Ms Sa tries to convey to her students in Scene C, with detailed reference to the scene	4
• Demonstrates a sound understanding of what values Ms Sa tries to convey to her students in Scene C, with reference to the scene	3
• Demonstrates some understanding of what values Ms Sa tries to convey to her students in Scene C, with some reference to the scene	2
• Provides some relevant information	1

**Sample answer:**

Effort and hard work are values Ms Sa wants to instil in students, eg she demands they make an all-out effort — ‘without pain it isn’t senior year; without effort it isn’t life’. Persistence is another value Ms Sa sees as being important for students, eg she stresses that ‘If you can make it, you make it. If you cannot make it, you still must make it’. Cherishing time is a value she wants to encourage in students as well, eg ‘start competing as soon as you open your eyes’, She also emphasises the value of being responsible for the family, eg she asks them to study for their families as she believes ‘one suffers but one entire family gains’.

### Question 1 (d)

Criteria	Marks
• Provides a perceptive analysis of how the wealth gap is explored in Scenes A and B	6
• Provides a thorough analysis of how the wealth gap is explored in Scenes A and B	5
• Provides a sound analysis of how the wealth gap is explored in Scenes A and B	4
• Demonstrates some understanding of the wealth gap explored in Scene(s) A and/or B	2–3
• Provides some relevant information	1

**Sample answer:**

In Scenes A and B the wealth gap is explored through the opportunity students get in their life. China today has a great division between the rich and the powerful, and the poor. Powerful and well-connected families are normally wealthy and can provide children with more (educational) opportunities apart from the *Gaokao* exam. Jia Di is not sitting the *Gaokao* because his family is very rich and will support him to study in America. Li Fei, from an influential military family, has an option of sitting the art student test which requires a low entrance mark. Both of them, therefore, have a carefree attitude towards their *Gaokao* exam.

However, ordinary or poor families cannot provide their children with that much. For children like Ju Ran and Qi Mingzhi, getting into a good university is believed to be the only option for them to climb the social ladder. That’s why Qi Mingzhi, who is struggling academically and from the ‘san wu’ (no money, no power, no connection) family background, feels helpless in the face of the opportunities his friends get. Ms Sa particularly pushes the ‘san wu’ students hard, hoping for them to bridge the wealth gap.

## 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

# 2020 HSC Chinese Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — monologue	H1.1, H1.2
2	10	Education — monologue	H1.1, H1.2

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Young Style</i>	H2.1, H2.2
1 (b)	3	<i>Young Style</i>	H2.1, H2.2
1 (c)	4	<i>Young Style</i>	H2.1, H2.3
1 (d)	6	<i>Young Style</i>	H2.1, H2.3

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
2	10	<i>Young Style</i> — diary entry	H2.1

## Written Examination

### Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	Division in society — script of a speech	H1.1, H1.2
4	15	Relationships — script of a speech	H1.1, H1.2