

2022 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 why the aunty says ‘滴答滴答，砰！’	2
• Provides some relevant information	1

Sample answer:

It emphasises that the clock is ticking, and *Gaokao* exam is fast approaching. Aunty also intends to make Ju Ran relax with this utterance.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Ju Ran’s mother shows her disapproval of Ju Ran having a girlfriend	3
• Demonstrates some understanding of how Ju Ran’s mother shows her disapproval of Ju Ran having a girlfriend	2
• Provides some relevant information	1

Sample answer:

She shows her disapproval by exclaiming in fury that she will be worried to death if Ju Ran has a girlfriend shortly before *Gaokao*. Her harsh comment that Huang Jingjing lacks manners fully demonstrates her dislike of her. Finally, her disapproval of her son’s girlfriend is shown when she utters Huang Jingjing’s name with disgust.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the role of Ju Ran's internal monologues in this extract	4
• Demonstrates a sound understanding of the role of Ju Ran's internal monologues in this extract	3
• Demonstrates some understanding of the role of Ju Ran's internal monologues in this extract	2
• Provides some relevant information	1

Sample answer:

Ju Ran's internal monologues reveal his inner thoughts and feelings. When he expresses that he is not sure whether he can get into the university after *Gaokao*, the audience can feel his loss and bewilderment. When he mentions 'this is the beginning of the story. No one can stop me from seeing her', it clearly shows how the internal monologue plays the role of a narrator and prepares the audience for what will happen next. Internal monologues are also used to portray Ju Ran's personality, as his bravery and impetuosity are displayed in his monologue when he determines to see Huang Jingjing by climbing out the window.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the extent to which the statement is explored in the film, with extensive reference to the extract and one other scene from the film 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the extent to which the statement is explored in the film, with substantial reference to the extract and one other scene from the film 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the extent to which the statement is explored in the film, with some reference to the extract and one other scene from the film 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the extent to which the statement is explored in the film, with limited reference to the extract and one other scene from the film 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The film to a large extent explores how parental expectations and academic pressures crush the spirit of Ju Ran. His mum's expectation of his success in *Gaokao* results in her resignation from her job, moving to opposite his school and living apart from his dad. Her constant surveillance places immense pressures on him and denial of access to his girlfriend upsets him. There is virtually no relief to the intensity of his stress when his mum refuses to let him dine out with his dad and aunty.

In the scene in the bathroom, the students' shouting of expletives and the pouring of water on their heads portray their desperation to relieve their mounting anger and frustration. The use of the distressing outcry 'Just kill me!' manifests the despair of students in an examination-oriented society.

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 structure • 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 structure • 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 structure 	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

2022 HSC Chinese Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Division in society — monologue	H1.1, H1.2
2	10	Relationships — 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>	H2.2
1 (b)	3	<i>Young Style</i>	H2.1, H2.2
1 (c)	4	<i>Young Style</i>	H2.1, H2.2
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> — email	H2.1, H2.2, H2.3

Written Examination

Section II — Writing in Chinese

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