



2016 Heritage Chinese (Mandarin) Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of what the conversation reveals about Wang Yue's boyfriend• Demonstrates an extensive knowledge of language structures and vocabulary in Chinese	4
<ul style="list-style-type: none">• Demonstrates a good understanding of what the conversation reveals about Wang Yue's boyfriend• Demonstrates a good knowledge of language structures and vocabulary in Chinese	3
<ul style="list-style-type: none">• Demonstrates some understanding of what the conversation reveals about Wang Yue's boyfriend	2
<ul style="list-style-type: none">• Attempt to provide relevant information	1

Sample answer:

The conversation shows that Wang Yue's boyfriend seems to be mean as he does not like spending money on entertaining his girlfriend. He also is not very family-oriented as he tries to keep Wang Yue away from her family and yet she never gets to meet his family. He is also very critical of her in terms of what she eats, what she wears and how she speaks.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the reasons for the difficulty and the different values discussed in the conversation• Analyses the information precisely and supports opinion with textual references	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the reasons for the difficulty and the different values discussed in the conversation• Analyses the information appropriately and supports opinion with textual references	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the reasons for the difficulty and the different values discussed in the conversation• Attempts to support point of view with some relevant textual reference	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The main reason discussed in the conversation is the different values held by parents and children.

The two students find the assignment difficult because they do things differently from their parents, yet they don't want to criticise their parents.

For example, parents don't allow their children to do what they like. The girl's mum won't let her cook even though she loves cooking.

Mum forced her to practise piano when she was young, but later won't let her become a musician.

The male's mum didn't let his sister have boyfriends at school, but later urged her to get a boyfriend.

The two speakers also discuss the fact that Chinese parents over-protect their children, eg packing camping bags for their children and making embarrassing comments about them, eg comparing their children with others and criticising their weight.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the main points in both texts• Analyses the information precisely with textual references• Manipulates Chinese authentically and effectively relevant to context, purpose and audience	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the main points in both texts• Analyses the information appropriately with some textual references• Manipulates Chinese effectively relevant to context, purpose and audience	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the main points in both texts• Attempts to analyse the information with some textual reference• Writes with an awareness of context, purpose and audience	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

In the application letter, students need to:

- Describe his personality (eg outgoing, being good at debating and public speaking, this will help him in dealing with customers).
- Demonstrate his abilities in communications and language. He can speak Chinese and English fluently. This will help him in dealing with multicultural customers.
- He is able to work at weekends.
- He has strong skills in using computer.
- He is good at mathematics.
- His excellent performance in the SRC.
- Formal letter format and appropriate language for application letter.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Mark tries to persuade Xiao Fei• Gives examples to support answer• Demonstrates a thorough understanding of the language features used in the text• Writes in comprehensible English with appropriate textual references	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of how Mark tries to persuade Xiao Fei• Gives examples to support answer• Demonstrates a good understanding of the language features used in the text• Writes in comprehensible English with textual references	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of how Mark tries to persuade Xiao Fei• Demonstrates an understanding of the language features used in the text• Writes in comprehensible English with textual reference	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of how Mark tries to persuade Xiao Fei• Shows some evidence of the ability to organise information	1–3

Answers could include:

Mark uses the following strategies to try to persuade Xiao Fei to have dinner with him:

Mark thinks friends should always stick together, drinking, eating and having a good time.

- He appeals to Xiao Fei's feelings by trying to get sympathy from him.
- Persuasive language (friends should gather for enjoyment)
- Parallelism (you give me help when I come across any difficulties; you applaud for me when I obtain any achievement; you give me support when I need anything; you comfort me when I feel sad)
- Simile (friends are like blood brothers), proverb
- Rhetorical question (Both your parents are doctors. Do you really need to work? Do you only know study and work in your life?)
- Strong modality – use of words like 'must', 'I am desperate'
- Stress on going out on Friday.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of opinions, ideas and information in the news report• Responds to the text authentically and effectively with relevant textual references• Writes a logical and coherent text demonstrating an extensive knowledge and understanding of language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a good understanding of opinions, ideas and information in the news report• Responds to the text effectively with relevant textual references• Writes a logical text using a range of language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of opinions, ideas and information in the news report• Attempts to support point of view with some textual reference• Shows ability to organise information and ideas using a range of language structures and vocabulary	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of opinions, ideas and information in the news report• Attempts to organise some information	1–3

Answers could include:

1. 文章的目的：鼓励同学们积极参加募捐活动；
2. 文章的内容包括：少
 - 募捐活动的原因（因为火灾和水灾等）少
 - 意义（帮助灾民减少痛苦，过一个正常的圣诞节）；少
 - 世界公民的义务（关心社会，为社会服务，当他人需要时提供帮助）；少
 - 如何参加（捐款、捐物，积极参与救济活动等）；少
3. 格式完整。少

Article requirements:

1. The purpose of the article: to encourage students to actively participate in the fundraising activity
2. The content of the article:
 - The reasons for these activities (bush fires and floods)
 - Significance: help the victims to have a normal Christmas and alleviate their sufferings
 - The duties of a global citizen: serve the society; provide help when people are in need
 - How to participate: donate money, goods and be actively involved, etc.
3. Correct text type.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information in the online chat• Responds to the text analytically with relevant textual references• Writes authentically and effectively for the context, purpose and audience	10–12
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the information in the online chat• Responds to the text with appropriate textual references• Writes effectively for the context, purpose and audience	7–9
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information in the online chat• Attempts to support point of view with some textual reference• Shows ability to organise information and ideas using a range of language structures and vocabulary	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of opinions, ideas and information in the online chat• Attempts to organise some information	1–3

Answers could include:

(用日记形式书写)

在海外出生长大的华裔子女，在追求自我成功的道路上，因与传统的父母持不同的见解，面临困惑：他们希望追求自己的梦想，却又不想让父母失望。他

比如 Jimmy，因自己的执著而与父亲处的不愉快。我可能会因我父母的关系而放弃我他梦想的追求，我不得不放弃去听我期待的 Jimmy 演唱会，而去参加那个补习课。他

答题中应包括以下几点：他

1. ‘成功’的定义他

传统：他 努力读书，上好大学，有高收入的专业工作。（Jimmy 的爸爸）他

华裔学生：追求自我，做自己有兴趣的事。帮助社会弱体，贡献社会。（Jimmy）他

2. 价值观他

传统：他 听从父母的规划，圆父母不能完成的梦。（Jimmy 的爸爸）他

华裔学生：为自己而活，发展自己的才能，条条大路通罗马。（Jimmy）他



Translation:

(Use diary format)

Heritage Chinese youngsters who grow up overseas often face great dilemmas when pursuing their self-identity and success due to differences in values held by themselves and their parents. They want to follow their dreams, but don't want to disappoint their parents and that is their dilemma.

For example, Jimmy Wang had a broken relationship with his father because of his persistence in self-pursuit. 'I may give up my dream of pursuing my music career because of my parents' expectations. I have to give up the opportunity to go to my beloved Jimmy's concert to go to a tuition lesson instead.'

Students should discuss the following points:

1. *The definition of 'success'*

Traditional: Work hard, get into a good university and have a highly paid and respectable career (Jimmy's dad)

Heritage Chinese: Pursue self-identity, and follow own interest. Reach own goals in life and make a contribution to the society (Jimmy)

2. *Values*

Traditional: Follow parents' instructions for their future plan. Complete the dreams that their parents could not reach in life in a new society.

Heritage Chinese: Live up to their own dreams. Every road leads to Rome. There is no social class difference in jobs.



Section 2: Creating texts in Chinese

Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5



2016 Heritage Chinese (Mandarin) Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation — interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	4	Young people and their relationships — dialogue	H3.1
2	6	Traditions and values in a contemporary society — dialogue	H3.1, H3.3
3	8	The changing nature of work — advertisement and dialogue	H3.2, H3.3
4	10	Young people and their relationships — dialogue	H3.3, H3.5
5	10	The individual as a global citizen — newspaper report	H3.6
6	12	Chinese identity in the international context — online chat	H3.3, H3.4, H3.6

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	Traditions and values in a contemporary society — speech	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	The changing nature of work — speech	H2.1, H2.2, H2.3, H2.4, H2.5