



2017 Chinese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the different values of the mother and the son• Demonstrates an extensive knowledge of language structures and vocabulary in Chinese	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the different values of the mother and the son• Demonstrates a sound knowledge of language structures and vocabulary in Chinese	3
<ul style="list-style-type: none">• Demonstrates some understanding of the different values of the mother and the son	2
<ul style="list-style-type: none">• Attempts to provide relevant information	1

Sample answer:

妈妈认为年轻人应该把挣的钱存起来，以后买房子用；但儿子认为挣钱是为了花钱，钱享受生活。

妈妈认为父母应该帮助孩子付首期买房；但儿子认为年轻人应该自立，用自己的钱买钱想买的东西。

Sample answer (English translation):

The mother believes young people should save the money they earn or invest it in property whereas the son believes that the money earned should be spent and enjoyed on luxury items rather than on property.

Furthermore, the mother believes that parents should financially support their children to buy property whereas the son believes that young people should be independent and use their own money.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the reasons young people like to use trendy expressions• Supports answer with examples from the text	6
<ul style="list-style-type: none">• Demonstrates a sound understanding of the reasons young people like to use trendy expressions• Supports answer with examples from the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the reasons young people like to use trendy expressions	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Young people like to use trendy expressions as a form of social development and growth, reflecting their cultural standards and creative ability in language. They also like to use them because they want to show they are different from others in all aspects, eg ‘meng’ means cute and ‘ku’ means cool. Finally they use them as a way of finding pleasure and releasing pressure from study, family and career, eg ‘lanshou’ means sad and ‘xianggu’ means want to cry.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of both texts by writing a letter of application• Manipulates Chinese authentically and effectively for context, purpose and audience	7–8
<ul style="list-style-type: none">• Demonstrates a thorough understanding of both texts by writing a letter of application• Manipulates Chinese effectively for context, purpose and audience	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by writing a letter of application• Writes Chinese with an awareness of context, purpose and audience	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Sample answer:

尊敬的李先生：家

我是一名十二年级学生。我想申请参加学生会组织的去非洲帮助孤儿的活动。家

我认为世界上有越来越多的孤儿失去家园、父母，没有足够的衣服和食物，特别是缺乏教育机会，需要人们的支持和关爱。家

自九年级开始我就参加了学校和社区的义务活动，通过这些活动，比如教儿童唱歌、家跳舞和讲故事等，我积累了很多与人沟通和互动的经验。家

我利用假期打工挣钱，所以我可以自付往返机票和一切费用。家

我相信参加这个活动可以提高我的交际能力，丰富我的教学经验，并学到更多的社会家经验，交到新朋友。家

希望您能考虑我的申请。家

申请人：王云家

二零一七年家六月十八日家



Sample answer (English translation):

Respectable Mr Li,

I am a Year 12 student. I would like to apply for the project about helping the African orphans organised by the Student Representative Council.

I think there has been an increase in the number of orphans who lost their homes and parents. They do not have enough clothes and food, and they were deprived of education opportunities. They need people's love and care.

I have been involved in a variety of volunteering work through school and the community since Year 9. By teaching children to sing, dance and tell stories, I have accumulated experience in negotiating and interactive skills.

I took up casual work during the school holidays, so I am able to bear all expenses including travel tickets.

I believe this job can increase my social skills and enrich my teaching experience and help me make more friends.

Hope you can consider my application.

Yours sincerely,

Wang Yu
18 June 2017

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the careers advisor helps the students understand the trend for jobs in the future• Demonstrates an extensive knowledge and understanding of Chinese language structures and vocabulary• Supports answer with relevant reference to content and language features	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the careers advisor helps the students understand the trend for jobs in the future• Demonstrates sound knowledge and understanding of Chinese language structures and vocabulary• Supports answer with some reference to content and language features	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of future job trends from the careers adviser’s speech• Demonstrates basic knowledge and understanding of Chinese language structures and vocabulary• Supports answer with some reference to content and/or language features	4–6
<ul style="list-style-type: none">• Demonstrates limited understanding of the text• Shows limited ability to organise information in Chinese/English	1–3

Answers could include:

The careers adviser informs the students that there will be changes in job trends in the future by using a rhetorical question ‘*Will the traditional norm still be a good job?*’.

She also tells the students that there will be some positive and negative aspects of jobs in the future and uses the following:

- **emotive language** and **adjectives**, together with **exclamation marks** in ‘*What an exciting future that will be!*’ to highlight the benefits of how people from different nations can work together through the internet.
- **idiom** ‘*nine to five*’, and the **repetition** of the word ‘*more*’ and **parallelism** in ‘*Working at home will become more popular, working time will become more flexible and working efficiency will become higher*’ to emphasise the positive outcomes of the changes.
- **dramatic** words such as ‘*overcome*’ and ‘*impact*’ in the discussion about overcoming cultural differences, and the impact individualised work styles could have on people communicating on a personal level.
- **compare and contrast** the traditional way of work with the highly flexible work style of the future; benefits and challenges of the changes.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of opinions, ideas and information about the author's dilemma• Responds to the text authentically and effectively with relevant textual references• Writes a logical and coherent text demonstrating an extensive knowledge and understanding of Chinese language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of opinions, ideas and information about the author's dilemma• Responds to the text effectively with relevant textual references• Writes a logical text using a range of Chinese language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates some understanding of opinions, ideas and information about the author's dilemma• Responds to the text with relevant ideas and information• Shows ability to organise information and ideas using Chinese language structures and vocabulary	4–6
<ul style="list-style-type: none">• Demonstrates a basic understanding of opinions, ideas and information presented in the article• Attempts to organise information	1–3

Answers could include (translation):

- The dilemma presented in the article is that the young person feels differently from his parents about his identity.
- The article shows how the young person feels more Australian than his parents do. For example, during the Olympic Games the parents supported Chinese teams, the person supported Australian teams.
- Comments on own feelings about identity.
- The writer's bewilderment:
As citizens in Australia,
 - Why do Chinese parents and their off-spring hold different opinions about their national identity
 - Why do Chinese parents and their children differ in their support of the Olympic Games

Candidates could express how they feel about the bewilderment experienced by the writer.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the blog entries and traditional values• Writes authentically and effectively for context, purpose and audience with relevant textual references• Demonstrates an excellent control of a range of Chinese language structures and vocabulary	10–12
<ul style="list-style-type: none">• Demonstrates a sound understanding of the blog entries and traditional values• Writes effectively for context, purpose and audience with appropriate textual references• Demonstrates control of a range of Chinese language structures and vocabulary	7–9
<ul style="list-style-type: none">• Demonstrates some understanding of the blog entries and traditional values• Writes with relevant ideas and information with some textual reference• Shows ability to organise information and ideas using Chinese language structures and vocabulary	4–6
<ul style="list-style-type: none">• Demonstrates a basic understanding of opinions, ideas and information in the blog entries• Attempts to organise some information	1–3

Answers could include (translation):

Students need to understand and talk about the Chinese traditional values:

- Filial duty – respecting elders and do what they want you to do as opposed to making your own choices in life eg divorce. (孝道)
- Carrying on family name by bearing children. (传宗接代)
- Sacrificing everything for children’s future – not having their own life because they pick children up from school, take them to tutoring, resign from jobs to do more. (望子成龙)
- Respecting elders – helping and looking after seniors by carrying their bags, offering lower berths on trains. (敬老／助人)



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



2017 Chinese in Context 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	Traditions and values in a contemporary society — dialogue	H3.1
2	6	Young people and their relationships — article	H3.3
3	8	The individual as a global citizen — report and advertisement	H3.3, H3.4
4	10	The changing nature of work — speech	H3.3, H3.5
5	10	Chinese identity in the international context — article	H3.3, H3.4
6	12	Traditions and values in a contemporary society — blog entries	H3.2, H3.5, H3.6

Written Examination

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	Chinese identity in the international context — speech	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Young people and their relationships — speech	H2.1, H2.2, H2.3, H2.4, H2.5