



2021 Chinese in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Demonstrates a comprehensive understanding of Mr Wang's recount of the incident and his suggestion by writing an effective email reply	4
• Demonstrates a thorough understanding of Mr Wang's recount of the incident and his suggestion by writing an email reply	3
• Demonstrates some understanding of Mr Wang's recount of the incident and his suggestion by writing an email reply	2
• Provides some relevant information	1

Sample answer:

王经理:

对不起! 我今天做错事, 您批评我, 我不该和您吵架, 早退, 还麻烦其他同事。我最近压力太大, 要工作, 又要准备考试, 所以控制不住情绪。因此我想请一个星期假, 调节压力。等考试结束后, 再来认真上班。

祝好!

张雪

Sample answer (translation):

Manager Wang,

I am sorry. I have made some mistakes at work today. I shouldn't have argued with you and left work early when you criticised me and have troubled other colleagues. I was under a lot of pressure working and preparing for my yearly examination. Recently, I was unable to control my emotion. So I would like to take one-week leave to manage the pressure. After the exam, I will resume my duty and work hard.

Regards,

Zhang Xue



Question 2

Criteria	Marks
• Expresses concisely the main points of the content of the interview	6
• Summarises some points of the content of the interview	4–5
• Attempts to summarise the points of the content of the interview	2–3
• Provides some relevant information	1

Sample answer:

The university professor argues that it is vital to support girls' education as there are many benefits in educating girls. Firstly, with education, girls can get a better income. Secondly, they can avoid getting married too young and having children too young. Thirdly, educated girls can look after their children better. Additionally, educated girls have a longer average life span and their good lifestyle brings a positive influence to the society.



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of both texts by writing a diary entry expressing the dilemma Yingying is facing and her decision• Manipulates Chinese authentically and effectively for context, purpose and audience• Demonstrates an extensive knowledge of Chinese language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a thorough understanding of both texts by writing a diary entry expressing the dilemma Yingying is facing and her decision• Manipulates Chinese effectively for context, purpose and audience• Demonstrates a comprehensive knowledge of Chinese language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of both texts by writing a diary entry expressing the dilemma Yingying is facing and her decision• Writes Chinese with an awareness of context, purpose and audience• Demonstrates a sound knowledge of Chinese language structures and vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of one or both texts	1–2

Sample answer:

十一月十五日

星期三

阴

爷爷要我今年回老家过春节，还要我带男朋友一起回去。我不愿意跟家人坦白说我没有男朋友，但是能怎么办呢？

其实，我还年轻，刚开始工作，根本不想谈男朋友。本来我想请朋友装成是我男朋友，带回老家应付他们。问了小雨，才知道这么做很麻烦。

我想，今年是应该回老家看爷爷奶奶，也该跟他们说实话。希望他们理解我，支持我，不再催我交男朋友了。

Sample answer (translation):

Wednesday, 15th November, cloudy

Grandpa has called asking me to go back to the hometown during the Spring Festival with my boyfriend. In fact, I don't want to tell them honestly that I don't have one, but what else can I do?

I am still young, have only just started working, I have utterly no intention of having a boyfriend yet. Initially, I wanted to ask a friend to pretend to be my boyfriend and take him to my hometown to show them, but after asking Xiaoyu, I realised it is a lot of trouble.

I know I should go back to see grandpa and grandma this year. I should also tell them the truth. Hopefully they will understand and support me instead of urging me to find a boyfriend.



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Daming expresses the difficulties that he and his family face• Supports answer with extensive reference to content and language features of the text	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how Daming expresses the difficulties that he and his family face• Supports answer with substantial reference to content and language features of the text	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of how Daming expresses the difficulties that he and his family face• Supports answer with reference to content and language features of the text	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of how Daming expresses the difficulties that he and his family face• Supports answer with some reference to content and/or language features of the text	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text	1–2

Answers could include:

The narrator Daming and his family face many difficulties as new migrants. He doesn't really enjoy going to school. He finds it easier to use Chinese language although learning English is a necessity. Daming empathises with his parents' undesirable employment status and understands why he needs to study harder. Different language features are used.

Idiom, as in 'have the gift of the gab', to emphasise that Daming finds it easier to use Chinese instead of English.

Metaphor, the neighbourhood is 'a mix of dragons and snakes'. It is an unsafe living environment that is a combination of good and bad people.

Hyperbole, as in 'one step forwards and two steps backwards' to show Daming's reluctance to go to school.

Sarcasm, as in 'was your homework eaten by your dog?' indicating his unhappiness at school.

Simile, as in 'I was making my first babbling sound' to describe how difficult it is for the parents to learn English.

Contrast, the parents' professional work in the past and the current jobs create a stark contrast in social status.

Parallelism, as in 'the role is different, time is different, context is different when I saw their difficulty in expressing themselves . . .' to emphasise the difficulties the parents face.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text by writing an application email addressing all the employment criteria from the online forum• Writes a logical and coherent application letter demonstrating an extensive knowledge and understanding of Chinese language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text by writing an application email addressing all the employment criteria from the online forum• Writes a logical application letter demonstrating a comprehensive knowledge of Chinese language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the text by writing an application email addressing most of the employment criteria from the online forum• Writes a lucid application letter using a range of Chinese language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the text by writing an application email addressing some of the employment criteria from the online forum• Shows ability to organise information and ideas using Chinese language structure and vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of ideas and information presented in the online forum• Attempts to organise information	1–2

Answers could include:

Chen Mei can address the job criteria in the following ways:

- Using streaming apps with a high level of competency – Chen Mei used to do live streaming.
- Good verbal communication skills.
- Able to work under pressure – If she is good at what she does at work, she can deal with pressure adequately.
- Interested in fashion – Her own wardrobe shows her good fashion sense.
- Fluent in Chinese language – She has studied in Beijing for 4 years.
- Good video-shooting skills – She is good at the job as she often makes short videos, and won a school movie award.
- She knows that she is competent for this job.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the newspaper article by writing a letter expressing own opinion• Writes effectively for purpose, context and audience• Demonstrates a superior control of a range of Chinese language structures and vocabulary	12
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the newspaper article by writing a letter expressing own opinion• Writes appropriately for purpose, context and audience• Demonstrates a thorough control of a range of Chinese language structures and vocabulary	9–11
<ul style="list-style-type: none">• Demonstrates a sound understanding of the newspaper article by writing a letter expressing own opinion• Writes with a sound awareness of purpose, context and audience• Demonstrates a sound control of a range of Chinese language structures and vocabulary	6–8
<ul style="list-style-type: none">• Demonstrates some understanding of the newspaper article by writing a letter expressing own opinion• Writes with some awareness of purpose, context and audience• Shows ability to organise information and ideas using Chinese language structures and vocabulary	3–5
<ul style="list-style-type: none">• Demonstrates a basic understanding of the newspaper article• Attempts to organise some information using some Chinese structures and vocabulary	1–2

Answers could include:

Candidates' answers should include an evaluation of the viewpoints in the article and their opinions agreeing or disagreeing with the points raised in the article.

When robot era arrives, these are the consequences:

- Industries will be fully automated
- Many occupations will disappear
- Merchandise prices will fall
- Humans will enjoy their life without working hard.



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



2021 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	Young people and their relationships – telephone message	H2.1, H3.1
2	6	The individual as a global citizen – interview	H2.1, H3.1
3	8	Traditions and values in a contemporary society – telephone conversation/text message	H2.4, H3.2, H3.3
4	10	Chinese identity in the international context – school play monologue	H3.2, H3.3, H3.5
5	10	The changing nature of work – forum thread	H2.2, H2.3, H3.3
6	12	The changing nature of work – article	H2.3, H3.3, H3.4, H3.6

Written Examination

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	The individual as a global citizen – blog	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Young people and their relationships – blog	H2.1, H2.2, H2.3, H2.4, H2.5