2024 Chinese in Context Marking Guidelines

Section 1 —Responding to texts

Question 1

Criteria	Marks
• Summarises the points presented in the podcast	4
• Summarises most of the points presented in the podcast OR • Provides the points presented in the podcast without summarising	3
• Provides some of the points presented in the podcast	2
• Provides some relevant information	1

Sample answer:

Chinese people are concerned about whether it is necessary to maintain Chinese names when living overseas. English names are convenient for communicating and avoiding mispronunciations. They also aid with acceptance and integration into the local community. However, using English names may result in the loss of Chinese identity and family ties.

Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of the points of view, opinions and attitudes expressed in the conversation • Writes an effective message for context, purpose and audience • Demonstrates an excellent control of a range of Chinese structures and vocabulary	6
• Demonstrates a thorough understanding of the points of view, opinions and attitudes expressed in the conversation • Writes an appropriate message for context, purpose and audience • Demonstrates control of a range of Chinese structures and vocabulary	5
• Demonstrates a sound understanding of the points of view, opinions and attitudes expressed in the conversation • Writes a message with some awareness of context, purpose and audience • Demonstrates a sound control of Chinese structures and/or vocabulary	4
• Demonstrates some understanding of the conversation • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Chinese structures and/or vocabulary	2–3
• Provides some relevant information	1

Sample answer:

朋友们：

你们好，我明天不能和你们去玩密室游戏了，因为我想陪陪我的父母。

我知道我们喜欢在周末碰面，一起玩一玩，缓解一下工作的压力，也帮助我们联络感情。但是我觉得我的父母也需要我的陪伴，我应该照顾他们的心情。

你们好好玩，下次见!

欣欣

Sample answer (translation):

Hello friends,

I won't be able to join you for the escape room tomorrow, because I want to stay with my mum and dad.

I know we like to meet up on weekends to catch up with each other and relieve the stress from work, and also maintain our friendship. However, I think my parents also need my company, and I should take care of their feelings.

Anyway, I will catch up with you guys later. Have fun!

Xin Xin

Question 3

Criteria	Marks
• Demonstrates a comprehensive understanding of both texts • Demonstrates a strong ability to synthesise the information and ideas from both texts by writing an effective speech for context, purpose and audience • Demonstrates an excellent control of a range of Chinese structures and vocabulary	8
• Demonstrates a thorough understanding of both texts • Demonstrates a sound ability to synthesise the information and ideas from both texts by writing an appropriate speech for context, purpose and audience • Demonstrates control of a range of Chinese structures and vocabulary	6–7
• Demonstrates a sound understanding of both texts • Demonstrates some ability to synthesise the information and ideas from both texts by writing a speech with some awareness of context, purpose and audience • Demonstrates a sound control of Chinese structures and vocabulary	4–5
• Demonstrates some understanding of one or both text(s) • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Chinese structures and/or vocabulary	2–3
• Provides some relevant information	1

Answers could include:

- General information on the Ocean Clean-up Day: monthly event for volunteers to clean up rubbish on beaches.
- Aim of the event: to protect marine life and the ocean environment from careless disposal of rubbish.
- Examples of the potential threats to marine creatures: becoming entangled in plastic bags and restricting their movements, ingesting sharp fragments.
- Details of the event: date, time, location and contact details.
- Organisation of the event: gloves and recyclable bags are provided.
- Persuasive tone.

Question 4

Criteria	Marks
• Demonstrates a comprehensive understanding of the newsletter • Demonstrates a strong ability to respond to the newsletter personally and critically by writing an effective diary entry for context, purpose and audience • Demonstrates an excellent control of a range of Chinese structures and vocabulary	9–10
• Demonstrates a thorough understanding of the newsletter • Demonstrates a sound ability to respond to the newsletter personally and critically by writing an appropriate diary entry for context, purpose and audience • Demonstrates control of a range of Chinese structures and vocabulary	7–8
• Demonstrates a sound understanding of the newsletter • Demonstrates some ability to respond to the newsletter personally and critically by writing a diary entry with some awareness of context, purpose and audience • Demonstrates a sound control of Chinese structures and vocabulary	5–6
• Demonstrates some understanding of the newsletter • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Chinese structures and/or vocabulary	3–4
• Demonstrates a limited understanding of the newsletter • Demonstrates a limited control of Chinese structures and/or vocabulary	1–2

Answers could include:

Support for the policy:

- having artificial intelligence assistants reply to emails and answer calls will reduce administrative tasks for employees and therefore improve work efficiency
- the provision of free smartwatches with physical and mental health monitoring will allow the company to provide a holistic approach to staff welfare
- the use of facial recognition cameras will allow flexibility in working hours when employees work from home.

Concerns for the policy:

- having artificial intelligence assistants may reduce the rate of employment
- breaches of privacy may occur if the company uses smartwatches to monitor and record employees' health data
- there will be a lack of work-life boundary and privacy if the company can monitor employees' working hours when they are at home.

Question 5

Criteria	Marks
• Provides a perceptive analysis of how the blogger expresses his dilemma • Provides extensive reference to both the content and use of language features	9–10
• Provides a thorough analysis of how the blogger expresses his dilemma • Provides detailed reference to both the content and use of language features	7–8
• Provides a sound analysis of how the blogger expresses his dilemma • Provides sound reference to both the content and use of language features	5–6
• Demonstrates some understanding of how the blogger expresses his dilemma • Provides some reference to the content and/or use of language features	3–4
• Demonstrates a limited understanding of the blog • Provides limited reference to the content and/or use of language	1–2

Answers could include:

The blogger expresses his dilemma by using the following language features:

- **idiom** to express his initial excitement about living overseas – *Seeing the world overseas for the first time was really an eye-opening experience*.
- **simile** to reveal the high work intensity of his job – *…like a non-stop spinning top…*
- **contrast** between the successful career overseas with the feeling of emptiness – *… successful career… , I feel empty and lonely at night*.
- **metaphor** to reveal how working hard overseas made him lose his direction in life – *…I am a puppet who doesn't have its own direction in life*.
- **rhetorical question** to examine the purpose of his current life overseas – *Don't I live abroad for a happy life?*
- **parallelism** to stress his dilemma of whether he should return to his hometown – *…I am worried that people will not be able to understand me, will not wish to accept me, and will not be willing to welcome me.*
- **proverb/idiom** to support his strong feeling of being homesick and his desire to move back to China – *Should I 'return to my roots'?*

Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of the newspaper article • Demonstrates a strong ability to reflect on own and others' values/beliefs/practices/ideas by writing an effective email for context, purpose and audience • Demonstrates an excellent control of a range of Chinese structures and vocabulary	12
• Demonstrates a thorough understanding of the newspaper article • Demonstrates a sound ability to reflect on own and others' values/beliefs/practices/ideas by writing an appropriate email for context, purpose and audience • Demonstrates control of a range of Chinese structures and vocabulary	9–11
• Demonstrates a sound understanding of the newspaper article • Demonstrates some ability to reflect on own and others' values/beliefs/practices/ideas by writing an email with some awareness of context, purpose and audience • Demonstrates a sound control of Chinese structures and vocabulary	6–8
• Demonstrates some understanding of the newspaper article • Writes with some awareness of context and/or purpose and/or audience • Demonstrates some control of Chinese structures and/or vocabulary	3–5
• Demonstrates a limited understanding of the newspaper article • Demonstrates a limited control of Chinese structures and/or vocabulary	1–2

Answers could include:

While young people can stay connected to friends and meet new people through social media, there are many negative influences which should be dealt with appropriately.

• Social media leaves a record of everything that is posted and leaves high privacy risks. Young people need to be cautious about what to share and who to share with (eg personal and financial details). Young people need to be vigilant about the source and credibility of the information they see online.

• Young people easily become immersed in the online world, resulting in less face-to-face interactions with people around them. Young people can set a screentime schedule to better balance time spent on social media and real-life activities. If young people encounter any problems, they should not solely depend on online, anonymous advice. They should seek help from people such as family, friends and colleagues who are more reliable and trustworthy.

• Young people may be motivated by vanity due to their pursuit of a superficial lifestyle seen in other people's social media feeds. Young people should avoid comparing themselves with others which may result in wasting money, anxiety or jealousy. Young people need to realise that glamorous social media feeds are staged or edited. They should develop more realistic spending habits and actively participate in meaningful social activities to enrich their life experiences.

Section 2 — Creating texts in Chinese

Questions 7 and 8

Criteria	Marks
• 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
• 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
• 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
• 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
• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5

2024 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	Chinese identity in the international context — podcast	H3.1
2	6	Young people and their relationships — conversation	H2.2, H2.3, H3.3
3	8	The individual as a global citizen — interview and poster	H2.2, H2.3, H3.2
4	10	The changing nature of work — newsletter	H2.2, H2.3, H3.4
5	10	Chinese identity in the international context — blog	H3.5
6	12	Young people and their relationships — article	H2.2, H2.3, H3.6

Section 2: Creating texts in Chinese

Question	Marks	Content	Syllabus outcomes
7	25	The individual as a global citizen — letter	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in a contemporary society — letter	H2.1, H2.2, H2.3, H2.4, H2.5