

**2004 HSC Notes from  
the Marking Centre  
Chinese**

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## Contents

<b>Beginners .....</b>	<b>5</b>
Oral Examination .....	5
Section I – Situations.....	5
Section II – Reading Aloud .....	6
Listening Skills Examination.....	6
Written Examination .....	6
Section I – Reading Skills .....	6
Section II – Writing Skills.....	7
Section III – Grammar.....	7
<b>Continuers .....</b>	<b>7</b>
Oral Examination .....	7
Written Examination .....	8
Section I – Listening and responding.....	8
Section II – Reading and Responding.....	9
Section III – Writing in Chinese .....	9
<b>Extension .....</b>	<b>10</b>
Oral Examination .....	10
Written Examination .....	10
Section I – Response to Prescribed Text.....	10
Section II – Writing in Chinese .....	11



# 2004 HSC NOTES FROM THE MARKING CENTRE CHINESE

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Chinese.

## General Comments

In 2004, approximately 49 candidates attempted the Chinese Beginners examination, 94 candidates attempted the Chinese Continuers examination and 41 candidates attempted the Chinese Extension examinations.

Candidates are reminded that all responses must be written in ink not pencil.

## Beginners

### Oral Examination

#### Section I – Situations

Question 1: Most candidates answered this question satisfactorily. However, several candidates used English syntax when answering in Chinese.

Question 2: Some candidates repeated their answer from the first cue to answer the second cue.

Question 3: Many candidates did not know the word ‘lost’ in Chinese but they used other ways to express the concept. In the second cue, several candidates did not know the word ‘beach’, and therefore used English. Most candidates found the third cue very challenging and many did not express the sense of the cue in correct Chinese.

Question 4: Most candidates seemed to be familiar with the topic. However, some of them said ‘hamburger’ in English instead of Chinese. A common mistake was that most of the candidates did not use *le* to indicate the past tense.

Question 5: A common error amongst candidates was that they did not know how to express ‘last year’ and instead said ‘*zuo nian*’ or ‘*shang nian*’ which are incorrect. A number of candidates could not express the suggestion to ‘go to China’.

## **Section II – Reading Aloud**

Most candidates could read the pinyin passage satisfactorily and fluently.

## **Listening Skills Examination**

### **Strength:**

- Most candidates did well in this section.

### **Weakness:**

- A few candidates had difficulty comprehending gist in Question 11.

## **Written Examination**

### **Section I – Reading Skills**

Overall, most candidates were able to respond to this section satisfactorily. However, in some cases candidates merely translated most of or the whole text without answering the question.

#### **Question 1**

Some candidates misinterpreted the Chinese phrase for ‘after a few days’ as ‘in a few days’.

#### **Question 2**

- (a) Generally, this question was well answered but some candidates needed to provide additional detail in their responses.
- (b) Most candidates responded well to the text and used evidence in their response to the question.

#### **Question 3**

- (a) This question was well answered.
- (b) Candidates had to refer to the notice, but several did not explain the Principal’s expectation of the students.

#### **Question 4**

- (a) This question was satisfactorily answered.
- (b) Several candidates did not explain in detail why the web advertisement would be successful. They needed to make specific reference to the text.

### Question 5

- (a) This question was answered satisfactorily by most candidates.
- (b) Candidates needed to answer in full. Most candidates responded with several reasons, but relied on direct translation of sections of the text which did not address the question.

### Section II – Writing Skills

In the better responses, candidates wrote with a good range of grammar structures and a high degree of accuracy. These responses related clearly to the topic and did not include irrelevant information.

Some candidates tried to extend the content by including learnt vocabulary which was not relevant to the task.

In the weaker responses, candidates tended to start off writing about the question but quickly went off track. In addition, numerous errors were found in grammar, word usage and the sequencing of ideas in the response. Several candidates did not reach the minimum word limit.

### Section III – Grammar

Most of the candidates used the cues to produce their own sentences. They demonstrated a good understanding of the specified grammatical construction.

Some candidates applied the word *zhi* as a measure word rather than an adverb.

Some candidates applied the word *cai* as an adverb rather than as a sequence indicator.

## Continuers

### Oral Examination

#### General Comments

Overall, the candidates have performed well this year. Better performance was achieved by the candidates who were able to maintain a spontaneous communication.

Candidates who failed to perform well simply responded in only one or two sentences in their reply to each question. They needed to elaborate on their responses in order to demonstrate their understanding of the topic.

Throughout the interaction, rich lexical expression and complicated sentence structure were well managed. Some candidates included pre-learned, irrelevant material which disadvantaged these candidates.

## **Written Examination**

### **Section I – Listening and responding**

#### **Specific Comments**

##### **Question 1**

Most candidates answered this question well.

##### **Question 2**

Not all candidates addressed ‘why’ David left the message. Instead, they stated David’s plan for tomorrow.

##### **Question 3**

Most candidates answered well. They included the speaker’s experience as requested.

##### **Question 4**

Most candidates answered well; however, many appeared unaware of the cultural significance of the dumpling-making activity for the Chinese New Year.

##### **Question 5**

- (a) Some candidates did not demonstrate an understanding of the relationship between a mother and son as revealed in this dialogue.
- (b) Candidates needed to include the opinions of both the mother and the son. They also needed to address ‘why’ they were not able to reach an agreement. Translations of sections of the dialogue that did not address the question did not score well.

##### **Question 6**

- (a) Most candidates answered this question well.
- (b) Many candidates did not refer to the strategies used. They needed to explain the techniques used and include relevant examples to support their point of view.

##### **Question 7**

Candidates needed to include the speaker’s negative attitude.

##### **Question 8**

- (a) This question was well answered.



- (b) Many candidates were able to indicate at least two to three persuasive points made by the speaker.

It is strongly recommended that candidates read each question carefully and address the question in their responses, and not merely translate sections of the text.

## **Section II – Reading and Responding**

### **Specific Comments**

#### **Part A**

##### **Question 9**

- (a) Most candidates answered this question correctly.
- (b) In the better responses, candidates analysed the changing relationship between elder Chinese and their children. However, some candidates referred only to the changes in the situation.
- (c) Many candidates listed all the facts. In the better responses, candidates looked at their implications, such as creating opportunities for the older people to meet together so as to meet their needs, that older people needed to change their attitudes in the new environment and that their children could also involve them in decision-making at home.

##### **Question 10**

- (a) Most candidates answered this question correctly.
- (b) Many candidates only stated the writer's wish to express his disagreement against Wang Shu Ming's letter. Most candidates did not pinpoint the writer's urge to have his letter published by the newspaper.
- (c) This question was well answered. Candidates needed to identify the contrasting views of Wang Shu Ming and the writer.
- (d) Some candidates did not include any analysis of the function and purposes of the language in the text.

## **Section III – Writing in Chinese**

### **Specific Comments**

##### **Question 11**

- Most candidates understood the passage well.
- Most candidates manipulated language well to meet the requirement of the task.
- In terms of the use of vocabulary and sentence structure, there was a significant difference between the best and the weakest responses.

- Some candidates started their writing with ‘Dear diary, ...’ and included their names at the end. This is not appropriate for the diary text type in Chinese.

### **Question 12**

Most candidates did not write descriptively nor did they include relevant information. It was common to see the wrong characters being used. The best responses focused on the topic and included relevant information.

### **Question 13**

Lengthy responses often lacked coherence and included irrelevant material. There was some evidence that candidates had not allowed sufficient time to complete this task. Conclusions were occasionally hurried and/or texts did not meet the character requirement.

## **Extension**

### **Oral Examination**

#### **Monologue**

#### **General Comments**

- Some candidates handled the tasks at superficial level.
- While responding to the tasks, candidates should approach the prescribed issues from a broader perspective, and not merely refer to the non-mandatory dash points.
- Candidates needed to demonstrate greater awareness of the requirement to present and support a point of view.
- Coherence and sophistication of presentation attracted higher marks. Talking at length does not necessarily translate into better marks, as these responses may lack structure and coherence.

## **Written Examination**

### **Section I – Response to Prescribed Text**

#### **Part A**

#### **Specific Comments**

In general, the candidates performed well in this section.

### Question 1

- (a) Some candidates translated the text instead of stating what would happen after the scene.
- (b) A few candidates described Jianing's role in the whole film, describing her as a naïve and immature character rather than analysing her particular role in this extract.
- (c) Some candidates literally translated *bu pingheng* as 'unbalanced'. They did not analyse Jiazhen's state of mind.
- (d) Most candidates demonstrated a detailed understanding of the two scenes although some did not discuss the issue of family values. Reference to the film techniques and the director's strategies were generally irrelevant. The best responses linked the techniques to the issues.

### Part B

#### Question 2

Most of the responses demonstrated a good understanding of the prescribed text. Quoting part of the text was a good strategy as long as it supported the idea expressed.

### Section II – Writing in Chinese

#### Question 3

Many candidates developed their arguments coherently. Some candidates presented their points of view in a very sophisticated way and supported their arguments with relevant information.

In the weaker responses, candidates tended to be very general and did not state their specific opinions sufficiently clearly.

#### Question 4

Many candidates who attempted Question 4 demonstrated an excellent sense of the specific audience and used appropriate language and vocabulary. The letter format was essential. Some candidates either focused on the importance of doing homework or the importance of making friends. It was essential to address the relationship between the above two issues, demonstrating their understanding of the 'cause' and 'effect'.

# Chinese Beginners

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Situations</b>			
1	2	Eating out	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	2	Transport	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	Asking directions	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	6	Health	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	7	Travel	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Reading Aloud</b>			
6	5	Sport	H2.4
<b>Listening Skills Examination</b>			
1	1	Entertainment — conversation	H3.1
2	1	School life — radio announcement	H3.1
3	2	Transport — news item	H3.1
4	2	Food — conversation	H3.1
5	3	School life — conversation	H3.1
6	3	Family life — conversation	H3.1
7	1	School life — interview	H3.1
8	3	School life — speech	H3.1
9	4	Shopping — conversation	H3.1
10	1	Transport — conversation	H3.1
11	4	Future plans — conversation	H3.1

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	1	Family life — note	H3.1, H3.2
1 (b)	2	Family life — note	H3.1, H3.2
2 (a)	2	School life — diary	H3.1, H3.2
2 (b)	3	School life — diary	H3.1, H3.2
3 (a)	1	School life — notice	H3.1
3 (b)	5	School life — notice	H3.1, H3.2
4 (a)	1	Travel — webpage	H3.1
4 (b)	5	Travel — webpage	H3.1, H3.2
5 (a)	2	Entertainment — email	H3.1
5 (b)	8	Entertainment — email	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
6 (a)	10	Travel and transport	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	10	Health	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	10	Friends	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Written Examination</b>			
<b>Section III — Grammar</b>			
7	10	只 (zhǐ) as an adverb, 才 (cái) expressing sequence, 正在 (zhèngzài) continuing action, …的时候 (de shíhòu), 要是…就… (yàoshì . . . jiù . . .)	H2.1, H2.5, H2.7



## 2004 HSC Chinese Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why the female prefers television	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why the announcement was made	2
• Identifies one reason why the announcement was made	1

### Question 4

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies both aspects of the mother's opinion	2
• Identifies one aspect of the mother's opinion	1

### Question 5

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the problem being discussed in detail	3
• Identifies partly the problem being discussed	2
• Identifies one fact of the problem being discussed	1

### Question 6

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all that the boy has to do before going out	3
• Identifies two of the jobs the boy has to do before going out	2
• Identifies one of the jobs the boy has to do before going out	1

### Question 7

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

**Question 8***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the arguments	3
• Demonstrates some understanding of the arguments	2
• Identifies some relevant information	1

**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Fully states the girl's reasons	4
• Only partly states the girl's reasons	2–3
• Identifies one reaction	1

**Question 10***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1



**Question 11***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Outlines fully how the teacher has helped and what the boy will do and states the reasons why	4
• Outlines some details only and reasons	2–3
• Outlines only one detail or reason	1

## **2004 HSC Chinese Beginners Marking Guidelines — Speaking Skills**

### **Section I — Situations**

#### **Question 1**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Uses Chinese appropriately to convey the meaning of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

#### **Question 2**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Uses Chinese appropriately to convey the meaning of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese	1

### Question 3

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Uses Chinese appropriately to convey the meaning of the cues</li> <li>• Demonstrates an appropriate range of language and structures</li> </ul>	3
<ul style="list-style-type: none"> <li>• Uses Chinese to convey the meaning of most of the cues</li> </ul>	2
<ul style="list-style-type: none"> <li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese</li> </ul>	1

### Question 4

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Uses Chinese effectively and fluently to convey the meaning of the cues</li> <li>• Demonstrates control of complex Chinese structures</li> </ul>	6
<ul style="list-style-type: none"> <li>• Uses Chinese appropriately to convey the meaning of most of the cues</li> <li>• Demonstrates an appropriate range of language and structures</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Uses basic Chinese to convey the meaning of some of the cues</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese</li> </ul>	1

### Question 5

*Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Uses Chinese effectively and fluently to convey the meaning of the cues</li> <li>• Demonstrates control of complex Chinese structures</li> </ul>	7
<ul style="list-style-type: none"> <li>• Uses Chinese appropriately to convey the meaning of most of the cues</li> <li>• Demonstrates an appropriate range of language and structures</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Uses basic Chinese to convey the meaning of some of the cues</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Chinese</li> </ul>	1–2

## Section II — Reading Aloud

### Question 6

*Outcomes assessed: H2.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Reads confidently and fluently with correct intonation, pronunciation and accentuation</li><li>• Competently and accurately recognises Chinese script</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates good oral reading skills, with some minor inaccuracies</li></ul>	4
<ul style="list-style-type: none"><li>• Reads coherently, but pauses regularly, with some repetitions and mispronunciations</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates basic recognition of Chinese script</li><li>• Regularly pauses, repeats words/phrases and mispronounces Chinese</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited recognition of Chinese script</li><li>• Frequently hesitates and makes errors in pronunciation</li></ul>	1



## 2004 HSC Chinese Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason he left the note for his parents	1

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies two reasons they need not worry	2
• Identifies one reason	1

#### Question 2 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies how he feels and the reason	2
• Identifies how he feels	1

### Question 2 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the nature of the relationship with full supporting evidence	3
• Identifies the nature of the relationship with some supporting evidence	2
• Identifies the nature of the relationship	1

### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the audience	1

### Question 3 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies fully the attitudes the notice is encouraging	5
• Identifies some of the attitudes the notice is encouraging	2–4
• Identifies only one attitude which is being encouraged	1

### Question 4 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the length of time	1

### Question 4 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all the details, design of the advertisement and the language	5
• Identifies some details or design of the advertisement and the language	3–4
• Identifies the detail or design or the language only	1–2

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains fully why the email was sent	2
• Identifies one reason the email was sent	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains fully how the hotel could cater to Wang Ying's requirements	7–8
• Explains some reasons how the hotel could cater to Wang Ying's requirements	5–6
• States reasons Wang Ying would book the room without reference to her original request	3–4
• Identifies one or two relevant points	1–2

## Section II — Writing Skills

### Question 6

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1–2



## Section III — Grammar

### Question 7

*Outcomes assessed: H2.1, H2.5, H2.7*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Uses the cues to develop grammatically correct sentences</li><li>• Demonstrates a comprehensive knowledge and understanding of the specified grammatical construction</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a good knowledge and understanding of the specified grammatical construction</li></ul>	7–8
<ul style="list-style-type: none"><li>• Uses some of the cues to develop some grammatically correct sentences</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the cues</li></ul>	3–4
<ul style="list-style-type: none"><li>• Links some characters in a grammatically correct way</li></ul>	1–2

# Chinese Continuers

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	1	Personal identity — conversation	H3.1
2	2	Recreation and leisure — phone message	H3.1
3	2	Education and aspirations — speech	H3.1
4	2	History and culture — announcement	H3.1
5 (a)	1	Travel experiences — conversation	H3.1
5 (b)	4	Travel experiences — conversation	H3.1, H3.2
6 (a)	1	Youth issues — advertisement	H3.1
6 (b)	3	Youth issues — advertisement	H3.1, H3.2
7	3	The world of work — conversation	H3.1, H3.2
8 (a)	1	Tourism and hospitality — speech	H3.1
8 (b)	5	Tourism and hospitality — speech	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	1	Lifestyles — article	H3.1
9 (b)	3	Lifestyles — article	H3.1, H3.2
9 (c)	6	Lifestyles — article	H3.1, H3.2
10 (a)	1	Youth issues — letter	H3.1
10 (b)	3	Youth issues — letter	H3.1, H3.2
10 (c)	5	Youth issues — letter	H3.1, H3.2
10 (d)	6	Youth issues — letter	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			

Question	Marks	Content	Syllabus outcomes
11	15	Youth issues — diary	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Chinese</b>			
12 (a)	6	Personal identity — recount	H2.1, H2.2, H2.3
12 (b)	6	Personal identity — message	H2.1, H2.2, H2.3
13 (a)	9	Educational and aspirations — letter	H2.1, H2.2, H2.3
13 (b)	9	Tourism and hospitality — speech	H2.1, H2.2, H2.3

## 2004 HSC Chinese Continuers Marking Guidelines — Oral Examination

### Conversation

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comments</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li> </ul>	1–4



## 2004 HSC Chinese Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the full reason	2
• Provides some relevant information	1

#### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the advice and the relevant experience	2
• Identifies the advice	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Describes the strategies fully with textual reference	2
• Provides some relevant information	1

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the relationship	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides the full explanation of the situation	4
• Provides some explanation of the situation	2–3
• Identifies some relevant information	1

**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the audience	1

### Question 6 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all the strategies	3
• Demonstrates some understanding of the strategies	2
• Identifies some relevant information	1

### Question 7

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the attitude fully with detailed reference to the text	3
• Explains partially the attitude with some reference to the text	1–2

### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

### Question 8 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way the speaker attempts to persuade the audience	5
• Demonstrates some understanding of the way the speaker attempts to persuade the audience	3–4
• Identifies some of the strategies	2
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 9 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the change and explains with full textual reference	3
• Identifies the change and explains with some textual reference	2
• Identifies the change	1

#### Question 9 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates deep understanding of the issue referred in the text and the details • Gives suggestions reasonably and with full reference to the text	6
• Demonstrates good understanding of the issue and the details in the text • Gives suggestions reasonably inferred from the text	4–5
• Demonstrates some understanding of the details in the text • Gives suggestions related to some of the detailed in the text	2–3
• Demonstrates limited understanding of the text. • Gives isolated suggestions with little textual reference	1

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1



### Question 10 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the purposes in detail	3
• Identifies some of the purposes	2
• Identifies only one purpose	1

### Question 10 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Explains in details the differences with full textual reference	5
• Explains most of the differences with some textual reference	4
• Explains some of the differences with limited textual reference	3
• Shows limited understanding of the differences	1–2

### Question 10 (d)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Analyses perceptively the presentation of the author's argument	6
• Explains how the author's argument is presented and discusses the effectiveness of the presentation	4–5
• Outlines aspects of the argument and/or how it is presented	2–3
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part B

#### Question 11

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

## Section III — Writing in Chinese

### Question 12

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

## Section III (continued)

### Question 13

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

# Chinese Extension

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	The individual's search for identity — monologue	H1.1, H1.2
2	5	Modern versus traditional values— monologue	H1.1, H1.2
3	5	Changing relationships — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Eat Drink Man Woman</i>	H2.1
1 (b)	3	<i>Eat Drink Man Woman</i>	H2.1
1 (c)	4	<i>Eat Drink Man Woman</i>	H2.1, H2.2
1 (d)	6	<i>Eat Drink Man Woman</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Eat Drink Man Woman</i> — letter	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Chinese</b>			
3	15	The individual's search for identity — essay	H1.1, H1.2
4	15	Changing relationships — letter	H1.1, H1.2

## 2004 HSC Chinese Extension Marking Guidelines — Oral Examination

### Monologue

#### Questions 1–3

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li> <li>• Communicates confidently and fluently with correct intonation and pronunciation</li> <li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	5
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument</li> <li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li> <li>• Communicates effectively, with some degree of fluency and authenticity</li> <li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li> </ul>	4
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument</li> <li>• Supports the argument with a range of relevant examples</li> <li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li> </ul>	3
<ul style="list-style-type: none"> <li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li> <li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li> </ul>	2
<ul style="list-style-type: none"> <li>• Communicates some relevant information or ideas with pauses and repetitions</li> <li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li> </ul>	1



## 2004 HSC Chinese Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• States the change and the consequence	2
• States the change or the consequence only	1

#### Question 1 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the role with detailed textual references	3
• Explains aspects of the role with some textual references	2
• Explains at least one aspect of the role	1

**Question 1 (c)***Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a perceptive analysis of Jianzhen's state of mind	4
• Explains Jianzhen's thought details with some textual references	2–3
• Explains Jianzhen's thought with limited textual references	1

**Question 1 (d)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a highly developed ability to analyse how language and film techniques are used to highlight tension	6
• Demonstrates some ability to analyse language and film techniques	4–5
• Explains the use of the language or film techniques in the extract	3
• Identifies appropriate language use or film techniques	1–2



## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

## Section II — Writing in Chinese

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3