

**2007 HSC Notes from  
the Marking Centre  
Chinese Background Speakers**

© 2008 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 978 174147 8884

2007711

## Contents

Section I – Listening and Responding.....	4
Section II – Reading and Responding.....	5
Section III – Writing in Chinese .....	7

# 2007 HSC NOTES FROM THE MARKING CENTRE CHINESE BACKGROUND SPEAKERS

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Chinese Background Speakers. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 Background Speakers.

## Section I – Listening and Responding

### Part A

#### General Comments

Most candidates demonstrated a good understanding of the aural text. However, only in the better responses did candidates display the ability to analyse the text logically and provide detailed and appropriate answers supported by relevant textual references.

Candidates are reminded to read each question carefully and focus on the key issues of the question instead of simply recounting aspects of the aural text. They are also advised to check their English expression to ensure that is clear and comprehensible.

#### Specific Comments

- (c) In the best responses, candidates inferred Yonghua's personality and emotional state from the conversation (outcome 3.3). They responded to the question by quoting his words and analysing how his language reflected his personality and emotional state.

### Part B

#### Question 2

In general, candidates demonstrated a good understanding of the two texts. They expressed their feelings and opinions about the show from the perspective of the journalist with reference to texts. Candidates are reminded that when attempting this question, they have to refer specifically to information from the texts and not just their personal experience or opinions.

## Specific Comments

- (a) Many candidates were able to identify the main issues of the two texts. They demonstrated the ability to structure arguments supported by textual references and to compare and contrast the ideas, opinions and information of the two texts.
- (b) Most candidates used the specified text type as required. They also displayed lucidity in their arguments through a good control of vocabulary and language structures.
- (c) In the weaker responses, the candidates did not identify the main issues in the texts.
- (d) Some responses exceeded the word limit. This often led to poor sequencing of ideas, lack of structure and needless repetition.
- (e) In the weaker responses, candidates did not respond from the perspective of a journalist, and the language used was not appropriate to audience and context.

## Section II – Reading and Responding

### Part A

#### Question 3

#### General Comment

In general, candidates displayed a good understanding of the song *Having Nothing*. However, only in the better responses did candidates demonstrate a perceptive understanding of the text in relation to its socio-economic context.

#### Specific Comments

- (a) In the weaker responses, candidates did not explain what the theme of the song was, and referred to it as a love story of two young people. Some candidates confused the word ‘theme’ referred to in the question with the prescribed themes of the syllabus.
- (b) In the better responses, candidates demonstrated a perceptive understanding of how the song conveyed the singer’s emotion through lyrics language and music. In the weaker responses, candidates explained the meaning of the song without discussing the singer’s emotions. Some candidates referred unnecessarily to the emotions of the female character which was not required by the question.
- (c) In the better responses, candidates related the song to its social context and explained how the issues raised in the song were still of relevance to young people today. Some candidates seemed unclear of the meaning of ‘to what extent’ and appeared not to have consulted a dictionary. Some candidates confused ‘issues’ with the contemporary issue of Youth Culture prescribed in the syllabus. Quite a number of candidates explained the meaning of the song instead of discussing the issues raised in the song. Candidates are reminded of the importance of outcome 4.1.

## Question 4

### General Comments

- (a) Nearly all candidates demonstrated a good understanding of the question and identified the main issues in both texts. Many of them exhibited a reasonable control of vocabulary and language structures in their responses.
- (b) The majority of the candidates identified the main characteristics of ‘a real man’ in both texts and elaborate their arguments in a lucid and coherent way.
- (c) The majority of the candidates made appropriate references to the texts to support their concept of ‘a real man’. However, only in the best responses were references well integrated into the body of the argument. In some responses the quotations from the *Song of Han* were not appropriate.
- (d) In some of the weaker responses, candidates tended to recount, summarise and describe rather than evaluate, analyse and interpret. They did not argue their point of view coherently and effectively.
- (e) Some candidates misinterpreted ‘a real man’ as ‘a man’ in general. In the weaker responses, some candidates wrote characteristics of a real man without any justifications from required texts. In some very weak responses candidates made reference to Weiwei in *The Wedding Banquet* or wrote in general about the differences between men and women.
- (f) In other weaker responses, candidates were not clear about the intent of the question, often focusing only on a single character such as Simon. Other weaker responses discussed the characteristics of ‘a real man’ in a very superficial way. Generally, the weaker responses were often characterised by incorrect use of characters, syntax errors and poor paragraphing.

## Part B

### Question 5

#### Strengths

- (a) Nearly all candidates responded to the stimulus text in a relevant text type – either a formal letter or a newspaper article.
- (b) Most candidates identified the main issues in the text and reflected on how these issues shaped their attitude and perception in dealing with other people in the community.
- (c) Candidates generally demonstrated the capability of presenting their opinions in a thoughtful, logical and organised way. They also demonstrated fluency and sophistication in their writing. In some of the best responses, candidates expressed appreciation of Nelson Mandela for enlightening them as to how they could become a more noble, free and independent person through the eradication of hatred.

## **Weaknesses**

- (a) The text type of some responses was unclear.
- (b) Some candidates discussed the stimulus text without giving any personal response to the issues raised.
- (c) Some candidates misinterpreted the question as one requiring them to produce a literal commentary on the relationship between an individual and the community.
- (d) Responses in the lower-mark ranges included those with poor written expression, poor organisation of ideas and incorrect use of characters and syntax. In the poorer responses, candidates simply paraphrased the text.

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

### **General Comments**

Most candidates demonstrated a good understanding of the text type required of them and expressed their ideas effectively according to context, purpose and audience.

Most of them demonstrated the capability to organise, sequence and structure their information and ideas in a lucid way.

Common weaknesses included problems with written expression, poor organisation of ideas and structure of responses, poor control of paragraphing, incorrect use of characters, idiomatic expressions and syntax, and poor legibility.

Candidates are advised to read questions carefully and consider the themes and issues to which the questions are linked. They are also reminded to avoid using words and expressions with which they are unfamiliar, or that are colloquial. Candidates are also reminded to allocate their time wisely to plan and write a complete response, to maintain their anonymity and to write in Chinese, not English.

### **Specific Comments**

#### **Question 6**

- (a) A small number of candidates wrote about issues relating to water globally instead of confining themselves to the Australian context.
- (b) The content of some of the responses was mainly about advising primary students how to save water instead of the issues of water conservation in Australia.

#### **Question 7**

- (a) Most candidates expressed their viewpoint about the role of professional career women in both social and family contexts clearly. However, in some weaker responses, candidates focused on one aspect of the role instead of striking a balance between the two roles.

- (b) In other weaker responses, candidates wrote about the historical development of the rights of women or about women's rights in general.

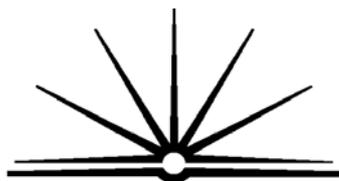
**Question 8**

- (a) Most candidates demonstrated a good understanding of the question and good control of vocabulary and sentence structure.
- (b) In some weaker responses, candidates misinterpreted the question by focusing on a comparison of the Australian and Chinese educational systems or writing about the qualities of good teachers in general, but not specifically in relation to the Australian context as required by the question.

# Chinese Background Speakers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	The role of family and marriage in contemporary society — conversation	H3.1
1 (b)	4	The role of family and marriage in contemporary society — conversation	H3.3
1 (c)	4	The role of family and marriage in contemporary society — conversation	H3.7
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	Economic growth and its impact — speech/interview	H3.1, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	<i>Having Nothing</i>	H3.1, H3.2
3 (b)	6	<i>Having Nothing</i>	H3.2, H3.7, H3.8
3 (c)	7	<i>Having Nothing</i>	H3.2, H3.7, H3.8, H4.1
4	25	<i>The Song of Haohan and The Wedding Banquet</i>	H3.1, H3.2, H3.7, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	The role of the individual in today's society — news report/article	H1.2, H2.1, H2.4, H3.8
<b>Section III — Writing in Chinese</b>			
6	25	Environmental issues — speech	H2.1, H2.2, H2.3
7	25	Changing gender roles in today's society — speech	H2.1, H2.2, H2.3
8	25	Adapting to new cultures — speech	H2.1, H2.2, H2.3



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2007 HSC Chinese Background Speakers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains why Shanshan has been looking for Yonghua	2
• Provides some relevant information	1

**Question 1 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the female speaker's opinion and attitude	4
• Demonstrates a sound understanding of the female speaker's opinion and attitude	2–3
• Provides some relevant information	1

**Question 1 (c)***Outcomes assessed: H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the language used by Yong Hua to reflect his emotion and personality	4
• Demonstrates a sound understanding of the language used by Yong Hua to reflect his emotion and personality	3
• Demonstrates some understanding of the language used to reflect Yong Hau's emotion and personality	2
• Provides some relevant information	1

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H3.1, H3.4, H3.5*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the texts</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the texts</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and limited ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrate a good understanding of the theme of <i>Having Nothing</i>	2
• Provides some explanation of the theme <i>Having Nothing</i>	1

#### Question 3 (b)

*Outcomes assessed: H3.2, H3.7, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the song conveys the writer's emotion through language and music	6
• Demonstrates a sound understanding of how the song conveys the writer's emotion through language and music	4–5
• Demonstrates some understanding of how the song conveys the writer's emotion through language and music	2–3
• Provides some relevant information	1

**Question 3 (c)***Outcomes assessed: H3.2, H3.7, H3.8, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the context and issues raised	7
• Demonstrates a sound understanding of the context and issues raised	5–6
• Demonstrates some understanding of the context and issues raised	3–4
• Provides some relevant information	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H3.1, H3.2, H3.7, H3.8, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the texts and characters</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to portray characters</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	21-25
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse the texts and characters</li><li>• Analyses the way in which language is used to portray characters</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	16-20
<ul style="list-style-type: none"><li>• Demonstrates the ability to discuss the texts and characters</li><li>• Discusses ways in which language is used to portray characters</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	11-15
<ul style="list-style-type: none"><li>• Identifies with some elaborative examples of the texts and characters</li><li>• Identifies some examples of the way in which language is used to portray characters</li><li>• Attempts to compose an argument with reference to the text and characters</li></ul>	6-10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the texts and characters</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1-5

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.4, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3

## Section III — Writing in Chinese

### Questions 6–8

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Demonstrates a highly developed ability to sequence and structure information and ideas</li><li>• Demonstrates flair and originality in the selection, presentation and development of ideas</li></ul>	21–25
<ul style="list-style-type: none"><li>• Writes effectively for an audience, context and purpose</li><li>• Demonstrates a well-developed command of Chinese with a comprehensive range of vocabulary and syntax</li><li>• Demonstrates a well-developed ability to sequence and structure information and ideas</li><li>• Demonstrates originality in the selection and presentation of ideas</li></ul>	16–20
<ul style="list-style-type: none"><li>• Writes original and interesting text appropriate to audience, context and purpose</li><li>• Demonstrates a satisfactory command of Chinese, with a sound base of vocabulary and syntax</li><li>• Demonstrates some ability to organise and express most ideas reasonably, but with some weaknesses in sequencing ideas</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li><li>• Attempts to sequence and link ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Communicates a limited range of ideas with little attempt to organise and sequence material</li></ul>	1–5