

## 2002 HSC Chinese Background Speakers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 1 (b)

*Outcomes assessed: H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the choice of taps and lights in the development of the argument	2
• Makes a general comment related to either example	1

**Question 1 (c)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly states how living things relate to one another in the ecological environment</li></ul>	2
<ul style="list-style-type: none"><li>States a convincing reason</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Analyses perceptively and sensitively the relationship between the speaker's strategies and the language used to engage the audience</li><li>Supports the argument with appropriate textual reference</li></ul>	5
<ul style="list-style-type: none"><li>Demonstrates an understanding of the strategies and techniques used by the speaker and their effects</li><li>Cites appropriate examples of the text</li></ul>	3–4
<ul style="list-style-type: none"><li>Identifies some relevant strategies and/or makes some general statements about language that might engage an audience</li></ul>	1–2

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.3, H3.2, 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 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>	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 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>	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 text and the 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*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the causes	2
• Identifies the causes	1

#### Question 3 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Describes with at least TWO relevant examples	2
• Describes ONE example	1

**Question 3 (c)***Outcomes assessed: H3.3, H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way in which language is used to reveal character	4
• Demonstrates some understanding of the way in which language is used to portray the character of Ma Rui	2–3
• Identifies aspects of Ma Rui's personality	1

**Question 3 (d)***Outcomes assessed: H3.3, H3.6, H3.7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrate a perceptive and comprehensive understanding of the way language is used to characterise teacher Liu • Supports their argument with relevant examples from the extract referring to the whole extract	7
• Demonstrates a good understanding of the way language is used to characterise teacher Liu • Supports their argument with relevant examples from the extract referring to the whole extract	5–6
• Links isolated examples from the text to characterise the personality of teacher Liu	3–4
• Links some relevant examples or makes some generalised statements about teacher Liu	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.7, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey opinions and ideas</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 way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Analyses the way in which language is used to convey opinion and ideas</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 identify and discuss the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Discusses ways in which language is used to convey opinion and ideas</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 elaboration examples of the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</li><li>• Identifies some examples of the way in which language is used to convey ideas</li><li>• Attempts to compose an argument with reference to the text</li></ul>	6–10
<ul style="list-style-type: none"><li>• Identifies some ideas and information relevant to the way in which Chuntao and Haohange explore whether personal wealth and status are the primary goals to pursue in life</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>• Exchanges information in response 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 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: H1.3, H2.1, H2.2, H2.3, H2.4, H4.2*

#### 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 and sophisticated control of Chinese vocabulary and syntax</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 the ability to manipulate language</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 the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</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