

2023 HSC Chinese Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of what has led Ms Sa to say “我突然有时间想了很多事情。”	2
• Provides some relevant information	1

Sample answer:

Ms Sa says that she suddenly had the time to think about many things because she had to stay in hospital due to an injury, but no students came to visit her.

Question 1 (b)

Criteria	Marks
• Provides a sound description of Ms Sa's personality as revealed in Scene A	3
• Provides some description of Ms Sa's personality as revealed in Scene A	2
• Provides some relevant information	1

Sample answer:

Ms Sa is hard-working as she has worked tirelessly over ten years to push her students to achieve well in Gaokao. She is career-driven and does whatever it takes to achieve her purpose, such as exerting pressure on students to the extent that they all hate her. She is caring and loving as she wishes students a good future.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough analysis of how the director uses film techniques to affect the audience 	4
<ul style="list-style-type: none"> Provides a sound analysis of how the director uses film techniques to affect the audience 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the director uses film techniques to affect the audience 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In Scene A, the director uses close shots, medium shots and alternating shots between Ms Sa and different students to reveal their facial expressions and immerse the audience in the scene, allowing them to feel the emotional interaction between the characters. In Scene B, the voiceover of the photographer guides the audience to the change of location, drawing the audience back into reality. The rise of music during Ms Sa's speech in the classroom and during Ju Ran's speech amplifies the feeling of love among the teacher and students, eliciting an emotional response from the audience.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the extent to which the statement is explored through Ju Ran, with extensive reference to this extract and ONE other scene in the film 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the extent to which the statement is explored through Ju Ran, with detailed reference to this extract and ONE other scene in the film 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the extent to which the statement is explored through Ju Ran, with reference to this extract and ONE other scene in the film 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the statement is explored through Ju Ran, with some reference to this extract and/or ONE other scene in the film 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

This statement is explored through Ju Ran to a great extent. In this extract, Ju Ran communicated with more maturity than before. Although he interrupted the photo-taking, he insisted on delivering his speech as he understood the importance of expressing his gratitude towards Ms Sa before graduation. His speech acknowledged Ms Sa's efforts in helping the students in their final year, which shows his improved understanding and genuine acceptance of her in the end. He also responded to Ms Sa's comment observantly by quoting from Tagore about persistence, revealing his growth and optimistic attitude towards the future.

In the beginning of the film, Ju Ran selfishly interrupted the photo-taking to impress his love interest. His action was driven by his blind passion and reckless behaviour, which resulted in him failing Gaokao. His method of communication here reflects Ju Ran's immaturity at the time.

Section I — Response to Prescribed Text

Part B

Question 2

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

Section II — Writing in Chinese

Questions 3 and 4

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

2023 HSC Chinese Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Education — monologue	H1.1, H1.2
2	10	Relationships — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Young Style</i>	H2.1
1 (b)	3	<i>Young Style</i>	H2.1
1 (c)	4	<i>Young Style</i>	H2.2
1 (d)	6	<i>Young Style</i>	H2.1, H2.3

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Young Style</i> — diary entry	H2.1, H2.2, H2.3

Section II — Writing in Chinese

Question	Marks	Content	Syllabus outcomes
3	15	Division in society — article	H1.1, H1.2
4	15	Relationships — article	H1.1, H1.2