



# **CHINESE: FIRST LANGUAGE**

## **ATAR course examination 2020**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One

## Listening and Responding

20% (20 Marks)

## Question 1

(10 mark)

- (a) 小芬最近在忙着什么事情?

What has Xiaofen been occupied with recently?

(1 mark)

Description	Marks
Identifies correctly what Xiaofen has been occupied with recently	1
<b>Total</b>	<b>1</b>
Answer could include:	
<ul style="list-style-type: none"> <li>Xiaofen has been busy with her wedding preparations.</li> </ul>	

- (b) 是哪些因素让小芬产生婚前的恐惧?

What factors caused Xiaofen to have pre-wedding jitters?

(3 marks)

Description	Marks
Demonstrates an excellent understanding of factors which caused Xiaofen's pre-wedding jitters.	3
Demonstrates some understanding of factors which caused Xiaofen's pre-wedding jitters.	2
Demonstrates superficial understanding of factors which caused Xiaofen's pre-wedding jitters.	1
<b>Total</b>	<b>3</b>
Answer could include:	
The factors which caused pre-wedding jitters to Xiaofen are:	
<ul style="list-style-type: none"> <li>her fiancé insisted that they live together with his parents after the wedding.</li> <li>she was worried that she wouldn't get along with her in-laws.</li> <li>she thought that living with his parents would deprive them of their privacy.</li> <li>she was afraid that the in-laws would pressure her to start a family, but she was not willing to make such an early commitment.</li> </ul>	

- (c) 小齐是如何安慰和劝解小芬的？联系对话内容和语言特色来回答问题。

How did Xiaoqi comfort and persuade Xiaofen regarding the upcoming wedding? In your answer, refer to the content and language features used in the conversation. (6 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of how Xiaoqi comforted and persuaded Xiaofen.</li> <li>• Evaluates information, ideas, points of views and attitudes from the spoken text accurately.</li> <li>• Evaluates the use and effectiveness of linguistic and stylistic features in the text.</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of how Xiaoqi comforted and persuaded Xiaofen.</li> <li>• Evaluates information, ideas, points of views and attitudes from the spoken text.</li> <li>• Evaluates most of the linguistic and stylistic features in the text.</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of how Xiaoqi comforted and persuaded Xiaofen.</li> <li>• Provides some evaluation of information, ideas, points of views and attitudes from the spoken text.</li> <li>• Evaluates some linguistic and stylistic features in the text.</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how Xiaoqi comforted and persuaded Xiaofen.</li> <li>• Provides some evaluation of information, ideas, points of views or attitudes from the spoken text.</li> <li>• Provides a sound evaluation of some linguistic and stylistic features in the text.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of how Xiaoqi comforted and persuaded Xiaofen.</li> <li>• Provides a limited evaluation of information, ideas, points of views or attitudes from the spoken text.</li> <li>• Provides a limited evaluation of some linguistic and stylistic features in the text.</li> </ul>	1
<b>Total</b>	<b>6</b>
<p>Answer could include:</p> <p>Xiaoqi applies certain language features in his argument and successfully reassures Xiaofen not to worry.</p> <ul style="list-style-type: none"> <li>• Shows empathy by telling her that conflicts in opinion between generations or between male and female are unavoidable. The key to solving the problems lies in patient and careful mutual communication.</li> <li>• Shares his own experience by telling her how he reached an agreement with his wife to live with his parents, whilst his mother preferred that they establish their own small family.</li> <li>• Uses <i>exaggeration</i> by telling her how he finally compromised after numerous communications.</li> <li>• Uses a rhetorical questions such as ‘Whose viewpoint do you think is correct’, ‘why do you have to live together’ and ‘do you think we should have a good chat with the parents’ to emphasise that there is nothing wrong with two generations having differing views.</li> <li>• Uses <i>persuasive language</i> by telling her that Xiaoli and he have been like brothers since childhood and no one understands Xiaoli better than he does.</li> <li>• Uses <i>quotation</i> from the ancient Roman poet, Virgil: ‘Love conquers all.’ to add validity to his views.</li> </ul>	

## Question 2

(10 marks)

听到电台的广播之后和小黛与阿贵的对话，给电台发一封电邮，简单地概述中学毕业生面对自己今后职业选择的问题。你的答案大约是 200 个汉字。

After listening to the radio broadcast and the conversation between Xiaodai and Agui, write an email to the host of a radio program reflecting on the issue of future career choices that high school graduates have to face. Write approximately 200 characters in **Chinese**.

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of traditional views and contemporary issues of future career choice in the texts.</li> <li>• Demonstrates a sophisticated ability to compare and contrast the issues.</li> <li>• Composes a well-structured 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 accurately.</li> </ul>	8–10
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of traditional views and contemporary issues of future career choice in the texts.</li> <li>• Demonstrates a high-level of ability to compare and contrast the issues.</li> <li>• Composes a coherent argument demonstrating an understanding of the texts.</li> <li>• Demonstrates a good understanding of context and audience.</li> <li>• Demonstrates control of vocabulary and language structures mostly accurately.</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of traditional views and contemporary issues of future career choice in the texts.</li> <li>• Demonstrates some ability to compare and contrast the issues.</li> <li>• Composes an argument demonstrating some understanding of the texts.</li> <li>• Demonstrates a general understanding of context and audience.</li> <li>• Demonstrates some control of vocabulary and language structures, but not always accurately.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of traditional views and contemporary issues of future career choice in the texts.</li> <li>• Limited ability to demonstrate a comparison or contrast of the issues.</li> <li>• Limited ability to compose an argument or understanding of the texts.</li> <li>• Limited understanding of context and audience.</li> <li>• Uses mostly familiar vocabulary and simple language structures and expressions.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Does not meet the requirements of the above listed descriptors.</li> </ul>	1
<b>Total</b>	<b>10</b>
<p>Answer could include:</p> <p>Traditional views on education for future career choices:</p> <ul style="list-style-type: none"> <li>• parents expect their children to achieve academic excellence in all school subjects</li> <li>• traditional education is focused on academic performance</li> <li>• parents who think of themselves as successful tend to expect their children to follow their way in the choice of career</li> <li>• some professions are considered to be more respectable than others</li> <li>• parents tend to influence children's choices in future career sometimes only to feel superior.</li> </ul> <p>Current views on education for future career choices:</p> <ul style="list-style-type: none"> <li>• knowledge acquired in school should advantage students in being able to choose their future career</li> <li>• education should prepare students with skills which they can apply to new positions appearing in the next decade</li> <li>• young people must prepare themselves for future shortages in the work force</li> <li>• high youth unemployment reflects the unavoidable fact that schools did not equip the younger generation with enough skills to deal with a competitive job market</li> <li>• more career counsellors should be provided in schools, giving students adequate and early career advice.</li> </ul>	

**Section Two**  
**Reading and Responding****55% (55 Marks)****Question 3****(15 marks)**

(a) 结合影片节选，分析黄太的人物特点。

Describe Mrs Huang's character, referring to the extract from the film. (4 marks)

Description	Marks
Demonstrates an excellent understanding of Mrs Huang's character.	4
Demonstrates a good understanding of Mrs Huang's character.	3
Demonstrates some understanding of Mrs Huang's character.	2
Provides limited relevant information.	1
<b>Total</b>	<b>4</b>

Answer could include:  
The extract suggests that:

- Mrs Huang is kind, fair, considerate, and understanding and likes to help others.
- Mrs Huang holds traditional Chinese values:
  - she does not like confrontation and would rather avoid the problem
  - she provides accommodation for pregnant women and cares for them before and after the birth
  - she offers rice wine to the new mother.

- (b) 从文佳佳初到月子中心与黄太的对话并结合影片，分析影片开始佳佳的人物性格和心理特征？

Analyse Jiajia Wen's character and her psychological characteristics with reference to the film and the conversation that she has with Mrs Huang when she first arrives at the Yuezi Centre. (5 marks)

Description	Marks
Provides an analysis of how the film portrays Jiajia Wen's character and her psychological characteristics in a sophisticated manner that is well-structured and effectively substantiates point of view.	5
Provides an analysis of how the film portrays Jiajia Wen's character and her psychological characteristics that is effective, coherent and effectively expresses a point of view.	4
Adequately expresses how the film portrays Jiajia Wen's character and her psychological characteristics that is mostly effective, sometimes showing weakness in sequencing and/or linking ideas and provides some examples to support point of view.	3
Expresses simple ideas and opinions about how the film portrays Jiajia Wen's character and her psychological characteristics with some attempt to organise content with limited examples to support point of view.	2
Provides limited relevant information.	1
<b>Total</b>	<b>5</b>
<p>Answer could include:</p> <ul style="list-style-type: none"> <li>• Jiajia Wen is a person who believes money can buy everything. For example, Jiajia Wen wanted to use money to get a bigger room when she arrived, not considering who was in the room first.</li> <li>• She deeply believes that wealth is a symbol of high social status. She looks down on other people in the Yuezi Centre. For example, Jiajia Wen being very loud when she arrived without considering others.</li> <li>• At the time, Jiajia Wen did not have any desire/ambition to get a job.</li> <li>• She was pregnant to a wealthy man who was married to another woman and in China it is not acceptable for unmarried people to have children. So she travelled to America alone to give birth to her baby. To make up for the emptiness and sadness in her heart, she squandered her lover's money.</li> </ul>	

- (c) 结合整部电影，总结文佳佳在影片故事中内心所发生的变化以及变化的原因。

With reference to the whole film, summarise the inner changes that happened to Jiajia Wen and what caused those changes. (6 marks)

Description	Marks
<ul style="list-style-type: none"> <li>Effectively processes and evaluates information to provide a summary of the inner changes that happened to Jiajia Wen in a sophisticated manner that expresses ideas and opinions logically, clearly and succinctly using references that are effective and appropriate.</li> <li>Uses a wide range of linguistic features, including idioms and colloquiums, accurately.</li> </ul>	6
<ul style="list-style-type: none"> <li>Processes and evaluates information to provide an adequate summary of the inner changes that happened to Jiajia Wen in a coherent manner that mostly expresses ideas and opinions using references that are effective and appropriate.</li> <li>Uses a range of linguistic features, including idioms and colloquiums, mostly accurately.</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provide a superficial summary of the inner changes that happened to Jiajia Wen, with some attempt to organise content to expresses simple ideas and opinions using references that are not always relevant.</li> <li>Uses limited linguistic features and structures, relying mostly on familiar vocabulary, simple sentences and learned expressions.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides limited relevant information.</li> </ul>	1
<b>Total</b>	<b>6</b>
<p>Answer could include:</p> <ul style="list-style-type: none"> <li>Jiajia Wen changed from being dependent on others and expecting that money will buy her everything to an independent, working-class girl who realised money cannot bring friendship, love, or happiness.</li> <li>Jiajia's inner change begins when her credit card was blocked, and her lover was arrested. She became penniless. She had to choose between going back to China or staying in America to have the baby. She decided to stay in America. She started working to make a living for herself.</li> <li>Due to the honesty and sincerity the women showed to Jiajia at the Yuezi Centre, the care and help that Frank provided, and the happy times that she spent with Frank and his daughter, Jiajia started to be more understanding and caring of others.</li> <li>Whilst in China, Jiajia's life was extravagant, she had everything she needed, but she was lonely and unhappy.</li> <li>She realised, in the end, that what she wanted most was not money. She realised that the friendship between Frank and herself had developed into love and she felt the happiness and warmth as if in a family.</li> <li>She realised that trust, caring, and being there for each other are more important and that is what she really wanted.</li> </ul>	

## Question 4

(25 marks)

“时代和所处的环境影响一个人所选择的人生道路。”  
这一说法是如何通过诗歌《那时》和电影《中国合伙人》体现出来的？ 举实例说明。

*'Times and circumstances influence one's chosen life path.'*

How is this saying reflected in the poem *That Time* and the film *American Dreams in China*?  
Support your answer by using references from the poem and the film.

Description	Marks
<ul style="list-style-type: none"> <li>Engages in a sophisticated manner with all parts of the question.</li> <li>Demonstrates an excellent ability to analyse and explain how each text reflects the statement.</li> <li>Demonstrates a perceptive and insightful ability to analyse the content with supporting examples.</li> <li>Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts with appropriate textual references.</li> <li>Writes effectively by producing a highly persuasive text that expresses ideas, information and opinions logically across each text and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Engages comprehensively with all parts of the question.</li> <li>Demonstrates an high-level ability to analyse and explain how each text reflects the statement.</li> <li>Demonstrates a mostly perceptive and insightful ability to analyse the content with some supporting examples.</li> <li>Composes a coherent argument demonstrating a good understanding of both texts with appropriate textual references.</li> <li>Writes effectively by producing a persuasive text that expresses ideas, information and opinions logically across each text and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Engages adequately with all parts of the question.</li> <li>Demonstrates some ability to analyse and explain how each text reflects the statement.</li> <li>Demonstrates an adequate perceptive and insightful ability to analyse the content with a few supporting examples.</li> <li>Composes a reasonable argument demonstrating simple understanding of both texts with appropriate textual references.</li> <li>Produces an adequate text that expresses simple ideas, information and opinions across each text and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Provides minimal engagement to most parts of the question.</li> <li>Demonstrates a simple explanation of how each text reflects the statement.</li> <li>Demonstrates a limited ability to analyse the content.</li> <li>Composes simple arguments demonstrating a superficial understanding of both texts with appropriate textual references.</li> <li>Writes simple texts that express superficial ideas, information and opinions across each text and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Provides a superficial response to some parts of the question.</li> <li>Provides a limited explanation of how each text reflects the statement.</li> <li>No evidence to demonstrate an ability to analyse the content and language features.</li> <li>Uses simple learnt expressions that provides limited understanding of both texts.</li> <li>Writes simple texts with limited evidence of ability to express ideas and opinions.</li> </ul>	1–5
<b>Total</b>	<b>25</b>



Answer could include:

*That Time*

Describe the period and circumstances depicted in the poem.

- *That Time* recalled by the poem is the period after the end of First World War.
- The Beijing government was ready to sign the 'Treaty' which provoked strong opposition from the Chinese people.
- University students marched together, asking the government to refuse to sign the 'Treaty'.
- This ignited a movement throughout the whole country as 'May Fourth New Culture Movement'. It advocated 'democracy', 'freedom' and 'science'; also advocated the use of vernacular instead of classical Chinese.

How it influenced the people's choice of future pathways.

- The author represents the new generation of youth who were affected by the spirit of the May Fourth era, towards hoping to build a new society;
- They were determined to break away from the traditional ideology and mindsets, and eager for new knowledge and the pursuit of progress.
- *That Time* is a free-form poem. The author abandons the shackles of ancient Chinese poetry, and uses lyrical and plain language to portray the new generation of that time, their ideas and beliefs.

Supporting references

Students should refer to some of the following:

- The author writes:

For copyright reasons this text cannot be reproduced in the online version of this document.

- The author wrote that his parents were worried about us ('we'), and that his neighbours were sneering at us, but 'we' did not care about it.
- He said he would jump out of his suffocating family and abandon his narrow-minded hometown.

The poem vividly draws a picture revealing that the new generation of young people were awakened by the May Fourth spirit, they were eager for the new ideas and wanting to break off from the traditional Chinese cultural constraints.

This prose poem clearly shows us what it was like before and after the May Fourth Movement in China, and how the spirit of the New Culture movement; and their determination of choosing a different path for their future, even though there were so many obstacles in the way, influenced the younger generation.

*American Dream in China*

Describe the period and circumstances depicted in the film.

- The film *American Dream in China* spans a period of 30 years starting from the government policy of economic reform, through to the opening-up of China to the world in the early 80s, up to the current time of great economic growth.
- The changes in Chinese society, including:
  - the resumption of tertiary entrance examinations
  - the trend of study abroad in the 80s
  - then the inclination of leaving a paid job to start a private small business
  - the tendency of people from abroad shifting back to China in the 90s, up to the 21st century
  - the entrepreneurship and the establishment of the share market, all of these had a strong impact on people's thinking and specifically on the distinctive characters of the three friends and their future life choices during this period.

How these changes influenced the future path of the characters

- At the time of the resumption of tertiary examinations, all young people wanted to study at the tertiary level.  
After Dongqing Chen had failed the tertiary entrance examination twice, he kneels down in front of the whole of the village people and asks permission to have a last attempt. He was determined to change his life through studying at a university.
- With the establishment of diplomacy between China and America, there was a desire to go overseas. The three friends all applied to study in America, Dongqing Chen even memorised the whole dictionary, but in the end, only Xiaojun Meng successfully obtained a visa. It affected these three young people's future paths and their career choices.
- During the 1990s, Dongqing Chen started his own private English tutoring class, later it was discovered by the university where he worked as a teacher. He was forced to leave the job. At the time, China's economy developed rapidly and there was a trend to leave a paid job and to start one's own business. Under these circumstances, Dongqing Chen started his own English-teaching business.
- In America, Xiaoyun Meng could not find a proper part-time job to support his studies. He felt he was pre-judged, and often worked without pay. Those circumstances forced him to choose to return to China, and joined Dongqing Chen's English language teaching business. Also, the experience that had had in the USA made him an expert for getting a visa, as well as the desire of making their business globally into the world market.
- With the establishment of a share market in China, these three young people faced the question of whether they should join the trend to put their business into the share market.

Through these three friends' journeys, the film illustrates how their lives were shaped by the radical changes and progress in Chinese society, individuals had to constantly change themselves and their decisions about the future.

#### Supporting references

Students should refer to some of the following:

- At the university, Xiaojun Meng said in the reading club, 'the most important thing for our generation is 'to change'. It is to change everyone and everything close to us, the only thing that should not change is our courage ...; 'we are going to change the world'; He told Dongqing Chen that 'the place where we can really change the world is America'. At the airport, When Xiaojun Meng was leaving China he said to his friends 'I will never come back.' But the bad experience in America affected his thinking and his attitude, he admitted that he is a loser and could not survive there. He returned to China and found out that his friends' English school was getting bigger and better every day. It gives Xiaojun Meng a new hope. Later, he said to his friends 'I can see what is laid in front, that is a new dream. I am going to stay (in China). It is not for you, it is for myself.'
- Su Mei says bleakly on the streets of America: 'Will the world change us, or do we change the world?'
- While Dongqing Chen was forced to leave his university lecturer job, his friend said 'The world changed, even those who are selling eggs on the street earn more than you. You won't be starving to death.'
- It was in the period of massive introduction of advanced western science and technology, more and more joint-ventures were established, Dongqing Chen found out that the number of students grew significantly. Thousands of people wanted to learn the English language, even the employees of McDonald's restaurants in China. There is a scene where he carries bags and bags of money.
- Yang Wang shouts at his own wedding 'What have we become now?'
- With their English tuition business growing stronger every day, these three friends were facing ceaseless decisions about the future path of their business and their dreams.

The film showed us an era of sweeping reforms and the opening up of China to the world. These changes in society had a great impact on people, especially the three major characters in the film who experienced various shocks and ups and downs. They constantly wrestled with the current situation and were changed by reality.

## Question 5

(15 marks)

阅读一个学生的日记（阅读手册），给她写一封回信，谈谈你对文中话题的看法。你的答案大约350个汉字。

After reading the diary (Text booklet) written by a student, write a letter to her expressing your views about the issues raised.

Write approximately **350** characters in **Chinese**.

Description	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 well-structured argument demonstrating a highly developed understanding of context and audience with relevant textual references.</li> <li>• Demonstrates an excellent control of language structures and vocabulary in Chinese.</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the issues raised in the text.</li> <li>• Responds with a high-level of ability to the opinions, ideas and information in the text.</li> <li>• Composes a coherent argument demonstrating a well-developed understanding of context and audience with relevant textual references.</li> <li>• Demonstrates an appropriate control of language structures and vocabulary in Chinese.</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates an adequate understanding of the issues raised in the text.</li> <li>• Responds with a high-level of ability to the opinions, ideas and information in the text.</li> <li>• Composes an adequate argument demonstrating understanding of context and audience with relevant textual references.</li> <li>• Demonstrates an appropriate control of language structures and vocabulary in Chinese, but not always accurately.</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates superficial understanding of the issues raised in the text.</li> <li>• Responds with superficial ability to the opinions, ideas and information in the text.</li> <li>• Composes simple arguments demonstrating limited understanding of context and audience with textual references that are not always accurate.</li> <li>• Demonstrates superficial control of language structures and vocabulary in Chinese.</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides limited understanding of the issues raised in the text.</li> <li>• Provides limited opinions, ideas and information in the text.</li> <li>• Composes simple sentences using learned expressions that does not provide an argument or understanding of context and audience.</li> <li>• Provides simple language structures and vocabulary in Chinese.</li> </ul>	1–3
<b>Total</b>	<b>15</b>
<p>Answer could include:</p> <ul style="list-style-type: none"> <li>• Identifying the author's views that higher living standards and affluence has led to changes in the perception of beauty.</li> <li>• Elaborating on the author's opinion regarding the meaning of 'beauty' in our modern society, i.e. superficial appearance does not represent a true reflection of inner selves, and timeless real beauty lies within.</li> <li>• Expressing opinion on the issues raised in the text by clearly stating the reasons for supporting or criticising the author's views.</li> <li>• Using examples either from the text or from other sources (or both) to substantiate the arguments.</li> </ul>	

**Section Three**  
**Writing in Chinese**

**25% (25 Marks)**

**Question 6**

**(25 marks)**

随着经济的高速发展和人们生活水平的大幅度提高，中国人的消费观也随之改变。以“从月光族到月欠族”为题目，在校刊发表文章，谈谈时下年轻人的消费观。

Economic development and improvements in living standards have gradually changed Chinese people's outlook on consumption. Write an article entitled 'From living within one's income to living on credit' for the school magazine in which you discuss the consumerism of young people today.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that effectively discusses the topic that is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences writing in a sophisticated and logical manner.</li> <li>• Uses a wide range of linguistic features, including appropriate use of idioms and colloquialisms, to effectively express ideas, information and opinions.</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates a high level of ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that discusses the topic that is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences writing in a logical manner.</li> <li>• Uses a wide range of linguistic features, including idioms and colloquialisms, to express ideas, information and opinions.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates appropriate ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that provides a mostly relevant discussion of the topic and is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences are appropriate.</li> <li>• Uses a range of linguistic features, including idioms and colloquialisms, to express ideas, information and opinions.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the concepts related to the question and issues.</li> <li>• Produces an article that includes some relevant discussion of the topic and shows some understanding of the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences are limited.</li> <li>• Uses repetitive and/or a limited range of linguistic features.</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the concepts related to the question and issues.</li> <li>• Provides a limited discussion of the topic and shows limited understanding of the context, purpose, audience and the cultural context.</li> <li>• Makes minimal/limited attempt to structure and sequence writing.</li> <li>• Uses repetitive and/or a limited range of linguistic features.</li> </ul>	1–5
<b>Total</b>	<b>25</b>

## Question 7

(25 marks)

在校刊发表文章，谈谈在外国生活的华裔学生是如何协调中国文化与所居地文化的冲突。

Write an article for the school magazine on how Chinese students living in another country can deal with conflict between Chinese culture and the culture of their place of residence.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that effectively discusses the topic that is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences writing in a sophisticated and logical manner.</li> <li>• Uses a wide range of linguistic features, including appropriate use of idioms and colloquialisms, to effectively express ideas, information and opinions.</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates a high level of ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that discusses the topic that is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences writing in a logical manner.</li> <li>• Uses a wide range of linguistic features, including idioms and colloquialisms, to express ideas, information and opinions.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates appropriate ability to understand the concepts that are related to the question and issues.</li> <li>• Produces an article that provides a mostly relevant discussion of the topic and is appropriate to the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences are appropriate.</li> <li>• Uses a range of linguistic features, including idioms and colloquialisms, to express ideas, information and opinions.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the concepts related to the question and issues.</li> <li>• Produces an article that includes some relevant discussion of the topic and shows some understanding of the context, purpose, audience and the cultural context.</li> <li>• Structures and sequences are limited.</li> <li>• Uses repetitive and/or a limited range of linguistic features.</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the concepts related to the question and issues.</li> <li>• Provides a limited discussion of the topic and shows limited understanding of the context, purpose, audience and the cultural context.</li> <li>• Makes minimal/limited attempt to structure and sequence writing.</li> <li>• Uses repetitive and/or a limited range of linguistic features.</li> </ul>	1–5
<b>Total</b>	<b>25</b>

## ACKNOWLEDGEMENTS

**Question 4** Extracts of poem from: Feng, Z. (1955). Na shi [That Time]. In *Feng zhi shi wen xuan ji* (1st ed.). People's Literature Publishing House.

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International (CC BY) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia  
303 Sevenoaks Street  
CANNINGTON WA 6107*