



CHINESE: FIRST LANGUAGE

ATAR course examination 2021

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 marks)**

- (a) 李岚在澳大利亚生活，起初为什么不习惯？

Why did Li Lan find it difficult to adjust to a new life when she first arrived in Australia?

(2 marks)

Description	Mark
Demonstrates a thorough understanding of why Li Lan found it difficult to adjust to a new life when she first arrived in Australia.	2
Demonstrates some understanding of why Li Lan found it difficult to adjust to a new life when she first arrived in Australia.	1
Total	2
Answer could include: <ul style="list-style-type: none"> • She was so far away from relatives and friends. • She had to do everything herself (with no one there to help her). 	

- (b) 访谈中，李岚说很多背井离乡的人，会以什么方式来缓解乡愁？

According to Li Lan, what do many people do to ease homesickness when they are living abroad?

(2 marks)

Description	Marks
Demonstrates an excellent understanding of what people do to ease homesickness when they are living abroad.	2
Demonstrates some understanding of what people do to ease homesickness when they are living abroad.	1
Total	2
Answer could include: <ul style="list-style-type: none"> • They learn how to cook authentic dishes from their hometown. • They share photographs on social media of them cooking Chinese food at home. 	

- (c) 李岚如何运用语言技巧，向观众传达有关出国生活的正面体验？

How did Li Lan use language features to convey a positive message to the target audience about her experience of living abroad? (6 marks)

Description	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of how Li Lan used language to convey a positive message to her target audience. • Evaluates information, ideas, points of views and attitude from the spoken text accurately. • Evaluates the use and effectiveness of linguistic and stylistic features in the text. 	6
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of how Li Lan used language to convey a positive message to her target audience. • Evaluates information, ideas, points of views and attitude from the spoken text. • Evaluates most of the linguistic and stylistic features in the text. 	5
<ul style="list-style-type: none"> • Demonstrates a good understanding of how Li Lan used language to convey a positive message to her target audience. • Provides some evaluation of information, ideas, points of views and attitude from the spoken text. • Evaluates some linguistic and stylistic features in the text. 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how Li Lan used language to convey a positive message to her target audience. • Provides some evaluation of information, ideas, points of views or attitude from the spoken text. • Provides a sound but incomplete evaluation of some linguistic and stylistic features in the text. 	2–3
<ul style="list-style-type: none"> • Demonstrates a superficial understanding of how Li Lan used language to convey a positive message to her target audience. • Provides a limited evaluation of information, ideas, points of views or attitude from the spoken text. • Provides a limited evaluation of some linguistic and stylistic features in the text. 	1
Total	6
<p>Answer could include:</p> <p>Li Lan's target audience was a group of Chinese students in her hometown. So, it was important that her interview appealed to this group of young people and had a positive influence on them. The following linguistic and stylistic features were used to convey her message:</p> <ul style="list-style-type: none"> • Shortening of distance with target audience: This was achieved through sharing with the audience some everyday problems she had encountered when she first arrived in Australia. By sharing how she had to rent accommodation, assemble furniture and apply for a bank card without help from family and friends, Li Lan made her personal experience real and relatable for her target audience. • Citing of examples: Li Lan used examples whenever possible to illustrate her point. For instance, instead of describing the loneliness she had experienced, she told the audience about eating soup noodles alone on New Year's Eve. This technique triggered the audience's imagination; it invited the audience to identify themselves with Li Lan's experience of how loneliness had made her a stronger person. 	

Question 1 (continued)

- Using contrasts: Negative emotions of helplessness, homesickness, loneliness and cultural bereavement were contrasted with positive steps to overcome these emotional setbacks. This technique helped reinforce a positive message that it is possible to learn and grow from adversities.
- Logical sequencing of information: When Li Lan was invited to sum up her experience, she chose to use a clear and chronological approach to articulate the emotional journey through which she made sense of cultural bereavement. She described in detail how this journey had transformed her outlook on life and made her a stronger person.
- Choosing vocabulary with positive connotations: strategic use of vocabulary with positive connotations (such as 彼此包容, 彼此尊重) helped accentuate a sense of achievement when Li Lan finally adjusted herself to the new country of residence. The using of examples, instead of descriptions, to portray negative emotion also allowed Li Lan to avoid using vocabulary with negative connotations in her interview.
- Other features include the use of repetition and the use of parallelism.

Question 2

(10 marks)

听完了电台的广播和张文涛与王伯母的对话后，在《北京青年博客》发表一篇文章，谈谈年轻人是否应该出国留学的问题。你的答案大约是 200 个汉字。

After listening to the radio broadcast and the conversation between Zhang Wentao and Mrs Wang, write an article post for the *Beijing Youth Blog* on the topic of whether young people should, or should not go abroad to study. Write approximately 200 characters in **Chinese**.

Description	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of views in the texts on whether students should, or should not go abroad to pursue their studies. • Demonstrates a sophisticated ability to compare and contrast different views. • Composes a well-structured argument demonstrating a comprehensive understanding of the texts. • Demonstrates a highly-developed understanding of context and audience. • Demonstrates an excellent control of vocabulary and language structures accurately. 	8–10
<ul style="list-style-type: none"> • Demonstrates a good understanding of views in the texts on whether students should, or should not go abroad to pursue their studies. • Demonstrates a high-level of ability to compare and contrast different views. • Composes a coherent argument demonstrating an understanding of the texts. • Demonstrates a good understanding of context and audience. • Demonstrates control of vocabulary and language structures mostly accurately. 	6–7
<ul style="list-style-type: none"> • Demonstrates some understanding of views in the texts on whether students should, or should not go abroad to pursue their studies. • Demonstrates some ability to compare and contrast different views. • Composes an argument demonstrating some understanding of the texts. • Demonstrates general understanding of context and audience. • Demonstrates some control of vocabulary and language structures, but not always accurately. 	4–5
<ul style="list-style-type: none"> • Demonstrates a superficial understanding of views in the texts on whether students should, or should not go abroad to pursue their studies. • Limited ability to compare and contrast different views. • Limited ability to compose an argument or understanding of the texts. • Limited understanding of context and audience. • Uses mostly familiar vocabulary, simple language structures and expressions. 	2–3
Provides limited relevant information.	1
Total	10
<p>Answer could include:</p> <p>The two texts presented two different viewpoints assessing whether studying abroad is suitable for a young person.</p> <p>Views expressed in the radio broadcast are:</p> <ul style="list-style-type: none"> • It is not a simple decision. Young people have to consider why they want to go abroad and what they want to achieve. • Studying abroad, particularly in famous universities, may give some graduates competitive advantage when they apply for positions in some international firms. • Those who are not planning to go abroad will still have a bright future with international firms as long as they work hard at improving their English skills. • Students from key universities in China are becoming more popular with international firms. 	

Question 2 (continued)

- At the end of the day, it is more important for young people to make study choices based on their personalities, interests, background and strength. This will require an ability to objectively analyse their own strength and economic conditions, and to refrain from blindly follow trends.

Views expressed in the conversation are:

- Studying abroad will not definitely improve young people's future employment prospect. The quality of education one receives abroad is not necessarily better.
- It is a good idea for young people to pursue chances of studying abroad because the exposure to different cultures and perspectives will help young people grow intellectually and emotionally. It will also make them behave maturely and rationally.
- Young people who study abroad may encounter discrimination. But the experience will test their maturity and good communication skills.

Section Two
Reading and Responding

55% (55 Marks)

Question 3**(15 marks)**

- (a) 比较选文里环保局员工姚大林、朱斌华和李志成与工人进行交涉的不同方式，分析为何李志成能成功说服对方停工。

Compare different approaches in the selected text to analyse how the staff of the Environmental Bureau, Yao Dalin, Zhu Binhua and Li Zhicheng, negotiated with the worker, and to explain why Li Zhicheng was able to persuade the other party to stop work. (7 marks)

Description	Marks
<ul style="list-style-type: none"> Effectively compares different negotiation approaches and analyses why Li Zhicheng's argument was persuasive. Presents ideas and opinions in a sophisticated and logical manner with clear and succinct references to the selected text. 	6–7
<ul style="list-style-type: none"> Provides a sound comparison of negotiation approaches and an analysis that accurately highlights Li Zhicheng's main argument. Presents ideas and opinions in a coherent manner with appropriate references to the selected text. 	4–5
<ul style="list-style-type: none"> Provides a superficial/no comparison of different negotiation approaches and a simple analysis of Li Zhicheng's argument. There are some attempts at organising the presentation of ideas and opinion using references that are not always relevant. 	2–3
Provides limited relevant information.	1
Total	7
<p>Answer could include:</p> <p>Yao Dalin and Zhu Binhua positioned themselves as government officials and environmental experts when they communicated with the excavator operators. Their authoritarian approach incited resentment and caused confusion.</p> <ul style="list-style-type: none"> Yao Dalin affirmed that the Environmental Bureau was there to “control and manage” or 管. His claim was endorsed by Zhu Binhua, who cited their duties to uphold the international convention on wetland protection and accused the other party of violating rules. This assertion of authority made environmental protection a top-down decision that required unconditional compliance. Zhu Binhua attempted to use his knowledge as an expert on biodiversity to convince the operators. However, his frequent use of specialised terminology to explain the importance of the wetland to the ecosystem had only left his target audience feeling confused. Yao Dalin's attempt to explain the term biodiversity in layman's terms created even more confusion and made the excavator operators think that the Environmental Bureau's action was an unwelcoming interference with no direct relevance or benefit to them. <p>Li Zhicheng, on the other hand, had a much better understanding of how to use language and gestures to capture his target audience. He addressed the excavator operators as equals, in a way that did not undermine the message his colleagues were trying to convey. Consequently, he managed to convince the other party to stop work.</p>	

Question 3 (continued)

- He started by patting the operator on the shoulder. This gesture signaled friendship.
- He then reminded his audience that “all beings in the world are born equal”. This statement served two functions: (1) it reaffirmed his commitment to treating the operators as friends and equals; and (2) it appealed to his audience’s sense of compassion, hence affording them with an obligation to respond with kindness.
- He also appealed to his audience’s sense of aesthetics by painting a beautiful picture of the reeds.
- He then elaborated on some of the points his colleagues had made earlier about the importance of the wetland. However, instead of using specialised vocabulary, he focused on the function of the reeds and plants in retaining and purifying water. This was a calculated approach because after all his job was to stop the workers from cutting down the plants.
- Finally, he linked the destruction of wetlands to desertification as well as to the devastating prospect of robbing future generations of their livelihood. This linked environmental protection directly to the well-being of the target audience.

- (b) 结合选文与李志成在灵湖中学校庆上的讲话，分析他如何向灵湖市各界讲解保护环境的重要性。

With reference to both the selected text and Li Zhicheng’s speech at the Linghu Middle School’s anniversary, analyse how he explained the importance of environmental protection to the people in Linghu City. (8 marks)

Description	Marks
<ul style="list-style-type: none"> • Effectively processes and evaluates information to provide an analysis of how Li Zhicheng explained the importance of environmental protection to different target audiences. • Presents argument in a sophisticated manner that expresses ideas and opinions logically, clearly and succinctly using references that are effective and appropriate. • Uses a wide range of linguistic features, including idioms and colloquialism, accurately. 	7–8
<ul style="list-style-type: none"> • Processes and evaluates information to provide an adequate analysis of how Li Zhicheng explained the importance of environmental protection to different target audiences. • Presents argument in a coherent manner that mostly expresses ideas and opinions using references that are effective and appropriate. • Uses a range of linguistic features, including idioms and colloquialism, mostly accurately. 	5–6
<ul style="list-style-type: none"> • Provide a superficial analysis of how Li Zhicheng explained the importance of environmental protection to different target audiences. • There are some attempts at organising content to expresses simple ideas and opinions using references that are not always relevant. • Uses limited linguistic features and structures, relying mostly on familiar vocabulary, simple sentences and learned expressions. 	3–4
Provides limited relevant information.	1–2
Total	8
<p>Answer could include:</p> <p>Judging from his speech at the Linghu Middle School and his chats with the excavator operators, Li Zhicheng was keen to explain the importance of environmental protection to people from different walks of life. His approach was versatile and</p>	

adaptable, depending to a large extent on his target audience. His message, however, was consistently grounded on his own understanding of environmental protection. This understanding underpinned his beliefs and convictions. Li Zhicheng's understanding of environmental protection was:

- Grass root support was essential for environmental campaigns to be successful. Top-down government intervention could only offer short term solutions. For example, his colleagues Yao Dalin and Zhu Binhua's reliance on government authority to stop excavation workers from damaging the wetland had only resulted in resentment and confusion.
- Everyone could and should contribute to environmental protection. That was why he said in his speech at the school, "... a drop of water is very small, but when the trickles converge, an ocean is formed. A single person has limited power, but when thousands of individuals work together for one cause, the impact is strong. Therefore, may I put it this way: energy-saving and emission reduction start with you and me? Use energy-saving lamps, turn off the faucet, do not litter, write on both sides of the printing paper, reduce the use of plastic bags, and choose to walk, bike or use public transport when travelling. Stop destroying nature. Plant more trees. These are all small things that everyone can do without much effort."
- The most effective way of protecting the environment is through educating and getting people involved. That was the reason why he grasped every chance and every public platform available to talk to students and workers about the importance of environmental protection.

Due to his understanding, beliefs and conviction, Li Zhicheng adopted an audience-oriented approach to communicating messages about environmental protection. The technique he employed had the following features:

- used language that draws target audience in
- adjusted the register to the level of the audience
- refrained from using special terms and jargon
- used examples to illustrate whenever possible
- used exclamations and questions to provoke emotive reaction
- relied on persuasive language to motivate the audience into action.

Question 4

(25 marks)

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歌曲《存在》的作者与小说《唐人街》里的冯太太（冯老二的妻子）是如何理解尊严这个概念的？从歌曲和小说列举实例说明他们的看法如何体现了社会变革对个人的影响。你的答案大约是350–450个汉字或300–400个英文字。

'Who knows what dignity has become?' (lyrics from the song *To Exist*)

How do the songwriter of *To Exist* and the character Mrs Feng (the wife of Feng Lao'er) in the novel *China Town* understand the concept of dignity? Use references from the song and the novel to explain how their views reflect the impact of a changing society on the individual. Write either approximately **350-450** characters in **Chinese** or **300-400** words in **English**.

Description	Marks
<ul style="list-style-type: none"> Engages in a sophisticated manner with all parts of the question. Demonstrates an excellent ability to analyse and explain how each text reflects the statement. Demonstrates a perceptive and insightful ability to analyse the content with supporting examples. Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts with appropriate textual references. 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. 	21–25
<ul style="list-style-type: none"> Engages comprehensively with all parts of the question. Demonstrates a high-level ability to analyse and explain how each text reflects the statement. Demonstrates a mostly perceptive and insightful ability to analyse the content with some supporting examples. Composes a coherent argument demonstrating a good understanding of both texts with appropriate textual references. 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. 	16–20
<ul style="list-style-type: none"> Engages adequately with all parts of the question. Demonstrates some ability to analyse and explain how each text reflects the statement. Demonstrates an adequate perceptive and insightful ability to analyse the content with a few supporting examples. Composes a reasonable argument demonstrating simple understanding of both texts with appropriate textual references. 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. 	11–15
<ul style="list-style-type: none"> Provides minimal engagement to most parts of the question. Demonstrates a simple explanation of how each text reflects the statement. Demonstrates a limited ability to analyse the content. Composes simple arguments demonstrating a superficial understanding of both texts with appropriate textual references. 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. 	6–10

Description	Marks
<ul style="list-style-type: none"> Provides a superficial response to some parts of the question. Provides a limited explanation of how each text reflects the statement. No evidence to demonstrate an ability to analyse the content and language features. Uses simple learnt expressions that provides limited understanding of both texts. Writes simple texts with limited evidence of ability to express ideas and opinions. 	1–5
Total	25
<p>Answer could include:</p> <p>Both the song writer and Mrs Feng viewed “dignity” as something that they pursued because it gave meaning to their lives in a changing society. However, their understanding of what constituted dignity was very different. As a result, they followed a very different path to uphold their dignity.</p> <p>For the character Mrs Feng:</p> <p>How did Mrs Feng view dignity?</p> <ul style="list-style-type: none"> Mrs Feng was quite happy to stay in China with her younger children. The reason why she left her hometown to travel all the way to New York was because she wanted her family to live a dignified life that would bring honour and glory to their ancestor <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> For her, dignity was not an abstract standard. It had much to do with face, or more precisely, it was a matter of refraining from dishonourable deeds <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> In Mrs Feng's world, dignity was not just a personal concern. It was inseparable from a sense of national pride. She wanted her grandson to look and behave like the dignified gentry, because according to Mrs Feng, “we are Chinese and you cannot put China to shame” <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> <p>What had she done to uphold the dignity of herself and her family?</p> <ul style="list-style-type: none"> Mrs Feng refused to change into western attire. She would rather keep Chinese customs. She believed this was the best way to keep her dignity and to show others that she knew how to wear Chinese-style clothes <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> Mrs Feng considered the behaviour of some Americans in her neighbourhood disgraceful. This gave her an excuse to stay home instead of going out and socialising with her new neighbours. She found the behaviour of the drunk very disagreeable. Some of them were staggering around. Some of them were lying on the sidewalk. <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> So Mrs Feng was determined not to allow her grandchildren to play on the street like those wild and unruly children in the neighbourhood <div style="border: 1px dashed gray; padding: 2px; margin: 5px 0;">For copyright reasons this text cannot be reproduced in the online version of this document.</div> <p>Instead, at around 4 o'clock every day, she would dress them in respectable American-style clothing and hair styles, making sure that their necks, eyes and noses were clean. She would then ask them to walk around the neighbourhood to show off their nice clothes and good manners. To Mrs Feng, this was an important part of upholding dignity.</p>	

Question 4 (continued)

How did her views on dignity reflect the impact of a changing society on her?

- Mrs Feng's relocation to New York had turned her world upside down. She suddenly found herself facing an unfamiliar environment with different social practices. She thought she looked ridiculous with her Chinese-style clothes. She contemplated change, but she found it hard to imagine how awful those clothes would look on her

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She knew she should go out and socialise with her new neighbours, but she was also mindful of exposing herself to the unknown.

- While she was confronted with change, the concept of dignity became her safe haven. It acted as an anchor that prevented her from drifting and losing her direction. She needed something to connect her to her past. She was a true believer in the need to preserve one's dignity. She had this idea even when she was still living in China. Back in the old days, her children were not allowed to make her feel disgraceful in front of her neighbours

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Not losing face in front of one's neighbours became a golden rule that she was determined to keep after she had arrived in New York

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To Mrs Feng, this law was more effective than any code or decree in restraining behaviour. Those who violated this law would be punished, mocked and ridiculed by others

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- In short, Mrs Feng's view on dignity became the mechanism through which she connected her present to her past. It helped her make sense of all the changes that were happening around her.

To the song writer:

How does the song writer view dignity?

- The song *To Exist* views dignity as an abstract concept associated with our existence as individual rational beings. It is a value intrinsic to humanity.
- Like other emotions and values mentioned in the song, dignity can only be experienced through polarised states, for example glory, joy, happiness and fulfilment can only be understood through humiliation, pain, sadness and disappointment

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What does uphold dignity mean to him?

- The song *To Exist* makes no direct mention of ways to uphold dignity. However, the song itself is an attempt for the songwriter to purge a sense of meaningless from his life. He does that through constantly interrogating, questioning and reflecting on the meaning of his existence: Who knows where we should go? Who knows how our dreams will end? Who understands what life has become? Who knows what dignity has become? Should I find a reason to go with the flow? Should I bravely move forward and break free? How do I exist?

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- Through the medium of music, the song writer explores ways to remind and alert people of the need to reflect on their own existence in order to making their lives more meaningful and fulfilling.

How does his views on dignity reflect the impact of a changing society on him?

- The songwriter's view of dignity as conflicting experiences is an important strategy for him to cope with the fraudulent nature of human existence, brought about by the negative aspects of a constantly changing modern world.
- The negativities revealed allow him to come to terms with why many people are constantly moving but are still trapped in one place, why many people who are alive still feel they are dead, why people who think they are in love still feel they are far apart, and why people who are smiling are still full of tears

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- By alerting people to the miserable state of their existence, the song encourages people to strive for dignity in life and true meaning of existence.

Question 5

(15 marks)

看完了秀妍给表妹写的信（阅读手册）后，以月琴表妹的身份，给表姐秀妍回信，谈谈对来信中话题的看法。你的答案大约 350 个汉字。

After reading the letter (Text booklet) written by Xiuyan, assume you are Yueqin and write a reply to your cousin Xiuyan to express your views about the issues raised in her letter.

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

Description	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text. • Responds with a sophisticated level of ability to the opinions, ideas and information in the text. • Composes a well-structured argument demonstrating a highly developed understanding of context and audience with relevant textual references. • Demonstrates an excellent control of language structures and vocabulary in Chinese. 	13–15
<ul style="list-style-type: none"> • Demonstrates an understanding of the issues raised in the text. • Responds with a high level of ability to the opinions, ideas and information in the text. • Composes a coherent argument demonstrating a well-developed understanding of context and audience with relevant textual references. • Demonstrates an appropriate control of language structures and vocabulary in Chinese. 	10–12
<ul style="list-style-type: none"> • Demonstrates an adequate understanding of the issues raised in the text. • Responds with a high level of ability to the opinions, ideas and information in the text. • Composes an adequate argument demonstrating understanding of context and audience with relevant textual references. • Demonstrates an appropriate control of language structures and vocabulary in Chinese, but not always accurately. 	7–9
<ul style="list-style-type: none"> • Demonstrates superficial understanding of the issues raised in the text. • Responds with superficial ability to the opinions, ideas and information in the text. • Composes simple arguments demonstrating limited understanding of context and audience with textual references that are not always accurate. • Demonstrates superficial control of language structures and vocabulary in Chinese. 	4–6
<ul style="list-style-type: none"> • Provides limited understanding of the issues raised in the text. • Provides limited opinions, ideas and information in the text. • Composes simple sentences using learned expressions that does not provide an argument or understanding of context and audience. • Provides simple language structures and vocabulary in Chinese. 	1–3
Total	15
<p>Answer could include:</p> <ul style="list-style-type: none"> • Identifying Xiuyan's views about gender roles in today's society, as reflected in the unfair division of household chores between her and her husband. • Elaborating on Xiuyan's grievance. She was unhappy with her husband for assuming that housework is a woman's sole responsibility, and for behaving as if he was doing her a favour every time he helped her out. To Xiuyan, however, household chores should be equally shared by all family members regardless of gender. • Expressing opinion on the issues raised in the text by clearly stating the reasons for supporting or criticising Xiuyan's views. • Using examples either from the text or from other sources (or both) to substantiate the arguments. 	

Section Three
Writing in Chinese

25% (25 Marks)

学校老师鼓励你参加《澳华杂志》举办的**华文**作文大赛，从以下两题任选一题写一篇参赛文章。

Your school teacher encourages you to take part in an essay writing competition held by the *Australian Chinese Magazine*. Choose **one** of the topics below to write an essay in **Chinese** for entry to the competition.

Question 6**(25 marks)**

当代华裔年轻人如何看待传统孝道文化？

How do young people of Chinese heritage nowadays view the traditional concept of filial piety?

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

Question 7

(25 marks)

社交媒体的普及对华人社区有何影响？

How does the popularity of social media affect Chinese communities?

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

ACKNOWLEDGEMENTS

Question 4

“For the character Mrs Feng” Chinese script and quote from: Lin, Y. (2012). *Tang ren jie* [Chinatown family]. Changsha: Wen yi chu ban she [Hunan Literature and Art Publishing House], pp. 37–42.

“To the song writer” dot points 2, 3 & 6, Chinese script from: Wang, F. (2011). *Cun zai* [To exist] [Lyrics]. Retrieved October, 2021, from <https://www.echinesesong.com/cun-zai-%E5%AD%98%E5%9C%A8-existence-lyrics-%E6%AD%8C%E8%A9%9E-with-pinyin-by-wang-feng-%E6%B1%AA%E5%B3%B0/>

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