Government of **Western Australia**
School Curriculum and Standards Authority

CHINESE: FIRST LANGUAGE

ATAR course examination 2024

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   **30% (36 Marks)**

Part A – Intercultural communication   **15% (18 Marks)**

Question 1   **(4 marks)**

概述中国日益严重的垃圾危机产生的**两个**原因和引发的**两个**后果。

Outline **two** causes and **two** consequences of China's growing waste crisis.

Description	Marks
Causes any two of	
• China's large population generates a massive amount of waste • rapid urbanisation leads to increased waste generation • many people do not sort/manage/deal with their waste effectively	1–2
Subtotal	**2**
Consequences any two of	
• landfills in some areas are nearing capacity • brings many health and environmental issues to society • improper waste disposal leads to air and water pollution • waste mismanagement also causes harm to human health/hygiene and the ecological environment	1–2
Subtotal	**2**
Total	**4**

Question 2 **(6 marks)**

将以下词语译成英文，并指出在翻译过程中可能遇到的障碍。译文须考虑到女性说话者和男性说话者对话的上下文，以确保英文翻译和原文中表达的意思一致。

Render the following phrases into English, then identify the possible language barrier for each phrase. Your rendition must take into consideration the context of the female and male speaker's conversation so that the rendition and the original text express the same meaning.

(a) 给力 (3 marks)

Description	Marks
English rendition of the phrase 给力: The phrase 给力 in the context of this conversation means 'effective'	1
Identify language barrier: 给力 is a colloquial slang term originating from mainland China. Literally translated, it means 'to give strength or power'. However, it carries a much wider range of meanings, encompassing positive connotations like 'cool', 'awesome', 'impressive', or 'effective'. This creates a language barrier in translation, as capturing all these nuances in a single word of another language while maintaining its down-to-earth quality, is difficult	1–2
Total	**3**
Accept other relevant answers.	

(b) 弄虚作假 (3 marks)

Description	Marks
English rendition of the phrase 弄虚作假: The phrase 弄虚作假 in the context of this conversation means 'engage in deception'	1
Identify language barrier: Translating Chinese idioms like 弄虚作假 can be a challenge due to their idiomatic nature. These idioms condense a lot of meanings such as to deceive, to falsify, to feign, to fabricate, and to manipulate the abstract, into just a few characters, often carrying cultural nuances and specific connotations that may lack direct equivalents in other languages. A word-for-word translation can miss the deeper meaning and emotional weight they convey, creating a language barrier	1–2
Total	**3**
Accept other relevant answers.	

Question 3 **(6 marks)**

用给出的例子分别解释语言是如何随时间推移而改变的。

For each example provided, explain how language has changed over time.

(a) 胡萝卜加大棒 (3 marks)

Description	Marks
Explains how language has changed over time, using the provided example	3
Describes how language has changed over time, using the provided example	2
States a literal translation of the phrase	1
Total	**3**
Answers could include: This phrase is a direct translation of the English phrase 'carrot and stick'. It is utilised to substitute words like 恩威并济 and 软硬兼施，which are more formal and nuanced, typically encountered in formal or academic settings. Consequently, they are not as prevalent in everyday conversations. Over time, English has been introduced to Chinese-speaking communities and this simple and direct translation is increasingly favoured as it is vivid, straightforward, and commonly used in daily speech.	
Accept other relevant answers.	

(b) 落地 (3 marks)

Description	Marks
Explains how language has changed over time, using the provided example	3
Describes how language has changed over time, using the provided example	2
States a literal translation of the phrase	1
Total	**3**
Answers could include: This word translates to 'land' or 'fall to the ground'. Over time, 落地 gained figurative meanings related to bringing plans or ideas into concrete action or implementation. So, while the core idea of 'landing' remains, 落地 has expanded to encompass putting things into practice. This extension is more prominent in recent times as it picturises the action of 'implementation', which attracts people's attention and resonates with them.	
Accept other relevant answers.	

Question 4 **(2 marks)**

概述女性说话者和男性说话者对于中国垃圾危机的解决方案。

Outline the female and male speaker's proposed solution to the waste crisis in China.

Description	Marks
they suggest combining Shenzhen's incentive system with Shanghai's fine system	1
to combine the advantages of both systems into a perfect one	1
Total	**2**

Part B – Text analysis **15% (18 Marks)**

Question 5 **(18 marks)**

请用播客中的例子：
- 找出小王对中国和澳洲的教育方式的态度，分别使用一个正面和一个反面的例子来支持你的答案
- 分析小王怎样使用语言特色来吸引观众的。请用**四个**例子说明。

答案大约 200 个汉字。

Use examples from the podcast to:
- identify Xiaowang's attitudes towards the Chinese and Australian education systems. Use a positive **and** negative example for each system to support you answer
- analyse **four** language features Xiaowang uses to engage the audience.

Answer in approximately **200 Chinese** characters.

Description	Marks
Xiaowang's Attitudes	
Identifies Xiaowang's attitude towards the Chinese education system	1
Identifies Xiaowang's attitude towards the Australian education system	1
Subtotal	**2**
Supporting evidence from the podcast	
Provides one positive and one negative example of Xiaowang's attitude towards the Chinese education system	2
Provides one positive or one negative example of Xiaowang's attitude towards the Chinese education system	1
Subtotal	**2**
Provides one positive and one negative example of Xiaowang's attitude towards the Australian education system	2
Provides one positive or one negative example of Xiaowang's attitude towards the Australia education system	1
Subtotal	**2**
Use of a language feature to engage audience (4 x 3 marks)	
Analyses how a language feature is used to engage audience: • identifies the language feature usage • correlates with correct examples from text • analyses how the use of the language feature engages audience	3
Describes how a language feature is used to engage audience: • identifies the language feature usage • correlates with correct examples from text	2
Identifies how a language feature is used to engage audience: • identifies the language feature usage	1
Subtotal	**12**
Total	**18**

Question 5 (continued)

Answers could include:

Attitudes

Xiaowang disapproves of the Chinese education system.
Examples:
• Chinese classrooms create a sense of distance. Implied by talking about the classroom setting in Australia helps bring teacher and students closer
• long school hours in China
• the pressure students in China have to face
• students not able to organise their own learning.

Xiaowang approves of the Chinese education system.
Examples:
• in China both teacher and students are highly focused in class
• teachers in China will push/guide students to study, so students just need to follow instructions, and they rarely miss deadlines
• Chinese students prioritise study/homework over extra-curricular activities, so they have more time to study
• great respect for teachers in China.

Xiaowang disapproves of the Australian education system:
Examples:
• Australian teaching methods can be less efficient and time-consuming
• self-discipline and time-management are required in Australian schools
• less focus on academic performance.

Xiaowang approves the Australian education system:
Examples:
• the classroom setting in Australia helps bring teacher and students closer
• students have more autonomy
• shorter school hours
• teacher-student relationship is more casual
• more focus on extra-curricular activities after school.

Use language features to engage audience:

• use a comparison between the Chinese and Australian education systems: in the text, the author compares classroom settings, teaching methods, school hours, stress levels, teacher-student relationships, and priorities in Chinese schools and Australian schools. This emphasises the differences between the two education systems, allowing the audience to intuitively perceive the distinctions
• incorporate metaphor: compare the pressure of competition to a thousand-man army crossing a log bridge, where only a few can successfully traverse to reach success. Additionally, liken oneself to an abacus bead that requires a push to move forward. These metaphors vividly illustrate the stress of competition and the challenge of time management, making the situation described easily understandable for the audience
• use of slang: integrate "打脸," meaning 'hit in the face' literally, when the author realises that adapting to a new education system is more challenging than initially imagined. Use of "死线," meaning deadline, when discussing the pressure of completing work. By incorporating the slang, the author establishes a connection with younger audiences, enhancing engagement during the podcast

- use of idiomatic expression: within the text, the author utilises multiple idiomatic expressions such as "尊师重道" (respecting teachers and valuing morals), "一日为师，终身为父" (a teacher for a day is a father for life), and "两耳不闻窗外事，一心只读圣贤书" (ignorant of worldly affairs, wholeheartedly devoted to studying). The use of these expressions suggests that the audience likely shares a similar cultural background with the author. Through these expressions, the audience can readily relate to the author's experiences based on their own schooling experiences
- change in tone: in the text, the author emphasises words such as 'however(可是), prolonged battle (持久战), strong (强烈), can't tell (说不上)' to signify a shift in their expectation for studying abroad, thus altering their tone. This change in expectation and tone renders the podcast captivating and engaging
- rhetorical question: the author uses rhetorical question at the end of the text to invite listeners to share their own thoughts and opinions, fostering a sense of community and dialogue.

Accept other relevant answers.

Section Two   **40% (42 Marks)**

Part A – Intercultural communication   **20% (22 Marks)**

Question 6   **(6 marks)**

概述将西方节日（如万圣节）引入中国主流文化会带来的**六个**不利影响。

Outline **six** negative impacts brought about by incorporating Western festivals, such as Halloween, into Chinese mainstream culture.

Description	Marks
Any six of	
• lead to the tendency of idolising foreign cultures • be viewed as cultural invasion • lead to the homogenisation of cultures • cause traditional festivals to lose their uniqueness • foster consumerism, leading to waste • have negative impacts on the environment • lead to the pursuit of materialistic fulfilment • result in people overlooking the essence of cultures	1–6
Total	**6**
Accept other relevant answers.	

Question 7 **(10 marks)**

概述此文的**两个**沟通目的和**两类**目标读者，并总结作者如何支持西方节日（如万圣节）可能促进中国文化发展这一观点。

Outline **two** communicative purposes and **two** intended audiences of the article and summarise how the text producer supports the view that Western festivals such as Halloween may potentially enhance the development of Chinese culture.

Description	Marks
Communicative purposes	
to explore the growing popularity of Halloween in China and the reasons behind it	1
to promote embracing foreign cultures like Halloween into Chinese mainstream culture	1
Subtotal	**2**
Intended audiences	
general readers who are interested in the cultural dynamics between Western and Chinese festivities	1
scholars/researchers who are studying cultural adaptation and globalisation effects in contemporary China	1
Subtotal	**2**
Summary of how the text producer supports the view that Western festivals, like Halloween, could enhance the development of Chinese culture. Any six of: (6 x 1 mark)	
- supporting cultural integration through creative blending of Halloween with Chinese traditions, seen in costumes like Tang Monk and Sun Wukong - highlighting self-expression and liberation as participants, exemplified by Mr Zhang, using humorous costumes to express social discontent, offering a form of cultural liberation absent in traditional Chinese festivals - acknowledging the alignment of Western festivals with modern preferences, as noted by Ms Su, contributing to the rapid popularity of Halloween in China - recognising Western festivals, such as the Halloween parade organised by Mr Li, serve as a temporary escape from the pressure of modern life - addressing controversy surrounding Halloween, labelled by some as cultural invasion, whereas some social scholars view it as China's adaptation to foreign cultural influences - showcasing an innovative blend of traditional, modern, and foreign influences during the Shanghai Halloween parade, reflecting China's evolving cultural landscape - encouraging appreciation for cultural diversity, embracing the positive influences of foreign culture, and emphasising the value of a culturally rich society	1–6
Subtotal	**6**
Total	**10**
Accept other relevant answers.	

Question 8 (6 marks)

(a)   "重担"一词有多重涵义。请把以下**两个**句子翻译为英语。

The phrase "重担" has multiple implications. Translate the following **two** sentences into English.

Answer in **English**.

(i)   农民肩上担着一百公斤的重担，走起山路来如履平地。 (2 marks)

Description	Marks
Accurately translates the meaning of the original text and uses language that is effective in engaging an English-speaking audience	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable	1
Total	**2**
Answers may include: The farmer carries a heavy load of one hundred kilograms, walking up the hills as if it were flat ground.	
Note: candidate's rendition may vary.	

(ii)   他一人养活全家老小，肩上的重担压得他喘不过气来。 (2 marks)

Description	Marks
Accurately translates the meaning of the original text and uses language that is effective in engaging an English-speaking audience	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable	1
Total	**2**
Answers may include: He supports his entire family on his own, and the heavy burden on his shoulders prevents him from taking a moment to relax/catch his breath.	
Note: candidate's rendition may vary.	

(b)   请比较(a)部分的**两个**句子中的"重担"涵义上的不同。 (2 marks)

Compare the difference in the meaning of "重担" in these **two** sentences in part (a).

Description	Marks
Compares the difference in the meaning of "重担" in the two sentences, demonstrating the subtle difference in meaning	2
States the meaning of the term "重担"	1
Total	**2**
Answers may include: In the first sentence, it is referring to a physical burden, that is, the physical weight of the load that the farmer is carrying. In the second sentence, it is referring to a psychological and financial burden, that is, the emotional and psychological weight of his responsibilities.	
Accept other relevant answers.	

Part B – Text analysis   **20% (22 Marks)**

Question 9   **(22 marks)**

根据文中的信息，
- 描述作者在文中表现出的**两个**偏好，并分析文章的结构顺序如何体现作者的**两个**偏好
- 分析作者如何使用文中的**四个**语言特色来影响读者的态度。

用大约 400 **个汉字**回答。

According to the information in the text:
- describe **two** of the text producer's positive biases and how information sequencing of the text supports the **two** positive biases
- analyse how the text producer uses **four** language features to shape audience attitudes.

Answer in about **400 Chinese** characters.

Description	Marks
For each bias (2 x 2 marks)	
Describes the text producer's positive bias	2
Identifies the text producer's positive bias	1
Subtotal	**4**
Answers could include: • recognition of global influence: the text acknowledges the widespread popularity of the dance across different regions and among various demographics, indicating a positive view of its impact on global culture • appreciation for cultural integration: the text highlights the clever combination of hip-hop and traditional folk dances from the East, suggesting an appreciation for the fusion of different cultural elements • emphasis on cultural dialogue and understanding: the text emphasises the role of 'Ke Mu San' in facilitating cultural exchange and dialogue between Eastern and Western cultures, suggesting a positive outlook on cross-cultural communication and understanding • celebration of youth expression and enjoyment: the text celebrates the enjoyment and freedom of expression that the dance brings to young people from both the East and the West, portraying a positive bias towards youth culture and its role in cultural exchange.	
Analyses how the text information sequencing supports the text producer's positive biases	
Analyses the information sequencing of the text and provides a detailed response of how these elements support the text producer's positive biases	6
Analyses the information sequencing of the text and provides some detail of how these elements support the text producer's positive biases	5
Explains the information sequencing of the text and provides how these elements support the text producer's positive biases	4
Describes the information sequencing of the text and provides a relevant response of how these elements support the text producer's positive biases	3
Describes some of the information sequencing of the text and provides some detail of how these elements support the text producer's positive biases	2
States limited information the text producer uses to communicate their positive biases	1
Subtotal	**6**

Question 9 (continued)

Answers could include:

- in paragraph one, the text begins by introducing the 'Ke Mu San' dance and its global popularity on platforms like TikTok. This sets the stage for highlighting the positive aspects of the dance, such as its widespread appeal and influence. The text also mentions individuals from various backgrounds who have embraced the dance, such as waiters, ballet dancers, and Latin dance champions, the text demonstrates the global reach and influence of 'Ke Mu San.' This reinforces the positive view of its impact on global culture
- in paragraph two, the text elucidates the reasons why it is so popular by providing details about the dance moves and music of 'Ke Mu San,' emphasising its fusion of hip-hop and traditional Eastern elements. This supports the bias towards appreciation for cultural integration. The text also explains how the dance's music and movements resonate with both Eastern and Western audiences, fostering cultural dialogue and understanding. This supports the bias towards celebrating cultural exchange and communication
- in paragraph three, while the text acknowledges criticism of the dance as 'tacky', it also highlights how this perceived flaw contributes to its popularity among young people. This reinforces the positive bias towards celebrating youth expression and enjoyment
- in paragraph four, the text concludes with optimism about the future of cultural exchange and innovation, suggesting that dances like 'Ke Mu San' could lead global culture towards diversity. This reinforces the positive bias towards celebrating creativity and cultural fusion.

How the text producer uses language features to shape audience attitudes (4 x 3 marks)	
Analyses how a language feature is used to shape audience attitude: • identifies the language feature usage • correlates with correct examples from text • analyses how the use of the language feature shapes audience attitude	3
Describes how a language feature is used to shape audience attitude: • identifies the language feature usage • correlates with correct examples from text	2
Identifies how a language feature is used to shape audience attitude: • identifies the language feature usage	1
Subtotal	**12**
Total	**22**

Answers could include:

Using simile:
- example: 'as if it looks like a disco in the urban-rural integration areas.'
- metaphorically comparing 'Ke Mu San' to a tacky disco in the urban-rural integration areas, emphasising their similarities. The text producer uses similes and metaphors to highlight the unique style of 'Ke Mu San' dance, which attracts young people. This language feature shapes the audience's attitudes by making this infectiousness of the dance more relatable and understandable.

Using rhetorical questions:
- example: 'Isn't this what young people from the East and the West are pursuing nowadays?'
- the text producer uses the rhetorical question to emphasise the universal quest for happiness among youth and encourages the audience to reflect on the shared common human experience across cultures. By using this language feature when discussing the 'Ke Mu San' dance and its global appeal, especially focusing on the fact that the freedom this dance provides to its young dancers is the reason for its popularity.

Using hyperbole:
- example: 'this "tacky" is precisely what makes it so popular among young people.'
- the text producer uses hyperbole to emphasise the dance's charm and appeal, suggesting that its simplicity is the key to its widespread popularity. Such exaggeration changes audience's impression of 'Ke Mu San' from a 'tacky' dance to a globally popular dance
- example: 'This kind of dance could become a pioneer of cultural exchange.'
- the text producer employs hyperbole to emphasise the potential impact of the dance on global cultural exchange, suggesting it could lead to significant advancements in this area. The use of hyperbole suggests to audience not to underestimate such a dance.

Using compare and contrast:
- example: 'a clever combination of hip-hop... and traditional folk dances from the East.'
- this comparison highlights the fusion of different cultural elements and demonstrates that the dance incorporates influences from both the East and the West. The text producer emphasises how the dance combines hip-hop, which is popular among young people in the West, with traditional folk dance from the East, demonstrating a paradoxical fusion that captivates global young audiences. This contrast demonstrates the dance's universal appeal and its role in transcending cultural barriers to the audience.

Using quotation:
- example: 'to enjoy life to the fullest'
- the text producer uses a quotation to connect with the young audience on a personal level, particularly when discussing the dance's ability to bring joy and freedom of expression. 'Enjoy life to the fullest', a quotation originated from poet, Li Bai, evoking language sense of happiness and liberation, appealing to the emotions of the young audience and highlighting the dance's capacity to bring people together in celebration of life's pleasures.

Giving examples:
- the text producer cites examples of the dance's widespread popularity from diverse groups of people, ranging from 'waiters at a well-known hotpot restaurant' to 'dancers at the Royal Russian Ballet' and 'Latin dancers at the World DanceSport Championships 2023'
- these examples attest to the dance's broad appeal across diverse populations and geographies, reinforcing the argument for its global reach so the audience can have 'preconceived notions' towards the dance.

Accept other relevant answers.

Section Three

Text production   **30% (25 Marks)**

Question 10   **(25 marks)**

为西澳的华人报社写一篇文章，讨论你作为一个消费者，将怎样贯彻绿色消费，以达到可持续发展的目的。

Write an article for a Chinese-owned Western Australian newspaper to discuss how you, as a consumer, would implement green consumption in order to achieve sustainable development.

Criteria	Marks
Content and relevance	
Provides a detailed response to the topic, discussing information, views and opinions in the article	9–10
Provides a thorough response, describing information, views and opinion	7–8
Provides an adequate response, outlining relevant information, views and opinion	5–6
Provides a response, stating some relevant information, views and opinion	3–4
Provides an inadequate response with limited information, views and opinion	1–2
Subtotal	**10**
Structures and sequencing	
Structures and sequences writing in a sophisticated and logical manner, that supports the communicative purposes of the text	5
Structures and sequences writing in a logical manner, that supports the communicative purposes of the text	4
Structures and sequences writing in a manner that is relevant to the communicative purposes of the text	3
Structures and sequences writing in a manner that has some relevance to the communicative purposes of the text	2
The structure and sequencing of information has little relevance to the communicative purpose of the text	1
Subtotal	**5**
Language choices and audience	
Uses registers/language choices that effectively present viewpoints to the audience	5
Uses registers/language choices that present viewpoints to the audience	4
Uses registers/language choices that are relevant to the audience	3
Uses registers/language choices with some relevance to the audience	2
Uses registers/language choices with little relevance to the audience	1
Subtotal	**5**
Stylistic devices and effects	
Uses a sophisticated range of stylistic devices to keep the audience engaged	5
Uses a wide range of stylistic devices to keep the audience engaged	4
Uses a range of stylistic devices to create effects for the audience	3
Uses some stylistic devices to create effects	2
Uses repetitive and/or a limited stylistic device	1
Subtotal	**5**
Total	**25**

Question 11 **(25 marks)**

给西澳的华人报社写一篇文章，谈谈经济发展给社会带来的**三个**弊端，并提出相应的解决方案。

Write an article for a Chinese-owned Western Australian newspaper to discuss the **three** disadvantages brought about by economic development to society and propose solutions for these disadvantages.

Criteria	Marks
Content and relevance	
Provides a detailed response to the topic, discussing information, views and opinions in the article	9–10
Provides a thorough response, describing information, views and opinion	7–8
Provides an adequate response, outlining relevant information, views and opinion	5–6
Provides a response, stating some relevant information, views and opinion	3–4
Provides an inadequate response with limited information, views and opinion	1–2
Subtotal	**10**
Structures and sequencing	
Structures and sequences writing in a sophisticated and logical manner, that supports the communicative purposes of the text	5
Structures and sequences writing in a logical manner, that supports the communicative purposes of the text	4
Structures and sequences writing in a manner that is relevant to the communicative purposes of the text	3
Structures and sequences writing in a manner that has some relevance to the communicative purposes of the text	2
The structure and sequencing of information has little relevance to the communicative purpose of the text	1
Subtotal	**5**
Language choices and audience	
Uses registers/language choices that effectively present viewpoints to the audience	5
Uses registers/language choices that present viewpoints to the audience	4
Uses registers/language choices that are relevant to the audience	3
Uses registers/language choices with some relevance to the audience	2
Uses registers/language choices with little relevance to the audience	1
Subtotal	**5**
Stylistic devices and effects	
Uses a sophisticated range of stylistic devices to keep the audience engaged	5
Uses a wide range of stylistic devices to keep the audience engaged	4
Uses a range of stylistic devices to create effects for the audience	3
Uses some stylistic devices to create effects	2
Uses repetitive and/or a limited stylistic device	1
Subtotal	**5**
Total	**25**