



# **CHINESE: FIRST LANGUAGE**

## **ATAR course sample examination**

### **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.

The examining panel provide a provisional marking key. The marking key is refined or modified as necessary in the light of sample marking and discussion between the chief examiner and the chief marker.

## Section One

30% (38 Marks)

## Part A – Intercultural communication

15% (20 Marks)

## Question 1

(2 marks)

小英和家明的对话里谈到什么话题？

What are Xiaoying and Jiaming discussing in their conversation?

Description	Marks
How takeaway food packaging, online shopping and express delivery cause environmental damages.	1
Why there is a need for consumers to make (lifestyle) changes to protect the environment.	1
<b>Total</b>	<b>2</b>

## Question 2

(3 marks)

概括一下家明对小英的观点抱有的态度。

Outline Jiaming's attitude towards the views that Xiaoying has expressed.

Description	Marks
Outlines Jiaming's attitude towards the views that Xiaoying had expressed.	3
States briefly Jiaming's attitude towards the views that Xiaoying had expressed.	2
Identifies an attitude Jiaming expresses towards the views that Xiaoying had expressed.	1
<b>Total</b>	<b>3</b>
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Jiaming is indifferent to Xiaoying's concern about environmental damages (caused by takeaway food packaging, online shopping and expressed delivery).</li> <li>Jiaming is dismissive of Xiaoying's views and thought she had exaggerated the environmental damages.</li> <li>Jiaming disapproves of lifestyle changes that Xiaoying suggests because they made life inconvenient for him.</li> <li>Jiaming was sceptical about how lifestyle changes of individuals could actually reduce environment pollution.</li> </ul>	

## Question 3

(6 marks)

从对话里找出两个小英和家明是同辈人的例子，并加以说明。

Provide **two** specific examples from the conversation that demonstrate that Xiaoying and Jiaming are of the same generation. Describe how the examples demonstrate this.

Description	Marks
For each example: (2 x 3 marks)	
Demonstrates that Xiaoying and Jiaming are of the same generation by providing a relevant quote and describing how the quote shows this.	3
Demonstrates that Xiaoying and Jiaming are of the same generation by providing a relevant quote and briefly stating how the quote shows this.	2
Identifies a feature of the conversation that demonstrates that Xiaoying and Jiaming are of the same generation. Does not provide a direct quote.	1
<b>Total</b>	<b>6</b>
<p>Answers may include:</p> <p>Example 1            Quote – Xiaoying says, ‘As a new generation of young people, we have a responsibility to protect the environment. If our generation does not control our own excessive consumption, will there still be a planet earth for our offspring?’</p> <p>Description – Xiaoying uses (the pronoun) ‘we’ and (the possessive pronoun) ‘our’ when she referred to what a new generation of young people should do to protect the environment. (If she was not of the same generation as Jiaming, it would be more likely for her to use ‘you’ and ‘your’.)</p> <p>Example 2            Quote – Any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Jiaming says, ‘Don’t you think you are making too much of a fuss about nothing?’</li> <li>• Jiaming says, ‘I really can’t agree with you.’</li> </ul> <p>Description – Jiaming expresses his disagreement with Xiaoying directly. A Chinese speaker will seldom directly express disagreement when speaking to people from an older generation.</p> <p>Example 3            Quote – Xiaoying said to Jiaming, ‘You are wrong to say that.’</p> <p>Description – Xiaoying directly points out Jiaming’s mistakes. It is uncommon for a Chinese speaker to criticise or contradict people from an older generation.</p>	

## Question 4

(9 marks)

从对话中找出 3 个语言特色说明小英如何说服家明接受她的观点。

Identify **three** language features used by Xiaoying and describe how she uses each to persuade Jiaming to accept her views.

Description	Marks
For each language feature (3 x 3 marks)	
Identifies a relevant language feature and describes how Xiaoying persuaded Jiaming to accept her views.	3
Identifies a relevant language feature and states how Xiaoying persuaded Jiaming to accept her views.	2
Identifies a relevant language feature with no description <b>or</b> makes generalisations about how Xiaoying persuaded Jiaming to accept her views without correctly identifying a language feature.	1
<b>Total</b>	<b>9</b>
<p>Answers may include:</p> <p>Language feature – using examples:</p> <ul style="list-style-type: none"> <li>low plastic recycling rates in China and Australia are used as examples</li> <li>to refute Jiaming's argument about large scale recycling as a way of resolving the plastic waste problem.</li> </ul> <p>Language feature – using survey statistics:</p> <ul style="list-style-type: none"> <li>to highlight the environmental problems</li> <li>examples from the text: 'China generates 350 tons of takeaway rubbish every day' and 'Statistics from the State Post Bureau of China showed that last year's express delivery reached an alarming figure of 23 parcels per capita.'</li> </ul> <p>Language feature – using imagery:</p> <ul style="list-style-type: none"> <li>Xiaoying converts survey statistics into physical objects to help Jiaming visualise the problems</li> <li>examples from the text: 'The total length of tape used for packaging and express delivery can circle around the equator more than 400 times. The amount of packaging boxes used in a year ... will require the felling of 20 million trees.'</li> </ul> <p>Language feature – using rhetorical questions:</p> <ul style="list-style-type: none"> <li>as a way to trigger an internal response from Jiaming so that he would empathise with the issues raised</li> <li>examples from the text: 'If our generation does not control our own excessive consumption, will there still be a planet earth for our children?' and 'Do you realise that, according to survey statistics, China generates 350 tons of takeaway rubbish every day?'</li> </ul>	

## Part B – Text analysis

15% (18 Marks)

## Question 5

(18 marks)

从广播中找出证据，以说明电台主持人的价值观和信念如何表露在他对讨论话题的态度上，并从以四个方向面分析主持人如何使用语言来影响听众。答案大约 200 个汉字。

Use evidence from the broadcast to:

- explain the radio host's values, attitudes and beliefs in relation to the issues he discussed
- analyse **four** ways the host uses language to shape the attitudes of the audience.

Answer in approximately **200 Chinese** characters.

Description	Marks
<b>The host's values, attitude and beliefs</b>	
Explains the radio host's values, attitudes and beliefs in relation to the issues he discussed. Uses relevant examples from the spoken text.	5–6
Describes the radio host's values, attitudes and beliefs in relation to the issues he discussed. Uses some examples from the spoken text.	3–4
States the radio host's values, attitudes and beliefs in relation to the issues he discussed. Uses no examples or irrelevant examples.	1–2
<b>Subtotal</b>	<b>6</b>
<b>For each way the host uses language (4 x 3 marks)</b>	
Analyses a way language is used in the spoken text to shape the attitudes of the audience.	3
Describes a way language is used in the spoken text to shape the attitudes of the audience.	2
Identifies a way language is used in the spoken text to shape the attitudes of the audience.	1
<b>Subtotal</b>	<b>12</b>
<b>Total</b>	<b>18</b>
<p>Answers may include:</p> <p>Values and beliefs:</p> <ul style="list-style-type: none"> <li>• his faith in traditional Chinese wisdom, particularly that of living within one's means</li> <li>• his belief in the need for government intervention to regulate the issuing and misuse of credit loans</li> <li>• his assumption that young people were innocent and needed guidance</li> <li>• his conviction of the need for society to protect young people from harm caused by misuse of credit cards.</li> </ul> <p>Attitude:</p> <ul style="list-style-type: none"> <li>• the speaker expresses a negative attitude towards credit cards and credit loans</li> <li>• he is critical of the impact of credit loans on young people</li> <li>• he distrusts banks and loan providers and blames them for unscrupulously issuing credit loans to young people</li> <li>• he is sceptical of the social benefit of the credit loan system that he identifies as originating from the USA.</li> </ul> <p>How the host used language to shape the attitudes of the audience (any four of):</p> <ul style="list-style-type: none"> <li>• the host uses comparison of current credit card use among young people in the USA and in China to highlight the problem and the need to learn from history to avoid mistakes</li> <li>• he chronologically sequences information with markers such as 首先、其次、现在 and other textual devices. This made his argument logical and convincing</li> </ul>	

**Question 5** (continued)

- he uses vocabulary with negative connotations when he describes credit cards and consequences of misuse. This evokes emotional responses from the audience
- he uses rhetorical questions to arouse empathy from the audience
- he cites an example of a TV report to add credibility to his views
- he quotes survey results to add weight to his argument.

Accept other relevant language conventions/stylistic devices

## Section Two

40% (42 Marks)

## Part A – Intercultural communication

20% (22 Marks)

## Question 6

(6 marks)

用英语总结一下作者在北京的学生生活与他在澳大利亚学校观察到的有何不同之处。

Summarise in **English** how the text producer's life as a student in Beijing was different from what he observed in Australian schools.

Description	Marks
In Beijing, the text producer	
Studied so hard that life became boring and repetitive.	1
Had to attend tuition classes after school.	1
Had no time for recreation.	1
<b>Subtotal</b>	<b>3</b>
In Australia, the text producer observed that most students	
Study hard, but do not regard studying as the only thing they do in life.	1
Take part in extracurricular activities, (such as sport and volunteering activities).	1
Will not spend their whole day studying and have their lives slipping away.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
Accept other relevant answers	

## Question 7

(10 marks)

作者在澳大利亚上学的经历如何改变了其学习态度？从文中找两个例子，以说明文章如何通过修辞法/语言结构的使用来反应这种改变。答案大约 150 个英文字。

Use evidence from the text to:

- explain how the experience of studying in Australia changed the text producer's attitude towards learning
- illustrate how the text producer uses **two** stylistic devices to show their change in attitude.

Answer in approximately **150** words in **English**.

Description	Marks
<b>Text producer's change of attitude</b>	
Explains how the experience of studying in Australia changed the text producer's attitude towards learning.	4
Describes how the experience of studying in Australia changed the text producer's attitude towards learning.	3
Outlines how the experience of studying in Australia changed the text producer's attitude towards learning.	2
States how the experience of studying in Australia changed the text producer's attitude towards learning.	1
<b>Subtotal</b>	<b>4</b>
<b>For each stylistic device (2 x 3 marks)</b>	
Illustrates how the text producer uses a stylistic device to show their change in attitude. Provides relevant examples to support their answer.	3
Describes how the text producer uses a stylistic device to show their change in attitude. Provides some examples to support their answer.	2
Identifies a stylistic device used by the text producer. Uses no example or examples that are irrelevant to the comment.	1
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>10</b>
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• previously the text producer focused solely on studying and did nothing else</li> <li>• now the text producer recognises the value of an all-round development</li> <li>• the text producer recognises it is possible to study hard and at the same time to enjoy other extracurricular activities</li> <li>• he wants to make the best of his youth to study hard and love life</li> <li>• he wants a wonderful life filled with knowledge and fun</li> </ul> <p>Contrasts in the text draw attention to an old approach to learning that the text producer no longer prefers and a new approach he wishes to adopt.</p> <ul style="list-style-type: none"> <li>• in first two paragraphs the text producer writes about before coming to Australia and then after coming to Australia</li> <li>• refers to their original goal in life being to study hard, and then study not being the only thing they do in life</li> <li>• contrasts school and study being the only thing they would be involved in all day to not spending the whole day studying and also playing sports and volunteering activities</li> <li>• in third paragraph contrasts two types of incentives to learn that shape our attitudes; to earn more money or to enrich life.</li> </ul> <p>Imagery emphasises the change in attitude. Phrases such as:</p> <ul style="list-style-type: none"> <li>• 'I studied like a robot'</li> <li>• 'no pain, no gain'</li> <li>• 'there is a house of gold in books'</li> </ul> <p>Change in tone is evident between references to studying in Beijing (China) and studying in Australia.</p> <p>Accept other relevant answers</p>	



## Question 8

(6 marks)

‘打交道’一词有多重涵义。请把以下两个句子翻译/重写为**英语**，译文须清楚显示‘打交道’的其中两种不同用法。

The expression ‘打交道’ has multiple meanings. What it actually means depends on how it is used. Demonstrate **two** different usages of ‘打交道’ by rendering the following two sentences into **English**.

- (a) 我每天就跟一个机器人一样，整天跟书本打交道，除了学习还是学习，一点娱乐的时间都没有。

Description	Marks
Accurately demonstrates the meaning of the original text and uses language that is effective in engaging an English-speaking audience.	3
Demonstrates the meaning of the original text. Minor inaccuracies do not affect comprehension. The use of language is appropriate.	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable.	1
<b>Total</b>	<b>3</b>
Answers may include:	
Every day I studied like a robot and had to deal with books all day long. There was nothing else to do apart from studying. I did not have a single moment for recreation.	
Note: Candidate's rendition may vary	

- (b) 那水手虽然一辈子都在同大海和轮船打交道，可他却永远没有机会去享受旅途的风景。

Description	Marks
Accurately demonstrates the meaning of the original text and uses language that is effective in engaging an English-speaking audience.	3
Demonstrates the meaning of the original text. Minor inaccuracies do not affect comprehension. The use of language is appropriate.	2
Outlines the meaning of the original text. Inaccuracies occasionally affect meaning. The use of language is acceptable.	1
<b>Total</b>	<b>3</b>
Answers may include:	
Although the sailor has been on the sea and on board of ships all his working life, he never had the opportunity to enjoy the scenery of a sea voyage.	
Note: Candidate's rendition may vary	

## Part B – Text analysis

20% (20 Marks)

## Question 9

(20 marks)

分析文章的结构、语言技巧和风格特征，以说明其写作原因及读者对象。再以‘与其忍辱负重蜗居大城市，不如回到小镇清闲安逸’为标题，写一份文章大纲，以讨论并解释你会如何配合新标题来重写文章。

答案大约 400 个汉字：分析部分建议写约 300 个汉字，文章大纲部分写约 100 个汉字。

Use evidence from the essay to:

- analyse the textual features, language features and stylistic devices of the essay to indicate the intended purpose and audience
- make a writing plan to outline the changes you would make if you were to rewrite this text with the title: ‘Don't live, cooped up in the city. Move to a small town for a relaxing lifestyle’.

Answer in approximately **400 Chinese** characters: allow approximately 300 characters for the analysis and about 100 characters for the writing plan.

Description	Marks
<b>Purpose of text</b>	
It is aimed at informing university graduates about the pros and cons of living in big cities so that they can make informed, personal choices.	1
<b>Subtotal</b>	<b>1</b>
<b>Target audience</b>	
Students/Graduates/Parents/Anyone interested in the topic.	1
Those who are either living in China now or familiar with China today.	1
<b>Subtotal</b>	<b>2</b>
<b>Analysis of textual features, language features and stylistic devices relevant to the purpose and target audience</b>	
Analyses how textual features, language features and stylistic devices are related to the purpose and audience of the essay. Uses evidence from the essay to present an in-depth analysis.	10–12
Describes how textual features, language features and stylistic devices are related to the purpose and audience of the essay. Uses examples from the essay to demonstrate the features.	7–9
Outlines briefly how textual features, language features and stylistic devices are related to the purpose and audience of the essay. Uses limited examples from the essay.	4–6
Identifies some textual features, language features and stylistic devices relating to the purpose and audience. Limited or irrelevant examples provided.	1–3
<b>Subtotal</b>	<b>12</b>

Writing plan for rewriting the text with the new title	
The opening paragraph: <ul style="list-style-type: none"> <li>clearly states a preference for life in small towns.</li> </ul>	1
The body of the article may include: <ul style="list-style-type: none"> <li>paragraph(s) that question some of the myths and common misconceptions about the benefits of living in big cities</li> <li>paragraph(s) that focus on the hardship and sadness young people experience in big cities. Use examples, case studies, statistics and survey results to add weight to a critical view about life in a big city</li> <li>paragraph(s) about the social and career benefits of living in small towns for the individuals, their families and their communities. Use imagery and change in tone to create contrast and invite comparison.</li> </ul>	1–3
Conclusion: <ul style="list-style-type: none"> <li>ends on a positive note by emphasising the opportunities that small towns can provide.</li> </ul>	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>20</b>
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>balanced structure: for example, almost equal proportion of the text devoted to the advantages and disadvantages</li> <li>identical information arrangement: using markers, such as 首先、其次、另外 / 最后</li> <li>contrast: for example, in paragraph two the attention of the audience was drawn to the benefits of living in big cities by contrasting it with the disadvantages of living in small towns</li> <li>repetition and parallelism: expressions, such as 兢兢业业、勤勤恳恳、小心翼翼, drew audience attention to the struggle that low-income, city-dwelling graduates had to face to keep their employment in a competitive big city, and invited the audience to feel sympathy towards the plight of graduates</li> <li>imagery: a screw on a gigantic machine was used to symbolise the monotonous and uninteresting lives of some graduates in big cities. The use of imagery appeals to the imagination of the audience and aims at provoking an emotional response</li> <li>change in tone: an obvious change in tone, from rational and impartial in paragraph two to emotional and sympathetic in paragraph three, allows the text producer to be more effective in engaging the audience</li> <li>use of idioms: they added drama to the writing to catch the audience's attention</li> <li>use of popular expressions from Chinese media: this indicated that the target audience lives in China and is exposed to the current online media culture in China</li> </ul>	
Accept other relevant answers	

**Section Three**  
**Text production**

30% (25 Marks)

**Question 10****(25 marks)**

在一份中国青年杂志上撰文，讨论西方节日对中国年轻人的影响。

Write an article for a Chinese youth magazine to discuss the influence of Western festivals on young people from China.

Criteria	Marks
<b>Content and relevance</b>	
Provides a detailed response to the topic, discussing information, views and opinions in the article, including: <ul style="list-style-type: none"> <li>among young people from China, who celebrated western festivals</li> <li>why do they celebrate these festivals</li> <li>how do they celebrate them</li> <li>what can be said about the influence of western festivals on young people from China.</li> </ul>	5
Provides a thorough response, describing information, views and opinion.	4
Provides an adequate response, outlining relevant information, views and opinion.	3
Provides a response, stating some relevant information, views and opinion.	2
Provides an inadequate response with limited information, views and opinion.	1
<b>Subtotal</b>	<b>5</b>
<b>Stance and attitude</b>	
Produces a text with language features that effectively show the candidate's stance on and attitude to the question.	5
Produces a text with language features that clearly show the candidate's stance and attitude on issues related to the question.	4
Produces a text with language features that show the candidate's stance and attitude on issues related to the question.	3
Produces a text with language features that partially show the candidate's stance and/or attitude on issues related to the question.	2
Produces a text with language features that inadequately represent the candidate's stance and attitude on issues related to the question.	1
<b>Subtotal</b>	<b>5</b>
<b>Structures and sequencing</b>	
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
<b>Subtotal</b>	<b>5</b>
<b>Language choices and audience</b>	
Uses registers and language features that present viewpoints in a persuasive manner to the audience.	5
Uses registers and language features that effectively target the audience.	4
Uses registers and language features that are relevant to the audience.	3
Uses registers and language features with some relevance to the audience.	2
Uses registers and language features with little relevance to the audience.	1
<b>Subtotal</b>	<b>5</b>

Stylistic devices and effects	
Uses a sophisticated range of stylistic devices such as repetition, contrast, imagery and change in tones to shape the audience's attitude.	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 devices.	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>25</b>

## Question 11

(25 marks)

以‘绿色能源时代对中国社会带来的机会与挑战’为标题，在博客上发表文章，谈谈你对这个问题的看法。

Write a blog post entitled ‘Opportunities and challenges for Chinese society in the age of green energy’ to present your views on the issue.

Criteria	Marks
<b>Content and relevance</b>	
Provides a detailed response to the topic, presenting information, views and opinions in the blog post, including: <ul style="list-style-type: none"> <li>a definition of green energy: what is it and why is it important</li> <li>the current state of green energy use in China</li> <li>opportunities that green energy brings to China</li> <li>challenges facing Chinese society in the age of green energy.</li> </ul>	5
Provides a thorough response, describing information, views and opinion.	4
Provides an adequate response outlining relevant information, views and opinion.	3
Provides a response, stating some relevant information, views and opinion.	2
Provides an inadequate response with limited information, views and opinion.	1
<b>Subtotal</b>	<b>5</b>
<b>Stance and attitude</b>	
Produces a text with language features that effectively show the candidate's stance on and attitude to the question.	5
Produces a text with language features that clearly show the candidate's stance and attitude on issues related to the question.	4
Produces a text with language features that show the candidate's stance and attitude on issues related to the question.	3
Produces a text with language features that partially show the candidate's stance and/or attitude on issues related to the question.	2
Produces a text with language features that inadequately represent the candidate's stance and attitude on issues related to the question.	1
<b>Subtotal</b>	<b>5</b>
<b>Structures and sequencing</b>	
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
<b>Subtotal</b>	<b>5</b>
<b>Language choices and audience</b>	
Uses registers and language features that present viewpoints in a persuasive manner to the audience.	5
Uses registers and language features that effectively target the audience.	4
Uses registers and language features that are relevant to the audience.	3
Uses registers and language features with some relevance to the audience.	2
Uses registers and language features with little relevance to the audience.	1
<b>Subtotal</b>	<b>5</b>

Stylistic devices and effects	
Uses a sophisticated range of stylistic devices such as repetition, contrast, imagery and change in tones to shape the audience's attitude.	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 devices.	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>25</b>

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