



# **CHINESE: FIRST LANGUAGE**

## **ATAR course examination 2022**

### **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)

## Part A

10% (10 Marks)

## Question 1

(10 marks)

- (a) 小佳对于今年的圣诞节气氛，为什么感到一股失落？

Why does Xiao Jia feel so frustrated about the Christmas atmosphere this year?

(2 marks)

Description	Mark
Demonstrates an understanding of why Jia feels so frustrated about the Christmas atmosphere this year.	2
Demonstrates some understanding of why Jia feels so frustrated about the Christmas atmosphere this year.	1
<b>Total</b>	<b>2</b>
Answer could include: <ul style="list-style-type: none"> <li>• less gratitude</li> <li>• too many carnival elements.</li> </ul>	

- (b) 小佳理想中的圣诞节和中国新年应该是什么样子？不应该是什么样子？

What would Xiao Jia's ideal Christmas and Chinese New Year look like? What should it **not** look like?

(2 marks)

Description	Mark
Demonstrate an understanding of what Xiao Jia's ideal Christmas and Chinese New Year would and would not look like.	2
Demonstrate some understanding of what Xiao Jia's ideal Christmas and Chinese New Year would and would not look like.	1
<b>Total</b>	<b>2</b>
Answer could include: <ul style="list-style-type: none"> <li>• its historical, cultural and religious implications should be passed down from generation to generation</li> <li>• should not be too commercial and secular.</li> </ul>	

- (c) 对话当中，小颂如何运用各种语言技巧来试图改变小佳看待传统节日的心态？

In the conversation, explain how Xiao Song uses different language features to change Jia's attitude towards traditional festivals. (6 marks)

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of how different language features Xiao Song used to change Jia's attitude towards traditional festivals.</li> <li>• Evaluates information, ideas, points of views and attitude from the spoken text accurately.</li> <li>• Evaluates the use and effectiveness of linguistic and stylistic features in the text.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of how different language features Xiao Song used to change Jia's attitude towards traditional festivals.</li> <li>• Evaluates information, ideas, points of views and attitude from the spoken text.</li> <li>• Evaluates most of the linguistic and stylistic features in the text.</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of how different language features Xiao Song used to change Jia's attitude towards traditional festivals.</li> <li>• Describes some information, ideas, points of views and attitude from the spoken text.</li> <li>• Describes some linguistic and stylistic features in the text.</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how different language features Xiao Song used to change Jia's attitude towards traditional festivals.</li> <li>• Identifies some information, ideas, points of views and attitude from the spoken text.</li> <li>• Identifies some linguistic and stylistic features in the text.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of how different language features Xiao Song used to change Jia's attitude towards traditional festivals.</li> <li>• Provides limited information, ideas, points of views and attitude from the spoken text.</li> <li>• States limited linguistic and stylistic features in the text.</li> </ul>	1
<b>Total</b>	<b>6</b>
<p>Answer could include:</p> <p>In the dialogue, Xiao Song uses different language features to change Xiao Jia's attitude towards traditional festivals including:</p> <ul style="list-style-type: none"> <li>• Simile/hyperbole: 'Aren't you a bit too extreme?' 'You talk like a Lord in a mansion.' The hyperbole of 'extreme' as well as the simile of 'the likeness of a lord in a large mansion' symbolising narrow-mindedness, someone who sees themselves as more important than others and a lack of appreciation for the new changes, resonates better with Xiao Jia, who has the same cultural background with Xiao Song.</li> <li>• Irony/sarcasm: 'Don't tell me you're a traditional Chinese youth who only celebrates Chinese New Year, instead of western holidays.' Here Xiao Song employed irony in his language skills, saying that Westerners celebrate holidays just like Chinese people do in the Chinese New Year, with young people going out to join in the fun, thus reminding Xiao Jia to be more open-minded about this phenomenon.</li> </ul>	

## Question 1 (continued)

- Giving examples: 'Take Chinese Spring Festival for example, young people invite their friends to join in the fun, singing and dancing/besides, on New Year's Eve, it is pleasant to get together with the whole family to have dinner and make dumplings.'  
Xiao Song uses example of Chinese New Year's celebration to illustrate his point. This technique triggers Xiao Jia's empathy since Xiao Jia herself also shares the same Chinese heritage.
- Formulated/rhetorical questions: 'What's wrong with joy?' 'Festivals are supposed to be hectic, aren't they?' 'There's nothing wrong with that, is there?' Is this a deviation from the norm?  
Xiao Song uses the technique of rhetorical questions here, when in fact the answer to the question is self-evident and self-explanatory. His purpose is simply to reinforce his point of view and to get Xiao Jia to agree with him by thinking about the rhetorical questions.
- Personal experience: 'Wait a minute, Xiao Song. Aren't you talking about yourself?/Oops, you caught me.'  
Self-experience is often one of the most persuasive language techniques for an audience. Xiao Song made full use of this technique by sharing his own mindset for the New Year celebration with Xiao Jia. Even without using explicit words, Xiao Jia still came around at the end of the conversation.
- Sense of humour/repetition: 'I'm always *looking around* for Valentine's Day, expecting chocolate or a love letter, chat with the elderly, play mah-jong, watch the Spring Festival Gala, drink hot tea.'  
A sense of humour is a lubricant for language, especially in easing the tension of opposing views. Xiao Song knows this well, and Xiao Jia thus relaxes her defensive mind and is able to continue listening to Xiao Song express his point of view.  
The linguistic technique of repetition, by virtue of the same linguistic structure, is an even better way to reinforce the tone of voice.
- Idiom: 'Nothing to be blamed/deviation from the norm/band together'.  
Idioms are like a golden rule in Chinese, and Xiao Song's repeated use of them to reinforce his arguments is well-founded and has since proven to be effective in communicating.

## Part B

10% (10 Marks)

## Question 2

(10 marks)

假如你是学生会会长家伟，在听到小黛与阿贵之间的对话和电台的广播之后，有所感触，给校刊写一篇短文，谈谈在全球经济一体化的影响之下，学生是否该参与这项慈善活动。你的答案大约是 200 个汉字。

Imagine you are the president of the student council, Jiawei. Reflect on the radio program as well as the conversation between Xiaodai and A-Gui and write a short article for the school magazine, expressing your views on whether students should participate in this charitable activity in light of the economic globalisation/interdependence. Write approximately 200 characters in **Chinese**.

Descriptions	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of views in the texts on whether students should, or should not be involved in charity work.</li> <li>• Demonstrates a sophisticated ability to compare and contrast different views.</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 views in the texts on whether students should or should not be involved in charity work.</li> <li>• Demonstrates a high-level of ability to compare and contrast different views.</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 views in the texts on whether students should or should not be involved in charity work.</li> <li>• Demonstrates some ability to compare and contrast different views.</li> <li>• Composes an argument demonstrating some understanding of the texts.</li> <li>• Demonstrates 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 views in the texts on whether students should or should not be involved in charity work.</li> <li>• Limited ability to compare and contrast different views.</li> <li>• Limited ability to compose an argument or understanding of the texts.</li> <li>• Limited understanding of context and audience.</li> <li>• Uses most familiar vocabulary, simple languages structures and expressions.</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides limited relevant information.</li> </ul>	1
<b>Total</b>	<b>10</b>

**Question 2** (continued)

Answers could include:

Approval (should participate):

- Typhoon Rai has severely affected the lives of tens of thousands of people on the Philippine islands and damaged the local economic system. In an era of global economic integration, countries are closely interconnected, and one thing leads to another.
- Hopefully, people will join in the spirit of seeing people starving and drowning by making a donation, helping MSF to be able to start relief operations quickly in this emergency.
- We are now in an era of global economies, where the economic development of countries is no longer self-sufficient, and all economic activities are interlinked and interdependent. The economic impact of the disaster in the Philippines is definitely not confined to the region.
- Xiaodai cites several practical examples.
- The political tensions in oil-exporting countries have caused international oil prices to rise sharply.
- The shortage of wafer supply has caused the global automotive industry, especially for electric cars, to fall short of demand.
- Then it was illustrated that the Philippines was hit by a disaster and that if he stood by and did nothing, in a while A-Gui would not be able to buy the dried imported mangoes from the Philippines that he loved in Asian supermarkets.

Disapproval (should not participate):

- A-Gui refuses to participate in the project on the grounds that he is busy with schoolwork
- A-Gui explains that students should take care of themselves first and wait until they graduate and are able to find a job before considering charity work.
- A-Gui thinks that Dai is making a mountain out of a molehill.

Accept other relevant answers.

**Section Two**  
**Reading and Responding**

**55% (55 Marks)**

**Part A**

**40% (40 Marks)**

**Question 3**

**(15 marks)**

- (a) 选文中“那时的我”和“此刻的我”相比，有什么改变？

Describe the change between when the singer was younger and how he is now, with reference to the extract. (3 marks)

Description	Marks
Describes the change between when the singer was younger and how he is now.	3
States the change between when the singer was younger and how he is now.	2
Provides limited relevant information.	1
<b>Total</b>	<b>3</b>
Answer could include: The extract suggests that: <ul style="list-style-type: none"> <li>• Past               <ul style="list-style-type: none"> <li>▪ eager for love, materially poor and unsuccessful in career at the young age</li> <li>▪ comparatively simple and happy in spirit</li> </ul> </li> <li>• Now               <ul style="list-style-type: none"> <li>▪ successful in love, family and career at the middle age</li> <li>▪ spiritually feeling sad and at a loss.</li> </ul> </li> </ul>	

- (b) 结合选文，分析歌手为什么虽然“曾经的苦痛都随风而去”，但“…感觉却是那么悲伤”？

With reference to the extract, analyse why the singer indicates his 'sadness still feels so real' even though 'the pain in those days has already gone with the wind'. (4 marks)

Description	Marks
Analyses the reasons that the singer still feels sad even when his previous pain and stress is all gone.	4
Describes the reasons that the singer still feels sad even when his previous pain and stress is all gone.	3
States some reasons that the singer still feels sad even when his previous pain and stress is all gone.	2
Provides limited relevant information.	1
<b>Total</b>	<b>4</b>
Answer could include: <ul style="list-style-type: none"> <li>• material assurance does not compensate for the sense of emptiness when achieving success nor does it make up for the shortness in the seeking of spiritual contentment</li> <li>• expressing the feeling of loss and worries when facing the future uncertainty</li> <li>• expressing the confusion about the end of life journey.</li> </ul>	

## Question 3 (continued)

- (c) 结合选文和整首歌，从语言特色和歌词方面分析歌手如何表达其对生命的态度。

With reference to the extract and the whole song, analyse how the singer uses language features and lyrics to express his attitudes towards life. (8 marks)

Description	Marks
Demonstrates an excellent analysis of how the singer uses language features and lyrics to express his attitudes towards life. Responds with coherent references to the song. Responds in sophisticated language.	7–8
Demonstrates a sound analysis of how the singer uses language features and lyrics by the singer to express his attitudes towards life. Responds with references to the song. Responds in comprehensive language.	5–6
Describes some of the language features and lyrics used by the singer to express his attitudes towards life. Responds with some references to the song. Responds in clear language.	3–4
Identifies limited language features in the song. Provides limited relevant information.	1–2
<b>Total</b>	<b>8</b>
<p>Answer could include:</p> <p>Content/Lyrics</p> <ul style="list-style-type: none"> <li>The lyrics reflect the singer's passive and avoidant attitude to life. He is nostalgic about the past, considering life is full of sadness and hopelessness. <ul style="list-style-type: none"> <li>For copyright reasons this text cannot be reproduced in the online version of this document.</li> </ul> </li> <li>The singer cries out against the sadness of life, confronting the reality that sadness is a normal part of life.</li> <li>In essence, the singer's lyrics <ul style="list-style-type: none"> <li>For copyright reasons this text cannot be reproduced in the online version of this document.</li> </ul> show that he aspires to a beautiful life, embraces life with a positive attitude, appreciates the hardships that life offers, and does not give up the pursuit of hope.</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>Compare and contrast: the contrasts between the former and the latter, the mentality and the perceptions of life in the lyrics show the confusion after the material life has been secured or after the achievement of fame, the lack of spiritual pursuit, the uncertainty and anxiety about the future, as well as the nostalgia for the past. <ul style="list-style-type: none"> <li>For copyright reasons this text cannot be reproduced in the online version of this document.</li> </ul> </li> <li>Repetition: The repetition of the lyrics intensifies the tone, emphasising the sadness of life, while expressing a sense of uncertainty and emptiness about the future. <ul style="list-style-type: none"> <li>For copyright reasons this text cannot be reproduced in the online version of this document.</li> </ul> </li> </ul>	



- Remedy through emotional release: the lyrics are structured in three sections, and through the contrast between before and after, the climax at the end expresses the singer's sad cry after all the changes in fortune, he gives voice to the various complex emotions he holds within him about life, such as breakdown and even despair, and finally when the song returns to peace, his mind also becomes calm and peaceful. The singer realises that sadness is a profound normality of life itself, and that one should embrace life with a positive attitude and appreciate the suffering that life gives with a positive stance.

## Question 4

(25 marks)

“在与时俱迁的社会中，个人的价值观总会面临严峻的挑战。”

电影《北京遇上西雅图》和《中国合伙人》是如何分别体现上述的观点？在你的答案中，从作品的内容和主要人物的特色来分析评论。你的答案大约是**350–450**个汉字或**300–400**个英文字。

‘In an era of changing society, personal values face severe challenges’.

In the films *Finding Mr Right* and *American Dreams in China*, how is this idea presented through the characters? In your answer, refer to content and features of main characters. Write either approximately **350–450** characters in **Chinese** or **300–400** words in **English**.

Description	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent ability to analyse and explain how each film 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 films 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>• Demonstrates a high-level ability to analyse and explain how each film 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 films with appropriate textual references.</li> <li>• Writes effectively by producing a persuasive text that expresses ideas, information and opinions logically across each film and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some ability to analyse and explain how each film 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 films with appropriate textual references.</li> <li>• Produces an adequate text that expresses simple ideas, information and opinions across each film and theme or contemporary issue that is appropriate to the context and audience.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates a simple explanation of how each film reflects the statement.</li> <li>• Demonstrates a limited ability to analyse the content.</li> <li>• Composes simple arguments demonstrating a superficial understanding of both films with appropriate textual references.</li> <li>• Writes simple texts that express superficial ideas, information and opinions across each film 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 limited explanation of how each film reflects the statement.</li> <li>• No evidence to demonstrate an ability to analyse the content.</li> <li>• Uses simple learnt expressions that provides limited understanding of both films.</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:

#### *American Dreams in China*

- The trend at that time was to go to the United States, to change the world. As a child in the countryside, Cheng Dongqing's old idea that he can only follow the road planned by others is regarded as being a soft-shelled turtle.
- At that time, many intellectuals began to seek extra income outside the system. In the movie, Cheng Dongqing was criticised and expelled by the university for running a school privately. The behaviour of seeking personal gain regardless of the collective interest is criticised by the system, and the individual pays the price for it.
- His visa application was rejected a few times by the American Embassy. However, Cheng Dongqing always worked hard, bounced back from failure and strived for success.

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- Cheng Dongqing, with his unyielding spirit, successfully created a 'new dream' school. From a native turtle in the past, he became a godfather for studying abroad.
- The ambitious and talented Meng Xiaojun went to the United States to study for the first time. He was not given the opportunity to show up and could only make a living by physical strength. He finally gave up the dream of staying in the United States forever and returned to the motherland.
- Meng Xiaojun went to the United States for the second time to discuss matters related to the authorisation of examination questions, and encountered various setbacks.
- Wang Yang was a romantic young man. After passing through the wonderful, as well as heartbroken, youth years, he sought a peaceful life and married an ordinary Chinese woman.
- At the same time, in the process of integrating with the international community, the individual's national dignity was also hit hard. At that time, China's weak position in international affairs was also reflected in the individual.

#### *Finding Mr Right*

- Wen Jiajia, who first arrived in the United States, was the lover of a wealthy businessman, who considered that money could buy everything. After Lao Zhong's accident, she was forced to stand on her own feet.
- The various life changes after encountering difficulties included language barriers and culture differences. Wen Jiajia showed her determination to face life bravely, realising that money was not the value of life.
- The protagonist Wen Jiajia came to the United States to encounter a series of circumstances that made her realise that she changed the value of the omnipotence of money, from a gold worshiper to an independent single mother with a baby, and finally found her true love.
- Frank was a gentle and refined male character who had been under pressure from family and society. He gave up the relatively superior domestic conditions and came to the United States seeking a better education for his daughter.
- Hao Zhi worked consistently and overcame difficulties in order to return to his post as a doctor. He finally passed the exam and obtained a medical license in the United States.
- After the transformation, Wen Jiajia's life with Frank made her understand that love is not based on money.

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Wen Jiajia gradually understood that the true meaning of love is understanding and companionship.

- There are troughs and peaks in life, and the reversal and change of values. Neither Wen Jiajia nor Frank gave up, but chose to face the pressure.
- In the rapid economic growth of China today, traditional values have had gradual transformation. Some Chinese traditional values have been challenged, some Western values have been adopted, and some values have been adversely affected in various ways.

## Part B

15% (15 Marks)

## Question 5

(15 marks)

看完了志成给表姐写的信（参考阅读手册）之后，以美华表姐的身份。根据文章中的观点和事例交换内容，给表弟志成回信，针对来信中志成的提问，发表见解和看法有关是否赞同推广网络教学，并说明原因。你的答案大约 350 个汉字。

After reading the letter (refer to Text booklet) written by Zhicheng, assume you are Meihua. Use the information, opinions and ideas to write a reply to your cousin Zhicheng to express your views about whether to support the promotion of online teaching and learning. Explain the reasons why. Write approximately 350 characters in **Chinese**.

Descriptions	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the text.</li> <li>• Response 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 a context and audience with relevant textual references.</li> <li>• Demonstrates an excellent control of language structures and the 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>• Response with a high level of ability to the opinions, ideas and the information in the text.</li> <li>• Composes a coherent argument demonstrating a well-developed understanding of context and audience with relevant textual reference.</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>• Response with a high level of ability to the opinions, ideas and information in the text.</li> <li>• Composes an adequate argument demonstrating understanding of a context and audience with relevant textual reference.</li> <li>• Demonstrates an appropriate control of language structures and the 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>• Responses with superficial ability to the opinions, ideas and the information in the text.</li> <li>• Composes simple arguments demonstrating limited understanding of context and the audience with textual reference 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 issue raised in the text.</li> <li>• Provides limited opinions ideas and the information in the text.</li> <li>• Composes simple sentences using learned expressions that do 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>• It begins with approval or disapproval of online learning.</li> <li>• Explains the current situation and the reasons for the prevalence of online learning.</li> <li>• Gives a clear definition of synchronous online learning and lists the features of it. For example, lecturers and listeners use the Internet platform to communicate, share information, ask questions and receive feedback at the same time, etc.</li> </ul>	

- A clear definition of asynchronous online learning is given, and the features of asynchronous online learning are listed. For example, the lecturer pre-records the lesson and uploads it to the web platform, and the listener schedules their own time to watch the recording and can ask questions by typing them but must wait for the lecturer to respond.
- A clear definition of physical teaching, i.e. classroom teaching, is given and its features are listed. For example, the most traditional model of learning is where both the lecturer and the listener are in the classroom for the teaching and learning process.
- Lists the advantages and disadvantages of online learning, and provides evidence to support their view.
- Exchanges information in response to information, opinions and ideas, and further explains what they know about online learning and the reasons they are in favour of promoting online learning as an alternative to physical classroom setting and vice versa.
- Format of the letter includes salutation, body, closing, signature and date.

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

**25% (25 Marks)**

Choose **one** of the questions and write approximately **400** characters in **Chinese**.

从以下两题任选一题，用中文回答。你的答案大约是400个汉字。

**Question 6**

**(25 marks)**

你被邀请至西澳某高中演说，请写一篇演讲稿针对近期年轻人大量使用社交媒体的现象表达你的观点。

You have been invited to speak at a high school in Western Australia. Write a speech expressing your opinions about the recent increase in the use of social media by young people.

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 a speech 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 a speech 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 a speech 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 a speech 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)

作为一名成功的首席执行官，你应邀在母校毕业典礼致辞。写一篇演讲稿，如何做人生规划以适应与时俱进的社会。

As a successful Chief Executive Officer (CEO), you are invited to give a speech at the valedictory of your graduating school as a keynote speaker. Write a speech addressing your personal goal setting and reflections to fit into a gradually changing society.

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 a speech 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 a speech 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 a speech 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 a speech 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 3(c)** Quotes adapted from: Wang, F. (2009). *Chun tian li* [Lyrics].
- Question 4** Text under 'American Dreams in China' (dot point 3 quote) adapted from: Chen, K. (Director). (2013). *Zhong guo he huo ren* [Movie]. Edko Films.  
Text under 'Finding Mr Right' (dot point 6 quote) adapted from: Xue, X. (Director). (2013). *Beijing yu shang xiyatu* [Movie]. Edko Films.

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