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

SAMPLE ASSESSMENT TASKS

CHINESE: FIRST LANGUAGE

ATAR YEAR 12

FOR USE FROM 2023

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Sample assessment task

Chinese: First Language – ATAR Year 12

Task 2 – Unit 3

Assessment type:	Written text analysis
Conditions:	Time for the task: 50 minutes
Other items:	Monolingual and/or bilingual print dictionaries can be used for this task
Task weighting:	12% of the school mark for this pair of units

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International influences on Chinese-speaking communities **(32 marks)**

The article on the next page is from a Beijing-based youth magazine on popular culture.

Read the article and answer Questions 1 to 4 in **English or Chinese** as specified in the question.

Written text in simplified characters

从光棍节到购物狂欢节

林颖 • 北大新闻与传播学院

众所周知，消费主义在给我们的生活方式及选择带来正面影响的同时，也带来了很多负面影响。然而，你知道吗？消费主义也已经影响到了我们的传统节日。世界各地的很多节日传统都被购物取代，而这种小型的非传统的"购物节"逐渐变成了大型的购物狂欢节。

这种国际趋势让中国的传统节日也无法幸免，导致很多传统的节日庆祝方式流失或被改变。在这样的时代大背景下，食品和礼物逐渐成了许多传统节日仅存的象征。比如，中秋节简化成了月饼节，只是买月饼和吃月饼而失去了全家团圆的传统。华人社会中的非传统节日跟随着世界潮流应运而生。其中，最有意思的是 11 月 11 日的"光棍节"。"光棍"一词有多层意思，但一般是指到了适婚年龄还没结婚的男性。光棍节顾名思义就是单身人士的节日。

这个新节日，近年盛行民间。有关来源的问题，众说纷纭，但以来自南京大学的说法最广为人知。话说 1993 年南京大学宿舍搬进来了四名男生，他们同住一个卧室，由于都没有恋爱对象，便把房间命名为"名草无主"卧室。室友们晚上闲来无聊，喜欢躲在卧室里开"卧谈会"，讨论如何找对象。讨论结果，与会者一致同意在 11 月 11 日搞社交活动，让单身男女透过参与活动来找对象，摆脱光棍身份。难怪有人以开玩笑的方式，把光棍节称为"脱光节"。

在网购行业如日中天的今天，光棍节也逃不过被购物潮淹没的宿命。光棍节受网购商青睐，其原因不难理解。首先，十一月是传统的销售淡季。而零售商喜欢趁着这个秋冬换季之时，以不同名目进行倾销推陈出新。其次，送礼在中国本来就是个节日传统。多了一个节日，对零售商来说，就是多了一个做生意的机会。光棍节是透过网络传播到年轻人中间的，而年轻人又是网购的主力军。因此，光棍节摇身一变成了网购狂欢节，"双十一"也成了全球最大的网上购物节。

一些卫道之士以光棍节缺乏文化内涵且鼓吹过度消费为借口，建议当局予以取替。其实，光棍节代表的是中国当代独树一帜的校园文化。年轻人透过参与节日庆祝来构建群体身份。这不但反映了年轻人价值观的演变，而且有鲜明的时代特色。因此，光棍节缺乏文化内涵的说法是不正确的。当然，网购平台以各种网贷手段刺激消费，让年轻人堕入消费金融陷阱，这种经营手段也是不可取的。在这方面，政府应立法管制。

Written text in full-form characters

從光棍節到購物狂歡節

林穎 • 北大新聞與傳播學院

眾所周知，消費主義在給我們的生活方式及選擇帶來正面影響的同時，也帶來了很多負面影響。然而，你知道嗎？消費主義也已經影響到了我們的傳統節日。世界各地的很多節日傳統都被購物取代，而這種小型的非傳統的"購物節"逐漸變成了大型的購物狂歡節。

這種國際趨勢讓中國的傳統節日也無法幸免，導致很多傳統的節日慶祝方式流失或被改變。在這樣的時代大背景下，食品和禮物逐漸成了許多傳統節日僅存的象徵。比如，中秋節簡化成了月餅節，只是買月餅和吃月餅而失去了全家團圓的傳統。華人社會中的非傳統節日跟隨著世界潮流應運而生。其中，最有意思的是11月11日的「光棍節」。「光棍」一詞有多層意思，但一般是指到了適婚年齡還沒結婚的男性。光棍節顧名思義就是單身人士的節日。

這個新節日，近年盛行民間。有關來源的問題，眾說紛紜，但以來自南京大學的說法最廣為人知。話說 1993 年南京大學宿舍搬進來了四名男生，他們同住一個臥室，由於都沒有戀愛對象，便把房間命名為「名草無主」臥室。室友們晚上閒來無聊，喜歡躲在臥室里開「臥談會」，討論如何找對象。討論結果，與會者一致同意在 11 月 11 日搞社交活動，讓單身男女透過參與活動來找對象，擺脫光棍身份。難怪有人以開玩笑的方式，把光棍節稱為「脫光節」。

在網購行業如日中天的今天，光棍節也逃不過被購物潮淹沒的宿命。光棍節受網購商青睞，其原因不難理解。首先，十一月是傳統的銷售淡季。而零售商喜歡趁著這個秋冬換季之時，以不同名目進行傾銷推陳出新。其次，送禮在中國本來就是個節日傳統。多了一個節日，對零售商來說，就是多了一個做生意的機會。光棍節是透過網絡傳播到年輕人中間的，而年輕人又是網購的主力軍。因此，光棍節搖身一變成了網購狂歡節，「雙十一」也成了全球最大的網上購物節。

一些衛道之士以光棍節缺乏文化內涵且鼓吹過度消費為藉口，建議當局予以取替。其實，光棍節代表的是中國當代獨樹一幟的校園文化。年輕人透過參與節日慶祝來構建群體身份。這不但反映了年輕人價值觀的演變，而且有鮮明的時代特色。因此，光棍節缺乏文化內涵的說法是不正確的。當然，網購平台以各種網貸手段刺激消費，讓年輕人墮入消費金融陷阱，這種經營手段也是不可取的。在這方面，政府應立法管制。

Question 1 **(6 marks)**

用《从光棍节到购物狂欢节》这篇文章中的例子解释说明这篇文章与"国际问题对华语社区的影响"这主题有何相关性。用**中文**回答，答案约 100 个汉字。

用《從光棍節到購物狂歡節》這篇文章中的例子解釋說明這篇文章與「國際問題對華語社區的影響」這主題有何相關性。用**中文**回答，答案約 100 個漢字。

Use examples from the text 'From Singles' Day to Shopping Carnivals' to explain how the text is relevant to the topic of International influences on Chinese-speaking communities. Answer in approximately 100 **Chinese** characters.

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Question 2 (15 marks)

- 文章作者对中国的光棍节抱什么态度？
- 从文章的语言特点与修辞手法等方面举三个例子解释作者是怎么样阐述自己的态度。
- 比较作者与卫道之士的态度，比讨论异同之处。

用**中文**回答，答案约 250 个汉字。

- 文章作者對中國的光棍節抱什麼態度？
- 從文章的語言特點與修辭手法等方面舉三個例子解釋作者是怎麼樣闡述自己的態度。
- 比較作者與衛道之士的態度，並討論異同之處。

用**中文**回答，答案約 250 個漢字。

- What is the text producer's attitude to Singles' Day in China?
- Use examples of three language features and/or stylistic (rhetorical) devices from the text to explain how the text producer's attitude is conveyed.
- Compare the attitudes of the text producer to those of the defenders of traditional values, and discuss the similarities and differences.

Answer in approximately 250 **Chinese** characters.

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Question 3 (6 marks)

用**英文**总结一下光棍节为什么会摇身一变成为网购狂欢节的原因。

用**英文**總結一下光棍節為什麼會搖身一變成為網購狂歡節的原因。

Summarise in **English** the factors that have contributed to Singles' Day becoming an online shopping carnival.

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Question 4 (5 marks)

作者在阐述光棍节来源的时候，运用了一些文字游戏手法。文章第三段中有两个例子："名草无主卧室" 和 "卧谈会"。选择其中一个例子解释一下这些文字游戏在中英跨文化交流时，会给翻译员带来什么难题，并建议一些解决方法。用**中文或英文**回答均可。

作者在闡述光棍節來源的時候，運用了一些文字遊戲手法。文章第三段中有兩個例子：「名草無主臥室」和「 臥談會」。選擇其中一個例子解釋一下這些文字遊戲在中英跨文化交流時，會給翻譯員帶來什麼難題，並建議一些解決方法。用**中文或英文**回答均可。

The text producer uses a 'play on words' when explaining the origin of Singles' Day. Two examples can be found in the third paragraph, '名草无主卧室' and '卧谈会'. Choose one example to explain how a 'play on words' often presents difficulties for translators when they are facilitating intercultural communication between speakers of Chinese and English. Suggest ways of overcoming those difficulties. Answer in **Chinese or English**.

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Marking key for sample assessment task 2 – Unit 3

Question 1 (6 marks)

Use examples from the text 'From Singles' Day to Shopping Carnivals' to explain how the text is relevant to the topic of International influences on Chinese-speaking communities. Answer in approximately 100 **Chinese** characters.

Description	Marks
Provides a detailed response, using examples from the text, to explain how it is relevant to the topic. Explains the influence on Chinese-speaking communities.	5–6
Provides a response, using some examples from the text, to illustrate how the text is relevant to the topic and the influence on Chinese-speaking communities.	3–4
Provides a response stating how the text is relevant to the topic.	1–2
Total	**/6**

Sample answer
The text highlights how increased consumerism/commercialism globally has resulted in the traditional/original meaning behind festivals being overshadowed by the commercial opportunities provided by these festivals. It links to the topic because this commercial focus is also seen in Chinese festivals. For example:

- traditional festivals in Chinese-speaking communities, like Mid-Autumn, the only traditional symbols that remain are food and gifts
- non-traditional/modern new festivals are being used by retailers to promote spending as can be seen in festivals like Singles' Day, which, although originally a day to celebrate unique university campus culture in China, has become an online shopping carnival used by retailers to promote online shopping today.

Question 2 **(15 marks)**

- What is the text producer's attitude to Singles' Day in China?
- Use examples of three language features and/or stylistic (rhetorical) devices from the text to explain how the text producer's attitude is conveyed.
- Compare the attitudes of the text producer to those of the defenders of traditional values and discuss the similarities and differences.

Answer in approximately 250 **Chinese** characters.

Description	Marks
• Identifies that the text producer approves of/has positive views toward Singles' Day. • Identifies that the text producer thinks the festival has cultural content, reflects unique youth culture in China today and university campus culture in China today.	1–2
Subtotal	**/2**
Nominates any **three** of the language features/stylistic (rhetorical) devices below (accept other language features/stylistic (rhetorical) devices if relevant to the text). 1 mark each for nominating the language feature/stylistic (rhetorical) device. 1–2 marks for the explanation.	
Play on words: • use of play on words, such as 名草无主, 卧谈会 and 脱光节, for a humorous effect • the use of humour reflects a positive attitude towards the festival.	1–3
Contrast: • contrast is used to compare the text producer's view of Singles' Day to that of traditional values defenders • contrast highlights the text producer's approval of the festival.	1–3
Imagery: • personification is used to produce the effect of the festival being a victim of consumerism, such as 光棍节也逃不过被购物潮淹没的宿命 • it emphasises the text producer's sceptical view of consumerism/how consumerism has changed the nature of Singles' Day.	1–3
Change of tone: • a change of tone (from narrative – when explaining the origins of the festival, to expository style of writing – when presenting the current status) is used to mimic changes to the festival brought about by consumerism • it illustrates the text producer's critical views of those changes.	1–3
Subtotal	**/9**
Differences: • defenders of traditional values disapprove of/have negative views toward Singles' Day • they think that the festival lacks cultural content.	1–2
Similarities: • both defenders of traditional values and the text producer are critical/sceptical of how the festival is used to advocate excessive consumption • both believe there is a need for the government to take action to protect people from excessive consumption/to regulate businesses that profit from excessive consumption.	1–2
Subtotal	**/4**
Total	**/15**

Question 3 (6 marks)

Summarise in **English** the factors that have contributed to Singles' Day becoming an online shopping carnival.

Description	Marks
• the festival is during the retail off-season (November) • retailers have used the festival as a way to boost sales	1–2
• there is a tradition in China of gift giving • one more festival means another opportunity (for business)	1–2
• Singles' Day relies on the internet to reach young people • young people make up the majority of online shopping customers	1–2
Total	**/6**

Question 4 (5 marks)

The text producer uses a 'play on words' when explaining the origin of the Singles' Day. Two examples can be found in the third paragraph, '名草无主卧室' and '卧谈会'. Choose one example to explain how a 'play on words' often presents difficulties for translators when they are facilitating intercultural communication between speakers of Chinese and English. Suggest ways of overcoming those difficulties. Answer in **Chinese or English**.

Description	Marks
Example 1 '名草无主卧室' Provides an explanation that includes reference to: • the literal translation – bedroom for the famous grass that has no owner • the idiomatic translation – the famously unattached room/the bachelor pad • the play on words relating to the famous Chinese idiom 名花有主 or 'famous flower, has owner', which is often used to refer to a good-looking woman who has already been spoken for • it will make no sense to an English speaker, if a translator renders the phrase literally in English • to overcome the communication barrier the translator could use an equivalent expression in English, such as the bachelor pad, to convey the meaning, and then use a footnote to explain the play on words used by the text producer. Accept other relevant explanations. **Example 2** '卧谈会' Provides an explanation that includes reference to: • the literal translation – lying-down discussion meeting • the idiomatic translation – slumber parties • this is a play on words for the Chinese expression for a seminar, which is literally a 'sitting-down discussion meeting' • it would be difficult for an English speaker to comprehend the humour conveyed by the expression, if the translator only provides either a literal translation or an idiomatic translation • to overcome the communication barrier, the translator could use a made-up expression, such as 'slumber seminar' or 'sleeping meeting', to reference phrases that may be familiar to English speakers and to try to reproduce the humour. Accept other relevant explanations.	1–5
Total	**/5**
Final Total	**/32**

Sample assessment task

Chinese: First Language – ATAR Year 12

Task 3 – Unit 3

Assessment type:	Text production (written)
Conditions:	Time for the task: 60 minutes
Other items:	Monolingual and/or bilingual print dictionaries can be used for this task
Task weighting;	8% of the school mark for this pair of units

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Youth cultures, east and west   **(25 marks)**

以"东西方偶像崇拜"为标题，写一篇博文表达你对追星文化的看法。用**中文**回答，答案约 500 个汉字。博文内容须包括：

- 定义/描述追星文化
- 解释为何年轻人崇尚追星文化
- 对比华语社区和英语社区年轻人的偶像崇拜情况，分析两者的异同之处
- 以有说服力的方式表达你对有关问题的观点，以帮助读者了解你对当今青年一代追星文化的态度。

以「東西方偶像崇拜」為標題，寫一篇博文表達你對追星文化的看法。用**中文**回答，答案約 500 個漢字。博文內容須包括：

- 定義/描述追星文化
- 解釋為何年輕人崇尚追星文化
- 對比華語社區和英語社區年輕人的偶像崇拜情況，分析兩者的異同之處
- 以有說服力的方式表達你對有關問題的觀點，以幫助讀者瞭解你對當今青年一代追星文化的態度。

Write a blog post with the title *Celebrity Culture, East and West,* in which you express your views of celebrity culture. Answer in approximately 500 **Chinese** characters.

In your blog post:

- provide a definition/description of what constitutes celebrity culture
- explain why celebrity culture appeals to young people
- compare celebrity culture trends among young people in Chinese-speaking and English-speaking communities in order to analyse their similarities and differences
- present your views in a persuasive manner to help your readers understand your attitudes towards celebrity culture among young people today.

Marking key for sample assessment task 3 – Unit 3

Description	Marks
Content and relevance	
Provides a detailed response to the question, discussing information, views and opinions, including: • a definition/description of what constitutes celebrity culture • reasons why celebrity culture appeals to young people today • an analysis of the similarities and differences in celebrity culture trends among young people in Chinese-speaking and English-speaking communities • a presentation of the student's own position on the issue.	5
Provides a thorough response, describing mostly relevant information, views and opinions.	4
Provides an adequate response, outlining some relevant information, views and opinions.	3
Provides a response, stating some relevant information, views and opinions.	2
Provides an inadequate response with limited information, views and opinions.	1
Subtotal	**/5**
Stance and attitude	
Produces a text that effectively demonstrates a stance and attitude on issues related to the question.	5
Produces a text that clearly demonstrates a stance and attitude on issues related to the question.	4
Produces a text that demonstrates a stance and attitude on issues related to the question.	3
Produces a text that partially demonstrates a stance and/or attitude on issues related to the question.	2
Produces a text that inadequately represents a stance and attitude on issues related to the question.	1
Subtotal	**/5**
Structure 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 mostly relevant to the communicative purposes of the text.	3
Structures and sequences information that has some relevance to the communicative purposes of the text.	2
Structures and sequences information that has little relevance to the communicative purposes of the text.	1
Subtotal	**/5**

Description	Marks
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 limited stylistic devices.	1
Subtotal	**/5**
Total	**/25**

Sample assessment task

Chinese: First Language – ATAR Year 12

Task 5 – Unit 4

Assessment type:	Spoken text analysis
Conditions:	Time for the task: 50 minutes
Other items:	Monolingual and/or bilingual print dictionaries can be used for this task
Task weighting:	8% of the school mark for this pair of units

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Consumers and the environment **(28 marks)**

The spoken text is a speech given by a student who has just returned to China after a visit to a sister school in Australia. You have five minutes to read the questions before the text is read to you. The text will be read twice. There will be a short pause after the first reading. You may make notes at any time. After the second reading, you have 40 minutes to answer the four questions related to the text. There will be a warning after 35 minutes to indicate that five minutes remain for you to complete your answers.

Answer questions 1 to 4 in **English or Chinese**, as specified.

Question 1 (6 marks)

这场演讲的中心主题是什么？解释演讲的内容与结构如何反应了演讲者对中心主题的态度和价值观？用**中文**回答，答案约 80 个汉字。

這場演講的中心主題是什麼？解釋演講的內容與結構如何反應了演講者對中心主題的態度和價值觀？用**中文**回答，答案約 80 個漢字。

What is the main theme of this speech? Explain how the content and structure of the speech reflect the speaker's attitudes and values in relation to the main theme. Answer in approximately 80 **Chinese** characters.

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Question 2 (14 marks)

使用演讲中的例子来说明一下这场演讲观众的身份，并举三个例子分析演讲者如何使用语言技巧和修辞手段来影响观众对有关问题的态度。用**中文**回答，答案约 150 个汉字。

使用演講中的例子來說明一下這場演講觀眾的身份，並舉三個例子分析演講者如何使用語言技巧和修辭手段來影響觀眾對有關問題的態度。用**中文**回答，答案約 150 個漢字。

Use examples from the speech to explain the identity of the target audience and include examples of three language techniques and/or stylistic (rhetorical) devices to analyse how the speaker shapes audience attitudes. Answer in approximately 150 **Chinese** characters.

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Question 3 (5 marks)

用**英文**解释演讲者对中国面子文化的看法。

用**英文**解釋演講者對中國面子文化的看法。

Explain in **English** the speaker's views on China's face-saving culture.

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Question 4 (3 marks)

用**中文或英文**解释演讲中的语言使用如何提供了演讲者身份的线索。

用**中文或英文**解釋演講中的語言使用如何提供了演講者身分的線索。

Use **Chinese or English** to explain how the language used in the speech offers clues about the speaker's identity.

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Marking key for sample assessment task 5 – Unit 4

Question 1 **(6 marks)**

What is the main theme of this speech? Explain how the content and structure of the speech reflect the speaker's attitudes and values in relation to the main theme. Answer in approximately 80 **Chinese** characters.

Description	Marks
Theme	
Identifies that the speaker is urging the audience to put aside their desire to save face in order to protect the environment.	1
Subtotal	**/1**
Content and structure that reflect attitude and values	
Explains in detail, using examples, how the content and structure of the speech reflect that the speaker is pro-environmental protection.	5
Explains, using examples, how the content and structure of the speech reflect that the speaker is pro-environmental protection.	4
Describes, using examples, how the content and structure of the speech reflect that the speaker is pro-environmental protection.	3
Provides some relative examples of how the content and structure of the speech reflect that the speaker is pro-environmental protection.	2
Provides few examples of how the content and structure of the speech reflect that the speaker is pro-environmental protection.	1
Subtotal	**/5**
Total	**/6**

Examples from the text that reflect the speaker's attitudes and values in relation to the main theme include:
- the speaker criticises face-saving culture by contrasting Chinese hospitality practices with those practised in Australia
- the speaker uses two examples to criticise how face-saving culture may harm the environment/lead to environmental pollution
- the speaker expresses positive views on the environment by emphasising how environmental protection is important to future generations
- the speaker calls on the audience to break bad habits and change behaviour in an effort to preserve the natural environment
- the speaker ends the speech by providing some practical suggestions that the audience can adopt for environmental protection.

Question 2 (14 marks)

Use examples from the speech to explain the identity of the target audience and include examples of four language techniques and/or stylistic (rhetorical) devices to analyse how the speaker shapes audience attitudes. Answer in approximately 150 **Chinese** characters.

Description	Marks
Target audience	
Identifies that from the introduction of the speech (老师们、同学们), the target audience is both the teacher and the classmates. Provides a detailed explanation that identifies the main audience as the classmates because the speaker: • uses first person plural pronouns and possessive pronouns (we, us, our) to refer to the audience throughout the speech which indicates that the audience is of a similar age to the speaker • quotes a Chinese proverb to explain the importance of face-saving to Chinese people, this indicates that the audience shares the same Chinese background as the speaker, and the speaker knows that the audience will understand the context and does not need to further elaborate (this point can also relate to the teacher).	4–5
Identifies the target audience with some reference to the relevance of the choice of pronouns and/or the quote.	2–3
Identifies the target audience for the speech as both the teacher and the classmates (老师们、同学们好)	1
Subtotal	/5
Analysis of language techniques and/or stylistic (rhetorical) devices used to shape attitudes (3 x 3 marks)	
Analyses a language technique and/or stylistic (rhetorical) device to shape audience attitudes. Uses evidence from the speech to present an in-depth analysis.	3
Describes a language technique and/or stylistic (rhetorical) device to shape audience attitudes. Uses evidence from the speech to describe the technique.	2
Identifies a language technique and/or stylistic (rhetorical) device to shape audience attitudes. Limited or irrelevant evidence provided.	1
Subtotal	/9
Total	/14

Answers may include:
- Inclusive reference/language
  - examples, 我们年轻人、我们这一代
  - appeals directly to the audience and addresses them as peers. It shortens the distance between the speaker and the audience
  - makes the audience feel a part of the speaker's message
- Common saying
  - examples, 人要脸树要皮、打肿脸充胖子
  - appeals directly to the audience and addresses them as peers. It shortens the distance between the speaker and the audience
  - highlights the significance of the long-standing face-saving culture in China
- Rhetorical question
  - examples, 我们为什么就不能放下面子，负起我们保护地球应该负起的责任呢？
  - a typical Chinese approach to invite empathy from the audience
  - shapes the way an audience thinks about the topic

Description	Marks

• Parallel sentence structure/parallelism
    ▪ example, 请客吃饭的时候，就吃多少点多少；用旧东西的时候，就堂堂正正地用；穿旧衣服的时候，就大大方方地穿。
    ▪ used when the speaker is recommending actions to the audience
    ▪ creates an emotional response from the audience and gives them a sense of purpose
• Repetitive sentence structure/repetition
    ▪ example, 环境保护对我们这一代至关重要，环境保护对我们的孩子至关重要，环境保护对我们的子孙万代至关重要。
    ▪ builds momentum
    ▪ leads the audience to the conclusion that they need to try their best to protect the environment.	

Question 3 **(5 marks)**

Explain in **English** the speaker's views on China's face-saving culture.

Description	Marks
The speaker's views on China's face-saving culture includes the following:	
• it is an important part of traditional Chinese culture	1
• it has a profound impact on young people	1
• it is unique to Chinese culture (and is not shared by people in other countries)	1
• it may harm people's effort to protect the environment/lead to environmental pollution	1
• it is a bad practice that needs to be changed in order to save the environment	1
Total	**/5**

Question 4 **(3 marks)**

Use **Chinese or English** to explain how the language used in the speech offers clues about the speaker's identity.

Description	Marks
Explains in detail how the language used offers clues about the speaker's identity.	3
Describes how the language used offers clues about the speaker's identity.	2
States how the language used offers clues about the speaker's identity.	1
Total	**/3**
Final Total	**/28**

Sample answer

The speaker is a young person who studied in Australia. The language used suggests that they are speaking to their peers. The speaker is passionate about the ideas they are trying to get across to the audience and tries to interact with the audience. All these can be observed in:

• the use of words, such as 我们年轻人 and 我在澳大利亚念书的时候, showing that the speaker is a young person who studied in Australia

• the use of modal particles, such as 吧、啊、嘛 at the end of sentences and colloquial language, such as 爱咋咋地 and 瞎说, suggesting that the speaker is addressing their peers who tend to use this kind of language, and making an attempt to involve the audience by using the language of young people

• the way the speaker engages the audience with phrases and expressions, such as 你们想想啊，你可能会问，一起和我为环境保护贡献一份力量吧！, implying that the speaker is very passionate about their cause and eagerly invites their audience to think about and/or act on what they are saying

• the use of tag questions, such as 对吧，你说是吧，to constantly seek agreement from and engage the audience.

Transcript of the spoken text

老师们、同学们，大家好啊：

我今天要跟你们聊一个挺有意思的话题"面子文化与环境保护"。

你知道吗？中国有句老话，叫做"人要脸树要皮"，就是说人不能没有面子。这种传统文化不仅影响老一辈的人，对我们年轻人的影响也很大。我可不是瞎说。你们想想啊，在餐馆请客，多点几道菜是常有的事，对吧？因为我们不想别人笑话我们，说我们小气。不过，我在澳大利亚念书的时候发现，澳洲人在餐馆请朋友吃饭，点的菜刚刚好，够吃就可以了。

你可能会问："请客就是要大方，爱面子有什么不好的呢？"毕竟爱面子既不犯法，也不害人。可其实上，正是这样的面子文化在慢慢地摧毁我们的环境。请客吃饭的时候，为了面子点一堆菜，结果根本吃不完，同时也觉得不好意思打包带回家，如此一来，就会浪费不少资源和食物，然后造成环境污染。还有个例子，在中国，我们不太习惯要别人的旧衣服、旧家具，觉得这样挺没面子，会被瞧不起，所以中国的旧货店很少。可是，澳大利亚旧货店到处都是。我觉得这样很好。与其买新的东西，不如再利用别人用不到的东西，这样不但减少浪费，同时也减少了制造大量新商品的需求，一举两得，你说是吧？

我们为什么就不能放下面子，负起我们保护地球应该负起的责任呢？尤其是我们年轻人，环境保护对我们这一代至关重要，对我们的下一代至关重要，也对我们无数的后代子孙至关重要啊！所以改变应该从我们这一代做起，年轻人应该改掉和面子文化相关的不良习惯和行为。具体怎么做嘛？挺简单的！我们要放下面子，别打肿脸充胖子，点一桌菜却吃不完，请客吃饭的时候，就吃多少点多少；用旧东西的时候，就堂堂正正地用；穿旧衣服的时候，就大大方方地穿。好东西不分新旧，爱咋咋地，不要怕别人的眼光！因为我们正在为环境保护而奋斗！各位年轻人啊，一起和我为环境保护贡献一份力量吧！

谢谢大家！