



## Planning space

There are **two** tasks in this section. Attempt **both** tasks.

For each task, read the Chinese text and respond in **English**.

Write your response in the space provided.

Use information from the texts in your responses.

## Task 1

Read the following recount of a legend and respond in English to the questions on the next page. Provide as many relevant details as possible.

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郑板桥是中国清代的一位<sup>1</sup>进士，很有才华。他不但会写诗，还会画画。

有一天，郑板桥去游金山，金山上有个古庙，他围着古庙走了一圈，看见到庙里去的人很多，他也就跟着大家一起进去了。

走进古庙，和尚看着他穿得破旧，像个乡下人，就不理他。郑板桥不理睬这些，只管看墙上的字画。和尚想：这个人能看懂字画，大概不是乡下人，不如对他客气些，于是喊道：“坐！茶！”郑板桥没说什么，照旧看画儿。和尚走上前问：“先生贵姓？”郑板桥说：“姓郑。”和尚便改了口气，说：“请坐！敬茶！”后来，和尚看他的举止和周围的人不一样，便又问：“先生叫什么名字？”郑板桥答：“板桥。”和尚一听，吃了一惊，没想到他就是有名的郑板桥，连忙笑着说：“请上坐！敬香茶！”然后又说了许多客气话，对他特别热情。

郑板桥看完字画，转身正要走，和尚拿出纸笔，请他写一幅对联。郑板桥拿起笔来，很快就写好了。上联写的是：“坐！请坐！请上坐！”下联是：“茶！敬茶！敬香茶！”和尚看了对联，很不好意思，一句话也说不出。

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a successful candidate in the highest imperial examinations



## Task 2

Read the following story and respond in English to the questions on the next page. Provide as many relevant details as possible.

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### 最后一片藤叶

玛丽和苏珊是两个画家。这两个年轻的姑娘住在一所旧公寓里，一年冬天，玛丽不幸得了重病。

一天，医生给玛丽看完病，走出来对苏珊说：“要治好她的病，主要看她有没有活下去的信心，因为药物对她已经没有多大作用了。”

医生走后，苏珊偷偷地哭了。过了一会儿，苏珊走进玛丽的房间，一边画画儿，一边照看玛丽。忽然，苏珊听到玛丽在说什么。她来到玛丽床前，看见玛丽望着窗外，听见她嘴里数着：“一、二、三、四……。”苏珊向窗外望去，窗外只有一个空院子，院子对面是一面墙，墙上爬满了常春藤(ivy)，但是，藤上的叶子几乎都被寒风刮掉了。

“亲爱的，怎么啦？”苏珊关切地问。

“叶子，常春藤的叶子，现在只剩下最后五片了。等最后的一片叶子掉下来，我也就死了。”玛丽伤感地说。

“别说傻话了！”苏珊说，“藤叶跟你的病有什么关系呢？医生说，你很快就会好的。”

那天晚上，刮了一夜的风，下了一夜的雨。第二天早上，玛丽让苏珊把窗子打开。经过一夜的暴风雨，院子对面的墙上还留着一片叶子，那是最后一片叶子了。几天过去了，无论寒风怎么刮，那片叶子一直没有掉下来。这片叶子给了玛丽活下去的信心和希望。又过了几天，苏珊看到玛丽已经没有什么危险了，就对她说：“玛丽，告诉你一个不幸的消息，我们楼下的老画家威廉先生去世了。那最后一片藤叶无论怎样风吹雨打，都没掉下来，你不感到奇怪吗？那是威廉先生的杰作。在那个暴风雨的夜里，当最后那片叶子掉下来后，是威廉先生在风雨中把它画到墙上去的。就在那天夜里，他得了感冒，引起肺炎，不幸去世了。”

玛丽听了，感动得流下了眼泪。



**Assessment standards from the Chinese Senior External Syllabus 2007 (amended 2012)**

**Reading skill**

Candidate responses have the following characteristics:					
COMPREHENSION	A	B	C	D	E
<b>Content</b> –gist and detail –main and subsidiary points	<ul style="list-style-type: none"> <li>demonstrate a comprehensive understanding of main ideas from a range of texts</li> <li>distinguish gist from detail, main points from subsidiary ones</li> <li>understand all or most of the significant points and the relationships between them</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an effective grasp of the main ideas</li> <li>usually distinguish gist from detail, main points from subsidiary ones</li> <li>recognise the relationships between significant points</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of most of the main ideas when presented in a straightforward way</li> <li>apply a knowledge of structures to understand much specific detail</li> <li>see the relationship between points when marked by simple and familiar connectors</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the very broad outline of straightforward texts and some detail in familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>occasionally demonstrate an understanding of isolated details expressed in familiar structures and vocabulary.</li> </ul>
<b>Deduction</b> –ideas –unknown words and phrases	<ul style="list-style-type: none"> <li>draw appropriate conclusions</li> <li>apply a knowledge of language to deduce meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>apply a knowledge of language to deduce some meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>deduce the meaning of some unknown words from context</li> </ul>		
<b>Recognition and appreciation</b> –tone –intention –sociocultural references	<ul style="list-style-type: none"> <li>recognise tone</li> <li>infer the purpose of the text and the writer's attitude</li> <li>understand familiar sociocultural references.</li> </ul>	<ul style="list-style-type: none"> <li>identify the general purpose of the text and the writer's attitudes when explicitly expressed</li> <li>recognise some familiar sociocultural references.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the writer's general intention when obvious within a familiar context</li> <li>recognise some familiar sociocultural references.</li> </ul>		



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