

# Chinese

Wednesday 17 October 2018

## Reading section — Question and response book

9 am to 10:40 am

### Time allowed

- Perusal time: **10 minutes**
- Working time: **1 hour 30 minutes**

### Examination materials provided

- Reading section — Question and response book
- Planning paper

### Equipment allowed

- QCAA-approved equipment

### Directions

Do not write until perusal time is finished.

The Reading section has **two** tasks.

You must:

- attempt **both** tasks
- respond in **English**.

Dictionaries are not allowed.

### Assessment

The Reading section assesses the following assessment criterion:

- Comprehension

Assessment standards are at the end of this book.

### After the Reading section is finished

The supervisor will collect this book when you leave.

### Candidate use

Print your candidate number here

1	8	-						-	
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Attach barcode here

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Number of books used

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### Supervisor use only

Supervisor's initials

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### QCAA use only

Marker number

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## 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 responses in the space provided.

Use information from the texts in your responses.

## Task 1

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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### 阅读测验 (一)

#### 一个木匠的故事

从前有一个老木匠，他的手艺非常高超。他清早出门工作，日落后回家休息，每天非常忙碌。数十年如一日，一天也没有间断过。他工作了将近四十年，终于有一天他决定退休了。他告诉他的雇主他想与他的妻子过更悠闲的生活。他的雇主看到为他工作多年的老木匠要离开了，感到很惋惜，就问老木匠能不能在离开以前再帮他盖一栋房子。老木匠答应了。

盖房子的材料和工具都准备好了，就等这老木匠来盖最后一栋房子。由于老木匠即将离职，他的心已经不在工作上了。他不在乎新房子的品质，不但手艺粗糙，有时候还偷工减料。他不再像以前那么细心和专注。他常常迟到早退，甚至于每隔几天就请假不来工作。就这样，他以“三天打鱼，两天晒网”的工作态度，毫不在乎的建造最后一栋房子。

房子终于完工了，他的雇主过来看看房子，对着老木匠说，“你为我工作辛苦了这么多年，这栋新房子是我送给你的礼物”。老木匠这时候才恍然大悟，自己犯了很大的错误。他觉得又后悔又可耻。他真希望一切可以重来。

**Question 1**

Explain the decision the old carpenter makes at the start of the story.

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**Question 2**

What mistake did the old carpenter make?

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**Question 3**

What is the meaning or moral of the story? Justify your response using evidence from the text.

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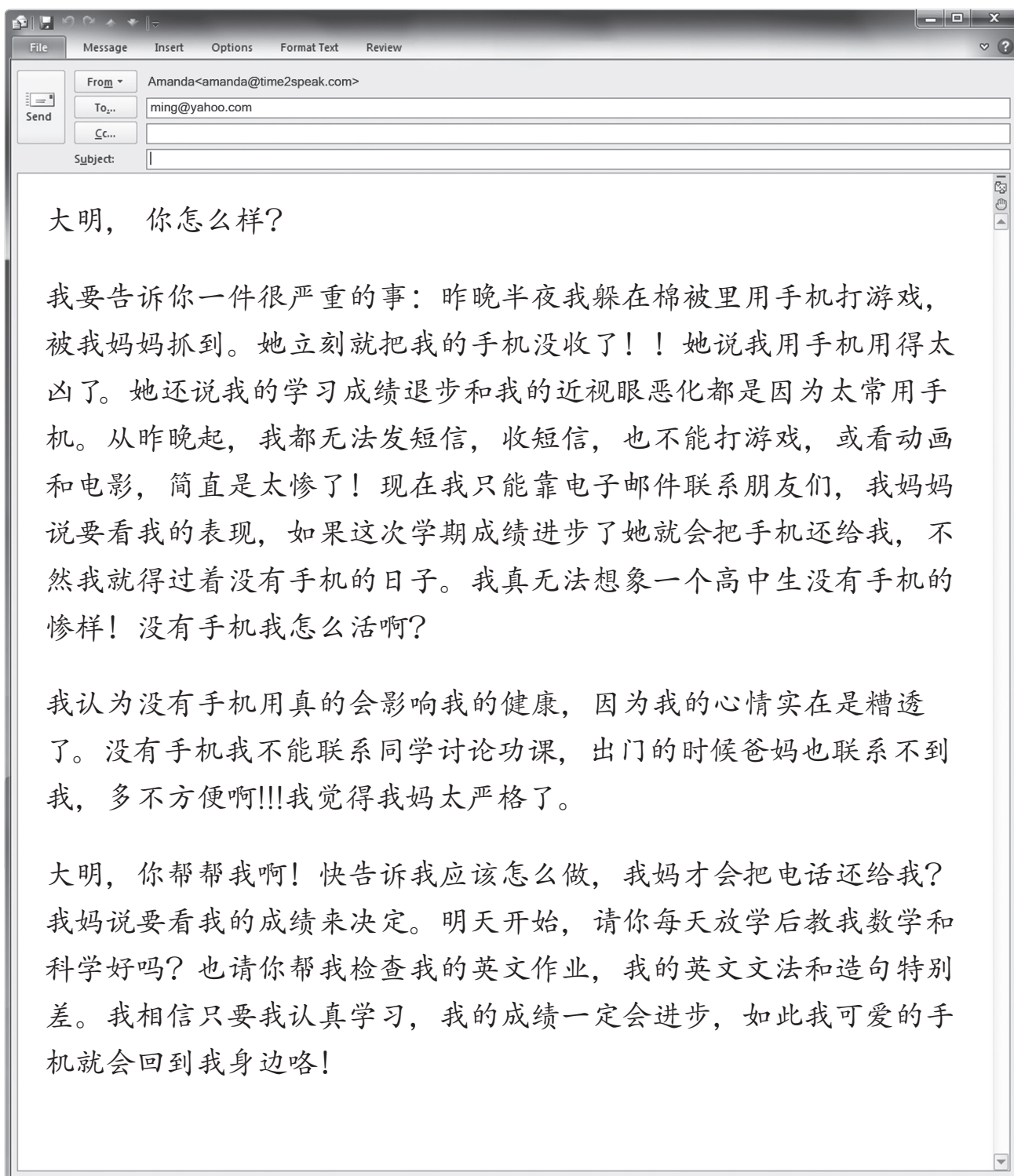
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**End of Task 1**

## Task 2

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



The screenshot shows an email client window with the following details:

- From: Amanda <amanda@time2speak.com>
- To: ming@yahoo.com
- Subject: (empty)

The email body contains the following text:

大明， 你怎么样？

我要告诉你一件很严重的事：昨晚半夜我躲在棉被里用手机打游戏，被我妈妈抓到。她立刻就把我的手机没收了！！她说我用手机用得也太凶了。她还说我的学习成绩退步和我的近视眼恶化都是因为太常用手机。从昨晚起，我都无法发短信，收短信，也不能打游戏，或看动画和电影，简直是太惨了！现在我只能靠电子邮件联系朋友们，我妈妈说要看我的表现，如果这次学期成绩进步了她就会把手机还给我，不然我就得过着没有手机的日子。我真无法想象一个高中生没有手机的惨样！没有手机我怎么活啊？

我认为没有手机用真的会影响我的健康，因为我的心情实在是糟透了。没有手机我不能联系同学讨论功课，出门的时候爸妈也联系不到我，多不方便啊!!!我觉得我妈太严格了。

大明，你帮帮我啊！快告诉我应该怎么做，我妈才会把电话还给我？我妈说要看我的成绩来决定。明天开始，请你每天放学后教我数学和科学好吗？也请你帮我检查我的英文作业，我的英文文法和造句特别差。我相信只要我认真学习，我的成绩一定会进步，如此我可爱的手机就会回到我身边咯！

**Question 1**

Identify the issue mentioned in the email.

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**Question 2**

Discuss whether or not you agree with Amanda’s mother’s decision. Justify your response using evidence from the text.

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**Question 3**

What advice would you give Amanda? Justify your response using evidence from the text.

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**End of Task 2**  
**End of Reading section**

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

**Reading skill**

Comprehension	A	B	C	D	E
<b>Candidate responses have the following characteristics:</b>					
<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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