



## Planning space

There are **two** tasks in this section. Attempt **both** tasks. Respond to all questions in **English**.

Suggested time allocation: **60 minutes**.

There are two spoken texts in the Listening section. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

**Write your responses in the space provided. Use information from the spoken texts in your responses.**

## Planning space

# Task 1

Listen to the announcement. Respond to the questions below to show your understanding of the announcement. Provide relevant details in your response.

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## Question 1

Identify the speaker's professional role. Justify your answer briefly, with reference to the announcement.

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## Question 2

Determine what the speaker is trying to achieve in the announcement. Give three examples from the announcement to justify your answer.

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## Question 3

What values can be drawn from the announcement? Give four examples from the announcement to justify your answer.

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Question 4 is over the next page →

#### **Question 4**

Explain the consequences for those who make poor choices.

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**End of Task 1**

## Task 2

Listen to the program. Respond to the questions below to show your understanding of the program. Provide relevant details in your response.

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### Question 1

What is the purpose of the program? Justify your answer with reference to the program.

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### Question 2

Evaluate whether the advice given is achievable by the target audience. Justify your response with reference to the program.

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### Question 3

There is a Chinese saying mentioned in the program. Explain the relationship between the Chinese saying and the topic discussed within the program.

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**End of Task 2**  
**End of Listening section**

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

### Listening skill

Comprehension	A	B	C	D	E
<b>Candidate responses have the following characteristics:</b>					
<b>Content</b> – gist and detail – main and subsidiary point	<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 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>• frequently distinguish gist from detail, main points from subsidiary ones</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> </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>• apply knowledge of structures to deduce meaning from context</li> <li>• draw appropriate conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of structures to deduce some meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of structures to understand some explicit detail</li> </ul>	/	/
<b>Recognition and appreciation</b> – register – intention – attitude	<ul style="list-style-type: none"> <li>• recognise register</li> <li>• infer the speaker's intentions and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the speaker's general intentions and attitudes when explicitly expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the speaker's general intention when obvious within a familiar context.</li> </ul>	/	/





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