

# Chinese

Wednesday 16 October 2019

## 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 during perusal time.

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	9	-							
---	---	---	--	--	--	--	--	--	--

Attach barcode here

Number of books used

### Supervisor use only

Supervisor's initials

### QCAA use only

Marker number

## 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 script and respond in English to the questions on pages 3–4. Provide as many relevant details as possible.

---

从前，有一名叫查理的奥地利士兵，他在奥地利和瑞士的边界工作，负责检查从瑞士进入奥地利的过往车辆。查理是一名非常负责的工作人员，他每天会要求对所有要通过边界的车辆和行人，出示证件，而且他也会对汽车内部仔细翻查。

有一天，一位年轻人踩着自行车的踏板一路来到了边界。查理对他做了例行的检查。

「小兄弟你好，可以检查你的自行车吗？」

「当然可以。」

这部自行车前有一个篮子，篮子里有很多沙子。

「让我也检查你的车篮子吧。」

篮子里除了满满的沙子以外没有任何其他的东西。查理检查后没有发现任何可疑的地方，就让这名年轻人通过了。

第二天，这名年轻人又来了，和前一天一样，骑了一辆有篮子，篮子里有很多沙子的自行车。这天查理也仔细地检查了一翻，没有发现任何可疑的地方。

「好，检查完了，你可以走了。」

「谢谢，再见！」

就这样，一天又一天，一年又一年，这年轻人每天重复地做一样的事情。查理很怀疑这名年轻人，心里很纳闷。

三十年后的某一天，查理要退休了。他在工作岗位的最后一天忍不住地问了骑自行车的人。

「小兄弟，今天是我工作的最后一天，我有问题要问你，请你老实回答我。」

「你要问我什么问题？」

「你老实告诉我，你是走私客吗？」

「……」

「我知道你一定是走私客，对不对？请你告诉我实话，我保证不会举发你。你是不是走私客？」

「是。我是。」

这时查理瞪大了眼睛，心想果然没错他是一名走私客，三十年来竟然都查不出来他走私什么。

「那你告诉我，你走私什么？」

「自行车！」

### Question 1

Analyse the text and describe what type of person Charlie is, Charlie's job and his responsibilities.

.....

.....

.....

.....

.....

.....

.....

.....

Questions 2 and 3 are over the next page →

**Question 2**

Apart from Charlie, there is another character in the script. Describe this person and explain what they do.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Question 3**

Explain the moral of the story. Justify your response using examples from the script.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**End of Task 1**

**Turn over for Task 2**

## Task 2

Read the email below and respond in English to the questions on pages 8–9. Provide as many relevant details as possible.

New message

To [lili@time2speak.com](mailto:lili@time2speak.com)

---

Subject

---

丽丽你好，我想让你知道我和小玲都没事，虽然碰到台风，但是我们都很平安，不用担心。

台北是一个盆地，夏季气候比较闷热，每年夏天都会有台风，幸运的是我们这次碰到的是一个轻度的台风。我们只需要在到达的第一天晚上留在旅馆，第二天以后天气就很好了。

我和我小玲前天下午五点抵达了台北。下了飞机就搭出租车去旅馆，第一印象是这里的服务员又亲切又热情，他们谈话和服务的时候总是面带笑容。我们刚到的时候，因为手机连接网络的问题感到非常困扰，一位前台服务员不厌其烦地协助我们，让我们顺利地连上线得以联络家人和朋友。

我们住的旅馆地点很好，去哪儿都很方便。旅馆对面有一家便利商店，里面的商品从吃的到用的应有尽有，基本上一日三餐都可以在那儿买得到。我们在那里买过日式盒饭当晚餐，也买了时尚杂志和台湾旅游的资料书籍。

在台北，路上的行人很有人情味，今早我们想找一家传统中国早餐店，问了一位路人怎么走，他亲自为我们带路走到了早餐店，我们觉得特别感动。

台北的街道很干净，交通虽然繁忙但是大家都遵守规矩。在公交车和捷运车上我注意到大家都轻声交谈，特有礼貌。



最让我们流连忘返的是台北的夜市。真是太热闹，太有意思了！摊位上卖的东西琳琅满目，令人目不暇接，当然各式各样的台湾小吃更是让我们大饱口福。尤其是粗板条，台湾传统的蚵仔煎和臭豆腐，这些都是回上海以后我会超级想念的地道小吃。

今天我终于来到梦寐以求的国立故宫博物馆，看到了很多故宫珍宝。我和小玲花了一整天的时间细细品味了展览室里的院藏精品。但是因为时间有限，还有很多展览室我们没去到。

明天我们打算去参观近510米高的台北101摩天大楼。台北101是台北重要地标之一，也是全世界地震带最高的摩天大楼。

再玩两天就要回上海了，我建议你有机会也应该来台北旅游，保证你不会失望的。

友

小妮 上

七月十日

SEND

A 



**Question 1**

What is the purpose of this email?

.....

.....

.....

**Question 2**

Identify the speaker's tone, giving three examples from the email.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Question 3**

Based on the email, do you think the writer had a good time? Justify your answer with reference to the email by including their positive and negative experiences.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**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 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 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>• 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>• apply a knowledge of language to deduce meaning from context</li> <li>• draw appropriate conclusions</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>• apply knowledge of structures to understand much specific detail</li> <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>• may recognise some familiar sociocultural references.</li> </ul>	/	/



© The State of Queensland (Queensland Curriculum and Assessment Authority) 2019

Copyright enquiries should be made to:

Manager

Publishing Unit

Email: [publishing@qcaa.qld.edu.au](mailto:publishing@qcaa.qld.edu.au)

## **Queensland Curriculum & Assessment Authority**

PO Box 307, Spring Hill QLD 4004 Australia

Level 7, 154 Melbourne Street, South Brisbane

T +61 7 3864 0299

[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)