

STUDENT NUMBER Letter

CHINESE SECOND LANGUAGE ADVANCED

Written examination

Monday 6 November 2023

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 22 pages, including **assessment criteria** on page 22

Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION 1

Part A – Listening and responding in English

Instructions for Section 1 – Part A

Text 1, Question 1 (10 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in **ENGLISH**.

All responses **must** be based on the text.

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will not receive credit.

Question 1

a. List the reasons why Mary chose to go to a particular pharmacy. 3 marks

b. Identify the change at the shopping centre and explain the reasons why Mary was disappointed. 3 marks

You may make notes in this space.

These notes will **not** be assessed.

DO NOT WRITE IN THIS AREA

- c. Complete the table below by identifying one activity that Mary could participate in each day.

4 marks

Day	Activity
Monday	
Tuesday	
Wednesday	
Thursday	Chinese painting
Friday	

You may make notes
in this space.
These notes will
not be assessed.

搬/搬 bān

药/藥 yào

Part B – Listening and responding in Chinese

Instructions for Section 1 – Part B

Text 2, Question 2 (10 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in complete sentences in **CHINESE**.

All responses **must** be based on the text.

TEXT 2 – Answer the following questions in complete sentences in **CHINESE**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.
These notes will
not be assessed.

Question 2

- a. Give **four** reasons why traditional academies are popular with tourists.

列举四个游客喜欢去古书院观光旅游的原因。

列舉四個遊客喜歡去古書院觀光旅遊的原因。

4 marks

DO NOT WRITE IN THIS AREA

SECTION 2**Part A – Reading, listening and responding in English****Instructions for Section 2 – Part A****Texts 3A and 3B, Question 3 (20 marks)**

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts.

All responses **must** be based on the texts.

TEXT 3A**Simplified-form characters**

“全球公民”是指有全球观的个人。随着全球化的影响与日俱增，以及对各方面可持续发展的需求，人们越来越意识到成为全球公民的重要性。

有些中国人最初认为全球公民的理念很难在中国实现。他们有很强的民族自豪感，以为做全球公民与本国公民有冲突。还有些中国人觉得他们没有财力支持孩子成为全球公民。

然而，当代的早教已经为全球公民教育做好了初期准备。幼儿园除了选用《三字经》之类的传统文本外，还加入了一系列全球公民题材的绘本，展现各地的民居生活。绘本中生动的图片让小朋友发现就算在一个国家，东西南北的文化也有差别。

中小学是培养青少年关爱之心的黄金期。学校不再只看重分数，而是强调实用能力，让学生成为全面发展的人才。学生周末植树护林；假期参加义工活动。他们在学习的同时建立了人与自然，人与人之间的尊重。

大学是成为全球公民的好时机。进入大学后，学生们进一步加深对全球公民的理解。大学教育除了读专业知识，还要求学生在体验式活动中培养胜任力和价值观。很多青年毕业后参与国际医疗和文教活动，知行合一地宣传全球公民精神。

全球公民是21世纪所需的人才，中国的新一代从国情出发，力争做中国式的全球公民。

Full-form characters

“全球公民”是指有全球觀的個人。隨著全球化的影響與日俱增，以及對各方面可持續發展的需求，人們越來越意識到成為全球公民的重要性。

有些中國人最初認為全球公民的理念很難在中國實現。他們有很強的民族自豪感，以為做全球公民與本國公民有衝突。還有些中國人覺得他們沒有財力支持孩子成為全球公民。

然而，當代的早教已經為全球公民教育做好了初期準備。幼兒園除了選用《三字經》之類的傳統文本外，還加入了一系列全球公民題材的繪本，展現各地的民居生活。繪本中生動的圖片讓小朋友發現就算在一個國家，東西南北的文化也有差別。

中小學是培養青少年關愛之心的黃金期。學校不再只看重分數，而是強調實用能力，讓學生成為全面發展的人才。學生週末植樹護林；假期參加義工活動。他們在學習的同時建立了人與自然，人與人之間的尊重。

大學是成為全球公民的好時機。進入大學后，學生們進一步加深對全球公民的理解。大學教育除了讀專業知識，還要求學生在體驗式活動中培養勝任力和價值觀。很多青年畢業後參與國際醫療和文教活動，知行合一地宣傳全球公民精神。

全球公民是21世紀所需的人才，中國的新一代從國情出發，力爭做中國式的全球公民。

族/族 zú

绘/繪 huì

籍/籍 jí

树/樹 shù

You may make notes in this space for Text 3A and Text 3B. These notes will **not** be assessed.

DO NOT WRITE IN THIS AREA

Write your responses to Question 3 on the following pages.

TEXTS 3A and 3B – Answer the following questions in **ENGLISH**.
Responses in the wrong language will not receive credit.

Question 3

- a. List **two** factors that have contributed to the concept of becoming a ‘global citizen’. 2 marks

- b. Outline the initial concerns that some Chinese people had about the concept of ‘global citizenship’. 3 marks

You may make notes
in this space.
These notes will
not be assessed.

DO NOT WRITE IN THIS AREA

c. Describe how each level of the Chinese education system has supported the development of ‘global citizenship’.

4 marks

You may make notes in this space. These notes will **not** be assessed.

- Kindergarten

- Primary school and secondary school

- Tertiary

d. Why is ‘global citizenship’ successful in Australia?

3 marks

DO NOT WRITE IN THIS AREA

Part B – Reading and responding in Chinese**Instructions for Section 2 – Part B****Text 4, Question 4 (15 marks)**

Read the text and then answer the question in approximately 200 characters in **CHINESE** on page 15.
Your response **must** be based on the text.

TEXT 4 – Answer the following question in complete sentences in **CHINESE**.
Responses in the wrong language will not receive credit.

Simplified-form characters

下面是博客上三个人对抱团养老的看法：

我叫王新。去年在一个生日会上，有人提到新兴的抱团养老方式。当时我们都认为这个主意好，于是我们四家合租了一个海景房，开始了新生活。每天我们一块儿出去走路和打太极，换班做饭，三餐又可口又有营养。

我叫李海。刚开始，我不太认可抱团养老，因为我怕别人说我不愿意为父母养老；我还怕万一父母有个三长两短的，我没法马上到他们的身边。后来我去海南出差，顺便去看了看在那儿抱团养老的父母，发现爸爸红光满面；妈妈好像年轻了。

我是孙芳。去年我们和两家朋友在乡下抱团养老。头三个月，我们每天种菜和干一些轻松的农活，过得很开心。可是好景不长，其中一家女的得了病要回城里住院，男的也要回去照看她；另外一对儿不怎么会做家务，还整天吵架。我们每天不但要做四个人的三餐，还要去给他们调解，实在很累，感觉度日如年。

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Source: <<http://anyitong.net/html/new/company/82.html>>

Full-form characters

下面是博客上三個人對抱團養老的看法：

我叫王新。去年在一個生日會上，有人提到新興的抱團養老方式。當時我們都認為這個主意好，於是我們四家合租了一個海景房，開始了新生活。每天我們一塊兒出去走路和打太極，換班做飯，三餐又可口又有營養。

我叫李海。剛開始，我不太認可抱團養老，因為我怕別人說我不願意為父母養老；我還怕萬一父母有個三長兩短的，我沒法馬上到他們的身邊。後來我去海南出差，順便去看了看在那兒抱團養老的父母，發現爸爸紅光滿面；媽媽好像年輕了。

我是孫芳。去年我們和兩家朋友在鄉下抱團養老。頭三個月，我們每天種菜和幹一些輕鬆的農活，過得很開心。可是好景不長，其中一家女的得了病要回城裡住院，男的也要回去照看她；另外一對兒不怎麼會做家務，還整天吵架。我們每天不但要做四個人的三餐，還要去給他們調解，實在很累，感覺度日如年。

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Source: <<http://anyitong.net/html/new/company/82.html>>

Question 4

You are a reporter who has been inspired by the blog above. Write an article for a local Chinese newspaper evaluating the advantages and disadvantages of ‘Huddling for retirement’.

你是一名記者，受到以上博客文章启发。为一家当地中文报纸写一篇文章，议论一下“抱团养老”的利与弊。

你是一名記者，受到以上博客文章啟發。為一家當地中文報紙寫一篇文章，議論一下“抱團養老”的利與弊。

You may make notes in this space. These notes will **not** be assessed.

DO NOT WRITE IN THIS AREA

Write your response to Question 4 on the following pages.

SECTION 2 – Part B – continued

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CONTINUES OVER PAGE

TURN OVER

SECTION 3 – Writing in Chinese**Instructions for Section 3****Questions 5–8 (20 marks)**

Answer **one** question in 300–350 characters in **CHINESE**.

Responses in the wrong language will not receive credit.

Space is provided on the following page to make notes.

Question 5

You have just participated in a water sports competition. Write an entry in your personal diary about your thrilling experience in the competition.

你刚刚参加了一次水上运动比赛。写一篇日记，描述你在这次比赛中的惊险经历。

你剛剛參加了一次水上運動比賽。寫一篇日記，描述你在這次比賽中的驚險經歷。

OR**Question 6**

‘China-Chic’ refers to China’s native fashion trends with Chinese traditional cultural elements. You have visited a newly opened China-Chic clothing store in Beijing. Write an article for a fashion magazine, informing the readers about this clothing store.

“国潮”是指带有中国传统文化元素的中国本土潮流设计。你去了一家北京新开的国潮服装店。为一个时尚杂志写一篇文章，给读者介绍一下这家国潮服装店。

“國潮”是指帶有中國傳統文化元素的中國本土潮流設計。你去了一家北京新開的國潮服裝店。為一個時尚雜誌寫一篇文章，給讀者介紹一下這家國潮服裝店。

OR**Question 7**

Nowadays, many senior secondary students only want to choose in-demand careers for their future occupations. Prepare a speech for Year 11 students attending a career information evening, in order to persuade them to pursue their real passions through further education.

现在很多高中生只想选择一些热门职业作为自己将来从事的职业。你将在学校的职业信息会上发言，劝说高二的同学们在继续教育中追随他们的激情。

現在很多高中生只想選擇一些熱門職業作為自己將來從事的職業。你將在學校的職業信息會上發言，勸說高二的同學們在繼續教育中追隨他們的激情。

OR

Question 8

Smart glasses will have more amazing features in 20 years. Write an imaginative story for your school writing competition that describes the experience of wearing smart glasses for a day in 2043.

二十年后，智能眼镜将具备更多奇妙的功能。为你们学校举办的征文比赛写一个想像性故事，说说你在2043年戴了一天智能眼镜的经历。

二十年後，智能眼鏡將具備更多奇妙的功能。為你們學校舉辦的徵文比賽寫一個想像性故事，說說你在2043年戴了一天智能眼鏡的經歷。

You may make notes in this space. These **notes** will not be assessed.

DO NOT WRITE IN THIS AREA

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

Assessment criteria

Section 1

Part A – Listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Listening and responding in Chinese

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 2

Part A – Reading, listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Reading and responding in Chinese

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 3 – Writing in Chinese

- the capacity to demonstrate relevance, breadth and depth of content
- the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

