



National  
Qualifications  
EXEMPLAR PAPER ONLY

**EP22/AH/02**

**Mandarin (Simplified)  
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 45 minutes

**Total marks — 70**

**SECTION 1 — LISTENING — 30 marks**

Section 1 has two parts. You will hear two items **in Mandarin**. **Before you hear each item, you will have one minute to study the question.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, **in English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write your answer clearly, **in Chinese (Simplified)**, in the answer booklet provided. In the answer booklet you must clearly identify which statement number you are attempting.

**You may use a Chinese dictionary.**

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* E P 2 2 A H 0 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to the item about the role of grandparents in China and then answer, **in English**, the questions given.

- (a) The speaker says views are mixed about grandparents looking after grandchildren.
- (i) What is the argument against grandparents looking after grandchildren? State **one** thing. 1
- (ii) What is the argument in favour of grandparents looking after grandchildren? State **two** things. 2
- (b) Looking after grandchildren can have advantages for children, parents and grandparents alike.
- (i) What are the advantages? State **any three** things. 3
- (ii) The speaker also states three disadvantages. What are they? 3
- (c) This listening text is about the role of grandparents in China.  
What is the speaker's overall purpose in talking about this subject? 1

Choose from **one** of the following options:

1	To encourage grandchildren to look after their grandparents.
2	To inform about the pros and cons of grandparents looking after their grandchildren.
3	To criticise grandparents for spoiling their grandchildren.

Write the correct number (1 or 2 or 3) in your answer booklet.

## Item 2

Now listen to Yutian (male) and Linlin (female) discussing the role of grandparents, and then answer, **in English**, the questions given.

- |  |   |
|--|---|
| (a) What babysitting arrangements does Linlin have with her parents?   | 2 |
| (b) Yutian talks about his family situation.   |   |
| (i) What did he hope would happen after his son was born?  | 1 |
| (ii) In what way did Yutian's parents actually help him?   | 1 |
| (c) According to Linlin, what are the disadvantages for older people when they have to look after their grandchildren? | 3 |
| (d) Yutian and Linlin go on to discuss some problems they have noticed.  |   |
| (i) Why do Yutian's parents not help out with babysitting? State <b>any three</b> things.                              | 3 |
| (ii) Why does Yutian worry about his son's future?   | 2 |
| (iii) What disadvantages of having older parents living with you does Linlin give?                                     | 2 |
| (e) Why does Linlin plan to send her child to nursery later on? State <b>any two</b> things.                           | 2 |
| (f) Some people believe it is wrong for grandparents to accept money for babysitting.                                  |   |
| (i) Why is this?   | 2 |
| (ii) What does Linlin do to pay her parents back for babysitting?  | 2 |

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

Write an essay in **Chinese (Simplified)**, of about 300–400 characters, discussing **one** of the following statements.

**3. Society**

孩子的自由太多了。

Children have too much freedom.

**4. Learning**

学习中文的好处比学习其它语言多。

Learning Chinese is more beneficial than learning other languages.

**5. Employability**

每个中学生都应该有工作经验。

Every secondary school student should have work experience.

**6. Culture**

在我们生活中，艺术和科学同样重要。

Art and science are equally important in our lives.

**[END OF EXEMPLAR QUESTION PAPER]**



National  
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EXEMPLAR PAPER ONLY

**EP22/AH/12**

**Mandarin (Simplified)  
Listening Transcript**

Date — Not applicable

Duration — 1 hours 45 minutes

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



\* E P 2 2 A H 1 2 \*



**Instructions to reader(s):**

For each item, read the English **once**, then read the Chinese **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

**Item 1**

Listen to the item about the role of grandparents in China and then answer, in English, the questions given.

**You now have one minute to study the questions for Item 1.**

祖父母应不应该帮忙带孙儿，许多人的观点是不同的。有的人认为，老人辛辛苦苦把儿女抚养长大，应该享受晚年生活了，子女不应该再给老人增加负担。但是，也有的人认为，老人晚年最怕的就是孤独、寂寞，有个小孙儿在身边，是老人生活最大的快乐和安慰。

其实，祖父母帮助儿女带孙儿是有一些好处的，比如：

第一，现在的年轻父母大多工作繁忙，有了祖父母的帮助，可以让年轻父母有时间努力工作。

第二，照顾孙儿能给老人增加更多生活的乐趣。

第三，老人已经有过带孩子的经验。

第四，对孩子来说，如果父母工作太忙，孩子就只能从祖父母那里得到家庭的温暖和快乐。

但祖父母帮忙带孙儿也会有一些问题。

首先，很多祖父母过分疼爱孙儿，很容易有溺爱的情况。而且，有些父母只忙自己的工作，很少花时间在孩子身上。

他们给孩子钱花，却不关心孩子。这些情况对孩子的成长都是不好的。

## Item 2

Now listen to Yutian (male) and Linlin (female) discussing the role of grandparents, and then answer, in English, the questions given.

You now have one minute to study the questions for Item 2.

Yutian: 琳琳，你的父母帮忙你照顾孩子吗？

Linlin: 是的，每天我上班前，都是先把孩子带去我父母家。下班后，再去接孩子。有的时候如果工作太忙，孩子就在父母家过夜。

Yutian: 真幸运，你的父母愿意帮你带孩子。我也希望我的父母帮我带孩子，可是他们就是不愿意。自从儿子出生以后，我们就希望我的父母能搬来一起住，帮忙带孩子，享受三代同堂的天伦之乐。后来找我父母商量，他们却说，他们要继续做他们饭馆的生意，宁愿每个月给我们700元钱请保姆带孩子。

Linlin: 其实，不帮忙带孙儿的这种情况已经越来越普遍了。很多老人觉得帮忙带孙儿，会失去自由，生活变得很不方便。我朋友的母亲说，她没带孙子前，生活很有规律。但自从带孙子后，她每天就没有自由时间了。尤其是晚上，还要起来照顾，弄得她自己睡不好。

Yutian: 我也知道这个道理。我的父母，除了饭馆生意，没办法帮忙带孙儿，他们也觉得让年轻人自己带孩子，可以让他们更懂得作为父母的责任。他们还希望趁自己身体还很健康的时候，多挣点钱，为孙子找个好的幼儿园。不过，最让我担心的是保姆的问题。3年多了，孩子更多时间是和保姆待在一起。因为常常换保姆，我很怕这样对孩子的成长，会有不好的影响。

Linlin: 不过，要是真的跟老人住到一起，也不一定都是好的。除了家里的开支变大了，在生活习惯上，互相都很难适应。我的父母能帮忙带孩子，我当然觉得很幸运。但是，我还是常常提醒自己，祖父母对孩子再好也代替不了自己的父母，教育子女是我们作父母的责任。何况老人应该也要有他们自己的生活空间。送孩子到幼儿园去，对孩子、对老人都会有好处的。

Yutian: 你说的一点都没错。哦，对了！我听说有些祖父母会跟自己的子女要‘保姆费’，你觉得呢？

Linlin: 我知道有些人觉得祖父母带孙儿是不应该的。虽然祖父母住在子女家里，生活费增加了；但是如果他们生病了，子女还要照顾老人，所以不应该提到‘保姆费’。但是我个人觉得给祖父母保姆费是非常合适的。比起保姆来说，让我的父母照顾孩子，我放心多了。虽然他们从来没跟我要过钱，我还是会给他们钱。除了给钱以外，在新年过节的时候，我也会给他们红包，或者买礼物给他们，让他们开心。

End of recording.

[END OF EXEMPLAR TRANSCRIPT]



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**EP22/AH/02**

**Mandarin (Simplified)  
Listening and Discursive Writing**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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## General Marking Principles for Advanced Higher Mandarin (Simplified): Listening

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
  - (i) Questions (a)-(c) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
  - (ii) Question (d) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

## Detailed Marking Instructions: Section 1 – Listening

### Item 1

Question			Expected Answer(s)	Max mark	Additional Guidance	
1	a	i	<ul style="list-style-type: none"> <li>they have worked hard to bring up their own children/so they should enjoy their life now</li> <li>they have worked hard to bring up their own children, and their grandchildren should not be an additional burden for them</li> </ul> <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>	
	a	ii	<ul style="list-style-type: none"> <li>the older people are more afraid of loneliness/being alone</li> <li>being with their grandchildren brings them happiness/comfort</li> </ul>	2		
	b	i	<ul style="list-style-type: none"> <li>parents can work harder/spend more time at work (if they have grandparents' help)</li> <li>it can bring grandparents a lot of pleasure</li> <li>grandparents have more experience in bringing up children</li> <li>grandparents provide family warmth/happiness (if parents are too busy at work)</li> </ul> <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3		
	b	ii	<ul style="list-style-type: none"> <li>(many) grandparents spoil their grandchildren</li> <li>parents spend little time with the children</li> <li>parents (provide money but) don't care about their children</li> </ul>	3		
	c		<p>Accept either the correct number or the correct statement or both if both are correct:</p> <table border="1" data-bbox="407 1289 1162 1362"> <tr> <td>2</td> <td>To inform about the pros and cons of grandparents looking after their grandchildren.</td> </tr> </table>	2		To inform about the pros and cons of grandparents looking after their grandchildren.
2	To inform about the pros and cons of grandparents looking after their grandchildren.					

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
2	a	<ul style="list-style-type: none"> <li>she takes the children to her parents before work/takes them back after her work</li> <li>the child will stay overnight with her parents if she is too busy at work</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
	b	i <ul style="list-style-type: none"> <li>his parents would move in/help to look after his son</li> </ul>	1	
	b	ii <ul style="list-style-type: none"> <li>they give Yutin 700 RMB a month (towards his son's childminder/babysitter)</li> </ul>	1	
	c	<ul style="list-style-type: none"> <li>it restricts their life/they lose their freedom/it is inconvenient</li> <li>breaks up/disrupts their routine</li> <li>don't get a good/enough sleep (as have to get up during the night)/insufficient sleep (due to getting up in the middle of night)</li> </ul>	3	
	d	i <ul style="list-style-type: none"> <li>busy with restaurant business</li> <li>they hope younger generation/young people will understand better their responsibilities/obligation</li> <li>they want to make more money (while they are still healthy/able)</li> <li>so that they can contribute towards/fund/provide a good nursery (for the grandchildren)</li> </ul> <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	
	d	ii <ul style="list-style-type: none"> <li>they have changed babysitters frequently</li> <li>this may have a negative effect on the child's development</li> </ul>	2	
	d	iii <ul style="list-style-type: none"> <li>increased cost of living/living expenses</li> <li>find it hard to adjust to each other's lifestyle</li> </ul>	2	

Question		Expected Answer(s)	Max mark	Additional Guidance	
	e	<ul style="list-style-type: none"> <li>educating children is her/the parents' job</li> <li>older people should have their own space/life/freedom to (live as they wish)</li> <li>it will be good for both the child and the older people</li> </ul> <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2		
	f	i	<ul style="list-style-type: none"> <li>household expenses are greater when older people are living with them/sharing the house</li> <li>the older people will be looked after by their children if they are ill</li> </ul>	2	
	f	ii	<ul style="list-style-type: none"> <li>gives them money</li> <li>gives them gifts/red gift envelopes at New Year/the spring festivals</li> </ul>	2	

## General Marking Principles for Advanced Higher Mandarin (Simplified): Discursive Writing

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Three main aspects of the piece of writing should be considered:
  - (i) Content
  - (ii) Accuracy
  - (iii) Language resource - variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
  - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
  - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
- (e) If markers are in doubt about which of the two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 300-400 Chinese characters. The General and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs and characters for tenses is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and characters written accurately</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/duplicate verbs, modal verbs and characters for tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• A wide range of measure words, possessive and adverb markers, numerals and particles is used appropriately</li> <li>• Some words of time/sequences, words for mood, and personal/ demonstrative/ interrogative pronouns are used as appropriate</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Language flows well and ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher</li> <li>• A range of verbs is used accurately and characters for tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in lines and/or strokes and/or radicals of Chinese characters</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate uses a range of verbs/duplicate verbs modal verbs and characters for tenses</li> <li>• There will be variety in the verbs used and the candidate generally uses a different verb in each sentence</li> <li>• Quite a lot of accurate measure words are used as appropriate</li> <li>• Some possessive markers, numerals and particles are used appropriately</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate</li> <li>• ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, where the candidate attempts to use detailed and complex language, this may be less successful</li> <li>• Characters are generally correct</li> <li>• The verbs are generally correct, but basic</li> <li>• The candidate copes with most characters for tenses</li> <li>• There may be a few errors in some parts of speech – personal pronouns, gender of nouns, singular/plural forms of nouns, possessive/adverb markers</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• Where the candidate attempts constructions with modal verbs/duplicate verbs, these are not always successful</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Although basic structures are used accurately, control of the language structure may at times deteriorate significantly</li> <li>• Ability to form tenses is inconsistent and there may be confusion between the verbs and duplicate verbs, nouns and their singular/plural forms</li> <li>• There are errors in many other parts of speech – gender of nouns, possessive and adverb markers, particles and in lines/strokes/radicals of characters, conjunction words and, where appropriate, character order</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language.</li> <li>• Contains a very limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of various expressions, especially verbs and/or duplicate verbs</li> <li>• Sentences are basic and there may be language that is not intelligible to a sympathetic native speaker</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Many of the verbs are incorrect. There is little evidence of the application of appropriate characters for tenses</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are many errors in other parts of speech – conjunction words/personal pronouns, gender of nouns, singular/plural pronoun/noun confusion</li> <li>• Prepositions are not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of other language interference and serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of other language interference</li> <li>• Very few words are written correctly in the modern language</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF EXEMPLAR MARKING INSTRUCTIONS]

**Published:** September 2016

**Change since last published:**

Font for Mandarin changed to KaiTi.