SQ22/AH/02

Mandarin (Simplified) Listening and Discursive Writing

Date — Not applicable

Duration — 1 hour and 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 response 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.

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the news item about Polish immigrants in the United Kingdom and then answer, **in English**, the questions below.

   (a) According to research, what proportion of young Polish people have considered immigrating to the UK to work? **1**

   (b) Why do young Polish people come to work in the UK? State **three** reasons. **3**

   (c) In the opinion of British employers, what are the main qualities that Polish workers possess? State **three** qualities. **3**

   (d) According to the report, the majority of Polish immigrants are able to find jobs quickly when they arrive in the UK.

      (i) What **two** main areas do they find work in? **2**

     (ii) What is the least common area? **1**

Item 2

Listen to two Chinese students, Dajian and Xiaolan, who are discussing immigration issues in the United Kingdom.

   (a) According to Xiaolan, what are the benefits of immigrating to the UK? State **three** benefits.

3

   (b) She mentions two of her friends who have immigrated to the UK. What are their jobs?

2

   (c) What are the possible problems for Chinese people who are planning to emigrate to the UK? State **three** things.

3

   (d) Xiaolan talked about her own experiences of working in the UK.

     (i) Why did she think she was lucky to find a job when she came to the UK?

2

     (ii) What did she do to make up for the fact that her spoken English was not fluent?

1

   (e) Xiaolan talks about some of her friends who emigrated to the UK from Hong Kong.

     (i) State any **one** type of job that immigrants from Hong Kong did in the early 1960s.

1

     (ii) Why do the children of some of these immigrants choose to do the same jobs as their parents'?

1

   (f) Why, according to Xiaolan, is Italian food popular in the UK?

2

   (g) Xiaolan talked about a friend who studied zoology and immigrated to the UK.

     (i) Why did he choose to go to the UK? State any **three** reasons.

3

     (ii) What does he say about life here? State **two** things.

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**

   手机和互联网的使用让人与人真正沟通的时间越来越少。

4. **Learning**

   去上大学不值得，是浪费时间。

5. **Employability**

   最好可以选择到国外工作，而不是在自己的国家工作。

6. **Culture**

   现在越来越多的西式快餐进入中国社会，有人说，这给中国的饮食业增加了不少的生机，也有人说，这样破坏了中国的传统饮食。

[END OF SPECIMEN QUESTION PAPER]

SQ22/AH/12

Mandarin (Simplified) Listening Transcript

Date — Not applicable

Duration — 1 hour and 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.

> **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 news item about migration from Poland to the UK and then answer, **in English**, the questions that follow.

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

　　英国政府从2004年开始，让欧盟10个国家的人民可以来英国工作。调查显示，在这些国家里，有半数以上的人来自波兰。另外，在波兰也有超过三分之二的年轻人考虑来英国工作。

　　对波兰的年轻人来说，吸引他们来英国工作主要有三个原因，第一，英国离波兰很近；第二，英国工资也比波兰高很多；第三，英国生活品质比波兰好。相对来说，英国的雇主喜欢波兰员工有以下几个原因：他们一般受过很好的教育，英语说得比较流利。而且波兰员工做事很负责，也很有责任感。除了这些原因以外，波兰员工愿意做一些本英国人不愿意做的工作，这也是让他们受雇主欢迎的原因。

　　根据报道，百分之九十五的波兰男人，以及百分之八十的波兰女人，来到英国后，都能很快地找到工作。这些移民到英国的波兰人，大多数是从事跟商业、或者是跟管理有关的工作，其次是与餐饮业有关的工作，但是他们中很少有人从事医疗健康方面的工作。

　　英国人民对政府目前的移民政策，有很多不同的看法，有些人认为这个政策可以帮助经济发展，但也有人很担心，因为有外来移民的竞争，本国人不容易找到工作。

Item 2

Now listen to a discussion between two Chinese students, Dajian and Xiaolan, about immigration issues in the UK and then answer, **in English**, the questions that follow.

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

Dajian: 小兰，你觉得为什么会有这么多人移民到英国？

Xiaolan: 我想大部分的人觉得移民到英国有很多好处，比如，英国的教育不但质量好而且还是免费的，社会福利也好。住在英国，还可以提高英语水平。

Dajian: 那么，你在英国的朋友，他们大部分都做些什么样的工作呢？

Xiaolan: 其实很多在英国的移民，他们什么工作都做，各种各样的工作都有。比如说我的一个朋友，在一家玩具公司上班，是一个秘书。另外一个朋友，英语说得很流利，他移民来英国后，很快就找到在学校的工作。现在是中学的化学老师。

Dajian: 这几年也有很多中国人移民来英国，你觉得中国人移民到英国，会有哪些困难？

Xiaolan: 我认为打算移民来英国的中国人，可能会面对以下几个挑战。首先，中国不是欧盟国，所以来英国工作，必须有签证才可以。其次，在文化方面，中国和英国有很多地方都不一样。生活方式也不同。比如，很多中国人喜欢晚上那种热闹的气氛，可是在英国，晚上没有什么地方可以去，对很多中国人来说，可能会很无聊。还有，最重要的是，很多人不习惯英国的食物。

Dajian: 那么说说你当初是怎么来英国的？

Xiaolan 我很幸运，因为我的电脑知识和技术都还不错，加上英国很需要这方面的专业技术人员，所以我就来了，很快就找到工作。虽然我的英语不够好，但是我自己通过努力工作，用很好的工作态度来弥补我的英语，让大家认可我。你呢？你怎么来的？

Dajian: 我是来学习教育的。我听说英国的教育学院很好，如果拿到了英国的大学教育文凭，就可以在世界各地当老师。那你认识不认识六十年代早期移民来英国的香港人？

Xiaolan: 认识，我认识了一些，他们大部分都是从事旅游及服务业的工作。

Dajian: 那么，他们的子女是不是也都从事这方面的工作？

Xiaolan: 不一定，有些也从事和父母一样的旅游或者服务业的工作，因为他们对这方面的工作感兴趣。有些子女则做不同的工作。现在有很多的父母都很鼓励子女根据自己的兴趣来选择工作。

Dajian: 我听说苏格兰也有很多来自意大利的移民，对吗？

Xiaolan: 是的，在二十世纪初，有很多意大利人移民来英国，大部分都从事餐饮业。到现在，意大利餐馆还是非常受英国人欢迎，因为英国人很喜欢来自世界各地的美食，品尝不同文化的食物，而且意大利食物又简单又好吃。

Dajian: 你看现在中国经济发展得越来越好了，应该也会有很多专业人士，从中国移民到英国吧！

Xiaolan, 对，应该会越来越多。现在，我在英国的中国朋友就有很多人从事不同的专业。比如：有一个朋友，是动物学家。他选择移民来英国的最大原因是他认为，英国是一个多元化的社会，有不同的人种，不同的宗教，不同的语言，但是彼此都互相尊重。因此，他很适应这里的生活，也住得很开心。

End of recording.

[END OF SPECIMEN TRANSCRIPT]

AH

SQ22/AH/02

Mandarin (Simplified)
Listening and Discursive Writing

Marking Instructions

SQA ©

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 <u>always</u> 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) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.

(d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.

(e) 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.

Detailed Marking Instruction: Listening

Item 1

Question			Expected answer(s)	Max mark	Additional guidance
a			• (over) two thirds	**1**	
b			• (it is) close to Poland • (much) higher wages/salaries • better quality of life	**3**	
c			• well educated • fluent English • responsible • they are willing to do jobs that people in the UK don't want - *Any three of the above four points for a maximum of 3 marks*	**3**	
d	**i**		• business/management • restaurants/food industry	**2**	
	ii		• medical/health care	**1**	

Detailed Marking Instruction: Listening

Item 2

Question			Expected answer(s)	Max mark	Additional guidance
a			• better education • free education • good social welfare • (can) improve English *Any three of the above four points for a maximum of 3 marks*	3	
b			• a secretary in a toy factory • a chemistry teacher in a secondary school	2	
c			• (China is) not part of the European Union/require visa • Many different cultural points • different life style/Chinese find it boring in the evenings/have nowhere to go in the evenings • not used to British food *Any three of the above four points for a maximum of 3 marks*	3	
d	i		• she has good computer knowledge and skills • UK requires this type of personnel	2	
d	ii		• she works hard/has a good attitude.	1	
e	i		• travel/service industry	1	

Question			Expected answer(s)	Max mark	Additional guidance
e	ii		• they are interested in this type of work	1	
f			• because British people welcomed food from all over the world/like tasting food from different cultures. • Italian food simple and tasty	2	
g	i		• <u>It is a multicultural society</u> • <u>even though</u> there are different races of people • different religions • different languages • people respect each other. *Any three of the above five points for a maximum of 3 marks*	3	
	ii		• he has become used to the lifestyle in Scotland/he settled in Scotland • he is happy	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 <u>always</u> 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.

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	- The essay is well structured and all aspects are relevant to the title - The topic is addressed fully, in a balanced way - Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally	- The language is characterised by a high degree of accuracy and may show some flair. - A comprehensive range of verbs and characters for tenses is used accurately and tenses are consistent and accurate - There is evidence of confident handling of all aspects of grammar and characters written accurately - Some minor errors need not detract from the overall very good impression	- The language used is mostly complex and sophisticated - There is a wide range of structures and vocabulary appropriate to Advanced Higher - There is a comprehensive range of verbs/duplicate verbs, modal verbs and characters for tenses. - There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order - A wide range of measure words, possessive and adverb markers, numerals and particles is used appropriately - Some words of time/sequences, words for mood, and personal/ demonstrative/ interrogative pronouns are used as appropriate - The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing - Language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	• The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out	• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and characters for tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in lines and/or strokes and/or radicals of Chinese characters	• The language used is generally complex and sophisticated • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a range of verbs/duplicate verbs modal verbs and characters for tenses • There will be variety in the verbs used and the candidate generally uses a different verb in each sentence • Quite a lot of accurate measure words are used as appropriate • Some possessive markers, numerals and particles are used appropriately • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate • ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	• The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear	• The language may be mostly accurate. However, in places, where the candidate attempts to use detailed and complex language, this may be less successful • Characters are generally correct. • The verbs are generally correct, but basic • The candidate copes with most characters for tenses • There may be a few errors in some parts of speech – personal pronouns, gender of nouns, singular/plural forms of nouns, possessive/adverb markers • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses	• There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • Where the candidate attempts constructions with modal verbs/duplicate verbs, these are not always successful • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	• The essay is lacking in structure and less than half of the aspects have any relevance to the title. • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph	• The language is insufficiently accurate to convey meaning clearly and consistently • Although basic structures are used accurately, control of the language structure may at times deteriorate significantly • Ability to form tenses is inconsistent and there may be confusion between the verbs and duplicate verbs, nouns and their singular/plural forms • 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 • Overall there is more incorrect than correct	• There is limited use of complex and sophisticated language. • Contains a very limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of various expressions, especially verbs and/or duplicate verbs • Sentences are basic and there may be language that is not intelligible to a sympathetic speaker of Chinese • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	• The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited	• The language is almost completely inaccurate throughout the writing and there is little control of language structure • Many of the verbs are incorrect. There is little evidence of the application of appropriate characters for tenses • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are many errors in other parts of speech — conjunction words/personal pronouns, gender of nouns, singular/plural pronoun/noun confusion • Prepositions are not used correctly	• There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures • The candidate cannot cope with more than one or two basic verbs • Some sentences may not be understood by a sympathetic speaker of Chinese • There are examples of mother tongue interference and serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The essay is unstructured and/or irrelevant • The candidate is unable to address the topic	• The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in Chinese	• There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very few words are written correctly in Chinese • There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]