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National  
Qualifications  
EXEMPLAR PAPER ONLY

Mark

EP28/H/03

# Mandarin (Simplified) Listening and Writing

Date — Not applicable

Duration — 1 hour and 20 minutes



\* E P 2 8 H 0 3 \*

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 30

## SECTION 1 — LISTENING — 20 marks.

You will hear two items in Mandarin. **Before you hear each item, you will have one minute to study the questions.** 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 spaces provided.

## SECTION 2 — WRITING — 10 marks.

Write your answer clearly, in **Chinese (Simplified)**, in the space provided.

Attempt ALL questions. You may use a Chinese dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

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

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



\* E P 2 8 H 0 3 0 1 \*

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

Item 1

You hear a news bulletin about work placements for young people.

- (a) Why do many young people take on work placements nowadays? 1

\_\_\_\_\_

- (b) What are the features of an unpaid work placement? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (c) What is the difference between the people who take paid work placements and those who take unpaid work placements? 1

\_\_\_\_\_

- (d) According to the survey, what do the majority of people believe are the benefits of work placements? State any **three** things. 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (e) Consider the news bulletin as a whole. Overall, what does it conclude about taking work placements? Tick (✓) the correct statement. 1

Taking on an unpaid work placement is a waste of time.	
Work placements are not for everyone.	
Taking on a work placement has more advantages than disadvantages.	



\* E P 2 8 H 0 3 0 2 \*

Item 2

Wang Jie is talking to Li Yun about what she has done to prepare for the world of work.

(a) What type of work did Li Yun get this summer? 1

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(b) How long was the placement for? 1

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(c) What brought her attention to work placement opportunities? 1

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(d) What was Li Yun's interview like? Give any **two** details. 2

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(e) In Li Yun's opinion, what is a company looking for in an interview? State **three** things. 3

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(f) What did Li Yun learn from this work placement? State any **two** things. 2

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Li Yun previously worked in a community project when she travelled to the UK.

(g) Why did she enjoy this work? 1

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(h) What benefit was there in doing this? State any **one** thing. 1

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SECTION 2 — WRITING — 10 marks

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN

你为你的将来会做些什么准备？你对什么样的工作感兴趣？为什么？

写150—180的将来0个汉字，说说你的观点。

How are you preparing for your future? What area of work interests you? Why?  
Write 150—180 characters, giving your opinion in Chinese (Simplified).



\* E P 2 8 H 0 3 0 4 \*







ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* E P 2 8 H 0 3 0 8 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* E P 2 8 H 0 3 0 9 \*



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**EP28/H/13**

**Mandarin (Simplified)  
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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**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 8 H 1 3 \*

## Transcript — Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the Mandarin **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.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

### (t) Item 1

You hear a news bulletin about work placements for young people.

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

- (m) 现在的社会，因为找工作越来越难，所以很多年轻人都会先去找实习的机会。如果实习是没有工资的，这样的实习应该不应该接受呢？有人认为，没有钱的实习是浪费时间，而且，如果没有实习工资的话，公司常常会给那些实习生一些简单的、没有挑战性的工作；实习期间，公司也不会给他们提供专业的培训。虽然有些公司会给做得比较好的实习生提供工作的机会，但是这种情况非常少。另外，根据调查，那些拿工资的实习生，当他们找到工作的时候，比起那些没有实习工资的人来说，他们的工资会更高。

根据调查，大部分的人都认为，实习经验不但对找工作有帮助，而且不管是做什么样的工作，有工资或者没有工资，实习都可以帮助年轻人知道自己喜欢做什么样的工作、适合做什么样的工作；实习也可以提供机会让年轻人了解很多不同的工作，这些都是很难得的。

(2 minutes)

(t) Item 2

Wang Jie is talking to Li Yun about what she has done to prepare for the world of work.

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

(m) 你好，李云，你的暑假过得怎么样？

(f) 我的暑假过得很好，我去了一家银行，在客户服务中心参加了8个星期的实习，现在正在写实习报告。

(m) 真好，你是怎么找到这个实习机会的？

(f) 每年都有很多公司来我们大学，鼓励学生去他们的公司实习。我的老师告诉了我们这个实习机会，所以我就申请了，参加了这个公司的面试。

(m) 能说说你的面试吗？

(f) 我的面试是在一个下午进行的，大约持续了3个小时。面试的人都要做个口头报告，然后回答一些问题。

(m) 你觉得公司注重什么呢？

(f) 我觉得很多公司看重的是一个人的能力，而不只是你的学历。还有，他们也很重视你如何处理同事之间的关系。

(m) 通过这次的实习，你学到了什么？

(f) 这是一段很有意义的经历。我学的专业是经济，我很高兴这次实习的工作单位是银行。实习让我对银行有了真正的了解，体会到了在真正的工作环境里大家怎样工作、如何面对工作压力。这些对我的将来都很有用。

(m) 除了实习，你觉得还有什么方法可以提高学生的社会经验？

(f) 我觉得做社区工作也很有帮助。社区工作是锻炼人际交往能力的好机会。而且，社区里的人都很友善。刚来英国的时候，我开始就是参加社区工作。社区工作也帮助我提高了我的英语水平。

(2 minutes)

(t) End of test

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]



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**EP28/H/03**

**Mandarin (Simplified)  
Listening and 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 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) - (d) 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 (e) from item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero 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.

Marking Instructions: Listening

Item 1

Question		Expected answer(s)	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> <li>getting a job is getting <u>more and more</u> difficult</li> </ul>	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>
	b	<ul style="list-style-type: none"> <li>interns tend to get simple/ unchallenging work</li> <li>company is not likely to provide any professional training</li> <li>might provide a future position (within the company, but very rare)</li> </ul> <p><i>Any two points from the above three for 2 marks</i></p>	2	
	c	<ul style="list-style-type: none"> <li>the people who took a paid placement will get a higher salary (than those who are unpaid)</li> </ul>	1	
	d	<ul style="list-style-type: none"> <li>help them to know what kind of jobs they like to do</li> <li>help them to know what jobs suit them</li> <li>understand many different jobs</li> <li>very good experiences</li> </ul> <p><i>Any two points from the above four for 2 marks</i></p>	3	
	e	<ul style="list-style-type: none"> <li>taking on a work placement has more advantages than disadvantages</li> </ul>	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
2	a	<ul style="list-style-type: none"> <li>customer service centre in a bank</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.  Markers should ignore extraneous material that does not contradict the answer.
	b	<ul style="list-style-type: none"> <li>eight weeks</li> </ul>	1	
	c	<ul style="list-style-type: none"> <li>her teacher told her</li> </ul>	1	
	d	<ul style="list-style-type: none"> <li>it lasted about three hours</li> <li>everyone needed to make a presentation</li> <li>they would be asked questions</li> </ul> <p><i>Any two points from the above three for 2 marks</i></p>	2	
	e	<ul style="list-style-type: none"> <li>one's ability</li> <li>not just academic qualifications</li> <li>relations among colleagues</li> </ul>	3	
	f	<ul style="list-style-type: none"> <li>understand more about banking</li> <li>understand how everyone works</li> <li>how they face pressure</li> </ul> <p><i>Any two points from the above three for 2 marks</i></p>	2	
	g	<ul style="list-style-type: none"> <li>everyone is friendly</li> </ul>	1	
	h	<ul style="list-style-type: none"> <li>people (there were willing/happy to) help her improve her English</li> </ul>	1	

## General Marking Principles for Higher Mandarin (Simplified) Writing

*This information is provided to help you understand the general principles that 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) Candidates will write 150–180 characters in Chinese (Simplified) in a piece of extended writing addressing a stimulus of three questions in Chinese (Simplified).
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
  - i) content
  - ii) accuracy
  - iii) language resource – variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

<p>the candidate exceeds the recommended character count</p>	<p>This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 characters. It is important to assess what has been written - sometimes by exceeding the character count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.</p>
<p>some parts of the writing fit into one category but others are in the next, lower category</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate throughout. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate.</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear.</li> <li>• The topic is addressed clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately.</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate.</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• The candidate uses a range of verbs/verb forms and other constructions.</li> <li>• There may be less variety in the verbs used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</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>• Sentences are generally complex and mainly accurate.</li> <li>• At times the language may be more basic than might otherwise be expected at this level.</li> <li>• There may be an example of minor dictionary misuse.</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>The content is adequate and may be similar to that of an 8 or a 10.</li> <li>The topic is addressed adequately.</li> </ul>	<ul style="list-style-type: none"> <li>The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>There may be errors in spelling, eg reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents.</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 detailed and complex language.</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>The candidate relies on a limited range of vocabulary and structures.</li> <li>There is minimal use of adjectives, probably mainly after “is”.</li> <li>The candidate has a limited knowledge of plurals.</li> <li>The candidate copes with the present tense of most verbs.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences are mainly single clause and may be brief.</li> <li>There may be some dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph.</li> <li>• The topic is addressed in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect.</li> <li>• A limited range of verbs is used.</li> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing other language interference.</li> <li>• Overall there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6.</li> <li>• The topic is thinly addressed.</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 or even omitted. There is little evidence of tense control.</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions are not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language.</li> <li>• The candidate has a very limited vocabulary.</li> <li>• Verbs used more than once may be written differently on each occasion.</li> <li>• The candidate cannot cope with more than one or two basic verbs.</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker.</li> <li>• Several English or “made-up” words may appear in the writing.</li> <li>• There are examples of serious dictionary misuse.</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic.</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>• (Virtually) nothing is correct.</li> <li>• Most of the errors are serious.</li> <li>• Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language.</li> <li>• The candidate copes only with “have” and “am”.</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>• English words are used.</li> <li>• There may be several examples of serious dictionary misuse.</li> </ul>

[END OF EXEMPLAR MARKING INSTRUCTIONS]