2014 Mandarin (Simplified)

Higher – Reading and Directed Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Mandarin (Simplified) Higher Reading and Directed 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 specific Marking Instructions for each question.

(a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor.

(b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Mandarin (Simplified) Higher Reading and Directed Writing

The marking schemes are written to assist in determining the "minimal acceptable answer" rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates' evidence, and apply to marking both end of unit assessments and course assessments.

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main marks of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct mark. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I – General Marks

Correct marks should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for marks written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section I.

Part Two: Marking Instructions for each Question

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	**(a)**		• For a living/to make a living/earn money	**1**		
1	**(b)**		• Even though there is no big problem • And he has won many music awards • He doesn't feel secure • He works intensively/works hard **(Any 2 from 4)**	**2**		
2	**(a)**		• In a wine factory/a place producing alcohol/distillery/brewery	**1**		
2	**(b)**		• Introduced by his <u>younger/little</u> sister	**1**		
2	**(c)**		• He (always) borrowed (other people's) guitars • As he didn't have money (to buy one)	**2**		
3	**(a)**		• He looked after his kids/children/daughter (in the back of the shop/house) • While he was practising guitar	**2**		
3	**(b)**		• He sang in different places around the country/ he had to go out of the town to sing	**1**		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	**(c)**		• His daughter (almost) didn't recognise him	**1**		
3	**(d)**		• The money he made/was not enough/he went to look for opportunities	**1**		
4	**(a)**		• Life in Beijing/there	**1**	His life…	
4	**(b)**		• More and more people got to know his name/he became famous	**1**		
4	**(c)**		• Savings • Borrowed from his relatives/ friends	**2**		
4	**(d)**		• He had to pay (more than) 1000 yuan a month for the mortgage • He had to pay (very) expensive tuition fees (for his daughter as she is not registered in this city)	**2**		
5	**(a)**		• Not very talkative/introverted/quiet	**1**		
5	**(b)**		• They are most important things (in his life)/He has everything if he has his family and his music	**1**		

(20)

Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	**Mark**	**Description**
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

6. Translate into English:

对万晓利来说，…… 这就是他的生活。**(lines 23–24)**

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
对万晓利来说，生活非常简单，	For Wan Xiaoli, life is very simple.	According to Wan Xiaoli, life is very simple	

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
不表演的时候，	When he is not performing,		

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
他就在家里写歌词，	he writes songs/lyrics at home,	He writes music at home	

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
妻子做饭，女儿学习英语，	his wife does the cooking, and his daughter studies English.	Any specific − eg lunch/dinner	

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
这就是他的生活。	This/That is very much his life.		

Higher Writing

Task:	Directed Writing, addressing 6 bullet points.	
Assessment Process:	1	With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
	2	Check that all 6 bullet points have been addressed.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	• All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally.	• The candidate handles all aspects of grammar and writing of characters accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.	• The candidate is comfortable with almost all the grammar used and generally uses a different verb in each sentence. • There is good use of a variety of adjectives, adverbs and prepositional phrases. • The candidate uses conjunctions throughout the writing. • The language flows well.
Good	12	• All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs / verb forms and other constructions.	• The candidate generally handles verbs and adjectives accurately but simply. • There may be some errors in writing characters. • Where the candidate is attempting to use more complex characters and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary.	• There may be less variety in the verbs used. • Most of the more complex sentences use conjunctions. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	• The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.	• The verbs are generally correct, but basic. • Some prepositions may be inaccurate or omitted. • While the language may be reasonably accurate in three or four bullet points, in the remaining two, control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • Sentences may be basic and mainly brief. • There is minimal use of adjectives. • There may be several character errors.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	• In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • 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.* • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph.	• There may be one sentence which is not intelligible to a sympathetic native speaker. • Several errors are serious. • One area may be very weak. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with the predictable language required at the earlier bullet points. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word or Pinyin may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	• The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.	• Prepositions are not used correctly. • The use of characters is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker.	• Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English words or Pinyin may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic *OR* • The candidate has not completed at least three of the core bullet points.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words or Pinyin are used extensively. • There may be several examples of serious dictionary misuse.

What if….?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	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.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]

2014 Mandarin (Simplified)

Higher – Listening/Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Mandarin (Simplified) Higher Listening/Writing

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(b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Mandarin (Simplified) Higher Listening/Writing

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Part Two: Marking Instructions for each Question

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	**(a)**		• 5 years	**1**		
1	**(b)**		• (Big) International (city) • Opportunities/has opportunities • (A lot of) interesting/fun/entertaining places/sights/things to see	**3**		
2			• She spent (about) three hours going to/coming from work (every day) • The buses are very busy/crowded • During the rush hour, she couldn't find a seat	**3**	Public transport are very busy.	
3			• (Public transport is very) good • There are electric buses/trams/subway • Buses are frequent/there are lots of buses • The roads are wide **(Any 3 from 4)**	**3**		
4	**(a)**		• Too many (private) cars	**1**		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	**(b)**		• Increase the number of bus lanes • Encourage people to cycle/take the bus • Limit the number of (private) cars entering the city (centre)	**3**		
5	**(a)**		• The Chinese economy has developed rapidly (in the last 30 years) • Many people can afford to buy a car	**2**		
5	**(b)**	**(i)**	• Congestion charge/ Drivers pay to enter city centre	**1**		
5	**(b)**	**(ii)**	• (More) expensive parking	**1**		
6			• It's environmentally friendly. • It's good for health	**2**		

(20)

Higher Writing

Task:	Short essay
Assessment Process:	With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	• The topic is covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms and constructions is used. • Overall this comes over as a competent, well thought-out response to the task which reads naturally.	• The candidate handles all aspects of grammar and writing of characters accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.	• The candidate is comfortable with almost all the grammar used and generally uses a different verb in each sentence. • There is good use of a variety of adjectives, adverbs and prepositional phrases. • The candidate used conjunctions throughout the writing. • The language flows well.
Good	8	• The topic is addressed, generally quite fully, and some complex sentences may be included. • The candidate uses a reasonable range of verbs / verb forms and other constructions.	• The candidate generally handles verbs and adjectives accurately but simply. • There may be some errors in characters. • Where the candidate is attempting to use more complex characters and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary.	• There may be less variety in the verbs used. • Most of the more complex sentences use conjunctions. • At times the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	• The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The topic may not be fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.	• The verbs are generally correct, but basic. • Some prepositions may be inaccurate or omitted. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives. • There may be several character errors.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Un-satisfactory	4	• In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • 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.* • While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph.	• Several errors are serious. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word or Pinyin may appear in the writing or a character may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	• The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.	• Prepositions are not used correctly. • The use of characters is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker.	• The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English words or Pinyin may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with “have” and “am”. • Very few characters are correctly written in the foreign language. • English words or Pinyin are used extensively. • There may be several examples of serious dictionary misuse.

What if….?	
the candidate exceeds the recommended word count?	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 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	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 Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	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.

[END OF MARKING INSTRUCTIONS]