

FOR OFFICIAL USE

--	--	--	--	--	--

National
Qualifications
SPECIMEN ONLY

Mark

--

SQ28/H/03

Mandarin (Simplified) Listening and Writing

Date — Not applicable

Duration — 1 hour and 20 minutes



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.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS
DO NOT
WRITE IN
THIS
MARGIN

Item 1

You hear a news bulletin about a gap year for young people.

- (a) Apart from travelling abroad, what do some young people like to do for a year? State **one** thing. 1
- _____
- (b) What are their reasons for taking a gap year before going to university? Give **two** reasons. 2
- _____
- _____
- (c) What do some young people choose to do? 1
- _____
- (d) What do some young people volunteer to do in Africa? Give **one** detail. 1
- _____
- (e) According to the speaker, what do young people learn from a gap year? State any **one** thing. 1
- _____
- (f) Not many young people take a gap year in China. Why is this? Give any **one** reason. 1
- _____
- (g) Consider the news bulletin as a whole. Overall, what does it conclude about taking a gap year? Tick (✓) the correct statement. 1

Lots of students think that a gap year can be very expensive.	
A gap year can be a very negative experience.	
Taking a gap year can be a meaningful experience.	



Item 2

You listen to Sophie who talks about her gap year in China.

- (a) What did Sophie want out of her gap year? 1

- (b) Sophie chose to go to a small village in China. Why did she do this? State any two reasons. 2

- (c) What caused her the biggest problem at the start of her stay in the village? Why was this? State three reasons. 3

- (d) What were the living conditions like there? Give two details. 2

- (e) Why did Sophie like the meals in the village? State two reasons. 2

- (f) Why did she think that being a teacher was not easy? State any two reasons. 2



MARKS DO NOT
WRITE IN
THIS
MARGIN

SECTION 2 — WRITING — 10 marks

你认为每个年轻人都应该有个空档年吗？如果你有机会在中国做一年的空档年，你会选择去城市还是农村？写150-180个汉字，说说你的观点。

Do you think all young people should have a gap year? What are the advantages and disadvantages of taking a gap year? Write 150-180 characters, giving your opinion in Chinese (Simplified).



* S Q 2 8 H 0 3 0 4 *

ANSWER SPACE FOR SECTION 2



* S Q 2 8 H 0 3 0 5 *

ANSWER SPACE FOR SECTION 2 (continued)



* S Q 2 8 H 0 3 0 6 *

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



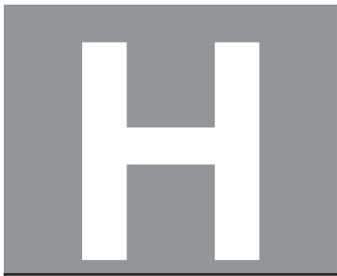
* S Q 2 8 H 0 3 0 8 *

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* S Q 2 8 H 0 3 0 9 *



National
Qualifications
SPECIMEN ONLY

SQ28/H/13

**Mandarin Simplified
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 20 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.



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 a gap year for young people.

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

(m/f) 当今在很多国家，有些学生在中学毕业后，会用一年的时间出国旅行或者打工。他们从小到大，在学校里学习了很长时间，所以希望在上大学以前，能离开学校的环境，去学习认识这个社会，这就是空档年或者叫间隔年。如今空档年是一种很受年轻人欢迎的旅行方式。在这一年里，很多年轻人选择到世界各地当老师，教英文、体育、数学等很多学科，也有年青人选择去非洲当志愿者，帮助当地人了解应该怎样保持健康的身体。很多年轻人觉得空档年让他们学到了很多东西，增加了自己生活的经历，也结交认识了很多朋友，是个非常愉快的经历。在中国，并不是很多年轻人在大学前或者大学期间选择空档年，因为中国的大学一般不希望学生长期请假或者休学，学校担心这样影响了他们的学习。但对中国学生来说，却是个非常有意义的经历。

(2 minutes)

(t) Item 2

You listen to Sophie who talks about her gap year in China.

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

(m) 你好，索菲，听说你去年来中国呆了10个月。你喜欢在中国的经历吗？

(f) 我非常喜欢在中国的这段经历，它非常有趣，我学到了很多，也感到非常愉快。

(m) 能和我们分享一下吗？

(f) 好的。离开学校后，我不知道我应该上大学还是去工作，所以我决定去一个自己没有去过的地方，尝试一下新的生活。后来我决定到中国教英文。和我一起去中国的还有20多个大学生。

(m) 我听说你去了中国江西的一个农村，对吗？

(f) 是的。

(m) 很多外国人都知道北京上海这两个大城市，可是去农村的人却很少。你为什么选择去那里呢？

(f) 第一，这是了解中国传统文化的好机会，第二，我可以练习我的中文，第三，我可以试试当老师。我妈妈一听我的打算就对我说：“你千万别去！”后来我告诉她我的想法，她想了想后说：“好吧，你要常给我发电子邮件啊。”

(m) 那你觉得在中国农村的生活怎么样？

(f) 我们志愿者都住在当地人的家里，每天跟他们一起吃饭。在我住的地方，有三个美国志愿者和三个中国志愿者。刚开始，我们都很不习惯农村的生活。最头疼的是洗澡问题。你知道在农村，水不够用，有时候水还不干净。我住的中国人家里，地方不大，四个人住一个小房间，天气又热，所以经常睡不好。

(m) 你习惯吃农村的东西吗？

(f) 很好啊，我特别喜欢吃农村的饭菜，因为吃的东西都非常新鲜，很好吃，比我在苏格兰吃的健康多了。而且农村的风景太美了，空气很好，不像北京上海那些大城市，污染严重。

(m) 你是在教小学还是中学？

(f) 我们的学生是十一岁到十四岁，都是中学生。他们学习很努力，上课爱问问题。我非常喜欢我的学生，觉得他们很可爱。现在我才知道，当老师是多么地不容易，不但要花很长时间准备上课的内容，而且要有耐心和爱心，关爱孩子。

(m) 这个空档年对你的将来有帮助吗？

(f) 对我的帮助太大了。不但让我的经历丰富了，而且让我变得更独立和自信。

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



National
Qualifications
SPECIMEN ONLY

SQ28/H/03

Mandarin Simplified
Listening and Writing

Marking Instructions

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

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

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)–(f) 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 (g) 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: Section 1 – Listening
Item 1

Question		Expected answer(s)	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> Take a part time job 	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"> They have studied for a long time in school They want to learn about/experience society 	2	
	c	<ul style="list-style-type: none"> To go to different countries to teach 	1	
	d	<ul style="list-style-type: none"> To help local people to understand how to keep healthy 	1	
	e	<ul style="list-style-type: none"> Allows them to learn a lot Make friends It is a pleasant experience <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1	
	f	<ul style="list-style-type: none"> The universities don't want students to ask for leave <p><u>OR</u></p> <ul style="list-style-type: none"> They worry that it might cause interruption to/impact on their studies 	1	
	g	<ul style="list-style-type: none"> Taking a gap year can be a meaningful experience 	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
2	a	<ul style="list-style-type: none"> • She wanted to visit a place she had never been to before • <u>OR</u> • Try something new 	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"> • It's a good opportunity to learn about traditional Chinese culture • She can practice her Chinese • She can become a teacher <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
	c	<ul style="list-style-type: none"> • Bath/shower • Not enough water • The water is not clean 	3	
	d	<ul style="list-style-type: none"> • Small space/not enough space • Four people in one room • (Very often) didn't sleep well because of hot weather <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
	e	<ul style="list-style-type: none"> • The food is fresh <u>and</u> delicious • It's healthier than what she had in Scotland 	2	
	f	<ul style="list-style-type: none"> • Spend long hours/lots of time preparing lessons • You have to be patient • You have to be caring <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

General Marking Principles for Higher Mandarin (Simplified): Section 2 –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) 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 specific Marking Instructions for the Writing task.
- (c) For each of the sections for 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:

The candidate exceeds the recommended character 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 characters. 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 Instructions 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.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive • The topic is addressed fully, in a balanced way • Some candidates may also provide additional information • Overall this comes over as a competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is accurate. 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 • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • 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 	<ul style="list-style-type: none"> • The language used is detailed and complex • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order • A comprehensive range of verbs/verb forms, tenses and constructions is used • Some modal verbs and infinitives may be used • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing • Sentences are mainly complex and accurate • The language flows well

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

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10 • The topic is addressed adequately 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses • There may be errors in spelling, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. 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 • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of detailed and complex language • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after “is” • The candidate has a limited knowledge of plurals • The candidate copes with the present tense of most verbs • Where the candidate attempts constructions with modal verbs, these are not always successful • Sentences are mainly single clause and may be brief • There may be some misuse of dictionary

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

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

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • The candidate is unable to address the topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language • The candidate copes only with “have” and “am”. • There may be several examples of mother tongue interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]