



National  
Qualifications  
SPECIMEN ONLY

**S845/77/12**

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

Date — Not applicable

Duration — 1 hour 45 minutes

**Total marks — 70**

**SECTION 1 — LISTENING — 30 marks**

Attempt ALL questions.

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 answer booklet provided. In the answer booklet you must clearly identify which question number you are attempting.

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

Attempt ONE question.

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



\* S 8 4 5 7 7 1 2 \*

## 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 <b>three</b> reasons.  | 3 |
| (c) In the opinion of British employers, what are the main qualities that Polish workers possess? State <b>three</b> 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 <b>two</b> 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 <b>three</b> 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 <b>three</b> 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 <b>one</b> 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 <b>three</b> reasons.   | 3 |
| (ii) What does he say about life here? State <b>two</b> things.  | 2 |

[Turn over

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

**Attempt ONE question**

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]**



National  
Qualifications  
SPECIMEN ONLY

**S845/77/22**

**Mandarin (Simplified)  
Listening Transcript**

Date — Not applicable

Duration — 1 hour 45 minutes

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

The material overleaf is provided for use in an emergency only (for example 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.



\* S 8 4 5 7 7 2 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 of item number one, 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 number one**

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 number one.**

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。

*(3 minutes)*

(t) Item number two

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 number two.

(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？

[Turn over

**(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。

*(2 minutes)*

**(t)** You now have five minutes to look over your answers.

*(5 minutes)*

**(t)** End of test.

**[END OF SPECIMEN TRANSCRIPT]**





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**S845/77/12**

**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 specimen question paper.

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## **General marking principles for Advanced Higher Mandarin (Simplified) Listening**

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a)** Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b)** If a 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.
- (c)** Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d)** Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Listening

Item 1

Question			Expected response(s)	Max mark	Additional Guidance
1.	(a)		<ul style="list-style-type: none"> <li>(Over) two thirds</li> </ul>	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.  Ignore extraneous material that does not contradict the answer.
	(b)		<ul style="list-style-type: none"> <li>(It is) close to Poland</li> <li>(Much) higher wages/salaries</li> <li>Better quality of life</li> </ul>	3	
	(c)		<ul style="list-style-type: none"> <li>Well educated</li> <li>Fluent English</li> <li>Responsible</li> <li>They are willing to do jobs that people in the UK don't want</li> </ul> <p>Any 3 from 4</p>	3	
	(d)	(i)	<ul style="list-style-type: none"> <li>Business/management</li> <li>Restaurants/food industry</li> </ul>	2	
		(ii)	<ul style="list-style-type: none"> <li>Medical/health care</li> </ul>	1	

Item 2

Question		Expected response(s)	Max mark	Additional Guidance
2.	(a)	<ul style="list-style-type: none"> <li>• Better education</li> <li>• Free education</li> <li>• Good social welfare</li> <li>• (Can) improve English</li> </ul> <p>Any 3 from 4</p>	3	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(b)	<ul style="list-style-type: none"> <li>• A secretary in a toy factory</li> <li>• A chemistry teacher in a secondary school</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>• (China is) not part of the European Union/require visa</li> <li>• Many different cultural points</li> <li>• Different life style/Chinese find it boring in the evenings/have nowhere to go in the evenings</li> <li>• Not used to British food</li> </ul> <p>Any 3 from 4</p>	3	
	(d) (i)	<ul style="list-style-type: none"> <li>• She has good computer knowledge and skills</li> <li>• UK requires this type of personnel</li> </ul>	2	
	(ii)	<ul style="list-style-type: none"> <li>• She works hard/has a good attitude</li> </ul>	1	

Question			Expected response(s)	Max mark	Additional Guidance
	(e)	(i)	<ul style="list-style-type: none"> <li>Travel/service industry</li> </ul>	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.  Ignore extraneous material that does not contradict the answer.
		(ii)	<ul style="list-style-type: none"> <li>They are interested in this type of work</li> </ul>	1	
	(f)		<ul style="list-style-type: none"> <li>Because British people welcomed food from all over the world/like tasting food from different cultures</li> <li>Italian food simple and tasty</li> </ul>	2	
	(g)	(i)	<ul style="list-style-type: none"> <li>It is a multicultural society</li> <li>Even though there are different races of people,</li> <li>different religions,</li> <li>different languages,</li> <li>people respect each other</li> </ul> <p><b>Any 3 from 5</b></p>	3	
		(ii)	<ul style="list-style-type: none"> <li>He has become used to the lifestyle in Scotland/he settled in Scotland</li> <li>He is happy</li> </ul>	2	

## General marking principles for Advanced Higher Mandarin (Simplified) Discursive Writing

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
  - (i) content
  - (ii) accuracy
  - (iii) language resource.
- (d) Using the pegged marks table 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 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 available marks.
- (e) If you are in doubt about which of two adjacent rows to select, select the upper row and award the lower pegged mark in that row.
- (f) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 300–400 Chinese characters. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
<b>40 or 36</b>	<ul style="list-style-type: none"> <li>writes in a well organised and structured way</li> <li>uses content which is relevant to the title</li> <li>readily adapts learned material as appropriate to the task</li> <li>addresses the stimulus fully</li> <li>presents different arguments or viewpoints and draws a conclusion</li> <li>produces a comprehensive, competent, well thought-out response in which the language flows well.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a very good degree of grammatical accuracy corresponding to the level</li> <li>uses a comprehensive range of verbs accurately and tenses are consistent and accurate</li> <li>demonstrates confident handling of all aspects of grammar and spelling</li> <li>may make some minor errors which do not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>uses complex and sophisticated language throughout</li> <li>uses a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>uses a comprehensive range of verbs/verb forms and tenses</li> <li>demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>makes very good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>may demonstrate some flair.</li> </ul>
<b>32 or 28</b>	<ul style="list-style-type: none"> <li>writes in an organised and structured way</li> <li>uses content which is mostly relevant to the title</li> <li>may use learned material but not always appropriately</li> <li>addresses the stimulus</li> <li>presents different arguments or viewpoints and draws a conclusion</li> <li>produces a competent, well thought-out response.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a good degree of grammatical accuracy corresponding to the level</li> <li>uses a range of verbs accurately and tenses are mostly consistent and accurate</li> <li>may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression.</li> </ul>	<ul style="list-style-type: none"> <li>mostly uses complex and sophisticated language</li> <li>uses a range of structures and vocabulary appropriate to Advanced Higher</li> <li>uses a range of verbs/verb forms and tenses</li> <li>makes good use of co-ordinating conjunctions and subordinate clauses throughout</li> <li>may occasionally repeat structures, verbs, etc.</li> </ul>

Mark	Content	Accuracy	Language resource
	The candidate:		
24 or 20	<ul style="list-style-type: none"> <li>writes with some sense of structure</li> <li>uses content which is mostly relevant to the title</li> <li>may rely on the use of learned material</li> <li>attempts to address the stimulus</li> <li>attempts to present different arguments or viewpoints and to draw a conclusion</li> <li>produces a competent response.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an adequate degree of grammatical accuracy corresponding to the level</li> <li>mostly uses verbs accurately and tenses are generally consistent and accurate</li> <li>demonstrates spelling and punctuation which are generally correct</li> <li>makes errors, some of which may be serious, in some parts of speech — personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>produces more correct language than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>attempts to use complex and sophisticated language</li> <li>attempts to use a range of vocabulary and structures appropriate to Advanced Higher</li> <li>uses a few different verbs/verb forms and tenses</li> <li>attempts to use co-ordinating conjunctions and subordinate clauses.</li> <li>may repeat structures, verbs, etc</li> <li>may demonstrate some dictionary misuse.</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>produces writing which is lacking in structure</li> <li>uses content which lacks relevance to the title</li> <li>may rely heavily on the use of learned material</li> <li>addresses the stimulus in a limited way</li> <li>may find it difficult to present different arguments or viewpoints and to draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an inadequate degree of grammatical accuracy corresponding to the level</li> <li>may not be able to use verbs and form tenses accurately</li> <li>may use basic structures accurately but control of the language can deteriorate significantly</li> <li>makes errors, many of which are serious and may impede communication</li> <li>demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order</li> <li>overall produces more incorrect than correct language.</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited amount of complex and sophisticated language</li> <li>uses a limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>may use few co-ordinating conjunctions and subordinate clauses</li> <li>may use language which is largely repetitive</li> <li>may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.</li> </ul>



Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> <li>produces writing which is unstructured and lacks organisation</li> <li>uses content which lacks relevance to the title</li> <li>may not address the stimulus</li> <li>presents few arguments or viewpoints and has difficulty drawing a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates serious grammatical inaccuracies corresponding to the level</li> <li>may not be able to use verbs and form tenses accurately</li> <li>does not use basic structures accurately and control of the language deteriorates significantly</li> <li>makes frequent errors, many of which are serious and impede communication throughout</li> <li>demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order.</li> </ul>	<ul style="list-style-type: none"> <li>uses a very limited amount of complex and sophisticated language</li> <li>uses a very limited range of structures and vocabulary appropriate to Advanced Higher</li> <li>may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>uses language which is largely repetitive</li> <li>demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>
0	<ul style="list-style-type: none"> <li>produces writing which is unstructured</li> <li>uses content which is irrelevant to the title</li> <li>is unable to address the stimulus</li> <li>is unable to present arguments or viewpoints and/or draw a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order</li> <li>makes many serious errors which impede communication throughout.</li> </ul>	<ul style="list-style-type: none"> <li>does not use complex and sophisticated language</li> <li>makes little or no use of structures, verbs/verb forms and other language features</li> <li>demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]