



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 three reasons. | 3 |
| (c) In the opinion of British employers, what are the main qualities that Polish workers possess? State three qualities. | 3 |
| (d) According to the report, the majority of Polish immigrants are able to find jobs quickly when they arrive in the UK. | |
| (i) What two main areas do they find work in? | 2 |
| (ii) What is the least common area? | 1 |

Item 2

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

- | | |
|--|---|
| (a) According to Xiaolan, what are the benefits of immigrating to the UK? State three benefits. | 3 |
| (b) She mentions two of her friends who have immigrated to the UK. What are their jobs? | 2 |
| (c) What are the possible problems for Chinese people who are planning to emigrate to the UK? State three things. | 3 |
| (d) Xiaolan talked about her own experiences of working in the UK. | |
| (i) Why did she think she was lucky to find a job when she came to the UK? | 2 |
| (ii) What did she do to make up for the fact that her spoken English was not fluent? | 1 |
| (e) Xiaolan talks about some of her friends who emigrated to the UK from Hong Kong. | |
| (i) State any one type of job that immigrants from Hong Kong did in the early 1960s. | 1 |
| (ii) Why do the children of some of these immigrants choose to do the same jobs as their parents? | 1 |
| (f) Why, according to Xiaolan, is Italian food popular in the UK? | 2 |
| (g) Xiaolan talked about a friend who studied zoology and immigrated to the UK. | |
| (i) Why did he choose to go to the UK? State any three reasons. | 3 |
| (ii) What does he say about life here? State two things. | 2 |

[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]



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Marking Instructions

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"> (Over) two thirds 	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"> (It is) close to Poland (Much) higher wages/salaries Better quality of life 	3	
	(c)		<ul style="list-style-type: none"> Well educated Fluent English Responsible They are willing to do jobs that people in the UK don't want <p>Any 3 from 4</p>	3	
	(d)	(i)	<ul style="list-style-type: none"> Business/management Restaurants/food industry 	2	
		(ii)	<ul style="list-style-type: none"> Medical/health care 	1	

Item 2

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

Question			Expected response(s)	Max mark	Additional Guidance
	(e)	(i)	<ul style="list-style-type: none"> Travel/service industry 	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"> They are interested in this type of work 	1	
	(f)		<ul style="list-style-type: none"> Because British people welcomed food from all over the world/like tasting food from different cultures Italian food simple and tasty 	2	
	(g)	(i)	<ul style="list-style-type: none"> It is a multicultural society Even though there are different races of people, different religions, different languages, people respect each other <p>Any 3 from 5</p>	3	
		(ii)	<ul style="list-style-type: none"> He has become used to the lifestyle in Scotland/he settled in Scotland He is happy 	2	

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

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.
- (h) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

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

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

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

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Marking Instructions: General marking principles for Advanced Higher Mandarin (Simplified)
Discursive Writing – new addition (h)