



**2013 Mandarin (Traditional)**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## Part One: General Marking Principles for Mandarin (Traditional) Advanced Higher Reading and Translation

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.
- (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 (Traditional) Advanced Higher Reading and Translation

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.

#### A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers’ Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate’s work, then mark **provisionally** and in pencil only, as many as you can before the Markers’ Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers’ Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

### 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the SQA's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a Marker.)

### 4 **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to the SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

## General criteria for marking

Translation:

The translation into English is allocated 20 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.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
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.

## B Detailed Marking Key

See attached sheets for detailed notes on each question

Read carefully the following article, in which the writer talks about the changing dreams and ambitions of young people, and answer **in English** the questions which follow on **Page three**.

幾乎每個家長都問過孩子，長大後你想幹什麼？孩子的答案肯定是五花八門。英國2000年後出生的孩子的夢想是什麼呢？

我先來舉兩個例子。我兒子三歲的時候，他的“夢想職業”是開垃圾車，現在他七歲了，想要當警察。我的女兒現在三歲，長大後最想成為一名“交通管理員”，給  
5 停車違規的人開罰單！這樣的夢想，我不知道應該要鼓勵，還是要讓他們放棄。

### 父母的理想和孩子的夢想

英國的一項調查發現，在2000年後出生的孩子，他們和他們的父母小時候的夢想有什麼不一樣。調查結果表明，英國孩子的夢想轉變得很快。

調查中的這些孩子裡，12%的孩子要當一名像魯尼 (Rooney)、貝克漢姆  
10 (Beckham) 一樣的足球明星，11%的孩子要以麗安娜·劉易斯 (Leona Lewis) 為榜樣，當流行歌星；還有11%的孩子希望能夠像凱拉·奈特麗 (Keira Knightley) 一樣，成為銀幕上的大明星。英國兒童心理學家雷文·安托洛布斯 (Laverne Antrobus) 說，調查結果正反映著今日社會名人文化的盛行。孩子們希望自己也能像名人一樣，生活中充滿刺激。

15 調查還比較了父母們當年的夢想。在我年輕的時候，大多數青少年夢想當科學家。對我們這些父母來說，教師，銀行家或是醫生都是受人尊重、收入穩定的工作，但是已經不是現在年輕人的理想了。調查結果中讓我感到特別遺憾的是，今天的孩子，很多都不想當科學家了。

### 影響孩子夢想的因素

20 調查顯示將近四分之三的父母認為，對孩子夢想影響最大的一個因素是媒體宣傳。另外超過半數的父母表示，孩子和朋友之間的互比心理是一個重要因素。作家英迪拉·奈特 (India Knight) 卻認為，當今的父母應該改變對教育孩子的態度。她說，父母不應該告訴他們的孩子“所有的夢想都有可能實現”，他們以為自己是充滿愛心地幫助孩子，但是，卻沒有想過，這是不是真話呢？

25 足球明星魯尼 (Rooney) 並不是因為一個“偶然的機會”才進入曼聯球隊的，他有天賦、有毅力，更有多年來艱苦訓練。我認為，父母有責任給孩子正確的引導，讓他們認識到，有些行業不僅需要天賦，還需要努力。

30 如果孩子想當英雄、明星、首相，很多媽媽都會非常開心；但幾乎從來沒有哪個媽媽會炫耀，孩子長大後夢想當水管工的，雖然水管工在英國不僅非常短缺，而且工資也並不少！

做父母的可能都希望孩子成為精英。所有的孩子也都會繼續做夢。但是，如果那個夢好像天上的彩虹，最後祇會令人失望。

**Part Two: Marking Instructions for each Question**

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
1	a	<p>The writer mentions her son. What is his dream job now he is older?</p> <ul style="list-style-type: none"> <li>• (To become a) policeman</li> </ul>	1		
1	b	<p>How does the writer feel about her children's ambitions in general?</p> <ul style="list-style-type: none"> <li>• If (she should/ought to) encourage them</li> <li>• (allow them to) abandon/give up their dreams</li> </ul>	2		
2	a	<p>What was the main purpose of the survey carried out in the UK, and referred to in this article?</p> <ul style="list-style-type: none"> <li>• (Tried to find out)/what the difference are/were</li> <li>• between children (who were) born after 2000 and their parents</li> </ul>	2		
2	b	<p>How did the media describe the results of this survey?</p> <ul style="list-style-type: none"> <li>• Strong/sharp/marked change</li> <li>• Children's dream are dramatically different from their parents'</li> </ul> <p style="text-align: right;"><b>(1 from 2)</b></p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
3	a	<p>According to the survey, what would most children like to do in the future?</p> <ul style="list-style-type: none"> <li>• Become a <u>football</u> star, (like Rooney and Beckham)</li> </ul>	1		
3	b	<p>According to Laverne Antrobus, what do the results of the survey reveal about children's ambitions nowadays?</p> <ul style="list-style-type: none"> <li>• The popularity of celebrity culture (in society nowadays)</li> <li>• Children's hope of becoming a celebrity</li> <li>• Children's hope for a life full of excitement and enjoyment</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2		
4	a	<p>The survey highlights differences between children today and their parents. Give <b>two</b> details of what parents wanted from an ideal job when they were children.</p> <ul style="list-style-type: none"> <li>• Respect from others</li> <li>• Well-paid job/stable salary</li> <li>• (A job such as ) teachers, bankers or doctors (at least two mentioned)</li> </ul> <p style="text-align: right;"><b>(Any two from three)</b></p>	2		
4	b	<p>Why is the writer disappointed with the results of the survey, in relation to today's children?</p> <ul style="list-style-type: none"> <li>• Many young people nowadays don't want to be a scientist</li> </ul>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
5	a	<p>According to the survey, what do parents think are the most important factors which influence the dreams of young people?</p> <ul style="list-style-type: none"> <li>• (The biggest factor is) media/publicity</li> <li>• Children compare themselves <u>with their friends</u></li> </ul>	2		
5	b	<p>What observations does the journalist, India Knight, make, when she discusses how to bring up children nowadays?</p> <ul style="list-style-type: none"> <li>• Parents have to change their attitude towards educating children</li> <li>• Should not tell children that all their dreams will come true</li> <li>• They think they are helping their children with the love they show/give them</li> <li>• Parents never question this/wonder if this is not the case</li> </ul> <p style="text-align: right;"><b>(Any three from four)</b></p>	3		
6		<p>Why did Manchester United sign Wayne Rooney?</p> <ul style="list-style-type: none"> <li>• His talent/gift</li> <li>• Perseverance/willpower</li> <li>• Hard work/training (for many years)</li> </ul>	3		



Question			Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
7			What are parents' key responsibilities, according to the article? <ul style="list-style-type: none"> <li>• Giving children right advice/guidance</li> <li>• Allowing them to realise that certain professions require more than talent</li> <li>• (These) also needs effort/hard work</li> </ul>	3		

8. Now consider the article as a whole. From your reading of the article, how well does the writer use the results of the survey to illustrate her own views? Justify your answer with close reference to the text.

7

Credit should be given in question 8 for well-developed answers and for the candidate's own ideas appropriately backed up with reference to the text. It is not necessary to mention all of the above points to gain full marks in this question.

There are pegged marks for question 7: 7, 5, 3, 1 or 0.

This question requires the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.

**Pegged Mark Criteria for Question 8 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

Pegged Marks	Criteria
<p style="text-align: center;">7 OR 5</p>	<p>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking instructions.</p>
<p style="text-align: center;">3 OR 1</p>	<p>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</p>
<p style="text-align: center;">0</p>	<p>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</p>

**Translation (20 marks)**

**10 sense units = 20 marks**

**Each unit marked 2, 1 or 0**

**2 = Acceptable translation**

**1 = Key information communicated despite awkward English and/or minor inaccuracy**

**0 = Serious inaccuracy in translation**

**9. Translate into English:** “如果孩子想當英雄…… 最後祇會令人失望。” (lines 28–32)

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
如果孩子想當英雄、明星、首相，	If children want to become a hero, a star, or a prime minister,		

**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
很多媽媽都會非常開心；	many mothers would be very happy.		

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
但幾乎從來沒有哪個媽媽會炫耀，	However/but it is unlikely you will see mothers boasting		

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
孩子長大後夢想當水管工的，	if their children dream of becoming a plumber when they grow up.		

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
雖然水管工在英國不僅非常短缺，	Although the UK is short of plumbers/Although there is a shortage of plumbers in the UK,		

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
而且工資也並不少！	it is a well-paid job.		

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
做父母的可能都希望孩子成為精英。	Parents probably hope their children will become an elite / high-flier		

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
所有的孩子也都會繼續做夢。	Every child will continue to dream,		

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
但是，如果那個夢好像天上的彩虹，	but if their dream is like a rainbow in the sky		

**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
最後祇會令人失望。	eventually they will be disappointed/ it disappoints.		

[END OF MARKING INSTRUCTIONS]