



2013 Mandarin (Simplified)

Higher – Listening/Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Mandarin (Simplified) Higher Listening/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. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (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

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.

Part Two: Marking Instructions for each Question

SECTION A

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|--|--|----------|--------------|------------|
| 1 | | <p>Wang Jie is talking to Li Yun about what she has done to prepare for the world of work.</p> <p>What is Li Yun's main subject at university?</p> <ul style="list-style-type: none"> Economics | 1 | | |
| 2 | | <p>What type of company did she work for in the summer?</p> <ul style="list-style-type: none"> Bank | 1 | | |
| 3 | | <p>How would she be able to find this work placement? Mention two details.</p> <ul style="list-style-type: none"> Many companies came to the university (to provide the opportunity of work placements for students) Her teacher knew about/told (students) about this opportunity (and put her forward for the interview)/introduced her to the interview/informed her of the interview/let her know about (the interview) | 2 | | |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|--|----------|--------------|------------|
| 4 | | <p>What was Li Yun's interview like? Mention three details.</p> <ul style="list-style-type: none"> • (The interview was) on an/in the afternoon • (It lasted approximately) 3 hours • (All the interviewees) did a presentation/oral report • Interviewers asked (some) questions. <p style="text-align: right;">(Any three from four)</p> | 3 | | |
| 5 | a | <p>In Li Yun's opinion, what is a company looking for in an interview? Mention any two things.</p> <ul style="list-style-type: none"> • (evidence of an individual's) qualifications • (evidence of an individual's) potential • (evidence of an individual's) skills/ability <p style="text-align: right;">(Any two from three)</p> | 2 | | |
| 5 | b | <p>What question did one interviewer ask Li Yun?</p> <ul style="list-style-type: none"> • What are you going to do in/after 5 years? | 1 | | |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|--|--|----------|--|------------|
| 6 | | <p>Wang Jie gives three examples of other questions an interviewer might ask. What are they?</p> <ul style="list-style-type: none"> • (How to) deal with relationships with other colleagues • (How to) collaborate with others/team work/get along with others • (How to) work under pressure | 3 | | |
| 7 | | <p>What did Li Yun learn from this work placement which will benefit her in the future?</p> <ul style="list-style-type: none"> • (She gained an) understanding of/insight into banking • She experienced a real working environment/how people work • (She saw) how people deal with (work) pressure | 3 | <p>It was an interesting/meaningful experience</p> <p>Wrong specific</p> | |

| Question | | Answer | Max Mark | Unacceptable | Acceptable |
|----------|---|--|----------|--------------|------------|
| 8 | a | <p>Li Yun previously worked in a community project when she travelled to the UK.</p> <p>Why did she enjoy this work?</p> <ul style="list-style-type: none"> • People (in the community) are friendly/kind • (They) help each other | 2 | | |
| 8 | b | <p>What benefits were there in doing this? Mention two things.</p> <ul style="list-style-type: none"> • People (there were willing/happy to) help her improve her English • She (also did) something good for society | 2 | | |

Total 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 | <ul style="list-style-type: none"> • 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. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. | <ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling 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. | <ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well. |
| Good | 8 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. | <ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • 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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent. • 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. • Some prepositions may be inaccurate or omitted eg I go the town. • 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. | <ul style="list-style-type: none"> • The candidate copes with the present tense of most verbs. • 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, probably mainly after “is” eg. My friend is reliable. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations. |

| Category | Mark | Content | Accuracy | Language Resource – Variety, Range, Structures |
|-----------------|------|--|--|--|
| Un-satisfactory | 4 | <ul style="list-style-type: none"> • 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 <i>to be, to have, to play, to watch</i>. • 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. | <ul style="list-style-type: none"> • 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. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct. | <ul style="list-style-type: none"> • 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 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 | 2 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. | <ul style="list-style-type: none"> • 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 or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse. |
| Very Poor | 0 | <ul style="list-style-type: none"> • The content is very basic. | <ul style="list-style-type: none"> • (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"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • 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]