



2014 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. 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.
- (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.

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.

Category	Mark	Description
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.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1		<ul style="list-style-type: none"> Bicycle <u>and</u> chopsticks. 	1		
2	(a)	<ul style="list-style-type: none"> To save the earth/planet. 	1		
2	(b)	<ul style="list-style-type: none"> He prohibited/banned his staff from using city council's/government budget. To purchase bottled water. 	2		
2	(c)	<ul style="list-style-type: none"> Bottled water uses huge resources. Creates (unnecessary) rubbish. It costs 10,000 times more than that of tap/running water. <p style="text-align: right;">(Any 2 from 3)</p>	2		
2	(d)	<ul style="list-style-type: none"> (Production of raw materials needed each year) uses 1.5 million barrels of oil. Enough to supply 100,000 cars with petrol. <u>Every day</u> 40 million plastic bottles become waste. But only one-fifth of the bottles are recycled. <p style="text-align: right;">(Any 3 from 4)</p>	3		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2	(e)	<ul style="list-style-type: none"> If the bottles are put end to end. They would encircle/go round Taiwan 1680 times. 	2		
3	(a)	<ul style="list-style-type: none"> Keeps you healthy Gives you energy. Better complexion. Stimulates creativity/good for your brain. <p style="text-align: right;">(Any 3 from 4)</p>	3		
3	(b)	<ul style="list-style-type: none"> You don't need to buy/spend money on unhealthy drinks. 	1		
4	(a)	<ul style="list-style-type: none"> She designed an "I Love New York (tap) water" bottle. 	1		
4	(b)	<ul style="list-style-type: none"> Shops provide/give free water to people carrying an SIGG water bottle. SIGG donates part of their income to support protection of the environment. 	2		
4	(c)	<ul style="list-style-type: none"> Write to parents asking their children to bring water bottles. 	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5		<ul style="list-style-type: none"> To get used to drinking (boiled) water. To learn how to be responsible. 	2		
6	(a)	<ul style="list-style-type: none"> Paper cups are banned. 	1		
6	(b)	<ul style="list-style-type: none"> Walking/hiking for good health/to keep fit. 	1		
7		<p>Credit should be given in question 7 for well-developed answers and for the candidate's own ideas appropriately backed up with reference to the text.</p> <p>There are pegged marks for question 7: 7, 5, 3, 1 or 0.</p> <p>This question requires the candidate to display appropriate inferencing skills.</p> <p>Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.</p>	7		

Pegged Mark Criteria for Question 7 (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
7 OR 5	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.
3 OR 1	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.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

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

8. Translate into English: 在台灣，帶水壺的習慣越來越普遍了。……綠茶也變成了一個話題。” (lines 21–24)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
在台灣，帶水壺的習慣	In Taiwan, the custom/habit of carrying a water bottle.		

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
越來越普遍了。	is becoming more and more common...		

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
有一個公司的王經理每天上班一定會帶水壺。	The manager of one company, Mr. Wang, goes to work every day with a water bottle...		

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
因為工作的關係，他常常需要去看客戶，	Due to his job/the job he does, he often needs to visit his clients,		

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
客戶會給他的水壺加開水或是熱茶。	and they top up/refill his bottle with hot/boiled water or tea.		

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
時間久了，他覺得很厭煩，	After a while, he became/felt fed up		

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
就在水壺裡加綠茶。	and (he) added green tea to his water bottle.		

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
這樣不僅讓喝水變得有趣，	Not only did drinking water become interesting,		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
而且跟客戶開會時，	(but also) during meetings with clients		

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
綠茶也變成了一個話題。	the green tea became a topic of conversation.		

[END OF MARKING INSTRUCTIONS]



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**Advanced Higher – Listening and Discursive
Writing**

Finalised Marking Instructions

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Part One: General Marking Principles for Mandarin (Traditional) Advanced Higher Listening and Discursive 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.

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GENERAL MARKING ADVICE: Mandarin (Traditional) Advanced Higher Listening and Discursive 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.

- Section I – Listening**
- Section II – Discursive Writing**

Part Two: Marking Instructions for each Question

Part A

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	(a)	<ul style="list-style-type: none"> • They have worked hard to bring up their own children/so they should enjoy their life now. <p>OR</p> <ul style="list-style-type: none"> • They have worked hard to bring up their own children, and their grandchildren should not be an additional burden for them. 	1		
1	(b)	<ul style="list-style-type: none"> • The elderly/old people are more afraid of loneliness/being alone. • Being with their grandchildren/It brings them happiness/comfort. 	2		
2		<ul style="list-style-type: none"> • Parents can work harder/spend more time at work (if they have grandparents' help). • It can bring grandparents a lot of pleasure. • Grandparents have more experience in bringing up children. • Grandparents provide family warmth/happiness (if parents are too busy at work). 	4		
3		<ul style="list-style-type: none"> • (Many) grandparents spoil their grandchildren • Parents spend little time with the children • Parents (provide money but) don't care about their children. 	3		

Part B

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1		<ul style="list-style-type: none"> • She takes the children to her parents before work/ takes them back after her work. • The child will stay overnight with her parents if she is too busy at work. 	2		
2	(a)	<ul style="list-style-type: none"> • His parents would move in/help to look after his son. 	1		
2	(b)	<ul style="list-style-type: none"> • They give Yutin 700 RMB <u>a month</u> (towards his son's childminder/babysitter). 	1		
3		<ul style="list-style-type: none"> • It restricts their life/they lose their freedom/it is inconvenient. • Breaks up/disrupts their routine. • Don't get a good/enough sleep (as have to get up during the night)/insufficient sleep (due to getting up in the middle of night). 	3		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(a)	<ul style="list-style-type: none"> • Busy with restaurant business • They hope younger generation/young people will understand better their responsibilities/obligation. • They want to make more money (while they are still healthy/able). • So that they can contribute towards/fund/ provide a good nursery (for the grandchildren). <p style="text-align: right;">(Any 3 from 4)</p>	3		
4	(b)	<ul style="list-style-type: none"> • They have changed babysitters frequently. • Which has negative effect on the child's <u>development</u> (of their personality). 	2		
5	(a)	<ul style="list-style-type: none"> • Increased cost of living/living expenses. • Find it hard to adjust to each other's lifestyle. 	2		
5	(b)	<ul style="list-style-type: none"> • Educating children is her/parents' job. • The elderly should have their own space/life/ freedom to (live as they wish). • It will be good for both <u>the child and the elderly</u>. <p style="text-align: right;">(Any 2 from 3)</p>	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6	(a)	<ul style="list-style-type: none"> Household expenses are greater when elderly people are living with them/sharing the house. The elderly will be looked after by their children if they fall ill. 	2		
6	(b)	<ul style="list-style-type: none"> Gives them money. Gives them gifts/red pockets at new year/the spring festivals. 	2		

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 **Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes nor credit points are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the ‘Unsatisfactory’ category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 12.

You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features.	0

[END OF MARKING INSTRUCTIONS]