



**2014 Mandarin (Traditional)**

**Intermediate 1 Reading**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Mandarin (Traditional) Intermediate 1 Reading**

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) Intermediate 1 Reading**

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**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	(a)	<input checked="" type="checkbox"/> listen to Chinese songs <input type="checkbox"/> watch Chinese TV programmes <input type="checkbox"/> write Chinese characters	1		
1	(b)	<ul style="list-style-type: none"> <li>He could <u>read (Chinese) children's books</u> at home or he could <u>go to see a (Chinese)film</u>.</li> </ul>	2		
1	(c)	<ul style="list-style-type: none"> <li>Francisco should chat with Jialing <u>online/on the computer/on internet/on (Chinese) websites</u> every day.</li> </ul>	1		
1	(d)	<input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2	(a)	<input checked="" type="checkbox"/> red <input type="checkbox"/> black <input type="checkbox"/> pink	1		
2	(b)	<ul style="list-style-type: none"> <li>To tell her parents <u>where she is/her location/ whereabouts</u> and to ask her friends <u>to go shopping/ buy things</u>.</li> </ul>	2		
2	(c)	<ul style="list-style-type: none"> <li>To listen to music.</li> </ul>	1		
2	(d)	<input type="checkbox"/> 5 or 6 <input checked="" type="checkbox"/> 50 or 60 <input type="checkbox"/> 56	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient										
3	(a)	<ul style="list-style-type: none"> <li>12</li> </ul>	1												
3	(b) (i)	<p><b>Zhuhai is ...</b></p> <table border="1"> <thead> <tr> <th></th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>...in the south of China.</td> <td>✓</td> </tr> <tr> <td>...beside a river.</td> <td></td> </tr> <tr> <td>...has four distinct seasons.</td> <td></td> </tr> <tr> <td>...on the coast.</td> <td>✓</td> </tr> </tbody> </table>		Tick	...in the south of China.	✓	...beside a river.		...has four distinct seasons.		...on the coast.	✓	2		
	Tick														
...in the south of China.	✓														
...beside a river.															
...has four distinct seasons.															
...on the coast.	✓														
3	(b) (ii)	<table border="1"> <thead> <tr> <th></th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>swimming pool</td> <td></td> </tr> <tr> <td>park/garden</td> <td>✓</td> </tr> <tr> <td>museum</td> <td>✓</td> </tr> <tr> <td>bank</td> <td></td> </tr> </tbody> </table>		Tick	swimming pool		park/garden	✓	museum	✓	bank		2		
	Tick														
swimming pool															
park/garden	✓														
museum	✓														
bank															
3	(c)	<p><b>The courses are available from...</b></p> <table border="1"> <thead> <tr> <th></th> <th>Tick</th> </tr> </thead> <tbody> <tr> <td>August to June.</td> <td></td> </tr> <tr> <td>September to April.</td> <td></td> </tr> <tr> <td>September to June.</td> <td>✓</td> </tr> </tbody> </table>		Tick	August to June.		September to April.		September to June.	✓	1				
	Tick														
August to June.															
September to April.															
September to June.	✓														
3	(d)	<ul style="list-style-type: none"> <li>Green tea and</li> <li>cakes.</li> </ul>	2												
3	(e)	<ul style="list-style-type: none"> <li>Comfortable/clean/safe/hygienic/furnished with TV/hairdryer/washing machine/It's a <u>good</u> place for holiday.</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	2												

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(a)	<ul style="list-style-type: none"> <li>Salesperson/salesman/sales assistant.</li> <li>Outgoing/open/bubbly/sociable.</li> <li>Enjoys cooking</li> <li>He is responsible for cooking (at home).</li> </ul> <p style="text-align: right;">(Any 2)</p>	2		cooking
4	(b) (i)	<ul style="list-style-type: none"> <li>Talk/chat (with each other).</li> <li><u>Go to the cinema</u>/see a film.</li> <li>Shopping/go into town.</li> </ul> <p style="text-align: right;">(Any 2)</p>	2		Watching films
4	(b) (ii)	<ul style="list-style-type: none"> <li>Like friends.</li> </ul>	1		Very close Get on well
4	(c) (i)	<ul style="list-style-type: none"> <li><u>Older/elder/big</u> sister.</li> </ul>	1		
4	(c) (ii)	<p>T-shirt/tracksuit bottom/glasses.</p> <p style="text-align: right;">(Any 2)</p>	1		Trousers

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(d)	(i)	<ul style="list-style-type: none"> <li>Long black hair/she wears glasses.</li> </ul>	1		
4	(d)	(ii)	<ul style="list-style-type: none"> <li>Pretty/beautiful/cute/adorable.</li> </ul> <p style="text-align: right;"><b>(Any one)</b></p>	1		
4	(e)	(i)	<p>(Always) smiling/warm/happy/kind/friendly/nice.</p> <p style="text-align: right;"><b>(Any 2)</b></p>	2		
4	(e)	(ii)	<ul style="list-style-type: none"> <li>To be a dentist.</li> </ul>	1		doctor
4	(f)		<ul style="list-style-type: none"> <li>(very) <u>different</u>.</li> <li>He doesn't like speaking/talking.</li> </ul> <p style="text-align: right;"><b>(Any one)</b></p>	1		
4	(g)	(i)	<ul style="list-style-type: none"> <li>(school) library.</li> </ul>	1		
4	(g)	(ii)	<ul style="list-style-type: none"> <li>(Free) Internet/access the internet (free of charge)</li> </ul>	1		

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[END OF MARKING INSTRUCTIONS]



**2014 Mandarin (Traditional)**

**Intermediate 1 Listening**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Mandarin (Traditional) Intermediate 1 Listening**

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.
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### **GENERAL MARKING ADVICE: Mandarin (Traditional) Intermediate 1 Listening**

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**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient										
1	(a)	<ul style="list-style-type: none"> <li>She lived in the <u>north</u> of China.</li> </ul>	1												
1	(b)	<ul style="list-style-type: none"> <li>There are many schools and <u>shops</u> near her home.</li> </ul>	1	Supermarket											
2	(a)	<ul style="list-style-type: none"> <li>Her grandmother is <u>82</u>.</li> </ul>	1												
2	(b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;"><b>Tick</b></td> </tr> <tr> <td>She leads a healthy and happy life.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She leads a good and busy life.</td> <td></td> </tr> </table>		<b>Tick</b>	She leads a healthy and happy life.	✓	She leads a good and busy life.		1						
	<b>Tick</b>														
She leads a healthy and happy life.	✓														
She leads a good and busy life.															
3		<input checked="" type="checkbox"/> jogging <input checked="" type="checkbox"/> swimming <input type="checkbox"/> boxing <input type="checkbox"/> badminton	2												
4		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;"><b>Tick</b></td> </tr> <tr> <td>school cafeteria</td> <td></td> </tr> <tr> <td>students</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>teachers</td> <td></td> </tr> <tr> <td>subjects</td> <td style="text-align: center;">✓</td> </tr> </table>		<b>Tick</b>	school cafeteria		students	✓	teachers		subjects	✓	2		
	<b>Tick</b>														
school cafeteria															
students	✓														
teachers															
subjects	✓														

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient				
5	(a)	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Tick</b></td> </tr> <tr> <td>She can speak Japanese, Russian, Spanish.</td> </tr> <tr> <td>She can speak English, French, Japanese.</td> </tr> <tr> <td>She can speak French, Spanish, German.</td> </tr> </table>	<b>Tick</b>	She can speak Japanese, Russian, Spanish.	She can speak English, French, Japanese.	She can speak French, Spanish, German.	1		
<b>Tick</b>									
She can speak Japanese, Russian, Spanish.									
She can speak English, French, Japanese.									
She can speak French, Spanish, German.									
5	(b)	<ul style="list-style-type: none"> <li>• University.</li> </ul>	1	School teacher	Teacher				
6	(a)	<ul style="list-style-type: none"> <li>• Shop assistant/sales assistant.</li> </ul>	1						
6	(b)	<input checked="" type="checkbox"/> He only works four hours a day. <input type="checkbox"/> He works in the evening. <input type="checkbox"/> He only works at weekends.	1						
7	(a)	<input checked="" type="checkbox"/> doctor <input type="checkbox"/> artist <input type="checkbox"/> accountant	1						
7	(b)	<ul style="list-style-type: none"> <li>• He goes to work by <u>car</u>.</li> </ul>	1						

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
8	<ul style="list-style-type: none"> <li>Coffee/tea with milk/green tea/(a variety of) fruit juice.</li> </ul> <p style="text-align: right;"><b>(Any 2)</b></p>	<b>2</b>		
9	<p><b>(a)</b></p> <p><input checked="" type="checkbox"/> cloudy</p> <p><input type="checkbox"/> sunny</p> <p><input type="checkbox"/> windy</p> <p><input type="checkbox"/> hot</p>	<b>1</b>		
	<p><b>(b)</b></p> <ul style="list-style-type: none"> <li>21°C</li> </ul>	<b>1</b>		
10	<p><b>(a)</b></p> <ul style="list-style-type: none"> <li>Countryside.</li> </ul>	<b>1</b>		
	<p><b>(b)</b></p> <p><input type="checkbox"/> swim in the lake</p> <p><input checked="" type="checkbox"/> painting</p> <p><input type="checkbox"/> have a picnic</p>	<b>1</b>		

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[END OF MARKING INSTRUCTIONS]



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**Intermediate 1 Writing**

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## Part One: General Marking Principles for Mandarin (Traditional) Intermediate 1 Writing

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### GENERAL MARKING ADVICE: Mandarin (Traditional) Intermediate 1 Writing

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Task: Form completion (simple personal profile). Candidates are required to write 3 sentences under each of 4 headings.

Assessment Process:	1	Assess the overall quality of the response and allocate it to a category/mark, with reference to the extended Criteria for Marking overleaf.
	2	Check that 3 sentences have been written under each heading.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each incomplete section, up to a maximum of 2 incomplete sections. If 3 or 4 sections are incomplete, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>All four areas are covered fully, in a balanced way, perhaps including some complex sentences and/or there is some personal input.</li> <li>In some cases, the candidate has greatly exceeded the requirements of the task.</li> </ul>	<ul style="list-style-type: none"> <li>Characters are accurate.</li> <li>Where the candidate attempts to use language more appropriate to Intermediate 2, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, sentence structure.</li> <li>The candidate may use co-ordinating conjunctions and/or subordinate clauses.</li> <li>A range of vocabulary is used successfully.</li> <li>The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>All four tasks are addressed, perhaps mainly using simple sentences.</li> <li>In some cases, the candidate addresses three of the four areas more fully, perhaps using a few complex sentences.</li> <li>There is perhaps some repetition of characters, especially in areas 1 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>Where the candidate is attempting to use more complex sentence structure, this is unsuccessful, although basic sentence structure is used accurately.</li> <li>The accuracy of characters is high, with one or two minor slips.</li> </ul>	<ul style="list-style-type: none"> <li>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> <li>Within the areas of Family and Leisure Time, there may be a tendency to use the same structures on two or three occasions.</li> <li>Where relevant, sentence structure is simple.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses only simple, basic sentences.</li> <li>• The language is fairly repetitive and uses a limited number of characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Most characters are accurate.</li> <li>• While the language may be reasonably accurate in three areas, it may deteriorate in the remaining one.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are basic and mainly brief.</li> <li>• There is minimal use of adjectives.</li> </ul>
Un-satisfactory	6	<ul style="list-style-type: none"> <li>• The content is basic.</li> <li>• The language is repetitive, eg <i>I have, I learn, I play</i> may feature three times within one area.</li> </ul>	<ul style="list-style-type: none"> <li>• The characters written are generally accurate.</li> <li>• One or two errors are serious, often in an expression such as ‘my mother’s name’.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• The final two areas may well be significantly weaker than the first two.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are basic.</li> <li>• An English word /a few Pinyin may appear in the writing.</li> </ul>



<b>Category</b>	<b>Mark</b>	<b>Content</b>	<b>Accuracy</b>	<b>Language Resource – Variety, Range, Structures</b>
Poor	3	<ul style="list-style-type: none"> <li>The content is very basic eg My school is (name). My school is big. My school has a football team.</li> <li>The language is simple.</li> </ul>	<ul style="list-style-type: none"> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English words/many Pinyin may appear in the writing.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The candidate has not completed at least two of the areas.</li> <li>The candidate has written the answers under the wrong heading on at least three occasions.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>Very few characters are written correctly.</li> <li>English words are used or Pinyin dominates.</li> </ul>

<b>What if ...?</b>	
the candidate has performed poorly in the introductory section or has even omitted it?	It is not impossible that even the best candidates will omit this on the day of the examination. Pay minimal attention to this. Do not allow it to influence your judgement of the addressing of the four tasks below.
three sections fit into one category but the fourth one is in the next, lower category?	Award the grade that the three sections are worth, assuming that they clearly belong in that category.  If, on the other hand, you are undecided between two categories, award the higher mark.
... and if the discrepancy is by more than one pegged mark?	In this case, you should probably compromise on the middle mark. In other words, if three sections are Satisfactory but one is Poor, then the overall grade Unsatisfactory should be awarded.
two sections are at one level and two at another?	In such a case it may be wise to consider which two categories are better. If the better sections include the first section, which is very basic, you are less likely to be generous than if the final sections were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. If you cannot decide, the rule of thumb is always to give the candidate the benefit of the doubt.

[END OF MARKING INSTRUCTIONS]