



National  
Qualifications  
2017

---

**2017 Mandarin (Traditional)**

**Reading and Translation**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## General marking principles for Advanced Higher Mandarin (Traditional) 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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this paper are as follows:
  - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question

Section 1 - Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.		<ul style="list-style-type: none"> <li>Rapid economic development</li> <li>Chinese people's income has risen</li> </ul>	2	
2.	(a)	<ul style="list-style-type: none"> <li>(Work) pressure <u>and</u> competition are great</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>Taking photos with <u>friends</u></li> <li>Shopping with <u>friends</u></li> </ul> <p>(Any 1 from 2)</p>	1	
3.	(a)	<ul style="list-style-type: none"> <li>It improves their quality of life</li> <li>It increases their sense of happiness</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>It helps people work better</li> <li>It helps people to live better</li> <li>It contributes to economic development/the economy</li> </ul>	3	
	(c)	<ul style="list-style-type: none"> <li>He started a restaurant (in his hometown)</li> <li>He constructed a lake where guests can go fishing</li> <li>There are more and more local customers</li> <li>People from other parts of the country also like visiting there</li> <li>He can make over one hundred thousand RMB a year</li> </ul> <p>(Any 3 from 5)</p>	3	

Question		Expected answer(s)	Max mark	Unacceptable answers
4.	(a)	<ul style="list-style-type: none"> <li>• The <u>happiest</u> cities are not Beijing <u>and</u> Shanghai</li> <li>• The happiest cities are Hangzhou/Chengdu</li> <li>• Cities well-known for leisure have highest index of happiness</li> <li>• People think that quality of life is an important indicator of happiness</li> </ul> <p>(Any 2 from 4)</p>	2	
	(b)	<ul style="list-style-type: none"> <li>• Made her feel that life was <u>more</u> fulfilling</li> <li>• Work became <u>more</u> meaningful</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>• They are bustling/very busy/lively</li> <li>• The park is free to enter</li> <li>• (Going there regularly) can help you keep fit/exercise</li> <li>• (Going there regularly) makes your mood better</li> </ul> <p>(Any 3 from 4)</p>	3	
5.	(a)	<ul style="list-style-type: none"> <li>• Employees won't get paid if they take holidays</li> <li>• In order to earn money, employees/people don't want to have time off</li> <li>• They are afraid that their bosses won't be happy (if they take time off)</li> </ul> <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> <li>• They can provide more leisure resources/facilities (so people can have places to go to)</li> <li>• They can set up a 'paid leave' system (so people can have time and money to have leisure)</li> </ul>	2	

Question		Expected answer(s)	Max mark	Additional guidance									
6.		<ul style="list-style-type: none"> <li>The writer indicates that more and more people recognise the happiness and benefits which come from having more leisure time</li> <li>The growth of leisure time also benefits the economy of the country as a whole</li> <li>There have been significant lifestyle changes in China over the past thirty years</li> <li>There has been an increasing awareness that life is not all about work</li> <li>The writer details a number of activities that people can enjoy in their leisure time</li> <li>The writer uses a range of real-world examples to illustrate the importance of leisure pursuits</li> <li>The writer uses a variety of headings to inform about different aspects of the topic</li> <li>The writer uses survey data to effectively demonstrate the balance between leisure time and work</li> <li>The tone of the article is formal which gives added impetus to the opinions expressed in the article</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 Expected answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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 Expected answer(s) column, or any other equally appropriate response.	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.
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 Expected answer(s) column, or any other equally appropriate response.												
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.												

Section 2 - Translation

Question	Expected answer(s)	Max mark	Additional guidance
7.	<p><b>Translation</b></p> <p><b>Translate the underlined section into English: (lines 7-11)</b></p> <p>我以前工作的時候，每天都工作得很晚，晚上也沒有好好休息，沒有時間放鬆。</p> <p>有的時候，甚至週末也不放假，結果常常生病。後來，我決定讓自己生活的腳步慢下來。我開始有了一些新的愛好，有空的時候就去做一些自己喜歡做的事情。</p> <p>即使只是跟朋友坐在咖啡廳聊天，也能減少工作上的壓力。</p>	20	<p>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.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> 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.</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> 我以前工作的時候，每天都工作得很晚，	When I worked before, I worked very late every day,		
<u>Unit 2</u> 晚上也沒有好好休息，	I did not have good rest in the evenings/at night,		
<u>Unit 3</u> 沒有時間放鬆。	and did not have time to relax.		
<u>Unit 4</u> 有的時候，甚至週末也不放假，	Sometimes, there was even no time off at weekends,		
<u>Unit 5</u> 結果常常生病。	as a result, I often became unwell/fell ill/got sick.		
<u>Unit 6</u> 後來，我決定讓自己生活的腳步慢下來。	Later on, I decided to slow down the/my pace of life/my life.		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 7</u> 我開始有了一些新的愛好，	I started to take up some new hobbies,		
<u>Unit 8</u> 有空的時候就去做一些自己喜歡做的事情。	I would do things I liked when I had spare time/I do things I like when I have spare time.		
<u>Unit 9</u> 即使只是跟朋友坐在咖啡廳聊天，	Even/just sitting in the cafe chatting with friends,		
<u>Unit 10</u> 也能減少工作上的壓力。	can/could still reduce the pressure/stress of work.		

[END OF MARKING INSTRUCTIONS]





National  
Qualifications  
2017

---

**2017 Mandarin (Traditional)**

**Listening and Discursive Writing**

**Advanced Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## General marking principles for Advanced Higher Mandarin (Traditional) 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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) The marking instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed marking instructions for each question - Listening

Item 1

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>Increasing number of (western) fast food restaurants.</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>Study is more important</li> <li>Part-time jobs waste their time for studying</li> <li>They might pick up/learn bad habits</li> <li>Parents don't need them to make money</li> </ul>	4	
	(c)	<ul style="list-style-type: none"> <li>It is a very competitive exam/the most difficult (school) exam (in the world)</li> </ul>	1	
	(d)	<ul style="list-style-type: none"> <li>To learn things that they cannot learn in school</li> <li>To get on with people</li> <li>To deal/cope with/handle pressure/stress</li> <li>To manage their time <u>better</u></li> </ul> <p>(Any 2 from 4)</p>	2	
	(e)	<ul style="list-style-type: none"> <li>(Many of them) didn't go to university</li> <li>They gained (valuable) working experience <u>when they were young</u></li> </ul>	2	

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• Worked in supermarket <u>near school</u></li> <li>• Worked in shops <u>in the city centre</u></li> <li>• Worked as a <u>chemistry</u> tutor</li> </ul> <p>(Any 2 from 3)</p>	2	
	(b) (i)	<ul style="list-style-type: none"> <li>• He wanted to work in Shanghai (in the future)</li> <li>• There are many British companies in Shanghai</li> <li>• They need British lawyers who can understand Mandarin</li> </ul>	3	
	(ii)	<ul style="list-style-type: none"> <li>• (It helps her) to improve her English</li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>• They <u>not only</u> look at students' academic result</li> <li>• They also take into account their other abilities/ skills/experiences</li> </ul> <p>(Any 1 from 2)</p>	1	
	(d)	<ul style="list-style-type: none"> <li>• They lacked (social) experience</li> <li>• Their life skills were poor</li> <li>• They couldn't live independently</li> <li>• They spent a lot of their parents' money</li> <li>• They didn't finish university</li> </ul> <p>(Any 4 from 5)</p>	4	

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>• Related to his studies</li> <li>• Helpful to his studies</li> <li>• (With) short working hours</li> </ul> <p>(Any 2 from 3)</p>	2	
	(f) (i)	<ul style="list-style-type: none"> <li>• Work in a <u>foreign language</u> nursery (near his home)</li> <li>• Teach the (children) English</li> <li>• Volunteer (work)</li> </ul> <p>(Any 2 from 3)</p>	2	
	(ii)	<ul style="list-style-type: none"> <li>• It would look good on his CV</li> <li>• He has never done it before</li> <li>• It would be a good challenge</li> <li>• He would like to become a teacher (in the future)</li> <li>• This experience would be beneficial/helpful</li> </ul> <p>(Any 3 from 5)</p>	3	
	(g)	<ul style="list-style-type: none"> <li>• Lower wages</li> <li>• They do things carefully</li> <li>• They are easy to manage</li> </ul> <p>(Any 2 from 3)</p>	2	

## General marking principles for Advanced Higher Mandarin (Traditional) 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 detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.

Three main aspects of the piece of writing should be considered:

- (i) content
  - (ii) accuracy
  - (iii) language resource - variety, range, structures
- (d) Using the pegged marks table, the marker should 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, the assessor should 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 marks available.
  - (e) If markers 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) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
  - (g) Candidates are instructed to write 300-400 characters. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

## Detailed marking instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>The essay is well structured and all aspects are relevant to the title</li> <li>The topic is addressed fully, in a balanced way</li> <li>Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>The language is characterised by a high degree of accuracy and may show some flair</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and spelling</li> <li>Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>The language used is mostly complex and sophisticated</li> <li>There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>There is a comprehensive range of verbs/verb forms and tenses</li> <li>There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>The language flows well and ideas and opinions are expressed effectively</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>The essay has a good sense of structure and most aspects are relevant to the title</li> <li>The topic is addressed well</li> <li>The content is clear and well thought-out</li> </ul>	<ul style="list-style-type: none"> <li>The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher.</li> <li>A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>Other parts of speech are used accurately</li> <li>There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>The language used is generally complex and sophisticated</li> <li>Contains a good range of vocabulary and structures appropriate to Advanced Higher</li> <li>The candidate uses a good range of verbs/verb forms and tenses</li> <li>There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>
16 or 22	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
0	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]