



National
Qualifications
2018

2018 Mandarin (Simplified)

Advanced Higher

Reading and Translation

Finalised Marking Instructions

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General marking principles for Advanced Higher Mandarin (Simplified) 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"> It is (increasingly) difficult for (university) graduates to find a job 	1	Students
2.	(a)	(i)	<ul style="list-style-type: none"> Their (exam) results are still not good (So) they are not guaranteed to get into (their ideal) university 	2	
		(ii)	<ul style="list-style-type: none"> They got/get into the university of their choice But they are not guaranteed to get their <u>ideal/dream</u> job/the job they want 	2	
	(b)		<ul style="list-style-type: none"> Gaining knowledge from books is only one of many study methods 	1	
3.	(a)		<ul style="list-style-type: none"> It is for solving problems If you are good at using knowledge, the more solutions you will have and the less difficulties you will have <u>in life</u> 	3	
	(b)		<ul style="list-style-type: none"> Contributing to their country 	1	Devoting to their country

Question		Expected answer(s)	Max mark	Unacceptable answers
4.	(a)	<ul style="list-style-type: none"> • It is useful to have knowledge in different areas • It increases opportunity to succeed • It is helpful when looking for the jobs they like • (Not only gaining knowledge from books, but also) discovering/creating new things • Not studying can/may limit your personal development <p>(Any 4 from 5)</p>	4	
	(b)	<ul style="list-style-type: none"> • The positive impact/effect of knowledge on people • To understand ourselves/to know our strengths and weaknesses • Studying is an enjoyable (experience/process) 	3	
	(c)	<ul style="list-style-type: none"> • Gaining new knowledge is (only a small) part of studying • Only if people know themselves, can they then find the most suitable pathway/direction for themselves • (He indicated/mentioned) the study process which is to discover, practise and develop 	3	
5.	(a)	<ul style="list-style-type: none"> • It is to understand/learn the world • Personal development • Expressing yourself <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> • It helps us to communicate 	1	

Question		Expected answer(s)	Max mark	Additional guidance									
6.		<ul style="list-style-type: none"> • The writer uses the question at the beginning to draw people’s attention • The writer splits the article under sub-headings to explain a group of people’s views on studying, ie experts, parents • The writer uses formal and not very colloquial tone • The writer uses online surveys to demonstrate parents’ views on the purpose of studying • The writer concludes with a positive tone and lists the main benefits and importance of studying. • A well-known author was mentioned and his opinion was quoted to support the author’s view • The expert’s opinions help to substantiate the writer’s argument that studying is about personal development • The whole article answers the questions proposed in the beginning of the article- well structured • Various sources and research were used in the article, such as an article by Francis Bacon is used to emphasise the importance of study historically • The author often uses first or second person narrative such as ‘如果你是’ ‘我们’ to make readers feel involved, which strengthens the argument that studying is important 	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.
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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>Translate the underlined section into English: (lines 17-20)</p> <p><u>一些大学生提出，学习的目的是为了 . . . 学习那么多科目是在浪费时间。</u></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>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> 一些大学生提出，学习的目的是	Some university students point(ed) out (that) the purpose of study/studying is		Put forward
<u>Unit 2</u> 为了找到他们理想的工作，挣更多的钱。	to find their ideal job(s) and to make/earn <u>more</u> money.	make money	
<u>Unit 3</u> 如果学习仅仅是为了赚钱，	If studying is <u>only/just</u> for/about making money,	learning	
<u>Unit 4</u> 我们并不需要学习那么多年。	we/they/you don't need to study for (so many) years.		Must
<u>Unit 5</u> 如果你想做小买卖，	If you want to run/have/own a small business,	to do a small business	
<u>Unit 6</u> 学会简单的数学就够了。	then learning simple maths is enough.		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 7</u> 如果你想做工程师,	If you want to be an engineer,		
<u>Unit 8</u> 就不必学习生物和历史了。	then you don't need/have to/it is not necessary to learn biology and history.		
<u>Unit 9</u> 学生们在学校学习那么多科目	Students learning/doing/learning <u>so</u> many subjects at/in school		
<u>Unit 10</u> 是在浪费时间。	is a waste of time.	is wasting time	

[END OF MARKING INSTRUCTIONS]



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2018

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Advanced Higher

Listening and Discursive Writing

Finalised Marking Instructions

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General marking principles for Advanced Higher Mandarin (Simplified) 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.

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- (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"> • The children might not be able to adjust to life abroad • The most/majority of children (who stayed with parents) have never cooked/washed clothes • They don't know how to manage their lives/live independently <p>(Any 2 from 3)</p>	2	
	(b)	<p>(i)</p> <ul style="list-style-type: none"> • They can learn language <u>faster</u> • Easy/easier to make friends • Easy/easier to accept/appreciate/understand foreign culture • More likely to be homesick <p>(Any 2 from 4)</p>	2	
		<p>(ii)</p> <ul style="list-style-type: none"> • They are (usually) more independent/mature 	1	
	(c)	<ul style="list-style-type: none"> • Parents should respect/agree children's opinions/thoughts (if they don't want to study abroad) • Parents should ask children when they want to study abroad • Parents should listen to what children say about the subject/course they would like to study (in the future) 	3	
	(d)	<ul style="list-style-type: none"> • They have to be prepared to be separated from their children • Financial pressure on them/the cost is high 	2	

Item 2

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • He would like go to study abroad/doesn't know where to go 	1	
	(b)	<ul style="list-style-type: none"> • Scottish education is famous/well known • Many countries have based their education (system) on Scotland • Because she is studying tourism/Scottish tourism is doing well <p>(Any 2 from 3)</p>	2	
	(c) (i)	<ul style="list-style-type: none"> • Beautiful scenery in the Highlands • Fresh air • Safe country • Rich culture <p>(Any 2 from 4)</p>	2	
	(ii)	<ul style="list-style-type: none"> • Willing to help people/helpful • A good sense of humour/funny 	2	
	(d)	<ul style="list-style-type: none"> • It is a small/very quiet city (so suitable for studying) • There is a (small) library <u>near my dormitory</u> • She can find a lot of resources <u>online</u> <p>(Any 2 from 3)</p>	2	

Question		Expected answer (s)	Max mark	Unacceptable answers	
	(e)	<ul style="list-style-type: none"> • Different cost of living in different cities • Cost of living for her/in Glasgow is not too high • Rent is very/particularly expensive in some cities <p>(Any 2 from 3)</p>	2		
	(f)	(i)	<ul style="list-style-type: none"> • Used to be able do 20 hours a week/the working hours have been reduced/regulations is much more strict 	1	
		(ii)	<ul style="list-style-type: none"> • To give students more time to study 	1	More focus on
	(g)	<ul style="list-style-type: none"> • Not all graduates can work (after study) • Would be more difficult to get a job • Company has to offer a certain level of wage(s)/salary • Company must offer a certain type of job <p>(Any 3 from 4)</p>	3		
	(h)	<ul style="list-style-type: none"> • British people have more opportunities to work/work won't be taken away by overseas students • Only the best overseas students can work in the UK 	2		
	(i)	<ul style="list-style-type: none"> • She has learned a lot (about the tourist industry) • How to think independently/have her own ideas 	2		

General marking principles for Advanced Higher Mandarin (Simplified) Discursive Writing

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- (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 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 - Directed Writing

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

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • 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 • The verbs are generally correct, but the range of verbs and tenses is limited • 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 • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • 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 • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

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

[END OF MARKING INSTRUCTIONS]