



2011 Mandarin (Traditional)

Advanced Higher

Listening and Discursive Writing

Finalised Marking Instructions

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Advanced Higher – Listening and Discursive Writing

Section I Listening Part A

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. Why was Chinese civilisation built on the foundation of the family? 2 marks</p> <ul style="list-style-type: none"> Chinese people place very strong value on family they think the family is more important than their individual/personal/own needs 		
<p>2. What does the Chinese “family” represent? 1 mark</p> <ul style="list-style-type: none"> it represents several people in a house/room, (meaning possibly husband, wife and children) a close relationship <p>(Any 1)</p>		
<p>3. What challenges do traditional Chinese family values face nowadays? 2 marks</p> <ul style="list-style-type: none"> modern thinking (especially) self-centredness/egotism/selfishness 		

	Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
4.	<p>(a) What qualities do the older generation have?</p> <ul style="list-style-type: none"> • modesty/kindness/ diligence (<i>2 of these required</i>) • they may have money but still eat and dress simply/live a simple life 	1 mark		
		(Any 1)		
	<p>(b) How do young people think and behave today?</p> <ul style="list-style-type: none"> • most young people don't think of others • don't like doing things based on adult rules/ways of doing things 	2 marks		
5.	<p>(a) What do older people feel about the changes in society?</p> <ul style="list-style-type: none"> • they feel the <u>world</u> is becoming stranger 	1 mark		
	<p>(b) And what about younger people?</p> <ul style="list-style-type: none"> • they are confused 	1 mark		

Listening Part B

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. According to Lao Wang, what differences in attitudes towards the family are there between the older and the younger generations?</p> <ul style="list-style-type: none">• in the past, the family was seen as very important• sons and daughters had to be obedient and show respect• young people think they are more independent• but they don't know how to look after themselves/ others <p>(Any 3)</p>		

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
2.	<p>(a) Why do many young couples go to their parents' for dinner?</p> <p>1 mark</p> <ul style="list-style-type: none"> they are not willing to/to avoid making meals/cook (for themselves) 		
	<p>(b) Why are parents happy with this?</p> <p>1 mark</p> <ul style="list-style-type: none"> they think it's their duty 		
3.	<p>Why does Lao Wang's granddaughter feel that she spends too much time studying?</p> <p>2 marks</p> <ul style="list-style-type: none"> doesn't know how/is not able to do other things <u>at university</u> (in the future), she will have to look after herself 		

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
4.	<p>(a) How does Lao Wang feel when his granddaughter is staying with them?</p> <ul style="list-style-type: none"> • they are happy 		
	<p>(b) And when she is not there?</p> <ul style="list-style-type: none"> • they miss her/think about her 		
5.	<p>According to Xiao Hong, what are the disadvantages for young couples living with their parents?</p> <ul style="list-style-type: none"> • many young Chinese couples don't know how to deal with daily matters • they lack the experience of looking after children/older people • many young couples depend too much on their parents to look after their children 		

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>6. Why does Lao Wang think that it is important for his granddaughter to study hard?</p> <p>3 marks</p> <ul style="list-style-type: none"> • she can't become a doctor and/or lawyer in the future • (without a good and stable career), she can't get a stable income • and support her family 			
<p>7. (a) According to Lao Wang, what was the older generation's attitude towards money?</p> <p>3 marks</p> <ul style="list-style-type: none"> • they had to work hard for every penny/every penny was hard to earn • they seldom spent money (on themselves) • they are not willing to take risk on investments • they saved their money for their children (and even for the third generation) 			
(Any 3)			

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(b) What does Xiao Hong think about money? 2 marks</p> <ul style="list-style-type: none"> • there is nothing wrong with making money • (you should) spend it on enjoying yourself • money is not everything <p style="text-align: right;">(Any 2)</p> <p style="text-align: right;">Total: 30 marks</p>		

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 10.

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]