



National
Qualifications
SPECIMEN ONLY

SQ29/H/01

**Mandarin (Traditional)
Reading and Directed Writing**

Date — Not applicable

Duration — 2 hours and 10 minutes

Total marks — 40

SECTION 1 — READING — 30 marks

Attempt ALL questions.

Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

SECTION 2 — DIRECTED WRITING — 10 marks

Choose ONE scenario and write your answer clearly, in **Chinese (Traditional)**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario number you are attempting.

You may use a Chinese dictionary.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S Q 2 9 H 0 1 *

SECTION 1 — READING — 30 marks

Read the whole article carefully and then answer, in English, ALL the questions that follow.

The article is about Jim Wilson, a Scottish student who is studying Chinese.

閱讀以下文章，用英文回答以下問題。這篇文章是關於一個叫Jim Wilson的蘇格蘭學生學習中文的故事。

二十一世紀學習中文的好處

- 我叫Jim Wilson,我有一個中文名字，叫威海，我來自蘇格蘭。常常有人問學習中文的學生：“你為什麼學習漢語？”他們的回答經常是：“我想在中國做生意”，“我打算進中醫學校”。如果有人問我這個問題，我會這樣回答：“當你
- 5 有空的時候,讓我慢慢地告訴你，為什麼我會學習中文。”

Jim Wilson學習中文的故事

- 我十歲的時候，父親就對我說：“你已經會說法語，你必須學習另外一種語言。”我父親的朋友都說：“學習西班牙語或者德語吧。”可是我想，在蘇格蘭會說西班牙和德語的人不少。我得選擇一種語言，這種語言要跟很多別的語言很
- 10 不同，而且大多數的蘇格蘭人都不會說的語言。最後，我選擇了中文。中文看上去很複雜，而且並不容易學寫字，這對很多人來說是個挑戰，但是我卻喜歡這個挑戰。

發郵件到中國

- 當我決定學中文的時候，發了許多電子郵件到中國，希望有人給我一些學中文的建議。過了一個星期，沒有人回我的郵件，我很失望，我對學習漢語的興趣也減少了。後來，我完全放棄了學習中文的想法，父母也沒有再提起這個事。
- 15

来自中国的信

- 一個月後，我收到了一封從中國寄來的信。這封信是一個叫王麗麗的中國姑娘寫的。收到這封信後，我興奮極了，這是我完全沒想到的。她用英文寫道：
- 20 “你好！你不認識我，但是我知道你打算學中文。我想告訴你，中文不僅是一個用嘴巴學習的語言，也是一個要用心學習的語言。在信的下面，你可以看到兩個漢字：‘哭’字和‘笑’字，如果你能區別哪個是難過，哪個是愉快，你就一定可以學好中文。信的後面有這個問題的答案。”我猜了一下，覺得難過的字應該是“哭”，因為它有眼睛和淚水。我知道我猜對了，讓我對學習漢語的熱情更
- 25 大，我也越來越喜歡中文。

- 現在，我已經學習中文八年了。為了提高我的中文水平，我每個星期二晚上和每隔一周的週末都去上中文課，我也經常去看中國電影，還去過中國兩次。儘管我的中文還不是很好，但是我一定會繼續努力學習。我一直沒有見到這個叫王麗麗的中國姑娘。我很希望和她見面，而且要謝謝她給我的那封信。因為除了學習漢語，她也讓我認識了很多中國人、了解更多中國歷史和中國文化。我希望，
- 30 等我會說流利的漢語時，能和麗麗成為好朋友，並且告訴她：“謝謝，是你改變了我的生活。”

Word list:

區別 to tell the difference

猜 to guess

Questions

Re-read lines 1–12

1. According to the writer, there are many different reasons why people want to study Chinese.
 - (a) What are the most common reasons given for people wanting to study Chinese? State **two** reasons. 2
 - (b) What did Jim Wilson's father say to him when he was ten years old? Give **two** details. 2
 - (c) Why did Jim decide to study Chinese? State any **three** reasons. 3

Re-read lines 13–25

- 2 (a) Why did Jim send lots of e-mails to China? 1
- (b) How did he feel when he got a reply from Wang Lili, a Chinese girl? 1
- (c) Wang Lili mentions the Chinese characters for sad and happy. What does she say about them? 1
- (d) How did Jim feel when he did what Wang Lili asked him to do? 1

Re-read lines 26–32

3. The writer did various things to improve his Chinese.
 - (a) When did he go to classes? 2
 - (b) What else did he do to help improve his Chinese? Give **two** details. 2
4. What does the writer say he would like to do now and what are the benefits? State **three** details. 3
5. Now consider the article as a whole. The title seeks to promote the benefits of learning Chinese. Does Jim as the writer, give the impression that his experience supports this? Justify your answer with reference to the text. 2
6. Translate into English:

“過了一個星期.....父母也沒有再提起這個事。” (lines 15–16) 10

SECTION 2 — DIRECTED WRITING — 10 marks

Choose **one** of the following two scenarios.

SCENARIO 1: Employability

Last summer you worked in China.

You have been asked to write a report in **Chinese (Traditional)** for your school/college magazine about your work experience.

You must include the following information and **you should try to add** other relevant details:

- Where you worked **and** what you did
- Why you applied for this job
- What you thought about the job
- Why you would recommend this experience to anyone

You should write approximately 180–250 characters.

OR

SCENARIO 2: Culture

Last weekend, you and your Chinese friend went to see a Chinese film.

You are asked to write a report about this in **Chinese (Traditional)**.

You must include the following information and **you should try to add** other relevant details:

- Where you saw this film **and** how you travelled to the cinema
- What you liked about the film
- Describe a character who appeared in the film
- Why you would recommend this film to friends

You should write approximately 180–250 characters.

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

SQ29/H/01

**Mandarin (Traditional)
Reading and Directed Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie 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 user's responsibility to obtain the necessary copyright clearance.

General Marking Principles for 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) Questions 1–4 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1–3 marks.
 - ii) Question 5 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
 - iii) Question 6 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five 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) For questions that ask candidates to ‘state...’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 — Reading

Question		Expected Answer(s)	Max mark	Additional Guidance
1	a	Do business in China/with China (Planning to) go to a Chinese Medical School/University	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses. Markers should ignore extraneous material that does not contradict the answer.
	b	- He already speaks French - He must learn another language	2	
	c	- Because it is different from other languages, - Most Scottish people can't speak Chinese - Chinese alphabet complicated/complex - It would be a challenge <i>Any 3 points from possible 4 for 3 marks</i>	3	
2	a	So that he could get suggestions/advice/hints (about studying Mandarin)	1	
	b	- Very excited - OR - It was unexpected	1	
	c	- If he can tell/guess which is which - OR - If he can, he should be good at Chinese	1	
	d	He felt very enthusiastic (about studying Chinese)	1	

Question		Expected Answer(s)	Max mark	Additional Guidance								
3	a	• <u>Every</u> Tuesday evening • Every other weekend	2									
	b	• He went to China twice • He often watches Chinese films	2									
4		• To meet Wang Lili, the Chinese girl to thank her for changing his life • This has helped him to meet many Chinese people • Understand better Chinese history and culture	3									
5		• Yes overall • At first he was disappointed/he had problems then he became encouraged/interested • Met people, visited China • watched Chinese films/ learned about Chinese culture/history • <u>Said it has changed his life</u>	2		The key idea is that learning Chinese has changed Jim’s life Markers must apply the following guidance in addition to the suggested Marking Instruction for this question: <table><tr><th>Marks</th><th>Commentary</th></tr><tr><td>2</td><td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the expected response column.</td></tr><tr><td>1</td><td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</td></tr><tr><td>0</td><td>The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.</td></tr></table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the expected response column.	1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.	0
Marks	Commentary											
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the expected response column.											
1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.											
0	The candidate’s answer simply provides information to be found in the text by simply re-stating answers to previous questions.											

Question	Expected Answer(s)	Max mark	Additional Guidance
6	- 過了一個星期，沒有人回我的郵件， A week has passed, and no one has/had replied to my letter. - 我很失望， I was very disappointed. - 我對學習漢語的興趣也減少了。 I became less interested in studying Chinese - 後來，我完全放棄了學習中文的想法， and then I gave up the idea completely. - 父母也沒有再提起這個事。 My parents didn't mention it either.	2 2 2 2 2	The translation into English is allocated 10 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. 2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English. 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. 0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential idea.

General Marking Principles for Higher Mandarin (Traditional): Section 2 — Directed 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) Candidates will write 150–180 characters in Chinese (Traditional) in a piece of extended writing addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and learners must choose one of these.
- (b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Directed Writing scenario.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) Content
 - ii) Accuracy
 - iii) Language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.
- (g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
 - i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
 - ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
 - iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

the candidate only addresses one part of one of the introductory, more predictable bullet point	In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6 .
some bullet points fit into one category but others are in the next, lower category	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6 .

Mark	Content	Accuracy	Language resource: variety, range, structures
10	- The content is comprehensive. - All bullet points are addressed fully and some candidates may also provide additional relevant information.	- The language is accurate in all four bullets However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. - 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 accurate spelling, although the language may contain a number of minor errors, or even one serious error. - Where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression.	- The language used is detailed and complex. - There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. - A comprehensive range of verbs/verb forms, tenses and constructions is used. - Some modal verbs and infinitives may be used. - The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. - Sentences are mainly complex and accurate. - The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	- The content is clear. - All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail.	- The language is mostly accurate. Where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. - A range of verbs is used accurately and tenses are generally consistent and accurate. There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where relevant.	- The language used is detailed and complex. - In one bullet point the language may be more basic than might otherwise be expected at this level. - The candidate uses a range of verbs/verb forms and other constructions. - There may be less variety in the verbs used. - The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. - Sentences are generally complex and mainly accurate. - Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	- The content is adequate and may be similar to that of an 8. - Bullet points may be addressed adequately, however one of the bullet points may not be addressed.	- The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, control of the language structure may deteriorate significantly. - The verbs are generally correct, but basic. - Tenses may be inconsistent, with present tenses being used at times instead of past tenses. - There may be errors in spelling, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion – and in the use of accents (where relevant). - Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	- There are some examples of detailed and complex language. - The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. - The candidate relies on a limited range of vocabulary and structures. - There is minimal use of adjectives, probably mainly after “is”. - The candidate has a limited knowledge of plurals. - A limited range of verbs is used to address some of the bullet points. - The candidate copes with the past tense of some verbs. - When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. - Sentences are mainly single clause and may be brief.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	- The content may be limited and the Directed Writing may be presented as a single paragraph. - Bullet points may be addressed in a limited way. - Two of the bullet points are not be addressed.	- The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly. - A limited range of verbs is used. - Ability to form tenses is inconsistent. - In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. - There may be confusion between the singular and plural form of verbs. - There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious, perhaps showing mother tongue interference.	- There is limited use of detailed and complex language. - The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. - The candidate mainly copes only with simple language. - The verbs “was” and “went” may also be used correctly. - Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. - An English word may appear in the writing or a word may be omitted. - There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	- The content may be basic or similar to that of a 4 or even a 6. - Bullet points are addressed with difficulty.	- The language is inaccurate in all four bullets and there is little control of language structure. - Many of the verbs are incorrect or even omitted. There is little evidence of tense control. - There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance.	- There is little use, if any, of detailed and complex language. - Verbs used more than once may be written differently on each occasion. - The candidate displays almost no knowledge of the past tense of verbs. - The candidate cannot cope with more than one or two basic verbs. - Sentences are very short and some sentences may not be understood by a sympathetic native speaker.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The content is very basic. • The candidate is unable to address the bullet points. or • Three or more of the bullet points are not be addressed.	• The language is seriously inaccurate in all four bullets and there is almost no control of language structure. • Most errors are serious. • Virtually nothing is correct. • Very little is intelligible to a sympathetic native speaker.	• There is no evidence of detailed and complex language. • The candidate may only cope with the verbs to have and to be. • There may be several examples of mother tongue interference. • English words are used. • Very few words are written correctly in the modern language. • There may be several examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]