



National
Qualifications
2025

2025 Mandarin (Simplified)

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

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General marking principles for Advanced Higher Mandarin (Simplified) Reading and Translation

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) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) 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.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

Marking instructions for each question

Section 1 - Reading

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept:
1.		<ul style="list-style-type: none"> • some people queueing at 6am • more than 300 enrolled • some courses taken up within two hours <p>Any 2 from 3</p>	2	
2.		<ul style="list-style-type: none"> • happy for the first four months • feel bored/lonely four months later • healthier and happier for those who engage in lifelong learning <p>Any 2 from 3</p>	2	
3.	(a)	<ul style="list-style-type: none"> • they helped to look after their grandchildren 	1	
	(b)	<ul style="list-style-type: none"> • engage in lifelong learning • learn new skills • attend calligraphy/drawing classes • learn how to use the internet <p>Any 3 from 4</p>	3	
4.	(a)	<ul style="list-style-type: none"> • write articles online • share his life story • keep up to date with world news • communicate worldwide <p>Any 2 from 4</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept:
	(b)	<ul style="list-style-type: none"> to teach them how to pay bills online to teach them how to shop online <p>Any 1 from 2</p>	1	
5.	(a)	<ul style="list-style-type: none"> the growth of Chinese economy development of (online) technology 	2	
	(b)	<ul style="list-style-type: none"> he studied maths at university after university he studied economics/business management he studies Japanese 	3	
6.	(a)	<ul style="list-style-type: none"> 12-week online safety course 6-month animation/design course 	2	
	(b)	<ul style="list-style-type: none"> employees from different companies 	1	
	(c)	<ul style="list-style-type: none"> to update their knowledge to develop interests/hobbies to have skills to enjoy life 	3	life skills
7.		<ul style="list-style-type: none"> the market demand increased offer more varied courses <p>Any 1 from 2</p>	1	

Question		Expected response(s)	Max mark	Additional guidance	
8.		<p>The overall purpose of this article is to inform the readers about the current situation of lifelong learning and continuing education in China.</p> <ul style="list-style-type: none"> to show that lifelong learning is popular among the retired as well as those who are still at work to convey that lifelong learning is beneficial for the health and wellbeing of retirees to reveal that there is a gap between supply and demand in lifelong learning in China <p>Structure:</p> <ul style="list-style-type: none"> the writer adopts a formal tone in order to make this article more credible and authoritative the writer uses sub-headings to lead the readers through the article and improve the structure of the piece. The argument becomes easier to understand the article begins by giving some real-life examples to illustrate the current situations of lifelong learning in China, and it ends by calling for more to be done to improve lifelong learning and lifelong education in China 	7	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 response(s) column, or any other equally
				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.

Question	Expected response(s)	Max mark	Additional guidance
	<p>Quotations:</p> <ul style="list-style-type: none"> • quotations are used to illustrate views on lifelong learning in real life. • first person testimonies by Xiao Zhang and Mr. Wang are used to illustrate the necessity for lifelong learning. • the writer uses testimonies of positive outcomes from lifelong learning from Mr Wang and Xiao Zhang to show how it is beneficial for both the young and the elderly. <p>Inclusion of examples</p> <ul style="list-style-type: none"> • findings of a research study are used to lend more credibility to the article, such as in line 7 一个研究表明...shows the people are healthier and happier for those who engage in lifelong learning • a clear and concise conclusion is used such as 每个人都要终生学习, leaving the readers no doubt about lifelong learning. It also echoed the title of the article. 		

Section 2 – Translation

Question	Expected response(s)	Max mark	Additional guidance
9.	<p>Translate the underlined section into English (lines 28-31):</p> <p>终生学习对人们的健康 . . 提高他们个人的技能。</p>	20	<p>The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows:</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>1 mark - satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 终生学习…都有重大影响	Lifelong learning has a big impact on		
Unit 2 对人们的健康、生活、家庭以及工作。	people's health, life, family and work.		
Unit 3 如果一个人离开学校以后	If a person does not continue to		
Unit 4 不继续学习，	study after leaving school,		
Unit 5 那么这个人在生活中就会少了很多乐趣。	then there will be less enjoyment in life.		

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 终生学习的目的	The purpose of lifelong learning		
Unit 7 不是为了通过考试,	is not about passing exams,		
Unit 8 而是为了丰富人们的生活,	but about enriching people's lives,		
Unit 9 让人们追求自己的梦想,	allowing people to pursue their dreams,		
Unit 10 提高他们个人的技能。	and improving their personal skills.		

[END OF MARKING INSTRUCTIONS]