



National
Qualifications
2025

2025 Mandarin (Traditional)

Reading

Higher

Question Paper Finalised Marking Instructions

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General marking principles for Higher Mandarin (Traditional) Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> • use internet/online (to learn anytime and anywhere) 	1	
2.	(a)		<ul style="list-style-type: none"> • the teacher was the most important • students needed teacher to teach them • the teacher and the students learn together • the students (might) know more than the teacher • learning in class is not enough <p>Any 3 from 5</p>	3	
	(b)		<ul style="list-style-type: none"> • independent learning • creativity • teamwork <p>Any 2 from 3</p>	2	
3.	(a)		<ul style="list-style-type: none"> • we should change our attitudes towards exams • companies shouldn't only look at the exam results 	2	
	(b)		<ul style="list-style-type: none"> • willingness to learn 	1	
4.	(a)		<ul style="list-style-type: none"> • (good) learning habits • time management • prepare for the future <p>Any 2 from 3</p>	2	
	(b)		<ul style="list-style-type: none"> • read more/a lot • make (more) friends • develop (more) interests/hobbies 	3	<ul style="list-style-type: none"> • read books • being with friends

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(c)		<ul style="list-style-type: none"> • social/interpersonal skills • problem solving skills 	2	
	(d)		<ul style="list-style-type: none"> • seek new learning opportunities • be more useful (to society) • be more passionate (about life) <p>Any 2 from 3</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
5.		<p>Assertion:</p> <p>The writer considers lifelong learning important for young people.</p> <p>Justification:</p> <p>The article highlights many advantages/benefits of lifelong learning and discusses how to become a lifelong learner.</p> <ul style="list-style-type: none"> • the author explains the differences between learning in the Information Age and the Industrial Age • he outlines why exams are no longer the only way of assessment • he summarises the steps to become a lifelong learner <p>And any relevant examples from the text.</p>	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions</p>

Question	Expected response(s)	Max mark	Additional guidance
6.	<p>Translate into English:</p> <p><u>二十年以前……，而且他們也不需要再學習了。</u> (lines 12-13)</p>	10	<p>The translation into English is allocated 10 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.</p> <p>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>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 1</u> 二十年以前，</p>	<p>Twenty years ago,</p>		
<p><u>Unit 2</u> 學生只想着考試成績。</p>	<p>students only thought about exam results.</p>		
<p><u>Unit 3</u> 他們認為如果上了好大學，</p>	<p>They thought if they got into a good university,</p>		
<p><u>Unit 4</u> 以後他們的生活和工作就會更好，</p>	<p>their life and work in the future would be better,</p>		
<p><u>Unit 5</u> 而且他們也不需要再學習了。</p>	<p>and they wouldn't need to learn anymore.</p>		

[END OF MARKING INSTRUCTIONS]