



2010 Cantonese

Higher Reading and Directed Writing

Finalised Marking Instructions

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2010 Cantonese Higher: Reading

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I – General Points

Correct points should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for points written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section I.

**2010 Cantonese
Higher – Reading and Directed Writing**

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. Susan Baker emigrated to Beijing in 2007. (lines 1 – 8)</p>		
<p>(a) Why did she decide to emigrate there? 2 marks</p> <ul style="list-style-type: none">• she couldn't afford to live in London/couldn't afford to live on what she earned• she had always wanted to live there/in Beijing/it was her lifelong ambition to live there/in Beijing		
<p>(b) What two things did she buy before she left? 1 mark</p> <ul style="list-style-type: none">• (single) <u>plane</u> ticket <u>and</u> travel guide (both required for 1 mark)		
<p>(c) What did she plan to do when her visa ran out? 2 marks</p> <ul style="list-style-type: none">• go to Hong Kong to renew it• apply for a (six-month) <u>business</u> visa (in Beijing)		

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

1. (continued)

(d) Why did she not have to look for accommodation in Beijing?

1 mark

- her friend's flat/house was empty/free/she used the empty flat/house of a friend

(e) Why did Susan not need to get a job while she was there?

1 mark

- six months' rent for the flat/house was less than one month's rent in London

rent was cheaper than in London

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. At the beginning of her stay, Susan had many problems with the Chinese language. (lines 9 – 15)</p>		
<p>(a) (i) Why was she often misunderstood? 2 marks</p> <ul style="list-style-type: none"> • she didn't pay attention to (the four) tones/sounds • which are very important (for learning Chinese) 	fourth tone	pronunciation
<p>(ii) Give an example of this. 2 marks</p> <ul style="list-style-type: none"> • she asked which floor/where to buy/wanted to buy cup(s)/glass(es) (in a department store) • but she said "quilt" (and was sent to the wrong floor) 		
<p>(b) Why was shopping a problem for her, and how did she cope with this? 2 marks</p> <ul style="list-style-type: none"> • she couldn't read/understand much Chinese • learned from her mistakes/by trial and error 		

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

2. (continued)

(c) Give **one** example of a mistake she made while shopping.

1 mark

- she bought vinegar instead of oil
- when she ordered scrambled eggs she got boiled (instead)

(Any one of two)

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

3. Susan had to make changes to her plans. (lines 18 – 24)

(a) (i) Why did she have to leave Beijing shortly before the 2008 Olympic Games?

1 mark

- the visa regulations changed
- her visa expired/ran out

(Any one of two)

(ii) What did she feel about this, and why?

2 marks

- she was (very) disappointed
- she felt that Beijing was not as confusing/puzzling/didn't feel so confused/puzzled/perplexed
- she felt she was coming to terms with/getting used to life in Beijing
- she could (now) deal with complicated things

(Any two from four)

Questions/Acceptable answers

(b) What had she learned to do during her stay? Mention any **two** things.

2 marks

- order food
 - bargain/haggle in the market
 - call/phone a repair man/woman
- (Any two from three)**

(c) What did she realise when she was leaving Beijing?

1 mark

- she had made a lot of progress
 - she has a long way to go learning Chinese
 - but confident in her future
- (Any one from three)**

Unacceptable answers

Irrelevant/Insufficient

improved her

Translation into English

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.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

5. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
蘇珊開始到當地的學校學中文,	Susan started to learn Chinese in a local school/s.		

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
並且交了很多中國朋友。	And she (also) made/met many Chinese friends.	got on well with friends had... even...	

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
蘇珊常常在星期天晚上去看她最好的朋友，	On Sunday evenings she often visited her best friend/s	in the night Sunday (omission of every) at/in ...	wrong tense

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
他們會在客廳一邊喝茶，	They would drink/have tea in <u>the</u> living room		dining room

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
一邊看電視裏的京劇。	While watching (the) Beijing/Peking Opera on TV	in TV	

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and writing of characters accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb in each sentence. • There is good use of a variety of adjectives, adverbs and prepositional phrases. • The candidate uses conjunctions throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and adjectives accurately but simply. • There may be some errors in writing characters. • Where the candidate is attempting to use more complex characters and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use conjunctions. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Some prepositions may be inaccurate or omitted. • While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • Sentences may be basic and mainly brief. • There is minimal use of adjectives. • There may be several character errors.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • There may be one sentence which is not intelligible to a sympathetic native speaker. • Several errors are serious. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word or Pinyin may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Prepositions are not used correctly. • The use of characters is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English words or Pinyin may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <p>OR</p> <ul style="list-style-type: none"> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words or Pinyin are used extensively. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then 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 where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the 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 <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]