



2013 Cantonese

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Part One: General Marking Principles for Cantonese Advanced Higher Listening & Discursive 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 specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Cantonese Advanced Higher Listening & Discursive Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Section I – Listening

Section II – Discursive Writing

General Procedure

1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

2 Preliminary Stage

This covers the period from the time the markers receive their scripts and photocopies to the Marker’s Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate’s work, then mark **provisionally** and in pencil only, as many as you can before the Marker’s Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker’s Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a Marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Part Two: Marking Instructions for each Question

Part A

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
1	a	<p>Listen carefully to the news item about the increase in the divorce rate in China and then answer in English the questions which follow. You will hear the item twice with an interval of one minute between the playings. There will then be a further interval of three minutes before you hear Part B. You may make notes at any time.</p> <p>What is the current divorce rate in China compared with 20 years ago?</p> <ul style="list-style-type: none"> • (Almost/as much/about) 4 times 	1		
1	b	<p>It was difficult for people to divorce in the past. Why?</p> <ul style="list-style-type: none"> • (Had to get) permission from work/employer • The employer (often) forced people to/made people continue living together • Many/most people (usually) didn't accept it • (Many divorced people felt the) pressure from society/social pressure <p style="text-align: right;">(Any 3 from 4)</p>	3		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
2	a	<p>According to the survey, what is the main reason why couples divorce?</p> <ul style="list-style-type: none"> • Don't get along/get on with each other 	1		
2	b	<p>Why do people's expectations change when they get married?</p> <ul style="list-style-type: none"> • <u>Economic/financial</u> improvement/better <u>financial</u> situation/ they have more <u>money</u> 	1		
2	c	<p>What things can cause problems in relationships?</p> <ul style="list-style-type: none"> • Busy with work and ignore family/they don't have time to talk • Arguments about money • Working in different places/ developing new values <p style="text-align: right;">(Any 3 from 4)</p>	3		
3		<p>Why are more and more women able to file for divorce nowadays?</p> <ul style="list-style-type: none"> • <u>Financial</u> independence/have jobs, won't face difficulty (in life) after divorce 	1		

Part B

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
1	a	<p>Now listen to the reporter, Ping Li, interviewing Professor Wang about the change in attitudes towards marriage in China and then answer in English the questions that follow.</p> <p>You will hear the conversation twice with an interval of one minute between the playings. You may make notes at any time.</p> <p>According to Professor Wang, why do most young people get married?</p> <ul style="list-style-type: none"> To make/have their own home/have a family 	1		
1	b	<p>How is this different from the past?</p> <ul style="list-style-type: none"> (Many people think) the purpose of marriage is no longer to have children. 	1		
2	a	<p>What does the reporter, Ping Li, say about women's attitude to marriage?</p> <ul style="list-style-type: none"> (They) depend on men more/(hope) husband will look after them (Believe) life will become better/happier after marriage 	2		
2	b	<p>What are men's concerns about marriage, according to Professor Wang?</p> <ul style="list-style-type: none"> (Worry about) financial problems/worry if they don't make enough money (Worry about) if they could make the marriage happy 	2		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
3		<p>In his opinion, what influences men and women in their choice of future partner?</p> <ul style="list-style-type: none"> • Men (choose based) on appearance/how women look • Women (choose based) on men's financial status 	2		
4	a	<p>How does Professor Wang think the decision about a marriage partner has changed?</p> <ul style="list-style-type: none"> • In the past, <u>parents</u> decided • Nowadays, (most) young people themselves decide 	2		
4	b	<p>Why does Ping Li disagree with this?</p> <ul style="list-style-type: none"> • (She had read) research (which) indicated/showed • parents or family's opinions still have an influence (on young people's decision) 	2		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
5	a	<p>What does the Professor suggest is a possible influence for many young people living together before getting married?</p> <ul style="list-style-type: none"> • Western society 	1		
5	b	<p>Why do people who live in remote areas find it harder to accept the idea of living together before getting married?</p> <ul style="list-style-type: none"> • Lack/don't have opportunity to be in touch/no contact with new things/concepts 	1		
6		<p>What interesting comment does the Professor make about people living together before getting married?</p> <ul style="list-style-type: none"> • More men than women <u>accept this</u> idea 	1		
7	a	<p>What do some people think is the main advantage of living together before getting married?</p> <ul style="list-style-type: none"> • Have more opportunity to understand someone/to see if they are compatible 	1		
7	b	<p>Why do other people disagree with this?</p> <ul style="list-style-type: none"> • Lose the novelty/newness of marriage • It goes against morality <p style="text-align: right;">(1 from 2)</p>	1		

Question		Answer	Max Mark	Unacceptable	Irrelevant/Insufficient
8		<p>Finally, what does the Professor say most people think about divorce?</p> <ul style="list-style-type: none"> • People should get divorced if they are not happy • Many (80%) would choose not to divorce if they have a child • People choose to divorce because they will harm their child if they stay together 	3		
Total			30		

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 **based on the Pegged Mark Descriptors on the following page.**

- 3 **Credit**, indicated by a tick where appropriate, should be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.

- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and 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]