



National
Qualifications
SPECIMEN ONLY

S811/77/12

**Cantonese
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 45 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions.

You will hear two items in **Cantonese**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify which question number you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question.

Write your answer clearly, in **Chinese (Traditional)**, in the answer booklet provided. In the answer booklet you must clearly identify which question 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 8 1 1 7 7 1 2 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the news item about Polish immigrants in the United Kingdom and then answer, in **English**, the questions below.

- | | |
|---|---|
| (a) According to research, what proportion of young Polish people have considered immigrating to the UK to work? | 1 |
| (b) Why do young Polish people come to work in the UK? State three reasons. | 3 |
| (c) In the opinion of British employers, what are the main qualities that Polish workers possess? State three qualities. | 3 |
| (d) According to the report, the majority of Polish immigrants are able to find jobs quickly when they arrive in the UK. | |
| (i) What two main areas do they find work in? | 2 |
| (ii) What is the least common area? | 1 |

Item 2

Listen to two Chinese students, Dajian and Xiaolan, who are discussing immigration issues in the United Kingdom.

- | | |
|--|---|
| (a) According to Xiaolan, what are the benefits of immigrating to the UK? State three benefits. | 3 |
| (b) She mentions two of her friends who have immigrated to the UK. What are their jobs? | 2 |
| (c) What are the possible problems for Chinese people who are planning to emigrate to the UK? State three things. | 3 |
| (d) Xiaolan talked about her own experiences of working in the UK. | |
| (i) Why did she think she was lucky to find a job when she came to the UK? | 2 |
| (ii) What did she do to make up for the fact that her spoken English was not fluent? | 1 |
| (e) Xiaolan talks about some of her friends who emigrated to the UK from Hong Kong. | |
| (i) State any one type of job that immigrants from Hong Kong did in the early 1960s. | 1 |
| (ii) Why do the children of some of these immigrants choose to do the same jobs as their parents? | 1 |
| (f) Why, according to Xiaolan, is Italian food popular in the UK? | 2 |
| (g) Xiaolan talked about a friend who studied zoology and immigrated to the UK. | |
| (i) Why did he choose to go to the UK? State any three reasons. | 3 |
| (ii) What does he say about life here? State two things. | 2 |

[Turn over

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question

Write an essay, in **Chinese (Traditional)**, of about 300–400 characters discussing **one** of the following statements.

3. Society

手機和互聯網的使用讓人與人真正溝通的時間越來越少。

4. Learning

去上大學不值得，是浪費時間。

5. Employability

最好可以選擇到國外工作，而不是在自己的國家工作。

6. Culture

現在越來越多的西式快餐進入中國社會，有人說，這給中國的飲食業增加了不少的生機，也有人說，這樣破壞了中國的傳統飲食。

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

S811/77/22

**Cantonese
Listening Transcript**

Date — Not applicable

Duration — 1 hour 45 minutes

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (for example the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* S 8 1 1 7 7 2 2 *

Instructions to reader(s):

For each item, read the English **once**, then read the Chinese **twice**, with an interval of 1 minute between the two readings. On completion of the second reading of item number one, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

(t) Item number one

Listen to the news item about migration from Poland to the UK and then answer, in **English**, the questions that follow.

You now have one minute to study the questions for item number one.

英國政府從2004年起手，讓歐盟10個國家嘅人民可以嚟英國工作。調查顯示，喺呢啲國家裏，有半數以上嘅人嚟自波蘭。另外，喺波蘭也有超過三分之二嘅年輕人後生考慮嚟英國工作。

對波蘭嘅年輕人嚟講，吸引佢哋嚟英國工作主要有三個原因，第一，英國離波蘭好近；第二，英國人工也比波蘭高好多；第三，英國生活品質比波蘭好。相對嚟講，英國嘅僱主中意波蘭員工有以下幾個原因：佢哋一般受過好好嘅教育，英語講得比較流利。而且波蘭員工做事好負責，也好有責任感。除咗呢啲原因以外，波蘭員工肯做一啲英國人唔肯做嘅工作，呢個讓僱主好歡迎佢哋嚟英國。

根據報道，百分之九十五嘅波蘭男人，以及百分之八十嘅波蘭女人，嚟到英國後，都能好快搵到工作。呢啲移民到英國嘅波蘭人，大多數係做同商業、或同管理有關嘅工作，佢哋也做同餐飲業有關嘅工作。但係，佢哋好少人做醫療健康方面嘅工作。

英國人民對政府宜家嘅移民政策，有好多唔同嘅睇法，有啲人話呢個政策可以幫助經濟發展，但也有人好驚，因為有外嚟移民嘅競爭，本國人唔容易搵到工作。

(3 minutes)

(t) Item number two

Now listen to a discussion between two Chinese students, Dajian and Xiaolan, about immigration issues in the UK and then answer, in English, the questions that follow.

You now have one minute to study the questions for item number two.

(Dajian) 小兰，你觉得点解会有甘多人移民到英国？

(Xiaolan) 我慳，大部份人覺得移民到英國有好多好處，比如，英國嘅教育唔單質量好，仲系免費，社會福利亦好。住喺英國，還可以提高英語水平。

(Dajian) 咁，你喺英國嘅朋友，佢哋大部分都做乜嘢工作呀？

(Xiaolan) 其實好多喺英國嘅移民，佢哋乜嘢工作都做，各種各樣嘅工作都做。比如講，我有一個朋友，佢喺一家玩具公司返工，系一個秘書。另外一個朋友，佢英語講得好流利，移民嚟英國後，好快就搵到學校嘅工作。宜家，佢系中學嘅化學老師。

(Dajian) 呢幾年，都有好多中國人移民嚟英國。你覺得中國人移民到英國，會有乜嘢困難呢？

(Xiaolan) 我覺得，中國人打算移民嚟英國，可能會面對唔同嘅挑戰。首先，中國唔系歐盟國，嚟英國工作，必須有簽證。其次，喺文化方面，中國同英國有好多地方都唔一樣，生活方式也唔同。比如，好多中國人鐘意夜晚嗰種熱鬧嘅氣氛，但系，喺英國，夜晚有乜嘢地方可以去，好多中國人可能會覺得好無聊。仲有，最重要嘅系，好多人唔習慣英國嘅食物。

(Dajian) 咁，講講你當初系點樣嚟英國嘅？

(Xiaolan) 我好幸運，因為我嘅電腦知識同技術都唔錯，加埋英國好需要呢方面嘅專業技術人員，所以我就嚟咗，好快就搵到工作。我英語唔夠好，但系，我勤力工作，用好好嘅工作態度彌補咗我嘅英語，讓大家認可我。你呢？你點嚟嘅？

(Dajian) 我系嚟學習教育嘅。我聽講，英國嘅教育學院好好，如果搵到咗英國大學嘅教育文憑，就可以喺世界各地當老師。咁，你識唔認六十年代早期移民嚟英國嘅香港人呢？

(Xiaolan) 我認識呢啲人，佢哋多數都做旅遊同服務業嘅工作。

(Dajian) 咁，佢哋嘅細路系唔系都做呢方面嘅工作？

(Xiaolan) 唔一定，有啲同父母一樣做旅遊抑或者服務業嘅工作，因為佢哋對呢方面工作感興趣。有啲細路做唔同嘅工作。宜家，好多父母都鼓勵子女根據自己嘅興趣選擇工作。

(Dajian) 我聽講，蘇格蘭都有好多嚟自意大利嘅移民，系唔系啊？

[Turn over

(Xiaolan) 系啊，喺二十世紀初，有好多意大利人移民嚟英國，多數都做餐飲業。到宜家，意大利餐館仲系非常受英國人歡迎，因為英國人好鐘意嚟自世界各地嘅美食，鐘意品嚐唔同文化嘅食物，而且意大利食物又簡單又好食。

(Dajian) 你睇，宜家，中國經濟發展得越嚟越好，應該會有好多專業人士從中國移民到英國吧！

(Xiaolan) 系啊，應該會越嚟越多。宜家，我喺英國嘅中國朋友就有好多人從事唔同嘅專業。比如：我有一個朋友，佢系動物專家。佢選擇移民嚟英國嘅最大原因系，佢認為，英國系一個多元化嘅社會，有唔同嘅人種，唔同嘅宗教，唔同嘅語言，但系彼此都互相尊重。因此，佢好適應呢度嘅生活，也住得好開心。

(2 minutes)

(t) You now have five minutes to look over your answers.

(5 minutes)

(t) End of test.

[END OF SPECIMEN TRANSCRIPT]



National
Qualifications
SPECIMEN ONLY

S811/77/12

**Cantonese
Listening and Discursive 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 reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from 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 Advanced Higher Cantonese Listening

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) 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

Listening

Item 1

Question			Expected response(s)	Max mark	Additional guidance
1.	(a)		<ul style="list-style-type: none"> (Over) two thirds 	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
	(b)		<ul style="list-style-type: none"> (It is) close to Poland (Much) higher wages/salaries Better quality of life 	3	
	(c)		<ul style="list-style-type: none"> Well educated Fluent English Responsible They are willing to do jobs that people in the UK don't want <p>Any 3 from 4</p>	3	
	(d)	(i)	<ul style="list-style-type: none"> Business/management Restaurants/food industry 	2	
		(ii)	<ul style="list-style-type: none"> Medical/health care 	1	

Item 2

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		<ul style="list-style-type: none"> • Better education • Free education • Good social welfare • (Can) improve English <p>Any 3 from 4</p>	3	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>Ignore extraneous material that does not contradict the answer.</p>
	(b)		<ul style="list-style-type: none"> • A secretary in a toy factory • A chemistry teacher in a secondary school 	2	
	(c)		<ul style="list-style-type: none"> • (China is) not part of the European Union/require visa • Many different cultural points • Different life style/Chinese find it boring in the evenings/have nowhere to go in the evenings • Not used to British food <p>Any 3 from 4</p>	3	
	(d)	(i)	<ul style="list-style-type: none"> • She has good computer knowledge and skills • UK requires this type of personnel 	2	
		(ii)	<ul style="list-style-type: none"> • She works hard/has a good attitude 	1	

Question			Expected response(s)	Max mark	Additional guidance
	(e)	(i)	<ul style="list-style-type: none"> Travel/service industry 	1	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
		(ii)	<ul style="list-style-type: none"> They are interested in this type of work 	1	
	(f)		<ul style="list-style-type: none"> Because British people welcomed food from all over the world/like tasting food from different cultures Italian food simple and tasty 	2	
	(g)	(i)	<ul style="list-style-type: none"> It is a multicultural society Even though there are different races of people, different religions, different languages, people respect each other <p>Any 3 from 5</p>	3	
		(ii)	<ul style="list-style-type: none"> He has become used to the lifestyle in Scotland/he settled in Scotland He is happy 	2	

General marking principles for Advanced Higher Cantonese Discursive Writing

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) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource.
- (d) Using the pegged marks table first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified follow this guidance:
 - if the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - if the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two available marks.
- (e) If you are in doubt about which of two adjacent rows to select, select the upper row and award the lower pegged mark in that row.
- (f) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 300–400 Chinese characters. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
40 or 36	<ul style="list-style-type: none"> writes in a well organised and structured way uses content which is relevant to the title readily adapts learned material as appropriate to the task addresses the stimulus fully presents different arguments or viewpoints and draws a conclusion produces a comprehensive, competent, well thought-out response in which the language flows well. 	<ul style="list-style-type: none"> demonstrates a very good degree of grammatical accuracy corresponding to the level uses a comprehensive range of verbs accurately and tenses are consistent and accurate demonstrates confident handling of all aspects of grammar and spelling may make some minor errors which do not detract from the overall very good impression. 	<ul style="list-style-type: none"> uses complex and sophisticated language throughout uses a wide range of structures and vocabulary appropriate to Advanced Higher uses a comprehensive range of verbs/verb forms and tenses demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order makes very good use of co-ordinating conjunctions and subordinate clauses throughout may demonstrate some flair.
32 or 28	<ul style="list-style-type: none"> writes in an organised and structured way uses content which is mostly relevant to the title may use learned material but not always appropriately addresses the stimulus presents different arguments or viewpoints and draws a conclusion produces a competent, well thought-out response. 	<ul style="list-style-type: none"> demonstrates a good degree of grammatical accuracy corresponding to the level uses a range of verbs accurately and tenses are mostly consistent and accurate may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression. 	<ul style="list-style-type: none"> mostly uses complex and sophisticated language uses a range of structures and vocabulary appropriate to Advanced Higher uses a range of verbs/verb forms and tenses makes good use of co-ordinating conjunctions and subordinate clauses throughout may occasionally repeat structures, verbs, etc.

Mark	Content	Accuracy	Language resource
	The candidate:		
24 or 20	<ul style="list-style-type: none"> writes with some sense of structure uses content which is mostly relevant to the title may rely on the use of learned material attempts to address the stimulus attempts to present different arguments or viewpoints and to draw a conclusion produces a competent response. 	<ul style="list-style-type: none"> demonstrates an adequate degree of grammatical accuracy corresponding to the level mostly uses verbs accurately and tenses are generally consistent and accurate demonstrates spelling and punctuation which are generally correct makes errors, some of which may be serious, in some parts of speech — personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion produces more correct language than incorrect. 	<ul style="list-style-type: none"> attempts to use complex and sophisticated language attempts to use a range of vocabulary and structures appropriate to Advanced Higher uses a few different verbs/verb forms and tenses attempts to use co-ordinating conjunctions and subordinate clauses. may repeat structures, verbs, etc may demonstrate some dictionary misuse.
16 or 12	<ul style="list-style-type: none"> produces writing which is lacking in structure uses content which lacks relevance to the title may rely heavily on the use of learned material addresses the stimulus in a limited way may find it difficult to present different arguments or viewpoints and to draw a conclusion. 	<ul style="list-style-type: none"> demonstrates an inadequate degree of grammatical accuracy corresponding to the level may not be able to use verbs and form tenses accurately may use basic structures accurately but control of the language can deteriorate significantly makes errors, many of which are serious and may impede communication demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order overall produces more incorrect than correct language. 	<ul style="list-style-type: none"> uses a limited amount of complex and sophisticated language uses a limited range of structures and vocabulary appropriate to Advanced Higher may use few co-ordinating conjunctions and subordinate clauses may use language which is largely repetitive may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.

Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> • produces writing which is unstructured and lacks organisation • uses content which lacks relevance to the title • may not address the stimulus • presents few arguments or viewpoints and has difficulty drawing a conclusion. 	<ul style="list-style-type: none"> • demonstrates serious grammatical inaccuracies corresponding to the level • may not be able to use verbs and form tenses accurately • does not use basic structures accurately and control of the language deteriorates significantly • makes frequent errors, many of which are serious and impede communication throughout • demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order. 	<ul style="list-style-type: none"> • uses a very limited amount of complex and sophisticated language • uses a very limited range of structures and vocabulary appropriate to Advanced Higher • may not cope with more than one or two basic verbs/verb forms and tenses • uses language which is largely repetitive • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.
0	<ul style="list-style-type: none"> • produces writing which is unstructured • uses content which is irrelevant to the title • is unable to address the stimulus • is unable to present arguments or viewpoints and/or draw a conclusion. 	<ul style="list-style-type: none"> • demonstrates little or no evidence of grammatical accuracy corresponding to the level • has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order • makes many serious errors which impede communication throughout. 	<ul style="list-style-type: none"> • does not use complex and sophisticated language • makes little or no use of structures, verbs/verb forms and other language features • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]