



National
Qualifications
EXEMPLAR PAPER ONLY

EP04/AH/02

**Cantonese
Listening and Discursive writing**

Date — Not applicable

Duration — 1 hour 45 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Section 1 has two parts. You will hear two items in **Cantonese**. **Before you hear each item, you will have one minute to study the question.** 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 you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write your response clearly, in **Chinese (Traditional)**, in the answer booklet provided. In the answer booklet you must clearly identify which statement 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.



* E P 0 4 A H 0 2 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the item about the role of grandparents in China and then answer, **in English**, the questions given.

- (a) The speaker says views are mixed about grandparents looking after grandchildren.
- (i) What is the argument against grandparents looking after grandchildren? State **one** thing. 1
- (ii) What is the argument in favour of grandparents looking after grandchildren? State **two** things. 2
- (b) Looking after grandchildren can have advantages for children, parents and grandparents alike.
- (i) What are the advantages? State **any three** things. 3
- (ii) The speaker also states three disadvantages. What are they? 3
- (c) This listening text is about the role of grandparents in China.
What is the speaker's overall purpose in talking about this subject? 1

Choose from **one** of the following options:

1	To encourage grandchildren to look after their grandparents.
2	To inform about the pros and cons of grandparents looking after their grandchildren.
3	To criticise grandparents for spoiling their grandchildren.

Write the correct number (1 or 2 or 3) in your answer booklet.

Item 2

Now listen to Yutian (male) and Linlin (female) discussing the role of grandparents, and then answer, **in English**, the questions given.

- | | |
|--|---|
| (a) What babysitting arrangements does Linlin have with her parents? | 2 |
| (b) Yutian talks about his family situation. | |
| (i) What did he hope would happen after his son was born? | 1 |
| (ii) In what way did Yutian's parents actually help him? | 1 |
| (c) According to Linlin, what are the disadvantages for older people when they have to look after their grandchildren? | 3 |
| (d) Yutian and Linlin go on to discuss some problems they have noticed. | |
| (i) Why do Yutian's parents not help out with babysitting? State any three things. | 3 |
| (ii) Why does Yutian worry about his son's future? | 2 |
| (iii) What disadvantages of having older parents living with you does Linlin give? | 2 |
| (e) Why does Linlin plan to send her child to nursery later on? State any two things. | 2 |
| (f) Some people believe it is wrong for grandparents to accept money for babysitting. | |
| (i) Why is this? | 2 |
| (ii) What does Linlin do to pay her parents back for babysitting? | 2 |

SECTION 2 — DISCURSIVE WRITING — 40 marks

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

3. Society

孩子的自由太多了。

Children have too much freedom.

4. Learning

學習中文的好處比學習其它語言多。

Learning Chinese is more beneficial than learning other languages.

5. Employability

每個中學生都應該有工作經驗。

Every secondary school student should have work experience.

6. Culture

在我們生活中，藝術和科學同樣重要。

Art and science are equally important in our lives.

[END OF EXEMPLAR QUESTION PAPER]



National
Qualifications
EXEMPLAR PAPER ONLY

EP04/AH/12

**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 (eg 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.



* E P 0 4 A H 1 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, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Item 1

Listen to the item about the role of grandparents in China and then answer, in English, the questions given.

You now have one minute to study the questions for Item 1.

祖父母應不應該幫忙帶孫兒，許多人的觀點是不同的。有的人認為，老人辛辛苦苦把兒女撫養長大，應該享受晚年生活了，子女不應該再給老人增加負擔。但是，也有的人認為，老人晚年最怕的就是孤獨、寂寞，有個小孫兒在身邊，是老人生活最大的快樂和安慰。

其實，祖父母幫助兒女帶孫兒是有一些好處的，比如：

第一，現在的年輕父母大多工作繁忙，有了祖父母的幫助，可以讓年輕父母有時間努力工作。

第二，照顧孫兒能給老人增加更多生活的樂趣。

第三，老人已經有過帶孩子的經驗。

第四，對孩子來說，如果父母工作太忙，孩子就只能從祖父母那裡得到家庭的溫暖和快樂。

但祖父母幫忙帶孫兒也會有一些問題。

首先，很多祖父母過份疼愛孫兒，很容易有溺愛的情況。而且，有些父母只忙自己的工作，很少花時間在孩子身上。

他們給孩子錢花，卻不關心孩子。這些情況對孩子的成長都是不好的。

Item 2

Now listen to Yutian (male) and Linlin (female) discussing the role of grandparents, and then answer, in English, the questions given.

You now have one minute to study the questions for Item 2.

Yutian: 琳琳，你的父母幫忙你照顧孩子嗎？

Linlin: 是的，每天我上班前，都是先把孩子帶去我父母家。下班後，再去接孩子。有時候如果工作太忙，孩子就在父母家過夜。

Yutian: 你真幸運，你的父母願意幫你帶孩子。我也希望我的父母幫我帶孩子，可是他們就是不願意。自從兒子出生以後，我們就希望我的父母能搬來一起住，幫忙帶孩子，享受三代同堂的天倫之樂。後來找我父母商量，他們卻說，他們要繼續做他們飯館的生意，寧願每個月給我們700元請保姆帶孩子。

Linlin: 其實，不幫忙帶孫兒的這種情況已經越來越普遍了。很多老人覺得幫忙帶孫兒，會失去自由，生活變得很不方便。我朋友的母親說，她沒帶孫子前，生活很有規律。但自從帶孫子後，她每天就沒有自由時間了。尤其是晚上，還要起來照顧，弄得她自己睡不好。

Yutian: 我也知道這個道理。我的父母，除了飯館生意，沒辦法幫忙帶孫兒，他們也覺得讓年輕人自己帶孩子，可以讓他們更懂得作為父母的責任。他們還希望趁自己身體還很健康的時候，多掙點錢，為孫子找個好的幼兒園。不過，最讓我擔心的是保姆的問題。3年多了，孩子更多時間是和保姆待在一起。因為常常換保姆，我很怕這樣對孩子的成长，會有不好的影响。

Linlin: 不過，要是真的跟老人住在一起，也不一定都是好的。除了家裡的開支變大了，在生活習慣上，互相都很難適應。我的父母能幫忙帶孩子，我當然覺得很幸運。但是，我還是常常提醒自己，祖父母對孩子再好也代替不了自己的父母，教育子女是我們作父母的責任。何況老人應該也要有他們自己的生活空間。送孩子到幼兒園去，對孩子、對老人都會有好處的。

Yutian: 你說得一點都沒錯。哦，對了！我聽說有些祖父母會跟自己的子女要‘保姆費’，你覺得呢？

Linlin: 我知道有些人覺得祖父母帶孫兒是不應該的。雖然祖父母住在子女家裡，生活費增加了；但是，如果他們生病了，子女還要照顧老人，所以不應該提到‘保姆費’。但是，我個人覺得給祖父母保姆費是非常合適的。比起保姆來說，讓我的父母照顧孩子，我放心多了。雖然他們從來沒跟我要過錢，我還是會給他們錢。除了給錢以外，在新年過節的時候，我也會給他們紅包，或者買禮物給他們，讓他們開心。

End of recording.

[END OF EXEMPLAR TRANSCRIPT]



National
Qualifications
EXEMPLAR PAPER ONLY

EP04/AH/02

**Cantonese
Listening and Discursive Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on 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

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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
 - (i) Questions (a)-(c) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
 - (ii) Question (d) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions: Section 1 – Listening

Item 1

Question			Expected Answer(s)	Max mark	Additional Guidance	
1	a	i	<ul style="list-style-type: none"> they have worked hard to bring up their own children/so they should enjoy their life now they have worked hard to bring up their own children, and their grandchildren should not be an additional burden for them <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>	
	a	ii	<ul style="list-style-type: none"> the older people are more afraid of loneliness/being alone being with their grandchildren brings them happiness/comfort 	2		
	b	i	<ul style="list-style-type: none"> parents can work harder/spend more time at work (if they have grandparents' help) it can bring grandparents a lot of pleasure grandparents have more experience in bringing up children grandparents provide family warmth/happiness (if parents are too busy at work) <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3		
	b	ii	<ul style="list-style-type: none"> (many) grandparents spoil their grandchildren parents spend little time with the children parents (provide money but) don't care about their children 	3		
	c		<p>Accept either the correct number or the correct statement or both if both are correct:</p> <table border="1" data-bbox="376 1299 1131 1369"> <tr> <td>2</td> <td>To inform about the pros and cons of grandparents looking after their grandchildren.</td> </tr> </table>	2		To inform about the pros and cons of grandparents looking after their grandchildren.
2	To inform about the pros and cons of grandparents looking after their grandchildren.					

Item 2

Question			Expected Answer(s)	Max mark	Additional Guidance
2	a		<ul style="list-style-type: none"> she takes the children to her parents before work/takes them back after her work the child will stay overnight with her parents if she is too busy at work 	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
	b	i	<ul style="list-style-type: none"> his parents would move in/help to look after his son 	1	
	b	ii	<ul style="list-style-type: none"> they give Yutin 700 RMB a month (towards his son's childminder/babysitter) 	1	Markers should ignore extraneous material that does not contradict the answer.
	c		<ul style="list-style-type: none"> it restricts their life/they lose their freedom/it is inconvenient breaks up/disrupts their routine don't get a good/enough sleep (as have to get up during the night)/insufficient sleep (due to getting up in the middle of night) 	3	
	d	i	<ul style="list-style-type: none"> busy with restaurant business they hope younger generation/young people will understand better their responsibilities/obligation they want to make more money (while they are still healthy/able) so that they can contribute towards/fund/provide a good nursery (for the grandchildren) <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	
	d	ii	<ul style="list-style-type: none"> they have changed babysitters frequently this may have a negative effect on the child's development 	2	
	d	iii	<ul style="list-style-type: none"> increased cost of living/living expenses find it hard to adjust to each other's lifestyle 	2	

Question		Expected Answer(s)	Max mark	Additional Guidance
	e	<ul style="list-style-type: none"> educating children is her/the parents' job older people should have their own space/life/freedom to (live as they wish) it will be good for both the child and the older people <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
	f	i	<ul style="list-style-type: none"> household expenses are greater when older people are living with them/sharing the house the older people will be looked after by their children if they are ill 	2
	f	ii	<ul style="list-style-type: none"> gives them money gives them gifts/red gift envelopes at New Year/the spring festivals 	2

General Marking Principles for Advanced Higher Cantonese: 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 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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource – variety, range, structures
- (d) Using the pegged marks table, the marker should 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, the assessor should 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 marks available
- (e) If markers are in doubt about which of the two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 300-400 Chinese characters. The General and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair • A comprehensive range of verbs and characters for tenses is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and characters written accurately • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/duplicate verbs, modal verbs and characters for tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • A wide range of measure words, possessive and adverb markers, numerals and particles is used appropriately • Some words of time/sequences, words for mood, and personal/ demonstrative/ interrogative pronouns are used as appropriate • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing • Language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language Resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and characters for tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in lines and/or strokes and/or radicals of Chinese characters 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a range of verbs/duplicate verbs modal verbs and characters for tenses • There will be variety in the verbs used and the candidate generally uses a different verb in each sentence • Quite a lot of accurate measure words are used as appropriate • Some possessive markers, numerals and particles are used appropriately • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate • ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language Resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, where the candidate attempts to use detailed and complex language, this may be less successful • Characters are generally correct • The verbs are generally correct, but basic • The candidate copes with most characters for tenses • There may be a few errors in some parts of speech – personal pronouns, gender of nouns, singular/plural forms of nouns, possessive/adverb markers • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • Where the candidate attempts constructions with modal verbs/duplicate verbs, these are not always successful • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Although basic structures are used accurately, control of the language structure may at times deteriorate significantly • Ability to form tenses is inconsistent and there may be confusion between the verbs and duplicate verbs, nouns and their singular/plural forms • There are errors in many other parts of speech – gender of nouns, possessive and adverb markers, particles and in lines/strokes/radicals of characters, conjunction words and, where appropriate, character order • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a very limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of various expressions, especially verbs and/or duplicate verbs • Sentences are basic and there may be language that is not intelligible to a sympathetic native speaker • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Many of the verbs are incorrect. There is little evidence of the application of appropriate characters for tenses • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are many errors in other parts of speech – conjunction words/personal pronouns, gender of nouns, singular/plural pronoun/noun confusion • Prepositions are not used correctly 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures • The candidate cannot cope with more than one or two basic verbs • Some sentences may not be understood by a sympathetic native speaker • There are examples of other language interference and serious dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of other language interference • Very few words are written correctly in the modern language • There may be several examples of serious dictionary misuse

[END OF EXEMPLAR MARKING INSTRUCTIONS]

Published: September 2016

Change since last published:

Font for Cantonese changed to KaiTi.