



National
Qualifications
SPECIMEN ONLY

SQ06/H/11

**Cantonese
Reading**

Date — Not applicable

Duration — 2 hours and 10 minutes

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading Answer Booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a Chinese dictionary.

Use **blue** or **black** ink.

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

Before leaving the examination room you must give your Reading answer booklet and your Directed Writing question and answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S Q 0 6 H 1 1 *

SECTION 1 — READING — 30 marks

Read the whole article carefully and then answer, in English, ALL the questions that follow.

The article is about Jim Wilson, a Scottish student who is studying Chinese.

閱讀以下文章，用英文回答以下問題。這篇文章是關於一個叫Jim Wilson的蘇格蘭學生學習中文的故事。

二十一世紀學習中文的好處

我叫Jim Wilson,我有一個中文名字,叫威海,我來自蘇格蘭。常常有人問學習中文的學生:“你為什麼學習漢語?”他們的回答經常是:“我想在中國做生意”,“我打算進中醫學校”。如果有人問我這個問題,我會這樣回答:“當你
5 有空的時候,讓我慢慢地告訴你,為什麼我會學習中文。”

Jim Wilson學習中文的故事

我十歲的時候,父親就對我說:“你已經會說法語,你必須學習另外一種語言。”我父親的朋友都說:“學習西班牙語或者德語吧。”可是我想,在蘇格蘭會說西班牙和德語的人不少。我得選擇一種語言,這種語言要跟很多別的語言很
10 不同,而且大多數的蘇格蘭人都不會說的語言。最後,我選擇了中文。中文看上去很複雜,而且並不容易學寫字,這對很多人來說是個挑戰,但是我卻喜歡這個挑戰。

發郵件到中國

當我決定學中文的時候,發了許多電子郵件到中國,希望有人給我一些學中
15 文的建議。過了一個星期,沒有人回我的郵件,我很失望,我對學習漢語的興趣也減少了。後來,我完全放棄了學習中文的想法,父母也沒有再提起這個事。

来自中国的信

一個月後,我收到了一封從中國寄來的信。這封信是一個叫王麗麗的中國姑娘寫的。收到這封信後,我興奮極了,這是我完全沒想到的。她用英文寫道:
20 “你好!你不認識我,但是我知道你打算學中文。我想告訴你,中文不僅是一個用嘴巴學習的語言,也是一個要用心學習的語言。在信的下面,你可以看到兩個漢字:‘哭’字和‘笑’字,如果你能區別哪個是難過,哪個是愉快,你就一定可以學好中文。信的後面有這個問題的答案。”我猜了一下,覺得難過的字應該是“哭”,因為它有眼睛和淚水。我知道我猜對了,讓我對學習漢語的熱情更
25 大,我也越來越喜歡中文。

現在,我已經學習中文八年了。為了提高我的中文水平,我每個星期二晚上和每隔一周的週末都去上中文課,我也經常去看中國電影,還去過中國兩次。儘管我的中文還不是很好,但是我一定會繼續努力學習。我一直沒有見到這個叫王麗麗的中國姑娘。我很希望和她見面,而且要謝謝她給我的那封信。因為除了學
30 習漢語,她也讓我認識了很多中國人、了解更多中國歷史和中國文化。我希望,等我會說流利的漢語時,能和麗麗成為好朋友,並且告訴她:“謝謝,是你改變了我的生活。”

Word list:

區別 to tell the difference

猜 to guess

Questions

Re-read lines 1–12

1. According to the writer, there are many different reasons why people want to study Chinese.
- (a) What are the most common reasons given for people wanting to study Chinese? State **two** reasons. 2
- (b) What did Jim Wilson’s father say to him when he was ten years old? Give **two** details. 2
- (c) Why did Jim decide to study Chinese? State any **three** reasons. 3

Re-read lines 13–25

- 2 (a) Why did Jim send lots of e-mails to China? 1
- (b) How did he feel when he got a reply from Wang Lili, a Chinese girl? 1
- (c) Wang Lili mentions the Chinese characters for sad and happy. What does she say about them? 1
- (d) How did Jim feel when he did what Wang Lili asked him to do? 1

Re-read lines 26–32

3. The writer did various things to improve his Chinese.
- (a) When did he go to classes? 2
- (b) What else did he do to help improve his Chinese? Give **two** details. 2
4. What does the writer say he would like to do now and what are the benefits? State **three** details. 3
5. Now consider the article as a whole. The title seeks to promote the benefits of learning Chinese. Does Jim as the writer, give the impression that his experience supports this? Justify your answer with reference to the text. 2

6. Translate into English:

“過了一個星期 . . . 父母也沒有再提起這個事。” (lines 15–16)

10

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

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

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General Marking Principles for Higher Cantonese Reading

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) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this Paper are as follows:
 - (i) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
 - (ii) The penultimate question is the overall purpose question. For this question candidates must 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 Marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the Marking Instructions for Reading which forms part of this document.
 - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) 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.

Marking Instructions for each Question

Question		Expected Answer(s)	Max mark	Additional Guidance
1	a	<ul style="list-style-type: none"> Do business in China/with China (Planning to) go to a Chinese Medical School/University 	2	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	b	<ul style="list-style-type: none"> He already speaks French He must learn another language 	2	
	c	<ul style="list-style-type: none"> Because it is different from other languages, Most Scottish people can't speak Chinese Chinese alphabet complicated/complex It would be a challenge <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
2	a	<ul style="list-style-type: none"> So that he could get suggestions/advice/hints (about studying Mandarin) 	1	
	b	<ul style="list-style-type: none"> Very excited OR It was unexpected 	1	
	c	<ul style="list-style-type: none"> If he can tell/guess which is which OR If he can, he should be good at Chinese 	1	
	d	<ul style="list-style-type: none"> He felt very enthusiastic (about studying Chinese) 	1	

Question		Expected Answer(s)	Max mark	Additional Guidance								
3	a	<ul style="list-style-type: none"> • <u>Every</u> Tuesday evening • Every other weekend 	2									
	b	<ul style="list-style-type: none"> • He went to China twice • He often watches Chinese films 	2									
4		<ul style="list-style-type: none"> • To meet Wang Lili, the Chinese girl to thank her for changing his life • This has helped him to meet many Chinese people • Understand better Chinese history and culture 	3									
5		<ul style="list-style-type: none"> • Yes overall • At first he was disappointed/he had problems then he became encouraged/interested • Met people, visited China • watched Chinese films/ learned about Chinese culture/history • <u>Said it has changed his life</u> 	2									
				<p>The key idea is that learning Chinese has changed Jim's life</p> <p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the expected response column.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the expected response column.	1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.	0	The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.
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0	The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.											

Question	Expected Answer(s)	Max mark	Additional Guidance
6	<ul style="list-style-type: none"> ● 過了一個星期，沒有人回我的郵件， A week has passed, and no one has/had replied to my letter. ● 我很失望， I was very disappointed. ● 我對學習漢語的興趣也減少了。 I became less interested in studying Chinese ● 後來，我完全放棄了學習中文的想法， and then I gave up the idea completely. ● 父母也沒有再提起這個事。 My parents didn't mention it either. 	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p>1 - Satisfactory: 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.</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Amendments to General Marking Principles.