



2012 Cantonese

Higher Listening/Writing

Finalised Marking Instructions

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**2012 Cantonese
Higher – Listening/Writing**

Questions/Acceptable answers

Lee Ping and Kwong An, two Chinese students at university in Britain, are talking about the lifestyles and debts of students in the UK.

1. (a) How much money does Kwong An's classmate owe? **1 mark**

- 30 thousand (pounds)

(b) Why did this debt mount up? Mention any **two** things. **2 marks**

- Tuition fees
- (Cost of) accommodation
- Living costs

(2 from 3)

Unacceptable answers

Irrelevant/Insufficient

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

2. According to Lee Ping, students spend too much money. Give **three** examples of what they spend their money on. **3 marks**

- Go to expensive supermarkets (to shop)
- Go to restaurant two or three times a week
- Often call up for/phone up for/order (a) take away/ carry-out meal(s).

3. Kwong An thinks some students waste their money. Give **three** examples he mentions. **3 marks**

- Have their own TV/TV in their room
- Top-of-the range/expensive mobile
- Own quite a few laptops
- Take taxis (instead of buses)

(3 from 4)

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

4. When students go home for holidays, local businesses suffer.

(a) Give **two** examples of this.

2 marks

- Taxis (do not have students to take to bars)
- Cafés/pubs (do less business in the lunch time)
- Cinema (is half empty)

(2 from 3)

Restaurant

(b) What is the best time for these businesses?

1 mark

- (when students return) in autumn (from holiday)

| Questions/Acceptable answers | | Unacceptable answers | Irrelevant/Insufficient |
|------------------------------|--|----------------------|-------------------------|
| 5. | <p>(a) Why do some students have greater debts than others?</p> <ul style="list-style-type: none"> • They are not rich/their parents can't help them • (but) they still want to compete with/live in the same way as other students <p>(b) Why do some students have less time to study?</p> <ul style="list-style-type: none"> • They have to work (part-time) | | |
| 6. | <p>Lee Ping refers to a news report. Why are more and more students dropping out of university?</p> <ul style="list-style-type: none"> • Many <u>working-class</u> students • Don't have the/enough money | | |

Questions/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

7. (a) What might cause more students to drop out in the future?

1 mark

- An increase in (tuition) fees

(b) Kwong An gives further reasons why university students drop out. What are they?

2 marks

- Poor/bad teaching (by university teachers/lecturers/professors)/Teachers etc are bad
- Bigger classes (have an effect on their learning)

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

| Category | Mark | Content | Accuracy | Language Resource – Variety, Range, Structures |
|-----------|------|--|--|--|
| Very Good | 10 | <ul style="list-style-type: none"> • The topic is 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 response to the task 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 used conjunctions throughout the writing. • The language flows well. |
| Good | 8 | <ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • 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 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. • At times 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 | 6 | <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. • The topic may not be 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 at times, the language structure may deteriorate significantly in places. • 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. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives. • There may be several character errors. |
| Unsatisfactory | 4 | <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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph. | <ul style="list-style-type: none"> • Several errors are serious. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct. | <ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • 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 character may be omitted. • There may be an example of serious dictionary misuse. |

| Category | Mark | Content | Accuracy | Language Resource – Variety, Range, Structures |
|-----------|------|---|---|---|
| Poor | 2 | <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"> • The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”. • 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. | <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 characters 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 exceeds the recommended word count? | This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded. |
| the candidate has been asked to address a topic with two aspects but only addresses one of these? | In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6. |
| some parts of the writing fit into one category but others are in the next, lower category? | If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision. |
| 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. |

[END OF MARKING INSTRUCTIONS]