



National  
Qualifications  
2019

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**2019 Cantonese**  
**Advanced Higher**  
**Reading and Translation**  
**Finalised Marking Instructions**

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## General marking principles for Advanced 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) Award a mark to each answer. Marks are not transferable between questions.
- (d) The marks available in this paper are as follows
  - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
  - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
  - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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.
- (e) 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

Section 1 - Reading

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> <li>• he had nothing/he was very poor</li> <li>• his maths wasn't good</li> <li>• he failed national exams (three times)</li> <li>• he didn't get into his ideal university</li> <li>• he applied for many jobs <u>without success</u></li> </ul> <p>Any 3 from 5</p>	3	
2.	(a)		<ul style="list-style-type: none"> <li>• to create his/their own website/one of the world's top ten websites</li> </ul>	1	
	(b)		<ul style="list-style-type: none"> <li>• did not have <u>relevant/professional</u> experience</li> <li>• none of them were computer graduates</li> <li>• only 3 team members were familiar with computers/most of them did not understand computers/the internet</li> <li>• did not have (a lot of) money</li> <li>• did not have connections</li> <li>• did not have government support</li> </ul> <p>Any 4 from 6</p>	4	
	(c)		<ul style="list-style-type: none"> <li>• if we can succeed, 80% of (young) people in the world can all be successful</li> </ul>	1	teenagers
	(d)		<ul style="list-style-type: none"> <li>• not every city had internet access</li> <li>• there was no credit card (system)</li> <li>• apart from the post office, there were no other delivery/transport/shipping companies</li> </ul>	3	Internet network Credit card machines

Question		Expected response	Max mark	Additional guidance
				Do not accept:
	(e)	<ul style="list-style-type: none"> <li>believe that the day after tomorrow is going to be better</li> <li>if you do not work hard, you will not succeed</li> <li>you should not complain/you must stay positive/optimistic</li> </ul> <p>Any 2 from 3</p>	2	beautiful
	(f)	<ul style="list-style-type: none"> <li>the company now has over 50 thousand employees</li> <li>over 500 million customers <u>in China</u></li> <li>created over 30 million job opportunities in China</li> </ul> <p>Any 2 from 3</p>	2	
3.	(a)	<ul style="list-style-type: none"> <li>the Chinese must buy better quality products</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>China has more internet users than the entire population of Europe</li> <li>China has become the world's biggest (buying) market</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>don't miss out on the business opportunities offered by China/in China</li> <li>find out about/understand (developing) countries in Asia</li> <li>make the most of internet/online business</li> <li>find people who are smarter than you and learn from them</li> </ul>	4	Developing China

Question		Expected response	Max mark	Additional guidance									
4.		<ul style="list-style-type: none"> <li>the writer has adopted a formal tone in order to make his article more credible and authoritative</li> <li>the writer uses sub-headings to lead the readers through the article and improve the structure of the piece. The argument becomes easier to understand</li> <li>statistics are factual and are used to emphasise the points made and make them more believable to the readers</li> <li>quotes various aspects of the career of a successful Chinese businessman in order to encourage the young people who read the article</li> <li>the writer encourages young people to learn languages and not to be afraid to take a risk to success</li> <li>the writer adopts positive optimistic tone, for example, “請相信後天會很美好”</li> <li>quotations are used to link the article to the real world</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged Marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	Pegged Marks	Criteria	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response column, or any other equally appropriate response.	3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.	
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0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.												

Section 2 - Translation

Question	Expected response	Max mark	Additional guidance
5.	<p>Translate the underlined section into English: (lines 35-39)</p> <p>馬雲指出我們必須重視年輕人的教育……</p> <p>所以他們知道如何讓其它國家的人喜歡他們的產品。</p>	20	<p>The translation into English is allocated 20 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><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> 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><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p><u>Unit 1</u></p> <p>馬雲指出我們必須重視年輕人的教育，</p>	<p>Ma Yun indicates/points out that we must attach importance to/emphasise the importance/value of young people's education,</p>		
<p><u>Unit 2</u></p> <p>讓年輕人更多關注網絡商務，</p>	<p>let young people pay/allow young people to pay more attention to internet/online business</p>		
<p><u>Unit 3</u></p> <p>而不是僅僅花時間在電子郵件和網絡聊天上。</p>	<p>and not just spend/instead of just spending time (on) emails and chatting online.</p>	<p>use time</p>	
<p><u>Unit 4</u></p> <p>此外，我們還應該鼓勵他們</p>	<p>Moreover/Furthermore/In addition, we should also encourage them</p>	<p>have to/need to</p>	
<p><u>Unit 5</u></p> <p>學習不同國家的語言和文化。</p>	<p>to study the language(s) and culture(s) of different countries.</p>		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> 在過去的三十年裡，	Over the past 30 years,		
<u>Unit 7</u> “中國製造”的產品數量大大增加了，	the number of products which are 'Made in China' has increased greatly.	“Made in China” products	
<u>Unit 8</u> 因為大多數中國商人都學習外語，	Because the majority of/most Chinese business people learn foreign languages,		
<u>Unit 9</u> 而且了解其它國家的風俗，	and understand other countries' customs,		
<u>Unit 10</u> 所以他們知道如何讓其它國家的人喜歡他們的產品。	(therefore) they know how to make people from other/foreign countries like their products.	foreigners	

[END OF MARKING INSTRUCTIONS]





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**Advanced Higher**  
**Listening and Discursive Writing**  
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## 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 marking instructions indicate the essential idea that a candidate should provide for each answer. 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 - Listening

Item 1

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>• (they use it for) shopping</li> <li>• watching TV/films</li> <li>• (they use it to) <u>chat</u> with friends/family</li> </ul>	3	
	(b)		<ul style="list-style-type: none"> <li>• <u>almost</u> everyone has a smart phone</li> </ul>	1	everyone
	(c)		<ul style="list-style-type: none"> <li>• convenience</li> <li>• enjoyment/fun/pleasure</li> </ul>	2	entertainment
	(d)		<ul style="list-style-type: none"> <li>• to <u>communicate</u> with family</li> </ul>	1	
	(e)		<ul style="list-style-type: none"> <li>• they worry they might miss their friends' news/messages</li> <li>• their friends will leave them (if they don't check)</li> </ul>	2	fall out
	(f)		<ul style="list-style-type: none"> <li>• interrupt/affect their <u>daily</u> life</li> </ul>	1	

Item 2

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> <li>ask Siu Cheung about the <u>Maths</u> homework</li> </ul>	1	
	(b)	(i)	<ul style="list-style-type: none"> <li>he thinks it is a waste of time</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>Wechat has a lot of benefits</li> <li>you can get help from your classmates</li> <li>you can find out what's happening/news</li> <li>you get <u>free</u> messaging and calls</li> <li>you can buy things</li> <li>you can make payments</li> </ul> <p>Any 4 from 6</p>	4	
	(c)		<ul style="list-style-type: none"> <li>they are not real friends/not sincere</li> </ul>	1	
	(d)	(i)	<ul style="list-style-type: none"> <li>makes her happier</li> <li>reduces her stress (in life)</li> </ul>	2	happy
		(ii)	<ul style="list-style-type: none"> <li>reading every night for half an hour</li> </ul>	1	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)	(i)	<ul style="list-style-type: none"> <li>• there is more of it</li> <li>• news is (more) instant</li> <li>• it is from all over the world</li> </ul> <p>Any 2 from 3</p>	2	news is updated
		(ii)	<ul style="list-style-type: none"> <li>• there is some wrong information/some is wrong</li> <li>• (a lot of) fake news</li> <li>• not (necessarily) useful</li> </ul> <p>Any 2 from 3</p>	2	some information is right
	(f)		<ul style="list-style-type: none"> <li>• use phones no more than one hour <u>daily</u></li> <li>• send fewer messages (to friends)</li> <li>• meet friends more often</li> </ul>	3	
	(g)		<ul style="list-style-type: none"> <li>• many companies use it to advertise</li> <li>• to know what customers think</li> <li>• to provide better/good service to customers</li> </ul>	3	customer information

## General marking principles for Advanced Higher Cantonese Discursive Writing

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- (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 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 characters. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

## Marking instructions - Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> <li>The essay is well structured and all aspects are relevant to the title</li> <li>The topic is addressed fully, in a balanced way</li> <li>Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>The language is characterised by a high degree of accuracy and may show some flair</li> <li>A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>There is evidence of confident handling of all aspects of grammar and spelling</li> <li>Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>The language used is mostly complex and sophisticated</li> <li>There is a wide range of structures and vocabulary appropriate to advanced higher</li> <li>There is a comprehensive range of verbs/verb forms and tenses</li> <li>There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>The language flows well and ideas and opinions are expressed effectively</li> </ul>
32 or 28	<ul style="list-style-type: none"> <li>The essay has a good sense of structure and most aspects are relevant to the title</li> <li>The topic is addressed well</li> <li>The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to advanced higher</li> <li>A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>Other parts of speech are used accurately</li> <li>There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>The language used is generally complex and sophisticated</li> <li>Contains a good range of vocabulary and structures appropriate to advanced higher</li> <li>The candidate uses a good range of verbs/verb forms and tenses</li> <li>There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>Ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to advanced higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>
16 or 12	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> <li>The essay is unstructured and few aspects are relevant to the title</li> <li>The topic is not fully addressed</li> <li>The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>Most of the verbs are incorrect. There is little evidence of tense control</li> <li>Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>There is little use, if any, of complex and sophisticated language</li> <li>The essay contains a very limited range of vocabulary and structures appropriate to advanced higher</li> <li>The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>Some sentences may not be understood by a sympathetic native speaker</li> <li>There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
0	<ul style="list-style-type: none"> <li>The essay is unstructured and/or irrelevant</li> <li>The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of complex and sophisticated language</li> <li>There may be several examples of mother tongue interference</li> <li>Very little is intelligible to a sympathetic native speaker</li> <li>There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]