



National
Qualifications
2022

2022 Cantonese
Reading
Higher
Finalised Marking Instructions

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General marking principles for Higher Cantonese Reading

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) Marks are available as follows:
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and 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 mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) 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

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|--|
| | | | | Do not accept: |
| 1. | | <ul style="list-style-type: none"> allow/let students to have a better future become more independent good opportunity to learn local culture | 3 | |
| 2. | (a) | <ul style="list-style-type: none"> 70% of Chinese parents want their children to take part/participate in study tours | 1 | |
| | (b) | <ul style="list-style-type: none"> students can learn how to get on with people from different countries | 1 | students can learn how to communicate/deal with people from different countries. |
| 3 | (a) | <ul style="list-style-type: none"> during summer/winter holidays last 4 to 6 weeks some students stay/live with families/locals some students stay/live in universities <p>Any 3 from 4</p> | 3 | |
| | (b) | <ul style="list-style-type: none"> visit historical/famous places/tourist attractions/landmarks participate in/play different/various sports | 2 | |
| 4. | (a) | <ul style="list-style-type: none"> interested in British history beautiful countryside/towns/villages | 2 | interested in English history |

| Question | | Expected response(s) | Max mark | Additional guidance |
|-----------|-----|---|----------|-----------------------|
| | | | | Do not accept: |
| | (b) | <ul style="list-style-type: none"> • 3 hours of English lessons every day • teacher took us/them to a café to practise/to chat • she couldn't understand at the beginning • local people were patient • she is now more confident (when speaking English) <p>Any 3 from 5</p> | 3 | |
| 5. | | <ul style="list-style-type: none"> • (too) expensive/some families can't afford it • not every student can take part/have this learning opportunity • causes pressure for parents | 3 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|--|---|----------|--|
| 6. | | <p>Assertion only = 0 mark Assertion + example = 1 mark Highlights advantages and disadvantages = 1 mark Assertion + justification + supporting examples = 2 marks</p> <p>Assertion: The writer would recommend going on study tours.</p> <p>Justification: The article highlights many advantages/benefits and a few disadvantages.</p> <ul style="list-style-type: none"> • he uses research findings to support his position • he gives examples of two pupils who recently completed their study tours • he explains the educational purpose of study tours and how to achieve it <p>And any relevant examples from the text.</p> | 2 | <p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 mark where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p> |

| Question | Expected response(s) | Max mark | Additional guidance |
|----------|--|----------|--|
| 7. | <p>Translate into English:</p> <p>我從小就夢想來英國讀大學， . . . 我現在還和他們保持聯繫。(lines 16–18)</p> | 10 | <p>The translation into English is allocated 10 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English.</p> <p>Award a mark for each sense unit, as follows</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>1 mark - satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English.</p> <p>0 mark - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p> |

| Text | Good - 2 | Satisfactory - 1 | Unsatisfactory - 0 |
|--|---|--|---------------------------|
| <p>Unit 1</p> <p>我從小就夢想去英國讀大學，</p> | <p>Since I was little/young, I (have) dreamed of studying at/going to a university in the UK,</p> | <p>My dream was I had a dream</p> | <p>England</p> |
| <p>Unit 2</p> <p>但是我的英語不夠好，</p> | <p>but my English was not good enough,</p> | | <p>is not good enough</p> |
| <p>Unit 3</p> <p>所以去年決定去英國遊學。</p> | <p>therefore/so, last year I decided to go to the UK on a study tour.</p> | <p>last year I went to the UK on a study tour. last year I decided to go to the UK to study</p> | |
| <p>Unit 4</p> <p>在那裡，我認識了很多世界各地的朋友，</p> | <p>I made a lot of friends from around the world there,</p> | <p>I met a lot of friends from around the world there In the UK, ...</p> | |
| <p>Unit 5</p> <p>我現在還和他們保持聯繫。</p> | <p>I still keep/am in touch with them now.</p> | | |

[END OF MARKING INSTRUCTIONS]