



2010 Cantonese

Advanced Higher Reading and Translation

Finalised Marking Instructions

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A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

2 Preliminary Stage

This covers the period from the time the Markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark, **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3 Markers' Meeting

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a Marker.)

4 Marking Stage

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your Marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3.)

Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.

General criteria for marking

Translation:

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.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	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.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

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Reading and Translation

1. (a) **Some foreigners view the Chinese university entrance examination as a “battle”. Why?** 2
- everybody tries to beat everybody else
 - to get the best university/ies
- (b) **Gaokao is the world’s biggest university entrance examination. How does the author illustrate this?** 1
- because a number equivalent to the population of a medium-sized European country sit the exam
- (c) **What happens shortly after the examination is over?** 2
- the answers are sent to schools
 - and students can estimate their own marks
- (d) **When the students receive the results, what do they then have to do?** 2
- discuss with their teachers and parents
 - fill in university application forms and wait for the result
- (e) **What does the author say about those who are successful in the examination?** 1
- it opens the door to many opportunities
2. (a) **Wong Xiaoli was successful with her application to Beijing University. What comments does she make about this?** 3
- she was lucky and proud
 - the effort of the last few years had been rewarded/recognised/felt positive/assured
 - she was looking forward to the renowned teaching (at Beijing University)

(b) Why was Cheng Chun very disappointed with his performance in the examination? 2

- he was very nervous
- he didn't achieve the standard he is capable of/he didn't perform as well as he could

(c) Why is he planning to re-sit his examination next year? 2

- he has to go to his ideal university/he wants to go to his favourite university
- or his choice of work will be very limited

3. Improvements have been made in the examination system. What is the author's opinion of these changes? 2

- the subject choice is too small
- it is hard for candidates to develop their specialist area

4. According to the author, why would it be difficult to replace the current system? 2

- because there is nothing else which can guarantee
- equal/fair access to universities

5. What changes have to be made to eliminate the competitive nature of the examination, in the author's opinion? 4

- every high school student should have the opportunity to enter higher education
- everyone should have a free choice of university/should be able to choose the university they want
- everyone should have equal job opportunities
- employers should look not only at the person's degree/employers should also look at his/her knowledge and skills

6. Does the author of the article consider the “Gaokao” to be an effective examination? Support your answer with close reference to the text.

7

Answers should include detail which relates to:

- tone and use of language which indicates the author’s view on this subject
- specific examples reinforcing argument (eg reference to Zhong Chun)
- use of direct speech effectively conveying author’s stance
- imagery effectively suggesting the high stakes “battle”, in conjunction with reference to “victories” etc.

Credit should be given in question 6 for well developed answers and for the candidate’s own ideas appropriately backed up with reference to the text. It is not necessary to mention all of the above points to gain full marks in this question.

There are pegged marks for question 6: 7, 5, 3, 1 or 0.

This question requires the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.

Pegged Mark Criteria for Question 6 (inferential question)

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

Pegged Marks	Criteria
<p>7</p> <p>OR</p> <p>5</p>	<p>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 Marking Instructions.</p>
<p>3</p> <p>OR</p> <p>1</p>	<p>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.</p>
<p>0</p>	<p>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</p>

7. Translation into English

The translation into English is awarded 20 marks. The text for translation will be divided into 10 sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translations 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.

Please also refer to Marking Criteria P3.

TRANSLATION

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
有些人認為，中國的高考制度	Some people think that the Chinese University Examination system believe...		

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
也有一些不合理的地方。	also has some unreasonable features.	unfair	

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
首先，一次考試就決定了一個學生的未來。	Firstly, a single examination will decide a student's future. ...determines ...decides ...pupil's	this single...	

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
所有的中國大學,	In all of China's universities, For all Chinese universities... Every university in China...	omission of "China" or "Chinese"	

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
高考分數	the result in the exam ...the exam mark/result		

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
作為錄取考生的唯一標準。	<p>is the only criterion for accepting a candidate.</p> <p>standard...</p> <p>evidence to prove...</p> <p>...for admission</p>		

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
然而在西方一些國家，很多大學都會有不同的要求，	But in some Western countries, many universities have different requirements. ...varying demands/criteria		

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
不僅要看中學的成績，	Not only do they look at the secondary school's results, ...performance		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
還要看學生的興趣、課外的經歷、	they also look at the student's interests and extra-curricular experience		

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
教師的推薦信等等。	and the teacher's reference letter and so on. ...letter of recommendation		

[END OF MARKING INSTRUCTIONS]