2013 Mandarin (Traditional)

Higher – Reading and Directed Writing

Finalised Marking Instructions

Part One: General Marking Principles for Mandarin (Traditional) Higher Reading & Directed Writing

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 specific Marking Instructions for each question.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. 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/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*

(b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Mandarin (Traditional) Higher Reading & Directed Writing

The marking schemes are written to assist in determining the "minimal acceptable answer" rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates' evidence, and apply to marking both end of unit assessments and course assessments.

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main marks of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct mark. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I − General Marks

Correct marks should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for marks written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section I.

Part Two: Marking Instructions for each Question

SECTION I—READING

Read the entire article carefully and then answer **in English** the questions which follow.
The article discusses one family's experience of rescuing abandoned animals.

劉德勛全家的流浪貓狗情緣
　　　　許多父母在孩子長大後，和孩子們有不同的生活。可是，劉德勛的全家卻因為照顧流浪動物，讓全家人的心連在一起。

第一隻受傷的流浪狗
5　　　　十幾年前，劉德勛的大女兒劉佩晴念中學時，一天她在家門口，聽見垃圾桶裏有狗的哭聲，她找遍垃圾桶，救出兩隻受傷的小狗。後來狗的病好了，他們便找了兩位大學生收養這兩隻狗。

　　　　不久後，劉家收養了第一隻流浪狗—阿旺，這是一隻病得很嚴重的流浪狗。因為阿旺長得很難看，看起來不太友善，沒有人收養，於是阿旺便在劉家住了下來。後

10　來，劉德勛因為常常‘救’流浪狗，人人稱他為"流浪狗爸爸"。家裡的流浪狗都放在陽臺。有時候，阿旺還會幫忙照顧小狗，陪他們玩。每個周末，他們全家就帶著狗到菜市場找收養人；有時如果找不到收養狗的人，就祇好把狗帶回家。

兒子撿回烏龜　小女兒鍾愛貓
　　　　除了狗，劉德勛的兒子還在兩年多以前，撿過一隻烏龜回家，它就跟貓狗一起

15　玩。姐姐愛流浪狗，哥哥撿烏龜，小女兒則對流浪貓特別喜愛。三、四年前，因為慶祝小女兒生日，全家出門喫飯，在停車場發現了一隻被遺丟棄的小貓。劉德勛的小女兒就成為了他們第一隻收養的貓的主人。

大女兒結婚：送7隻貓和1隻狗
雖然現在兒女都已經長大了，但是劉德勛還是繼續收養流浪狗。他常常跟小女兒

20　半夜到公園裏去喂流浪貓。去年大女兒結婚，他把七隻貓和一隻狗，當作結婚禮物。
　　　　為什麼這麼喜歡照顧流浪動物？大女兒說可能是因為她覺得那些動物看起來很可憐，所以她和妹妹走在路上，都會注意比較黑暗的地方。她又說，很多父母都不願意接受流浪動物。極少有像他父母這樣有愛心的。尤其是當她不在家的時候，都是她爸媽照顧她家裡的流浪動物，她非常感謝他們。

25　### 照顧流浪動物，全家關係更親密
劉德勛認為全家人一起照顧流浪動物，讓全家的關係更親密了。他很高興大女兒
這麼有愛心，所以不論怎麼纍，他都要幫助她。劉德勛也看到因為照顧流浪動物，他的兒子更有責任心了，當他遇到問題的時候，他會很認真去處理。他覺得這是對孩子最好的教育，這些東西在學校都不一定學得到，也讓孩子變得更成熟了。

Question			Answer	Max Mark	Unacceptable	Acceptable
1			Liu Dexun 刘德勋 and his family started to rescue abandoned animals over ten years ago. (lines 4–7)			
	a		How did his eldest daughter, Liu Peiqing 刘佩晴, find her first abandoned animals? • She heard dogs <u>crying</u> in the rubbish bin (in front of her house).	1		
1	b		What happened to the dogs after they got better? • (The family found two university) students who adopted the dogs	1		
2			Liu Dexun's family kept another dog they rescued, A-Wang 阿旺, as a pet. (lines 8–12)			
	a		What was A-Wang like before the rescue? • He was very ill/dying.	1	injured	
2	b		Why did no one want to adopt him? • He looks unfriendly/ugly.	1		
2	c		How did A-Wang react to the other rescued animals? • He would look after them/play with them.	1		

Question			Answer	Max Mark	Unacceptable	Acceptable
2	**d**		How did Liu Dexun's family find people to look after the other rescued animals? • They went to the (food) market (every weekend/Saturday and Sunday.)	**1**		
3	**a**		Now re-read lines 13–17. What unusual animal was rescued by the son? • Turtle/tortoise	**1**		
3	**b**		Describe how the family rescued their first cat. • They were out (for a meal) to <u>celebrate</u> the young daughter's <u>birthday</u> • And found the cat in <u>the car park</u>	**2**		

Question			Answer	Max Mark	Unacceptable	Acceptable
4	**a**		Now re-read lines 18–20 How does Liu Dexun continue to support abandoned animals? • He often goes to the park and feeds cats • With his younger daughter in the middle of the night/ midnight	**2**		
4	**b**		Why did Liu Dexun give his eldest daughter seven cats and a dog? • As a wedding present/because she got married	**1**		
5	**a**		Liu Peiqing feels sorry for abandoned animals. (lines 21–24) What do she and her sister do to help abandoned animals? • They focus on/pay attention to dark places/areas	**1**		

Question			Answer	Max Mark	Unacceptable	Acceptable
5	b		How does she compare the attitudes of her own parents and those of other parents to abandoned animals? • Other parents are not willing to accept abandoned animals • Her parents' attitude is rare/very few parents are like her parents who are full of love/kindness for abandoned animals	2		
5	c		Why is she grateful to her parents? • They look after her animals when she is not at home	1		
6			Why does Liu Dexun think that looking after abandoned animals is a worthwhile activity? Give any **four** reasons. (lines 25–29) • It makes the family closer • He is pleased to help / he wants to help to support his eldest daughter's benevolence/kindness • His son becomes more responsible/ his son becomes more serious when he has to deal with problems • It is a good education for them/ they learn things they don't learn at school • More mature **(Any four from five)**	4		

Total   **20**

Translation into English

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.

Category	Mark	Description
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.

7. Translate into English:

許多父母在孩子長大後⋯⋯讓全家人的心連在一起。(lines 2–3)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
許多父母在孩子長大後，	After children grow up, many parents		

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
和孩子們有不同的生活。	have different lives from them.		

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
可是，劉德勛的全家	However, Liu Dexun's family		

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
讓全家人的心連在一起。	are bound together		

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
卻因為照顧流浪動物	through looking after homeless animals.		

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

Assessment 1 With reference to *Content, Accuracy and Language Resource*,
Process: assess the overall quality of the response and allocate it to a
        pegged mark.

      2 Check that all 6 bullet points have been addressed.

      3 Deduct 2 marks (ie single marks, not pegged ones) for each
        bullet not addressed, up to a maximum of 2 bullets. If 3 or
        more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	• All bullet points are 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, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally.	• The candidate handles all aspects of grammar and spelling 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.	• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	• All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs / verb forms and other constructions.	• The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary.	• There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point 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	9	• 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. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.	• The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted, eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two, control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.	• The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after "is", eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors, eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	• 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 *to be, to have, to play, to watch.* • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph.	• Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular / plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct.	• The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs "was" and "went" may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	• 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.	• Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker.	• The candidate cannot cope with more than one or two basic verbs, frequently "had" and "was". • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or "made-up" words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	• The content is very basic *OR* • The candidate has not completed at least three of the core bullet points.	• (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker.	• The candidate copes only with "have" and "am". • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if….?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.
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.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]