H

National
Qualifications
2019

2019 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	Max mark	Additional guidance
					Do not accept:
1.	(a)		• the population is declining/the birth rate is declining • fewer and fewer babies/children are being born every year • there are more and more old/elderly people Any 2 from 3	2	
	(b)		• young people may not (necessarily) wish to have two children • not many families want/decide to have a second child Any 1 from 2	1	
2.			• the income is not high • busy at work • it is (too) expensive to raise a child • lots of pressure Any 3 from 4	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
3.	(a)		• they live with their parents • live in a small apartment/flat • they don't have much privacy/private space • they cannot afford their own house Any 2 from 4	2	• they cannot afford their own bedroom
	(b)		• they have (to pay for) English/maths (private) tuition • he goes to music/piano lessons • wants to go to university (which costs a lot)	3	
4.			• maternity leave is too short/two months • looking after children is tiring/hard • her husband rarely helps • she does not want to make herself that tired again • she wants to enjoy her freedom/do whatever she wants Any 3 from 5	3	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
5.	(a)		• (new) mums have (at least) six months maternity leave • they get paid (during maternity leave) • (new) dads can have time off/stay at home to look after kids/ paternity leave Any 2 from 3	2	
	(b)		• Mum can take children to work/big companies provide their own nurseries	1	
	(c)		• Government provides free nursery (places) to <u>low income families.</u>	1	

Question			Expected response	Max mark	Additional guidance
6.			- he is in favour of it - he has reservations/he thinks the government still has a lot of work to do - at the beginning, he explains that decline in birth rate and increasing age of population need to be addressed - he explains that many young couples do not want to have more than one child and gives various reasons - he gives examples of situations from other countries	2	Award **2** marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text. Award **1** mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification. Award **0** marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.

Question			Expected response	Max mark	Additional guidance
7.			Translate into English: 中國百分之七十的年輕人和馬先生、馬太太的觀點一樣，… 所以想要有更高的生活水平。 (lines 20–22)	10	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. Award a mark for each sense unit, as follows 2 marks – good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 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. 0 marks – unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> 中國百分之七十的年輕人和馬先生、馬太太的觀點一樣，	In China, 70% of young people share the same view as Mr Ma and Mrs Ma,		
<u>Unit 2</u> 他們都不想生第二個孩子。	they do not want to have a second child.	they do not want to have second child.	they don't want two children.
<u>Unit 3</u> 現在大部分的年輕人和他們的父母有不一樣的夢想。	Now most young people have a different dream to their parents/do not have the same dream as their parents		a large section of; big part of plan; view
<u>Unit 4</u> 因為他們有過更好的教育，	Because they have had/experienced (a) better education,	good education	Because they have a better education.
<u>Unit 5</u> 所以想要有更高的生活水平。	(so) they want a higher standard of living.	standard of life	lifestyle; quality of life

[END OF MARKING INSTRUCTIONS]

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2019 Cantonese

Directed Writing

Higher

Finalised Marking Instructions

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General marking principles for Higher Cantonese Directed Writing

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) Candidates must address each of the six related bullet points in their writing. The first bullet point contains two pieces of information. The remaining five bullet points each contain one piece of information.

(c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics in writing:

      (i) content
      (ii) accuracy
      (iii) language resource

(d) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.

(e) Candidates may display ability across more than one pegged mark descriptor. It is important to recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's piece of writing.

The table below gives further guidance to markers in the event of any of the following scenarios:

The candidate only addresses one part of the introductory bullet point.	The maximum mark available is **16**.
The candidate does not address two of the bullet points.	The maximum mark available is **12**.
The candidate does not address three or more of the bullet points.	Award **0** marks.
Some bullet points fit into one pegged mark category but others are in the next, lower category.	It is important to look carefully at which bullet points are better addressed. If there is a serious decline in the quality of the writing after the initial bullet point, award a lower mark. It is important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point as for the five remaining bullet points, or even about information not covered by any of the bullet points. In these cases, award the lower mark being considered.
The marker is having great difficulty in deciding whether the writing merits **12** or **8** marks.	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the writing merits **12** marks unless there are many other inaccuracies.
From the point of view of content, the candidate's response looks as if it belongs in a top category, but contains some serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures.	It is always important to assess what it is the candidate can do, and thus highlight the positive. In these cases, it is likely that the candidate will be awarded **12** marks.

Marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
20	• The content is comprehensive • The candidate addresses all bullet points fully and may also provide additional relevant information • The language flows well.	• The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall impression • The candidate uses a comprehensive range of verbs accurately, and tenses are consistent and accurate • The candidate demonstrates confident handling of all aspects of grammar and accuracy in spelling, and, where appropriate, word order. The language may contain a number of minor errors, or even one serious error.	• The candidate uses detailed and complex language throughout • There is a wide range of adjectives, adverbs and prepositional phrases • They use a comprehensive range of verbs/verb forms, tenses and constructions.

Mark	Content	Accuracy	Language resource: variety, range, structures
16	• The content is clear • The candidate addresses bullet points clearly, although one bullet point may not be addressed • Generally the language flows well.	• The language is mostly accurate. Where the candidate attempts to use detailed and complex language, errors may detract from the overall impression • The candidate uses a range of verbs accurately, and tenses are generally consistent and accurate • There may be a few errors in spelling, adjective endings and, where relevant, word order and case endings • Use of accents, where relevant, is not always secure.	• The candidate uses language which is mostly detailed and complex • In one bullet point the language may be less detailed and complex than might otherwise be expected at this level • The candidate uses a range of verbs/verb forms and other constructions • Overall the writing is competent but there may be some repetition of structures.

Mark	Content	Accuracy	Language resource: variety, range, structures
12	• The content is adequate • The candidate addresses bullet points adequately, however two of the bullet points may not be addressed.	• The language may be accurate in most of the bullet points. However, in the others, control of the language may deteriorate significantly • Verbs are generally correct • The candidate may use tenses inconsistently, with present tenses used at times instead of past tenses • There may be errors in spelling, adjective endings and other parts of speech, as well as in word order, cases and the use of accents (where relevant) • Overall, there is more correct than incorrect.	• The candidate gives some examples of detailed and complex language • The candidate attempts to use a range of vocabulary and structures, although the language may be repetitive • The candidate attempts to use a range of verbs and tenses • Sentences may be brief.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	• The content may be limited • The writing may be presented as a single paragraph.	• The language is inaccurate and after the first bullet point the control of the language may deteriorate significantly • Verbs are generally incorrect and the candidate has difficulty in using different tenses • There are errors, which may be serious, in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant) • Some points may not be immediately understood by a speaker of the language.	• The candidate demonstrates a limited use of detailed and complex language • The language is repetitive, with a limited range of vocabulary and structures • Sentences are brief • There may be other language interference and/or an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	• The content is limited • The candidate has difficulty in addressing the bullet points.	• The language is inaccurate throughout and there is little control of language • Most of the verbs are incorrect and the candidate has great difficulty in using tenses • There are many serious errors in spelling, adjectival endings and many other parts of speech, as well as in word order, cases and accents (where relevant) • Several points may not be understood by a speaker of the language.	• The candidate uses little, if any, detailed and complex language • There is a very limited range of verbs, vocabulary and structures • Sentences are very brief • There may be several examples of other language interference and/or serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The content is very limited • The candidate is unable to address the bullet points or • **Three** or more of the bullet points are not addressed.	• The language is seriously inaccurate and there is no control of language • Virtually nothing is correct • Very little is intelligible to a speaker of the language.	• There is no evidence of detailed and complex language • There may be several examples of other language interference and/or serious dictionary misuse • The writing may contain very few sentences.

[END OF MARKING INSTRUCTIONS]

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Listening

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General marking principles for Cantonese Listening Higher

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

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(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 to each answer. Marks are not transferable between questions and the answers for each question must come from the item.

(d)   Award marks according to the accuracy and relevance of the candidate's answers. Award marks to candidates where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		• to have a better understanding of yourself • to know what you like/dislike • to know what your strengths are Any 2 from 3	2	
	(b)		• to gain work experience • to have a chance of finding the (most) suitable job for you Any 1 from 2	1	
	(c)		• good attitude • <u>good</u> communication (skills) • be able to work independently • be able to work with others • be creative • good IT/computer skills • speak more than one languages/two or three languages Any 4 from 7	4	hardworking
	(d)		• first impression	1	first meet/meeting

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		• his exam results were not good	1	
	(b)		• a restaurant (near his home)	1	hotel
	(c)		• not long working hours • only works two days a week • earns (pocket) money Any **2** from **3**	2	twice a week
	(d)	(i)	• not good • very demanding • often asks him to work overtime Any **1** from **3**	1	
		(ii)	• very friendly • <u>often</u> helps him • very patient • taught him how to be a good waiter Any **2** from **4**	2	
	(e)		• how to communicate with customers • how to introduce/explain the menu • how to cook (a few simple dishes) Any **2** from **3**	2	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(f)	(i)	• trainer/coach (in a gym)	1	P.E. teacher
		(ii)	• he wants to help more people be aware of <u>healthy lifestyle/living</u> • to encourage more people to participate/take part in sports	2	

[END OF MARKING INSTRUCTIONS]