Paper 1 (Reading)

Part A (compulsory section)

1. A [59]

2. D [43]

3. C [72]

4. i) Not Given [88]

   ii) False [82]

   iii) True [84]

5. B [67]

6. they have thick <u>crust</u> and a heavy layer of / lots of <u>cheese</u> (and a bad flavor / taste) [18]

7. i) yum<u>s</u> ⎤ [85]

   ii) moreish ⎦ [75]

8. feel guilty / regret when / after eating (fast food) // (usually think that) fast food / it is unhealthy (but irresistible / like it) [33]

9. serious / high / fine dining // people who feel / feel<u>ing</u> as though dining out has become (a bit) serious (of late) // taking dining too seriously [3]

10. visiting / stopping / eating / going to (the restaurant / Food Garage) // having a meal / food (at a restaurant) [52]

11. i) (classic) fast food // food [59]

    ii) locally [34]

    iii) healthy [39]

    iv) teenagers [44]

12. (they are) losing customers / market (share) // fewer people buying their products // shoppers / customers switched to fresh and organic alternatives / food // to win the market (share) (they have) lost // to win back (the) market share [58]

13.

(to check) if / <u>whether</u> / readers / you	(dis)like / have negative reactions / attitudes towards // choose // care about	processed / packaged food (and beverage) / Big Food	[20]
	may be / are part of Big Food's multi-billion-dollar problem		
(to check) your / readers' / people's reactions / attitudes towards processed / packaged food / Big Food			

14. (artificially / unhealthy) processed food // Big Food // packaged food (sold by top 25 US food and beverage companies) // products of / food produced by multi-national packaged food companies [37]

15. disdain [68]

16. A [46]

17. A [61]

18. the Big Food companies are losing / continue to lose reputation / business / market share // the market share of Big Food companies is decreasing / declining [4]

19. processed food is / was used / designed to prevent food poisoning but (now / today) it is regarded as unhealthy [8]

20. i) • convenience // convenient [71]
    ii) • prevent food poisoning [53] } *any two*
       • (can) last long(er)

21. D [56]

22. (why) <u>bread</u> lasts a long time / 25 days / not going stale [63]

23.
Big Food // food giants // major / big / multinational processed / packaged / food compan<u>ies</u> // the top 25 U.S. food and beverage compan<u>ies</u>	vs.	consumer<u>s</u> / customer<u>s</u> / shopper<u>s</u> who like fresh / organic food / alternatives // consumer<u>s</u> / customer<u>s</u> / shopper<u>s</u> who eat healthy food / who are health conscious	[5]

24. clout [75]

25. i) False [33]
    ii) False [56]
    iii) Not Given [55]

26. i) (buyers / buyers') consortium [39]
    ii) certified [54]
    iii) environmentally (-) friendly // more environmentally-friendly [72]
    iv) herbs [26]

27. i) engagement [49]
    ii) training [48]
    iii) reward<u>s</u> [64]
    iv) innovation [35]

Part B1 (easier section)

28. B [78]

29. 5 // five (people) [84]

30. B [89]

31. (the / some concrete) plant holder<u>s</u> / planter<u>s</u> (outside) [42]

32. D [54]

33. (the / some) flowering plant<u>s</u> (around the front doors) [63]

34. (his / her) disagreement / opposition (about the suggestion of putting plants at the entrance) // s/he disagrees (with others / (the idea of putting plants at the entrance)) // putting plants at the entrance is not a good idea / does not work [6]

35. C [79]

36. vibrant [72]

37. excessive [41]

38. C [60]

39. D [76]

40. B [72]

41. i) False [55]
    ii) True [42]
    iii) True [59]
    iv) False [49]

42. i) Positive [82]
    ii) Neutral [64]
    iii) Positive [78]
    iv) Negative [79]
43. i) D [64]
    ii) F [51]
    iii) B [72]
    iv) E [49]
    v) C [67]
44. i) flowers [29]
    ii) water [14]
    iii) loose // loosely-packed [6]
    iv) air // airflow // air-flow [50]
    v) indoors [0.2]
    vi) light // sun // sunlight // sunshine // heat [7]
    vii) frequently // regularly // often [67]
    viii) cold // dry [61]
    ix) poisonous // toxic [67]
45. i) Y + N [66]
    ii) Y + N [50]
    iii) N + N [61]
    iv) Y + N [59]
46. i) D [57]
    ii) C [65]
    iii) D [56]

Part B2 (more difficult section)

47. C [68]
48. (our nearest) celestial neighbour / neighbor [51]
49. B [56]
50. i) one footstep made by (a) man / Neil Armstrong / astronaut // a step by Neil Armstrong (on the Moon) [54]
    ii) the progress / big step / achievements / improvement / breakthrough made by human beings [15]
51. miracle [79]
52. (our / the planet) Earth [93]
53. B [85]
54. B [20]
55. (a) brief interval [37]
56. C [83]
57. i) ferry / transport to Mars [44]
    ii) (using / made out of) materials located on Mars / on the planet / there [43]
    iii) solar(-)power(ed) // (the) sun // solar (energy) // sunlight [65]
    iv) emit / produce carbon dioxide / CO_2 / greenhouse gas(es) (into the atmosphere) [78]

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v)   (absorb carbon dioxide / CO_2 and) emit / produce oxygen / O_2 // mimic photosynthesis // to oxygenate Mars / the Martian atmosphere // to convert carbon dioxide to oxygen   [62]   [69]

vi)   (using / growing) <u>photosynthetic</u> bacteria / algae   [62]

vii) viii)	• warm<u>er</u> / hig<u>her</u> temperature(s) // temperature suitable for humans / similar to Earth • hig<u>her</u> oxygen // oxygenat<u>ed</u> // oxygen level suitable for humans • thic<u>ker</u> / thicken<u>ed</u> atmosphere / increas<u>ed</u> atmospheric pressure / pressure of atmosphere	} any two [45] [26]

58.   A   [67]

59.   A   [71]

60.   (a/the) planetary park system (approach) // (a/the) planetary park system <u>(that would bar the landing of spacecraft in protected areas)</u> (to prevent destruction of the environment)   [35]

61.   <u>indigenous</u> // (the) <u>indigenous</u> people   [67]

62.   (all) human beings // (all) human<u>s</u> // humankind // mankind // the human race   [56]

63.
    i)   False   [65]
    ii)   True   [58]
    iii)   True   [68]
    iv)   Not Given   [80]
    v)   False   [50]
    vi)   False   [73]

64.   A   [84]

65.
    i)   cause / lead to biological contamination (to planets in our solar system) // biological<u>ly</u> contaminate (the) other planet<u>s</u>   [20]

    ii)   be beneficial // bring benefit<u>s</u> to / benefit (areas of) (the) other planet<u>s</u> / (the) unspoilt / unspoiled environment<u>s</u>   [25]

    iii)   (the) national parks <u>service</u> of <u>the</u> US/USA   [11]

    iv)   the invasion of the Americas by Europeans // it / the discovery / exploration may/would/could lead to dire consequence<u>s</u> for the indigenous life(forms) / species   [12]

    v)   made / livable and comfortable // transformed / turned into livable environment<u>s</u> / planet<u>s</u>   [10]

    vi)   human being<u>s</u> can make ((the) Earth and) other planet<u>s</u> / other world<u>s</u> (more) livable and comfortable // human beings / we can do that / so / this / it   [3]

    vii)   harmful / destructive to (the) endemic ecosystem<u>s</u> // unethical (with the potential to destroy (the) endemic ecosystem<u>s</u>) // ethically unjustified   [8]

    viii) the same right // an equal right   [3]

66.
    i)   E   [88]
    ii)   A   [93]
    iii)   F   [87]

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this } bracket can be in any order.

/ = alternative acceptable word(s) / phrase(s) within an answer

// = alternative answer(s)

( ) = word(s) or phrase(s) which are **NOT** essential to the answer

___ = underlined word(s) must be present in the answer

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 *(16 marks)*

1.	August 30 // 30/8	[63]
2.	half past 9 // 9:30 (AM)	[80]
3.	(all) department heads	[40]
4.	board room	[56]
5.	5 (PowerPoint) slides each // 15 (PowerPoint) slides	[48]
6.	history	[74]
7.	good and bad things	[42]
8.	future	[66]
9.	August 9 // 9/8	[76]
10.	interview / meeting (up with) Mr. Roy / Leo's father	[51]
11.	go to a talk (by Prof. Leung on expos)	[10]
12.	August 22 // 22/8	[66]
13.	C	[77]
14.	first draft	[58]
15.	All // B, C and J	[83]
16.	practise / rehearse presentation // rehearsal / practice of presentation	[25]

Task 2 *(15 marks)*

17.	bringing people together	[81]
18.	decide (on) a theme	[43]
19.	invite other countries to join	[47]
20.	6.3 million	[60]
21.	grew / produced the biggest flower in the world	[26]
22.	raised / increased awareness of (different) farming techniques // increase in awareness of (different) farming techniques	[23]
23.	cultural exchange	[61]
24.	1939-1987	[29]
25.	city of tomorrow	[53]
26.	(modern) food	[69]
27.	(latest works of) art // artwork	[40]
28.	50	[50]
29.	1988-now / present / 2021	[53]
30.	nature and technology	[39]
31.	only 25 million people came // low(er) number of visitors (than expected)	[35]

Task 3 *(12 marks)*

32. millions of dollars (are) spent / wasted   [20]
33. disruption to life in the (host) city / for people living in the (host) city / of the (host) city   [12]
34. (expo) buildings (are) not re-used / used again   [19]
35. friendship among different countries // international friendship   [58]
36. business and tourism   [43]
37. take out some (of the) writing / words // less writing   [55]
38. (add more) visuals / pictures   [55]
39. (change) background (colour) to light blue   [68]
40. (put) headings in red   [43]
41. make the writing / font bigger (so it's easier to read) // bigger writing / font   [68]
42. change the font / letter style to make it look more up to date / modern   [24]
43. (change) numbers to bullet points // (use) bullet points instead of numbers   [29]

Task 4 *(13 marks)*

44. (only way) (normal) people / they could see things from around the world   [5]
45. (more than) 35,000   [49]
46. cooking   [69]
47. (put on an) exotic show(s) // dancing // danced // religious rituals   [44]
48. McGee wanted (to exhibit) the most extreme examples of man / the smallest (and the tallest)   [23]
    men / people in the world // they were smaller than average humans // they were pygmies //
    pygmies are the smallest people in the world // Ota Benga was a pygmy
49. they were showing (off) their culture   [35]
50. they were advertised as / McGee wanted to show the most primitive (people in the planet)   [5]
51. (be) a live exhibit (in the zoo)   [19]
52. protested // complained // wrote to newspaper   [41]
53. No, he never returned to Africa / home // No, he did not have enough money to go back to   [56]
    Africa / home
54. Yes, it gives the full picture (of the history of expos)   [29]
55. No, it might offend Americans (in the audience)   [14]
56. Yes, but only first half / part is relevant   [6]

Note: *Figures in square brackets represent the percentage of candidates awarded a point for the item.*
Points within this } bracket can be in any order.

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Part B1 (easier section)

Task 5 *(17 marks)*

Task Completion = 14 marks

Note to markers: candidates must place the information in the correct section to be awarded a point.

Item		DF page reference
	Hot Weather	
5.1a	longer / 8-minute breaks between games	3*
5.1b	matches will be played in the evening	3*
5.1c	(two outdoor) cooling fans	8
	Player Privacy	
5.2a	private car with darkened windows	5
5.2b	hotel address will not be revealed (to the press)	5
	Behaviour of Spectators	
5.3	(disruptive spectators) will be removed (from the venue)	3*
	Air Pollution	
5.4a	200	3*
5.4b	matches will be moved to indoor court	3*
	Food Safety	
5.5	(kitchen) surfaces disinfected every two hours	6
	Security	
5.6a	(four sets of) security checkpoints	6
5.6b	baggage scanners	6
	Special Dietary Requirements	
5.7a	does not eat pork	5
5.7b	for religious reasons	5
	Player/Agent Enquiries	
5.8	00 852 17473562	3*

* Information from page 3 of the Data File is from the tapescript

Note: Points within this } bracket can be in any order.

Task 5: Language (L) = 2 marks

Marks	Language
2	• Simple and more complex phrases are generally accurately constructed. • Generally understandable though may be some minor errors. • Most common words are spelt correctly.
1	• Simple phrases are generally accurate. • Grammatical errors sometimes affect understanding. • Spelling of simple words is correct, more complex ones not.
0	• Multiple errors throughout, spelling and/or word usage which make understanding impossible. OR • Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything verbatim from the Data File.

Task 5: Appropriacy (A) = 1 mark

Mark	Appropriacy
1	• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language. • The candidate has produced a text appropriate for task.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Appropriacy notes:

The work may be considered inappropriate if information from other sources is used without adaptation to the text / text type. Totally irrelevant information under the headed sections might also be an indicator of poor appropriacy.

Task 6 *(18 marks)*

Task Completion = 9 marks

Item		DF page reference
6.1	give local families a chance to interact with international tennis stars	7
6.2	at Ballater Hill Secondary School	6
6.3	on September 24	5
6.4	Lara Taranova	3*
6.5	coaching session	7
6.6	autograph signing	7
6.7	5 families will be chosen	7
6.8	The child / children (of the participating family) must be between 12-16 (years old)	3*
6.9	To apply, child of family must submit 2 sentences explaining why they want to meet Lara	6

* *Information from page 3 of the Data File is from the tapescript*

Task 6: Language (L) – 5 marks

Marks	Language
5	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken verbatim from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	• Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Coherence and Organisation (C) = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text very good with a clear focus on the task throughout. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable with a reasonably clear focus on the task throughout. • The relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language. • The candidate has produced a text appropriate for task.
1	• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and through own language. • Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Task 7 *(18 marks)*

Task Completion = 9 marks

Item		DF page reference
7.1a	Complaint: there was a lot of rubbish last year	8
7.1b	will increase number of anti-littering signs	9
7.1c	will increase number of no smoking signs	9
7.2a	We'll hire 35 Green Ambassadors	6
7.2b	will ask spectators not to litter	10
7.2c	will tell spectators not to smoke	10
7.2d	will clean up after the event	10
7.3a	Cable TV will show the whole tournament	9
7.3b	you can watch the semi-finals and final on local TV	9

Task 7: Language (L) = 5 marks

Marks	Language
5	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken verbatim from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	• Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. **OR** • Not enough evidence in candidate's work to be able to award '1'.

Task 7: Coherence and Organisation (C) = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text very good with a clear focus on the task throughout. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable with a reasonably clear focus on the task throughout. • The relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 7: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language. • The candidate has produced a text appropriate for task.
1	• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and through own language. • Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Part B2 (more difficult section)

Task 8 (*16 marks*)

Task Completion = 7 marks

Item		DF page reference
8.1a	does not meet language criterion // both spoken English and Cantonese required: (some children can speak English) but very few speak Cantonese	5
8.1b	age criterion is not met // the volunteer ball kids should be at least 11 years old; children stay in the centre up to 10 years old	5 / 6
8.2a	Events Horizon will provide 50 complimentary tickets	6
8.2b	Lara Taranova will donate (HKD) $500,000 to the charity	3*
8.2c	to set up / convert a room into a gym	3*
8.2d	called (the) Lara Taranova Gym	3*
8.3	Lara (Taranova) to visit the charity (centre)	3*

* Information from page 3 of the Data File is from the tapescript

Task 8: Language (L) = 5 marks

Marks	Language
5	**Data File Manipulation** Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts. **Own Language** • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Coherence and Organisation (C) = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text is very good. • It is clearly on topic and congruent with the subject. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the subject. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of the Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of the Data File and through own language. • The tone may be inconsistent.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key Appropriacy areas include (but are not limited to):

As a rejection letter to a charity, the issue needs to be handled with sensitivity. The rejection is better stated in the body text of the email rather than the subject, which should introduce the general context. An introductory paragraph to orient the reader, state the purpose of writing and break the news of the rejection, with a concluding paragraph indicating regrets for the rejection / hopes for future cooperation would be appropriate. Candidates should show a clear awareness of their role, plus the role of Gilbert from the charity. Excessive focus on 'Changing Young Lives' – the final benefactor charity – would seem to be inappropriate, although a brief mention might be acceptable.

Task 9 (*19 marks*)

Task Completion = 10 marks

Item		DF page reference
9.1a	Issue: the majority of tickets go to corporate sponsors	7
9.1b	Not true: only 12% of tickets go to corporate sponsors	6
9.2a	Issue: seats given to corporate sponsors are left empty	7
9.2b	Solution: corporate sponsor ticketholders will lose their ticket if they do not arrive within 60 minutes of the start of play	6
9.3a	Issue: real fans could not get hold of tickets	7
9.3b	Solution: members of local tennis clubs get priority in booking tickets	3*
9.3c	fans will get a ticket number as they enter the Fanzone	8
9.3d	if seats are not occupied, they will be given to fans with the lowest ticket numbers	8
9.4a	Issue: fans who talk through the matches	7 / 3*
9.4b	they will be removed from the venue	3*

* Information from page 3 of the Data File is from the tapescript

Task 9: Language (L) = 5 marks

Marks	Language
5	**Data File Manipulation** Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts. **Own Language** • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

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Task 9: Coherence and Organisation (C) = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text is very good. • It is clearly on topic and congruent with subject. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the subject. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of the Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of the Data File and through own language. • The tone may be inconsistent.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key Appropriacy areas include (but are not limited to):

As a letter to the editor, an appropriately formal tone and genre features are expected, including salutation, closing and purpose of writing. Candidates need to show reader awareness: even though the letter addresses Ms. Singh's complaints, it would be usual to address her in the third person.

Task 10 (*18 marks*)

Task Completion = 9 marks

Item		DF page reference
10.1a	Majority / 88% in an online poll think the poster is inappropriate	9
10.1b	(the poster) should focus on sporting talents or achievements, not appearance	9
10.1c	the slogan should not suggest female tennis players should play tennis in a certain way / "like a man"	10
10.1d	the slogan should not suggest women should look a certain way / fit the narrow mainstream perception of beauty	10
10.2a	The poster does not align with the sponsor's aim and vision // The sponsor is considering withdrawing their sponsorship	9
10.2b	(The poster) should include the sponsor's logo and slogan .	9
10.2c	the player in the poster should be Lara Taranova / should not be Suzie Gilmour	3*/ 9
10.2d	Lara Taranova is / Suzie Gilmour is not / The player should be the highest ranking player (at the tournament)	3*/ 9
10.2e	the poster should show Lara / the player in action (not posing like a model)	9

* Information from page 3 of the Data File is from the tapescript

Task 10: Language (L) = 5 marks

Marks	Language
5	**Data File Manipulation** Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts. **Own Language** • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

107

Task 10: Coherence and Organisation (C) = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text is very good. • Consistently on topic and relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable. • Generally on topic and relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • Mostly off topic. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of the Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of the Data File and through own language. • The tone may be inconsistent.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key Appropriacy areas include (but are not limited to):

The task is an email to a colleague in another department. An introduction to orient the reader to the context and a concluding paragraph to express cooperative sentiments demonstrate good reader awareness. Introducing oneself as being from 'Events Horizon' seems not to be appropriate – they are in the same company. A variety of tones are possible, depending on the perceived relationship between the two characters (i.e. friendly, or more formal). Consistency of tone is important. Some recognition of the work of the PR Department would be appropriate. Over-effusive praise may be inappropriate if it seems not to be genuine.

Tapescript

<u>Track 1</u>

Announcer: Hong Kong Diploma of Secondary Education 2021, English Language Paper 3, Listening and Integrated Skills.

Instructions to Candidates. You should have on your desk a Part A Question-Answer Book, a Part B1 Data File with a Part B1 Question-Answer Book inserted and a Part B2 Data File with a Part B2 Question-Answer Book inserted. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Books or the Data Files until you are told to do so.

Now write your Candidate Number in the space provided on Page 1 of your Part A Question-Answer Book.

(10 second pause)

Now look at the Part A Question-Answer Book. Check that the Part A Question-Answer Book has no missing pages. Look for the words 'End of Part A. Now go on to Part B' on the last page.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1 and 3. Close your Part A Question-Answer Book when you have finished.

(10 second pause)

Now look at your Part B1 Data File. Take out the inserted Part B1 Question-Answer Book. Check that your Part B1 Data File has no missing pages. Look for the words 'This is the last page of the Part B1 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B1 Question-Answer Book.

(10 second pause)

Check that the Part B1 Question-Answer Book has no missing pages. Look for the words 'End of Part B1' on the last page.

(10 second pause)

Now stick your barcode label in the space provided on Page 1. Close the Part B1 Question-Answer Book when you have finished.

(10 second pause)

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Now look at your Part B2 Data File. Take out the inserted Part B2 Question-Answer Book. Check that the Part B2 Data File has no missing pages. Look for the words 'This is the last page of the Part B2 Data File' on the last page.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B2 Question-Answer Book.

(10 second pause)

Now check that the Part B2 Question-Answer Book has no missing pages. Look for the words 'End of Part B2' on the last page.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1 and 3. Close the Part B2 Question-Answer Book when you have finished.

(10 second pause)

You are reminded that all examination materials will be played ONCE only. This paper is divided into two parts: Part A and Part B. For Part A, you should use a pencil to answer all questions. For Part B, you can use a pen or a pencil. Put up your hand now if you have any difficulties. It is not possible to handle complaints after you have taken the paper.

(10 second pause)

The listening component is about to begin. Keep your earphones on until you are told to take them off.

(3 second pause)

Open your Part A Question-Answer Book at page 2. Part A is about to begin.

(3 second pause)

Track 2
Announcer: Part A.

Situation.

Bonnie, Cherie and Julian are student interns working for a company called Events Horizon, which organises big public events. Their boss Jasmine Ko has asked them to research World Expos for the company.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarise yourself with Tasks 1 - 4.

(2 minutes of Greensleeves*)*

(Tone)

Track 3

Announcer: Task 1

Bonnie, Cherie and Julian are discussing a work schedule to carry out the research on World Expos. Listen to the conversation and complete the notesheet below. The first one has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have 30 seconds to tidy up your answers.

(30 seconds of Greensleeves*)*

(Tone)

Cherie:	OK, I know you've started doing some work for this World Expos presentation we have to do. So I just wanted to check where we are and maybe plan out the next few weeks.
Bonnie:	Yeah, I was thinking the same. Jasmine has-
Julian:	Hold on. Hold on. What was it about again?
Cherie:	Right. Well the title we were given was 'An overview of World Expos.' Remember Julian?
Julian:	Oh yeah, vaguely. So when is it? The presentation.
Bonnie:	Well, that's what I was going to say. Jasmine's now confirmed all the details. So we're presenting on August the 30th. At half past 9.
Julian:	OK. Right... August 30th. At half past 9. That's early then! Wait, is that all three of us presenting?
Bonnie:	Yeah, that's what we agreed on.
Julian:	OK, just checking. And who are we presenting to?
Cherie:	Do you never pay attention? We're presenting to all the department heads.
Julian:	All the department heads! Wow, no pressure there then! And where are we presenting?
Cherie:	The board room. You know the big room on the top floor with the view and...
Julian:	Yeah, yeah, I know where the board room is. Well, we'd better get going then. How much do we need to get ready? I mean, how long does it have to be?
Cherie:	Well, all three of us will be doing a section. So, I think if we do 5 PowerPoint slides each.

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Bonnie: Yeah, that's what I was thinking. 5 slides each. Which is 15 PowerPoint slides in total.

Julian: So, just to confirm what were the three sections again?

Cherie: You are joking aren't you? (pause) Right, I can see you're not. Right, well Bonnie is going to look at the history of World Expos.

Julian: Oh, I thought you were doing the history of World Expos!

Cherie: No, that's Bonnie doing that. You are looking at the good and bad things about World Expos.

Julian: Yeah, yeah, I remember Jasmine did say she wanted us to find the bad things as well as the good. So, what are you doing, Cherie?

Cherie: I'm looking at the future of World Expos, remember? We already read a bit on the future of World Expos online on the webpage.

Julian: Oh, yeah, OK. I remember.

Cherie: Right, so what I wanted to do today was to draw up a work schedule. You know, so we know who's doing what and when.

Bonnie: OK, maybe I can take notes and send you it later.

Julian: Oh, I was going to say, I was speaking to a friend of mine Leo Roy the other day. You know Leo?

Bonnie: No, no.

Cherie: Yeah, I know Leo, remember?

Julian: Oh, yeah, of course (laughs). Well, Leo told me his dad worked on the Shanghai Expo in 2010 so I've arranged to meet up with him, his dad, I mean, and interview him.

Cherie: Fantastic – so when are you meeting him?

Julian: Oh, I can't remember. It was either the 8th or 9th of August. Something like that.

Bonnie: So, which was it? We're trying to do a schedule here.

Julian: Right, let me check my phone. (Pause). Right, the Wednesday.

Bonnie: Hold on. So you're interviewing Mr. Roy – on Wednesday the 9th of August. Is his surname spelled R-O-Y?

Cherie: Yes it is!

Julian: You were pretty sure about that! (Laughs).

Cherie: Hey did you read the email from Jasmine, she said that a Professor Leung at the Hong Kong Metropolitan University is giving a talk about World Expos. One of us should go.

Bonnie: Mm… Do you know when that is?

Cherie: I think she said Saturday morning on 19th August. I can't go to it. Bonnie, why don't you go? You could see if we can include some of the information in our presentation on the 30th.

Bonnie: Yeah, great!! Okay, I'll make a note of that. A talk on Expos at the Metropolitan University, on Saturday the 19th.

Cherie: Great. So, I think we should meet up at some point to talk about all the information we've collected.

Bonnie: Good idea. When'd be a good time for you?

Cherie: How about Monday the 21st?

Bonnie: No, it's a public holiday, remember? How about the day after the public holiday then?

Julian: For what? Sorry, I was miles away.

Bonnie: For the progress meeting.

Julian: Yeah, fine, yeah.

Cherie: Yeah, me too. OK, well, then I'm happy to take all the information and do a first draft of the PowerPoint presentation if you like.

Bonnie: Fantastic – thanks, Cherie. When do you think you can get the first draft of the PowerPoint presentation done by? Jasmine said she'd definitely have to see it beforehand.

Cherie: I can give a first draft to Jasmine on the 23rd. It will take me a few hours to put it all together.

Bonnie: Okay. Give Jasmine the first draft of the PowerPoint presentation on the 23rd of August.

Cherie: Great. Could we practise the presentation sometime around about then? How about doing it on Saturday 26th? All of us will need to do it. Would that be okay?

Bonnie: Yeah, that's fine with me.

Cherie: Fantastic. Is that fine with you, Julian?

Julian: Sure. No problem.

Cherie: Great – Looks like we are very organised.

Announcer: That is the end of Task 1. You now have 30 seconds to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Track 4
Announcer: Task 2.

You are attending a lecture by Professor Leung, who is going to talk about the history of World Expos. Listen and fill in the missing information in the space below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Prof Leung: Good evening ladies and gentlemen. Thank you for joining me here this evening. In 2010 Shanghai celebrated the biggest ever World Expo. Millions of people from all over the world came to Shanghai to see the exhibits and innovations the Expo had to offer. It is this coming together of people that makes World Expos so special to me. And that's why the topic of my lecture tonight is 'A history of World Expos: Bringing people together' because Expos do just that, they bring people together.

So first, I thought I'd tell you a little bit about what Expos are and then we'll explore the history of World Expos which I shall break into three stages to show you how they developed into the World Expos we know today.

So – to begin at the beginning – what exactly are World Expos? Well, World Expos are, quite simply, international exhibitions. One country is the host. Basically the host country has two major things to do. First, it has to decide on a theme for the exhibition. The theme is very important for the Expo as it gives it its focus. Secondly, having decided on a theme, the host has to invite other countries to join the exhibition.

So now we know what World Expos are and why we have them, let's move on to the history of World Expos. Basically, World Expos developed in three main stages.

The first phase or stage is focused on industrial and technological inventions. This phase began way back in 1851 and really lasted until about 1938. So the very first World Expo was held in 1851, in the wonderful city of London, England. It was called 'the Great Exhibition' and the idea was to promote all the very latest inventions for improving industry and farming. Ten countries, including China, were invited to join in and display their latest technology. 6.3 million visitors came to see the Great Exhibition. It was a truly amazing event. The Great Exhibition had several major achievements but I'd like to highlight two. The first is what people thought was the major achievement of the Great Exhibition at the time, which was they grew the biggest flower in the world. And this flower, the biggest flower was so big a child could stand on its leaf. So, we are talking big. The second major

achievement was raising awareness of farming techniques. The increase of awareness of different farming techniques learnt from the Great Expo brought huge benefits to the world.

The second stage in the development of World Expos focused on Cultural Exchange. This stage is called 'Cultural Exchange' because from about 1939 to 1987, World Expos focused more on themes that were important culturally. One of the first World Expos of this kind took place in New York, America, in 1939. As I have said before, all World Expos have a particular theme and the theme of this world expo was 'The City of Tomorrow'. To show the city of tomorrow, the New York Expo had huge exhibitions on modern food and displayed the latest works of art from different countries. So it combined different aspects of culture: food and art. Again this was a very popular World Expo. 50 countries took part and over 44 million people went to it.

Finally, the third stage in the development of World Expos was really all about Nation Branding. The Nation Branding stage started around 1988 and is still going on now, really. This meant that the host country and all participating countries used the Expo to promote themselves. An example of an Expo in the Nation Branding stage took place in Hanover in Germany. The theme for this Expo was 'Nature and technology'. The idea was to promote environmentally-friendly products and inventions and to look at ways of saving the environment. 155 countries were invited, but unfortunately the number of visitors was lower than what had been expected. Only about 25 million people came to the Expo, so it was considered to be a bit of a failure.

(2 seconds of silence)

Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 5
Announcer: Task 3.

Cherie has just shown Bonnie and Julian a draft of her PowerPoint slides for the presentation. Bonnie and Julian are now giving her some feedback. Listen to the conversation and make notes in the notesheet below. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Cherie: Okay, so what do you think?

Bonnie: Well, I think it's brilliant overall. You've done a really good job.

Cherie: But….I'm sensing a 'but' here! (laughs)

Bonnie: But (laughs) Well, I think it might be a bit light on content.

Cherie: Okay, so I was thinking that as well. We could maybe add a couple more slides. What do you think is missing or could be expanded on?

Bonnie: Yeah, I was wondering if we needed more on the downsides, you know, negatives about organising World Expos. So, I would add a slide on that. Maybe include some key points on the slide. The first one would be something about the millions of dollars wasted on World Expos, and the fact that the money could be better spent.

Julian: Yeah, I'd include something like that. I mean, the host country has to be prepared to spend millions on creating a World Expo. One of the other downsides we could include is the disruption to life in the host city. You know, World Expos have to be built and existing roads to the Expo site have to be improved or new roads have to be constructed. So, it can cause a lot of disruption for people living in the host city. Another disadvantage we could include is that very often people complain that the Expo buildings are not used again after the end of the Expo.

Cherie: Really?

Julian: Yeah, occasionally the buildings are re-used, but more often than not they are just taken down so, no, they're not re-used.

Cherie: OK, well I think I can do a slide on that. Is there anything else to include? Another slide maybe?

Bonnie: Well, I think we could include one on the reasons why a city would want to host a World Expo. I don't think that comes across in our slides.

Cherie: So, what would you include then, Bonnie? What kind of reasons?

Bonnie: Well, there are lots of reasons. The first reason for holding a World Expo would be to promote friendship among different countries. Many different countries work together on each Expo, so it's a wonderful way to promote international friendship. The second reason for holding World Expos is so that different countries that take part in World Expos can build up their national image. You know, countries can show how beautiful their countries are and how friendly their people are. Plus, holding Expos can attract business and tourism.

Cherie: Right, OK. Got it. I'll include all these points in two extra slides. I'll get the draft ready to give to Jasmine. Thanks guys. Any comments on the presentation, I mean the way it looks and-

Bonnie: Well, I think generally it's a bit wordy. You know too many words on each slide. So, could we take out some of the writing?

Cherie: OK, less writing, right. Hang on, let me get my lap top to write these comments down so I don't forget. (Pause). OK.

Bonnie: That would help definitely. Plus I was thinking we could put in more visuals, you know, more pictures. I think it would make the presentation look much more interesting. What do you think?

Cherie:	Sure. I can add more visuals.
Julian:	Yeah, another point I thought of was to change the background colour to light blue. White looks a bit boring, so why not have a light blue background instead of white, so it looks more colourful?
Bonnie:	Yeah, I had a similar comment I'd noted down. What do you think, Cherie?
Cherie:	Yep, fine. I was actually going to do that anyway in the next draft. Okay, so change the background colour to light blue. What else?
Julian:	Another point is maybe put all the main headings in red instead of having all the writing in black just to make it look more interesting.
Cherie:	Yeah, good idea. So 'put headings in red'.
Julian:	Another point is the size of the writing. I think it's a bit small – can we make it bigger so it's easier for the audience to read?
Cherie:	Mmm, so 'make the writing bigger'.
Julian:	How about changing the font too? I always think Times New Roman looks so old-fashioned. Can we make it more, you know, 'up-to-date' looking?
Cherie:	Okay, change the font to make it look more modern. Actually, in relation to that – I was wondering whether we should use numbers or bullet points. In the end, I used numbers, but do you think bullet points would look better?
Bonnie:	Yeah I do – less formal and more visual –
Cherie:	Okay, so change numbers to bullet points. Right, OK. Got it. I'll get the draft ready to give to Jasmine then. Thanks guys.
Announcer:	That's the end of Task 3. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 6
Announcer: Task 4.

Julian, Bonnie and Cherie have met up with their friend Leo at a café. They are talking about the group's presentation and World Expos. Listen to the conversation and answer the questions below. Please note that you do not need to answer in complete sentences. One has been provided as an example. You now have 30 seconds to study the task. At the end of the task, you will have three minutes to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Leo:	OK, right I've got my cappuccino. Anybody else want anything?
Bonnie:	No thanks.
Cherie:	No, no.
Julian:	No, thanks Leo, how you doing anyway?
Leo:	I'm OK.
Julian:	Good.
Leo:	Right, well, I remembered you said to look out for some stuff about Expos, so I asked my dad and he sent me a link on YouTube. I thought it might be quite interesting for you. You – you did say you were looking into the negative aspects of World Expos and trade fairs so this you might call that the dark side of the history.
Julian:	Really?
Leo:	Yeah, the clip was basically about the experiences of this one African man called Ota Benga. The clip started off giving a pretty interesting insight into these World Exhibitions. They said the main function of these expos for ordinary people wasn't trade or science but rather it was the only way that normal people could see things from around the world. Very few people could travel abroad in those days, of course.
Julian:	Yeah, I'd never thought of that.
Leo:	Yeah, so that was one thing. But there was also this other more sinister, darker side of the Expos and fairs where they exhibited humans from different parts of the world, like in a human zoo. They reckon that more than 35,000 men, women and children were exhibited in these types of human zoos at various Expos in Paris, London, you know, the USA… at the end of the 19th and into the 20th Century.
Bonnie:	Really? What did they make these people do in these human zoos?
Leo:	Well, once there, they had to like live – they lived in traditional houses. These traditional houses were built especially there. And these people, they did the cooking and so on. And people watched them like they watch monkeys at a zoo. And at certain times of the day, they put on some sort of exotic show. Doing some dances or religious rituals, that sort of thing.
Bonnie:	Wow, so it was really like the dolphin show at Ocean Park, then.
Leo:	Yeah, pretty much. The most famous of these people who was in one of these human zoos, was an African man named Ota Benga. He was a pygmy.
Cherie:	A what?
Leo:	A pygmy, you know, a tribe from Western Africa who were smaller than average humans.

Cherie: Oh yeah, right.

Leo: And that was the point. That's why he was there.

Julian: What? Because he was a pygmy?

Leo: Yeah. You see, for the 1904 Great World Fair in St Louis in the USA, there was this American scientist called W.J. McGee. Now, McGee wanted to put on a spectacular exhibition of human kind. He wanted to exhibit the most extreme examples of man from around the world: the tallest, the smallest. That sort of thing. So he got the smallest people from Africa. And that was Ota Benga. He was from the tribe of pygmies - the smallest people in the world. So, McGee sent this explorer on a huge expedition to Africa to find pygmies and bring them back. So, he did. He brought back Ota Benga and five other pygmies.

Bonnie: Wow.

Julian: That's amazing.

Leo: Yeah, I know, the irony was that Ota Benga and his fellow tribespeople thought that they were in the USA to show off their own culture, whereas, in fact, what they were advertised to the public and scientists as was the most primitive people on the planet.

Cherie: That's terrible.

Julian: And what happened after the fair ended?

Leo: Well, after the end of the fair, Ota went to New York. You imagine this little African guy in New York? You know, with all its skyscrapers and hi-tech lifestyle.

Bonnie: So, what did he do in New York? Did he work or?

Leo: Well, sort of. He then became famous cuz he got a job at a zoo in New York. He thought he was going to look after the elephants, but he was actually given a job to be a live exhibit in the zoo. He shared a cage with a chimpanzee.

Cherie: That's awful.

Leo: Well, to be fair to people in New York, they did protest and write to the newspapers complaining about it.

Bonnie: So, what happened?

Leo: The exhibition was stopped after about a week.

Bonnie: Good. So, then what happened to him?

Leo: Well, it just got worse and worse for Ota. He then tried to settle in America and even ended up working in a tobacco factory, in a small town in the US. But he was so homesick that he wanted to return to Africa but he didn't have enough money to pay for the journey, so in the end he never returned to Africa.

Julian:	That's terrible. No wonder it's not very well known.
Bonnie:	That is a truly horrendous story, Leo.
Cherie:	God, how can you treat somebody like that?
Leo:	So, are you going to include it in the presentation?
Julian:	What do you think, Bonnie?
Bonnie:	I think we should. Jasmine wanted the full picture, so this gives them the full picture of the history of these types of Expos, that's for sure.
Julian:	Mm. Cherie?
Cherie:	Well, I'm not so keen. I mean, you have to remember that a couple of the audience when we present are actually American, from the USA. I mean, we don't want to offend anybody with our presentation, do we? What do you think, Julian?
Julian:	Well, I think we should. But only the first half of his story is directly relevant to expos. His experiences in New York and the zoo are less relevant. So, just including the first half would keep it relevant.
Announcer:	That is the end of Task 4 and of Part 3A. You now have three minutes to complete your answers to Task 4 and to tidy up all your other answers.

(3 minutes of Greensleeves*)*

(Tone)

Announcer: Part B

Look at page 2 of your Data File.

Situation

You are Nico Lin. You work for Events Horizon, a company which organises large public events. You are part of a committee responsible for organising the Victoria Cup, a professional women's tennis tournament.

In order to promote The Victoria Cup to the public, the head of the Victoria Cup project team, Anthony Au, is keen to ensure that the tournament is a success.

You will listen to a Zoom meeting between a young tennis star called Lara Taranova, her agent Victor Laurent and Anthony Au.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarise yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen you can make notes on page 3 of the Data File.

You now have five minutes to familiarise yourself with the Question-Answer Book and the Data File.

(5 minutes of Greensleeves)

(Tone)

The recording is about to begin. Turn to Page 3 of the Data File.

(5 second pause)

Track 8

Anthony: Hi Victor and Lara, this is Anthony from Events Horizon, can you hear me?

Victor: Hi Anthony, yes we can hear you.

Lara: Hi Anthony. How are things in Hong Kong?

Anthony: Yeah, pretty good. Yep. Great. OK, well we've got a few things to run through about, you know, you coming to Hong Kong for the Victoria Cup.

Victor: Yeah.

Anthony: We could maybe start with any concerns you've got about coming to Hong Kong at all. Or the tournament or --

Victor: Yes, well…

Lara: Ehm, maybe I can start.

Victor: Yes, go ahead Lara, sorry.

Lara: Yeah, my main worry, Anthony, is the weather, really. You know, it's so hot and humid in Hong Kong. I mean, I really don't want to get ill from being too hot. I know last year was quite bad.

Anthony: Mmm. Yeah, we've been discussing this issue quite extensively after last year and it was decided by the committee to allow the players to take longer breaks between games.

Lara: Longer breaks? Mmm, that sounds like a sensible idea. How long will they be then?

Anthony: Well, players will be allowed eight minutes between games.

Victor: Eight minutes. Uh, that's good. And what about the playing schedule – could Lara play in the evening?

Anthony: Absolutely. Actually, another major change this year is that all of our matches will be played in the evenings, so players can avoid the heat of the afternoon.

Lara: Oh really? That's much better. I always prefer evening games anyway. OK, sounds good. Erm, Victor, you want to say something.

Victor: Yes, uh, another concern is the air quality.

Lara: Oh, yeah.

Anthony: OK, air quality. You mean the pollution?

Victor: Yes. Again from our past experience in the Far East, the pollution levels are often really high and this makes it difficult for players to breathe a lot of the time.

Anthony: Yeah, point taken, Victor. Again, it's something the committee has been talking about. I mean, we've talked about pollution with the government and the other players. And what has been decided is as follows: If the API level is above 200 during the event, we can use an indoor court.

Victor: So, you've booked an indoor court in case it is too polluted?

Anthony: Yeah, that's right. But, we'll only use it if the API level is above 200.

Victor: Excellent! I think all players will appreciate you going that extra mile to avoid putting players' health in danger.

Lara: Yes, I agree one hundred percent. Ooh yes, I remember what I was going to say, uhm one of my other concerns is, mmm, how shall I put this, the behaviour of the fans. I remember the last time I was in Hong Kong, the fans were talking really loudly during the game. It's very distracting. You know what I mean? I know it isn't a majority, but you know…

Anthony:	No, no, we get it. We just received a letter from a fan on this very topic. So, it was decided that if any fan breaks the rules concerning making noise during play, they will be removed from the venue.
Lara:	Oh, really? So they'll be removed? OK. I'll be interested to see how that goes.
Anthony:	And something else that will hopefully help this year is we've introduced a system whereby the members of the local tennis clubs get priority in booking tickets. This will mean that real fans will get tickets.
Lara:	Good, a bit of support for local tennis.
Anthony:	Oh, I wanted to ask you, Lara.
Lara:	Yeah?
Anthony:	Would you be willing to spend some time meeting and teaching some of your young Hong Kong fans? We're organising a Tennis Activity day.
Lara:	Yeah, I'd love to. It sounds fun. You can send us the details. Uhm, how old are the participants?
Anthony:	Well, there are different families. But we have an age requirement for the child or children. They have to be between twelve and sixteen.
Lara:	Twelve to sixteen years old. So, teenagers.
Anthony:	And we have to select them. I mean there are a lot of teenagers who want to take part, so we have to select them. Maybe you could help with that.
Lara:	Sure. No problem. I'd be happy to do that. Just let me know the details later.
Anthony:	OK, the other thing I wanted to talk to you about was the donations to the two Hong Kong charities, the Refugee Sanctuary and the Change Young Lives.
Victor:	Oh, yes, well, I've looked at the details of the charities you sent me and we'd like to go ahead with making the donation to both of them.
Anthony:	Oh that's great news. Great! Uh, can we discuss the details again just now?
Victor:	OK, well what we – what we would want to do is something similar to what Suzie Gilmour did with you last year in Hong Kong.
Anthony:	Oh, yeah?
Victor:	We propose to donate, let's see, in Hong Kong Dollars, it would be half a million Hong Kong dollars to each charity. But it's on the condition that they use the money to convert one of their rooms into a gym.
Anthony:	OK, so 500,000 Hong Kong dollars towards setting up a gym. And –

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Victor:	And in return the gym is to be called the Lara Taranova Gym.
Anthony:	Right the Lara Taranova Gym. Right. That should be OK. Oh, and can we set up a short courtesy visit to their charity centres during the tournament? You know, so you could go to the charity centres.
Victor:	Yeah, definitely. Please go ahead and organise that. That would be very nice. Great.
Anthony:	Uh, is there anything else?
Victor:	No I think that's everything.
Lara:	Oh, erm, the advert?
Victor:	Oh, oh yes, Lara was a little –
Lara:	Yeah, maybe I can tell him myself, thanks. Yeah. I was a bit surprised to see your advertisements for the tournament. I was told by my sponsor that my image would appear on the advert for the event since I am the highest ranking player taking part. And that the highest ranking player should therefore be on the poster. And that certainly isn't Suzie Gilmour!
Anthony:	Oh, yeah, mm. Eh, sorry about that. Yes, we've been having all sorts of problems with that poster, so I'll pass on your message to the PR department.
Lara:	OK. Thank you.
Victor:	OK, thanks, Anthony. Can I have your phone number in case we have any other questions later on?
Anthony:	Yes. Uh, we have a new number for all player enquiries. It's 00852-1747-3562.
Victor:	Let me repeat it back to you. 00852-1747-3562.
Anthony:	That's it. Otherwise, uh, feel free to send me an email any time.
Victor:	Great. Thanks!
Anthony:	No problem. Uh, bye for now.

(2 second pause)

Announcer:	That is the end of the listening component of this paper. You will now have one hour and fifteen minutes to complete the written tasks in either Part B1 or Part B2. An announcement will be made when time is up. Take off your earphones now and turn off the radio.