

MARKING SCHEMES

*This document was prepared for markers' reference. It should not be regarded as a set of model answers.
Candidates and teachers who were not involved in the marking process are advised to interpret its content
with care.*

Paper 1 (Reading)

Part A (compulsory section)

1. i) complimentary [65]
ii) academics [65]
iii) coach [88]
2. i) X [77]
ii) Ad 1 [70]
iii) Ad 2 [55]
3. i) A [92]
ii) D [75]
iii) B [75]
4. C and E // E and C [85]
5. (the idea that) (background) music helps people focus [61]
6. i) difficult // hard // challenging // problematic [34]
ii) slower // lower [41]
iii) significant // important // vital // crucial [42]
iv) emotions // senses [19]
v) still // always // also [31]
vi) stimulating // interesting [24]
vii) stronger // greater [8]
7. B [56]
8. (the) trouble (is) [41]
9. (the) unpleasant / dull task // (the) task in hand // what we are doing [32]
10. innocuous [62]
11. sniffing // whispering // tapping a pen [75]
12. D [47]
13. C [69]
14. impedes [71]
15. there is (extreme) variation in musical preferences // music is really down to personal preferences so students may react differently // student will respond to the music in different ways [57]
16. musical pieces without words we listen while working / doing a task [9]

17. i) limitations [53]
ii) simplistic [41]
iii) entertaining // pleasant [40]
iv) distracting [31]
v) technology [47]
vi) balance // stimulation [60]
 18. game producers / composers have to stay focused to produce music which doesn't distract game players / helps players not to focus on the music / focus on the game [4]
 19. B [58]
 20. D [89]
 21. C [46]
 22. i) Disagrees [65]
ii) Disagrees [67]
iii) Agrees [39]
iv) Neither agrees nor disagrees [69]
- Part B1 (easier section)**
23. producing honey // (and) pollinating flowers (to produce fruit) // pollination / producing fruit [69]
 24. C [93]
 25. i) T [55]
ii) F [89]
iii) NG [49]
iv) T [69]
 26. i) feed [52]
ii) immediate [64]
iii) minutes [68]
iv) sharp // burning [52]
v) pain [40]
 27. i) stood on // sat on [35]
ii) stinger // (venomous) sac [37]
iii) redden // swell // reddened and swell [84]
iv) itchy [46]
 28. key [33]
 29. 6 [45]
 30. the swelling // the sting // the area around the sting [69]
 31. C [46]
 32. not to squeeze the sting sac // not to inject (more) poison (into the wound) [43]
 33. 3% of the population who are allergic (to stings) / at risk [32]
 34. He / she may die / may have anaphylactic shock / needs immediate medical treatment // may have serious medical conditions [23]
 35. C [41]

36. i) creative director [23]
 ii) (local) beekeepers [15]
 iii) bee population(s) [26]
 iv) awareness [41]
37. i) Not stated [43]
 ii) 2010 [63]
 iii) The 1980s [81]
 iv) Not stated [52]
38. (Mr Michael) Leung and (Mrs) Yip [69]
39. i) T [51]
 ii) F [63]
 iii) NG [60]
40. i) Chinese beekeepers use / wear no protective clothing / gloves and head nests but western beekeepers wear protective clothing [33]
 ii) Chinese beekeepers keep a wide range of bee species but western beekeepers keep a single species [27]
41. (the) bees [40]
42. bees sustain themselves in (Hong Kong's) urban environment / in different locations [17]
43. (It / the honey in Hong Kong is) an eclectic mix of wild / seasonal flowers // hard work that has gone into producing it / the honey [37]
44. driven [7]
45. A [39]
46. dust [67]
47. when (apple) flowers blossom / ripe / open [10]
48. A [66]
49. (it was) free to have bees to pollinate (but now) humans (are) employed / paid to pollinate [51]
50. hurt [74]
51. D [50]
- Part B2 (more difficult section)**
52. creatures // insects // bugs // animals [40]
53. i) surprising // shocking // startling [38]
 ii) disappearing // missing // absent [42]
 iii) flower // blossom [63]
 iv) dry // calm [65]
 v) diversity // variety [48]
54. allowing profits / money / market to control / decide conservation policies [15]
55. because heather honey (produced on the heather moor) is highly prized / the most prized in the world / unique // he wants to get heather honey [31]
56. (unique) gel-like texture // fox-red // headed with silver bubbles // room-filling fragrance [90]
57. C [65]
58. D [50]
59. what Willie / he wears / the beekeeping suit looks like a spacesuit (covering the whole body) // in the suit he moves slowly / slow-mo (like a spaceman) [46]
60. i) bodies // body // skin [86]
 ii) hood [35]
 iii) restricted // limited [40]
 iv) quickly // fast [70]
61. i) F [82]
 ii) T [72]
 iii) F [69]
62. (the top box is) heavy // the top box is full of / has a lot of honey [48]
63. Skill: keeping bees that are well adapted to the environment // keeping bees for many / over 50 years // knowledge about his bees' beekeeping / ways of keeping bees [43]
 Luck: (suitable) / (good) weather (was good) [53]
64. the harvest is unpredictable / not the same every year / uncertain / has ups and downs [42]
65. (the) sting [26]
66. (the) bee suit // (the) armour of the apianist // (the) protective clothes [53]
67. (an attacking) bear // characters in video game [72]
68. (aggressive) atoms // flying attackers // sharks [70]
69. bees can get / find a place / go through the hole to attack the beekeeper // bees can attack / sting through a stony stench [24]
70. i) careless // reckless [72]
 ii) important // precious / valuable [65]
71. i) D [49]
 ii) F [20]
 iii) E [68]
 iv) B [35]
 v) C [79]
 vi) A [20]

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 words(s) / phrase(s) within an answer
 // = alternative answers
 () = words(s) or phrase(s) which are NOT essential to the answer
 _____ = underlined word(s) must be present in the answer

Marks	Content (C)	Language (L)	Organisation (O)
3	<ul style="list-style-type: none"> Content partially satisfies the requirements of the question Some relevant ideas but there are gaps in candidate's understanding of the topic Ideas not developed, with possible repetition Does not orient reader effectively to the topic 	<ul style="list-style-type: none"> Short simple sentences are generally accurate Only scattered attempts at longer, more complex sentences Grammatical errors often affect meaning Simple vocabulary is appropriate Spelling of common words is correct, with basic punctuation mostly accurate 	<ul style="list-style-type: none"> Parts of the text are generally defined Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy A limited range of cohesive devices are used appropriately
2	<ul style="list-style-type: none"> Content shows very limited attempts to fulfil the requirements of the question Intermittently relevant Some ideas but few are developed Ideas may include misconception of the task or some inaccurate information Very limited awareness of audience 	<ul style="list-style-type: none"> Some short simple sentences accurately structured Grammatical errors frequently affect meaning Very simple vocabulary of limited range, often based on the prompt(s) A few words are spelt correctly, with basic punctuation being occasionally accurate 	<ul style="list-style-type: none"> Parts of the text reflect some attempts to organise topics Some use of cohesive devices to link ideas
1	<ul style="list-style-type: none"> Content inadequate and heavily based on the task prompt(s) A few ideas but none developed Some points/ ideas are copied from the task prompt or the reading texts Almost total lack of awareness of audience 	<ul style="list-style-type: none"> Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible 	<ul style="list-style-type: none"> Some attempt to organise the text Very limited use of cohesive devices to link ideas
0	<ul style="list-style-type: none"> Totally inadequate Totally irrelevant or memorised All ideas are copied from the task prompt or the reading texts No awareness of audience 	<ul style="list-style-type: none"> Not enough language to assess 	<ul style="list-style-type: none"> Mainly disconnected words, short note-like phrases or incomplete sentences Cohesive devices almost entirely absent

Note for Paper 2 Part B: If content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains.

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organisation (O)
7	<ul style="list-style-type: none"> Content entirely fulfils the requirements of the question Totally relevant All ideas are well developed/supported Creativity and imagination are shown when appropriate Shows a high awareness of audience 	<ul style="list-style-type: none"> Very wide range of accurate sentence structures, with a good grasp of more complex structures Grammar accurate with only very minor slips Vocabulary well-chosen and often used appropriately to express subtleties of meaning Spelling and punctuation are almost entirely correct Register, tone and style are entirely appropriate to the genre and text-type 	<ul style="list-style-type: none"> Text is organised extremely effectively, with logical development of ideas Cohesion in most parts of the text is very clear Cohesive ties throughout the text are sophisticated Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type
6	<ul style="list-style-type: none"> Content fulfils the requirements of the question Almost totally relevant Most ideas are well developed/supported Creativity and imagination are shown when appropriate Shows general awareness of audience 	<ul style="list-style-type: none"> Wide range of accurate sentence structures, with a good grasp of simple and complex sentences Grammar mainly accurate, with occasional common errors that do not affect overall clarity Vocabulary is wide, with many examples of more sophisticated lexis Spelling and punctuation are mostly correct Register, tone and style are appropriate to the genre and text-type 	<ul style="list-style-type: none"> Text is organised effectively, with logical development of ideas Cohesion in most parts of the text is clear Strong cohesive ties throughout the text Overall structure is coherent, sophisticated and appropriate to the genre and text-type
5	<ul style="list-style-type: none"> Content addresses the requirements of the question adequately Mostly relevant Some ideas are well developed/supported Creativity and imagination are shown in most parts when appropriate Shows some awareness of audience 	<ul style="list-style-type: none"> 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 Vocabulary is moderately wide and used appropriately Spelling and punctuation are sufficiently accurate to convey meaning Register, tone and style are mostly appropriate to the genre and text-type 	<ul style="list-style-type: none"> Text is mostly organised effectively, with logical development of ideas Cohesion in most parts of the text is clear Sound cohesive ties throughout the text Overall structure is coherent and appropriate to the genre and text-type
4	<ul style="list-style-type: none"> Content just satisfies the requirements of the question Relevant ideas but may show some gaps or redundant information Some ideas but not well developed Some evidence of creativity and imagination Shows occasional awareness of audience 	<ul style="list-style-type: none"> 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 Common vocabulary is generally appropriate Most common words are spelt correctly, with basic punctuation being accurate There is some evidence of register, tone and style appropriate to the genre and text-type 	<ul style="list-style-type: none"> Parts of the text have clearly defined topics Cohesion in some parts of the text is clear Some cohesive ties in some parts of the text Overall structure is mostly coherent and appropriate to the genre and text-type

Paper 3 (Listening and Integrated Skills)

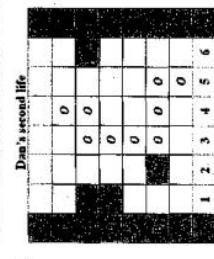
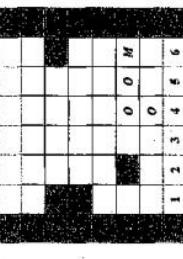
Part A (compulsory section)

Task 1 (13 marks)

1. terrible // awful
2. dog was sick
3. great // wonderful
4. bought a (new) big TV
5. boring
6. had to work all weekend
7. playground games // games children play in the playground
8. catch the dragon
9. fingers out
10. fun to watch
11. computer games for animals // computer games animals play
12. crazy cat
13. Dan has done no research // topic has not been researched

Task 2 (13 marks)

14. exit
15. entrance // entry
16. wall(s) (of/maze)
- 17.



18.

23. the game sends a document to the player's phone [29]
 24. a password appears on the screen [39]
 25. the player opens the document with the password [36]
 26. the player checks the location of the monsters [23]
- Task 3 (13 marks)**
- [65] 27. started / completed [40]
 28. **Pete Pieter** [76]
 29. ✓ [91]
 30. riding a horse / horses [47]
 31. a pretend wedding // performing a wedding [37]
 32. exercise like yoga // yoga (exercise) [53]
 33. kicking game [61]
 34. eight bit graphics [27]
 35. small / little blocks [31]
 36. a few colours // a small number of colours [17]
 37. complex / complicated images / pictures // a complex / complicated image / picture [30]
 38. funny // humorous // like a joke [64]
 39. for free // free of charge [44]

Task 4 (12 marks)

- [59] 40. provides (form of) entertainment / pleasure and fun // for entertainment / pleasure and fun [49]
- [52] 41. has an outcome or goal [23]
- [61] 42. follows (some set of) rules [59]
- [55] 43. life is (not) a game // games and life are (not) similar [60]
44. helps them / they learn to fight better in real life [8]
45. play jumping // jump out the water / for fun [57]
46. helps them escape from hunters / predators [19]
47. one rat is (always) stronger / weaker than the other // fighting games occur between stronger and weaker rats [59]
48. the weaker rat will stop playing if it always loses / keeps losing [27]
49. the stronger rat lets the weaker rat win some of the time so they can keep playing // the stronger rat loses deliberately (to the weaker rat) some of the time otherwise it will have no friends to play with [8]
50. (a kind of) morality // to be moral // morals [33]
51. how to live together peacefully [11]

- [37] 19. make the game / grid more colourful
- [47] 20. (add) more monsters
- [21] 21. (by) speaking to the (smart)phone
- [72] 22. (by) touch(ing) the screen

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.

Part B1 (easier section)

Task 5 (14 marks)

Task Completion = 12 marks

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

		DF page reference
5.1	3	7
5.2	4	7
5.3	one (person) vegetarian	8
5.4	(one person needs) wheelchair access	8
5.5	yes	7
5.6	3 // one each day	7
5.7	4	7
5.8a	we wanted to make our own board games	3*
5.8b	formed two years ago / in 2016	3*
5.8c	there are five members in the company	3*
5.9a	Death Kick	3*/5
5.9b	a Kung Fu / fighting card game	3*

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

Task 5: Language = 2 marks

Accuracy

Marks	Accuracy
2	<ul style="list-style-type: none"> • Simple and more complex phrases are generally accurately constructed. • Generally understandable though may be some minor errors. • Most common words are spelt correctly.
1	<ul style="list-style-type: none"> • Simple phrases are generally accurate. • Grammatical errors sometimes affect understanding. • Spelling of simple words is correct, more complex ones not.
0	<ul style="list-style-type: none"> • Multiple errors throughout, spelling and/or word usage which make understanding impossible. <p>OR</p> <ul style="list-style-type: none"> • 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 6 (18 marks)

Task Completion = 9 marks

	DF page reference
6.1	<i>Appropriate email subject #</i>
6.2	Would you like to do a video review of our game Escape to Hong Kong Island 4
6.3a	a zombie game 3* / 5
6.3b	set in Hong Kong / board is a map of Hong Kong 3* / 5
6.3c	players start in Kowloon 3*
6.3d	players need to work together // it's a team game 3* / 5
6.3e	two players in each team and two teams 5
6.3f	everybody in your team needs to reach Hong Kong Island 3*
6.3g	target audience 12 – 15 year olds / young teens 3* / 5

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

- # The wording of the email subject may vary from candidate to candidate. An appropriate heading should include:
- 'video review'
 - 'or'
 - 'invitation to review'

'video review'	AND	'Griffin Workshop's new game' or 'Escape to Hong Kong Island'
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Task 6: Language = 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 spell correctly, with basic punctuation being accurate.
2	Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File. Own Language <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. OR <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • Overall coherence of text very good with a clear focus on task throughout. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none"> • Overall coherence of text is reasonable with a reasonably clear focus on 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	<ul style="list-style-type: none"> • Overall coherence of description is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Coherence and Organisation = 2 marks

Task 7 (20 marks)

DF page reference	
7.1a	overall people like the game
7.2a	game is not easy to learn
7.2b	need more examples in rulebook / rules
7.3a	people don't like the artwork
7.3b	too childish / game for teenagers not primary kids
7.4a	people don't think the map is clear
7.4b	font size too small
7.4c	can't see red text
7.5a	extra examples haven't been added to rulebook yet
7.5b	artist hasn't given new artwork // will send new artwork next Wednesday / 18 April
7.5c	text on the map is now black and bigger font

Task 6: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate through manipulation of parts of Data File and own language. • The candidate has produced a text appropriate for task.
1	<ul style="list-style-type: none"> • Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language. • Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none"> • 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.

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

- It is an external email inviting a reviewer from outside the company to do a review.
The writer is writing on behalf of Griffin Workshop.
The tone should be polite as s/he is making a request and also informative in providing the details about the game.

The reviewer did a review for a Griffin Workshop product previously. Games reviewers on YouTube are usually young and/or game fans. The candidate may choose to be reasonably informal in his/her approach, e.g. 'Dear Paul', 'How are things with you?', etc.

Task 7: Languages = 5 marks

Task 7: Coherence and Organisation = 2 marks

Marks	Language	Marks
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 <ul style="list-style-type: none">• 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.	2 <ul style="list-style-type: none">• Overall coherence of text very good with a clear focus on task throughout.• Relations between main points and supporting points always clear.• Strong cohesive ties used to enhance coherence when necessary.
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 <ul style="list-style-type: none">• 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.	1 <ul style="list-style-type: none">• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.• The relations between main points and supporting points generally clear.• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
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 <ul style="list-style-type: none">• 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.	0 <ul style="list-style-type: none">• Overall coherence of description is weak.• Supporting details generally not clearly related to main points.• Cohesive ties used contribute little to the coherence of the text.
2	Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File. Own Language <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Writing characterised by being mostly a series of chunks taken verbatim from the Data File.• 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	Data File Manipulation Writing characterised by being a series of chunks taken verbatim from the Data File. <ul style="list-style-type: none">• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.	0 <ul style="list-style-type: none">• Not enough evidence in candidate's work to be able to award '1'.

Marks	Coherence and Organisation
2	<ul style="list-style-type: none">• Overall coherence of text very good with a clear focus on task throughout.• Relations between main points and supporting points always clear.• Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none">• Overall coherence of text is reasonable with a reasonably clear focus on 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	<ul style="list-style-type: none">• Overall coherence of description is weak.• Supporting details generally not clearly related to main points.• Cohesive ties used contribute little to the coherence of the text.

Task 7: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.• The candidate has produced a text appropriate for task.
1	<ul style="list-style-type: none">• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.• Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	<ul style="list-style-type: none">• 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.

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

- It is an internal report for a very small company with four other staff members who are all friends.
- The candidate may choose to make the report quite formal but equally a less formal approach (using first names etc.) is also appropriate.
- A title specific enough to explain the purpose of the report is appropriate.
- An introduction referring to the report and its purpose/background is appropriate.
- The results from the questionnaire should be summarised or at least presented in an accessible and succinct manner and/or their relevance stated.
- The use of sections, headings and bullet points is appropriate.
- The report should end with a statement of the work still to be done or future action.

Part B2 (more difficult section)

Task 8 (22 marks)

Task Completion = 13 marks

Gamestart:

8.1a	<i>Advantage:</i> (most) well-known funding website for board games / board game companies	DF page reference 3*
8.1b	<i>you get to advertise your game and this attracts investors</i>	5
8.1c	<i>Advantage: Flexible – you set the target needed to produce / to be able to continue developing the game</i>	5
8.1d	<i>Advantage: is global / online so can raise money from anywhere in the world</i>	3*
8.2a	<i>Disadvantage: Game will be ignored if at same time as big company's project</i>	5
8.2b	<i>Disadvantage: May not reach target and would have to abandon project (and waste time and effort)</i>	5
8.2c	<i>Disadvantage: International shipping expensive (especially for board games)</i>	5

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

Acorn Grant:

8.3a	<i>Acorn Grant is sponsored by MelakaBank</i>	DF page reference 6
8.3b	<i>HK\$250,000 of money (as one-time award)</i>	6
8.3c	<i>Advantage: will provide financial and advertising advice for a year</i>	6 / 7
8.4a	<i>Disadvantage: Competition is fierce // it is difficult to win (last year 287 companies applied and only one winner)</i>	6
8.4b	<i>Disadvantage: just wants to control</i>	3*
8.4c	<i>we / Griffin Workshop would lose our independence // we don't want others to control us / value our independence</i>	3*

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

Task 8: Language = 5 marks

Marks	Language
5	Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Own Language <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Data File or by chunks taken verbatim from the Data File. Own Language <ul style="list-style-type: none"> 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'.
0	Data File Manipulation Writing characterised by being mostly a series of chunks taken verbatim from the Data File. Own Language <ul style="list-style-type: none"> 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.

Task 8: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <p>OR</p> <ul style="list-style-type: none"> Not enough evidence in candidate's work to be able to award '1'.

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. Consistently demonstrates audience awareness.
1	<ul style="list-style-type: none"> Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. The tone may be inconsistent.
0	<ul style="list-style-type: none"> 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):

- It is an internal workplace report for a small company.
- The intended audience is the other four people in the company. The use of 'we' is a possible approach.
- A relevant title, headings and numbered paragraphs are all appropriate.
- No conclusion or recommendation is required though a brief concluding statement is appropriate, indicating next stage of process.
- It should not read like an essay.
- Should be reasonably formal and measured (i.e. avoid simply repeating other people's hyperbole).
- Inappropriate words and phrases from the Data File include:
advertising wizardry; big bark; the clever part is; Gamestar stinks; gonna be; huge drawbacks; a load of money; no ifs buts; problem solved; no strings attached; one huge plus; ultimate flexibility; want to control everything; What's so good about?; a win-win situation.

Task 9 (13 marks)

Task Completion = 7 marks

Marks	DF page reference
9.1	book eight tables / all tables / whole cafe // 32 people coming
9.2	from 6pm - 9pm
9.3	(Wednesday) 2 May
9.4	Griffin Workshop / our company / we will pay the fee / for customers
9.5	we want a discount of 50%
9.6	Crossroads Game Cafe should contact (regular) customers about the competition
9.7	Eric Park has been confirmed / has been invited / will come as a (special) guest
10	

Task 9: Language = 3 marks

Marks	Language
3	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 <ul style="list-style-type: none"> 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.
2	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 <ul style="list-style-type: none"> 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.
1	Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File. Own Language <ul style="list-style-type: none"> 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 <i>verbatim</i> from the Data File. Own Language <ul style="list-style-type: none"> 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. <p>OR</p> <ul style="list-style-type: none"> Not enough evidence in candidate's work to be able to award '1'.

Task 9: Coherence and Organisation = 1 mark

Marks	Coherence and Organization
1	<ul style="list-style-type: none"> • Overall coherence of text is very good. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
0	<ul style="list-style-type: none"> • 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. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

task 10 (J / m/s)

Task Completion = 8 marks		DF page reference
	Art on map	
10.1	majority of teenagers and parents were positive (loved it or said was OK)	8
	Art on cards	
10.2a	majority of teenagers loved it, majority of parents hated it	8
10.2b	too much blood	11
10.2c	usually it's parents who have final say in whether game gets bought / who buy it themselves or will demand to see what their child has bought	3*
10.2d	Parents will not approve of the artwork / buying the game if too graphic / violent (even if appeals to teenagers)	3*
	Text on map	
10.3a	majority of both parents and teenagers said it wasn't really easy to read	8
10.3b	colour of text (is red and) needs to be darker	10
10.4	<i>Reminder:</i> Must be completed by 27 th of this month / April	10

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

- It is an external email to the owner of a games caff written on behalf of Griffin Workshop.
 - It is a response to the owner's own reply to a Griffin Workshop staff member's initial enquiry.
 - The tone should be businesslike and polite and should show some tact in negotiating the cost.

Task 10: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation</p> <p>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.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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	<p>Data File Manipulation</p> <p>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.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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	<p>Data File Manipulation</p> <p>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.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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	<p>Data File Manipulation</p> <p>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.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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 spelled correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation</p> <p>Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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	<p>Data File Manipulation</p> <p>Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • 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. • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Appropriacy (A) = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to text through manipulation of parts of Data File • be distinct enough to be functional in the recipient's inbox; • refer to something like 'feedback on artwork samples and be specific enough to distinguish it from the other work the artist will inevitably be doing for other companies. A reference to 'Escape to Hong Kong Island' or 'Griffin Workshop' would therefore be beneficial.'
1	<ul style="list-style-type: none"> • Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	<ul style="list-style-type: none"> • 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):

- It is an external email written to an artist who has been hired to do the artwork.
- The tone should be businesslike, encouraging regarding the positive aspects and tactful when broaching the subject of the parts to be amended.
- It should include a subject line.
- It should not be too formal as it is to an artist who has a working relationship with the company.
- Above all, as Angel explicitly states, the email should not upset the artist. Phrases likely to upset the artist from the Data File include: *'hate it; pretty mixed; why choose red?; worry about you getting it done; was late 2 weeks last time; get it done by the 27th; awful'*.

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
3	Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters. Less common words may be misunderstood unless supported by contextual meaning. Uses intonation and pacing sufficiently well to be understood by a supportive listener.	Uses some features of body language to support communication. Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.	Usually makes appropriate use of simple vocabulary. Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication. May show some ability to self correct but done inconsistently or only partially successfully.	Expresses some relevant ideas clearly. These may be linked. Responds to some simple questions and may expand on these if asked directly.
2	PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS			
	Poor voice projection may cause difficulties for listener. Pronounces simple sounds and some sound clusters well enough to be understood most of the time. Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.	Uses restricted features of body language when prompted to respond. Uses some simple formulaic expressions, generally in response to others. Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.	Makes appropriate use of vocabulary from limited and familiar range, often derived from context. May use some very basic language patterns accurately in brief exchanges. Errors may impede communication. May be unable to self correct.	Attempts to express simple relevant ideas, sometimes successfully. Attempts to expand on some responses briefly. Makes some contribution when prompted.
1	Poor voice projection is likely to be a problem. Pronounces some simple and common words accurately enough to be understood. Uses intonation appropriately in the most familiar of words and phrases. Hesitant speech is likely to be a problem.	Uses restricted features of body language when prompted to respond. Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.	Makes use of a narrow range of simple vocabulary, sometimes appropriately. Uses a narrow range of language patterns, usually in short and rehearsed utterances. Errors often impede communication.	Occasionally produces brief ideas relevant to the topic. Makes some brief responses when prompted.
0	Does not produce any comprehensible English speech.	Does not use any interactional strategies.	Does not produce recognizable words or sequences.	Does not produce relevant material.

Paper 4 (Speaking)

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
7	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.	Makes accurate use of an impressive range of vocabulary. Uses varied and highly accurate language patterns. Rephrases skilfully when necessary.	Expresses an impressive range of well-developed complex ideas clearly and fluently. Expands and elaborates with impressive detail. Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.
6	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.	Makes accurate use of a wide range of vocabulary. Uses varied and accurate language patterns; only minor slips made, which do not impede communication. Rephrases effectively when necessary.	Expresses a wide range of well-developed relevant ideas clearly and fluently. Expands and elaborates in detail. Consistently responds effectively to others, sustaining and extending conversational exchanges.
5	Projects the voice appropriately. Pronounces almost all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a wide range of strategies to initiate and maintain interaction and to respond to others.	Makes varied and generally appropriate use of vocabulary. Makes use of generally accurate and appropriate language patterns. Self-corrects effectively when necessary.	Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked. Expands and elaborates appropriately. Responds appropriately to others, sustaining and extending conversational exchanges.
4	Usually projects the voice satisfactorily. Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible. Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.	Uses some features of body language to support communication. Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.	Makes generally appropriate use of vocabulary. Makes use of generally accurate language patterns. Errors do not generally impede communication. Self corrects when concentrating carefully or when asked to do so.	Expresses some relevant ideas clearly. Most ideas are developed and linked. Elaborates on most contributions appropriately. Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.