HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2015

ENGLISH LANGUAGE   PAPER 4

GENERAL INSTRUCTIONS
This paper consists of two parts: Part A, Group Interaction; and Part B, Individual Response. Part B will immediately follow Part A. DO NOT write anything on this page.

PART A   Group Interaction
You will be given 10 minutes to prepare. The time allowed for the group interaction is 8 minutes (or 6 minutes for a group of 3 candidates). You may make notes on the notecard provided and refer to your notes during the discussion.

Below is an extract from an Australian website about a primary school programme called 'Adopt-A-Grandparent':

About Adopt-A-Grandparent
The Australian Adopt-A-Grandparent programme is supported by people who have family spread around the country and even the world. Many of our young children do not have grandparents living close by. In fact some of our children don't have any grandparents at all.

Those families who don't have grandparents around find that their children lack the presence of an older role model and often don't know how to relate to and communicate with our older generation. The real shame is that our older generation has so much to offer children by way of skills, knowledge and nurturing.

What is The Adopt-A-Grandparent Programme?
Primary schools invite senior volunteers to come to the school and spend time with the children. They read to them, get involved in creative activities, crafts, and play music. Some seniors might tell their story about how things were when they were a kid, something the children love to hear about.

Depending on the scheduling system in each school, seniors can volunteer once a month, once a fortnight, or even more frequently. It is totally up to them to express their preference to the school.

Grandparent/Senior Volunteers
Schools invite the grandparents of the children who attend the school to volunteer on a regular basis. Alternatively, senior communities in the area of the school can be approached and invited to participate.

Your group is meeting to discuss whether it would be a good idea to start an Adopt-A-Grandparent programme at your school. You may want to talk about:

- what the grandparents could do and why
- the benefits of such a programme for the students and the school
- how you might organize the programme
- anything else you think is important

PART B   Individual Response
The examiner will ask you one or more questions based on Part A. You will have up to 1 minute to respond.

DO NOT TAKE AWAY

This document was prepared for makers' 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. writer of this article // journalist // reporter // interviewer // the person who asks the questions
    (✘ writer)   [52]

2. several // some more (books)   [9]

3.
His career:	
Started working for *The Economist*	3
Wrote his first book about Korea	4
Became an English teacher	2
Studied at Oxford University	*1*

    [64]

4. (other) westerners (in Korea) // the west/westerners // people (living) in western/other countries // (other) journalists // (other) writers   (✘ (most) people (in general) // Koreans)   [41]

5. D   [75]

6. China   [45]

7. it is the warmth between people and mutual sacrifice   [57]

8. jeong/ han are uniquely Korean/exclusive concepts to Korea
    (✘ Korea has words to describe these things)   [25]

9. to overcome/forget their sadness/sorrow/burden/oppression   [22]

10. i) Sadness and happiness both seem to be magnified in Korea // Koreans are/tend to be more emotional/ show more feelings   (✘ show a lot of stoicism / self-control)   [17]

    ii) Koreans are very expressive and open with their feelings   [48]

11. its superficial // it's not meaningful   (✘ it's for teenagers)   [53]

12. (members of) 3rd Line Butterfly   (✘ a band // Korean Music / culture)   [82]

13. Gangnam is superficial/flashy   [11]

14. i) NG   [72]

    ii) F   [68]

    iii) T   [82]

15. (Korean) drama(s) // (romantic) TV series/programme // soap opera(s)
    (✘ Korean soaps // Cinderella stories)   [83]

16. the best way to become wealthy/achieve status/ to become successful is to marry   [62]

17. i) drama(s) // soaps   [90]

    ii) wealthy // rich   (✘ affluent)   [91]

    iii) beautiful // young   (✘ poor)   [88]

    iv) poor   [78]

    v) marry   [44]

18. they make children cry // they get mad at bad results // make them work hard // obsessed with education   [64]

19. (they have many) things/possessions/goods/money/wealth   [21]

20. (they want) to keep/preserve their status/position in society // to show (the world) their children are doing well   [74]

21. he is a better friend // more connected to people // more warm/friendly // less cynical   [60]

22. jeong // the warmth between people // the people are warm   [47]

23. (Cold) refers to the cold culture/society (in Britain) // British are cold and cynical   [58]

24. Daniel (Tudor) // the writer himself   [19]

25. Daniel (Tudor) is one of the most/is a very influential foreign correspondents (in South Korea) but also one of the least known   [28]

26. (Mr) Michael // Breen   [63]

27. (a list of) must-read books/indispensable/important books // books that should be read   [4]

28. (there is a) greater interest in reading about North Korea (than South Korea) // North Korea is more interesting/popular/attractive (than South Korea) // there are more (must-read) books published about North Korea (than South Korea)   [7]

29. (Daniel's book pushes into) new social and economic territory // (including the) rising role of immigrants, multicultural families/(and even) gay people (in Korea)   [31]

30. unending desire for (new and trendy) gadgets and fashion *(1 mark)*   [43]
    and yet the tunnel-like/narrow-minded/unchanging view of what constitutes a successful life *(1 mark)*   [34]

31. Koreans have achieved a great deal // although they have many achievements/are successful *(1 mark)*   [33]
    but they aren't content with their success/achievements // they are not happy/satisfied // they are too hard on themselves *(1 mark)*   [22]

Part B1 (easier section)

32. A(nna) Rossi   (✗ the writer)   [91]

33. i) where Anna lives // address of the witness // in case the police wants to contact/find the witness // Anna's contact details // information about the witness   (✗ where the witness is from)   [44]

    ii) where the collision/accident happened // location of the car park // place of the accident   [58]

34. collision   (✗ collide)   [55]

35. i)   F   [63]

    ii)   C   [64]

    iii) E   [55]

36. no one // nobody // none // no persons // 0   [29]

37. (because) she witnessed/saw the accident // she was a witness // (in case the green car driver) needed a statement (from Anna) // to contact her   [77]

38. D   [70]

39. the silver car *(1 mark)* because it was speeding/driving over the speed limit *(1 mark)*
    the green car *(1 mark)* because it was reversing // couldn't see the silver car had the right of way *(1 mark)* …   } [53]
    (✗   No marks if only write 'silver/green car')

40. B   [74]

41. i) when the accident happened   [66]

    ii) (the date Anna) signed the witness statement   [3]

42. i) traffic jam(s)   } [63]
    ii) deadly accident(s)   } *in any order*   [52]

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43. driving to work // car journey to work // the commute // the ride/drive to the office   [24]

44. computers // cars themselves // robots   [62]

45. Google   [59]

46. Eno Centre for Transportation   [46]

47. A   [42]

48. i)   NG   [21]

    ii)   T   [47]

    iii) T   [58]

    iv)   NG   [70]

49. i)   B   [82]

    ii)   A   [59]

    iii) D   [64]

50.

i)	•	induce more travel		[73]
ii)	•	congestion will get worse	*any two,*	
iii)	•	more air pollution	*in any order*	[80]

51. B   [26]

52. C   [63]

53.

i)	• **cost**		[53]
	- technology is (still) very pricey //		
	- price is high //		
	- car costs over \$100,000/\$70,000/ (any specific amount over \$70,000)		
	- costs would presumably come down over time, but no one knows how <u>rapidly</u>		
ii)	• **demand (for self-driving cars is low)**		[39]
	- only 20% would definitely buy a self-driving car //		
	- only a few people would buy		
	- people don't trust them		
iii)	• **technology (is far from perfect)**	*any four,*	[34]
	- have yet to be (fully) tested in urban environments //	*in any order*	
	- technology will emerge gradually // but even intermediate features pose unique challenges		
iv)	• **(a ton of) research yet to be done**		[28]
	- have yet to be (fully) tested in urban environments //		
	- crucial questions go unanswered //		
	- impossible to know what will happen at this point in time //		
	- unforeseen consequences		

• **safety**	
- safety is the biggest //	
- early (autonomous) cars/Google's self-driving cars will likely require their human drivers to take the wheel during especially complicated situations //	
- it's difficult to get people to drift in and out of attention while driving	
- the process of switching back and forth between robot and human could well make these cars less safe	
• **social/environmental**	
- researchers can't predict how self-driving might reshape/change society //	
- may induce more travel/congestion may get worse	
- may lead to an increase in air pollution //	
- the nation will be hampered in its ability to successfully plan for and introduce autonomous vehicles into the transportation system	
(✘ costs coming down // pollution/congestion will increase // 'self driving cars have a lot of hoops to leap through' // time consuming)	

54.   in complicated situations *(1 mark)*, humans are safer // computers/robots/self-driving vehicles are unable to handle the driving *(1 mark)* //   [16]

    when the computer does not work *(1 mark)* as the technology is not perfect *(1 mark)*   [4]

55.   D   [37]

Part B2 (more difficult section)

56.   D   [52]

57.   i)   Rousseau is a depraved animal because he (himself/too) is (also) reflecting // it is a contradiction that Rousseau claims, 'the man who reflects is a depraved animal' // his claim is wrong/ironic   [12]

    ii)   the student thinks he's right/smart/sophisticated // he is challenging a famous person/author/theory // he's found mistakes (in the texts) which shows his critical thinking skills)   [33]

58.   (apparent) contradictions   [39]

59.   i)   C   [68]

    ii)   B   [57]

60.   having strong critical thinking skills // being critical   (✘ being smart) (✘ strong critical skills)   [73]

61.   i)   unproductive   [30]

    ii)   intelligent   [42]

    iii)   cynical   [35]

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62.   i)   F   [88]

    ii)   T   [65]

    iii)   NG   [69]

63.   C   [63]

64.

	Summary	Correction	
e.g.	There are <u>three</u> traditions in liberal education in America:	*two*	
i)	one pursues truth, the other pursues <u>exuberance</u>. Since	excellence	[58]
ii)	the 1960s, there has been <u>less</u> emphasis on the former,	more/greater	[45]
iii)	which now is synonymous with fault-finding and challenging beliefs.	✓	[50]
iv)	Rather than being a participant, there is a preference to be a <u>competitor</u>.	spectator // beholder	[58]

65.   A   [54]

66.   (i)   fetishizing disbelief as a sign of intelligence (is contributing to the depletion of our cultural resources) *(1 mark)*   [17]

    (ii)   (increasingly fractured) technological existence wears down our receptive capabilities // (people's) receptive capacities have decreased/been worn down // losing the ability to become absorbed in works of literature/art/science *(1 mark)*   [35]

67.   (movies/films with) explosions/sex/gag lines // films/movies/things that immediately engage their senses // their own devices // students' own phones/tablets/mobile/electronic gadgets   (✘ films/movies)   [45]

68.   i)   (at first they see this as) some old guy's/ MR's failure to grasp their skills at multitasking // he thinks they can't multitask   (✘ concentrate more/better on the movie/lesson // students' skills as multitasking // he's an old-fashioned guy)   [26]

    ii)   they enjoy/like/are inspired by the film/lesson // pay more attention/more focused in class // absorbed/are deeply engaged in/with the film // re-learn how to give themselves to an emotional and intellectual experience // they've encountered an unexpected source of inspiration   [57]

69.   C   [45]

70.   inability/unable to understand an experience from another's point of view // things we don't know/understand/aware of // lack of understanding something that we did not think of // (having a) limited mind ignorance // (own) prejudice(s) // bias   [32]

71.   i)   we risk changing who we are/change   [25]

    ii)   hard-nosed critical thinking   [28]

72.   crave   [52]

73.

i)	Learning should have some application to society.		
ii)	University education is limited to critical thinking.	✓	[78]
iii)	Liberal education helps whole person development.		
iv)	There should be more problem solving rather than critical thinking.	✓	[78]

74. i) to think critically // (to develop) critical thinking (skills) // to criticise // to point out errors // to find contradictions // to show how things don't make sense to take the guise of the sophisticated spectator   [32]

    ii) (the situation/it) is quite serious/urgent // to be in (a) danger / (ous) situation // Critical condition, that it is important, serious   [10]

75.   A   [44]

76. He disagrees/is (strongly) against it/Liberal Education because … //

    He thinks Liberal Education is not important/useless… //

    He is opposed to the use of Liberal Education   *(1 mark)* [62]

- it is a waste of money // costly // it is expensive   [51]
- it doesn't help you get a job // no prospect of a job (opportunity)/career // doesn't help your future   *(3 marks)* [32]
- you can get the same/a similar kind of education by reading books/in the library/going to the library/self study   *any three,* [12]   *in any order*
- they should/it is better to study STEM subjects (science/technology/engineering/maths)

    (✘ university is a waste of money // university should focus on STEM subjects // Liberal Education costs universities a lot of money)

77. Yes, because (she thinks) … *(1 mark)*   [43]

    it is easier to take apart (the structure of) an argument/ideas than it is to build one // criticise an argument than it is to make one   *(1 mark)*

    (✘ it takes a long time to build it/a structure, and less time and skill to wreck it)   [4]

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.*

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organization (O)
7	• Content entirely fulfils the requirements of the question • Totally relevant • All ideas are well developed/supported • Creativity and imagination are shown when appropriate • Engages the reader's interest consistently and shows a high awareness of audience	• 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	• Text is organized 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	• Content fulfils the requirements of the question • Almost totally relevant • Most ideas are well developed/supported • Creativity and imagination are shown when appropriate • Maintains the reader's interest and shows general awareness of audience	• 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	• Text is organized effectively, with logical development of ideas • Cohesion in most parts of the text is very clear • Strong cohesive ties through out the text • Overall structure is coherent and appropriate to the genre and text-type
5	• Content addresses the requirements of the question • Mostly relevant • Some ideas are well developed/supported • Creativity and imagination are shown in most parts when appropriate • Mostly maintains the reader's interest and shows some awareness of audience	• 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	• Text is mostly organized effectively, with logical development of ideas • Cohesion in most parts of the text is very clear • Sound cohesive ties throughout the text • Overall structure is coherent and appropriate to the genre and text-type
4	• 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 • Engages the reader's interest sporadically and shows occasional awareness of audience	• 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	• 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

Marks	Content (C)	Language (L)	Organization (O)
3	• Content partially satisfies the requirements of the question • Some relevant ideas but shows gaps in candidates' understanding of the topic • Ideas not developed with possible repetition • Does not orient reader effectively to the topic	• 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 simple words is correct, more complex ones not, with basic punctuation mostly accurate	• 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	• Content shows very limited attempts to fulfill the requirements of the question • Intermittently relevant; ideas may be repetitive • Some ideas but few are developed • Ideas may include misconception of the task or some inaccurate information • Very limited awareness of audience	• Some short simple sentences accurately structured • Grammatical errors frequently obscure 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	• Parts of the text reflect some attempts to organize topics • Some use of cohesive devices to link ideas
1	• Content inadequate and heavily based on the task prompt(s) • A few relevant points • 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	• Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible	• Some attempt to organize the text • Very limited use of cohesive devices to link ideas
0	• Totally inadequate • Irrelevant or memorized • All ideas are copied from the task prompt or the reading texts • No awareness of audience	• Not enough language to assess	• 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 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (17 marks)

1. Night to Remember
2. November 24 [72]
3. Central Theatre [87]
4. intervals [31]
5. 13 and 18 [34]
6. independent [80]
7. solo [57]
8. Jazz, Rap, Rock [64]
9. dance groups [86]
10. a performance [77]
11. online [72]
12. shopping trolley [80]
13. 74948161 [24]
14. information@caf.org [94]
15. box / booking / ticket office [76]
16. B [49]
17. White [65]
[76]

Task 2 (14 marks)

18. mistakes
19. professional / like a professional group [72]
20. excite [48]
21. like it / the performance // have a good time [46]
22. (too) strange [35]
23. different / new (types of) music [43]
24. original // (songs) written by them [62]
25. 10-15 minutes [43]
26. (too) boring if too long // audience feel bored if too long [77]
27. variety (of music) // different types of acts / music [44]
28. Dragonhead Sportswear [36]
29. health related // positive / healthy image // not encourage bad habits [65]
30. (is) (useful) for / be used by young people [48]
31. local // Hong Kong company [56]
[73]

Task 3 (16 marks)

32.	slept in // got up late	[30]
33.	a different / the wrong venue // a children's show	[54]
34.	join in // dance with everybody else // have a good time	[19]
35.	the judges were sleeping // one of the judges was asleep	[47]
36.	(gently) woke them up	[38]
37.	loud / rock song	[59]
38.	(she) didn't get the part // failed (the audition) // was not successful	[13]
39.	famous Hong Kong actor	[51]
40.	forgot the words	[50]
41.	fell into the swimming pool	[32]
42.	get a new singer // sack the singer	[20]
43.	with just their voices // without (musical) instruments // a cappella	[51]
44.	make drum beats / violins / animal sounds	[31]
45.	play pop songs	[68]
46.	while they march // and march at the same time	[24]
47.	form / march in (different) shapes	[20]

Task 4 (11 marks)

48.	a means of hearing (great) pop music	[29]
49.	they can develop a love for music // at least they are listening to something	[47]
50.	stop other artists getting a chance (to have a successful career) // destroy music / the industry	[20]
51.	provide (information about) singing techniques	[18]
52.	talented singers don't have to work hard	[11]
53.	get enjoyment from how bad a contestant is singing	[29]
54.	copying (famous) artists / (pop) singers // not original	[53]
55.	winners achieve instant fame / become as famous as other (more established) artists	[9]
56.	other singers don't get as much publicity // other singers have worked just as hard	[16]
57.	success is easy (in the music industry) / can happen overnight	[46]
58.	many musicians will give up easily / won't keep going when things get tough	[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.

Part B1 (easier section)

Task 5 *(18 marks)*

Task Completion = 16 marks

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

		DF page reference
5.1	Monday May 18	3*
5.2a	Have breakfast in Ms. Dong Jianzhen's / managing director (of Atlantic Plaza)'s office	5
5.2b	Practise (the songs for the Atlantic Plaza show)	3*
5.2c	Have lunch at 'Fresh and Healthy' restaurant	5
5.2d	Take photographs (with Ajala) (at the main entrance) // photo taking	5
5.2e	Take (more) photos // photo taking	5
5.2f	Sign CDs	5
5.2g	Take helicopter back to the hotel	7
5.3a	Wear the T-shirts provided (by Atlantic Plaza / Ms. Dong)	5
5.3b	Say hello to Hong Kong (at the start of the performance)	6
5.3c	Say thank you to Atlantic Plaza	5
5.3d	Take a photograph with Ms. Dong	5
5.4a	Mirror of love**	6
5.4b	You're special**	6
5.4c	Hey! Don't ignore me**	6
5.4d	Look at me**	3*

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

** Must have exact wording and be put in the correct order.

Task 5: Language = 2 marks

Marks	Accuracy
2	• Simple and more complex phrases are generally accurately constructed. • Parallel structures in Sections 2 and 3 are generally consistent. • Generally understandable though may be some minor errors. • Most common words are spelt correctly.
1	• Simple phrases are generally accurate. • Parallel structures in Sections 2 and 3 are sometimes evident. • 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.

NB Language mark to be awarded based on 5.1-5.3 only.

Task 6 (*18 marks*)

Task Completion = 9 marks

		DF page reference
	Early life	
6.1a	born (in a small village) in Scotland in 1996	
6.1b	Japanese dad and English mum	8
6.1c	moved to London aged 6	8
6.1d	attended Gray's School of Music and Drama	8
6.1e	won best singer London Youth Music Awards in 2010 / when still at school / when 14 *(may appear in Musical career before Bubblegum section)*	8
		8
	Musical career before Bubblegum	
6.2a	solo album "Oh So Pretty"	
6.2b	voted worst album of 2012 by (listeners of) Buzz Online	8
		9
	Career and achievements with Bubblegum	
6.3a	joined Bubblegum in 2013	
6.3b	wrote "Dance Addiction"	8
6.3c	second biggest downloaded song in UK of 2014 // more than 10 million downloads in UK in 2014	9
		9

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
6.1	5	5
	4	4
	3	3
	2	2
	1	1
	0	0
6.2	2	2
	1	1
	0	0
6.3	3	2
	1-2	1
	0	0

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** • 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 characterized by occasional attempts to adapt language from 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 characterized 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
2	• 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	• 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	• 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'.

Focus on task: Off topic material may include Charlie being frightened because of the knife incident with the Japanese band.

Task 6: Appropriacy = 2 marks

Marks	Appropriacy
2	• 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	• 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	• 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 characterized 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):

Tone: The audience of the text is Bubblegum fans as the article is for the fan webpage. It should therefore be informal and oriented towards a teen audience. It should give a positive impression of Charlie for the fans rather than simply being the bare bones, i.e. it should provide more than a list of bare facts based on the DF instructions.

Shared Knowledge: A lack of awareness of audience may be seen in providing superfluous information about the Charlie Chiba, e.g. her surname, that she is a member of Bubblegum, who Bubblegum are etc.

Task 7 (18 marks)

Task Completion = 9 marks

		DF page reference
	Time, place and length of interview	
7.1a	May 19	7
7.1b	Paradise Gardens Hotel Room 829	7
7.1c	4:00 pm to 5:00 pm // for one hour from 4 pm	6 / 7
	Questions	
7.2a	ask about the their latest CD "Sugar Love Mountain"	6
7.2b	ask about what they think about Hong Kong	6
7.2c	don't ask about boyfriends or girlfriends / love lives of the band	3*
7.2d	don't talk about (Mark Nelson's) family	6
7.2e	talk politely // be respectful *(May appear in Other rules section)*	6
	Other rules	
7.3a	maximum four people	7
7.3b	dress smartly (no sandals)	7
7.3c	show ID cards (before the interview)	8
7.3d	have bags and equipment searched	8

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

Mark Allocation Grid

<u>Note to markers:</u> *The table below indicates the number of marks to be awarded for each section of the task.*

Section	No. of correct points	Mark to be awarded
7.1	3	3
	2	2
	1	1
	0	0
7.2	4-5	3
	3	2
	1-2	1
	0	0
7.3	4	3
	3	2
	1-2	1
	0	0

Task 7: 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** • 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 characterized by occasional attempts to adapt language from 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 characterized 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
2	• 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	• 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	• 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 = 2 marks

Marks	Appropriacy
2	• 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. with a consistent awareness of role and audience.
1	• 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	• 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 characterized 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. • Shows little or no awareness of role and audience.

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

Tone: Overall tone should be reasonably formal but not overly so. The audience is a teenager but the email represents an official granting of a request on behalf of the company.

Role of writer: The expected role of the author is Starsky Chung, possibly on behalf of Malcolm Parker. The addition of the job title or name of the company would help identify the author to the audience in this case and would be appropriate. The candidate may also simply write as if he/she is Malcolm Parker. This would also be appropriate.

Part B2 (more difficult section)

Task 8 (*18 marks*)

Task Completion = 9 marks

		DF page reference
8.1	Appropriate email subject: Should be specific enough to be recognized in inbox. So should contain reference to: Bubblegum / North Star Artists and products/ merchandise / order / souvenirs	
	Placing an order	
8.2a	would like to order products for Bubblegum's Asian Tour	3* / 4
8.2b	will need (at least) 20,000 of each item	3*
8.2c	need to be ready by beginning / first week of May	3*
	Details of products / requirements	
8.3a	Bubblegum T-shirts // T-shirts with band logo	3*
8.3b	range of / different colours	5
8.3c	Hong Kong flag with band name	3*
8.3d	Bubblegum temporary tattoos	3* / 5
8.3e	soft toys (including teddy bears and pandas)	5
8.3f	put band's logo on belly	5
8.3g	keychain made of metal (not plastic) with Bubblegum / band logo	5
8.4	Ask them for a quote	4

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

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
8.1	1	1
	0	0
8.2	3	3
	2	2
	1	1
	0	0
8.3	7	4
	5-6	3
	3-4	2
	1-2	1
	0	0
8.4	1	1
	0	0

Task 8: Language = 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 characterized by occasional attempts to adapt language from 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
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'.

As a workplace email, the concept of coherence should include reader friendliness. The reader should not have to puzzle over long paragraphs etc. to work out what is being asked for. In this regard the use of sections, underlining, bullet points, numbering etc. may help (and would be appropriate).

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	• 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	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):

Tone: Reasonably formal, business-like and succinct.

It should not ramble and go into overelaboration of details.

However, equally it should not be too abrupt or sound like a demand. It is an initial enquiry and so is the first contact with the reader.

Opening and Closing

Dear Ms. Wong and Yours sincerely / Best regards etc. Starsky Chung. Stating job title and name of company would also be appropriate.

The email should end with some sort of polite reference to hoped-for-future correspondence.

Task 9 (*18 marks*)

Task Completion = 9 marks

		DF page reference
9.1	Appropriate email subject: Should be specific enough to be recognized in inbox. So should contain reference to filming and The Peak Sky Deck / Bubblegum / date.	
	Reason for choosing The Peak Sky Deck	
9.2a	song / (music) video is called "Around the world with you"	3*
9.2b	filming at different tourist landmarks around the world	3*
	Benefits for The Peak Sky Deck and Hong Kong	
9.3a	not a lot of tourists recognize The Peak Sky Deck / Hong Kong landmarks	7
9.3b	pop videos help people recognize landmarks (around the world) // the video will make The Peak Sky Deck a recognized tourist landmark / increase recognition of The Peak Sky Deck	7
9.3c	will encourage more tourists (from USA and Europe) to come to Hong Kong	7
	Details of filming / Reassurances	
9.4a	need to close off whole Sky Deck building	8
9.4b	will film from midnight to 6am / start at midnight and film for 6 hours / after business hours	8
9.4c	only heavy equipment is a crane for camera and lights with stands	9
9.4d	will not be noisy // will mime / (only) use (small) CD player	3*
9.4e	no fans will come // location / filming is a secret	8

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

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
9.1	1	1
	0	0
9.2	2	2
	1	1
	0	0
9.3	3	3
	2	2
	1	1
	0	0
9.4	5	3
	3-4	2
	1-2	1
	0	0

Task 9: Language = 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 characterized by occasional attempts to adapt language from 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 characterized 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 9: Coherence and Organization = 2 marks

Marks	Coherence and Organization
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'.

Thread coherence can also be considered here, i.e. whether the candidate's email is coherent with the email thread seen on p 6 of the Data File. Therefore, a clear reference to the previous correspondence would be beneficial. Making it sound like it was the first time the candidate has written to Ms. Ma would be detrimental in this regard.

Task 9: Appropriacy = 2 marks

Marks	Appropriacy
2	- Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. - Consistently demonstrates audience awareness.
1	- 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	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):

Tone: Reasonably formal, business-like. Persuasive but must also convey a polite request.

Opening and Closing

Dear Ms Ma and Yours sincerely / Best regards etc. Starsky Chung. Stating job title and name of company would also be appropriate.

The email should start by making reference to the previous correspondence and end with some sort of restatement of request and a reference to hoped-for-future correspondence.

Task 10 (*18 marks*)

Task Completion = 9 marks

	Summary	DF page reference
10.1a	happened on 13ᵗʰ March	9
10.1b	Notting Hill (London)	9
10.1c	Mark was walking near his home	10
10.1d	Mark was chatting (to his girlfriend) on his mobile phone	10
	Claims by Gossip Week and counter claims	
10.2a	*Gossip Week claims:* Mark pushed over Ruari King / photographer	9 /10
10.2b	*Counter claim:* photographer was walking backwards (not looking) and fell over	10
10.2c	*Counter claim:* Mark tried to help photographer / helped the photographer stand up	10
10.2d	*Gossip Week claims:* photographer was seriously injured / can't walk	9
10.2e	*Counter claim:* photographer got up / continued to take photos afterwards	10
10.2f	*Gossip Week claim:* Mark is violent / dangerous / like an animal	9
10.2g	*Counter claim:* Mark is gentle / never done anything violent before / like a lamb / not violent	8
	Similar Incidents with other famous people	
10.3a	a singer / celebrity / Donna Rae / asked for police protection / followed late at night	10
10.3b	an actor / celebrity / Bernie Lee's nose was cut from photographer's camera	10

Mark Allocation Grid

Note to markers: *The table below indicates the number of marks to be awarded for each section of the task.*

Section	No. of correct points	Mark to be awarded
10.1	3-4	3
	2	2
	1	1
	0	0
10.2	6-7	4
	4-5	3
	2-3	2
	1	1
	0	0
10.3	2	2
	1	1
	0	0

Task 10: Language = 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 characterized by occasional attempts to adapt language from 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 characterized 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 10: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	• Overall coherence of text is very good. • It is clearly on topic and congruent with the title (if present) • 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 title (if present). • 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 title (if present). • 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'.

Off topic material may include the rules and guidelines about interviewing the group from the listening input.

Strong coherence may be achieved by a clear linkage between each claim and the equivalent rebuttal. Conversely, vaguer or fuzzier links between each claim and the equivalent rebuttal may negatively affect the coherence.

Task 10: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness, i.e. written for fans on their webpage.
1	• 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	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. It therefore may read like an essay rather than an article for a fans' webpage.

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

Tone: The audience is Bubblegum fans and the article is for a fan webpage so it should be reasonably informal, though given the seriousness of the topic it should still be reasonably serious and informative. Something that reads like an essay, possibly about the behaviour of paparazzi in general or something that reads like a letter to the editor would not be appropriate.

Shared Knowledge: A lack of awareness of audience may be seen in providing superfluous information about the band and Mark Nelson, e.g. his surname, that he is a member of Bubblegum, who Bubblegum are etc.