

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) B [84]
ii) B [82]
iii) C [86]
2. (to) step inside [65]
3. A [64]
4. (stood) aloof // inaccessible [70]
5. B [94]
6. i) True [62]
ii) False [65]
iii) Not Given [74]
7. large number / lots of building(s) (involved) // 18 different building(s) (involved) // legal restrictions on how buildings can be modified // (3 / some / a few / the) building(s) declared / are monument(s) // first permanent structure built by the British // the building(s) have / has long history / were built in 1841 / long time ago // there is a designation that imposes legal restrictions on how it can be modified [46]
8. C [75]
9. eventually [43]
10. (a) horizontal oasis [55]
11. i) bamboo scaffolding [69]
ii) (leather) jewellery / jewelry boxes [48]
iii) (an) art gallery [59]
iv) views [51]
v) Switzerland [68]
vi) goal [32]
12. i) missteps [55]
ii) collapsed [56]
iii) cells [46]
iv) criticized // criticised [34]
13. Cause Result

(many) open spaces +	friend(s) / people / local(s) / neighbour(s) will (just) drop by to meet up (with friend(s) / people / local(s) / neighbour(s))	[44]
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14. i) final first // initial // inaugural [37]
ii) private public [54]
iii) ✓ [30]
iv) disturbed affected // impacted // changed // altered // influenced [6]

	Cause	Result	
15.	it / the prison / Chancery Lane was the quietest place (in Central) +	<ul style="list-style-type: none"> • his father had to get up very early in the morning / the next morning / • he often cried at night / • avoid disturbing his father's sleep / rest / • so he / the family could sleep well / • so he would stop crying 	[62]
16.	i) (Ms / Miss) Winnie // Yeung // Winnie Yeung	[52]	
	ii) <u>the</u> prison (in Central) // Tai Kwun (in Central) // (the) Victoria Prison (in Central)	[67]	
17.	(a) new chapter (of history has begun)	[64]	
18.	i) 4 [47]		
	ii) 2 [57]		
	iii) 5 [49]		
	iv) 3 [59]		
19.	i) B [35]		
	ii) E [11]		
	iii) D [33]		
	iv) G [36]		
	v) A [28]		

Part B1 (easier section)

20. 1(st) - / to 30(th) April // April // Apr [92]
21. i) Contact us [59]
 ii) Events [80]
 iii) Find a store [84]
22. secrets [61]
23. (the) wind [39]
24. i) flag [71]
 ii) leaves [35]
25. i) Not Given [51]
 ii) False [62]
 iii) True [55]
26. D [78]
27. i) trees // buildings [36]
 ii) strong [41]
 iii) wind(s) // conditions [59]
 iv) correctly [22]
 v) guide [19]
28. i) foolish [44]
 ii) lightning // electricity [44]
29. B [88]
30. (to) slow down // (to) take it easy (and enjoy) // (try to) share your kite flying / experience (with others) // (to) do it with others [41]
31. A [48]

32. B [90]
33. i) Not Given [51]
ii) False. [47]
iii) True [73]
iv) Not Given [61]
34. he wants his daughter to know more about (the fading culture of) kite flying (in Hong Kong) // he hopes to share kite flying with his daughter [8]
35. i) assemble // make [44]
ii) estates // neighbourhood // neighborhood [46]
36. i) Not Stated [58]
ii) 1970s [49]
iii) 1950s / 1960s [60]
iv) 1950s / 1960s [33]
37. restriction(s) on where to fly a kite // restriction(s) imposed by the Civil Aviation Authority (Hong Kong in 1970) // limited / not enough / only three / few / only a few place(s) / spot(s) for flying a kite [13]
38. gloomy [48]
39. (kite enthusiast) / Haiven / Ka Hei / Woo and / with his brother // (the) owners of HK Kite / online kite shop // the Woos [43]
40. C [30]
41. i) C [49]
ii) B [41]
iii) D [58]
iv) A [55]

Part B2 (more difficult section)

42. B [59]
43. B [65]
44. (because) their problems are silly / unimportant / not real // (because) they do not have a serious / real problem // (because) their concerns are usually self-obsessed whingeing, not genuine concerns [5]
45. i) False [38]
ii) False [66]
iii) True [79]
iv) Not Given [57]
v) True [73]
46. difference // contrast // comparison // distinction [4]
47. her friends // (a / the) librarian's friends // friends of (a / the) librarian (from Manchester) [67]
48. (large) age difference / gap // different cultures / jobs / (cultural) backgrounds / nationalities / languages // difference in culture / job / (cultural) background / nationality / language // marrying a (young Italian) farmer / person half her age // the farmer is half the age of the librarian [17]

49. <i>On one hand...</i> Norton thinks (her friends are correct and) the relationship / marriage is not going to work // Norton thinks it is crazy to marry a young Italian farmer	+ but	<i>...on the other hand</i> it / the relationship <u>might</u> / <u>may</u> work well // there is <u>just a possibility</u> / <u>chance</u> it / the relationship might work well // they <u>may</u> / <u>might</u> live happily after	[6]
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50. (because) it is harsh to tell someone / suggest / point out that +
...they / he / she may always be on their own /
...they / he / she may never find a partner /
...they / he / she will be lonely / alone /
...they / he / she may never get what they want /
...there is no solution to their / his / her problem [3]
51. i) B [60]
ii) D [84]
iii) E [77]
iv) A [86]
52. A [75]
53. C [91]
54. i) (all) plain sailing [65]
ii) (embarking on the first manned) mission to Mars [69]
55. fun // (the) fun + (time(s) / moment(s) / experience(s) / life / thing(s)) + (he / David) + (may / might / will / would) + (have / experience / see) + (in Sweden / Europe) [41]
56. (the fear that) David will feel like a failure // David still has an idea in his head that / (the fear that if something doesn't work out with the move) he will / would fail / have failed in some way [23]
57. i) relax // calm down // keep calm // take (a / some) deep breath(s) // breathe deeply // breathe and calm down [59]
ii) call / Skype home / family / friends / people back home / people you miss // make calls to home / family / friends / parents [40]
iii) persevere // don't give up (immediately / yet) // do not give up [67]
iv) go home // return / go back home / to America / to the US / to (the) USA / to the States / (the) United States // (leave and) go (back) home [19]

58.	you should not / don't have a haircut too often / visit the barber less often // it / having a long fringe / will cover your eyes and you can't see... / you can ignore it / having a long fringe will block your sight / view /vision of / prevent you from seeing...	+ the barber / nose picking / the problem / something you don't like / you don't want to see	[4]
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59. B [40]
60. i) C [63] }
ii) E [68] }
iii) D [54]
iv) F [61]
v) B [52]
61. i) D [58]
ii) C [57]
iii) F [52]
iv) H [67]
v) A [48]
vi) E [52]
vii) B [61]

62. Norton's / his advice / he is helping people / others (to get better / solve their (mental) problems / find solutions) // is helpful // Norton's / his advice / he is helping to heal / cure people // Norton / he (sometimes) give(s) / offer(s) advice / suggestions / solutions [41]

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

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

// = alternative answer(s)

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

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

Paper 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

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (16 marks)

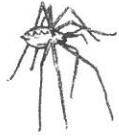
- | | | |
|-----|--|------|
| 1. | Brazil | [55] |
| 2. | six nights | [81] |
| 3. | eight to ten students | [84] |
| 4. | \$6000 | [92] |
| 5. | traps (to catch real animals) | [69] |
| 6. | (animals') weight // how much they weigh | [66] |
| 7. | (general) health // see if the animals are healthy | [72] |
| 8. | lounge | [95] |
| 9. | shower (cold water only) | [96] |
| 10. | toilet | [93] |
| 11. | A | [86] |
| 12. | C | [92] |
| 13. | E | [93] |
| 14. | G | [92] |
| 15. | to work for someone else | [56] |
| 16. | local / Brazilian food | [61] |

Task 2 (13 marks)

- | | | |
|-----|-------------|------|
| 17. | last spring | [58] |
| 18. | B | [77] |
| 19. | C | [96] |



20. [80]



21. [88]



22. [73]

23. teeth [76]

24. scare off other fish [40]

25. ear bones [45]

26. for balance // help staying upright in water // help swimming in the right direction [56]

27. High water pressure [86]

28. Low temperatures [82]

29. A [70]

Task 3 (13 marks)

- | | | |
|-----|---|--------|
| 30. | 1821 | [53] |
| 31. | powered by a steam engine | [42] |
| 32. | (special) heating system | [62] } |
| 33. | saved space (on the ship) // didn't take up (much) space | [43] |
| 34. | the crew put on a show (once a month) // singing and acting | [42] |
| 35. | D | [78] |
| 36. | C | [77] |
| 37. | three winters | [75] |
| 38. | vitamins // high quality meat | [48] |
| 39. | huge number of calories (to survive in the cold) | [28] |
| 40. | almost the same / similar name as the ship | [25] |
| 41. | (local) fisherman | [37] |
| 42. | (saw the ship) in a dream // he dreamt about the ship | [48] |

Task 4 (10 marks)

- | | | |
|-----|--|--------|
| 43. | leopard is most powerful animal (in the jungle) | [34] |
| 44. | animals hadn't seen humans before // people had not been to the area for a very long time | [42] |
| 45. | they didn't want to make the leopard god angry // afraid of leopard god // did not want to disturb the leopard god | [37] |
| 46. | found blue stones // found stones the same colour as statue was reported to be | [37] |
| 47. | more than 70 gold coins | [49] |
| 48. | to study the items in the laboratory (carefully) | [28] |
| 49. | to protect them from an earthquake // there could always be an earthquake | [23] } |
| 50. | local people already knew about it // local people's families had always lived in the area | [47] |
| 51. | anybody can go there and take items | [46] |
| 52. | focus on how people used these things (in their lives) // how people lived (in past) | [25] |

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 = 9 marks

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

	Essential Information to be included	DF page reference
5.1	you need to put on a space suit (at all times)	3*/4
5.2	<i>Reason:</i> there is no oxygen (on Mars)	3*
5.3	without a spacesuit you can't breathe	3*
5.4	<i>Reason:</i> Mars is too cold	3*
5.5	without a spacesuit you will freeze to death / die (of the cold)	3*
5.6	collect 5 rock samples (in the room) (and get out) in less than 15 minutes	6 / 8
5.7	if there is a dust storm you must evacuate the room (immediately)	6
5.8	<i>Reason:</i> the dust can damage your spacesuit	9
5.9	<i>Reason:</i> you may get lost	3*

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

Task 5: Language (L) = 5 marks

Marks	Language
5	<p>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.</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.
4	<p>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.</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.
3	<p>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.</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 spelt correctly, with basic punctuation being accurate.
2	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim 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.
1	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken verbatim 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.
0	<ul style="list-style-type: none"> • Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 5: Coherence and Organisation (C) = 2 marks

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 5: Appropriacy (A) = 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 a script for an instruction video which the children will hear just before they go into the Mars Experience Room. The audience is the children. This should be clear throughout.
- This will most clearly be done by addressing the children using 'you' in the direct instructions.
- It is a spoken text.
- We would expect some sort of introduction to the activity (e.g. welcoming the children) and some sort of rounding off.
- There should be some sort of sense that it is an interesting or exciting activity that they are going to do. So we may expect some encouraging phrases or references to the Mars Experience scenario, references to it being an adventure and so on.

Task 6 (18 marks)

Task Completion = 9 marks

		DF page reference
6.1	<i>Complaint:</i> dead dog in pool	5
6.2	<i>Response:</i> (not a dead dog in pool) but a soft toy	7
6.3	<i>Complaint:</i> space food is junk food / unhealthy	5
6.4	<i>Response:</i> actually very healthy if doing exercise	5
6.5	<i>Complaint:</i> child was not allowed / missed her turn in the Mars Experience room	5 / 6
6.6	<i>Response:</i> she was hiding and playing on her phone (and there is a no mobile phone policy)	6
6.7	her daughter can attend / is invited to Open Day	6
6.8	on 25 April	3*
6.9	she can use Mars Experience Room	6

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

Task 6: Language (L) = 5 marks

Marks	Language
5	<p>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.</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.
4	<p>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.</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.
3	<p>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.</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 spelt correctly, with basic punctuation being accurate.
2	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim 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.
1	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken verbatim 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.
0	<ul style="list-style-type: none"> • Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. <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 (C) = 2 marks

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: Appropriacy (A) = 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 responding to a parent's complaint. The audience is therefore the parent.
- The tone should be conciliatory and not antagonise the parent further. We would expect some sort of thanks for the parent's email and some sort of phatic rounding off.

Task 7 (17 marks)

Task Completion = 15 marks

		DF page reference
7.1	Sai Kung	8
7.2	4 times a year	8
7.3	11-15 (May 2020)	10
7.4	50 (children)	8
7.5 (i)	yes	10
7.5 (ii)	swimming, hiking and scuba diving	10
7.6	dormitories // 10 in each dorm	8
7.7	Non-emergencies: There is a doctor and/or nurse (present) 24 hours a day // They will be taken care of by a doctor and/or nurse and this is available 24 hours a day	6
7.8	Emergencies: They will be taken to Tsing Shan Hospital	6
7.9	sunscreen	3*
7.10	comfortable clothes	3*
7.11	sports shoes	3*
7.12	space food	10
7.13	must inform Star Pod before camp begins	6
7.14	no mobile phones	3*

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

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

Task 7: Language (L) = 2 marks

Marks	Language
2	<ul style="list-style-type: none">• Generally understandable though may be some errors.• Most words are spelt correctly.• Mostly includes appropriate action verbs.• Constructs comprehensible answers.
1	<ul style="list-style-type: none">• Grammatical errors sometimes affect understanding.• Spelling of simple words is correct, more complex ones not.• Mostly fails to include appropriate action verbs.• Attempts to construct answers though may not be fully comprehensible.
0	<ul style="list-style-type: none">• 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.

Part B2 (more difficult section)

Task 8 (18 marks)

Task Completion = 9 marks

		DF page reference
8.1	your spaceship has / you have crashed on Planet Tarkov	7
8.2	you arrive / crash in spring (on Tarkov)	6 / 7
8.3	spring on Tarkov is 25 degrees (Celsius) // like Hong Kong in November	3*
8.4	<i>Objective:</i> you must survive (on Tarkov) for a year until you are rescued	7
8.5	it has extreme seasons / summers and winters	3*/ 6
8.6	in summer the temperature is so high that the oceans boil (into steam)	3*
8.7	in winter the temperature is so low that the oceans would freeze (solid)	3*
8.8	get into groups of 5 people	7
8.9	one hour to solve the problem / discuss, one hour for groups to present (to other groups)	7

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

Task 8: Language (L) = 5 marks

Marks	Language
5	<p>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.</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 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 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 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 spelt correctly, with basic punctuation being accurate.
1	<p>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.</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 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. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

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

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> • Overall coherence of text is very good. • It is clearly on topic and relevant 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. • It is generally on topic and relevant. • 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 relevant. • 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 (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 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 a script for an introductory video. The audience are the children who are taking part in the activity.
- The tone should motivate the children and provoke interest in the children.
- A wide variety of approaches could be adopted for the task, from a simple scientific presentation to dramatic science fiction world building to a drama.

Task 9 (18 marks)

Task Completion = 9 marks

		DF page reference
9.1	26 March at 9.45 AM	9
9.2	Ms Liu / Rey Liu aged eleven became trapped upside down in Multi-Axis Trainer / M.A.T. for 30 seconds	6 / 9
9.3	complained of a severe headache	6
9.4	parents were called, child was taken to hospital (by Doctor Yang) but no issues regarding her health were observed (at the hospital)	6
9.5	motor failure in M.A.T.	9
9.6	caused by tiny droplets of water from micro cracks in roof	9
9.7	cracks caused by falling branches during storm	9
9.8	recommend roof is / cracks are sealed with silicon sealant	5 / 9
9.9	recommend cutting back branches (above the M.A.T. building)	5

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

Task 9: Language (L) = 5 marks

Marks	Language
5	<p>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.</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 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 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 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 spelt correctly, with basic punctuation being accurate.
1	<p>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.</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 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. <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 (C) = 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 relevant 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. It is generally on topic and relevant. 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 relevant. 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 9: 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 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 incident report. The audience is the senior management and so it is an internal workplace document.
- The report should be factual and to the point.
- The use of sections and section headings would be appropriate though not necessary.

Task 10 (17 marks)

Task Completion = 8 marks

		DF page reference
10.1	capsule is fragile	11
10.2	(extremely rare and) impossible / difficult to replace it if damaged	11
10.3	invited to Open Day on 25 April as VIPs	3*/ 5
10.4	which coincides with one of the requested days	5 / 8
10.5	(children from Locae Foundation) can have exclusive access to the capsule during our Open Day	5
10.6	children can have lunch with special guest Captain Trillion Choi	3*/ 10
10.7	the sixth female Asian astronaut	3*
10.8	an Olympic gold medalist / champion in gymnastics	3*/ 10

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

Task 10: Language (L) = 5 marks

Marks	Language
5	<p>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.</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 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 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 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 spelt correctly, with basic punctuation being accurate.
1	<p>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.</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 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. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Coherence and Organisation (C) = 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 relevant 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. It is generally on topic and relevant. 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 relevant. 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'.

Key coherence and organisation areas include (but are not limited to):

- There should be a consistent refusal and invitation in the email for it to be coherent. Lack of clarity or actual contradictions in this respect would have a negative effect on coherence.
- We would expect this email to be reasonably concise. Excessive details about CST etc. may negatively affect overall coherence.
- There should be a balance in the overall organisation of the text whereby more emphasis is placed on the invitation than the refusal.
- The subject line should have external coherence with Locae Foundation's letter and internal coherence with the body of the email.

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 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 a refusal email to a charity. The email should show sensitivity in the refusal.
- The invitation part of the email should be presented as something interesting / positive / worthwhile.
- We would expect some sort of phatic closing sentence or paragraph to maintain relations (e.g. expressing Starpod's continuing support, hoping that these alternative arrangements are to their liking, that we look forward to Locae's further communication regarding this matter etc.).

Candidates' Performance

Paper 1

Paper 1 tests candidates' reading skills, and consists of three parts: Part A, Part B1 and Part B2. Candidates have 1.5 hours to complete Part A, which is compulsory, and either Part B1 (consisting of items of a lower level of difficulty than Part A) or Part B2 (consisting of items of a higher level of difficulty than Part A). The weighting for Part A and Part B is 50% per part. The total number of candidates attempting Paper 1 was 48,025. A total of 20,496 candidates chose to do Part B1 (about 42.7%) while 27,529 (about 57.3%) chose to do Part B2. Candidates who attempt Parts A and B2 are able to attain the full range of levels, while Level 4 is the highest level attainable for candidates who attempt Parts A and B1.

Overall Results

A statistical analysis of Paper 1 was carried out. The overall results are given in Table 1 below.

Table 1: Paper 1 overall results

	Full Mark	Mean Score (%)	Standard Deviation (%)
Part A	42	53.6	24.7
Part B1	42	51.6	21.1
Part B2	42	51.8	18.6

Part A (Compulsory section)

Part A was an article about the restoration of Tai Kwun, the former Victoria Prison and Central Police Station. The text gave an account of major incidents which happened during the renovation project and how the new design was perceived by local people and stakeholders in the community. A range of items such as cloze passage, table completion and proof-reading were included. Candidates were also required to identify and match characters and their views towards this project.

The items in Part A answered correctly by the highest numbers of candidates were Q.1i-iii, Q.4, Q.5, Q.6iii and Q.8, with at least 70% of candidates answering these correctly. These represented a range of questions asking for relatively simple factual information to be identified, or for simple vocabulary to be analysed or identified. These items suggested candidates possessed a good range of basic but important skills in reading in English. Indeed, in this first half of Part A, most items were answered correctly by at least 50% of candidates, suggesting solid reading skills.

A large number of candidates did not follow the instructions in Q.14. In this proofreading task, candidates had to underline a word that needed to be replaced in a line of summary, and suggest a correct replacement next to it, while putting a single tick next to the line that did not need any correction. Many candidates put more than one tick, meaning that the lines were marked as incorrect. Candidates seemed overly focused on finding and replacing words with clear 'opposite' meanings, which led to strange replacement sentences (e.g. replacing 'ordinary' with 'famous' in line iii, making the sentence '*...it told the stories of both famous and more famous people*', which makes very little sense). Fewer than half of the candidates got items i and ii correct. Items iii and iv were among the hardest for candidates (with only 30% and 6% correct, respectively). However markers rated this as one of the most successful items since it tested paragraph-level understanding of meaning.

Fewer than half of candidates answered Q.13 correctly, illustrating two other problems, over-copying and lack of response to grammatical context in questions. This was a sentence-completion task, and candidates should immediately have been aware of the grammar and context clues in the parts of the sentence provided. The sentence needing completion starts with 'As Central lacks...'. A common