

Part A (compulsory section)

1.

Expressions	Polar Cafe	Internet Cafes
switched off	✓	
race virtual hotrods		✓
play alone		✓
unplugged	✓	

2. C

3. A

4. (a time) when people played board games/when board games were popular/when people were without technology/videos games

5. 1 Apr(il) (2011) // 1 4 // 1/4 // 1 month before/from 1 May (2011) // a month ago

6. fast paced // busy // hectic

7. B

8.

Statement	True	False	NG
Customers can play board games for two hours if they buy two drinks.	✓		
You need good English to play games imported from Germany or the US.		✓	
Pat never played <i>Monopoly</i> , <i>Uno</i> or <i>Snakes and Ladders</i> as a child.		✓	
Pat thinks computer games are not as challenging as board games.	✓		

9. creativity

10. Germany

11. D

12. Pat: *problem solving (skills)*

Benson: *(sharp) wit and logic*

Aey: *teamwork and society*

[89]

[78]

[88]

[87]

[26]

[51]

[11]

[51]

[34]

[59]

[78]

[39]

[82]

[72]

[44]

[60]

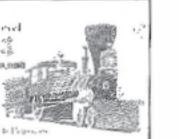
[67]

[61]

[73]

[79]

13.

			
<i>Dixit</i> [57]	<i>NG</i> [50]	<i>(Kids of) Carcassonne</i> [30]	<i>Railways to the World</i> [48]

14. Benson: *D* [87]

Aey: *C* [41]

Pat: *A* [25]

Dee: *E* [81]

The writer: *B* [34]

15. C [51]

16. to promote interaction with families // to promote family unity // to promote more social behaviour // parents want their children to get back into more interactive things [45]

17. A [45]

18.

Polar Board Games & Cafe

Phase 2, Crystal Design Centre // Center [80]
 Ram Indra Ekamai Road, Bangkok, Thailand

About us: We are a cafe specialty/sing [36] in parlour games. We have about 40 // forty [65] different games for patrons to choose from. Buy one drink [78] and play for an hour.

Ambience: Our cafe is very cozy, with comfy // comfortable [71] chairs, small tables and shelves stacked with books and games.

Equipment: To play our games, players roll a pair of dice [44] or shuffle a deck of picture cards [43]. It's low-tech(nology) [7] compared to whizzy computer games, but still lots of fun.

Products: If you really like our games, you can buy them to play at home [63].

Opening hours: Monday to Fri(day) from 1pm to 9:(00)pm [79].
Sat(urday(s)) and Sun(day(s)) from 11:(00)am [64] to 10pm.

For more information: Call us on (083) 133 0743 or visit our website // site // web site [74].
 www.polarplaygames.com.

19. they want to slow down the pace of life // people are tired/utterly bored of playing computer games // they feel/discover/realise that they can learn more from playing (old-fashion) board games than (high-tech) computer games // there's a lot more satisfaction in playing against human opponents // parents want pastimes that will keep their children away from the TV and computer [18]

20. Yes: board games are more interactive/social than playing computer games // you can play with a group of friends // board games are cheaper than computer games [34]
No: board games are too low-tech/old-fashioned/outdated/not as convenient // computer games are more exciting/attractive/offer more high tech features such as special effects/animation [38]

Part B1 (easier section)

21. (joining) the fight against climate change // fighting against climate change/for the environment [66]

22. C [48]

23. using recycled clothing to depict promises/pledges to work on environmental stewardship // a scrap of fabric with a pledge/promise to help save the planet [14]

24. sew a huge quilt learn how to quilt and embroider buy yarn, sewing machines, and all kinds of fabrics [4]

meet other customers repair their sewing machines

25. A [25]

26. old fabrics ... sewn together [6]

27. D [35]

28. B [37]

29. the job of finishing/completing a quilt/the Climate quilt // sewing the (pledge) patches together [12]

30.

I will ride my bicycle to school. NG [60]	I will turn off the tap while scrubbing my hands. Dylan [59]	I will recycle as much as possible. Patrick [42]
I will separate my waste. Jacob [42]	I will pack unfinished food. Rachel [73]	

31. (to) lend a hand [44]

32. a) (the project/it was a) fun (learning) experience (for her children/them) [73]

b) (the campaign/it) made her children/them think about the way they behave [59]

c) small actions could spread through the example of children [57]

d) (the project/it might) get (her children/them) interested in quilting and sewing [67]

33. she is amazed/impressed by the kids' (quilt) strips/patches // she thinks the kids' (quilt) strips/patches are great // she was impressed by what the children wrote on the patches // she was surprised by how well the children have made/sewn together the patches [23]

34.

Statement	True	False	NG
Only children stitched the quilt.		✓	
Rachel and Jacob are related.	✓		
Jacob and Patrick are classmates.			✓
Each participant could express their personality through the pledge patches.	✓		

35. empower children/kids // effect change [14]

36. [23]

The Quilt was displayed in Washington.

5

Steve sent many emails to his customers.

3

Karen made a call to the Climate Quilt Campaign.

2

Volunteers went to the store to sew patches.

4

Children all over the world began making pledge patches.

1

37.

- A love of quilting C [40]
- Locals get involved D [47]
- Volunteers share their experience E [54]
- The campaign continues A [47]
- A campaign for all children B

38.

- Step 1
FIND SOME... D [59]
- Step 2
CUT A... F [63]
- Step 3
PERSONALISE YOUR... C [34]
- Step 4
DECORATE YOUR... A [32]
- Step 5
SEND YOUR... B [39]

39. C

[52]

40.

The Climate Quilt Campaign is an international [50] initiative involving young people. In Pennsylvania, the owners of Crafeterla [23] invited members of their community to take part in this campaign. Children were given a scrap of recycled fabric // clothing [21] which they used to make pledge patches [20]. Children taking part were of all ages [1], so the sophistication of the pledges and the squares varied. 'I pledge to save water // food // leftovers [25]' was one example of a pledge. In total, 7(,).500 [23] squares of fabric were sewn together to make a quilt. The quilt was recently on display in Washington D.C. for Earth Day [37]. The quilt will ultimately be a symbol of children's hopes and dreams for the future of the world // Earth // environment // planet [51].

Part B2 (more difficult section)

- 41. parenting // being moms/mothers // raising children // bringing up children [32]
- 42. why/how Chinese mothers are better/superior at parenting // why/how Chinese mothers are superior to other parents // whether Chinese moms/parents are (indeed) superior // which is better: Eastern or Western styles of parenting [32]
- 43. C [75]
- 44. (nothing less than a) firestorm // fire(s) // spark [74]
- 45. A [75]
- 46. western moms are less strict/less demanding/more lenient // Chinese parents/moms are stricter // western children have more freedom/independence // western children are not pressured to get straight A's [73]
- 47. there is a cost for success/achievement // the cost of achievement may not be worth the price of success // the book questions how much someone has to pay in order to be successful // in order to achieve success, the children suffer/there are negative effects on the children [46]
- 48. B [86]
- 49. not all Chinese mothers are 'tiger moms' // many Chinese parents' parenting style/guidelines are not as strict as Chua // moms in China are following the US/Western parenting style // they don't follow/are against Amy Chua's ideas [43]
- 50. C [74]
- 51.

Statement	True	False	NG
Chua was born in the Philippines.			✓
Chua forces her children to do certain activities.	✓		
Guo is unhappy her sons are learning painting and weiqi.		✓	
- 52. English // Chinese ... Chinese // English classroom environment [95] [82]
- 53. D [54]
- 54. Chinese people are familiar with strict parenting guidelines/parents who make negative comparisons/parents who tell their children they are inferior [53]
- 55. a) (long hours of) piano practice // playing (the) piano // piano skills [52]
b) (doing) homework [46]

56. a) contenders [88]
 b) (top) performers [79]
 c) participants [74]
57. education is a top priority/very important [31]
58. D [48]
59. Americans // people in the West // western countries [30]
60. (a) excel academically [81]
 (b) scholastically superior (kids) [72]
61. C [65]
62. unemployment // competition from other graduates for jobs // can't find an appropriate job // lack money // are broke // lack practical skills [82]
63. glut [63]
64. A [80]
65. Mom gets a phone call from son. [72]
 Mainland student stays with an English family.
 The Chinese employees contact colleagues in the UK.
 Student wants to do his washing.
 Mom calls the washing-machine company.
 Student does his washing.
- | |
|---|
| 3 |
| 1 |
| 5 |
| 2 |
| 4 |
| 6 |
66. lack of/too few practical skills [27]

67. The new underclass is China's university // college // jobless graduates // grads [69]. As educated professionals, they expect high-paying [64] jobs on completion of their studies, but employers complain that many lack even the basic skills [75] needed in the workplace. The excess of white-collar workers has led to a shortage [76] of blue-collar workers. This in turn has encouraged high school [60] students to skip the college // nationwide entrance exams // examinations [43] and apply directly to vocational schools [41].
68. B [55]
69. outside the home, they are encouraged to think independently // because US (society/education system/classroom) is more conducive/open to individual expression and innovation [36]
70. not encouraged to think independently // creativity is stifled (in China) // system (in China) is preventing creativity [30]
71. it offers a more rewarding research environment [68]
72. (because these) mothers are fearsome/aggressive/scary/fierce/protective/threatening/frightening/cruel/brutal/ruthless/ferocious/show no mercy [26]
73. Yes – one needs both pressure and 'father-knows-best' guidance from parents and teachers, but also room for each individual to develop their own abilities [33]
 No – creativity is best developed with a Western education, and there is little to be gained from rote learning

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item.

Paper 3 (Listening & Integrated Skills) Marking Scheme

Part A (compulsory section)

Task 1 (13 marks)

1.	Saturday/Sat	[79]
2.	student president	[46]
3.	boring	[84]
4.	user-friendly	[53]
5.	file(s)/document(s)/picture(s)/video clips	[80]
6.	safe/secure/protected/firewall	[53]
7.	student(s)/classmate(s) and teacher(s)	[65]
8.	(online) market	[77]
9.	(old text) book(s)	[71]
10.	Rob	[85]
11.	Cherry	[88]
12.	Jack	[82]
13.	after/in/2 week(s time)/25 th June	[84]

Task 2 (13 marks)

14.	search	[67]
15.	about us	[61]
16.	parents	[58]
17.	subjects	[45]
18.	study at AC	[75]
19.	latest news (section)	[53]
20.	have your say	[78]
21.	transport/transportation	[67]
22.	make/meet (new) friend(s)	[85]
24.	build relationship(s)	[72]
23.	academe	[74]
25.	exam information/info	[43]
26.	exam(s) results	[55]

Task 3 (14 marks)

27.	Negative	[73]
28.	do(ing) experiments	[30]
29.	creat(ing) things	[34]
30.	Icarus Liu	[82]
31.	Positive	[78]
32.	creative software//software to draw/design	[56]
33.	Undecided	[72]
34.	(look up words in) online dictionary	[43]
35.	(put up) video(s) of self	[43]
36.	(give out) phone number	[82]
37.	every friend request	[53]
38.	(too) eager to make friends(s)	[47]
39.	get social network (system)	[24]
40.	educate students about dangers	[27]

Task 4 (13 marks)

41.	12 – 17	[9]
42.	browser	[27]
43.	seniors	[12]
44.	drastically (plus other appropriate adverbs)	[27]
45.	die/disappear	[25]
46.	one place/news feed	[25]
47.	cloud (email) based//cloud(-based) (email) service/system	[18]
48.	cut costs	[32]
49.	connecting with/contacting (prospective) customers	[22]
50.	office productivity	[31]
51.	office efficiency	[30]
52.	Sceptical	[18]
53.	Enthusiastic	[35]

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 BI (easier section)

Task 5 (12 marks)

Task Completion = 9 marks

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

Place, date and time

- 5.1a* Kowloon Park (3)
- 5.1b Sunday 15th April (3)
- 5.1c 2 pm to 6.30 (5)
- 5.1d* Chinese Garden (5)

Activities

- 5.2a lucky draw (3)
- 5.2b talk about body language (3)
- 5.2c Indian cooking workshop (5)
- 5.2d national dress competition (5)

Special Guests

- 5.3a* Duleep Singh (5)
- 5.3b actor/ film star (5)
- 5.3c* Lionel Chan
- 5.3d author/ writer (3, 8, 9)

Organisation and phone number

- 5.4a* Cultural Commons (5)
- 5.4b 46288070 (5)

* Correct spelling of proper nouns required (though correct capitalization is not required)

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
5.1	4	3
	2-3	2
	1	1
	0	0
5.2	3-4	2
	1-2	1
	0	0
5.3	3-4	2
	1-2	1
	0	0
5.4	2	2
	1	1
	0	0

Task 5: Language = 3 marks

(i) Accuracy = 2 marks

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

(ii) Appropriacy = 1 mark

Marks	Appropriacy
1	The candidate has created a text which is entirely or mostly appropriate for an information leaflet. This typically is evident through the use of noun phrases, prepositional phrases and the linking of these with the use of colons and dashes.
0	The candidate has created a text which is mostly inappropriate for an information leaflet. This typically is evident in the fact that the candidate has copied complete sentences, with possible adaptations from the Data File.

Task 6 (18 marks)

Task Completion = 9 marks

Time needed and how many people

- 6.1a 25-30 minutes (6)
- 6.1b 14 dancers / 17-18 people (6)
- 6.1c 3-4 helpers (6)

Requirements and availability

- 6.2a a stage (6)
- 6.2b electricity for their music (6)
- 6.2c chairs for old people (6)
- 6.2d enough space for all of them and for bags and costumes (6)
- 6.2e they do not need sound system / lights (6)

Possible problems

- 6.3a only one stage available (7)
- 6.3b stage not big enough // holds 10 people only (6) (7)

Costs

- 6.4a \$500 deposit for 100 chairs (7)
- 6.4b \$150 (deposit) for generator (7)

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	2-3	2
	1	1
	0	0
6.2	4-5	3
	2-3	2
	1	1
6.3	2	2
	1	1
	0	0
6.4	2	2
	1	1
	0	0

Task 6: Language = 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 characterized 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.
1	<p>Data File Manipulation Writing characterized by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>OR</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 characterized by being a series of chunks taken <i>verbatim</i> 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 Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> Overall coherence of email very good. Clear announcement of the purpose of the email. Includes a subject line which is informative and congruent with rest of email, including a reference to 'Fun Day/Thai' + 'Dance/ Performance' or 'Thai Ladies' 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 email is reasonable. Begins with some sort of announcement of the purpose of the email. Includes a subject line which is generally congruent with rest of email. Relations between main points and supporting points generally clear. Cohesive ties used generally to enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> Overall coherence of email is weak. May not include subject line or subject line may be incongruent or too general. Supporting details generally not clearly related to main point. Cohesive ties used contribute little to the coherence of the email. <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 = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> Register, tone and style generally appropriate to a workplace email to a superior through manipulation of parts of Data File and own language. The overall tone is polite and informative without being over-formal. <p>Examples of appropriate tone: Opening: <i>Dear + Manjula / Pillai / Ms Pillai / Mr. Pillai / Mr. Manjula</i> etc Closing: <i>Yours / Yours sincerely / Best / Regards / no closing + Nicky / Nicky Leung / Mr. Leung / Ms. Leung</i></p>
1	<ul style="list-style-type: none"> Register, tone and style reasonably appropriate to a workplace email to a superior through some manipulation of parts of Data File and through own language. The tone may be inconsistent.
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate workplace email to a superior.</p> <p>Examples of inappropriate tone: Opening: <i>Dear + Sir / Madam / Dear Nicky</i> Closing: <i>Yours faithfully + Name / no name / Manjula etc.</i> <i>Make sure we have enough space</i></p>

Task 7 (18 marks)

Task Completion = 9 marks

Background and family

- 7.1a* born in / comes from Singapore (3)
- 7.1b has a daughter (9)
- 7.1c* has a wife from Sri Lanka (9)

Current and previous jobs

- 7.2a previous job: social worker (for 10 years) (3)
- 7.2b current job: teacher (for 8 years) (8)
- 7.2c (teacher at Kowloon) university (8)

His new book

- 7.3a new book called An Immigrant's Song (8)
- 7.3b his 5th book (8)
- 7.3c lets you see Hong Kong from immigrant's point of view (8)
- 7.3d* (stories) about people from different cultures /countries / India, Colombia and Cameroon (8)
- 7.3e (can) learn about communication in Hong Kong (9)

- 7.4a* all profits (from sales of the book) going to Cultural Commons (9)
- 7.4b available at all major / big book stores (3)
- 7.4c available at Fun Day (3)
- 7.4d \$100 (9)

* Correct spelling of proper nouns required (though correct capitalization is not required)

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
7.1	2-3	2
	1	1
	0	0
7.2	3	2
	1-2	1
	0	0
7.3	4-5	3
	2-3	2
	1	1
	0	0
7.4	3-4	2
	1-2	1
	0	0

Task 7: Language = 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 characterized 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.
1	<p>Data File Manipulation Writing characterized 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.
0	<ul style="list-style-type: none"> • Writing characterized by being a series of chunks taken <i>verbatim</i> 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 7: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> • Overall coherence of text very good with a clear focus on Lionel Chan and his book 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 Lionel Chan and his book 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, e.g. may include details about body language • 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 7: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to a description of an author on a website through manipulation of parts of Data File and own language. • The candidate has produced a text appropriate for a reader who may be interested in Lionel Chan and/or buying his book. • The overall tone is informative without being too informal / chatty.
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 <i>verbatim</i> 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 and appropriate text. • The candidate has written a text which is characterized by having copied chunks of page 8 and 9 of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Part B2 (more difficult section)

Task 8

Task Completion = 9 marks

- 8.1a this is an introduction for an online survey (4)
 8.1b a barrier (generally) stops something happening (3)
 8.1c communication barrier is something that prevents communication (3)
- 8.2a noise (3/ 7)
 8.2b people get angry (3)
 8.2c increased stress levels / blood pressure (3)
 8.2d miss important information (7)
- 8.3a (lack of) time (3/ 7)
 8.3b due to pace of life so fast (7)
 8.3c people get frustrated/ it is frustrating (7)
 8.3d can lose custom (7)
- 8.4a not listening (3)
 8.4b people feel what they say isn't important / that they are not respected (5)
 8.4c interrupting people with what they think the other person is going to say (5)
 8.4d people feel excluded / lonely / that there is a wall between them and other people (5)

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	3	2
	1-2	1
	0	0
8.2	3-4	3
	2	2
	1	1
	0	0
8.3	3-4	2
	1-2	1
	0	0
8.4	3-4	2
	1-2	1
	0	0

Task 8: Language = 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 characterized 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> Overall coherence of text is very good. Relations between main points and supporting points always clear. Strong cohesive ties used to enhance coherence when necessary.
1	<ul style="list-style-type: none"> Overall coherence of text is reasonable. 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. Supporting details generally not clearly related to main points. Cohesive ties used contribute little to the coherence of the email. <p>OR</p> <ul style="list-style-type: none"> Not enough evidence in candidate's work to be able to award '1'. <p>Features of the text which may be detrimental to coherence and organization include:</p> <ul style="list-style-type: none"> References to body language Stating that they have carried out the survey already

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. The overall tone is reasonably formal.
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. For example, it may mix academic and journalistic English.
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce and appropriate text.</p> <p>Features of the text which may be detrimental to the appropriacy of the candidate's text include:</p> <ul style="list-style-type: none"> Details about an exchange with a secretary as an anecdote Details about a phone call on Nathan Road as an anecdote Overly informal language: <i>you end up going, just couldn't catch what was being said</i>

Task 9 (18 marks)

Task Completion = 9 marks

Eyes

- 9.1a eye contact can mean different/ three things in different countries / cultures (3)
 9.1b you want a fight // it's a challenge (3)
 9.1c you're interested in what the person's saying (3)
 9.1d you're romantically interested (3)
 9.1e become aware of what you / your eyes do and adapt to the situation (3)
 (✗ what we do)

Arms

- 9.2a folding your arms can mean different things (or any number between two and five things) (6)
 9.2b it can mean / some people will think you're really listening or agreeing (6)
 (✗ most people / it means)
 9.2c it can mean / some people will think you're rejecting or disagreeing (6)
 (✗ most people / it means)
 9.2d revert to a neutral position / a position with your hands loosely clasped in front of yourself (6)

Standing

- 9.3a way you stand can affect / affects the impression you create when giving presentations (6)
 9.3b can fail a job interview because of it (6)
 9.3c putting hands on your hips makes you look over-confident / arrogant (5)
 9.3d relax your arms // let your arms hang by your side (5)

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	4-5	3
	3	2
	1-2	1
	0	0
9.2	3-4	3
	2	2
	1	1
	0	0
9.3	3-4	3
	2	2
	1	1
	0	0

Task 9: Language = 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 characterized 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> • 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"> • Relations between main points and supporting points generally clear. • Cohesive ties used generally to enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> • 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 = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> • Register, tone and style generally appropriate to an advice page for a website. • The style is generally objective without being overly academic. Information from research given as general facts or as 'research' or 'recent research has shown...' • The tone is direct, particularly when giving advice, e.g. with the use of 'you'.
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 style and tone may be inconsistent.
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate advice page for a website.</p> <p>Examples of overly-academic style may include:</p> <ul style="list-style-type: none"> • academic research citations: (<i>Lo, 1999; Lo and Francis, 2001; De Frietas (2006)</i>) • use of certain unadapted phrases from the Data File: <i>There is sufficient evidence at this stage to safely conclude that De Frietas (2006), for example, found that conducted a survey Amocatchi concludes that</i>

Task 10 (18 marks)

Task Completion = 9 marks

Problems		Solutions	
10.1a	finding somewhere to live (8)	10.2a	estate agent (in Kwun Tong) provides a commission-free service to help newcomers find somewhere to live (8)
10.1b	finding a school for children (8)	10.3a	school /education (Bureau) application form filling service (3)/(9)
		10.3b*	offered by Cultural Commons (<i>related to finding a school</i>) (9)
10.1c	finding medical care (8)	10.4a	(four) doctors offering free clinics (once a week in Mong Kok) (7)
10.1d	finding free legal advice (8)	10.4b	(two local) lawyers offer pro bono / free services to newcomers (8)
		10.4c	through community-based legal advice scheme (8)
10.1e	children making new friends (8)	10.5a	youth clubs (5)
		10.5b	sports team (9)
		10.5c*	offered by Cultural Commons (<i>related to children making new friends</i>) (5) (9)

* Correct spelling of proper nouns required (though correct capitalization is not required)

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	4-5	2
	1-3	1
	0	0
10.2	1	1
	0	0
10.3	2	2
	1	1
	0	0
10.4	3	2
	1-2	1
	0	0
10.5	2-3	2
	1	1
	0	0

Task 10: Language = 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 characterized 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 characterized 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 Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> Overall coherence of the article is very good. May include a title which is informative and congruent with rest of article. 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. May include a title which is generally congruent with rest of article. Relations between main points and supporting points generally clear. Cohesive ties used generally to enhance coherence although these may occasionally be fuzzy.
0	<ul style="list-style-type: none"> Overall coherence of text is weak. Supporting details generally not clearly related to the topic of the article. For example, information about the MTR map to help tourists, details of the Fun Day, Lionel Chan etc. Cohesive ties used contribute little to the coherence of the article. <p>OR</p> <ul style="list-style-type: none"> Not enough evidence in candidate's work to be able to award '1'.

Task 10: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> Register, tone and style generally appropriate to a school newsletter article through manipulation of parts of Data File and own language. The overall tone is informative but also one which promotes Cultural Commons when possible. The style is generally objective without being overly academic. Information from research given as general facts or as 'research' or 'recent research has shown...'
1	<ul style="list-style-type: none"> Register, tone and style reasonably appropriate to a school newsletter article through some manipulation of parts of Data File and through own language. The tone and style may be inconsistent. For example it may in parts read like a school essay and in others include language more associated with a personal blog or interview.
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate school newsletter article.</p> <p>Inappropriate tone/style may be evident in:</p> <ul style="list-style-type: none"> A detailed description of the statistics on page 8 of the Data File more appropriate for an academic report Promoting the Fun Day and related details Biographical details about Lionel Chan Direct quotations from Tariq, Theresa Tam, Enrique Ramirez etc.

Hong Kong Diploma of Secondary Education Examination 2012
English Language Paper 3
Listening and Integrated Skills

Time: 55 minutes 13 seconds

Appreciate

Track 1
Announcer

Hong Kong Diploma of Secondary Education 2012, English Language Paper 3, Listening and Integrated Skills.

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

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

(10 seconds pause)

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

(10 seconds pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3 and 5. Close your Part A Question-Answer Book when you have finished.

(30 seconds of Green/leaves)

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

(10 seconds pause)

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

(10 seconds pause)

Now stick your barcode label in the space provided on Page 1.

(10 seconds pause)

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

(10 seconds pause)

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

(10 seconds pause)

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

(30 seconds of Green/leaves)

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

(10 seconds pause)

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

(3 seconds pause)

Open your Part A Question-Answer Book at page 2. Task 1 is about to begin.

(3 seconds pause)