

HKDSE English Language Sample Paper 1

PAPER 1 (READING)

MARKING SCHEME

Part A (Questions 1 – 38; 56 marks)

- | | | | |
|-----|--|---------------------------------------|-----|
| 1. | A | 1. | |
| 2. | C | 2. | |
| 3. | decreased | 3. | |
| | China | 4. | |
| | low | 5. | |
| | clothing | 6. | |
| | major | 7. | |
| | a lot of | 8. | |
| 4. | a. recap | 9. | |
| | b. popped up | 10. | |
| | c. command | 11. | |
| | d. yell | 12. | |
| 5. | C | 13. | |
| 6. | Hong Kong, London, New York, Bangkok, Tokyo (in any order) | 14. | |
| 7. | the job assigned | 15. | |
| 8. | a. shift forward(s) to | 16. | |
| | b. How wrong can you get | 17. | |
| 9. | port, manufacturing, trading (in any order) | 18. | |
| 10. | B | 19. | |
| 11. | D | 20. | |
| 12. | D | 21. | |
| 13. | C | 22. | |
| 14. | film industry, music, publication, paintings (exhibition) (in any order) | } (Any 2 points)
(Other 2 points) | 23. |
| | | | 24. |
| 15. | talent, tolerance, wealth (prosperity) (in any order) | } (Any 2 points)
(The other point) | 25. |
| | | | 26. |
| 16. | A | 27. | |

17.

	Areas of strength	Areas of weakness
Bangkok (Thailand)	tolerance //tolerant 28.	not wealthy enough 29.
Tokyo (Japan)	prosperous 30.	
Singapore		not tolerant enough // too fettered 31.

18. A. ✓ 32.
 B. ✓ 33.
 C. ✓ 34.
 D. × 35.
 E. ✓ 36.
19. F 37.
 20. H 38.
 21. G 39.
 22. D 40.
 23. A 41.
 24. I 42.
 25. J 43.
 26. L 44.
 27. B 45.
 28. E 46.
 29. K 47.
 30. aspirations 48.
 31. can't 49.
 32. obvious 50.
 33. Doubtless 51.
 34. Similarly 52.
 35. sole 53.
 36. reach 54.
 37. any 55.
 38. keep 56.

Part B - Section 1 (Questions 39 – 56; 46 marks)

- | | | | |
|-----|---|------------------|-----|
| 39. | C | | 1. |
| 40. | B | | 2. |
| 41. | A | | 3. |
| 42. | A. F | | 4. |
| | B. X | | 5. |
| | C. F | | 6. |
| 43. | Germany | | 7. |
| 44. | a. altered | | 8. |
| | b. often | | 9. |
| | c. tourists | | 10. |
| | d. vibrant | | 11. |
| 45. | D | | 12. |
| 46. | B | | 13. |
| 47. | (lower / fallen / falling) wages | } (in any order) | 14. |
| | (lower / fallen / falling) property prices | | 15. |
| 48. | a. positively | | 16. |
| | b. hand in hand | | 17. |
| | c. deny | | 18. |
| 49. | being Chinese and coming from Hong Kong | | 19. |
| 50. | 65 // sixty five (years old) | | 20. |
| 51. | cash, buildings | | 21. |
| 52. | C | | 22. |
| 53. | a huge influx of Chinese immigrants; | } (any two) | 23. |
| | ever-growing pollution (problem); | | 24. |
| | (the ever-) widening gap between the wealthy and less fortunate | | |
| 54. | better job prospects; | } (any two) | 25. |
| | good immigration policies (were introduced); | | 26. |
| | Hong Kong has prospered /the economy hasn't stopped growing | | |
| 55. | H | | 27. |
| | F | | 28. |
| | A | | 29. |
| | C | | 30. |
| | G | | 31. |
| | B | | 32. |
| | D | | 33. |

56.

Message	Writer's connection with Hong Kong	General opinion Expressed	Supporting quote from the passage	Change mentioned in the web posting	
A	The writer had lived in Hong Kong for 6 years.				Column 1 – 34
C	The writer travelled to Hong Kong (a couple of years ago).	Negative	The consensus was that they were not happy.		Column 1 – 35 Column 2 – 36 Column 3 – 37
E	The writer visited Hong Kong (in the 70's, the 90's, and in 2006).	positive		increased traffic (the new airport/ new malls)	Column 1 – 38 Column 2 – 39 Column 4 – 40
F		negative	The Hong Kong that tourists enjoy is vanishing.	The Tai Yuen Street Markets in Wanchai ... will soon be no more.	Column 2 – 41 Column 3 – 42 Column 4 – 43
G	The writer lives in Hong Kong.	negative		the increasingly closed government	Column 1 – 44 Column 2 – 45 Column 4 – 46

Part B - Section 2 (Questions 57 – 76; 50 marks)

57. Mary
 Liz Lochhead // the poet // the writer of this poem
 a lady councillor
 Mary's father
 Mary's husband
1. (Any 3 points)
 2. (Other 2 points)
- (in any order)

58. They are/were former classmates // friends (who meet on a bus by chance 10 yrs later). 3.

59.

4	Mary got married.	4.
6	Liz met Mary by chance on a bus.	
1	They lived in similar houses.	
3	Mary stopped going to school.	
2	Liz and Mary attended school together.	
5	Liz borrowed some books from a library.	

60. C 5.
61. 31 6.
62. a place of honour where the best student sits 7.
63. a. curtseyed 8.
 b. sums 9.
 c. envy 10.
64. full-shaped vase 11.
65. They were in competition with each other for prizes at school // to do well at school 12.
 Appropriate language 13.
66. Mary's family moved away // her father didn't send her to high school. 14
 Appropriate language 15.
67. Who: Mary // The poet // Liz 16.
 Reasons:
 Mary didn't continue her studies but now appears to be happily married.// 17.
 Liz is better educated yet does not mention any partner in her life.
 Appropriate language 18.
68. I think the writer wants families to reflect carefully on how their decisions can influence their children's lives. (Or any other well-justified messages) 19.
 Appropriate language 20.

69.

education consultant
author
dean of education
education minister

21. (Any 2 points)
22. (Other 2 points)

70. C 23.
71. friendly 24.
weak 25.
72. ● unfair treatment 26.
● attractive in the eyes of male students 27.
73. it – the widening gap between girls’ and boys’ achievement 28.
They – people at the top level of governance in education 29.
74. place 30.
unlike 31.
discouraged // neglected // ignored 32.
more 33.
75. Literal meaning of time bomb: A “time bomb” is a device that is set to explode at a particular moment. 34.
What does it represent: It is used (as a metaphor in the title of this passage) to represent a situation that is likely to become a very serious problem. 35.
Appropriate language 36.

76.

	Most likely Speaker	Supporting sentence / phrase
A	Dr. Paul Baker 37.	Boys were getting a raw deal. 38.
B	Mary’s husband 39.	... a husband who ... has eyes for no one else but Mary. 40.
C	Celia Lashlie 41.	They’re incredibly positive, accommodating of boys physically and not stressed about it. 42.
D	Dr. John Langley 43.	... there are three schools of thought on the issue of boys’ and young men’s achievement, none of which has been proven. 44.
E	Joseph Driessen 45.	Pupils’ self-belief is the driving force of their achievement. 46.
F	Mary’s father	<i>He didn’t believe in ... forking out for uniforms.</i>
G	Liz Lochhead 47.	We were first equal Mary and I. // First equal, equally proud. // Mary and I a common bond in being cleverest. 48.
H	Steve Maharey 49.	... the Government had rejected a call for it to teach boys and girls differently. 50.

HKDSE English Sample Paper 2

HKDSE PAPER 2 (WRITING) MARKING GUIDELINES

Note: if content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains

Marks	Content (C)	Language (L)	Organization (O)
7	<ul style="list-style-type: none"> • Content is very extensive and often exceeds the requirements of the question • Totally relevant • All ideas are well developed • Creativity and imagination are consistently shown • Engages the reader's interest skilfully and shows a fine-tuned awareness of audience 	<ul style="list-style-type: none"> • Unlimited range of accurate sentence structures, with an excellent grasp of more complex structures • Grammar extremely accurate • Vocabulary well-chosen and used appropriately to express subtleties of meaning • Spelling and punctuation are entirely correct • Register, tone and style are used to deliberate effect and are entirely appropriate to the genre and text-type 	<ul style="list-style-type: none"> • Paragraphs are organized extremely effectively, with logical development of ideas from topic sentences and all points supported by relevant details • Cohesive ties between and within paragraphs 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 is extensive and entirely fulfils the requirements of the question • Totally relevant • Most ideas are well developed • Creativity and imagination are shown when appropriate • Engages the reader's interest consistently and 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"> • Paragraphs are organized effectively, with logical development of ideas from topic sentences, and most points supported by relevant details • Strong cohesive ties between and within paragraphs • Overall structure is coherent, sophisticated and appropriate to the genre and text-type
5	<ul style="list-style-type: none"> • Content is extensive and fulfils the requirements of the question • Totally relevant • Main ideas are well developed • Creativity and imagination are shown when appropriate • Maintains the reader's interest and shows general awareness of audience throughout 	<ul style="list-style-type: none"> • Wide range of accurate sentence structures with a good grasp of simple and compound 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"> • Paragraphs are mostly organized effectively, with logical development of ideas from topic sentences, and the main points supported by relevant details • Sound cohesive ties between and within paragraphs • Overall structure is coherent and appropriate to the genre and text-type

Marks	Content (C)	Language (L)	Organization (O)
4	<ul style="list-style-type: none"> • Content addresses the requirements of the question adequately • Almost totally relevant • Some ideas are developed in detail • Creativity and imagination are shown in most parts • Mostly maintains the reader's interest and 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"> • Introductory and concluding paragraphs are appropriate, and other paragraphs have clearly defined topics. • Some cohesive ties between and within paragraphs. • Overall structure is mostly coherent and appropriate to the genre and text-type
3	<ul style="list-style-type: none"> • Content just satisfies the requirements of the question • Mostly relevant • Some ideas but not always developed • Several examples of creativity and imagination are evident • Engages the reader's interest sporadically and 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"> • Brief introductory and concluding paragraphs. Other paragraphs are generally defined • Some simple cohesive ties within and between paragraphs • A limited range of connectives and sequencers 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 • Very limited awareness of audience 	<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 simple words is correct, more complex ones not, with basic punctuation mostly accurate 	<ul style="list-style-type: none"> • Paragraphs reflect some attempts to organize topics • Some use of simple connectives and sequencers to link ideas
1	<ul style="list-style-type: none"> • Content inadequate and heavily based on the task prompt(s) • A few relevant points • A few ideas but none developed • Almost total lack of awareness of audience 	<ul style="list-style-type: none"> • Some short simple sentences accurately structured • Grammatical errors frequently obscure meaning • Very simple vocabulary of limited range often based on the prompt(s) • A few words are spelt correctly with basic punctuation being occasionally accurate 	<ul style="list-style-type: none"> • Some paragraph divisions • Very limited use of simple connectives or sequencers to link ideas
0	<ul style="list-style-type: none"> • Totally inadequate • Irrelevant or memorised • Points/ ideas are copied from the task prompt or the reading texts • No 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"> • Mainly disconnected words, short note-like phrases or incomplete sentences • Connectives and sequencers entirely absent

HKDSE English Sample Paper 3 (Listening)

PAPER 3 (LISTENING & INTEGRATED SKILLS)

MARKING SCHEME

Part A

Task 1 (12 marks)

What are reality shows? *TV shows with (real) people doing real things (1)*

	<i>Name of show</i>	<i>Tasks people have to do</i>
<i>1</i>	<i>Pot of Gold (2)</i>	<i>Build(ing) a boat (4)</i>
<i>2</i>	<i>Job Survivor (3)</i>	<i>Sell(ing) T-shirts (in teams) (5)</i>

How long have there been reality shows?

(Since) 1997 (6)

How long do they run for?

(About) 12 episodes // three months (7)

What do most of them have in common?

- i) contain some kind of competition (8)*
- ii) someone has to leave // gets kicked out of /off the show every week (9)*
- iii) prize for the person left (10)*

} (8) – (10)
can be in
any order

How do they make so much money for the TV companies that show them?

- i) lots of people watch them (11)*
- ii) make a lot of money from advertising (12)*

Task 2 (21 marks)

Markers note: Items must be in the correct box, but can be in any order within that box. Capitalisation is not necessary.

Which kind of show should we make?		
Type	Advantage(s) + reason(s) / result(s) if any	Disadvantage(s) + reason(s) / result(s) if any
Hiking expedition		<ul style="list-style-type: none"> ◇ boring ◇ would only show people walking through the countryside
School students		<ul style="list-style-type: none"> - only appeal to (school) kids of that age (13) - small audience figures (14)
Overseas travel	- interesting (15)	- too expensive // travel costs (16)
Families ✓ (17)	<ul style="list-style-type: none"> - will appeal to everyone (18) - large audience figures (19) 	
Which kind of camera should we use?		
Type of camera	Advantages	Disadvantages / Problems
Movie camera	- best quality (20)	<ul style="list-style-type: none"> - (really / very) big (21) - (really) expensive (22) - needs(a) tripod (23)
Video camera ✓ (24)	<ul style="list-style-type: none"> - easy to carry (around) (25) - easy to use/operate // anyone can use it (26) - quality is quite good (27) 	
Webcam	- cheap (28)	<ul style="list-style-type: none"> - computer has to be on (29) - people have to stand in front of camera all the time // camera can only film small area (30) - quality is bad (31)
i) Who should be the winner and ii) who should judge the competition?		
i) family (32)		
ii) studio audience (33)		

Task 3 (11 marks)

Costs will include and come to about

- a) the prize ✓ (34) \$15,000 (35)
- c) filming equipment ✓ (36) \$5,000 (per household) (37)
- e) editing the film ✓ (38) \$40,000 (39)
- f) venue for studio audience ✓ (40) \$10,000 (41)

Ideas for prizes

- b) ✓ (42)

Number of episodes? 8 (43)

How long will we need? 4 months (44)

Task 4 (9 marks)

Markers note: Capitalisation is not necessary.

What Mr. Roberts likes	Things Mr. Roberts thinks the group should think about
➤ folder // cover (45)	➤ kind of families/people to have/participate on the show (49)
➤ (popular) theme // reality show on families (46)	➤ how to find them // get them to take part // get them interested in taking part (50)
➤ (clear and) workable concept (47)	➤ how to choose families (from those that applied) (51)
➤ (likely to) attract large audience (48)	➤ how to make up a studio audience (52)
	➤ costs in more detail // detailed cost breakdown // accurate cost estimates (53)

Part B

Section 1

Task 5 (14 marks)

Markers note: Points must be in the correct boxes, but in any order. Capitalisation is not necessary. All answers can be found in the tapescript.

Audience Feedback Form		
Names of flatmates	Good points / habits mentioned	Bad points / habits mentioned
Richard Ho	<p>(1) <i>good fun // made others laugh</i></p> <p>(2) <i>helped (Mary) with homework</i></p>	<p>(3) <i>disgusting // didn't clean bathroom after using it</i></p> <p>(4) <i>inconsiderate // left his dirty dishes for others to do</i></p> <p>(5) <i>impolite/rude (on phone) // never offered to take a message // didn't say who he was</i></p>
Mary Robinson	<p>(6) <i>gets on well with everyone else // friendly</i></p> <p>(7) <i>willing to help others // helpful</i></p>	<p>(8) <i>(a bit) untidy // left her clothes all over the flat</i></p>
Susan Wong	<p>(9) <i>intelligent // talked about current affairs/news</i></p> <p>(10) <i>fashionable // had a stylish hair cut</i></p> <p>(11) <i>polite to Mary's mother // she chatted with Mary's mother</i></p>	<p>(12) <i>impolite to flatmates // had a sharp tongue // shouted at flatmates</i></p>
Stephen Smith		<p>(13) <i>boring // hardly spoke to anyone</i></p> <p>(14) <i>watched TV the whole time</i></p>

Task 6 (19 marks)

Markers note: Bracketed items can come in any order.

Areas of Content

Introduction

- (1) *a show about a group of students sharing a flat* } DF 5
- (2) *on from (beginning of) January to (the end of) March* } DF 6
- (3) *12 episodes* } DF 5/7
- (4) *winner voted as being the nicest* } DF 5
- (5) *prize was a holiday in Paris* } DF 5

Audience figures, advertising figures and production costs

- (6) *advertising revenue generally greater than other programmes in the same time slot* } DF 6
- (7) *audience figures were generally higher than those for other programmes in the same time slot* } DF 6
- (8) *viewing figures rose from January to March* } DF 6
- (9) *cost to produce Flatmates is \$852,400/\$61,700 per episode/over \$60,000 per episode* } DF 7

Views of studio audience

- (10) *funny and entertaining* } TS
- (11) *people can watch how people interact with each other* } TS
- (12) *surprising interactions // you can never tell what's going to happen next* } TS
- (13) *can learn about getting along with others* } TS
- (14) *useful for anyone planning to share a flat // useful for students going to live in university hall of residence* } TS

Recommendations for future shows like this

- (15) *should have a better/more serious/mature presenter* } TS
- (16) *upload a live, unedited version of the show onto the Internet* } TS

Task completion = 10 marks

Description	Marks
13 – 16 points	10
10 – 12 points	8
7 – 9 points	6
4 – 6 points	4
2 – 3 points	2
0 – 1 point	0

Language = 5 marks

0	1	3	5
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	Short and simple sentences are mainly used but there are many grammatical mistakes which greatly affect meaning.	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.

Readability and coherence = 2 marks

0	1	2
Ideas not cohesively presented OR mismatches between topic / elaboration.	Some effort to organise writing but some unclear links.	Writing easy to follow due to clear links between ideas.

Tone = 2 marks

0	1	2
No or very little use of appropriate tone / use of inappropriate phrases.	Some use of appropriate tone.	Effective and appropriate use of tone.

Task 7 (14 marks)

Markers note: Bracketed items can come in any order.

Areas of Content

Reason for writing

- | | | |
|--|---|---------------|
| (1) <i>an audience member for Flatmates</i> | } | DF 4/8 |
| (2) <i>he hasn't been paid (what he thought he would be)</i> | | DF 4 |
| (3) <i>he was only given \$84/\$7 per episode</i> | | DF 4 |

Details and action to be taken

- | | | |
|---|---|-------------|
| (4) <i>he lives in Mei Foo</i> | } | DF 8 |
| (5) <i>\$18 for MTR and \$5 for minibus // \$23 for return fare/per episode</i> | | DF 9 |
| (6) <i>\$150 for taking part in studio discussion</i> | | DF 8 |

Closing

- | | |
|---|-------------|
| (7) <i>complimentary close: Please follow up on the matter // Regards // Yours sincerely // Thanks // David</i> | DF 4 |
|---|-------------|
- (Chan)

Language = 3 marks

0	1	2	3
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.

Readability and coherence = 2 marks

0	1	2
Ideas not cohesively presented OR mismatches between topic / elaboration.	Some effort to organise writing but some unclear links.	Writing easy to follow due to clear links between ideas.

Conciseness = 2 marks

0	1	2
Candidate unable to use own words / copied large chunks from Data File.	Candidate attempted to be concise and use own words.	Candidate was successfully concise and used own words where appropriate.

Section 2

Task 8 (15 marks)

Markers note: Bracketed items can come in any order. All answers can be found in the tapescript.

Areas of Content

Richard Ho

- (1) *disgusting because he never cleaned the bathroom after using it*
- (2) *inconsiderate because he left dirty dishes for others*
- (3) *rude/ impolite on telephone because he never offered to take messages*
- (4) *helped Mary with her homework*
- (5) *he was good fun and made other people laugh*

Mary Robinson

- (6) *friendly because she got on well with others in the flat*
- (7) *willing to help others*
- (8) *(a bit) untidy because she left her clothes all over the flat*

Susan Wong

- (9) *intelligent because she talked about current affairs/news*
- (10) *(always) looked fashionable because she had a (very) stylish hair cut*
- (11) *polite (to Mary's mother) because she chatted with her (until Mary came back)*
- (12) *impolite to flatmates / had a sharp tongue because she shouted at them*

Stephen Smith

- (13) *boring because he hardly spoke to anyone*
- (14) *all he did was watch TV*

Task completion = 8 marks

Description	Marks
11 – 14 points	8
8 – 10 points	6
5 – 7 points	4
2 – 4 points	2
0 – 1 point	0

Language = 5 marks

0	1	2	3	4	5
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.	Simple or compound sentences used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	Good range of accurate sentence structures and the standard of accuracy in spelling, punctuation, and language structures is high.

This is an overall impression mark of language used. The following areas should be considered:

- vocabulary (range, variety, accuracy)
- grammar (range, variety, accuracy)
- spelling

Readability and coherence = 2 marks

0	1	2
Ideas not cohesively presented OR mismatches between topic / elaboration.	Some effort to organise writing but some unclear links.	Writing easy to follow due to clear links between ideas.

Task 9 (19 marks)

Markers note: Bracketed items can come in any order.

Areas of Content

Opening

(1) *thank you for your letter*

DF 12

Concerns

(2) *not popular / (some of the most) unpopular programmes on TV*

DF 12

(3) *no appeal*

DF 12

(4) *promotes bad values*

DF 12

(5) *no imagination/creativity required*

DF 12

(6) *invades privacy*

DF 12

Support for Reality Shows

(7) *creative use of an everyday situation // provide a creative twist*

DF 15

(8) *for example, host a formal dinner using \$100 per person*

DF 15

(9) *provides appeal by making people think what they would do in a similar situation*

DF 15

(10) *about cooperation*

DF 15

(11) *for example, total strangers can get along, even if they are competing for a grand prize*

DF 15

(12) *not an invasion of privacy because they have agreed/want to be filmed*

DF 15

Audience figures and advertising figures

(13) *advertising revenue generally greater than other programmes on at the same time*

DF 13

(14) *advertising revenue rose from about/over \$400,000 (in January) to about \$800,000 (in March)*

DF 13

(15) *viewing figures generally higher than those for other programmes in the same time slot*

DF 13

(16) *audience figures rose from under 1.5 million in January to about 2.3 million in March*

DF 13

Feedback from studio audience members

(17) *funny and entertaining*

TS

(18) *people can watch how people interact with each other (especially in stressful situations)*

TS

(19) *surprising interactions // you can never tell what's going to happen next*

TS

(20) *can learn about getting along with others*

TS

(21) *useful for students/people planning to share a flat or (university) residence*

TS

Conclusion and Cableline's new policies for reality shows

(22) *PG (Parental Guidance) added to the start of reality shows*

DF 17

(23) *information about the nature and content of the programme provided to viewers*

DF 17

(24) *not be aired during family viewing hours/4:00pm – 8:30pm*

DF 17

Task completion = 10 marks

Description	Marks
19 – 24 points	10
15 – 18 points	8
11 – 14 points	6
7 – 10 points	4
3 – 6 points	2
0 – 2 points	0

Language = 5 marks

0	1	2	3	4	5
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.	Simple or compound sentences used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	Good range of accurate sentence structures and the standard of accuracy in spelling, punctuation, and language structures is high.

Readability and coherence = 2 marks

0	1	2
Ideas not cohesively presented OR mismatches between topic / elaboration.	Some effort to organise writing but some unclear links.	Writing easy to follow due to clear links between ideas at paragraph and text level.

Tone = 2 marks

0	1	2
No or very little use of appropriate tone / use of inappropriate phrases.	Some use of appropriate tone.	Effective and appropriate use of tone.

Task 10 (19 marks)

Markers note: Bracketed items can come in any order.

Areas of Content

Proposed name

(1) *Insiders*

DF 17

Description

(2) *series on a group of prisoners*

DF 16/17

(3) *(extended) documentary // a reality show in the nature of an extended documentary*

DF 16

(4) *no prize*

DF 12/16

(5) *no competition // prisoners do their normal tasks*

DF 12/16

(6) *last for six episodes*

DF 16

Estimated cost

(7) *equipment costs similar to those for Flatmates*

DF 12

(8) *no studio audience as they are legally not allowed to comment*

DF 12

(9) *no studio expenses because no audience needed*

DF 12

(10) *no prize expenses because there are no plans for a competition*

DF 12

(11) *no staff needed as prisoners will operate cameras*

DF 12

(12) *location costs are half the cost of Flatmates (\$14,100)*

DF 12/14

(13) *estimate the per episode cost around \$20,000 per episode*

DF 12/14

Justification

(14) *(people/viewers) would see something outside their experience*

DF 16

(15) *it shows how people deal with being locked up in a very confined space*

DF 16

(16) *see how prisoners deal with each other*

DF 16

(17) *provides public with view of how prison service works*

DF 17

(18) *cheaper to produce than Flatmates*

DF 14

(19) *never been done before*

DF 17

Conclusion

(20) *Flatmates has been successful*

DF 12

(21) *hope for same kind of success as Flatmates*

DF 12

Task completion = 10 marks

Description	Marks
15 – 21 points	10
11 – 14 points	8
8 – 10 points	6
5 – 7 points	4
2 – 4 points	2
0 – 1	0

Language = 5 marks

0	1	2	3	4	5
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.	Simple or compound sentences used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	Good range of accurate sentence structures and the standard of accuracy in spelling, punctuation, and language structures is high.

Readability and coherence = 2 marks

0	1	2
Ideas not cohesively presented OR mismatches between topic / elaboration.	Some effort to organise writing but some unclear links.	Writing easy to follow due to clear links between ideas at paragraph and text level.

Paraphrasing = 2 marks

0	1	2
Candidate unable to paraphrase or use own words / copied large chunks from Data File.	Candidate attempted to paraphrase and use own words.	Candidate successfully paraphrased and used own words where appropriate.

**Hong Kong Diploma of Secondary Education Examination
English Language Paper 3 (Sample Paper)
Listening and Integrated Skills**

Tapescript

Announcer: Hong Kong Diploma of Secondary Education, English Language Sample Paper 3, Integrated Listening, Reading and Writing.

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

Now write your candidate number in the space provided on Page 1 of the Question-Answer Book.

(10 seconds pause)

Now look at your Question-Answer Book. Check that your Question-Answer Book has no missing pages. Look for the words 'End of Paper for Section 2' on the last page of your Question-Answer Book.

(10 seconds pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3, 5 and 7. Close your Question-Answer Book when you have finished.

(30 seconds pause)

Now look at your Data File. Check that your Data File has no missing pages. Look for the words 'This is the last page of the Data File' on the last page. Now close your Data File.

(10 seconds pause)

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 (Short Tasks). For Part B (Extended Tasks) you should use a pen. Put your hand up 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.

Part A. Look at Page 2 of your Question-Answer Book. You should use a pencil for this part of the paper.

(3 seconds pause)

Announcer: Situation.

You are Charlie, a Secondary 6 student at Kowloon College. You and your classmate, Mary, are doing a media studies course. You will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and on the recording to complete the tasks. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. You now have two minutes to familiarise yourself with Tasks 1 – 4.

(2 minutes of *Greensleeves*)

(Tone)

Task 1 is about to begin.

Announcer: Task 1.

You do not know much about reality shows, so you are asking Mary about them now. Listen to the conversation and fill in your note sheet below. You now have 30 seconds to study the note-headings. At the end of the task, you will have one and a half minutes to tidy up your answers.

(30 seconds of *Greensleeves*)

(Tone)

Mary: Hello, Charlie, you look a bit miserable. What's up?

Charlie: That homework assignment on reality shows. I've no idea how to begin. I'm not even sure what they are! Mr Roberts said the questions he put on the board would help us, but I don't see how!

Mary: I've already finished that assignment so maybe I can help you.

Charlie: Oh, great. Let me just get the note sheet where I wrote the questions and a pencil. Okay, fire away!

Mary: Reality shows are TV shows which have real people doing real things.

Charlie: Real people doing real things? What do you mean by 'real people doing real things'? Do you mean the shows are just about people living out their lives?

Mary: No! That would be really boring. Let me give you a couple of examples. Er ... let me think. There's one called 'Pot of Gold'

Charlie: 'Pot of Gold'? I wouldn't mind a bit of that!

Mary: Just let me finish, will you?! Anyway, a group of people are left on a deserted island and they have to do some tasks.

Charlie: Tasks? What kind of tasks?

Mary: Well, for example they may have to build a boat.

Charlie: Build a boat?! That doesn't sound very interesting!

Mary: Well, every week someone has to leave the island and the winner is the last person left! Another example is 'Job Survivor'. That one is about a group of people applying for a very well paid job in a top company.

Charlie: 'Job Survivor'? You mean they make a TV show out of a businessman interviewing job applicants? Thank goodness I don't waste my time watching TV if that's what they put on!

Mary: Don't be silly! It's a bit like 'Pot of Gold'. The contestants are divided into teams and each team is given a task, for example seeing how many T-shirts they can sell.

Charlie: Selling T-shirts. *(Sarcastically)* Wow, I can't wait to watch it!

Mary: Actually, it can be quite interesting.

Charlie: Okay, okay. Anyway, did you manage to find out when these shows first started and how long they normally run for?

Mary: They've always had real people doing real things on TV but I think the first one with a competition and a winner at the end, and the first one that was called a reality show, was in 1997.

Charlie: 1997? We were still at primary school!

Mary: Well I don't know where you've been since then if you've never seen a reality show! What was the other question?

Charlie: How long they run for.

Mary: I think he means how many episodes there are in each show. Normally they run for about three months, so that's about twelve episodes if they have one every week.

Charlie: Thanks, let me just note that down, so we've had reality shows since 1997 and there are usually about 12 episodes The next thing is what they all have in common. What did you make of that?

Mary: Well, as I've said, there's usually some kind of competition in the show, and someone has to leave the show each week. I mean, basically, they're just kicked off.

Charlie: So who's the winner?

Mary: The person left at the end wins the prize.

Charlie: Okay, so, a reality show usually has some kind of competition, someone has to leave every week and there's a prize for the person left at the end. Okay, the final question is how they make so much money for the TV companies.

Mary: I suppose it's because lots of people watch them so the TV companies that show them make a lot of money from advertising.

Announcer: That is the end of Task 1. You now have one and a half minutes to tidy up your answers.

(One and a half minutes of *Greensleeves*)

(Tone)

Announcer: Task 2.

You and Mary are talking about the reality show you will propose as part of your media studies project. You are taking notes. As you listen, complete the note sheet below and tick the boxes showing which type of show you propose to produce and which type of camera you agree to use. Some notes have been done for you as an example. You now have 30 seconds to study the note sheet below. At the end of the task, you will have one and a half minutes to tidy up your answers.

(30 seconds of *Greensleeves*)

(Tone)

Charlie: You know we began talking about our project yesterday? Well, I forgot to take notes, so can we just recap a little?

Mary: Sure. What do you want to know?

Charlie: Well, I remember we talked about having a show on hiking, school students, overseas travel and families, but I can't remember which one we thought would be best.

Mary: I think we decided on families?

Charlie: Well I'd better make a note of all the advantages and disadvantages in case we have to justify our choice. I remember that we thought a show on hiking would be boring as it would only show people walking through the countryside, but I can't remember what we said about the others.

Mary: So which one do you want to start with?

Charlie: What did we say about school students? I seem to remember there was one disadvantage.

Mary: That's right. We said a show about school kids would only appeal to school kids of that age group and not really to other people.

Charlie: Why's that a disadvantage?

Mary: Come on, Charlie! If it only appeals to school kids of the same age, you are going to have very small audience figures and your programme won't be a success.

Charlie: Oh, I see, so small audience figures. What about overseas travel? We agreed that it would be interesting, didn't we? But I can't remember what the disadvantage was.

Mary: Yes, we said it would be interesting, but we thought it would be too expensive with all the travel costs and everything.

Charlie: Okay, interesting but expensive. So why did we choose families in the end?

Mary: Well, a show about families will appeal to everyone, which means large audience figures. Okay, now we've got that sorted out, the next thing we have to discuss is how to film the show.

Charlie: Well, I suppose a big plus with a proper movie camera is that it would give the best quality.

Mary: Yes, but a movie camera is too big and it's really expensive. It needs a heavy tripod if you want to use it properly. Remember, our show is supposed to be cheap to make, so I don't think we can consider a proper movie camera.

Charlie: Are movie cameras really that big?

Mary: Well, I'd like to see you carrying one around for a day!

Charlie: And what's a tripod, anyway?

Mary: It's one of those three legged stands for supporting cameras.

Charlie: Oh, I see. If we're looking for something small, what about using a webcam on a laptop computer?

Mary: It would be cheap enough, but there're several problems with using one. First of all, you have to remember to turn the computer on

Charlie: But people leave their computers on all the time anyway.

Mary: I wish you'd let me finish. And anyway, I disagree. People often turn their computers off when they are not using them. The second problem is that it can only film a small area.

Charlie: You mean that you have to stand right in front of the webcam if you want anyone to see you?

Mary: Clever boy!

Charlie: So what's the last problem?

Mary: Well, you've seen them haven't you? The quality's awful!

Charlie: Yes, I suppose it is pretty bad.

Mary: That only leaves a small video camera which I think is the answer. It's easy to carry around.

Charlie: You mean even I could carry it around?!

Mary: Yes, even you, Charlie! And it's so easy to use you might even take some nice video with it!

Charlie: Wow, give me any more compliments and I'll start getting big-headed!

Mary: And then there's the quality of course, which is quite good, if not great.

Okay, the next question is how we make the show into a competition and decide who the winner is. We need a competition of some kind to keep the audience interested.

Charlie: So who will be the winner? Just one person or a whole family?

Mary: I think it would be nicer if families competed as a group, so that a whole family would be the winner.

Charlie: But how should we decide which family wins? Could we ask the families' neighbours?

Mary: Well, that might create bad feelings between the families and their neighbours

Charlie: Oh well, let's go for a studio audience, then.

Mary: Yes, a studio audience would be better.

Charlie: Good, I'll note that down.

Announcer: That is the end of Task 2. You now have one and a half minutes to tidy up your answers.

(One and a half minutes of *Greensleeves*)

(Tone)

Announcer: Task 3.

You and Mary are now discussing other aspects of the project, such as cost estimates. Tick the relevant boxes and fill in any other missing information on the note sheet below. You now have 30 seconds to study the note sheet. At the end of the task, you will have 30 seconds to tidy up your answers.

(30 seconds of *Greensleeves*)

(Tone)

Mary: Don't we have to give some cost estimates for this project?

Charlie: Yes we do. I don't know how we do that. I suppose we think of a figure and double it!

Mary: Ha, ha! Let's think about what we have to include. Well, the video cameras for the filming for a start. That would be \$5,000 per household.

Charlie: Yes, and I suppose there's a prize if it's a competition. By the way, what is the prize?

Mary: How about a nice holiday somewhere?

Charlie: Good idea, what kind of holiday do you think?

Mary: Well, I've never been skiing. I'd really like to do that!

Charlie: Yes, but you're not the one getting the prize! I think most people would like a holiday in a hotel by a beach somewhere, where they could go swimming or diving.

Mary: Typical! Most people don't go diving! Most people get bored if they spend more than one day on a beach! What about somewhere they could do some nice shopping?

Charlie: You mean somewhere like Tokyo?

Mary: Yes, that kind of place.

Charlie: Yes, I suppose you're right. But I suppose it would come to quite a lot with flights and everything.

Mary: Yes, but it would be a great prize and I reckon a long weekend in a place like that for a small family wouldn't come to more than \$15,000.

Charlie: Fifty?!

Mary: Fifteen!

Charlie: Oh, sorry. Is that everything?

Mary: No, we have to consider the cost of editing the film and then there's hiring a studio for the audience.

Charlie: How much would both of those be?

Mary: I don't really know. I suppose about 40,000 dollars for the editing and 10,000 dollars for the studio.

Charlie: Forty and ten thousand! Wow, that sounds like a lot!

Mary: Well, we can find out more exact costs later on. We also have to give some idea of how long it will all take.

Charlie: What, you mean how many episodes?

Mary: Yes, that, and also how long we will need to get the show ready and produce it. Well, I suppose we would have to allow a couple of months to get the contestants set up and then we could aim at making enough episodes for a couple of months, say eight episodes in total?

Charlie: Yes, that sounds reasonable, so four months in total. Two for getting the people together and then eight weeks' worth of episodes. Let's put that down.

Announcer: That is the end of Task 3. You now have 30 seconds to tidy up your answers.

(30 seconds of *Greensleeves*)

Announcer: Task 4.

Mary has taken your project proposal to Mr. Roberts for him to comment on. Listen to her conversation with Mr. Roberts and note down the things that Mr. Roberts likes and the things you and Mary still need to think about before you submit your final proposal. You now have 15 seconds to study the table below. At the end of the task, you will have 30 seconds to tidy up your answers.

(15 seconds of *Greensleeves*)

(Tone)

Mr. Roberts: Okay, Mary, let's look at what you've put together.

Mary: Here you are, Mr. Roberts.

Mr. Roberts: I like the folder – nice cover!

Mary: Thank you. Charlie drew the cover.

Mr. Roberts: Tell him it's very good, but it's what's inside that's important, isn't it? Now, let's see. A reality show on families. I like that. It's a theme everyone can relate to – a popular theme. Did you come up with it, Mary?

Mary: Yes.

Mr. Roberts: Well done! The concept seems to be quite clear and workable. I think it would attract a large audience, so those are two other good points – clear, workable concept and likely to attract a large audience. However, on the minus side, I'm a little worried about one or two things.

Mary: How do you mean, Mr. Roberts?

Mr. Roberts: Well, you need to think about what kinds of families you would like. For example, would they all be the same kind of family or would they be from different backgrounds? I mean, would they be rich families or poor ones, or ones in between? So give some thought to what kind of people you want on the show.

Mary: Sorry, Mr. Roberts, can you just go through that last bit again?

Mr. Roberts: Yes. I'm saying you need to think about the kinds of families you want on your show.

Mary: Right, let me just make a note of that. Okay, what else is wrong with it?

Mr. Roberts: Don't be so negative, Mary! It's a very good proposal on the whole. Now, another thing to think about is how you will find the families to take part in the show. How are you going to get them interested in taking part?

Mary: Yes, I see what you mean. We haven't really thought how we would get them interested in taking part, though we did talk about a prize.

Mr. Roberts: Next, you have to consider how you are going to choose the families you want, I mean, choose the families from those that applied to take part.

Mary: Hold on a minute. 'How ... to ... choose ... the families from ... those ... that ... applied'. I see. I suppose we could interview them or draw up a list of criteria or use a combination of the two.

Mr. Roberts: Yes, that's right. And I also noticed you haven't made that clear about the studio audience either, so you would need to think about them as well. How would you make up a studio audience? I mean, who would you get?

Mary: So, basically, we need to say how we would get the families and how to make up the studio audience.

Mr. Roberts: Right. Okay, let's have a look at your cost breakdowns. Well, these look very much like guesstimates.

Mary: Sorry, what do you mean by 'guesstimates'?

Mr. Roberts: Well, that you've just guessed a figure without really knowing what it should be.

Mary: *(Sheepishly)* Yes, I suppose that's what we did.

Mr. Roberts: Well I don't think that's good enough. If you want your proposal to be taken seriously, you need to give accurate cost estimates, so that's another thing for you to think about.

Mary: Okay, let me make a note of that – 'accurate cost estimates'. Is there anything else, Mr. Roberts?

Mr. Roberts: No, I think that just about covers everything, and pass on my congratulations to your group.

Mary: Thank you, Mr. Roberts, I'll do that.

Announcer: That is the end of Task 4. You now have 30 seconds to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Announcer: Part B.

Situation.

You are David Chan and you work for a TV station as an assistant to a programme producer, Michael Jones.

You will listen to members of the studio audience discussing the TV reality show 'Flatmates'. As you listen, you can make notes on page 2 of the Data File.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarize yourself with the situation and the tasks in Section 1 and Section 2. Keep in mind that you must attempt the tasks in EITHER Section 1 OR Section 2. Do not attempt to do both sections.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording.

You now have five minutes to familiarize yourself with Part B and the Data File.

(5 minutes of Greensleeves)

(Tone)

The recording is about to begin. Turn to page 2 of the Data File.

(3 seconds pause)

Host: Well, folks, it's good to have you back with us for the last episode of 'Flatmates'. In this episode we have to decide who's been the nicest person throughout the series. That person will get a wonderful prize of two first class tickets to Paris plus a week's stay in a hotel. So, as you can see, it pays to be nice! Today our studio audience will vote for the winner, so first of all, can some of our audience please tell us what they think of the flatmates? Yes, I see a hand there. What do you think, madam?

Linda: I'd like to say something about Richard Ho.

Host: Yes, a handsome young chap, wouldn't you say?

Linda: Er, not really. But actually I was going to talk about something else. I just wanted to say, I didn't like the way he didn't clean the bathroom after using it. I mean that was really disgusting.

Host: Oh yes, it was, wasn't it?

Linda: He was also inconsiderate. He always left his dirty dishes for other people to do. I think he was really inconsiderate in that way.

Host: So, poor Richard is not your favourite man! Any other comments? Something nice perhaps?

Linda: Well, if you must know, I thought he was rather impolite when he answered the telephone.

Host: Impolite? In what way?

Linda: Well, he didn't say who he was, or anything! That was really rude. Also, he never offered to take a message for anyone.

Host: So, you won't be sharing a flat with Richard any time soon!

Linda: Certainly not!

Host: Anyone out there prepared to speak up in Richard's defence? Do I see a hand there?

Simon: Well, I thought he was good fun

Host: ... good fun ...

Simon: ... and he made the others laugh, which is quite important if you are sharing a small space with other people. You need to have a laugh. Also, he helped Mary with her homework.

Host: Oh, yes, I remember that, she always seemed to be doing homework, Mary.

Yes, madam, you want to comment on Mary too?

Linda: I do. I thought she got on very well with everyone else in the flat.

Host: So, you think she's friendly, right?

Linda: Er yes. I also liked the way she was always willing to help others.

Host: So, Mary is the sweetest most helpful girl in town! Didn't she have any bad habits?

Linda: Um, well, perhaps she was a bit untidy. She left her clothes all over the flat.

Host: Oh yes, I remember, she seemed to treat the floor as her own wardrobe.

What about Susan Wong? Would anyone like to comment on her?

Sara: I'd like to say something about her. I thought she was very intelligent.

Host: Intelligent?

Sara: Yes, she was always talking about current affairs. You know, the news, that kind of thing. And she also looked so fashionable.

Host: I know what you mean – she had a very stylish hair cut – or as the French would put it, 'À la mode'.

Sara: Yes, fashionable. I also thought Susan was very polite. She chatted with Mary's mother until Mary came back. It was very polite of her.

Host: Right, no one has said anything about Stephen Smith. What about you, sir? Can you give us your opinion?

Phil: Before I say anything about Stephen, I'd just like to say that Susan may have been intelligent, but she had a sharp tongue. I mean she told Mary not to be a cry-baby and shouted at Stephen once, something like, 'Get a life!' She always seemed to be shouting at the flatmates.

Host: So, what about Stephen? Nobody's mentioned him yet.

Phil: Well, Stephen was definitely the most boring flatmate. He hardly spoke to anyone. As far as I could see all he did was watch TV. He's the sort of guy who would quite happily sit there and just say nothing.

Host: Well, thank you for those kind words! Now then folks, as this is the last episode, we wondered if you had anything to say about the show. Try and make it nice! Yes, madam?

Linda: Well, I must say the show was funny and entertaining.

Host: Funny and entertaining?

Linda: Yes, it was so funny when the flatmates hid presents around the house and someone gave Richard a live chicken!

Host: Ah, I do remember that episode and I must say it was entertaining.

Linda: Apart from it being entertaining, viewers of the show can watch how people interact with each other, especially in stressful situations. The interactions between the students are always surprising. You can never tell what's going to happen, what the flatmates will do next. That's why I watch it every week.

Host: Have you anything to add, sir?

Simon: Well, I do think anyone watching this programme will have learnt about getting along with others.

Host: That's the name of the game really, isn't it? Getting along with others.

Simon: Yes, and it's useful for anyone planning to share a flat with friends, or for students who are going to live in university halls of residence.

Linda: I agree. Sharing a flat or residence with others is an experience all of us can learn from.

Simon: I do have something to add about the presenter, though. I confess, I don't really like your presenting style very much. I think it makes the show ... trivial. 'Flatmates' would have been much better with a more serious presenter.

Host: Well, thanks for your support. ... I'll make a note of that – a more serious and mature presenter... Does anyone have something more to add?

Sara: If I might suggest another improvement, it would be showing the live version of the show on the Internet.

Host: Madam, it's already available on the Internet.

Sara: Yes, but it's not the *live and unedited* version – some viewers may want to watch the flatmates 24-hours, seven days a week.

Host: Okay – I'll make a note of that too. Upload the live (*slight pause*) and unedited version of the show onto the Internet.

Right, folks, that's all we've got time for. On behalf of Cableline TV, I thank you all for coming and making such a valued contribution to the programme. Goodbye and thank you!

Announcer: That is the end of the listening component of this test. You will have one hour and fifteen minutes to complete the written tasks in either Section 1 or Section 2. An announcement will be made when time is up. Take off your earphones now and turn off your radio.

HKDSE English Sample Paper 4

PAPER 4 (SPEAKING)

ASSESSMENT GUIDELINES

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
7	<p>Pronounces all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with no hesitation.</p> <p>Uses intonation with some sophistication to enhance communication.</p> <p>Projects the voice appropriately.</p>	<p>Uses appropriate body language.</p> <p>Uses a full range of appropriate expressions and strategies skilfully to respond to others and to maintain interaction.</p> <p>Expands and elaborates with impressive detail.</p>	<p>Makes accurate use of an impressive range of vocabulary.</p> <p>Uses varied and highly accurate language patterns.</p> <p>Rephrases skilfully when necessary.</p>	<p>Expresses an impressive range of complex ideas clearly and fluently.</p> <p>Sustains and extends conversational exchanges effortlessly.</p>
6	<p>Pronounces all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with very little hesitation.</p> <p>Uses intonation to enhance communication.</p> <p>Projects the voice appropriately.</p>	<p>Uses appropriate body language.</p> <p>Uses a wide range of appropriate expressions and strategies effectively to respond to others and to maintain interaction.</p> <p>Expands and elaborates on responses.</p>	<p>Makes accurate use of a wide range of vocabulary.</p> <p>Uses varied and highly accurate language patterns; only minor slips made, which do not impede communication.</p> <p>Rephrases effectively when necessary.</p>	<p>Expresses a wide range of relevant ideas clearly and fluently.</p> <p>Sustains and extends conversational exchanges.</p>
5	<p>Pronounces almost all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with only occasional hesitation.</p> <p>Uses intonation to enhance communication, though gives some sense of being a non-native speaker.</p> <p>Projects the voice appropriately</p>	<p>Body language is generally appropriate.</p> <p>Uses a range of expressions and strategies to respond to others and to maintain interaction.</p> <p>Expands on most responses appropriately.</p> <p>Sustains conversational exchanges.</p>	<p>Makes varied and generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate and appropriate language patterns.</p> <p>Self-corrects effectively</p>	<p>Expresses most ideas clearly and fluently.</p> <p>Most ideas are relevant</p> <p>Develops and links most ideas.</p>

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
4	<p>Pronounces most sounds/word clusters clearly and accurately; less common words usually comprehensible.</p> <p>Uses intonation and pace appropriately to convey meaning.</p> <p>Usually projects the voice satisfactorily</p>	<p>Some features of body language support communication.</p> <p>Uses a range of straightforward expressions and strategies appropriately.</p> <p>Sustains most conversational exchanges, and participates adequately.</p> <p>Expands on some responses.</p>	<p>Makes generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate language patterns. Errors do not generally impede communication.</p> <p>Self corrects when concentrating carefully or when asked to do so.</p>	<p>Expresses most ideas clearly.</p> <p>Develops and links some ideas but may have problems responding to interpretative questions.</p> <p>Ideas are generally relevant.</p>
3	<p>Pronounces simple sounds clearly but may have some problems with clusters.</p> <p>Less common words may be misunderstood unless supported by contextual meaning.</p> <p>Uses intonation and pacing sufficiently well to be understood by a supportive listener. May hesitate occasionally.</p> <p>Poor voice projection may cause difficulties for the listener.</p>	<p>Some features of body language are appropriate.</p> <p>Uses some simple formulaic expressions and strategies appropriately.</p> <p>Expands on some responses briefly.</p> <p>Sometimes sustains conversational exchanges.</p>	<p>Usually makes appropriate use of simple vocabulary.</p> <p>Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication.</p>	<p>Expresses some relevant ideas clearly.</p> <p>May link some ideas.</p>

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
2	PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS			
	<p>Pronounces simple sounds and some clusters well enough to be understood most of the time.</p> <p>Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.</p> <p>Poor voice projection may cause difficulties for listener.</p>	<p>Makes rather restricted use of body language.</p> <p>Uses some simple formulaic expressions appropriately, generally in response to others.</p> <p>Attempts to expand on some responses briefly.</p> <p>Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.</p>	<p>Makes appropriate use of vocabulary from limited and familiar range, often derived from context.</p> <p>May use some very basic language patterns accurately in brief exchanges.</p> <p>May be unable to self correct.</p>	<p>Attempts to express simple relevant ideas, sometimes successfully.</p>
1	<p>Pronounces some simple and common words accurately enough to be understood.</p> <p>Uses intonation appropriately in the most familiar of words and phrases.</p> <p>Poor voice projection is likely to be a problem.</p>	<p>Can make restricted use of body language when required to respond.</p> <p>Can use only simple formulaic expressions, and only to respond to others.</p>	<p>Makes use of a narrow range of simple vocabulary, sometimes appropriately.</p> <p>Uses a narrow range of language patterns, usually in short and rehearsed utterances.</p>	<p>Occasionally produces brief information and ideas relevant to the topic.</p> <p>Will make some brief responses when prompted.</p>
0	<p>Does not produce comprehensible English.</p>	<p>Does not use verbal interactional strategies.</p>	<p>Does not produce recognizable words or sequences.</p>	<p>Does not produce relevant material.</p>