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Paper 1 (Reading)

Part A (compulsory section)

1. B [57]
2. it is (an) emperor's tomb // (the) burial complex of china's first emperor // the place where china's first emperor was buried // a place where they found the terra-cotta warriors // archaeological/excavation site // it is a 2,200 year-old mystery [17]
3. fragments/pieces of the terra-cotta army // the broken terra-cotta warriors // putting together pieces of the terra-cotta warriors [9]
4. transform(ing)/rebuilding/repairing a heap of clay fragments into a (full-size) warrior // reassemble(ing) an army of (terra-cotta) warriors // piecing together terra-cotta warriors [70]
5. digging a well (for their orchard) [47]
- 6.

Statement	T	F	NG	
i) The three women in the persimmon orchard are the same age.			●	[72]
ii) The burial complex remains a mystery.	●			[61]
iii) It usually takes a few hours to piece together a complete terra-cotta warrior.		●		[67]
iv)* Yang Rongrong has been piecing together terra-cotta warriors for 39 years.				

7. C [57]
8. monochrome [37]
9. he achieved/accomplished/did a lot during his reign // made great contribution // did a lot to develop China // develop the country in many aspects [11]
10. B [77]
11. warriors' colors disintegrated into the (dry Xian) air // the colours were exposed to (the dry Xian) air [83]
12. how quickly/fast the paint/colour begins to curl/flake off/disintegrate // vibrant pieces of history are lost in a short period of time [38]
13. A [45]
14. Conservation Office in Germany and Chinese researchers // Chinese researchers and German experts [40]
15. to keep in the (protective) moisture // to keep it/artifact/wet/moist // to protect it/artifact from the (dry) air // to save/preserve/keep/protect the colour [74]
- 16.

Step	Order (1 - 4)	
Send the artifact to an on-site laboratory.	4	
Spray the colour with a solution.	2	
Wrap the artifact in plastic.	3	
Unearth the artifact.	1	[73]

17. (i) clay quivers [24]
(ii) chariot [27]
(iii) shield [24]
(iv) military drum [29]
18. D [49]
19. so much color and artistry has been imprinted on the soil // the ancient paint(alas) adheres to dirt more readily than to laquer [28]
20. (i) Rong/chemists/researchers/scientists/experts/preservation/preservationists [47]
(ii) create/find/develop/discover/invent [62]
(iii) (re)applying [63]
(iv) binding agent [63]

21.

Statement	T	F	NG	
i) Only a small portion of the tomb has been excavated.	●			[64]
ii) The speed of discovering new artifacts is slowing down.		●		[68]
iii) In 2011, the museum completed the excavation of the central burial mound.		●		[40]

22. D [47]
23. C [53]
- 24.

Paragraphs	(A-F)	
2-3	B	[70]
4-5	A	[65]
6-7	C	[52]
8-10	D	[55]
11	F	[60]
12-13	E	[48]

25. C [70]

Part B1

26. since ancient times // during the Qin Dynasty [82]
27. B [55]
28. turbulent [43]
29. they have been exposed to its sound since childhood [85]
30. Zou believes Westerners like the guzheng because it sounds exotic and relaxing. [59]
31. i) social activity [77]
ii) sense of accomplishment [37]
iii) artistic expression [41]
- 32.

Statement	T	F	NG	
i) Zou teaches the guzheng.	●			[83]
ii) The guzheng is Zou's favourite instrument.			●	[67]
iii) No one else in Zou's family can play the guzheng.		●		[76]
iv) Famous people have attended Zou's performances.	●			[51]

33. how to read music
 the correct use of both hands
 how to pluck the strings
 how to maintain the instrument
 how to sit properly while playing the instrument [42]

34. **Learn how to play the guzheng at the International Academy for Music Arts**

The International Academy for Musical Arts is pleased to announce open enrollment for child(ren) and adult(s) learners. [50]
 The academy was set up by Zou Lunlun in 2006. [36]
 We are located in North Point. [57]

What we offer:

One-on-one lessons for different levels	Cost
Beginner(s)	\$420 [93]
Intermediate (example)	\$480 (example)
Advance(d) (student)	\$550 [94]

-And-

Beginners can learn in a <u> </u> group/classroom setting! [62]
Number of lessons: <u> </u> 8 (weekly classes) [43]
Each lesson lasts: <u> </u> 45 min(utes) [41]
Cost: <u> </u> \$1,680 [44]

We also provide lessons through Skype for people who cannot come to the school. [48]

35. (passing an) interview and (taking a music aptitude) test (must include both points to receive 1 mark) [34]

36.

	Leisure and Cultural And Services Department	Gu Zheng Artist Association
<i>Student A:</i> Learning how to play the guzheng sounds great, but I will be very busy this year, so a short course would be best.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Student B:</i> I've been playing the guzheng for many years as a hobby. Now I want to turn this hobby into a career.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

 [53] [51]

37. it questions whether social media is good // it suggests that social media isn't always good // social media may not be that great /may not be as good as we think [3]
38. A [53]
39. revealing undesirable personal traits (to their peers) [56]
40. (the idea) that Facebook could be a fantastic place for people to strengthen their relationships [33]
- 41.

	Low self-esteem users	High self-esteem users	
i) Who uses Facebook less?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[65]
ii) Who is less likeable on Facebook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[64]
iii) Who is more likely to make negative comments on Facebook?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[57]
iv) Who receives more responses when posting negative comments?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[58]

42.

Statement	T	F	NG	
i) People with low self-esteem feel that Facebook is a safe place to share information about themselves.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[57]
ii) It is more difficult to read someone's reaction when you talk to them face to face than through Facebook.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[36]
iii) Participants of the study checked their emails even though they said they would rather sleep.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[47]
43. a negative reaction [53]
44. Facebook is as addictive as cigarettes and alcohol // it is addictive // it is (like) an addiction // users become addicts [28]
45. i) because they can share things on Facebook // help them improve their friendship // help them make (new) friends // help them build up their self-esteem [48]
 ii) they bombard their friends with negative tidbits about their lives // they may alienate themselves from their friends // they may become less likeable [46]

Part B2

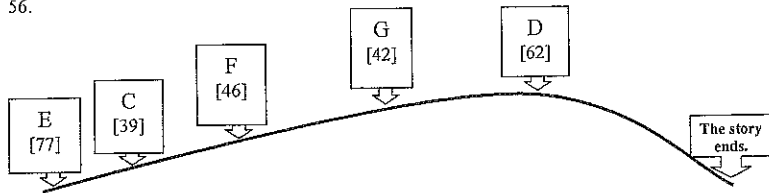
46. C [59]
47. dystopia [88]
48. (i) Rebecca Stead [91]
 (ii) crime rate [78]
 (iii) freedom // autonomy // adventure [74]
 (vi) safer [59]
 (v) protected // controlled [45]
49. they want more adventure in their lives // they lack adventure in their lives // the world is less conducive to adventure // they have less freedom now [59]
50. currently in print more than 2.3 million copies // it has produced a third installment in the trilogy // the third installment is fervently awaited // so many (teens & pre-teens) are reading the Hunger Games [82]
51. (i) first [24]
 (ii) future [21]
 (iii) each [68]
 (iv) outdoor arena [88]
 (v) on television/TV [38]
 (vi) wins // lives [46]

52.

Statement	T	F	NG	
i) <i>The Hunger Games</i> is the only example of the current popularity in dystopian fiction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[84]
ii) In <i>the Uglies</i> , teenagers conform to a standard prettiness by undergoing surgery.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	[88]
iii) Most participants of the Internet discussion board are teenagers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[87]
iv) <i>Brave New World</i> and <i>1984</i> were written for American school children.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[68]

53. i) they enjoy the books // the books are exciting/thrilling [5]
 ii) Although they are not happy with the endings // the books end in cliff hangers // they are longing to find out what happens next // the ending of the story is like torture to them [39]

54. i) The White Mountains [82]
 ii) The Maze Runner [81]
 iii) The Giver [66]
 iv) House of Stairs [63]
55. the interest in dystopian novels for young-adult readers spread very quickly // the book was infectious // it was popular/widespread/a big hit (among teens/among her classmates) [23]
- 56.



57. A [28]
 58. to compare/contrast adult and youth dystopian fiction //the differences and similarities between children dystopia and adult dystopia [19]
 59. catastrophe // apocalypse [69]
 60.

Young dystopian fiction [57]	Adult dystopian fiction [43]
<ul style="list-style-type: none"> - equivocate when delivering a moral - more a myth/fable - less didactic - endings are happier - give a glimmer of hope - more reluctant to depict the extinction of hope within their stories 	<ul style="list-style-type: none"> - is grimmer - shows defect/failure of the protagonist - makes (moral) argument // argues a point - extrapolates from the present to show readers how terrible things will become if our deplorable behaviour becomes unchecked

61. they both warn about the dangers of some current trend (in society) // they are about an imaginary place or condition in which everything is bad [69]
 62. (children) not having control in the world // don't run the world [18]
 63. The books are about a world which is filled with hopelessness/doom/bleak future/death/violence. // The books are scary/fearful/violent. The books may teach children wrong behaviour. [48]
 64. C [49]
 65. B [61]

* This item was deleted.

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

Paper 2 (Writing)

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

Marks	Content (C)	Language (L)	Organization (O)
3	<ul style="list-style-type: none"> Content partially satisfies the requirements of the question Some relevant ideas but shows gaps in candidates' understanding of the topic Ideas not developed with possible repetition Does not orient reader effectively to the topic 	<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"> Parts of the text are generally defined Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy A limited range of cohesive devices are used appropriately
2	<ul style="list-style-type: none"> Content shows very limited attempts to fulfill the requirements of the question Intermittently relevant; ideas may be repetitive Some ideas but few are developed Ideas may include misconception of the task or some inaccurate information Very limited awareness of audience 	<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"> Parts of the text reflect some attempts to organize topics Some use of cohesive devices to link ideas
1	<ul style="list-style-type: none"> Content inadequate and heavily based on the task prompt(s) A few relevant points A few ideas but none developed Some points/ ideas are copied from the task prompt or the reading texts Almost total lack of awareness of audience 	<ul style="list-style-type: none"> Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible 	<ul style="list-style-type: none"> Some attempt to organize the text Very limited use of cohesive devices to link ideas
0	<ul style="list-style-type: none"> Totally inadequate Irrelevant or memorized All ideas are copied from the task prompt or the reading texts No awareness of audience 	<ul style="list-style-type: none"> Not enough language to assess 	<ul style="list-style-type: none"> Mainly disconnected words, short note-like phrases or incomplete sentences Cohesive devices almost entirely absent

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (14 marks)

- | | | |
|--------|---|------|
| (1) | other | [51] |
| (2) | long | [77] |
| (3) | (about) ten to twelve/10-12 (trips) // up to twelve/12 (trip(s))/a dozen | [77] |
| { (4) | Bangkok // Thailand | [59] |
| | Sydney // Australia | [45] |
| { (6) | (the)/(enough) daylight | [24] |
| { (7) | plenty/a lot/lots of lounge space | [12] |
| { (8) | moving walkway(s)/walk-way(s) | [40] |
| { (9) | shop(s) overcrowded/too crowded | [21] |
| { (10) | not/no post office(s)/postal service(s) | [40] |
| { (11) | transit lounge trolley(s) (too)/(very) small | [10] |
| (12) | better than | [91] |
| (13) | more greenery/plant(s) | [48] |
| (14) | (free) (movie(s)) theatre(s) theaters(s)/cinema(s) // can watch free movies | [42] |

Task 2 (13 marks)

- | | | | |
|--------|--|---|------|
| (15) | Plants | 2 | |
| | Toilets | 1 | |
| | Coffee shop | 3 | |
| | Internet corner | 5 | |
| | Children's play area | 4 | [58] |
| (16) | bring(s)/give(s)/add(s) colour(s)/color(s) and freshness (to a lounge) | | [12] |
| (17) | toilet(s) on/in/of plane(s) (are) (often) cramped/not spacious/smelly | | [11] |
| (18) | coffee on/in/of plane(s) tastes bad/is lukewarm/not hot enough/not warm enough | | [18] |
| (19) | a lot of/some/most people use/have their own device(s)/smartphone(s) and tablet(s) | | [23] |
| { (20) | help(s) kid(s) use up (their) energy | | [28] |
| | kid(s) are/can/may be noisy // kids can make noise | | [45] |
| (22) | 1. C | | [89] |
| (23) | 2. B | | [82] |
| (24) | 3. A | | [86] |
| (25) | 4. D | | [71] |

(26)	5. F	[70]
(27)	6. E	[75]
Task 3 (15 marks)		
(28)	X	[95]
(29)	?	[57]
(30)	X	[83]
(31)	✓	[85]
(32)	?	[76]
(33)	✓	[84]
(34)	too salty	[45]
{	(35) tasty sauce(s)	[25]
	(36) (really)/(a bit)/(very) stringy	[12]
(37)	(much) (too)/(very) fishy	[47]
(38)	(it's) spicy/hot	[64]
{	(39) light // not (so/too/very) heavy	[43]
	(40) (a bit) tasteless // no taste	[41]
{	(41) (very) (icy) cool	[51]
	(42) Refreshing // make you feel refresh(ed)	[30]
Task 4 (16 marks)		
(43)	60% /percent/per cent	[71]
(44)	impressed	[24]
(45)	¼ /quarter	[10]
(46)	fewer/reduce/decrease(ing)/(the) number/no. of fast(-)food outlet(s)/restaurant(s)/shop(s)	[29]
(47)	(increase)/(add) more medium(-)price(d) restaurant(s)	[32]
(48)	(provide) (a) greater variety of food	[25]
{	(49) Japanese (food)	[56]
	(50) Indian (food)	[43]
(51)	Middle Eastern	[12]
(52)	place(s) of worship	[22]
{	(53) Muslim/Moslem prayer room	[3]
	(54) meditation room	[14]

(55)	entertainment facilities/facility	[35]
(56)	game(s) centre/center	[66]
(57)	art gallery	[36]
(58)	satisfied // pleased // happy // contented	[27]

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.

