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## Paper I (Reading)

## Part A (compulsory section)

1. writer of this article // journalist // reporter // interviewer // the person who asks the questions  
(× writer) [52]
2. several // some more (books) [9]

3.
 

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

 [64]

4. (other) westerners (in Korea) // the west/westerners // people (living) in western/other countries // (other) journalists // (other) writers (× (most) people (in general) // Koreans) [41]
5. D [75]
6. China [45]
7. it is the warmth between people and mutual sacrifice [57]
8. jeong/ han are uniquely Korean/exclusive concepts to Korea  
(× Korea has words to describe these things) [25]
9. to overcome/forget their sadness/sorrow/burden/oppression [22]
10. i) Sadness and happiness both seem to be magnified in Korea // Koreans are/tend to be more emotional/  
show more feelings (× show a lot of stoicism / self-control) [17]  
ii) Koreans are very expressive and open with their feelings [48]
11. its superficial // it's not meaningful (× it's for teenagers) [53]
12. (members of) 3<sup>rd</sup> Line Butterfly (× a band // Korean Music / culture) [82]
13. Gangnam is superficial/flashy [11]
14. i) NG [72]  
ii) F [68]  
iii) T [82]
15. (Korean) drama(s) // (romantic) TV series/programme // soap opera(s)  
(× Korean soaps // Cinderella stories) [83]
16. the best way to become wealthy/achieve status/ to become successful is to marry [62]
17. i) drama(s) // soaps [90]  
ii) wealthy // rich (× affluent) [91]  
iii) beautiful // young (× poor) [88]  
iv) poor [78]  
v) marry [44]

18. they make children cry // they get mad at bad results // make them work hard // obsessed with education [64]
19. (they have many) things/possessions/goods/money/wealth [21]
20. (they want) to keep/preserve their status/position in society // to show (the world) their children are doing well [74]
21. he is a better friend // more connected to people // more warm/friendly // less cynical [60]
22. jeong // the warmth between people // the people are warm [47]
23. (Cold) refers to the cold culture/society (in Britain) // British are cold and cynical [58]
24. Daniel (Tudor) // the writer himself [19]
25. Daniel (Tudor) is one of the most/is a very influential foreign correspondents (in South Korea) but also one of the least known [28]
26. (Mr) Michael // Breen [63]
27. (a list of) must-read books/indispensable/important books // books that should be read [4]
28. (there is a) greater interest in reading about North Korea (than South Korea) // North Korea is more interesting/popular/attractive (than South Korea) // there are more (must-read) books published about North Korea (than South Korea) [7]
29. (Daniel's book pushes into) new social and economic territory // (including the) rising role of immigrants, multicultural families/(and even) gay people (in Korea) [31]
30. unending desire for (new and trendy) gadgets and fashion (1 mark) [43]  
and yet the tunnel-like/narrow-minded/unchanging view of what constitutes a successful life (1 mark) [34]
31. Koreans have achieved a great deal // although they have many achievements/are successful (1 mark) [33]  
but they aren't content with their success/achievements // they are not happy/satisfied // they are too hard on themselves (1 mark) [22]

Part BI (easier section)

32. A(mma) Rossi (x the writer) [91]
33. i) where Anna lives // address of the witness // in case the police wants to contact/find the witness // Anna's contact details // information about the witness (x where the witness is from) [44]  
ii) where the collision/accident happened // location of the car park // place of the accident [58]
34. collision (x collide) [55]
35. i) F [63]  
ii) C [64]  
iii) E [55]
36. no one // nobody // none // no persons // 0 [29]
37. (because) she witnessed/saw the accident // she was a witness // (in case the green car driver) needed a statement (from Anna) // to contact her [77]
38. D [70]
39. the silver car (1 mark) because it was speeding/driving over the speed limit (1 mark)  
the green car (1 mark) because it was reversing // couldn't see the silver car had the right of way (1 mark) ... } [53]  
(x No marks if only write 'silver/green car')
40. B [74]
41. i) when the accident happened [66]  
ii) (the date Anna) signed the witness statement [3]
42. i) traffic jam(s) } in any order [63]  
ii) deadly accident(s) } [52]

43. driving to work // car journey to work // the commute // the ride/drive to the office [24]
44. computers // cars themselves // robots [62]
45. Google [59]
46. Eno Centre for Transportation [46]
47. A [42]
48. i) NG [21]  
ii) T [47]  
iii) T [58]  
iv) NG [70]
49. i) B [82]  
ii) A [59]  
iii) D [64]

50.

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

51. B [26]  
52. C [63]  
53.

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

	<ul style="list-style-type: none"> <li>• <b>safety</b> <ul style="list-style-type: none"> <li>- safety is the biggest //</li> <li>- early (autonomous) cars/Google's self-driving cars will likely require their human drivers to take the wheel during especially complicated situations //</li> <li>- it's difficult to get people to drift in and out of attention while driving</li> <li>- the process of switching back and forth between robot and human could well make these cars less safe</li> </ul> </li> <li>• <b>social/environmental</b> <ul style="list-style-type: none"> <li>- researchers can't predict how self-driving might reshape/change society //</li> <li>- may induce more travel/congestion may get worse</li> <li>- may lead to an increase in air pollution //</li> <li>- the nation will be hampered in its ability to successfully plan for and introduce autonomous vehicles into the transportation system</li> </ul> </li> </ul> <p>(× costs coming down // pollution/congestion will increase // 'self driving cars have a lot of hoops to leap through' // time consuming)</p>	
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54. in complicated situations (1 mark), humans are safer // computers/robots/self-driving vehicles are unable to handle the driving (1 mark) // when the computer does not work (1 mark) as the technology is not perfect (1 mark) [16] [4]
55. D [37]

**Part B2 (more difficult section)**

56. D [52]
57. i) Rousseau is a depraved animal because he (himself/too) is (also) reflecting // it is a contradiction that Rousseau claims, 'the man who reflects is a depraved animal' // his claim is wrong/ironic [12]  
 ii) the student thinks he's right/smart/sophisticated // he is challenging a famous person/author/theory // he's found mistakes (in the texts) which shows his critical thinking skills [33]
58. (apparent) contradictions [39]
59. i) C [68]  
 ii) B [57]
60. having strong critical thinking skills // being critical (× being smart) (× strong critical skills) [73]
61. i) unproductive [30]  
 ii) intelligent [42]  
 iii) cynical [35]

62. i) F [88]  
 ii) T [65]  
 iii) NG [69]
63. C [63]
- 64.

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

65. A [54]
66. (i) fetishizing disbelief as a sign of intelligence (is contributing to the depletion of our cultural resources) (1 mark) [17]  
 (ii) (increasingly fractured) technological existence wears down our receptive capabilities // (people's) receptive capacities have decreased/been worn down // losing the ability to become absorbed in works of literature/art/science (1 mark) [35]
67. (movies/films with) explosions/sex/gag lines // films/movies/things that immediately engage their senses // their own devices // students' own phones/tablets/mobile/electronic gadgets (× films/movies) [45]
68. i) (at first they see this as) some old guy's/ MR's failure to grasp their skills at multitasking // he thinks they can't multitask (× concentrate more/better on the movie/lesson // he wants to grasp students' skills as multitasking // he's an old-fashioned guy) [26]  
 ii) they enjoy/like/are inspired by the film/lesson // pay more attention/more focused in class // absorbed/are deeply engaged in/with the film // re-learn how to give themselves to an emotional and intellectual experience // they've encountered an unexpected source of inspiration [57]
69. C [45]
70. inability/unable to understand an experience from another's point of view // things we don't know/understand/aware of // lack of understanding something that we did not think of // (having a) limited mind ignorance // (own) prejudice(s) // bias [32]
71. i) we risk changing who we are/change [25]  
 ii) hard-nosed critical thinking [28]
72. crave [52]
- 73.

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

74. i) to think critically // (to develop) critical thinking (skills) // to criticise // to point out errors // to find contradictions // to show how things don't make sense to take the guise of the sophisticated spectator [32]
- ii) (the situation/it) is quite serious/urgent // to be in (a) danger // (ous) situation // Critical condition, that it is important, serious [10]
75. A [44]
76. He disagrees/is (strongly) against it/Liberal Education because ... //  
He thinks Liberal Education is not important/useless... //  
He is opposed to the use of Liberal Education (1 mark) [62]
- it is a waste of money // costly // it is expensive
  - it doesn't help you get a job // no prospect of a job (opportunity)/career // doesn't help your future
  - you can get the same/a similar kind of education by reading books/in the library/going to the library/self study
  - they should/it is better to study STEM subjects (science/technology/engineering/maths)
- (x university is a waste of money // university should focus on STEM subjects // Liberal Education costs universities a lot of money)
77. Yes, because (she thinks) ... (1 mark) [43]  
it is easier to take apart (the structure of) an argument/ideas than it is to build one // criticise an argument than it is to make one (1 mark)  
(x it takes a long time to build it/a structure, and less time and skill to wreck it) [4]

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

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organization (O)
7	<ul style="list-style-type: none"> <li>• Content entirely fulfils the requirements of the question</li> <li>• Totally relevant</li> <li>• All ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Engages the reader's interest consistently and shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>• Grammar accurate with only very minor slips</li> <li>• Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>• Spelling and punctuation are almost entirely correct</li> <li>• Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organized extremely effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is very clear</li> <li>• Cohesive ties throughout the text are sophisticated</li> <li>• Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
6	<ul style="list-style-type: none"> <li>• Content fulfils the requirements of the question</li> <li>• Almost totally relevant</li> <li>• Most ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Maintains the reader's interest and shows general awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of accurate sentence structures with a good grasp of simple and complex sentences</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity</li> <li>• Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>• Spelling and punctuation are mostly correct</li> <li>• Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organized effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is very clear</li> <li>• Strong cohesive ties throughout the text</li> <li>• Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
5	<ul style="list-style-type: none"> <li>• Content addresses the requirements of the question adequately</li> <li>• Mostly relevant</li> <li>• Some ideas are well developed/supported</li> <li>• Creativity and imagination are shown in most parts when appropriate</li> <li>• Mostly maintains the reader's interest and shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected</li> <li>• Vocabulary is moderately wide and used appropriately</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>• Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is mostly organized effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is very clear</li> <li>• Sound cohesive ties throughout the text</li> <li>• Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
4	<ul style="list-style-type: none"> <li>• Content just satisfies the requirements of the question</li> <li>• Relevant ideas but may show some gaps or redundant information</li> <li>• Some ideas but not well developed</li> <li>• Some evidence of creativity and imagination</li> <li>• Engages the reader's interest sporadically and shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature</li> <li>• Grammatical errors sometimes affect meaning</li> <li>• Common vocabulary is generally appropriate</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate</li> <li>• There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the text have clearly defined topics</li> <li>• Cohesion in some parts of the text is clear</li> <li>• Some cohesive ties in some parts of the text</li> <li>• Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>

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

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (17 marks)

1. Night to Remember	[72]
2. November 24	[87]
3. Central Theatre	[31]
4. intervals	[34]
5. 13 and 18	[80]
6. independent	[57]
7. solo	[64]
8. Jazz, Rap, Rock	[86]
9. dance groups	[77]
10. a performance	[72]
11. online	[80]
12. shopping trolley	[24]
13. 74948 161	[94]
14. information@caf.org	[76]
15. box / booking / ticket office	[49]
16. B	[65]
17. White	[76]

Task 2 (14 marks)

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

**Task 3 (16 marks)**

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

**Task 4 (11 marks)**

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

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

**Part B1 (easier section)**

**Task 5 (18 marks)**

**Task Completion = 16 marks**

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

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

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

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

Task 5: Language = 2 marks

Marks	Accuracy
2	<ul style="list-style-type: none"> <li>Simple and more complex phrases are generally accurately constructed.</li> <li>Parallel structures in Sections 2 and 3 are generally consistent.</li> <li>Generally understandable though may be some minor errors.</li> <li>Most common words are spelt correctly.</li> </ul>
1	<ul style="list-style-type: none"> <li>Simple phrases are generally accurate.</li> <li>Parallel structures in Sections 2 and 3 are sometimes evident.</li> <li>Grammatical errors sometimes affect understanding.</li> <li>Spelling of simple words is correct, more complex ones not.</li> </ul>
0	<ul style="list-style-type: none"> <li>Multiple errors throughout, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything verbatim from the Data File.</li> </ul>

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

Task 6 (18 marks)

Task Completion = 9 marks

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

Mark Allocation Grid

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

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

Task 6: Language = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterized by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterized by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterized by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 6: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>• Overall coherence of text very good with a clear focus on task throughout.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li> <li>• The relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of text is weak.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

Task 6: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li> <li>• The candidate has produced a text appropriate for task.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li> <li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li> <li>• The candidate has written a text which is characterized by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li> </ul>

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

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

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

Task 7 (18 marks)

Task Completion = 9 marks

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

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

Mark Allocation Grid

**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	3	3
	2	2
	1	1
	0	0
7.2	4-5	3
	3	2
	1-2	1
	0	0
7.3	4	3
	3	2
	1-2	1
	0	0

Task 7: Language = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterized by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterized by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterized by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 7: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>Overall coherence of text very good with a clear focus on task throughout.</li> <li>Relations between main points and supporting points always clear.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li> <li>The relations between main points and supporting points generally clear.</li> <li>Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>Overall coherence of text is weak.</li> <li>Supporting details generally not clearly related to main points.</li> <li>Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 7: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li> <li>The candidate has produced a text appropriate for task, with a consistent awareness of role and audience.</li> </ul>
1	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li> <li>Tone may be inconsistent due to parts being copied verbatim from the Data File.</li> </ul>
0	<ul style="list-style-type: none"> <li>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li> <li>The candidate has written a text which is characterized by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li> <li>Shows little or no awareness of role and audience.</li> </ul>

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

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

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

Part B2 (more difficult section)

Task 8 (18 marks)

Task Completion = 9 marks

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

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

Mark Allocation Grid

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

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

Task 8: Language = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>Grammar extremely accurate with very occasional slips.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>Grammatical errors sometimes affect meaning.</li> <li>Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterized by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterized by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences may be accurate.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 8: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>Overall coherence of text is very good.</li> <li>It is clearly on topic and congruent with the subject.</li> <li>Relations between main points and supporting points always clear.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>Overall coherence of text is reasonable.</li> <li>It is generally on topic and congruent with the subject.</li> <li>Relations between main points and supporting points generally clear.</li> <li>Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>Overall coherence of text is weak.</li> <li>It is mostly off topic and not clearly congruent with the subject.</li> <li>Supporting details generally not clearly related to main points.</li> <li>Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>The tone may be inconsistent.</li> </ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

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

**Tone:** Reasonably formal, business-like and succinct.

It should not ramble and go into overelaboration of details.

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

**Opening and Closing**

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

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

Task 9 (18 marks)

Task Completion = 9 marks

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

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

Mark Allocation Grid

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

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

Task 9: Language = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>Grammar extremely accurate with very occasional slips.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>Grammatical errors sometimes affect meaning.</li> <li>Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterized by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterized by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences may be accurate.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 9: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>Overall coherence of text is very good.</li> <li>It is clearly on topic and congruent with subject.</li> <li>Relations between main points and supporting points always clear.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>Overall coherence of text is reasonable.</li> <li>It is generally on topic and congruent with the subject.</li> <li>Relations between main points and supporting points generally clear.</li> <li>Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>Overall coherence of text is weak.</li> <li>It is mostly off topic and not clearly congruent with the subject.</li> <li>Supporting details generally not clearly related to main points.</li> <li>Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

Task 9: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>The tone may be inconsistent.</li> </ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

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

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

**Opening and Closing**

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

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

Task 10 (18 marks)

Task Completion = 9 marks

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

Mark Allocation Grid

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

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

Task 10: Language = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>Grammar extremely accurate with very occasional slips.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>Grammatical errors sometimes affect meaning.</li> <li>Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterized by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterized by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>Short simple sentences may be accurate.</li> <li>Grammatical errors often affect meaning.</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

Task 10: Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none"> <li>Overall coherence of text is very good.</li> <li>It is clearly on topic and congruent with the title (if present).</li> <li>Relations between main points and supporting points always clear.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>Overall coherence of text is reasonable.</li> <li>It is generally on topic and congruent with the title (if present).</li> <li>Relations between main points and supporting points generally clear.</li> <li>Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>Overall coherence of text is weak.</li> <li>It is mostly off topic and not clearly congruent with the title (if present).</li> <li>Supporting details generally not clearly related to main points.</li> <li>Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

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

Task 10: Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>Consistently demonstrates audience awareness, i.e. written for fans on their webpage.</li> </ul>
1	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>The tone may be inconsistent.</li> </ul>
0	<p>Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. It therefore may read like an essay rather than an article for a fans' webpage.</p>

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

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

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

Hong Kong Diploma of Secondary Education Examination 2015  
English Language Paper 3 Listening and Integrated Skills

Time: 38:02

Tapescript

**Track 1**  
Announcer:

Hong Kong Diploma of Secondary Education 2015, 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 second 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 second 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 Greensleeves)

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 second 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 second pause)

Now stick your barcode label in the space provided on Page 1. Close the Part B1 Question-Answer Book when you have finished.

(10 second 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.

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(10 second 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 second 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 Greensleeves)

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 second pause)

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

(3 second pause)

Open your Part A Question-Answer Book at page 3. Part A is about to begin.

(3 second pause)

**Track 2**  
Announcer:

Part A.

Situation.

Nancy Chow works for the Hong Kong Cultural Arts Foundation (the HKCAF). You are going to listen to four recordings of Nancy talking about a music concert the HKCAF is organizing as well as her role as a judge on a new music show on TV.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarize yourself with Tasks 1 – 4.

(2 minutes of Greensleeves)

(Tone)

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**Track 3**  
Announcer:

Task 1.

Nancy is meeting Paul Camuso, a web designer from a company called Glitch, to discuss creating a website for the concert. Listen to the meeting and fill in the missing information in the spaces provided in the note sheet. One has been done for you as an example. You will have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Hello. Thanks for coming today, Paul. I'm Nancy Chow. We spoke on the phone.

Paul: Hi Nancy. Nice to meet you.

Nancy: Right well, thanks for agreeing to design the website for our concert.

Paul: It's my pleasure.

Nancy: We're really looking for something quite simple at this stage.

Paul: OK, not a problem. What's the name of this concert, by the way?

Nancy: It's called 'Music: A Night to Remember'.

Paul: OK. 'Music: A Night to Remember'. Right, OK, what we'd normally have on a page like this is, like, the basic details that you want the public to know about. Like, say, when the concert will take place.

Nancy: OK, well, it'll be held on November the twenty fourth.

Paul: November the twenty fourth this year, I presume.

Nancy: Yeah, 2015.

Paul: And the location? Where will it be?

Nancy: Erm, at the Central Theatre of the Hong Kong Cultural Centre.

Paul: OK. And the time? When will it start?

Nancy: It'll start at half past seven. So from 7:30 to 9:30pm. Oh, another thing – there is no interval! If you could mention that on the website!

Paul: So no interval! I'll make that clear. And who can participate?

Nancy: Well, young people between the ages of thirteen and eighteen can participate. And they should either belong to a school group or an independent group.

Paul: So just groups?

Nancy: No, no, solo participants are welcome too.

Paul: What types of performance are you looking for? What kind of music can they – are they allowed to perform?

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Nancy:

Well, it can be jazz bands, rap groups, or even rock music...

Paul:

OK... erm, how about dance groups?

Nancy:

No, unfortunately, we won't be accepting dance groups – just music groups.

Paul:

And how do they apply?

Nancy:

Well, they should send in a video. And the video should contain three things.

Paul:

OK, three things.

Nancy:

Yeah, first it should contain a short video of the artists introducing themselves. Second, it should have a video of a performance. And what was the third thing? Oh yeah, it should contain a video of them telling a funny story about what happened to them when they were performing.

Paul:

Alright. How can the public get their tickets? How can they contact you? Have you got it set up online or –?

Nancy:

Well, we've got four ways for people to buy tickets.

Paul:

Right.

Nancy:

First, they should be able to buy tickets online by clicking on a link or an icon in the shape of a shopping trolley.

Paul:

OK, a link or an icon in the shape of a shopping trolley.

Nancy:

Secondly, they can call this number – 7, 4, 9, 4, 8, 1, 6, 1 – Ah, did you get it down?

Paul:

Yes, that's 7, 4, 9, 4, 8, 1, 6, 1, correct?

Nancy:

Yes, that's correct. Thirdly, they can send us an email at 'information at C-A-F dot org'. That's O-R-G.

Paul:

OK, the email address is (pause) 'information at C-A-F dot org'.

Nancy:

Great. Plus, they can get tickets at the box office.

Paul:

Alright. I think I have most of the important information for now. Just a couple of questions about the look of the webpage.

Nancy:

Mm, OK.

Paul:

Let me show you some designs for a logo we've used for this type of event before. We can adapt these a bit obviously. So which of these four do you think would be the best for the show?

Nancy:

Mm, OK, let me see. Mm, well, I don't want the one with the break dancers as I said, it's a music concert. So that one's out. Ehm, I'm not sure about the one with guitar. It gives the impression that we're only looking for serious musicians and not singers.

Paul:

Right, what about the other two?

Nancy:

Well, either of these would do but I think I'd go for this one. Just cause it's a bunch

Paul: of people together as opposed to just one girl.  
 OK and what would you like the background colour of this website to be?  
 Nancy: Oooh, I'd like it to be red!  
 Paul: But it might be difficult to read the words if the background's red!  
 Nancy: Yeah, that's true. You know what, I think just a simple white background will do with black or maybe dark blue writing.  
 Paul: Great. I can show you a temporary version of the website by next week. And if you like it, we can meet again to discuss adding more information to the website.

Nancy: Thank you very much, Paul! I appreciate it!  
 Paul: You're welcome. See you next week!  
 Announcer: That is the end of Task 1. You now have one minute to tidy up your answers.

(1 minute of Greensleeves)

(Tone)

**Track 4**  
 Announcer:

Nancy is meeting with her HKCAF colleagues, Lily and Mitchell, to discuss the concert. For Part A, listen to the meeting and fill in the missing information in the spaces in the table below. In Part B, you have to indicate which company you think Nancy, Lily and Mitchell have chosen as the sponsor and provide reasons. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Announcer: Task 2 Part A.

Nancy: Hi Lily, hi Mitchell.

Lily: Hi Nancy!

Mitchell: Hi Nancy!

Nancy: Thanks for coming. Right, before we go ahead and watch all these videos I think it's important that we decide on what it is we're looking for. You know, the criteria for us to pick the ten best applicants to perform at the concert.

Mitchell: Mm.

Lily: OK

Mitchell: Right, well, I'd say that they must be able to perform to a very high standard of

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(Tone)

Announcer: Task 2 Part B.

Nancy, Lily and Mitchell are discussing which company to choose as a sponsor. Put a tick in the box next to the company you think they choose in the table below and write down the three reasons for their choice based on what they say.

Nancy: OK, erm that brings me to the second part of today's meeting – sponsors. Now, five different companies have expressed an interest in being the sponsor for the event. Before we look at them I'd like to get your initial ideas as to what we're looking for. What kind of company do we want?

Lily: Well, we want a company that conveys a positive image. Something that's say, healthy. Not something that would encourage young people to take up bad habits like a beer company for example.

Mitchell: Yeah, I'd go along with that. Another thing is that the company should provide products or a service that's useful for young people. Not something that might interest their parents or grandparents.

Lily: Yeah, and since this is a Hong Kong concert, I'd want it to be a local company. Not some big multi-national.

Mitchell: Mm.

Lily: Right, well, these are the five companies: Punctual Pizzas, Bai Gyms, Dragonhead Sportswear, Kemptus Assurance, Fortino Cigarettes.

Mitchell: Yes, well I think it's quite obvious that this one is the only company that meets our criteria. They're local, what they sell is definitely for young people and it's health-related.

Lily: Yep.

Nancy: Yes, I totally agree. Right, Well, we've got a lot to do to go through all of these audition clips so –.

Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

(1 minute of Greensleeves)

(Tone)

**Track 5**  
 Announcer:

Nancy, Lily and Mitchell are meeting to discuss some of the performers who have applied to perform at the concert. Listen to the meeting and fill in the missing information in the spaces below. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

quality. I mean, the performance shouldn't have any mistakes... you know, like it's performed by a professional group.

Nancy: Yeah, I agree. But the thing is, I mean, a lot of these groups do sound professional!

Mitchell: Yes, but it's still important.

Nancy: OK, what else?

Lily: I personally think that the emotional impact is really important. That should be something we should consider.

Mitchell: What do you mean?

Lily: Well, I mean the performance should excite me.

Nancy: Right, I think I understand. The performance has to make you *feel* something.

Mitchell: Exactly.

Mitchell: Alright, another thing I'd thought of was related to the audience. I mean, the performance has to be popular with the audience too.

Nancy: Yeah, totally. It's a concert for the paying public. We want people to come and have a good time.

Mitchell: Yes, exactly. We need to ask ourselves will a Hong Kong audience like it? Is the type of music too strange? If it's too strange, they might not like it.

Lily: Yeah, but even if the audience doesn't like the music, it could still be really educational for them. And we should definitely be considering that. Don't you think? You know, it's good to be exposed to new types of music. It's important for people to hear something new. They can learn more about different types of music.

Mitchell: Fine. Fair enough. I think another criterion is to do with the songs they've chosen to play. We should reward performers who wrote their own original music. I mean, I always think it's better if they performed their own songs. It shows some originality.

Lily: Oh, yes I agree! If they write their own original music.

Mitchell: Plus, some of the groups seem to have handed in auditions that last over thirty minutes! They're just too long, even if the music was good! I think there should be a time limit. Say, ten to fifteen minutes per performance.

Nancy: Oh, yes, absolutely! It might be really boring if it's too long! Ehm, OK, anything else we should be thinking about?

Lily: Yeah, one last thing is that there should be different types of acts, for example solo versus group.

Nancy: Yeah, we should definitely have a variety of music.

Mitchell: Yes. Variety of music is important.

Nancy: Right, OK, erm I think that gives us an idea what we should be considering while we watch all these videos.

(5 seconds of silence)

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(Tone)

Nancy: So we've watched a lot of these videos. Which ones stood out for you in terms of the funny story?

Lily: Well, I really liked the Liberty Sisters' story.

Nancy: Oh yeah (laughs)

Mitchell: What was that then?

Lily: Well, it's a story about one of the band members Amanda. Amanda's got this reputation for sleeping in all the time. Well, anyway, the band were meant to be playing at a local festival at Mei Foo Civic Hall at 11 a.m. on a Sunday morning. The other two met at 10 o'clock at the MTR station and surprise surprise there's no sign of Amanda. So they get on the phone and she doesn't answer. Eventually after 20 minutes she answers. She's still in her bed. Right, they say, we'll just go to the Civic Hall to set up and we will meet you there. You will just have to arrive and go straight on. So Amanda agrees but she's still half asleep and she gets it into her head the gig is at Tsuen Wan Theatre and not Mei Foo Civic Hall. So she rushes to Tsuen Wan Theatre and goes in the back stage door and somebody tells her she's late and it's started so she rushes onto the stage and suddenly realizes it's the wrong show. It's a show for kids with people on stage in costumes dressed as spiders and Frogs. So she just joins in and dances with everybody else and nobody notices and she has a good time.

Mitchell: That's really funny.

Nancy: Was there one that you liked, Mitchell?

Mitchell: I really liked the story Selena Cheung tells.

Nancy: Oh, I didn't watch that one.

Mitchell: Right, well, she was doing an audition for a show. She's the last performer on and she sings a really gentle ballad. During the first verse she looks across and one of the judges is sleeping. In the second verse two judges are sleeping and by the third verse all three have nodded off.

Nancy: Oh no!

Mitchell: Selena decides to keep going and reaches the end of her song. The judges are still sleeping. She goes over to the judges and sits down next to them and gently wakes them up and they are incredibly apologetic. So they let her do another song and this time she decides to sing a real loud rock song to keep them awake. She didn't get the part for the show.

Lily: Oh well, there'll always be other shows! I think that shows a pretty strong side to her character as well.

Nancy: Yeah, absolutely. I think my favourite was the Hilton College Band. Did you listen to that one?

Lily: No, not yet.

No no.  
Right well, when they were 16 they were asked to play at the birthday party of a son of a famous Hong Kong actor. They were playing at his house and there was a small stage built next to the swimming pool. Their original singer was really good but he used to get really nervous. In their first song he goes up to the microphone like a real rock star and – the singer is so nervous that he's forgotten all the words. So he – he's you know, not trying to look stupid and still look cool – so the very calmly walks to the back of the stage past the drums and promptly falls into the swimming pool.

Mitchell: (Laughs) Brilliant!  
Nancy: It was then they decided they needed a new singer.  
Mitchell: Brilliant!  
Lily: That is a fantastic story.  
Nancy: Yeah. Right, the other thing was I wanted to get some feedback from you, Mitchell. Remember I asked you to take a look at the, let's say, the unusual facts. To see what they're like. Er, um, what have you got?  
Mitchell: Well, there were a lot of, how can I put it, acts that maybe were not so suitable. But one of the more exciting groups was The Cheerful Glee Club.

Nancy: Mm, OK.  
Mitchell: Yeah, they are an a cappella group.  
Lily: An a cappella group?  
Mitchell: Yeah, an a cappella group. They sing songs and make music without any musical instruments – you know, they just use their voices.

Lily: Just their voices?  
Mitchell: Yeah.  
Nancy: OK, but that's not that unusual is it?  
Mitchell: Well, no but they use their voices to create drum beats, violins... and even animal sounds!

Nancy: Oh wow!  
Mitchell: Exactly. It's actually quite impressive.  
Nancy: OK, and any other groups that you've seen so far?  
Mitchell: Yeah, there's this all-girl Chinese orchestra group called The Flying Sticks.  
Lily: Chinese orchestra? OK, so they use traditional Chinese musical instruments?  
Mitchell: Yeah that's right – traditional Chinese instruments.  
Lily: Well, what is so special about that?

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John: OK, welcome to Power Focus Hong Kong's number one radio debate show. My name is John Balance and I, am your host. Tonight we have with us Nancy Chow from the Hong Kong Cultural Arts Foundation and one of the judges on *Bella Voice*, the latest music reality show to hit our screens and Dr. Wendy Craik from the Hong Kong Chamber Orchestra. The motion in front of us tonight is related to music reality shows and goes as follows: Music Reality Shows are killing the music industry. For a change, tonight we'll start with arguments against the motion. Nancy, you have two minutes to argue against the motion.

Nancy: OK, Thank you, John. I have three points to make to convince you that music reality shows are not destroying music. The first is that these shows provide young people with a way to hear great pop music. I know, I know, I am sure we would all love young people to be listening to far deeper music than most pop music. But if young people are listening to pop music at least they are listening to something. It is important for young people to develop a love for music and the best place to start is pop music. And where is it that young people hear good pop music? In music reality shows like ours.

Secondly, to say that this type of programme is destroying the industry is false. It has often been said by opponents of these shows that they stop other artists from getting a chance to have a successful career. However, this seems to be a very pessimistic view of the music industry. In fact, the music industry has always been rich in its variety, from hip hop to folk, and rock. Many artists are still successful despite these programmes existing.

My third point is that programmes like the *Voice of China* can actually provide information about singing techniques that you have to learn if you want to be a better singer. In other words, a singer may have talent but they still need training. These shows are also a good way of dispelling the myth that talented singers don't have to work hard. The shows are great at showing that being a singer requires a lot of practice in order to improve.

So I would say these programmes are not destroying music. They are one of the reasons that music is still flourishing.

John: OK, thanks Nancy. Now Dr. Craik you have two minutes to argue for the motion. I'm sorry Nancy but I firmly believe that shows like the *Voice of China* are contributors to the slaughter of the music industry. And I also have three points to support my stance.

First, let us be honest here for a minute, reality music shows may be entertaining but what these shows offer is not high quality music. It is instead what might be called 'televised karaoke'. I call it televised karaoke for two reasons. Firstly it's televised karaoke because we get enjoyment from seeing how bad a contestant is singing rather than enjoying how well a singer's doing.

The second reason is that, even when they, the contestants are doing well, they're doing well by copying famous artists not through being original.

My second point supporting the motion is related to what happens after the end of the series. The winners of such TV series achieve instant fame so they suddenly

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Mitchell: Well, they are no ordinary Chinese orchestra group. They use traditional Chinese instruments... to play pop songs!

Nancy: Pop songs!

Mitchell: Yeah, they play pop songs from, you know, like Lady Gaga, Katy Perry, performed in a Chinese orchestra style.

Lily: Nice. I'd like to hear that.

Nancy: OK. Thanks Mitchell.

Mitchell: Actually I've got one last group I'd like to tell you about.

Nancy: Oh, ok.

Mitchell: They're called the St. Patrick's Big Beas.

Nancy: The St. Patrick's Big Beas? Is St. Patrick's a school?

Mitchell: Yes, they are a marching band.

Nancy: A marching band?

Mitchell: Yeah, you know, they play their instruments, you know, like drums and trumpets and they – they march at the same time.

Nancy: Wow, so they will be marching up and down the stage? They're not sitting down at all?

Mitchell: No, so the special thing about them is that they march around in formation to form different shapes.

Nancy: Different shapes?

Mitchell: Yes, like shapes of stars.

Nancy: Alright, marching and forming shapes of stars. That I have to see.

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

(1 minute of Greensleeves)

(Tone)

#### Task 6

Announcer: Task 4.

Nancy is appearing on a radio show called *Power Focus* along with Dr. Wendy Craik from the Hong Kong Chamber Orchestra. Listen to the show and answer the questions below. Please note you do not need to answer in complete sentences. One of them has been done for you as an example. You now have 30 seconds to study the task. At the end of the task, you will have two minutes to tidy up your answers.

(30 seconds of Greensleeves)

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become as famous as many more established singers. This is simply unfair. It creates an unfair market where other singers don't get as much publicity as the winner of the reality show. Haven't these other singers worked just as hard?

I think I've got time to make one final point. My final point is that these shows sell a lie. The lie is that success is easy in the music industry. The true effort needed to succeed in the music industry is being lost, because it seems so easy that everyone can do it, and success can happen overnight. In the vast majority of cases success does not happen overnight. It often takes years and years of hard work and new musicians need to know that. And the worst thing is that the consequence of perpetuating this lie is that many musicians won't keep going when things start getting tough. Many musicians will simply give up.

John: OK, thanks to Nancy and Wendy. Well we went into the streets of Hong Kong to get people's opinions on this. Speedy Chan reports.

Announcer: That is the end of Task 4. You now have two minutes to complete your answers to Task 4 and to tidy up all your other answers.

(2 minutes of Greensleeves)

(Tone)

#### Task 7

Announcer: Part B

Look at page 2 of your Data File.

Situation

You are Shansky Chung. You work for North Star Artists, an international agency that manages a range of pop music bands and singers.

Your boss is Malcolm Parker, who works in the London office of North Star Artists. He is sending a British pop band called Bubblegum to Hong Kong to do some promotions for their next CD. You need to look after them while they are here.

You will listen to a Skype conference call between Malcolm Parker, a music video director – Eduardo de Luca – and yourself.

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.

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. As you listen you can make notes on page 3 of the Data File.

You now have five minutes to familiarize yourself with the Question-Answer Book and the Data File.

(5 minutes of Greensleeves)

(Tone)

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The recording is about to begin. Turn to page 3 of the Data File.

(5 second pause)

(Tone)

**Track 3**

- Malcolm:** Now is everyone online? Starsky?
- Starsky:** Hi Malcolm. I'm here.
- Malcolm:** Hi Starsky. Eduardo? Eduardo?
- Eduardo:** I can hear you Malcolm.
- Malcolm:** Ah good. I can see you now Eduardo. Now, we are here to discuss Bubblegum's visit to Hong Kong. Let's start with the first two things then. Okay so on the first day Bubblegum have their performance at Atlantic Plaza and then on the 19<sup>th</sup> they are making a music video for the song "Around the world with you". Okay so let's start by talking about the performance at Atlantic Plaza. Now Starsky, I've put this down in my calendar for the 18<sup>th</sup> of May? On the ... Monday.
- Starsky:** Okay Atlantic Plaza, Monday, May. Did you say the 18<sup>th</sup>?
- Malcolm:** Yes, that's right the 18<sup>th</sup> of May. Make sure you put that in the schedule.
- Starsky:** Yes, I will.
- Malcolm:** Good, now Starsky, it's really important for the band to practise before the actual performance at Atlantic Plaza. So make sure you tell them in the schedule to practise their songs. Let's see now, the performance is at 2.30pm so... I want them to practise from 10am until lunch time.
- Starsky:** Okay, I will tell them to practise their songs at 10am at Atlantic Plaza and practise until it's time for lunch.
- Malcolm:** And one more thing. I've changed my mind about the song list for Atlantic Plaza. Make sure the band sing their song "Look at me", as the sixth and final song. It's a great song. "Look at me, look at me yeah, yeah..."
- Starsky:** Okay, I'll put "Look at me" as the last song on the song list.
- Malcolm:** Right, Eduardo. Let's discuss the pop video for the song "Around the world with you". What's your thoughts?
- Eduardo:** What I plan to do is to film Bubblegum at famous landmarks around the world.
- Malcolm:** I get it. "Around the world with you" – so that's why you're filming at these different places. Different landmarks around the world.
- Eduardo:** Yeah, so I've got New York organized.
- Malcolm:** Good. What about Hong Kong? Have you thought about a location yet?

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**Eduardo:**

Nah I read that as well. But that was only one small company making illegal copies. I've had a lot of dealings with a company called Ultimatum Products over the years. And they guarantee that their tattoos are safe. They can be trusted.

**Malcolm:**

OK, if you say we can trust this Ultimatum Products, we can go with them.

**Eduardo:**

They do souvenir flags as well.

**Malcolm:**

Oh, really? That might be quite interesting.

**Eduardo:**

Yeah, we could have the Hong Kong flag with the band's name on it.

**Malcolm:**

Excellent idea, Eduardo. The Bubblegum name on a Hong Kong flag will look great. And we can have a look at the suggestions fans made on the Myface page. Give them what they want.

**Starsky:**

Ok, I'll have a look.

**Malcolm:**

Right, well, I think that's everything for now. I'll be in touch soon Starsky so keep an eye on your inbox. Bye for now everyone.

**Starsky:**

Ok. Bye Malcolm.

**Eduardo:**

See you later Malcolm.

**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 Part B1 or Part B2. An announcement will be made when time is up. Take off your earphones now and turn off your radio.

**Eduardo:** Yes. The Peak Sky Deck. It'll be perfect.

**Malcolm:** The what?

**Eduardo:** The Peak Sky Deck. You know, the building on the Peak in Hong Kong.

**Malcolm:** Oh yeah, I know. The Peak Sky Deck. It is a reasonably famous tourist place, I suppose, certainly in Hong Kong. By the way, what about noise levels? It might be an idea to keep things quiet.

**Eduardo:** No, it won't be noisy. We'll only use a small CD player. The band, they can just mime to the CD.

**Malcolm:** Good. We don't want to have all the millionaires on the Peak getting mad at us! Ha ha. Now, Starsky, before I forget. Did I mention that a local Hong Kong school asked me if they could interview the band?

**Starsky:** Yes. I remember you mentioning it.

**Malcolm:** Well, I've agreed to it. But we need to be careful that the publicity is good for us so you need to tell this school or anyone else who wants an interview that we have certain rules.

**Starsky:** You mean no questions about boyfriends or girlfriends?

**Malcolm:** Exactly, strictly no questions about the love lives of the band, boyfriends, girlfriends, whatever. And all interviews must take place in the hotel. We want to control the situation as much as possible. Hotel or nothing. I'll send you the emails and other details to help you write the reply.

**Starsky:** Oh, I wanted to ask, will we need to order up any merchandise and souvenirs for Bubblegum's Asian tour?

**Malcolm:** That's a good point Starsky. I'll email you about that later too. But it's important to note that whatever souvenirs we do order we will need at least 20,000 of each item and they will need to be ready by the beginning of May.

**Starsky:** 20,000. Wow. First week of May. That's quite soon then.

**Malcolm:** Yeah. We've been looking at the Bubblegum Myface page and the fans say they want clothes.

**Starsky:** Mm. Well, we can do a whole range of stuff. Like baseball caps, T-Shirts, hoodies.

**Malcolm:** No, no. Let's keep it simple and just go for T-shirts. They're always the best sellers.

**Starsky:** Oh, OK. Only T-Shirts then.

**Eduardo:** I was just thinking, you should sell those temporary tattoos. All the kids love them. You know the ones you can print on your arms.

**Malcolm:** Oh those things. No no. Definitely not. I read it in the newspaper that a lot of people have complained of skin allergies after using them. Some nasty chemicals in them apparently.

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	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
7	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.	Makes accurate use of an impressive range of vocabulary. Uses varied and highly accurate language patterns. Rephrases skilfully when necessary.	Expresses an impressive range of well-developed complex ideas clearly and fluently. Expands and elaborates with impressive detail. Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.
6	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.	Makes accurate use of a wide range of vocabulary. Uses varied and accurate language patterns; only minor slips made, which do not impede communication. Rephrases effectively when necessary.	Expresses a wide range of well-developed relevant ideas clearly and fluently. Expands and elaborates in detail. Consistently responds effectively to others, sustaining and extending conversational exchanges.
5	Projects the voice appropriately. Pronounces almost all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a wide range of strategies to initiate and maintain interaction and to respond to others.	Makes varied and generally appropriate use of vocabulary. Makes use of generally accurate and appropriate language patterns. Self-corrects effectively when necessary.	Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked. Expands and elaborates appropriately. Responds appropriately to others, sustaining and extending conversational exchanges.
4	Usually projects the voice satisfactorily. Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible. Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.	Uses some features of body language to support communication. Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.	Makes generally appropriate use of vocabulary. Makes use of generally accurate language patterns. Errors do not generally impede communication. Self corrects when concentrating carefully or when asked to do so.	Expresses some relevant ideas clearly. Most ideas are developed and linked. Elaborates on most contributions appropriately. Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organization
3	Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters. Less common words may be misunderstood unless supported by contextual meaning. Uses intonation and pacing sufficiently well to be understood by a supportive listener.	Uses some features of body language to support communication. Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.	Usually makes appropriate use of simple vocabulary. Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication. May show some ability to self correct but done inconsistently or only partially successfully.	Expresses some relevant ideas clearly. These may be linked. Responds to some simple questions and may expand on these if asked directly.
2	<b>PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS</b>			
	Poor voice projection may cause difficulties for listener. Pronounces simple sounds and some sound clusters well enough to be understood most of the time. Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.	Uses restricted features of body language when prompted to respond. Uses some simple formulaic expressions, generally in response to others. Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.	Makes appropriate use of vocabulary from limited and familiar range, often derived from context. May use some very basic language patterns accurately in brief exchanges. Errors may impede communication. May be unable to self correct.	Attempts to express simple relevant ideas, sometimes successfully. Attempts to expand on some responses briefly. Makes some contribution when prompted.
1	Poor voice projection is likely to be a problem. Pronounces some simple and common words accurately enough to be understood. Uses intonation appropriately in the most familiar of words and phrases. Hesitant speech is likely to be a problem.	Uses restricted features of body language when prompted to respond. Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.	Makes use of a narrow range of simple vocabulary, sometimes appropriately. Uses a narrow range of language patterns, usually in short and rehearsed utterances. Errors often impede communication.	Occasionally produces brief ideas relevant to the topic. Makes some brief responses when prompted.
0	Does not produce any comprehensible English speech.	Does not use any interactional strategies.	Does not produce recognizable words or sequences.	Does not produce relevant material.

