

MARKING SCHEMES

This document was prepared for makers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.

Paper 1 (Reading)

Part A (compulsory section)

1. E-WASTE [80]
2. helping the community and protecting the environment [86]
3. i) recycling is / was – costly / ineffectual / wasteful [87]
- ii) (they / his opponents / its defenders said that) it was unfair to rush to judgment because...
 - the recycling movement had just begun
 - they predicted it would flourish as the industry matured
 - the public had not yet learned how to recycle properly

} any one reason

//
as the modern recycling movement had only begun a few years earlier, its effectiveness would not yet be apparent [22]
4. i) F [57]
- ii) NG [66]
- iii) F [68]
- iv) T [69]
5. recyclable materials // recycled waste [56]
(* lower oil prices // prices for these materials)
6. A [42]
7. recycling has been promoted as a goal / indoctrinated in students, as a result, people have no idea of the costs and benefits (of recycling) [14]
8. i) carbon emission(s) [57]
- ii) recycle plastic(s) [57]
- iii) difference [48]
- iv) hot / heated water [24]
- v) coal(-derived) [64]
9. B [63]
10. C [58]
11. i) (the writer thinks politicians support a zero waste policy because) politicians think / believe they are doing something good / saving the earth / recycling is a question of morality [9]
- ii) D [57]
12. A [52]
13. i) (around) 34% [73]
- ii) 25% [83]
- iii) (> / ≥) 50% (and higher) [63]
- v) 35% [50]

14. i) Some [75]
- ii) None [84]
- iii) All [79]
15. i) modern / well lined landfills [47]
- ii) capture methane to generate electricity // relatively little environmental impact and can generate electricity [30]
- iii) modern incinerators [51]
- iv) release few(er) pollutants // generating clean energy [57]
16. While recycling is supposed to protect / help / be good to the environment / reduce pollution / pollutants...
 - recycling operations have their own environmental costs (like extra trucks on the road) / produce (more) pollution / negative effects
 - composting facilities (around the country) have inspired complaints about nauseating odors / swarming rats / defecating seagulls

} any one reason

[19]
17. people / workers (in mining industries) may / will lose their jobs // recycling (may / will) affect / reduce (workers') jobs / income / job opportunities / cause / increase unemployment // unemployment / (may / will) lead to a reduction in the need to manufacture new products [31]
18. paper, cardboard (and) aluminum (in soda cans) [41]
19. David Steiner F [34]
- Chris Goodall D [62]
- Bill de Blasio B [66]
- Winston Porter A [53]
20. No, I don't think it's a waste of time because...
 - it's useful / practical to recycle some materials (such as cardboard / paper / selected metals) because more than 90% of all greenhouse benefits comes from recycling these few materials (line 77)
 - our landfills are filling up and less garbage would be sent to landfills
 - it reduces the need to manufacture new products and we can conserve more resources (lines 71-72)
 - (one potential gain from recycling is) reduced emissions of greenhouse gases (lines 74-75)
 - people will learn how to recycle properly / develop better recycling habits in the future (line 10)
 - we have a moral obligation to recycle / reduce the rubbish we create (line 41)

} any one reason

//

Yes, I think it is a waste of time because it's not effective / it's costly / expensive...

 - it's cheaper to send garbage to landfills (lines 14-15)
 - trying to turn garbage into gold costs a lot more than expected (lines 23-24)
 - to off-set the carbon impact of one passenger's round-trip flight you'd have to recycle roughly 40,000 plastic bottles (lines 32-34)
 - the zero waste goal is very expensive with almost no real environmental benefit (lines 56-57)
 - landfills / incinerators offer more / better benefits / advantages (line 61)
 - when people recycle materials other than paper, cardboard and aluminum / some materials, only two-tenths of 1 percent of America's carbon footprint is saved (lines 79-80)

//

Yes, I think it is a waste of time because it produces more pollution / harm to the environment...

- by adding more carbon to the atmosphere if you rinse your recyclables (line 40)
 - like extra trucks on the road / nauseating odors / swarming rats / defecating seagulls (lines 68-70)
- } any one reason

It depends, because...

[one answer from 'yes' and one from 'no' above]

[19]

21. C [36]

Part B1 (easier section)

22. coming of age // (about to) move into their / millennials' prime (spending years) [36]
23. to sell more to (the) millennials // to improve company sales // to help / make a (big) difference to their business [57]
24. B [30]
25. (as they get older, millennials / they will have a) desire to settle down [44]
26. i) (because it / a sharing economy) provides (access to) products without the burden of ownership // millennials want (access to) products without the burden of ownership // because ownership is a burden (and they don't want it) // to reduce the burden of ownership [17]
- ii) (a / the) car(s) // car sharing [46]
27. C [60]
28. i) T [46]
- ii) F [38]
- iii) T [62]
29. i) compare prices in the store / shop online // get / access product information / reviews / prices in the store / online [61]
- ii) C [48]
30. i) healthier // fitter [14]
- ii) exercise(s) [70]
- iii) smoke [65]
- iv) app(lications) // technology // data // internet // information [38]
- v) sick // ill // unhealthy [54]
31. Clicking to buy 5 [72]
- Love and marriage 4 [83]
- Education Blank
- Diet and fitness 6 [82]
- Access, not ownership 3 [68]
- Housing 2 [83]
32. between 1980 and 2000 // 1980-2000 // 1980 to 2000 [34]
33. i) (they have) high speed access to information (from around the world) [54]
- ii) live in more liberal / free / tolerant societies (than their predecessors could barely have imagined) [52]
- iii) (more likely to) live longer (than any other generation) [55]
34. (better) nutrition and (mass) education [44]
- (* average scores on intelligence tests have been rising for decades)

35. i) (not enough) employment opportunities // unemployment // difficulty finding a job [57]
- ii) cost of housing [55]
- iii) cost of education // education has become (so) expensive (that many students rack up heavy debts) [29]
36. i) low(er) // less(er) // small(er) // (more) difficult // harder // worse // 50% [20]
- (* twice // few // little)
- ii) middle(-)income (* richer) [35]
37. B [56]
38. better employment opportunities
- more chances of falling in love
- more fun things to do [13]
39. (young people) moving to / living in (mega / global / better / international) cities [5]
- (* to date or marry // constraints // yearn to move)
40. i) [30]
- ii) [29]
- iii) [21]
- } Any three, in any order
- to be / feel (more) financially secure // taking more time to be financially secure
 - to study // spending more time in school // many young people now study until their mid-20s (and put off having children until their 30s)
 - to establish career // (it is) taking them longer to be established
 - want to put off having children until their 30s // want to form families later // more choice as to when to have children
 - fertility treatment allows for later childbirth
- (* despite improvements in fertility treatment, the biological clock has not been reset to accommodate modern working lives // path to adulthood has become longer and more complicated)
41. A [25]
42. B [20]
43. i) countries (around the world) [10]
- (* young people // millennials // Guest // urged countries)
- ii) (countries / leaders / governments) not giving young people / next generation / not working harder to give young people...
- ...a fair shot in life / a right to pursue a life (which all other generations were free to do) [3]
- (* to give young people an unfair shot / choice / opportunity)
44. A [44]

Part B2 (more difficult section)

45. i) T [48]
 ii) T [75]
 iii) T [72]
 iv) F [58]
46. i) child-centred society // adored from infancy [87]
 ii) (lived in an) era of relative peace // know little of worldwide conflict / global terrorism [84]
 iii) (lived in an) era of relative prosperity // strong economy // high economic boom periods [78]
 (* they are the children of Baby Boomers)
- } in any order
47. D [87]
48. i) Baby Boomers // people born between 1946-1964 // parents in the 1960s / (and) 1970s // people born in the Baby Boomer generation // the generation born before the 1960s / 1970s [26]
 (* 1940s & 1950s)
- ii) parents of Baby Boomers // (generation) before Baby Boomers // parents of children born between 1946-1964 // people born before 1940s / 1946 / WWII [6]
- iii) (the emergence of) widespread (use of) birth control // growing availability of abortions (has led to fewer babies being born) // people have a choice to have children // parents want children / to be parents // fewer unwanted babies were born [47]
 (* birth control)
- iv) (they) joined / adopted / agreed / accepted / supported / followed / approved (it / pro-child movement) // positive / supportive [56]
 (* joined the band wagon)
49. i) community-minded // (interested in / able to) serving / contributing to the community / society (and its structures) [62]
- ii) individualistic / self-oriented / narcissistic // less likely to care about others' opinions [65]
 (* do not care // selfish // generation me)
- iii) (to) follow / believe / support / obey (the rules / society's conventions) [61]
- iv) (less likely to care about others' opinions and to) flaunt / break / not follow / ignore / reject / oppose / challenge (the rules / society's conventions) [59]
- v) believe that they will be (both financially and socially) successful // (have) confident expectations // be more confident // may (indeed) live up to their confident expectations [9]
 (* be both financially and socially successful // indeed live up to their confident expectations)
- vi) unrealistic(ally) (high) expectations of themselves // (high levels of) depression / anxiety / loneliness / mental illness // be depressed / anxious / lonely [60]
 (* leave exuberant confidence behind (and suffer depression, anxiety and loneliness))
50. B [39]
51. i) changing makeup of the (nuclear) family // the family structure has changed [50]
 ii) take part / participate / join / be involved in family discussions and decisions [32]
 iii) peers // their peer // equals // friends [37]
 (* a peer-to-peer relationship)

52. i) (the explosion of) tattoos and piercings [57]
 ii) Twenge [52]
 iii) workplace // career // employment // paying dues // working up the corporate ladder // working with others [39]
 (* workplace communication)
- iv) expect their views to be valued (from the beginning) // expect advancement to be rapid [30]
 (* working up the corporate ladder)
- v) education // expressing one's opinions / perspective / mind // growing up // asserting one's autonomy [38]
 (* seeking acceptance as equals from other generations // learning)
- vi) Twenge [66]
 (* Windham)
53. i) (digital) native(s) (in a society that is dominated by modern technology) [49]
 (* digital immigrant)
- ii) (it refers to) people / children / millennials who did not live through the emergence of technology as adults // people who *have grown up with* / using technology // people *born / brought up* during the age of technology // they have been familiar with / exposed to technology *from an early age* [13]
 (* they are more familiar with technology than the previous generation // millennial's lives are dominated by technology)
- iii) culture / society / environment that is dominated by technology // the world of technology // the digital world // age of technology // society of modern technology [19]
 (* (present / modern) society // modern technology // the technology they use // earth // world)
54. multi-tasking is no longer considered a distraction / negative / described as distractibility // multi-tasking has become more (widely) accepted over time // attitudes have changed from negative to positive, as multi-tasking was once seen as distractibility [11]
 (* from positive to negative // from distractibility to multitasking)
55. (A study by Prensky show that) millennials can stay / spend extended time in sharply focussed activity when playing video games [57]
 (* because they can multitask (while playing video games))
56. to strive for ambitious goals while learning to deal with / accept / work through disappointment and failure // balance ambitious goals with unrealistic goals // learn to work through success and failure (as adults) // to want to succeed but also be prepared for failure / provide themselves with safety nets for failure [18]
 (* to learn through both success and failure // try to achieve ambitious goals and unrealistic goals)
57. A [62]
58. i) The surname of the author iv) The year of the publication [57]
59. i) (Neil) Howe and / & (William) Strauss [57]
 ii) Twenge [63]
60. II) B [80]
 III) F [44]
 IV) E [67]
 V) A [62]
 VI) D [89]

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

- / = alternative acceptable word(s) / phrase(s) within an answer
 // = alternative answer(s)
 () = word(s) or phrase(s) which are NOT essential to the answer
 = underlined word(s) must be present in the answer
 * = common wrong or unacceptable answer

Paper 2 (Writing)

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

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

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (13 marks)

- | | |
|--|------|
| 1. history | [93] |
| 2. sister cities | [87] |
| 3. in / from different countries // not in / from the same country | [65] |
| 4. after World War 2 / Second World War | [55] |
| 5. fighting (with each other) // enemies // at war | [58] |
| 6. Germany, France | [81] |
| 7. next to each other // easy to communicate (with each other) | [67] |
| 8. B | [74] |
| 9. language | [79] |
| 10. food | [89] |
| 11. business links | [65] |
| 12. banking | [74] |
| 13. fashion design | [73] |

Task 2 (13 marks)

- | | |
|---|------|
| 14. 10 / ten | [53] |
| 15. secondary (school) | [48] |
| 16. retired // senior citizen | [63] |
| 17. (do some) research | [60] |
| 18. life experience(s) (to offer) | [60] |
| 19. knowledge of / know a lot about Hong Kong | [54] |
| 20. enthusiasm for / interest in / enthusiastic about / interested in (other countries') cultures / cultures (from other countries) | [14] |
| 21. any | [60] |
| 22. lived / been living in Hong Kong / here for (at least) three years | [69] |
| 23. online | [66] |
| 24. June 30th // end of June | [65] |
| 25. been (already) chosen | [65] |
| 26. represent all / different (political) parties | [33] |

Task 3 (15 marks)

- | | |
|---|------|
| 27. started in low(er) class (districts) | [49] |
| 28. with other men | [80] |
| 29. wives / girlfriends not there / were in Europe // came alone to Argentina | [23] |
| 30. witness the passion (of a football game) | [48] |
| 31. (beef) sandwiches won prizes // best (beef) sandwiches in world | [23] |
| 32. explains game / as you watch // learn from (a legendary ex-) player | [47] |
| 33. capital (of Poland) | [39] |
| 34. half of the castle destroyed | [40] |
| 35. walls taken down // building material required | [36] |
| 36. sold (mainly) clothes | [50] |
| 37. arts and crafts | [26] |
| 38. (they're) underground / under the square | [49] |
| 39. new factory | [57] |
| 40. communists // communist government // government in 1949 | [25] |
| 41. to see communist architecture / ugly buildings // buildings now tourist attractions | [26] |

Task 4 (13 marks)

- | | |
|--|------|
| 42. invited into home // made to feel welcome | [60] |
| 43. heating on all time | [28] |
| 44. thermal / special winter underwear | [22] |
| 45. he thought she needed to be grammatically perfect // she made grammar mistake | [55] |
| 46. (at least) was trying to speak (the language) // she was trying her best // it was only a small error | [46] |
| 47. because the train took too long / was too slow / stopped at 52 / many stations / arrived too late // the bus was quicker | [58] |
| 48. got wrong lift // ended up on a difficult slope | [37] |
| 49. had to ski down // no way down except to ski down | [15] |
| 50. fell (down again and again / a lot) | [49] |
| 51. frightened / negative / scared (so didn't ski again) // didn't want to ski again | [43] |
| 52. was giving a talk (about Hong Kong the next morning) | [16] |
| 53. called Julia's cousin / a farmer / someone nearby | [47] |
| 54. he drove them in his tractor | [22] |

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 (17 marks)

Task Completion = 13 marks

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

		DF page reference
	<i>Key facts about figures about Jade Islands</i>	
5.1a	How big is it?	5
5.1b	How many people live there?	3*
5.1c	How long did it take to build?	3*
	<i>Street design for family safety</i>	
5.2a	Pedestrianised streets // No roads or cars / no traffic / no vehicles on the street level // Roads and rail links underground (<i>'Roads and rail links underground' may appear in the 'New and innovative transport solutions' section</i>)	3* / 6
5.2b	so children can play / run around / in the streets / outdoors	3*
	<i>New and innovative transport solutions</i>	
5.3a	Water taxi (boats) (are convenient)	5
5.3b	Monorail (links east and west ends of islands)	5
	<i>Convenient location for travel to Hong Kong and overseas</i>	
5.4a	Car or bus to Central only 30 minutes	5
5.4b	Train to airport only 20 minutes	5
	<i>Environmentally friendly home features and their benefits</i>	
5.5a	(All buildings use) solar panels and wind turbines / technologies	6 / 9
5.5b	so cheaper electricity // big savings on electricity bills	6 / 9
5.5c	Green roofs and balconies	6 / 9
5.5d	keep people / you / us / buildings cool in summer	6 / 9

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

Task 5: Language = 3 marks

Marks	Language
3	Data file manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. Own Language <ul style="list-style-type: none"> • Question formation generally accurate. • Comprehensible throughout. • Spelling is accurate.
2	Data file manipulation Generally successful in adapting phrases from the Data File through: word formation changes, tense changes, pronoun changes etc. Own Language <ul style="list-style-type: none"> • Question formation may contain errors but they are clearly questions. • Errors do not generally affect comprehension. • Spelling is generally accurate.
1	Data file manipulation Generally successful in isolating relevant phrases from the Data File for the text. Own Language <ul style="list-style-type: none"> • Some attempt at question formation. • Simple phrases are generally accurate. • Grammatical errors sometimes affect understanding. • Spelling of simple words is correct, more complex ones not.
0	<ul style="list-style-type: none"> • Multiple errors throughout, spelling and/or word usage which make understanding impossible. OR <ul style="list-style-type: none"> • 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.

Task 5: Appropriacy = 1 mark

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

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

- It is a sales brochure. The purpose is therefore to inform and to promote.
- The intended audience is prospective customers.

Task 6 (19 marks)

Task Completion = 10 marks

		DF page reference
6.1	Subject line#	
6.2	You have won the Home Viewing Day competition	4
	<i>Dates and times</i>	
6.3a	On 18th June	7
6.3b	Meet outside the Marcliffe Hotel (in Central) at 12 noon for bus (to the Jade Islands)	8
	<i>Buffet details and home viewing</i>	
6.4a	(Buffet lunch) at Yellow Dragon Restaurant	7
6.4b	1.00pm	7
6.4c	Western and Chinese food buffet	7
6.4d	with (free glass of) wine	7
6.4e	Viewing in Show Home from 3.00 – 5.00 pm	7
6.4f	Drop off 6:15pm at Marcliffe Hotel // be back at Marcliffe Hotel at 6:15pm	8

The subject line may vary but generally there are three acceptable types. One that mentions:

- The Jade Islands (Home Viewing Day) competition; or
- Details of the Home Viewing Day; or
- Winner of the Home Viewing Day competition.

Task 6: Language = 5 marks

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

Task 6: Coherence and Organisation = 2 marks

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

Task 6: Appropriacy = 2 marks

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

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

- It is an email informing the customer s/he has won a competition.
- The writer is writing on behalf of DPP.
- The intended audience is the winner of the competition.
- The tone should be friendly (possibly congratulating the reader) and also informative and concise when relating the details of the viewing day.

Task 7 (17 marks)

Task Completion = 8 marks

		DF page reference
7.1	Acknowledge the email / complaint	9
	Problems with construction	
7.2a	Problem: noise from repair / maintenance work on underground rail link (all day and night, even at weekends)	9
7.2b	Reason: flooding of underground rail link	4
7.2c	Action/Solution: work from 9am to 7pm Monday to Saturday (from 18 April)	4
	Problems with beaches	
7.3a	Problem: a lot of litter on beaches	3* / 9
7.3b	Reason: litter washed into sea after rain	3*
7.3c	Action/Solution: increase number of cleaners / 20 more cleaners to collect rubbish every morning	7
7.4	Reference to maintaining contact with the reader in the future // an attempt to enhance cordial relations with the reader // an expression of hope that the reader is satisfied with the solutions	

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

Task 7: Language = 5 marks

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

Task 7: Coherence and Organisation = 2 marks

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

Task 7: Appropriacy = 2 marks

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

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

- It is a letter written in response to a complaint email.
- The writer is writing on behalf of DPP.
- The intended audience is Mr Hannibal Chiu, a representative of the Jade Islands Residents' Concern Group.
- The tone should be apologetic for the problems but also clear, concise and informative when relating the reasons for the problems and the solutions.

Part B2 (more difficult section)

Task 8 (22 marks)

Task Completion = 13 marks

		DF page reference
	<i>General features</i>	
8.1a	Keep key attractions of waterfall, lake and sailing ship but no castle	6 / 7
8.1b	In line with jungle theme, castle is not	7
8.1c	(Engineering team say) all features practical	8
	<i>Lake</i>	
8.2a	Make the lake an aquarium and (include) a swimming pool	6 / 7
8.2b	Put swimming pool next to the aquarium	9
8.2c	Swimming pool and aquarium to be separated by glass wall(s) (so swimmers can swim next to the sea creatures)	9
8.2d	Have swimming pool under the waterfall (to maximise excitement)	9
8.2e	Put ziplines above swimming pool (and in keeping with jungle theme)	6 / 7
	<i>Ship</i>	
8.3	Sailing ship should have restaurants but no shops as can't fit both	7
	<i>Waterfall</i>	
8.4a	Abseil on sides of the waterfall (not in the waterfall)	7
8.4b	Reduce height of waterfall from 40 metres to 30 metres	3* / 8
8.4c	If the waterfall is too high, it may cause clouds to form // If the waterfall is not too high, clouds will not form	3* / 8
8.4d	Clouds could damage electricity supply / cause power failure	3*

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

Task 8: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Coherence and Organisation = 2 marks

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

Task 8: Appropriacy = 2 marks

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

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

- It is an internal document.
- The intended audience is the writer's boss.
- A relevant title is appropriate.
- It is a workplace summary so should be concise and therefore not include much redundancy.
- It should not read like a recount of a narrative or have too much 'Ripple Wu said...', 'Mari Nakamura says...'
- Should be reasonably formal. Inappropriate words and phrases from the Data File include:
*awesome space; Brilliant; can you imagine...; drop the castle; Gosh!; Great;
 I kid you not; Love it!; Love their concept; Since when...; when you think about it; Wow!*

Task 9 (18 marks)

Task Completion = 9 marks

		DF page reference
	Recent achievements	
9.1a	The biggest spenders of (three) biggest developers on green construction methods	10
9.1b	We have increased the amount spent on green housing developments / environmentally friendly building technologies (since 2000)	10
9.1c	Forest of Dreams housing estate won the Greenest (Housing) Development in 2016	10
	Golden Flower Island	
9.2a	Splash of Gold Orchid found only on island	4
9.2b	Golden Dragon Tail butterfly only species in South China to pollinate Splash of Gold Orchid	4
9.2c	70 % will be maintained as designated nature park / protected area	3* / 4
9.2d	No vehicles allowed on island	3*
9.2e	Wall of vegetation between mall and nature park will prevent noise and light pollution	3*
9.2f	so that butterflies are not disturbed	3*

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

Task 9: Language = 5 marks

Marks	Language
5	<p>Data File Manipulation Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	<p>Data File Manipulation Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Coherence and Organisation = 2 marks

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

Task 9: Appropriacy = 2 marks

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

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

- It is a document intended for the company webpage for the general public to read.
- The tone should be that of positive self-promotion highlighting the company's achievements.
- The use of 'We are...' or 'DPP is/are....' or 'We at DPP are...' are all acceptable approaches.

Task 10 (13 marks)

Task Completion = 7 marks

		DF page referenc
	Details of Event and Role	
10.1a	Guest of honour at opening ceremony of the Golden Flower Adventure Mall	4 / 11
10.1b	First to swim in the Golden Flower Adventure Mall pool	11
10.1c	Event held on 24 th December next year / 2018	11
	Persuasive Details	
10.2a	We know you are a keen swimmer	5
10.2b	We know you love snorkelling and diving and being close to marine life	5
10.2c	DPP will do all we can to preserve coral in Australia // DPP has given money / supports Save the Great Barrier Reef	5 / 10
10.2d	Will give a sum of \$100,000 to charity of your choice // to Save Hong Kong Coral Communities	5 / 11

Task 10: Language = 3 marks

Marks	Language
3	<p>Data File Manipulation Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
2	<p>Data File Manipulation Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p>Own Language</p> <ul style="list-style-type: none"> • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
1	<p>Data File Manipulation Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	<p>Data File Manipulation Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p>Own Language</p> <ul style="list-style-type: none"> • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Coherence and Organisation = 1 mark

Marks	Coherence and Organisation
1	<ul style="list-style-type: none"> • Overall coherence of text is very good. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
0	<ul style="list-style-type: none"> • Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. <p>OR</p> <ul style="list-style-type: none"> • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Appropriacy = 2 marks

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

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

- It is a letter of invitation written to a celebrity who is not a personal acquaintance of the writer.
- The tone should be polite and persuasive but should not presume that Ms Tse has already accepted or will accept.
- The issue of the possibility of Ms Tse giving her fees to charity is particularly delicate as the writer does not know whether Ms Tse would want to do so or not. It should therefore be presented as a suggestion.
- The letter should end with some sort of polite request asking Ms Tse to let DPP know if she accepts the invitation.

Hong Kong Diploma of Secondary Education Examination 2017
English Language Paper 3 Listening and Integrated Skills

Time: (57:26)

Tapescript

Track 1
Announcer: Hong Kong Diploma of Secondary Education 2017, 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.

(20 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 write your Candidate Number in the space provided on Page 1 of your Part B1 Question-Answer Book.

(10 second pause)

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.

(10 second pause)

Now write your Candidate Number in the space provided on Page 1 of your Part B2 Question-Answer Book.

(10 second pause)

Now 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.

(20 seconds of Greensleeves)

You are reminded that all examination materials will be played ONCE only. This paper is divided into two parts: Part A and Part B. For Part A, you should use a pencil to answer all questions. 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 sat the paper.

(10 second pause)

The listening component 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.

It has been decided that Hong Kong is to have a 'twin city'. You will hear several different recordings related to this subject.

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 familiarise yourself with Tasks 1 – 4.

(2 minutes of Greensleeves)

(Tone)

Track 3
Announcer:

Task 1.

Charlie Meadows is hosting a radio show called 'Brunch with Charlie'. Listen to the first part of the programme and write the information in the spaces below. The first one has been provided as an example.

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)

Charlie: Hi there. How are you doing? It's Charlie Meadows here again and with me on 'Brunch with Charlie' this morning are two guests, both from the special committee that has just been set up to find a twin city for Hong Kong. I'm very pleased to have with me Dr Emily Lee who is a member of Legislative Council of Hong Kong. Welcome Dr Lee.

Emily: Good morning Charlie. Glad to be here.

Charlie: And also with me is Lemy Chan.

Lemy: Hi.

Charlie: Now, Lemy is an undergraduate student at Hong Kong University. And what is it that you're studying, Lemy?

Lemy: Eh, History.

Charlie: Oh yes, sorry history. I had it noted down somewhere... Now let's start with you, Dr Lee. You have been appointed the chairperson of this special committee which has just been set up. Would you like to tell us about that?

Emily: Certainly. Well, as you say, it's a committee set up especially to choose a twin city for Hong Kong.

Charlie: OK, now a lot of our listeners won't have heard of the idea of twin cities so maybe you could explain what it is.

Emily: OK, yes, well the other name for a twin city you might have heard of is a sister city.

Charlie: OK, yes, I've heard sister city before yeah.

Emily: OK, so when two cities decide they want to be twin cities they enter into an agreement. And the important thing is that to be twin cities the two cities have to be

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would be unusual.

Charlie: Right, so Hong Kong is now looking for its first twin city, so what do you hope to achieve?

Emily: Maybe I could answer this. The first thing we want to achieve is to encourage an exchange of culture.

Charlie: An exchange of culture sounds nice. But what does it mean exactly?

Emily: Well, the obvious ones are language and food. I mean Hong Kong has a variety of languages and lots of amazing food that we can share with the future twin city.

Charlie: Nice! What else?

Emily: Well, another aim is related to commerce. It's the promotion of business links.

Charlie: So what kind of business links?

Emily: It can be any kind really. For instance, Hong Kong is really good at banking, I mean obviously, and another area which I find quite exciting is fashion design.

Charlie: Really? Wow, that's quite glamorous then.

Emily: Yeah, it would be great to be twinned with one of the fashion design capitals of the world.

Charlie: Yeah, and maybe I could come with you! Right, we're going to take a short music break and we'll be back in a couple of minutes.

Announcer: That is the end of Task 1. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 4

Announcer:

Task 2.

Listen to the second part of 'Brunch with Charlie' in which the host Charlie Meadows continues with his interview. Listen 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)

(Tone)

Charlie: Now, Dr Lee you wanted to make a special announcement. Is that right?

Emily: Yes, that's right. As you said the committee has just been set up and we are looking for more people, more members of the general public to join the committee. So I'm

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in different countries.

Charlie: Alright so not two cities in the same country.

Emily: Yeah that's right and there are thousands of towns and cities twinned with each other across the world.

Charlie: OK, so when did this all start then, twin cities? And why did cities want to twin?

Emily: Well, that's a good question, maybe Lemy should give a bit of the historical background.

Lemy: Oh, OK. Well, the idea of twin cities, at least our concept of it in the modern era, started just after World War 2.

Charlie: OK, but why then? Why were twin cities so important after the war? Didn't people have better things to be doing rebuilding houses and everything?

Lemy: Well, twin cities were seen as part of a wider initiative at that time to promote peace and understanding.

Charlie: So it had a serious point to it.

Lemy: Exactly.

Charlie: So does that mean that twin cities were in countries which were fighting each other during the war?

Lemy: That's right, in countries which were until a couple of years before that fighting each other.

Charlie: Wow. That can't have been easy. So did it work? Was it successful?

Lemy: Well, a lot of cities certainly took part. Obviously during the war many countries had suffered. On the one side you had Japan, Germany, Italy and on the other you had, like, the United States, the UK, France and the Soviet Union. And the most common twinning of cities was actually between France and Germany, two countries that had been the fiercest of enemies through history.

Charlie: Why was that? I'm sure there must be a good reason.

Lemy: Well I think – just on a practical level, these countries are next to each other and so it was easy for them to communicate with each other.

Charlie: Well that makes sense. So thinking about nowadays, a city typically pairs up with just one city? Is that what happens?

Lemy: Well it all depends. Usually a small town, you know, of a few thousand people would usually twin with just one other town. But there are some towns in Europe that are incredibly popular as a twin town. There's this one town called Judenburg in Austria, and it's twinned with over thirty different towns. A big city is usually twinned with more than one city, but certainly not thirty. Say four or five. Ten

here to ask your listeners if they would be interested in getting involved in choosing a twin city for Hong Kong by coming onto the committee.

Charlie: Can it be anyone?

Emily: Well there are going to be three groups of people on the committee: politicians, students, and the general public. What were the exact numbers we are looking for, Lemy?

Lemy: Yes, we're looking for five students and five members of the general public.

Emily: Yeah, that's right. And we would be delighted if the listeners of your radio show applied.

Charlie: Great. So what about students? Is it open to primary school students?

Emily: No that's a bit young, it's open to secondary school students and university students.

Charlie: So secondary school and university students, right?

Emily: That's right.

Charlie: So what about the members of the general public? Any age limits?

Emily: Well for the general public group if you want to apply, you have to be retired.

Charlie: Retired? Now that's what I call an age limit! Why so?

Emily: Well one reason is that they have more time than people who are working.

Charlie: Ah, you mean more time to attend the meetings?

Emily: No, not really. What I mean is time to do some research. That sort of thing. But more importantly, they have a lot of life experience to offer.

Charlie: Oh, OK. So you senior citizens, if you're listening we want you. OK, and what kind of person are you looking for ideally?

Emily: Well, we're looking for two qualities in all the applicants.

Charlie: OK.

Emily: We're looking for someone with knowledge of Hong Kong.

Charlie: Ah I see, so they can share this knowledge of Hong Kong with the twin city, right?

Emily: Yes, and the second quality is they should have a real enthusiasm for other cultures.

Charlie: Yeah, I can see that, yes.

Emily: I mean, we'd really want to have people onboard who have that, you know, enthusiasm for cultures for other countries.

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- Charlie: Great. Oh, I have another question. Do people applying for the committee have to be from Hong Kong?
- Emily: Actually no. They can be any nationality. As long as they have been living in Hong Kong for at least three years. That's fine.
- Charlie: I see, so open to any nationality but must have been here for 3 years. Well, it all sounds awesome to me. So how do listeners apply for a place on the committee and what's the deadline?
- Emily: Lemy, do you have the details there?
- Lemy: Yeah, applications are open now and they should be submitted online. The deadline is the 30th of June.
- Charlie: So online applications. By the end of June.
- Lemy: Yes, that's right.
- Charlie: Gotcha. Wait a minute. You said politicians before. What about the politicians on the committee? Are you choosing them too?
- Emily: Well, the politicians on the committee have already been chosen.
- Charlie: Already been chosen? Why's that?
- Emily: Well, we want to represent all the political parties in Hong Kong.
- Charlie: OK, I suppose that's fair to try to represent all the political parties.
- Emily: Absolutely.
- Charlie: OK, so many thanks to you both. And maybe we can have you back in the studio some time in the future to tell our listeners which city was chosen.
- Emily: Yes, that would be great.
- Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 5

Announcer:

The committee are now looking at two YouTube videos from two different entries to be a twin city for Hong Kong. Listen 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 and a half minutes to tidy up your answers.

(30 seconds of Greensleeves)

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can see is the old Central Market. Until about 100 years ago, it used to sell mainly clothes, I mean lots of things of course, but mainly clothes. But what about now? Well, as Krakow attracts millions of tourists a year the market sells arts and crafts for tourists. It does sell other things but arts and crafts are the main attraction. And there are lots and lots of restaurants where you can get something to eat and also bars and cafés to get a drink. The really striking thing is that many of these are underground and under the square! What a good use of the space!

The second thing we can offer you is culture. Here I am in a district of Krakow called Nova Huta which in English means New Factory. As you can see there are lots of factories here and they mainly produce steel. But what about culture? Well, this city was built in 1949 by the communist government and because it was built during that time it has communist architecture. Tourists and particularly architecture students from all over the world actually visit here to see the architecture. Isn't it amazing that ugly buildings are now tourist attractions!

I hope that you have enjoyed this video and that you will choose Krakow. Goodbye!

Announcer: That is the end of Task 3. You now have one and a half minutes to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Track 6

Announcer:

The committee chose Krakow in Poland to be Hong Kong's twin city. Lemy Chan visited Krakow for three months and has returned to "Brunch with Charlie" to talk about her experiences. Listen to the interview and answer the questions below. Please note you do not need to answer in complete sentences. You now have 30 seconds to study the task. At the end of the task, you will have three minutes to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Charlie: Right well, it's time for our special guest today. Today I'm very happy to have back Ms Lemy Chan from Hong Kong University.

Lemy: Thank you.

Charlie: Now, I've never been to Poland or Krakow and I'm sure a lot of our listeners haven't either. So maybe to start with, what were your first impressions of Krakow?

Lemy: Well, from the moment I first arrived, the people in Krakow were really generous.

Charlie: Right.

Lemy: I mean, I lived with a host family, you know, and they were so generous and so were their friends.

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(Tone)

Announcer: Video 1: Maria from Buenos Aires, Argentina
 Maria: Hello Hong Kong! I'm Maria from Buenos Aires in Argentina. Choose Buenos Aires and come sample our culture.

Here I am in a tango class. When people think of Argentina the first thing they think of is tango dancing. The tango has a very rich history. Although it is considered a high-class dance now, it started in lower-class districts in the 19th Century. Most of the people who danced it were men, which meant men often danced with other men. Why did they do this? Well, for many men their wives or girlfriends were in Europe and they came alone to Argentina. So they had to choose between not dancing at all or dancing with men.

The second major area of culture in Argentina is, of course, football and here I am at Boca Juniors football stadium in one of their hospitality boxes. Now, there are three great reasons for you to spend the day at a Boca Juniors hospitality box on a match day. Most important is you can see the game. Of course, you can see football all over the world but what's extraordinary here is to witness the passion of a football match here in Argentina. The passion – it's like no other place in the world. At the same time you can enjoy our most famous food – our beef sandwiches. Now these are no ordinary sandwiches. Our beef sandwiches have won prizes for being the best sandwiches in the world. And finally, as part of your experience, you will personally meet and spend the game with a famous ex-player of Boca Juniors. Of course, it's not unusual for ex-players to meet guests at matches nowadays. But here at Boca, the ex-player will spend time with you and explain as you watch the game. So you will be able to learn from a legendary ex-player as he explains the game to you as it happens.

Thanks for listening Hong Kong and choose Buenos Aires.

(5 seconds of silence)

Announcer: Video 2: Piotr from Krakow, Poland

Hello Hong Kong. This is Piotr here, or rather Peter. I'm from Krakow in Poland and I'm going to show you why you should choose Krakow to be Hong Kong's twin city. First of all Krakow is great for tourism and we can share a lot of information with you about how to promote tourism. Let me show you some examples. Krakow was the capital of Poland about 650 years ago when Poland had kings. Where did the old Kings live? Have a look behind me. On the hill is Wawel or, in English, the Royal Castle. Of course, the royal castle that you see now has changed many times in 650 years. What you see today is very different to what the castle looked like before. For example, 300 years ago there was a huge fire and half of the castle was destroyed. Can you imagine? Half of the Royal Castle! Destroyed! And 150 years ago the walls were taken down. Why? Well because the city was expanding and so building material was needed for all the new buildings. And so the walls, which had stood for hundreds of years, were taken down.

Now I'm in the main square in Krakow. In the centre of the square that building you

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Charlie: In what way?

Lemy: Well, I mean, everyone invited me into their homes, and you know, made me feel just very welcome. It was very different to Hong Kong. I mean, here you don't normally get invited to someone's home.

Charlie: You were saying before we came on air that it can be pretty cold in Poland. So was the weather cold all the time?

Lemy: Sometimes the temperature got down to minus 32 degrees!

Charlie: Wow, how did you cope!

Lemy: Well actually it wasn't that bad. When you're inside, the heating's turned on all the time. Sometimes it's actually too warm and you have to open a window.

Charlie: What? Even when it's minus 32 outside?

Lemy: Yeah, exactly! And when you are outside you wear thermal underwear, you know, like that special winter underwear, so you're always warm. So if you do visit Poland in winter take your thermal underwear that's my advice.

Charlie: Well, you've heard it here first listeners! So you said your host family were nice. What about people in general?

Lemy: Actually, most people were very friendly.

Charlie: Only "most"? You make it sound like some people weren't.

Lemy: No, not at all, not at all, though there was one particular incident

Charlie: Oh yes, and what happened then?

Lemy: Well, I was in a café and I was ordering something to drink. And I said to the waiter in Polish, I said "dwa herbata prosze", which means in Polish "two teas please". And the waiter said "dwie!" Apparently, I'd made a grammatical mistake when I said the word for two and he – the waiter, I mean – seemed actually quite angry about it. It was like "if you are going to speak our language then you must speak it properly!" I was so shocked and embarrassed. There was me trying my best to speak Polish and he was so intransigent. Apparently, everything had to be grammatically perfect. At least I was trying to speak the language!

Charlie: Mmm, and you were telling me earlier about a big adventure you had on your skiing trip.

Lemy: Oh, yes. And actually, this is better example of how nice the people in Poland are. Me and the daughter of the host family, Julia, we decided to go skiing. Actually we tried to go the Sunday before but we got this really really slow train on the Sunday morning that stopped everywhere. I think it stopped at 52 different stations! So by the time we got there it was too late to ski. So the next Sunday we decided to get the bus instead.

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Norman: Well, what happened in-
 Charlie: So, wait, you're saying that at this adventure centre in the UK, the waterfall was the cause of a power failure because the water turned into clouds inside the building?

Ann: Yes, that's exactly what happened. And I want to know, and I'm sure the general public would want to know as well, is this going to happen at the Golden Flower Island mall?
 Norman? Charlie: OK, well that sounds pretty encouraging.

Norman: Yeah, well if you're committed you're committed Charlie. And another idea they gave us is to put up a wall of vegetation.
 Charlie: A wall of vegetables?

Norman: Ha ha. No. I said a wall of vegetation – you know like trees and other plants. We will use this natural wall to keep out noise and light pollution. Charlie, you look confused.
 Charlie: No, well, yes. So I'm trying to envisage where this wall will be.

Norman: OK, so you can imagine the Golden Flower Adventure Mall. So unavoidably it will produce a certain amount of noise and light pollution. Well the wall of vegetation will be between the shopping mall and the nature park...
 Ann: ...so that the butterflies are not disturbed.

Norman: Exactly, Ann, thank you, so that the butterflies are not disturbed. And you know what else, Ann, the experts we consulted said no vehicles and roads either. And we agree. There will be no buses, no cars, no trains just beautiful paths to walk on in Golden Flower Island.

Ann: Well that's great to hear too Norman and very reassuring, no vehicles and no roads is very important if you don't want to disturb the butterflies.
 Charlie: Well that's the end of the show for today so thank you all for listening and thank you, Norman, and to you, Ann, for coming in.

Announcer: That is the end of the listening component of this paper. 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 the radio.

Norman: No, I just like to go back to Jade Islands. Would you say Jade Islands is a good place for parents to raise children?
 Charlie: Yes, Charlie, it really is. It is a very safe place for children and I'll tell you why. There are no roads and rails on the street level of Jade Islands. All road and rail links are underground. This means all of the streets on Jade Islands are for pedestrians. No traffic at all.

Norman: I didn't realise all streets were pedestrianised. That means children can play outdoors if there is no traffic on the roads presumably.
 Norman: Absolutely, if streets are pedestrianised then kids can run around and have fun safely. You know, Ann, I just want to say I respect what your group does and Dragon Peak are very respectful of nature.

Charlie: OK, speaking of which maybe we could go back to the development on Golden Flower Island. I know, Ann, you have some more concerns you'd like to bring up.
 Ann: Yes-

Norman: What you need to know, Ann, is that Golden Flower Island is a special place to us and we have to protect it and we are going to protect it. I love flowers, Ann, especially orchids. And we are going to protect the orchids and the butterflies on the island.
 Charlie: OK, perhaps, Norman, you could tell our listeners some of the measures you have taken.

Norman: Well, for a start we employed a firm of environmental consultants and we will be following their recommendations.
 Ann: OK, so could you give us a specific example of what your consultants suggested?

Norman: Well, the first thing they said was that fifty percent of the island should be maintained as a protected area and left as a nature park. But you know what, I said to my team I said fifty percent? That's not enough! We need to leave as much as

Paper 4 (Speaking)

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
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.
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 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.

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
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.
PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS				
2	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. 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 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.

Candidates' Performance

Paper 1

Paper 1 consisted of three parts; Part A, Part B1 and Part B2. All candidates were required to complete Part A and then choose either Part B1 or Part B2. Part B1 was designed to be the easier section and B2 the more difficult section. The total number of candidates attempting Paper 1 was 56,226, of whom 45.5% chose to do Part B1 while 54.5% chose Part B2. Candidates who attempted Parts A and B2 were able to attain the full range of levels, while Level 4 was the highest level attainable for candidates who attempted Parts A and B1.

Overall results

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

Table 1: Paper 1 overall results

	Full Mark	Mean Score (%)	Standard Deviation (%)
Part A	41	53.4	23.9
Part B1	43	43.2	19.7
Part B2	43	51.6	20.1

Part A (Compulsory section)

The reading passage for Part A was adapted from an opinion piece about the recycling industry in the United States. The author weighed the economic viability and the environmental costs of recycling, and argued that, with the exception of a few select materials, recycling may be an economically unsustainable trend.

The topic of recycling is closely linked to one of the English Language *Curriculum and Assessment Guide's* suggested modular units, 'Protecting the Environment', and should therefore be familiar to most students. The challenge in reading the text lies in understanding the counter-arguments presented by the author and in the discourse, which some candidates might have found challenging. A range of test item types were used in Part A, including matching recycling materials to pictures, completing a table with missing percentages, and using information in the text to inform opinions.

Candidates performed well on many of the questions that asked them to identify concrete information from the text, which included both fixed response test items (e.g. Q.1, Q.13 and Q.14) and open-ended short answer questions (e.g. Q.2 and Q.3i). Over three-quarters of candidates answered most of these items correctly.

Q.19 was designed to test candidates' wider reading skills and asked them to match the names of commentators with paraphrased speech bubbles. This was a subtle test of inference, and between half and two-thirds of candidates correctly answered three out of the four items in this question. The lowest percentage was identifying David Steiner's quote (34%), with option C a very common incorrect answer. Candidates who chose this distractor likely did so because of the reference to the economy, but there is a need to understand Steiner's metaphor of 'turning garbage into gold' (Steiner doesn't say there will be a *negative* impact on the economy, just that making money from recycling is difficult).

Questions testing understanding of irony (Q.16) and requiring candidates to identify arguments from the text holistically (Q.20) both proved difficult (each item was answered correctly by 19% of candidates), but helped to discriminate the strongest candidates. In Q.16, the most successful were able to highlight the contrast shown in the text to explain the irony, i.e. while recycling is supposedly helping the environment, it can actually harm it. In Q.20, the strongest candidates addressed all aspects of the question by stating their opinion, offering a quick explanation, then linking it to an example from the text. As this was an open-ended question, the marking scheme allowed a wide variety of answers and stronger candidates were able to answer this question within a single sentence. A very common type of incorrect answer for Q.20 was a personal opinion on recycling with no link to the text, which did not fulfill the requirement that the candidate 'Provide evidence from the text to support their answer.'