

Notes to markers

1. // – indicates (an) alternative, acceptable answer(s).
2. / – indicates (an) alternative, acceptable word(s)/phrase(s) within an answer.
3. () – indicates (a) word(s)/phrase(s) which is/are NOT essential to the answer.
4. [] – additional remarks to guide markers.
5. { points within this bracket can be in any order.
6. Underlining indicates (a) word(s)/phrase(s) which is/are essential to the answer.
7. The maximum mark for this paper is 98.
8. All correct answers should be marked with a '√'.
9. All incorrect answers should be marked with an 'X'.
10. The scores for each page should be written in the boxes provided and the total score for each part should be written in the boxes provided at the end of Parts I and II.
11. The total mark for each part should be written in the boxes provided on the front cover of the Question-Answer Book under the heading 'Marker's Use Only'.
12. The total mark for Parts I and II should be written in the box labelled 'Total'.
13. For single-digit marks (and single-digit marker numbers) a preceding zero should be inserted, e.g. '06'.
14. All marking must be done in RED and must be very clear.

(Please refer to the Markers' Instructions for further details on the marking procedure.)

Notes

1. *Minor spelling mistakes can be ignored so long as the meaning is clear, the spelling is phonologically close, and a different word is not formed.*
2. *If extra answers are given, mark the first answer, or the answer(s) in the correct box first. 'Extra' answers must be marked wrong.*

UE Section A Marking Scheme

Part I

Page 2 of the Question-Answer Book

	Marks
1. schools coordinator	1
2. Voluntary Work Overseas (programme)	1
3. describe work organization / VWO does in other countries	1
4. answer any questions you / the audience have about work	1
5. team leader	1
6. interviewer / interviews (prospective volunteers)	1
7. (provide) help in needy areas of world	1
8. <u>students</u> (who are) 18 and over	1
9. anyone younger finds it difficult to live in Third World countries	1
10. education(al)	1
11. work as helpers in schools / help in schools	1
12. help to build schools	1
13. 'bush' (school) [' ' not necessary]	1
14. no blackboards or chalk (to write with) <i>[must have both items]</i>	1
15. no pens or textbooks (to study) <i>[must have both items]</i>	1
	15

Page 3 of the Question-Answer Book

	Marks
16. health (education)	1
17. build clinics	1
18. help vaccinate babies	1
19. do clerical work // filing medical records	1
20. involvement of local people	1
21. they will accept clinic as part of community	1
22. train locals in (basic) health principles	1
23. they need to run clinic (themselves)	1
24. (a stronger) sense of ownership	1
25. self-sufficient	1
26. have to make own decisions	1
27. practical // (a lot of) common sense	1
28. have to find simple and quick solutions	1
29. (a) sense of humour	1
30. it will (help) ease tension	1
31. presence // strength of character	1
32. convey a sense of authority	1
	<u>17</u>

Page 4 of the Question-Answer Book

	Marks
33. first cut	1
34. not available when wanted / we want them	1
35. match projects with applicants	1
36. interview	1
37. can't cope with climate	1
38. don't have right attitude	1
39. managing projects	1
40. make sure work gets done on time	1
41. maintain (a) high standard of work	1
42. bookkeeping	1
43. keeping records of spending	1
44. produce project costings	1
45. tropical medicine	1
46. treating common diseases	1
47. deal with snake-bites and septic wounds	1
	15

Page 5 of the Question-Answer Book

	Marks
48. cultural sensitivity	1
49. awareness of local issues	1
50. effect they have on local people / locals	1
51. ability to manage people	1
52. how to take the lead	1
53. how to be tactful	1
54. language	1
55. basics of common language	1
56. understanding of (regional) dialects	1
	2

END OF PART I

Part II

Page 6 of the Question-Answer Book

	Marks
57. Is there any special advice you / he would give before people volunteer? <i>[or any acceptable paraphrase]</i>	1
58. read (up) about countries VWO works in	1
59. consider the climate seriously	1
60. have a thorough dental check	1
61. Is there anything parents can do to help their children prepare? <i>[or any acceptable paraphrase]</i>	1
62. children / volunteers given too much money	1
63. sets them apart from locals	1
64. pay allowance through local bank	1
65. difficult to stay in touch	1
66. phoning may be expensive	1
67. get (them) a calling card	1
	11

Page 7 of the Question-Answer Book

	Marks
68. What are the biggest hardships volunteers have to face? <i>[or any acceptable paraphrase]</i>	1
69. culture shock	1
70. food may be strange	1
71. homesickness	1
72. learn about local way of life	1
73. picks up (the) language	1
74. get extra cash	1
75. may not get enough to eat	1
76. affects energy levels	1
77. have to share food	1
78. What was the most unpleasant thing about where you were? <i>[or any acceptable paraphrase]</i>	1
	11

Page 8 of the Question-Answer Book

	Marks
79. a (small) village in Nepal	1
80. humidity in summer	1
81. clothes went mouldy	1
82. no tap water	1
83. had to wash in river	1
84. Do many volunteers drop out (before project is complete)? <i>[or any acceptable paraphrase]</i>	1
85. <u>tough</u> physical environment	1
86. different (kinds of) insects	1
87. local (religious) beliefs	1
88. rituals have to be observed	1
89. boredom <u>in free time</u>	1
90. no entertainment facilities	1
	12

Page 9 of the Question-Answer Book

	Marks
91. How did he / you stop from getting bored? // What did he / you do to occupy himself / yourself?	1
92. went to / watched movies	1
93. movies were terrible / violent / silly	1
94. listened to Walkman / radio	1
95. reception very poor	1
96. negative <input checked="" type="checkbox"/>	1
97. What aspect of his / your work satisfied him / you most?	1
98. gaining trust / respect of local people / locals	1
	8

END OF TEST

只限教師參閱 FOR TEACHERS' USE ONLY

香港考試局
HONG KONG EXAMINATIONS AUTHORITY
一九九八年香港高級程度會考
HONG KONG ADVANCED LEVEL EXAMINATION, 1998

USE OF ENGLISH

SECTION A

錄音稿
Tapescript

本錄音稿乃考試局專為上述試卷編寫，只供錄音帶製作與閱卷員參考之用。在評閱上述試卷時，一切考慮仍以錄音帶之內容為準。

請各位閱卷員／教師注意：

本錄音稿倘落入學生手中或經其過目，不僅破壞聆聽理解測試之原意，亦會產生誤導學習之後果，因此，學生若求取或索閱本錄音稿，應予以嚴詞拒絕。

This tapescript has been prepared by the Hong Kong Examinations Authority for recording the examination tape and for markers' reference. However, the marking of examination scripts is based on the recording rather than the tapescript.

Important Note: Access to this tapescript by students could defeat the purpose of having a listening test and might lead to misuse. Under no circumstances should students be allowed to read or photocopy this tapescript.

© 香港考試局 保留版權
Hong Kong Examinations Authority
All Rights Reserved 1998

98-AS-UE-A-TS-1

只限教師參閱 FOR TEACHERS' USE ONLY

Use of English Listening Test 1998

P.1

Announcer:

Hong Kong Advanced Level Examination, Use of English Section A Listening Test 1998. Instructions to Candidates. You should have on your desk a Question-Answer Book. Do not open it until you are told to do so. I repeat, do not open the Question-Answer Book until you are told to do so.

Now write your Candidate Number, Centre Number and Seat Number in the boxes provided on your Question-Answer Book.

(15 seconds pause)

You are reminded that all examination materials will be played ONCE only. The test is divided into two parts: Part I and Part II. You should use a pencil to take notes on both parts. At the end of the examination, when you are told to stop, put down your pencil and close your Question-Answer Book. You may not leave the examination room until you are instructed to do so at the end of the examination session. No one may leave early. Put your hand up now if you have any difficulties. It is not possible to handle complaints after you have taken the test.

(10 seconds pause)

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

(10 seconds pause)

The test is about to begin. Keep your earphones on until you are told to take them off. Now look at page 1 of your Question-Answer Book

(5 seconds pause)

Introduction.

Situation.

You are a student who has just left school and has applied to take part in a voluntary aid programme for an organization called VWO. You are attending a briefing session about the programme before being interviewed.

The session is divided into two parts. In the first part you'll hear details of the aid programme and in the second part there'll be a question-and-answer session. You need to take careful notes on both parts in order to prepare yourself for the interview.

Part I

In this part, you'll hear details of this aid programme.

You'll now have 5 minutes to familiarize yourself with the note headings for Part I before the briefing session begins.

At the end of Part I, you'll have 5 minutes to tidy up your answers.

(5 minutes of Greenleaves)

P.2

TONE

The session is about to begin. Remember that you will only hear the recording once.

Hobbes:

Good evening everyone, my name is Jack Hobbes and I'm the schools co-ordinator for VWO. VWO, as you know already, is the Voluntary Work Overseas Programme.

In the briefing this evening we will describe the work this organization does in other countries. This work, as you'll find out, is quite varied. We also want to answer any questions you have about our work. We have a previous volunteer, Kevin Cheung, to help us in the second half of the session.

My colleague, Miss Grace Jones, will be helping me with the briefing. She's a team leader on various projects overseas. She also interviews prospective volunteers.

Good evening everyone.

Jones:

Perhaps I could start by saying something about the objectives of VWO. VWO was set up to provide help in needy areas of the world, such as Africa, Nepal, and India. The volunteers are students who are 18 and above.

Yes, this point is important – we restrict it to those students who are over 18 because anyone younger finds it difficult to live in Third World countries.

So what type of projects is VWO involved in, Miss Jones?

Hobbes:

In any country the types of projects we're involved in are to do with either education or health. In the first type – the educational projects – volunteers will do things like work as helpers in schools, or in poorer areas, actually help to build the schools.

Tell us about the local schools. What are they like?

Hobbes:

Well, in remote areas a volunteer team may find itself in what we call a bush school. A bush school can often be just local children sitting in the village square.

Jones:

And what problems do they have there?

Hobbes:

Well, for the teachers, there are often no blackboards or chalk to write with, which obviously makes things very difficult, and the students usually don't have pens, or text-books to study.

Jones:

That sounds very basic. Now, what about the second type of project? What can you tell us about that?

Hobbes:

Well, our health education projects are very comprehensive.

Jones:

Can you explain what exactly volunteers find themselves doing on such projects?

Hobbes:

Well, for example, they build clinics if the area doesn't already have one, and once the clinics are up and running, they help vaccinate babies, and they also do clerical work, such as filing medical records.

Jones:

How do you go about building the clinics?

Hobbes:

Well, there are two main considerations, or things we have to think about, when building a clinic. One thing is the involvement of the local people. We need local people to be involved so that they'll accept the clinic as part of their community.

Jones:

Hobbes: That sounds like a very sensible idea.

Jones: Something else we have to bear in mind is that we also need to train the locals in basic health principles. We do this because when we leave they need to run the clinic themselves.

Hobbes: We usually find that once the clinic is finished, the local people feel a stronger sense of ownership than if we'd just built it for them.

Jones: Okay, you have many budding volunteers here who may or may not be successful in finding a place on one of the projects. What qualities do you look for in a volunteer?

Hobbes: Quite a combination really. There are some very obvious things we look for, such as being self-sufficient. This is because volunteers often have to make their own decisions. They're on their own. We also need people who are practical, with a lot of common sense. The main reason for this is that they have to find simple and quick solutions to problems. And we look for volunteers with a sense of humour - this is very important as it'll help ease tension, particularly in situations where there are misunderstandings. But there's one thing they need which is much harder to define - I call it 'presence', or strength of character. They need this so that they can convey a sense of authority.

Hobbes: That's quite a few qualities, I must say. Now, how do you decide whether or not a potential volunteer will be selected?

Jones: It's a typical step-by-step process actually. Once we receive an application, we have to do a first cut, and so at this point some people are rejected - but not many. Usually this is because they're not available when we want them. We try not to reject many people as we feel everyone can benefit from this kind of programme.

Hobbes: As an organization, we then need to match the projects we have on hand with the applicants. Following that, we invite them for an interview. It's possible that at this stage some people are not successful. We may decide that they can't cope with the climate or don't have the right attitude for this type of work.

Hobbes: Is this true for many volunteers?

Jones: Well, about one in five decide they don't want to go any further.

Hobbes: So once they've got through the interview, is there some training before the volunteers start on the projects?

Jones: Oh yes - it's quite extensive. We divide it into what we call 'soft' skills - and 'hard' skills. So, as part of the 'hard' skills, we'd give volunteers training on managing projects - this is because they need to be able to make sure work gets done on time. We often work to a tight schedule. They also have to maintain a high standard of work, which is not an easy task. Then, of course, they'd need to learn some basic bookkeeping skills such as keeping records of spending, that's really important you know. And they have to produce project costings.

Hobbes: All these skills help to make them more organized, I suppose.

Jones: That's right. The other part of the training is the soft skills. First we do cultural sensitivity training. The knowledge they gain from this increases their awareness of local issues - lots of volunteers don't know much about the countries they're sent to. They also gain an understanding of the effect they have on the local people. Sometimes the volunteers are quite surprised about the effect they have. Foreigners are something of a novelty in many places.

Another important skill we hope to develop is the ability to manage people. As part of this, volunteers have to learn how to take the lead. Taking the lead is not that easy. For example, it can be difficult for young people to manage people a lot older than them. Another important aspect they have to learn about managing is how to be tactful. We also put a lot of emphasis on language skills. In some parts of the world, like Africa and China, there is a common language. They need to learn the basics of this common language. But some areas have regional dialects, so they need to get some understanding of these dialects as well.

Hobbes: Oh - and I forgot one very important skill - I guess you'd call this a 'hard' skill - they need to learn about tropical medicine. This will involve treating some common diseases like malaria, glaucoma and measles. They also need to deal with things like snake bites and septic wounds.

Hobbes: Well, Miss Jones, thank you for that. Let's have a short break now, and after that we'll introduce our ex-volunteer, and the audience can ask some questions.

Announcer: That's the end of Part I. You'll now have 5 minutes to tidy up what you've written.

(5 minutes of Greenleaves)

Part II

Part II

In this part, you'll hear a question-and-answer session. You'll now have 3 minutes to familiarize yourself with the headings for Part II. At the end of Part II, you'll have 10 minutes to tidy up your answers.

(3 minutes of Greenleaves)

Part II

Hobbes: In this stage of the task, we'll open up the discussion. May I welcome Kevin Cheung, who has been on the type of projects you'll be going on.

Cheung: Hello everybody.

Hobbes: Perhaps someone would like to start by asking him a question. Please give your name when you ask. So - who wants to ask the first one?

Chen: I'm Joe Chen of Sun Ming College. Is there any special advice you would give to people before they consider volunteering?

Cheung: Before they volunteer? Well, it seems that many people know nothing about the places where the aid programme is active, so I'd advise them to read up about the countries VMO is working in. And do it before they go. I also think that people don't think enough about how they'll cope with the climate. They should consider this really seriously because some of the countries we're sent to are extremely hot. On a more practical note, although there's a compulsory medical before the training, they should have a thorough dental check before they think about volunteering. Often they'll be working in remote areas, and there may not be a dental for hundreds of miles.

Hobbes: The lady by the window.

Tam: My name's Louise Tam and I'm here with my daughter Jenny who wants to volunteer. Miss Jones, I'd like to ask is there anything we parents can do to help our children prepare?

Jones: Yes, indeed. I think the parents of the volunteers have a responsibility too. There are a number of problems they should anticipate beforehand. For example, they should think carefully about money. One problem is that they often give their children too much at the beginning of the project. It's not a good idea to give volunteers a lot of money, as the areas they're going to are very poor. I'll set them apart from the local people. A good way around this is to pay their children an allowance through a local bank. Another thing parents need to consider is how difficult it is to stay in touch. This could be because phoning may be very expensive. I'd advise that parents get some kind of calling card for the volunteers so that they can always ring home.

Hobbes: The gentleman with the pony-tail.

Turpin: Richard Turpin of the *Young Post*. My question is for Kevin. What are the biggest hardships that volunteers have to face when living in an undeveloped country?

Cheung: Volunteers have to deal with many hardships while they are working on these projects. The first of these is culture shock. Poverty is a very depressing thing and can sometimes take you by surprise. Then the food may be strange for them – and they start thinking about what they used to eat at home. In fact, homesickness is another big problem that they face. Many of the volunteers have never been away from home for more than a couple of days, and this is very new to them, as it was to me.

Jones: Many of the hardships arise from the fact that volunteers usually live with local families in a village. This may lead to difficulties, but it does have advantages for both the family and the volunteer – the volunteer learns about the local way of life and also picks up a lot of the language. As for the family, they get much needed extra cash. Unfortunately, in some areas, it's more difficult. Families may have to share what little food they have. Because of this, volunteers may not get enough to eat. And they may find this affects their energy levels too.

Turpin: Let me just make a note of that – too little to eat – affects energy levels. Er, and what do you remember was the most unpleasant thing about where you were, Kevin?

Cheung: The most unpleasant thing? Well, I worked in a small village in a remote part of Nepal, and the worst thing for me wasn't the food, it was the humidity in the summer – it was so humid that all my clothes went mouldy. I had to throw everything away when I left.

Also, there was no tap water in the village so I had to wash in a nearby river. Sometimes it was very muddy.

Hobbes: The lady near the door there. Do you have a question?

Lim: Yes, Jenny Lim of Young King Secondary School. I'd like to know, do many volunteers drop out before the project is complete?

Jones: Well, there are always some who drop out, but I wouldn't say it was too many. The main reason they drop out is failure to adapt.

As Kevin has mentioned, volunteers need to adapt to a range of things – first and foremost a tough physical environment. For example, there may be different kinds of insects that they have to cope with, like mosquitoes or bed bugs. On another level, they need to be able to adapt to the local religious beliefs. People may be animists, or strict Muslims, and there may be rituals that have to be observed. Rituals are an important part of many peoples' daily life. And for Hong Kong volunteers, they need to adapt to boredom in their free time. Because the country they're in is not wealthy, there are usually no entertainment facilities.

Hobbes: The gentleman in the front row.

To: Hello, James To from Sha Tin. Mr Cheung, how did you stop yourself from getting bored in your free time? What did you do to occupy yourself?

Cheung: Well, there really wasn't very much to do in my village. I suppose I went to the movies once in a while. These were videos shown in the village hall. Unfortunately, the movies were usually terrible – either very violent or silly. What else did I do? Oh, yes, I took a Walkman along with me. I tried to listen to the radio in the evenings but the reception was very poor, probably because of the mountains nearby.

Hobbes: Er, perhaps with the final question we could try to end on a more positive note. How about the lady just here?

Woo: Sally Woo. I'm a student from an international school. Kevin, can I ask you what aspect of your voluntary work gave you the most satisfaction?

Cheung: I'm sorry. I didn't quite catch that. Could you repeat it?

Woo: I asked what aspect of your work satisfied you most.

Cheung: That's easy to answer. The most satisfying thing for me on the whole was gaining the trust of the local people. When I arrived, I was a stranger, but when I left I felt that they had a lot of respect for me.

Hobbes: And on that note, I think we should bring the question-and-answer session to an end. Thank you, Kevin, for giving us first-hand information about what it's like working on one of our projects, and I hope what we've said has given you, our possible new recruits, some food for thought. Those who would like to get a better idea of the places where we work may now like to stay for a special video show.

Announcer: That's the end of the discussion. You'll now have 10 minutes to tidy up your answers.

(10 minutes of *The Blue Danube*)

TONE

That's the end of the test. Stop writing now and put down your pencil. Close your Question-Answer book and leave it on the desk in front of you for the invigilator to collect. The music you have just listened to is *The Blue Danube* by John Strauss, played by the Orchestra of the Vienna Volkstoper, conducted by Franz Bauer-Theussl. Take off your earphones now and turn off your radio.