

## MARKING SCHEME

### 1997 Use of English Examination

#### Section E

#### General Notes for Markers

It is essential that markers adhere strictly to this marking scheme to ensure a uniform standard of marking. Instructions relating to the marking conventions should also be carefully followed in order to facilitate checkmarking and the work of the arithmetic checkers.

#### 1. General Marking Conventions

- a. In the marking scheme words, figures, or ideas in brackets ( ) are not essential to the answer, while words, figures, or ideas underlined are absolutely essential.
- b. In the marking scheme, words, figures, or ideas in square brackets [ ] give explanatory remarks or additional information.
- c. In the marking scheme, '/' indicates an acceptable alternative within an answer, while '//' indicates an acceptable alternative answer.
- d. In the marking scheme, 'X' indicates a wrong or unacceptable answer.
- e. Marking must be done in red and be *very clear*.
- f. Marking **MUST** be done in the margins labelled 'First Marker's Use Only'. These margins will be cut off for Appeals marking to avoid the marks given by the first marker influencing the Appeals marker.

#### 2. Marking Conventions for the CONTENT POINTS

##### a. *Task 1 : Report*

Identify each correctly-answered content point by writing its marking scheme number in the script margin labelled 'First Marker's Use Only'. A marking scheme number in the script margin indicates that one mark is awarded.

It is not necessary to mark incorrect or omitted points with an 'X', but whenever a candidate scores no marks on a whole page, put a large 'X' in the margin of the page so that the checker knows the page has been marked.

Write the total content mark for Task 1 in the box labelled 'Content' on page 5.

##### b. *Task 2 : Questions*

On pages 6 and 7 in the columns labelled 'First Marker's Use Only' there are mark boxes indicated as C, F and G (Content, Form, Grammar).

Write a '1' or a '0' in each box according to whether that aspect of the candidate's question is correct. You must put either a '1' or '0' in every box. **DO NOT LEAVE BLANKS.**

Write the total content point marks for Task 2 at the bottom of page 7 in the box labelled 'Total for Task 2'.

c. *Task 3:*

On pages 8 and 9 in the columns labelled 'First Marker's Use Only' there are mark boxes indicated as 'Rec' and 'Reas' (Recommendation, Reason). Write a '1' or '0' in each box according to whether the candidate's answer is correct. You must put either a '1' or '0' in every box. **DO NOT LEAVE BLANKS.**

Write the total content point marks for Task 3 at the bottom of page 9 in the box labelled 'Content'.

3. **MARKING CONVENTIONS FOR PRESENTATION MARKS (TASKS 1 and 3 ONLY)**

Markers should award presentation marks according to the guidelines given in the marking scheme for Tasks 1 and 3. The marks for each category of presentation should be entered in the relevant box provided. Each box for presentation marks is labelled with an appropriate abbreviation.

4. **TOTAL MARKS FOR EACH TASK**

Markers should add up the content and presentation marks for Tasks 1 and 3 and fill in the total in the relevant Total for Task box provided.

5. **FRONT COVER**

The total mark for each task should also be written in the relevant box (labelled 'I', 'II', or 'III') provided on the front cover of the Question-Answer book under the heading 'Marker's Use Only'. The total mark for all the tasks in the paper added together should be written in the box on the front cover labelled 'Total'.

12. **ALLOCATION OF MARKS:**

Task 1	45
Task 2	24
Task 3	26

Final Total : 95 marks

Answers (Clean Assessment) ref on the...  
pts with the context.

### TASK 1 : REPORT

Maximum marks 45 (Including presentation marks)

1. Contents points 1 – 40 carry 1 mark each, for a total of 40 content marks. [The page number(s) in square brackets after each content point refer(s) to the page(s) in the Data File where the point comes from.]
2. Write the content point number for each content point the candidate's answer contains in the margins labelled 'First Marker's Use Only', next to the place where the content point occurs in the answer.  
For each content point, the candidate may paraphrase the point: it is the 'sense' of the point that is important.
3. ~~For each content point, the candidate may paraphrase the point: it is the 'sense' of the point that is important.~~
4. The order in which the divisions/subdivisions are presented is not important.
5. Unless otherwise noted, when the content point contains a series of subpoints, if the candidate gets at least one of those subpoints he should be credited with the content point. (e.g. Point 6 – 'students – stall-holders // guides // organisers // collectors' – If the candidate only writes 'Students can act as guides' that is sufficient for the point).
6. The candidate need not write a separate sentence for each content point. One sentence may, in fact, contain several points. For example, consider a sentence like: 'At a fair, students would act as guides, teachers would help supervise, and parents might help or rent stalls or just come as visitors.' This sentence would earn the candidate 3 points (# 6, 7, 8)
7. Points 3, 20 and 31 are to be awarded if the candidate uses an appropriate heading for each of these divisions of the Report.  

These examples would get content point 3

  - ✓ 1. Participation and supports of student, teacher and parents. (even with grammatical mistake, 'supports')
  - ✓ 2. Encouragement within school to support and participate.
  - ✓ 3. Encouraging students, teachers and parents support and participation.
  - ✓ 4. Encouraging participation and support within the school.
  - ✓ 5. Encouraging participation within school [no mention of 'support']

This example would not get content point 3

  - x 1. Participation and support of students [no reference to 'parents' or 'teachers' or to 'within school']
8. If the candidate includes a point which is correct but he puts it under the 'wrong' heading, he should get the mark if it is in the context of the candidates organisation.
9. If the candidate does not write in the 'outline' format asked for, the work should be marked as normal for content points. The order of the points is not important. The candidate would probably lose the 8 content points aimed at format (i.e. # 3, 4, 20, 21, 31, 32, 39, 40)
10. The format of the report in terms of minor details (such as spacing, skipping lines, use of numbers and letters and capitalisation) need not be exactly like the example on page 2 of the Question-Answer Book.

Impression of school

walk

- [1] generally will make good impression // 'promote image' // 'show the school cares' [p. 4, 6]
- [2] 'attention from the media' // 'extensive coverage in local newspapers and on radio and television' [p. 4, 6]

- [3] (Encouraging) Participation / support of students, teachers, and parents / within school // team spirit [p. 1]
- [4] short, appropriate summary of section (at beginning of section)

fair

- [5] actively involves 'most' of school // extensive / wide / participation, (if only as 'customers') [p. 1] / string use of teamwork
- [6] students - stall-holders // guides // organisers // collectors [p. 5]
- [7] teachers/staff - planning // supervising [p. 1]
- [8] parents - visitors // helpers // stall-holders [p. 5]
- [9] survey - most prefer fair (except parents) (not just plain figures) [p. 2]

musical

- [10] limited / not too much support or participation [p. 5]
- [11] students - performers // ushers // audience [p. 5]
- [12] teachers/staff - audience // organize and run [p. 5]
- [13] parents - audience [p. 5]
- [14] survey - overall not very popular (except with teachers) (not just plain figures) [p. 2]

walk

- [15] limited / fair amount of support or participation // not as much as fair [p. 6]
- [16] students - walkers / get healthy exercise // finding sponsors [p. 5, 6]
- [17] teachers / staff - officials // walkers // sponsors [p. 6]
- [18] parents - walkers // sponsors [p. 5, 6]
- [19] survey - quite popular (with students) (not just plain figures) [p. 2]

- [20] (Encouraging) Participation / Support of community / public / outside school // Relationship with community / public [p. 1]
- [21] short, appropriate summary of section (at beginning of section)

fair

- [22] wide / much / lots of support or participation [p. 3] a wide range of user for people to participate) and inspiration
- [23] As visitors / consumers // as stall-holders / sellers [p. 3, 5]

24 Survey — fair most popular (not just plain figures) [p. 2]  
musical

25 limited / not too much support or participation (mostly for music lovers) [p. 4]

26 as audience [p. 5]

27 survey — not very popular (not just plain figures) [p. 2]

walk

28 limited / fair amount of support or participation // not as much as fair [p. 6]

29 mainly as sponsors on 'absent sponsors', maybe as walkers [p. 5]

30 survey — not very popular (not just plain figures) [p. 2]

31 Raising money for charity // Potential for profits )

32: short, appropriate summary of section (at beginning of section) ) [p. 1]

fair

33 variety of ways to make money (entrance fees, renting food, selling food, fees for individual events, etc) [p. 3] (p. 2 & 29)

34 high potential / \$100,000 [p. 1]

musical

35 (limited) way to raise money (ticket sales) [p. 5] also (money raised) articles limited by the no. of seats (\$1,000 - seating capacity)

36 low potential / \$50,000 [p. 5, 6]

walk

37 (limited) way to raise money (sponsorship, plus perhaps T-shirts, hats) // limited by fact that only 70-80% pay money [p. 4, 6]

38 high potential / \$75,000 - \$100,000 [p. 6]

39 The fair seems to be the best overall choice // fair is recommended - This point should come at the end of the report.

40 supporting evidence - one or two points (related to previous sections) (quite supporting evidence)

Presentation Marks

Language 1 - 5 marks

Good	Satisfactory	Poor / Very poor
5	3	1, 0

9 (2)

Make your decision on the awarding of presentation marks for 'language' based on the language the candidate uses which is his/her own — e.g. not largely copied directly from the Data File. The 'language' mark should be an overall assessment based on vocabulary, spelling, grammatical accuracy, range and variety of structure used, etc. You should include an assessment of how well the candidate writes headings (i.e. shortening the original points in the Principal's memo and using noun/gerund phrases). To get a '5' the language used need not be completely error-free.

If the candidate gets fewer than 10 'content points' the presentation marks for language should be no higher than 3.

Question 4	CONTENT	C	cost of renting a stall	<input checked="" type="checkbox"/>	buying / cleaning up mess	
[p. 8]	FORM	F	<b>NORMALLY NOT YES/NO</b>		* 'Does it cost much to rent a stall?' is an acceptable yes/no question	<input checked="" type="checkbox"/>
	Correct Example:		How much does it cost to rent a stall?			
Question 5	CONTENT	C	number / who/where to call to volunteer / contact volunteers coordinator			<input checked="" type="checkbox"/>
[p. 8]	FORM	F	<b>NORMALLY NOT YES/NO</b>		* 'Is there a number I can call to volunteer?' is an acceptable Yes/No question.	<input checked="" type="checkbox"/>
	Correct Example:		How can I volunteer to help?	<i>How can you</i>		
Question 6	CONTENT	C	stalls if rain / bad weather	<input checked="" type="checkbox"/>	plan if not enough space	
[p. 3, 7]	FORM	F	<b>NORMALLY NOT YES/NO</b>		* 'Will you move the stalls if it rains?' is an acceptable yes/no question.	
	Correct Example:		What will you do with the stalls if it rains?	<i>Good weather)</i>		
Question 7	CONTENT	C	children / kids			
[p. 10]	FORM	F	<b>MUST BE YES/NO</b>			
	Correct examples:		Is there an area for kids to play in? Can I bring my children?			
Question 8	CONTENT	C	food / foods / cuisine / things to eat	<input checked="" type="checkbox"/>	dances	
[p. 10]	FORM	F	<b>NORMALLY NOT YES/NO</b>		* 'Will there be different kinds of food for sale?' is an acceptable yes/no question.	
	Correct example:		What kinds of food are available?			
Question 9	CONTENT	C	map / plan			
[p. 3]	FORM	F	<b>MUST BE YES/NO</b>			
	Correct example:		Will there be a map of the fair?			

## TASK 2 : QUESTION/ANSWER FACT SHEET

Maximum marks 24 (No Presentation marks given)

1. Question 1 is given as an example for candidates.

2. For questions 2-9, a maximum of 3 marks is possible for each question for a total of 24 marks to be determined as follows:

1 mark — C Content — Is the 'topic' of the question correct and does it make sense of the information as presented in the Data File? Candidates must use the words given in the 'C' boxes below in the marking scheme (or a reasonable paraphrase).

1 mark — F Form of Question and Appropriateness to the answer — Technical aspects i.e. subject-verb order and choice of auxiliary verb, as well as whether or not the question format would yield the answer given — (e.g. yes/no; not yes/no; would be answered as in Question-Answer Book).

1 mark — G Grammar — grammatical accuracy.

[The page number(s) in square brackets refer(s) to page(s) of Data File where the point comes from.]

3. Record the marks separately and horizontally in the appropriate boxes provided, e.g. 

1	1	1
---	---	---

 C F G 

1	1	0
---	---	---

 C F G 

1	0	0
---	---	---

 C F G 

0	0	0
---	---	---

 C F G

4. In marking each question, the marker first must determine if Content is correct. If it is, then the marker should proceed to consider each of the two other aspects (Form and Grammar) in turn. If Content is not correct, the candidate will NOT be awarded marks for Form or Grammar. Likewise, if Form is not correct, the candidate will NOT be awarded a mark for Grammar.

THEREFORE, it is not possible to have a '1' in a box to the right of a '0' box — e.g. if C is wrong, F and G are also wrong. If F is wrong, G is also wrong.

X 

C	F	G
0	1	1

X 

C	F	G
1	0	1

X 

C	F	G
0	0	1

4. SPECIFIC POINTS (see Annex 2 for more detailed examples)

Question 2 CONTENT — C 

who/what organisation receives money / funds / proceeds
---

(p. 1, 10) FORM — F 

NORMALLY NOT YES/NO
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 • 'Will the proceeds go to a charity?' 

X
---

 if 'Challenge 2000' in question is an acceptable yes/no question.

Correct Example: 

Who are we raising funds for?
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Question 3 CONTENT — C 

MTR / KCR
-----------

X
---

 bus 

X
---

 if no mention of word 'MTR / KCR'

(p. 8) FORM — F

Correct example: 

Chart for the fair by MTR
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1) Inversion  
2) Subject verb agree  
3) Correct choice

### TASK 3 : RECOMMENDATIONS

Maximum Marks 26 (including Presentation Marks)

1. Question 1 is given as an example.

2. For Questions 2-9 a maximum of 2 marks is possible for 'content' for a total of 16 content points to be determined as follows:

Recommendation      1 mark — if accept or reject is correct. However, DO NOT give a mark for Rec (i.e. give a '0') if NO reason is given/attempted (but even 1 word is enough to show an attempt). Also, ONLY if recommendation is correct should you consider 'reason'

Reason      1 mark — the reason is 'correct' — At this point grammar, spelling, etc. should not be considered (as it is covered under presentation marks). If the reason is correct and understandable, 1 mark should be given.

[The page number(s) in square brackets refer(s) to page(s) of the Data File where the point comes from.]

3. Record the marks separately and horizontally next to the appropriate boxes provided,

in the boxes provided,      Rec    Reas      Rec    Reas      Rec    Reas  

1	1
---	---

1	0
---	---

0	0
---	---

4. NOTE: It is not possible to have a '1' in a box to the right of a '0' box:

e.g.      X      Rec    Reas  

0	1
---	---

- don't penalize if he does not circle it  
- some attempt to give a reason, though it is meaningless, award marks for this



CONTENT POINTS

2. 

Accept
Reason

variety
---------

 [p. 2]
3. 

Reject
Reason

 would clash with each other [p. 3] *for some reason do not affect other musical performances*
4. 

Reject
Reason

 electronic items should be in working order [p. 2]
5. 

Reject
Reason

 dangerous [p. 7]
6. 

Accept
Reason

 easy identification [p. 3]
7. 

Reject
Reason

 would encourage individual activity / would not be in group spirit [p. 9] *would be a distraction from the teacher's point*
8. 

Accept
Reason

 would save storage / avoid waste [p. 2]
9. 

Reject
Reason

 should be scattered to avoid obstructing visitors [p. 3]

PRESENTATION

Write presentation marks at the bottom of page 9 in the appropriate boxes marked Conciseness / Clarity and Language.

Conciseness and Clarity (1-5 marks)

Good	Satisfactory	Poor / Very poor
5	3	1, 0

Language (1-5 marks)

Good	Satisfactory	Poor / Very poor
5	3	1, 0

*No Award + Language  
Award + Clarity + Structure*

Award marks for brevity, intelligibility and presentation of 'reasons'. In considering 'conciseness', if a candidate repeats too much of the suggestion, the presentation marks should be relatively fewer. If the candidate has fewer than their 4 'correct' reasons the presentation marks for conciseness and clarity should be no higher than 3.

Award presentation marks for overall impression of the candidate's use of language and use of full sentence. The award should be based on the candidate original language, or (since quite a few of these questions can be answered by copying sentences from the Data File) on whether the candidate has copied/altered extracts from the Data File so that they are appropriately used. This mark should be an overall assessment based on vocabulary, spelling, grammatical accuracy, range and variety of structures used, etc. To get a '5', the language used need not completely be error-free.

If the candidate has fewer than 4 'correct reasons', the presentation marks for language should be no higher than 3.