

2000 Use of English Section E Marking Scheme

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.

1. The marking scheme

- a. words, figures, or ideas in brackets () are not essential to the answer.
- b. // indicates an acceptable alternative answer; / indicates an acceptable alternative within an answer.
- c. X indicates a wrong or unacceptable answer.

2. General Marking Conventions

- a. Marking must be done in red and be *very clear*.
- b. Marking must be indicated in the appropriate column. First marking should be indicated in the 'outside' margins – i.e. the 'non-shaded' margins.

3. Marking Conventions for the CONTENT POINTS

a. *Task 1a Article: 'Selection procedures and questions'*

Identify each correctly-answered content point by writing its marking scheme number in the appropriate margin next to where the point is made. A marking scheme number thus written in the margin indicates that one content point mark is awarded.

If the candidate makes the same point more than once, you should award the content point mark at the place where it first occurs. Make sure you do not award the mark twice.

It is **NOT** necessary to mark incorrect or omitted points with an X.

If there are no relevant content points on a page, markers should indicate that they have read / looked at the page by putting a large cross in the appropriate margin.

Write the total content point marks in the box labelled Task 1a 'Content' on page 4.

Award presentation marks according to the guidelines given in the marking scheme for Task 1a. The marks for each category of presentation must be entered in the relevant box as labelled on page 4. For both 'Readability' and 'Language' you may only give 0, 1, 3 or 5 marks.

Add up the content and presentation marks and fill in the total in the Task 1a Total marks box on page 4.

Task 1b 'Tips for coping with interviews'

For each item there is a pair of possible marks. The first mark 'C' of the pair (points C36, C38, C40, C42, C44, C46) is for content, including not just the 'words' but whether the content makes sense. The second mark 'G' of the pair (G37, G39, G41, G43, G45, G47) is for grammar. The grammar mark cannot be awarded unless the content mark is correct.

Put a '✓' (correct) or a '✗' (incorrect or omitted) in each box. DO NOT LEAVE ANY BLANKS.

Write the total for Task 1b on page 4 in the box so labelled.

b. **Task 2: 'Programme of Events'**

Some 'unpaired' marks are for content only (48, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70). Some are paired marks with the first mark 'C' in the pair (C49, C51, C53, C57, C59) for content, including not just the 'words' but whether the content makes sense. The second mark 'G' in the pair (G50, G52, G54, G58, G60) is for grammar. The grammar mark cannot be awarded unless the content mark is correct.

Put a '✓' (correct) or a '✗' (incorrect or omitted) in each box. DO NOT LEAVE ANY BLANKS.

Write the total for Task 2 on page 5 in the box so labelled.

c. **Task 3: 'Job-Client matching'**

Put a '✓' (correct) or a '✗' (incorrect or omitted) next to every marginal number. ALL MARGINAL NUMBERS MUST HAVE A '✓' OR A '✗'.

Write the total for Task 3 on page 7 in the box so labelled.

4. **Front Cover**

The total mark for each task/subtask must also be written in the relevant box (labelled 1a, 1b, 2 and 3) on the front cover of the Question-Answer Book. The total marks for all tasks/subtasks in the paper must be added together and the grand total written in the box on the front cover labelled 'Total'.

5. **Allocation of Maximum Marks:**

Task 1a	45
Task 1b	12
Task 2	23
Task 3	18
<hr/>	
Total:	98

TASK 1a: ARTICLE

Maximum marks 45 (Including presentation marks)

1. Content points 1 – 35 carry 1 mark each, for a maximum total of 35 content marks for Task 1a.
2. Write the content point number for each content point which the candidate's answer contains in the relevant margin near where the candidate makes the point. If a candidate scores no content points on a page, put a large X in the relevant margin to indicate that you have read/looked at the page.
3. For each content point, the candidate may paraphrase the point: it is the 'sense' of the point that is important.
4. The candidate need not write a separate sentence for each content point. One sentence may contain several content points or several sentences may be used to make one point.
5. Underlining indicates that the answer must include either that word / those words or word(s) conveying the same idea.
6. Record the total of the content point marks on page 4 in the Question-Answer Book in the appropriate box.
7. The words 'candidate'/'applicant'/'job-seeker'/'interviewee' may be used interchangeably. The words 'interviewer'/'employer'/'company' may be used interchangeably.
8. Even if the candidate includes the 'words' for the content point, this alone is not enough to earn that point. The candidate's inclusion of the content point must make sense. However, a sentence including an acceptable content point may be grammatically imperfect and require some interpretation by the marker.
9. The article need not be organised in the order given below. Headings are given here only to assist markers and are not expected / required of candidates.

Introductory remarks

1. Inclusion of some appropriate introductory remarks: e.g. a preview of points, a reason for writing the article, or a statement of the purpose of selection procedures.
This need not be a separate paragraph.

Selection procedures

Written procedures

2. extended writing task(s) – must use words 'extended writing' to get this point (p. 3)
3. writing longer piece of work of several paragraphs (p. 3)
4. way of testing / assessing in whatever language(s) the job requires (p. 3)
5. way of testing / assessing practical tasks / skills / something they might have to do in company (e.g. writing a short letter or memo) (p. 3)
6. (written) multiple(-)choice / mc tests / questions – must use words 'multiple choice' or 'mc' to get this point (p. 3)
7. test-taker chooses answer from options given (p. 3)
8. find out about personality / personalities of people who apply for jobs (p. 3)
9. fast / easy to / administer / mark (p. 3)

Oral procedures

10. individual / old-fashioned / one(-)on(-)one interview – *must use word 'individual', 'one(-)on(-)one' or 'old-fashioned' to get this point* (p. 5)
11. one candidate alone is asked questions (p. 5)
12. good for focussing on one candidate (in depth) (p. 5)
13. allows follow-up questions (p. 5)
14. multiple(-) / multi(-)candidate / group interview – *must use words 'multiple(-)' / 'multi(-)candidate' or 'group' to get this point* (p. 3, 6)
15. two or more candidates interviewed at one time // group interviewed (p. 3)
16. saves time (p. 3) (If candidate says, in one sentence 'multiple-candidate interviewers and role plays save time' they get 2 content points, 16 and 20)
17. allows (easy) comparison of candidates (p. 6)
18. role(-)play – (*must use word 'role play' to get this point*) (p. 3, 6)
19. two or more candidates with each given role / asked to do a task (p. 3)
20. saves time (p. 3) (If candidate says, in one sentence 'multiple-candidate interviewers and role plays save time' they get 2 content points, 16 and 20)
21. good for observing (candidates') problem-solving / decision-making (skills) (p. 6)
22. allows observation of (personal) interaction (p. 6)

Informal procedures

23. extensive multipurpose visits / EMVs – (*must use words 'extensive multipurpose visits' or 'EMV' to get this point*) (p. 2)
24. lasts several days, no formal interviews, candidate is taken out for meals, recreational / informal activities (*must have idea of several days, including informal / recreational activities*) (p. 2)
25. can get excellent picture of whole candidate // personality, social skills, as well as traditional information (e.g. education, professional skills, goals) // well-rounded assessment (p. 2)

Language

26. language skills frequently assessed in job selection procedures (Cantonese, English, and/or Putonghua / three languages often used in oral procedures, Chinese and English often asked for written work.) (p. 6)

Most common topics for questions

27. most common topics / themes – experience, work habits, personality, education – *to get this point candidates must list at least the first two, but no more than these four themes.* (p. 4)

Forms of questions

28. closed / 'yes/no' questions (p. 5) X close
29. open questions // questions beginning with words like 'what', 'why', 'how', etc. (p. 5) X opened
30. encourage candidate(s) to give information (begin usually with words like 'what', 'why' or 'how') (p. 5) (*must be linked to point 29*)

General points about handling questions

31. should not answer with just 'yes' or 'no' // should elaborate // 'Yes / No' answers may be mistaken for rudeness or lack of interest (p. 5)
32. answers should be relevant // candidates / answers should not wander off point (p. 5)
33. avoid exaggerating // don't try to sound 'too good to be true' (p. 5)
34. relate answers to contents of CV (p. 5)

} can be linked to points 28/29
but need not be

Concluding remarks

35. Inclusion of some appropriate concluding remarks: e.g. a summary of points, encouragement to classmates, or wishing them luck. This need not be a separate paragraph.

Presentation Marks

Readability – 0, 1, 3 or 5 marks. 2 and 4 are not allowed.

Poor	Satisfactory	Very Good
0, 1	3	5

This is an overall impression mark of the 'readability' of the candidate's work, i.e. is it difficult or easy to follow? Readability includes:

- The logical organisation of ideas. Are related or similar ideas groups together logically and presented in a logical order?
- The use of some paragraphing to help the reader follow the organisation.
- The use of signposts or cohesive devices to link ideas, showing, for example contrast, similarity, continuation.
- The appropriate use of generality, specifics, and examples to effectively make points.

To get a '5', the candidate need not demonstrate all these things nor need he always use them without error.

If the candidate gets fewer than 15 'content points' correct, the presentation marks for 'readability' must be no higher than 3.

Language 0, 1, 3, 5 marks. You must award 0, 1, 3 or 5. 2 and 4 are not allowed.

Poor	Satisfactory	Very Good
0, 1	3	5

This is an overall impression mark of language used.

Make your decision on the awarding of presentation marks for 'Language' based on

- the language which is the candidate's own — e.g. not largely copied directly, and/or
- the appropriate adaptation of language largely copied from the Data File.

The 'language' mark should be an overall assessment of vocabulary, spelling, grammatical accuracy, range and variety of structure used (for candidate's own language) and appropriate adaptation (for largely-copied language).

If the candidate gets fewer than 15 'content points' correct, the presentation marks for 'language' must be no higher than 3.

TASK 1b

Maximum marks 12

- Put a \checkmark or \times in the boxes in the margin. DO NOT LEAVE ANY BLANKS.
- C36, C38, C40, C42, C44 and C46 are for content and sense. To get credit for content and sense, the candidate must not only include the key word(s) but he/she must make sense – e.g. 'Always disagree with the interviewer' or 'Always disagree with the interviewer but in a polite way' are not sufficient for point C36, because they don't convey the correct meaning (which is not to 'always' disagree, however politely).
- If and only if 'C' is correct, you should then judge the grammaticality of the sentence (for G37, G39, G41, G43, G45, G47). Give a tick for G only if there are no mistakes. If there are any mistakes, give a \times . Full stops are not necessary as they are provided in the Question-Answer Book. Candidates may write an answer using more than one sentence, but in that case all sentences must be correct grammatically to get a tick for G.
- Underlining indicates that the answer must include either that word / those words or other word(s) conveying the same idea.

- C36 Research – It's a good idea to find out / obtain / have information / do a little research about the company
(by using libraries, public relations department, electronic sources of information / websites) (p. 3)
- G37 Grammar
- C38 Clothing – You should plan what to wear // check / consider / think about your clothes // make sure clothing is suitable (by considering shirt, shoes, buttons, suit, etc.) (p. 6)
– must include the idea of considering appearance in advance
– If candidate only mentions articles of clothing / without a generalisation, award the mark if he mentions 3 or more articles of clothing
- G39 Grammar
- C40 Rehearsal – Don't forget to rehearse // practise / role play (with a friend or member of your family) // rehearsal(s) (p. 3)
- G41 Grammar
- C42 Eye contact – You ought to maintain (good) eye contact (with the interviewer / with the person who last addressed you) (p. 6)
- G43 Grammar
- C44 Expressing disagreement – Always disagree in a polite / reasonable way // politely / reasonably (p. 4) X by being polite / reasonable X but be polite / reasonable
- G45 Grammar
- C46 Posture – Whatever you do, don't slouch (p. 6) X slouch and sit up straight
- G47 Grammar

TASK 2 : Programme of Events

Maximum Marks: 23

- In the margin put a \checkmark or \times in the appropriate boxes. DO NOT LEAVE BLANKS.
- Some 'unpaired' points are for content only (48, 55, 56, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70). Answers must be spelled correctly, however.
- For those points in the 'Students can...' column (i.e. C49-G50, C51-G52, C53-G54, C57-G58, C59-G60) the first point of the pair (C) is for 'content and sense'. The candidate must not only get the key 'word(s)' but the answer must also make sense.
- If and only if 'C' is correct, then you should judge the grammaticality of the sentence. Give a tick for G only if there are no mistakes. If there are any mistakes, give a \times . Full stops are not necessary as they are provided in the Question-Answer Book.

	<input type="checkbox"/> 48	: Labour Department // Careers Advisory Service // CAS (p. 8) (capitalisation is necessary)	
C49 G54	<input type="checkbox"/> C	receive / take away / get / collect / be given an / the information pack / find out about / learn about range of activities / services of CAS (p. 7)	} No fixed marking scheme numbers. May be in a different order. Mark numbers according to the line where the answer occurs.
	<input type="checkbox"/> G	Grammar	
	<input type="checkbox"/> C	sign up (to participate) in / enrol in (the) 'Visits to the Workplace programme (p. 7)	
	<input type="checkbox"/> G	Grammar	
	<input type="checkbox"/> C	learn / find out about / visit our exhibit about CAS (reference) librariesX use the CAS libraries (p. 8)	
	<input type="checkbox"/> G	Grammar	
	<input type="checkbox"/> 55	(some / several) companies (p. 8)	
	<input type="checkbox"/> 56	Sports Field (p. 8) (Capitalisation is not necessary)	
C49 G60	<input type="checkbox"/> C	ask questions (of staff) // talk to staff // find out / get answers to questions about the companies	} No fixed marking scheme numbers. May be in either order. Mark numbers according to line where the answer occurs.
	<input type="checkbox"/> G	Grammar	
	<input type="checkbox"/> C	introduce themselves to (potential) employers (p. 8)	
	<input type="checkbox"/> G	Grammar	
	<input type="checkbox"/> 61	Your first job (pp. 8, 9) (Capitalisation is necessary for first word only; optional for 'first' 'job')	
	<input type="checkbox"/> 62	Interviewing skills (pp. 8, 10) (Capitalisation is necessary for first word only; optional for 'skills')	
	<input type="checkbox"/> 63	Classroom 6 (p. 8) (Capitalisation is not necessary)	
	<input type="checkbox"/> 64	Tertiary education in Hong Kong (p. 9) (Capitalisation is necessary for first word only; optional for 'education' 'in')	

65	Job hunting	(pp. 8, 10)	(Capitalisation is necessary for first word only; optional for 'hunting')
66	Classroom 8	(p. 8)	(Capitalisation is not necessary)
67	11am; 2pm	(Joining the Civil Service)	(must include both times to get the content point) (p. 9)
68	Classroom 9	(Joining the Civil Service)	(p. 9) (Capitalisation is not necessary)
69	Using the Internet / internet	(p. 8)	(Capitalisation is necessary for first word only; optional for 'the', 'Internet')
70	Careers Centre	(p. 8)	(Capitalisation is not necessary)

TASK 3 : Job-Client matching

Maximum Marks 18

1. Put a \surd or \times next to the appropriate numbers. ALL NUMBERS IN MARGINS MUST HAVE A \surd or \times .
2. Although there may be grammatical mistakes, the meaning must be clear and the mistakes should not interfere with meaning. The reader should not have to struggle to interpret the meaning.
3. An answer which refers only to a general category of requirement – e.g. 'No, the client is not suitable for this job because he/she does not meet the educational requirement', is **NOT** acceptable. The answer must explain in what way the client is not suitable – e.g. in what way he/she does not meet the educational requirement (e.g. 'is not a university graduate' or 'only has Form 7').
4. Answer must, in general, fit the provided structure, i.e., '... because he/she ...'
5. A reason for ticking 'No' must be expressed in terms of why the client is not suitable for the job (i.e. not why the job is unsuitable for the client).
6. If appropriate, the word 'just' can be used instead of 'only'.
7. If candidate correctly ticks 'no', but gives no reason, the answer 'no' should be considered correct. If candidate correctly ticks 'yes' but goes on to give 'reasons', the answer 'yes' should be considered wrong.
8. If 'yes / no' answer is wrong, the rest of the answer for that job is wrong.

Peter Johnson

71

459 English Literature teacher No (p. 11)

72

cannot start / work in July – August // can only start work in September // cannot start until September (p. 11)

73

has no / does not have Canadian (teacher) training // only has teaching cert. Inst of Ed (p. 11)

74

232 English teacher No (p. 11)

75

does not want part-time job // only wants full time (job) (p. 11)

76

does not want to teach 11-15 year olds // wants to teach adults only (p. 11)

Mary Yu Fong Kit

77

118 Accountant Yes (p. 11)

78

063 Accounts position No (p. 11)

- 79 is not school leaver // is too experienced // wants supervisory job only (p. 11)
- 80 has / speaks / can speak no Japanese // has / speaks / can speak Putonghua and Thai only (p. 11)
- Chan Stu Kin*
- 81 318 Jr sales assistant ^{Yes}
 (p. 11)
- 82 311 Buyer ^{No}
 (p. 11)
- 83 has / speaks / can speak no German // has / speaks / can speak Cantonese, English, Putonghua only (p. 11)
- 84 is unable / not willing to travel / make visits to China (p. 11)
- Leung Mei Wei*
- 85 105 Junior shipping clerk ^{Yes}
 (p. 11)
- 86 746 Sales Rep ^{No}
 (p. 11)
- 87 has not worked in Mainland / PRC // has (no) experience in China // has only worked in Hong Kong (p. 11)
- 88 is not Polytechnic graduate // has only completed Form 7 (p. 11)