Section E Marking Scheme

TASK 1: Frequently Asked Questions

Maximum marks: 24 (12 Content + 8 Language Accuracy + 4 Readability)

CONTENT = 12 MARKS

- For the content points to be awarded there must be a relevant question.
- The answer must be factually correct according to the Data File.

LANGUAGE ACCURACY = 8 MARKS

- The language mark is given only when content marks have been awarded.
- The language mark CANNOT be higher than the content mark.
- Both the question and answer should be taken into consideration in deciding the language accuracy points to be awarded.

READABILITY = 4 MARKS

- The readability mark is only given if at least one content mark has been awarded for that question.

Q2	*Why are fair trade products more expensive?*
C1	the price includes the fair trade minimum price plus a fair trade premium
C2	minimum price is the guaranteed price covering the cost of sustainable production
C3	the premium is the extra part on the price which is for social and/or economic development – producers decide how it is spent
L4	Language accuracy 0, 1 or 2.
R5	Readability 0 or 1.
Q3	*What are the differences between fair trade and organic produce? // How does fair trade and organic produce differ?*
C6	certification: fair trade done by international fair trade organisation, organic done by government of producing country
C7	goal: fair trade support producers in developing countries, organic produce chemical-free products
C8	producers: fair trade are in developing countries, organic are in all countries, mostly developed
L9	Language accuracy 0, 1 or 2.
R10	Readability 0 or 1.
Q4	*Are there any fair trade producers from China?// Are there any examples of fair trade producers in China?*
C11	teas from Wuyuan
C12	bananas from Hainan
C13	handicrafts / clothes and table cloths from Wuhan
L14	Language accuracy 0, 1 or 2.
R15	Readability 0 or 1.

Q5	*How do/can you / does/can one identify fair trade products/produce/goods?*
C16	fair trade certification marks / logos
C17	GFTF / international certification mark + cheering person (red and yellow)
C18	Asian fair trade mark + 2 people on a see-saw (balance and equality)
L19	Language accuracy 0, 1 or 2.
R20	Readability 0 or 1.

TASK 2: Article about Fair Trade for a magazine

Maximum marks: 56 (37 Content + 19 Presentation)

CONTENT MARKS = 37 MARKS

		The fair trade movement
		- What it is
C21		trading partnership between buyers and (small-scale) producers
C22		focuses on exports from developing to developed countries
C23		range of fair trade products sold (coffee, tropical fruits, tea, cotton, rice, cocoa, fruit juices, footballs, handicrafts, clothes, jewellery) // not only coffee and handicrafts
		- Aims
C24		to increase fairness in international trade // make sure producers get a fair deal // to stop the money that should be going to producers going into the pockets of middle-men and multi-nationals
C25		to improve living conditions
C26		through social projects
C27		to create (long-term) economic prospects in the countryside leading to less migration to the cities
		- Origins
C28		attempt to create positive reaction to Malawi famine of 1950
C29		first Developing World Handicraft Fair // sales of handicrafts
C30		at (Oude Kirk) church, Amsterdam / Holland / in 1951 // mostly churches and charities
		- How it developed
C31		first fair trade retail outlet opened in Hamburg / Germany / in 1968 // could only get fairtrade products from Fairshare shops
C32		all the different organisations decided to come together and set up GFTF in early 80s // GFTF formed in 1982
C33		over 300 organisations in 70 different countries
		- Present Day - GFTF
C34		now sold almost everywhere, even supermarkets
C35		(GFTF's function) - tries to educate people about fair trade and raise its profile
C36		GFTF checks the producers are following fair trade standards before they let them use the fair trade mark
C37		GFTF based in Belgium / Brussels

		How producers benefit
C38		(financial) - set minimum price (plus premium)
C39		(result) - they can buy basic things (for their family)
C40		(environmental) - use less chemical fertilizers // use natural fertilisers
C41		(result) - water safer to swim in
C42		(sanitation) - dig a well
C43		(result) - clean water nearby (for drinking/cooking)
C44		(education) - send people to educate producers
C45		(result) - improved safety
		Attitudes towards fair trade in Hong Kong
C46		minority of HK students know / about half of HK students don't know what Fair Trade is
C47		minority of those who know what Fair Trade is / a few said it was important
C48		less than 20% can describe the logos/certification marks
C49		small minority of students think that people in Hong Kong should do their best to help people in developing countries // Most Hong Kong students think that trying to help people in developing countries is a waste of time
		How secondary school students can support/promote fair trade
C50		by getting school accredited
C51		by getting school to use fair trade certified products in school
C52		by displaying materials (from FT association to promote fair trade) in school
C53		by setting up fair trade clubs in schools
C54		by organising a fashion show of fair trade clothes
C55		by buying fair trade products
C56		by inviting speakers to school // organise talks
		HKFTA website
C57		web address – www.fairtrade.org.hk

PRESENTATION MARKS =19 MARKS

(i) Task Completion

Purpose and Impact = 3 marks

0	1	2	3
Candidates demonstrated little awareness of the purpose of the article.	Candidates demonstrated some awareness of the purpose of the article.	Candidates demonstrated good awareness of the purpose of the article.	Candidates demonstrated very good awareness of the purpose of the article.

Conciseness = 1 mark

0	1
Candidates were unable to express their ideas concisely.	Candidates demonstrated some ability to express their ideas concisely.

Relevance = 3 marks

0	1	2	3
Candidates demonstrated little awareness of the relevant issues and included a significant amount of irrelevant information, e.g. details of case studies, WTO, World Events.	Candidates demonstrated some awareness of the relevant issues.	Candidates demonstrated good awareness of the relevant issues.	Candidates demonstrated very good awareness of relevant issues with no irrelevant information included.

Paraphrasing = 2 marks

0	1	2
Candidates were unable to paraphrase or use their own words / or copied large chunks from the Data File.	Candidates attempted to paraphrase and used their own words.	Candidates successfully paraphrased and used their own words where appropriate.

Tone (audience awareness / formality) = 2 marks

0	1	2
Candidates demonstrated little awareness of maintaining a consistent tone for a magazine article for young people.	Candidates demonstrated some awareness of maintaining a consistent tone for a magazine article for young people.	Candidates demonstrated a good awareness of maintaining a consistent tone for a magazine article for young people.

(ii) Readability and Organisation = 4 marks

0	1	2	3	4
Very poor	Weak	Satisfactory	Good	Very good
Ideas not cohesively presented OR mismatches between topic sentence/heading and elaboration	Some effort to organise BUT some unclear links	Some effort to organise AND no unclear links	Easy to follow because of clear links between ideas, between sentences and between paragraphs/sections	Very reader-friendly text to follow AND good paragraphing throughout

This is an overall impression mark of the readability and organisation of the candidates' work. The following should be considered:
- The general organisation of the article. The article can be organised in different ways but it should be easy to follow.
- The logical organisation of the ideas. Related or similar ideas are grouped together logically and presented in a logical order.
- The use of paragraphing to help the reader follow the organisation of the article.
- 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 4, the candidate need not demonstrate all of these things, nor need he/she use them without error.

(iii) Language = 4 marks

0	1	2	3	4
Very poor	Weak	Satisfactory	Good	Very good
Errors throughout	Systematic errors some may impede communication	Some systematic errors but they generally do not impede communication	Well written sentences with only minor errors	Well written sentences; effectively presented ideas with very few errors

This is an overall impression mark of language used. The assessment should only be based on the candidates' own language and/or their attempts to paraphrase; sections of the article which consist of text copied verbatim from the Data File should not be considered.

The following areas should be considered:
- Vocabulary (range, variety, accuracy)
- Grammar (range, variety, accuracy)
- Spelling

To get a 4, the candidate's work need not be error-free.