2010 AS Use of English

Section E Marking Scheme

TASK 1: Speech

Maximum marks: 41

CONTENT = 33 MARKS

	Opening
1.1	Thank you for inviting me / us to today's meeting
	Background: Situation in Yau Tsim Wan
1.2	(local) teenagers hang around / are on the street / are noisy + at night / all night / in early hours of morning
1.3	in sitting out area of (local) estate / (local) playground / 24-hour cafés
1.4	go straight to school
1.5	not committing crime
1.6	one example of activities: playing (online) computer games, chatting, skateboarding, basketball
1.7	residents worried that crime will go up (especially shoplifting and vandalism) / about teenage crime
1.8	senior citizens don't feel safe
	Why the teens are on the streets
1.9	feel that group is real family
1.10	don't want to go home
1.11	poor communication with parents // bad relationship with parents // parents always working
1.12	parents got divorced // from broken homes // don't get on with step parents
1.13	youth centres close early / at nine
1.14	picked on at school by teachers
1.15	academic pressure // parents only focus on academic results
	What we are and how we're staffed
1.16	(local) youth centre
1.17	non-government organisation
1.18	since 2007
1.19	two full time staff, four part-time staff and (local) volunteer
1.20	member of the Hong Kong Youth Consortium (alliance of youth work providers)

	Why we run the centre
1.21	(mission statement) helping teenagers re-connect
1.22	kids can make friends
1.23	get teenagers off the streets // a place for teenagers to go
1.24	so kids don't get involved with drugs / (organised) crime
1.25	encourage families to spend quality time together // give teenagers and parents chance to do things together / communicate // repair family relationships // chance to have good fun and talk to parents
	What we offer / What we provide
1.26	day trips + Wetland park, fishing (*both required*)
1.27	courses + aerobics (mothers and daughters), sailing, climbing *(at least 2)*
1.28	annual events + dragon boat races, fathers and kids basketball competition (*both required*)
1.29	facilities / we provide + karaoke machine, mini-library, study room *(at least 2)*
	The Citadel's future plans
1.30	extend opening hours (from the present 17.30 – 21.00)
1.31	encourage the mobile youth outreach teams to bring teenagers on the street into the centre
1.32	develop closer ties / co-ordinate efforts with the Social Welfare Department
	Closing
1.33	Positive ending

PRESENTATION MARKS = 8 MARKS

(i) Relevance = 1 mark

0	1
Some irrelevant information included. e.g. details of teenage curfews; teenagers have their own future plans (in detail); Thee Cazazza Company's donation; details about the number of activities from the table; the Youths at Risk campaign	No irrelevant information included.

(ii) Appropriacy = 1 mark

0	1
Did not maintain a consistent tone for speech addressed to a district council board meeting. This may include: • The use of informal language e.g. *a bit noisy*; *what they're up to*; *a crime wave the size of a tsunami*; *a bunch of ordinary kids*; *a bit rude*; *new pals*; *dad*; *something cool*; *didn't fancy it much*; *pretty interesting*; *mum and dad*; *really get into* • A lack of interactional features associated with a speech. • The use of inappropriate interactional features e.g. *Dear all*; *Hi Everybody*; Rhetorical questions more appropriate to school debates: *Have you ever seen groups of teenagers and wondered what they are doing?* etc. • Content inconsistent with context: e.g. providing email address for queries, asking for donations etc.	Maintained a consistent tone for a speech addressed to a district council board meeting. This includes: • The use of formal language • Interactional features associated with a speech e.g. Opening addressing audience; stating purpose of the speech; transactions between sections, signalling the end of the speech. • Content consistent with the context, i.e. a speech at the beginning of a discussion in a local council meeting.

(iii) Coherence and Cohesion = 3 marks

0	1	2	3
The candidate has written a text which is more like a series of content points rather than a coherent whole. These points may be linked at times by non-integrated connectives, most typically additive connectives, e.g. 'And', 'Also', 'Moreover'.	The candidate relies mostly on non-integrated connectives to link points taken from the Data File, particularly additive, contrastive, resultive and exemplification connectives. These bring some degree of coherence to the text, though they are not always used effectively. The candidate may use some of the more sophisticated cohesive devices as described in a '2' performance, though this is done less accurately / frequently.	The candidate uses non-integrated connectives accurately, but also uses more sophisticated cohesive devices, such as: integrated connectives; advance labelling; topic sentences; demonstrative pronouns; reference nouns etc. These may not always be used successfully or accurately.	The candidate uses the range of cohesive devices described in '2' but these are characterised by being used both successfully and accurately.

Glossary

Non-integrated connective	A word or phrase which connects parts of the text. It occurs at the beginning of a sentence or finite clause. - *A lack of communication means that teenagers no longer trust their parents.* **Therefore,** *these teenagers prefer not to stay at home.* - *We intend to extend our opening hours.* **Moreover,** *we have decided to try to establish closer ties with the Social Welfare Department.*
Additive connective	A word or phrase which signals that the upcoming text is an additional point to the previous one. - *also, in addition, furthermore*
Contrastive connective	A word or phrase which signals that the upcoming text is a contrast to the previous point. - *on the other hand, nevertheless, however*
Resultive connective	A word or phrase which signals that the upcoming text is a result or consequence of the previous point. - *therefore, thus, as a result*
Exemplification connective	A word or phrase which signals that the upcoming text is an example of the previous point. - *for example, such as, for instance*
Integrated connective	A word or phrase which connects parts of the text, and which occurs before a lexical verb, after an auxiliary verb or before a non-finite clause. - *Our centre does close reasonably early at present. We do,* **however,** *have plans to extend our opening hours.* - *Residents are* **also** *worried about a significant increase in crime.* - *We provide several full day activities* **thus** *creating the chance for parents and their children to re-connect.*
Advance labelling	A clause or sentence in which the writer signals what s/he is about to present in the upcoming text. - *I will cover three areas in my brief introduction today:* - *There are several reasons for teenagers being out on the streets at night.*
Topic sentence	A sentence which appears at the beginning of a section/ paragraph which provides a clear indication of the topic of the rest of the section/paragraph. - *Let's now turn to what the Citadel Youth Centre actually is and the activities that we are engaged in.*
Demonstrative pronoun	A word such as *this, that, these, those,* which refers back to something or circumstances already mentioned. - *It is reported that teenagers are hanging around in sitting out areas and* **this** *is causing a fair amount of anxiety for older residents.*
Reference noun	A noun which often combines with 'this', 'that' 'such' etc. and which refers back in a general way to a situation or circumstances already mentioned. - *We will be open much later at night. However, the teenagers on the streets as well as the outreach teams will need to know* **this information.** These include: *argument, case, claim, comment, explanation, fact, hope, idea, issue, matter, point, possibility, problem, reason, view, way.*

(iv) Grammatical Range and Accuracy = 3 marks

0	1	2	3
The candidate uses little of his/her own language but when s/he does it is characterised as having errors beyond simple sentences.	The candidate sometimes adapts phrases from the Data File to create grammatically correct sentences. This is done through word formation changes, tense changes, the changing of pronouns, etc. However, the text is characterised by numerous errors often due to failing to change the original text to the requirements of the candidate's own text.	The candidate is generally successful at manipulating phrases from the Data File to create grammatically correct sentences. As well as those aspects described as being typical of a '1' performance, the candidate may also create his own complex sentences with dependent clauses, etc. Some errors in this aspect are still evident.	The candidate is very successful in manipulating phrases from the Data File to create grammatically correct sentences. This is done through a wide variety of changes made to the original text. The writing is characterised by a high degree of accuracy in this aspect.

Note: The assessment for Grammatical Range and Accuracy is only based on the candidates' own language and/or their attempts to paraphrase. Sections of the speech which consist of text copied *verbatim* from the Data File are not considered.

To get a 3, the candidate's work need not be error-free.

TASK 2: Handout

Maximum marks: 18

CONTENT MARKS = 15 MARKS

	ADVANTAGES ACCORDING TO ADULTS
2.1	Can reduce / reduces (some) (teenage) crime // can create a quiet / safer environment
2.2	Teaches teenagers to respect the law
2.3	(Parents) know where teenagers / their children are
	ADVANTAGES ACCORDING TO TEENAGERS
2.4	It protects them (from mugging) // they feel protected
2.5	Fewer cases of bullying
2.6	(More time to) focus on study
2.7	Can be with family regularly // Don't lose touch with family
	DISADVANTAGES ACCORDING TO ADULTS
2.8	Teenagers cannot socialize / make / see friends
2.9	Teenagers use computers more / spend more time online
2.10	Police stopping teenagers is time-consuming // Police stop teenagers rather than doing regular work
2.11	Teenagers lose trust in the police

	DISADVANTAGES ACCORDING TO TEENAGERS
2.12	Can't go out / see / meet / make friends // Can't socialize // be part of society
2.13	Lose / Can't have part-time job / job at night
2.14	Can't (learn to) be independent
2.15	Can't go to the library

PRESENTATION MARKS = 3 MARKS

(i) Conciseness = 1 mark

0	1
The candidate is unable to present the information in a way which shows an awareness of the restrictions of the task.	The candidate demonstrates a general ability to present the information in a way which shows an awareness of the restrictions of the task.

(ii) Grammatical Accuracy = 2 marks

0	1	2
The candidate uses little of their own language in writing the bullet points. The text is characterised as being largely made up of unadapted language.	The candidate sometimes adapts phrases from the Data File to create grammatically correct bullet points.	The candidate is generally successful in adapting phrases from the Data File to create grammatically correct bullet points. The candidate's work is characterised by being highly accurate.

The assessment for Grammatical Accuracy is only based on the candidates' own language and/or their attempts to paraphrase. Bullet points which consist of text copied *verbatim* from the Data File are not considered.

To get a 2, the candidate's work need not be error-free.

TASK 3: Email

Maximum marks: 13

CONTENT MARKS = 7 MARKS

	CONTENT MARKS
3.1	Request: Please could you explain / clarify // Please can you // I would like // Is it possible to? etc.
3.2	In the UK – how many (repeated) warnings are issued (before someone is sent to prison / given a fine)?
3.3	In the UK – who receives the warning? // to whom are the warnings given?
3.4	In the USA – what times are daytime curfews in effect? // what times do daytime curfews start?
3.5	In the USA – what age groups do daytime curfews apply to?
3.6	In Russia – can you give more examples of public places?
3.7	In Canada – can you explain what you mean by widespread? // what is widespread?

PRESENTATION MARKS = 6 MARKS

(i) Conventions and Appropriacy = 4 marks

C&A 1	Salutation: *Dear Professor Jordan*
C&A 2	Thanks (after Salutation): *Thanks for email /information / help*
C&A 3	Thanks and hope of reply (before Signing off): *I thank you in advance and look forward to your reply*
C&A 4	Signing off: *Regards / Best wishes / Yours sincerely* *Sammy Wong*

(i) Grammatical Accuracy = 2 marks

0	1	2
The candidate's work is characterised by severe grammatical errors in the opening and closing of the email and/or a general inability to form grammatically correct questions / requests.	The candidate's work is characterised by some grammatical errors in the opening and closing of the email and/or of having some problems in forming grammatically correct questions / requests.	The candidate's work is characterised by having only very minor grammatical errors in the opening and closing of the email and of showing a high degree of accuracy in question /request formation.

The assessment for Grammatical Accuracy is only based on the candidates' own language and/or their attempts to paraphrase. Sections of the email which consist of text copied *verbatim* from the Data File <u>are not</u> considered.

To get a 2, the candidate's work need not be error-free.