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## Paper 1 (Reading)

## Part A (compulsory section)

1. B [57]
2. it is (an) emperor's tomb // (the) burial complex of china's first emperor // the place where china's first emperor was buried // a place where they found the terra-cotta warriors // archaeological/excavation site // it is a 2,200 year-old mystery [17]
3. fragments/pieces of the terra-cotta army // the broken terra-cotta warriors // putting together pieces of the terra-cotta warriors [9]
4. transform(ing)/rebuilding/repairing a heap of clay fragments into a (full-size) warrior // reassemble(ing) an army of (terra-cotta) warriors // piecing together terra-cotta warriors [70]
5. digging a well (for their orchard) [47]
- 6.

Statement	T	F	NG	
i) The three women in the persimmon orchard are the same age.			●	[72]
ii) The burial complex remains a mystery.	●			[61]
iii) It usually takes a few hours to piece together a complete terra-cotta warrior.		●		[67]
iv)* Yang Rongrong has been piecing together terra-cotta warriors for 39 years.				

7. C [57]
8. monochrome [37]
9. he achieved/accomplished/did a lot during his reign // made great contribution // did a lot to develop China // develop the country in many aspects [11]
10. B [77]
11. warriors' colors disintegrated into the (dry Xian) air // the colours were exposed to (the dry Xian) air [83]
12. how quickly/fast the paint/color begins to curl/flake off/disintegrate // vibrant pieces of history are lost in a short period of time [38]
13. A [45]
14. Conservation Office in Germany and Chinese researchers // Chinese researchers and German experts [40]
15. to keep in the (protective) moisture // to keep it/artifact/wet/moist // to protect it/artifact from the (dry) air // to save/preserve/keep/protect the colour [74]
- 16.

Step	Order (1 - 4)	
Send the artifact to an on-site laboratory.	4	
Spray the colour with a solution.	2	
Wrap the artifact in plastic.	3	
Unearth the artifact.	1	[73]

17. (i) clay quivers [24]  
(ii) chariot [27]  
(iii) shield [24]  
(iv) military drum [29]
18. D [49]
19. so much color and artistry has been imprinted on the soil // the ancient paint(alas) adheres to dirt more readily than to laquer [28]
20. (i) Rong/chemists/researchers/scientists/experts/preservation/preservationists [47]  
(ii) create/find/develop/discover/invent [62]  
(iii) (re)applying [63]  
(iv) binding agent [63]
- 21.

Statement	T	F	NG	
i) Only a small portion of the tomb has been excavated.	●			[64]
ii) The speed of discovering new artifacts is slowing down.		●		[68]
iii) In 2011, the museum completed the excavation of the central burial mound.		●		[40]

22. D [47]
23. C [53]
- 24.

Paragraphs	(A-F)	
2-3	B	[70]
4-5	A	[65]
6-7	C	[52]
8-10	D	[55]
11	F	[60]
12-13	E	[48]

25. C [70]

## Part B1

26. since ancient times // during the Qin Dynasty [82]
27. B [55]
28. turbulent [43]
29. they have been exposed to its sound since childhood [85]
30. Zou believes Westerners like the guzheng because it sounds exotic and relaxing. [59]
31. i) social activity [77]  
ii) sense of accomplishment [37]  
iii) artistic expression [41]
- 32.

Statement	T	F	NG	
i) Zou teaches the guzheng.	●			[83]
ii) The guzheng is Zou's favourite instrument.			●	[67]
iii) No one else in Zou's family can play the guzheng.		●		[76]
iv) Famous people have attended Zou's performances.	●			[51]

33.  how to read music  
 the correct use of both hands  
 how to pluck the strings  
 how to maintain the instrument  
 how to sit properly while playing the instrument [42]

34. **Learn how to play the guzheng at the International Academy for Music Arts**

The International Academy for Musical Arts is pleased to announce open enrollment for            child(ren) and            adult(s) learners. [50]  
 The academy was set up by            Zou            Lunlun in 2006. [36]  
 We are located in            North            Point. [57]

**What we offer:**

One-on-one lessons for different levels	Cost	
Beginner(s)	\$420	[93]
Intermediate (example)	\$480 (example)	
Advance(d) (student)	\$550	[94]

-And-

Beginners can learn in a <u>          </u> group/classroom setting! [62]
Number of lessons: <u>          </u> 8 (weekly classes) [43]
Each lesson lasts: <u>          </u> 45 min(utes) [41]
Cost: <u>          </u> \$1,680 [44]

We also provide lessons through            Skype for people who cannot come to the school. [48]

35. (passing an) interview and (taking a music aptitude) test (must include both points to receive 1 mark) [34]

36.

	Leisure and Cultural And Services Department	Gu Zheng Artist Association	
<i>Student A:</i> Learning how to play the guzheng sounds great, but I will be very busy this year, so a short course would be best.		●	[53]
<i>Student B:</i> I've been playing the guzheng for many years as a hobby. Now I want to turn this hobby into a career.		●	[51]

37. it questions whether social media is good // it suggests that social media isn't always good // social media may not be that great /may not be as good as we think [3]
38. A [53]
39. revealing undesirable personal traits (to their peers) [56]
40. (the idea) that Facebook could be a fantastic place for people to strengthen their relationships [33]
- 41.

	Low self-esteem users	High self-esteem users	
i) Who uses Facebook less?		●	[65]
ii) Who is less likeable on Facebook?	●		[64]
iii) Who is more likely to make negative comments on Facebook?	●		[57]
iv) Who receives more responses when posting negative comments?		●	[58]

42.

Statement	T	F	NG	
i) People with low self-esteem feel that Facebook is a safe place to share information about themselves.	●			[57]
ii) It is more difficult to read someone's reaction when you talk to them face to face than through Facebook.		●		[36]
iii) Participants of the study checked their emails even though they said they would rather sleep.	●			[47]

43. a negative reaction [53]
44. Facebook is as addictive as cigarettes and alcohol // it is addictive // it is (like) an addiction // users become addicts [28]
45. i) because they can share things on Facebook // help them improve their friendship // help them make (new) friends // help them build up their self-esteem [48]  
 ii) they bombard their friends with negative tidbits about their lives // they may alienate themselves from their friends // they may become less likeable [46]

**Part B2**

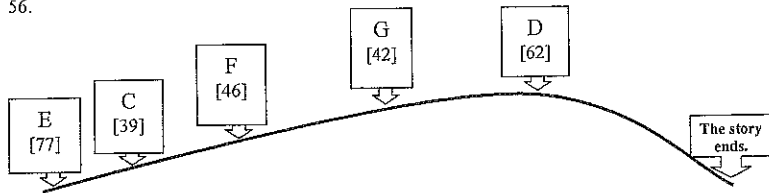
46. C [59]
47. dystopia [88]
48. (i) Rebecca Stead [91]  
 (ii) crime rate [78]  
 (iii) freedom // autonomy // adventure [74]  
 (vi) safer [59]  
 (v) protected // controlled [45]
49. they want more adventure in their lives // they lack adventure in their lives // the world is less conducive to adventure // they have less freedom now [59]
50. currently in print more than 2.3 million copies // it has produced a third installment in the trilogy // the third installment is fervently awaited // so many (teens & pre-teens) are reading the Hunger Games [82]
51. (i) first [24]  
 (ii) future [21]  
 (iii) each [68]  
 (iv) outdoor arena [88]  
 (v) on television/TV [38]  
 (vi) wins // lives [46]

52.

Statement	T	F	NG	
i) <i>The Hunger Games</i> is the only example of the current popularity in dystopian fiction.		●		[84]
ii) In the <i>Uglies</i> , teenagers conform to a standard prettiness by undergoing surgery.	●			[88]
iii) Most participants of the Internet discussion board are teenagers.			●	[87]
iv) <i>Brave New World</i> and <i>1984</i> were written for American school children.		●		[68]

53. i) they enjoy the books // the books are exciting/thrilling [5]  
 ii) Although they are not happy with the endings // the books end in cliff hangers // they are longing to find out what happens next // the ending of the story is like torture to them [39]

54. i) The White Mountains [82]  
 ii) The Maze Runner [81]  
 iii) The Giver [66]  
 iv) House of Stairs [63]
55. the interest in dystopian novels for young-adult readers spread very quickly // the book was infectious // it was popular/widespread/a big hit (among teens/among her classmates) [23]
- 56.



57. A [28]  
 58. to compare/contrast adult and youth dystopian fiction //the differences and similarities between children dystopia and adult dystopia [19]  
 59. catastrophe // apocalypse [69]  
 60.

Young dystopian fiction [57]	Adult dystopian fiction [43]
<ul style="list-style-type: none"> <li>- equivocate when delivering a moral</li> <li>- more a myth/fable</li> <li>- less didactic</li> <li>- endings are happier</li> <li>- give a glimmer of hope</li> <li>- more reluctant to depict the extinction of hope within their stories</li> </ul>	<ul style="list-style-type: none"> <li>- is grimmer</li> <li>- shows defect/failure of the protagonist</li> <li>- makes (moral) argument // argues a point</li> <li>- extrapolates from the present to show readers how terrible things will become if our deplorable behaviour becomes unchecked</li> </ul>

61. they both warn about the dangers of some current trend (in society) // they are about an imaginary place or condition in which everything is bad [69]  
 62. (children) not having control in the world // don't run the world [18]  
 63. The books are about a world which is filled with hopelessness/doom/bleak future/death/violence. // The books are scary/fearful/violent. The books may teach children wrong behaviour. [48]  
 64. C [49]  
 65. B [61]

\* This item was deleted.

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item.

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organization (O)
7	<ul style="list-style-type: none"> <li>Content entirely fulfils the requirements of the question</li> <li>Totally relevant</li> <li>All ideas are well developed/supported</li> <li>Creativity and imagination are shown when appropriate</li> <li>Engages the reader's interest consistently and shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>Grammar accurate with only very minor slips</li> <li>Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>Spelling and punctuation are almost entirely correct</li> <li>Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is organized extremely effectively, with logical development of ideas</li> <li>Cohesion in most parts of the text is very clear</li> <li>Cohesive ties throughout the text are sophisticated</li> <li>Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
6	<ul style="list-style-type: none"> <li>Content fulfils the requirements of the question</li> <li>Almost totally relevant</li> <li>Most ideas are well developed/supported</li> <li>Creativity and imagination are shown when appropriate</li> <li>Maintains the reader's interest and shows general awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of accurate sentence structures with a good grasp of simple and complex sentences</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity</li> <li>Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>Spelling and punctuation are mostly correct</li> <li>Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is organized effectively, with logical development of ideas</li> <li>Cohesion in most parts of the text is very clear</li> <li>Strong cohesive ties throughout the text</li> <li>Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
5	<ul style="list-style-type: none"> <li>Content addresses the requirements of the question adequately</li> <li>Mostly relevant</li> <li>Some ideas are well developed/supported</li> <li>Creativity and imagination are shown in most parts when appropriate</li> <li>Mostly maintains the reader's interest and shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clearly not affected</li> <li>Vocabulary is moderately wide and used appropriately</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is mostly organized effectively, with logical development of ideas</li> <li>Cohesion in most parts of the text is very clear</li> <li>Sound cohesive ties throughout the text</li> <li>Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
4	<ul style="list-style-type: none"> <li>Content just satisfies the requirements of the question</li> <li>Relevant ideas but may show some gaps or redundant information</li> <li>Some ideas but not well developed</li> <li>Some evidence of creativity and imagination</li> <li>Engages the reader's interest sporadically and shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature</li> <li>Grammatical errors sometimes affect meaning</li> <li>Common vocabulary is generally appropriate</li> <li>Most common words are spelt correctly, with basic punctuation being accurate</li> <li>There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text have clearly defined topics</li> <li>Cohesion in some parts of the text is clear</li> <li>Some cohesive ties in some parts of the text</li> <li>Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>

Marks	Content (C)	Language (L)	Organization (O)
3	<ul style="list-style-type: none"> <li>Content partially satisfies the requirements of the question</li> <li>Some relevant ideas but shows gaps in candidates' understanding of the topic</li> <li>Ideas not developed with possible repetition</li> <li>Does not orient reader effectively to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences</li> <li>Grammatical errors often affect meaning</li> <li>Simple vocabulary is appropriate</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text are generally defined</li> <li>Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy</li> <li>A limited range of cohesive devices are used appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>Content shows very limited attempts to fulfill the requirements of the question</li> <li>Intermittently relevant; ideas may be repetitive</li> <li>Some ideas but few are developed</li> <li>Ideas may include misconception of the task or some inaccurate information</li> <li>Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some short simple sentences accurately structured</li> <li>Grammatical errors frequently obscure meaning</li> <li>Very simple vocabulary of limited range often based on the prompt(s)</li> <li>A few words are spelt correctly with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text reflect some attempts to organize topics</li> <li>Some use of cohesive devices to link ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>Content inadequate and heavily based on the task prompt(s)</li> <li>A few relevant points</li> <li>A few ideas but none developed</li> <li>Some points/ ideas are copied from the task prompt or the reading texts</li> <li>Almost total lack of awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to organize the text</li> <li>Very limited use of cohesive devices to link ideas</li> </ul>
0	<ul style="list-style-type: none"> <li>Totally inadequate</li> <li>Irrelevant or memorized</li> <li>All ideas are copied from the task prompt or the reading texts</li> <li>No awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Not enough language to assess</li> </ul>	<ul style="list-style-type: none"> <li>Mainly disconnected words, short note-like phrases or incomplete sentences</li> <li>Cohesive devices almost entirely absent</li> </ul>

Note for Paper 2 Part B: If content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains.

### Paper 3 (Listening and Integrated Skills)

#### Part A (compulsory section)

##### Task 1 (14 marks)

- |        |   |      |
|--------|---|------|
| (1)    | other   | [51] |
| (2)    | long  | [77] |
| (3)    | (about) ten to twelve/10-12 (trips) // up to twelve/12 (trip(s))/a dozen    | [77] |
| { (4)  | Bangkok // Thailand   | [59] |
|        | Sydney // Australia   | [45] |
| { (6)  | (the)/(enough) daylight   | [24] |
| { (7)  | plenty/a lot/lots of lounge space   | [12] |
| { (8)  | moving walkway(s)/walk-way(s)   | [40] |
| { (9)  | shop(s) overcrowded/too crowded   | [21] |
| { (10) | not/no post office(s)/postal service(s)                                     | [40] |
| { (11) | transit lounge trolley(s) (too)/(very) small                                | [10] |
| (12)   | better than   | [91] |
| (13)   | more greenery/plant(s)  | [48] |
| (14)   | (free) (movie(s)) theatre(s) theaters(s)/cinema(s) // can watch free movies | [42] |

##### Task 2 (13 marks)

- |        |  |   |      |
|--------|--|---|------|
| (15)   | Plants   | 2 |      |
|        | Toilets  | 1 |      |
|        | Coffee shop  | 3 |      |
|        | Internet corner  | 5 |      |
|        | Children's play area   | 4 | [58] |
| (16)   | bring(s)/give(s)/add(s) colour(s)/color(s) and freshness (to a lounge)             |   | [12] |
| (17)   | toilet(s) on/in/of plane(s) (are) (often) cramped/not spacious/smelly              |   | [11] |
| (18)   | coffee on/in/of plane(s) tastes bad/is lukewarm/not hot enough/not warm enough     |   | [18] |
| (19)   | a lot of/some/most people use/have their own device(s)/smartphone(s) and tablet(s) |   | [23] |
| { (20) | help(s) kid(s) use up (their) energy   |   | [28] |
|        | kid(s) are/can/may be noisy // kids can make noise                                 |   | [45] |
| (22)   | 1. C   |   | [89] |
| (23)   | 2. B   |   | [82] |
| (24)   | 3. A   |   | [86] |
| (25)   | 4. D   |   | [71] |

(26)	5. F	[70]
(27)	6. E	[75]
<b>Task 3 (15 marks)</b>		
(28)	X	[95]
(29)	?	[57]
(30)	X	[83]
(31)	✓	[85]
(32)	?	[76]
(33)	✓	[84]
(34)	too salty	[45]
{ (35)	tasty sauce(s)	[25]
{ (36)	(really)/(a bit)/(very) stringy	[12]
(37)	(much) (too)/(very) fishy	[47]
(38)	(it's) spicy/hot	[64]
{ (39)	light // not (so/too/very) heavy	[43]
{ (40)	(a bit) tasteless // no taste	[41]
{ (41)	(very) (icy) cool	[51]
{ (42)	Refreshing // make you feel refresh(ed)	[30]
<b>Task 4 (16 marks)</b>		
(43)	60% /percent/per cent	[71]
(44)	impressed	[24]
(45)	¼ /quarter	[10]
(46)	fewer/reduce/decrease(ing)/(the) number/no. of fast(-)food outlet(s)/restaurant(s)/shop(s)	[29]
(47)	(increase)/(add) more medium(-)price(d) restaurant(s)	[32]
(48)	(provide) (a) greater variety of food	[25]
{ (49)	Japanese (food)	[56]
{ (50)	Indian (food)	[43]
{ (51)	Middle Eastern	[12]
(52)	place(s) of worship	[22]
{ (53)	Muslim/Moslem prayer room	[3]
{ (54)	meditation room	[14]

(55)	entertainment facilities/facility	[35]
(56)	game(s) centre/center	[66]
(57)	art gallery	[36]
(58)	satisfied // pleased // happy // contented	[27]

*Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this { bracket can be in any order.*

