Paper 1 (Reading)

Part A (compulsory section)

1. ☑ E-WASTE [80]

2. helping the community and protecting the environment [86]

3. i) recycling is / was – costly / ineffectual / wasteful [87]

   ii) (they / his opponents / its defenders said that) it was unfair to rush to judgment because…
   - the recycling movement had just begun
   - they predicted it would flourish as the industry matured   } *any one reason*
   - the public had not yet learned how to recycle properly

   //
   as the modern recycling movement had only begun a few years earlier, it's effectiveness would not yet be apparent
   [22]

4. i) F [57]

   ii) NG [66]

   iii) F [68]

   iv) T [69]

5. recyclable materials // recycled waste [56]
   (✗ lower oil prices // prices for these materials)

6. A [42]

7. recycling has been promoted as a goal / indoctrinated in students, as a result, people have no idea of the costs and benefits (of recycling) [14]

8. i) carbon emission(s) [57]

   ii) recycle plastic(s) [57]

   iii) difference [48]

   iv) hot / heated water [24]

   v) coal(-derived) [64]

9. B [63]

10. C [58]

11. i) (the writer thinks politicians support a zero waste policy because) politicians think / believe they are doing something good / saving the earth / recycling is a question of morality [9]

    ii) D [57]

12. A [52]

13. i) (around) 34% [73]

    ii) 25% [83]

    iii) (> / ≥) 50% (and higher) [63]

    v) 35% [50]

14. i) ☑ Some   [75]

    ii) ☑ None   [84]

    iii) ☑ All   [79]

15. i) <u>modern / well lined</u> landfills   [47]

    ii) capture methane to <u>generate electricity</u> //
      relatively little environmental impact and can generate electricity   [30]

    iii) <u>modern</u> incinerators   [51]

    iv) release few(er) pollutants // generating clean energy   [57]

16. While recycling is supposed to protect / help / be good to the environment / reduce pollution / pollutants…

    - recycling operations have their own environmental costs (like extra trucks on
      the road) / produce (more) pollution / negative effects

    - composting facilities (around the country) have inspired complaints about nauseating
      odors / swarming rats / defecating seagulls

                                                             any one reason

    [19]

17. people / workers (in mining industries) may / will lose their jobs // recycling (may / will) affect / reduce
(workers') jobs / income / job opportunities / cause / increase unemployment // unemployment / (may / will)
lead to a reduction in the need to manufacture new products   [31]

18. paper, cardboard (and) aluminum (in soda cans)   [41]

19. David Steiner   F   [34]

    Chris Goodall   D   [62]

    Bill de Blasio   B   [66]

    Winston Porter   A   [53]

20. **No, I don't think it's a waste of time because…**

- it's useful / practical to recycle some materials (such as cardboard / paper / selected metals)
  because more than 90% of all greenhouse benefits comes from recycling these few materials (line 77)

- our landfills are filling up and less garbage would be sent to landfills

- it reduces the need to manufacture new products and we can conserve more resources (lines 71-72)

- (one potential gain from recycling is) reduced emissions of greenhouse gases (lines 74-75)

- people will learn how to recycle properly / develop better recycling habits in the future (line 10)

- we have a moral obligation to recycle / reduce the rubbish we create (line 41)
//

                                                                    any one reason

Yes, I think it is a waste of time because it's not effective / it's costly / expensive…

- it's cheaper to send garbage to landfills (lines 14-15)

- trying to turn garbage into gold costs a lot more than expected (lines 23-24)

- to off-set the carbon impact of one passenger's round-trip flight you'd have to recycle roughly
  40,000 plastic bottles (lines 32-34)

- the zero waste goal is very expensive with almost no real environmental benefit (lines 56-57)

- landfills / incinerators offer more / better benefits / advantages (line 61)

- when people recycle materials other than paper, cardboard and aluminum / some materials, <u>only</u>
  two-tenths of 1 percent of America's carbon footprint is saved (lines 79-80)
//

                                                                    any one reason

Yes, I think it is a waste of time because it produces more pollution / harm to the environment...

    - by adding more carbon to the atmosphere if you rinse your recyclables (line 40)

    - like extra trucks on the road / nauseating odors / swarming rats / defecating seagulls) (lines 68-70)   *any one reason*

    //

It depends, because...

[one answer from 'yes' and one from 'no' above]

[19]

21.   C   [36]

Part B1 (easier section)

22.   coming of age // (about to) move into their / millennials' prime (spending years)   [36]

23.   to sell more to (the) millennials // to improve company sales // to help / make a (big) difference to their business   [57]

24.   B   [30]

25.   (as they get older, millennials / they will have a) desire to settle down   [44]

26.   i)   (because it / a sharing economy) provides (access to) products without the burden of ownership // millennials want (access to) products without the burden of ownership // because ownership is a burden (and they don't want it) // to reduce the burden of ownership   [17]

    ii)   (a / the) car(s) // car sharing   [46]

27.   C   [60]

28.   i)   T   [46]

    ii)   F   [38]

    iii)   T   [62]

29.   i)   compare prices in the store / shop online // get / access product information / reviews / prices in the store / online   [61]

    ii)   C   [48]

30.   i)   healthier // fitter   [14]

    ii)   exercise(s)   [70]

    iii)   smoke   [65]

    iv)   app(lications) // technology // data // internet // information   [38]

    v)   sick // ill // unhealthy   [54]

31.

Clicking to buy	5	[72]
Love and marriage	4	[83]
Education	Blank	
Diet and fitness	6	[82]
Access, not ownership	3	[68]
Housing	2	[83]

32.   between 1980 and 2000 // 1980-2000 // 1980 to 2000   [34]

33.   i)   (they have) high speed access to information (from around the world)   [54]

    ii)   live in more liberal / free / tolerant societies (than their predecessors could barely have imagined)[52]

    iii)   (more likely to) live longer (than any other generation)   [55]

34.   (better) nutrition and (mass) education   [44]
    (✗ average scores on intelligence tests have been rising for decades)

35. i) (not enough) employment opportunities // unemployment // difficulty finding a job [57]

    ii) cost of housing [55]

    iii) cost of education // education has become (so) expensive (that many students rack up heavy debts) [29]

    Any three, in any order

36. i) low(er) // less(er) // small(er) // (more) difficult // harder // worse // 50% [20]
    (✗ twice // few // little)

    ii) middle(-)income (✗ richer) [35]

37. B [56]

38. ☑ better employment opportunities

    ☑ more chances of falling in love

    ☑ more fun things to do
    [13]

39. (young people) moving to / living in (mega / global / better / international) cities [5]
    (✗ to date or marry // constraints // yearn to move)

40. i) [30]

    ii) [29]

    iii) [21]

    Any three, in any order

    - to be / feel (more) financially secure // taking more time to be financially secure

    - to study // spending more time in school // many young people now study until their mid-20s (and put off having children until their 30s)

    - to establish career // (it is) taking them longer to be established

    - want to put off having children until their 30s // want to form families later // more choice as to when to have children

    - fertility treatment allows for later childbirth

    (✗ despite improvements in fertility treatment, the biological clock has not been reset to accommodate modern working lives // path to adulthood has become longer and more complicated)

41. A [25]

42. B [20]

43. i) countries (around the world) [10]
    (✗ young people // millennials // Guest // urged countries)

    ii) (countries / leaders / governments) not giving young people / next generation / not working harder to give young people…

    …a fair shot in life / a right to pursue a life (which all other generations were free to do)
    [3]
    (✗ to give young people an unfair shot / choice / opportunity)

44. A [44]

Part B2 (more difficult section)

45. i)   T   [48]

    ii)   T   [75]

    iii)   T   [72]

    iv)   F   [58]

46. i)   child-centred society // adored from infancy   [87]

    ii)   (lived in an) era of relative peace // know little of worldwide conflict / global terrorism   [84]   } *in any order*

    iii)   (lived in an) era of relative prosperity // strong economy // high economic boom periods   [78]

        (✘ they are the children of Baby Boomers)

47. D   [87]

48. i)   Baby Boomers // people born between 1946-1964 // parents in the 1960s / (and)1970s // people born in the Baby Boomer generation // the generation born before the 1960s / 1970s   [26]
        (✘1940s & 1950s)

    ii)   parents of Baby Boomers // (generation) before Baby Boomers // parents of children born between 1946-1964 // people born before 1940s / 1946 / WWII   [6]

    iii)   (the emergence of) <u>widespread</u> (use of) birth control // <u>growing availability</u> of abortions (has led to fewer babies being born) // people have a choice to have children // parents want children / to be parents // fewer unwanted babies were born   [47]
        (✘ birth control)

    iv)   (they) joined / adopted / agreed / accepted / supported / followed / approved (it / pro-child movement) // positive / supportive   [56]
        (✘ joined the band wagon)

49. i)   community-minded // (interested in / able to) serving / contributing to the community / society (and its structures)   [62]

    ii)   individualistic / self-oriented / narcissistic // <u>less likely</u> to care about others' opinions   [65]
        (✘ do not care // selfish // generation me)

    iii)   (to) follow / believe / support / obey (the rules / society's conventions)   [61]

    iv)   (less likely to care about others' opinions and to) flaunt / break / not follow / ignore / reject / oppose / challenge (the rules / society's conventions)   [59]

    v)   <u>believe</u> that they will be (both financially and socially) successful // (have) confident expectations // be more confident // <u>may</u> (indeed) live up to their confident expectations   [9]
        (✘ <u>be</u> both financially and socially successful // indeed live up to their confident expectations)

    vi)   unrealistic(ally) (high) expectations <u>of themselves</u> // (high levels of) depression / anxiety / loneliness / mental illness // be depressed / anxious / lonely   [60]
        (✘ leave exuberant confidence behind (and suffer depression, anxiety and loneliness)

50. B   [39]

51. i)   changing makeup of the (nuclear) family // the family structure has changed   [50]

    ii)   take part / participate / join / be involved in family discussions and decisions   [32]

    iii)   peer<u>s</u> // <u>their</u> peer // equal<u>s</u> // friend<u>s</u>   [37]
        (✘ a peer-to-peer relationship)

52. i) (the explosion of) tattoos and piercings [57]

ii) Twenge [52]

iii) workplace // career // employment // paying dues // working up the corporate ladder // working with others [39]
(✗ workplace communication)

iv) expect their views to be valued (from the beginning) // expect advancement to be rapid [30]
(✗ working up the corporate ladder)

v) education // expressing one's opinions / perspective / mind // growing up // asserting one's autonomy [38]
(✗ seeking acceptance as equals from other generations // learning)

vi) Twenge [66]
(✗ Windham)

53. i) (digital) native(s) (in a society that is dominated by modern technology) [49]
(✗ digital immigrant)

ii) (it refers to) people / children / millennials who did not live through the emergence of technology *as adults* // people who *have grown up* with / using technology // people *born / brought up* during the age of technology // they have been familiar with / exposed to technology *from an early age* [13]
(✗ they are more familiar with technology than the previous generation // millennial's lives are dominated by technology)

iii) culture / society / environment that is dominated by technology // the world of technology // the digital world // age of technology // society of modern technology [19]
(✗ (present / modern) society // modern technology // the technology they use // earth // world)

54. multi-tasking is no longer considered a distraction / negative / described as distractibility // multi-tasking has become more (widely) accepted over time // attitudes have changed from negative to positive, as multi-tasking was once seen as distractibility [11]
(✗ from positive to negative // from distractibility to multitasking)

55. (A study by Prensky show that) millennials can stay / spend extended time in sharply focussed activity when playing video games [57]
(✗ because they can multitask (while playing video games))

56. to strive for ambitious goals while learning to deal with / accept / work through disappointment and failure // balance ambitious goals with unrealistic goals // learn to work through success and failure (as adults) // to want to succeed but also be prepared for failure / provide themselves with safety nets for failure [18]
(✗ to learn through both success and failure // try to achieve ambitious goals and unrealistic goals)

57. A [62]

58. i) ☑ The surname of the author   iv) ☑ The year of the publication [57]

59. i) (Neil) Howe and / & (William) Strauss [57]

ii) Twenge [65]

60. II) B [80]

III) F [44]

IV) E [67]

V) A [62]

VI) D [89]

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.

   / = alternative acceptable word(s) / phrase(s) within an answer
   // = alternative answer(s)
   ( ) = word(s) or phrase(s) which are **NOT** essential to the answer
   ___ = underlined word(s) must be present in the answer
   ✗ = common wrong or unacceptable answer

Paper 2 (Writing)

Marks	Content (C)	Language (L)	Organisation (O)
7	- Content entirely fulfils the requirements of the question - Totally relevant - All ideas are well developed/supported - Creativity and imagination are shown when appropriate - Engages the reader's interest consistently and shows a high awareness of audience	- Very wide range of accurate sentence structures, with a good grasp of more complex structures - Grammar accurate with only very minor slips - Vocabulary well-chosen and often used appropriately to express subtleties of meaning - Spelling and punctuation are almost entirely correct - Register, tone and style are entirely appropriate to the genre and text-type	- Text is organised extremely effectively, with logical development of ideas - Cohesion in most parts of the text is very clear - Cohesive ties throughout the text are sophisticated - Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type
6	- Content fulfils the requirements of the question - Almost totally relevant - Most ideas are well developed/supported - Creativity and imagination are shown when appropriate - Maintains the reader's interest and shows general awareness of audience	- Wide range of accurate sentence structures with a good grasp of simple and complex sentences - Grammar mainly accurate with occasional common errors that do not affect overall clarity - Vocabulary is wide, with many examples of more sophisticated lexis - Spelling and punctuation are mostly correct - Register, tone and style are appropriate to the genre and text-type	- Text is organised effectively, with logical development of ideas - Cohesion in most parts of the text is clear - Strong cohesive ties through out the text - Overall structure is coherent, sophisticated and appropriate to the genre and text-type
5	- Content addresses the requirements of the question adequately - Mostly relevant - Some ideas are well developed/supported - Creativity and imagination are shown in most parts when appropriate - Mostly maintains the reader's interest and shows some awareness of audience	- A range of accurate sentence structures with some attempts to use more complex sentences. - Grammatical errors occur in more complex structures but overall clarity not affected - Vocabulary is moderately wide and used appropriately - Spelling and punctuation are sufficiently accurate to convey meaning - Register, tone and style are mostly appropriate to the genre and text-type	- Text is mostly organised effectively, with logical development of ideas - Cohesion in most parts of the text is clear - Sound cohesive ties throughout the text - Overall structure is coherent and appropriate to the genre and text-type
4	- Content just satisfies the requirements of the question - Relevant ideas but may show some gaps or redundant information - Some ideas but not well developed - Some evidence of creativity and imagination - Engages the reader's interest sporadically and shows occasional awareness of audience	- Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature - Grammatical errors sometimes affect meaning - Common vocabulary is generally appropriate - Most common words are spelt correctly, with basic punctuation being accurate - There is some evidence of register, tone and style appropriate to the genre and text-type	- Parts of the text have clearly defined topics - Cohesion in some parts of the text is clear - Some cohesive ties in some parts of the text - Overall structure is mostly coherent and appropriate to the genre and text-type

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

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 (13 marks)

1.	history	[93]
2.	sister cities	[87]
3.	in / from different countries // not in / from the same country	[65]
4.	after World War 2 / Second World War	[55]
5.	fighting (with each other) // enemies // at war	[58]
6.	Germany, France	[81]
7.	next to each other // easy to communicate (with each other)	[67]
8.	B	[74]
9.	language	[79]
10.	food	[89]
11.	business links	[65]
12.	banking	[74]
13.	fashion design	[73]

Task 2 (13 marks)

14.	10 / ten	[53]
15.	secondary (school)	[48]
16.	retired // senior citizen	[63]
17.	(do some) research	[60]
18.	life experience(s) (to offer)	[60]
19.	knowledge of / know a lot about Hong Kong	[54]
20.	enthusiasm for / interest in / enthusiastic about / interested in (other countries') cultures / cultures (from other countries)	[14]
21.	any	[60]
22.	lived / been living in Hong Kong / here for (at least) three years	[69]
23.	online	[66]
24.	June 30th // end of June	[65]
25.	been (already) chosen	[65]
26.	represent all / different (political) parties	[33]

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Task 3 (15 marks)

27. started in low(er) class (districts) [49]
28. with other men [80]
29. wives / girlfriends not there / were in Europe // came alone to Argentina [23]
30. witness the passion (of a football game) [48]
31. (beef) sandwiches won prizes // best (beef) sandwiches in world [23]
32. explains game / as you watch // learn from (a legendary ex-) player [47]
33. capital (of Poland) [39]
34. half of the castle destroyed [40]
35. walls taken down // building material required [36]
36. sold (mainly) clothes [50]
37. arts and crafts [26]
38. (they're) underground / under the square [49]
39. new factory [57]
40. communists // communist government // government in 1949 [25]
41. to see communist architecture / ugly buildings // buildings now tourist attractions [26]

Task 4 (13 marks)

42. invited into home // made to feel welcome [60]
43. heating on all time [28]
44. thermal / special winter underwear [22]
45. he thought she needed to be grammatically perfect // she made grammar mistake [55]
46. (at least) was trying to speak (the language) // she was trying her best // it was only a small error [46]
47. because the train took too long / was too slow / stopped at 52 / many stations / arrived too late // [58]
    the bus was quicker
48. got wrong lift // ended up on a difficult slope [37]
49. had to ski down // no way down except to ski down [15]
50. fell (down again and again / a lot) [49]
51. frightened / negative / scared (so didn't ski again) // didn't want to ski again [43]
52. was giving a talk (about Hong Kong the next morning) [16]
53. called Julia's cousin / a farmer / someone nearby [47]
54. he drove them in his tractor [22]

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.*

Part B1 (easier section)

Task 5 *(17 marks)*

Task Completion = 13 marks

Note to markers: candidates must place the information in the correct section to be awarded a point.

		DF page reference
	Key facts about figures about Jade Islands	
5.1a	How big is it?	5
5.1b	How many people live there?	3*
5.1c	How long did it take to build?	3*
	Street design for family safety	
5.2a	Pedestrianised streets // No roads or cars / no traffic / no vehicles on the street level // Roads and rail links underground (*'Roads and rail links underground' may appear in the 'New and innovative transport solutions' section*)	3* / 6
5.2b	so children can play / run around / in the streets / outdoors	3*
	New and innovative transport solutions	
5.3a	Water taxi (boats) (are convenient)	5
5.3b	Monorail (links east and west ends of islands)	5
	Convenient location for travel to Hong Kong and overseas	
5.4a	Car or bus to Central only 30 minutes	5
5.4b	Train to airport only 20 minutes	5
	Environmentally friendly home features and their benefits	
5.5a	(All buildings use) solar panels and wind turbines / technologies	6 / 9
5.5b	so cheaper electricity // big savings on electricity bills	6 / 9
5.5c	Green roofs and balconies	6 / 9
5.5d	keep people / you / us / buildings cool in summer	6 / 9

* Information from page 3 of the Data File is from the tapescript

Task 5: Language = 3 marks

Marks	Language
3	**Data file manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. **Own Language** • Question formation generally accurate. • Comprehensible throughout. • Spelling is accurate.
2	**Data file manipulation** Generally successful in adapting phrases from the Data File through: word formation changes, tense changes, pronoun changes etc. **Own Language** • Question formation may contain errors but they are clearly questions. • Errors do not generally affect comprehension. • Spelling is generally accurate.
1	**Data file manipulation** Generally successful in isolating relevant phrases from the Data File for the text. **Own Language** • Some attempt at question formation. • Simple phrases are generally accurate. • Grammatical errors sometimes affect understanding. • Spelling of simple words is correct, more complex ones not.
0	• Multiple errors throughout, spelling and/or word usage which make understanding impossible. OR • Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything verbatim from the Data File.

Task 5: Appropriacy = 1 mark

Marks	Appropriacy
1	• Register, tone and style generally appropriate through manipulation of parts of Data File and own language. • The candidate has produced a text appropriate for task.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Key Appropriacy areas include (but are not limited to):

• It is a sales brochure. The purpose is therefore to inform and to promote.
• The intended audience is prospective customers.

Task 6 (*19 marks*)

Task Completion = 10 marks

		DF page reference
6.1	Subject line#	
6.2	You have won the Home Viewing Day competition	4
	Dates and times	
6.3a	On 18th June	7
6.3b	Meet outside the Marcliffe Hotel (in Central) at 12 noon for bus (to the Jade Islands)	8
	Buffet details and home viewing	
6.4a	(Buffet lunch) at Yellow Dragon Restaurant	7
6.4b	1.00pm	7
6.4c	Western and Chinese food buffet	7
6.4d	with (free glass of) wine	7
6.4e	Viewing in Show Home from 3.00 – 5.00 pm	7
6.4f	Drop off 6:15pm at Marcliffe Hotel // be back at Marcliffe Hotel at 6:15pm	8

The subject line may vary but generally there are three acceptable types. One that mentions:

The Jade Islands (Home Viewing Day) competition; or

Details of the Home Viewing Day; or

Winner of the Home Viewing Day competition.

Task 6: Language = 5 marks

Marks	Language
5	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken verbatim from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	• Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text very good with a clear focus on task throughout. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable with a reasonably clear focus on task throughout. • The relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 6: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate through manipulation of parts of Data File and own language. • The candidate has produced a text appropriate for task.
1	• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language. • Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Key Appropriacy areas include (but are not limited to):

- It is an email informing the customer s/he has won a competition.
- The writer is writing on behalf of DPP.
- The intended audience is the winner of the competition.
- The tone should be friendly (possibly congratulating the reader) and also informative and concise when relating the details of the viewing day.

Task 7 (*17 marks*)

Task Completion = 8 marks

		DF page reference
7.1	Acknowledge the email / complaint	9
	Problems with construction	
7.2a	Problem: noise from repair / maintenance work on underground rail link (all day and night, even at weekends)	9
7.2b	Reason: flooding of underground rail link	4
7.2c	Action/Solution: work from 9am to 7pm Monday to Saturday (from 18 April)	4
	Problems with beaches	
7.3a	Problem: a lot of litter on beaches	3* / 9
7.3b	Reason: litter washed into sea after rain	3*
7.3c	Action/Solution: increase number of cleaners / 20 more cleaners to collect rubbish every morning	7
7.4	Reference to maintaining contact with the reader in the future // an attempt to enhance cordial relations with the reader // an expression of hope that the reader is satisfied with the solutions	

* Information from page 3 of the Data File is from the tapescript

Task 7: Language = 5 marks

Marks	Language
5	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
3	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
2	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
1	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken verbatim from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.
0	• Writing characterised by being a series of chunks taken verbatim from the Data File. • Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 7: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text very good with a clear focus on task throughout. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable with a reasonably clear focus on task throughout. • The relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 7: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate through manipulation of parts of Data File and own language. • The candidate has produced a text appropriate for task.
1	• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language. • Tone may be inconsistent due to parts being copied verbatim from the Data File.
0	• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text. • The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.

Key Appropriacy areas include (but are not limited to):

- It is a letter written in response to a complaint email.
- The writer is writing on behalf of DPP.
- The intended audience is Mr Hannibal Chiu, a representative of the Jade Islands Residents' Concern Group.
- The tone should be apologetic for the problems but also clear, concise and informative when relating the reasons for the problems and the solutions.

Part B2 (more difficult section)

Task 8 (22 *marks*)

Task Completion = 13 marks

		DF page reference
	General features	
8.1a	Keep key attractions of waterfall, lake and sailing ship but no castle	6 / 7
8.1b	In line with jungle theme, castle is not	7
8.1c	(Engineering team say) all features practical	8
	Lake	
8.2a	Make the lake an aquarium and (include) a swimming pool	6 / 7
8.2b	Put swimming pool next to the aquarium	9
8.2c	Swimming pool and aquarium to be separated by glass wall(s) (so swimmers can swim next to the sea creatures)	9
8.2d	Have swimming pool under the waterfall (to maximise excitement)	9
8.2e	Put ziplines above swimming pool (and in keeping with jungle theme)	6 / 7
	Ship	
8.3	Sailing ship should have restaurants but no shops as can't fit both	7
	Waterfall	
8.4a	Abseil on sides of the waterfall (not in the waterfall)	7
8.4b	Reduce height of waterfall from 40 metres to 30 metres	3* / 8
8.4c	If the waterfall is too high, it may cause clouds to form // If the waterfall is not too high, clouds will not form	3* / 8
8.4d	Clouds could damage electricity supply / cause power failure	3*

* Information from page 3 of the Data File is from the tapescript

Task 8: Language = 5 marks

Marks	Language
5	**Data File Manipulation** Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts. **Own Language** • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text is very good. • It is clearly on topic and congruent with the subject. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • It is mostly off topic and not clearly congruent with the subject. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 8: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key appropriacy areas include (but are not limited to):

- It is an internal document.
- The intended audience is the writer's boss.
- A relevant title is appropriate.
- It is a workplace summary so should be concise and therefore not include much redundancy.
- It should not read like a recount of a narrative or have too much 'Ripple Wu said...', 'Mari Nakamura says...'
- Should be reasonably formal. Inappropriate words and phrases from the Data File include:
    awesome space; Brilliant; can you imagine...; drop the castle; Gosh!; Great;
    I kid you not; Love it!; Love their concept; Since when...; when you think about it; Wow!

Task 9 (*18 marks*)

Task Completion = 9 marks

		DF page reference
	Recent achievements	
9.1a	The biggest spenders of (three) biggest developers on green construction methods	10
9.1b	We have increased the amount spent on green housing developments / environmentally friendly building technologies (since 2000)	10
9.1c	Forest of Dreams housing estate won the Greenest (Housing) Development in 2016	10
	Golden Flower Island	
9.2a	Splash of Gold Orchid found only on island	4
9.2b	Golden Dragon Tail butterfly only species in South China to pollinate Splash of Gold Orchid	4
9.2c	70 % will be maintained as designated nature park / protected area	3* / 4
9.2d	No vehicles allowed on island	3*
9.2e	Wall of vegetation between mall and nature park will prevent noise and light pollution	3*
9.2f	so that butterflies are not disturbed	3*

* Information from page 3 of the Data File is from the tapescript

Task 9: Language = 5 marks

Marks	Language
5	**Data File Manipulation** Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts. **Own Language** • A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures. • Grammar extremely accurate with very occasional slips. • Spelling and punctuation are mostly correct.
4	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
3	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
2	**Data File Manipulation** Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text. **Own Language** • Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature. • Grammatical errors sometimes affect meaning. • Most common words are spelt correctly, with basic punctuation being accurate.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Coherence and Organisation = 2 marks

Marks	Coherence and Organisation
2	• Overall coherence of text is very good. • It is clearly on topic and congruent with subject and given title. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
1	• Overall coherence of text is reasonable. • It is generally on topic and congruent with the subject and given title. • Relations between main points and supporting points generally clear. • Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.
0	• Overall coherence of text is weak. • It is mostly off topic. Not clearly congruent with the subject or given title. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 9: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key appropriacy areas include (but are not limited to):

- It is a document intended for the company webpage for the general public to read.
- The tone should be that of positive self-promotion highlighting the company's achievements.
- The use of 'We are…' or 'DPP is/are….' or 'We at DPP are…' are all acceptable approaches.

Task 10 (*13 marks*)

Task Completion = 7 marks

			DF page referenc
	Details of Event and Role		
10.1a	Guest of honour at opening ceremony of the Golden Flower Adventure Mall		4 / 11
10.1b	First to swim in the Golden Flower Adventure Mall pool		11
10.1c	Event held on 24th December next year / 2018		11
	Persuasive Details		
10.2a	We know you are a keen swimmer		5
10.2b	We know you love snorkelling and diving and being close to marine life		5
10.2c	DPP will do all we can to preserve coral in Australia // DPP has given money / supports Save the Great Barrier Reef		5 / 10
10.2d	Will give a sum of $100,000 to charity of your choice // to Save Hong Kong Coral Communities		5 / 11

Task 10: Language = 3 marks

Marks	Language
3	**Data File Manipulation** Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with a grasp of simple and complex sentences. • Grammar mainly accurate with occasional common errors that do not affect overall clarity. • Spelling and punctuation are mostly correct.
2	**Data File Manipulation** Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc. **Own Language** • A range of accurate sentence structures with some attempts to use more complex sentences. • Grammatical errors occur in more complex structures but overall clarity not affected. • Spelling and punctuation are sufficiently accurate to convey meaning.
1	**Data File Manipulation** Writing characterised by occasional attempts to adapt language from Data File or by chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.
0	**Data File Manipulation** Writing characterised by being mostly a series of chunks taken *verbatim* from the Data File. **Own Language** • Short simple sentences may be accurate. • Grammatical errors often affect meaning. • Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Coherence and Organisation = 1 mark

Marks	Coherence and Organisation
1	• Overall coherence of text is very good. • Relations between main points and supporting points always clear. • Strong cohesive ties used to enhance coherence when necessary.
0	• Overall coherence of text is weak. • Supporting details generally not clearly related to main points. • Cohesive ties used contribute little to the coherence of the text. OR • Not enough evidence in candidate's work to be able to award '1'.

Task 10: Appropriacy = 2 marks

Marks	Appropriacy
2	• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language. • Consistently demonstrates audience awareness.
1	• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language. • The tone may be inconsistent.
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

Key Appropriacy areas include (but are not limited to):

- It is a letter of invitation written to a celebrity who is not a personal acquaintance of the writer.
- The tone should be polite and persuasive but should not presume that Ms Tse has already accepted or will accept.
- The issue of the possibility of Ms Tse giving her fees to charity is particularly delicate as the writer does not know whether Ms Tse would want to do so or not. It should therefore be presented as a suggestion.
- The letter should end with some sort of polite request asking Ms Tse to let DPP know if she accepts the invitation.

	I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
7	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.	Makes accurate use of an impressive range of vocabulary. Uses varied and highly accurate language patterns. Rephrases skilfully when necessary.	Expresses an impressive range of well-developed complex ideas clearly and fluently. Expands and elaborates with impressive detail. Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.
6	Projects the voice appropriately. Pronounces all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.	Makes accurate use of a wide range of vocabulary. Uses varied and accurate language patterns; only minor slips made, which do not impede communication. Rephrases effectively when necessary.	Expresses a wide range of well-developed relevant ideas clearly and fluently. Expands and elaborates in detail. Consistently responds effectively to others, sustaining and extending conversational exchanges.
5	Projects the voice appropriately. Pronounces almost all sounds/sound clusters and words clearly and accurately. Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.	Uses appropriate body language to display and encourage interest. Uses a wide range of strategies to initiate and maintain interaction and to respond to others.	Makes varied and generally appropriate use of vocabulary. Makes use of generally accurate and appropriate language patterns. Self-corrects effectively when necessary.	Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked. Expands and elaborates appropriately. Responds appropriately to others, sustaining and extending conversational exchanges.
4	Usually projects the voice satisfactorily. Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible. Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.	Uses some features of body language to support communication. Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.	Makes generally appropriate use of vocabulary. Makes use of generally accurate language patterns. Errors do not generally impede communication. Self corrects when concentrating carefully or when asked to do so.	Expresses some relevant ideas clearly. Most ideas are developed and linked. Elaborates on most contributions appropriately. Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.

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		I. Pronunciation & delivery	II. Communication strategies	III. Vocabulary & language patterns	IV. Ideas & organisation
3		Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters. Less common words may be misunderstood unless supported by contextual meaning. Uses intonation and pacing sufficiently well to be understood by a supportive listener.	Uses some features of body language to support communication. Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.	Usually makes appropriate use of simple vocabulary. Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication. May show some ability to self correct but done inconsistently or only partially successfully.	Expresses some relevant ideas clearly. These may be linked. Responds to some simple questions and may expand on these if asked directly.
2	PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS				
		Poor voice projection may cause difficulties for listener. Pronounces simple sounds and some sound clusters well enough to be understood most of the time. Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.	Uses restricted features of body language when prompted to respond. Uses some simple formulaic expressions, generally in response to others. Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.	Makes appropriate use of vocabulary from limited and familiar range, often derived from context. May use some very basic language patterns accurately in brief exchanges. Errors may impede communication. May be unable to self correct.	Attempts to express simple relevant ideas, sometimes successfully. Attempts to expand on some responses briefly. Makes some contribution when prompted.
1		Poor voice projection is likely to be a problem. Pronounces some simple and common words accurately enough to be understood. Uses intonation appropriately in the most familiar of words and phrases. Hesitant speech is likely to be a problem.	Uses restricted features of body language when prompted to respond. Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.	Makes use of a narrow range of simple vocabulary, sometimes appropriately. Uses a narrow range of language patterns, usually in short and rehearsed utterances. Errors often impede communication.	Occasionally produces brief ideas relevant to the topic. Makes some brief responses when prompted.
0		Does not produce any comprehensible English speech.	Does not use any interactional strategies.	Does not produce recognizable words or sequences.	Does not produce relevant material.