




# Paper 3 (Listening and Integrated Skills)

## Part A (compulsory section)

### Task 1 (16 marks)

- |     |  |      |
|-----|--|------|
| 1.  | Brazil   | [55] |
| 2.  | six nights   | [81] |
| 3.  | eight to ten students                              | [84] |
| 4.  | \$6000   | [92] |
| 5.  | traps (to catch real animals)                      | [69] |
| 6.  | (animals') weight // how much they weigh           | [66] |
| 7.  | (general) health // see if the animals are healthy | [72] |
| 8.  | lounge   | [95] |
| 9.  | shower (cold water only)                           | [96] |
| 10. | toilet   | [93] |
| 11. | A  | [86] |
| 12. | C  | [92] |
| 13. | E  | [93] |
| 14. | G  | [92] |
| 15. | to work for someone else                           | [56] |
| 16. | local / Brazilian food                             | [61] |

### Task 2 (13 marks)

- |     |  |      |
|-----|--|------|
| 17. | last spring  | [58] |
| 18. | B  | [77] |
| 19. | C  | [96] |
| 20. |   | [80] |
| 21. |   | [88] |
| 22. |   | [73] |
| 23. | teeth  | [76] |
| 24. | scare off other fish   | [40] |
| 25. | ear bones  | [45] |
| 26. | for balance // help staying upright in water // help swimming in the right direction | [56] |
| 27. | High water pressure  |      |
| 28. | Low temperatures   | [86] |
| 29. | A  | [82] |
|     |  | [70] |

**Task 3 (13 marks)**

30.	1821	[53]
31.	powered by a steam engine	[42]
32.	(special) heating system	[62]
33.	saved space (on the ship) // didn't take up (much) space	[43]
34.	the crew put on a show (once a month) // singing and acting	[42]
35.	D	[78]
36.	C	[77]
37.	three winters	[75]
38.	vitamins // high quality meat	[48]
39.	huge number of calories (to survive in the cold)	[28]
40.	almost the same / similar name as the ship	[25]
41.	(local) fisherman	[37]
42.	(saw the ship) in a dream // he dreamt about the ship	[48]

**Task 4 (10 marks)**

43.	leopard is most powerful animal (in the jungle)	[34]
44.	animals hadn't seen humans before // people had not been to the area for a very long time	[42]
45.	they didn't want to make the leopard god angry // afraid of leopard god // did not want to disturb the leopard god	[37]
46.	found blue stones // found stones the same colour as statue was reported to be	[37]
47.	more than 70 gold coins	[49]
48.	to study the items in the laboratory (carefully)	[28]
49.	to protect them from an earthquake // there could always be an earthquake	[23]
50.	local people already knew about it // local people's families had always lived in the area	[47]
51.	anybody can go there and take items	[46]
52.	focus on how people used these things (in their lives) // how people lived (in past)	[25]

*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 (18 marks)**

**Task Completion = 9 marks**

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

	<b>Essential Information to be included</b>	<b>DF page reference</b>
5.1	you need to put on a space suit (at all times)	3*/ 4
5.2	<i>Reason:</i> there is no oxygen (on Mars)	3*
5.3	without a spacesuit you can't breathe	3*
5.4	<i>Reason:</i> Mars is too cold	3*
5.5	without a spacesuit you will freeze to death / die (of the cold)	3*
5.6	collect 5 rock samples (in the room) (and get out) in less than 15 minutes	6 / 8
5.7	if there is a dust storm you must evacuate the room (immediately)	6
5.8	<i>Reason:</i> the dust can damage your spacesuit	9
5.9	<i>Reason:</i> you may get lost	3*

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

**Task 5: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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 clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <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>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>



**Task 5: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text very good with a clear focus on task throughout.</li><li>• Relations between main points and supporting points always clear.</li><li>• Strong cohesive ties used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li><li>• The relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of description is weak.</li><li>• Supporting details generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 5: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li><li>• The candidate has produced a text appropriate for task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• 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.</li></ul>

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

- It is a script for an instruction video which the children will hear just before they go into the Mars Experience Room. The audience is the children. This should be clear throughout.
- This will most clearly be done by addressing the children using 'you' in the direct instructions.
- It is a spoken text.
- We would expect some sort of introduction to the activity (e.g. welcoming the children) and some sort of rounding off.
- There should be some sort of sense that it is an interesting or exciting activity that they are going to do. So we may expect some encouraging phrases or references to the Mars Experience scenario, references to it being an adventure and so on.

**Task 6 (18 marks)****Task Completion = 9 marks**

		DF page reference
6.1	<i>Complaint:</i> dead dog in pool	5
6.2	<i>Response:</i> (not a dead dog in pool) but a soft toy	7
6.3	<i>Complaint:</i> space food is junk food / unhealthy	5
6.4	<i>Response:</i> actually very healthy if doing exercise	5
6.5	<i>Complaint:</i> child was not allowed / missed her turn in the Mars Experience room	5 / 6
6.6	<i>Response:</i> she was hiding and playing on her phone (and there is a no mobile phone policy)	6
6.7	her daughter can attend / is invited to Open Day	6
6.8	on 25 April	3*
6.9	she can use Mars Experience Room	6

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

**Task 6: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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 clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <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>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>



**Task 6: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text very good with a clear focus on task throughout.</li><li>• Relations between main points and supporting points always clear.</li><li>• Strong cohesive ties used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li><li>• The relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of description is weak.</li><li>• Supporting details generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 6: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li><li>• The candidate has produced a text appropriate for task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• 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.</li></ul>

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

- It is an external email responding to a parent's complaint. The audience is therefore the parent.
- The tone should be conciliatory and not antagonise the parent further. We would expect some sort of thanks for the parent's email and some sort of phatic rounding off.



**Task 7 (17 marks)****Task Completion = 15 marks**

		DF page reference
7.1	Sai Kung	8
7.2	4 times a year	8
7.3	11-15 (May 2020)	10
7.4	50 (children)	8
7.5 (i)	yes	10
7.5 (ii)	swimming, hiking and scuba diving	10
7.6	dormitories // 10 in each dorm	8
7.7	<b>Non-emergencies:</b> There is a doctor and/or nurse (present) 24 hours a day // They will be taken care of by a doctor and/or nurse and this is available 24 hours a day	6
7.8	<b>Emergencies:</b> They will be taken to Tsing Shan Hospital	6
7.9	sunscreen	3*
7.10	comfortable clothes	3*
7.11	sports shoes	3*
7.12	space food	10
7.13	must inform Star Pod before camp begins	6
7.14	no mobile phones	3*

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

Note: Points within this } bracket can be in any order.

**Task 7: Language (L) = 2 marks**

Marks	Language
2	<ul style="list-style-type: none"><li>• Generally understandable though may be some errors.</li><li>• Most words are spelt correctly.</li><li>• Mostly includes appropriate action verbs.</li><li>• Constructs comprehensible answers.</li></ul>
1	<ul style="list-style-type: none"><li>• Grammatical errors sometimes affect understanding.</li><li>• Spelling of simple words is correct, more complex ones not.</li><li>• Mostly fails to include appropriate action verbs.</li><li>• Attempts to construct answers though may not be fully comprehensible.</li></ul>
0	<ul style="list-style-type: none"><li>• Multiple errors throughout, spelling and/or word usage which make understanding impossible.</li></ul> OR <ul style="list-style-type: none"><li>• 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.</li></ul>

**Part B2 (more difficult section)**

**Task 8 (18 marks)**

**Task Completion = 9 marks**

		DF page reference
8.1	your spaceship has / you have crashed on Planet Tarkov	7
8.2	you arrive / crash in spring (on Tarkov)	6 / 7
8.3	spring on Tarkov is 25 degrees (Celsius) // like Hong Kong in November	3*
8.4	<i>Objective:</i> you must survive (on Tarkov) for a year until you are rescued	7
8.5	it has extreme seasons / summers and winters	3* / 6
8.6	in summer the temperature is so high that the oceans boil (into steam)	3*
8.7	in winter the temperature is so low that the oceans would freeze (solid)	3*
8.8	get into groups of 5 people	7
8.9	one hour to solve the problem / discuss, one hour for groups to present (to other groups)	7

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

**Task 8: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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 clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <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>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>



**Task 8: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text is very good.</li><li>• It is clearly on topic and relevant throughout.</li><li>• Relations between main points and supporting points always clear.</li><li>• Strong cohesive ties used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of text is reasonable.</li><li>• It is generally on topic and relevant.</li><li>• Relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of text is weak.</li><li>• It is mostly off topic and not clearly relevant.</li><li>• Supporting details generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 8: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li><li>• Consistently demonstrates audience awareness.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li><li>• The tone may be inconsistent.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li></ul>

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

- It is a script for an introductory video. The audience are the children who are taking part in the activity.
- The tone should motivate the children and provoke interest in the children.
- A wide variety of approaches could be adopted for the task, from a simple scientific presentation to dramatic science fiction world building to a drama.

**Task 9 (18 marks)****Task Completion = 9 marks**

		DF page reference
9.1	26 March at 9.45 AM	9
9.2	Ms Liu / Rey Liu aged eleven became trapped upside down in Multi-Axis Trainer / M.A.T. for 30 seconds	6 / 9
9.3	complained of a severe headache	6
9.4	parents were called, child was taken to hospital (by Doctor Yang) but no issues regarding her health were observed (at the hospital)	6
9.5	motor failure in M.A.T.	9
9.6	caused by tiny droplets of water from micro cracks in roof	9
9.7	cracks caused by falling branches during storm	9
9.8	recommend roof is / cracks are sealed with silicon sealant	5 / 9
9.9	recommend cutting back branches (above the M.A.T. building)	5

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

**Task 9: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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 clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <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>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>



**Task 9: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text is very good.</li><li>• It is clearly on topic and relevant throughout.</li><li>• Relations between main points and supporting points always clear.</li><li>• Strong cohesive ties used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of text is reasonable.</li><li>• It is generally on topic and relevant.</li><li>• Relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of text is weak.</li><li>• It is mostly off topic and not clearly relevant.</li><li>• Supporting details generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 9: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li><li>• Consistently demonstrates audience awareness.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li><li>• The tone may be inconsistent.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li></ul>

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

- It is an incident report. The audience is the senior management and so it is an internal workplace document.
- The report should be factual and to the point.
- The use of sections and section headings would be appropriate though not necessary.



**Task 10 (17 marks)****Task Completion = 8 marks**

		DF page reference
10.1	capsule is fragile	11
10.2	(extremely rare and) impossible / difficult to replace it if damaged	11
10.3	invited to Open Day on 25 April as VIPs	3*/ 5
10.4	which coincides with one of the requested days	5 / 8
10.5	(children from Locae Foundation) can have exclusive access to the capsule during our Open Day	5
10.6	children can have lunch with special guest Captain Trillion Choi	3*/ 10
10.7	the sixth female Asian astronaut	3*
10.8	an Olympic gold medalist / champion in gymnastics	3*/ 10

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

**Task 10: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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 clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> 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.</p> <p><b>Own Language</b></p> <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>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <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>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 10: Coherence and Organisation (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text is very good.</li><li>• It is clearly on topic and relevant throughout.</li><li>• Relations between main points and supporting points always clear.</li><li>• Strong cohesive ties used to enhance coherence when necessary.</li></ul>
1	<ul style="list-style-type: none"><li>• Overall coherence of text is reasonable.</li><li>• It is generally on topic and relevant.</li><li>• Relations between main points and supporting points generally clear.</li><li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li></ul>
0	<ul style="list-style-type: none"><li>• Overall coherence of text is weak.</li><li>• It is mostly off topic and not clearly relevant.</li><li>• Supporting details generally not clearly related to main points.</li><li>• Cohesive ties used contribute little to the coherence of the text.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Key coherence and organisation areas include (but are not limited to):**

- There should be a consistent refusal and invitation in the email for it to be coherent. Lack of clarity or actual contradictions in this respect would have a negative effect on coherence.
- We would expect this email to be reasonably concise. Excessive details about CST etc. may negatively affect overall coherence.
- There should be a balance in the overall organisation of the text whereby more emphasis is placed on the invitation than the refusal.
- The subject line should have external coherence with Locae Foundation's letter and internal coherence with the body of the email.

**Task 10: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li><li>• Consistently demonstrates audience awareness.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li><li>• The tone may be inconsistent.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li></ul>

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

- It is a refusal email to a charity. The email should show sensitivity in the refusal.
- The invitation part of the email should be presented as something interesting / positive / worthwhile.
- We would expect some sort of phatic closing sentence or paragraph to maintain relations (e.g. expressing Starpod's continuing support, hoping that these alternative arrangements are to their liking, that we look forward to Locae's further communication regarding this matter etc.).