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FOR TEACHERS' USE ONLY

香港考試及評核局

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

香港中學文憑考試

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

練習卷

PRACTICE PAPER

ENGLISH LANGUAGE PAPER 1

評卷參考(暫定稿)

PROVISIONAL MARKING SCHEME

本評卷參考乃香港考試及評核局專為本科練習卷而編寫，供教師參考之用。教師應提醒學生，不應將評卷參考視為標準答案，硬背死記，活剝生吞。這種學習態度，既無助學生改善學習，學懂應對及解難，亦有違考試着重理解能力與運用技巧之旨。因此，本局籲請各位教師通力合作，堅守上述原則。

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**Provisional Marking Scheme**

**General Notes for Teachers on Marking**

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2. The marking scheme may not exhaust all possible answers for each question. Teachers should exercise their professional discretion and judgment in accepting alternative answers that are not in the marking scheme but are correct and well reasoned.
3. The following symbols are used:

✕	This symbol indicates a common wrong or unacceptable answer.
( )	Bracketed words, figures or ideas are not essential for the candidate to be awarded the point.
/	A single slash indicates an acceptable alternative within an answer.
//	A double slash indicates an acceptable alternative answer.

4. Each answer carries one mark unless otherwise stated.
5. For questions where a candidate is expected to provide an answer which is made up of one or more sentences and there are spelling and/or grammatical errors, marks should be awarded if the answer is deemed appropriate and if s/he has communicated his/her ideas clearly enough to be understood.
6. Both British and American spelling is accepted.
7. In the live HKDSE examination, the marks for Part B1 and Part B2 need to be equated so that the performance of candidates choosing different parts can be reflected on the same scale. For further details regarding the equating of marks, please refer to page 19 of the booklet “Grading Procedures and Standards-referenced Reporting in the HKDSE Examination”, which is also accessible on the HKEAA website at ([http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE\\_SRR\\_A4\\_Booklet\\_Jun2011.pdf](http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4_Booklet_Jun2011.pdf)).
8. The equating can only be done after the completion of marking and the analysis of marks achieved by candidates on Parts A, B1 and B2. Schools will be provided with the “conversion factor” for this practice paper at the briefing sessions to be conducted in late February 2012.
9. Please note that for the purpose of internal assessment, no equating is necessary if all the students within a school have opted for the same section in Part B (i.e. either B1 or B2).

**Part A**

1. D
2. (600 million) visitors to zoos/aquariums (world wide)      ✕ 5 million people who visit Ocean Park
3. B
4. a) (Ocean Park Academy) courses  
b) animal encounter programmes  
c) restaurant information panels // information panels in restaurants // restaurant displays      } in any order; 1 mark each
5. A
6. a) NG  
b) F  
c) T      } 1 mark each
7. C
8. Yes - you can get close to the animals/interact with the animals/touch the animals // No - watching animals on film or television allows you to see the animals up close, something you may not be able to do in a zoo.
9. B
10. guests/guests'
11. a i) live in urban settings  
a ii) withdrawn into an electronic world (of computer downloads, satellite media and video games)  
b) urban settings physically remove people from nature // computer/video games are very exciting and more entertaining than visiting a zoo // young people like to play a lot of computer games      } in any order; 1 mark each
12. animals in zoos (and aquariums)      ✕ good zoos and aquariums // wild places/animals
13. a trainer was killed by a whale // a whale grabbed a trainer // a trainer was attacked by a whale and killed
14. D
15. a) (being) held captive  
b) in (close) confinement      } in any order; 1 mark each
16. B
17. a) living conditions are deplorable // cages are so small  
b) animals are treated cruelly // animals are beaten/given electric shocks      } in any order; 1 mark each
18. B
19. amusement parks and circuses
20. C
21. a) tragedy  
b) two  
c) captivity  
d) tank  
e) separation  
f) swimming  
g) stress  
h) premeditated // deliberate      } 1 mark each; spelling must be correct

22. (Not the same because...)

- pets are much smaller than most animals in zoos and are not confined to small cages
- zoos are commercial enterprises while keeping a pet is not

1 mark for each point.  
Accept any points which can be supported by information given in the text. If more than two points are given, mark the first two points.

23.

<p><u>Suzanne Gendren//</u> <u>first text/argument // first writer</u></p>	<p><b>OR</b></p>	<p><u>Peter Singer //</u> <u>second text/argument // second writer</u></p>
<p>- educational - help us to learn about animals (e.g. courses, interaction with animals)</p> <p>- conservation - foster the understanding that it is important to conserve our natural environment// inspires/motivates us to conserve/protect the environment/wildlife</p> <p>- connect people with animals // get in touch with nature/wildlife</p> <p>(any two points)</p>	<p>Answer should provide at least two points which support either writer's view. The viewpoint should be identified and the points congruent with the viewpoint to get full marks. Points should be supported by information given in the text.</p> <p>2 marks (1 mark for partial task completion)</p>	<p>- animals are forced to live in small spaces</p> <p>- animals are forced to perform tricks</p> <p>- commercial - only interested in making profit</p> <p>- unethical - teaches people that keeping animals in confinement is acceptable</p> <p>(any two points)</p>

**Part B1**

24. 3/three

25. C

26. the pit bull appeared out of nowhere // the pit bull didn't make a (single) sound (as it attacked her dogs)

27. savagely

28. B

29. he was afraid of (getting arrested by) the police // he was afraid of getting in trouble

accept any reasonable answer which can be inferred from the text

30. A

31. (the pit bull) owner

32. (the) walking cane

33. a) rescue

b) yelled

c) loose

1 mark each

34. C

35. a) NG

b) T

c) T

d) F

e) F

1 mark each

36. recovering

37. 4 January (2012) // today

38. journalist // reporter // (newspaper)writer

39. B

40. 4  
3  
5  
1 (given)  
6  
2
- } 1 mark for getting ALL numbers in the correct order
41. Para 1-2 D  
Para 3-4 E  
Para 5-6 B  
Para 7 A
- } 1 mark each
42. B
43. (the) City Council of San Francisco ✕ the Integrated Waste Management Board
44. restaurant // food // catering
45. higher disposal fees
46. a) (help) (businesses) save money  
b) extend the life of landfills  
c) save (valuable) energy
- } in any order; 1 mark each
47. D
- 1 mark
48. Tip 4 recommends using paper packaging instead of Styrofoam because  
it uses less space when thrown in the rubbish // it reduces the volume of rubbish (being) produced.
- } 1 mark
49. a) slipping  
b) bulk // bulk form
- } 1 mark each
50. Tip 5 C  
Tip 6 B  
Tip 7 E  
Tip 8 A
- } 1 mark each

**Part B2**

51. C
52. A
53. D
54. D
55. C
56. they are disorderly/an eyesore/an embarrassment to the government
57. a) uber-chic  
b) vulnerable (to)
- } 1 mark each

58. a) a crackdown on rubbish peddlers  
b) anti-migrant campaign } in any order; 1 mark each

59.

while Expo's theme is about green cities // while Expo pavilions have been constructed with recycled materials (collected by the recyclers)	1 mark for each point; points may appear in any order but must be congruent with the explanation of irony. Points should be supported by information given in the text.
recyclers are being forced to leave town // there is a crackdown on rubbish peddlers	

60. rubbish prices

61. B

62. C

63. a) have to store recyclable goods/rubbish in a small flat for one month  
b) the only thing you can redeem is a pencil or trinket } in any order; 1 mark each

64. a) illegal recycling can be toxic and dangerous  
b) leave a lot of waste behind } in any order; 1 mark each

65. a i) to regulate the recyclers  
a ii) to issue them with uniforms } in any order; 1 mark each  
b i) they are running a business/hardworking/resourceful // they want to make money from collecting rubbish  
b ii) (they are like) an army // like Mao's army // (they are) a large/powerful group of people } 1 mark for each point

66.

Fu Li Ping	<b>Head of Shanghai Waste Administration// Government official/worker</b>	<b>A</b>	<b>B</b>	} 1 mark each; Total 9 marks
Adam Minter	<b>blogger/writer/author</b>	<b>NG</b>	<b>C</b>	
Cai Yan Fen	<b>has/runs a (paper and plastic) recycling business // business woman</b>	<b>F</b>	<b>A</b>	

67. B

68. the recyclers will lose their jobs/be sacked

69. Buck // husky dog

70. A

71. heavier  
taller//bigger } in any order; 1 mark each

72. B

73. to become friends/friendly with the wolf // befriend the wolf // sniff noses with the wolf

74. C

75. (Buck is) running free in the open

76. whether to follow the wolf or return to the camp/his master

77. he returns to the camp  
because he remembers/misses John Thornton // he doesn't want to live in the wild } 1 mark each; points may appear in any order but must be congruent. Points should be supported by information given in the text.

78. C

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## 2. For Part A markers should give a mark from 0 – 7 for each of the three domains:

- I. Content
- II. Language
- III. Organization

Total mark: 21

## 3. For Part B markers should give a mark from 0 – 7 for each of the three domains:

- I. Content
- II. Language
- III. Organization

Total mark: 21

## 4. In order to allocate the mark for each domain, markers should consult the Marking Guidelines and award a mark based on which descriptor best describes the candidate's performance. The same Marking Guidelines should be used for each Part. However, it should be noted that Part A carries 10% of the subject marks and Part B carries 15%. The weighting of each Part should be taken into account when combining the marks to form the total paper mark.

## 5. A simple way for adjusting the Part A and Part B marks to form the writing paper total is suggested as follows:

Part A mark x 2 + Part B mark x 3 = Paper 2 total

i.e.  $21 \times 2 + 21 \times 3 = 105$  marks (maximum mark for Paper 2)

## HKDSE English Language Paper 2 Practice Paper

## Marking Guidelines

Marks	Content (C)	Language (L)	Organization (O)
7	<ul style="list-style-type: none"> <li>Content is very extensive and entirely fulfils the requirements of the question</li> <li>Totally relevant</li> <li>All ideas are well developed</li> <li>Creativity and imagination are consistently shown when appropriate</li> <li>Engages the reader's interest skillfully and shows a fine-tuned awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Unlimited range of accurate sentence structures, with an excellent grasp of more complex structures</li> <li>Grammar extremely accurate</li> <li>Vocabulary well-chosen and used appropriately to express subtleties of meaning</li> <li>Spelling and punctuation are entirely correct</li> <li>Register, tone and style are used to deliberate effect and are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is organized extremely effectively, with logical development of ideas</li> <li>All points supported by relevant details</li> <li>Cohesive ties throughout the text are sophisticated</li> <li>Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
6	<ul style="list-style-type: none"> <li>Content is extensive and entirely fulfils the requirements of the question</li> <li>Totally relevant</li> <li>Most ideas are well developed</li> <li>Creativity and imagination are shown when appropriate</li> <li>Engages the reader's interest consistently and shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>Grammar accurate with only very minor slips</li> <li>Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>Spelling and punctuation are almost entirely correct</li> <li>Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is organized effectively, with logical development of ideas</li> <li>Most points supported by relevant details</li> <li>Strong cohesive ties through out the text</li> <li>Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
5	<ul style="list-style-type: none"> <li>Content is extensive and fulfils the requirements of the question</li> <li>Totally relevant</li> <li>Main ideas are well developed</li> <li>Creativity and imagination are shown when appropriate</li> <li>Maintains the reader's interest and shows general awareness of audience throughout</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of accurate sentence structures with a good grasp of simple and complex sentences</li> <li>Grammar mainly accurate with occasional common errors that do not affect overall clarity</li> <li>Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>Spelling and punctuation are mostly correct</li> <li>Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Text is mostly organized effectively, with logical development of ideas</li> <li>The main points are supported by relevant details</li> <li>Sound cohesive ties throughout the text</li> <li>Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
4	<ul style="list-style-type: none"> <li>Content addresses the requirements of the question adequately</li> <li>Almost totally relevant</li> <li>Some ideas are developed in detail</li> <li>Creativity and imagination are shown in most parts when appropriate</li> <li>Mostly maintains the reader's interest and shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>Grammatical errors occur in more complex structures but overall clarity not affected</li> <li>Vocabulary is moderately wide and used appropriately</li> <li>Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text have clearly defined topics</li> <li>Some cohesive ties in some parts of the text</li> <li>Cohesion in some parts of the text is good</li> <li>Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>

Marks	Content (C)	Language (L)	Organization (O)
3	<ul style="list-style-type: none"> <li>Content just satisfies the requirements of the question</li> <li>Mostly relevant</li> <li>Some ideas but not always developed</li> <li>Several examples of creativity and imagination are evident</li> <li>Engages the reader's interest sporadically and shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature</li> <li>Grammatical errors sometimes affect meaning</li> <li>Common vocabulary is generally appropriate</li> <li>Most common words are spelt correctly, with basic punctuation being accurate</li> <li>There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text are generally defined</li> <li>Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy</li> <li>A limited range of cohesive devices are used appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>Content shows very limited attempts to fulfil the requirements of the question</li> <li>Intermittently relevant</li> <li>Some ideas but few are developed</li> <li>Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences</li> <li>Grammatical errors often affect meaning</li> <li>Simple vocabulary is appropriate</li> <li>Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the text reflect some attempts to organize topics</li> <li>Some use of cohesive devices to link ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>Content inadequate and heavily based on the task prompt(s)</li> <li>A few relevant points</li> <li>A few ideas but none developed</li> <li>Almost total lack of awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some short simple sentences accurately structured</li> <li>Grammatical errors frequently obscure meaning</li> <li>Very simple vocabulary of limited range often based on the prompt(s)</li> <li>A few words are spelt correctly with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to organize the text</li> <li>Very limited use of cohesive devices to link ideas</li> </ul>
0	<ul style="list-style-type: none"> <li>Totally inadequate</li> <li>Irrelevant or memorised</li> <li>Points/ ideas are copied from the task prompt or the reading texts</li> <li>No awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>Mainly disconnected words, short note-like phrases or incomplete sentences</li> <li>Cohesive devices almost entirely absent</li> </ul>

Supplementary information**PART A**

1. Your school is holding a walkathon to raise money for charity. Complete the following sections of the information poster below to promote the walkathon and encourage students and their families to take part.

**Annual Walkathon for *Walk to Build*****Sunday 18 March 2012****Help to raise money to build schools in China****Possible content points for Part A****Why take part?**

- for a good cause/to support a good cause (i.e. to raise money for charity // to help raise money to build schools in China)
- exercise
- spend time with family and friends/classmates

**The route of the walk**

- starting point and end point // start in XX location and finish at XX location (e.g. Start at the Star Ferry pier in Central and walk along the harbour to Victoria Park...The route will pass by the government offices at the old Tamar site and continue along the flyover towards Causeway Bay.)
- time (e.g. The walk will begin at 8.00am and finish by 12.00pm)
- directions (e.g. All participants should meet at the star ferry pier at 7.00am)
- any special announcements (e.g. Roads will be closed and traffic diverted at...)

**The work of *Walk to Build***

- Walk to Build was started/founded in XX by XX
- The organisation's goal/mission/vision/hope is to...
- The Walkathon has grown into an annual event
- Every year the Walk to Build raises money for different needs/causes/projects

**PART B****Key requirements of the question****Question 2: Learning English through Drama***Text type: A diary entry**The role of the writer: a director of a play**Intended reader: You / Self*

- describe what happened at the first rehearsal of a play;
- say whether you think it was a success;
- suggest what you need to improve before the next rehearsal.

**Question 3: Learning English through Short Stories***Text type: An article about Hong Kong Book Fair**The role of the writer: a reporter for a school magazine**Intended reader: readers of the school magazine*

- describe / give details about a talk given by three authors in the Hong Kong Book Fair;
- explain why you found the talk interesting;
- say what you've learnt.

**Question 4: Learning English through Poems and Songs**

*Text type: A letter to the editor of Hong Kong Express*

*The role of the writer: a reader of Hong Kong Express*

*Intended reader: readers of Hong Kong Express*

- state that people have the right to freedom of speech, and songs containing foul language are just a means of expression;
- give reasons to support your view.

**Question 5: Learning English through Popular Culture**

*Text type: A proposal to the school principal*

*The role of the writer: a student*

*Intended reader: your school principal*

- suggest ideas for a weekly reality TV show to be broadcast on the school TV network;
- explain why this would be popular with students in the school;
- describe how to make the first episode appealing to viewers.

**Question 6: Learning English through Sports Communication**

*Text type: A letter to the Secretary of Education*

*The role of the writer: a student*

*Intended reader: the Secretary of Education*

- give your views on whether PE lessons should be removed from the curriculum;
- give reasons to support your views.

**Question 7: Learning English through Debating**

*Text type: A debate speech*

*The role of the writer: a member of the school debating club*

*Intended reader: adjudicators, participants and audience of a debating competition*

- say whether you are for or against the motion 'Nuclear power is the best source of energy for the future';
- give reasons to support your opinion.

**Question 8: Learning English through Workplace Communication**

*Text type: An email to a friend*

*The role of the writer: You*

*Intended reader: a friend who is going for a job interview*

- give advice on how to prepare for an interview for the position of 'Part-time Promoter' for a mobile phone company;
- suggest what he/she should do during the interview.

**Question 9: Learning English through Social Issues**

*Text type: A speech*

*The role of the writer: A participant/speaker at a conference for young people aged 13-18*

*Intended reader: Other participants of the conference*

- describe the joys of being a teenager in Hong Kong;
- give examples.

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- / A single slash indicates an acceptable alternative within an answer.
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- \* Correct spelling/capitalization/grammatical accuracy required.

## 4. For open-ended question, a range of acceptable ways of expressing the answers are to be expected.

## 5. Each answer carries one mark unless otherwise stated.

## 6. Both British and American spelling is accepted.

## 7. Unless otherwise specified, a point should be awarded if the answer provided is understandable, even if it contains a spelling error. However, if the spelling error is such that it constitutes another word, thus affecting the meaning, the point should not be awarded.

8. In the live HKDSE examination, the marks for Part B1 and Part B2 need to be equated so that the performance of candidates choosing different parts can be reflected on the same scale. For further details regarding the equating of marks, please refer to page 19 of the booklet “Grading Procedures and Standards-referenced Reporting in the HKDSE Examination”, which is also accessible on the HKEAA website ([http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE\\_SRR\\_A4\\_Booklet\\_Jun2011.pdf](http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4_Booklet_Jun2011.pdf)).

## 9. The equating can only be done after the completion of marking and the analysis of marks achieved by candidates on Parts A, B1 and B2. Schools will be provided with the “conversion factor” for this practice paper at the briefing sessions to be conducted in late February 2012.

## 10. Please note that for the purpose of internal assessment, no equating is necessary if all the students within a school have opted for the same section in Part B (i.e. either B1 or B2).

## Marking Scheme

## Part A

## Task 1 (14 marks)

## Weight Problems in Children in Hong Kong — Action Plan

Project deadline: (1) February 10(th) // 10 February/Feb

Project activities	Time needed	Person(s) responsible
<b>Information collection:</b> Internet search <u>(2) Hong Kong</u> websites	<u>(3) (a) day and a half // 1½ days</u>	<u>Sam</u>
<b>Library search:</b> School Library Central Library  <b>Interview:</b> <u>(8)* Doctor/Dr/Dr. Lam</u>	<u>(4) 2 hours/hrs</u> <u>(6) 4 hours/hrs</u> <u>(9) Half (an) hour // ½ hr // 30 minutes</u>	<u>(5) Sam (and) George</u> <u>(7) George</u> <u>(10) Lucy</u>
<b>Project write-up:</b> Introduction & background  <u>(12) Results</u>  Conclusions & recommendations	<u>10 days</u>	<u>(11) Sam</u> <u>(13) Sam (and) Aaron</u> <u>(14) George (and) Lucy</u>

## Task 2 (14 marks)

## Podcast on Obesity

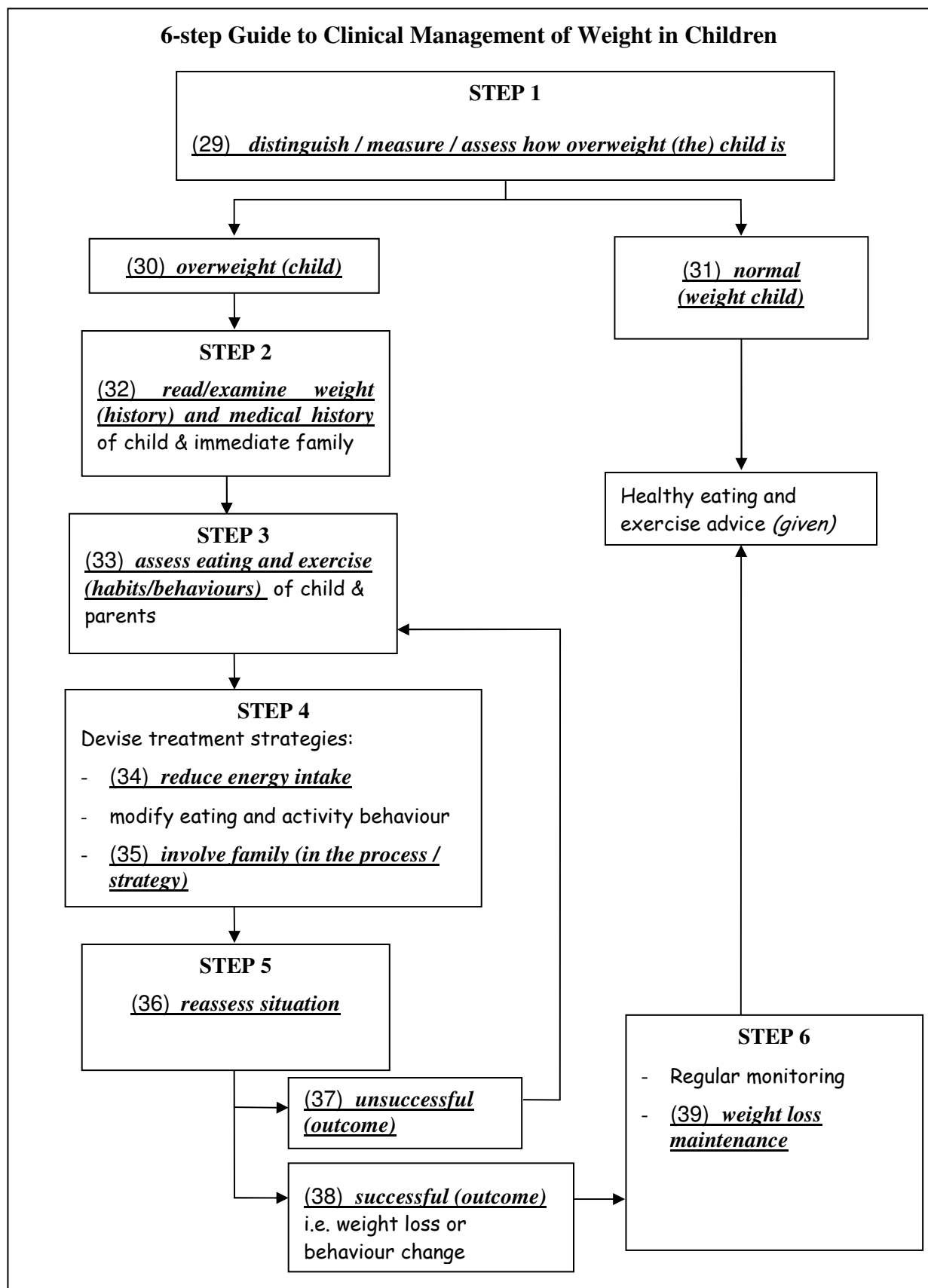
- Definition of obesity: (15) *body stores/has too much fat*
- Boys and girls are considered obese when
  - Boys - More than (16) *25%/a quarter (of their body)* is fat.
  - Girls - More than (17) *32%/nearly a third (of their body)* is fat.
- BMI calculated using people's *weight and height*
- BMI and obesity:
  - BMI figure suggested for obesity by Hong Kong Metropolitan University - (18) *28.5 (and over)*  
//  $\geq 28.5$
  - Criticisms of BMI:
    1. (19) *outdated // more scientific methods could be used*
    2. (20) *different for different countries*

} in any order
  - Four possible effects of obesity:
    1. (21) *high blood pressure*
    2. (22) *high cholesterol*
    3. (23) *low self-esteem*
    4. (24) *depression*

} in any order
  - Obesity in childhood leads to (25) *life long problems // a problem(s) in later life*
  - The trend for children suffering from obesity in Hong Kong:
 

1998 = (26) *16.4 %*      (27) *2008* = 21.3%      2013 = (28) *25 %*

## Task 3 (11 marks)



**Task 4 (11 marks)**

Indicate which of the following are the **THREE** recommendations to deal with child obesity made by the group. Tick (✓) **THREE** boxes only.

**Note to markers:** for items 40 – 42, 0 marks should be awarded if more than 3 boxes are ticked.

- |  |                                     |      |
|--|-------------------------------------|------|
| Encourage students to eat a healthy diet             | <input type="checkbox"/>            |      |
| Encourage students to exercise regularly             | <input type="checkbox"/>            |      |
| Regular school visits by doctors                     | <input checked="" type="checkbox"/> | (40) |
| Encourage students to visit their doctor regularly   | <input type="checkbox"/>            |      |
| Reduce promotion of unhealthy food in the mass media | <input checked="" type="checkbox"/> | (41) |
| Ban abuse of overweight children                     | <input type="checkbox"/>            |      |
| Give overweight students opportunities               | <input checked="" type="checkbox"/> | (42) |

Indicate how the first two students who ask questions feel about children suffering from weight problems. Tick (✓) **ONE** box only for each student.

**Note to markers:** for items 43 – 44, 0 marks should be awarded if more than 1 box per student is ticked.

- | Attitude of first student |  | Attitude of second student |  |
|---------------------------|--|----------------------------|--|
| Shocked                   | <input type="checkbox"/>                 | Shocked                    | <input type="checkbox"/>                 |
| Disgusted                 | <input type="checkbox"/>                 | Disgusted                  | <input type="checkbox"/>                 |
| Worried                   | <input type="checkbox"/>                 | Worried                    | <input type="checkbox"/>                 |
| Uninterested              | <input type="checkbox"/>                 | Uninterested               | <input checked="" type="checkbox"/> (44) |
| Unsympathetic             | <input checked="" type="checkbox"/> (43) | Unsympathetic              | <input type="checkbox"/>                 |

The third student to speak in the question-answer session makes two points. Summarise the points s/he makes and Aaron's response by completing the sentences below. Use **ONE** word only in each blank.

**Student 3:** Students who are overweight should not be (45) rewarded for being  
overweight because that would mean that they were being (46) patronized.

**Aaron:** Students who are overweight should be (47) empowered to succeed.

The fourth student to speak in the question-answer session asks a question about the eating habits of poor families. Summarise Aaron's response.

**Note to markers:** the answers for items 48 – 50 can be in any order.

- (48) OK to have/eat fast food occasionally
- (49) Can buy good/fresh/healthy food cheaply (from market/supermarket) //  
It's not expensive to eat well
- (50) Parents should monitor / limit their intake of unhealthy food. //  
Problem is parents do not monitor child's intake of unhealthy food.

只限教師參閱

FOR TEACHERS' USE ONLY

香港考試及評核局

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

香港中學文憑考試

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

練習卷

PRACTICE PAPER

ENGLISH LANGUAGE PAPER 3

PART B

評卷參考(暫定稿)

PROVISIONAL MARKING SCHEME

本評卷參考乃香港考試及評核局專為本科練習卷而編寫，供教師參考之用。教師應提醒學生，不應將評卷參考視為標準答案，硬背死記，活剝生吞。這種學習態度，既無助學生改善學習，學懂應對及解難，亦有違考試着重理解能力與運用技巧之旨。因此，本局籲請各位教師通力合作，堅守上述原則。

This marking scheme has been prepared by the Hong Kong Examinations and Assessment Authority for teachers' reference. Teachers should remind their students NOT to regard this marking scheme as a set of model answers. Our examinations emphasise the testing of understanding, the practical application of knowledge and the use of processing skills. Hence the use of model answers, or anything else which encourages rote memorisation, will not help students to improve their learning nor develop their abilities in addressing and solving problems. The Authority is counting on the co-operation of teachers in this regard.

## Provisional Marking Scheme

## General Notes for Teachers for the Marking of Part B

1. **Adherence to marking scheme**

This marking scheme is the preliminary version before the normal standardisation process and some revisions may be necessary after actual samples of performance have been collected and scrutinised by the HKEAA. Teachers are strongly advised to conduct their own internal standardisation procedures before applying the marking schemes. After standardisation, teachers should adhere to the marking scheme to ensure a uniform standard of marking within the school.

2. **Acceptance of alternative answers**

The marking scheme is only indicative of the content that candidates should include. Teachers should exercise their professional discretion and judgment in accepting alternative means of expressing the points even though they do not feature in the marking scheme.

## 3. The following symbols are used:

- ( ) Bracketed words, figures or ideas are not essential for the candidate to be awarded the point.
- / A single slash indicates an acceptable alternative within an answer.
- // A double slash indicates an acceptable alternative answer.
- \* Correct spelling/capitalization/grammatical accuracy required.

## 4. Both British and American spelling is accepted.

## 5. Unless otherwise specified, a point should be awarded if the answer provided is understandable, even if it contains a spelling error. However, if the spelling error is such that it constitutes another word, thus affecting the meaning, the point should not be awarded.

6. In the live HKDSE examination, the marks for Part B1 and Part B2 need to be equated so that the performance of candidates choosing different parts can be reflected on the same scale. For further details regarding the equating of marks, please refer to page 19 of the booklet “Grading Procedures and Standards-referenced Reporting in the HKDSE Examination”, which is also accessible on the HKEAA website ([http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE\\_SRR\\_A4\\_Booklet\\_Jun2011.pdf](http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4_Booklet_Jun2011.pdf)).

## 7. The equating can only be done after the completion of marking and the analysis of marks achieved by candidates on Parts A, B1 and B2. Schools will be provided with the “conversion factor” for this practice paper at the briefing sessions to be conducted in late February 2012.

## 8. Please note that for the purpose of internal assessment, no equating is necessary if all the students within a school have opted for the same section in Part B (i.e. either B1 or B2).

**Part B****Mark Allocation**

<b>Part B1</b> <b>Total: 48 marks</b>	For Part B1 <b>Task 5</b> , give 2 separate marks for: <ul style="list-style-type: none"><li>• Task Completion (9 marks)</li><li>• Language (3 marks)</li></ul> The total is 12 marks.
	For Part B1 <b>Tasks 6 and 7</b> give 4 separate marks for: <ul style="list-style-type: none"><li>• Task Completion (9 marks)</li><li>• Language (5 marks)</li><li>• Coherence and Organisation (2 marks)</li><li>• Appropriacy (2 marks)</li></ul> The total is 18 marks for both tasks.
<b>Part B2</b> <b>Total: 54 marks</b>	For Part B2 <b>Tasks 8-10</b> , give 4 separate marks for: <ul style="list-style-type: none"><li>• Task Completion (9 marks)</li><li>• Language (5 marks)</li><li>• Coherence and Organisation (2 marks)</li><li>• Appropriacy (2 marks)</li></ul> The total is 18 marks for each task.

## Part B1 Task 5 (Total 12 marks)

## Task 5: Task Completion = 9 marks

*Note to markers: the numbers in brackets refer to the page in the Data File where the information appears.*

*Information from the tapescript is given as page 3 as candidates are asked to complete the Data File by taking notes on page 3.*

- 5.1a 3 January (3/5)  
 5.1b lunch time (5)  
 5.1c coffee shop (3/5)  
 5.1d food poisoning (3/5)  
 5.1e salmon // (salmon) sandwich (3/5)
- 5.2a\* Gracie Ma (3/5)  
 5.2b\* g.ma#999@yahoo.com (5)  
 5.2c Economics (Department)/Econ (Dept) (5)  
 5.2d student (5)
- 5.3a Done already (3)  
 5.3b food kept out of fridge (3)  
 5.3c insects / cockroaches (3)  
 5.3d staff not wearing gloves (3)
- 5.4 Pat Lee Campus Services (Department/Dept) (2)

*See page 5 for details regarding where candidates should have put the information on the Health and Safety Incident Report Form.*

## Mark Allocation Grid

*Note to markers: The table below indicates the number of marks to be awarded for each section of the task.*

Section	No. of correct points	Mark to be awarded
<b>5.1</b> <i>About the incident</i>	5	3
	3-4	2
	1-2	1
	0	0
<b>5.2</b> <i>About the person affected</i>	3-4	2
	1-2	1
	0	0
<b>5.3</b> <i>Follow-up action</i>	4	3
	2-3	2
	1	1
	0	0
<b>5.4</b>	1	1
	0	0

## Task 5 Incident Report

# Hong Kong Metropolitan University

## Health and Safety Incident Report Form



<b>About the incident</b>			
<b>Date of incident:</b>	<b>3 January</b>	<b>Time of incident:</b>	<b>lunch time</b>
<b>Location:</b>	<b>coffee shop</b>		
<b>Description of problem:</b> <i>(in around 10 words)</i> - <b>food poisoning</b> - <b>salmon // (salmon) sandwich</b>			
<b>About the person affected</b>			
<b>Name in full:</b>	<b>Gracie Ma</b>		
<b>email:</b>	<b>g.ma#999@yahoo.com</b>		
<b>Department:</b>	<b>Economics (Department)</b>		
<b>Status:</b> <i>(Circle correct option)</i>	Employee	<b>Student</b>	Contractor
<b>Follow-up action</b>			
<b>Inspection?</b> <i>(Circle correct option)</i>	<b>Done already</b>	Will be done in future	Not required
<b>If inspection:</b> Problems found: <ul style="list-style-type: none"> <li><b>food kept out of fridge</b></li> <li><b>insects / cockroaches</b></li> <li><b>staff not wearing gloves</b></li> </ul>			
<b>Form completed by:</b> <b>Pat Lee</b>		<b>Department:</b> <b>Campus Services Department</b>	

**Task 5: Language = 3 marks**

<b>Marks</b>	<b>Language</b>
<b>3</b>	<ul style="list-style-type: none"><li>• Phrases are generally accurately constructed. Occasional attempts are made to use more complex phrases.</li><li>• Grammatical errors may still affect meaning.</li><li>• Most common words are spelt correctly.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Simple phrases are generally accurate. Few attempts at more complex phrases.</li><li>• Grammatical errors sometimes affect meaning.</li><li>• Spelling of simple words is correct, more complex ones not.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Some simple phrases may be accurate.</li><li>• Grammatical errors often affect meaning.</li><li>• Spelling of simple words is correct, more complex ones not.</li></ul>
<b>0</b>	<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'.</li></ul>

## Part B1 Task 6 (Total 18 marks)

## Task 6: Task Completion = 9 marks

**Note to markers:** the numbers in brackets refer to the page in the Data File where the information appears. Information from the tapescript is given as page 3 as candidates are asked to complete the Data File by taking notes on page 3.

6.1 Eat Yourself Fitter Week (will happen at Metro U) on 5<sup>th</sup> – 10<sup>th</sup> March (3/6)

6.2a food stalls (on campus) (3/6)

6.2b called 'Healthy Hawker Stalls' // cooked food cooked healthily (3)

6.3a a lecture (3/6)

6.3b March 8<sup>th</sup> (3)

6.3c 1.00 pm (3)

6.3d Lecture Room 14b (3)

6.3e by Antonia Zacha / owner of new campus restaurant (3/6)

6.3f Eating on a Budget // on healthy eating habits (3/6)

6.4a competition (6/7)

6.4b called Super Chef (6)

6.4c March 10<sup>th</sup> (7)

6.4d Antonia Zacha / owner of new campus restaurant to take part (7)

## Mark Allocation Grid

**Note to markers:** The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
6.1	1	1
	0	0
6.2	2	2
	1	1
	0	0
6.3	5-6	3
	3-4	2
	1-2	1
	0	0
6.4	4	3
	2-3	2
	1	1
	0	0

## Task 6 &amp; 7: Language = 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 some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Wide 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 characterized 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>
1	<p><b>Data File Manipulation</b> Writing characterized 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>
0	<ul style="list-style-type: none"> <li>• Writing characterized by being a series of chunks taken <i>verbatim</i> 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 Organization = 2 marks**

Marks	Coherence and Organization
<b>2</b>	<ul style="list-style-type: none"> <li>Overall coherence of email very good.</li> <li>Begins with a clear announcement of the EYF week.</li> <li>Each supporting detail clearly related to each activity.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Overall coherence of email is reasonable.</li> <li>Begins with some sort of announcement of the EYF week.</li> <li>Most supporting details clearly related to each activity.</li> <li>Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Overall coherence of email is weak with no announcement of the EYF week.</li> <li>Supporting details generally not clearly related to each activity.</li> <li>Cohesive ties used contribute little to the coherence of the email.</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: Appropriacy= 2 marks**

Marks	Appropriacy
<b>2</b>	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate to an email to university students through manipulation of parts of Data File and own language.</li> <li>The overall tone is enthusiastic and one which encourages students to attend the EYF week.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to an email to university students through some manipulation of parts of Data File and through own language.</li> <li>The tone may be inconsistent. For example, factual for the most part with a sentence encouraging students to attend the EYF week at the end.</li> </ul>
<b>0</b>	Little or no evidence of an ability to manipulate register, tone or style in order to produce and appropriate email to university students.

## Part B1 Task 7 (Total 18 marks)

## Task Completion = 9 marks

Note to markers: the numbers in brackets refer to the page in the Data File where the information appears.

- 7.1 With reference to a news article in your newspaper / which appeared in Hong Kong Journal on 2 January 2012 / by Simon Yau / called 'Canteen food on campus fails students' taste test' (8)
- 7.2 Not only two restaurants // a new restaurant is opening in February (5/8)
- 7.3a the canteen does serve food different from rice, meat and vegetables (8/9)
- 7.3b *example of an item different from rice, meat and vegetables from menu*  
(any of sandwiches // any of salads // pumpkin pasta with tomato sauce// seafood spaghetti with cauliflower// roast tofu with bak choi and noodles // grilled fish with mashed potatoes and peas) (9)
- 7.4a the canteen does serve alternatives to meat (8)
- 7.4b *example of a vegetarian item from menu*  
(roast vegetable with hummus sandwich // egg and spinach sandwich // tuna salad sandwich // tuna nicoise salad // tomato and cucumber salad // fruit salad // steamed fish with broccoli and rice // vegetarian fried rice // pumpkin pasta with tomato sauce// seafood spaghetti with cauliflower// roast tofu with bak choi and noodles // grilled fish with mashed potatoes and peas) (9)
- 7.5a not old fashioned // was decorated (over Christmas) (5/8)
- 7.5b Shanghai-style (5)
- 7.6 Pat Lee from (Campus Services Department of) MetroU (2)

## Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
7.1	1	1
	0	0
7.2	1	1
	0	0
7.3	2	2
	1	1
	0	0
7.4	2	2
	1	1
	0	0
7.5	2	2
	1	1
	0	0
7.6	1	1
	0	0

**Task 7: Language = 5 marks***See the table on page 8.***Task 7: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
<b>2</b>	<ul style="list-style-type: none"> <li>• Overall coherence of letter very good.</li> <li>• Clearly frames letter with a reference to the article.</li> <li>• The relations between claim and counterclaim and main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Overall coherence of letter is reasonable.</li> <li>• Frames letter with a reference to the article.</li> <li>• The relations between claim and counterclaim and main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Overall coherence of letter is weak.</li> <li>• The relationship between the article and the letter may not be clear.</li> <li>• The relations between claim and counterclaim and main points and supporting points generally not clear.</li> <li>• Cohesive ties used contribute little to the coherence of the letter.</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 7: Appropriacy= 2 marks**

Marks	Appropriacy
<b>2</b>	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to a letter to the editor through manipulation of parts of Data File and own language.</li> <li>• Includes salutation and closing appropriate for a letter to the editor.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to a letter to the editor through some manipulation of parts of Data File and through own language.</li> <li>• Includes salutation and closing appropriate for a letter.</li> </ul>
<b>0</b>	Little or no evidence of an ability to manipulate register, tone or style in order to create an appropriate letter to the editor.

## Part B2 Task 8 (Total 18 marks)

## Task Completion = 9 marks

**Note to markers:** the numbers in brackets refer to the page in the Data File where the information appears.

Information from the tapescript is given as page 3 as candidates are asked to complete the Data File by taking notes on page 3.

- 8.1a there has been a complaint about food poisoning at the coffee shop (3/5)  
 8.1b there have been other incidents of food poisoning from coffee shop (5)  
 8.1c according to the head of the clinic // confirmed by clinic (3/5)
- 8.2a was a student (3/5)  
 8.2b happened January 3<sup>rd</sup> (3)  
 8.2c ate a salmon sandwich (3/5)
- 8.3a coffee shop inspected (3)  
 8.3b January 9<sup>th</sup> (3)  
 8.3c food left uncovered (3)  
 8.3d insects/ cockroaches were found (3)  
 8.3e staff weren't wearing (plastic) gloves (when preparing food /sandwiches) (3)
- 8.4a improvements needed (3)  
 8.4b will not renew contract otherwise (3)

## Mark Allocation Grid

**Note to markers:** The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
8.1	3	2
	1-2	1
	0	0
8.2	3	2
	1-2	1
	0	0
8.3	5	3
	3-4	2
	1-2	1
	0	0
8.4	2	2
	1	1
	0	0

## Tasks 8-10: Language = 5 marks

Marks	Language
<b>5</b>	<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 when necessary.</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 entirely correct.</li> </ul>
<b>4</b>	<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>• Wide 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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<p><b>Data File Manipulation</b> Writing characterized 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>
<b>0</b>	<p><b>Data File Manipulation</b> Writing characterized 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 Organization = 2 marks**

Marks	Coherence and Organization
<b>2</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email very good.</li> <li>• Includes a subject line which is informative and congruent with rest of email.</li> <li>• Clearly frames email with a reference to the complaint.</li> <li>• The relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email is reasonable.</li> <li>• Includes a subject line which is generally congruent with rest of email.</li> <li>• Frames email with a reference to the complaint.</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>
<b>0</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email is weak.</li> <li>• May not include subject line or subject line may be incongruent or too general.</li> <li>• The relationship between the complaint and the email may not be clear.</li> <li>• The relations between main points and supporting points generally not clear.</li> <li>• Cohesive ties used contribute little to the coherence of the email.</li> </ul>

**Tasks 8: Appropriacy= 2 marks**

Marks	Appropriacy
<b>2</b>	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to an email of reprimand to a manager through manipulation of parts of Data File and own language.</li> <li>• Includes salutation and closing appropriate for a formal email.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to an email of reprimand to a manager through some manipulation of parts of Data File and through own language.</li> <li>• Includes salutation and closing reasonably appropriate for a formal email.</li> </ul>
<b>0</b>	Little or no evidence of an ability to manipulate register, tone or style in order to create an appropriate email of reprimand to a manager.

## Part B2 Task 9 (Total 18 marks)

## Task Completion = 9 marks

**Note to markers:** the numbers in brackets refer to the page in the Data File where the information appears.

- 9.1 Super Chef competition at Metro U on March 10<sup>th</sup> (4/7)
- 9.2a Antonia Zacha (7)
- 9.2b owner of new restaurant at Metro U (8)
- 9.2c award-winning chef // been on reality TV (10)
- 9.2d Ho Chun Yu (6/7)
- 9.2e TV presenter (6) // winner of Top Chef Challenge 2010 (6)
- 9.3a it's like Top Chef Challenge Live TV programme (7)
- 9.3b contestants have to cook (one dish) live (with given ingredients) (6)
- 9.3c winner will be judged by student judge (7)
- 9.3d judged on taste and healthiness (7)
- 9.4a students should express interest in being judge (4)
- 9.4b deadline February 10<sup>th</sup> (4)
- 9.4c reply to email to enter (4)

## Mark Allocation Grid

**Note to markers:** The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
9.1	1	1
	0	0
9.2	5	3
	3-4	2
	1-2	1
	0	0
9.3	3-4	3
	2	2
	1	1
	0	0
9.4	2	2
	1	1
	0	0

**Task 9: Language = 5 marks***See the table on page 13.***Task 9: Coherence and Organization = 2 marks**

Marks	Coherence and Organization
<b>2</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email very good.</li> <li>• Clearly frames email by beginning with an announcement of the competition and ending the email with details of how to be a judge.</li> <li>• The relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email is reasonable.</li> <li>• Frames email with a reference to the competition.</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>
<b>0</b>	<ul style="list-style-type: none"> <li>• Overall coherence of email is weak.</li> <li>• The relations between main points and supporting points generally not clear.</li> <li>• Cohesive ties used contribute little to the coherence of the email.</li> </ul>

**Tasks 9: Appropriacy= 2 marks**

Marks	Appropriacy
<b>2</b>	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to an email to university students through manipulation of parts of Data File and own language.</li> <li>• The overall tone is enthusiastic and one which encourages students to take part in the competition.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to an email to university students through some manipulation of parts of Data File and through own language.</li> <li>• The tone may be inconsistent. For example, factual for the most part with a sentence encouraging students to be a judge at the end.</li> </ul>
<b>0</b>	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate email to university students.

## Part B2Task 10 (Total 18 marks)

## Task Completion = 9 marks

**Note to markers:** the numbers in brackets refer to the page in the Data File where the information appears. Information from the tapescript is given as page 3 as candidates are asked to complete the Data File by taking notes on page 3.

- 10.1a new restaurant opening on campus / at Metro U (4)  
 10.1b called Miso2 (8)  
 10.1c opening February (14<sup>th</sup>) (8)  
 10.1d in Block X // old administration building (8)  
 10.1e owner is Antonia Zacha (7) / award-winning chef (7) / been on reality TV (10)
- 10.2a concept: cook junk food in a healthy way (8/10)  
 10.2b *example of concept in action:*  
 pizza with whole wheat dough / low fat cheese / vegetables / fruit (9)  
 10.2c serves food with low fat, sugar and salt so ties in with slogan (10)  
 10.2d slogan: Down with Fat, Sugar and Salt (3)
- 10.3a name of restaurant chosen to raise awareness of breast cancer (8)  
 10.3b Miso soup cuts risk of breast cancer (8)  
 10.3c \$10 of every meal goes to Breast Cancer Awareness Association (7)

## Mark Allocation Grid

**Note to markers:** The table below indicates the number of marks to be awarded for each section of the task.

Section	No. of correct points	Mark to be awarded
<b>10.1</b>	5	3
	3-4	2
	1-2	1
	0	0
<b>10.2</b>	4	3
	3	2
	1-2	1
	0	0
<b>10.3</b>	3	3
	2	2
	1	1
	0	0

**Task 10: Language = 5 marks***See the table on page 13.***Task 10: Coherence and Organization = 2 marks**

Marks	Coherence and Organization
<b>2</b>	<ul style="list-style-type: none"> <li>Overall coherence of article very good.</li> <li>Includes a title which is informative and congruent with rest of article.</li> <li>Includes ending that rounds off article in a satisfying way.</li> <li>The relations between main points and supporting points always clear.</li> <li>Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Overall coherence of article is reasonable.</li> <li>Includes a title which is generally congruent with rest of article.</li> <li>Includes relevant and coherent ending.</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>
<b>0</b>	<ul style="list-style-type: none"> <li>Overall coherence of article is weak.</li> <li>The relations between main points and supporting points generally not clear.</li> <li>May not include title or title may be incongruent or too general.</li> <li>Cohesive ties used contribute little to the coherence of the article.</li> </ul>

**Tasks 10: Appropriacy= 2 marks**

Marks	Appropriacy
<b>2</b>	<ul style="list-style-type: none"> <li>Register, tone and style generally appropriate to a feature article through manipulation of parts of Data File and own language.</li> <li>The overall tone is enthusiastic and one which encourages students to take an interest in the restaurant.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Register, tone and style reasonably appropriate to a feature article through some manipulation of parts of Data File and through own language.</li> <li>The tone may be inconsistent. For example, factual for the most part with a sentence encouraging students to visit the restaurant at the end.</li> </ul>
<b>0</b>	Little or no evidence of an ability to manipulate register, tone or style in order to create an appropriate feature article.

只限教師參閱

FOR TEACHERS' USE ONLY

香港考試及評核局

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

香港中學文憑考試

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

練習卷

PRACTICE PAPER

ENGLISH LANGUAGE PAPER 3

錄音稿

Tapescript

本錄音稿乃香港考試及評核局專為上述試卷編寫，只供錄音帶製作與閱卷員參考之用。在評閱上述試卷時，一切考慮仍以錄音帶之內容為準。

This tapescript has been prepared by the Hong Kong Examination and Assessment Authority for recording the examination tape and for markers' reference. However, the marking of examination scripts is based on the recording rather than the tapescript.

Hong Kong Diploma of Secondary Education Practice Paper  
English Language Paper 3

Announcer:

Tapescript

Hong Kong Diploma of Secondary Education, English Language Practice Paper 3, Integrated Listening, Reading and Writing.

Instructions to Candidates.

You should have on your desk a Part A Question-Answer Book, a Part B1 Data File with a Part B1 Question-Answer Book inserted and a Part B2 Data File with a Part B2 Question-Answer Book inserted. Do not open them until you are told to do so. I repeat, do not open the Question-Answer Books or the Data Files until you are told to do so.

Now write your Candidate Number in the space provided on Page 1 of your Part A Question-Answer Book.

(10 seconds pause)

Now look at the Part A Question-Answer Book. Check that the Part A Question-Answer Book has no missing pages. Look for the words 'End of Part A' on the last page.

(10 seconds pause)

Now stick your barcode labels in the spaces provided on Pages 1 and 3. Close your Part A Question-Answer Book when you have finished.

(30 seconds of *Greensleeves*)

Now look at your Part B1 Data File. Take out the inserted Part B1 Question-Answer Book. Check that your Part B1 Data File has no missing pages. Look for the words 'This is the last page of the Part B1 Data file' on the last page.

(10 seconds pause)

Now look at your Part B1 Question-Answer Book. Check that the Part B1 Question-Answer Book has no missing pages. Look for the words 'End of Part B1' on the last page.

(10 seconds pause)

Now stick your barcode label in the spaces provided on Page 1. Close the Part B1 Question-Answer Book when you have finished.

(30 seconds of *Greensleeves*)

Now look at your Part B2 Data File. Take out the inserted Part B2 Question-Answer Book. Check that the Part B2 Data File has no missing pages. Look for the words 'This is the last page of the Part B2 Data file' on the last page.

(10 seconds pause)

Now look at your Part B2 Question-Answer Book. Check that the Part B2 Question-Answer Book has no missing pages. Look for the words 'End of Part B2' on the last page.

(10 seconds pause)

Now stick your barcode labels in the spaces provided on Pages 1 and 3. Close the Part B2 Question-Answer Book when you have finished.

(30 seconds of *Greensleeves*)

You are reminded that all examination materials will be played ONCE only. The test is divided into two parts: Part A and Part B. You should use a pencil to answer all questions in Part A. For Part B, you can use a pen or a pencil. Put up your hand now if you have any difficulties. It is not possible to handle complaints after you have taken the test.

(10 seconds pause)

The test is about to begin. Keep your earphones on until you are told to take them off.

(3 seconds)

Announcer: Part A.

Situation.

You are Sam, a Secondary 6 student at Regent College. You are a member of a group of four classmates – you, Aaron, George and Lucy – who are doing a school project on weight problems in children in Hong Kong.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarize yourself with Tasks 1 - 4.

(2 minutes of *Greensleeves*)

(*Tone*)

Task 1 is about to begin.

Task 1. You and one of the group members, Aaron, are discussing your plans for the project. Listen to the conversation and fill in the information sheet below. Two have been done for you as examples.

You now have 30 seconds to study the note headings. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of *Greensleeves*)

(*Tone*)

Sam: Hi, Aaron.

Aaron: Hi, Sam. How's it going?

Sam: Yeah, OK, thanks. I was thinking, we should maybe start, you know, thinking about things about this project.

Aaron: Mm.

Sam: I mean, like what our time limit is, how we're going to share the work.

Aaron: Or what resources we can use...

Sam: Exactly. Hold on. I'll take some notes so we can show George and Lucy later on.

Aaron: Fine.

Sam: We need to have an action plan to present to Mr. Johnson next week.

Aaron: Yeah. So, today is the 23<sup>rd</sup> of January and we're meeting Mr. Johnson next, when? Monday, that's, the 30<sup>th</sup> of January.

Sam: Yeah. Monday... The 30<sup>th</sup>, I think it is.

Aaron: The deadline for the project's the 10<sup>th</sup> of February. So we've got 3 weeks to do it.

Sam: Yeah. There's a lot we – I mean there's a lot to do before the 10<sup>th</sup>.

Aaron: Mmm.

Sam: I dunno, I think we should start with the information collection.

Aaron: The what?

Sam: You know, the information collection. Collecting all the information and stuff for the introduction...the background...

Aaron: What? From the Internet or?

Sam: Yeah. I think the Internet's the obvious place to start. You could just do a google search. Mind you we'd have to limit ourselves a bit. There's just going to be too much stuff.

Aaron: Yeah, true. It's meant to be on Hong Kong. Erm, there'll be enough if we just search Hong Kong websites I'm sure.

Sam: OK, so how long do you think we should spend on that? On Hong Kong websites.

Aaron: Maybe a day, maybe a bit longer.

Sam: Yeah. OK, let's say a day and a half. I'll note that down... I can do that.

Aaron: Good.

Sam: Right. The other thing we should be doing is, going to the library.

Aaron: Yeah.

Sam: How about we go together to the school library some time next week.

Aaron: Yeah, alright. Yeah.

Sam: How about next Tuesday after school?

Aaron: Oh, I can't next Tuesday, I've got that choir practice.

Sam: Oh.

Aaron: Yeah. Well...but you could maybe take George. Or Lucy maybe.

Sam: Yeah, what I was thinking was, you know how George lives really near the Central Library?

Aaron: Yeah.

Sam: Well, he could go there – to Central Library at the weekend. No problem. And that would take him – what – four hours or something like that.

Aaron: Yeah good idea. We can put down four hours for George in the Central Library but what's that got to do with the school library?

Sam: Well, George would be the best person to come with me 'cause he'd know what he's found at the Central Library already.

Aaron: Oh, OK. What? Instead of me?

Sam: Yeah, exactly. Instead of you on Tuesday. Then you can go to your choir practice. I'll let George know. There isn't much in there so I'll write two hours in the plan then. Fine. Is that it then?

Aaron: Nah. We're going to need more than that.

Sam: Like what?

Aaron: Well, I was thinking. Isn't Lucy's father a doctor?

Sam: Yeah. I think so. Yeah.

Aaron: Well, she could interview him. Her father I mean. Couldn't she?

Sam: Yeah, I suppose she could. That's really a good idea actually.

Aaron: Yeah I know.

Sam: That's much better than just the usual stuff off the internet. It could be really interesting to hear what Lucy's father says.

Aaron: Yeah. That's what I was thinking.

Sam: Right, let me write it down before we forget.

Aaron: Oh. You'd better write "Doctor Lam" in the Action Plan. It would look a bit strange to write "Lucy's father".

Sam: Yeah, it would a bit. How do you spell that 'L-A-M'?

Aaron: Yeah.

Sam: Should only take her half an hour.

Aaron: Yeah. Not too long.

Sam: Mm.

Aaron: Right. So is that us done?

Sam: No, we've still to decide who does what. I mean the writing. Who's going to write what...erm...

Aaron: Oh yeah.

Sam: Well, maybe I can write the introduction and background.

Aaron: Mm.

Sam: I mean, I'll have done all the collecting the information and stuff by then, so...

Aaron: OK, but you can't just choose the easiest bit yourself!

Sam: What?

Aaron: I mean, the results section. That's much more work and I can't finish it on my own!

Sam: OK OK. Right well, we can do the results part together, if you like. You and me.

Aaron: Mmm.

Sam: OK?

Aaron: Yeah, OK. But what about George and Lucy? I mean...

Sam: Well, we can get them to do the conclusions and recommendations. That should keep them busy.

Aaron: Fine.

Sam: I think we should put here – in the action plan – How long to give us to do the write up.

Aaron: Mmm. Let's put ten days.

Sam: OK. Right well. That looks like an action plan.

Aaron: Yep.

Announcer: That is the end of Task 1. You now have one minute to tidy up your answers.

(60 seconds of *Greensleeves*)

(*Tone*)

Announcer: Task 2.

As part of your research into weight problems in children in Hong Kong, you have found a podcast that you think will provide you with useful information. Now you will play the podcast to your group members. Listen and complete the note sheet below. One has been done for you as an example.

You now have 30 seconds to study the note sheet. At the end of the task, you will have one and a half minutes to tidy up your answers.

(30 seconds of *Greensleeves*)

(*Tone*)

Sam: Hi guys, how's the research going?

Aaron: Oh, OK. How about you?

Sam: Well, I've found this really good podcast on the government website.

Lucy: Really?

Sam: Yeah. It's really good. It's all about obesity and children in Hong Kong.

Lucy: Great. Can we listen to it now? To hear what it says.

Sam: Yeah, I've only listened to it once. I haven't taken any notes off it. So we could jot down the main points as we listen.

Lucy: Yeah, OK.

Sam: Right. No. Hold on. Just a second. Right. That's it. Here we go.

(*Sound of mouse click*)

Interviewer: Good morning everyone. My guest today is Dr Lazlo Benko, a specialist in children's health. He's here today to talk about child obesity in Hong Kong. Good morning Dr Benko.

Dr Benko: Good morning.

Interviewer: Dr Benko, perhaps you can start by telling us what obesity actually is.

Dr Benko: Sure. Well, it's always good to start with a definition in any discussion. And with obesity, it's particularly important as there are so many definitions of obesity out there. Right, so, the correct definition of obesity is that obesity occurs when the body stores too much fat. Now you may ask just how much fat is too much.

(*Sound of mouse click*)

Sam: Sorry for stopping it. I missed the definition. Did anybody else get it?

Aaron: Yeah. It said obesity's when the body stores too much fat.

Sam: OK, got it. Right. I'll start it again. Hold on. I'll put it back a bit.

*(Sound of 3 mouse clicks)*

Dr Benko: Now you may ask just how much fat is too much. Well, this is different for boys and for girls as their bodies, as you no doubt realize, are different. The figures we generally use are different for boys and girls when we're deciding if they're obese or not. For boys, if more than 25% of their body is made up of fat, then they're considered to be obese. The figure for girls is higher, at 32%. So boys are obese if more than a quarter of their body is fat and for girls it's nearly a third.

Interviewer: OK. Interesting... Now, I read the other day that top athletes can have as little as 5% body fat. But what I want to know is how do we know how much fat we have in our body? How can we measure it?

Dr Benko: Well, the most commonly used measure of whether someone's obese or not is known as the BMI or the Body Mass Index. BMI is a measure which uses a person's weight and height to calculate if that person is obese. What this means is that everyone has a BMI –

Interviewer: Maybe you'll have to explain what that means to the listeners.

Dr Benko: OK. Generally speaking, healthy people should have a BMI of between 18.5 and 24.9. Anything over that is considered overweight and over 30 is obese. But these figures are now being debated. As I say, the BMI figure normally given for someone being obese is 30, but scientists at Hong Kong Metropolitan University want to change that to 28.5 for people in Hong Kong.

Interviewer: OK. But hasn't the BMI been criticized recently?

Dr Benko: Well, yes. There are several criticisms of the BMI. To begin with, it's simply an outdated way of measuring obesity. It was invented in the 1830s. I mean, that's 180 years ago. There are more modern scientific methods we can use. Another criticism of the BMI is that the BMI figure for obesity should be different for different countries. I mean, people in one country may be generally smaller than in another country. Japan or Hong Kong for example. Hence the lower figure for obesity for Hong Kong suggested by the Hong Kong Metropolitan University.

Interviewer: Oh, OK. Right, so now we know something about how we can determine if someone is suffering from obesity. The next thing is how does obesity affect us and our health?

- Dr Benko: Well, there are four common effects of obesity. The first is high blood pressure – the body has to work a lot harder and so the blood pressure goes up. The second also involves the blood as we find that people with obesity have high cholesterol...
- Interviewer: Yes, there's a lot more public awareness about levels of cholesterol these days.
- Dr Benko: Yes, the other two are more related to how people feel about themselves, if they're obese. The first of these is that they can suffer from low self-esteem and that can often lead to depression.
- Interviewer: Hmm...the last one – that obesity leads to depression – certainly reflects my own experience growing up. I'm sure we all remember how the overweight kids at school were laughed at by their classmates. It is very easy to imagine how those cases lead to problems of low self-esteem and depression.
- Dr. Benko: Yes, in many ways it's these mental problems that are the most serious.
- Interviewer: So how big a problem is obesity for school children in Hong Kong?
- Dr Benko: Research has shown there's a greater chance that obesity in childhood will last a lifetime and be a problem in later life. So it's very important that we deal with it at an early age before it becomes a life-long problem. You know, the Department of Health releases figures to show the trends for this type of thing over the years. And they say – their figures show that obesity among primary school students rose, from 16.4% in 1998 to 21.3% in 2008...erm...and it's projected that by 2013, one in four school children will be obese.
- Sam: OK, I'll stop it there. I need to go. Do you think it's useful?
- Aaron: Definitely. We can use the notes you've made in our write-up.
- Announcer: That is the end of Task 2. You now have one and a half minutes to tidy up your answers.

(90 seconds of *Greensleeves*)

(*Tone*)

Announcer: Task3.

Your group mate Aaron has found some information which may be useful to the project and he is now telling you about this. Complete the flow chart below while Aaron explains.

You now have 30 seconds to study the flow chart. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of *Greensleeves*)

(*Tone*)

Aaron: Hey, I was going to say, when I was doing that research for the project, I found this really good guide.

Sam: Oh yeah?

Aaron: Yeah, it was published by the Hospital Authority or somebody. It's a guide for the the clinical management of weight in children.

Sam: Right. So...

Aaron: What it is, is like a practical summary for doctors. Basically... It's a guide and basically consists of 6 steps. Sort of covering the whole medical process.

Sam: For what?

Aaron: For doctors dealing with obesity in children.

Sam: Oh, OK.

Aaron: Look. Maybe what we could do to make it easier is to do it, but as a flow chart.

Sam: Alright. Then let's do it now, eh? You explain – you take me through the steps – the different steps and I'll try – I'll do my best to draw the chart now.

Aaron: Right OK. Where to start... Right, the first step. The first step is to assess how overweight the child is when compared to other children of the same age.

Sam: OK, so it's like a measure of how overweight a child is.

Aaron: Right.

Sam: OK.

Aaron: So, for a child with normal weight, he can get healthy eating and exercise advice and that's it. Finished. But an overweight child, he goes onto Step 2.

Sam: Step 2.

Aaron: Yeah. Now Step 2 is to examine the weight history of the child and his or her immediate family.

Sam: Mmm.

Aaron: Actually, it's examining the weight history plus the medical history as well.

Sam: OK...so let me make sure I've got this right. Have a look at my chart so far.

Aaron: Oh, nice.

Sam: Thank you. Now, on the right hand side of the chart we have what happens to children who are normal weight.

Aaron: Yep.

Sam: And on the left the...the overweight kids. Now, they are the ones – I'm imagining who follow Steps 2 to 6.

Aaron: Yeah. But you haven't finished what you were writing for Step 2.

Sam: I know, I know. So Step 2. Weight history and...

Aaron: Medical history.

Sam: Oh yeah, medical history. Of the child and the immediate family.

Aaron: OK, next is Step 3...assess eating and exercise habits of the child and parents.

Sam: Oh, so eating and exercise habits of parents. Again parents...interesting. But in this case not other family members?

Aaron: I guess the assumption is that parents influence what children eat and the amount of exercise they do and brothers and sisters don't. Or at least much less.

Sam: Mm. Right. Step 4.

Aaron: Then Step 4 is devise treatment strategies.

Sam: Sounds very vague.

Aaron: What?

Sam: I mean, like 'treatment strategies' sounds good but do they actually provide concrete examples of 'treatment strategies'?

Aaron: Oh no, they do. They give three. Basically, treatment strategies are things like, say, the child has to reduce his energy intake, as well as modify eating and activity behaviour.

Sam: And the third one?

Aaron: The third strategy is to involve the family in the process.

Lucy: Yeah, I've been reading about this as well. And they all say that a child's living habits – you know, what he does and his attitudes to stuff like diet and exercise. It's really affected by his family. So involving the family is important.

Aaron: Right. So then we go on to Step 5. OK, Step 5, a reassessment of the extent to which the child is overweight.

Sam: That's too much to write.

Aaron: Well, just write 'reassess situation'.

Sam: Reassess situation. OK.

Aaron: Yeah, and then, of course, there are two outcomes from the reassessment. Pass or fail. Either the child's been successful or he hasn't. If the reassessment outcome is unsuccessful, the child will have to go back to Step 3 and go through the whole thing – the whole process again.

Sam: What do they mean by being unsuccessful?

Aaron: Well, not reducing their obesity level I suppose.

Sam: Ah right. And if he's successful?

Aaron: Well, if his reassessment outcome is successful. I mean, if he achieves weight loss or behaviour change, he'll then go on to the last step. Step 6.

Sam: Let me guess...Step 6 is regular monitoring.

Aaron: Wow, you're on the ball today. Yep, regular monitoring. But also weight loss maintenance. That's the other thing. And after Step 6, the child will be given healthy eating advice and advice on exercise. Same as those normal weight children...

Sam: That's the chart. What do you reckon? Good, eh?

Aaron: Yeah you've done a good job there.

Announcer: That is the end of Task3. You now have one minute to tidy up your answers.

(60 seconds of *Greensleeves*)

(*Tone*)

Announcer: Task 4.

Your group has completed its research and you are presenting your findings to your classmates. Listen to the end of your presentation and the question and answer session. Complete the information below as you listen.

You now have one minute to study the information. At the end of the task, you will have 2 minutes to tidy up your answers.

(1 minute of *Greensleeves*)

(*Tone*)

Sam: So, I'd like to hand you over to Lucy now, who's going to go through our recommendations.

Lucy: Thank you Sam. Right, so, our recommendations. Sam's spoken about the problems suffered by children who are either overweight or obese...uh... There are a number of things that we think we can do to help these children. I mean, it's all very well advocating a healthy diet and more exercise. These are expected and schools should be promoting these anyway. What we would like to see is a programme of visits to schools by medical experts. In this way, I mean, with these types of visits, the weight problems of children can be carefully monitored. We also want to see government put pressure on the media to cut the amount of advertising of the kinds of food that is causing children to put on weight. So no more advertising of burgers and pizzas on youtube please! Right, I'll hand you over to Aaron to introduce one more recommendation.

Aaron: Right. OK. Yes... Our last recommendation is that we need to deal with the self-esteem issues that obese students have. It goes without saying that teachers should ensure that such students aren't abused and called names by their classmates. I mean, we don't need to recommend that. Teachers should be doing that already. But we want to go a step further. What we would like to see is overweight children given the chance to be...uhm... prefects, ...uhm...given leading roles in the school production...uhm...a place in the athletics team. That sort of thing.

Lucy: Thanks Aaron. OK, that's all we have to say. Thank you for listening. Now, are there any questions?

Student 1: Yeah, I have a question. It seems obvious to me that if people don't want to get too fat, they should eat less, pure and simple. I mean, if somebody's like fat already and they don't eat less and they're too lazy to exercise, they end up getting fatter and fatter and they're miserable. I mean's it's up to them. It's their own fault, isn't it?

Lucy: Thank you for your question. I think if you have been listening to our presentation you'll understand that it's not always the child's fault. I mean, they're often overweight and it's the fault of the parents... Or maybe of other influences around them encouraging them to eat a poor diet. Any other questions? Yes?

- Student 2: Who me? OK. Yeah. Thanks. To tell you the truth, I was a bit disappointed with your presentation. When I saw the title of your talk I thought, ‘Yeah, this could be quite interesting.’ But unless I missed something as I drifted off, you didn’t actually say anything new in the end. We’ve heard it all before. You have my sympathy if you weren’t given a choice and were told by Mr. Johnson to do this topic, ‘cause I’d imagine there is nothing new you can say about children with weight problems. I mean, you’ve probably done a better job than I could have with the same topic, but I just found it all a bit dull. I dunno.
- Aaron: Mmm. (*laughs nervously*) Right. OK. Not sure if I know how to answer that one actually. Erm...
- Lucy: OK, maybe we could just move on. Does anyone else have a question or a comment?
- Student 3: Thanks. I’d like to thank the group for an excellent presentation but I do have one concern...erm...What you were saying about prefects and all that... I think all students should be rewarded for making the most of their natural abilities...erm... Personally, I wouldn’t make a student a prefect just because they were overweight or obese or whatever. To me that would be rewarding students for being overweight. It’s not fair. It would mean like I was being, patronized. I mean, you’d know that you only got the position to make you feel better.
- Aaron: If I could answer this one, Lucy... Maybe I wasn’t too clear on this point. I’m not saying that we should reward children for being overweight, what I’m saying is that we should provide them with the power to succeed. The measures that we have recommended should empower these students so that they can achieve whatever they want in life, including good health.
- Lucy: OK, maybe we can have one more question or comment? ...Yes?
- Student 4: Yeah, thank you. Isn’t it a problem that many of the children that suffer from obesity come from poor families? After all, a hamburger and fries is a lot cheaper than a meal in a traditional restaurant. What can we do to help these children from poor families?
- Aaron: Thanks for your question. Yeah, well. It is a real issue isn’t it? I think, really, the important thing is that...uhm...that children...I mean, it’s OK for children to eat fast food but so long as it’s only occasionally. And, you know, it’s not expensive to eat well, is it? You can buy fresh fruit and vegetables from the market or supermarket quite cheaply. And, you know, fresh fish or tofu, you can get cheaply. I think it’s just a matter of parents monitoring what their children eat and limiting their intake of unhealthy food.
- Lucy: Right, well, that’s it. Thank you all for coming.
- Announcer: That is the end of Task 4. You now have 2 minutes to complete your answers to Task 4 and to tidy up all your other answers.

(2 minutes of *Greensleeves*)

(*Tone*)

Announcer: Part B.

Situation.

You are Pat Lee. You work in the Campus Services Department at Hong Kong Metropolitan University. You are an assistant to Donnie Kwok, the manager in charge of all the different restaurants on the campus.

You will listen to a recording of part of a meeting of the Campus Services Committee, where they discuss some issues regarding food and drink on the campus.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File for Part B1 and the Question-Answer Book and the Data File for Part B2. Remember you must choose to do the tasks in either Part B1 or Part B2. Do not attempt both Parts B1 and B2.

Complete the tasks by following the instructions in the Question-Answer Book that you choose and on the recording. You will find all the information you need in the Question-Answer Book and Data File that you choose and on the recording. As you listen you can make notes on page 3 of the Data File.

You now have five minutes to familiarize yourself with the Part B Question-Answer Book and the Data File.

(5 minutes of *Greensleeves*)

(*Tone*)

The recording is about to begin. Turn to page 3 of the Data File you have chosen.

(5 seconds pause)

Chair: OK, everyone, now we come to item three on the agenda, the campus food and drink. I think we have a lot to discuss here. Donnie, could you update us?

Donnie: Yeah. As you might know, we have been having a few problems lately.

YY: What kind of problems?

Donnie: Well to start with there have been complaints about the food and the service in some of our canteens and restaurants.

Chair: Were these general complaints or something more specific about one incident?

Donnie: Right, well, we received a complaint letter from a student, Gracie Ma. You have a copy of the letter in your file. I've since been in touch with her and got some more details. She said that it happened on January the Third. She became ill after eating a smoked salmon sandwich in the Coffee Shop. She's blaming the food in the Coffee Shop.

YY: But people get ill for all sorts of reasons.

Donnie: True, but the doctor at the university clinic said it was food poisoning.

Chair: Food poisoning? That's serious. So how do they think that she got food poisoning?

Donnie: Well, seemingly the likely cause is the smoked salmon she had in her sandwich. You know, salmon can be a real problem. I mean, if it's not kept properly, it can easily go bad.

Chair: Yeah. So have you carried out any follow-up action? Have you checked the Coffee Shop?

Donnie: Yes, we carried out an inspection of the Coffee Shop on Monday the Ninth of January and –

Chair: You mean yesterday?

Donnie: Yeah sorry, We carried out an inspection of the Coffee Shop yesterday, the Ninth of January, and we found that the ingredients for the sandwiches, like the smoked salmon, the meat, tomatoes, lettuce, that kind of thing, were kept for long periods of time out of the fridge. So, basically, as they'd been leaving all the food out of the fridge for so long, it wasn't fresh and had gone off.

Brenda: That's awful, though I'm not surprised.

Donnie: Yes, another thing was that there were insects.

Brenda: Where? In the coffee shop?

Donnie: Yes. We found evidence of cockroaches.

Brenda: Ew! Cockroaches! I won't be eating there again, I can tell you.

Donnie: I know. Disgusting, isn't it.

YY: Yeah. Makes you think, doesn't it.

Chair: Mmm. Was there anything else?

Donnie: Yeah, the staff making the sandwiches didn't wear plastic disposable gloves – I mean like they're supposed to. You know those plastic gloves you see people in sandwich places wearing when they're preparing food?

YY: Yeah.

Donnie: Well, they weren't wearing them.

Chair: Well, we'll need to address all of these issues obviously. Any ideas about what can be done?

Brenda: You're right. We obviously need to do something.

Donnie: Yeah, well, I've been in touch with the Manager, Oliver Rogers about all of this, and I'll be informing him of the results of our inspection and telling him that improvements need to be made.

Chair: And what else can we do if he doesn't make these improvements? If things don't get better?

Donnie: If these improvements aren't made, I suggest we tell him we will not renew his contract.

Chair: Oliver Rogers, you mean?

Donnie: Yeah.

Brenda: Yes, I agree.

Chair: Well, that seems to be clear then. If the Coffee Shop doesn't improve, we won't be renewing Oliver Rogers' contract. Can you inform Oliver Rogers about our feelings, Donnie?

Donnie: Yes. We can send him an email today.

Chair: OK, good. Let's see how it goes then. OK, let's move onto the next item on the agenda. The Eat Yourself Fitter Week. How's the preparation coming along?

Donnie: Right well. Myself and Pat attended the Eat Yourself Fitter Week Organising Committee meeting last week and dates have now been fixed... Hold on... I've just got them here... Yeah, it's running from March the 5<sup>th</sup> to March 10<sup>th</sup>.

Brenda: Really? So relatively soon then.

Donnie: Yeah. Well, the committee also discussed the events and things that'll happen through the week. The first thing was the issue of setting up stalls on campus and I was given the task of coming up with some ideas. What I thought of was to set up some stalls on campus with different kinds of food.

Chair: Sounds good. But what do you mean? Cooked food or?

Donnie: Yeah, cooked food but that's cooked healthily.

Chair: Right.

Donnie: And the name we've come up with is 'Healthy Hawker Stalls'.

Chair: I like it. 'Healthy Hawker Stalls'. It's quite catchy.

Donnie: Yes, the next thing discussed was to hold a lecture, especially for the Eat Yourself Fitter Week.

Chair: OK.

Donnie: We asked Antonia Zacha if she would like to give the lecture.

Chair: Who?

YY: You know Antonia Zacha, the owner of the new restaurant on campus.

Chair: No. You've lost me.

YY: Antonia. Zacha. Z-A-C-H-A. She's opening the new restaurant at the university.

Chair: Oh, Sorry, I know. Antonia Zacha. The Chef. Right. So is she going to do a lecture, then?

Donnie: Yes. She was actually really keen. She's actually keen to help in any way she can in the Eat Yourself Fitter Week.

Chair: Well, let's try to get her involved. When's her lecture on again?

Donnie: OK, we've booked the room already. Just let me find it... OK, yeah, – Thursday March the 8<sup>th</sup>. At 1.00 pm. And she'll be talking in Lecture Room 14b. The title of her lecture is 'Eating on a Budget'.

Chair: Right, let me make a quick note of that. Antonia Zacha, Eating on a Budget. Thursday the 8<sup>th</sup> at 1 o'clock.

Donnie: Oh, and we've got a slogan.

Brenda: A what?

Donnie: You know, a slogan. A sentence to put on the poster. For the Eat Yourself Fitter Week.

Brenda: Oh, OK. A slogan.

Donnie: We thought of it the other day to encourage students to eat better. Erm...how did it go again...Oh yeah, it was 'Down with Salt, Sugar and Fat'.

Chair: I like it.

YY: What was it again.

Brenda: 'Down with Salt, Sugar and Fat'.

YY: Yeah. Good.

Chair: Great. Right, we'll get that on the banner as well. OK, well you've certainly been busy there. Maybe you can give us a further update on progress in the next meeting.

Announcer: That is the end of the listening component of this test. You will have one hour and fifteen minutes to complete the written tasks in either Part B1 or Part B2. An announcement will be made when time is up. Take off your earphones now and turn off the radio.

香港考試及評核局

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

香港中學文憑考試

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

練習卷

PRACTICE PAPER

ENGLISH LANGUAGE PAPER 4

評卷參考(暫定稿)

PROVISIONAL MARKING SCHEME

本評卷參考乃香港考試及評核局專為本科練習卷而編寫，供教師參考之用。教師應提醒學生，不應將評卷參考視為標準答案，硬背死記，活剝生吞。這種學習態度，既無助學生改善學習，學懂應對及解難，亦有違考試着重理解能力與運用技巧之旨。因此，本局籲請各位教師通力合作，堅守上述原則。

This marking scheme has been prepared by the Hong Kong Examinations and Assessment Authority for teachers' reference. Teachers should remind their students NOT to regard this marking scheme as a set of model answers. Our examinations emphasise the testing of understanding, the practical application of knowledge and the use of processing skills. Hence the use of model answers, or anything else which encourages rote memorisation, will not help students to improve their learning nor develop their abilities in addressing and solving problems. The Authority is counting on the co-operation of teachers in this regard.

**Provisional Marking Scheme****General Notes for Teachers on Marking****1. Adherence to marking scheme**

This marking scheme is the preliminary version before the normal standardisation process and some revisions may be necessary after actual samples of performance have been collected and scrutinised by the HKEAA. Teachers are strongly advised to conduct their own internal standardisation procedures before applying the marking schemes. After standardisation, teachers should adhere to the marking scheme to ensure a uniform standard of marking within the school.

**2. For this paper, examiners should give a mark from 0 – 7 for each of the four domains:**

- I. Pronunciation & delivery
- II. Communication strategies
- III. Vocabulary & language patterns
- IV. Ideas & organization

Total mark: 28

**3. In order to allocate the mark for each domain, examiners should consult the Assessment Guidelines and award a mark based on which descriptor best describes the candidate's performance.****4. Examiners are advised to give a provisional set of marks at the end of Part A. They can then use Part B to adjust the provisional marks if necessary by adding or deducting one mark on each domain.**

## PAPER 4 (SPEAKING)

## ASSESSMENT GUIDELINES

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organization</b>
7	<p>Pronounces all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with no hesitation.</p> <p>Uses intonation with some sophistication to enhance communication.</p> <p>Projects the voice appropriately.</p>	<p>Uses appropriate body language.</p> <p>Uses a full range of appropriate expressions and strategies skilfully to respond to others and to maintain interaction.</p> <p>Expands and elaborates with impressive detail.</p>	<p>Makes accurate use of an impressive range of vocabulary.</p> <p>Uses varied and highly accurate language patterns.</p> <p>Rephrases skilfully when necessary.</p>	<p>Expresses an impressive range of complex ideas clearly and fluently.</p> <p>Sustains and extends conversational exchanges effortlessly.</p>
6	<p>Pronounces all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with very little hesitation.</p> <p>Uses intonation to enhance communication.</p> <p>Projects the voice appropriately.</p>	<p>Uses appropriate body language.</p> <p>Uses a wide range of appropriate expressions and strategies effectively to respond to others and to maintain interaction.</p> <p>Expands and elaborates on responses.</p>	<p>Makes accurate use of a wide range of vocabulary.</p> <p>Uses varied and highly accurate language patterns; only minor slips made, which do not impede communication.</p> <p>Rephrases effectively when necessary.</p>	<p>Expresses a wide range of relevant ideas clearly and fluently.</p> <p>Sustains and extends conversational exchanges.</p>
5	<p>Pronounces almost all sounds/word clusters clearly and accurately.</p> <p>Speaks fluently and naturally, with only occasional hesitation.</p> <p>Uses intonation to enhance communication, though gives some sense of being a non-native speaker.</p> <p>Projects the voice appropriately.</p>	<p>Body language is generally appropriate.</p> <p>Uses a range of expressions and strategies to respond to others and to maintain interaction.</p> <p>Expands on most responses appropriately.</p> <p>Sustains conversational exchanges.</p>	<p>Makes varied and generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate and appropriate language patterns.</p> <p>Self-corrects effectively.</p>	<p>Expresses most ideas clearly and fluently.</p> <p>Most ideas are relevant.</p> <p>Develops and links most ideas.</p>
4	<p>Pronounces most sounds/word clusters clearly and accurately; less common words usually comprehensible.</p> <p>Uses intonation and pace appropriately to convey meaning.</p> <p>Usually projects the voice satisfactorily.</p>	<p>Some features of body language support communication.</p> <p>Uses a range of straightforward expressions and strategies appropriately.</p> <p>Sustains most conversational exchanges, and participates adequately.</p> <p>Expands on some responses.</p>	<p>Makes generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate language patterns. Errors do not generally impede communication.</p> <p>Self corrects when concentrating carefully or when asked to do so.</p>	<p>Expresses most ideas clearly.</p> <p>Develops and links some ideas but may have problems responding to interpretative questions.</p> <p>Ideas are generally relevant.</p>

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organization</b>
3	<p>Pronounces simple sounds clearly but may have some problems with clusters.</p> <p>Less common words may be misunderstood unless supported by contextual meaning.</p> <p>Uses intonation and pacing sufficiently well to be understood by a supportive listener. May hesitate occasionally.</p> <p>Poor voice projection may cause difficulties for the listener.</p>	<p>Some features of body language are appropriate.</p> <p>Uses some simple formulaic expressions and strategies appropriately.</p> <p>Expands on some responses briefly.</p> <p>Sometimes sustains conversational exchanges.</p>	<p>Usually makes appropriate use of simple vocabulary.</p> <p>Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication.</p>	<p>Expresses some relevant ideas clearly.</p> <p>May link some ideas.</p>
2	<b>PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDING OF HIGHER MARKS</b>			
	<p>Pronounces simple sounds and some clusters well enough to be understood most of the time.</p> <p>Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.</p> <p>Poor voice projection may cause difficulties for listener.</p>	<p>Makes rather restricted use of body language.</p> <p>Uses some simple formulaic expressions appropriately, generally in response to others.</p> <p>Attempts to expand on some responses briefly.</p> <p>Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.</p>	<p>Makes appropriate use of vocabulary from limited and familiar range, often derived from context.</p> <p>May use some very basic language patterns accurately in brief exchanges.</p> <p>May be unable to self correct.</p>	<p>Attempts to express simple relevant ideas, sometimes successfully.</p>
1	<p>Pronounces some simple and common words accurately enough to be understood.</p> <p>Uses intonation appropriately in the most familiar of words and phrases.</p> <p>Poor voice projection is likely to be a problem.</p>	<p>Can make restricted use of body language when required to respond.</p> <p>Can use only simple formulaic expressions, and only to respond to others.</p>	<p>Makes use of a narrow range of simple vocabulary, sometimes appropriately.</p> <p>Uses a narrow range of language patterns, usually in short and rehearsed utterances.</p>	<p>Occasionally produces brief information and ideas relevant to the topic.</p> <p>Will make some brief responses when prompted.</p>
0	Does not produce comprehensible English.	Does not use verbal interactional strategies.	Does not produce recognizable words or sequences.	Does not produce relevant material.