

## Marking Schemes

*This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.*

### Paper 1 (Reading)

#### Part A (compulsory section)

1. i) D [79]  
ii) B [78]
2. the panel (advising the government on tree management) had not been consulted before removing the banyans [41]
3. cracks were found (in the wall behind the trees) [69]
4. (the) banyans // (the) banyan trees // (the) trees [70]
5. i) True [68]  
ii) False [56]  
iii) Not Given [83]
6. A [79]
7. transformed into a temple [28]
8. banyans // banyan trees [41]
9. banyans would grow everywhere // banyans are ubiquitous // banyans are tough [22]
10. i) ubiquitous [74]  
ii) imposing [19]

	Summary	Correction	
11.	i) Thin airborne <u>branches</u> seek food; making banyan trees easily identifiable.	roots	[21]
	ii) Over 1,100 banyans growing out of stone walls on Hong Kong Island	✓	[21]
	iii) were recorded by Jim Chi-yung. Finding <u>protection</u> from another	nutrition // water	[11]
	iv) tree or the soil enables it to produce a <u>thin</u> trunk. Since banyans	thick // dense	[51]
	v) grow in <u>few</u> situations they are the most dominant form of greenery	different // varied	[32]

12. i) traditional // Hakka [77]  
ii) mortar [74]  
iii) seeds [57]  
iv) grow [5]
13. i) B [51]  
ii) A [22]  
iii) B [58]
14. (a/the) root [50]

15. Negative + concreting over the roots defaces heritage [44]
16. chopping down / removal of (four) healthy banyans (nearby / in Bonham Road) [55]
17. because they were outraged // because they wanted to express anger for cutting down the trees / to show their support towards the banyans [15]
18. i) False [52]  
 ii) Not Given [59]  
 iii) False [47]
19. banyans are not suitable for burning / could not be used as timber [55]
20. the (bigger) tree wraps its branches around / embrace another (smaller) tree's body // when the two trees become one, they cannot be separated [76]
21. accommodation is made when building roads // Register of Old and Valuable Trees is set up (by the government) [67]
22. banyans grow / survive in diverse / difficult conditions [32]
23. i) D [72]  
 ii) F [73]  
 iii) G [52]  
 iv) E [74]  
 v) C [52]

**Part B1 (easier section)**

24. wares [57]
25. his native village // (in) Fujian [82]
26. B [83]
27. umbrellas [56]
28. (the) throw-away culture [46]
29. D [42]
30. His children support him financially [58]
31. i) C [86]  
 ii) B [43]  
 iii) D [79]
32. A [50]
33. rules to limit hawkers // rules to ban new licences // a ban on new licences [23]
34. i) True [61]  
 ii) False [67]  
 iii) True [58]  
 iv) Not Given [55]

35.	i)	current	[5]
	ii)	draw	[18]
	iii)	tighter	[27]
36.	i)	districts // areas	[32]
	ii)	realised // believed	[72]
	iii)	hawking // hawkers // licensing	[50]
	iv)	commercial	[15]
	v)	residents	[8]
	vi)	unfair	[66]
37.	i)	business	[49]
	ii)	law	[13]
	iii)	obtain // get	[33]
38.	i)	True	[57]
	ii)	Not Given	[45]
	iii)	False	[65]
39.		hawkers	[41]
40.	i)	B	[49]
	ii)	C	[50]
	iii)	A	[50]
41.	i)	G	[57]
	ii)	E	[38]
	iii)	C	[44]
	iv)	B	[45]
	v)	A	[38]
	vi)	F	[52]
42.		Yes + hawking is a tourist attraction / brings economic benefits //	[18]
		No + they cause hygiene hazard / safety hazard / unfair competition	

**Part B2 (more difficult section)**

43.	i)	(the) general reader(s) / the (general) public	[84]
	ii)	lead to widespread misconceptions	[72]
	iii)	(use techniques to) make (bodacious) claims that are not scientific	[61]
	iv)	readers need to be critical	[76]
44.		sarcastic // sceptical // questioning // is against / mocks the (Brain Gym) programme	[38]
45.	i)	brain gym	[48]
	ii)	Brain gym is (routinely) taught in British schools	[28]

46. i) They give credence to absurdities / claims that mislead the public [17]  
 ii) They have poor understanding of statistics and evidence [64]
47. Scientists and doctors are smaller in number (compared to individuals) // Scientists and doctors are fighting an uphill battle against individuals who are large in number [5]
48. i) obsessed [46]  
 ii) medicine [15]  
 iii) sciencey-sounding claims (and stories) [34]  
 iv) ultimate [45]  
 v) hole [29]  
 vi) taught [40]
49. rest of the text / book // the book [4]
50. bigger fish [47]
51. i) death // risk // statistics // science that will kill or cure you [62]  
 ii) evidence-based medicine had saved millions of lives [15]  
 iii) the (mainstream) media // sciencey-sounding claims and stories (with no scientific evidence) [22]  
 iv) homeopathy [34]  
 v) (Some) customers (of alternative therapists) might die // public understanding of nature of evidence is undermined [24]
52. B [73]
53. (to) pull the wool over the eyes (of) [16]
54. social problems / political problems are medicalised [31]
- 55.
- | Summary  | Correction              |      |
|--|-------------------------|------|
| i) those who <u>reject</u> great power and authority and those in the          | have / enjoy / accept   | [39] |
| ii) mainstream media. He considers the former more <u>prevalent</u>            | powerful / harmful      | [14] |
| iii) as their <u>pointless</u> mistakes have serious outcomes. He believes the | basic / fundamental     | [27] |
| iv) latter doggedly support <u>meaningful</u> stories about science            | meaningless / pointless | [28] |
| v) with such a fundamental misconception of the facts.                         | ✓                       | [20] |
56. They make basic mistakes with grave consequences [39]
57. seeing evidence behind popular deceptions // having knowledge about research / level of evidence [11]
58. C [59]
59. (as one continues) reading the book / Bad Science [24]
60. One can still be making mistakes but they will be more critical // Readers may not be convinced but they will be a more critical reader [4]

61.	i)	C	[54]
	ii)	F	[36]
	iii)	D	[52]
	iv)	B	[39]
	v)	E	[20]
62.	Pessimistic + doctors and scientists are deceived by pharmaceutical industries / powerful people make basic mistakes and there can be grave consequences //		[6]
	Optimistic + the book can reduce readers' misconception on science and medicine		

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

/ = alternative acceptable word(s) / phrase(s) within an answer

// = alternative answer(s)

( ) = word(s) or phrase(s) which are **NOT** essential to the answer

\_\_\_ = underlined word(s) must be present in the answer

**Paper 2 (Writing)**

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

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

**Paper 3 (Listening and Integrated Skills)**

**Part A (compulsory section)**

**Task 1 (12 marks)**

- |     |  |      |
|-----|--|------|
| 1.  | April 30th // end of April   | [67] |
| 2.  | (only) 50 dollars  | [67] |
| 3.  | Monday   | [93] |
| 4.  | take photos  | [64] |
| 5.  | D  | [74] |
| 6.  | (around) 70,000 years ago  | [50] |
| 7.  | (by) canoe   | [8]  |
| 8.  | on foot // walking   | [57] |
| 9.  | (from) island to island  | [59] |
| 10. | lack of food // to find food   | [79] |
| 11. | fighting (with) other humans // escape from other humans   | [33] |
| 12. | <input checked="" type="checkbox"/> Grow food <input checked="" type="checkbox"/> Make clothes <input checked="" type="checkbox"/> Build houses <input checked="" type="checkbox"/> Make weapons | [50] |

**Task 2 (14 marks)**

- |     |   |      |
|-----|---|------|
| 13. | Paqua Monna                                 | [37] |
| 14. | languages                                   | [71] |
| 15. | customs                                     | [27] |
| 16. | C   | [74] |
| 17. | light                                       | [68] |
| 18. | strong                                      | [67] |
| 19. | 5   | [82] |
| 20. | 14  | [44] |
| 21. | May 1950                                    | [24] |
| 22. | (the) stars                                 | [44] |
| 23. | fish  | [77] |
| 24. | in bamboo (water) containers                | [28] |
| 25. | Lost food source ✓ Lost water ✓ Lost sail ✓ | [70] |
| 26. | D   | [81] |

**Task 3** (14 marks)

- |     |   |      |
|-----|---|------|
| 27. | (strongly) connected to (your / our / one's) cultural background  | [23] |
| 28. | Singapore   | [37] |
| 29. | explore his (Peruvian) identity   | [34] |
| 30. | speak with her grandparents // get to know her grandparents   | [49] |
| 31. | give a speech at his cousin's wedding   | [8]  |
| 32. | lesson(s) every week with a private tutor   | [18] |
| 33. | language exchange partner   | [36] |
| 34. | use a language learning app (on his way to work)  | [33] |
| 35. | reading and writing Chinese characters  | [30] |
| 36. | write a daily diary in Chinese  | [17] |
| 37. | watch YouTube series in French every week / regularly   | [9]  |
| 38. | it's never too late to learn  | [53] |
| 39. | motivation is everything // without motivation you'll never succeed   | [60] |
| 40. | not one / no single (right) way of learning // have to be ready to try out lots of ways to learn // try out different ways to succeed | [48] |

**Task 4** (13 marks)

- |     |   |        |
|-----|---|--------|
| 41. | largest annual human migration (on Earth) // more people travel than the population of the United States  | [8]    |
| 42. | (estimated) 400,000,000   | [68]   |
| 43. | (economic reforms meant that) they left their hometowns to work (in the city) // (before) most people lived in towns in which they were born                                | [24] } |
| 44. | the number of university students studying outside their hometown has increased   | [13] } |
| 45. | buying a ticket ... they sell out (quickly) (especially online) // the scarcity of tickets  | [46] } |
| 46. | risk of accidents // safety issues ... of (over) crowded trains // many people have to stand (on train)   | [29] } |
| 47. | passengers called his family to (come and) meet him at next stop / station  | [21]   |
| 48. | a stranger shared / offered to share his lunch box  | [48]   |
| 49. | they (got chatting about their love of reading and later) got married // became husband and wife  | [37]   |
| 50. | stay where they are // avoid Chunyun (altogether)   | [24] } |
| 51. | reduce cost by sharing their car (with friends and strangers)   | [10] } |
| 52. | international travel  | [11] } |
| 53. | (they feel that) (despite the stress) it is worth it to spend time with loved ones / family // (the reward of) spending time with loved ones / family makes it all worth it | [9]    |

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

**Part B1 (easier section)**

**Task 5 (17 marks)**

**Task Completion = 15 marks**

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

Item		DF page reference
5.1	27th April	3*
5.2	10am	3*
5.3	Visitors' Centre	3*
5.4	2 hours	3*
5.5	Chinese	8
5.6	English audio guides	8
5.7	light clothing / clothes	5
5.8	walking or running shoes	8
5.9	water	5
5.10	sunglasses	5
5.11	mosquito repellent	8
5.12	(a) hat	9
5.13	pregnant woman	9
5.14	person with serious health issues	9
5.15	(we recommend you) consult a doctor (before joining the walk)	9

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

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

**Task 5: Language (L) = 2 marks**

Marks	Language
2	<ul style="list-style-type: none"> <li>• Generally understandable though may be some errors.</li> <li>• Most words are spelt correctly.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Grammatical errors sometimes affect understanding.</li> <li>• Spelling of simple words is correct, more complex ones not.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Multiple errors throughout, spelling and/or word usage which make understanding impossible.</li> </ul> OR <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 6 (18 marks)**

**Task Completion = 9 marks**

Item		DF page reference
6.1	the start time has been changed (from 7:30am) to 9:30am	3*
6.2	because not enough people are signing up to join the tour	3*
6.3	because the tour starts too early	3*
6.4	Request: Will the staff give out (free) refreshments / cool water and ice cream?	11
6.5	Reason: (the) hot weather (in Hong Kong)	11
6.6	Reason: participants will be doing a lot of walking	11
6.7	Request: Will there be a refund if there are not sufficient bird sightings or there is poor weather?	10
6.8	Reason: previous participants left negative reviews due to not seeing many birds	10
6.9	Reason: coupons and discounts won't make up for the time they lost (so only a refund would be suitable)	10

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

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

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

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

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

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style are generally appropriate through manipulation of parts of the Data File and own language.</li><li>• The candidate has produced a text appropriate for the task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style are reasonably appropriate to the text through some manipulation of parts of the Data File and through own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li></ul>

**Task 7 (18 marks)**

**Task Completion = 9 marks**

Item			DF page reference
7.1	At the Insects and Reptiles	learn about (different) insects and reptiles	7
7.2	Exhibition, you	experience a different side of Hong Kong	7
7.3	can...	meet Oggie, the salt water crocodile	7
7.4	dragonflies at the exhibition: Red Baller and Blue Tail		3* / 5
7.5	(some of) the dragonflies at the exhibition are rare (in Hong Kong) as they migrate during the winter		5
7.6	there will be a dragonfly photo-taking competition (at the exhibition)		3*
7.7	the best dragonfly photo wins \$500		3*
7.8	(World City Travel early booking offer:) book your ticket two weeks in advance for a 30% discount		6
7.9	tickets are free for children under 6 years old when accompanied by parents		6

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

**Task 7: Language (L) = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures, but overall clarity is 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 errors often occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from the Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 7: Coherence and Organisation (C) = 2 marks**

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

**Task 7: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.</li><li>• The candidate has produced a text appropriate for the task.</li></ul>
1	<ul style="list-style-type: none"><li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of the Data File and own language.</li><li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li></ul>
0	<ul style="list-style-type: none"><li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li><li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li></ul>

**Part B2 (more difficult section)**

**Task 8 (17 marks)**

**Task Completion = 8 marks**

<b>Item</b>		<b>DF page reference</b>
8.1	the incident occurred on 27 <sup>th</sup> March at 5:50pm in Sydney Harbour	3* / 5 / 7
8.2	the catamaran crashed into rocks	6
8.3	Reason for accident: a sudden change in weather (conditions)	6
8.4	no passengers were on board: the catamaran was training new crew members	7
8.5	and scouting whale migration routes	7
8.6	Review Board conclusion: Captain Moby (was) not at fault	3*
8.7	(Review Board conclusion:) he kept the crew onboard safe and was instrumental in minimising damage to the catamaran	10
8.8	(Review Board conclusion:) he was / is extremely professional	3*

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

Task 8: Language (L) = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> Successful manipulation of phrases from the Data File to create grammatically correct sentences, achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

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

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

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

Task 9 (18 marks)

Task Completion = 9 marks

Item		DF page reference
9.1	we value our customers // we put (our) customers first	8
9.2	in addition to a full refund, we are offering a compensation package	6 / 7 / 8
9.3	Compensation includes: lifetime membership of World City Travel	3*
9.4	a 30% discount on all tours (for life)	3*
9.5	a free photo print by (Dr) David Atkinson // an "Aqua Vita" photo print	11
9.6	participants can also choose another, complimentary, cruise	10
9.7	(for the complimentary cruise:) the first two weeks of May are available	8
9.8	June and July are available and include an additional 50% duration	7 / 8
9.9	details of the available cruises are on the World City Travel website	10

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

Task 9: Language (L) = 5 marks

Marks	Language
5	<p><b>Data File Manipulation</b> Successful manipulation of phrases from the Data File to create grammatically correct sentences, achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures, but overall clarity is not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences, though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing is characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

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

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

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

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

**Task 10 (18 marks)**

Task Completion = 9 marks

Item		DF page reference
10.1	the Adventure Fishing Tour runs from 6th December to 27th January, with a break on Christmas Day	6 / 8 / 10
10.2	the Tour will take place on the D79X yacht, known as the “supercar of the sea”	7 / 9 / 11
10.3	the D79X has a top speed of 65 knots	9
10.4	and an oversized terrace with a built-in spa	9
10.5	the Tour stops at 2 white sand beaches	3*
10.6	where participants can catch shellfish	3*
10.7	commentary is by biologist (Dr) David Atkinson	7
10.8	famous for the 2013 TV wildlife documentary series / wildlife documentaries such as “The Life of Whales”	7 / 11
10.9	includes a free buffet lunch by iSea Caterers, featuring tuna, scallops and lobster	8 / 10

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