Paper 1 (Reading)

Part A (compulsory section)

1. C   [90]

2. Sales robots/They/It was/were nearly impossible to get rid of // Winston can't get rid of those sales robots // Winston was afraid the sales robot would try and sell something   [64]

3. (The sales robot was trying to) sell something/products // (The sales robot was going to) persuade/make Winston to buy something   [63]

4. They worked together (at CommaTech) // They were co-workers/colleagues   [74]

5. Future Industries   [69]

6.

Statement		T	F	NG	
i)	At first glance, the robot does not appear to be very impressive.	●			[48]
ii)	Rachel knows who Karl is.		●		[85]
iii)	Karl and Winston both wanted to work at Future Industries.	●			[64]

7. the (identi)card // Winston's/his (ID)card   [82]

8. A   [69]

9.

Statement		T	F	NG	
i)	Winston does not recognize the man in the video.		●		[82]
ii)	The job at Future Industries was to build robots.			●	[82]
iii)	Karl admits feeling guilty for what he did.	●			[86]

10. C   [76]

11. B   [79]

12. i) Elizabeth // wife // mother   [76]

    ii) She was shocked/upset (by Winston's response/his use of language) // She wanted to calm him down/stop him being angry // He was jumping up and down shouting // He might scare Rachel // It was not appropriate behavior in front of his daughter   [55]

13. He was miserable/unhappy at CommaTech // He didn't like his job at CommaTech   [53]

14.

Winston meets Elizabeth	4	
Winston applies for a job at Future Industries	2	
Winston works at CommaTech	1	
Winston works at IndustriCorp	3	[71]

15. (the) job at <u>Future Industries</u>   [55]

16. Rachel // daughter   [43]

17. his family // Rachel and Elizabeth // his wife and daughter   [74]

18. D   [69]

19. B   [81]

20. Winston // Winston himself   [50]

21. i)   The apology/the value of the apology is/was not serious/sufficient/important   ⎫ *1 mark*
    ii) ...enough to be recorded // compared to Karl's // another apology is needed //   ⎬ *1 mark*   [27]
         ...the apology will not be accepted   ⎭

22. stayed in the living room and recharged   [55]

23. D   [40]

24. i)   damaged   [47]

    ii) took   [68]

    iii) laughed at   [61]

    iv) copied   [71]

    v)   ignored   [58]

25. one // 1   [53]

26. he was scared of being close (and ran away) // He was scared of being in love   [62]

27. i)   to deliver/send/transfer apologies/acceptances   ⎫ *1 mark*
    ii) to record (new) apologies   ⎬ *1 mark*   [44]

28. i)   *(must refer to making apologies)* It is never too late to make an apology because... //   ⎫ *1 mark*
         Making an apology is important because...   ⎬   [36]
    ii) *(reason given should be supported by idea that can be implied from the text)*   ⎬ *1 mark*
         ...make people feel better about themselves/lighter //...it can change the future   ⎭

29. i)   Winston   [85]

    ii) Karl   [53]

30. i)   Robot   [81]

    ii) Elizabeth (mother)   [80]

    iii) Cherisse   [69]

    iv) Rachel (daughter)   [87]

    v)   Karl   [75]

Part B1 (easier section)

31. The World Needs More Love Letters   [89]

32. to spread joy through (proper, handwritten) letters (written to strangers)   [62]

33. stranger(s)   [31]

34. Hannah Brencher   [88]

35. i)   H.B./She was hit by depression and loneliness // she felt so lonely   ⎫ *1 mark*
    ii) H.B./She wanted to reach out to someone   ⎬ *1 mark*   [75]

36. messages // notes   [80]

37. B   [65]

38. It made her feel better // She felt happier/less lonely/depressed   [40]

39. She was invited to speak at a global conference // a university student slipped letters around the campus and soon everyone was writing them // more than 10,000 people join in all over the world   [40]

40. tuck(ed) // slip(ped)   [64]

41. the (woman's) husband // the soldier   [66]

42.

Statement		T	F	NG	
i)	Hannah Brencher writes her own letters.	●			[38]
ii)	The love letters successfully made the woman and her soldier husband fall back in love.			●	[60]
iii)	Some people ask for letters to be written to them.	●			[57]

43.

Brencher goes to New York City.	1
Letters are hung from trees in the university campus.	4
Brencher writes letters to strangers.	2
A student slips letters around her university campus.	3
Brencher gives a talk at an international conference.	5

[69]

44.

		Do	Don't	
i)	Send your letter by email.		●	[83]
ii)	Say something nice to the person who will read your letter.	●		[88]
iii)	Be romantic in your letter.		●	[57]
iv)	Place your letter somewhere for a stranger to find.	●		[78]

45. British // English // UK   [38]

46. put a smile on my face   [71]

47. write a (love) letter to a stranger   [42]

48.
  i) notepad and pen   } *1 mark*   [77]
  ii) cards with matching envelopes } *1 mark*   [25]

49. browsed Brencher's website   [52]

50. C   [52]

51. B   [65]

52.

Statement		T	F	NG	
i)	The writer thinks that people in London don't often smile at strangers.	●			[69]
ii)	The writer thinks that shorter notes are better than longer ones.	●			[31]
iii)	The writer is most pleased with her third letter.	●			[46]

53.
  i) (in) a sofa // in a café // between the cushions in a café   [71]
  ii) on the (seat of a) train (seat)   [72]
  iii) in a (nice-looking) basket of a bike   [11]

54.
  i) (The writer/she actually) stands a safe distance from the bike   [36]
  ii) pretending to (window) shop (just in case she catches the bike owner coming back)   [31]

55. A   [41]

56. C   [57]

57. …(for) people you'll never meet/or never really know // …(for) strangers // written to strangers // (equally) weird   [39]

58. her (husband's) bedroom   [28]

59. D   [56]

Part B2 (more difficult section)

60. A [54]

61. he appeared on The Cellar Tapes/a major television show // (he thought people would recognize him because) he was a (famous) celebrity/actor [76]

62. i) (he) switched on (a sweet, gentle) smile) [86]

ii) (he) practiced a (kind of 'Who?...me?') gesture (that involved looking behind him and then pointing with questioning disbelief at his own undeserving chest) [70]

iii) made sure there were pens in his pocket (for autographs) [65]

63. D [82]

64. he thought television watchers/people who watch television would (ask him to step aside and) recognize him/ask him to sign their autographs [24]

65. television confers instant fame // television should make you (immediately) famous [49]

66. i) Finally/At last // He was desperate...   } 1 mark

ii) someone recognized him // his hope of being recognized was fulfilled //...to be recognized   } 1 mark [60]

67. a shop/newsagent/sales assistant // someone/a girl who worked in the shop // the magazine seller [69]

68. C [77]

69. celebrity // celebrities // famous people   (✗ people wanting to be famous) [55]

70. (i) fame // celebrity [73]

(ii) appearance [62]

(iii) delusional [34]

(iv) clearly [60]

(v) dazzled // trapped // entramelled [70]

71. i) (the cultures of) venerating/to venerate a pack of talentless nobodies (who offer no moral, spiritual or intellectual sustenance and no discernable gifts beyond unthreatening photogeneity) // the culture of worshipping celebrities who look good but don't have much talent [19]

ii) the veneration of militant politicians [34]

72. B [50]

73. (apoplectic) bores // the kind of people who most object to (the childishness and cheapness of) celebrity culture [49]

74. i) (having) to choose // the choice between // you can/cannot like both   } 1 mark

ii) Mozart and/or Miley Cyrus // classical and/or pop music // monoculture and/or diversity   } 1 mark [37]

75. a (human cultural) jungle // (an Amazonian) rainforest // biodiversity [68]

76. a puma (and) a caterpillar [31]

77. i) wants fame for themselves // wants to be famous // wants their own shot at stardom (and not just worship celebrities)   } 1 mark

ii) wants to go straight to fame and fortune (short-circuiting tedious considerations like hard work and talent) // The previous generation was/were more hardworking/talented   } 1 mark [51]

78. tedious [59]

79. i) (He is/feels) ashamed/embarrassed/foolish // (He is/feels) disappointed/disgusted/angry/upset with himself // He thinks that he is futile/fatuous/feeble-minded [8]

ii) because he doesn't want others/readers/the public to know how desperate/much he wanted to be famous // because it reveals how desperate he wanted to be famous/how futile/fatuous/feeble-minded he really was [2]

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80. B [58]

81. secrets // inner/private/personal thoughts/feelings [1]

82. anyone // everyone // people in general   (✘ the reader // those who want to be famous)   [4]

83. A [39]

84.

Paragraph	Main idea	
1-3	C	
4	F	[54]
5	D	[59]
6	E	[68]
7	A	[60]
8	G	[57]
9	B	[42]

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.

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Paper 2 (Writing)

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

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

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

Paper 3 (Listening and Integrated Skills)

Part A (compulsory section)

Task 1 (12 marks)

1.	17 may // may 17th // 17/5	[83]
2.	John	[85]
3.	Mike	[97]
4.	Helen	[90]
5.	Brad	[88]
6.	wildtamer@gmail.com	[82]
7.	hobbies	[60]
8.	article	[43]
9.	ghosts	[28]
10.	(very) difficult // hard	[57]
11.	gifts // presents	[58]
12.	smart card // smartcard // smart-card	[69]

Task 2 (15 marks)

13.	comics	[56]
14.	cute	[85]
15.	scary / scarey	[64]
16.	√ // Yes	[82]
17.	colourful // colorful	[81]
18.	? // Maybe	[65]
19.	know/knew these/the places/this/these/them (already)	[49]
20.	boring // dull (theme) (to look at) (on video)	[56]
21.	√ // Yes	[94]
22.	good for (the/our) school('s) image	[57]
23.	(boring old) writer(s)	[38]
24.	√ // Yes	[97]
25.	drawing(s)/artwork/pictures (is/are) amazing	[55]
26.	same // similar	[61]
27.	stories // story	[70]

Task 3 (15 marks)

28.	senior officer	[48]
29.	(kitchen) cupboard // cup board (shelves)	[35]
30.	(fancy) (expensive) (Indian) carpet	[17]
31.	curtains	[26]
32.	chased // ran after // scared	[46]
33.	broke his arm // landed badly // called his son (for help)	[40]

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34.	bang(ing) the floor (with a stick)	[28]
35.	injection	[36]
36.	cage	[48]
37.	dog food	[36]
38.	ate food in kitchen // didn't eat food in cage / the food // didn't go near / into cage // went into kitchen to find other food	[28]
39.	vet	[18]
40.	shot // tranquilised/tranquilized	[46]
41.	fell asleep // went to sleep // was tranquilized/tranquilised // was caught	[7]
42.	released the boar/it (into the wild) // set the boar/it free // let the boar/it go (back into the wild) // took the boar/it to a country park	[54]

Task 4 (18 marks)

43.	abandoned farm animals	[19]
44.	attacks // bites	[17]
45.	disease(s) // rabies	[39]
46.	local wild animals // wildlife // wild life	[46]
47.	catch and kill (policy)	[61]
48.	drop/decrease in (stray dog) population/numbers // fewer stray dogs	[25]
49.	cruel	[22]
50.	makes (a) mistake(s) // gets it wrong	[65]
51.	trapped // captured // caught	[36]
52.	released (where it was found)	[24]
53.	ear is cut off	[3]
54.	support/accept/agree with it/the method	[10]
55.	breed	[35]
56.	visual (enough) // visually interesting / enough	[29]
57.	put (in)/add/include/have shots/video clips/photos of stray dogs	[24]
58.	biased // unbalanced	[21]
59.	include/find interview someone who disagrees/has opposing/contrasting/opposite opinion/from AFCD/contrasts Robbie's opinion	[36]
60.	Disappointed	[64]

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

Part B1 (easier section)

Task 5 *(18 marks)*

Task Completion = 14 marks

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

		DF page reference
5.1	a wild animal which is kept / looked after by a person / people treat as a pet	3* / 8
5.2	wolf spider	3* / 7
5.3	tarantula	7
5.4	corn snake	7
5.5	python	7
5.6	tree frog	8
5.7	turtles	3*
5.8	(small) pigs	3*
5.9	sugar gliders	3* / 5/ 6/ 7
5.10	(people want to) impress their friends	7
5.11	learn (about) something (new)	3*
5.12	(want something) unusual / not ordinary / special	3*
5.13	don't (usually) need a lot of attention	7
5.14	(are) beautiful / people think they're beautiful	3*

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

Task 5: Language = 2 marks

Marks	Accuracy
2	- Simple and more complex phrases are generally accurately constructed. - Generally understandable though may be some minor errors. - Most common words are spelt correctly.
1	- Simple phrases are generally accurate. - Grammatical errors sometimes affect understanding. - Spelling of simple words is correct, more complex ones not.
0	- Multiple errors throughout, spelling and/or word usage which make understanding impossible. OR - Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything *verbatim* from the Data File.

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

Use of plural in 5.7 to 5.9
Correct subject in 5.10 to 5.14
Possible use of a complex noun phrase in 5.1

Task 5: Appropriacy = 2 marks

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

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

Definition-like for 5.1
No complete sentences or superfluous information in Question 2
Conciseness in 5.7 to 5.9
Use of parallel structures in 5.10 to 5.14

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Task 6 (*18 marks*)

Task Completion = 9 marks

		DF page reference
6.1	provides apology (*related to the incident*)	5
	Sugar gliders not suitable / don't make good pets because:	
6.2	smelly // need to clean cage	6
6.3	need more than one / get lonely	6
6.4	need a lot of space / a big space	3*
6.5	active at night / nocturnal / noisy at night / keeps you awake	7
6.6	can bite / attack you	6
	A non-poisonous snake may be more suitable because:	
6.7	quiet	7
6.8	feeding a snake is easy	3*
6.9	safe (for kids)	8

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

Task 6: Language = 5 marks

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

Task 6: Coherence and Organization = 2 marks

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

Task 6: Appropriacy = 2 marks

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

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

Tone: a professional and friendly tone

The purpose of placating the customer and providing advice should be clear.

Opening and Closing

Appropriate opening: *Dear Ms. / Mrs. Cheung*

X Inappropriate openings: *Dear Eunice / Eunice Cheung / Mr. Cheung // Hi // Hello //* No salutation

Appropriate endings: *Yours sincerely, Joey Wong // Yours truly, Joey Wong // Yours, Joey Wong // Regards, Joey Wong // Best wishes, Joey Wong*

X Inappropriate endings: *Yours faithfully, Joey Wong / Joey // Mr. / Ms. / Mrs. Wong // Kerry Lam*

Task 7 (*18 marks*)

Task Completion = 9 marks

	Background	DF page reference
7.1a	not real	9
7.1b	can create an account online	9
7.1c	has increased in popularity in recent years	8
	What can you do with a virtual pet?	
7.2a	send other pets (birthday) cards	9
7.2b	enter the pet in a (beauty) contest	10
7.2c	get the pet toys // get your pet a football	10
7.2d	play (games / a game) with the pet // play hide and seek	10
	Advantages	
7.3a	they're free	9
7.3b	learn / take responsibility by remembering to feed it / look after it	9
7.3c	a practice for / before having a real pet	9

Mark Allocation Grid

<u>Note to markers</u>: *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	3	3
	2	2
	1	1
	0	0
7.2	4	3
	3	2
	1-2	1
	0	0
7.3	3	3
	2	2
	1	1
	0	0

Task 7: Language = 5 marks

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

Task 7: Coherence and Organization = 2 marks

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

Task 7: Appropriacy = 2 marks

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

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

The purpose of providing information should be clear.

Format of a report, e.g. with headings and sections. It should not be like an essay or a letter.

Style: informative and concise.

Part B2 (more difficult section)

Task 8 (*18 marks*)

Task Completion = 9 marks

	What a veterinary nurse does and professional qualities	DF page reference
8.1a	provide care and support for sick animals	6
8.1b	(learn how to) handle animals / pets	3*
8.1c	(learn) clinical duties	3* /6
8.1d	perform (minor) surgical procedures	6
8.1e	E.g. take blood	3*
8.1f	E.g. dental cleaning	6
8.1g	like animals // be interested in animals // be an animal lover	3*
8.1h	good communication skills // talking to people // answering client emails	3*
	Qualifications and future prospects	
8.2a	(full-time) degree, diploma or certificate // study university programme // university provides training programme	5
8.2b	can specialize	5
8.2c	E.g. horse clinic	5
8.2d	can study / train to become a vet	5
	Challenges	
8.3a	learning not to be nervous with animals	6
8.3b	shift work // on call at night	6
8.3c	developing a strategy for when an animal dies	6

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

Mark Allocation Grid

<u>Note to markers</u>: *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	8	5
	7	4
	5-6	3
	3-4	2
	1-2	1
	0	0
8.2	3-4	2
	1-2	1
	0	0
8.3	3	2
	1-2	1
	0	0

Task 8: Language = 5 marks

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

Task 8: Coherence and Organization = 2 marks

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

Task 8: Appropriacy = 2 marks

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

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

Tone: The information page should be semi-formal and have the sense that is directed towards young people who want to find out more about this career.

It may use second person pronouns or indicate its audience by referring to 'young people', 'students' etc.

The purpose of giving useful information and advice should be clear.

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Task 9 (*18 marks*)

Task Completion = 9 marks

	Background	DF page reference
9.1a	a digital / computer application which uses the internet to simulate / simulates online the experience of having a real pet	7
9.1b	increase due to widespread / cheaper access to the internet	7
9.1c	a significant / surprising / relatively large percentage of users are over 65	4
	Why elderly people get into virtual pets	
9.2a	grandchildren show them // grandchildren are interested in it // develop a relationship with their grandchild(ren)	7
9.2b	not allowed to have a (real) pet / dog	7
9.2c	keep their minds active (as they get older)	5
	What elderly people are doing with virtual pets	
9.3a	collecting virtual pets // (keeping virtual horses on) a virtual ranch	5 / 8
9.3b	breeding // breeding exchange programme	5
9.3c	swap / exchange them	8
9.3d	to make money // sell them	8
9.3e	cross-breeding pets // creating super pets	5

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	3	3
	2	2
	1	1
	0	0
9.2	3	3
	2	2
	1	1
	0	0
9.3	4-5	3
	2-3	2
	1	1
	0	0

Task 9: Language = 5 marks

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

Task 9: Coherence and Organization = 2 marks

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

Task 9: Appropriacy = 2 marks

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

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

Tone: Semi-formal possibly light-hearted.

The purpose of providing information to the audience should be clear.

Opening and Closing

Appropriate opening: *Good morning everyone. My name is…. // Ladies and gentlemen* // A statement regarding what the speech is about.

X Inappropriate openings: *Dear (Listeners)*

Appropriate endings: *Thanks for listening // Hope you have an enjoyable time at the open day // Thank you.*

X Inappropriate endings: *That is the end of my speech // Yours faithfully.*

Task 10 (*18 marks*)

Task Completion = 9 marks

	Only cares about money	DF page reference
10.1a	(two vets) work for free with AFCD / assist in raids on pet shops	10
10.1b	works on a (free) scheme / Operation Gar which relocates gars to Ocean Park (may also be mentioned in 10.2)	7
10.1c	(joint campaign with the AFCD to provide) (free) workshops to educate people about threats to eco system (may also be mentioned in 10.2)	7
10.1d	volunteered at the AFCD open day (by providing an exhibition)	11
	Damage eco-system	
10.2a	people should not let exotic pets into the wild / be homeless // releasing exotic pets into the wild is not a good idea	3* / 7
10.2b	has (free) orphan programme (may be mentioned as free service in 10.1)	3* / 9
10.2c	takes in unwanted pets / any animal	3* / 9
10.2d	the numbers have gone up over the last five years / in recent years	10
10.2e	in 2013 over / around 100 cases // around 250 cases in last five years	10
	Disease	
10.3a	incidence of disease is low if exotic pets / animals handled carefully	11

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

Mark Allocation Grid

<u>*Note to markers:*</u> *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
10.1	4	4
	3	3
	2	2
	1	1
	0	0
10.2	5	4
	4	3
	2-3	2
	1	1
	0	0
10.3	1	1
	0	0

Task 10: Language = 5 marks

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

Task 10: Coherence and Organization = 2 marks

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

Task 10: Appropriacy = 2 marks

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

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

Tone: The letter should be formal.

The purpose of responding to and refuting the original letter should be clear.

Opening and Closing

Appropriate opening: *Dear Editor // Dear Sir // Dear Madam*

X Inappropriate openings: *Dear Mr. Squeers*

Appropriate endings: *Yours faithfully, Joey Wong / Yours truly, Joey Wong / Yours, Joey Wong / Regards, Joey Wong / Best wishes, Joey Wong*

X Inappropriate endings: *Yours sincerely, Joey Wong // Joey // Mr./ Ms. / Mrs. Wong // Kerry Lam*

Hong Kong Diploma of Secondary Education Examination 2014
English Language Paper 3 Listening and Integrated Skills

Tapescript   Time: 58:01

Track 1
Announcer

Hong Kong Diploma of Secondary Education 2014, English Language Paper 3, Listening and Integrated Skills.

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 second 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. Now go on to Part B' on the last page.

(10 second pause)

Now stick your barcode labels in the spaces provided on Pages 1, 3 and 5. 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 second 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 second pause)

Now stick your barcode label in the space provided on Page 1.

(10 second pause)

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 second 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 second 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 second pause)

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

(3 second pause)

Open your Part A Question-Answer Book at page 3. Part A is about to begin.

(3 second pause)

Track 2
Announcer

Part A.

Situation.

Helen Lee, Mike Wan and John Tung are students. They have been asked to produce some YouTube clips for their school website. You are going to hear four recordings of Helen, Mike and John speaking to different people.

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 this Question-Answer Book and the recording. You now have two minutes to familiarize yourself with Tasks 1 – 4.

(2 minutes of Greensleeves)

(Tone)

Track 3
Announcer

Task 1.

You are going to listen to a meeting where Helen, Mike and John discuss with Helen's teacher, Ms. Stanley, the background and ideas for the project. Listen to the meeting and write the missing information in the spaces provided in the note sheet. The first has been provided as an example.

You now have 30 seconds to study the task. At the end of the task you will have one

minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Ms. Stanley: Good morning. Come in all of you and sit down. Now Helen, can you introduce me to your friends?

Helen: Well, this is John and this is Mike.

Mike: Hello Miss Stanley.

Ms. Stanley: Nice to meet you Mike.

John: Em, Good morning, Miss Stanley.

Ms. Stanley: Morning John. Well, thanks for helping out. Okay, let's get started shall we. So I've finalized the dates of the project. You need to have the first YouTube clip completed in two weeks on the twenty-third of February. That way we can spot any problems on the production side of things early on. Is the twenty-third okay for everyone?

John: Yes, no problem.

Mike: Fine with me.

Ms. Stanley: Good. Now, I'm giving you about three months to do all six of the YouTube clips. So that will be the seventeenth of May. I hope you guys are good at sticking to a deadline. (Sounds of agreement). Okay. Let's move onto the next thing then, shall we? Helen.

Helen: Em yes.

Ms. Stanley: Tell me. Who is doing what in this project?

Helen: Yes, well, um let's see. I want to direct the clips and interview people. I'd love to direct something. Oh, and, um yes, I'll also be helping out John with writing scripts.

John: That's good 'cos I'm going to need some help with the writing!

Ms. Stanley: Helen told me you've done a bit of editing John, is that right?

John: That's right. I've done some editing before. I just hope I'll be able to manage.

Ms. Stanley: Okay. Mike what would you like to do?

Mike: I want to do the recording and look after the equipment. I've got a lot of experience.

Helen: Mike is very good at fixing things. He even fixed my iPhone!

Mike: Fixing stuff is easy.

Ms. Stanley: So shall we have a look at the ideas you've come up with for the theme for all of the clips?

Helen: Well, we have four ideas for the themes. The one I like most is Hong Kong's wild animals. I think that it's a topic not many people really know about and there's a lot of wildlife in Hong Kong.

Ms. Stanley: Yes, I like that idea. Actually, come to think of it I know someone who might be able to help you. He works in an animal shelter in the New Territories. Maybe you could interview him. His name is Brad.

Helen: Brad. B-R-A-D? Like the Hollywood actor?

Ms. Stanley: Yes, that's right. I've got his email address on my phone. Do you want me to text it to you?

Helen: Just tell me it and I'll type it into mine now.

Ms. Stanley: Okay here it is. The email address is wild tamer at gmail.com.

Helen: Is that W-I-L-D-T-A-M-E-R?

Ms. Stanley: That's right. All one word W-I-L-D-T-A-M-E-R ... and gmail is spelt G-M-A-I-L.

Helen: Oh, I know how to spell gmail. (Laughs)

Ms. Stanley: Okay. That's enough of that I think. So, does anyone want to suggest other ideas?

Mike: To be honest, I actually prefer my idea. I was thinking of interviewing people who have unusual hobbies. You know, like people who dress up as cartoon characters or go hunting UFOs.

Ms. Stanley: Hmmmm. Unusual hobbies. Maybe. Have you got somebody in mind to interview?

Mike: Oh well, no. Not really.

Ms. Stanley: Well, you'd need to think about somebody to contact then.

John: I know I've mentioned it before…

Mike: Mmmm.

John: … but I'd like to suggest that we make some clips about important places in Hong Kong.

Mike: Oh not this again.

Ms. Stanley: Thank you Mike. Can I hear your idea John?

John: Well, I thought it would be nice to tell people about places in Hong Kong that are important in some way. You know, historically or culturally.

Ms. Stanley: Well, that seems like a very good idea too. I actually found an article about this the other day. You could use it to add some interesting information.

Helen: Oh, I have one more idea. I think it could be really amazing.

Ms. Stanley: Yes?

Helen: We could do something about ghosts of Hong Kong.

Ms. Stanley: Hmmmm.

Mike: Oh no. Not ghosts!

Ms. Stanley: Well, I'm not sure about that. It's going to be difficult to arrange an interview with a ghost.

Mike: Ha! Very difficult!

Helen: So which theme do you think we should choose?

Ms. Stanley: Well, wild animals and important places in Hong Kong seem to have a lot of potential but why don't you guys discuss it more and give me your final decision later. Now, before we finish for today I have some good news for you. You have been given a budget of $2000 for the project.

John: Wow. $2000. What can we spend it on?

Ms. Stanley: Oh, just little things, you know, like stationery or food when you are out recording, oh and transport… maybe gifts.

Mike: Gifts?

Ms. Stanley: Yes, gifts for people you interview. It could be a drink or some food – just to say thank you. Okay? Oh, and, one more thing. Don't forget to pick up the smart card from the office so you can get into the studio when you need to.

Helen: No problem. I'll get the smart card now. Thanks for your help Miss Stanley. Bye.

John: Thank you Miss Stanley. Bye bye.

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

(60 seconds of Greensleeves)

(Tone)

Track 4

Announcer: Task 2.

Helen, Mike and John are now discussing which theme to choose for their YouTube clips. Listen to their discussion and fill in the missing information in the spaces provided in the table.

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

(30 seconds of Greensleeves)

(Tone)

Helen: Right, Miss Stanley said she wants us to choose a theme for the six YouTube clips. We need to tell her by the end of today and explain the reasons for our choice. I've got the new list of themes we've come up with and we'll just go through them and vote yes, no or maybe for each one. Em. Mike, can you just remind me of the themes again so I can write them down?

Mike: Sure. So we have Wild animals in Hong Kong, Important places in Hong Kong, Famous people in Hong Kong and Hong Kong comics.

Helen: Let's start with Wild animals then. I'm putting a tick for myself. I like this theme a lot. I think most people are interested in animals, you know, because they can be cute or scary.

Mike: Are there cute animals in Hong Kong? I mean, there are plenty of scary insects and snakes here but cute animals? Really?

John: Well, there are deer in Hong Kong. They're quite cute.

Mike: Well, okay I suppose.

John: What's the matter Mike? Don't you like this theme?

Mike: No. I really want to do this theme. Animals will be good to film. They move in different ways. That makes them very good subjects for this kind of project.

John: Well, put me down for a yes. I love animals, but what I think is good about wild animals is that different animals are colourful.

Helen: That's true. We want our videos to be colourful. Okay, so let's move on to Important places in Hong Kong. Personally, I'm not sure about this one. Sorry John, I know you suggested this theme.

John: Why? What's the problem with it?

Helen: I don't know. It's just that I think most students know about these places already. What do you think Mike?

Mike: I'm a no. Places and buildings don't move and that makes them dull to look at on video. I think it would be a very dull theme overall. Like you say Helen, students know about these places already.

John: Well, we could go beyond what most students know already and find exciting stories about each place. I think… I mean we could…erm…

Mike: Let it go John. We've decided it's too boring. Okay, let's have a look at the next theme. Famous people, right Helen?

Helen: Yeah. That's right. I'm also a maybe on this one. I reckon most famous people would probably be too busy to speak to us.

Mike: I think this is a great idea, actually. It would be good for the school's image.

John: Good for the school's image? How does that work Mike?

Mike: Well, I don't know, erm…

John: I think the only people we're going to get to interview are people that students are not interested in. Helen's right. We're not going to get movie stars or pop stars, we're just going to get some boring old writer.

Mike: Okay John. Fine. We all get your point.

Helen: Let's look at the last theme and finish up.

Mike: Well, this is another one of my suggestions. Hong Kong comics. I hope you guys will say yes for this one. I love comics.

Helen: To be honest, I think that this theme is too common. I want to do something a bit different.

Mike: But the drawings are amazing.

Helen: Okay, the artwork is amazing Mike but aren't these comics just for boys?

John: Not all of them. I know what you mean though Helen. I'm not sure about this idea. Many of the comics seem to be very similar.

Mike: Similar? Similar how?

John: Well, especially the stories. The stories are nearly always the same.

Helen: Hmm. Well, that's it then. It looks like Wild animals of Hong Kong is our theme. Yeah?

Mike: Okay.

John: I guess so.

Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 5
Announcer: Task 3.

Helen is now interviewing Neelay Shah who works for the Agriculture, Fisheries and Conservation Department (the AFCD). Complete the notes by filling in the missing information in the spaces provided.

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

(30 seconds of Greensleeves)

(Tone)

Helen: So, Mr. Shah. You work for the Agriculture, Fisheries and Conservation Department, is that right?

Neelay: Yes, that's right, as a senior officer. I've been a senior officer here for 6 years now, and in the AFCD for nearly 12 years.

Helen: Wow. 12 years. That is a long time. I bet you have some interesting stories about wild animals.

Neelay: I've certainly seen a few strange things in my time, yes. The most exciting one that happened recently was maybe three four weeks ago. I – I was just finishing my lunch when my supervisor called me and told me to get a team over to Lok Ma Chau. You know. He said some villagers were under attack from a wild boar and it

was trapped in their house and they couldn't get it out.

Helen: Gosh. So did the boar do much, like, damage or anything?

Neelay: Damage? That boar was like a bomb. It totally wrecked that villager's house. You know we had a look around after we'd caught it. I remember seeing that it had knocked over a large TV and cracked the screen. Heaven knows how much that cost to replace. Oh and then, then it trashed the kitchen cupboard when it was trying to get at some food. These animals are so powerful you know.

Helen: Oh no, that's terrible.

Neelay: That's only half of it. I guess that boar must have eaten a lot of food in the cupboard because it then soiled an expensive carpet, you know one of those fancy carpets from India. And if that wasn't enough, that boar actually tried to eat the curtains. It ripped the curtains off their railings and chewed them to pieces.

Helen: So, can you tell me the whole story from the beginning? Who were the villagers?

Neelay: The people in question were a Mr. Tang and his son. Mr. Tang lived on his own in one of those small market farms that you get in the New Territories.

Helen: So how did the boar get in?

Neelay: Very dramatically. Very dramatically indeed. At around 11 am, Mr. Tang said he'd noticed his dog barking at something out by the forest near his vegetable field.

Helen: The boar, right?

Neelay: Yes, that's right. Now, usually his dog scares off the boars but not this time though. He told me that all of a sudden his dog gave out a really loud yelp and came running back towards the house as fast as it could… and chasing the dog was this huge brown boar. Well, that dog jumped straight through the door and into the house, and Mr. Tang, seeing what was happening, tried as quickly as he could to shut the door, but oh dear, oh dear. Awful really.

Helen: Awful? What happened?

Neelay: Well, that boar hit the door so hard that it threw Mr. Tang off his feet and he landed badly on the floor breaking his arm. Poor poor old man. He was in such pain when we saw him. It wasn't until we got him an ambulance that he realized his arm was broken.

Helen: Oh my goodness, that's terrible. Falling over and breaking his arm like that.

Neelay: Yeah. Then he told me that he ran out of the house and shut the door and locked it. He called his son over to help. But when his son arrived just before lunch, he also got injured.

Helen: His son got injured? How?

Neelay: I think the son thought it was just a little boar, and that he could scare it out of the house easily. He went in carrying a big stick and tried to scare the boar by banging the floor with his stick. But that boar wasn't scared at all. It charged straight at the son and bit the son's leg. That poor fellow had to get stitches for his cuts in the end and an injection.

Helen: Ouch! So when did you get there?

Neelay: Well, we got there about lunchtime, around one or two. We had a cage with us and we put some dog food inside the cage. Then, very carefully and quietly, we put the cage inside the house and waited for the boar to go into the cage and trap itself. It wouldn't go near the cage. It just ate the food it could find in the kitchen.

Helen: Sounds like a pretty clever boar!

Neelay: Yeah well, by the evening, we gave up waiting and decided to call the police for extra help.

Helen: The police? What, were they going to arrest the boar for breaking and entering?

Neelay: Yeah, very funny. No, they brought a vet with them who had a special kind of gun that fires tranquilizer darts.

Helen: Are tranquilizer darts those things that put animals to sleep?

Neelay: Yes, it puts the animal to sleep for a while. But it's not always very safe. Sometimes it can kill the animal.

Helen: So did it work?

Neelay: The vet missed the first time but managed to shoot the boar the second time. After a few minutes, we went in and put the sleeping boar in the cage. You wouldn't believe how heavy it was. The next day we let it go, back into the wild.

Helen: You let the boar go? Not next to Mr. Tang's farm, I hope.

Neelay: No, no. We took it to a country park a few kilometres away.

Helen: Wow! That really was an exciting story. Thanks so much again, Mr. Shah. I can't wait to tell the others.

Neelay: I'm glad you liked it. I must say I'm looking forward to seeing your YouTube clip when it's finished.

Announcer: That is the end of Task 3. You now have one and a half minutes to complete your answers.

(90 seconds of Greensleeves)

(Tone)

Track 6

Announcer: Task 4.

John and Helen have completed one of their YouTube clips. John is now showing the finished clip to Ms. Stanley. Listen and fill in the missing information from the YouTube clip and then complete the comments Ms. Stanley makes after seeing the clip.

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

(60 seconds of Greensleeves)

(Tone)

Ms. Stanley: Okay John. I'm looking forward to this. What's this part about?

John: This part is an interview with Robbie Lo. He works for an animal charity in the New Territories. We asked him about the problem of stray animals in Hong Kong. I got Helen to interview him this time.

Ms. Stanley: Okay. Let's have a look at it shall we. *(click)*

Helen: So Robbie, can you tell us about some of the problems caused by stray animals in Hong Kong?

Robbie: Well Helen, first of all we need to consider what we mean by stray animals. Actually, there are three different types of stray animals. One type that is common here are unwanted pets. Things like cats and dogs mostly. The next most common type would be abandoned farm animals.

Helen: You mean like those wild cows in Sai Kung?

Robbie: Yes, that's a good example, yes. The least common but most interesting ones are exotic species that have escaped from zoos. If you explore the countryside of Hong Kong you'll find all kinds of animals that were once owned by people but have now been left to roam wild.

But most of the problems people have with stray animals are from dogs. Stray dogs are associated with several risks. The greatest fear people have is from attacks. Dog bites can be particularly nasty and can carry the risk of diseases like rabies. Fortunately, attacks such as these by stray dogs are actually very rare. Stray dogs also make quite a mess.

Most recently there have been concerns about the damage stray dogs do to the local wildlife. It is believed that dogs are responsible for the deaths of many local wild animals every year. And dogs will eat almost anything, so they pose a risk.

Helen: What are the best ways of dealing with stray dogs then?

Robbie: Currently there are two recognized methods for dealing with stray dogs but the Hong Kong government only practises the catch-and-kill policy. The catch-and-kill policy is as straightforward as it sounds. It does what it says. Usually officers from the AFCD will trap dogs that they find which appear to have no owner. They will then keep the animal for four days and if it's not claimed they will put the animal down. This policy may seem at first glance to make sense but the rate that the animals are killed is basically the same as the natural death rate from disease and starvation, so it does not lead to a drop in the population of stray dogs overall. In fact, in some places where this method has been carried out, there have been increases in the number of stray dogs.

There are also some other disadvantages to this method. Some of us think that it is cruel to animals that have already suffered. Did you know that nearly 80% of the 10,000 stray dogs captured last year were destroyed? I mean, is this really how a civilized society deals with its unwanted pets? There is also another disadvantage. Sometimes the AFCD gets it wrong. In one case, a dog which had an identity microchip and had been registered was still put down because the AFCD had made

a mistake.

The alternative to this policy is what is called T-N-R, which means Trap, Neuter and Return. Basically, with this method, first, the stray dog is caught and then it is de-sexed so it's no longer able to breed. It's then vaccinated against certain diseases before being released at the place where it was originally found.

Helen: I heard that with this method they cut a bit of the dog's ear off. Is that right?

Robbie: Yes, we do. I know it sounds a bit barbaric but it's only a small bit of the dog's ear. It seems a strange thing to do but it's to show that it has been de-sexed and vaccinated so they will know not to catch that dog again.

This is the current practice in the USA and the UK and it has been shown to work quite effectively. However, the government in Hong Kong doesn't want to use this method because they think the public would be against it, as the dog would still be a nuisance. We think this method has definite advantages though, apart from just being a kinder way to deal with stray animals.

You see, once the animal has been de-sexed it actually becomes much less aggressive. Plus, maybe the biggest advantage is that the dog can no longer breed and so there will be a drop in the population over time.

Helen: That's really interesting. Thank you for taking the time to answer my questions.

Ms. Stanley: Okay, can we just stop this here, John.

John: Yes, sure. (click) So, what did you think?

Ms. Stanley: Hmm. I'm not sure. To be honest, it's a bit dull to watch at the moment. Let me make a few points and suggestions. First, it's not visual enough. Remember this is a video, it needs to be visually interesting. For example at the moment you only have a picture of Robbie's head while he is talking, with the occasional reaction shot of Helen nodding her head. You could make it more visual by putting in some shots of stray dogs.

John: Mmm. Okay, I guess we can go back and film some stray dogs. (Sigh) Okay. What about the overall content?

Ms. Stanley: Actually that was going to be my second point. I think it is pretty interesting but Robbie's definitely too biased.

John: I guess it is a bit unbalanced looking at it right now.

Ms. Stanley: Have you thought about interviewing someone who has a different opinion? It would be nice to contrast Robbie's opinion with someone who disagrees, maybe someone from the AFCD.

John: Okay. I'm sorry it's not very good now. We'll really try to do a better job for next time.

Ms. Stanley: Hey, don't worry John. It's not bad. It just needs some work. That's all.

Announcer: That is the end of Task 4. You now have two minutes to complete your answers to Task 4 and to tidy up all your other answers.

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(2 minutes of Greensleeves)

(Tone)

Track 7

Announcer: Part B.

Open your Data File at page 2.

Situation.

You are Joey Wong. You are an assistant at the Kowloon Exotic Pets Hospital, which takes care of people's unusual pets. Your boss, Kerry Lam, has asked you to help with the development of the Hospital's website and other tasks.

You will listen to a recording of a podcast. In the podcast you will hear an interview with Neelay Shah and Wendy Yee.

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)

(5 second pause)

(Tone)

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

Track 8

Freeman: Welcome to the Pet Club show. My name's Freeman Chin and this week we're delighted to welcome two guests. A warm welcome to Mr. Neelay Shah from the AFCD Hello and welcome, Neelay.

Neelay: Hello.

Freeman: And a big welcome to our second guest, Wendy Yee, a vet from the Kowloon Exotic Pets Hospital who specialises in exotic pets.

Wendy: Hello.

Freeman: Now, on today's show we're focusing on exotic pets as we've had a lot of letters from the Pet Club listeners about these kinds of pets and we'll answer 1 or 2 of them

today. Before we really get started, can I ask you both to tell us a bit more about what an exotic pet is and why they're popular. Maybe you can start, Neelay?

Neelay: Well, an exotic pet is a wild animal which is a pet, for example, a dog or a cat is *not* classed as an exotic pet. But something like a snake is an exotic pet.

Wendy: Yes, snakes and if we think that it's a wild animal, it could even be something like a lion –

Freeman: – a lion? Wow. People keep lions as pets?

Neelay: Yes, BUT you certainly can't keep a lion as a pet in Hong Kong. It's illegal.

Freeman: Ah, that's interesting. No lions then. But why do people want to keep exotic pets?

Neelay: Usually because they want an unusual pet – not something ordinary like a cat or dog.

Wendy: Yes, having an unusual pet is the main reason, I think. But people also do it because they want to impress their friends.

Freeman: Yes! I can see why some people would be impressed!

Neelay: And people also tell me it's because they can learn something new. They have to learn about their unusual pet.

Wendy: Learning is good. My nephew has a pet snake and he learned all about it.

Freeman: Well, are there any more examples of exotic pets? We can't have a lion, we can have a snake, what else can we have, Neelay?

Neelay: You can have a spider, for example, a wolf spider.

Freeman: Ugh, I don't like spiders, anything else? Wendy, you're a vet, what exotic animals do you see in Hong Kong?

Wendy: We have clients who have small pigs, but they have to live outside of course. Besides small pigs, we also see things like frogs or turtles!

Freeman: Frogs are quite cute, turtles are not. At least, I don't think they are.

Wendy: My clients tell me that they think their exotic pets are beautiful, that may be another reason why they have them.

Freeman: Okay, so unusual and beautiful. But what kinds of exotic pets are popular in Hong Kong right now?

Neelay: We've also had some recent import trends in species like sugar gliders.

Freeman: Sugar gliders? What are they?

Wendy: Well, they come from countries like Australia. They're actually very cute, but we don't recommend them as pets.

Freeman: Oh, you don't? Why not?

Wendy: Well, they need a lot of space – Hong Kong flats are just too small really.

Freeman: Yes, I can see that space is a problem. Maybe best to think very carefully before

buying a sugar glider then.

Neelay: Absolutely!

Freeman: Well, we need to move on and hear from some of our listeners. We've got a couple of emails. The first one is Kenny and he says 'Dear Pet Club, I have heard that it's easy to have a snake as an exotic pet. Is this true? Should I have a snake as a pet?' Neelay, can you answer that one?

Neelay: Well, Kenny, I can tell you that it's legal to have some snakes in Hong Kong and quite a lot of people have them.

Freeman: Okay, that's good news! Is it easy to keep a snake? What about food?

Neelay: Not a problem. Feeding a snake is really easy – find out what your snake needs; a good pet shop will help you and answer questions. There are lots of good pet shops in Hong Kong.

Freeman: That's great. I hope that answers your question, Kenny! Let's have another email. Neelay, do you want to read this one?

Neelay: Okay. This is not really about an exotic animal, but it's about *caring* for animals. Here's the email; 'Dear Pet Club, I'm sixteen years old and I want to be a veterinary nurse. I don't know much about this, but I really like animals. Have you got any advice for me? Regards, Pinky.'

Freeman: Wendy, someone who wants to be an animal nurse – you're a vet. Do you have any advice for Pinky?

Wendy: I certainly do. Well, firstly, you really need to like animals and be interested in them. We can see from your letter that you are an animal lover so that's not a problem.

Freeman: Are there any other requirements?

Wendy: Well, I'd say you need good communication skills – you'll not just be interacting with animals! You'll have to be good at talking to people and doing some duties like answering client emails.

Freeman: Hmm. That's good advice.

Neelay: And what kind of skills does a veterinary nurse learn?

Wendy: Well, it's quite varied. Learning how to handle the animals is one.

Freeman: Yes, I can imagine you need to know how to handle a cat properly!

Neelay: (*laughs*) But I expect there's more than that, right, Wendy?

Wendy: Absolutely! You learn clinical duties.

Freeman: Re-Really? Can you give us some examples?

Wendy: Okay, clinical duties... One example is taking blood – how to correctly take blood from an animal.

Neelay: I think it sounds like a very interesting career.

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Freeman It's true. Well. Certainly a few things to think about there. Now, before we go, I want to return to the idea of exotic pets. Neelay, you have some points you want to remind our listeners about concerning exotic pets.

Neelay Yes, it's very important to be responsible – if you have an exotic pet that you can't keep anymore, you should not let it go into the wild! It will almost inevitably damage the ecosystem.

Freeman Oh, dear. Can we stop people from doing this?

Neelay Well, my department does educational work and we tell people to return the pet to the pet shop they bought it from or they can contact the Kowloon Exotic Pets Hospital.

Freeman Okay. Wendy, what does your hospital do with the unwanted exotic pets?

Wendy We have an orphan programme if the pet is no longer wanted – it's a free service.

Neelay Yes, the hospital does do a great job. And the programme has been running for 10 years, is that right, Wendy?

Wendy Yes, 10 years.

Freeman That's great news. We don't want the local ecosystem destroyed! Well, we've just about run out of time. Thanks to both of you, you know, for dropping in.

Neelay Thank you.

Wendy Thank you.

Freeman And we'll be back next week with all the latest news about keeping goldfish!

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 your radio.

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

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