

Queen's College
Mock Examination 2021-2022
English Language Paper 2
Writing (Part B)

Secondary 6

Date: 10 February 2022

Time: 10:45 a.m.- 12:45 p.m.

Maximum Mark: 45

Class: _____

Class Number: _____

Question-Answer Book
(2 hours for both Parts A and B)

INSTRUCTIONS

1. There are two parts (A and B) in this paper. Candidates should attempt Part A and ONE question from Part B.
2. You should write your class and class number in the space provided on Page 1 of this Question-Answer Book.
3. Write your answers in the space provided in this Question-Answer Book for Part B. Answers written in the margins will not be marked.
4. Do not use your real name in answering any of the questions. If names are provided in the question, you must use those names. If no name is provided and you still wish to use a name to identify yourself, then use "Chris Wong." If you need to use names for other characters in the composition not specified by the question, you may use names such as Mary, Peter, Mr. Smith, Ms Young, etc. You may lose marks if you do not follow these instructions.
5. Rough work should be done on the rough work sheet which will be collected separately. The rough work sheet will not be marked.
6. Supplementary answer sheets will be supplied on request. Write your class and class number on each sheet.
7. You have **TWO** hours to answer Question 1 in Part A and ONE question from Part B. Mark allocation is as follows:
Part A: 30 marks (10% of the subject mark)
Part B: 45 marks (15% of the subject mark)
Total score for Paper 2: 75 marks

Part B	<u> / 21 </u>
Total	<u> / 45 </u>

Do not turn over this page until you are told to do so.

Part B: 45 marks (15%)

Write about 400 words on any one of the following topics:

2. Learning English through Sports Communication

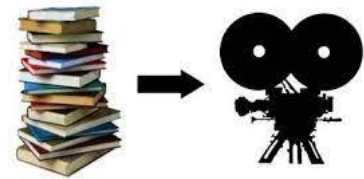
You are the Chairman of your school's Sports Union. You would like to invite two Olympic medalists to visit your school.



- Write a proposal to the school principal to seek the support of the school.
- Explain your plan and how it can benefit your schoolmates.

3. Learning English through Drama

You work for an advertising company. The company has been asked to shoot an advertisement that includes scenes set inside a shopping mall.



- Write a letter to the manager of a shopping mall to ask for permission to film on the premises.
- Provide details of the advertisements, what the filming will involve, and how you will ensure minimum disruption to shoppers.

4. Learning English through Songs and Poems



A past student of your school is now a famous singer and songwriter in Hong Kong. You have met and interviewed him.

- Write an article for your school magazine about him.
- Tell the readers about his career and what message he has for your schoolmates.

5. Learning English through Debating

You will be taking part in a debate competition. The motion is 'Esports should be included in the PE curriculum in secondary schools'.



- Write a debate speech arguing for OR against this motion.

6. Learning English through Short Stories

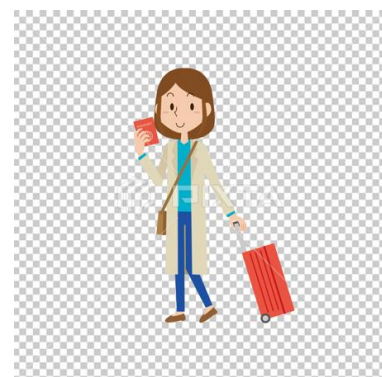


You are a member of a storytelling group. Every month, the public can attend a storytelling session and hear stories based on different topics and themes. This month you were asked to write about 'being lucky'.

- Write a story for the next storytelling session.
- Give your story a title.

7. Learning English through Pop Culture

You have recently read a promotion pamphlet of a hotel and decided to go on a staycation. After the staycation, you find this experience unforgettable, and want to share your feelings.



- Write a letter to the editor of the *Hong Kong Daily*.
- Describe what you did during the staycation and whether you think staycation is a good experience for Hong Kong people.

8. Learning English through Workplace Communication

You work in a café in Causeway Bay. Today there was a misunderstanding between you and an English-speaking customer.

- Write a diary entry about what happened.
- Include how you could have handled the situation better.



9. Learning English through Social Issues



Many people say that many minibus drivers in Hong Kong often go over the speed limit when they drive, especially after midnight. They argue that this may pose a threat to other road users as well as the passengers on the minibuses.

- Write a letter to the Transport Department to express your concerns
- Give recommendations on how to stop these midnight races on city streets.

Writing Marking Scheme

Mk	Content (C)	Language (L)	Organisation (O)
7	<ul style="list-style-type: none"> • Very extensive content, often exceeding the requirements of the question • Totally relevant • All ideas are well developed • Creativity and imagination are consistently shown • Engages the reader's interest skilfully & shows a fine-tuned awareness of audience 	<ul style="list-style-type: none"> • Unlimited range of accurate sentence structures, + an excellent grasp of more complex structures • Extremely accurate grammar • Well-chosen and aptly used vocabulary to express subtleties of meaning • Spelling & punctuation are entirely correct • Register, tone & style are used to deliberate effect and are entirely appropriate to the genre/text-type 	<ul style="list-style-type: none"> • Paragraphs are organised extremely effectively, with logical development of ideas from topic sentences & all points supported by relevant details • Sophisticated cohesive ties between and within paragraphs • Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre/text-type
6.5 6	<ul style="list-style-type: none"> • Extensive content, entirely fulfilling the requirements of the question • Totally relevant • Most ideas are well developed • Creativity and imagination are shown when appropriate • Engages the reader's interest consistently & shows a high awareness of audience 	<ul style="list-style-type: none"> • Very wide range of accurate sentence structures, with a good grasp of more complex structures • Accurate grammar with only very minor slips • Vocabulary well-chosen & often used appropriately to express subtleties of meaning • Spelling & punctuation are almost entirely correct • Register, tone & style are entirely appropriate to the genre/text-type 	<ul style="list-style-type: none"> • Paragraphs are organised effectively, with logical development of ideas from topic sentences & most points supported by relevant details • Strong cohesive ties between & within paragraphs • Overall structure is coherent, sophisticated and appropriate to the genre/text-type
5.5 5	<ul style="list-style-type: none"> • Extensive content, fulfilling the requirements of the question • Totally relevant • Main ideas are well developed • Creativity & imagination are shown when appropriate • Maintains the reader's interest & shows general awareness of audience 	<ul style="list-style-type: none"> • Wide range of accurate sentence structures, with a good grasp of more complex structures • Mainly accurate grammar with occasional common errors NOT affecting overall clarity • Vocabulary is wide, with many examples of more sophisticated lexis • Spelling & punctuation are mostly correct • Register, tone & style are appropriate to the genre/text-type 	<ul style="list-style-type: none"> • Paragraphs are mostly organised effectively, with logical development of ideas from topic sentences & the main points supported by relevant details • Sound cohesive ties between & within paragraphs • Overall structure is coherent, and appropriate to the genre/text-type
4.5 4	<ul style="list-style-type: none"> • Content addresses the requirements of the question adequately • Almost totally relevant • Some ideas are developed in detail • Creativity & imagination are shown in most parts • Mostly maintains the reader's interest & shows some awareness of audience 	<ul style="list-style-type: none"> • A range of accurate sentence structures, with some attempts to use more complex structures • Grammatical errors occur in more complex structures but overall clarity not affected • Vocabulary is moderately wide and used appropriately. • Spelling & punctuation are sufficiently accurate to convey meaning • Register, tone & style are mostly appropriate to the genre/text-type 	<ul style="list-style-type: none"> • Introductory & concluding paragraphs are appropriate, and other paragraphs have clearly defined topics • Some cohesive ties between & within paragraphs • Overall structure is coherent, & appropriate to the genre/text-type
3.5 3	<ul style="list-style-type: none"> • Content just satisfies the requirements of the question • Mostly relevant • Some ideas but not always developed • Several examples of creativity & imagination are evident • Engages the reader's interest sporadically & shows occasional awareness of audience 	<ul style="list-style-type: none"> • Simple sentences are generally accurate, with occasional attempts to use more complex sentences. Repetitive structures are used. • 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/text-type 	<ul style="list-style-type: none"> • Brief introductory & concluding paragraphs. Other paragraphs are generally defined. • Some simple cohesive ties between & within paragraphs • A limited range of connectives and sequencers are used appropriately
2.5 2	<ul style="list-style-type: none"> • Content shows limited attempts to fulfil the requirements of the question • Intermittently relevant • Some ideas but few are developed • Very limited awareness of audience 	<ul style="list-style-type: none"> • Short simple sentences are generally accurate. Only scattered attempts at 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 	<ul style="list-style-type: none"> • Paragraphs reflect some attempts to organise topics • Some use of simple connectives and sequencers to link ideas
1.5 1	<ul style="list-style-type: none"> • Inadequate content, heavily based on the task prompt(s) • A few relevant points • A few ideas but none developed • Almost total lack of awareness of audience 	<ul style="list-style-type: none"> • Some short simple sentences accurately structured • Grammatical errors often 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 	<ul style="list-style-type: none"> • Some paragraph divisions • Very limited use of simple connectives or sequencers to link ideas
0	<ul style="list-style-type: none"> • Totally inadequate • Irrelevant or memorised • Points/ideas are copied from the task prompt or the reading texts 	<ul style="list-style-type: none"> • Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible 	<ul style="list-style-type: none"> • Mainly disconnected words, short note-like phrases or incomplete sentences • Connectives & sequencers entirely absent

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