

2010 English Language

Paper 2 (Listening & Integrated Skills) Marking Scheme

- Note: In suggested answers:
Spelling must be correct. Capital and small letters are acceptable.
/ - indicates (an) alternative acceptable word(s) / phrase(s) within an answer.
// - indicates an alternative answer.
() - word(s) in brackets are optional, but must be spelt correctly.

Task 1 (8 marks)

St. John's Secondary School	
Place that needs lighting	(1) multi (-) purpose // multipurpose
Money available (\$)	(2) (\$) 800 (dollars)
Number of bulbs needed	(3) 4 (- 5) // four (to five)
Notes	(4) bright (room) (5) white (rather than cream) } If more than two pieces of information are put in this box, mark the first TWO only.
Final Recommendation(s)	(6) (4 / four) fluorescent (light(s))
Total Cost (\$)	(7) (\$) 600 (dollars)
Reasons	(8) cheap to run

Task 2 (9 marks)



<http://www.earthenergyproject.org>



Welcome to The Earth Energy Project!

Make a difference to the Earth's energy by sending an e-Card to a friend, relative or classmate.

From:

isabella@sjss.edu.hk

To:

- (1) k . chan @
- (2) ecofurniture.com

Your energy-friendly message:

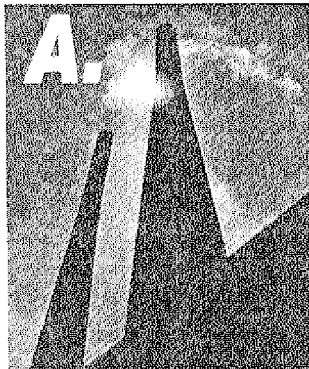
- (3) great job
- (4) with the designs
- (5) dad
- (6) can you import
- (7) your materials
- (8) from closer to home
- (9) appropriate punctuation

- a full stop after dad;
- a question mark after home.

Great job with the designs dad . Can you import
your materials from closer to home?

Task 3 (15 marks)

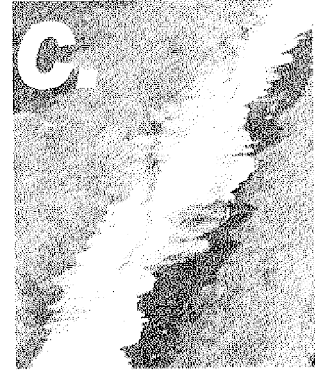
Green School Club: Photo Competition



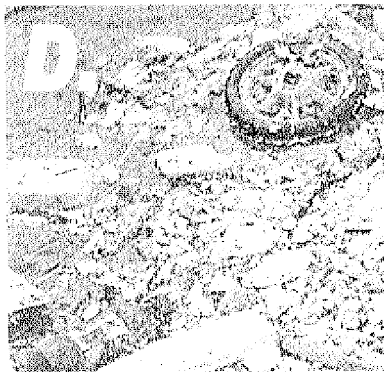
(1) smoking kills



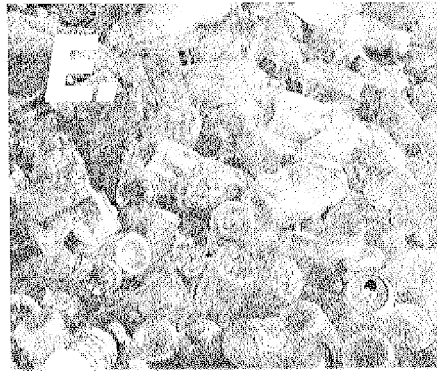
(2) cover(-)up



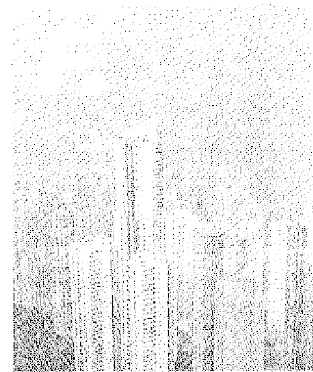
Sink/Swim?



Floaties



(3) plastic mountain



(4) bad air day

Layout plan for the exhibition board

Winners' list

Title: **what are we doing to our earth (?)** (14)

B	(5) A	(6) F
(7) C	(8) E	(9) D

Prize winners	
1 st	(10) B
2 nd	(11) A
3 rd	(12) D
Special Award: Best Representation of Environmental Damage	(13) F

(14) Title (2 marks)

what are we doing to our earth

1 mark for accurate content with only minor mistakes in language/grammar

2 marks for accurate content and language

Task 4 (21 marks)

Slide 1

<u>Title Slide</u>	
1. How the school can save energy <ul style="list-style-type: none">▪ 1 mark for accurate content, with only minor mistakes in language▪ 2 marks for both accurate content and language, and the answer must be put on this slide	2 marks
2. Isabella Chan (<i>correct spelling and put on this slide</i>)	1 mark
3. Form /F / Secondary / S 5 (C) (<i>correct spelling and put on this slide</i>)	1 mark

Slide 2

4. How much is the school ('s) monthly expenditure on energy (?) // Do you know how much the school('s) monthly expenditure on energy is(?) <ul style="list-style-type: none">▪ 1 mark for accurate content, with only minor mistakes in language▪ 2 marks for both accurate content and language, and the answer must be put on this slide	2 marks
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Slide 3

5. \$157,000 (per month) / (/month)	1 mark	} The two items should be marked separately.
6. Point 5 put on this slide	1 mark	

Slide 4

7. Why (do we need to) save energy(?)	1 mark	} Points 8-11 should be put under Point 7.
8. resources are finite	1 mark	
9. energy is (very) expensive	1 mark	
10. save a lot of /a great deal of / more money (if you use less)	1 mark	
11. We should learn not to be a wasteful society	1 mark	

Slide 5

12. How can we save energy (?) / How to save energy	1 mark	} Points 13-15 must be put under point 12 in any order. Accept: We should... (By) -ing... To... Do not accept past tense.
13. turn down the air-conditioner(s)	1 mark	
14. switch off the light(s) when we leave a room	1 mark	
15. turn off (the) PC(s)/(personal) computer(s) (when) not in use	1 mark	

Slide 6

16. Let's work together to make our world a better place	2 marks
<ul style="list-style-type: none">▪ 1 mark for accurate content, with only minor mistakes in language▪ 2 marks for both accurate content and language, and the answer is put on Slide 6 only	

Bonus marks (2 marks)

Order – The 'Why' slide should come BEFORE the 'How' slide, and at least one mark is awarded for points 7-11 and one mark for points 12-15.

Format – use point form to present the information for points 8-11 and/or 13-15.

Task 5 (23 marks)

Content (11 marks)

- | | | | |
|--|---|---|--|
| <p>1. *Introduce who you are: Isabella Chan</p> <p>2. the president of / in charge of the Green School Club
(of St John's Secondary School)</p> | } | <p>*Award point 1 and/or point 2 if candidate writes the sender's name and post after complimentary close</p> | <p>TS / DF4</p> <p>TS / DF4</p> |
| <p>3. mission of the club: to proactively engage in activities that enable the school and all of the people inside it to go green</p> <p>4. purpose of writing: request to organise / arrange / book a tree-planting activity / group tree-planting outing</p> <p>5. who and how many: 28 students and 2 teachers</p> <p>6. date of the activity: 25 June // 25 Jun // 25/6</p> <p>7. time of the activity: arrive at 10am and leave at 2pm</p> <p>8. request an alternative time if the times (we requested) are not good</p> <p>9. ask for advice on what we need to bring / any relevant question(s) for the activity</p> <p>10. contact Ms / Miss Tong at 3441 2391</p> <p>11. give an appropriate, polite closing</p> | | | <p>TS → DF6</p> <p>TS</p> <p>DF4</p> <p>TS</p> <p>TS</p> <p>DF4</p> <p>TS</p> <p>DF4</p> |

Text-type / Format (2 marks)

2 marks: correct text-type used, ALL features of a formal letter are included + accurate data and language

1 mark: correct text-type used, at least THREE of the following are included

▪ Date	8 May (2010)	TS
▪ Recipient's address	(Mr) John Sherwood (Environmental Consultant) 1001 Trees 1 Lam Kam Road, Tai Po New Territories / NT	TS → DF4
▪ Salutation/Greeting	Dear Mr Sherwood	TS → DF4
▪ Complimentary Close	Yours sincerely	TS
▪ Sender's Name	Isabella Chan	TS/DF

Language (4 marks)

Description	Marks	Remarks
There is a good range of accurate sentence structures, and the standard of accuracy in spelling, punctuation and language structures is high.	4	Award 1 or 0 mark if the candidate scores only 4 or fewer marks for Content .
Simple or compound sentences are used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	3	
Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	2	
Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	1	
The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	0	

Organisation (3 marks)

Description	Marks	Remarks
Clear organisation of ideas both at sentence and paragraph levels. Leading sentences are used appropriately to enhance coherence. Appropriate and accurate use of reference words and connectives make the letter easy for the reader to follow.	3	Award 1 or 0 mark if the candidate scores only 4 or fewer marks for Content .
Some evidence of organisation of ideas, but some effort may be required on the part of the reader. Errors in the accuracy or appropriacy of connectives are evident, but the writing is still easy to understand.	2	
The effort required to make sense of the writing is unmerited by the results or content is so lacking that it is difficult for the reader to follow.	1	
Unintelligible answers.	0	

Tone and style (3 marks)

Description	Marks
An awareness of audience is shown throughout. Tone and register are appropriate.	3
Some awareness of the audience is shown. Tone and register are largely appropriate.	2
A suitable tone may be used in some parts of the letter.	1
Inappropriate tone and register. Wrong audience.	0

Task 6 (20 marks)

Task Fulfilment (10 marks)

Introduction (I)

- 1. everyone in society should play a part in making Hong Kong green TS
- 2. Definition of green school: using resources sustainably TS → DF 6
- 3. educating students about green issues TS → DF 6
- 4. mention the theme of the proposal: What builders can do to build a green school DF 5

Structure of the building (S)

- 5. build roof gardens // grow grass on the roof TS
- 6. install solar panels // place solar panels on the roofs DF7
- 7. (design areas that) allow lots of natural light to come in DF7
- 8. design windows to capture prevailing breezes, (adequate light) DF7
- *9. paint your walls using lighter colours DF7
- 10. choose sites near public transport centres // within walking distance of services DF7
- 11. factor in bicycle parks DF7

Elements of internal design (E)

- 12. install low-flow taps (that have automatic shut-off systems) DF7
- 13. install low-volume flush toilets DF7
- 14. purchase furniture and fixtures made from recycled materials // avoid environmentally-unfriendly materials DF7
- 15. install motion-sensing switches on lights TS / DF7

Concluding paragraph (C)

- 16. Green schools are beneficial to learning TS
- 17. Green schools are beneficial to health TS

*Point 9 can also be under the sub-heading (E).

Marks	Task Fulfilment	Description
10	All areas of content are covered, with few or no omissions and inaccuracies.	Points given in all 4 areas, with at least 14 points
8	All areas of content are covered, with few omissions and inaccuracies.	Points given in all 4 areas, with at least 11 points
6	The major areas of content are covered, but there may be a few omissions and inaccuracies.	Points given in at least 3 areas, with at least 8 points
4	Some of the major areas of content are covered, but there may be some omissions and inaccuracies.	Points given in at least any 2 areas, with at least 5 points
2	Little required information is given.	At least 2 points in any area
0	The content is inaccurate, or there is indiscriminate copying from the Data File.	

Language (5 marks)

Description	Marks
Good sentence structure. Successful attempts to create more complex sentences. Use of tenses and modals largely correct.	5
Attempts to use more complex sentences. Use of tenses and modals largely correct.	4
Errors are noticeable but do not really impede understanding.	3
Errors are such that considerable effort is required by the reader but sense can still be made of the passage	2
Even though there may be some sense to be made of the content, the reader has to try so hard that s/he is likely to lose patience and give up. Alternatively, content is so lacking that the reader cannot form a judgement about the grammatical accuracy of the writing.	1
Unintelligible answers or candidates copied indiscriminately from the Data File.	0

Organisation (5 marks)

Description	Marks
Clear organisation of ideas both at sentence and paragraph level. Evidence of logical paragraphing within section headings. Leading sentences or subheadings are used appropriately to enhance coherence. Appropriate and accurate use of reference words and connectives make the proposal easy for the reader to follow.	5
Efforts to organise ideas shown. Most ideas put under appropriate heading/leading sentences. No irrelevant information. Correct connectives are used.	4
Some evidence of organisation of ideas, but some effort may be required on the part of the reader. Any inclusion of irrelevant information, errors in the accuracy or appropriacy of connectives are evident, but the writing is still easy to understand.	3
Considerable effort is required on the part of the reader to make sense of the writing.	2
The effort required to make sense of the writing is unmerited by the results or content is so lacking that it is difficult for the reader to make a judgement.	1
Unintelligible answers.	0