

MARKING SCHEMES

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Paper 1 (Reading)

Part A (compulsory section)

1. B [57]
2. it is (an) emperor's tomb // (the) burial complex of china's first emperor // the place where china's first emperor was buried // a place where they found the terra-cotta warriors // archaeological/excavation site // it is a 2,200 year-old mystery [17]
3. fragments/pieces of the terra-cotta army // the broken terra-cotta warriors // putting together pieces of the terra-cotta warriors [9]
4. transform(ing)/rebuilding/repairing a heap of clay fragments into a (full-size) warrior // reassemble(ing) an army of (terra-cotta) warriors // piecing together terra-cotta warriors [70]
5. digging a well (for their orchard) [47]

	T	F	NG	
6. Statement			●	[72]
i) The three women in the persimmon orchard are the same age.	●			[61]
ii) The burial complex remains a mystery.		●		[67]
iii) It usually takes a few hours to piece together a complete terra-cotta warrior.				
iv)* Yang Rongrong has been piecing together terra-cotta warriors for 39 years.				

7. C [57]
8. monochrome [37]
9. he achieved/accomplished/did a lot during his reign // made great contribution // did a lot to develop China // develop the country in many aspects [11]
10. B [77]
11. warriors' colors disintegrated into the (dry Xian) air // the colours were exposed to (the dry Xian) air [83]
12. how quickly/fast the paint/colour begins to curl/flake off/disintegrate // vibrant pieces of history are lost in a short period of time [38]
13. A [45]
14. Conservation Office in Germany and Chinese researchers // Chinese researchers and German experts [40]
15. to keep in the (protective) moisture // to keep it/artifact/wet/moist // to protect it/artifact from the (dry) air // to save/preserve/keep/protect the colour [74]
- 16.

Step	Order (1 - 4)
Send the artifact to an on-site laboratory.	4
Spray the colour with a solution.	2
Wrap the artifact in plastic.	3
Unearth the artifact.	1

[73]

17. (i) clay quivers [24]
 (ii) chariot [27]
 (iii) shield [24]
 (iv) military drum [29]
18. D [49]
19. so much color and artistry has been imprinted on the soil // the ancient paint(alas) adheres to dirt more readily than to laquer [28]
20. (i) Rong/chemists/researchers/scientists/experts/preservation/preservationists [47]
 (ii) create/find/develop/discover/invent [62]
 (iii) (re)applying [63]
 (iv) binding agent [63]

21.

Statement	T	F	NG	
i) Only a small portion of the tomb has been excavated.	●			[64]
ii) The speed of discovering new artifacts is slowing down.		●		[68]
iii) In 2011, the museum completed the excavation of the central burial mound.		●		[40]

22. D [47]
 23. C [53]
 24.

Paragraphs	(A-F)	
2-3	B	[70]
4-5	A	[65]
6-7	C	[52]
8-10	D	[55]
11	F	[60]
12-13	E	[48]

25. C [70]

Part B1

26. since ancient times // during the Qin Dynasty [82]
27. B [55]
28. turbulent [43]
29. they have been exposed to its sound since childhood [85]
30. Zou believes Westerners like the guzheng because it sounds exotic and relaxing. [59]
31. i) social activity [77]
 ii) sense of accomplishment [37]
 iii) artistic expression [41]
- 32.

Statement	T	F	NG	
i) Zou teaches the guzheng.	●			[83]
ii) The guzheng is Zou's favourite instrument.			●	[67]
iii) No one else in Zou's family can play the guzheng.		●		[76]
iv) Famous people have attended Zou's performances.	●			[51]

33. how to read music
✓ the correct use of both hands
✓ how to pluck the strings
 how to maintain the instrument
✓ how to sit properly while playing the instrument [42]

34.

Learn how to play the guzheng at the International Academy for Music Arts

The International Academy for Musical Arts is pleased to announce open enrollment for child(ren) and adult(s) learners. [50]
The academy was set up by Zou Lunlun in 2006. [36]
We are located in North Point . [57]

What we offer:

One-on-one lessons for different levels	Cost
<u> </u> Beginner(s) <u> </u>	<u> </u> \$420 <u> </u> [93]
<u> </u> Intermediate (example) <u> </u>	<u> </u> \$480 (example) <u> </u>
<u> </u> Advance(d) (student) <u> </u>	<u> </u> \$550 <u> </u> [94]

-And-

Beginners can learn in a <u> </u> group/classroom <u> </u> setting! [62]
Number of lessons: <u> </u> 8 (weekly classes) <u> </u> [43]
Each lesson lasts: <u> </u> 45 min(utes) <u> </u> [41]
Cost: <u> </u> \$1,680 <u> </u> [44]

We also provide lessons through Skype for people who cannot come to the school. [48]

35. (passing an) interview and (taking a music aptitude) test (must include both points to receive 1 mark) [34]

36.

	Leisure and Cultural And Services Department	Gu Zheng Artist Association	
<i>Student A:</i> Learning how to play the guzheng sounds great, but I will be very busy this year, so a short course would be best.		●	[53]
<i>Student B:</i> I've been playing the guzheng for many years as a hobby. Now I want to turn this hobby into a career.		●	[51]

37. it questions whether social media is good // it suggests that social media isn't always good // social media may not be that great /may not be as good as we think [3]

38. A [53]

39. revealing undesirable personal traits (to their peers) [56]

40. (the idea) that Facebook could be a fantastic place for people to strengthen their relationships [33]

41.

	Low self-esteem users	High self-esteem users	
i) Who uses Facebook less?		●	[65]
ii) Who is less likeable on Facebook?	●		[64]
iii) Who is more likely to make negative comments on Facebook?	●		[57]
iv) Who receives more responses when posting negative comments?		●	[58]

42.

	Statement	T	F	NG	
i)	People with low self-esteem feel that Facebook is a safe place to share information about themselves.	●			[57]
ii)	It is more difficult to read someone's reaction when you talk to them face to face than through Facebook.		●		[36]
iii)	Participants of the study checked their emails even though they said they would rather sleep.	●			[47]

43. a negative reaction [53]

44. Facebook is as addictive as cigarettes and alcohol // it is addictive // it is (like) an addiction // users become addicts [28]

45. i) because they can share things on Facebook // help them improve their friendship // help them make (new) friends // help them build up their self-esteem [48]

ii) they bombard their friends with negative tidbits about their lives // they may alienate themselves from their friends // they may become less likeable [46]

Part B2

46. C [59]

47. dystopia [88]

48. (i) Rebecca Stead [91]

(ii) crime rate [78]

(iii) freedom // autonomy // adventure [74]

(vi) safer [59]

(v) protected // controlled [45]

49. they want more adventure in their lives // they lack adventure in their lives // the world is less conducive to adventure // they have less freedom now [59]

50. currently in print more than 2.3 million copies // it has produced a third installment in the trilogy // the third installment is fervently awaited // so many (teens & pre-teens) are reading the Hunger Games [82]

51. (i) first [24]

(ii) future [21]

(iii) each [68]

(iv) outdoor arena [88]

(v) on television/TV [38]

(vi) wins // lives [46]

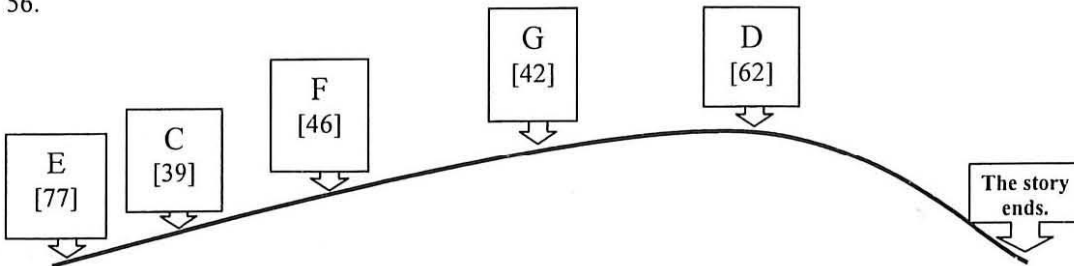
52.

	Statement	T	F	NG	
i)	<i>The Hunger Games</i> is the only example of the current popularity in dystopian fiction.		●		[84]
ii)	In the <i>Uglies</i> , teenagers conform to a standard prettiness by undergoing surgery.	●			[88]
iii)	Most participants of the Internet discussion board are teenagers.			●	[87]
iv)	<i>Brave New World</i> and <i>1984</i> were written for American school children.		●		[68]

53. i) they enjoy the books // the books are exciting/thrilling [5]

ii) Although they are not happy with the endings // the books end in cliff hangers // they are longing to find out what happens next // the ending of the story is like torture to them [39]

54. i) The White Mountains [82]
 ii) The Maze Runner [81]
 iii) The Giver [66]
 iv) House of Stairs [63]
55. the interest in dystopian novels for young-adult readers spread very quickly // the book was infectious // it was popular/widespread/a big hit (among teens/among her classmates) [23]
- 56.



57. A [28]
58. to compare/contrast adult and youth dystopian fiction //the differences and similarities between children dystopia and adult dystopia [19]
59. catastrophe // apocalypse [69]
- 60.

Young dystopian fiction [57]	Adult dystopian fiction [43]
- equivocate when delivering a moral	- is grimmer
- more a myth/fable	- shows defect/failure of the protagonist
- less didactic	- makes (moral) argument // argues a point
- endings are happier	- extrapolates from the present to show readers how terrible things will become if our deplorable behaviour becomes unchecked
- give a glimmer of hope	
- more reluctant to depict the extinction of hope within their stories	

61. they both warn about the dangers of some current trend (in society) // they are about an imaginary place or condition in which everything is bad [69]
62. (children) not having control in the world // don't run the world [18]
63. The books are about a world which is filled with hopelessness/doom/bleak future/death/violence. // The books are scary/fearful/violent. The books may teach children wrong behaviour. [48]
64. C [49]
65. B [61]

* This item was deleted.

Note: Figures in square brackets represent the percentage of candidates awarded a point for the item.

