MARKING SCHEMES

Paper 1 (Reading)

Part A (compulsory section)

1. writer of this article // journalist // reporter // interviewer // the person who asks the questions
    (✗ writer) [52]

2. several // some more (books) [9]

3.

His career:	
Started working for *The Economist*	3
Wrote his first book about Korea	4
Became an English teacher	2
Studied at Oxford University	**1**

[64]

4. (other) westerners (in Korea) // the west/westerners // people (living) in western/other countries // (other) journalists // (other) writers (✗ (most) people (in general) // Koreans) [41]

5. D [75]

6. China [45]

7. it is the warmth between people and mutual sacrifice [57]

8. jeong/ han are uniquely Korean/exclusive concepts to Korea
    (✗ Korea has words to describe these things) [25]

9. to overcome/forget their sadness/sorrow/burden/oppression [22]

10. i)   Sadness and happiness both seem to be magnified in Korea // Koreans are/tend to be more emotional/ show more feelings (✗ show a lot of stoicism / self-control) [17]

    ii) Koreans are very expressive and open with their feelings [48]

11. its superficial // it's not meaningful (✗ it's for teenagers) [53]

12. (members of) 3ʳᵈ Line Butterfly (✗ a band // Korean Music / culture) [82]

13. Gangnam is superficial/flashy [11]

14. i)   NG [72]

    ii) F [68]

    iii) T [82]

15. (Korean) drama(s) // (romantic) TV series/programme // soap opera(s)
    (✗ Korean soaps // Cinderella stories) [83]

16. the best way to become wealthy/achieve status/ to become successful is to marry [62]

17. i)   drama(s) // soaps [90]

    ii) wealthy // rich (✗ affluent) [91]

    iii) beautiful // young (✗ poor) [88]

    iv) poor [78]

    v)   marry [44]

18. they make children cry // they get mad at bad results // make them work hard //
     obsessed with education   [64]

19. (they have many) things/possessions/goods/money/wealth   [21]

20. (they want) to keep/preserve their status/position in society // to show (the world) their children are
     doing well   [74]

21. he is a better friend // more connected to people // more warm/friendly // less cynical   [60]

22. jeong // the warmth between people // the people are warm   [47]

23. (Cold) refers to the cold culture/society (in Britain) // British are cold and cynical   [58]

24. Daniel (Tudor) // the writer himself   [19]

25. Daniel (Tudor) is one of the most/is a very influential foreign correspondents (in South Korea) but also one of
     the least known   [28]

26. (Mr) Michael // Breen   [63]

27. (a list of) must-read books/indispensable/important books // books that should be read   [4]

28. (there is a) greater interest in reading about North Korea (than South Korea) // North Korea is more
     interesting/popular/attractive (than South Korea) // there are more (must-read) books published about North
     Korea (than South Korea)   [7]

29. (Daniel's book pushes into) new social and economic territory // (including the) rising role of immigrants,
     multicultural families/(and even) gay people (in Korea)   [31]

30. unending desire for (new and trendy) gadgets and fashion *(1 mark)*   [43]
     and yet the tunnel-like/narrow-minded/unchanging view of what constitutes a successful life *(1 mark)*   [34]

31. Koreans have achieved a great deal // although they have many achievements/are successful *(1 mark)*   [33]
     but they aren't content with their success/achievements // they are not happy/satisfied // they are too hard on
     themselves *(1 mark)*   [22]

Part B1 (easier section)

32. A(nna) Rossi   (✗ the writer)   [91]

33. i)   where Anna lives // address of the witness // in case the police wants to contact/find the witness // Anna's
          contact details // information about the witness   (✗   where the witness is from)   [44]

     ii) where the collision/accident happened // location of the car park // place of the accident   [58]

34. collision   (✗ collide)   [55]

35. i)   F   [63]

     ii) C   [64]

     iii) E   [55]

36. no one // nobody // none // no persons // 0   [29]

37. (because) she witnessed/saw the accident // she was a witness // (in case the green car driver) needed a statement
     (from Anna) // to contact her   [77]

38. D   [70]

39. the silver car *(1 mark)* because it was speeding/driving over the speed limit *(1 mark)*
     the green car *(1 mark)* because it was reversing // couldn't see the silver car had the right of way *(1 mark)* …   } [53]
     (✗   No marks if only write 'silver/green car')

40. B   [74]

41. i)   when the accident happened   [66]

     ii) (the date Anna) signed the witness statement   [3]

42. i)   traffic jam(s)   [63]
                                    } *in any order*
     ii) deadly accident(s)   [52]

43. driving to work // car journey to work // the commute // the ride/drive to the office   [24]

44. computers // cars themselves // robots   [62]

45. Google   [59]

46. Eno Centre for Transportation   [46]

47. A   [42]

48. i) NG   [21]

    ii) T   [47]

    iii) T   [58]

    iv) NG   [70]

49. i) B   [82]

    ii) A   [59]

    iii) D   [64]

50.

i)	•	induce more travel	
ii)	•	congestion will get worse	*any two,* [73]
iii)	•	more air pollution	*in any order* [80]

51. B   [26]

52. C   [63]

53.

i)	•	**cost**	[53]
		- technology is (still) very pricey //	
		- price is high //	
		- car costs over $100,000/$70,000/ (any specific amount over $70,000)	
		- costs would presumably come down over time, <u>but no one knows how rapidly</u>	
ii)	•	**demand (for self-driving cars is low)**	[39]
		- only 20% would definitely buy a self-driving car //	
		- only a few people would buy	
		- people don't trust them	
iii)	•	**technology (is far from perfect)**	*any four,* [34]
		- have yet to be (fully) tested in urban environments //	*in any order*
		- technology will emerge gradually // but even intermediate features pose unique challenges	
iv)	•	**(a ton of) research yet to be done**	[28]
		- have yet to be (fully) tested in urban environments //	
		- crucial questions go unanswered //	
		- impossible to know what will happen at this point in time //	
		- unforeseen consequences	

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safety

safety is the biggest //
early (autonomous) cars/Google's self-driving cars will likely require their human drivers to take the wheel during especially complicated situations //
it's difficult to get people to drift in and out of attention while driving
the process of switching back and forth between robot and human could well make these cars less safe

social/environmental

researchers can't predict how self-driving might reshape/change society //
may induce more travel/congestion may get worse
may lead to an increase in air pollution //
the nation will be hampered in its ability to successfully plan for and introduce autonomous vehicles into the transportation system

(✘   costs coming down // pollution/congestion will increase // 'self driving cars have a lot of hoops to leap through' // time consuming)
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54.   in complicated situations *(1 mark)*, humans are safer // computers/robots/self-driving vehicles are unable to handle the driving *(1 mark)* //
when the computer does not work *(1 mark)* as the technology is not perfect *(1 mark)*   [16]   [4]

55.   D   [37]

Part B2 (more difficult section)

56.   D   [52]

57.   i) Rousseau is a depraved animal because he (himself/too) is (also) reflecting // it is a contradiction that Rousseau claims, 'the man who reflects is a depraved animal' // his claim is wrong/ironic   [12]

ii) the student thinks he's right/smart/sophisticated // he is challenging a famous person/author/theory // he's found mistakes (in the texts) which shows his critical thinking skills)   [33]

58.   (apparent) contradictions   [39]

59.   i)   C   [68]

ii)   B   [57]

60.   having strong critical thinking skills // being critical   (✘ being smart) (✘   strong critical skills)   [73]

61.   i)   unproductive   [30]

ii)   intelligent   [42]

iii)   cynical   [35]

62. i) F [88]
    ii) T [65]
    iii) NG [69]

63. C [63]

64.

	Summary	Correction	
e.g.	There are **three** traditions in liberal education in America:	*two*	
i)	one pursues truth, the other pursues exuberance. Since	excellence	[58]
ii)	the 1960s, there has been less emphasis on the former,	more/greater	[45]
iii)	which now is synonymous with fault-finding and challenging beliefs.	✓	[50]
iv)	Rather than being a participant, there is a preference to be a competitor.	spectator // beholder	[58]

65. A [54]

66. (i) fetishizing disbelief as a sign of intelligence
       (is contributing to the depletion of our cultural resources) *(1 mark)* [17]
    (ii) (increasingly fractured) technological existence wears down our receptive capabilities // (people's) receptive capacities have decreased/been worn down // losing the ability to become absorbed in works of literature/art/science *(1 mark)* [35]

67. (movies/films with) explosions/sex/gag lines // films/movies/things that immediately engage their senses // their own devices // students' own phones/tablets/mobile/electronic gadgets (✗ films/movies) [45]

68. i) (at first they see this as) some old guy's/ MR's failure to grasp their skills at multitasking // he thinks they can't multitask (✗ concentrate more/better on the movie/lesson // he wants to grasp students' skills as multitasking // he's an old-fashioned guy) [26]
    ii) they enjoy/like/are inspired by the film/lesson // pay more attention/more focused in class // absorbed/are deeply engaged in/with the film // re-learn how to give themselves to an emotional and intellectual experience // they've encountered an unexpected source of inspiration [57]

69. C [45]

70. inability/unable to understand an experience from another's point of view // things we don't know/understand/aware of // lack of understanding something that we did not think of // (having a) limited mind ignorance // (own) prejudice(s) // bias [32]

71. i) we risk changing who we are/change [25]
    ii) hard-nosed critical thinking [28]

72. crave [52]

73.

i)	Learning should have some application to society.	✓	[78]
ii)	University education is limited to critical thinking.		
iii)	Liberal education helps whole person development.	✓	[78]
iv)	There should be more problem solving rather than critical thinking.		

74. i) to think critically // (to develop) critical thinking (skills) // to criticise // to point out errors // to find contradictions // to show how things don't make sense to take the guise of the sophisticated spectator [32]

   ii) (the situation/it) is quite serious/urgent // to be in (a) danger // (ous) situation // Critical condition, that it is important, serious [10]

75. A [44]

76. He disagrees/is (strongly) against it/Liberal Education because … //
    He thinks Liberal Education is not important/useless… //
    He is opposed to the use of Liberal Education *(1 mark)* [62]

   - it is a waste of money // costly // it is expensive [51]

   - it doesn't help you get a job // no prospect of a job (opportunity)/career // doesn't help your future *(3 marks)* [32]

   - you can get the same/a similar kind of education by reading books/in the library/going to the library/self study *any three, in any order* [12]

   - they should/it is better to study STEM subjects (science/technology/engineering/maths)

   (✗ university is a waste of money // university should focus on STEM subjects // Liberal Education costs universities a lot of money)

77. Yes, because (she thinks) … *(1 mark)* [43]
    it is easier to take apart (the structure of) an argument/ideas than it is to build one // criticise an argument than it is to make one *(1 mark)*
    (✗ it takes a long time to build it/a structure, and less time and skill to wreck it) [4]

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.