

Marking Schemes

This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.

Paper I (Reading)

Part A (compulsory section)

1.
 - i) B [27]
 - ii) B [65]
 - iii) C [63]
2. unfortunately [70]
3. technology // attention span(s) [65]
4. snippets [52]
5.
 - i) limit(s) [63]
 - ii) solid [71]
 - iii) overkill [64]
6.

Summary	Correction	
i) However, flash fiction usually has another character who <u>supports</u>	opposes	[22]
ii) the main character. So the story will probably have two characters.	✓	[62]
iii) There is <u>no</u> chance that you will be able to incorporate three	a // the // some // little	[29]
iv) characters into your story. However, <u>unless</u> you feel the need to have any	if // when // whenever	[22]
v) more than this, your <u>theme</u> will be too long, i.e. more than 1000 words.	story // text // fiction	[29]
7.
 - i) limited [37]
 - ii) complex [71]
 - iii) end [30]
 - iv) scene // moment [63]
8. something that / what the main character wants [37]
9. D [80]
10. editing / reviewing / rereading / revising (the flash fiction you have written) [40]
11. A [70]
12. eyes (nearly) popped out (of his head) [55]
13. audience's // parents' // (science) teachers' // parents' and (science) teachers' [23]
14.
 - i) Chemistry // class // school [60]
 - ii) mumbled [53]
 - iii) enthused [57]
 - iv) thug [60]
15. (to) withdraw / pull out from the contest // (to) turn down / decline Professor Snookhorn's invitation [25]
16.
 - i) False [63]
 - ii) Not Given [45]
 - iii) True [42]
 - iv) True [75]

17. the smell // thick grey smoke // the container shuddered and shook [69]
18. (randomly) mixed the content(s) // poured his random mix into a (glass) container [18]
19. the explosion // the (successful) experiment // the big(gest) bang [52]
20. i) B + ii) D + iii) A [56]
21.

A good example of flash fiction	✓
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 } any two [34]
- story focuses on one main character // story has less than 1000 words // story focuses on one major theme // story focuses on one major scene / event // story focuses on the end // story focuses on the explosion / competition
- or
- | | |
|-------------------------------------|---|
| Not a good example of flash fiction | ✓ |
|-------------------------------------|---|

 } any two [29]
- (there are) more than 3 characters in the story // story describes two scenes / more than one scene (Chemistry scene and competition scene) // story does not only tell the end (competition scene)
22. i) D [76]
ii) E [67]
iii) B [64]

Part B1 (easier section)

23. (guide) dogs and (their) owners [73]
24. i) True [91]
ii) False [81]
iii) Not Given [81]
25. a, b and e [34]
26. (the first) meeting of Nathan and Hudson / his guide dog [28]
27. i) eyesight // eye-sight // sight [59]
ii) completely [62]
iii) changed [44]
28. D [82]
29. every day // daily // (on a) daily basis [63]
30. i) the dogs // their guide dogs // their pups // (the) dogs they were training (with) [6]
ii) (both) had the same disability // are both blind [32]
31. i) (Nathan's) best friend [46]
ii) (an extra) four-legged member [42]
32. D [83]
33. i) A [80]
ii) E [69]
iii) C [75]
34. Don Don // Meicy's (four-month-old) Labrador (retriever) / dog [67]
35. D [68]
36. i) scale [12]
ii) neighbouring [39]
iii) lack [32]
iv) visually(-)impaired people [17]

37. on top of [28]
38. (to) get on bus(es) (during training) [37]
39. can be familiarised with the city // can take the blind around the city [6]
40. A [47]
41. i) True [48]
 ii) False [41]
 iii) False [42]
42. public awareness has improved // guide dog(s) under training (now are) allowed in MTR // restaurant (owner in Yau Ma Tei) was made to apologise [20]
43. Lai Chi Kok (Park) // park (in Lai Chi Kok) [4]
44. i) 7 [44]
 ii) 9 [48]
 iii) X [31]
 iv) 8 [35]
 v) 11 [63]
45. i) D [49]
 ii) B [50]
 iii) A [63]

Part B2 (more difficult section)

46. shares / shows Michelle's memories of her mom // is written in honour of Mothers' Day [14]
47. ordinary // humble // normal [58]
48. B [59]
49. i) she would speak in clipped sentences / be careful with her speech [60]
 ii) she would listen intently [63]
50. C [55]
51. A [81]
52. i) Not Given [83]
 ii) False [91]
 iii) True [90]
53. i) Michelle confronted Robbie (about her piano lessons) / challenged her (ornery) grandfather / scrapped with (some of the) neighbour kids [66]
 ii) Michelle's mother listened more than lectured / would nod patiently along to tales of her contentious piano lesson / endured endless questioning from Michelle // Michelle's parents let their children be themselves [39]
 iii) Michelle's mother was a negligent parent // Marian Robinson let her kids to rule the roost [51]
 iv) mother / mother figures should support their children / give the girls support to lift their voice [18]
54. the more she practises, the more she can achieve [14]
55. i) (Robbie's) satisfaction / joy / pride at (about Michelle's performance) [18]
 ii) (Robbie's) lips unpursed themselves (just) slightly [57]
56. Michelle could play a song without messing up [13]
57. C [58]

58. Success: Michelle learnt more new songs herself / learnt faster than Robbie had expected / was proud of learning new songs // Failure: Robbie was not impressed at all // Michelle got chewed out / scolded [65]
59. (a) crime (approaching treason) [54]
60. She wanted to progress faster but Robbie wouldn't let her // she needed more concrete / more logical explanations (about Robbie's method of teaching) [21]
61. Michelle and Robbie were stubborn / unwilling to compromise / unable to accept each other's approach [29]
62. B [59]
63. i) stubborn // argumentative // inquisitive // feisty // logical // lawyerly [46]
 ii) not following her aunt's views // unwilling to accept the wisdom of Robbie // wanting to make faster progress // hoping to get concrete answers to her questions / explanation from Robbie [38]
64. angry // annoyed // irritated // seething + her family were cracking up // not offering sympathy [22]
65. i) refused // failed [39]
 ii) corrections // criticisms [34]
 iii) determined // driven // eager [4]
 iv) follow // respect [43]
 v) acknowledging // appreciating [7]
66. (Michelle's parents) didn't want to intervene children in matters outside schooling // believed in their children making their own choices // happy to see Robbie's authority) being challenged (by Michelle) // appreciated Michelle's feistiness // didn't mind (their) children / Michelle being sassy with an elder / Robbie [41] } any two
67. i) She challenged her (ornery) grandfather [33]
 ii) She did not (entirely) follow Robbie's instructions (in piano lessons) [43] }
68. i) C [80]
 ii) E [62]
 iii) D [57]
 iv) G [53]
 v) F [54]
69. (to) give freedom to children in matters outside schooling // let them find the words themselves // endure children asking questions // give the support to children to find the words themselves [49]

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.

/ = alternative acceptable word(s) / phrase(s) within an answer

// = alternative answer(s)

() = word(s) or phrase(s) which are NOT essential to the answer

___ = underlined word(s) must be present in the answer