

Mock Test 1 Paper 3

Marking scheme

Part B1 (easier section)



Task 5 (15 marks)

Task Completion = 13 marks

	<i>Who are we?</i>	DF page reference
5.1a	College newspaper	6
5.1b	College radio	6
5.1c	Campus media	6
	<i>What are our aims?</i>	
5.2a	Keep students updated with the latest news	3 / 6
5.2b	Introduce students to the world of media	3
5.2c	Give students the chance to excel in many different fields	3
	<i>When are we on air?</i>	
5.3a	10.30–11.00, 13.00–14.00 and 16.00–16.30	5
5.3b	Every school day	5
	<i>What do we do?</i>	
5.4a	News reports	3
5.4b	Short films	3
5.4c	Interviews	3
5.4d	Promotional videos for clubs and societies	8
5.4e	Short film competitions	3
	<i>Where can you watch SCCTV?</i>	
5.5a	Facebook	6
5.5b	TVs in the playground	6
5.5c	SCCTV website	3 / 6
5.5d	Intranet	6

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
5.1	3	2
	1–2	1
	0	0
5.2	3	3
	2	2
	1	1
	0	0
5.3	2	1
	0–1	0
5.4	5	4
	3–4	3
	2	2
	1	1
	0	0
5.5	3–4	3
	2	2
	1	1
	0	0

Language = 2 marks

Marks	Language
2	<ul style="list-style-type: none"> Simple and more complex phrases are generally grammatically accurate. While there are occasional errors, they do not impede the general understanding because of the overall grammatical accuracy. Most words are spelt correctly.
1	<ul style="list-style-type: none"> Simple phrases are generally grammatically correct. Meaning is affected sometimes because of the grammatical mistakes made. Some words are not spelt correctly.
0	<ul style="list-style-type: none"> There are many mistakes in spelling and word usage that make the student's answers difficult to understand. <p>OR</p> <ul style="list-style-type: none"> There is not enough evidence to award '1' for the student's answers.

Task 6 (18 marks)**Task Completion = 9 marks**

		DF page reference
6.1a	apology	4
	<i>Work allocation</i>	
6.2a	some people spend a lot of time on the Campus TV	7
6.2b	measures to evenly distribute the workload	7
6.2c	revising the work allocation	9
6.2d	once planned programmes have been completed	9
6.2e	much lighter workload	9
	<i>Transferable skills</i>	
6.3a	not just focus on the transferable skills	3
6.3b	public speaking skills	6
6.3c	communication skills	6
6.3d	time management skills	6
6.3e	put them into practice	3

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
6.1	1	1
	0	0
6.2	5	4
	3–4	3
	2	2
	1	1
	0	0
6.3	5	4
	3–4	3
	2	2
	1	1
	0	0

Language = 5 marks**Coherence and Organization** = 2 marks**Appropriacy** = 2 marks

(Refer to pp.8–9)

Task 7 (18 marks)**Task Completion = 9 marks**

	<i>Time</i>	DF page reference
7.1a	all videos: three minutes maximum	10
7.1b	one and a half minutes	9
7.1c	no problem with recess and lunchtime slots	9
7.1d	17.00–17.03 not available	8
7.1e	not operate after 16.30	5
	<i>Broadcasting guidelines</i>	
7.2a	advertisement	8 / 10
7.2b	not permitted	10
7.2c	charity fundraising event	10
	<i>Technical issues</i>	
7.3a	not able to add special effects to videos	5
7.3b	submit videos a week in advance	5

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
7.1	5	4
	3–4	3
	2	2
	1	1
	0	0
7.2	3	3
	2	2
	1	1
	0	0
7.3	2	2
	1	1
	0	0

Language = 5 marks**Coherence and Organization** = 2 marks**Appropriacy** = 2 marks

(Refer to pp.8–9)

Part B2 (more difficult section)

Task 8 (18 marks)

Task Completion = 9 marks

	<i>Title and opening paragraph</i>	DF page reference
8.1a	<i>Title</i>	4
8.1b	first talk show	5
8.1c	interview with Pablo Garcia	6
8.1d	(Mexican-American) Language Assistant	6
	<i>Details of the show</i>	
8.2a	<i>The SC Chatter</i>	5 / 9
8.2b	every Wednesday 13.30–13.40	5 / 9
8.2c	first show broadcast on 21 January	9
8.2d	interviews people known to students at SC	5 / 6
8.2e	producer: Tony Tsang	5 / 6
8.2f	host: Jessica Leung	5 / 6
	<i>Introduction of Pablo Garcia</i>	
8.3a	from San Francisco	6
8.3b	popular with students, especially football players	6
8.3c	why work in Hong Kong	6
8.3d	work as an English Language Assistant	6
8.3e	passion for football	6
	<i>Audience participation</i>	
8.4	email sctv@sc.edu.hk for questions to Pablo	3

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
8.1	3–4	2
	1–2	1
	0	0
8.2	5–6	4
	3–4	3
	2	2
	1	1
	0	0
8.3	4–5	2
	2–3	1
	0–1	0
8.4	1	1
	0	0

Language = 5 marks

Coherence and Organization = 2 marks

Appropriacy = 2 marks

(Refer to pp.8–9)

Task 9 (18 marks)**Task Completion = 9 marks**

	<i>Details of the masterclass</i>	DF page reference
9.1a	4 February 2015 (Wednesday)	9
9.1b	16.30–17.30	9
9.1c	Studio in our school	9
	<i>Reasons for the masterclass</i>	
9.2a	Campus TV founded a year ago	3 / 7
9.2b	some crew members have a year of experience	7
9.2c	learn from a professional TV producer	7
9.2d	plan to produce a wider variety of programmes	3
9.2e	new production techniques	3 / 7
9.2f	ways to run the TV station more smoothly	7
	<i>Why Dr Wilson Tam</i>	
9.3a	well known	7
9.3b	experience in the TV industry	8
9.3c	experience in giving masterclasses to students	8

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
9.1	3	2
	1–2	1
	0	0
9.2	5–6	5
	4	4
	3	3
	2	2
	1	1
	0	0
9.3	3	2
	1–2	1
	0	0

Language = 5 marks**Coherence and Organization** = 2 marks**Appropriacy** = 2 marks

(Refer to pp.8–9)

Task 10 (18 marks)**Task Completion = 9 marks**

	<i>Promote idol worship</i>	DF page reference
10.1a	being in the Campus TV brings instant fame	9
10.1b	some familiar faces	8
10.1c	other clubs and societies	8
10.1d	e.g. sports teams and the Debating Society	8
10.1e	no one considers abolishing them	8
	<i>Poor quality productions</i>	
10.2a	plans to launch new programmes	10
10.2b	e.g. documentaries and televised debates	10
10.2c	training	9 / 10
10.2d	masterclasses	3
10.2e	seminars	3
10.2f	visits to local TV stations	3
	<i>What school clubs aim to do</i>	
10.3a	does not promote any unhealthy phenomena	9
10.3b	give students the chance to excel in many different fields	3

Mark Allocation Grid

Section	Number of correct points	Marks to be awarded
10.1	4–5	4
	3	3
	2	2
	1	1
	0	0
10.2	5	3
	3–4	2
	1–2	1
	0	0
10.3	2	2
	1	1
	0	0

Language = 5 marks**Coherence and Organization** = 2 marks**Appropriacy** = 2 marks

(Refer to pp.8–9)

Language = 5 marks

Marks	Language
5	<p>Data File manipulation Phrases from the Data File have been successfully adapted, evident from the grammatically correct sentences created by changing word forms, verb tenses, pronouns, etc.</p> <p>Own language</p> <ul style="list-style-type: none"> Both simple and complex sentences have been accurately constructed. While there are occasional common errors, they do not impede general understanding because of the overall grammatical accuracy. Most words are spelt correctly and most punctuation marks are used accurately.
4	<p>Data File manipulation Phrases from the Data File have sometimes been successfully adapted, evident from some grammatically correct sentences created by changing word forms, verb tenses, pronouns, etc.</p> <p>Own language</p> <ul style="list-style-type: none"> Both simple and complex sentence structures have been used, with some attempts to use more complex ones. Not all complex structures are grammatically accurate, but they do not affect the text's overall clarity. Spelling and punctuation are accurate enough to convey meaning.
3	<p>Data File manipulation Phrases from the Data File have sometimes been successfully adapted to create grammatically correct sentences, but there are often errors as the original texts have not been successfully changed so as to suit the student's own text.</p> <p>Own language</p> <ul style="list-style-type: none"> Simple sentences are generally grammatically accurate. There are occasional attempts at using more complex structures. Similar structures tend to be used repetitively. Meaning is affected sometimes because of the grammatical mistakes made. The majority of common words are spelt correctly, and basic punctuation is used correctly.
2	<p>Data File manipulation There have been some attempts at adapting information or copying chunks from the Data File.</p> <p>Own language</p> <ul style="list-style-type: none"> Many of the sentences used are short and simple, and are mostly accurate. There are a few attempts at using longer and more complex sentences. Meaning is affected often because of the grammatical mistakes made. Simple words are spelt correctly, while the more complex ones are not. Basic punctuation is used mostly accurately.
1	<p>Data File manipulation A series of chunks of information have been copied from the Data File.</p> <p>Own language</p> <ul style="list-style-type: none"> Some short simple sentences are accurate. Meaning is affected often because of the grammatical mistakes made. Simple words are spelt correctly, while the more complex ones are not. Basic punctuation is used incorrectly.
0	<ul style="list-style-type: none"> A series of chunks of information have been copied from the Data File. There are many mistakes in sentence structures, spelling and word usage that make the student's text difficult to follow. <p>OR</p> <ul style="list-style-type: none"> There is not enough evidence to award '1' for the student's work.

Appropriacy = 2 marks

Marks	Appropriacy
2	<ul style="list-style-type: none">• Register, tone and style are generally appropriate to the text and this is achieved through manipulating information in the Data File and using the student's own language.• Audience awareness is demonstrated throughout the text.• The overall tone is suitable for the text type.
1	<ul style="list-style-type: none">• Register, tone and style are reasonably appropriate to the text and this is achieved sometimes through manipulating information in the Data File and using the student's own language.• Audience awareness is sometimes demonstrated throughout the text.• The tone is not consistent because chunks of the Data File have been copied.
0	<ul style="list-style-type: none">• Register, tone and style have not been manipulated to produce an appropriate text.• There is not enough evidence that the student's work has demonstrated audience awareness.• Chunks of the Data File have been copied and the register, tone and style are not appropriate to the text.

Coherence and Organization = 2 marks

Marks	Coherence and Organization
2	<ul style="list-style-type: none">• The text is coherent overall.• It is evident that the text is on topic.• The main points and supporting points are clearly related to each other.• Cohesive ties are well used to enhance the text's coherence.
1	<ul style="list-style-type: none">• The text is reasonably coherent.• The text is generally on topic.• The main points and supporting points are generally related to each other.• Cohesive ties generally enhance the text's coherence, although they may sometimes add little to the overall coherence.
0	<ul style="list-style-type: none">• Overall, the text is not coherent.• The text is mostly off topic.• The supporting points are not evidently related to the main points.• Cohesive ties are used in a way that adds little to the overall coherence of the text. <p>OR</p> <ul style="list-style-type: none">• There is not enough evidence to award '1' for the student's work.

Mock Test 1 Paper 3

Tapescript

Track 1

Announcer: Part A.

Situation.

Some students at your school are thinking about setting up some new school clubs. You are going to hear four recordings of students and staff talking about this.

In Part A, you will have a total of four tasks to do. Follow the instructions in the Question-Answer Book and in the recording to complete the tasks. You will find all the information you need in the Question-Answer Book and the recording. You now have two minutes to familiarize yourself with Tasks 1–4.

(2 minutes of Greensleeves)

(Tone)

Track 2

Announcer: Task 1. You are going to listen to a meeting where Andrew talks to Ms Lam and Ms Cheung about setting up some new school clubs. Listen to the recording and fill in the missing information in the spaces provided.

You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

(Ms Lam knocks on the door)

Ms Cheung: Come on in.

Ms Lam: Hi, Laura.

Ms Cheung: Good afternoon, Irene. Do take a seat.

Ms Lam: What do you think about Andrew's idea? I thought it was really quite innovative, don't you think?

Ms Cheung: Yes, and I ...

(Andrews knocks on the door)

Ms Cheung: Speak of the devil, and here's Andrew. Come in!

Andrew: Good afternoon, Ms Cheung. Hello, Ms Lam. Sorry I'm a little bit late. On Wednesdays I have Chemistry so I'm always a little later than usual. There's always a fair bit to tidy up before we leave the lab.

Ms Cheung: Don't worry, Andrew. Today Wednesday hasn't been easy for us teachers either because there have been a couple of staff meetings.

Ms Lam: And I chaired the extracurricular committee meeting and we talked about creating new

school clubs. We all agreed that it should be a student-led initiative and you Andrew, as the President of the Students' Union, are in a perfect position to take charge of it.

Ms Cheung: I agree with Irene. Although she's the teacher in charge of extracurricular activities, it's the students who run the clubs and organize the activities.

Andrew: OK. Actually, students find the Students' Union a good place to voice their opinion on school policies.

Ms Lam: Oh, so have people been giving you opinions on our school clubs?

Andrew: They have indeed. People have been saying that they want more clubs because there aren't enough of them in the school. And I think now is a good time to consider that since students are beginning to talk about how the current system can be made better.

Ms Lam: Did they really say not enough school clubs? Haven't we already got too many of them?

Andrew: That I'm not sure about. What bothers them is that those we've now got are too boring. I mean, if they aren't interesting, it makes no difference even if there are loads to choose from.

Ms Cheung: I've also heard from students that the existing clubs are too boring. Some even said there are too few after-school activities. I wonder what's gone wrong with our extracurricular activities.

Ms Lam: As a class teacher myself, I've been asked by parents about our school clubs. Some said we don't have as many clubs as in other schools. Others said our clubs focus too much on academic performance.

Ms Cheung: A high level of academic performance is what makes our school stand out, but if it makes our clubs boring, we'll have to do something about it.

Ms Lam: Oh, and one more thing, parents want to see more emphasis on essential life skills.

Andrew: What exactly are these? Perhaps like communication techniques?

Ms Lam: That's one of them, communication techniques. Another one that parents would like to see more of is critical thinking skills.

Ms Cheung: Well, I guess these comments from parents are pointing us to a very specific direction: less focus on academic performance, and more emphasis on essential life skills such as communication techniques and critical thinking skills. I think we're off to a good start, don't you think?

Andrew: Erm ... what do you mean, Ms Cheung?

Ms Cheung: Well, these are clear ideas of what people expect of our school clubs. We can encourage students to start sending us applications and proposals for some new ones. In these proposals, we have to see that they don't just focus on academic performance but also cover essential life skills.

Ms Lam: This sounds like a good idea. How much time should we give it?

Ms Cheung: No more than two months. So ideally all applications will be in by the thirtieth of November. Let's see (*checking on her phone*) ... The thirtieth is a ... Tuesday — is that right?

- Andrew:** Ms Cheung, I think the thirtieth of November is a Monday.
- Ms Cheung:** Between now and the day we should receive all applications, there are many things that need to be done. One is that people have to know they can send in applications and propose creating new clubs themselves.
- Andrew:** Can I help advertise on behalf of the Students' Union?
- Ms Lam:** That's a good idea. It's a student-based initiative and it looks good if the Students' Union takes the lead.
- Ms Cheung:** I agree with you, Irene. Andrew, we'll leave the publicity stuff with you. Next, we'll need to survey the parents and students. You know, it's always good to know their thoughts. I can talk to parents because my role as the vice-principal makes it easier for me to approach them. Meanwhile, Andrew, can we also have you in charge of surveying the students?
- Andrew:** Yes, Ms Cheung. I'll talk to the students.
- Ms Lam:** Andrew, do you think we can sit down together at some point to finalize the application process? You will need some of that information on the advertisements you're putting up.
- Ms Cheung:** Yes, Irene, why don't you finalize the details with Andrew? I'll also need your help with drawing up a list of selection criteria for the proposed clubs. Would you mind if we got together early next week to go through that?
- Ms Lam:** Sure, let's do that.
- Andrew:** When should we meet next? Perhaps some time next week?
- Ms Cheung:** Yes, let's see ... Friday the ninth of October. Are we all OK with that?
- Ms Lam:** Fine by me.
- Andrew:** Me too.
- Ms Cheung:** Good. Anything you're not sure about, please let me know. Right, I've got another meeting in five minutes. Let's call it a day. See you soon!
- Announcer:** That is the end of Task 1. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 3

- Announcer:** Task 2. Andrew is now interviewing a student about what students most value in a school club. Listen to the interview and rank the features in order of how important she thinks they are. Then note down her reasons and complete the notes by filling in the missing information in the spaces provided.
- You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

- Andrew:** Good morning. I'm Andrew Yip from the Students' Union. We're carrying out a survey to find out students' views on our school clubs. Would you mind sparing me the time for a quick chat about that?
- Cherry:** No, not at all.
- Andrew:** Great. Could I please have your name and class?
- Cherry:** I'm Cherry Ho from 5A. 'Cherry' as in the small round red fruit and it ends with a Y not I – E. Ho is spelt H – O.
- Andrew:** Thanks, Cherry. Tell me, what school clubs are you in at the moment?
- Cherry:** I'm in the Drama Club and the Choir. The Drama Club is fun because I've always been a performance-art type of person. Acting has been my passion for a long time. And Choir. I just enjoy singing with a big group of people. Every now and again, when everyone works hard, the sounds created can make everyone feel a shiver down their spine. That for me is just awesome.
- Andrew:** The reason we're carrying out this survey is that there'll be new school clubs soon and the Students' Union would like to know what elements students value most in them. I've got here a list of features we think students value and it'd be great if you could help rank them.
- Cherry:** Sure. Let me have a look at them. Hmm, well ...
- Andrew:** I see that the Drama Club and the Choir organize activities very often, mostly practices and sometimes chances to perform. Do you think a club's most important feature is that it has frequent activities?
- Cherry:** Absolutely. Otherwise, what's the point of being in the club?
- Andrew:** What do you think about things like monthly newsletters? Both the Drama Club and the Choir have something similar I believe?
- Cherry:** Erm ... yes, maybe, but I'd say they aren't things I'd consider before joining a club. So, the least important really.
- Andrew:** OK. So I guess you wouldn't think having a good website is important either.
- Cherry:** Well, at least people can look up information there. I'd say probably slightly more useful than a monthly newsletter.
- Andrew:** And chances to organize activities? You know, some people would like to help organize events.
- Cherry:** That and membership benefits like discounts are also highly valued. For me though, membership benefits aren't as important as the possibilities of organizing activities. Oh, and the last one, career-related skills. Whether a club teaches me these doesn't really bother me but I guess it's more important than having a good website.
- Andrew:** Is there any reason for that?
- Cherry:** As boring as it may sound, career-related skills are important for our future careers. We can't deny that these skills are much in demand these days.
- Andrew:** What about membership benefits like discounts? You've rated that slightly higher than

career-related skills. Any reason for that?

Cherry: In some way, this is more like a marketing gimmick. It's something to attract more people to join the club. What gets more attention from students than discounts offered by their favourite shops?

Andrew: That's a good point. Many people see the membership benefits as an added bonus. But what seems to be vital for a lot of people, including you, Cherry, is that clubs have to organize frequent activities.

Cherry: Yes. People join a club because they want to keep themselves busy. It doesn't matter what they do, so long as they don't get bored.

Andrew: Let's move on to the monthly newsletter, the least important feature. Could you maybe explain a bit more?

Cherry: Monthly newsletter. A real newsletter costs money to produce. None of our school clubs has the budget for that sort of luxury. It's just too expensive.

Andrew: Is that similar to websites that some school clubs have?

Cherry: Yes and no. No, making a website isn't as expensive as producing a newsletter but I'd say it's still too much work. You may need to publish a newsletter every month but a website needs to be updated more frequently than that.

Andrew: Too much work especially for the smaller clubs. Any other reasons?

Cherry: Yes, I think a website is probably not very useful. Let's look at the Choir as an example. We practise often, and perform at the occasional concerts. Updating our website, if we did have one, would be rather pointless because it'd just be photos of us practising. Not very useful, is it?

Andrew: Yea, I see what you mean. The last feature is chances to organize activities. Why do you think that members should be given the chances to organize activities?

Cherry: Because it's an important learning experience. You'll acquire a number of skills such as organizational and team-building skills. Organizing activities for club members is a big responsibility and school clubs provide a very good environment for this sort of learning experience.

Andrew: OK, Cherry. That's really helpful. Thank you for your time, and we'll take your views seriously.

Cherry: My pleasure to help.

Announcer: That is the end of Task 2. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 4

Announcer: Task 3. Andrew is now talking to three students about what types of new clubs they would like to see. For Part A, listen to their discussion and fill in the missing information in the spaces in the table below. In Part B, you have to indicate which club

you think all three students would like the school to create and provide reasons. You now have 30 seconds to study the task. At the end of the task, you will have one minute to tidy up your answers.

(30 seconds of Greensleeves)

(Tone)

Announcer: Task 3 Part A.

Andrew: Right, thank you all for coming to this discussion group on the sort of new school club you'd like to see. Some people would like to see more academic societies. What are your opinions on this?

Lara: Would anyone mind if I spoke first? I think we've enough academic societies. They are too ...

Andrew: Sorry to interrupt ... Could I please have your name?

Lara: My name's Lara. Where was I? Yes, academic societies are too boring. I don't think we should create another academic society. It would just bore students to death.

Ben: Hi, my name is Ben, and I agree with Lara. Academic societies are boring. Just look at the ones we now have. They don't do much but organize seminars and talks.

Lara: Aren't they just like after-school lessons? So boring that I can't stand them.

Ben: And frankly I reckon very few students are interested in these. What do you think, Jane?

Jane: Well, I guess I'm the odd one out here. I quite like the idea of having some new academic societies. I think we have to recognize the needs of the very bright students who enjoy the additional intellectual challenge, even though many of us find it dull.

Andrew: OK, let's move on to a different sort of club: community service. What do you think if there were more activities dedicated to community service?

Ben: Charity work is one of the most meaningful activities young people like us should do during their free time.

Jane: It is a meaningful activity but I'm a bit sceptical.

Lara: What do you mean, Jane?

Jane: Most people simply want to have a good time. I doubt there are many people who actually want to volunteer. I ... I ... just don't know if we should really set up another social service club.

Lara: Well, as far as I'm concerned, there are enough social service clubs in our school. Creating more isn't going to encourage more people to participate in charity work. So, why bother?

Andrew: Looks like you all have different views on clubs dedicated to charity work. The next one is sports clubs. Any thoughts on more sports clubs?

Jane: I think it's a brilliant idea! One day after school I was by the sports hall and it was empty. In fact, very often the sports hall isn't in use. More sports clubs will mean that the sports hall can be used more.

Ben: Jane, perhaps we should start by looking into why the sports hall isn't in use instead of

creating new sports clubs in the hope that they will use it more?

Jane: Do you mean we should improve the existing ones before setting up new ones?

Ben: Precisely. The existing sports clubs are poorly run. Creating new ones isn't going to solve any current problems.

Lara: I agree with Jane that we should create new sports clubs, but not for the same reason. I just think people are eager to learn some new sports and it's a big enough reason for setting up new sports clubs. People are sick and tired of the usual sports on offer.

Andrew: The last one is music societies. Has anyone got anything to say about music societies?

Lara: I'm a no for this. I am not a fan of music myself, nor do I think most students are. There aren't a lot of musical students around.

Ben: Lara, you may be mistaken — there *are* musical students around. They all happen to be in the one and only music society we have: the choir!

Jane: Very funny ... So what are your thoughts, Ben?

Ben: Because we've only got the choir, we've got to have more music societies. It makes sense to provide a variety for students to choose from.

Lara: Well, not when most students aren't musical ... What about you, Jane? What do you think?

Jane: Again, I'm quite sceptical about setting up any new music societies. Those who are musical usually have a preference for pop music.

Ben: Didn't Andrew say they're looking into the sort of clubs we'd like to see? There can surely be a pop music society if there are enough people.

Andrew: Yes, at this stage we're trying to find out what's popular and what's not.

Jane: I don't know ... How often do we find a pop music society in a school? Whatever new music society it may be, it's going to be for classical music — an orchestra, a brass band or something like that.

(Tone)

Announcer: Task 3 Part B.

Andrew then presents a list of five clubs to the three students and they have to decide which one they would like the school to set up. Put a tick in the box next to the club you think they choose in the table below and write down the three reasons for their choice based on what they say.

Andrew: Before I let you go, I'd like to ask you one final question. Here is a list of five clubs that the school may consider creating. What I'd like you to do is to gather some of your initial thoughts on the kind of club that would most appeal to you.

Jane: I think we should focus on something meaningful. We can never have too much charity work. I mean, helping those in need is always a virtuous thing to do.

Ben: Even though some of our students are already doing that, perhaps we can have a club that does something different, so long as it's community service.

- Lara:** I agree with you, Ben, though we have to keep in mind the costs of running the clubs. The school isn't likely to create a club that requires a large funding, particularly this time round when they're looking to set up quite a lot of clubs and societies.
- Jane:** Another problem with clubs that are too expensive to run is that other clubs may ask for more funding — that obviously isn't what the school wants to see.
- Ben:** We also want a club that develops students' interpersonal skills. Isn't it more and more common to hear people say that young people nowadays lack communication skills?
- Lara:** Yes, so maybe we should have a club where the members get to meet different people and interact with people from different backgrounds?
- Jane:** Sounds like we've already decided which club out of the five appeals to us three.
- Ben:** Yes, it's charity work, it isn't costly to run, and it develops students' interpersonal skills.
- Andrew:** Right, thank you all for your discussion. You've given us some valuable information about the types of school clubs you'd like to see. This information will help us decide what clubs we'll ultimately set up. Thanks for your time.
- Jane:** You're welcome, Andrew.
- Ben:** Thanks for inviting us, Andrew.
- Lara:** My pleasure to help.
- Announcer:** That is the end of Task 3. You now have one minute to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

Track 5

- Announcer:** Task 4. The chairperson of one of the proposed clubs is being interviewed. Listen to the interview and fill in the missing information from the interview. Then complete the comments the selection panel makes afterwards and answer the questions.
- You now have one minute to study the task. At the end of the task, you will have two minutes to tidy up your answers.

(60 seconds of Greensleeves)

(Tone)

- Gordon:** Good morning.
- Ms Cheung:** Good morning, Gordon. Please take a seat.
- Ms Lam:** Gordon, we've had a quick read of your proposal and we'd now like to ask you a few questions on some of the ideas you put down there. Is that OK?
- Gordon:** Certainly yes.
- Ms Cheung:** In your proposal, you put down a detailed analysis of what may have gone wrong with our extracurricular activities and you used that as part of the rationale behind setting up your Film Club. The first point you made was that students don't participate much in school club activities. Can you elaborate on this point?
- Gordon:** Students aren't enthusiastic about these activities because they're too specific to the

school subjects they do.

Ms Lam: Any examples, Gordon?

Gordon: Erm ... take the English Club and History Club as examples. They correspond exactly to English and History the school subjects. They organize activities which not many students find interesting, such as book report competitions and museum visits, because they are too academic.

Ms Cheung: Book report competitions and museum visits? I thought they were quite well received?

Gordon: No, not really. For English, we do book reports any way, and for History, there are museum visits every year. I don't think book reports or museum visits would appeal to a lot of students.

Ms Lam: And that's why you suggested watching films?

Gordon: Watching films is a form of entertainment which can also be intellectual — perfect choice of an extracurricular activity.

Ms Cheung: Interesting point. Why do you think, say, watching Hollywood blockbusters is intellectual?

Gordon: Films, not just Hollywood blockbusters, can be studied like any other literary works such as novels and poems. There are many aspects of a film we can study, such as the characters, the imagery and the plot. The difference between films and novels is that films provide us with the visual and auditory stimuli that novels lack.

Ms Lam: Very good point. Your second reason for setting up a film club is about a type of learning that crosses subject boundaries. What exactly does it refer to? Could you expand on this point?

Gordon: Apart from what's shown in a film, you can also study a film from social, historical, cultural and theoretical perspectives. This makes the whole thing a lot less subject-specific because it doesn't just focus on one single subject. For example, when studying a 2012 film *The Impossible* based on the 2004 Indian Ocean tsunami, we have to combine knowledge that we've learnt in different subjects, like geography and science, to talk about the causes and effects of the natural disaster.

Ms Cheung: Hmm ... impressive! What sorts of activities are you going to organize if we really do have a film club?

Gordon: Regular film screenings. Of course, there'll be a wide variety of films, not just the more well-known, commercial ones, but also documentaries and classic movies.

Ms Lam: Wow, documentaries and classic movies. They can get quite serious.

Gordon: Yes, but there will be a whole lot of other activities to go with these to make them more palatable. For example, we will have discussion groups after each screening. They'll give students a chance to talk about what they've just seen.

Ms Cheung: Are you going to provide them with some historical and cultural background about the film for the discussions? Classic movies can sometimes be quite hard for modern audiences to understand.

Gordon: Yes, we'll provide as much background information as possible to students. We will also try to invite film critics and possibly film-makers to give us talks about the film industry or on certain films.

Ms Cheung: Will the talks be standalone activities?

Gordon: I think I'll have them either before or after a screening. They can either be very good introductions to the films or can very well lead the post-film discussions.

Ms Lam: Well, then make sure you have enough film critics and film-makers lined up!

Ms Cheung: Thanks, Gordon. I think that's it for the interview. As you know, we won't make any decision at this stage, but before you leave we'd like to give you some comments we've made so far.

Gordon: Sure. What do you think? How did I do?

Ms Lam: Both Ms Cheung and I think that it was a really good interview. You obviously have a clear idea of what your club is going to be like and you have your rationale behind creating it. Very convincing in general.

Ms Cheung: I agree with Ms Lam that it was overall convincing. My suggestion is that if you do chair the film club in the future, you have to think of a way to sell these big ideas to students.

Gordon: Perhaps those ideas are a bit too complicated? I will try my best to persuade students to join us.

Ms Lam: Another comment I'd like to make is that some activities may be too intellectual. They may be quite daunting for some students.

Gordon: What do you suggest that I do to make things less overwhelming?

Ms Cheung: I think there is one film genre you haven't mentioned: animations. How about organizing animation workshops?

Gordon: Animation workshops? This is a great idea, Ms Cheung! Students will love this and I might even sign up for it myself.

Ms Cheung: OK, Gordon, thanks for your time. We'll email you the results next week.

Gordon: Thanks, Ms Cheung and Ms Lam. See you soon. (*Gordon leaves*)

Ms Lam: Laura, what do you think?

Ms Cheung: I am impressed. I think his ideas are very original, though perhaps too original ...

Ms Lam: Too original? What do you mean?

Ms Cheung: There aren't a lot of students who are on the same wavelength as him. Most of them are probably going to find his ideas too unfamiliar. It's just a very different way of approaching films.

Ms Lam: That's not necessarily a bad thing. If a good number of students join the club, it will gather enough momentum and turn it into a very successful club. There are certainly more than enough activities Gordon has planned.

Ms Cheung: Hmm ... I can't disagree with that. With a bit of publicity, I don't see how Gordon can't make it.

Ms Lam: Well, then I guess it's a yes for Gordon's Film Club.

Ms Cheung: Absolutely. He'll be glad.

Announcer: That is the end of Task 4. You now have two minutes to complete your answers to Task 4 and to tidy up all your other answers.

(2 minutes of Greensleeves)

(Tone)

Track 6

Announcer: Part B.

Situation.

You are Lawrence Wong, Station Manager of Stanley College Campus TV. Ms Susanna Abbott, the teacher adviser, has asked you to do some tasks.

You will listen to a recording of the college radio programme *Stanley at One*. In the programme, you will hear an interview with Ms Susanna Abbott.

Before the recording is played, you will have five minutes to study the Question-Answer Book and the Data File to familiarize yourself with the situation and the tasks.

Complete the tasks by following the instructions in the Question-Answer Book and on the recording. You will find all the information you need in the Question-Answer Book, the Data File and on the recording. As you listen, you can make notes on Page 3 of the Data File.

You now have five minutes to familiarize yourself with the Question-Answer Book and the Data File.

(5 minutes of Greensleeves)

(Tone)

The recording is about to begin. Turn to Page 3 of the Data File.

(5 second pause)

(Tone)

Track 7

Kyle: Welcome to today's *Stanley at One*. My name is Kyle Lam and today we're pleased to have with us Ms Susanna Abbott, teacher adviser to the Campus TV. Good afternoon and welcome, Ms Abbott.

Abbott: Good afternoon, Kyle.

Kyle: In today's show, we'll be talking about the Campus TV, which grew from a five-man team into a well-structured campus TV station in merely a year's time. We'll look at its objectives, the types of programmes they're producing, and what they've planned for the future. To start off with, let's talk about the Campus TV's objectives. Ms Abbott.

- Abbott:** Thanks, Kyle, for the lovely introduction. The Campus TV was founded, as you rightly said, a year ago.
- Kyle:** I remember how everyone was so excited about it and we all gathered round the TV screens in the playground.
- Abbott:** We tried to bring news to students so that they could be kept updated about what was going on.
- Kyle:** Bringing news to students. I wish our college radio could do something like that ... Sadly, we only air every week for a few hours.
- Abbott:** Well, then maybe you should think of a way to make it happen, Kyle. Anyhow, another objective of the Campus TV is to introduce students to the world of media.
- Kyle:** With the college radio and college newspaper, wasn't it simply another media outlet? They also introduce students to the different aspects of media.
- Abbott:** Of course they do! But I thought the spontaneity of the television made it all the more interesting.
- Kyle:** True. And in a TV station, you need people with a huge range of different skills.
- Abbott:** Exactly, think about the reporters, screenwriters, video editors, and all the other people there are in a TV station. This brings me to another big point I'd like to make. School clubs and societies, even more so in the case of the Campus TV, give students the chance to excel in many different fields.
- Kyle:** Erm ... Ms Abbott. Would you mind elaborating on the point 'excel in many different fields'?
- Abbott:** What I mean is that when you are working at the Campus TV, you can be involved in the news presenting, screenwriting, filmmaking or other aspects of TV production. You don't have to be all confident on camera — you can, for example, write or film.
- Kyle:** You not only have a lot of different things to do but also many different types of programmes. Could you tell us about some programmes that you've done so far?
- Abbott:** Sure. We've got news reports, something that we do on a regular basis, short films and interviews.
- Kyle:** Wow! That really is a wide variety. News reports, short films and interviews. Oh, wasn't there a short film competition last year too?
- Abbott:** Yes, how could I forget about that? We organized a short film competition last year and we managed to make a 30-minute programme out of it.
- Kyle:** We all know that the Campus TV is one of the very few school clubs that organize lots of training for its members.
- Abbott:** That's right. Plenty of training. We don't just focus on teaching students transferable skills such as planning skills, IT skills and communication skills because it's how you use these skills that matters here at the Campus TV. Working at the Campus TV gives you plenty of opportunities to put these skills into practice.
- Kyle:** So what sort of training is there down the track?

- Abbott:** Possibly some masterclasses or seminars on TV production.
- Kyle:** A friend of mine at the Campus TV told me there might be some visits to the local TV stations. Is that really happening?
- Abbott:** Very likely yes. We want students to have a look at how real TV stations work.
- Kyle:** Ms Abbott, you seem very proactive about the training students at the Campus TV get. What's your rationale behind this?
- Abbott:** The reason we are doing this is that with only a year of experience — don't forget that the Campus TV was founded only about a year ago — we have to learn some new production techniques.
- Kyle:** It's funny how we all forget that it's only been around for a year and it's still pretty new. New production techniques will definitely be good for the Campus TV.
- Abbott:** Another reason why we need plenty of training is that we've also got plans to produce a wider range of programmes.
- Kyle:** Oh, an even wider range of programmes! How exciting! Can you tell us what these new programmes are?
- Abbott:** Well, I don't intend to give it away just yet. All I can say is that there's going to be a talk show, something that we've never done before.
- Kyle:** A talk show, where the host and the guest discuss various interesting topics?
- Abbott:** Exactly. We will also incorporate an element of audience participation in this show — students can email questions that they want the host to ask the guest.
- Kyle:** Would you mind telling us the email address?
- Abbott:** OK. The talk show is called The SC Chatter and the email address is scctv@sc.edu.hk.
- Kyle:** scctv@sc.edu.hk. I will post that on our website too so students will know how they can take part in the show. Anything else you'd like to add, Ms Abbott?
- Abbott:** Yes. I'd like to remind everybody that you can also watch our programmes on the SCCTV website. There is a link to it on the school website.
- Kyle:** OK. I think it's time to call it a day. Ms Abbott, thank you for your time.
- Abbott:** My pleasure. Thank you for inviting me, Kyle.
- Kyle:** We'll be back next week with Angela Chow, chairperson of the Debating Society. Bye for now.
- Announcer:** That is the end of the listening component of this test. You will have one hour and fifteen minutes to complete the written tasks in either Part B1 or Part B2. An announcement will be made when time is up. Take off your earphones now and turn off your radio.

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