

Additional Paper 3 Part B Worksheet (Unit 1)

Marking scheme

Part B1 (easier section)

Task 3 (13 marks)

Task Completion = 9 marks

Note to markers: students must place the information in the correct section to be awarded a point.

	<i>Aims</i>	DF page reference
3.1a	provide students with the opportunities to have hands-on experience of doing business	3
3.1b	raise money for WAW, an NGO that focuses on wildlife conservation	3
	<i>Budget</i>	
3.2a	estimated revenue: \$50,000	5
3.2b	estimated expenditure: \$25,000	5
3.2c	net profit:\$25,000	5
	<i>Strategies</i>	
3.3a	stall close to the entrance: attract more customers	6
3.3b	lower wholesale price: sell goods at competitive prices	6
3.3c	cut down prices on the last day: minimize unsold goods	6
3.3d	send letters to parents: ask for support	6
3.3e	put up posters in the school	6
3.3f	hand out flyers outside Fa Hui Park	6

** Information from Page 3 of the Data File is from the tapescript.*

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	Number of correct points	Marks to be awarded
3.1	2	2
	1	1
	0	0
3.2	3	2
	1–2	1
	0	0
3.3	6	5
	4–5	4
	3	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.

Key language areas include (but are not limited to):

Possible use of a relative clause in 3.1a

Use of plural in 3.3d to 3.3f

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.

Key appropriacy areas include (but are not limited to):

Use of parallel structures in 3.1a and 3.1b

Use of parallel structures in 3.3

Use of semi-formal or formal words and phrases in 3.3

Task 4 (18 marks)**Task Completion = 9 marks**

	<i>Purpose</i>	DF page reference
4.1a	state the purpose of writing the letter	4
	<i>Location of the stall and opening hours</i>	
4.2a	13 to 18 February	7
4.2b	Fa Hui Park	7
4.2c	MK002 near the entrance	7
4.2d	2pm and 1am every day	7
4.2e	open until 3am on the last day	7
	<i>How to get there</i>	
4.3a	MTR	3
4.3b	Exits A and B Prince Edward Station	3
4.3c	Exit D Mong Kok East Station	3
	<i>Discount and email</i>	
4.4a	10% discount if a student card is presented	5
4.4b	nystall@mkss.edu.hk	4

* Information from Page 3 of the Data File is from the tapescript.

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	Number of correct points	Marks to be awarded
4.1	1	1
	0	0
4.2	5	4
	3–4	3
	2	2
	1	1
	0	0
4.3	3	2
	1–2	1
	0	0
4.4	2	2
	1	1
	0	0

Language = 5 marks

Coherence and Organization = 2 marks

Appropriacy = 2 marks

(Refer to tables on pp.6–7)

Part B2 (more difficult section)

Task 5 (18 marks)

Task Completion = 9 marks

	<i>Purpose</i>	DF page reference
5.1a	state the purpose of writing the email	4
	<i>Student helpers</i>	
5.2a	recruit 9 student helpers	3
5.2b	3: 2–8pm	3
5.2c	6: 8pm–2am	3
5.2d	move goods from the truck	5
5.2e	hand out flyers at the entrance of the fair	5
	<i>Things to be learnt</i>	
5.3a	effective communication skills	5
5.3b	experience in managing a small business	5
	<i>Contact details</i>	
5.4a	nystall@mkss.edu.hk	3

** Information from Page 3 of the Data File is from the tapescript.*

Language = 5 marks

Coherence and Organization = 2 marks

Appropriacy = 2 marks

(Refer to tables on pp.6–7)

Task 6 (18 marks)

Task Completion = 9 marks

		DF page reference
6.1a	Title and introduction	4
6.1b	Introduction	4
	<i>Historical background</i>	
6.2a	Guangzhou in the mid-19th century	6
6.2b	scattered stalls in ‘flower streets’	6
6.2c	Lunar New Year Fairs in the 1920s in Guangzhou	6
6.2d	spread to Hong Kong in the 1960s	6
6.2e	first Lunar New Year Fair in Victoria Park, Causeway Bay	6
	<i>Wet market, dry market, snack stalls</i>	
6.3a	divided into wet market and dry market	7
6.3b	‘lucky plants’	7
6.3c	daffodils and peach blossoms	7
6.3d	toys, cushions and New Year decorations	7
6.3e	‘lucky words’ printed to bring good luck	7
6.3f	fishballs and frozen strawberries	7
	<i>Ending</i>	
6.4a	Appeal for support	4

* Information from Page 3 of the Data File is from the tapescript.

Mark Allocation Grid

Note to markers: The table below indicates the number of marks to be awarded for each section of the task.

Section	Number of correct points	Marks to be awarded
6.1	2	1
	0–1	0
6.2	5	3
	3–4	2
	1–2	1
	0	0
6.3	6	4
	4–5	3
	2–3	2
	1	1
	0	0
6.4	2	2
	1	1
	0	0

Language = 5 marks

Coherence and Organization = 2 marks

Appropriacy = 2 marks

(Refer to tables on pp.6–7)

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.