

# MARKING SCHEME

## 1998 Use of English Examination Section E General Notes for Markers

It is essential that markers adhere strictly to this marking scheme to ensure a uniform standard of marking. Instructions relating to the marking conventions should also be carefully followed in order to facilitate checkmarking and the work of the arithmetic checkers.

### 1. General Marking Conventions

- a. In the marking scheme,
  1. words, figures, or ideas in brackets ( ) are not essential to the answer.
  2. // indicates an acceptable alternative answer, while / indicates an acceptable alternative within an answer.
  3. ✕ indicates a wrong or unacceptable answer.
  4. Square brackets [ ] are used to divide long answers into understandable parts.
- b. Marking must be done in red and be *very clear*.
- c. Marking **MUST** be done in the margins labelled 'First Marker's Use Only'. **Be careful. The 'First Marker Use Only' margin alternates from the left to the right side of page to allow first marker's marks to be cut off for remarking/appeals marking.**

### 2. Marking Conventions for the CONTENT POINTS

#### a. *Task 1 : Critical review of 'three posters'*

Identify each correctly-answered content point by writing its marking scheme number in the margin next to where the point occurs. A marking scheme number thus written in the margin indicates that one mark is awarded.

It is not necessary to mark incorrect or omitted points with an ✕, but whenever a candidate scores no marks on a whole page, put a large ✕ in the margin of the page so that the checker knows the page has been marked.

Write the total content point marks for Task 1 in the box labelled 'Content' on page 4.

b. **Task 2 : Recommendations**

On pages 5 – 6 in the columns labelled 'First Marker's Use Only' there are mark boxes labelled Code, Rec and Reas (2 boxes).

Put a '√' or a 'X' in each box according to whether that aspect of the candidate's answer is correct.

You must put either a '√' or a 'X' in every box. DO NOT LEAVE ANY BLANKS.

Write the total content point marks for Task 2 at the bottom of page 6 in the box labelled 'Total for Task 2'.

c. **Task 3 : Worksheet**

Put a '√' (tick) or a 'X' (incorrect) in the relevant content point box in the margin labelled 'First Marker's Use Only' on page 7.

Write the total content point marks in the box labelled 'Total for Task 3'.

3. **MARKING CONVENTIONS FOR PRESENTATION MARKS (TASK 1 ONLY)**

Markers should award presentation marks according to the guidelines given in the marking scheme for Task 1. The marks for each category of presentation should be entered in the relevant box labelled with the appropriate abbreviation at the bottom of page 4.

4. **TOTAL MARKS FOR TASK 1**

Markers should add up the content and presentation marks for Task 1 and fill in the total in the Total for Task 1 box provided on page 4.

5. **FRONT COVER**

The total mark for each task should also be written in the relevant box (labelled 'I', 'II', or 'III') provided on the front cover of the Question-Answer book under the heading 'Marker's Use Only'. The marks for each task in the paper should be added together and the grand total written in the box on the front cover labelled 'Final Total'.

6. **WRITING OF MARKS**

If mark totals are less than 10, record this with a '0', e.g. '01', '02', etc.

7. **ALLOCATION OF MAXIMUM MARKS:**

Task 1	43
Task 2	28
Task 3	17

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Grand Total : 88

## TASK 1 : ARTICLE / CRITICAL REVIEW

Maximum marks 43 (Including presentation marks)

1. Content points 1 – 37 carry 1 mark each, for a total of 37 content marks. [The page number(s) in brackets after each content point refer(s) to the page(s) in the Data File where the point comes from.]
2. Write the content point number for each content point the candidate's answer contains in the margins labelled 'First Marker's Use Only', next to the place where the content point occurs in the answer.
3. For each content point, the candidate may paraphrase the point: it is the 'sense' of the point that is important.
4. The order in which the 'subdivisions' are presented is not important.
5. The candidate need not write a separate sentence for each content point. One sentence may contain several points.
6. If the candidate includes a point which is correct but puts it under the 'wrong' heading, the candidate should get the mark if it is in the context of the candidate's own organisation.
7. If the candidate does not write in the 'outline' format asked for, the work should be marked as normal for content points. The order of the points is not important.
8. Record your marks on the bottom of page 4 in the Question-Answer Book in the appropriate boxes.

There are a total of 37 content points for Task 1.

### Introduction

- |   |   |
|---|---|
| 1 | aim / purpose – to review / criticise 3 posters (p. 6)                                      |
| 2 | sources of information – interviews / talks / discussions with teachers and students (p. 1) |
| 3 | sources of information – questionnaire of students (p. 1)                                   |

### Poster 1

- |   |  |
|---|--|
| 4 | Artist's aim – so both sexes will pay attention // for boys and girls (No need to specify 'artist's aim' if candidate indicates it is the aim of the poster) (p. 2)  |
| 5 | – to show / warn about / tell them not to copy behaving dangerously / wearing unsuitable clothes / clothing (p. 2)   |
| 6 | Teachers' reaction – Ms So – poster will catch (young people's) attention (p. 3)   |
| 7 | (For Teacher's reaction, candidate must indicate either by putting the ideas under a heading or identifying 'Ms So's' opinion or 'careers teacher's opinion', etc. otherwise no marks awarded.) – [fashionable clothes / what they're doing] [may] [make people want to copy them / suggests dangerous behaviour is smart / trendy] (p. 3) |
| 8 | Mr Fung – negatively phrased commands (p. 3)   |
| 9 | – too long / too many words (p. 3)   |

- 10 *Questionnaire results* - by sex - junior boys and girls like Poster 1 equally; senior boys like it more than girls (*need both*) // boys like it more than girls (p. 4)
- 11 (Must somehow show boys/girls; juniors/seniors, otherwise no marks awarded) - by age - junior forms like Poster 1, senior forms don't - (*need both*) (p. 4)
- 12 *Students' reactions* - juniors - admire the behaviour / clothes / appearance / hair (p. 5) *X cannot just copy one reaction word-for-word e.g. 'I'd like to have long hair like Kathy's.'*
- 13 (Must somehow show juniors/seniors, otherwise no marks awarded) - don't understand message / words (p. 5) *X cannot just copy one reaction word-for-word*
- 14 seniors - think the way they're dressed [makes the dressers' behaviour attractive] / (p. 5)  
[doesn't encourage safety] / [makes a bad impression on younger students] *X cannot just copy one reaction word-for-word*
- 15 *The drawing* - remove idea that dangerous behaviour / clothes is trendy (by making [clothes less trendy] / [behaviour less exciting / dangerous] (p. 3)

## Poster 2

- 16 *Artist's aim* - (all) young people (should be actively) involved with road safety (p. 2)
- 17 *Teachers' reaction* - Ms So - (draws attention to) difficulty many old people have // shows old person (p. 3)
- 18 (Must somehow identify whose opinion, see content point 6) - shows only girl helping / no boys helping (p. 3)
- 19 Mr Fung - unclear who 'me' is / not sure who is supposed to be speaking (p. 3)
- 20 *Questionnaire results* - by sex - girls like Poster 2 better than boys (p. 4)
- 21 (see points 10-11) by age - senior forms likes Poster 2 better than junior forms (p. 4)
- 22 *Students' reactions* - juniors - don't understand message / words (p. 5) *X cannot just copy one reaction word-from-word*
- 23 (see points 12-14) - only girls shown as helpful / unfair to boys (p. 5) *X cannot just copy one reaction word-from-word*
- 24 seniors - not fair showing only girls shown as helpful (p. 5) *X cannot just copy one reaction word-from-word*
- 25 *The drawing* - show boys also being helpful (p. 3)

## Poster 3

- 26 *Artist's aim* - everyone should learn about (importance of) road safety (p. 2)
- 27 *Teachers' reaction* - Ms So - teacher scolding only girls (p. 3)
- 28 (Must somehow identify whose opinion, see content point 6) Mr Fung - doesn't reflect road safety // message not clear (p. 3)
- 29 - [wording/caption] [indicates only girls not paying attention / distracts from intended message] (p. 3)

- 30 Questionnaire results – by sex – boys like Poster 3 more than girls (p. 4)
- 31 (see points 10-11) – by age – juniors like it more than senior forms (p. 4)
- 32 Students' reactions – juniors – boring / unclear / wrong message (p. 5) *X cannot just copy one reaction word-for-word*
- 33 – not fair // shows [boys work harder / girls don't work so hard] (p. 5) *X cannot just copy one reaction word-for-word*
- 34 (see points 12-14) seniors – unclear message (p. 5) *X cannot just copy one reaction word-for-word*
- 35 – unfair to girls // biased towards boys (p. 5) *X cannot just copy one reaction word-for-word*
- 36 The drawing – make it clearly a road safety lesson (by message on blackboard) (p. 3)
- 37 Conclusion – Poster 2 is best (p. 3)

#### Presentation Marks

Language 1 – 3 marks

Good	Satisfactory	Poor / Very poor
3	2	1, 0

Make your decision on the awarding of presentation marks for 'Language' based on 1) the language the candidate uses which is his/her own — e.g. not largely copied directly from the Data File and 2) the appropriate adaptation of language largely copied from the Data File. The 'language' mark should be an overall assessment of vocabulary, spelling, grammatical accuracy, range and variety of structure used, etc. (for own language) and appropriate adaptation (for largely-copied language).

If the candidate gets fewer than 15 'content points' correct, the presentation marks for language should be no higher than 2.

Format 1 – 3 marks

Good	Satisfactory	Poor / Very poor
3	2	1, 0

Base the marks you award for 'Format' on whether or not the candidate followed the outline as he/she is told to do on p. 6 of the Data File.

Minor conventions – i.e. skipping lines, indentation, capitalisation of headings, kind of numbering – should not be considered.

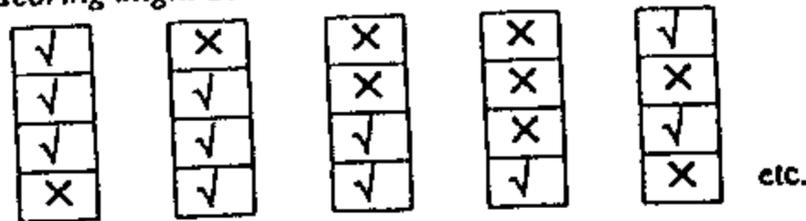
To get 3 marks, a candidate must include an introduction, comments on all 3 posters and a conclusion.

The number of 'content points' the candidate gets correct is irrelevant for awarding the 'Format' marks.

## TASK 2 : Recommendations

Maximum marks 28 (No Presentation marks given)

1. For advertisements 1-6, a maximum of 4 marks each is possible to be indicated as follows:
  - a. code number '√' - 1 mark - correct      'X' = incorrect or omitted
  - b. recommendation '√' - 1 mark - correct      'X' = incorrect or omitted
  - c. reason      reference to ad      '√' - 1 mark - correct      'X' = incorrect or omitted  
     explanation from Code      '√' - 1 mark - correct      'X' = incorrect or omitted
2. Record the marks separately in the appropriate boxes provided in the margin next to each item, labelled 'Code', 'Rec' and 'Reas'.
3. For Code if more than one code number is given, no marks. For Rec if more than 2 answers circled, no marks.
4. For 'Reas' there are two boxes relating to two different elements of 'Reason'. For 'Reas', you should mark the first box according to whether the candidate indicated a specific reference in the advert which makes the item 'acceptable' or 'not acceptable'. You should mark the second box according to whether the candidate explained why the item is 'acceptable' or 'not acceptable' according to the code.
5. For the marker each decision within an item, is separate, so even if a candidate gets the code number wrong, for example, he can score marks for the other three aspects. So acceptable scoring might be:



6. Write the total marks on the Total for Task 2 box on the bottom of page 6.
7. All answers come from an analysis of page 7 of the Data File.

### Proposed advertisement 1

38	6.2	
39	No	
40	'low, low price' / the price is said to be very cheap	(Advertisement) } order not important
41	(Cannot / should / must not) minimise(s) cost / price	(Code) }

### Proposed advertisement 2

42	5.2
43	Yes

44	'Peppy' / puppet (Advertisement) }	order not	'eat fresh fruit' / tells child to eat fruit (Advertisement) }	order not	'Eat fresh fruit' / tells child to eat fruit (Advertisement) }	order not
45	nutritional benefit / (Code) }	important	puppet (is used) (Code) }	important	nutritional benefit / good for you (Code) }	important
	good for you }		(Peppy is not acceptable as a Code reference, because the name 'Peppy' does not appear in the Code).			
	(no need to write any qualifying expression)		(no need to write any qualifying expression)			

Proposed advertisement 3

46	1.0					
47	No					
48	Didn't buy bracelet // failed examination // bad luck // Good Fortune bracelet	(Advertisement) }			order not important	
49	(Cannot / should / must not) exploit(s) superstitions / uses fear of bad luck	(Code) }				

Proposed advertisement 4

50	4.0					
51	No					
52	'to talk to, ask, argue with Dad, Mom, uncle, auntie' / tells child to plead with relatives	(Advertisement) }			order not important	
53	(Cannot / should / must not) encourage(s) pressure on relatives	(Code) }				

Proposed advertisement 5

54	5.2					
55	No					
56	Cartoon character / Dinky Duck is used	(Advertisement) }			order not important	
57	(Cannot / should / must not) use(s) cartoon characters (except public service announcements / about nutritional benefits)	(Code) }				

Proposed advertisement 6

58	7.1					
59	Yes					
60	Boy and girl striking matches / 'Don't play with fire' / warns doing dangerous thing (Advertisement) }	order not important	'Don't play with fire' / warns children not to play with fire (Advertisement) }	order not important	not to play with fire (Advertisement) }	order not important
61	specific safety message (Code) }		doing dangerous things (Code) }		safety message (Code) }	
	(no need to write any qualifying expression)		(no need to write any qualifying expression)			

Proposed advertisement 7

62	6.1		
63	Yes		
64	'batteries not included' / batteries must be bought separately	(Advertisement)	} order not important
65	Makes clear that / whether parts / accessories are available at extra cost // price / purchase terms clear and complete Makes clear that parts / accessories are / are not included	(Code)	

**TASK 3 : Worksheet on techniques used in advertising**  
**Maximum marks 17 (No Presentation Marks)**

1. *In the margin labelled 'Marker's Use Only':*
  - a. indicate the mark by putting a '✓' (correct) or 'X' (incorrect or omitted) in the box next to the appropriate content point number.
  - b. record the total marks for Task 3 in the box marked Total for Task 3.
2. To get credit for the name of the product, it must be spelled correctly and capitalised (but be generous about deciding what is capitalised. If in doubt whether a letter is a capital, give credit).
3. If more than 1 product is mentioned, give credit if both are correct. No credit if one is wrong.
4. *The page number(s) in brackets refer(s) to the page(s) in the Data File where the answer comes from.*

Content points

66	associate music with brand name // easy to remember name / brand / product (p. 10)
67	Zippy (orange drink) / Carver('s) (liver polls) (p. 8, 10)
68	use of rhymes (p. 8)
69	easy to remember rhyme / people tend to notice rhyme (but no need to mention word 'rhyme' if it occurs in point 68) (p. 8)
70	drives home message / makes it easy to remember (p. 8)
71	Comet (Cola) (p. 8)
72	desire for security / not to feel left out (p. 9)
73	Sunray(s) (sunglasses) (p. 9)
74	show(ing) people with lots of expensive possessions (p. 10)
75	appeals to people's wish to be successful (p. 10)
76	more persuasive (than real people) (p. 10)
77	Marlboro (cigarettes) (p. 10)
78	reference to people in positions of respect / doctors / scientists / sportsmen / sportswomen / well-known / popular people (p. 9)
79	Happytime (apple juice) // Superman (vitamin capsules) (p. 10)
80	use of attractive-sounding names (p. 10)
81	encourages public to associate name with product / think positively (about product) (p. 10)
82	Advice: Always be aware of the techniques used // read / watch carefully to decide for yourself what is possible / true // need to be sensible (p. 10)