



**ENGLISH LANGUAGE PAPER 2  
LISTENING AND INTEGRATED SKILLS**

**Question-Answer Book**

Answers

**INSTRUCTIONS**

1. Write your Candidate Number in the space provided on Page 1.
2. Stick your barcode labels in the space provided on Pages 1, 3 and 5.
3. Answer **ALL** questions.
4. Write your answers clearly and neatly in the spaces provided in this Question-Answer Book. **DO NOT WRITE IN THE MARGINS.** You should use a pencil for Tasks 1 – 3 (listening tasks) and a pen for Tasks 4 – 6 (integrated tasks).
5. All listening materials will be played **ONCE** only.
6. When the broadcast ends, you will be given one hour and fifteen minutes to complete Tasks 4 – 6. You are advised to allocate about half that time to Tasks 4 and 5, and the rest to Task 6.
7. The Data File will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data File.
8. Supplementary answer sheets will be supplied on request. Write your Candidate Number and stick a barcode label on each sheet and fasten them with string **INSIDE** this Question-Answer Book.
9. The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.

Please stick the barcode label here.

Candidate Number							
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	Marker's Use Only		Examiner's Use Only	
	Marker No.		Examiner No.	
<b>Tasks</b>				
1				
2				
3				
4				
5				
6				
<b>Total</b>				

Checker's Use Only	
Checker No.	
Total	





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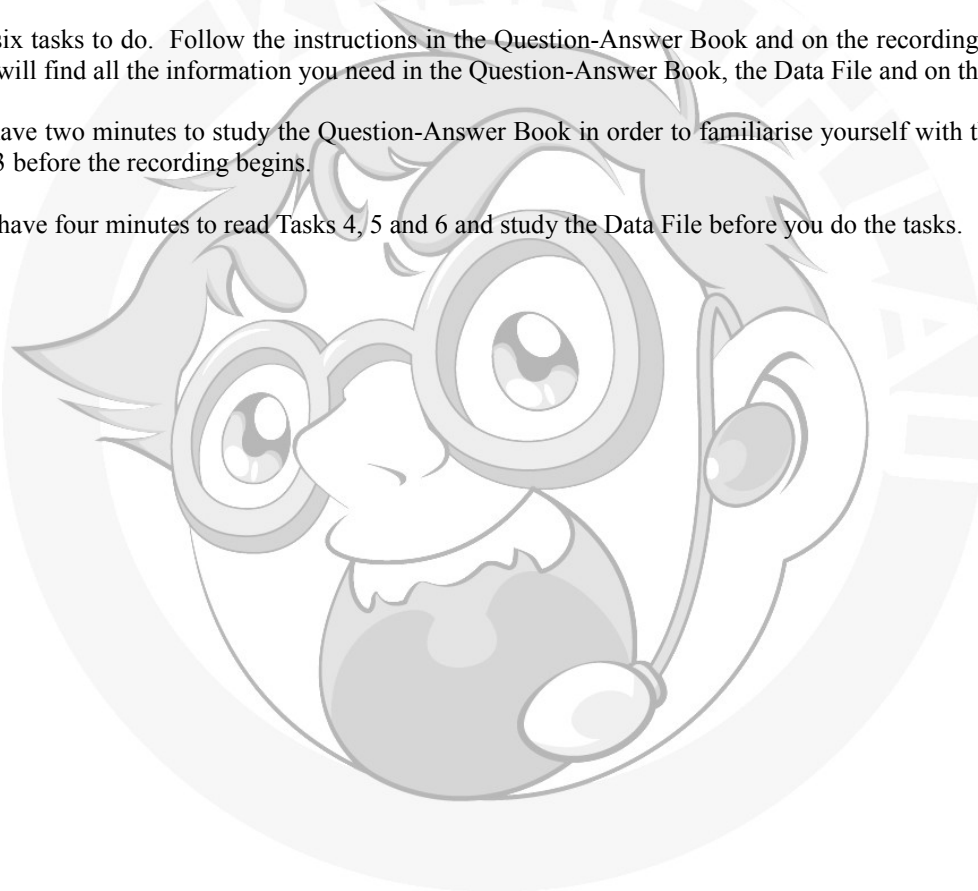
## Situation

You are Alice Wong, a teacher of Beacon College. Unfortunately, a student of your school called Francis Yu has just committed suicide. In the face of this tragedy, your school has formed a crisis management team to handle its aftermath. You are the team leader. Mr Raymond Ho, an educational psychologist, is one of the members.

You will have six tasks to do. Follow the instructions in the Question-Answer Book and on the recording and complete the tasks. You will find all the information you need in the Question-Answer Book, the Data File and on the recording.

You will now have two minutes to study the Question-Answer Book in order to familiarise yourself with the situation in Tasks 1, 2 and 3 before the recording begins.

Later, you will have four minutes to read Tasks 4, 5 and 6 and study the Data File before you do the tasks.



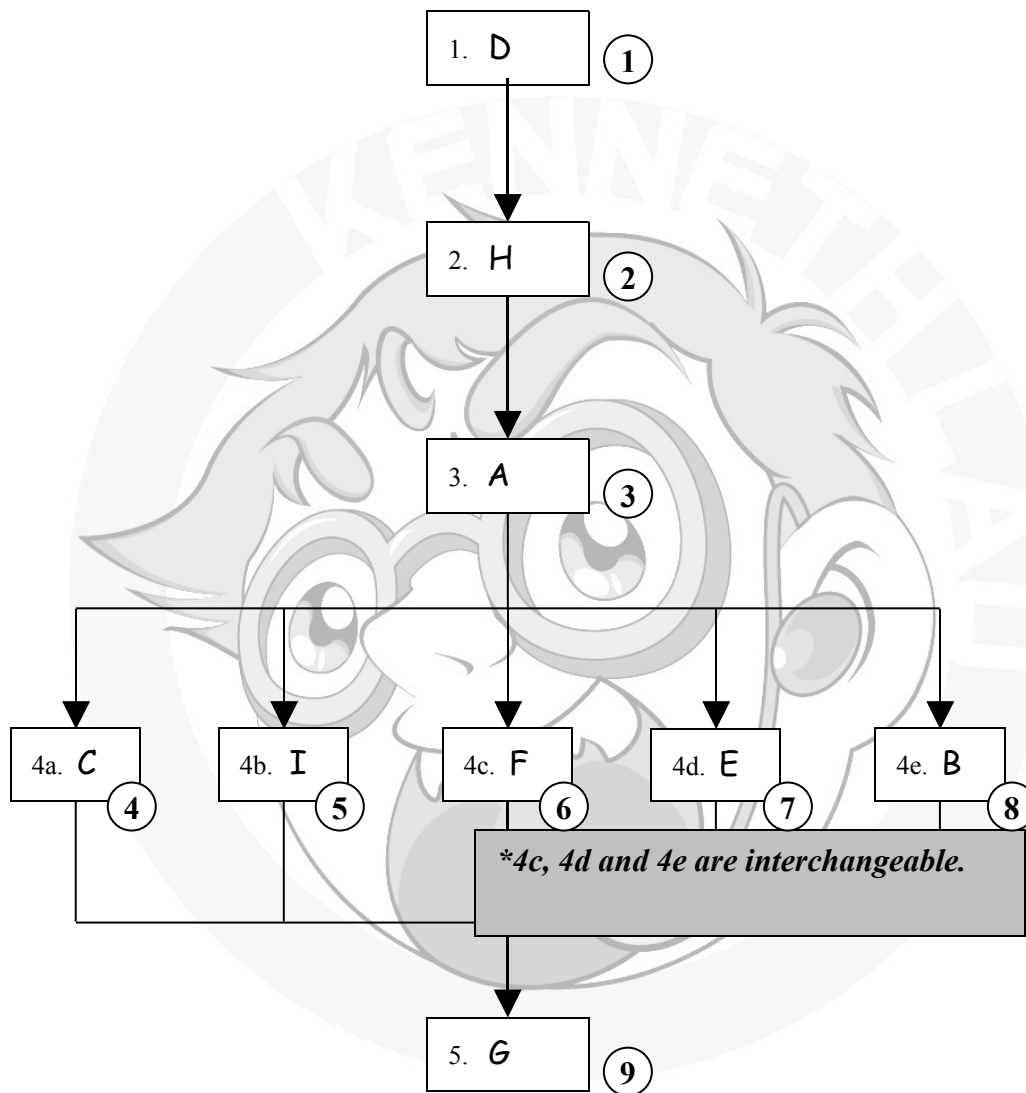
**Task 1** (9 marks)

You are in a meeting about the stages of crisis response with Raymond Ho. You are making a crisis response flow chart.

Listen to the conversation and complete the flow chart below by writing the letters in the correct boxes in the chart.

You have 15 seconds to look at the flow chart.

**Crisis Response Flow Chart**



**KEY**

- A. Crisis Management Team Meeting
- B. Referrals to Community Agencies
- C. Counseling for Students
- D. Verification of Information
- E. Response to Media
- F. Briefing for Teachers
- G. Evaluation and Follow up
- H. Notification to School Supervisor
- I. Letter to Parents

End of Task 1



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## Task 2 (9 marks)

You and other teachers are about to conduct a special class period to deal with the emotional problems of students. You have drawn up some guidelines for the teachers to follow. You are meeting Raymond Ho again. He is telling you about some changes he would like to make to the guidelines.

Listen to the conversation. Make any necessary changes and add any necessary information.

You have 15 seconds to look at the guidelines.

### Special Class Period

#### Aims

1. To let students express their thoughts and feelings.
2. To render counseling and follow-up work as appropriate.
3. *To bring out positive messages.* (10)

#### Procedures

1. Provide facts about the incident. *Repeat the facts at times. Dispel rumors.*
2. Invite students to express their thoughts and feelings about the incident.  
Questions to be asked include:
  - What were your immediate responses?
  - Did you sleep well last night?
  - Can you concentrate on your *daily routine* studies? (13)
  - *How do you feel now?* (14)
3. Encourage students to discuss the incident with *people they trust* ~~their parents~~. (15)
4. Identify students who need further counseling, that is, students who *react too strongly* ~~feel depressed~~ about the incident. (16)
5. *Tell students to accept this harsh reality* (17) and ask them to think of what they have experienced positively. (18)

End of Task 2



**Task 3 (16 marks)**

After the special class period, you have identified some students who need further counseling. You are meeting them one by one.

Listen to the four conversations and fill in the table. Write the information in the spaces provided and put ticks (✓) in the appropriate boxes.

You have 15 seconds to look at the table.

Name of student	Reaction	Close friend of victim	Why need counseling	My advice
Fiona	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input checked="" type="checkbox"/> 19 Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 20	She had a nightmare last night. 21	Stop blaming herself. 22
Agnes	Shock <input checked="" type="checkbox"/> 23 Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 24	She looked confused. 25	Wait for some time. 26
Terence	Shock <input type="checkbox"/> Anger <input checked="" type="checkbox"/> 27 Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 28	He wants to commit suicide. 29	See our social worker. 30
Joseph	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input checked="" type="checkbox"/> 31	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 32	He suffers from loss of appetite. 33	Do not make any assumptions. 34

End of Task 3



### Task 4 (25 marks)

In order to help the crisis management team respond to the tragedy more effectively, you need to fill out the following form. You are calling Andrew Tse, the social worker of your school, to get some information. Listen to the conversation between you and Andrew Tse. As you listen, write down the information on page 2 of the Data File. After listening to the conversation, copy the information to the Question-Answer Book.

Some information for completing this task can be found on pages 4 to 6 of the Data File. Use a pen for this task.

### Information Specific to a Death for the School Crisis Management Team

Name of **student / staff\*** who has died: Yu Wai Man, Francis (35)

Sex: ~~Male~~ / ~~Female\*~~ Class: 4A (36) (37)

Date of birth: 7 / 24 / 1992 (month/date/year) (38)

Date of incident: 6 / 17 / 2007 (month/date/year) (39)

Time of incident: 7 : 45 ~~am~~ / ~~pm\*~~ (40)

Brief description of the incident: He had a quarrel with a friend (41)  
and jumped to his death from the window of his flat. (42)

Family background: single parent family, (43) no sibling (44)

Relationship with father: ~~Good~~ / ~~Poor\*~~ (45) Relationship with mother: ~~Good~~ / ~~Poor\*~~ (46)

Academic performance: ~~Good~~ / ~~Average~~ / ~~Poor\*~~ (47) (48)

Class teacher's comment: He was a polite and hardworking student (48)

Social worker's comment: He was hardworking but pessimistic (50)

(Award one mark if the pronoun "he" AND the past tense are used.) (49)

\* delete as appropriate

Students who have emotional problems because of this death:

Name of Student	Student no.	Problem
Francis Kwan (51)	51803 (52)	He shares the same name with the victim. (53)
Sally Huen (54)	26635 (55)	She was a close friend of Francis's. (56)
←		(Award one mark for not including Julia Chan.) (57)

Additional information: He committed suicide on Father's Day. (58)  
Miss Yeung's phone number is 9818 7234. (59)

End of Task 4



### Task 5 (15 marks)

Some of the teachers of your school have made a few suggestions in response to the incident. As the leader of the Crisis Management Team, you have to decide whether these suggestions should be accepted.

For each suggestion, circle 'acceptable' or 'not acceptable' as your decision and explain the reason. You will find all the information you need on pages 7 to 9 of the Data File. Use a pen for this task.

#### Suggestion 1:

Francis won many competitions for our school. I propose that we acknowledge his achievements in our assembly.

This suggestion is **acceptable** / **not acceptable** because this will glorify him

#### Suggestion 2:

Shall we plant a tree in our garden to commemorate the death of Francis?

This suggestion is **acceptable** / **not acceptable** because this will present students with a constant invitation to consider suicide

#### Suggestion 3:

In the long run, would it be a sensible suggestion if we gave a talk on suicide prevention to students every month?

This suggestion is **acceptable** / **not acceptable** because this will introduce the option of suicide as a common response to adolescent stress

#### Suggestion 4:

For the time being, I find it vital to keep singling out students who have emotional problems for counseling. What do you think?

This suggestion is **acceptable** / **not acceptable** because this will help us identify students with emotional distress *at an early stage*

#### Suggestion 5:

It appears necessary that we avoid telling the journalists anything about the incident because if we do so, they will keep on asking us questions. Do you think so?

This suggestion is **acceptable** / **not acceptable** because this will take away the chance to influence what information will be in the news

For each response:

1 mark — correct decision

1 mark — correct reason

1 mark — correct grammar (including spelling)

Do not award the mark for decision unless the mark for reason is awarded.  
Do not award the mark for reason unless the mark for decision is awarded.  
Do not award the mark for grammar unless the mark for reason is awarded.

### Task 6 (20 marks)

You are aware that many staff members of your school are still not sure about how they should handle the incident. Therefore, you have decided to write a letter to offer them advice.

Look at your plan for the letter on page 3 of the Data File and complete the letter below. You will find all the information you need in the Data File and on the recording. Sign your letter 'Alice Wong, Leader, Crisis Management Team'. Use a pen for this task.

## Beacon College

Shing Shun Building, 41 Castle Peak Road, Yuen Long, N.T.

Dear Colleagues,

I am aware that many of you are still not sure about how you should handle the unfortunate incident that happened recently. I, therefore, would like to offer you some advice. Obviously, many students are depressed at this moment. For this reason, it is imperative that all school staff provide them with assistance. Nevertheless, students are not the only group of people who are deeply saddened by the incident. In fact, we expect different reactions from students, parents and all school staff.

If students ask questions on this issue, you ought to avoid discussing further details of it. Should you discover any student who has emotional problems but are not in imminent danger, I would advise you to refer the case to Raymond Ho or Andrew Tse of the Crisis Management Team. If the danger is imminent, there is an urgent need for you to immediately refer the case to Philip Lau, who is also a member of the team.

There will be a meeting during which we will hold discussions regarding the responses of students and parents to the incident. It is scheduled for 26/6 at 4:00p.m. We will be meeting at Conference Room 2. All staff members must be present.

It is of utmost importance for us to support one another in this sensitive period. As long as we do so, I am deeply convinced that we can overcome all the



**END OF PAPER**



# Marking Scheme for Task 6

## Task Fulfillment

### Areas of Content:

#### Introduction

- all school staff should help students
- we expect different reactions from students, parents and all school staff

#### What to do if students ask questions on this issue

- You should not discuss further details of it

#### How to help students with emotional problems

- refer the case to Raymond Ho or Andrew Tse if the student is not in imminent danger
- refer the case to Philip Lau if the student is in imminent danger

#### Meeting

- aim: to discuss the responses of students and parents to the incident.
- date: 26/6
- time: 4:00p.m.
- venue: Conference Room 2

#### Ending

- we should support one another in this sensitive period

Marks	Task Fulfillment	Description
10	All areas of content are covered, with few or no omissions, irrelevancies and inaccuracies.	— Points given in all 5 areas, with at least 8 points
8	The major areas of content are covered, but there may be a few omissions, irrelevancies and inaccuracies.	— Points given in at least any 4 areas, with at least 6 points
6	Some of the major areas of content are covered, but there may be some omissions, irrelevancies and inaccuracies.	— Points given in at least any 3 areas, with at least 4 points
4	A few points in the major areas of content are covered, but there are some omissions, irrelevancies and inaccuracies. The information given is sketchy.	— Points given in at least any 2 areas, with at least 2 points
2	Little required information is given.	— At least 1 point
0	The content is irrelevant or inaccurate, or there is indiscriminate copying from the Data File.	

<b>Marks</b>	<b>Language</b>	<b>Remarks</b>
<b>5</b>	There is a good range of accurate sentence structures, and the standard of accuracy in spelling, punctuation and language structures is high.	Award 1 or 0 mark if the candidate only scores 2 marks or below for the <b>Task Fulfillment</b> .
<b>4</b>	Simple or compound sentences are used appropriately, with some attempts at more complex sentences. Punctuation, spelling and language structures are mainly accurate with only occasional minor errors that do not affect overall clarity.	
<b>3</b>	Most simple and compound sentences are accurately constructed and punctuated. There are grammatical errors but meaning is generally clear.	
<b>2</b>	Short and simple sentences are mainly used. There are quite a lot of mistakes in spelling and grammar, which at times affect meaning.	
<b>1</b>	Short and simple sentences are mainly used but there are many grammatical mistakes, which greatly affect meaning.	
<b>0</b>	The text is unintelligible because of the large number of spelling, punctuation and grammatical errors.	

<b>Marks</b>	<b>Style and Format (see explanatory notes below)</b>
<b>5</b>	An awareness of audience is shown throughout; tone and register are appropriate, and appropriate features of a formal letter are used.
<b>4</b>	An awareness of audience is shown and may be maintained throughout. An appropriate tone and style is used and most features of a formal letter are used correctly.
<b>3</b>	Some awareness of audience is shown. Tone and register are largely appropriate, and some features of a formal letter are used correctly.
<b>2</b>	There may be some awareness of audience. Tone and register are sometimes appropriate. Some features of a formal letter may be used.
<b>1</b>	A suitable tone may be used in some parts and some basic features of a formal letter may be used.
<b>0</b>	Inappropriate tone and register and/or wrong genre (of a formal letter) used.

## Style and Format

### (1) Tone and Register

- This is a formal letter; therefore there should be no contractions, use of informal language or imperatives.
- The audience are colleagues; the writer should show an awareness of this.
- The tone should be serious.

### (2) Features of a formal letter

- an introduction
- an ending
- complimentary close
- sender's name and post title // sender's signature, name and post title

### (3) Cohesive devices are used to achieve smooth transition between different sections

