



HONG KONG CERTIFICATE OF EDUCATION MOCK EXAMINATION 2008

ENGLISH LANGUAGE PAPER 2
LISTENING AND INTEGRATED SKILLS
Question-Answer Book

Kenneth Lau

INSTRUCTIONS

- Write your Candidate Number in the space provided on Page 1.
- Stick your barcode labels in the space provided on Pages 1, 3 and 5.
- Answer **ALL** questions.
- 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).
- All listening materials will be played **ONCE** only.
- 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.
- The Data File will **NOT** be collected at the end of the examination. Do **NOT** write your answers in the Data File.
- 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.
- The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.

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Candidate Number

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Tasks	Marker's Use Only	Examiner's Use Only
	Marker No.	Examiner No.
1		
2		
3		
4		
5		
6		
Total		

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.

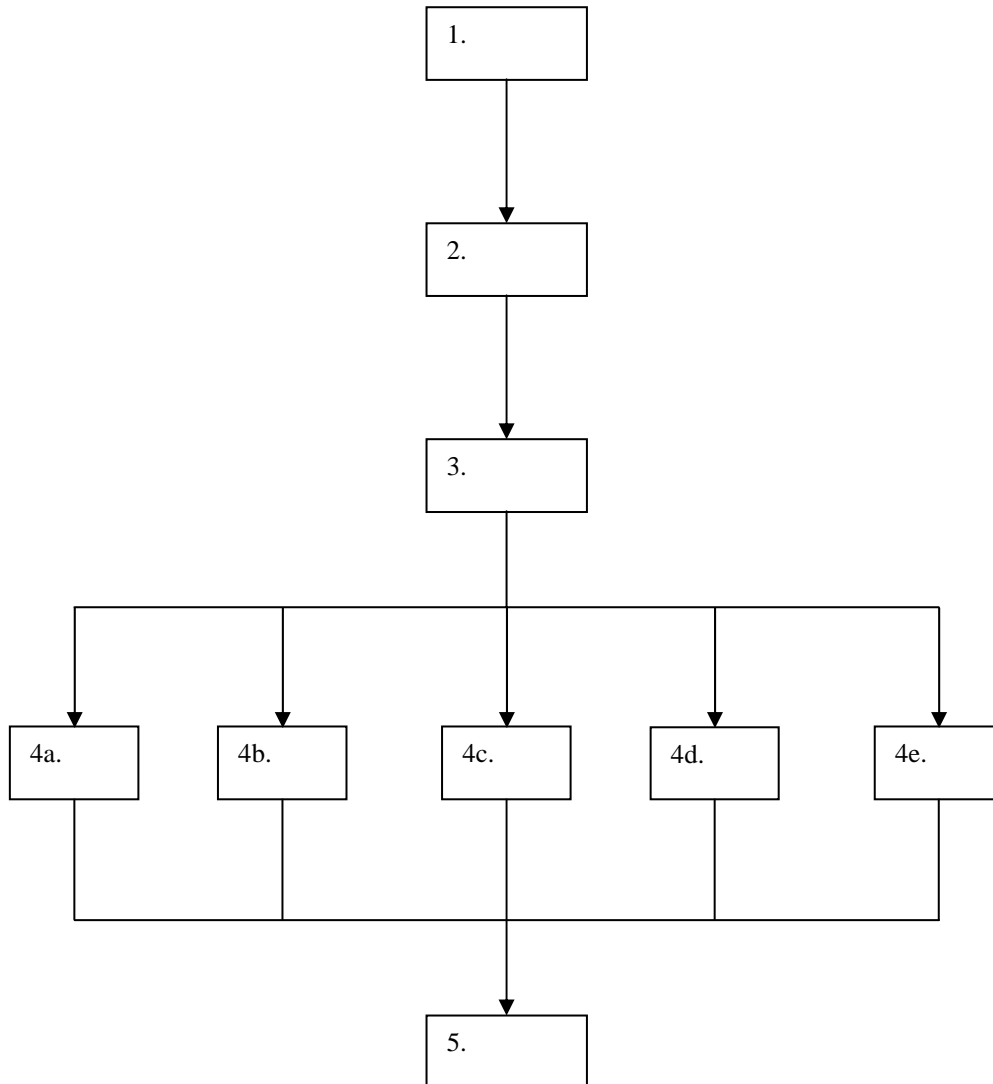
Task 1 (9 marks)

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

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.

Procedures

1. Provide facts about the incident.
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 studies?
3. Encourage students to discuss the incident with their parents.
4. Identify students who need further counseling, that is, students who feel depressed about the incident.

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
<i>Fiona</i>	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Agnes</i>	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Terence</i>	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Joseph</i>	Shock <input type="checkbox"/> Anger <input type="checkbox"/> Guilt <input type="checkbox"/> Anxiety <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>		

End of Task 3

Task 3

<div style="border-bottom: 1px dashed black; width: 100%;"></div>

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: _____

Sex: **Male / Female*** Class: _____

Date of birth: ____/____/____ (month/date/year)

Date of incident: ____/____/____ (month/date/year)

Time of incident: ____:____ **am / pm***

Brief description of the incident: _____

Family background: _____

Relationship with father: **Good / Poor*** Relationship with mother: **Good / Poor***

Academic performance: **Good / Average / Poor***

Class teacher's comment: _____

Social worker's comment: _____

** delete as appropriate*

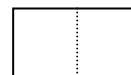
Students who have emotional problems because of this death:

Name of Student	Student no.	Problem

Additional information: _____

End of Task 4

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 8 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 _____

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 _____

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 _____

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 _____

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 _____

End of Task 5

Task 5

