**Assessment Task for Listening & Integrated Skills**

**Topic: Overseas School Trip**

***Question-Answer Paper***

**Situation**: You are Sandra Mak, a student of Progress College. The school runs an interesting programme of overseas school trips. You are helping Mrs. To, the teacher in charge of these trips. She has asked for your help in three tasks.

You will listen to a meeting of Mrs. To, another teacher, Mr. Wong, and Robert, a senior student who went on last year’s school trip to Vietnam. They will be discussing the tasks you are to complete. While you listen write the necessary notes on what is said on page 1 and 2 of the Data File.

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

Complete the tasks by following the instructions in the Question-Answer Paper, the Data File and on the recording.

**Take your notes on page 2 of the Data File, but write all your final answers in the Question and Answer Book. Work in the Data File will not be marked.**

**Task 1 Notes of meeting (22 marks)**

Write a list of advantages and disadvantages of school trips based on what you heard at the meeting and can find in the Data File. Use complete sentences for your answers.

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| **List of advantages of school trips**  -  -  -  -  -  -  -  **List of disadvantages of school trips**  -  -  -  - |

**Task 2 An article (40 marks)**

Write the article on last year’s trip to Vietnam, following the plan on page 2 of the data file and the items you added to it at the meeting.

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**Task 3 A survey (12 marks)**

Write the questions for a survey of parents’ opinions of the school’s trips overseas. The instructions and necessary information are all on page 1 of the Data File.

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| **SURVEY ON SCHOOL TRIPS OVERSEAS**  Please write answers to the following questions.   1. How far from Hong Kong should the trips be? 2. How\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?   Thank you for your help. |

**END OF QUESTION-ANSWER PAPER**

**Answer Key**

**Task 1 Notes of meeting (22 marks)**

*1 mark each for correct content and 1 for expressing it in a complete grammatical sentence*

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| **List of advantages of school trips**  - There is plenty of sharing and helping. (listening) **(2 marks)**  - The trips are enjoyable. (listening) **(2 marks)**  - They are good for student-staff relationships. (listening) **(2 marks)**  - They lead to improved language skills. (listening) **(2 marks)**  - They encourage non-academic learning. (DF 6) **(2 marks)**  - They increase student independence. (DF 8) **(2 marks)**  - They lead to increased cultural awareness.(DF 8) **(2 marks)**  **List of disadvantages of school trips**  - The cost is high.(listening) **(2 marks)**  - Travel has many dangers (e.g. poor roads) (listening) **(2 marks)**  - The trip causes a loss of study time. (DF 6) **(2 marks)**  - There are dangers to health (e.g. disease).(DF 8) **(2 marks)** |

**Task 2 An article (40 marks)**

Sample article

**Around Vietnam in Twenty Days**

Last August, twenty-two students and two teachers of the school travelled to Vietnam for twenty wonderful days.

Our trip started in Hanoi, where we were met by our guide, Mr Tran Van Cong, who was also a painter and a very kind man. We visited many places in Hanoi, for example, the Ho Chi Minh Mausoleum where the national hero’s body is on display. We also went on an exciting tour in ten cyclos, small pedalled vehicles common in Hanoi.

The next day we were cruising beautiful Halong Bay and seeing some of its amazing 1969 islands! Then on to Ho Chi Minh City and the Chu Chi Tunnels, 121 km of underground passages used in the Independence War.

We then spent ten marvellous days at the Pagoda School for poor children. We taught the children English, painted the classrooms brightly and donated books to the library. We also had enormous fun learning Vietnamese from the pupils.

The last part of our trip was a cookery course where we learnt to cook some famous Vietnamese dishes. We all loved the local food, especially the French sandwiches, spring rolls and chicken pho. All in all, it was a great trip.

***Content: 34 marks***

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| (1-2)  (30-31)  (32)  (33-34) | *(Title)* Around Vietnam in Twenty Days  *(1 for a dull obvious title, e.g.Trip to Vietnam, 2 for title with some interest)*  Last August, (listening)  twenty-two students and two teachers of the school (listening)  travelled to Vietnam (listening)  for twenty wonderful days. (listening)  Our trip started in Hanoi, (DF 3)  where we were met by our guide, Mr Tran Van Cong, (DF 3)  who was also a painter/translator (DF 3)  and a very kind man. (listening) (DF 9)  We visited many places in Hanoi, (DF 3)  for example, the Ho Chi Minh Mausoleum (DF 3) *[no mark for a place no information can be supplied on]*  where the national hero’s body is on display. (DF 5)  We also went on an exciting tour in ten cyclos, (listening)  three-wheeled bicycles/small pedalled vehicles common in Hanoi. (DF 4)  The next day we were cruising beautiful Halong Bay (DF 3)  and seeing some of its amazing 1969 islands! (DF 3)  Then on to Ho Chi Minh City (DF 3)  and the Chu Chi Tunnels, (DF 3) *[no mark for a place no information can be supplied on]*  121 km of underground passages/tunnels used in the Independence War. (DF 3& 5)  We then spent ten marvellous days at the Pagoda School (DF 3)  for poor children. (DF 6/7)  We taught the students English, (DF 7)  painted the classrooms brightly (DF 7)  and donated books to the library. (DF 7)  We also had enormous fun (listening)  learning Vietnamese from the pupils. (listening)  The last part of our trip was a cookery course (DF 3)  where we learnt to cook some famous Vietnamese dishes. (DF 8)  We all loved the local food, especially the French sandwiches, spring rolls and chicken pho. (DF 9) *(the choices may vary)*  All in all, it was a great trip. (DF 2)  *[using positive adjectives (e.g. amazing, beautiful, exciting, fantastic, interesting, lovely, marvellous, splendid, wonderful) to describe the trip]* |

***Language: 4 marks***

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| Mark | Description |
| 4 | There is a good range of sentence structures. Grammar, spelling and punctuation are highly accurate. |
| 3 | Most sentences are accurately constructed. Occasional grammatical errors do not affect overall meaning/clarity. Spelling and punctuation are mostly accurate. |
| 1 | There are many errors in grammar, spelling and punctuation which often affect meaning. |
| 0 | The writing is unintelligible due to a large number of errors in grammar, spelling and punctuation. |

***Readability and Coherence: 2 marks***

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| Mark | Description |
| 2 | The writing is easy to follow with logical organisation and clear links between ideas. |
| 1 | Some effort to organise the ideas is shown. Links between ideas are at times unclear. |
| 0 | The ideas are not cohesively presented, making it difficult to follow the writing. |

***Relevance: 4 marks***

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| Mark | Description |
| 2 | The writing contains no superfluous information which is in contravention of the instructions (e.g. not mentioning free trips for teachers or Mr. Cheung’s episode, choosing one sight per stop). |
| 0 | The writing contains any superfluous information which is in contravention of the instructions |

**Task 3 A survey (12 marks)**

*Award 1 mark for the correct content and 1 mark for a correctly formed question.*

*Alternative wordings are acceptable [e.g. In which holiday should the trips take place? /For what reason do parents send their children on the trips?]*

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| S**URVEY ON SCHOOL TRIPS OVERSEAS**  Please write answers to the following questions.   1. How far from Hong Kong should the trips be? 2. How long should the trips be? (DF 10) **(2 marks)** 3. How much should the trips cost? (DF 10) **(2 marks)** 4. How often should the trips be? (DF 10) **(2 marks)** 5. When should the trips be? (DF 10) **(2 marks)** 6. Why do parents send their children on school trips? (DF 10) **(2 marks)** 7. What should be done by the school to ensure safety? (listening) **(2 marks)**   Thank you for your help. |

**Transcript**

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| **Announcer** | **:** | Situation: You are Sandra Mak, a student of Progress College. The school runs an interesting programme of overseas school trips. You are helping Mrs. To, the teacher in charge of these trips. She has asked for your help in three tasks.  You will listen to a meeting of Mrs. To, another teacher, Mr. Wong, and Robert, a senior student who went on last year’s school trip to Vietnam. They will be discussing the tasks you are to complete. While you listen, write the necessary notes on what is said on page 2 of the Data File.  Before the recording is played, you will have five minutes to study the Question-Answer Paper and the Data File to familiarise yourself with the situation and the tasks.  Complete the tasks by following the instructions in the Question-Answer Paper, the Data File and on the recording. You now have five minutes to familiarise yourself with Tasks 1, 2 and 3 in the Question-Answer Paper and the Data File. |  |
| ***(5 minutes of music)*** | | |  |
| **Announcer** | **:** | The recording is about to begin. Turn to page 2 of the Data File.  You are going to listen to the recording of a meeting on the advantages and disadvantages of school trips and the best way to write an article about last year’s trip to Vietnam. Use the two note sheets on page 2 of the Data File. The rest of the information you need for completing the tasks is on the other pages of the Data File. |  |
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| ***(Pause for 2 seconds)*** | | |  |
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| **Mrs. To** | **:** | There never seems to be an end to our trip work, does there? Our efficient Sandra has agreed to do some more writing for us, but I think we need to give her some help first. The principal wants us to give him a brief list of the advantages and disadvantages of our trips so he will be ready for a discussion of them at the next PTA meeting. You had better write them in full sentences or he will not be pleased. I’d like to state one advantage I feel strongly about if you are ready to take notes, Sandra; and that is that all our trips include some sharing and helping. That’s important. If our students go on holiday with their parents, it’s all about pleasure and enjoying themselves. I hope our trips are enjoyable, but also that they are more than that. The students are a team and share rooms and work and help one another, and we always do something special, a community activity or project, to help the local community in some way. | **Advantages of school trips** |
| **Mr. Wong** | **:** | Indeed that element of sharing and helping is very important, and I notice that you mentioned another big advantage: the students enjoy them. Feedback is always positive - our trips are quite simply, enjoyable. | **Advantages of school trips** |
| **Robert** | **:** | Indeed they are. But of course, they do cost quite a lot. | **Disadvantages of school trips** |
| **Mrs. To** | **:** | Yes indeed, Robert, that is a disadvantage, which is why we are trying to help students raise money themselves. |  |
| **Robert** | **:** | The trips are also very good for staff-student relationships. We all felt much closer to our teachers after the trip. | **Advantages of school trips** |
| **Mrs. To** | **:** | That’s nice to hear and a good point. |  |
| **Robert** | **:** | Don’t teachers also get a free holiday? I mean the teachers don’t pay, do they? |  |
| **Mrs. To** | **:** | Well, I’m sure the principal and PTA are thinking in terms of the students so that’s not relevant. |  |
| **Mr. Wong** | **:** | Indeed, we needn’t bring that up. But we should mention the dangers of travel. We often go to less developed countries and vehicles are old and roads bad. | **Disadvantages of school trips** |
| **Mrs. To** | **:** | Yes, of course we do our best to ensure safety, and the best way to do that is a point parents might bring up at the PTA meeting. But perhaps, unless anyone has any more to say on that, we should move on. Sandra, you’ll find more points in the folder of documents I’ve given you for the next job. Now, Miss Au has reminded me it is time to give her a short article on the trip to Vietnam. So let’s talk about that. Sandra particularly wants us to give her the plan of the article. I’ve prepared a rough plan but I’m sure we can improve it. Of course, it’ll begin by stating the basic facts that twenty students and two teachers went to Vietnam last August. | **Survey question**  **Content point in the article** |
| **Robert** | **:** | And the whole trip lasted twenty days. | **Content point in the article** |
| **Ms. To** | **:** | Then I suggested Sandra use the itinerary and mention each place we went to. |  |
| **Mr. Wong** | **:** | I don’t suppose they want much detail and readers will be bored by lists of tourist sights, so perhaps we could illustrate each place with one example. | **Content point in the article** |
| **Mrs. To** | **:** | Like…? |  |
| **Mr. Wong** | **:** | Well, Sandra can choose one of the places they went to in Hanoi and write something interesting about it. Then one interesting fact about Halong Bay and for Ho Chi Minh City again choose one place to very briefly summarise. | **Content point in the article** |
| **Mrs. To** | **:** | Good idea - did you get that, Sandra? Mention the places on the itinerary and then just highlight one aspect. | **Content point in the article** |
| **Robert** | **:** | As well as one of the Hanoi sights, can’t we mention those three-wheeled bicycles we travelled on? What were they called? |  |
| **Mrs. To** | **:** | You mean the cyclos. |  |
| **Robert** | **:** | Yes, of course, cyclos. We all loved them - and there was that marvellous cyclo tour we did. |  |
| **Mrs. To** | **:** | Yes, that was fun - include this as a second point about Hanoi. There were ten cyclos in a line all carrying our party round the city. Put that in the article and try to explain what cyclos are. | **Content point in the article** |
| **Mr. Wong** | **:** | Are we going to say anything about the guide? | **Content point in the article** |
| **Mrs. To** | **:** | He was very helpful so let’s mention him. After introducing the tour, say we arrived in Hanoi and were met by Mr Tran, spelled T-R-A-N, write something about him and then talk about one tourist sight and the cyclos. Note it on the plan I gave you. | **Content point in the article** |
| **Robert** | **:** | So next was Halong Bay and the cruise, and Sandra will add one interesting fact about the bay. And then it was down to Ho Chi Minh City. |  |
| **Mr. Wong** | **:** | And Sandra will add details of one attraction there. |  |
| **Mrs. To** | **:** | Then we come to the most important part - our community project at Pagoda School. We helped in three ways - but that’s all in the folder I gave you so please summarise that for our readers in a positive way. |  |
| **Robert** | **:** | It was also fun when the students there taught us some Vietnamese. Can we add that as well? | **Content point in the article** |
| **Mrs. To** | **:** | Please put that in somewhere and stress the fun side. | **Content point in the article** |
| **Mr. Wong** | **:** | I wonder if learning languages isn’t another advantage of these trips. |  |
| **Mrs. To** | **:** | Well, I don’t think anyone learnt much, but yes it is a point which applies much more clearly on some other trips so it’s worth adding to the list of advantages that we talked about a few moments ago – ‘improved language skills’ will say it properly. | **Advantages of school trips** |
| **Robert** | **:** | Then after our time at the school, we had the cookery classes. They were great. Let’s include the story about Mr. Cheung. That was so funny the readers of the article would be sure to love it. |  |
| **Mr.** **Wong** | **:** | I have heard that story and I think it would embarrass Mr. Cheung. The less said about the incident the better. |  |
| **Mrs. To** | **:** | Finally, I have asked Sandra to say something about the food as I think we all came back fans of Vietnamese dishes. |  |
| **Robert** | **:** | I’ve cooked some for my family. |  |
| **Mrs. To** | **:** | Good for you, Robert! Well, I think we have got the list of points and the article underway now, so it’s over to you, Sandra. |  |
| ***(Pause for 1 second)*** | | |
| **Announcer** | **:** | This is the end of the listening component of this test. You will have one hour and thirty minutes to complete Task 1, Task 2 and Task 3. |  |

**END OF SUGGESTED ANSWERS AND TRANSCRIPTS**