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PAPER 2

Part 1, Q1: summary of the ways in which modern, international city life is taking over in Beirut and Bangkok and of the signs of the past that remain.

Give one mark for each of the following identified by the candidate up to a total of 15.

Modern city life

(a) Beirut

1a American chains v 1bLebanese restaurants
2a fast/junk v 2b traditional food
3 (valet) parking
4 English spoken
5 American/ music/dancing
6 available land bought up/taken

(b) Bangkok

7 big international firms/globalisation
8 modern shopping malls
9 super tramway
10 concrete piers v view
11 glass panelled buildings/tower blocks
12 modern merchandise in market
12a pollution (not traffic congestion)

Signs of the past

13 older people talking/relaxing (in Chez Andre)
14 (K. Rawda) open play place, trees
15 (Bassil): good service/clients by name
16 old buildings still exist
17 tuk-tuks
18 graceful houses/Old Thai house
19 shanty towns
20 market life still the same
21 shrines
22 mobile food kitchens/restaurant food
23 little shops
24 cyclists with huge loads

Now give up to 5 marks for the ability to write in summary style (concision, focus and use of own words).

5(A): Effective summary style throughout, focused, words well chosen.

4(B): Generally concise and well focused, in own words.

3(C): Some features of summary style (not consistent), reasonable focus, on/or very occasional lifting.

2(D): Occasional concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting.

1(E): Descriptive, discursive style, frequently unfocused, lifting obtrusive.

O(u/c): Rambling and often muddled and hard to follow; mostly copied.

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Part 1, Q2: A well planned argument in favour of modernisation, keeping the past or allowing the present and past to co-exist in cities like Beirut and Bangkok.

Candidates are required to **use** the passages, but you should also credit original ideas that could only have arisen from **a consideration of** the passages. Original ideas that are two thoughts removed should only rarely be rewarded.

Generally speaking, credit development and shaping ideas into chunks of argument; look for, say, three developed ideas in a good script, four or five in one worthy of full marks. Passing references are of less value but should be credited according to context.

Content

From Passage 1 (Beirut) expect:

1 a development about "normality" and "civilisation" from a teenage perspective.
2 comments on junk food, use of English and rock music.
3 an argument that different ages enjoy and need different cultures.
4 the danger of allowing all land to be bought up for commercial development.
5 the advantages of good, well served, traditional food.

From Passage 2 (Bangkok) expect:

6 multinational stores and the small shopkeeper.
7 being members of a "worldwide" club, up to date and fashionable.
8 transport: super trams v tuk-tuks and bicycles.
9 ugliness and beauty in modern architecture/gracefulness of old.
10 shanty towns.
11 markets.
12 city whose individuality/atmosphere depends on maintaining the past.

Give up to 15 marks for the use of ideas from both passages and the ability to "run" with them (ie develop them and mix them with own ideas). Then give up to 5 marks for the management of the argument and the quality of the language.
(See next page)

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Content

A 13-15 **A confident grasp of issues**

The argument arises naturally from the two passages. A very clear case is made for the chosen option. Typically four ideas are taken from the passages and are developed to relate to people and to the atmosphere of the places.

B 10-12 **Material well developed**

There are signs of confidence in taking ideas, explaining them, adding to them and relating them to the question. Typically expect three ideas. The effect on people and on the atmosphere may be less well handled.

C 7-9 **Competent use of material**

There is sufficient reference to both passages, although chances to develop ideas into the overall framework of the answer may sometimes be missed. OR the argument may be cohesive but may strike the reader as rather general, with less consideration of the meanings of the original passages.

D 4-6 **Some selection of appropriate material**

Material from the passages is rather thinly spread, though there are occasional signs, usually shortlived, of development. Issues may seem to be loosely addressed. One passage may be used at the expense of the other.

E 1-3 **A limited response**

There is little material OR a lot of material but presented mainly as a list and used in a fairly haphazard way from one or both passages. There is general relevance to the topic.

Writing: structure and language

A 5 Presents and manages structure of argument with good beginning, end and links.
Points strongly argued in effective language.

B 4 Clearly ordered with effective introduction.
Some features of language effective in communicating the argument.

C 3 Adequate introduction, generally competently ordered and balanced.
Language communicates competently, perhaps plainly.

D 2 Inconsistent balance and structure, though sequence clear. Not always well ordered.
Language generally adequate, occasionally ineffective.

E 1 Ineffective order, perhaps poorly started and finished. No progression.
Language simple, occasionally inaccurate and confused.

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Part 2: Q3: Young Citizen of the year - a letter giving your choice and your views.

Look for:

*** reference to and adaptation of most of the given material**
*** evaluation of attitudes and achievements of the two candidates**

Give up to 15 marks for evaluation of the material (reading: content) and up to 5 marks for the quality and accuracy of the written expression.

Content:

A 13-15 **A confident grasp of material and issues**

The candidate sifts, compares and contrasts the information. The evaluation is strong and may be the basis for the whole answer. Most of the information is used.

B 10-12 **Material well developed**

The candidate gives a clear answer in own words. There is a sensible comparison of the two students. While there are elements of evaluation in the main body of the answer, a description of the two students may be followed by an evaluation which is reasonably well developed.

C 7-9 **Competent use of material**

The material is developed beyond the passage, but maybe in a wooden way, beginning to repeat and to quote rather than to adapt. There is be an element of comparison, and the evaluation (usually at the end) is clear but short. There may be some gaps in the use of the material.

D 4-6 **Some selection of material**

The material is rather thinly used, although there are occasional signs of development. Material is used literally from the original and reasons for the candidate's choice may be only plainly stated.

E 1-3 **A limited answer**

The answer makes little helpful use of the material and may not be coherent or particularly relevant. Lifting attracts a very low mark indeed and the worst candidates fail to adapt the note form. Evaluation is weak or non-existent.

Written expression

A5 Virtually no technical errors. Effective and apt range of vocabulary and sentence structures. Good style, appropriate to the recipient.
B4 Slight technical errors; occasional clumsiness of style, but fluent and having a useful vocabulary.
C3 Needs attention to detail, but generally correct and clear. Vocabulary plain.
D2 Needs some redrafting. Parts clearly written in straightforward vocabulary.
E1 Many errors, technical and stylistic. Language not always clear.