Briefing rundown

- Overall statistical performance
- Feedback on individual papers using
  - statistical data
  - Chief Examiners’/Markers comments
  - reference to Level Descriptors and ‘live’ exemplars
<table>
<thead>
<tr>
<th></th>
<th>No. sat</th>
<th>5**</th>
<th>5*+</th>
<th>5+</th>
<th>4+</th>
<th>3+</th>
<th>2+</th>
<th>1+</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day School cands</td>
<td>69 713</td>
<td>0.8</td>
<td>3.1</td>
<td>7.7</td>
<td>23.7</td>
<td>50.1</td>
<td>79.2</td>
<td>90.0</td>
<td>10.0</td>
</tr>
<tr>
<td>All cands</td>
<td>71 617</td>
<td>0.7</td>
<td>3.1</td>
<td>7.6</td>
<td>23.3</td>
<td>49.3</td>
<td>78.6</td>
<td>89.6</td>
<td>10.4</td>
</tr>
</tbody>
</table>
Number of Candidates

Part 1A 71,544
Part 1B1 46,591 (65%)
Part 1B2 24,999 (35%)
Paper 1A

- 1 reading passage
  Game Boys get Unplugged

- 47 items
  MCQ, T/F/NG, matching, short answer, cloze, 4 open-ended questions

- Testing points (pitched at levels 1-5)
  identifying main idea, main theme, references, views/attitudes, tone of text, making inferences and interpreting meaning of text
### Paper 1A results

<table>
<thead>
<tr>
<th>Part</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>47</td>
<td>55.24</td>
<td>18.76</td>
<td>0.90</td>
</tr>
</tbody>
</table>
Paper 1A
Score distribution

Mean:
55.24%
Paper 1B1 candidates’ performance in Part A

Mean: 47.58%
Paper 1B2 candidates’ performance in Part A

Mean: 69.64%
Paper 1B1 design

1 reading passage
Saving the World, One Patch at a Time

45 items
MCQ, T/F/NG, matching, sequencing, gap-fills, short answer, cloze, 2 open-ended questions

Testing points (pitched at levels 1-4)
identifying main ideas, ordering ideas, unfamiliar words, tone, matching subheadings, summary of the text
## Paper 1B1 results

<table>
<thead>
<tr>
<th>Part</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>45</td>
<td>40.82</td>
<td>18.86</td>
<td>0.89</td>
</tr>
</tbody>
</table>
Paper 1B1
Score distribution

Mean: 40.82%
Paper 1B2 design

2 reading passages
Book review of *Battle Hymn of the Tiger Mother*
*The ‘Chinese Mom’ Backlash*

46 items
- MCQ, T/F/NG, sequencing, short answer, cloze, 10 open ended questions

Testing points (pitched at levels 2-5)
- identifying main theme, figurative language, meaning of words, development of an argument, inferencing, references, summary of ideas
## Paper 1B2 results

<table>
<thead>
<tr>
<th>Part</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>46</td>
<td>60.97</td>
<td>17.70</td>
<td>0.88</td>
</tr>
</tbody>
</table>
Paper 1B2
Score distribution

Mean: 60.97%
Summary of results

<table>
<thead>
<tr>
<th>Part</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>47</td>
<td>55.24</td>
<td>18.76</td>
<td>0.90</td>
</tr>
<tr>
<td>1B1</td>
<td>45</td>
<td>40.82</td>
<td>18.86</td>
<td>0.89</td>
</tr>
<tr>
<td>1B2</td>
<td>46</td>
<td>60.97</td>
<td>17.70</td>
<td>0.88</td>
</tr>
</tbody>
</table>
Samples of student performance
Items pitched at Levels 1 – 5
General comprehension

- Sequence of events is identified in a text with a simple structure

36. Put the events below in the correct order. Write (2-5) in the boxes provided. One has been done as an example.

The Quilt was displayed in Washington.
Steve sent many emails to his customers.
Karen made a call to the Climate Quilt Campaign.
Volunteers went to the store to sew patches.
Children all over the world began making pledge patches.
Specific comprehension

- Features such as headings can be used to locate relevant information

Opening hours: Monday to **Friday** from 1pm to **9pm**.
**Saturday** and **Sunday** from **11 am** to 10pm.

For more information: Call us on (083) 133 0743 or visit our website: www.polarplaygames.com.
General comprehension

- Main idea of a simple paragraph is understood when clearly signalled

22. The Climate Quilt Campaign is an initiative to ...
   A. teach children about quilt-making.
   B. help children from around the world.
   C. raise awareness about climate change.
   D. recycle clothing from around the world.

48%
Specific comprehension

- Meaning of words is identified when a simple/familiar context is given

1. Look at the following expressions from the text and match them with either the Polar Cafe or Internet Cafes. Put a tick (✓) in the correct column.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Polar Cafe</th>
<th>Internet Cafes</th>
</tr>
</thead>
<tbody>
<tr>
<td>switched off</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>race virtual hotrods</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>play alone</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>unplugged</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
General comprehension

- Explicitly expressed views and attitudes are identified

30. Based on the information in the text, write the name of the child on the pledges the children made. One pledge is NOT used. Write NG (not given) on the pledge.

(5 marks)

I will ride my bicycle to school.
NG

I will turn off the tap while scrubbing my hands.
Dylan

I will recycle as much as possible.
Patrick

I will separate my waste.
Jacob

I will pack unfinished food.
Rachel
Reading Descriptors – Level 3

Specific comprehension
- Straightforward inferences are made

38. The flowchart below shows the sequence of events in order to make a pledge patch for the Climate Quilt Campaign. Complete the statement by writing the correct letter inside the box. Use each letter once only. One statement is NOT used. (5 marks)

How to make a pledge patch

<table>
<thead>
<tr>
<th>Step 1</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIND SOME...</td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>F</td>
</tr>
<tr>
<td>CUT A...</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>C</td>
</tr>
<tr>
<td>PERSONALISE YOUR</td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td>A</td>
</tr>
<tr>
<td>DECORATE YOUR...</td>
<td></td>
</tr>
<tr>
<td>Step 5</td>
<td>B</td>
</tr>
<tr>
<td>SEND YOUR...</td>
<td></td>
</tr>
</tbody>
</table>

STATEMENTS

A. ...patch in a creative way.
B. ...patch to the campaign offices.
C. ...patch with your pledge to help the environment.
D. ...fabric from old clothes, bed sheets, or table cloths.
E. ...patch to the Campaign’s website.
F. ...patch approximately 16 cm x 16 cm and make sure the sides are straight.

59%
63%
34%
32%
39%

(Part 1B1)
General comprehension

- Main theme or ideas of fairly complex texts are identified

17. Which of the following is the best alternative subtitle for this article?
   A. Cafe patrons swap their high-tech games for old-fashioned ones.
   B. Parlour games are more popular than computer games.
   C. Board games are winning awards in the gaming world.
   D. Parlour games are a hit in Thailand’s cafes.

   45%
Specific comprehension

- Obvious inferences are made in fairly complex texts

46. In lines 11-12, Chua ‘insists that Western children are no happier than Chinese ones…’. Why would some people presume that Western children are happier than Chinese children?

It is because they think Western children have more freedoms than Chinese children. 73%
Reading Descriptors – Level 5

General comprehension

- Views/attitudes are evaluated and alternative views are compared. Development of a point of view/argument is followed and reasons are fully understood.

69. According to the passage, why might the ‘tiger mom’ approach to parenting be more successful in the US than in China?

   The US classrooms and society are more conducive to individual expression and innovation. Outside the home, the children are encouraged to think independently.
Specific comprehension

- Inferences are made in a wide range of complex texts, including those based on an understanding of the wider meaning of a text.

19. Why are board games making a comeback? Give one reason from the text to support your answer.

   It is because they can be used as teaching tools.

20. Can board games compete with computer games? Give one reason to support each point of view. (2 marks)

   Yes: Board games can promote interactions with people while computer games cannot.

   No: There are no videos or sounds provided by board games while computer games can.

END OF PART A
Equating

- To compare the test scores of candidates choosing B1 and B2, the B1 test score is converted to a score on the same scale as a score in B2.
- Scores can be compared across the two parts of the test using a conversion table
# Conversion table Paper 1

<table>
<thead>
<tr>
<th>Part B1 (easier)</th>
<th>Part B2 (more difficult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
Recommendations

Lifting answers from the text

- No marks for answers copying whole chunks of sentences which do not directly answer the question (copy only what is relevant)
- Rephrasing of information in the text
- Marks given if correct meaning is expressed clearly enough, despite grammatical/spelling errors

Deciding which part to do

- Candidates are strongly advised to decide before they enter the exam centre
2012 HKDSE ENGLISH LANGUAGE
PAPER 2
WRITING
Paper 2 – Writing

- Statistical information
- Candidates’ performance
- Samples of performance
- Recommendations for candidates
Statistical information (1)

No. of candidates sat: 69313

Mean
  Part A: 54.3%
  Part B: 51.3%

S.D.
  Part A: 21.3%
  Part B: 23.2%
Third marking rate:
Part A: 11.9%
Part B: 14.02%
Mark Distribution of Part A
Mark Distribution of Part B

Data taken from OSM
## Statistical information (3)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Popularity</th>
<th>Mean (out of 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Communication</td>
<td>14.1</td>
<td>9.65</td>
</tr>
<tr>
<td>Drama</td>
<td>7.8</td>
<td>9.57</td>
</tr>
<tr>
<td>Poems &amp; songs</td>
<td>8.8</td>
<td>8.15</td>
</tr>
<tr>
<td>Debating</td>
<td>8.5</td>
<td>12.28</td>
</tr>
</tbody>
</table>
### Statistical information (4)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Popularity</th>
<th>Mean (out of 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular culture</td>
<td>7.3</td>
<td>13.14</td>
</tr>
<tr>
<td>Short stories</td>
<td>10.9</td>
<td>8.95</td>
</tr>
<tr>
<td>Workplace Communication</td>
<td>11.1</td>
<td>10.25</td>
</tr>
<tr>
<td>Social issues</td>
<td>31.4</td>
<td>12.42</td>
</tr>
</tbody>
</table>
Marking Guidelines (1)

- Both Parts A and B adopt the same set of marking guidelines
- Candidates’ performances in Content, Language and Organization are assessed
Marking Guidelines (2)

Content:
- Whether content fulfils all the requirements of the question
- Whether the content is relevant
- Whether ideas are developed/supported
- Whether creativity and imagination are shown when appropriate
- Whether the text engages the reader’s interest
- Whether there is an awareness of audience
Marking Guidelines (3)

Language

- Range of accurate sentence structures
- Grammar accuracy; if there are errors, whether these errors affect overall clarity
- Range and appropriacy of vocabulary
- Spelling and punctuation
- Whether register, tone and style are appropriate to the genre and text-type
Marking Guidelines (4)

Organization

- Whether the text is organized effectively
- Whether the ideas are logically developed
- Cohesion in the text
- Cohesive ties and use of cohesive devices
- Overall structure is coherent, sophisticated and appropriate to the genre and text-type
Marking Guidelines (For Part B only)

- If content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains
Question 1

- Relevant information presented in the first three sections where a sub-heading was already given
- Information from one section not repeated in another section
- Concise and informative
- Register, tone, style and overall structure appropriate for a feature article
General Comments

• Most candidates provided responses relevant to sub-headings
• Stronger candidates showed creativity and imagination when attempting section 4
• Weaker candidates provided answers that showed a weak link to the requirements of the task
Most candidates demonstrated attempts to assess the value of both virtual sports and real sports and gave a conclusion.

Stronger candidates gave more valid arguments.
Most candidates found the question accessible and addressed it adequately.

Stronger candidates gave arguments drawn from personal experiences.
Performance of candidates in Question 4 – Learning English through Poems and Songs

- Average pieces characterized by insipid portrayals of the band’s first performance and uneven accounts emphasizing one or two instead of all aspects of the question and

- Stronger candidates demonstrated ability to marshal their knowledge of pop music, language skills and creativity to generate highly engaging and lively writing
Most candidates coped adequately with the question and wrote speeches that took into full account what it asked, i.e. explaining the activities of the debating club, the benefits of being a member and the importance of debating in life.
Performance of candidates in Question 5 - Learning English through Debating

- Stronger candidates gave responses that combined a rich content with a persuasive pitch.
- Some responses were less balanced, often treating either one or two of these aspects in a cursory way, while the
- Deficient scripts were mostly off-topic or contained few valid points.
Performance of candidates in Question 6 – Popular Culture

- The question was generally well-tackled and successful at getting candidates to express their views on the increasing popularity of cosmetic surgery and obsession with physical beauty.
Performance of candidates in Question 6 – Popular Culture

- Most were inclined to argue against these trends, but there was no lack of supporters defending them.
- The strong candidates were able to justify their position with sound reasons and examples (often based on real-life experiences), demonstrating their knowledge of social and current affairs.
A substantial number of the stories candidates produced were pedestrian and somewhat disappointing. Predictable storylines abounded, as did plodding, dull work with little or no dramatic tension or climax.
Stronger candidates were able to construct a clearly-defined plot and employ dialogue, twists and other techniques to suitably add interest or create suspense.
Performance of candidates in Question 8 - Learning English through Workplace Communication

- Overall, candidates had little problem writing about the benefits of *Second Chance* as a campaign.
- Some did not outline the project in their letter. Many tended to gloss over this part of the question by providing the aim(s) and rationale of the programme without details of what it comprised,
Most candidates showed a clear understanding of the topic of depression and had plenty to say about it. However, some tended to skew towards addressing a certain part of the question at the expense of the other parts.
Average responses suffered from a lack of the focus in allowing points on how the friend overcame depression to fuse or overlap with those on how to cope with depression in general.
Samples of Performance

Level 1: Part A / Q. 1
Level 2: Part B / Q. 6
Level 3: Part B / Q. 8
Level 4: Part A / Q. 1
Level 5: Part B / Q. 4
### Content
- Some ideas, but intermittently relevant; some ideas repetitive (‘many power to doing my work…many power to my write life…can give power in writting’)

### Language
- Some simple phrases accurately constructed, e.g. *I like my job, In my school days*. Incorrect spelling of simple words: *intering* (for *interesting*), *new* (for *news*), *writting* (writing), *munh* (for *much*).

### Organization
- Some attempts to organise text; very limited use of cohesive devices to link ideas.
Some ideas are relevant

The point about the effects of cosmetic surgery is not properly expanded on, and hence there is an inability to orient the reader to the topic effectively.
### Script B | Level 2 | Question 6

**Language**

- The candidate mostly attempts simple sentences and there are quite a number of grammar mistakes which sometimes interfere with comprehension.
- Though the candidate tries to use a relative clause, it is used incorrectly and the meaning is not properly conveyed.
- Vocabulary used is quite basic. Comma splices and run-on sentences are seen throughout the writing.
<table>
<thead>
<tr>
<th>Script B</th>
<th>Level 2</th>
<th>Question 6</th>
</tr>
</thead>
</table>

**Organization**

- The text is not effectively organized.
- Connection between paragraphs is missing.
- No cohesive devices are used to better achieve cohesion.
## Content

- Addresses the question adequately by outlining the project (including its general aim, financial support for businesses and training programmes for the reformed criminals), describing its benefits and ending with an appeal.
Language

- Some errors in grammar but they don’t generally affect communication
- There is not a lot of sophisticated vocabulary and syntax
Organization

- Overall structure is mostly coherent, but ideas could be more richly developed and organized more effectively; as it stands, the text reads like a list
- Very basic use of cohesive devices (‘Moreover’, ‘Furthermore’)

EA
Content / Organization

- Content addresses requirements of question adequately with mostly relevant ideas but cohesion in some parts of the text is not always clear (e.g. ‘Not only can I ask different people any question, but I can keep in touch about the Hong Kong’s news into the bargain.’ (S.1))
Script D  Level 4  Question 1  (Part A)

Language

- Simple sentences are generally accurately constructed with attempts to use more complex sentences. Grammatical errors sometimes affect meaning.

- Some evidence of register, tone and style appropriate to the text-type (e.g. *A couple years ago, I had to report the tropical typhoon news at one night. It was terrifying as the weather was extremely bad and unstable.*’ (S.2))
### Content

- An imaginative and enjoyable account of what happened and how the singer felt at the concert
- Quite an accomplished description, supported with details
- Fulfills the requirements of the question entirely
<table>
<thead>
<tr>
<th>Script E</th>
<th>Level 5</th>
<th>Question 4</th>
</tr>
</thead>
</table>

**Language**
- Good control of language
- A sprinkle of grammatical errors and some words are not chosen appropriately, but these are minor flaws

**Organisation**
- Very well-organized and fluent
- Account of the concert is retold effectively with appropriate cohesive ties
Recommendations to candidates (1)

- Read the questions carefully to fulfil **all the requirements** of the task
- Develop the ideas with examples and supporting details
- Pay attention to who the addresser and the intended readers are
- Don’t insert prepared sentences, paragraphs and stock phrases
- Memorised paragraphs / essays will be disregarded and not awarded any marks. Zero marks will be given to totally memorised essays
Recommendations to candidates (2)

- Word Guides: Candidates should not waste time counting the no. of words written. As a general guide, + or – 10% is acceptable (so between 360 to 440 for ‘about 400 words’).
- Quality is more important than quantity.
Paper 3 Listening and Integrated Skills
Number of Candidates

- Part 3A: 70,935
- Part 3B1: 35,539 (50.1%)
- Part 3B2: 35,403 (49.9%)
Paper 3A Design

- Four tasks
- Generally from less to more challenging:
  - Task 1 generally pitched at Levels 1 and 2 of level descriptors.
  - Task 4 generally pitched at Levels 4 and 5 of level descriptors.
### Paper 3A Results

<table>
<thead>
<tr>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>53</td>
<td>25.65</td>
<td>0.96</td>
</tr>
</tbody>
</table>
Part 3A score distribution
<table>
<thead>
<tr>
<th>Task</th>
<th>Av. Mean (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>72.9</td>
</tr>
<tr>
<td>Task 2</td>
<td>64.1</td>
</tr>
<tr>
<td>Task 3</td>
<td>53.1</td>
</tr>
<tr>
<td>Task 4</td>
<td>23.9</td>
</tr>
</tbody>
</table>
Specific comprehension

- Explicitly stated information is understood in simple spoken texts when delivered at moderate speed.

- Literal language is understood when the context is clear.
### Items pitched at Level 2

<table>
<thead>
<tr>
<th>AC Academic &amp; Charitable</th>
<th>Home (15)</th>
<th>Students (16)</th>
<th>Extra-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen College</td>
<td>61%</td>
<td>58%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Listening Descriptors
Level 5

Specific comprehension
- Inferences are made from complex spoken texts and their purposes understood when delivered at near-natural speed.

Awareness of sound patterns
- Speakers’ attitudes and intentions are identified based on features of stress and intonation.
**Item pitched at Level 5**

<table>
<thead>
<tr>
<th>(52) Rowland’s attitude</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amused</td>
<td>[ ]</td>
</tr>
<tr>
<td>Annoyed</td>
<td>[ ]</td>
</tr>
<tr>
<td>Bored</td>
<td>[ ]</td>
</tr>
<tr>
<td>Confused</td>
<td>[ ]</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>[ ]</td>
</tr>
<tr>
<td>Sceptical</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

18%
Paper 3A recommendations

- Candidates should:
  - Prepare by exposure to all types of listening input: dialogue/monologue; informal/formal; private/public broadcasts
  - Always consider the text which they are creating to make sure it makes sense
  - Always be considering the attitudes and stance of the speakers as well as simply the information they are communicating.
3B1 paper design & marking scheme

- 3 tasks
- Task fulfillment mark divided into sections
- Each task has Language mark
- Task 5 pitched at lower levels
- Task 5 includes marks for Language and Appropriacy
- Tasks 6 and 7 Language includes Own language and Data File Manipulation
- Task 6 and 7 include marks for Coherence & Organization and Appropriacy
### Paper 3 Part B1 Results

<table>
<thead>
<tr>
<th>Task</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12</td>
<td>57.38</td>
<td>28.18</td>
<td>0.89</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>45.93</td>
<td>23.72</td>
<td>0.86</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>48.43</td>
<td>24.62</td>
<td>0.86</td>
</tr>
</tbody>
</table>
### Paper 3 Part B1 Results

<table>
<thead>
<tr>
<th>Task</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
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<td>0.86</td>
</tr>
</tbody>
</table>
Paper 3 Part B1 Task 7

- Short description of author for website
- Input:
  - Book jacket of book
  - A book review website
  - A podcast of magazine programme (listening)
Skills include:

- Locating and understanding of relevant information
- Discarding of irrelevant information
- Gleaning explicitly stated attitudes and deciding if to be included
- Combining texts in several different ‘voices’ into an informative but not too formal piece.
Task 7 score distribution
Paper 3 Part B1 Task 7

- Samples of performance
  - Script A
  - Script B
  - Script C
Some relevant information located, and transferred from simple texts.

Language:
  - Almost entirely copied verbatim from Data File
  - Very little evidence of own language

No evidence of an ability to adapt tone or register.

An indication of an attempt to organize the text but overall more like random sentences.
Task 7 Script B: Level 2

- Some relevant information located, and transferred from simple texts.
- A large amount of irrelevant material also copied.
- Language:
  - Mostly copied verbatim from Data File
  - Own sentence structures all have severe grammatical problems but generally conveys basic meaning.
- Register, tone and style inconsistent. Little real evidence of an ability to adapt material
- Attempt at organization is sometimes evident though irrelevant information undermines this.
Task 7 Script C: Level 3

- Most relevant information located, and transferred appropriately from straightforward texts.

- Language:
  - Integration of Data File material is attempted
  - Own sentence structures tend to contain errors though not generally affecting understanding.

- Register, tone and style more like that of a description for website, though still too reliant on phraseology from Data File.

- The organization reasonable though some paragraph-internal coherence lacking.
3B2 paper design & marking scheme

- 3 tasks
- Each task worth 18 marks
- Task Fulfillment mark divided into sections
- Language mark includes:
  - Own Language
  - Data File Manipulation
- Each task has marks for Coherence & Organization and Appropriacy
Paper 3 Part B2 Results

<table>
<thead>
<tr>
<th>Task</th>
<th>Full Mark</th>
<th>Mean (%)</th>
<th>SD (%)</th>
<th>Reliability</th>
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<td>57.16</td>
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Paper 3 Part B2 Task 10

- An article for school newsletter
- Data File input:
  - Statistics from research article
  - Newspaper article
  - NGO website
  - Interview in newsletter
  - Teenager’s blog
Skills tested include:

- Interpreting statistics and making decisions on inclusion in text
- Extrapolating relevant information from texts of various genres
- Pinpointing problems and seeking and linking solutions
- Gleaning attitudes
- Adapting style of original texts to include in feature article
Task 10 score distribution
Samples of performance:
- Script D
- Script E
Script D: Level 4

- Most Data File instructions followed appropriately.
- Most relevant information located and transferred.
- Language:
  - Integration of Data File material communicates meaning but some grammatical errors
  - Own sentence structure tends to be accurate although rather simplistic.
- Register, tone and style generally appropriate though sometimes reads like an essay.
- The organization is generally coherent but overreliance on sentence-initial connectors
All Data File instructions are interpreted appropriately.

Relevant information is located and transferred.

The content is complete and relevant to the task.

Wide range of written sentence structures used:
  - Skilful manipulation of Data File material
  - Accurate- errors that occur do not affect meaning
  - Register, tone and style generally appropriate to feature article throughout

The organization is wholly coherent including congruent ending.
Papers 1 & 3 graded approach

- Equating exercise
  - B1 scores are converted to equivalent scores on B2 scale
  - All candidates’ scores then on one scale
Part 3A score distribution
How 3B1 candidates performed in 3A
How 3B2 candidates performed in 3A
# 3B1 to 3B2 Conversion Table

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Paper 3B recommendations

- Candidates should choose whether they should do 3B1 or 3B2 before the day of the exam.
- Candidates should always consider the text purpose and audience in deciding what to include, how to organize and how to word their text.
- Candidates should use the opportunity to display their language skills by synthesizing information and adapting the input.
PART A

For question 1, write about 200 words.

1. You are a famous news reporter for Hong Kong News.

Your old secondary school has asked you to write a feature article about yourself for the next edition of the school magazine.

Use the following three headings to write the article. Add one heading of your own.

**The best part of my job**

In my job, some time I would giving a happy and

litering job but sometime giving a bad news to write.

In a happy year, maybe I would have many power to

done my work, but writing a bad news I sew

hand inside the work. So, the best part of my job,

writing many positive news, many good report.

---

**The biggest challenge I have ever faced in my job**

In this time, I know how to write every new and

write write a best report today. In ten year writer

life, I learn so many in this city Hong Kong. I

like my job and I like use pen to improve some wrong

help too many people. This job give me so much.
My school days

In my school days, my teacher make me know how to write best, make me feel intering in writing. I stat write in my Form 1. My teacher tell me how to write. my feel in the pape, my classmate like that, give me many power to my write life. In school, I have a best writting time.

I hope that....

I hope my old secondary school student can give power in writing, feel a intering way in writing, you will see funny in that. I hope many student can go a happy writting way with me!
Dear Editor,

I am writing to about the obsession with physical beauty of the Hong Kong express. Nowadays, you will see that people become more and more beauty. Before, majority Asia people's nose are like Europe people's. Some people may agree that, some people may disagree that.

Korea called "Cosmetic Surgery Kingdom". Most of their pop singer are having surgery. Their have Cosmetic Surgery culture, parent will save money to child to do surgery. Even teenage students had done it. They believe the Cosmetic Surgery people be more beautiful. It can upgrade their self-worth, make them feel better. Their have successful example. The well-known K-pop girls team "Girl Generation", their fans all world everywhere. They had open surgery concern at Europe and it has very successful.

But at Hong Kong just have few people accept Cosmetic Surgery. Some leave say that
Physical beauty not nature. Even though they like a monster who have Cosmetic Surgery. Their opinion is that when you old, the "beauty magic" will disappear. And it will affect health problem. There are many case show that Cosmetic Surgery is not really safe. Some people die as do surgery. Seeing that they strongly disagree "Hand make beauty" who had Cosmetic Surgery.

In my opinion, I agree that Cosmetic Surgery can make people more look attractive, increasing their Self Confident, open their market. On the other hand, Cosmetic Surgery is not 100% safe. I think people should do a test report gain a professional recommendation and information from doctor first.

Yours faithfully,

Chris Wong
Dear Sir / Madam,

I am writing on behalf of Hong Kong Correctional Services. And I would like to introduce a campaign which launched by the government to you.

The campaign is called "Second Chance," it aims to encourage employers to recruit reformed criminals and drug addicts.

The government promised to sponsor ten percents of salaries if employers are willing to hire reformed criminals and drug addicts. This can not only help to lower your cost of running a business, but also lower the risk of hiring them if they do not perform well.

Besides, the government has provided training programmes for the reformed criminals and drug addicts. During the courses, they learned accounting, marketing and some technical skills such as computer skills. Also,
they learned to control their attitude. And the result shows that they got good results in the tests.

Moreover, many of the reformed criminals and drug addicts are university graduates. They used to be a bad people or a drug addict, but it would not affect their works.

Furthermore, it is not easy for them to get a second chance. They must catch it carefully. They should be motivated. And they should be working more seriously compared with a normal graduates.

Apart from these, everybody did wrong things before, but we should forgive them and give them a chance if they feel sorry and promise never do it again.

Added to all these, employers could provide the reformed criminals and drug addicts a pre-employed working period. During the period, employers could see
Whether they suit the position. If you think he or she is suitable, then hire him or her. If not, it is still a chance for them to gain working experience.

In the end, I would like to once again encourage you to consider to join this new project "Second Chance". Not only can help the reformed criminals and drug addicts to start a new page, but also good for your company.

If you have further questions, please feel free to contact us.

Yours faithfully,
Chris Hong
PART A

For question 1, write about 200 words.

1. You are a famous news reporter for Hong Kong News.

   Your old secondary school has asked you to write a feature article about yourself for the next edition of the school magazine.

   Use the following three headings to write the article. Add one heading of your own.

   **The best part of my job**

   Being a news reporter is a meaningful job as having a duty to report news to Hong Kong citizens. It is a kind of harsh career which always need to work outside and all works of life in irregular time. Although my job seems to be unacceptable to most people, I gain my satisfaction in it. Not only can I ask different people any question, but I can keep in touch about the Hong Kong’s news into the bargain. If you were me, a man who favour in searching any information about Hong Kong, you could enjoy in this job undoubtedly.

   **The biggest challenge I have ever faced in my job**

   I enjoy being a news reporter but sometimes I may feel depressed when I face challenges. There is a the biggest one that I still remember in my mind. A couple years ago, I had to report the tropical typhoon news at one night. It was terrifying as the weather was extremely bad and unstable. While outside was raining cats and dogs, I had a thought that it was too dangerous to go out outside to report. However, I went to stand under a big tree reporting the weather news eventually. You may consider I am stupid and I should not go out for reporting news but I cannot consent to you as reporter has a responsibility to do their work well. No obstacle can stand on my way to report news. So, I have faced this challenge. I did not become timid and do my job in courage.
My school days

I can be a famous news reporter thanks to the education at my old secondary school, Hong Kong Secondary School. My old school is not a well-known college in Hong Kong. However, teachers were kind and helpful as I remembered the moment in school days before. I was a talkative student ten years ago. Teachers did not feel hesitant to allow me to talk anytime. They invited me to join the debate team and participate in various debate competitions. They helped me improve my communication skills and critical thinking. These skills are worth to me as I can have potential advantages on becoming a news reporter. Without their invitation and help, I consider I would not find this lifelong job.

School in future

Although Hong Kong Secondary School is not a school in broad one category, all teachers have heart to teach students. They do not mind have less time to have fun, but they work hard to pave the way for students to success. As all hard-working teachers you can find in my old secondary school, I hope my old school can be better, not only can more students get excellent results in public exams, but also teachers can continue to work with their lovely hearts. I hope my all brothers and sisters on Hong Kong Secondary School can proud of themselves and can boast to say love this school forever.

END OF PART A
30th March 2012  Friday  Sunny

Our first performance at a music festival in Victoria Harbour was over last week. Our band was amazed by the enthusiastic audience. We had never thought that it could be a phenomenal success.

Last week, we were in the Victoria Harbour at 9:00 a.m. to prepare for the show at 1:00 p.m. Seeing the sky is obscured by clouds, in fact, I was not so confident to attract audience to indulge in our show. I was so apprehensive about the show and couldn't have a proper lunch that day. Our team had done our utmost to provide the best music for the audience and I didn't want the irritating clouds to ruin the show.

When it was about 1:00 p.m., I was jittery and thousands of butterflies were flying in my stomach. `Loud Band! Loud Band! We support you!' a voice went into my ears and this made me breathe with a sigh of relief. My band members smoothed me and they support me very much. Being touched, I was in tears.

`Loud Band! Loud Band!' our band name was yelled by many fans while we were stepping in
the stage. I saw many audience shaking their banners to support us. I started to sing with all my efforts. 'Baby, don't you leave me please!' I sang to emotionally according the rhythms of the drums and violins. The audience were yelling with a squeaky pitch and they were involved and zealous in our show. However, I regretted my carelessness of forgetting some lyrics. I really felt sorry about it.

The next section was the interaction with audience. Some audience were randomly selected according to their seat numbers. They were invited to sing with us and played the musical instrument. We were seated in an exhilarating atmosphere and all of us were having smiles on our faces. Subsequent to singing with our adorable audience, we were acclaimed with thunderous applause. 'I am extremely delighted to have you all being the audience of our first performance. My feeling is beyond words. I love you all, I shouted and I weeped again.

The performance was really a great success. I had never had a strong likely for performing my music. Notwithstanding the success, there were much room for improvement. Really, I needed to recite the lyrics more thoroughly to prevent any embarrassing events occurring again. It was too awkward! Moreover, I, as the lead singer, should have more confidence.
In myself, I was the leader of the band and I couldn’t be like a child as if my members were my parents. I shouldn’t be so anxious as we had already tried our very best. Hard as the show was, I won’t give up. Apart from my faults, the drum performer, Harry, should have more interaction with the audience. Otherwise, he would be isolated.

At this moment, still, I couldn’t control my ecstasy. The show was just like a dream and I had a great fondness for music. However, I ought not to be complacent about the so-called achievement. Still, we need to strive for our future. If we had already tried our best, there was no regrets. Our determination never wavered and could clear all the obstacles we encountered. It’s right, isn’t it?
Task 7: Description for website  (18 marks)

Write a short description about Lionel Chan for the Cultural Commons website using information from the B1 Data File and your notes. Write around 150 words.

Lionel Chan has been a teacher for eight years. In his spare time away from his office at Kwaiho University, he can be found deep sea fishing. His wife is from Sri Lanka. He writes about immigration because he lives it.

About his new book
The stories about people from India, Colombia and Cameroon in "An Immigrant's Song" are now available in all big book shops.
Lionel Chan has been a teacher for eight years. He now's a social worker and do it ten years. He also is a author.

Lionel Chan's fifth book continues where 'The Panda, the Witch and the Merlion' left off. Also have a new book called 'An Immigrant's Song'.

Lionel Chan broned in Singapore than he came to the Hong Kong. His wife is from Sri Lanka, he has a daughter and Lionel Chan lives in Tai Po.

In his current, he thinks Hong Kong is noisy and rearch many people have stress and some them have blood pressure.

In practical difficulties new comers to Hong Kong face, he thinks finding the schools to studies is very difficult. It is because many schools need you to fill in the school form, and some people don't know English and Chinese so that they cannot finished it.

About the Lionel Chan's new book, this book can learn about communication in Hong Kong.
from the stories about people from India, Colombia and Cameroon. If you enjoy stories about people from difficult cultures, this is the book for you. "Let you see Hong Kong from the immigrant's point of view."

It can buy in All big book store in Hong Kong. The cost only $100 HK. It is really a good book. I think you should buy it.
2012 DSE English Language Paper 3 Script C
(Part B1 Task 7)

Task 7: Description for website  (18 marks)

Write a short description about Lionel Chan for the Cultural Commons website using information from the B1 Data File and your notes. Write around 150 words.

An Author: Lionel Chan
Lionel Chan born in Singapore and came to Hong Kong when he was young. His wife is from Sri Lanka and he had a daughter who study at local school in Tai Po.

He was a social worker since he arrived in Hong Kong at the first time. He has been a social worker for ten years. Also, he has been a teacher for eight years. In his spare time, away from his office at Kowloon University, he can be found deep sea fishing.

He had a new book called 'An Immigrant's Song' this year. It is talking about the stories about people from India, Colombia and Cameroon. These stories is about people from different cultures how to communicate in Hong Kong.

(His fifth book continues where 'The Panda, the Witch and the Merlion' left off.)

If you want to buy this new book, all the big book stores in Hong Kong are provided. Also, you can buy it at the Fun Day which is holding at Chinese Garden in the park in 15th April.
Task 10: Newsletter article  (18 marks)

Write an article for Fairfax Secondary School’s newsletter using information from the B2 Data File and your notes. Write around 200 words.

**Newcomers’ Practical Difficulties Multi-Cultural Awareness**

Actually, there are many practical difficulties faced by people from different countries who come to live in Hong Kong. I would like to point out some of the matters and some help available from the community in Hong Kong.

Many of the newcomers expressed that it is hard to find somewhere to live. Indeed, some lawyers provide pro bono services to newcomers through a community-based legal advice scheme. They provide a commission-free service to help newcomers to find somewhere to live. So far they have helped many families.

Besides, newcomers find it difficult to find a school for children and fill the long government forms. Cultural Commons help to translate formal documents, provide interpreter service and form filling service to help newcomers.

Some newcomers may want some legal advice but they don’t know how. Actually, some lawyers’ joint community-based legal advice scheme will help newcomers for legal advice.
Some children have no opportunity to make friends. Indeed, they can search the Nepalese teenager's blog website and meet friends. Also, they can find school social worker consulting what to do. Besides, local youth club provides opportunities for teenagers to meet friends from different countries.

You can find Cultural Commons in Lanch Street or visit their website for more details. Hope all these can help newcomers to familiarise.

END OF TASK 10

END OF PART B2
2012 DSE English Language Paper 3 Script E
(Part B2 Task 10)

Task 10: Newsletter article (18 marks)

Write an article for Fairfax Secondary School’s newsletter using information from the B2 Data File and your notes. Write around 200 words.

This is a special edition for Multi-Cultural Awareness Week. We hope we can make use of this opportunity to share about the practical difficulties faced by people from different countries who come to live in Hong Kong and the help available from the community in Hong Kong.

According to the statistics in Lionel Chan’s (a Hong Kong social worker) research article, there are five major practical difficulties faced by Hong Kong newcomers, including not easy to find somewhere to live (88%), not easy to find a school for children (83%), not easy to find free medical care (90%), not easy to find free legal advice (82%) and children do not have the opportunity to make friends (87%).

Regarding the first difficulty, 88% of newcomers do not agree that it is easy to find somewhere to live. In fact, Enrique Ramirez, an estate agent in Kennedy Town, is providing a commission-free service to help newcomers to find somewhere to live in Hong Kong. So far, he has helped about 20 families.

Also, 83% of newcomers disagree that it is easy to find a school for their children. Also, they find it hard to fill in school application forms as they do not know the Chinese or the English written on the long government form. In fact, Cultural Comms, an NGO in Hong Kong, which helps people from different countries who come to live in Hong Kong, offers different services, such as filling service, interpreter service, written translation of formal documents from foreign country, child care service for working mothers. All these help newcomers to find a school for their children.
The third difficulty, 90% of newcomers disagree that it is easy to find free medical care. At first, one of the newcomers, Tony from Denmark, could not find a doctor. However, then someone told him about. In fact, there are some free clinics in Mong Kok. These are four of them offering free clinics once a week.

The 82% of newcomers disagree that it is easy to find free legal advice. They face difficulties like dealing with immigration or finding legal advice as they cannot afford the advice. In fact, law firm Chan and Wang Legal Company has provided pro bono services to newcomers through a community-based legal advice scheme. There are more and more businesses helping offering help in the future.

Also, 97% of newcomers said disagree that their children have the opportunity to make friends. There are a local youth club run by Cultural Commons for all the kids in Sham Shui Po, including kids from different countries. Children can go after school on Friday. Children can make some more friends there.

We hope students can support the newcomers in your community also. You can give a helping hand to them when they face difficulties.

Answers written in the margins will not be marked.

END OF TASK 10

END OF PART B2

2012-DSE-ENG LANG 3-B2-6 6