



Review of 2013 Six Other Languages Examinations

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Programme

Briefing for 2013 and 2014 examination years	20 mins
Review of written examinations of the 6 OLs	40 mins
Review of the oral examinations of the 6 OLs	40 mins
Q & A	20 mins





Briefing for 2014 Examination Year






Number of Candidates Entered (Nov 2013 series - for exam year 2014)

Subjects	Candidates
French	5
German	4
Hindi	7
Japanese	147
Spanish	4
Urdu	18
Total	185





Calendar of 2013 Nov Series **Oral** Examinations (for exam year 2014)

Date	Exams
12, 20, 26 Oct 2013	Japanese 1
12 Oct 2013	Hindi 1, Spanish 1
20 Oct 2013	Urdu 1
25 Oct 2013	German 1
26 Oct 2013	French 1



Calendar of 2013 Nov Series **Written** Examinations (for exam year 2014)

Exam Date	Subject/Paper	Time
8 Oct (Tue)	Urdu 3	1:00 pm to 2:30 pm
16 Oct (Wed)	Hindi 3	1:00 pm to 2:30 pm
17 Oct (Thu)	Spanish 2	8:30 am to 10:15 am
21 Oct (Mon)	Urdu 2 Hindi 2	1:00 pm to 2:45 pm
25 Oct (Fri)	Japanese 2 Spanish 3	8:30 am to 10:15 am 8:30 am to 10:00 am
29 Oct (Tue)	German 2	8:30 am to 10:15 am
30 Oct (Wed)	French 2	8:30 am to 10:15 am
6 Nov (Wed)	French 3	8:30 am to 10:00 am
7 Nov (Thu)	Japanese 3	8:30 am to 10:00 am
8 Nov (Fri)	German 3	8:30 am to 10:00 am

Remark:

Paper 2 is
Reading &
Writing;

Paper 3 is
Essay





Results Release of Exam (For exam year 2014)

Exam results release dates	Nov 2013 series : 10 February 2014 Jun 2014 series : 21 - 25 July 2014 (tentative)
Application deadline for Rechecking/Remarking (CIE: Enquiries about exam results)	Within 5 days after the release of exam results
Release of Rechecking/Remarking results	Nov 2013 series : March 2014 (tentative) Jun 2014 series : September 2014 (tentative)
Application Deadline for Appeal Review (CIE: Appeals against the outcome of Enquiries about exam results)	Within 5 days after the notification of the rechecking/remarking results
Release of Appeal Review Results	Nov 2013 series : April 2014 (tentative) Jun 2014 series : October 2014 (tentative)





Support Materials

- ❖ Past exam papers / Standard booklets & CD (For new participating schools)
- ❖ Newly released materials (exam year 2013)
 - **Nov series 2012** exam papers:

	French	Spanish	Urdu	Hindi	Japanese	German
Worldwide version	✓	✓	✓	✓	✓	✓
HK version	✓	✓	✓	✓	✓	✓

- **Jun series 2013** exam papers:

	French	Spanish	Urdu	Hindi	Japanese	German
Worldwide version	✓	✓	✓			
HK version						





Support Materials

➤ Jun series 2012 exam papers :

	French	Spanish	Urdu	Hindi	Japanese	German
Worldwide version	✓	✓	✓			
HK version	✓	✓				





Briefing for the past 2013 examination year





Number of candidates entered (for exam year 2013)

Subjects	School candidates	Private candidates	Total
French	93	3	96
German	0	2	2
Hindi	8	0	8
Japanese	121	5	126
Spanish	15	4	19
Urdu	13	0	13
			264



Grade Thresholds (Nov 2012)

	Maximum mark available	Minimum mark required for grade:		
		a	b	e
Component 1 (Oral)	100	Sp:68 Gm:68 Hi:68 Ur:68 Fr:68 Jp:78	Sp:60 Gm:60 Hi:60 Ur:60 Fr:60 Jp:68	Sp:39 Gm:39 Hi:39 Ur:39 Fr:39 Jp:46
Component 2 (R & W)	70	Sp:45 Gm:38 Hi:48 Ur:52 Fr:39 Jp:54	Sp:38 Gm:31 Hi:43 Ur:45 Fr:34 Jp:49	Sp:19 Gm:13 Hi:30 Ur:24 Fr:19 Jp:34
Component 3 (Essay)	40	Sp:28 Gm:28 Hi:28 Ur:28 Fr:27 Jp:26	Sp:24 Gm:24 Hi:24 Ur:24 Fr:23 Jp:22	Sp:14 Gm:14 Hi:15 Ur:14 Fr:13 Jp:13





Syllabus Grade Threshold

Grade/ Language	a	b	c	d	e
Spanish	93	80	68	56	45
German	84	72	61	50	39
Hindi	94	84	75	66	57
Urdu	100	87	74	62	50
French	85	74	64	54	44
Japanese	103	92	82	72	62

The thresholds for the syllabus are determined first by adding together the thresholds for the components taken by the candidate. A reduction may be made at the higher grades depending on the correlation of the papers. If the maximum raw marks for the components are not in the weighting/relationship specified in the syllabus, a weighting is applied to arrive at the overall thresholds.

The maximum total mark for this syllabus is 140.





Results of Candidates (Nov 2012 series only)

Language /Percentage	No. Sat	a	b+	c+	d+	e+	U
French	10	30.0	50.0	60.0	90.0	100.0	-
German	1	-	-	-	100.0	100.0	-
Hindi	8	25.0	50.0	62.5	75.0	100.0	-
Urdu	13	38.5	92.3	100.0	100.0	100.0	-
Spanish	11	36.4	63.6	81.8	81.8	90.9	9.1
Japanese	114	63.2	78.1	86.0	87.7	93.0	7.0





Review of Speaking Examinations



Notes to Speaking Examination

- ❖ One-to-one examination
- ❖ Examiner will first confirm with the candidate their candidate number and name
- ❖ Examiner will start speaking out their candidate number and name for recording
- ❖ When the speaking test finished, the examiner will say “End of examination” and stop the recording.





Paper 1: Speaking

Key messages for 6 languages

- ❖ Choice of the subject for the presentation should be the interests of the candidate
- ❖ Make clear reference of culture or society of the country of the spoken language
- ❖ Focus on the questions and answer to the point
- ❖ Should remember to ask questions of the Examiner in both conversation sections





Paper 1: Speaking

General comments

❖ Japanese (8281)

- Well prepared for the requirements
- Chosen topic could sustain a further conversation
- majority of candidates managed to ask questions in both conversation sections either spontaneously or with prompts
- Quality of language varied, some candidates who fluently used an advanced range of structures and vocabulary and others who had difficulty communicating
- Not in general able to maintain the same level of language Section 2 & 3
- Important for weaker candidates to listen to what the Examiner is asking carefully
- Need to improve using the AS level grammatical structures





Paper 1: Speaking

General comments

❖ French (8682)

- Well prepared for the requirements
- Aware of the requirement to ask questions
- Some questions were not well understood
- Chosen topic can sustain a further conversation
- Candidates still need guidance on the topics they choose for their Presentation – **some were of inappropriate level for this examination**
- Factual topics tend to be less successful than those in which it is possible for candidates to express ideas and opinions. With topics such as “Les espadrilles” or “Les macarons”
- Save time to ask questions in Conversations instead of Presentation
- Pronunciation/Intonation was generally not very satisfactory
- Sometimes struggled to express their thoughts and ideas and were often forced into translation
- Some had problems with the vocabulary and structures needed to express their thoughts
- Some were able to volunteer additional information, rather than merely replying to the questions asked of them





Paper 1: Speaking

General comments

❖ Hindi (8687)

- Pronunciation and intonation ranged from satisfactory to good
- quite successful in maintaining the flow of the conversation; minimal hesitation in responding
- Demonstrated well their understanding of grammatical constructions, particularly in the area of tenses such as the past, the future and the conditional
- Chosen topics in areas such as the family, school life and holidays are less suitable, as they tend to offer insufficient scope for discussion at the level required
- Prior preparation of the chosen topic is important so that they have sufficient information, ideas, opinions and relevant vocabulary to sustain a conversation
- Important for candidates to express their own ideas and opinions





Paper 1: Speaking

General comments

❖ Urdu (8686)

- Topics presented by candidates were appropriate
- Most popular areas being education, food and religion
- Not recommend to take a very general approach and deal superficially with a very wide area
- Candidates should to choose one particular aspect of a topic so as to allow development of ideas and conversation
- Had adequate material and information to respond
- Tendency to give a series of seemingly pre-learned statements, or ask basic questions but without development or encouragement to discuss or debate the topic in depth
- Required to ask more than one question to get higher marks
- Be prepared that Examiner may develop the discussion into three or four topic areas explored in depth





Paper 1: Speaking

General comments

❖ German (8683)

- Well prepared for the requirements
- Both conversations were very interesting and the candidate was lively and enthusiastic
- Candidate does not have to be a native speaker
- Responded throughout with little hesitation in conversation
- Memorized their material entirely or predominantly in Topic Conversation, a mark from the “Satisfactory” for “Comprehension and Responsiveness” will be awarded as a maximum





Paper 1: Speaking

General comments

❖ Spanish (8685)

- Well prepared & had sufficient information to sustain the Topic Conversation
- Candidates managed to discuss matters at a factual level and most were successful in offering personal opinions
- Most candidates had sufficient syntax and vocabulary to cope with factual descriptions and basic opinions
- Pronunciation was generally acceptable; Intonation was variable (some utterances a little hard to follow)
- Phrase their points clearly to allow the listener to understand the topic being outlined
- candidates needed a reminder to ask questions
- Accuracy was generally reasonable, though that of verb endings could sometimes have been improved
- Had sufficient vocabulary and grammar to convey their message
- Should have to providing their own personal response in Section 3
- Practice in formulating appropriate questions will be useful





Review of Written Examinations



Paper 2 Reading and Writing





Paper 2: Reading and Writing

Key messages for 6 languages

- **Question 1:** seek words that fit perfectly in the place of the one from the text.
- **Question 2:** make a sentence with the provided grammatical changes.
- **Question 3 and Question 4:** candidates should formulate the answers with their own words and refrain from copying from the text.
- **Question 5:** respect the word limit. In part (b) candidates should express their own ideas (instead of copying ideas from the text)
- **Language:** when preparing for the exam make sure to revise the basic agreements, tenses and verb endings.





Paper 2: Reading and Writing

General comments

❖ Japanese (8281)

- Performed very well
- Questions 3 and 4: some candidates managed to manipulate the grammar and use a wide range of vocabulary in their answers
- Some wrote their answers in the wrong place, answering the previous question
- Mark allocation serves as a clear indicator of how many separate ideas need





Paper 2: Reading and Writing

General comments

❖ French (8682)

- Question 1 was the most successful part of the examination, with most candidates scoring 5 or 4 marks
- Question 2: should remember that their answers must be correctly worded and reflect the exact meaning of the original sentence
- Questions 3 and 4: unnecessarily lengthy answers, did not always address the questions, or to rephrase the same points again and again
- Some lost marks because Question 5(b) was started after the word limit
- Marks allocated serves as a clear indicator of how many separate ideas need





Paper 2: Reading and Writing

General comments

❖ Hindi (8687)

- Overall performance was satisfactory
- Areas for improvement: agreement of adjectives, use of complex structures, spelling, and conjugation of irregular verbs
- Certain choices of inappropriate words and phrases were common
- Spelling errors were frequently found
- Errors of postposition
- Incorrect formation of numbers
- Some gender-related mistakes
- Pronouns were sometimes used incorrectly





Paper 2: Reading and Writing

General comments

❖ Urdu (8686)

- Question 1: mostly well done, with most candidates scoring 4 out of 5 marks
- Question 2: A few candidates wrote synonyms not antonyms; Others changed the grammatical form or part of speech
- Question 3 & 4: not good enough to understand the text straightforward; Write concise answers as far as possible in their own words
- Plan before writing for 5a & 5b - Some candidates was writing far too much for part one, which left little scope for the second part - adhere to the word limit
- High standard of linguistic accuracy, high degree of fluency, use of appropriate idiom, advanced vocabulary and use of complex sentence structures is expected to attain high marks





Paper 2: Reading and Writing

General comments

❖ German (8683)

- Question 1: Marks were lost here due to insufficient comprehension of vocabulary
- Question 2: Teaching should focus on subject/verb accord, passive and active voice, tenses, conjugation of verbs, separable verbs and sub-clauses with *dass*, *weil* etc.
- Question 3: expected to manipulate the language of the text effectively, and to produce 'own language' answers; Successful answers move away from key language items and text sequencing
- Question 4: Over-reliance on the text - extensive copying loses marks
- Question 5: Reference must be made to both texts. Words should not be wasted on too long or too general an introduction
- Plan their response. Repetitiveness should be avoided





Paper 2: Reading and Writing

General comments

❖ Spanish (8685)

- Question 1: well answered
- Question 2: it is important to check that the answers fit back into the original text and retain the same meaning
- Question 3: Candidates identified many of the points and were able to answer in their own words
- Question 4: question was sometimes not fully grasped, with some answers not clearly stating what 'should' or 'ought to' be done
- Question 5: Planning is extremely important. Some answers could not be marked in their entirety as the word limit was reached before the end
- Ideas that are different from those expressed in the texts, combined with a personal opinion, will usually be able to access the higher mark bands.





Review of written examinations

Paper 3 Essay





Paper 3: Essay

Key messages for 6 languages

- Suggest to select the title with which they feel most comfortable;
- Write a response that is clearly relevant, well illustrated, coherently structured and well informed;
- Use the language which is accurate and of a suitably advanced nature, as well as demonstrating a good use of idiom and appropriate topic-related vocabulary;
- Use sentence patterns which show some evidence of complexity in a style which is easy to follow.





Paper 3: Essay

Key messages for 6 languages

- leave some time at the end of the examination to check for careless language errors. (German)
- write a composition on the essay title, NOT the general topic heading (Urdu)
- stay within the prescribed word limits. (Urdu)
- use relevant examples to substantiate the argument made (Hindi)
- check written work thoroughly to avoid errors of spelling and grammar. (Hindi)





Paper 3: Essay

General comments

❖ Japanese (8281)

- Good, evidence of improvement in the standard
- Should read the questions carefully and answer the question set, not merely refer to a topic area
- A short plan outlining the argument to be used, with points for and against the topic, will give candidates a chance to create a more logical and balanced answer
- majority of candidates exceeded the number of words
- **Weaker essays were characterised by addressing the broad topic heading rather than the specific question, which resulted in very general, unfocussed answers**
- Read the entire question carefully before plan and write
- Chinese characters were used; Chinese kanji and Japanese kanji are not always the same, and frequently convey a different meaning



Paper 3: Essay
Genkoyoshi answer booklet

Japanese (8281)

Question Number

*For
Examiner's
use*





Paper 3: Essay

General comments

❖ French (8682)

- Essays were generally of the right length and no obvious misunderstandings of the questions
- Planning was often done in English and very general in nature
- A short plan that explains how a candidate views the question and how he/she will approach the argument will help to develop of the answer
- **Successful essays were those that focused tightly on the question set and not just on the topic area**
- Candidates displayed little awareness of grammar, structures and idiom and wrote essays which were at times incoherent and full of serious errors.
- Awkward use of idiom and a significant proportion of anglicisms





Paper 3: Essay

General comments

French (8682)

❖ Common Errors

- Inappropriate colloquial language
- Incorrect or misspelt basic topic vocabulary
- Much repetition of same vocabulary
- Inconsistency of pronouns
- Inability to distinguish between *c'est* and *s'est*, *ce* and *se*, *ci* and *si*, *devant* for *avant*, *leur* and *eux*, *qui* and *que*.
- Genders of common words such as *rôle*, *médias*, *niveau* and *phénomène* were not known
- Anglicisms were rife





Paper 3: Essay

General comments

❖ Urdu (8686)

- Overall performance was good
- Topic 1 on Work and Leisure, Topic 2 on the Media and Topic 4 on Education were markedly more popular





Paper 3: Essay

General comments

❖ Hindi (8687)

- Well prepared - topics in a very thoughtful way and the content included in the essays was often impressive
- Arguments were often persuasive and succinct, and candidates' work often showed strong analytical abilities
- Areas for improvement were related to the use of the language
- Not always successful in their choice of relevant vocabulary items and there were sometimes errors of spelling
- Weak in the use of the appropriate register





Paper 3: Essay

General comments

❖ German (8683)

- Well-structured essay with an introduction, two paragraphs and a conclusion
- Appropriate length with the points made addressing the title
- Ideas that appear in the introductory paragraph should be developed further instead of repeating
- Constantly refer back to this title to ensure that the points they are making are relevant
- Considered arguments makes a better impression than one with a number of very superficial observations
- Good attempt at a variety of structure
- Typical errors included: confusion of *man* and *Mann* and then continuing with the 3rd person plural (presumably to avoid the problem of which possessive to use with *man*), the use of *man* with a plural verb, missing articles and the misuse of *bekommen* to mean 'become'.





Paper 3: Essay

General comments

❖ Spanish (8685)

- A number of good responses in which there was convincing structure, reasoned argument and a logical conclusion together with a range of expressions, structures and idioms
- Majority of candidates observed the number of words to be used, which meant that essays retained their line of thought and were easy to read
- **Read all the questions carefully and respond to the title selected and not merely the topic area in general**





Paper 3: Essay

General comments

Spanish (8685)

❖ Common Errors

- The use of plural verbs with *la gente*;
- The omission of the letter 'h' in phrases such as a *mencionado la importancia de...*;
- The substitution of the letter 's' for the letter 'c' in words such *ambición* and *conservación*;
- Inconsistencies with stem-changing verbs in phrases such as *...las revistas obtienen mucha información...*;
- The misspelling of common words, for example, *destrucción* and *tecnología*.





Thank
You!



Q & A

