

# ENGLISH LANGUAGE

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HONG KONG EXAMINATIONS AND ASSESSMENT  
AUTHORITY

Open Day  
Lai King Assessment Centre  
23 November 2013



# Rundown

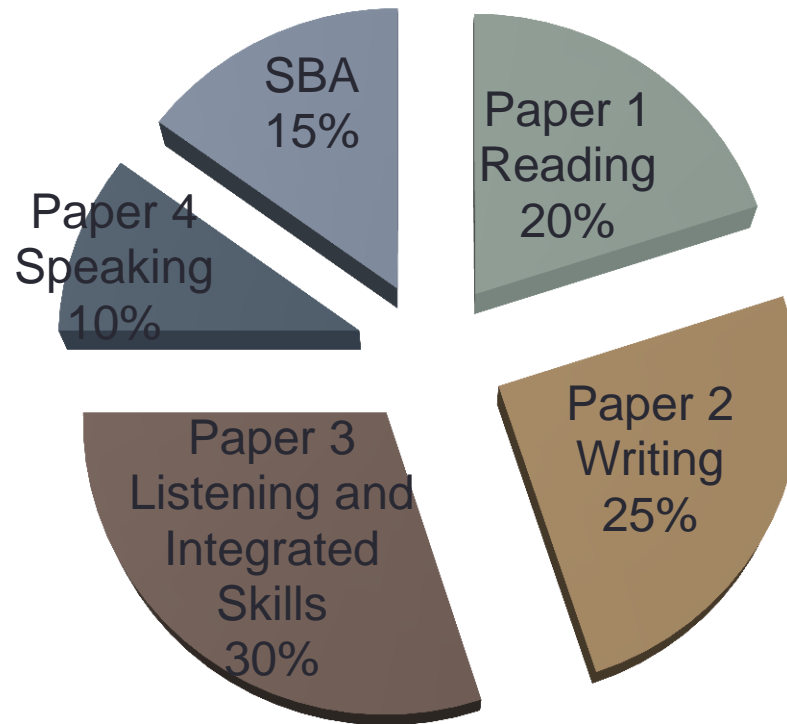
- General Introduction
- Assessment objectives and requirements for Papers 1 and 3
- Graded Approach
- Assessment objectives and requirements for Papers 2, 4 and SBA
- Marking
- Release of results
- Q & A

# General Introduction

- Hong Kong Diploma of Secondary Education Examination (HKDSE) was first introduced in 2012
- Assessment is based on the learning targets and objectives of the Curriculum and Assessment Guide for English Language (S.4-S.6)
- Designed for secondary school leavers
- Certification and university entry

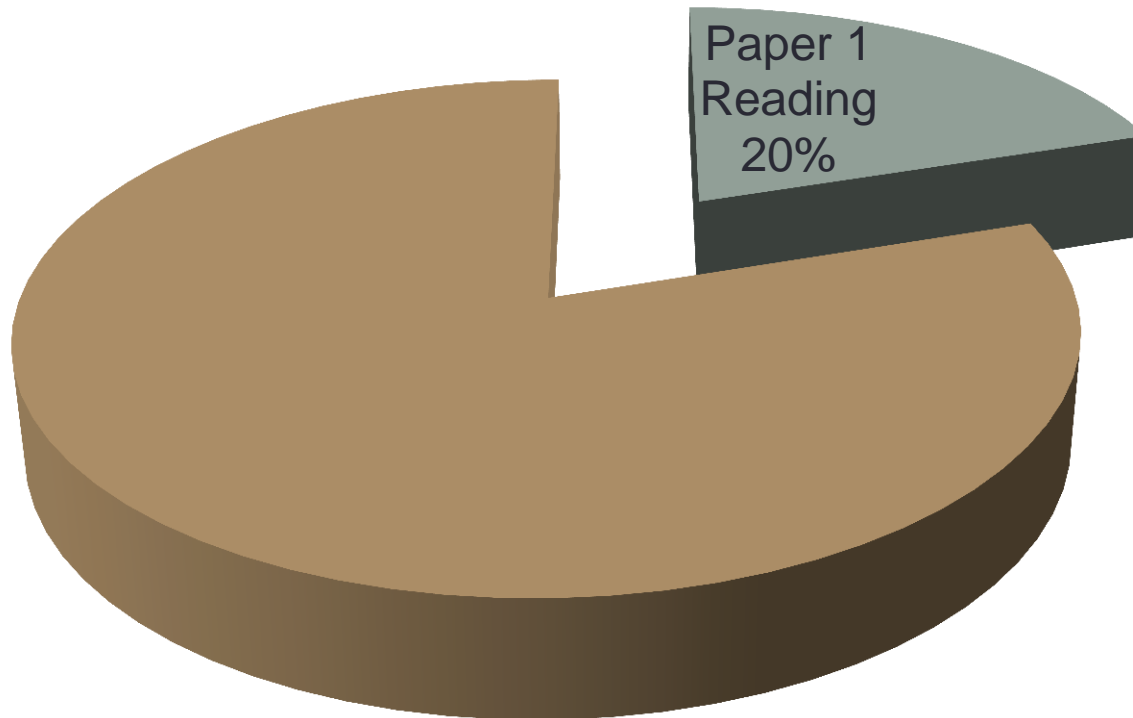
# Assessment Components

## Public Examination and School-Based Assessment



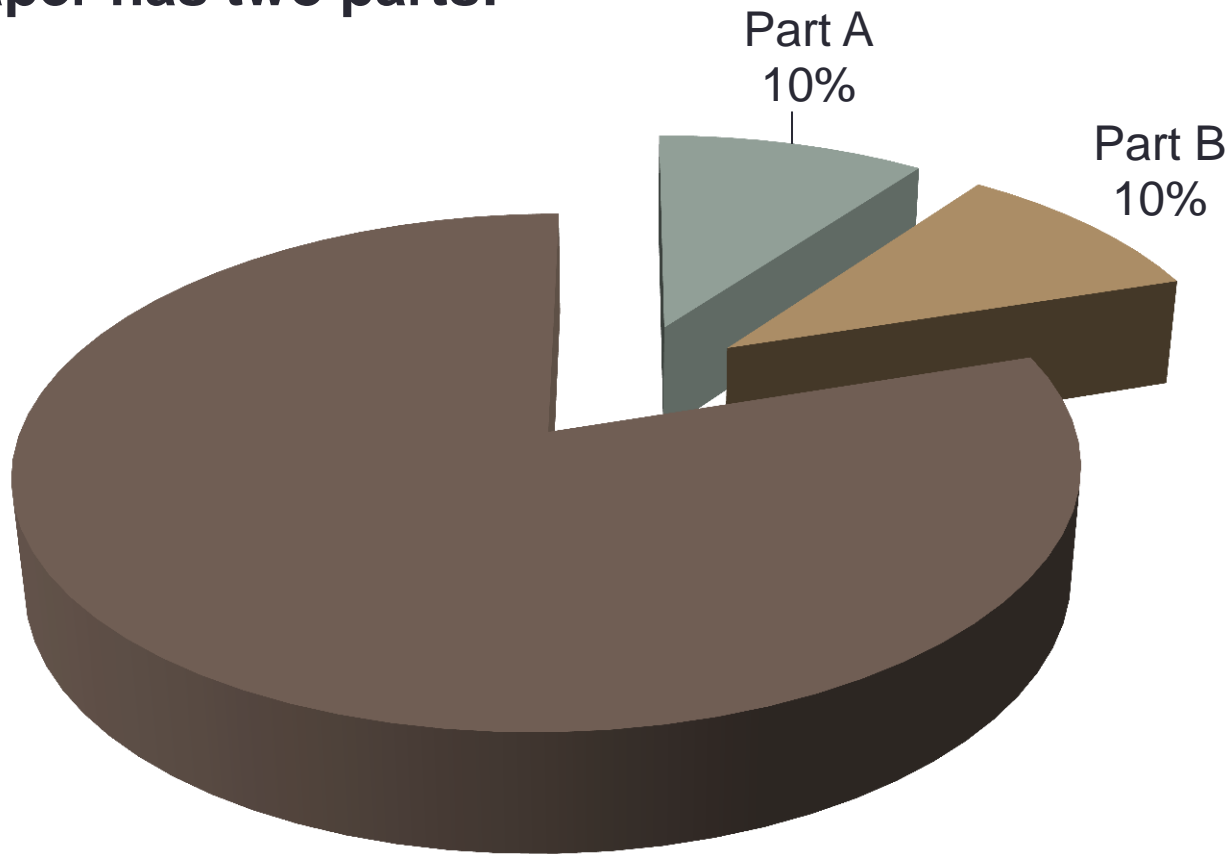
# Paper 1 Reading

## Assessment Components



# Paper 1 Reading

**This paper has two parts:**



# Assessment objectives

## Reading

### Curriculum and Assessment Guide

#### Broad learning outcomes

- Understand and interpret the purpose and meaning of a broad range of texts
- Identify the main theme and key details
- Identify the contextual meaning of words and phrases
- Interpret the tone and mood of a writer
- Distinguish and evaluate views, attitudes, arguments
- Understand the use of a range of language features
- Interpret, analyze, select and organize ideas and information

# Part 1A

## Compulsory

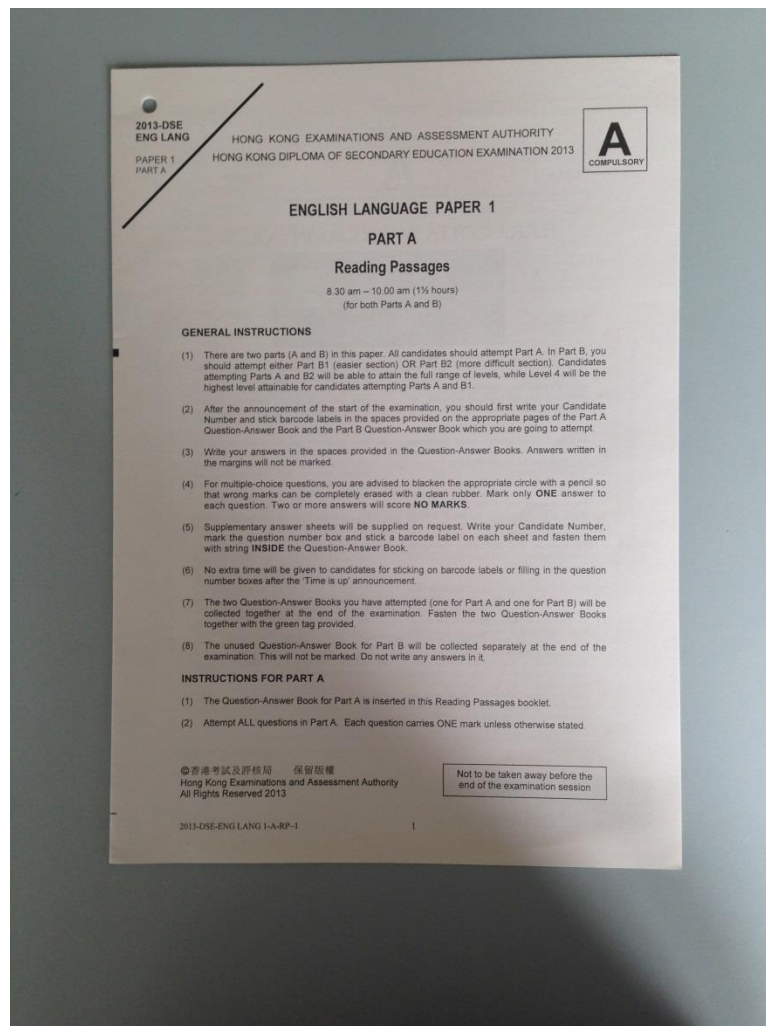
All candidates will attempt Part A

A set of reading passages booklet and a QAB

Tested on a variety of reading skills

MCQ, short-answer, open-ended questions

Easy and difficult items





# Part 1B1 and 1B2

Part 1B1  
Easier

Optional

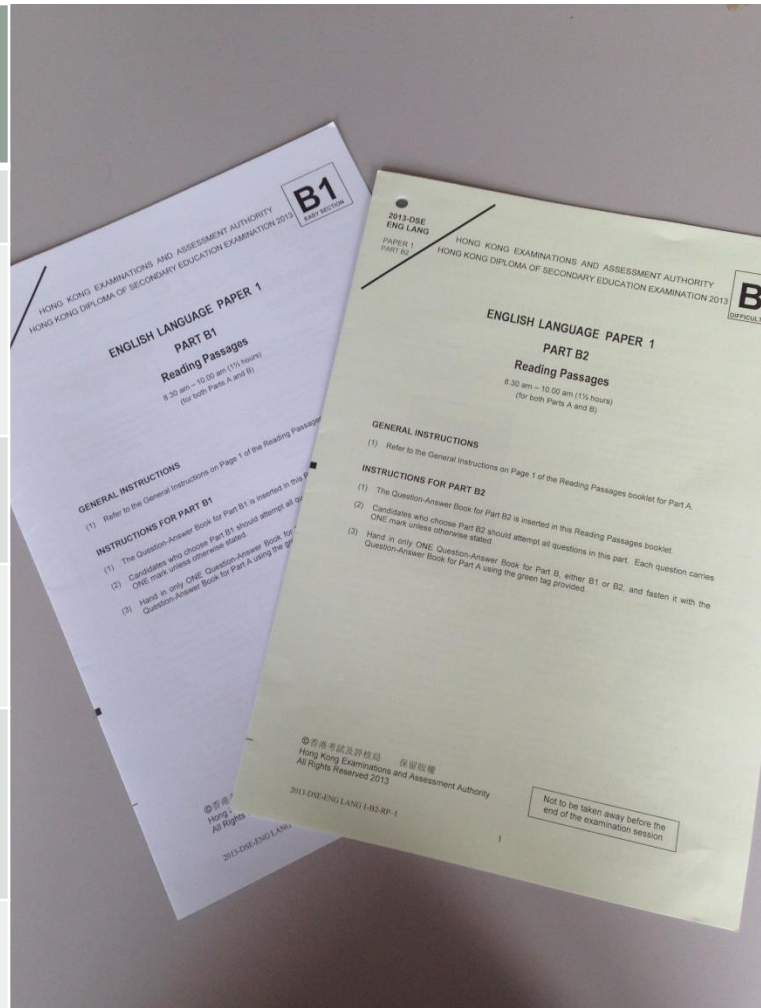
A set of reading passages booklet and a QAB

More simple texts

Less cognitively demanding

MCQ, short-answer, open-ended questions

Easier items



Part 1B2  
More difficult

Optional

A set of reading passages booklet and a QAB

More challenging texts

More cognitively demanding

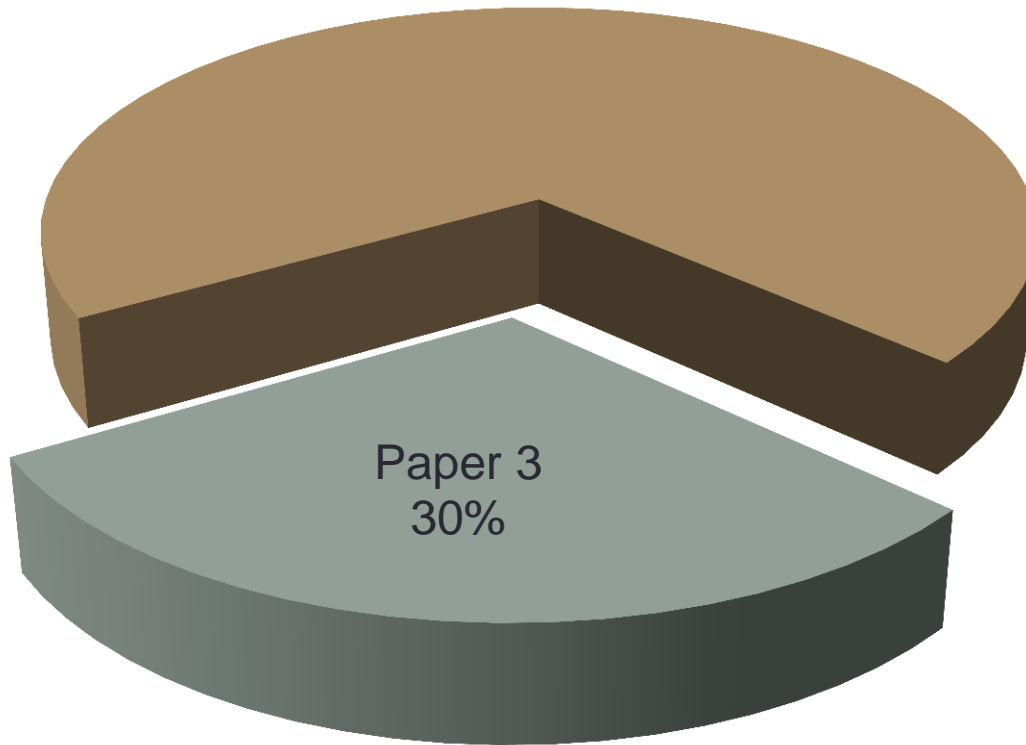
MCQ, short-answer, open-ended questions

More difficult items

Time allowed for Part A and B: 1.5 hours

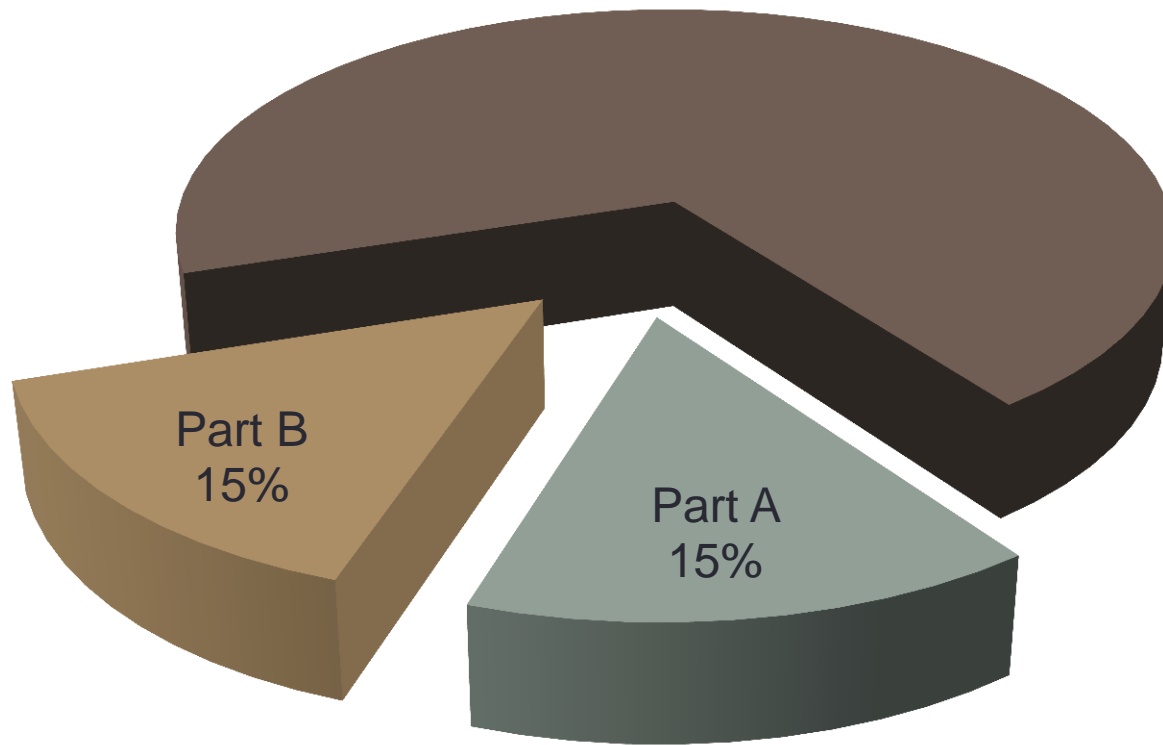
# Paper 3 Listening and Integrated Skills

## Assessment Component



# Paper 3 Listening and Integrated Skills

**This paper has two parts:**



# Assessment objectives

## Listening

### Curriculum and Assessment Guide

#### Broad learning outcomes

- Understand and interpret the purpose and meaning of a range of spoken texts
- Identify the key details of a range of spoken texts
- Interpret speakers feelings, views, attitudes and intentions
- Understand speakers with a range of accents and language varieties and speech delivered at a moderate pace
- Understand the use of a range of language features in fairly complex spoken texts

# Paper 3 Listening and Integrated Skills

## Instructions for Listening Part

- Listening test will be broadcast via radio or the infra-red (IR) transmission system (check your admission form)
- For radio-broadcast centres, students must bring their own radio set equipped with earphones
- If assigned to IR system, students must bring their own earphones (but not a radio)

# Part 3A

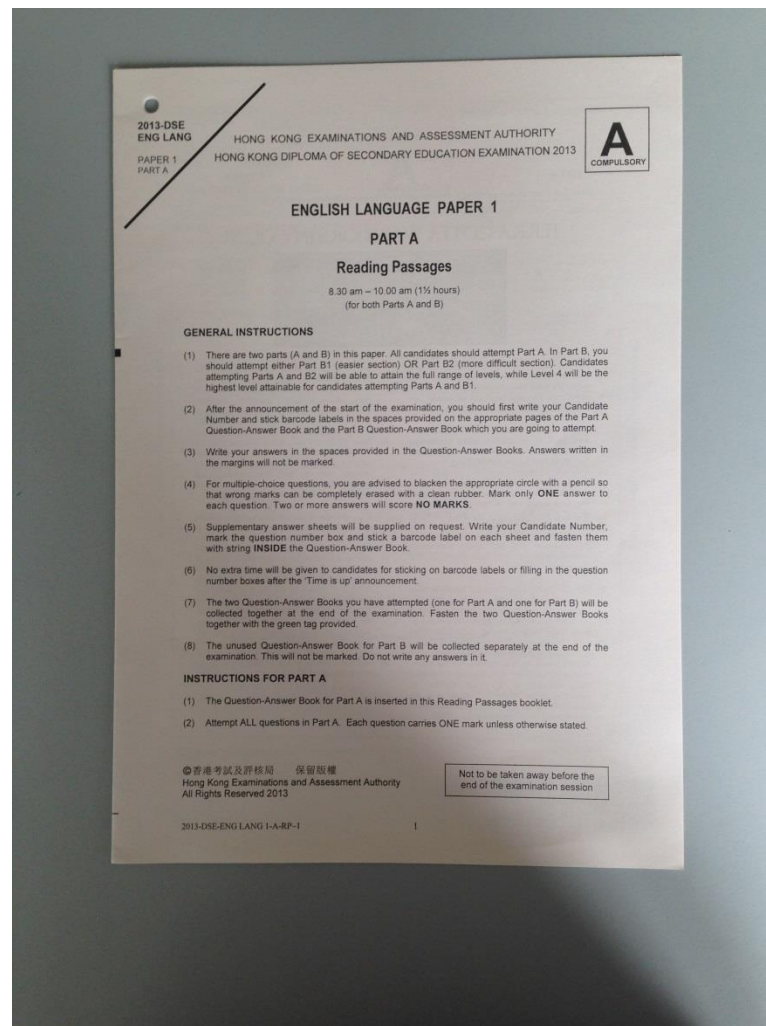
## Compulsory

All candidates will attempt Part A

Listening component - listen to a recording that will last for about 50 minutes

Need to complete a variety of listening tasks

Easy and difficult items



# Part 3B1 and 3B2

## Part B

- Required to process information by selecting and combining data from the recording and written sources in the Data File in order to complete a variety of writing tasks in a practical work or study situation
- At least one of the writing tasks will require you to produce an extended piece of writing
- The information necessary to complete these tasks will be provided in the recording or the Data File
- You should write on each line to avoid unnecessary use of supplementary answer sheets

# Part 3B1 and 3B2

<b>3B1 Easier</b>		<b>3B2 More difficult</b>
Optional		Optional
Locating and processing information		Locating and processing information
Identifying relevant information and discarding irrelevant information		Identifying relevant information and discarding irrelevant information
Writing in a well organized and readable manner		Writing in a well organized and readable manner
Using a tone/style appropriate		Using a tone/style appropriate
Easier tasks		More difficult tasks
<b>Time allowed for Part A and B: about 2 hours</b>		



Why do we have optional parts in the same paper?

# Graded Approach

## **Rationale**

- In the past, Syllabus A and Syllabus B in HKCEE to cater for wide range of language abilities
- Separate examinations at different levels of difficulty, separate reporting
- Graded Approach – new exam format adopted to more efficiently test candidates

# Graded Approach

## Advantages

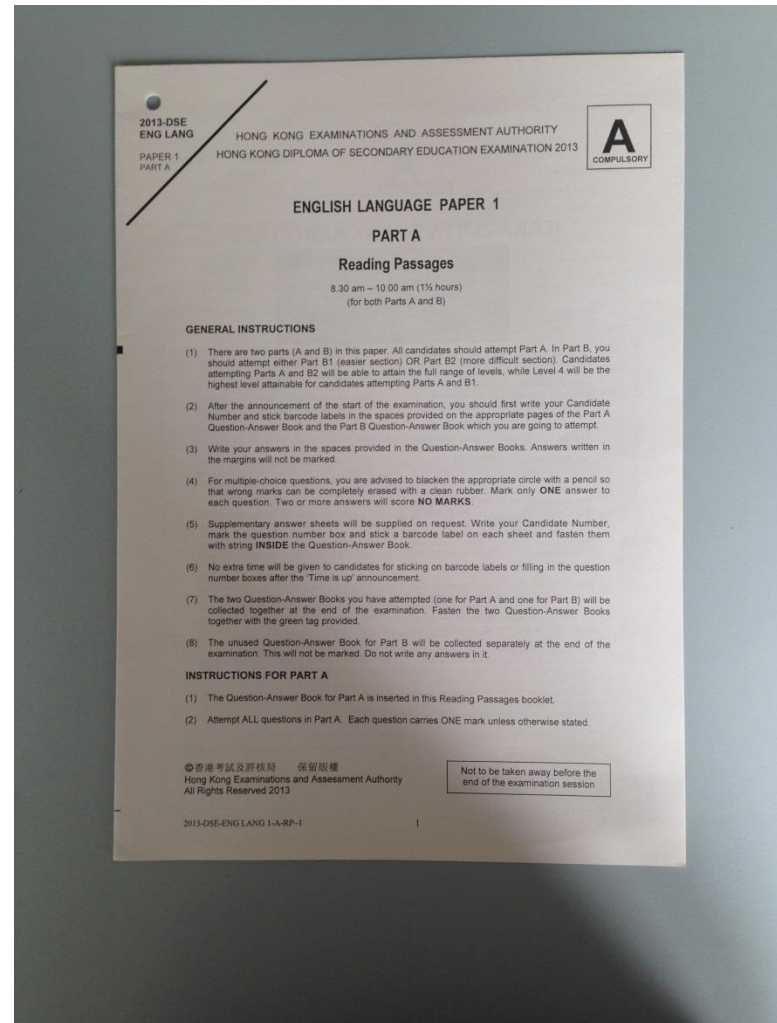
- 1) More efficient use of testing time without need to extend examination time or use separate syllabuses
- 2) Gives candidates a choice of which optional part to attempt (without labelling effect)
- 3) Statistical equating ensures candidates taking different parts of the exam receive comparable scores

# Part A

Compulsory

Easy and difficult items

Level descriptors: 1-5



# Part B1 and B2

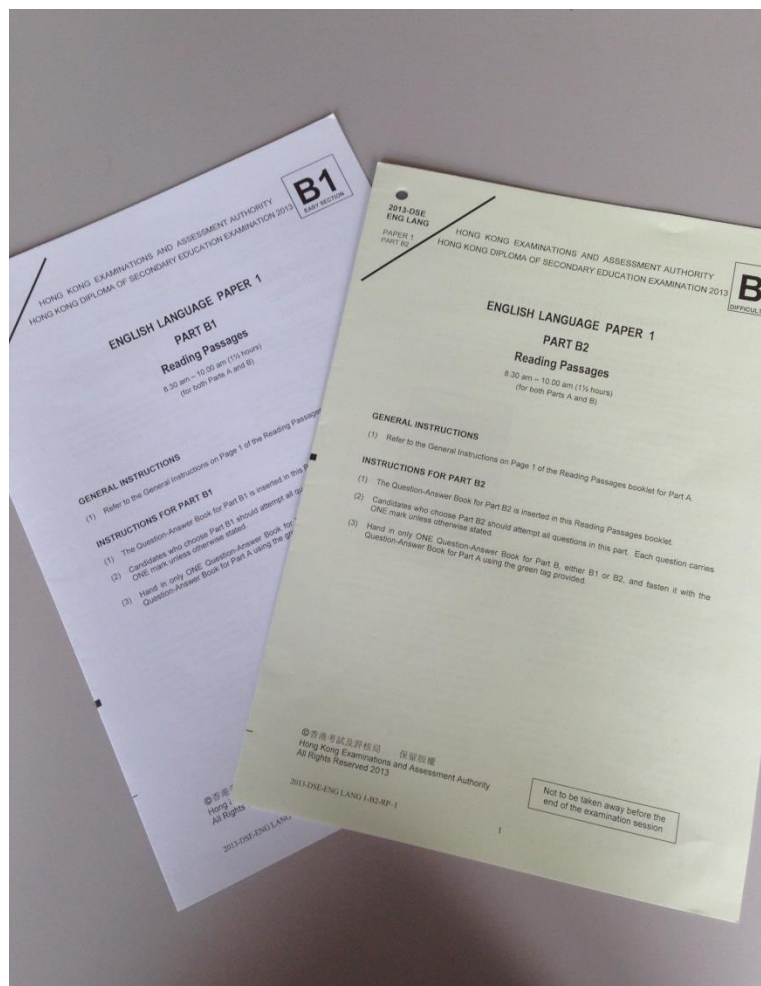
**B1 (optional)  
Easier**

Easier items

Level descriptors:  
1-4

Highest grade:  
Level 4

Items in B1 do not assess abilities required for attaining Level 5



**B2 (optional)  
More difficult**

More difficult items

Level descriptors:  
2-5

Highest grade:  
Level 5

B2 candidates will be able to attain the highest level of performance (Level 5 or above)

# Equipercentile Equating

- To equate the performance of candidates taking different parts of the same paper
- Through equating, scores in the optional parts of the paper ( B1 and B2) are statistically adjusted for difficulty to the same scale using the percentile ranks of candidates' scores in the compulsory part (A)
- Candidates getting different marks in different parts of the paper are ranked ordered and divided into different optional parts but achieving the same mark in Part A will be equated

# Equipercentile Equating

- The B1 marks will be converted to a scale comparable to the B2 mark scale
- Equated scores will be combined with Part A scores to form total paper mark
- Scores of B2 candidates will be combined with Part A without need for conversion

# Equipercntile Equating

EQUIPERCENTILE EQUATING OF B1 MARKS TO B2 SCALE				
Mark range	A percentile group of B1 candidates achieve 30 marks in Part B1.	The same B1 percentile group achieve 20 marks in Part A.  Also achieving 20 marks in Part A is a group of B2 candidates.	The B2 percentile group achieve 15 marks in Part B2.	Therefore, the equivalent B1 marks on the B2 scale is 15 marks.
5				
10				
15				
20				
25				
30				
35				
40				

A simplified example of how a score of 30 in B1 is equated to a score of 15 in B2.



# Conversion Table

- 2013 Paper 1B

1B1	1B2
0	0
1	0
2	1
.	.
23	11
24	12
25	13
26	13
27	14
.	.
.	.

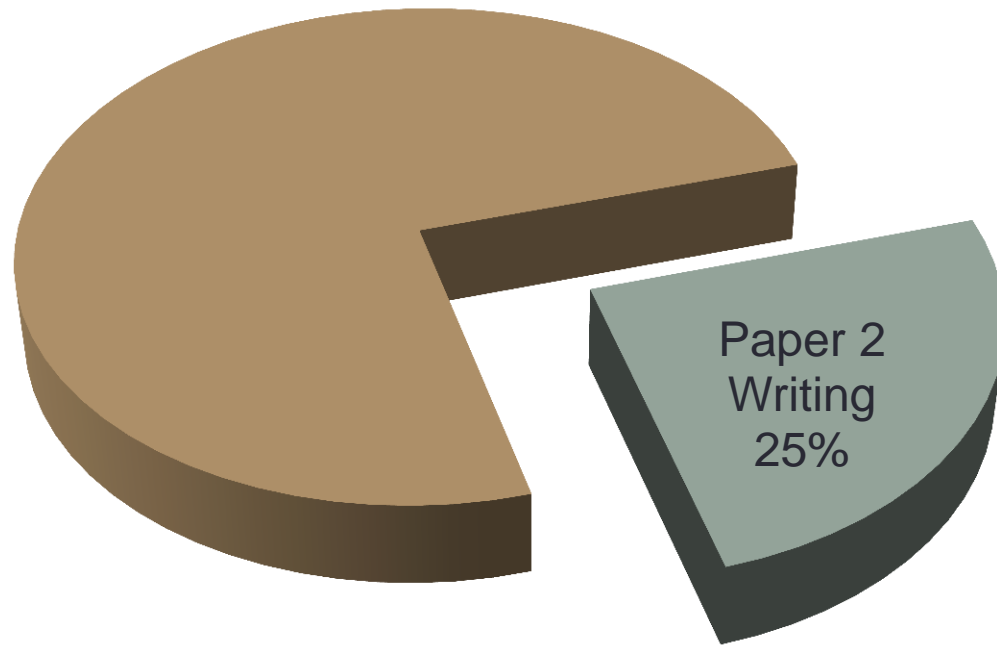
# Graded Approach

## Choosing B1 or B2

- Candidates should choose the optional part of the paper that best matches their ability
- Teachers should advise their students well before the day of the exam which optional part of the paper to attempt as NO additional time will be given
- Teachers should make reference to level descriptors or ask students do complete both parts of last year's examination paper and compare their results in B1 with B2
- B1: Students whose abilities match the level descriptors for Level 3 or below
- B2: students who wish to attain Level 5
- Students whose abilities fall in the middle will not be disadvantaged by their choice of either B1 or B2

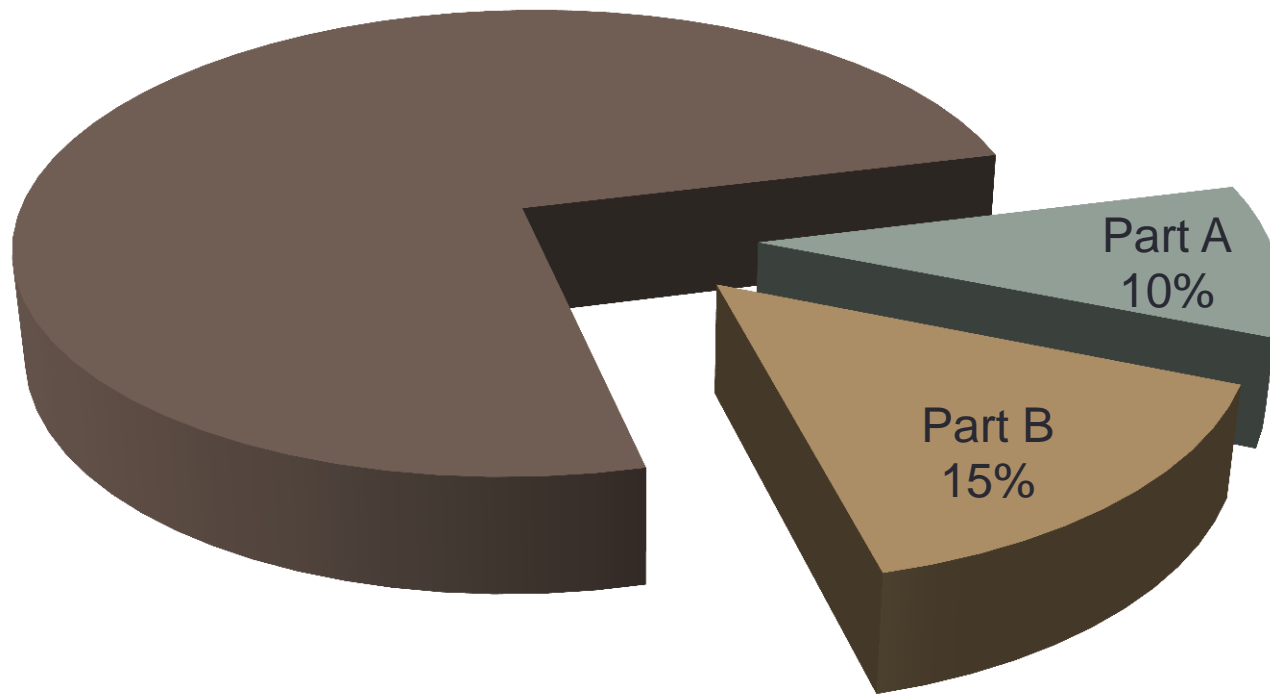
# Paper 2 Writing

## Assessment Component



# Paper 2 Writing

This paper has two parts:



# Assessment objectives

## Writing

### Curriculum and Assessment Guide

#### Broad learning outcomes

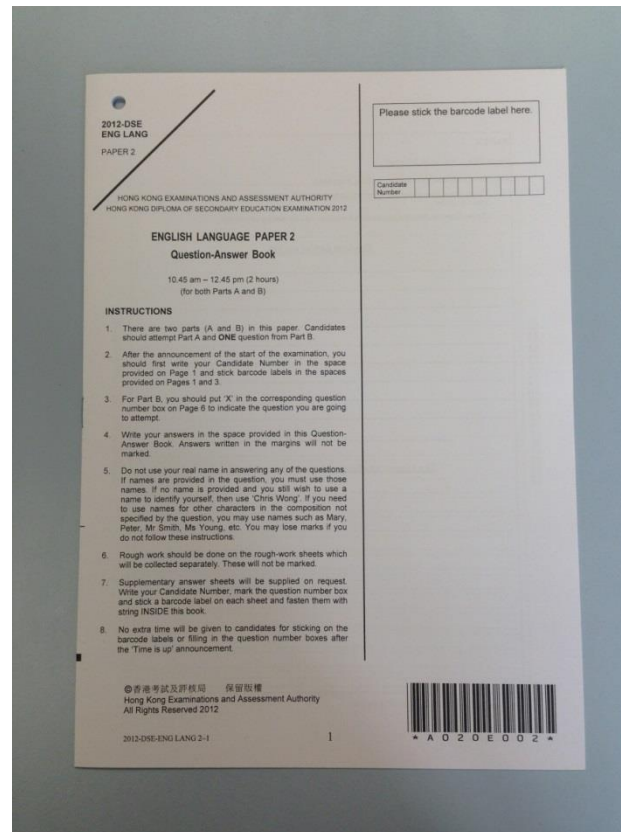
- Write texts for different contexts, audiences and purposes with relevant content and adequate supporting ideas
- Convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately
- Plan and produce coherent and structured texts with ideas effectively presented and developed
- Write texts using appropriate tone, style and register and the salient features of different genres
- Draft and revise written texts

# Paper 2 Writing

Part A (Compulsory)	Part B (Choice of 1 question out of 8)
Short, guided writing task	Longer writing task
About 200 words	About 400 words
1 question	8 questions (each based on electives) <ul style="list-style-type: none"><li>• Poems and songs</li><li>• Drama</li><li>• Short stories</li><li>• Popular culture</li><li>• Sports communication</li><li>• Debate</li><li>• Workplace communication</li><li>• Social Issues</li></ul>

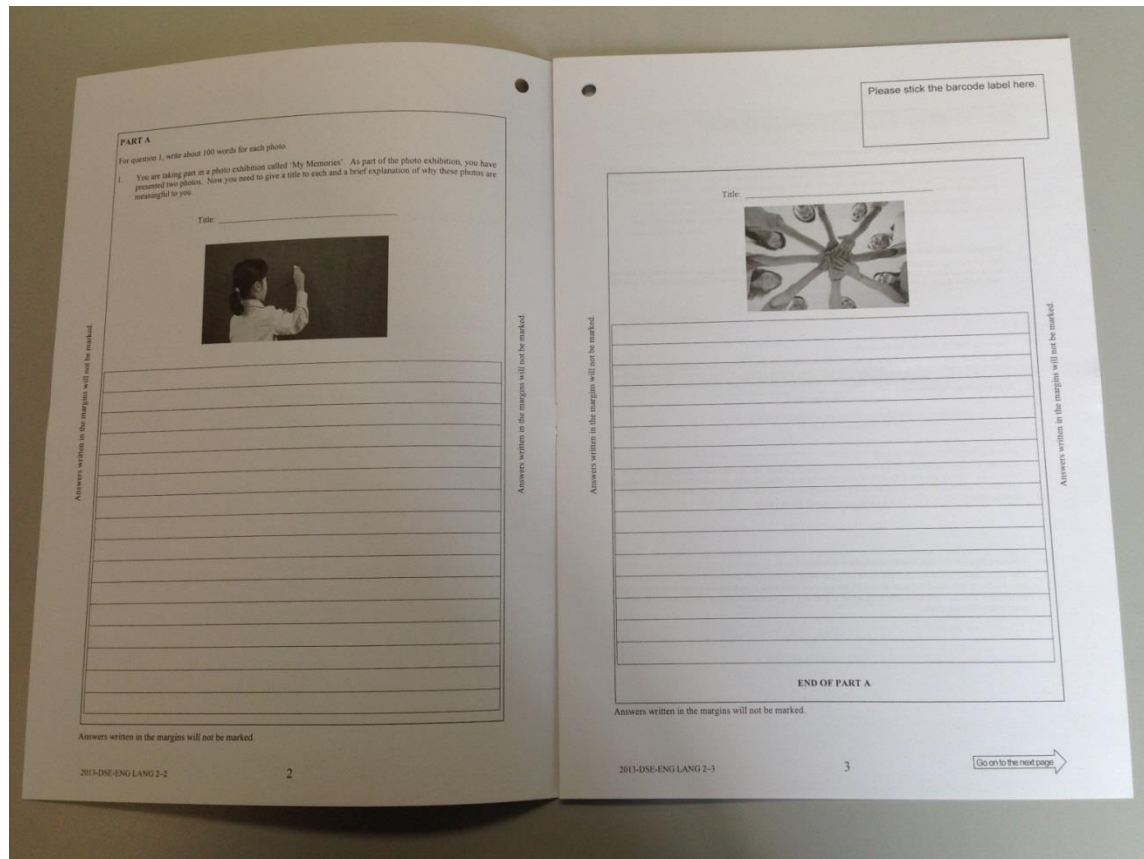
**Time allowed for Part A and B: 2 hours**

# Paper 2 Writing



Rough work sheets will be provided for planning and drafting of ideas

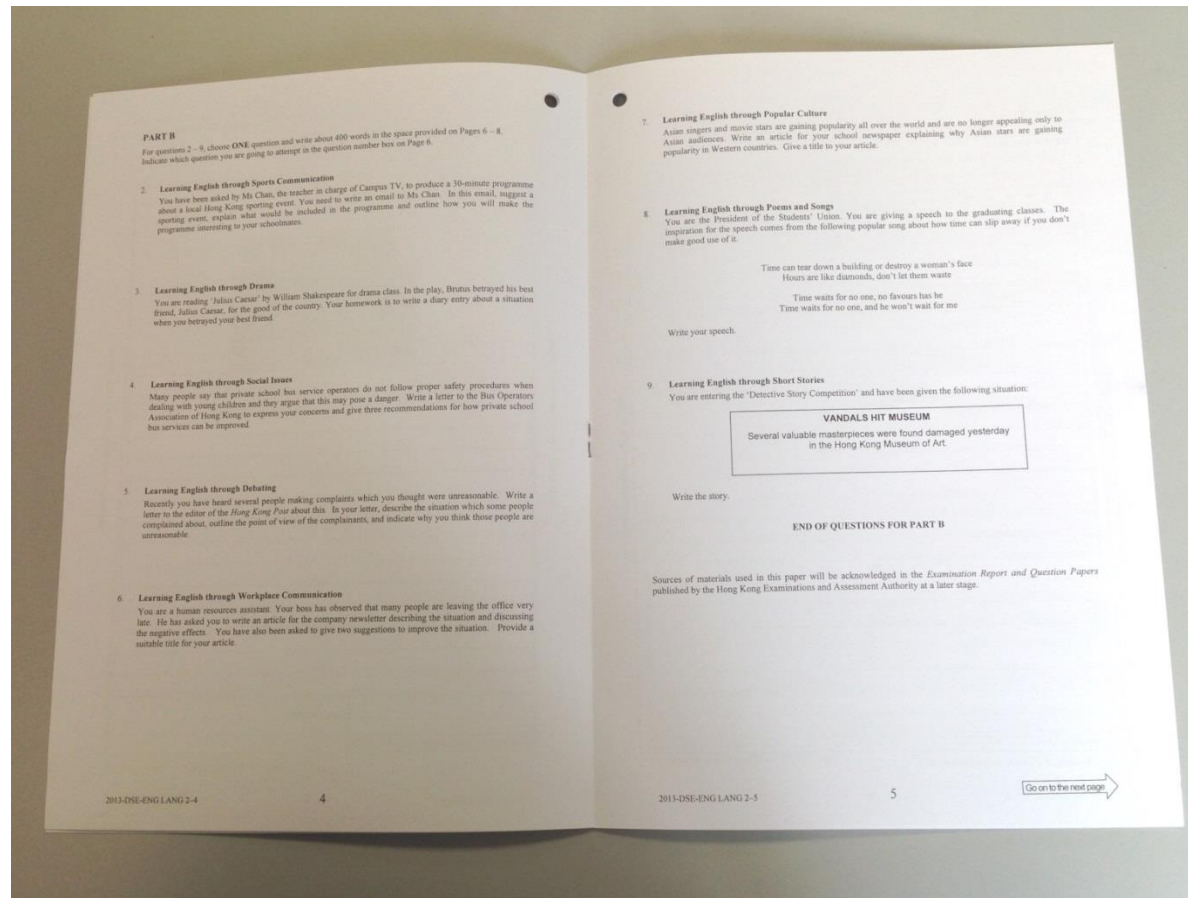
# Paper 2 (Part A)



Write on every line to avoid unnecessary use of supplementary answer sheets

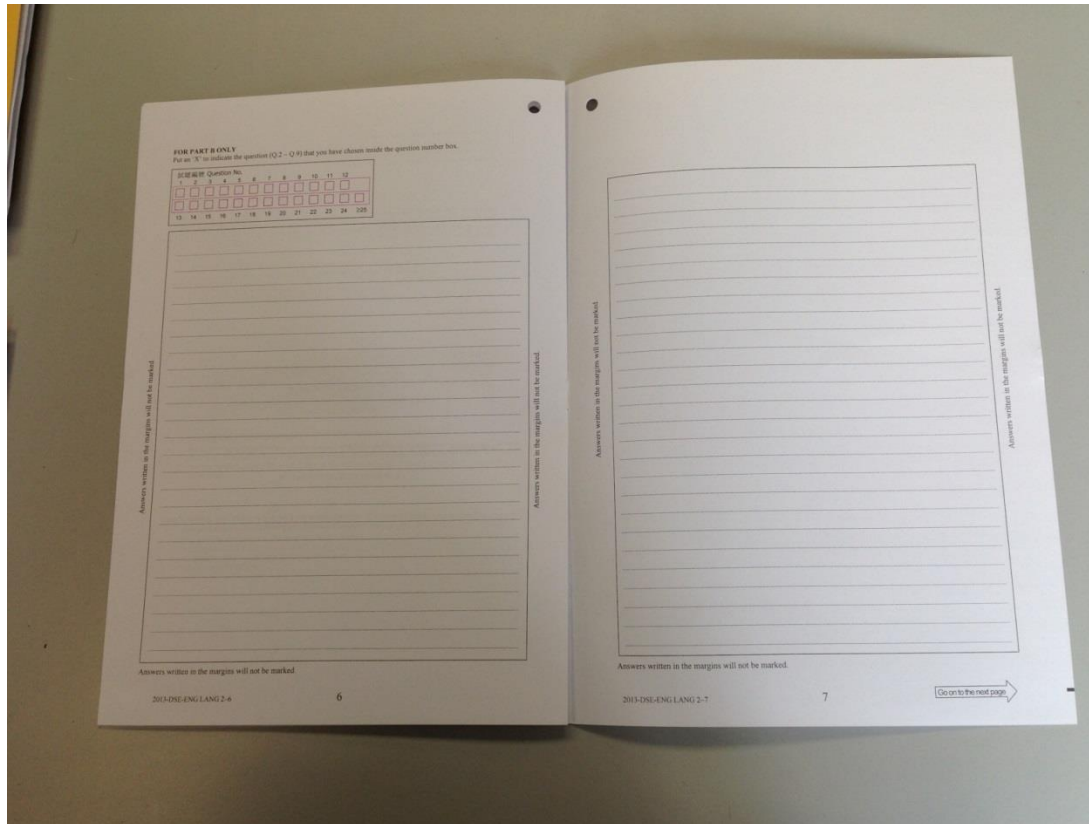


# Paper 2 (Part B)



Questions organized under elective headings

# Paper 2 (Part B)



Write on every line to avoid unnecessary use of supplementary answer sheets

# Paper 2 Writing (Part B Question Box)

**FOR PART B ONLY**  
Put an 'X' to indicate the question (Q.2 – Q.9) that you have chosen inside the question number box.

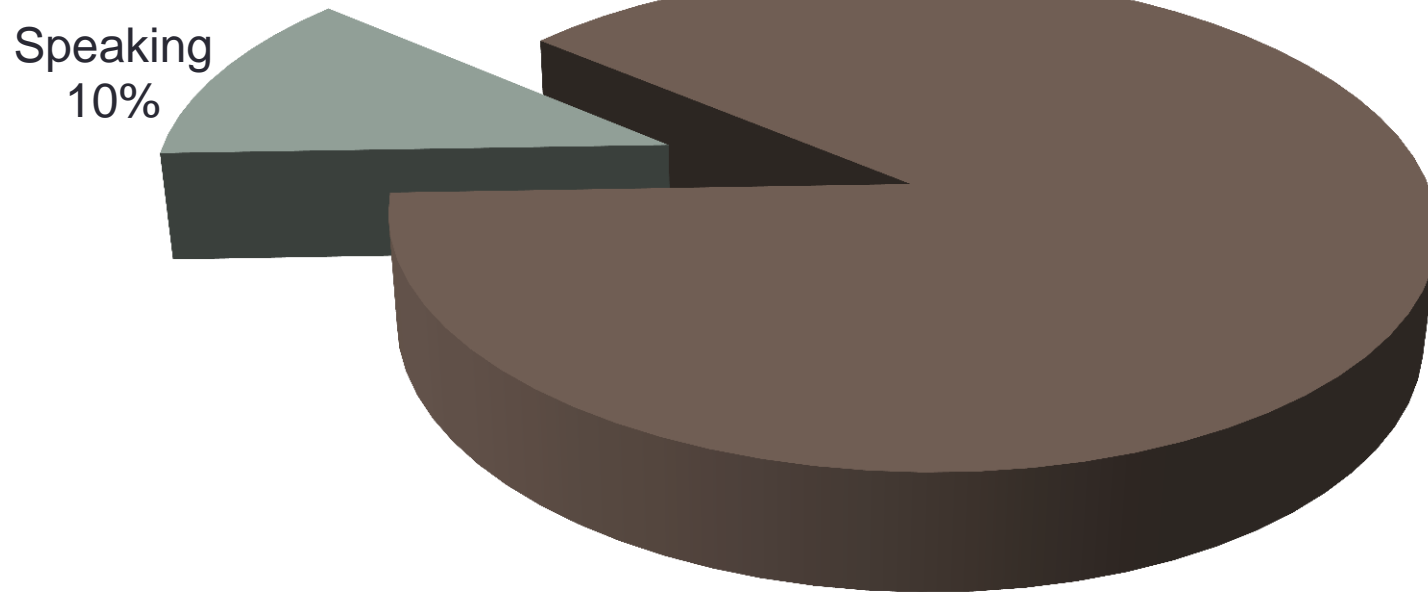
試題編號	Question No.											
1	2	3	4	5	6	7	8	9	10	11	12	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	14	15	16	17	18	19	20	21	22	23	24	≥25

Below the question number box, there are several horizontal lines for writing.

Indicate the question you have chosen by putting an 'X'

# Paper 4 Speaking

## Assessment Component



# Assessment objectives

## Speaking

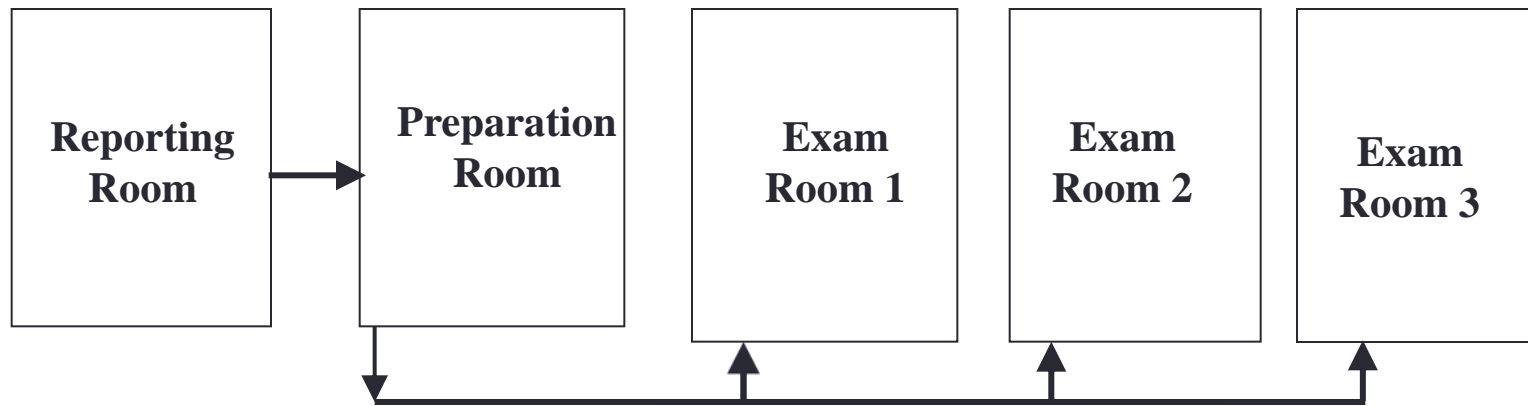
### Curriculum and Assessment Guide

#### Broad learning outcomes

- Express information and ideas (e.g. personal experience, opinions, evaluative remarks) with suitable elaboration
- Convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- Establish and maintain relationships/spoken exchanges using formulaic expressions and appropriate communication strategies
- Produce coherent and structured speech with ideas effectively/clearly presented
- Pronounce words clearly and accurately
- Use appropriate pace, volume, intonation, stress, eye contact etc. to support communication

# Paper 4 Speaking

- Layout of the oral examination centre



# Instructions for Paper 4

## Reporting Room

- Bring your admission form and identity card to examination centre
- Reporting times: 5:00pm, 6:00pm, 7:00pm (may have to wait up to hour – so eat before you go to the exam centre)
- Use the toilet within the first 30 minutes of reporting time
- Allowed to read in reporting room but not talk or use mobile phone
- Assigned to exam group
- Check information printed on your scoresheet and stick label on chest

# Instructions for Paper 4

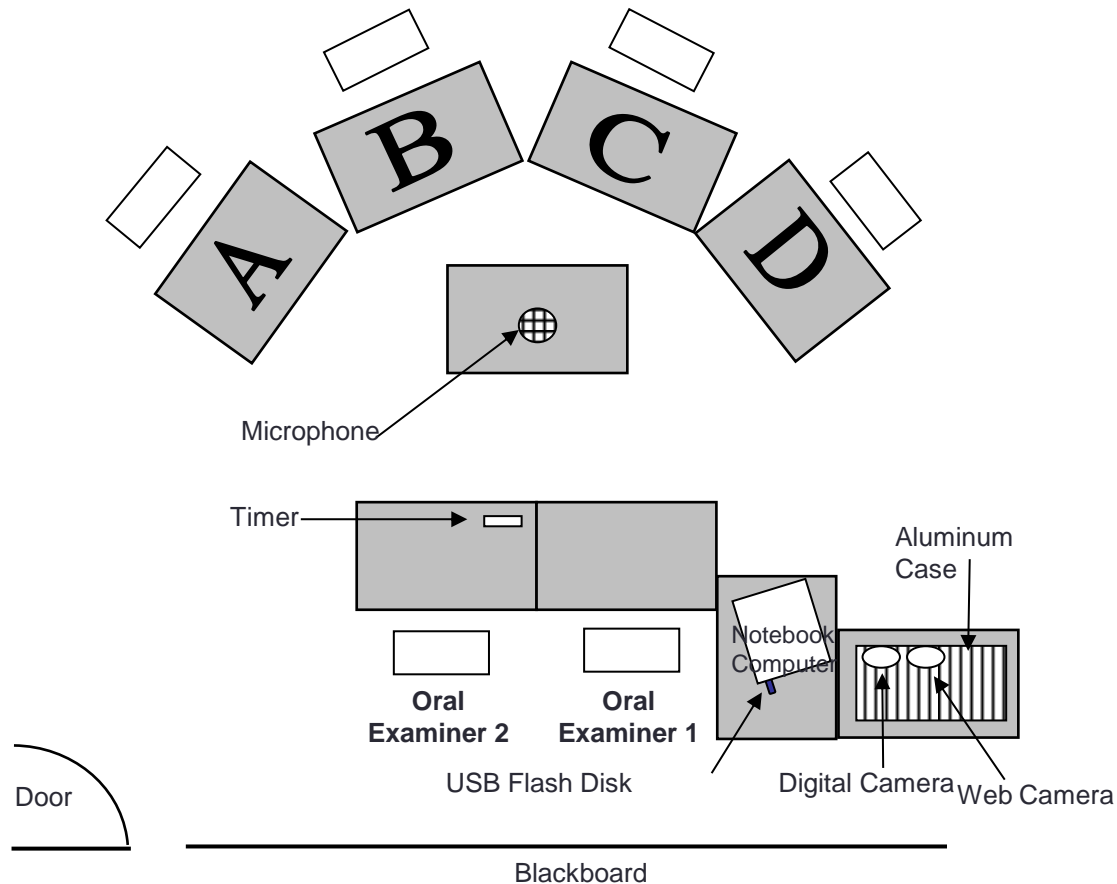
## Preparation Room

- QP taped to the desk face down – wait until the supervisor tells you to turn over the QP
- Given a notecard for making notes
- 10 minutes to prepare
- Bring a pen/pencil to jot down notes during the preparation time
- No talking or consulting books/reference materials
- Time is up, stop writing and turn the QP back over
- Take the notecard with you to the exam room



# Paper 4 Speaking (Public Exam)

## Seating arrangement in the Examination Room



# Paper 4 Speaking (Public Exam)



# Instructions for Paper 4

## Examination Room (Part A)

- Hand your scoresheet to the examiner and sit according to seating plan
- Exam will be video-recorded
- Wait for instructions on when to begin (copy of QP on desk)
- During group discussion, speak facing the candidates (not camera or examiner)
- Interact with the other candidates – listening and responding to what they have said, adding your own ideas to the conversation
- Everyone should take turns to speak

# Instructions for Paper 4

## Examination Room (Part B)

- ‘One minute left’ signals nearing end of Part A
- For Part B, the examiner will ask each candidate a question related to the discussion topic
- The examiner will choose a question, and then press the timer which is set for 1 minute
- If you don’t understand examiner’s question – ask to repeat the question (only repeat once, timer will not be stopped)
- After all the candidates have finished Part B, return the notecard and leave the examination centre

# Paper 4 Speaking

## Part A Group Interaction (8 min for group of 4)

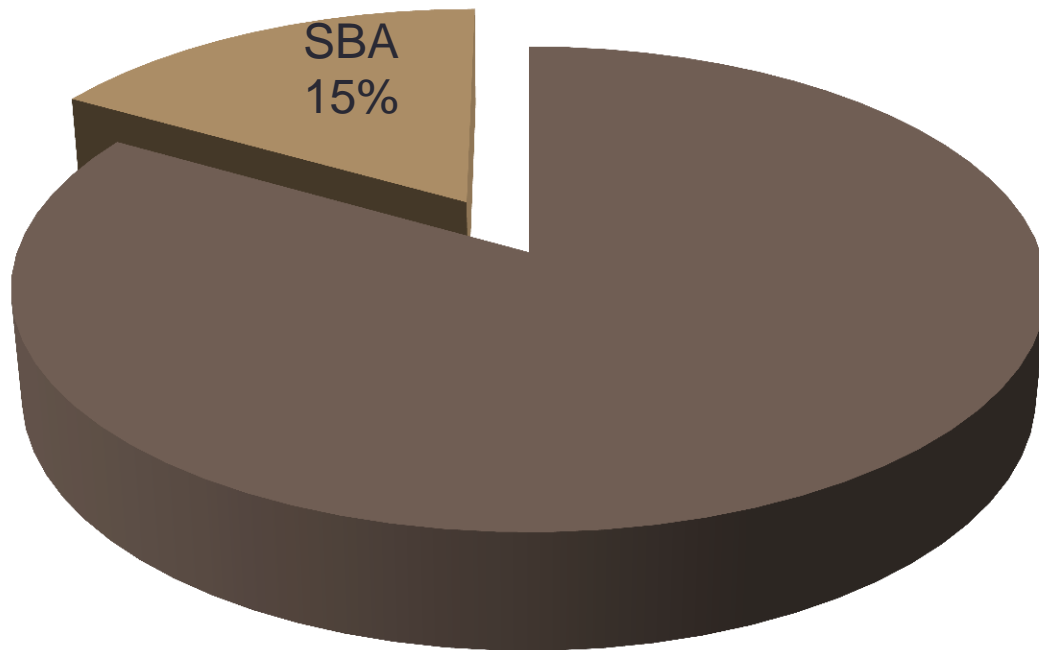
- 3-4 candidates grouped together
- Group discussion based on a given short text and a context
- May be required to make suggestions, give advice, explain a choice, argue for/against a position

## Part B Individual Response (1 min per candidate)

- Each candidate will be asked 1 question from the examiner based on the group discussion task

# Paper 4 Speaking

## Assessment Component



# School Based Assessment (SBA)

## **Rationale**

- To enhance the validity of public assessment and extend it to include a variety of learning outcomes that cannot be easily assessed through public examinations
- Assessment administered in schools by subject teachers

# English language SBA

- Students will read/view a number of texts (books, films) over the course of study
- Study three elective modules
- Take part in group discussions and make presentations based on information they have learned



# SBA Mark submission

## Part A Reading/Viewing programme

Do a group discussion / individual presentation based on 1 of the 4 texts that you need to have read/viewed by the end of S.6

Submit one mark at the end of S.6

## Part B Elective modules

Do a group discussion / individual presentation on something you have studied in the electives

Submit one mark at the end of S.6

# Onscreen Marking (OSM)

Paper	Question Type / Type of marking
1	<ul style="list-style-type: none"><li>• Marking scheme</li><li>• Multiple-choice cloze (machine marked)</li><li>• Short answers and open-ended questions (markers)</li><li>• Single marking</li></ul>
2	<ul style="list-style-type: none"><li>• Marking guidelines</li><li>• Three domains: Content, Language, Organization</li><li>• In each domain: eight mark bands (0 – 7)</li><li>• Total mark: 21</li><li>• Double marking</li></ul>
3	<ul style="list-style-type: none"><li>• Marking scheme</li><li>• Short answers, task completion, language marks, coherence and organization, appropriacy</li><li>• Single marking</li></ul>

# Non OSM marking

Paper	Question Type / Type of marking
4	<ul style="list-style-type: none"><li>• Marking guidelines</li><li>• Four domains: Pronunciation and delivery, Communication strategies, Vocabulary and language patterns and Ideas and organization</li></ul> <p>In each domain: eight mark bands (0 – 7)</p> <ul style="list-style-type: none"><li>• Total mark: 28</li><li>• Double marking</li></ul>
SBA	<ul style="list-style-type: none"><li>• Marking guidelines (Individual Presentation / Group Interaction)</li><li>• Four domains: Pronunciation and delivery, Communication strategies, Vocabulary and language patterns and Ideas and organization</li></ul> <p>In each domain: seven mark bands (0 – 6)</p> <ul style="list-style-type: none"><li>• Total mark: 24</li><li>• Single marking</li><li>• Statistical moderation</li></ul>

# Release of results

- Results for English Language will be reported in five levels (Levels 1-5) with Level 1 being lowest and Level 5 the highest
- Achievement below Level 1 – ‘Unclassified’
- To give recognition to outstanding candidates, within Level 5 awarded Level 5\* and Level 5\*\*
- If you are not satisfied with your results, you can apply for rechecking and remarking of your exam papers

# Rechecking and remarking

- Apply for remarking of subject (or component) for up to four subjects
- Scripts will be independently remarked
- If new mark after averaging out all valid marks of the original marker and remarker(s) reaches a specified margin, result will be upgraded
- If upgrade of subject grade/level, the remarking fee will be refunded
- If candidates have reason to query remarking/rechecking procedures, apply for Appeal Review

# Useful resources

- *Hong Kong Diploma of Secondary Education Examination 2014 Handbook for Candidates*
- *English Language Examination Report and Question Papers (2012, 2013)*
- **English Language Level Descriptors**  
([http://www.hkeaa.edu.hk/en/hkdse/assessment/subject\\_information/category\\_a\\_subjects/hkdse\\_subj.html?A1&1&2\\_4](http://www.hkeaa.edu.hk/en/hkdse/assessment/subject_information/category_a_subjects/hkdse_subj.html?A1&1&2_4))
- **Samples of Candidates Performances**  
([http://www.hkeaa.edu.hk/en/hkdse/hkdse\\_subj.html?A1&1&2\\_25](http://www.hkeaa.edu.hk/en/hkdse/hkdse_subj.html?A1&1&2_25))
- **Speaking Guidelines for Candidates**  
([http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject\\_Information/eng\\_lang/EngDSESpeakingGuidelines.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject_Information/eng_lang/EngDSESpeakingGuidelines.pdf))
- **FAQs** ([http://www.hkeaa.edu.hk/en/hkdse/hkdse\\_subj.html?A1&1&2\\_6](http://www.hkeaa.edu.hk/en/hkdse/hkdse_subj.html?A1&1&2_6))

# Questions & Answers