ENGLISH
LANGUAGE

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: 20%
- Paper 2 Writing: 25%
- Paper 3 Listening and Integrated Skills: 30%
- Paper 4 Speaking: 10%
- SBA: 15%
- Paper 2 Writing: 25%

Total: 100%
Paper 1 Reading

Assessment Components

Paper 1 Reading 20%
Paper 1 Reading

This paper has two parts:
Assessment objectives

## Reading

### Curriculum and Assessment Guide

<table>
<thead>
<tr>
<th>Broad learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and interpret the purpose and meaning of a broad range of texts</td>
</tr>
<tr>
<td>• Identify the main theme and key details</td>
</tr>
<tr>
<td>• Identify the contextual meaning of words and phrases</td>
</tr>
<tr>
<td>• Interpret the tone and mood of a writer</td>
</tr>
<tr>
<td>• Distinguish and evaluate views, attitudes, arguments</td>
</tr>
<tr>
<td>• Understand the use of a range of language features</td>
</tr>
<tr>
<td>• Interpret, analyze, select and organize ideas and information</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Part 1B1</th>
<th>Part 1B2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easyer</strong></td>
<td><strong>More difficult</strong></td>
</tr>
<tr>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>A set of reading passages booklet and a QAB</td>
<td>A set of reading passages booklet and a QAB</td>
</tr>
<tr>
<td>More simple texts</td>
<td>More challenging texts</td>
</tr>
<tr>
<td>Less cognitively demanding</td>
<td>More cognitively demanding</td>
</tr>
<tr>
<td>MCQ, short-answer, open-ended questions</td>
<td>MCQ, short-answer, open-ended questions</td>
</tr>
<tr>
<td>Easier items</td>
<td>More difficult items</td>
</tr>
</tbody>
</table>

**Time allowed for Part A and B: 1.5 hours**
Paper 3 Listening and Integrated Skills

Assessment Component

Paper 3
30%
Paper 3 Listening and Integrated Skills

This paper has two parts:

- Part A: 15%
- Part B: 15%
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
**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

<table>
<thead>
<tr>
<th>3B1 Easier</th>
<th>3B2 More difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optional</strong></td>
<td><strong>Optional</strong></td>
</tr>
<tr>
<td>Locating and processing information</td>
<td>Locating and processing information</td>
</tr>
<tr>
<td>Identifying relevant information and discarding irrelevant information</td>
<td>Identifying relevant information and discarding irrelevant information</td>
</tr>
<tr>
<td>Writing in a well organized and readable manner</td>
<td>Writing in a well organized and readable manner</td>
</tr>
<tr>
<td>Using a tone/style appropriate</td>
<td>Using a tone/style appropriate</td>
</tr>
<tr>
<td>Easier tasks</td>
<td>More difficult tasks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Easier items</th>
</tr>
</thead>
</table>

**Level descriptors:**

1-4

**Highest grade:**

Level 4

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

### B2 (optional)

**More difficult**

<table>
<thead>
<tr>
<th>More difficult items</th>
</tr>
</thead>
</table>

**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
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**

<table>
<thead>
<tr>
<th>1B1</th>
<th>1B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
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<td>.</td>
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<tr>
<td>23</td>
<td>11</td>
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<td>24</td>
<td>12</td>
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<td>25</td>
<td>13</td>
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<td>26</td>
<td>13</td>
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<td>27</td>
<td>14</td>
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</tbody>
</table>
### Graded Approach

#### Choosing B1 or B2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates should choose the optional part of the paper that best matches their ability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B1: Students who abilities match the level descriptors for Level 3 or below</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B2: students who wish to attain Level 5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students whose abilities fall in the middle will not be disadvantaged by their choice of either B1 or B2</strong></td>
<td></td>
</tr>
</tbody>
</table>
Paper 2 Writing

Assessment Component

Paper 2 Writing
25%
Paper 2 Writing

This paper has two parts:
### Assessment objectives

#### Writing

<table>
<thead>
<tr>
<th>Curriculum and Assessment Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad learning outcomes</td>
</tr>
<tr>
<td>• Write texts for different contexts, audiences and purposes with relevant content and adequate supporting ideas</td>
</tr>
<tr>
<td>• Convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately</td>
</tr>
<tr>
<td>• Plan and produce coherent and structured texts with ideas effectively presented and developed</td>
</tr>
<tr>
<td>• Write texts using appropriate tone, style and register and the salient features of different genres</td>
</tr>
<tr>
<td>• Draft and revise written texts</td>
</tr>
</tbody>
</table>
# Paper 2 Writing

<table>
<thead>
<tr>
<th>Part A (Compulsory)</th>
<th>Part B (Choice of 1 question out of 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short, guided writing task</td>
<td>Longer writing task</td>
</tr>
<tr>
<td>About 200 words</td>
<td>About 400 words</td>
</tr>
<tr>
<td>1 question</td>
<td>8 questions (each based on electives)</td>
</tr>
<tr>
<td></td>
<td>• Poems and songs</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
</tr>
<tr>
<td></td>
<td>• Short stories</td>
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<tr>
<td></td>
<td>• Popular culture</td>
</tr>
<tr>
<td></td>
<td>• Sports communication</td>
</tr>
<tr>
<td></td>
<td>• Debate</td>
</tr>
<tr>
<td></td>
<td>• Workplace communication</td>
</tr>
<tr>
<td></td>
<td>• Social Issues</td>
</tr>
</tbody>
</table>

Time allowed for Part A and B: 2 hours
Rough work sheets will be provided for planning and drafting of ideas
Write on every line to avoid unnecessary use of supplementary answer sheets
Paper 2 (Part B)

Questions organized under elective headings
Write on every line to avoid unnecessary use of supplementary answer sheets
Indicate the question you have chosen by putting an ‘X’
Paper 4 Speaking

Assessment Component

Speaking
10%
Assessment objectives
Speaking

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

Diagram showing the seating arrangement, with labels for Microphone, Oral Examiner 2, Oral Examiner 1, Timer, USB Flash Disk, Digital Camera, Aluminum Case, Notebook Computer, Web Camera, Door, and Blackboard.
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
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

<table>
<thead>
<tr>
<th>Part A Reading/Viewing programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>Submit one mark at the end of S.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B Elective modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a group discussion / individual presentation on something you have studied in the electives</td>
</tr>
<tr>
<td>Submit one mark at the end of S.6</td>
</tr>
</tbody>
</table>
# Onscreen Marking (OSM)

<table>
<thead>
<tr>
<th>Paper</th>
<th>Question Type / Type of marking</th>
</tr>
</thead>
</table>
| 1     | • Marking scheme  
• Multiple-choice cloze (machine marked)  
• Short answers and open-ended questions (markers)  
• Single marking |
| 2     | • Marking guidelines  
• Three domains: Content, Language, Organization  
• In each domain: eight mark bands (0 – 7)  
• Total mark: 21  
• Double marking |
| 3     | • Marking scheme  
• Short answers, task completion, language marks, coherence and organization, appropriacy  
• Single marking |
### Non OSM marking

<table>
<thead>
<tr>
<th>Paper</th>
<th>Question Type / Type of marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Marking guidelines&lt;br&gt;• Four domains: Pronunciation and delivery, Communication strategies, Vocabulary and language patterns and Ideas and organization&lt;br&gt;In each domain: eight mark bands (0 – 7)&lt;br&gt;• Total mark: 28&lt;br&gt;• Double marking</td>
</tr>
<tr>
<td>SBA</td>
<td>• Marking guidelines (Individual Presentation / Group Interaction)&lt;br&gt;• Four domains: Pronunciation and delivery, Communication strategies, Vocabulary and language patterns and Ideas and organization&lt;br&gt;In each domain: seven mark bands (0 – 6)&lt;br&gt;• Total mark: 24&lt;br&gt;• Single marking&lt;br&gt;• Statistical moderation</td>
</tr>
</tbody>
</table>
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)


Questions & Answers