Hong Kong Examinations and Assessment Authority

Briefing Session for Hong Kong Diploma of Secondary Education (HKDSE)

English Language

December 2008
Programme Rundown

- 2:30 – 2:45 Admission
- 2:45 – 3:45 Standards-referenced Reporting; Sample Assessment Tasks & Exemplars
- 3:45 – 4:00 Break
- 4:00 – 4:45 Sample Assessment Tasks & Exemplars; SBA
- 4:45 – 5:30 Q & A Session
PUBLIC ASSESSMENT & STANDARDS REFERENCE REPORTING
<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1 Reading</td>
<td>20%</td>
<td>1 hr 30 mins</td>
</tr>
<tr>
<td>Paper 2 Writing</td>
<td>25%</td>
<td>2 hours</td>
</tr>
<tr>
<td>Paper 3 Listening &amp; Integrated Skills</td>
<td>30%</td>
<td>2 hours</td>
</tr>
<tr>
<td>Paper 4 Speaking</td>
<td>10%</td>
<td>20 minutes</td>
</tr>
<tr>
<td>School-based assessment</td>
<td>15%</td>
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ASSESSMENT OBJECTIVES

- The overall aim is to evaluate candidates’ achievement of the learning targets and objectives of the curriculum detailed in the New Senior Secondary Curriculum and Assessment Guide for English Language (Secondary 4 to 6)
- The assessment objectives are the same as the broad learning outcomes as stated in Chapter 2 of the C & A Guide
MAIN FEATURES

- Graded approach in reading and listening papers
- Assessment of the electives in writing and SBA
- Speaking skills assessed in two modes:
  - school-based assessment (SBA)
  - oral exam
- Standards-referenced reporting
RATIONALE FOR GRADED APPROACH

- Caters to the needs of candidates with a wider range of ability in NSS
- Improves discrimination of assessment
- More effective use of exam time
- Beneficial backwash on teaching and learning
REPORTING

Subject 100%
Reading 20%
Writing 25%
Listening & Integrated Skills 30%
Speaking (SBA & oral exam) 25%
STANDARDS-REFERENCED REPORTING

- Levels 1-5, with Level 5 being the highest and Level 1 the lowest
- Levels 5* and 5** will be awarded to provide finer discrimination at the top end
- Descriptors spell out the standards required for different levels of performance
- Examples of assessment tasks and samples of typical performance provided to illustrate the requirements of different levels
STANDARDS-REFERENCED REPORTING

- Cutting scores for each level set by a panel of subject experts with reference to level descriptors and samples of candidates’ responses
- Information on standards derived from a secure monitoring test will also be used to ensure consistency of standards across years
- Number of candidates awarded a particular level depends on the actual performance in that year
Level Descriptors
**Level 5**

**General comprehension**
- The main theme and subthemes or focuses of complex texts are identified with less familiar topics.
- Views and attitudes expressed in complex texts are evaluated and alternative views are compared. The development of a point of view or argument is followed, and the reasons are fully understood.

**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. The purposes of the texts are understood.
- The meanings of words and phrases are identified when a context is given, including a context based on more than one part of a text. This includes both literal and figurative language.

**Awareness of style**
- Tone and mood are interpreted in all texts.

**Level 4**

**General comprehension**
- The main theme or ideas of fairly complex texts are identified.
- Views and attitudes are identified, and the development of an argument followed.

**Specific comprehension**
- Obvious inferences are made in fairly complex texts. More sophisticated inferences are made if the text is simple and the topic is familiar.
- The meaning of words and phrases is identified when a context is given by one or more sentences or a paragraph in fairly complex texts.

**Awareness of style**
- Tone and mood are interpreted in fairly complex texts.

**Level 3**

**General comprehension**
- The main theme or ideas of a paragraph are identified if a text is straightforward.
- Explicitly expressed views and attitudes are identified.

**Specific comprehension**
- Explicitly stated information is understood in fairly complex texts on familiar themes.
- Straightforward inferences are made.
- The meaning of words and phrases is identified when a familiar context is given.

**Awareness of style**
- Tone and mood are interpreted in simple texts.

**Level 2**

**General comprehension**
- The main idea of a simple paragraph is understood when this is clearly signalled.
- Fact is distinguished from opinion in simple texts when this is clearly signalled.

**Specific comprehension**
- Explicitly stated information is understood in simple texts.
- The meaning of words is identified when a simple and familiar context is given.

**Awareness of style**
- Basic stylistic features can be recognized.
**Level 1**

<table>
<thead>
<tr>
<th>General comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The sequence of events is identified in a text with a simple structure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicitly stated factual information is understood in simple texts containing familiar vocabulary.</td>
</tr>
<tr>
<td>• Features such as headings can be used to locate relevant information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of style</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic stylistic features can be recognized in short, simple texts.</td>
</tr>
</tbody>
</table>
# WRITING DESCRIPTORS

## Level 5

**Content**
- The content is relevant and extensive, shows an awareness of purpose, and engages the reader’s interest.
- Creativity and imagination are shown when appropriate.

**Language and style**
- A wide range of sentence structures is used accurately and appropriately.
- Meaning is conveyed through accurate and appropriate punctuation and grammar.
- Vocabulary is wide and appropriate, with some use of more ambitious and sophisticated language.
- Register, tone and style are appropriate to the text type.

**Organization**
- The structure of the writing is wholly coherent and appropriate to the genre and text type.
- Paragraphing is effective.
- Cohesion between sentences and paragraphs is sophisticated.

## Level 4

**Content**
- The content is relevant, in parts detailed and engages the reader’s interest.
- Creativity and imagination are shown in most parts of the writing.

**Language and style**
- A range of sentence structures is used accurately and appropriately.
- Punctuation and grammar is sufficiently accurate to convey meaning. Errors do not affect overall clarity.
- Vocabulary is moderately wide, appropriate, and most words are spelt correctly.
- Register, tone and style are mostly appropriate to the text type.

**Organization**
- The structure of the writing is coherent in most parts and appropriate to the genre and text type.
- Paragraphing is sufficiently effective for overall coherence to be maintained.
- Cohesion between most sentences and paragraphs is successful.

## Level 3

**Content**
- Most of the content is relevant.
- Several examples of creativity and imagination are evident in the writing.

**Language and style**
- Simple sentences, and some complex sentences are well formed.
- Basic punctuation and some basic grammatical structures are accurate.
- Common vocabulary is used appropriately and spelt correctly.
- There is some evidence of use of register, tone and style appropriate to the text type.

**Organization**
- Some sections of the writing are coherent and appropriate to the genre and text type.
- Paragraphing is effective in parts.
- Cohesion between some sentences and paragraphs is successful.

## Level 2

**Content**
- There are some examples of relevant content.
- Some features of familiar genres are used.

**Language and style**
- Simple sentences are well formed.
- Most basic punctuation is used correctly. Grammatical accuracy is sufficient to make some sentences comprehensible.
**Simple vocabulary is appropriate and most is spelt correctly.**

**Organization**
- The structure of the writing can be discerned when the genre and text type is simple and familiar.
- There is some evidence of paragraphing.
- There are some simple links between sentences and paragraphs.

**Level 1**

**Content**
- A few content points are relevant.

**Language**
- There are a few simple, comprehensible sentences.
- There are a few examples of simple vocabulary used appropriately.

**Organization**
- There are a few links made between sentences.
### LISTENING DESCRIPTORS

#### Level 5

<table>
<thead>
<tr>
<th>General comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The main theme and subthemes or focuses of complex spoken texts are identified.</td>
</tr>
<tr>
<td>• Views and attitudes expressed in complex spoken texts are evaluated. The development of a point of view or argument is followed, and the reasons are fully understood.</td>
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</table>

<table>
<thead>
<tr>
<th>Specific comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inferences are made from complex spoken texts and their purposes understood when delivered at near-natural speed in different varieties of English in familiar accents in a wide range of situations.</td>
</tr>
<tr>
<td>• Both explicitly stated and implied information is extracted from spoken texts. Figurative language is understood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of sound patterns</th>
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</thead>
<tbody>
<tr>
<td>• Speakers’ attitudes and intentions are identified based on features of stress and intonation.</td>
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</table>

#### Level 4

<table>
<thead>
<tr>
<th>General comprehension</th>
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</thead>
<tbody>
<tr>
<td>• The main theme or ideas of a text are identified.</td>
</tr>
<tr>
<td>• Views and attitudes expressed in a fairly complex text on familiar topics are evaluated. The development of a point of view or argument is followed, and the reasons are understood.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific comprehension</th>
</tr>
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<tbody>
<tr>
<td>• Obvious inferences are made from fairly complex spoken texts when delivered at moderate speed in familiar accents in most situations.</td>
</tr>
<tr>
<td>• Explicitly stated and some implied information is extracted from spoken texts. Literal and simple figurative language is identified.</td>
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<tr>
<td>• Speakers’ attitudes and intentions are identified based on obvious features of stress and intonation.</td>
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#### Level 3

<table>
<thead>
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<th>General comprehension</th>
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<tbody>
<tr>
<td>• The main theme or ideas of a spoken text are identified when it is straightforward.</td>
</tr>
<tr>
<td>• Explicitly expressed views are identified.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>• Explicitly stated information is understood in spoken texts when delivered at moderate speed in familiar accents in familiar situations.</td>
</tr>
<tr>
<td>• Straightforward inferences are made from literal language.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of sound patterns</th>
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</thead>
<tbody>
<tr>
<td>• Straightforward attitudes of speakers are identified based on stress and intonation.</td>
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</tbody>
</table>

#### Level 2

<table>
<thead>
<tr>
<th>General comprehension</th>
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<tbody>
<tr>
<td>• The main idea of a simple spoken text is identified when it is clearly signalled.</td>
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<td>• Fact is distinguished from opinion in simple texts when it is clearly signalled.</td>
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</table>

<table>
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<th>Specific comprehension</th>
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</thead>
<tbody>
<tr>
<td>• Explicitly stated information is understood in simple spoken texts when delivered at moderate speed in familiar accents.</td>
</tr>
<tr>
<td>• Literal language is understood when the context is clear.</td>
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</tbody>
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</thead>
<tbody>
<tr>
<td>• Simple emotions can be recognized from the speakers’ delivery.</td>
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</table>
### Level 1

**General comprehension**
- Simple, predictable factual information is understood in short simple spoken texts.
- A sequence of events is identified in texts with a predictable linear structure.

**Specific comprehension**
- Straightforward explicit information is understood in short simple spoken texts when delivered at moderate speed in familiar accents.

**Awareness of sound patterns**
- Very simple emotions can sometimes be recognized from the speakers’ delivery.
### SPEAKING DESCRIPTORS

#### Level 5

**Pronunciation and delivery**
- Pronunciation of words is clear and accurate.
- Use of stress and intonation enhances communication.
- Fluency is sustained with only occasional hesitation.

**Communication strategies**
- A wide range of expressions and strategies is used to initiate, maintain interaction and to respond purposefully to others.
- Body language enhances communication.

**Vocabulary and language patterns**
- Vocabulary is varied and appropriate.
- Language patterns are accurate and appropriate.

**Ideas and organization**
- Relevant information and ideas are clearly expressed and developed.
- Topics are expanded on cogently with explanations or detail.
- Conversational exchanges are well sustained.

#### Level 4

**Pronunciation and Delivery**
- Pronunciation of familiar words is clear and accurate.
- Stress and intonation are sufficiently appropriate to convey meaning.
- Fluency is sustained, with some hesitation.

**Communication strategies**
- A range of expressions and strategies is used to maintain interaction and to respond purposefully to others.
- Some features of body language support communication.

**Vocabulary and language patterns**
- Vocabulary is appropriate.
- Language patterns are mostly accurate and appropriate. Any errors made do not impede communication.

**Ideas and organization**
- Most information and ideas are relevant and clearly expressed and developed.
- Topics are often expanded on with explanations or detail.
- Conversational exchanges are sustained.

#### Level 3

**Pronunciation and Delivery**
- Pronunciation of most words can be understood.
- Some stress and intonation patterns help convey meaning.
- Fluency is evident in response to prompting.

**Communication strategies**
- Some expressions and strategies are used to respond purposefully to others.

**Vocabulary and language patterns**
- A range of simple vocabulary is used appropriately.
- Simple language patterns are used accurately and appropriately. Errors do not usually impede communication.

**Ideas and organization**
- Some ideas and information are relevant and expressed clearly.
- Detail is added to some responses.
- Conversational exchanges are sustained when prompted.
### Level 2

#### Pronunciation and Delivery
- Pronunciation of familiar words can usually be understood within the overall context.
- Stress and intonation are used appropriately with simple utterances.
- Fluency is evident in response to very simple prompts on familiar topics.

#### Communication strategies
- Basic expressions and strategies are used to respond purposefully to others.

#### Vocabulary and language patterns
- A small range of simple vocabulary is used appropriately.
- Some basic language patterns are used accurately in brief exchanges.

#### Ideas and organization
- Some relevant simple information and ideas are expressed successfully.
- Some ideas and information are expanded on briefly.
- There is brief participation in conversation when prompted.

### Level 1

#### Pronunciation and Delivery
- Some simple familiar words are pronounced accurately enough to be understood.

#### Communication strategies
- Some very basic comprehensible responses are given.

#### Vocabulary and language patterns
- Several examples of simple vocabulary are used appropriately.
- A few simple formulaic language patterns are used appropriately.

#### Ideas and organization
- Basic relevant information is offered when the topic is very familiar.
- Some brief responses or statements are made when repeatedly prompted.
SAMPLE ASSESSMENT TASKS & EXEMPLARS
PAPER 1 READING

- Consists of two parts:
  Part A - Compulsory
  Part B - Section 1 (easier)
    Section 2 (more difficult)
- Candidates choose **either** Section 1 **or** 2
- Candidates attempting Section 2 can attain up to Level 5**
- Candidates attempting Section 1 can attain up to Level 4 only
PAPER 1 READING

- Written texts of varying lengths and levels of difficulty
- Different question types including multiple-choice items, short responses and more extended open-ended responses
PAPER 1 READING

For the Reading Passages Booklet and the sample questions, please refer to the file ‘Sample Papers’.
This is a level 5 performance.

To complete the task, candidates have to read two texts of different genres – a poem and a magazine article. The task requires candidates to match the speakers with the quotes given. They also need to write one supporting sentence/phrase.

The candidate can identify attitudes/views expressed in a variety of texts which are quite challenging in terms of length and complexity and find evidence in relevant texts to substantiate her choices.
This is a level 4 performance.

The candidate can identify all the mostly likely speakers, but fail to give supporting sentences for some of her choices. She encounters difficulties when decoding complex texts and following the development of arguments.
This is a level 3 performance. The candidate is able to identify most of the information in the text. He is also able to make inferences and get items which are more straight-forward.
This is a level 2 performance.
The candidate can only demonstrate basic reading skills and get items requiring information which is explicitly stated in the reading passage.
This is a level 1 performance
The candidate can only get one or two pieces of information which is explicitly stated in the text.
PAPER 2 WRITING

Part A

- Short, guided task
- About 200 words
- Situation, purpose & relevant information provided
PAPER 2 WRITING

Part B

- Longer, more open-ended task
- About 400 words
- Choice of one out of 8 questions
- Each based on one of the 8 modules in the Elective Part
For the sample assessment tasks, please refer to the file ‘Sample Papers’.
Writing Exemplars
Dear Andy,

How is your life? I heard that you fell in love with your bike racing, aren’t you? Well, as you can imagine, we all worry about its safety.

Our stories: Haunted by some predictions, Andy. Finally, of course, we doubt how can you make sure that...
Content
- A few points are relevant.

Language
- ‘How is your life’ etc. are simple and comprehensible.
- ‘imagine’ ‘worries’ ‘doubt’

Organization
- Starts with a salutation and an information seeking structure. The mention of ‘worries’ (fol)lowed by some reasons’ hints at an organized approach should the writer have bothered to continue.
Script B

Question No.

Well, perhaps it's not a problem at this point, but it's something I'd like to discuss during the performance. I feel that the action of the play is not quite well defined. The characters are not as clear as they could be. Perhaps the dialogue could be clearer to help us understand the characters better.

In the middle, I think the character should have something important to say because I can't understand what's going on at the second half of the performance.

Lastly, although the story was about a sadness event, but everyone on the stage were always smiling and make a different atmosphere which did not match the story.

As a result, the performance was a horrible disaster and I believe they can do better if they remember what they need to say and have more positive together.
Paper 2 Writing – Exemplar
Level 2

Content
• In fact, more than a few content points are relevant. The problem lies in them often being difficult to decode or recognize as meaningful units.

Language
• Some relatively long structures are used accurately. ‘The story was written by a famous local writer specially for all students and parents …’
• ‘Firstly, nearly all actors and actress could not remember what to say on stage.’
• Context specific vocabulary, correctly spelt, is used. ‘actors’, ‘actress’, ‘atmosphere’ etc.

Organization
• ‘Firstly’, ‘secondly’ … ‘lastly’ simple but appropriate use of organizes text at a basic level.
Paper 2 Writing – Exemplar

Level 3

Acrobatic Performance

Last Friday, a drama was performed in my sister’s school. The drama was written especially for students and their parents. It was the first performance of the school. The school invited every family. My family and I had gone for the invitation.

We had not expected the school play to be this good. The performance was of high quality, as it was the first performance of the school, but we were still disappointed after the performance. It was just a disaster from start to finish. I had never seen a drama worse than this. I thought it was only the worst drama I had ever seen in my life. I could hardly imagine how a drama could be worse than this. It was a nightmare.

The whole drama was in English. I could hardly hear what the actors said clearly. They spoke as if there was something in their mouth. Some actors spoke so soft that I can hardly hear. I sometimes thought they were performing the opening and closing of their mouth while pretending a goddess. I was watching the drama with my eyes tuned on. Moreover, I had heard some dirty language. How can it be allowed? It should not be allowed in school even a performance to so many audiences. It was a school play. There were so many students and children. It would pollute the young children’s mind and soul. I wonder how the school stopped the students from speaking dirty language when it left the students speak dirty language in such a huge performance.

Besides language, I could hardly understand what the play is about. I could hardly find the storyline. The scenarios did not link the former or the latter. The scenarios had no relationship. Every scenario was unique as if I was watching several separate stories. It seemed that I was jumping from one scene to one scene without knowing what happened. I could hardly find out the idea of the drama. Neither my mother nor my father. Furthermore, each scene was too long and the breaking time was too short. The performance was no longer enjoyable but a hard time to go through.

The performance was totally disappointing. I was disappointed and I believed everyone was disappointed. This should not be a performance of a secondary school. Even a primary school could have a better performance.
Paper 2 Writing – Exemplar
Level 3

Content
- Relevant. The writer does not describe what the play is about but justifies this in paragraph 4 and makes it one of the fundamental problems with the performance.
- The writer is creative, especially through the use of humour, e.g. the actors appearing like goldfish.

Language and style
- Only minor agreement and tense problems affect accuracy of sentence structures. Some complex structures are used.
- ‘The drama was said to be …’
- Some uncommon vocabulary such as ‘mute’ and ‘scene’ occurs (though ‘scenario’ is not quite appropriate) ‘former’ ‘latter’, etc.
- The register, tone and style are all appropriate

Organization
- The essay is generally coherent with an introduction, main body and conclusion
The play was called ‘The Departed’. It was a story about a group of teenagers. After finishing the A1 exam, they planned to travel to Japan together. Unfortunately, the flight they took crashed, with an accident, and ended on a remote island. But all of them survived the fatal accident. Then they faced many problems. They had to get food by gathering fruit and hunting. They had to build a shelter to live in. Their most important thing was that they must make a boat to go home. At first, they argued for everything. Then they cooperated with each other very well. Finally, they were able to go home and meet their beloved parents again. That is the introduction of the play, very appealing, right? The truth is, this meaningful story did not come true.

Indeed, there were many elements of the performance. When the teenagers were arguing, they insulted each other with different foul languages. They even started fighting! Just like me, most of the audience were astonished. Some parents even covered their children’s eyes and ran hurriedly.
Paper 2 Writing – Exemplar
Level 4

Content
- Answers both parts of question with full relevant detail.
- Creative use of example (as with the description of the boat).

Language and style
- Clauses are varied and used accurately. ‘When’, ‘although’, ‘Take X as an example’ The punctuation is effective adding drama to the account ‘when they woke up, it appeared!’

Organization
- The content, tone and style is very appropriate to the text type. Paragraphing is accomplished, with strong cohesive links and bonds.
Dear Andy,

I hope you're doing well in the United States. We are all missing you here. From your last letter, you said that you had taken up interstates racing as your new hobby. I am very worried. Motorbike racing is a very dangerous and competitive sport. There are people dying each year because of it. Even with helmets or every piece of protective gear, it is still not 100% safe. Motorbike racing is too dangerous for you and I really hope you can consider taking up another sport as a hobby, perhaps a sport where you could improve your body and improve your English at the same time, such as basketball.

Basketball is a group activity and you need a lot of interaction between the teammates throughout the game. From playing basketball, you can learn to work in teams with others and your oral English would surely be improved. Besides, basketball involves a lot of running and jumping through these exercises, your muscles would be strengthened and you would be more healthy.

Furthermore, basketball is a very economic activity. You just need a basketball and some space to play. It is not like motorbike racing, which you should have to pay a full gear and all the equipment. Just imagine the maintenance costs each year.

Think it over, don't you think that basketball is a better hobby? I hope you could accept.

Yours,

Josey
Paper 2 Writing – Exemplar
Level 5

Content
- The detail is relevant, answering all aspects of the question. There is no need to be especially creative, but the arguments presented are logical and have weight.

Language and style
- Good use of different kinds of clauses ‘Even with helmets …’ ‘From doing X you would’
- Register, style and tone are appropriate to an informal letter with use of idiom, e.g. ‘Just imagine
- There is evidence of a wide vocabulary, ‘competitive’ ‘interaction’ ‘maintenance’ etc.

Organization
- The disadvantages of motorbike contrasted with the advantages of basketball using simple but effective organizing connective, such as ‘Besides’ ‘Furthermore’.
- N.B. This answer is disadvantaged by its length, and would most probably receive a 4 for this shortcoming. However, as an illustration of the descriptors it is linguistically more accomplished than Script D.
PAPER 3 LISTENING & INTEGRATED SKILLS

- Consists of two parts:
  Part A (compulsory)
  Part B
  Section 1 (easier)
  Section 2 (more difficult)

- Candidates choose to do **either** Section 1 **or** 2
- Candidates attempting Section 2 can attain up to Level 5**
- Candidates attempting Section 1 can attain up to Level 4 only
Part A

- Shorter thematically linked tasks
- Situation:
  You are Charlie, an F.6 student. You and your classmates are doing a media studies course. You have to complete an assignment and project on reality shows.
PAPER 3 LISTENING & INTEGRATED SKILLS

Part B
- Longer thematically linked tasks testing integration skills
- Divided into two sections
  - Each section uses same Data File and recording
  - Not all of Data File relevant to both sections
  - **Candidates choose only one section**
  - Sample Tasks (Part B)
  - Date File
## PAPER 3 LISTENING & INTEGRATED SKILLS

### PART B

<table>
<thead>
<tr>
<th>Component</th>
<th>Section 1</th>
<th>Section 2</th>
</tr>
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<tbody>
<tr>
<td>①Listening Participants on the show</td>
<td>list description in point form</td>
<td>brief description for a leaflet</td>
</tr>
<tr>
<td>②Data File</td>
<td>outline of a report</td>
<td>short report</td>
</tr>
<tr>
<td>③Data File</td>
<td>e-mail</td>
<td>a formal proposal</td>
</tr>
</tbody>
</table>
Richard Ho enjoy meeting with others. By Linda Green. She thinks Richard is dirty since he did not clean the bathroom and she thinks he is impolite. By Malcolm White, he thinks Richard is not bad.

Mary Robinson is a franky girl and always pull on the others, said by Elizabeth Hung.
- few relevant points
- spelling and grammatical errors which obscure meaning
- very limited use of simple connectives
Richard Ho is a funny person. He always make fun with others and make them laugh. However, his flatmate, Mrs. Coward, said that he is impolite and did not care other people. Also, Richard Ho married with his homeworker.

Mary Robinson is a funny person. Her flatmate said that she always willing to help others and she is a nice person.
Stephen Smith is a boring guy... he watch TV for many hours.

Susan Wong is a good person. Her flatmate, Mrs. Coward, think that she is a great... people and she always look so fresh. Also, she is a very polite person.

- limited relevant content is provided
- short simple sentences with spelling errors
- inaccurate agreement/ verb tenses
- very limited use of simple connectives
<table>
<thead>
<tr>
<th>Richard Ho</th>
<th>He was good. But he helped Mary with her homework. He did not clean the bathroom and leave it the washing for the others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Robinson</td>
<td>She got along well with everyone and she was friendly. She always helped. She was always willing to help others but she was untidy.</td>
</tr>
</tbody>
</table>
Stephen Smith: He was so boring. He could hardly speak with anyone, and he just watched TV all the time.

Susan Wong: She was fresh, polite, and clean. But, she had a sharp tongue as she said to Richard that he had a bad smell that definitely hurt his feeling.

- content satisfies the requirements of the task
- simple sentences accurately constructed, but little attempt to use more complex sentences
- simple cohesive devices to link ideas
Richard Ho is a good and fun person, which is good at sharing places with others. He helps Mary Robinson with her homework. However, Richard is rather untidy and impolite; as he leaves the cleaning for others and never helps the leave message when answering the phone.

Mary Robinson is a pretty girl, which is friendly and easy to get along with. She is willing to help others. Yet, she has an untidy side, just like a girl who needs a mother to control.
- content meets requirements adequately
- occasional attempt to use complex sentences but with grammatical errors
- overall structure is mostly coherent
Richard Hobson good fun and he always made the other flatmates laugh. However, he was not really tidy that he didn’t clean the bathroom after using it and also impolite when he answered the phone calls. He never took messages for others.

Mary Robinson was a friendly girl. She was always willing to help others. However, she was also rather untidy since her mother helped her to clean up everything.
- content is extensive and fulfills requirements
- good range of sentence structures with few grammatical errors
- sentences are organised effectively with logical development of ideas and points supported by details

Stephen Smith was a boring guy. In the programme, he hardly spoke with the flatmates. What he did mostly setting on the sofa and watching TV.

Susan Wong was also good fun and she was clean that everytime she looked fresh. She was polite to old people but not to her flatmate Richard because of the smelly breath of Richard.
PAPER 4 SPEAKING

Part A  Group Interaction

- Discussion based on a given short text
- Preparation: 10 minutes; discussion: 8 minutes
- Texts may include advertisements, book synopses, film reviews, news reports, letters, etc.
- Candidates required to make suggestions, give advice, make & explain a choice, argue for or against a position, discuss pros and cons of a proposal, etc.
PAPER 4 SPEAKING

Part B Individual Response

- Candidates respond individually to an examiner’s questions
- Questions based on the discussion task
- One minute per candidate
- Candidates required to make and justify a choice, decide on and explain a course of action, argue for or against a position, etc.
Paper 4  Speaking

For the sample task, please refer to the file ‘Sample Papers’.
SBA COMPONENT *for school candidates only

Part A
This will consist of a reading/viewing programme where students will need to:

- read/view at least FOUR texts over the course of three years (at least one each from the four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction)
- write up some comments and personal reflections
- take part in discussions with classmates on what they have read/viewed
- make individual presentations and take part in group discussions on the texts they have read/viewed and respond to their teacher’s questions
SBA COMPONENT *for school candidates only

Part A

- Assessment based on students’ oral performance
- Teachers need to conduct TWO assessments in S5 and S6 and report TWO marks for this part
- At least one mark based on group interaction and one on individual presentation
SBA COMPONENT *for school candidates only

Part B

- Group interaction or individual presentation based on modules in the Elective Part
- Focuses on students’ ability to reflect on, make use of and speak about the knowledge, skills and experience gained in the Elective Module(s)
- Assessment based on students’ oral performance

Teachers need to report one mark for this part at the end of S6
# SBA COMPONENT (Part A) *for school candidates only*

<table>
<thead>
<tr>
<th>Number and type of texts to be read / viewed</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Requirements</th>
<th>Mark Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and timing of assessment tasks to be undertaken</td>
<td>One or Two texts</td>
<td>One or Two texts</td>
<td>One or Two texts</td>
<td>Four texts, one each from the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)</td>
<td>Two marks for Part A, one to be submitted at the end of S5, and one at the end of S6 <em>(10% of total English mark)</em></td>
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<td></td>
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<td>One task, group interaction or individual presentation, to be undertaken during the second term of S5</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>One task, group interaction or individual presentation, to be undertaken anytime during S6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two tasks, one on group interaction and one on individual presentation, each on a text from a different category</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S4</td>
<td>S5</td>
<td>S6</td>
<td>Requirements</td>
<td>Mark Submission</td>
</tr>
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<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Number and timing of assessment tasks to be undertaken</strong></td>
<td></td>
<td><strong>One</strong> task, group interaction or individual presentation, to be undertaken during the second term of S5 and anytime during S6</td>
<td><strong>One</strong> task, based on the elective module taught</td>
<td><strong>One</strong> mark for Part B submitted at end of S6</td>
<td><strong>(5% of total English mark)</strong></td>
</tr>
</tbody>
</table>
SBA COMPONENT *for school candidates only

- List of recommended texts will be revised and include suggestions by school teachers

Email: add@hkeaa.edu.hk / HKDSE English Language SBA

- Teachers/students can choose to use any appropriate texts according to the text selection guidelines provided
SBA COMPONENT *for school candidates only

- SBA marks awarded by teachers will be moderated statistically, using public exam marks as reference
Assessment Criteria

Four domains of assessment:

- **Pronunciation & Delivery**
  phonology & intonation, voice projection & fluency

- **Communication Strategies**
  body language, timing, asking/responding to questions

- **Vocabulary & Language Patterns**
  vocabulary, language patterns, & self-correction / reformulation

- **Ideas & Organisation**
  expressing information and ideas, elaboration on appropriate aspects of topic, organisation, questioning & responding to questions
Principles for setting assessment tasks for Part B

- Mode of Assessment: Individual presentation or Group Interaction
- Assessment tasks should be based on the teaching of the electives
- Teachers should NOT do the assessment without prior teaching
- Students should NOT use the same text for different assessment tasks
Learning English through Workplace English

Pre-assessment teaching and learning activities
The teacher assigns a task in advance for students to work on, e.g.

- think of a new product you would like to sell
- design a 3-dimensional model showing the new product / a poster for the new product
- interview people to collect their views about your new product
- write a report on the findings
Sample Assessment Task (Part B)

Planned SBA Task:
Individual Presentation:

Students will show the 3-dimensional model and/or a poster of the new product and talk about the following:

- Describe the new product / service.
- Who is the target market?
- What strategies would you use to promote the product / service?
- Describe the benefits of the new product / service.
Sample Assessment Task (Part B)

Students can also be asked to

- reflect on their learning process (problems when conducting the survey and doing the model) and share their experience of doing the project.
- They can talk about why/how they come up with the idea, problems encountered and solutions.
Support to teachers

- SBA Handbook for teachers’ use
- NEW Introductory DVD and booklet
- Group Coordinators
- Briefing Sessions, Assessment Training Sessions and Inter-school sharing sessions
Support to teachers

- Sample assessment tasks (Part B) for school teachers
- PD courses
  - 6-hour PD course for assessing Part B
  - 15-hour PD course consisting of the existing PD and the 6-hour programme
Proposed SBA Mark Submission Coordination across subjects in 2012 HKDSE and HKALE (Draft as of Oct 08)

1. 2011 (S5 for HKDSE and S6 for HKALE)

<table>
<thead>
<tr>
<th>HKDSE</th>
<th>HKALE</th>
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<tbody>
<tr>
<td>Mid May</td>
<td>Early June</td>
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<tr>
<td>LS – Stage 1</td>
<td>DAT</td>
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<tr>
<td>ICT</td>
<td>Chemistry</td>
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2. 2012 (S6 for HKDSE and S7 for HKALE)

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<th>HKDSE</th>
<th>HKALE</th>
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<tbody>
<tr>
<td>Mid Oct</td>
<td>Mid Jan</td>
</tr>
<tr>
<td>LS – Stage 2</td>
<td>LS – Stage 3</td>
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<tr>
<td>Visual Arts</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Combined Science</td>
<td>Computer Applications</td>
</tr>
</tbody>
</table>
How can schools plan for SBA Implementation

- Conduct SBA as an integral part of teaching and learning and not treat it as an “add-on”
- Set up school’s own assessment plan, specify the no of assessment activities to be conducted for individual subjects
- Coordinate the conduct of the SBA across subjects so that students’ work will not be concentrated into one or two critical months
- Incorporate SBA as a part of schools’ internal assessment programme and replace some of the current assessment activities, e.g. assignments, tests etc
TASKS AHEAD

- Finalising Subject and Component descriptors
- Sample Papers (Papers 1, 2, 3 and 4)
- Handbook for School-based Assessment Component
- Development of sample assessment tasks for Part B of SBA component
- International benchmarking of standards
Thank you