

ENGLISH LANGUAGE

INTRODUCTION

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) for English Language jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. The overall aim of the assessment is to evaluate candidates' achievement of the learning targets and objectives of the curriculum. Candidates should refer to the Curriculum Guide for the forms and functions, skills and strategies, and attitudes that they are expected to achieve at the end of S6.

ASSESSMENT OBJECTIVES

To assess candidates' achievement with respect to the broad learning outcomes stated in Chapter 2 of the Curriculum and Assessment Guide, such as the following:

Reading

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a broad range of texts
- identify the main theme and key details of a broad range of texts
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in fairly complex texts
- understand the use of a range of language features in fairly complex texts
- interpret, analyse, select and organise ideas and information from various sources

Writing

To assess the ability of candidates to:

- write texts for different contexts, audiences and purposes with relevant content and adequate supporting details
- 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

Listening

To assess the ability of candidates to:

- 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 in speech delivered at a moderate pace
- understand the use of a range of language features in fairly complex spoken texts

Speaking

To assess the ability of candidates to:

- express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and 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 (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- produce coherent and structured speeches with ideas effectively/clearly presented and developed
- pronounce words clearly and accurately
- use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

MODE OF ASSESSMENT

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

Component		Weighting	Duration
Public Examination	Paper 1 Reading	20%	1½ hours
	Paper 2 Writing	25%	2 hours
	Paper 3 Listening & Integrated Skills	30%	About 2 hours
	Paper 4 Speaking (CANCELLED)	10%	About 20 minutes
School-based Assessment (for school candidates only)		15% → 25%	

PUBLIC EXAMINATION

Paper 1 Reading (1½ hours) (20%)

There are two parts in this paper, each worth 10% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended, open-ended responses.

Paper 2 Writing (2 hours) (25%)

There will be two parts in this paper.

Part A (10%)

The task in this part will be a short, guided one (about 200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information.

Part B (15%)

The task in this part will be longer and more open-ended (about 400 words). Candidates can choose one out of eight questions, each based on one of the eight modules in the Elective Part of the curriculum.

Paper 3 Listening and Integrated Skills (about 2 hours) (30%)

There are two parts in this paper, each worth 15% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Part A, the compulsory section, will consist of a variety of listening tasks.

Parts B1 and B2 will comprise integrated listening/reading and writing tasks of different levels of difficulty based on the same theme. Candidates will be required to process information by selecting and combining data from spoken / written sources in order to complete various listening / writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided. At least one of the writing tasks will require candidates to produce an extended piece of writing (100 – 200 words).

Paper 4 Speaking (CANCELLED) (10%)

~~**Part A Group Interaction** (preparation: 10 minutes; discussion: 8 minutes per group of four candidates)~~

~~Four candidates will be grouped together and will take part in a group discussion based on a given short text. These texts may include advertisements, book synopses, film reviews, letters, short news reports and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal.~~

~~Candidates will be given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.~~

~~**Part B Individual Response** (one minute per candidate)~~

~~Each candidate will respond individually to an examiner's question(s), which will be based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.~~

SCHOOL-BASED ASSESSMENT (SBA)

(15%) → (25%)

SBA is compulsory for **all** school candidates. It has two parts.

Part A (7.5%) → (12.5%)

This part comprises a reading/viewing programme where students will need to read/view four texts over the course of three years (at least one each from the following four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction), and write up some comments and personal reflections on them. Students then take part in a discussion with classmates on the texts they have read/viewed, or make an individual presentation and respond to their teacher's questions, which will be derived from their written personal comments. The assessment will be based on the student's oral performance. The reading/viewing/writing only serves as the means to this end and will not be assessed.

This part consists of a group interaction or an individual presentation. Teachers need to conduct one assessment and report one mark.

Part B (7.5%) → (12.5%)

This part comprises a group interaction or an individual presentation based on the modules in the Elective Part of the curriculum. The focus will be on the ability of students to reflect on, make use of and speak about the knowledge, skills and experience gained in the Elective Module(s). Teachers need to conduct one assessment and report one mark. The assessment will be based on the student's oral performance.

Of the two marks reported, one mark should be based on a group interaction and one on an individual presentation.

Guidelines on suitable assessment tasks and assessment criteria are provided for both parts, as well as samples of performance to illustrate assessment formats and standards.

Candidates are required to retain their work for inspection and authentication purposes until the release of the HKDSE results.

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations and guidelines are provided in the SBA Handbook for HKDSE English Language published by the Hong Kong Examinations and Assessment Authority.