

**HKDSE English Language Sample Component  
Assessment Plan for Part B**

<b>Name of Task: Deciding the criteria for the Best Advertisement in Hong Kong Award</b>					
<b>Oral Text-type for the Assessment:</b> <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction					
<b>Communication Functions:</b> <input type="checkbox"/> describing <input type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____					
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Targeted audience:</b> <input type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations			
<b>Where on this continuum would you place the assessment task?</b> <div style="text-align: center; margin-top: 10px;"> </div> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 25%; text-align: center; vertical-align: top;"> <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi- formal group discussion         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling         </td> <td style="width: 25%; text-align: center; vertical-align: top;"> <input type="checkbox"/> individual long turn that is planned formal and coherent, e.g. spoken report, a speech         </td> </tr> </table>		<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi- formal group discussion	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned formal and coherent, e.g. spoken report, a speech
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<b>Choice/task of the elective(s) used for the assessment:</b> <input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication					
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): A textbook module on Popular Culture: Advertisements ( <i>Source: Star Summit Electives (Language Arts) Popular Culture, Heather A. Jones. Star Publishing, First Published 2009</i> )					
<b>Description of activities leading to assessment</b>	1. Warm-up activities: Ask students to think of some good and bad advertisements they have come across and discuss why they like or dislike those advertisements. 2. Ask students to read the module chapter on advertisements. 3. Check students' understanding of the article by asking students to do the worksheets in the module.				
<b>Assessment activity (Group Interaction)</b>	4. Ask students to <b>discuss in a group</b> : "You are a member on the panel of adjudicators voting for the Best Advertisement of the Year on TV in Hong Kong in 2012. Decide on 4 main selection criteria and their respective percentages. Try to come to a consensus and justify your decision. In your discussion, try to include different issues spanning commercial values to ethical considerations. You may cite TV ads as examples in your discussions as references".				
<b>Post assessment activity</b>	5. Give feedback to the students				