

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

<b>Name of Task:</b> Swine flu/domestic violence/genetic engineering <b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b> <input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" 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 checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input 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> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 22%; text-align: center;"> <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction         </div> <div style="width: 22%; text-align: center;"> <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi- formal group discussion         </div> <div style="width: 22%; text-align: center;"> <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling         </div> <div style="width: 22%; text-align: center;"> <input type="checkbox"/> individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech         </div> </div>		
<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 type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input checked="" type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, topic of the debate/social issues, title of the book : Swine Flu, Domestic Violence, and Genetic Engineering		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Teacher gives students a newspaper cutting exercise on one of the themes (swine flu, domestic violence and genetic engineering).</li> <li>2. Students do two-minute individual presentations on the newspaper cutting exercise. The rest of the class jot notes while listening, and one student has to report back the main points.</li> <li>3. Teacher talks about the Six Thinking Hats.</li> <li>4. Students read a passage from HKALE UE Section D 1999-2 and complete a short writing as preparation for a two-minute presentation on the next day.</li> <li>5. Students do an oral practice using past papers of the HKALE UE.</li> </ol>	
<b>Assessment activity (Group Interaction)</b>	<p><u>Task – Swine Flu</u></p> <p>Your class has been asked by your English teacher to think of some ideas for a drama about health issues in Hong Kong. In your group, consider some of the effects of Swine Flu on Hong Kong people and the city itself that you would like to feature in your drama. Your play may include personal experiences and information that is relevant to the topic of Swine Flu and Hong Kong.</p> <p><i>(adapted from HKALE UE Section D 2004-Set 16)</i></p> <p><u>Task – Domestic Violence</u></p> <p>RTHK is planning to produce a radio programme on domestic violence in Hong Kong. Your group has been asked to think of some ideas for the</p>	

	<p>programme. In your group, consider the reasons and problems of domestic violence, and how children may be affected by that.  <i>(adapted from HKALE UE Section D 1999-Set 2)</i></p> <p><u>Task – Genetic Engineering</u>  TVB is planning to produce a programme on young people’s attitude to genetic engineering. It has invited a group of students to take part in a live discussion on air. Your group is meeting together to discuss what point you want to make. You may talk about food engineering, as well as human and animal cloning and what the possible developments will be in the 21<sup>st</sup> century.  <i>(adapted from HKALE UE Section D 2000-Set 14)</i></p>
<b>Post assessment activity</b>	<ul style="list-style-type: none"> <li>- Students filling in the self-reflection form</li> <li>- Teacher asking for the good part they performed/ an area for improvement</li> <li>- Teacher giving 1-2 piece of advice on how to improve</li> </ul>
<p><b>Your comments on effectiveness of the assessment activity/any changes you would suggest if doing it again?</b>  When my students saw the connection between the SBA assessment task and their learning (e.g., speaking and writing), they were more eager to evaluate how well they performed, and took my advice.</p>	