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

Name of Task: Drama  Oral Text-type for the Assessment: ⊠ individual presentation ⊠ interaction			
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Communication Functions:         ☐ describing       ☐ reporting       ☑ explaining       ☑ discussing         ☐ classifying       ☐ comparing       ☑ persuading       ☐ others:			
Audienceteacher plus:	Targeted audi	ience:	Role(s) of audience:
a student partner	I fellow stud	ents	giving non-verbal responses only
		om other classes	questioning/commenting
☐ teacher(s)			interacting with no limitations
more than one class	others:		
Where on this continuum would you place the assessment task?			
spontaneous, informal dialogue, e.g. small group interaction  spontaneous, informal dialogic, e.g. semi-formal group discussion  interactive, planned yet dialogic, e.g. semi-planned, spoken text, e.g. news reporting, story telling  spoken text, e.g. news reporting, story telling  spoken report, a speech			
Choice/task of the elective(s)  ☐ Drama ☐	Poems and Songs	Short Stories	Popular Culture
Sports Communication	_ Social Issues	Debating	☐ 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 :			
Adapted from <a href="http://www.hkedcity.net/iworld_eng/feature/view.phtml?iworld_id=174&amp;current_page">http://www.hkedcity.net/iworld_eng/feature/view.phtml?iworld_id=174&amp;current_page</a> – 2007 English Drama Festival, Learning English through Acting.			
1. 'As short as a second, as long as life lasts' by St. Stephen's College, Stanley.			
2. 'Content with Destiny' by True Light Girls' College.			
Description of activities	Warm up activities in	n groups - Mastering	the basics
leading to assessment	Individual activity	- Vocabulary	
	Dialogue practice	-	& discussion on a given dramatic
	Pair work	<ul><li>Stress and</li><li>Identifying</li></ul>	intonation in a drama and expressing different
		, ,	feelings, and motivations
	Group discussion	- Appreciation performance	ng and evaluating a drama
Assessment activity	<i>Individual Presentation</i> : Students were asked to give a speech to encourage		
(IP & GI)	other students to watch a drama performance in the school.		
	<i>Group Presentation</i> : The teacher showed students two drama performances. As judges of a drama competition, students were asked to discuss which performance was the best.		
Post assessment activity	<ul><li>Students' self-reflection and assessment</li><li>Teacher's oral feedback</li></ul>		
Your comments on effectiveness of the assessment activity/any changes you would suggest if doing it again?			
- More inputs should be given to students before conducting the assessment (related to drama)			

- More inputs should be given to students before conducting the assessment (related to drama)
- More interesting tasks will be designed and students like watching drama performances
- More effort should be spent on teaching students how to appreciate the drama performance