

HKDSE English Language



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

HKDSE English Language Practice Papers Pilot Study

- Practice Paper Examinations: 9 - 10 Jan
- Schools = 20
- Candidates = 2,845



Contents of session

- feedback on overall performance
- analysis of sample scripts/answers
 - marking guidelines
 - Level descriptors
- advice to candidates
- future refinements



Caveats

- sample size
- candidate motivation level
- no grading exercise conducted
- statistical data to be viewed
circumspectly
- first-time administration



Paper 1 Reading



Pilot Study

Number of candidates

Part A 2,839

Part B1 1,431

Part B2 1,419



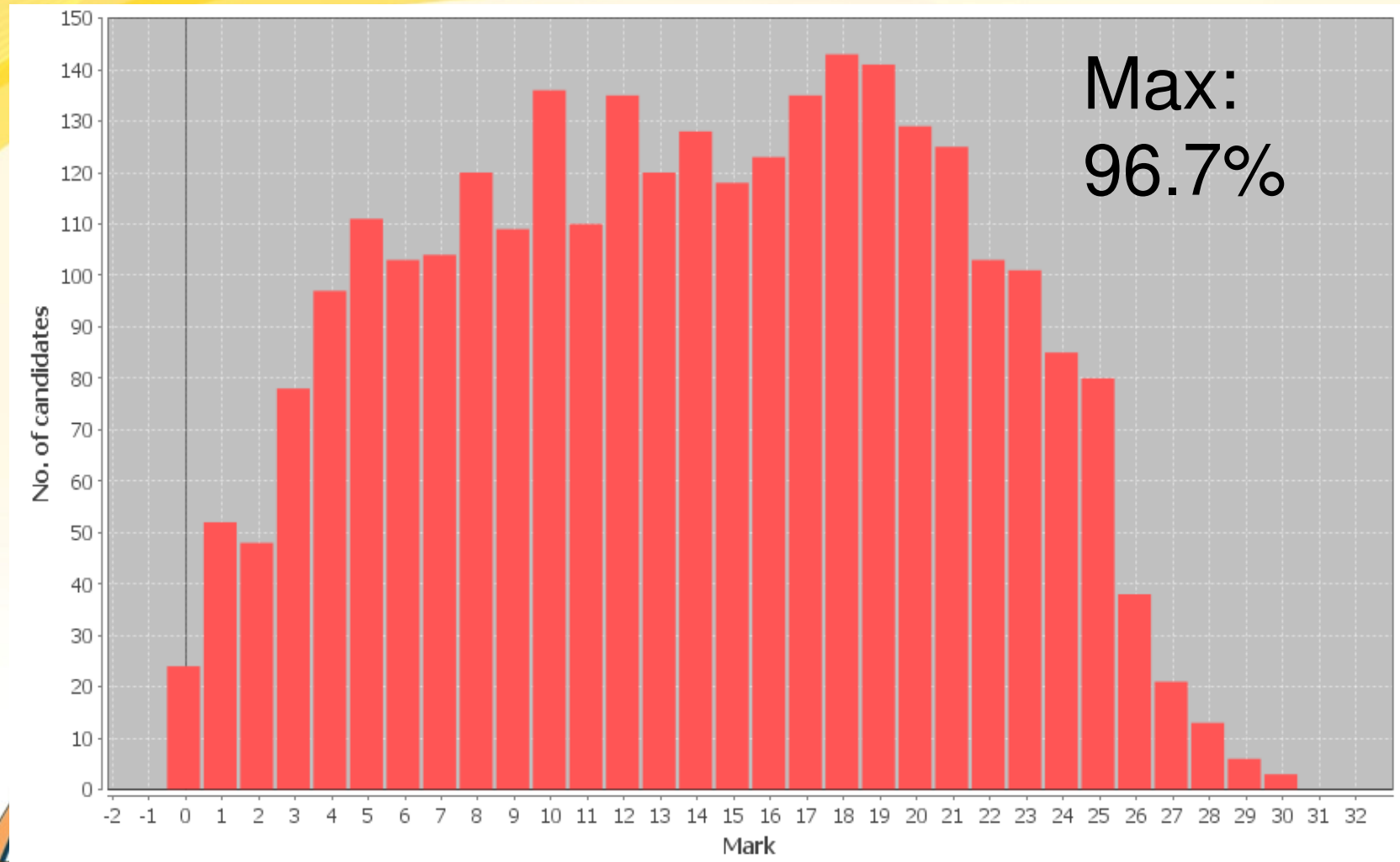
Results in Part A

Part A	Full Mark	Mean (%)	SD (%)	Reliability
MCQ	9	57.18	23.33	0.59
Non-MCQ	31	44.83	22.34	0.90
Total:	40	47.61		



Part A

Score distribution (Not including MCQ)



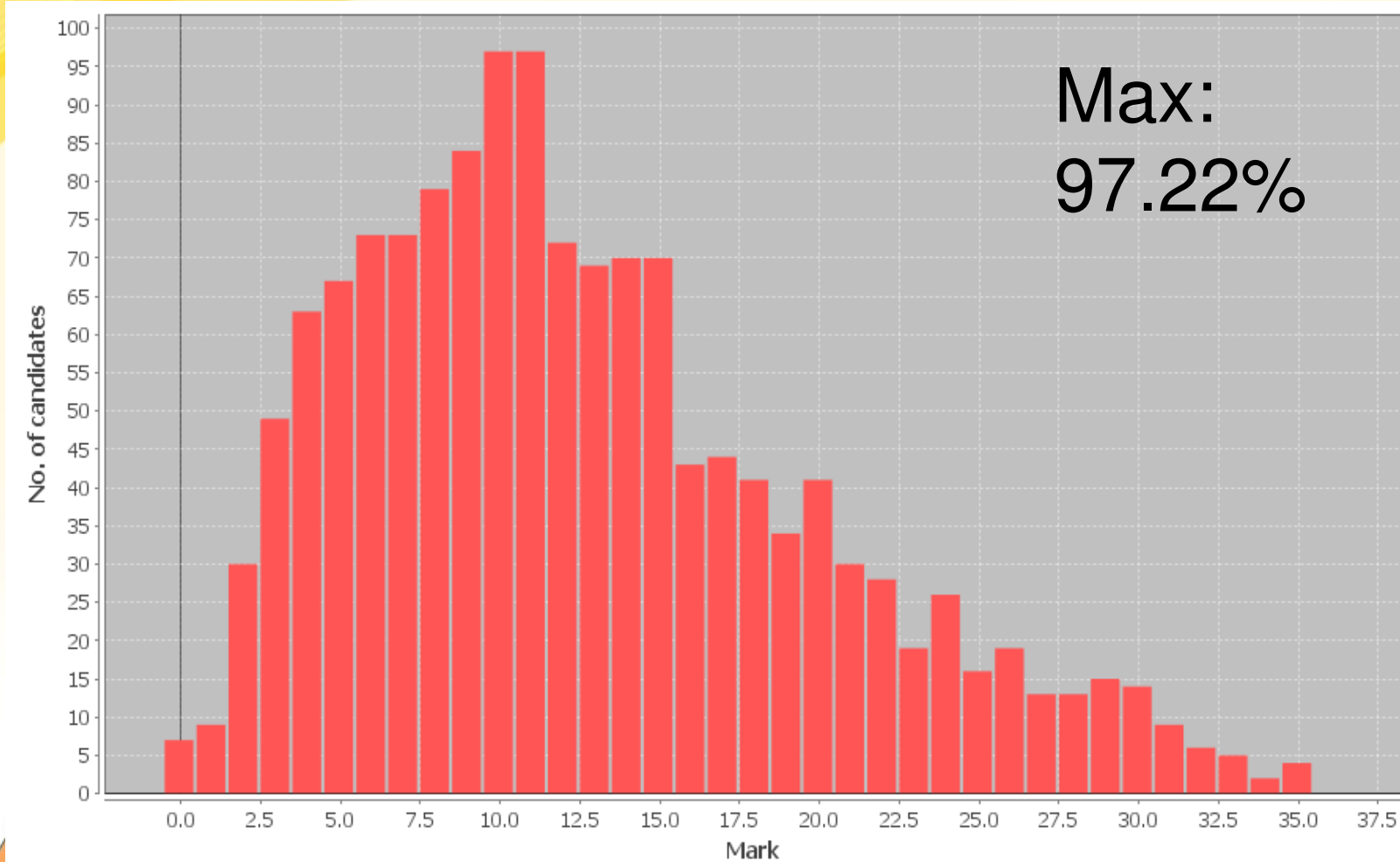
Results in Part B1

Part B1	Full Mark	Mean (%)	SD (%)	Reliability
MCQ	7	35.38	20.14	0.27
Non-MCQ	36	35.37	20.10	0.89
Total:	43	35.37		



Part B1

Score distribution (Not including MCQ)



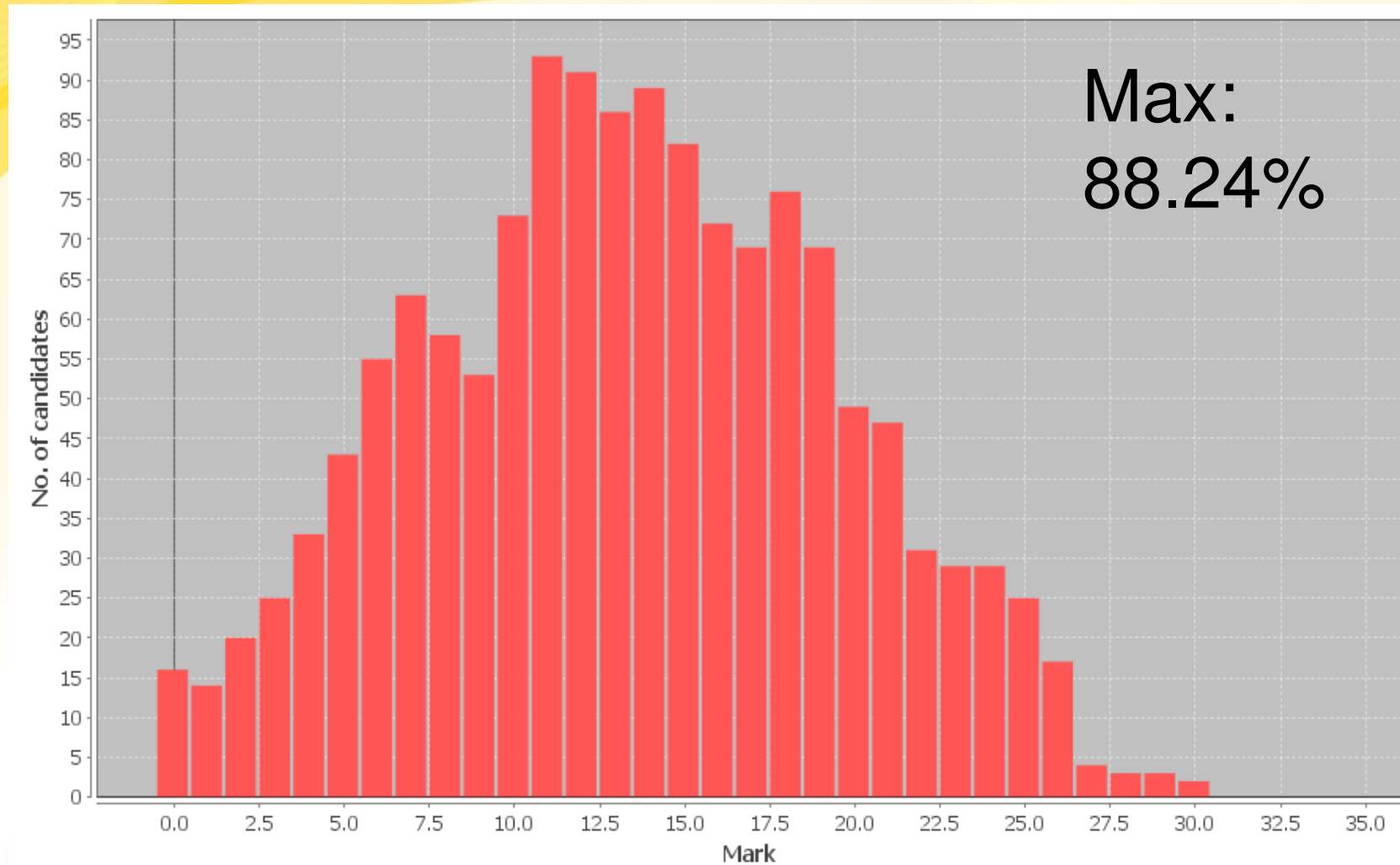
Results in Part B2

Part B1	Full Mark	Mean (%)	SD (%)	Reliability
MCQ	12	48.83	20.33	0.56
Non-MCQ	34	39.48	18.04	0.86
Total:	46	41.92		



Part B2

Score distribution (Not including MCQ)



Mark distribution

Performance of candidates in both papers

Part B1 candidates

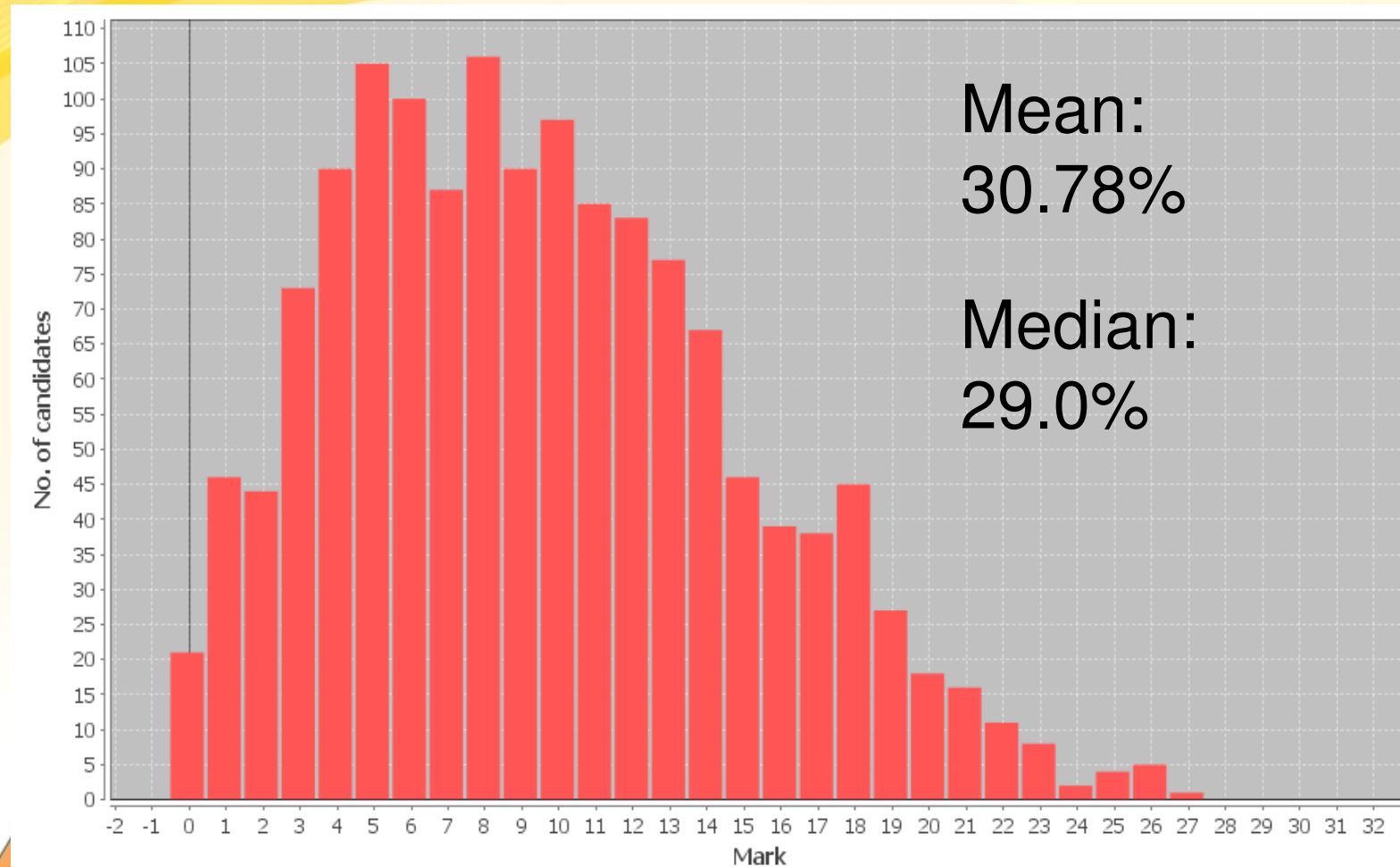
- Part A + Part B1

Part B2 candidates

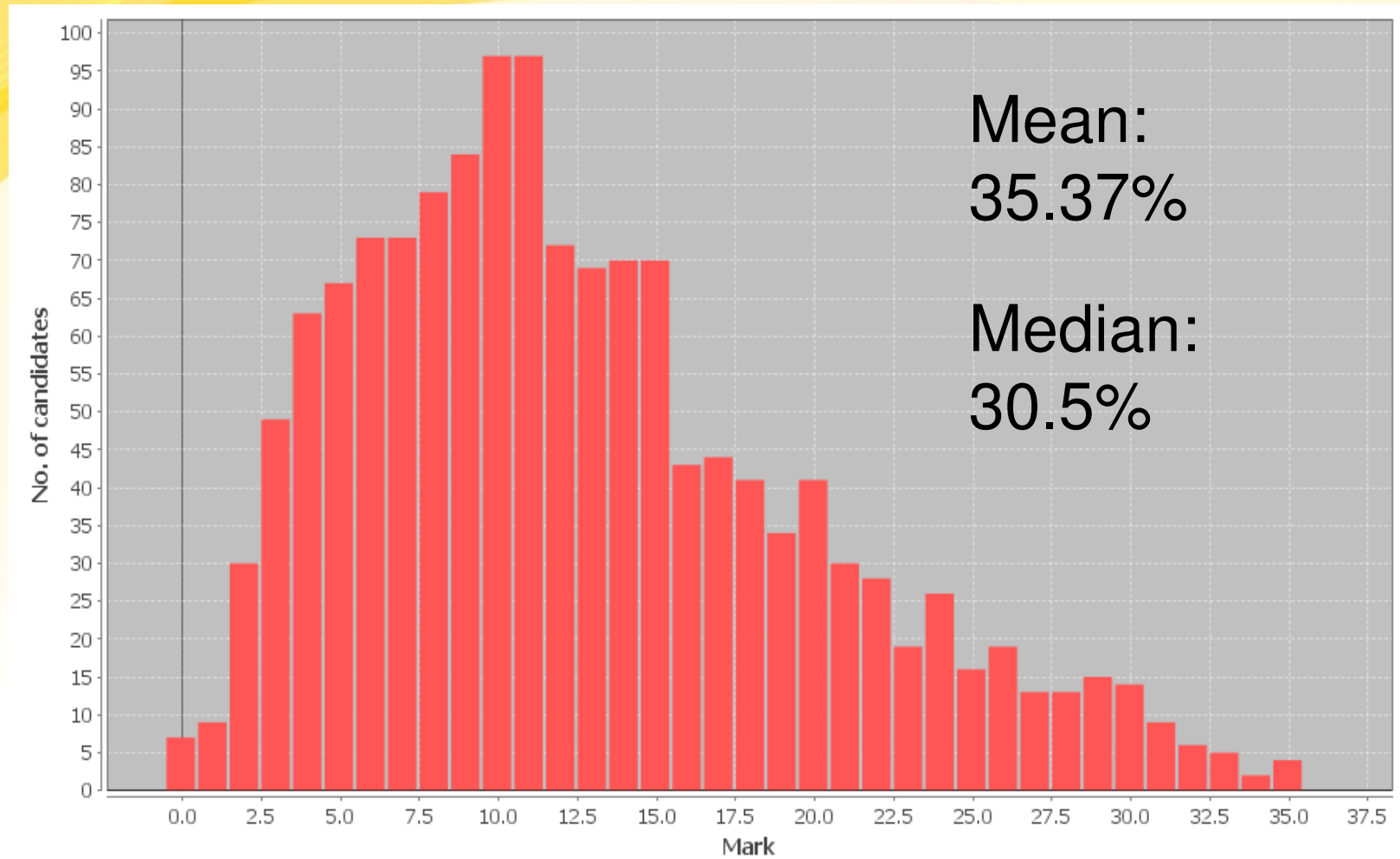
- Part A + Part B2



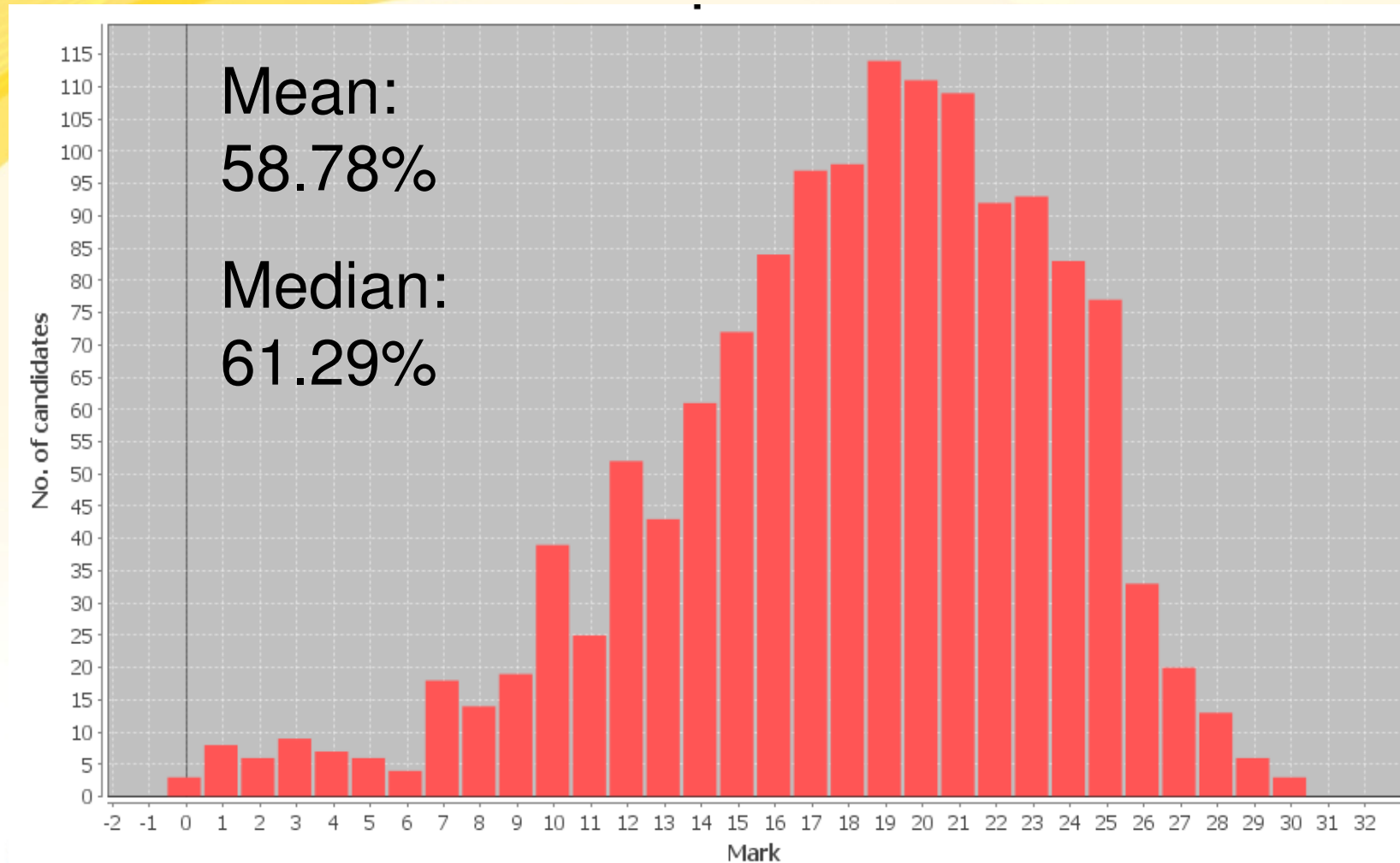
Part B1 candidates' performance in Part A (Not including MCQ)



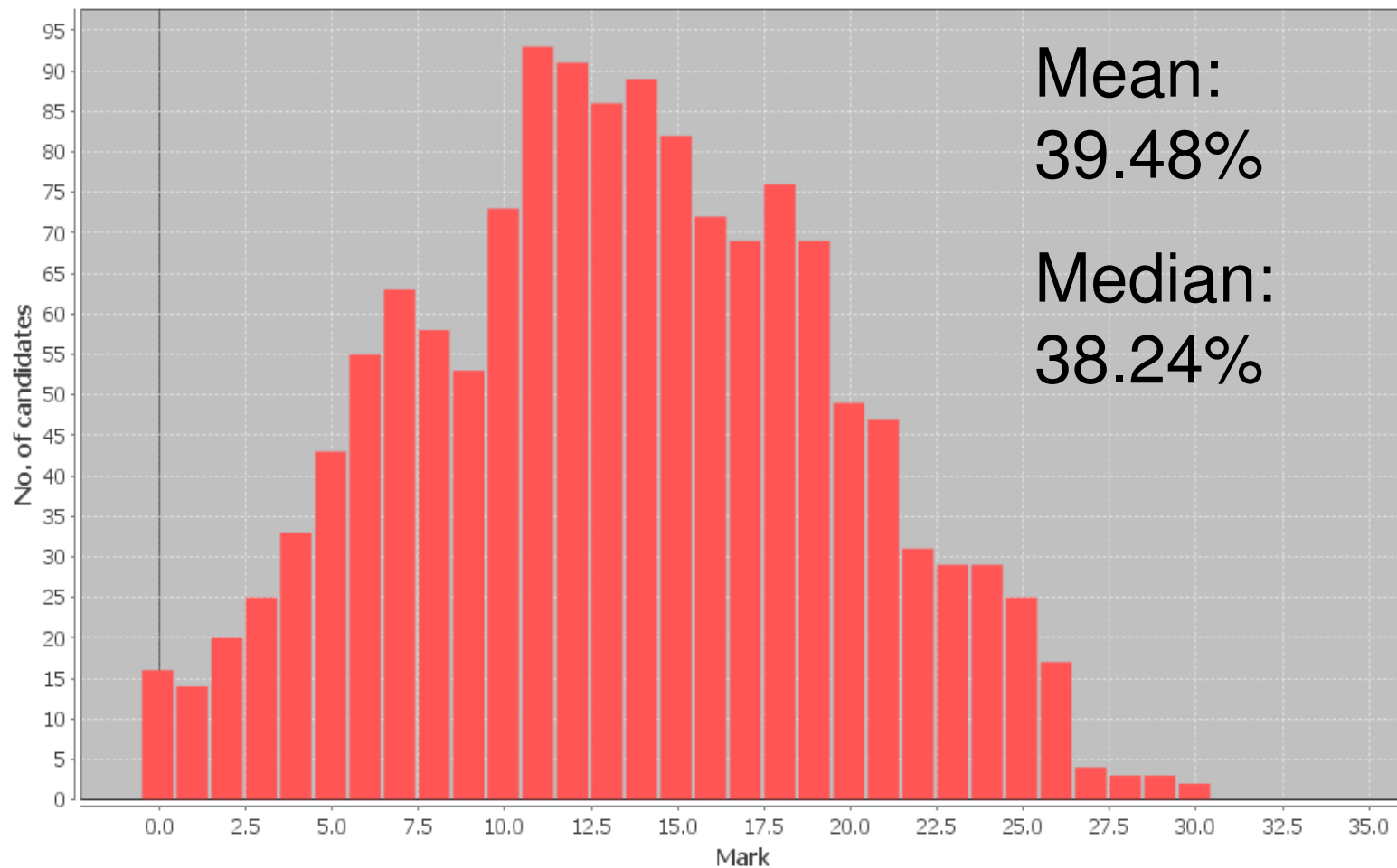
Part B1 candidates' performance in Part B1 (Not including MCQ)



Part B2 candidates' performance in Part A (Not including MCQ)



Part B2 candidates' performance in Part B2 (Not including MCQ)



Samples of student performance

Items pitched at Levels 2 – 5
General marking principles



Reading Descriptors – Level 3

Specific comprehension

- Straightforward inferences are made
- Meaning of words and phrases is identified in familiar contexts

6. From the information given in paragraphs 3 and 4, decide if the following statements are true (T), false (F) or not given (NG). (3 marks)

a) The ocean environment is in decline due to overfishing.	✓	NG	69.00%
b) People do not remember much of what they have learned after watching a dolphin show.	✓	F	80.84%
c) Ocean Park's own research results were similar to those of Dr Lance Miller.	✓	T	70.62%

7. Which of the following figures was the more likely result of the poll taken in 2005 than 2010



Reading Descriptors – Level 2

Specific comprehension

- Explicitly stated information is understood in simple texts
- Meaning of words is identified in simple/familiar context

32.	What does 'it' (line 31) refer to?	<u>Walking cable</u>	✓	46.61%
33.	Find words in paragraph 6 that mean the same as the following: (3 marks)			
a)	save	<u>rescue</u>	✓	62.26%
b)	shouted	<u>yelled</u>	✓	58.14%
c)	free	<u>ferrie</u>	✗	35.08%



Reading Descriptors – Level 3

Specific comprehension

Straight forward inferences are made

ill not be marked. 26. Why was Lucy surprised by the attacker? Give one reason from the text.

Because the pit bull didn't make
a single sound ~~when~~ before the attack.

ill not be marked. 27. Find a word in paragraph 2 that means the same as 'violently'.

✓

27.72%



Reading Descriptors – Level 3

General comprehension

Main theme/ideas of a paragraph are identified

46. According to paragraph 2, how can waste reduction and recycling benefit businesses and communities? (3 marks)

a) <i>minimising the disposal fees of a business</i> ✓	36.06%
b) <i>extending the life of landfills</i> ✓	33.68%
c) <i>Saving valuable energy</i> ✓	34.80%

Read Text 4 and answer questions 47-50. (9 marks)



Reading Descriptors – Level 2

Specific comprehension

Explicitly stated information is understood in simple texts

Meaning of words is identified in simple/familiar context

4. From the information given in paragraph 2, name THREE ways that Ocean Park promotes wildlife education. (3 marks)

a) Schoolchildren participate include children with special financial needs and children from schools in remote areas. ✗ 52.17

b) The children can participate in Ocean Park's animal encounter programme. ✓ 85.66%

c) Ocean Park's restaurants display information panels of sustain agricultural and fisheries practices. ✓ 79.25%

5. 'Wise seafood choices' (line 21) refers to eating fish that is



Reading Descriptors – Level 4

Specific comprehension

Meaning of words and phrases

55.86%

15. Find TWO phrases in paragraph 7 that mean the same as 'being kept a prisoner'. (2 marks)

a) Is it right to keep such large animals in close confinement? ❌

b) Was he tired of being forced to perform to amuse the crowds? ❌

16. What does the expression 'pointing the finger at' mean in line 114?

29.66%



Reading Descriptors – Level 5

General comprehension

Main theme/subthemes/focuses of complex texts are identified

58. What two things does 'such a purge' (line 36) refer to? (2 marks)

- a) Trash pickers are decidedly not part of the plan of greening China
- b) Shanghai's World Expo inspired an anti-migrant campaign.

59. Explain the irony in paragraph 7. (2 marks)

Expo's theme was green cities and many Expo pavilions had been constructed with recycled materials. However, recyclers, unlicensed migrants, were forced to leave Shanghai during World Expo. It did not match with Expo's theme. ✓ ✓

60. What does 'their' in line 42 refer to?



Reading Descriptors – Level 5

General comprehension

Main theme/subthemes/focuses of complex texts are identified

41.72%

59. Explain the irony in paragraph 7. (2 marks)

The governments forced the recyclers to leave the cities during the 2008 Beijing Olympics and World-Expo.

✓ X

15.36%



Reading Descriptors – Level 4/5 - General comprehension

Views/attitudes expressed are evaluated and alternative views are compared

ANSWERS WRITTEN IN THE M

22. 'Keeping a pet at home is not the same as keeping an animal in a zoo.' Use TWO ideas from the text to support this point of view. (2 marks)

Keeping an animals in a zoo, they need to have many resources, such as tank, cage, Also need to train them to perform tricks, but we don't need to do ~~the~~ this if we keep a pet at home.

✓ ✓

23.67%

23. The text presents two opposing views of educating children about animals. Discuss which view you find most convincing and why. (2 marks)

I think let school children participate in courses held by @parks is most convincing. Because children can't see real animals in their normals lives ~~easy~~ easily.

✓ X

17.66%

ANSWERS WRITTEN IN THE M



Answers written in the margins will not be marked.

Summary cloze

ne: 2012-01-15 09:29:52:162 Print Time: 2012-02-16 10:58:12:504

21. Below is an article about the incident that happened at Sea World. Fill in the blanks using words that can be found in paragraphs 7-10. Use one word for each blank. One example has been done for you. (8 marks)

After the death of Dawn Brancheau, questions are being asked whether anything could have been done to prevent such a tragedy. It has now emerged that Tilly was still being allowed to perform despite being responsible for the deaths of two other people in previous attacks. Unlike most performing show animals, Tilly was not born in aquariums. He was captured off the coast of Iceland in 1983 and housed in a concrete later. Reports speculate that Tilly was isolated from the other whales, and that the separation from his family might have contributed to his aggressive behaviour. Orcas in the wild normally live and hunt in packs, few hundreds of miles in the ocean. Some experts believe that Tilly did not kill for food, but may have been acting out of stress and boredom. Richard Ellis agrees that while the whale 'was not trying to eat the trainer', his actions were premeditated.

43.50%

19.55%

4.51%

35.08%

28.85%

13.95%

19.34%

32.05%



Equating

- To compare the test scores of candidates choosing B1 and B2, convert the B1 test score to a score on the same scale as a score in B2.
- Scores can be compared across the two parts of the test, even though each part differs in number of items, difficulty, etc.
- Conversion factor – multiply B1 scores by 0.652



Paper 2 Writing Part A



Paper 2A Results

Full Mark (per single marker)	Mean (%)	SD (%)	3rd Marking rate	4th Marking rate
21	8.8 (41.9%)	4.5 (21.4%)	11.31% (320)	0.94% (3)



Part A

- write about 200 words for a poster advertising a Walkathon.
- Most candidates able to use the information given in the rubric to complete at least 2 out of the 3 sections.
- Problems - with second section, 'The route of the Walk'- some candidates did not know what 'route' meant. – with third section, 'The Work of Walk to Build', 'work' was not understood.



Script A: Content

build schools in China

more study places

get healthy

route of the walk, time, day and date

donation



Script A: Content

- just satisfies requirements
- relevant
- some ideas not developed
improve their relationship
- creativity/imagination
we can be more healthy
- shows occasional awareness of audience
hope you can attend our activity



Script A: Language

- Simple sentences accurate (though often copied)
- Why take part
Why take part in the walkathon....
- Help to raise money to build schools in China
help to raise money to build schools in China

*Also, we can be more healthy by taking part in a walkathon
It takes about an hour to walk to Cause way Bay*

- Scattered attempts at more complex sentences
*If you finish the whole route we will donate one hundred dollar
to the charity*
- Grammatical errors affect meaning
And our (activitiy) called walkathon for Walk to Build
- vocabulary/spelling
*relationship donate donations ✓
activitiv x*



Script A: Organization

- paragraphs are already organized
- organization reflected in positioning of content. Information given in Section 3 more appropriate for Section 1.
- connectives and sequencers

linking of ideas: *Why take part...?*

Because...

And/Also



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



Script B: Content

half of children no chance to go to school
not enough schools
cannot change their lives
improve their future
build schools
date/times
bus to starting point
destination
post-walk arrangements
wealthy company donations
no. of schools to be built and no. children accommodated



Script B: Content

- addresses requirements adequately (though weak in Section 3)
- totally relevant
- some ideas developed in detail
children cannot go to school to learn knowledge so they cannot change their life
- creativity/imagination
After the walk, our school won't provide transportation so we have go back home ourselve.
- mostly maintains interest and shows some awareness of audience
*If you join our walk, you can help...
so join us and let their life better*



Script B: Language

- simple sentences accurate if repetitive
But now, they have a hope
The walk will end at about 3pm.
- occasional attempts at more complex sentences
If you join our walk, you can help...them improve their future
All the money donated will be used to build schools for those poor children
- grammatical errors sometimes affect meaning
So the poor life will pass through a generation
The type of Walk to Build is charity
- vocabulary appropriate and mostly spelt correctly
knowledge future transportation activity ✓
equidment Centre participates x
- register, tone, style
use of 'we' *join us* informal persuasive



Script B: Organization

- paragraphs are already organized
- introduction provides context setting
In Western China...
- conclusion specifies no. of schools and students to be provided for
- organization reflected in positioning of content. Section 3 repeats some information from Section 1
- connectives and sequencers
So But now Then After the walk/activity



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.



Script C: Content

an alternative to work and study
opportunity to get healthy
purpose of joining event
time/place/travel arrangements
breaktime activities
the work of Walk to Build



Script C: Content

- extensive, fulfilling requirements
- totally relevant
- main ideas well developed
By joining the walkathon, you can stay away from your works and studies and feel the fresh air given by nature
- creativity/imagination shown
There will be 30 minutes break for you to take some photos with your friends and family at the peak
- maintains interest and shows awareness of audience throughout
*Don't you feel bored when studying in the classroom every day?
See you on 18 March in Central!*



Script C: Language

- wide range of accurate sentence structures, simple and compound
*Here's a chance for you to relax with your friends and family.
It is an organization which aims to improve the living standard of the poor in mainland China*
- grammar mainly accurate, occasional errors not affecting clarity
It supports schools by offering helps with technical skills and improves the living in mainland by building schools and hospitals
- wide, sophisticated vocabulary, spelt correctly
meaningful prevent brief overall supports offering promotes
- register, tone, style
use of rhetorical questions use of we to include addressee
punctuation used to effect, particularly exclamation marks
Apply for it now! See you...in Central!



Script C: Organization

- paragraphs are already organized
 - logical development of ideas from topic sentences
- Section 1: boredom linked to relaxation through exercise and good health, with meaningful additional dimension of raising money for charity
- Section 2: sequence of events
- Section 3: outlines meta-aims and concludes with repetition of request for personal support (general – specific)- organization reflected in correct positioning of content within sections.
- cohesive ties

rhetorical question-answer pattern

Also then so



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.



Script D: Content

puts help in a wider context
specifies donating organization and amount
opportunity to exercise, get healthy and share time with family
location of event and reason for choice, (but no time or meeting arrangements)
challenging tracks and beautiful scenery
founder/founding date leader/background
further details of mainland situation and challenges to overcome
additional uses of donations
invitation to join in



Script D: Content

- very extensive, exceeding requirements
- totally relevant
- all ideas well developed

Poverty have made children hard to get education as their families cannot afford school fees and the cost of books

- creativity/imagination consistently shown

It provides an opportunity for participants to experience the route to school of children living in hilly areas in China

- Engages interest skilfully and shows awareness of audience

So, what are you waiting for? Let's come and join this meaningful walkathon.



Script D: Language

- wide range of accurate structures, with a good grasp of complex sentences
*Founded in 2006, Walk to build has... Lead by Billy Chan... WTB aims...
Provinces such as Guizhou and Hunan, with multiple hills and mountains...*
- grammar accurate, with only very minor slips
*the route of the walk in the Lion Rock
with a little bit of challenging tracks*
- vocabulary well chosen, expressing subtleties of meaning
*duration approximately challenging highlight resources barely bumpy
remote multiple repair reconstruction meaningful prevent brief overall
supports offering promotes*
- register, tone, style entirely appropriate
a great opportunity exciting and fun So what are you waiting for?
enthusiastic persuasive informal emphatic



Script D: Organization

- paragraphs are already organized
- logical development of ideas from topic sentences, all points supported by details

Section 1: money donated for each participant to help build schools, though connection between exercise, health and family time is could be more coherent

Section 2: parallel of walk with areas in China, challenging walks, beautiful views

Section 3: gives coherent history, general aims, building of schools plus resources, repairs and reconstruction

- organization reflected in correct positioning of content within sections.
- strong cohesive ties

also apart from This year yet another rhetorical question

So what are you waiting for?

overall structure coherent



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.



To be considered...

- further refinements:
 - task-related
 - making sure genre and text-type are appropriate/authentic
 - reevaluating Level achievable
 - determining sensible word-limits
 - marking guideline-related
 - polishing levels so as to more accurately reflect range of performance



Paper 2 Writing Part B



Paper 2B – Writing

- ❖ Statistical information
- ❖ Supplementary notes for markers
- ❖ Candidates' performance
- ❖ Samples of performance
- ❖ Recommendations for candidates

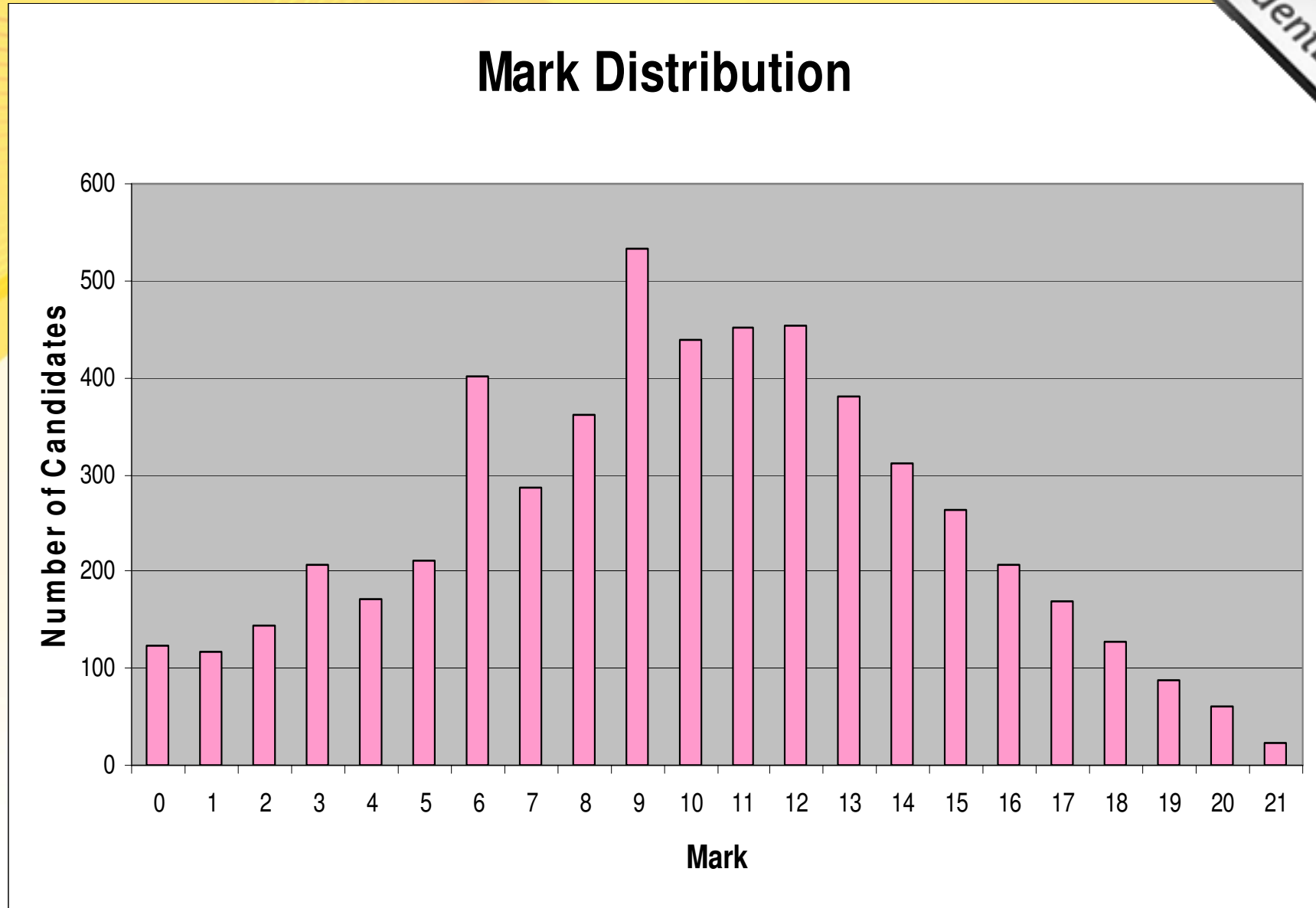


Statistical information (1)

- ❖ Candidature: 2843
- ❖ Mean: 9.78 [out of 21] / (46.57%)
- ❖ S.D. : 4.41 [out of 21] / (21%)
- ❖ Third marking: 483 scripts / (17%)
- ❖ Fourth marking: 14 scripts / (0.4%)



Mark Distribution



Statistical information (2)

Theme	Popularity	
	No. of candidates attempting	% of candidates attempting
Drama	210	7.39
Short stories	209	7.35
Poems & songs	101	3.55
Popular culture	174	6.12



Statistical information (3)

Theme	Popularity	
	No. of candidates attempting	% of candidates attempting
Sports	479	16.85
Communication		
Debating	334	11.75
Workplace		
Communication	852	29.97
Social issues	484	17.05



Marking Guidelines

- Amendments to the marking guidelines

Note: if content is off-topic, candidates should not be awarded more than 3 marks in each of the other domains



Question 2: Learning English through Drama

Text type: A diary entry

The role of the writer: a director of a play

Intended reader: You / Self

- *describe what happened at the first rehearsal of a play;*
- *say whether you think it was a success;*
- *suggest what you need to improve before the next rehearsal.*



Supplementary note for Question 2: Learning English through Drama

- Notes: The content should reflect a certain degree of *students' understanding and experience of drama*. A mere general account of what happened during the rehearsal without any attempt to do this (e.g. a fire broke out in school, which led to the cancellation of the rehearsal / an accident happened to a couple of actors or actresses while they were on the way to the rehearsal venue / the director gave an angry lecture because the actors were behaving rudely) should not merit a high score.



Performance of candidates in Question 2 - Learning English through Drama

- Stronger candidates addressed better the question by taking into account **the role of director** they were supposed to play and giving more comprehensive responses on how the actors and actresses performed as well as other technical aspects such as props, lighting and sound.
- More average work tended to lack such **levels of detail**, often focusing on more banal mishaps such as the performers' negative attitudes towards rehearsing, their being rude to each other, or their refusal to co-operate.



Performance of candidates in Question 2 - Learning English through Drama

- Weaker candidates did not seem to understand the question and produced **irrelevant responses** such as what happened to the cast on their way to the rehearsal venue and how drama could help improve one's language proficiency.



Question 3: Learning English through Short Stories

Text type: An article about Hong Kong Book Fair

The role of the writer: a reporter for a school magazine

Intended reader: readers of the school magazine

- describe / give details about a talk given by three authors in the Hong Kong Book Fair;
- explain why you found the talk interesting;
- say what you've learnt.



Supplementary note for Question 3: Learning English through Short Stories

Notes:

- Credit should be given to answers which manage to offer **objective criteria** about what constitutes a good short story (e.g. themes that readers can identify with, interesting plot, vivid characters) rather than **subjective preferences** (e.g. a good story must be funny, it must be short...).



Performance of candidates in Question 3 – Learning English through Short Stories

- Apart from relating what the authors at the Hong Kong Book Fair said about what made a good short story with sound, feasible criteria (e.g. the presentation of a theme or an experience that the reader could identify with, the effective use of technique such as characterization and plot twist), they also explained why the event was so interesting as well as what could be learnt from it.
- The average answers tended to focus more on the author's perceptions and less on the event's appeal.



Performance of candidates in Question 3 – Learning English through Short Stories

- The yardsticks that weaker candidates cited for gauging the effectiveness of a short story were often flimsy and less convincing, e.g. a good short story has to be funny, it has to be short, it needs to have a beginning, a middle and an end.



Question 4: Learning English through Poems and Songs

Text type: A letter to the editor of Hong Kong Express

The role of the writer: a reader of Hong Kong Express

Intended reader: readers of Hong Kong Express

- state that people have the right to freedom of speech, and songs containing foul language are just a means of expression;
- give reasons to support your view.



Performance of candidates in Question 4 – Learning English through Poems and Songs

- The letters to the editor which candidates produced were mostly mediocre in quality.
- Some made a few relevant points in defending the use of foul language in songs but they fell short of bringing greater depth and insight into the discussion by substantiating these ideas with specific examples or details.



Performance of candidates in Question 4 – Learning English through Poems and Songs

- In the work of some weaker candidates, foul language and informal language were treated as synonymous.



Question 5: Learning English through Popular Culture

Text type: A proposal to the school principal

The role of the writer: a student

Intended reader: your school principal

- suggest ideas for a weekly reality TV show to be broadcast on the school TV network;
- explain why this would be popular with students in the school;
- describe how to make the first episode appealing to viewers.



Supplementary note for Question 5: Learning English through Popular Culture

Note:

- The content needs to **reflect some understanding of what a reality show is** (i.e. it is meant to be unscripted and features ordinary people instead of professional actors).
- While *Survivor* and *American Idol* are obvious examples of reality show, game or quiz shows such as *The Weakest Link* and *Who Wants to Be a Millionaire?* are also classified by some under the reality show umbrella.



Performance of candidates in Question 5 - Learning English through Popular Culture

- Quite a number of candidates did not address the question adequately as they seemed to have **problem understanding the term 'reality TV show'**. They mistook it to mean the same as television show in general and this greatly detracted from the overall effect of their writings.
- The better candidates demonstrated some **awareness of the features of reality TV**, made largely considered plans as to what type of show would be appropriate, discussed the rationale behind them and explained how to make the first episode appealing to students.



Question 6: Learning English through Sports Communication

Text type: A letter to the Secretary of Education

The role of the writer: a student

Intended reader: the Secretary of Education

- *give your views on whether PE lessons should be removed from the curriculum;*
- *give reasons to support your views.*



Performance of candidates in Question 6 – Sports Communication

- This was a question that elicited a number of effective responses.
- The stronger candidates argued with conviction for the need to retain the subject of P.E. in the curriculum by providing a range of valid reasons
- The weaker candidates also had some fair points to make about the subject.



Question 7: Learning English through Debating

Text type: A debate speech

The role of the writer: a member of the school debating club

Intended reader: adjudicators, participants and audience of a debating competition

- say whether you are for or against the motion 'Nuclear power is the best source of energy for the future';
- give reasons to support your opinion.



Performance of candidates in Question 7 – Learning English through Debating

- Overall, candidates clearly presented their stance on whether ‘Nuclear Power is the best source of energy for the future’
- The majority held back from discussing their perspective in depth.
- Few efforts were evident to develop them into a convincing argument with appropriate supporting details or examples.
- The impressive responses demonstrated a firm grasp of the topic and the critical ability to manipulate details to bear on the question.



Question 8: Learning English through Workplace Communication

Text type: An email to a friend

The role of the writer: You

Intended reader: a friend who is going for a job interview

- give advice on how to prepare for a group interview for the position of 'Part-time Promoter' for a mobile phone company;
- suggest what he/she should do during the (group) interview.



Supplementary note for Question 8: Learning English through Workplace Communication

Note:

- The advice that is given on what to do during the interview should take into account that it is conducted in **groups** rather than individually.



Performance of candidates in Question 8 - Learning English through Workplace Communication

- Candidates were in general able to address the requirements of the question competently.
- The stronger responses showed familiarity with the topic and offered a variety of suggestions on how to prepare for the job interview as well as how to make a good impression during **the group interview** and steer it to one's advantage.



Performance of candidates in Question 8 - Learning English through Workplace Communication

- Some of the weaker responses, however, overlooked a key aspect of the question, i.e. that the friend is going for a group interview, and thus produced advice that was more general and pertinent to individual job interviews.



Question 9: Learning English through Social Issues

Text type: A speech

The role of the writer: A participant / speaker at a conference for young people aged 13-18

Intended reader: Other participants of the conference

- describe the joys of being a teenager in Hong Kong;
- give examples.



Supplementary note for Question 9: Learning English through Social Issues

Notes:

- Student's answer should address key words in the question. That is, it should focus on **the joys of being a teenager in Hong Kong** and not as any other person, of living in Hong Kong and not anywhere else.



Performance of candidates in Question 9 - Learning English through Social Issues

- The richer responses approached the topic from not only a local point of view but also a global perspective
- The insubstantial responses, however, consisted of little more than cursory discussion combined with lists of entertainment and leisure activities for young people in Hong Kong.



Performance of candidates in Question 9 Learning English through Social Issues

- Weaker candidates missed the question by discussing the joys of being a teenager in general , the problems confronting young people in the 21st century, and how they should prepare themselves for employment.



Samples of performance



Script A - Question 8: Learning English through Workplace Communication

Text type: An email to a friend

The role of the writer: You

Intended reader: a friend who is going for a job interview

- give advice on how to prepare for a group interview for the position of 'Part-time Promoter' for a mobile phone company;
- suggest what he/she should do during the interview.



Script A- Level 2 (Workplace English)

Domain	Comments
Content	<ul style="list-style-type: none"> ❖ Ideas are generally valid but some of them could have been presented or developed more clearly (e.g. why a 5-minute presentation may be included in the group interview, in what way the suggested communication strategies such as eye-contact, pace, etc. are particularly relevant to the group interview?)
Lang	<ul style="list-style-type: none"> ❖ Errors in grammar and choice of words sometimes affect meaning (e.g. 'You can also use some body language to flow dowe your nervous') ❖ Weak spellings ('empolyee', 'pertice', 'confendience')



Script A- Level 2 (Workplace English)

Domain	Comments
Org	❖ Information could have been better arranged to achieve a clearer overall progression. For example, the point concerning what to wear for the interview should be put in the section on how to prepare for the interview rather than in the part on what to do during the group interview



Script B - Question 2: Learning English through Drama

Text type: A diary entry

The role of the writer: a director of a play

Intended reader: You / Self

- *describe what happened at the first rehearsal of a play;*
- *say whether you think it was a success;*
- *suggest what you need to improve before the next rehearsal.*



Script B – Level 3 (Drama)

Domain	Comments
Content	<ul style="list-style-type: none"> ❖ Could have addressed the question more fully; script focuses largely on an accident which took place during the rehearsal (i.e. actress collapsed and fell off stage) at the expense of matters such as the team’s performance, staging and related suggestions for improvement
Lang	<ul style="list-style-type: none"> ❖ Some grammatical inaccuracies but they do not affect overall clarity ❖ Word choice is sometimes inappropriate (e.g. ‘The shame is...’, ‘caught his red hand’)



Script B – Level 3 (Drama)

Domain	Comments
Org	Makes effort to maintain a clear focus and text is generally coherent



Script C - Question 9: Learning English through Social Issues

Text type: A speech

The role of the writer: A participant / speaker at a conference for young people aged 13-18

Intended reader: Other participants of the conference

- describe the joys of being a teenager in Hong Kong;
- give examples.



Script C – Level 5 (Social issues)

Domains	Comments
Content	<ul style="list-style-type: none">❖ The content is substantive and a clear understanding of the subject is shown. The short talk contains a range of ideas illustrating the joys of being a teenager in Hong Kong. All the ideas are pertinent to the question and examples or descriptions were used to develop the points.❖ The candidate is highly aware of the audience and so can provide information which supports the theme of the talk.



Script C – Level 5 (Social issues)

Domain	Comments
Lang	<ul style="list-style-type: none"> ❖ A wide range of sentence patterns, such as relative clauses, adverb clauses and participle phrases are used in the writing. Most of the complex sentence constructions are grammatical. ❖ The speech is mostly accurate, though there are some mistakes in the first three paragraphs. ❖ The vocabulary is wide and the choice of it is accurate. ❖ The candidate uses repetition like <i>we ‘compete for jobs, compete for wealth and compete for social status’</i> and the subject pronoun ‘we’ to create a special effect in the speech. The tone, register and style are all appropriate.



Script C – Level 5 (Social issues)

Domain	Comments
Org	<ul style="list-style-type: none">❖ Paragraphs are well-expanded, though more information could have been given to develop the point on different freedoms being enjoyed by Hong Kong teenagers.❖ Connecting words like <i>to start with</i>, <i>what's more</i> and <i>apart from</i> are used between paragraphs to show their relationship.❖ Development of ideas is good.



Recommendations to candidates (1)

- Read the questions carefully to fulfil all the requirements of the task
- Develop the ideas with examples and supporting details
- Pay attention to who the addresser and the intended readers are
- Don't insert prepared sentences, paragraphs and stock phrases
- Memorised paragraphs / essays will be disregarded and not awarded any marks. Zero marks will be given to totally memorised essays



Recommendations to candidates (2)

- **Word Guides:** Candidates should not waste time counting the no. of words written. As a general guide, + or – 10% is acceptable (so between 360 to 440 for ‘about 400 words’). Quality is more important than quantity.



Paper 3 Listening and Integrated Skills



Pilot Study

- Number of Candidates:
 - Part 3A: 2,845
 - Part 3B1: 1,332 (46.74%)
 - Part 3B2: 1,513 (53.26%)



Paper 3A Design

- Four tasks
- Generally from less to more challenging:
 - Task 1 generally pitched at Levels 1 and 2 of level descriptors.
 - Task 4 generally pitched at Levels 4 and 5 of level descriptors.

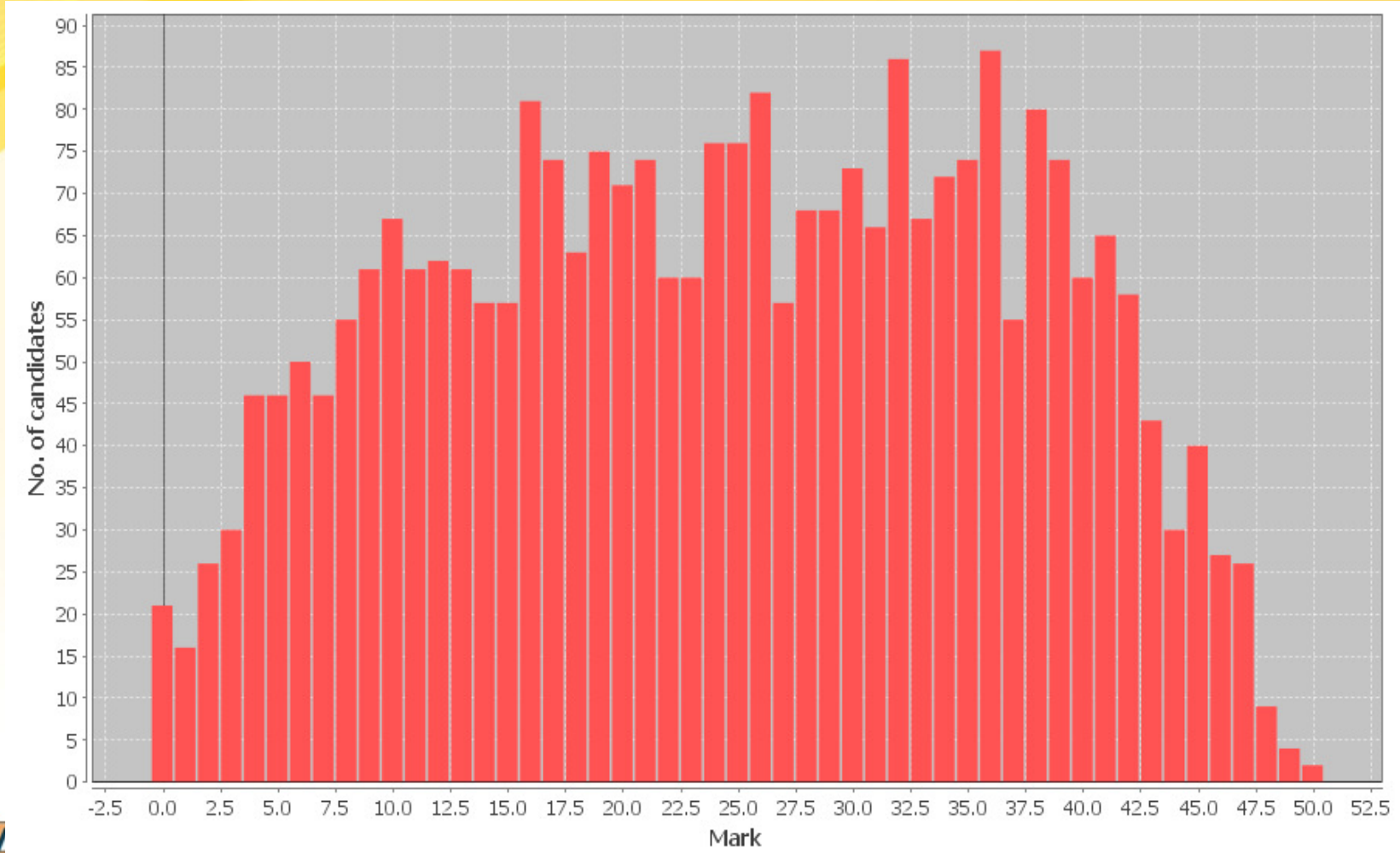


Paper 3A Results

Full Mark	Mean (%)	SD (%)	Reliability
50	49.04	24.53	0.95



Part 3A score distribution



Paper 3A results per task

	Av. Mean (%)
Task 1	64.57
Task 2	54.62
Task 3	44.30
Task 4	30.61



Listening Descriptors

Level 2

Specific comprehension

- Explicitly stated information is understood in simple spoken texts when delivered at moderate speed.
- Literal language is understood when the context is clear.

Awareness of sound patterns

- Simple emotions can be recognized from the speakers' delivery.
- [Items pitched at level 2.doc](#)



Listening Descriptors

Level 3

Specific comprehension

- Explicitly stated information is understood in fairly complex spoken texts when delivered at moderate speed.
- Straightforward inferences are made from literal language.

Awareness of sound patterns

- Straightforward attitudes of speakers are identified based on stress and intonation.
- [Items pitched at level 3.doc](#)



Listening Descriptors Level 5

Specific comprehension

- Inferences are made from complex spoken texts and their purposes understood when delivered at near-natural speed.

Awareness of sound patterns

- Speakers' attitudes and intentions are identified based on features of stress and intonation.
- [Items pitched at level 5.doc](#)



3B2 paper design & marking scheme

- 3 tasks
- Each task worth 18 marks
- Task Fulfillment mark divided into sections
- Language mark includes:
 - Own Language
 - Data File Manipulation
- Each task has marks for Coherence & Organization and Appropriacy



Paper 3 Part B2 Results

Paper	Full Mark	Mean (%)	SD (%)	Reliability
8	18	54.71	18.93	0.81
9	18	53.9	14.83	0.69
10	18	44.87	20.31	0.81



Paper 3 Part B2 Results

Paper	Full Mark	Mean (%)	SD (%)	Reliability
8	18	54.71	18.93	0.81
9	18	53.9	14.83	0.69
10	18	44.87	20.31	0.81



Paper 3 Part B2 Task 10

- A feature article for new restaurant
- Data File input:
 - Notes from meeting (listening)
 - Three websites with:
 - Multiple authors
 - Multiple genres
 - Different audiences
 - Different purposes



Paper 3 Part B2 Task 10

- Skills tested include:
 - Extrapolating relevant information from popular science text
 - Choosing illustrative point from detailed recipe
 - Inferring the link between the slogan and the concept of the restaurant
 - Adapting style of original texts to include in feature article
 - Creating a coherent and appropriate title



Paper 3 Part B2 Task 10

- Samples of performance:
 - Task 10 Script A
 - Task 10 Script B
 - Task 10 Script C



Task 10 Script A: Level 5

- All Data File instructions are interpreted appropriately.
- Relevant information is located and transferred.
- The content is complete and relevant to the task.
- Wide range of written sentence structures used:
 - Skilful manipulation of Data File material
 - Very accurate. Problems tend to be awkwardness in phrasing more than errors
- Register, tone and style appropriate to feature article throughout
- The organization is wholly coherent including congruent title and ending.



Task 10 Script B: Level 3

- Some Data File instructions followed appropriately.
- Most relevant information located, understood and transferred appropriately.
- Language:
 - Integration of Data File material communicates meaning but tends to be grammatically problematic
 - Own sentence structure tends to be reasonably accurate with some good lexis.
- Register, tone and style generally appropriate to feature article, though sometimes reads like an essay.
- The organization is generally coherent though a bit faulty within paragraphs.



Task 10 Script C: Level 2

- Some Data File instructions are followed in part.
- Some relevant information is located and transferred
- Language:
 - Manipulation of Data File material communicates meaning but tends to be grammatically problematic
 - Own sentence structures tend to communicate meaning but have significant inaccuracies
- Has some of features of feature article but no real sense of adapting language
- Overall organization reasonable though within paragraph problematic.



3B1 paper design & marking scheme

- 3 tasks
- Task fulfillment mark divided into sections
- Each task has Language mark
- Task 5 pitched at lower levels
- Tasks 6 and 7 Language includes Own language and Data File Manipulation
- Task 6 and 7 include marks for Coherence & Organization and Appropriacy



Paper 3 Part B1 Results

Paper	Full Mark	Mean (%)	SD (%)	Reliability
5	12	40.25	24.83	0.83
6	18	34.13	24.38	0.89
7	18	29.22	24.84	0.87



Paper 3 Part B1 Results

Paper	Full Mark	Mean (%)	SD (%)	Reliability
5	12	40.25	24.83	0.83
6	18	34.13	24.38	0.89
7	18	29.22	24.84	0.87



Paper 3 Part B1 Task 7

- A letter to the editor
- Input:
 - Article in newspaper with notes
 - A menu
 - Extract from university magazine



Paper 3 Part B1 Task 7

- Skills include:
 - Referencing original article
 - Gleaning explicitly stated attitudes
 - Refuting claims
 - Making simple inferences to find examples from menu
 - Use of reasonably formal style for letter to the editor



Paper 3 Part B1 Task 7

- Samples of performance
 - Task 7 Script A
 - Task 7 Script B



Task 7 Script A: Level 3

- Most relevant information located, and transferred appropriately.
- Language:
 - Integration of Data File material done skilfully
 - Own sentence structures tend to be accurate but restricted.
- Register, tone and style generally appropriate to letter to the editor, though ending is not
- The organization coherent though reliant on paragraph-initial connectors.



Task 7 Script B: Level 2

Some relevant information is located and transferred.

- Relevant content included when its relevance has been clearly signalled.

Language:

- Manipulation of Data File material generally communicates meaning but tends to be grammatically problematic
- Own sentence structures tend to communicate meaning but have significant inaccuracies
- Some features of letter to the editor. No real sense of adapting language to fit genre.
- Paragraphing clear. Coherence tends to rely on paragraph-initial connectors



Papers 1 & 3 graded approach

- Equating exercise
 - B1 scores are converted to equivalent scores on B2 scale
 - All candidates' scores then on one scale



Equating exercise

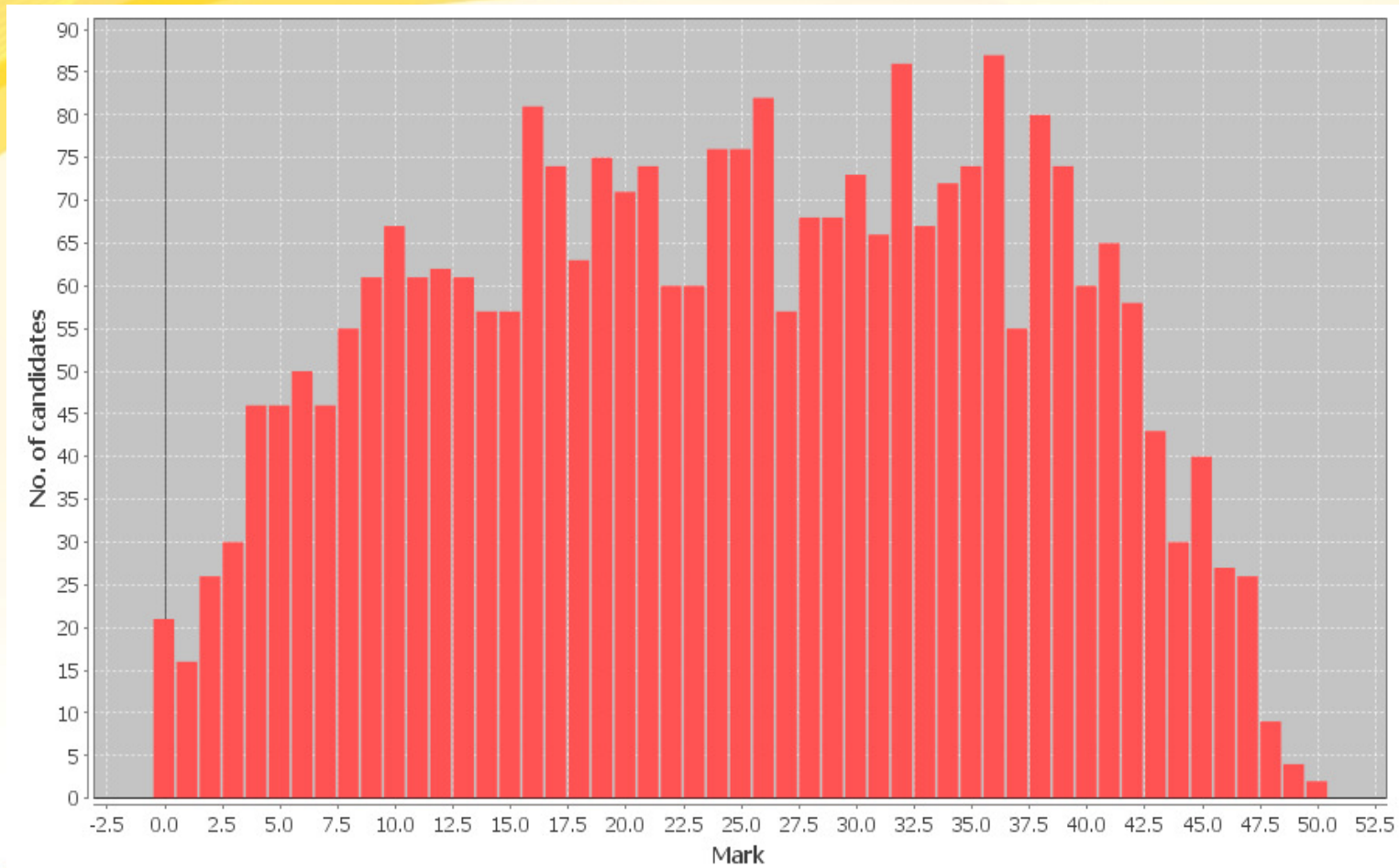
3B1 Scores

3B2 scores

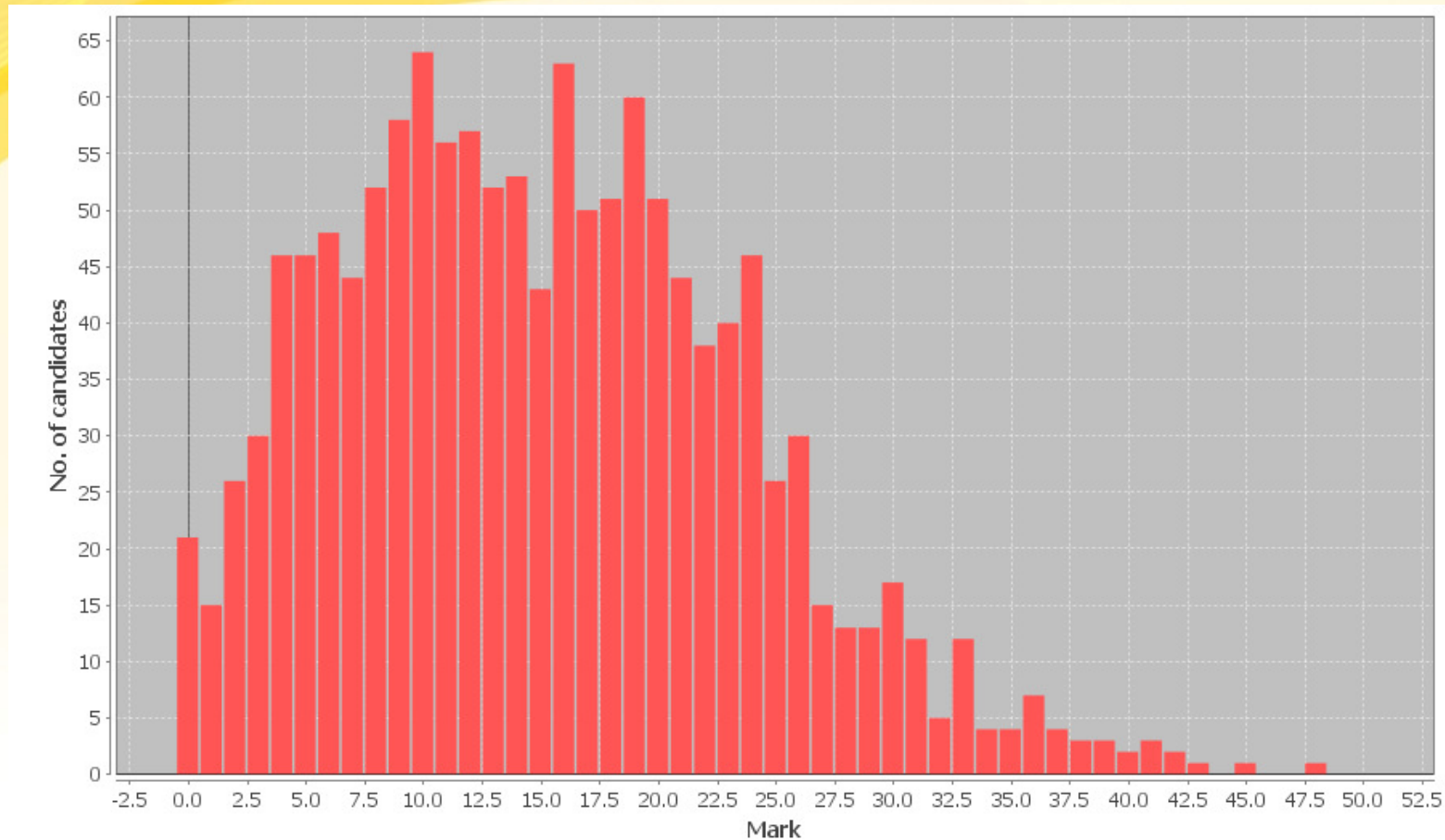
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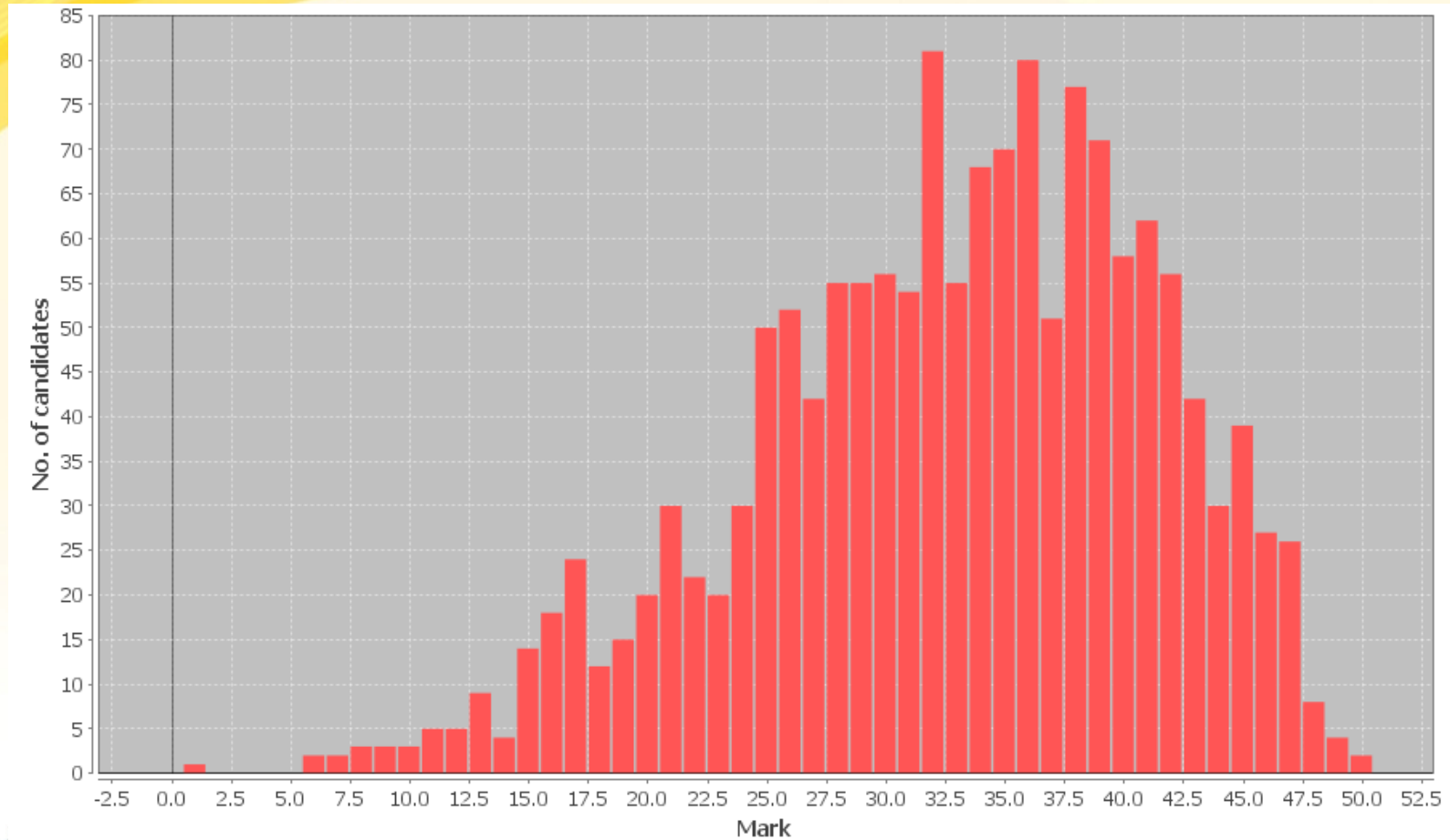
Part 3A score distribution



How the 3B1 students performed in 3A



How the 3B2 students performed in 3A



Equating exercise

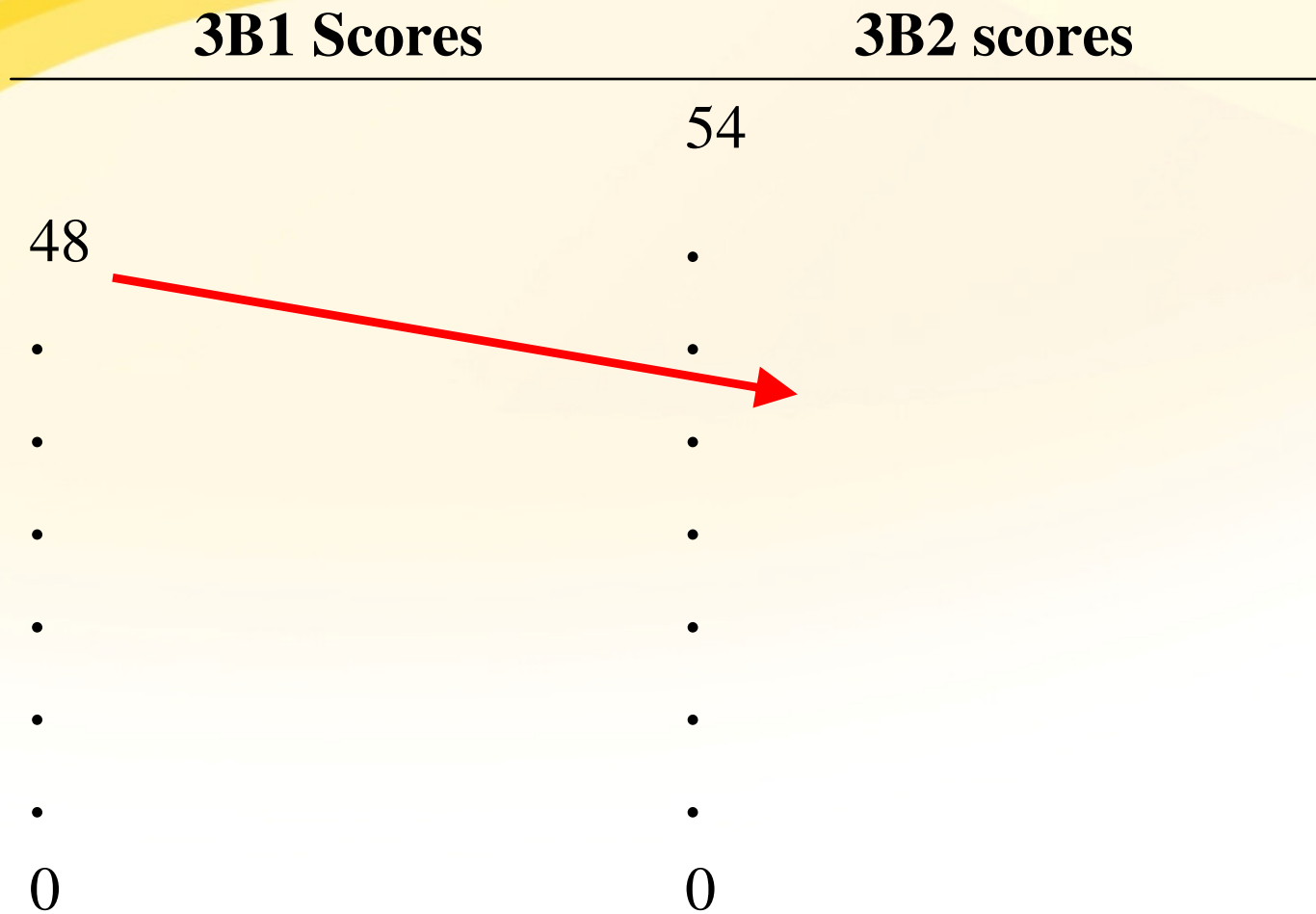
3B1 Scores

3B2 scores

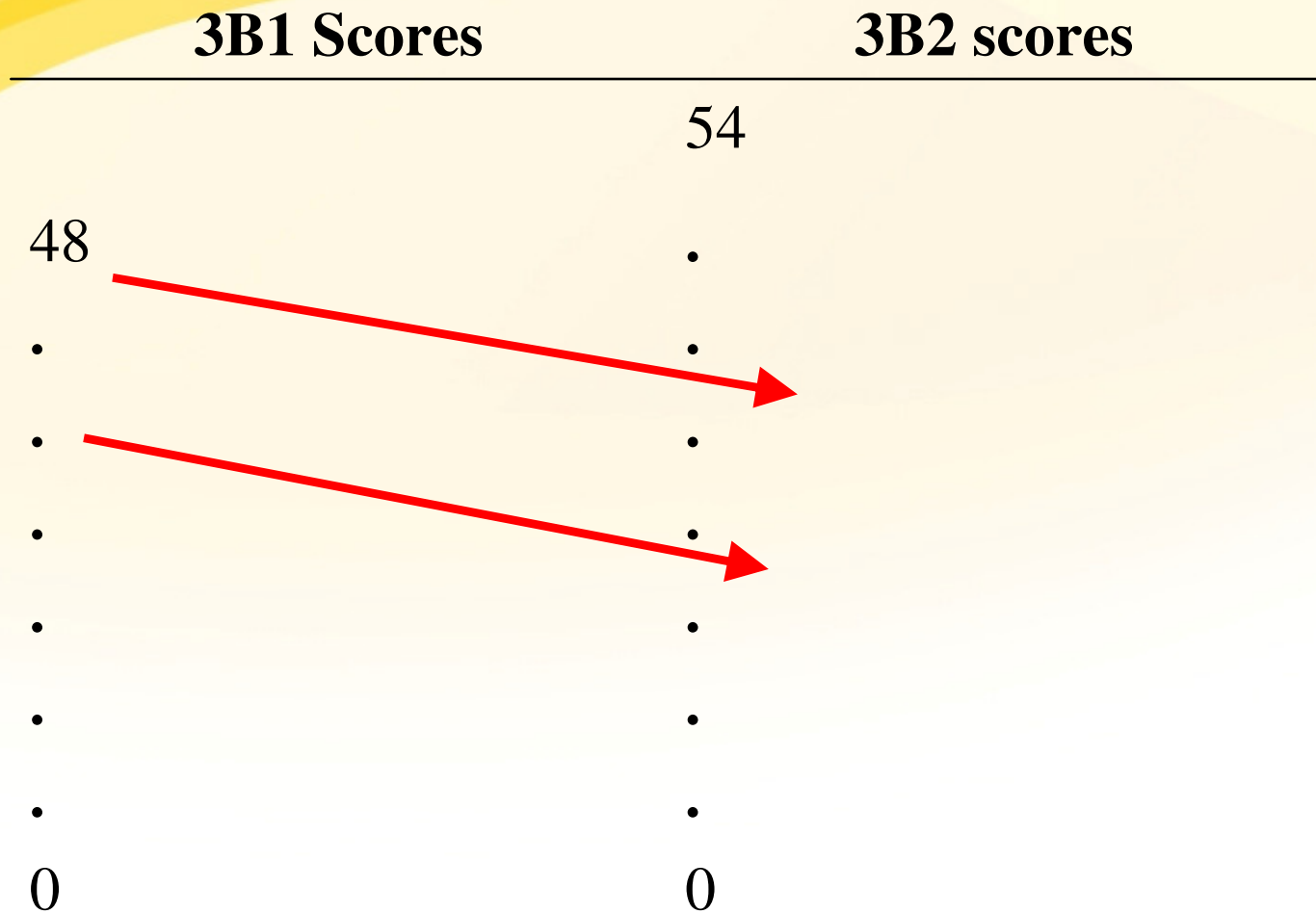
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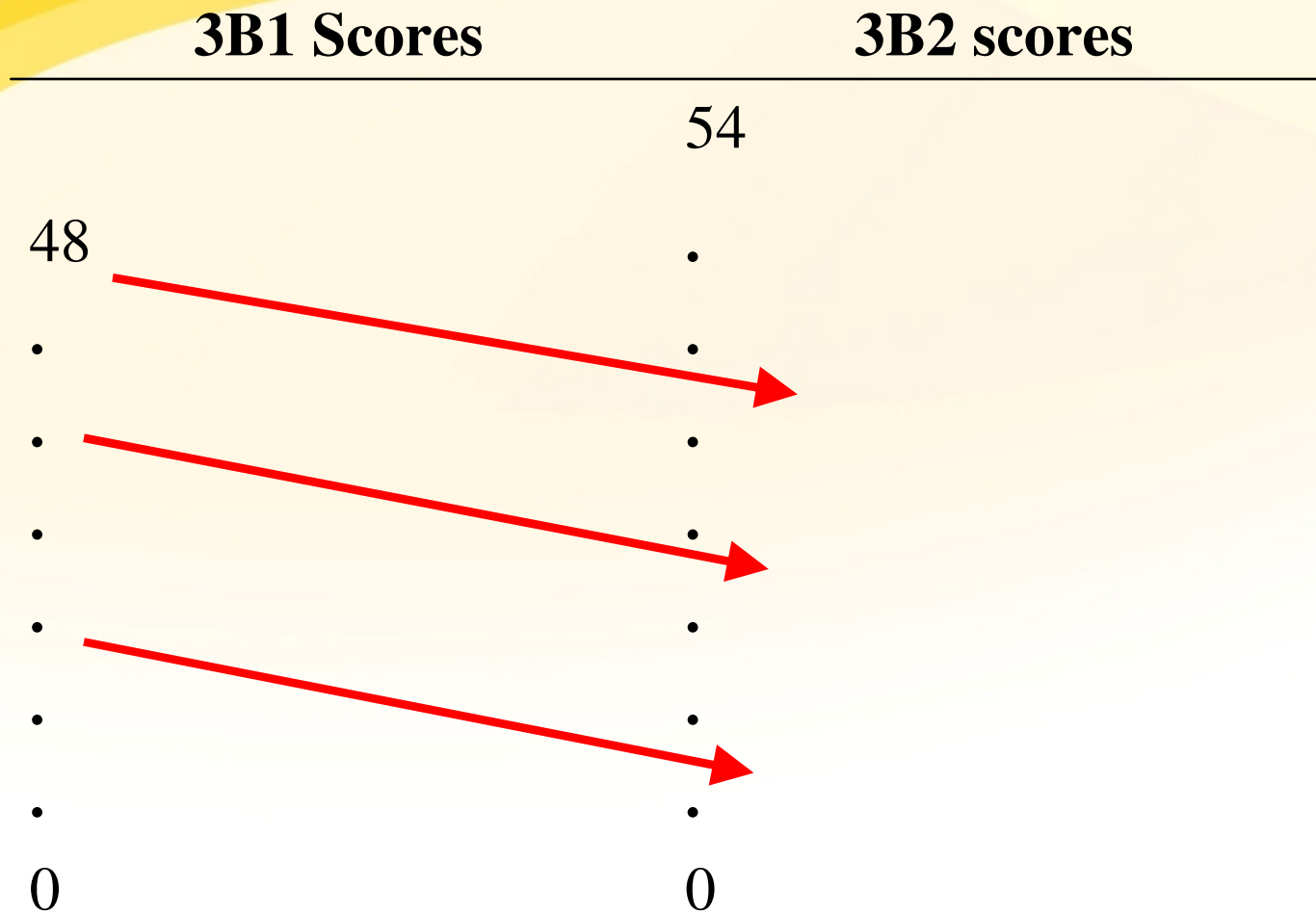
Equating exercise



Equating exercise



Equating exercise



Part B1 to Part B2 score conversion factor

	B1 converted to B2 score
Paper 1	Multiply by 0.652
Paper 3	Multiply by 0.735



Part B1 to Part B2 score conversion factor

- Example: Paper 3

Candidate's score in 3B1 = 26

Candidate's score after conversion

$$= 26 * 0.735 = 19$$



Part B1 to Part B2 score conversion factor

- In live exam
 - Carried out with 70,000+ candidates
 - More precise calculation used
 - Conversion factor will vary from paper to paper and year to year
 - Maximum grade a candidate who attempted B1 can get is a 4



Paper 4 Speaking

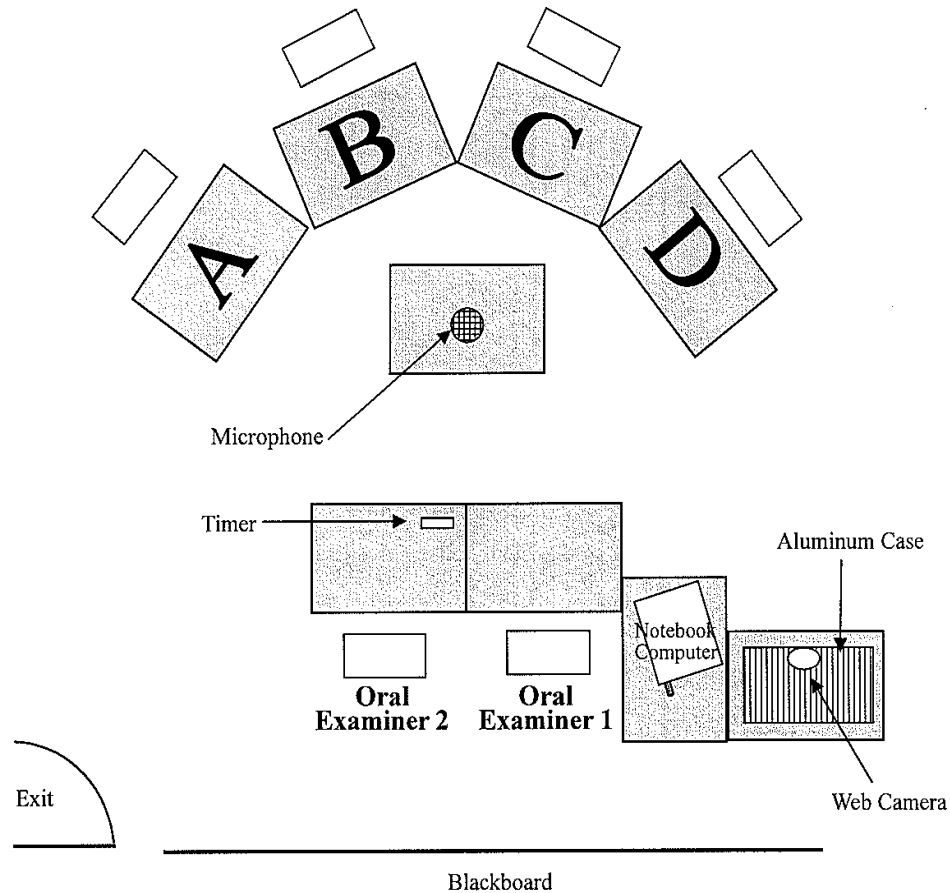


Paper 4: Speaking

- Oral Recording System (ORS)
 - Allows for greater quality assurance
 - In exam procedures
 - In marking of candidates' performance



Paper 4: Seating Plan



Paper 4: ORS advice for candidates

- Speak loudly enough to be heard
- Forget about the camera as much as possible
- Speak to your fellow candidates and examiner rather than the camera



Question-Answer Session

