**Joint Meeting of the the CDC-HKEAA Committee on Literature in English (2013-2015) & HKDSE Literature in English Subject Committee (2013/2014)**

**Date of meeting:** 21 Jan 2014 (Tuesday)

**Time:** 4:30 – 7:00 pm

**Venue:** Rm E304, KTESC

**No. of participants:** 18

**Agenda items & gist of the meeting:**

1. Confirmation of the minutes of the meeting held on 25 Oct 2013
* The minutes of the meeting on 25 Oct 2013 were confirmed by the CDC-HKEAA members with no amendments.
1. Matters arising from last meeting
* There were no matters arising from the last meeting.
1. Updating of the *Literature in English Curriculum & Assessment Guide (Secondary 4-6)*

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| * Ms Janice TAI presented the major updating in Chapters 2, 3 & 5*.*
* Members suggested fixing a typo and a sentence with ambiguity, as well as reverting a heading to the original version in Chapter 5.
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1. Presentation on major findings from the focus group meetings with some 2012/13 S6 students, Literature in English teachers and tertiary academics

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| 4.1 | Ms Barbara CHAN briefed members on the schedule for stakeholder engagement in the Medium-term Review before reporting on the major findings from the focus group meetings conducted between Aug and Dec 2013. |
| 4.2 | Dr Neil DRAVE made the following points in response to the findings reported:* The suggested answers and marking schemes for future HKDSE examinations would be improved to show specifically how marks were assigned.
* Some teachers had the views that more role-play questions should be included, but it was difficult to ensure the fairness, validity and consistency in assessing role-play questions in the essay writing paper and creative work in the Portfolio. Such creative tasks were more suitable for inclusion in daily learning and teaching than in the public assessment.
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| 4.3 | Members valued creative work and questions that encouraged imaginative expansion of the set texts, as these tasks could assess students’ ability to appreciate literary works and produce original texts in response/connection to them. To reduce the arbitrariness in assessment, members suggested having a separate set of rubrics for creative tasks and attaching creativity to some more specific requirements (e.g. use of certain literary techniques) in the task design.  |

1. Discussion on issues that need further deliberation in the Medium-term Review

Key issues raised/discussed

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| 5.1 | Choice of set texts* Considering a number of factors such as teachers’, especially new teachers’ preparation work and sufficient questions to be set for the public examination papers, members proposed the following arrangements regarding the future replacement of set texts:
* A set text should be on the list for at least four years but no more than six years before its replacement.
* Of the three genres offering two options (i.e. novel, play and film), only the text(s) in one genre should be replaced each year.
* The poems and short stories could be replaced gradually, a few pieces each year following the 4 to 6 year rule.
* In view of the copyright and licensing issues, members found it necessary to confine the selection of the set poems or short stories to a single print-based anthology before digital technologies could remove the barriers to using copyright works from different sources.

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| 5.2 | SBA criteria* Dr Neil DRAVE proposed two frameworks (i.e. the componential and the holistic frameworks) for assessing students’ performance in SBA. The componential framework gave the four domains (i.e. I. Arguments, II. Organisation and Genre, III. Texts/Evidence, IV. Language and Style) equal weighting while the holistic framework allowed teachers to weigh the four areas more flexibly when awarding marks within a score range. Members generally preferred the holistic framework.
* It was agreed that a separate set of criteria should be developed for creative work.
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| 5.3 | Support measures for teachers |
|  | * Members made the following suggestions:
* Providing full examination scripts for teachers’ discussion and trial grading in the briefing/information session on the HKDSE Examination to help them develop a clear understanding of the assessment requirements
* Uploading more sample portfolio work onto the HKEAA website to show a full range of student performance
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1. Plans for collecting feedback for the Medium-term Review from schools and stakeholders
* Ms Barbara CHAN explained that two school surveys were to be conducted, the first one in Jun 2014 to collect teachers’ views for formulation of the proposed recommendations and the second one in Jan 2015 to collect views on the proposed recommendations.

**Recommendations/actions to be taken**

1. Replacement of set texts

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| * The anthologies currently adopted would be subject to periodic review and members would forward suggestions for set texts or anthologies to the Secretary.
* Questions on the proposed replacement arrangements (e.g. frequency of change, number of texts) would be included in the school survey to collect teachers’ views.
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1. Public examination
* The marking schemes for future examinations would be improved to show how marks were assigned to answers of different levels of complexity, so as to facilitate analytical marking and clarify expected standards.
1. SBA criteria
* A more refined set of SBA rubrics and criteria would be developed based on the holistic framework tabled and discussed in the meeting. Pointers would be worded in an explicit manner and arranged according to their order of importance within each mark range. Due emphasis would be put on the use of language for effective communication of ideas.
1. A CDC-HKEAA Committee meeting would be held on 1 Apr 2014 to discuss the questions in the first school survey.