

Part 2 Exemplar Assessment Tasks for KS3

Task 1: Process writing task

Overview of task

In groups, learners design a brochure for the Hong Kong Tourism Board describing 4 attractions in Hong Kong which would appeal to young people of their own age.

Task guidelines for learners

Writing a Tourist Brochure

Imagine the Hong Kong Tourism Board has asked your class to design a brochure that would be of interest to young visitors of your own age. In groups of 4, design the brochure describing FOUR sites suitable to young people of your own age coming to Hong Kong. Complete this task by following the steps below:

Step 1: Group Task.

Discuss in your groups which sites young people would want to visit in Hong Kong. Choose one site each to investigate. For homework find out as much as you can about the site, where the site is, when it is open, what one can see / do there, what the facilities are, how one gets there, etc. Bring this information to the next class.

Step 2: Group Task.

Exchange information with your group members. Tell them about the site you have found out about. Then decide how you are going to present the information in your brochure, what order you want to put your sites in, what illustrations you need, what title you want to give the brochure, etc.

Step 3: Individual Task.

Write a description about your chosen site (120 words). Remember to say why it is interesting. Proofread it carefully, then hand it to your teacher.

Step 4: Group Task.

In your groups edit your work based on your teacher's comments. Then put together your brochure. Your brochures will be assessed on the following basis:

- (a) Task fulfillment: would your selected sites appeal to young people?
- (b) Accuracy of language and information provided: is the brochure written in good English? Is the information provided accurate?
- (c) Attractiveness of final written submission: is your brochure really attractive? Can you make it more appealing?

Notes for teachers

(i) Assessment focus

The task is intended to assess the ability of learners

- to generate ideas relevant to the experiential content of the task (tourism);
- to demonstrate a degree of mastery over the ‘tourist brochure’ genre;
- to draft ideas, and then to revise and polish initial written efforts incorporating feedback and suggestions from fellow learners and the teacher; and
- to clarify and develop ideas by making revisions to own written texts through personal reflection and talk with others.

The task is designed to meet the following Learning Targets:

- to converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3);
- to obtain and provide objects, services and information in real and simulated situations (ISe in KS3);
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3);
- to identify and discuss ideas in spoken and written texts, form opinions and express them (KSc in KS3); and
- to clarify and develop ideas by making revisions to one’s own written texts through personal reflection and talk with others (KSe in KS3).

(ii) Relation to the curriculum

Process writing is an important element within the curriculum (*CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002*, pp. 108 – 109). This task therefore clearly reflects an important educational imperative.

(iii) Advice on using the task

It is assumed that the learners will have been introduced to the tourist brochure genre and they will have looked at some tourist brochures in an earlier lesson. The focus here is to have the learners identify those sites they think would be interesting to visitors of a similar age. Each member of the group should write about one site, so that you can assess and give feedback to individuals on their writing. However, to encourage learners to revise and edit their work and also to give each other feedback, this assessment task has been devised as a process writing one. Here is a suggested four-step procedure for learners to follow:

- exchange work and read each other’s drafts;
- write a list of questions for the original author / writer;
- discuss questions; and
- negotiate and decide on changes to be made.

Proposed feedback mechanism

This type of task lends itself to a written feedback sheet which the teacher can complete on first reading each learner’s contribution and then again once the brochure has been put together. The feedback sheet could focus on the following:

Feedback Sheet			
(1=needs improvement, 2=satisfactory, 3=well done)			
Content	1	2	3
Is the content relevant to the topic of tourism in Hong Kong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it address the specified audience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
Does the piece exhibit characteristics of ‘tourist brochure’ genre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language use			
Are the language structures appropriate to the ‘tourist brochure’ genre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the choice of vocabulary appropriate for a tourist brochure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporation of peer feedback			
Do 1 st and 2 nd drafts clearly demonstrate an ability on the part of the learner to revise his / her initial effort in the light of peer feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic			
Does the piece display imagination and creativity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments:			

The teacher may decide to include additional comments only once the brochure has been completed, thus making the marking load easier, and ensuring that learners work out how they can improve their writing rather than having the teacher tell them how. The peer evaluation questions can reflect the same criteria as those used by the teacher. In the final stage of the writing, once the group task has been completed, the teacher and learners may decide to focus specifically on the following 3 criteria when deciding which brochures are the most effective:

1. task fulfillment: whether selected sites would appeal to young people;
2. accuracy of language and information provided; and
3. attractiveness of the final product.

Adapting the task

There are numerous ways the task can be adapted. Learners may elect to present the final brochure collaboratively, and have a group rather than individual assessment. Also, the topic of the brochure may be adjusted to, for example, historical sites in Hong Kong, or to a brochure advertising the learners’ school, the clubs and societies at the school, etc.