

CDC Committee on English Language Education 2004 – 2005  
Gist of the Third Meeting

Date: 11 March 2005

Time: 4:30 p.m.

Venue: Room 1419A, 14th Floor, Wu Chung House, Wan Chai, Hong Kong

**1. Welcoming new members and extending votes of thanks**

The Committee welcomed Mr Sheridan LEE and Ms Cindy CHAN as the new Vice-chairperson and Secretary respectively. On behalf of the Committee, the Chairperson extended thanks to Mr Raymond NG and Mr William CHENG for their contributions as Vice-chairperson and Secretary respectively since October 2004.

**2. Confirmation of the minutes of the meeting held on 10 January 2005**

The minutes were confirmed with minor amendments.

**3. Matters arising from the minutes**

Matters relating to the proposed 2007 CE English Language Syllabus and sample papers, and the new senior secondary English Language curriculum, would be covered in Agenda Items 4 and 5.

**4. Standards-referenced Assessment (SRA) and School-based Assessment (SBA) for 2007 CE English Language Examination**

Standards-referenced Assessment (SRA)

- Mrs Christina LEE reported that the revised proposal for the 2007 CE English Language Syllabus and sample papers were endorsed by the School Examinations Board in January 2005. A briefing session for teachers on the revised proposal regarding the standards-referenced examination and the SBA component would be conducted on 27 April 2005.
- In the revised proposal, the following amendments were made in response to the views collected during the December consultation exercise:
  - Paper 1 was split into Paper 1A (Reading) with a duration of 1 hour and Paper 1B (Writing) with a duration of 1½hours.
  - The weighting of Paper 3 (Speaking) was raised from 10% to 15% with a corresponding reduction in the SBA weighting from 20% to 15%.
  - A sample Paper 1A was compiled from three of the sample reading texts with a total of about 50 items set on the texts, which was similar to the requirements of the actual paper.
- Mrs Christina LEE further explained that under SRA, descriptors spelling out the standards required for each level of performance would be provided. There would be five levels, with Level 5 being the highest. In order to provide a finer discrimination at the top end, a level 5\* (e.g. the top 1%) would also be awarded. The cutting score for each level of performance for the receptive skills would be determined by standards-setting procedures. As for the productive skills, marking guidelines and samples would be provided for markers to help them assess the performance of the candidates. Students' levels of performance for speaking would be derived from the public exam and the SBA. The level descriptors would be sent out to teachers in draft form. Any amendments would be made known to teachers before the 2007 CE Exam.
- Mrs Christina LEE mentioned that equal weighting was given to the different aspects of writing in the marking criteria of Paper 1B (Writing). It was agreed by members that samples from the same question would be used to illustrate the different levels of performance for writing and more representative samples of students' work would be chosen for teachers' reference.
- Samples of work for Task 6 of Paper 2 (Listening & Integrated Skills) would be selected to illustrate the different levels of performance. The materials would be presented to the School Examinations Board for endorsement on 15 April 2005.
- As for Paper 3 (Speaking), each student would be asked to engage in a group discussion of 6

minutes together with a one-minute individual response to the examiner's question(s). A CD-ROM would go with the set of sample papers to illustrate the different levels of performance.

- The Committee endorsed in principle the proposed amendments to the 2007 CE English Language Syllabus and sample papers.

#### School-based Assessment (SBA)

- The set of speaking descriptors used for SRA would be used for the SBA as well. Two CD-ROMs on SBA would be produced in due course to introduce to teachers the guidelines on suitable assessment tasks, assessment criteria and samples of performance.
- It was agreed in the Joint Committee that the assessment tasks should cover two "text types", i.e. the individual presentation and group interaction parts. In the course of two years, teachers can conduct multiple assessment tasks (a minimum of 2 tasks a year) and choose to report on the best results of students. Teachers have to keep records of students' performance using a standard assessment sheet provided by the HKEAA. Both teachers and students have to sign on the record sheets to verify the authenticity of students' work.

#### Moderation process for SBA

- Mrs Christina LEE explained that moderation would be mainly conducted at two levels, the school and district levels. For internal school moderation, it was proposed that the SBA co-ordinator had to make sure that the scores given were comparable among teachers by making reference to the marking criteria and samples of performance in the CD-ROM provided by the HKEAA. Adjustments to scores would be made accordingly before they were submitted to the HKEAA.
- For district-level moderation, it was proposed that SBA co-ordinators from about 10 to 20 schools would meet and verify the marking standards across schools. Mrs Christina LEE said that teachers would not be forced to change the scores after the district-level moderation. It was up to individual schools to resolve the differences in grading pupils' performance. Statistical moderation would be applied as a last resort based on candidates' performance in the public exam.
- Members were greatly worried about the district-level moderation and alternative suggestions were made. Mrs Christina LEE said that she would relate members' comments to the SBA consultants and the arrangements for the moderation process would be further considered.

### **5. New Senior Secondary (NSS) English Language Curriculum**

- Findings from the questionnaire survey conducted by CDI throughout the consultation period were reported. Respondents were in general positive about the Compulsory Part. Some of them had reservations about the Elective Part in view of the lack of details provided at this stage.
- After discussion, members agreed that the module on grammar would be dropped because it should be integrated into the Compulsory Part. The module on sports communication would be further developed for members' views and comments before a final decision was made.
- The module "Learning English through Drama" would be finalized and sent to members for comment later.
- Materials on the module "Using films and documentaries in the English Language curriculum" would be included in the HKEAA publication on the proposed 2007 HKCEE English Language Syllabus as supplementary information.
- In response to the comments that the total lesson time for English Language was insufficient, the time allocation would be increased from 12.5% to 15%.

### **6. A.O.B.**

- There being no other business, the meeting adjourned at 6:40 p.m.

