

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

Date: 26 April 2005
Time: 4:30 p.m.
Venue: Room 1024A, 10th Floor, Wu Chung House, Wan Chai, Hong Kong

1. Confirmation of the minutes of the meeting held on 11 March 2005

The minutes were confirmed without any amendments.

2. Matters arising from the minutes

Mrs Christina LEE was invited to update on the latest developments regarding Paragraphs 4.5, 4.6, 4.7 and 4.18.

(Paragraph 4.5)

- A briefing session would be held on 27 April 2005 regarding SRA and the SBA component for the 2007 HKCE English Language Exam.
- The revised list of recommended texts for SBA together with the FAQ would be posted on the Web after the briefing session. Teachers can select appropriate texts from the list for extensive reading and viewing.
- The training programmes on SBA would probably be conducted in September 2005 and the implementation details for SBA would be finalized by then.

(Paragraph 4.6)

- The research study on whether questions would have any effects on students' writing performance has not yet been completed. Another analysis would be conducted to compare impressionistic marking and detailed marking.

(Paragraph 4.7)

- Five samples which are based on the same question have been selected to illustrate the different levels of performance for writing. Pending the results of the research study, candidates might not be given any choice of topics for writing.

(Paragraph 4.18)

- It was reported that the SBA consultants had held discussion sessions with teachers regarding district-level moderation. At the moderation meetings, teachers would share the marking standards across schools, exchange ideas and bring feedback to their own schools. Schools would not be forced to change the scores after the district-level moderation.

3. Discussion of *Draft English Language Curriculum and Assessment Guide (Senior Secondary)*

- Major revisions made to the *Draft English Language Curriculum and Assessment Guide (Senior Secondary)* were highlighted.
- It was reported that at the focus group meeting on the modules on drama and sports, teachers unanimously agreed that both modules were teachable and manageable. They also expressed the view that they would like to have more specific details about how these modules would be publicly assessed.
- It was further reported that the outlines of the eight modules would be provided in Chapter 4 of the Curriculum and Assessment Guide. The part on Assessment would be included in Chapter 5 and HKEAA would help out with the details concerning public assessment.

Comments on the module "Learning English through Drama"

- Some members expressed concern over the amount of writing required in the suggested activities. It was suggested that the expected length of the script be provided to make the activity more approachable.
- It was agreed that the wording in the Objectives would be refined to reflect more accurately the range of skills involved and the word "Aims" would be replaced by "Targets". The necessary revisions would be made before the second round consultation in June.

- It was agreed that a statement would be included on page 28 of “Teaching Resources” to make clear to teachers that they should feel free to make any adaptations they deem appropriate to the feedback form to suit their students’ needs and abilities.
- Pilots would be conducted on most if not all of the elective modules, depending on the time available. Professional development programmes would also be provided to support the implementation of the modules. A Seed Project on “Enhancing the Interface between the Junior Secondary and the Three-year Senior Secondary English Language Curricula through Promoting the Learning and Teaching of Language Arts” would be conducted to try out materials and collect good practice.
- It was agreed that a variety of themes would be considered to suit students of different interests and abilities.

Comments on the module “Learning English through Sports Communication”

- It was suggested that the use of the media be included to show how sports coverage has evolved in the media, how the perception about females has changed and how the feeling of nationalism is instilled.
- Suggestions were made to address the concern over the long list of vocabulary included in the module and how the vocabulary could be used in a meaningful way in the context of sports.
- It was also suggested that examples of articles which were related to students’ experiences could be included in the module to motivate students to read.

Other feedback/remarks

- It was pointed out that as agreed among all KLAs, the draft guide should include as many details as possible so that schools and publishers could have a better idea of what to develop and prepare for the implementation of the new curriculum.
- It was suggested that the range of text types for KS1–3 should be included in the appendix of the guide to make it more user-friendly to teachers.
- Mrs Christina LEE said that the proposed weighting for the SBA component would be 30%, 15% of which would be for the Compulsory Part and the remaining 15% for the Elective Part (i.e. 5% for each of the three elective modules).
- Mrs Christina LEE further pointed out that the assessment could be in different modes and would be based on a variety of formats. She also suggested that commonalities be identified across all modules and that students be assessed based on the same set of criteria.
- The Committee endorsed in principle the *Draft English Language Curriculum and Assessment Guide (Senior Secondary)*.

4. Discussion of *Draft Literature in English Curriculum and Assessment Guide (Senior Secondary)*

- It was reported that the *Draft Literature in English Curriculum and Assessment Guide (Senior Secondary)* was endorsed by the CDC-HKEAA Joint Committee on Literature in English. Revisions have been made to the requirements regarding the portfolio component for SBA. In addition to an extended analytical essay which all students are required to submit, students could choose to prepare EITHER a review of a book/film/performance OR a piece of creative work. A focus group meeting was held on 15 April 2005 and teachers generally supported the revisions.
- In the second round consultation, two of the three sets of prescribed texts would be presented to illustrate to teachers what the sets might include, the relationship of the texts within a given set and the difference between the sets. Each set consists of one film, one play, one novel, four short stories and 16-20 poems from four poets. A balance would be struck between classical and contemporary works in the choice of texts.
- In view of the small candidature for the subject, statistical moderation of SBA might not be appropriate. Instead, external moderation of internally marked works was deemed possible to ensure fairness in SBA.
- The Committee endorsed in principle the *Draft Literature in English Curriculum and Assessment Guide (Senior Secondary)*.

5. Discussion of supplementary notes on the teaching of films and documentaries for 2007 School-based Assessment

- It was agreed that the document “Using films and documentaries in the English Language curriculum” would be included in the SBA Handbook for 2007 HKCE English Language Exam as supplementary information.

6. A.O.B.

- It was agreed that two more modules “Learning English through Short Stories” and “Learning English through Debating” as well as the chapter on assessment be circulated for members’ comments by mid May 2005.
- There being no other business, the meeting adjourned at 7:00 p.m.