

CDC Committee on English Language Education 2005 – 2007
Gist of the Second Meeting

Date: 21 December 2005
Time: 5:00 p.m.
Venue: Room 1023B, 10th Floor, Wu Chung House, Wan Chai, Hong Kong

1. Confirmation of the minutes of the meeting held on 5 November 2005

The minutes were confirmed without any amendments.

2. Matters arising from the minutes

Matters related to *Draft Senior Secondary English Language Curriculum and Assessment Guide* (Chapters 1-3) and *Draft Senior Secondary Literature in English Curriculum and Assessment Guide* (Chapters 1-3) would be discussed in Agenda Items 3 and 4. The CDC was planning to send the two documents to all universities in mid-January for reference.

3. *Draft Senior Secondary Literature in English Curriculum and Assessment Guide* (Chapters 1-3)

Changes that had been made after the second consultation, which ended in October 2005, were explained. Members did not have any comments.

4. *Draft Senior Secondary English Language Curriculum and Assessment Guide* (Chapters 1-3)

- Changes that had been made after the second consultation, which ended in October 2005, were explained.
- Comments made by the members of the CDC-HKEAA Committee in the meeting in November 2005 were reported.
 - In Chapter 1.3 Curriculum Aims, ‘every learner of a second language’ should be changed to ‘every learner of English’.
 - To align curriculum with public assessment, text-types related to group interaction and presentation in SBA should be included in the table for Additional text-types for Senior Secondary.
 - It should be made clear and explicit that the curriculum caters for the needs of every learner.
 - Some members suggested replacing the terms ‘less able’ and ‘more able’ with ‘less proficient’ and ‘more proficient’.
- After discussion, members agreed on the following:
 - The terms ‘less able’ and ‘more able’ should be used.
 - To facilitate curriculum planning, a note would be made in the C&A Guide to refer readers to the CDI website where the language items for KS1 – KS3 could be found. A hyperlink to the list of language items would also be provided in the e-version of the C&A Guide.
- The revisions made to the exemplar schemes of work were highlighted:
 - Rather than prescribing a certain documentary for use, a general remark regarding how documentaries can be used has been added.
 - The statements under ‘Target knowledge, Skills and Attitudes’ were made more outcome-oriented.
 - Activities which were more demanding were marked with #.
 - The reflective portfolio component was taken out as it was considered too demanding.
- Mrs Christina LEE raised her concern about the issue of comparability among the different elective modules and suggested that a Working Group from the CDC-HKEAA Committee should be set up to look at the issue. It was responded that in the scheme of work for each elective module, the difficulty level of activities and suggestions for catering to students with different needs and paces of learning have been provided to assist pedagogy and curriculum planning.
- It was reported that professional development programmes would be organized to support the implementation of the curriculum. General courses on Understanding and Interpreting the New Senior Secondary English Language Curriculum would be conducted from March to July 2006, followed by courses related to Assessment. In 2007, courses targeting at specific elective modules would be run to provide support to teachers.

5. Assessment format for the Elective Part

Details for the proposed assessment framework for NSS English Language were explained. The weighting and duration of each paper was reported.

- Paper 1 Reading (20%)
 - The paper will be divided into 3 sections. All candidates must do Section 1 and then choose either Section 2 or 3. Candidates' performance in Section 1 would be used for calibration.
 - A graded approach would be adopted, with Section 2 being less difficult and Section 3 more difficult. Candidates who aim lower could choose Section 2 while those attempting Section 3 can have the possibility of attaining the highest level. Candidates would only be required to make their choices in the exam room to avoid labelling.
- Paper 2 Writing (30%)
 - This paper will be divided into 2 sections, the Compulsory Part (writing about 200 words) and the Elective Part (writing about 500 words). In the Elective Part, candidates will choose one out of 8 questions, each based on one of the 8 Elective Modules.
 - In marking, the number of words would not be counted and the writing would be assessed based on content, language and organization. All writing papers would be double-marked, with third marking if necessary. On-line marking would be done and discrepancies could be sorted out easily at an early stage.
- Paper 3 Listening and Integrated Skills (30%)
 - To cater for learner diversity, there may be items of different difficulty levels. However, the same listening input would be provided for all candidates.
- Paper 4 Speaking (20%)
 - This paper is for private candidates only because they will not have the School-based assessment (SBA). To be in line with the SBA, there will be similar task types. Candidates will be asked to take part in individual presentation and group interaction based on a given short text and to respond to the questions from the examiners. It was explained that this could avoid the danger of memorized scripts for the presentation.
- Mrs Christina LEE added that the assessment framework would be piloted and revised based on comments and views collected from public consultation.
- School-based assessment (20%)
 - In the Compulsory Part, school candidates will be asked to take part in group interaction(s) and individual presentation(s) based on the extensive reading/viewing programme. The focus will be on assessing candidates' ability to reflect on and speak about the texts they have read/viewed.
 - In the Elective Part, the focus will be on assessing candidates' ability to reflect on, make use of and communicate the knowledge, skills and experience gained in the Elective Modules. The assessment may take the form of simulations. It was suggested by the SBA consultants that the same set of criteria should be used across all the elective modules to ensure comparability.
 - Mrs Christina LEE expressed the view that the HKEAA would take on a cautious approach and the weighting would be subject to change based on the experience from the 2007 SBA.

6 A.O.B.

There being no other business, the meeting adjourned at 7:05 p.m.