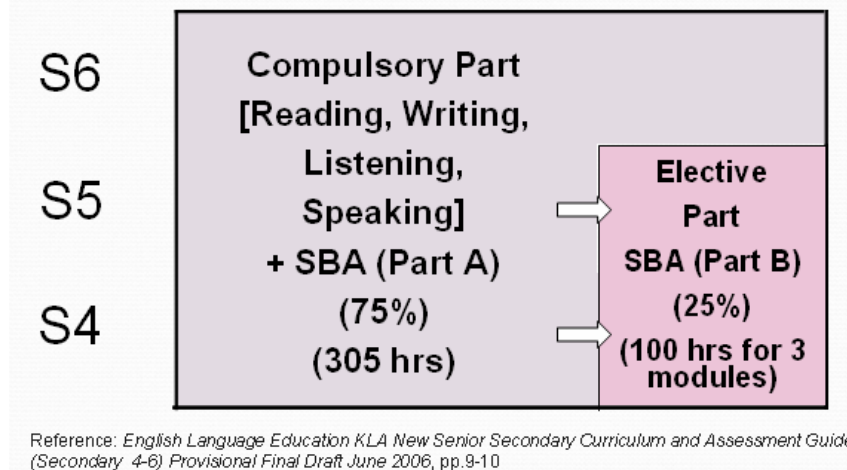


St. Paul's College - NSS Core Subject --- English Language

The new senior secondary English Language curriculum is made up of two parts. The Compulsory Part focuses on the learning and use of listening, speaking, reading and writing skills, grammar, communicative functions, vocabulary and various text-types through meaningful tasks and activities. The Elective Part consists of a total of eight modules, from which students will choose at least three. These modules represent different aspects (e.g. drama, popular culture, social issues and workplace communication) through which they can deepen their learning experience by applying the language and skills they have learnt in the Compulsory Part in a wide variety of contexts.



Through the new senior secondary English Language curriculum, students will be able to enhance their language knowledge and skills, generic skills (e.g. creativity, critical thinking and communication skills) and positive values and attitudes (e.g. confidence in using English) for lifelong learning. They will also enhance their personal and intellectual development, cultural understanding and global competitiveness in our rapidly changing knowledge-based society.

Public Examination (HKDSE) and School-based Assessment

Component		Weighting	Duration
Public exam	Paper 1 Reading	20%	1 hr 30 mins
	Paper 2 Writing part A (200 words) part B (400 words)	25% 10% 15%	2 hours
	Paper 3 Listening & Integrated Skills	30%	2 hours
	Paper 4 Speaking	10%	20 minutes
School-based assessment (SBA) (Part A and Part B)		(Part A 10% + Part B 5%) = 15%	

School-based Assessment (SBA)

Part A (10 % of SBA)

- Reading or viewing programs
- Group Interaction and Individual Presentation
- Report 2 marks to HKEAA

Part B (5% of SBA)

- Based on the modules in the Elective Part of the curriculum
- Group Interaction or Individual Presentation
- Report 1 mark to HKEAA

Standard-referencing: The 6 Levels

The HKDSE will make use of Standards-referenced Reporting of assessments. Standards-referencing aims at reporting candidates' results against a set of prescribed levels of achievement based on typical performance of candidates at those levels. For each of the levels, a set of descriptors will be developed that describes what the typical candidate performing at this level is able to do. Candidates' results indicate the standards achieved in terms of knowledge and skills regardless of the performance of the other candidates taking the same examination. This reporting system also enables stakeholders to understand explicitly what the candidates know and can do when they have achieved a certain level of performance. The results will be expressed in terms of five levels of performance, of which 5 is the highest and 1 the lowest. The Level 5 candidates with the best performance will be awarded a 5**, and the next top group awarded a 5*. A performance below Level 1 will be labelled as "Unclassified".

The Electives

The Elective Part includes a range of extension modules which reinforce different aspects of English Language learning. The Elective Part takes up about 25 % of lesson time. It serves the purpose of adding variety to the English Language curriculum, broadening students' learning experience and catering for their diverse needs and interests. Our school intends to offer the following modules in the elective part of the curriculum.

Short Stories (Language Arts)

This module introduces students to the world of short stories, encouraging them to read, write and tell them. Students will be engaged in different activities which aim to develop their understanding of the major features of short stories, their language skills, cultural awareness, critical thinking skills and creativity. Students will either write their own story or develop a given story outline at the end of the module.

Popular Culture (Language Arts)

In this module, students will be provided with opportunities to extend their range of English abilities through exploring popular culture. They will be exposed to an array of popular culture texts covering a range of text-types, such as reviews, newspaper/magazine columns, photo captions, advertisements and commercials. They will engage in different activities which aim to increase their critical thinking, creativity

and cultural awareness. At the end of the module, they will present a selection of their work in a form that is agreed upon between them and the teacher (e.g. a time capsule, an online publication, a newspaper-type publication).

Social Issues (Non-language Arts)

In this module, students will be provided with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. They will be exposed to a variety of resources through which they will learn to define issues/ problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through speaking or writing. At the end of the module, they will present their views or arguments on a selected social issue through various oral and / or written means.

Workplace Communication (Non-language Arts)

This module introduces students to different text-types related to the workplace. Students will engage in a range of workplace tasks which aim to develop their knowledge and skills to use the language in a practical way and gain confidence in using English to communicate with others about work-related matters. Students will develop language skills, presentation skills, organization skills and interpersonal skills in the process. At the end of the module, students will perform a series of communication tasks that simulate real work situations.

Related website: [http:// cd.edb.gov.hk/eng/](http://cd.edb.gov.hk/eng/)