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INTRODUCTION

To enhance understanding of the standards of the HKDSE Examination, authentic samples of candidates' scripts in the 2013 examination are selected to form this set of exemplars which serve to illustrate the typical performance standards at different levels.

There are four papers in this subject. This set of exemplars is selected from candidates' scripts of Paper 4 to illustrate the typical performance standards at different levels.

It is advisable to read this set of exemplars together with the question papers and the marking schemes in order to understand the requirements of the questions and the marking criteria. The question papers and the marking schemes are published in the *Examination Report and Question Papers for 2013 HKDSE Examination*.

Level 5

Candidate B

Question Paper: 1.1

Comments

- Confident and fluent delivery
- Uses intonation to enhance communication, e.g. when signaling to other group members to join the conversation
- Seems genuinely purposeful in communication strategies
- Listens, responds and summarises other candidates' opinions, e.g. *'Yes, travel, drama and watching TV programmes are good ways to learn English...'*
- Varied and appropriate use of vocabulary, e.g. *'read the subtitles'*, *'Yes, I think that the idea of Chinglish should be put forward in our presentation...'*
- Some errors but generally do not impede communication
- Makes reasonably elaborated contributions within short turns

Level 4

Candidate C

Question Paper: 1.2

Comments

- Pronunciation of familiar words is clear and accurate
- Uses stress, pacing and intonation to enhance communication
- Fluency is sustained with some hesitation
- Skillfully rephrases points made by Candidate D, *'Eh, I think you mean education do not include the cooking lessons ...'*
- Uses strategies effectively to maintain interaction with others, e.g. *'I see your problems concerning your view, but I think the problems that you've just suggested...'*
- Vocabulary is appropriate, e.g. *'implementing the compulsory cooking lessons in the junior forms'*, *'basic skill of cooking...'*
- Some errors made but generally do not impede communication
- Most information and ideas are relevant

Level 3

Candidate B

Question Paper: 1.3

Comments

- Uses intonation and pacing to help communication
- Uses some expressions to respond purposefully to others, e.g. *'So, what do you think?'*
- Uses simple language patterns accurately, e.g. *'In Hong Kong, there's lots of child or elderly, they're always eating a lot of McDonalds and fast-food...this is actually quite fatty...so it is bad for their health...'*
- Expresses relevant ideas, and ideas in the individual response are notably well-developed and original, e.g. *'There are a lot of results that show that women live longer than men. First of all, reasons why women live longer than men, because women express their feelings...'*

Level 2

Candidate C

Question Paper: 1.3

Comments

- Pronunciation of familiar words is understood, e.g. *'smoke is not good for our health'*
- Fluency is limited
- Some good lexis, e.g. *'...it will directly destroy our lungs...'*, *'...accident in the home...'*
- Basic language patterns, e.g. *'I choose factor number 3 because it shows us over 80% of long life people...'*
- Expresses some relevant and simple ideas successfully, e.g. *'But I think sleep is more important because it can include your health, it can make your body to take a rest, then you can have the power to do the job the next day. If we not have enough power...'*

Level 1

Candidate D

Question Paper: 1.1

Comments

- Pronunciation of simple and familiar words is clear
- Basic comprehensible responses are given
- Simple vocabulary used appropriately, e.g. *'I think that the YouTube we watch the video, we can have more interesting from the English, we will not feel poorly, we can learn the grammar or sentence how to use, so I think we can learn the English.'*
- Same ideas repeated in the discussion and individual response i.e. use Youtube and movies to learn English
- Uses a simple formulaic expressions to respond to others, e.g. *'I agree with you too'*