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INTRODUCTION

For the 2016 samples of performance for English Language Paper 4, four videos have been provided for teachers' reference. In the table below is a summary of the levels assigned to candidates in each group. Comments on the performance of the candidates are given for the first two videos only.

While the videos have been selected to illustrate the performance typical of each level, please be reminded that the overall performance of each candidate is an aggregate of their performance in the public examination and School Based Assessment.

Video	Candidate / Level of Performance	Question Paper / Version
1	Candidate A – L2 Candidate B – L5 Candidate C – L3 Candidate D – L1	2016 – Eng Lang Paper 4 – 3.3 Shoot or Protect?
2	Candidate A – L2 Candidate B – L4 Candidate C – L5 Candidate D – L1	2016 – Eng Lang Paper 4 – 4.2 After-School Hangouts
3	Candidate A – L5 Candidate B – L1 Candidate C – L2 Candidate D – L3	2016 – Eng Lang Paper 4 – 5.3 Are young people losing the ability to read emotions?
4	Candidate A – L4 Candidate B – L2 Candidate C – L5 Candidate D – L1	2016 – Eng Lang Paper 4 – 7.1 All Kids are Winners in American Schools

Video 1
Level 5

Candidate B

Question Paper: 3.3 – Shoot or Protect?

Comments

- Listens, rephrases and elaborates on points other candidates have made, e.g. *'killing not only hurts wild animals, but also hunters'*
- Accommodates and expresses encouragement to other candidates, e.g. *'your points are very good for the discussion and persuasive'*
- Makes reference to the text as well as introduce new ideas, e.g. *'boars population keeps increasing...use up a lot of shelter...less place to live...leads to more problems'*
- Accurate use of a wide range of vocabulary, e.g. *'extinct', 'stance', 'enough resources' 'moral and ethics'*
- Clear pronunciation and calm delivery throughout presentation

Level 3

Candidate C

Question Paper: 3.3 – Shoot or Protect?

Comments

- Listens and actively engages in the discussion
- Presents a range of ideas for both sides of the arguments; however, has difficulty extending ideas in Part B
- Fluency affected by attempts at more complex language patterns, e.g. *‘Hong Kong more populated, we are more easier get hurt by wild animals, are easy to attack humans’*
- Uses expressions to respond purposefully to others but not quite appropriately, e.g. *‘Your idea is great. I disagree with you’*

Level 2

Candidate A

Question Paper: 3.3 – Shoot or Protect?

Comments

- Flat intonation; fluency is limited
- Expresses some relevant and simple ideas, e.g. *'wild animal – disappear'*, *'high cost, can't protect all'*, *'argument side is more easier, government have enough money'*
- Has difficulty pronouncing key words, *'shot'* *'disturbs'*
- Some basic language patterns expressed in brief exchanges but communication is frequently impeded
- Makes effort to interact in group discussion but struggles to sustain conversation in Part B

Level 1

Candidate D

Question Paper: 3.3 – Shoot or Protect?

Comments

- Hesitant, poor voice projection
- Expresses a few basic comprehensible phrases, e.g. '*Animals are our friends*', '*balance our environment*', '*CO2 air pollution*'
- Uses simple formulaic expression, '*Yes, you are right*' in response to Candidate C's proposal to shoot the wild animals, but follows up with, '*Wild animal protected – this motion is very good*'
- Does not directly answer question asked in Part B

Video 2
Level 5

Candidate C
Question Paper: 4.2 – After-School Hangouts

Comments

- Listens carefully and promptly responds to another candidate's query asking what 'socializing' means
- Uses strategies effectively to transition a change in the discussion topics, e.g. '*Apart from learning skills and releasing stress...*', '*Personally...*'
- Information and ideas are clearly expanded and relevant to the topic, e.g. '*we can join escape games. The fee to join is cheap, (students) can form teams, can enhance social skills...*'
- Does not rely on notes and uses appropriate body language to communicate and encourage interaction

Level 4

Candidate B

Question Paper: 4.2 – After-School Hangouts

Comments

- Tries not to rely on notes and speak naturally but fluency is hindered by hesitation and in attempts at more complex language patterns
- Self corrects effectively, e.g. *'choose/choice'*
- Accurate use of a wide range of vocabulary, e.g. *'novelty,' 'cram', 'puberty', 'crucial', 'reach a consensus', 'catch their fancy'*
- Expresses a range of relevant ideas, e.g. *'can learn the cultures deeper, also taste the product, gain accomplishment'*
- Maintains interaction by suggesting they should discuss why the other proposed after-school hangouts would not be a good choice
- Sustains conversation in Part B by recalling a personal experience

Level 2

Candidate A

Question Paper: 4.2 – After-School Hangouts

Comments

- Projects voice appropriately and words can be understood within the context but reliant on notes and fluency is limited without them
- Expresses some relevant ideas, e.g. *‘open teenagers’ horizon*, *‘student in classroom – look at textbook – boring – that will be benefit for them’*
- Basic strategies used to respond purposefully to others, e.g. *‘I agree with you, mixing bowl good choice’*
- Conversation in Part B is partially relevant

Level 1

Candidate D

Question Paper: 4.2 – After-School Hangouts

Comments

- Expresses a few basic comprehensible phrases, e.g. *'Excuse me, what is the socializing?'*
- Uses basic expressions to respond to others, e.g. *'I agree'*, however, she does not mention anything more about the Space museum but instead says, *'Hong Kong Park, so I don't choose this'*
- Some key words mispronounced, e.g. *'Mixing body'*
- Does not understand question asked in Part B although she makes an attempt to respond