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Category A - HKDSE Core Subjects: English Language - Samples of Candidates' Performance - 2013 Exam: Date: Paper 1 ; 4/11/2013: Paper 2 ; 4/11/2013: Paper 3 ; 4/11/2013: Paper 4; 4/11/2013: Candidates Parents Media Schools & Teachers Exam Personnel. Quick Links. Introduction of HKDSE Booklet; HKDSE Handbook for Candidates;

Hong Kong Examinations and Assessment Authority

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.

TABLE OF CONTENTS - HKEAA

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.

TABLE OF CONTENTS

This tutorial video serves to - guide you through the marking scheme of the paper provide additional explanation for particularly challenging questions...

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2013 DSE English Language Examination Report and Question Paper. 2013 DSE English Language Samples of Candidates’ Performance for all papers and all levels on HKEAA website http://www.hkeaa.edu.hk/en/. 3.

2013 HKDSE English Language Briefing Session - October 2013

Category A - HKDSE Core Subjects: English Language - Samples of Candidates' Performance; Remark: Most of the samples of candidates’ performance are in image format. If you have difficulty in reading the images, you may contact Hong Kong Blind Union for support services. 2019 Exam: 14/11/2019: 2018 Exam: 29/11/2018: 2017 Exam: 8/11/2017: 2016 ...

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Description Of : 2013 Hkdse English Paper 3 Answer May 10, 2020 - By Edgar Rice Burroughs Last Version 2013 Hkdse English Paper 3 Answer paper 3 to illustrate the typical performance standards at different levels the question papers and the marking schemes are published in the examination report and question papers for 2013 hkdse examination 1

2013 Hkdse English Paper 3 Answer

HKDSE English Language Exam Analysis Report 2020 (Papers 1–3) ... Prior to this year, there had been five papers with one Part A passage (2012, 2013, 2014, 2017 and 2019) and three papers with two (2015, 2016 and 2018). Text type: The sole Part A passage this year is a feature article. Feature articles in which the author interviews a

HKDSE English Language Exam Analysis Report 2020

2013 HKDSE English Language Paper 2 Samples - TABLE OF CONTENTS Introduction Level 5 exemplar 1 Level 5 exemplar 2. Level 4 exemplar 1 Level 4 exemplar 2. Level 3 exemplar 1 Level 3 exemplar 2. Level 2 exemplar 1. Filesize: 5,007 KB; Language: English; Published: December 14, 2015; Viewed: 2,043 times

This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

This book demonstrates the value of approaching education from a sociological and philosophical perspective. Specifically, it addresses current and long-standing educational issues in the Asia-Pacific region, integrating sociological and philosophical insights with practical applications in four key areas: educational aims, moral education, educational policy, and the East-West dichotomy. It discusses educational aims in terms of rationality, philosophical thinking, and sustainable development and presents the literary, religious, and analytical approaches to moral education. Four educational policies are then considered: Hong Kong’s language policy, Hong Kong’s policy on the internationalization of education, East Asia’s policies on English education, and Australia’s policy on teacher education. Different aspects of the East-West dichotomy are analysed: Confucian rationalism versus Western rationalism, Confucian learning culture versus Western learning culture, and Asian research methodology versus Western research methodology. Taken as a whole, the book shows that issues in education are rarely simple, and looking at them from multiple perspectives allows for rich and informed debates. It presents a rare philosophical and sociological analysis of the cultures and experiences of education in the Asia-Pacific region, and promotes research that leads to more culturally rooted educational policies and practice.

Approaches to Specialized Genres provides a timely update of the field of genre studies, with 14 cutting-edge contributions split into five sections using and integrating an exceptionally wide variety of methods and perspectives (such as ESP genre research, corpus linguistics, systemic functional linguistics, ethnographic and multimodal research) to analyse genres in written, spoken, visual and auditory modes across a multiplicity of pedagogic, professional and digital settings. It highlights and illustrates the growing trend of a multiperspective and inter-theoretic approach to genre studies and demonstrates how such methodological rigour can extend our knowledge of language, in general, and genres, in particular. It also examines a rich variety of underexplored genres such as the digital genre of synchronous videoconferencing, instructional slides, video ads, engineers’ training log book entries, the narrative story genres, fundraising letters and retraction notices. It demonstrates not only the prominent value of genre research, but wide applications of genre knowledge in various educational and professional domains. The book brings together experts spreading across the world, including countries in South-East Asia, Europe, America, West Africa and South America. Accordingly, it will appeal to readers of diversified socio-cultural backgrounds working in all the aforementioned inter-related fields of applied linguistics and communication studies.

本書為全港首創、配有網上課程的DSE模擬試卷集。首席英語導師Antonia Cheng精心編撰2021年版DSE英文閱讀模擬試卷四份，同時配備網上影片課程相應講解。內容緊貼DSE試題趨勢，配套課程講解詳細，名師親自帶領逐題攻破DSE閱讀易考點和難點

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible “meta-language” (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

English for Specific Purposes (ESP), addressing the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past fifty years and is now a major force in English language teaching and research. This critical volume helps innovate the theory, practice, and methodology for ESP teaching and research in Asian countries and areas. Promoting communication and enhancing cooperation on ESP research and pedagogy across cultures, it provides ESP scholars, educators and practitioners with an opportunity to benefit from each other’s research and expertise in an age of globalization and digitalization. The volume provides an in-depth analysis of the latest scholarship on English teaching and research for general and specific academic and occupational purposes; the intercultural communication in ESP contexts; corpus linguistics and data-driven instruction for ESP; computer-assisted language learning and mobile-assisted language learning; evaluation of English writing courses; and ESP translation strategies.

This book discusses Hong Kong’s use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

This review, developed in co-operation with UNICEF, provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning. It will be of interest to Albania, as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity, and result in better outcomes for all students.

Discipline-Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers. This book highlights the importance of discipline-specific writing as a critical area of competence for students, and covers both the theory and practice of teaching this crucial topic. With chapters from practitioners and researchers working across a wide range of contexts around the world, Discipline-Specific Writing: Explores teaching strategies in a variety of specific areas including science and technology, social science and business; Discusses curriculum development, course design and assessment, providing a framework for the reader; Analyses the teaching of language features including grammar and vocabulary for academic writing; Demonstrates the use of genre analysis, annotated bibliographies and corpora as tools for teaching; Provides practical suggestions for use in the classroom, questions for discussion and additional activities with each chapter. Discipline-Specific Writing is key reading for students taking courses in English for Specific Purposes, Applied Linguistics, TESOL, TEFL and CELTA.

In an era of climate change, the need to manage our water resources effectively for future generations has become an increasingly significant challenge. Indigenous management practices have been successfully used to manage inland water systems around the world for thousands of years, and Indigenous people have been calling for a greater role in the management of water resources. As First Peoples and as holders of important knowledge of sustainable water management practices, they regard themselves as custodians and rights holders, deserving of a meaningful role in decision-making. This book argues that a key (albeit not the only) means of ensuring appropriate participation in decision-making about water management is for such participation to be legislatively mandated. To this end, the book draws on case studies in Australia and New Zealand in order to elaborate the legislative tools necessary to ensure Indigenous participation, consultation and representation in the water management landscape.

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