

UNDERSTANDING THE LANGUAGE CRITERION IN THE HKDSE (PAPER 2)



BEING ABLE TO ...

use the criterion to **inform our teaching**

raise learners' awareness of the criterion and what it means to be an **effective writer**

use the criterion when **responding to and grading** students' writing

use the criterion when following up on identified **students' needs** eg formative uses of summative assessment (FUST)

FOCUSSING ON GRAMMAR, USING A GENRE-BASED PERSPECTIVE, TO...

explore the **demands** of DSE questions

recap the **criterion** for DSE writing (Paper 2)

consider the text grammar that might **typify written texts** required on Paper 2

compare the use of text grammar in **students' writing** on Paper 2

consider the **needs** of students based on their writing and implications for **future practice**

**UNDERSTANDING THE COMMUNICATIVE
AND LITERACY DEMANDS OF A
QUESTION: DSE PAPER 2B**



DEMANDS OF A QUESTION

GENRE

SOCIAL AND COMMUNICATIVE PURPOSE

AUDIENCE

RHETORICAL STRUCTURE

tone, register, style

TEXT GRAMMAR

WHAT ARE THE DEMANDS OF THESE QUESTIONS FROM PAPER 2B IN 2018

Q2: Learning English through Sports Communication

Q4: Learning English through Social Issues

Q5: Learning English through Debating

**(RE)FAMILIARISING OURSELVES WITH
THE CRITERION FOR DSE PAPER 2**

LEVEL 7

CONTENT	LANGUAGE	ORGANISATION
<p>➤ Content entirely fulfils the requirements of the question</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p>	<p>➤ Spelling and punctuation are almost entirely correct</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p>	<p>➤ Text is organised extremely effectively, with logical development of ideas</p> <p>➤</p> <p>➤</p> <p>➤</p>

LEVEL 7

CONTENT	LANGUAGE	ORGANISATION
<ul style="list-style-type: none">➤ Content entirely fulfils the requirements of the question➤ Totally relevant➤ All ideas are well developed/supported➤ Creativity and imagination are shown when appropriate➤ Shows a high awareness of audience	<ul style="list-style-type: none">➤ Very wide range of accurate sentence structures, with a good grasp of more complex structures➤ Grammar accurate with only very minor slips➤ Vocabulary well-chosen and often used appropriately to express subtleties of meaning➤ Spelling and punctuation are almost entirely correct➤ Register, tone and style are entirely appropriate to the genre and text-type	<ul style="list-style-type: none">➤ Text is organised extremely effectively, with logical development of ideas➤ Cohesion in most parts of the text is very clear➤ Cohesive ties throughout the text are sophisticated➤ Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type

WHERE MIGHT GRAMMAR BE ASSESSED?

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GROUPS AND PHRASES

Verb groups

- Tense and aspect
- Voice
- Imperatives
- To infinitives
- Gerunds
- Modals

Other groups and phrases

- Noun group
- Adverb groups
- Adjective group
- Prepositional phrases

CLAUSES

To interact

- making **statements**
- asking **questions**
- making **commands**
- making **offers**

Other types of clauses

- dependent
- independent
- embedded
- relative
- etc

SENTENCES

- **Combining** clauses in a sentence
- **linking** clauses together (coordination), **binding** clauses together (subordination)
- **Meaning relationships** between clauses
- *and, or, but / how when where why / ie eg*
- **Quoting** and **reporting** speech and thoughts

COHESIVE DEVICES: CREATING LINKS IN TEXTS

- by making **links** to **people, places** and **things** (**reference**)
- by **omitting** and **replacing** words in texts
- by making **links** between **sentences**
- by creating **patterns of vocabulary**

COHESIVE DEVICES: CREATING LINKS IN TEXTS

- by making **links** to **people, places** and **things** (**reference**)
- **pronouns** (*he, she, it*) **demonstratives** (*this, that, those, the*), **comparatives** (*same, other, similar, better*)
- by **omitting** and **replacing** words in texts
- *I'm not going ~~to the beach~~ tomorrow. I've got one.*

- by making **links** between **sentences**
- **add** new meanings (*and, also, in addition*), **sequence** meanings (*then, afterwards*), show **reason, result, purpose** (*so, therefore, for this reason*), **contrast** (*however, instead*)
- by creating **patterns of vocabulary**
- **repeat** words, use **synonyms** (*angry, annoyed*), use **antonyms**, use **predictable combinations** (eg *kitchen, cooker, fridge, cupboard*), express **relationships** between a thing and its **parts** (*tree, branches, leaves, roots*), express **relationships** between different types of **things** (*vehicle, car, the BMW*)

EXPECTATIONS OF A TASK: TEXT GRAMMAR



PAPER 2A 2018

You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to *sky100* shown in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mindmap to help you write the letter.

EXPLORING THE GRAMMATICAL DEMANDS OF A TEXT: WHAT ARE OUR EXPECTATIONS?

Content	Language	Organisation
Audience	Range of sentence structures (including complex structures) Accuracy of grammar Choice and appropriacy of vocabulary Register tone and style	Organisation of text and logic of development of ideas Cohesion Cohesive ties Coherence of overall structure and appropriacy to the genre and text-type

COMPARING STUDENTS' WRITING



LOOK AT THE 5 SAMPLES OF STUDENTS' WRITING FOR QUESTION 1.

Which might be an example of a level 1, 2, 3, 4 and 5 script?

Rank them from strongest to weakest taking into account CLO.

ANALYSING AND EVALUATING STUDENT'S WRITING



Look at the sample of student's writing assigned to you. What are the **strengths** and **weaknesses** of the student's **use of grammar** in the text in relation to the assessment criterion discussed?

Highlight the relevant parts of the text.

Share your observations with others.

**RESPONDING TO STUDENTS' NEEDS
IN OUR TEACHING** |

YOUR OWN BELIEFS AND EXPERIENCES

What adjectives would you use to describe how you feel about “marking”?

Frustrating (Ferris, Pezone, Tade and Tinti, 1997)

Gruelling and anxiety-ridden (Stern and Solomon, 2006)

Tedious and unrewarding (Hyland and Hyland 2019)

A feeling that time isn't well spent— students continue to make the same errors

CONFLICT BETWEEN BELIEFS AND PRACTICES (LEE, 2009)

Teachers focus on **form** but believe that there is more to good writing than accuracy

Teachers correct **all mistakes** but believe **selective marking** is better

Teachers locate and correct errors for students but they believe students should learn to identify and correct **their own** errors

Teachers use error codes but think students have **limited ability to decipher** them

Teachers use grades but almost certain that they **distract students' attention** from teacher feedback

....

WHY THE CONFLICT!?

School policy

Pressure of exam culture

Believe students are unable to self-correct / too dependent on the teacher

Time – so much to cover

(Lee 2009)

BACK TO WHERE WE STARTED

- *What aspects of grammar use in texts might the writers of the different texts most benefit from help with?*
- *Think back to the first part of the workshop. What kind of **reading-to-write** activities could you devise?*