



## Question Paper

Write all your answers on the Answer Sheet.

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## Part 1 Reading Comprehension (20 marks)

## Passage A (10 marks)

Read the following passage carefully then answer the questions in complete sentences in your own words.

## Robert the Teacher

**[1]** Khan Academy has had more than a quarter-of-a-billion views of its 4,100-plus video lectures. But founder Salman Khan, 35, aims to offer high-quality, free education to “anyone, anywhere”. In 2004, New Orleans-born Khan tutored his cousin Nadia in maths by phone and Yahoo! Doodle. Demand grew within his family, and Khan – with three MIT degrees in electrical engineering, computer science and maths, and an MBA – put short lectures on YouTube. By 2009, they were in such demand that he gave up his job as a hedge-fund manager.

**[2]** “The university degree doesn’t carry the weight that it used to,” says Khan. “Thirty or 40 years ago, if you had a university degree you were probably guaranteed a **white-collar job**; that’s not the case anymore. In the US a lot of students, especially under-served students, work hard, they take out loans, they go to university – not Harvard, not Stanford, but a local regional university, sometimes a community college. They end up tens of thousands of dollars in debt – and they’re not necessarily getting that white-collar career that was promised to them.”

**[3]** Khan says that, ultimately, he wants to get videos on every single subject, but says that he doesn’t even necessarily see the videos as the most important part of the experience: “We think the exercises, the interactivity, students connecting and maybe even collaborating on a site like ours, are equally important. We’re also focused right now on diagnostics and assessments. In the next six months, a couple of things will happen: a student goes to Khan Academy, they can press a button, take a 30-minute diagnostic, and it will be able to analyse, ‘Look, this is where you’re strongest, this is where you’re weak. Here are resources that might help you.’ Kind of an automated personal tutor. And it’s crazy that every teacher is writing and grading their own tests, that’s time that could be used to actually teach students.” Such assessments will take the form not only of data and analytics, which Khan says “can be really powerful for things like

# Hkcee English Mock Paper Answer

**David Coniam**



## **Hkcee English Mock Paper Answer:**

HKDSE MOCK EXAM PAPERS ENGLISH LANGUAGE Paper 1 Reading Antonia Cheng, 2020-12-18 DSE Antonia Cheng 2021 DSE DSE DSE *Mock Exam Practice for HKDSE English Paper 1 Reading* Lester Theodore Chan, 2011 **HKDSE Maths Mock Paper 1 2020** , Please send an email to achchan connect ust hk for the answer **Checklist to Success HKDSE Paper 4 Oral English** David Barron Mason, 2019-11-02 This textbook gives you clear strategies and tips to make your HKDSE Score higher than you thought possible **Validating Technological Innovation** David Coniam, Peter Falvey, 2016-04-02 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 Changing Language Teaching Through Language Testing Liying Cheng, 2005-10-06 There has been growing interest in recent years in the influence of tests on teaching and learning a phenomenon commonly referred to as washback Despite persistent assertions about its nature and scope empirical studies investigating test washback are still limited in number and few of these make use of both qualitative and quantitative methods in washback research This volume presents a study of how the introduction of the 1996 Hong Kong Certificate of Education in English a high stakes public examination impacted on classroom teaching and learning in Hong Kong secondary schools The washback effect was observed initially at the larger macro level among different stakeholder groups within the Hong Kong educational context and also at the more local micro level in terms of teachers attitudes teaching content and classroom interactions This study provides a theoretical background to the washback concept discusses the need for empirical investigation of washback describes the use of a mixed methodology approach in washback research offers insights into the role of tests as agents of innovation and change in the classroom and broader educational context This volume will be of particular relevance to language test developers and researchers interested in the consequential validity of tests it will also be of interest to teachers curriculum designers policymakers and others in education concerned with the interface between language testing and teaching practices programs Book jacket *Teacher Language Awareness* Stephen Andrews, 2007-08-09 Teacher Language Awareness TLA is an area of increasing interest to those involved in language teacher education This book provides an introduction to the nature of TLA assesses its impact upon teaching and its potential impact on learning The book focuses specifically on grammar It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA and to adopt a more principled approach to the planning of those parts of their programmes associated with it **Interpreting Communicative Language Teaching** Sandra J. Savignon, 2008-10-01 The emergence of English as a global language along with technological innovations and the growing

need for learner autonomy is changing language teaching rapidly and profoundly. With these changes come new demands and challenges for teaching education programs. This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching or CLT from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualized nature of CLT; the futility of defining a native speaker in the postcolonial/postmodern world; and the overwhelming influence of high-stakes tests on language teaching. The book is a useful and valuable tool for language teachers, teacher educators, and policymakers.

*A Jinx Called Joe* Joe Shek, 2023-05-23 Synopsis *A Jinx Called Joe* is a semi-autobiography based on Joe's experience. *Jinx* was the name that the father assigned to Joe, and the word has permanently been embedded in Joe's painful memory. His life did not belong to him. Struggling his whole life since birth, Joe decided to survive independently. Lacking any support, Joe had to force himself to be brave and strong to overcome every uphill battle because he had no other choice. To escape from the abuse from the father, Joe had only two paths: committing suicide or risking everything to fight against the father. *A Jinx Called Joe* is an account of the struggle for the meaning of life and self-worth. With no strong literacy background, only sincere words and genuine feelings can touch the readers. Written by someone who was broken, the tale was born to seek to advocate empathy. Writing Style This book possesses a unique writing style inspired by *A Concise Chinese-English Dictionary for Lovers* by Xiaolu Guo. A strong personality can be found in the first-person point of view. Some English sentences do not follow the grammar rules with some Chinese writing elements.

Metacognitive Listening Instruction in the Second Language Classroom Naheen Madarbakus-Ring, 2025-09-30 This book addresses the gap between listening theory and practice by providing an outline of listening theory, offering practical listening methods, and presenting how metacognitive instruction can be integrated into real lesson practice. Applying these methods to teaching and learning can provide educators with the instructional guidance needed to offer their learners some tangibility in second language (L2) listening. Based on original research, the book includes descriptions and accounts of teachers' listening classroom practices to explain their teaching priorities and their teaching decisions. Further samples of listening lessons and learners' accounts of their listening experience provide additional insights into learning from listening. This book emphasizes the challenges that both teachers and learners face in the listening classroom and suggests metacognitive instruction as a remedy for these listening difficulties. It also outlines a four-stage pedagogic cycle including listening tasks and an additional journal component that integrates traditional teaching approaches and contemporary metacognitive methods. This book is a useful resource for academics, scholars, educators, and curriculum designers in the field of applied linguistics, L2 language learning, and foreign

language education      **RELC Journal** Regional English Language Centre,1996      Critical Pedagogy in Hong Kong Carlos Soto,2019-09-06 This book chronicles the author's application of critical pedagogy in Hong Kong secondary schools serving students from working class families of South Asian heritage so called ethnic minorities in the local context Soto used concepts such as banking pedagogy generative themes liberatory dialogue and transformative resistance to first understand students school online and community experiences and then to reshape his teaching of English and humanities subjects to address the students academic social and emotional needs This critical ethnography is set against educational reforms in Hong Kong which re orientated schools towards developing a knowledge economy workforce increased privatization and competition in the school system aimed to build national identification with China and sought to address growing inequality in a territory known for wealth disparity While these reforms opened opportunities for implementing student centered pedagogies in schools and increased student access to tertiary education ethnic minority youth faced ongoing economic and social marginalization on top of academic difficulties The central narrative captures everyday struggles and contradictions arising from intersections of neoliberal reforms institutional school histories students transnational realities and collective efforts for equity and social justice In the course of the book a parallel story unfolds as the author explores what it means to be a critical teacher and researcher and is reborn in the process The book's on the ground story is hopeful yet tempered in discussing the limits and possibilities for critical pedagogy It will be of a great resource for researchers teacher educators and pre service and in service teachers who are interested in the topic      Thematic-Pattern-Based "Concept + Language Mapping" (CLM) Peichang He,2025-05-19 This book explores the issue of integration in content and language integrated learning CLIL and addresses the need for effective content and language integration by proposing the thematic pattern based Concept Language Mapping CLM approach Peichang He explores effective integration of content and language learning during the instruction of content subjects using students additional language as the medium of instruction The volume introduces the contextual background of a large scale school university collaboration CLIL research project and builds the conceptual framework of a thematic pattern based CLM pedagogy by drawing on the language based theory of learning Halliday 1993 the construct of thematic patterns Lemke 1990 and the recent development of genre based pedagogy Lin 2016 Rose Lemke Lin 2019 and proposes a trans disciplinary plurilingual thematic pattern based CLM approach The book concludes with a discussion on some promising future research orientations including a transdisciplinary plurilingual thematic pattern based CLM approach for CLIL sustainability catering for learner diversity in CLIL and teacher professional development in thematic pattern based CLM practice The book shows readers the design of CLM materials and activities which are demonstrated through classroom interactions in lessons of different subjects and grades for students of diverse cognitive abilities and linguistic backgrounds This insightful volume will be of interest to researchers and trainee teachers exploring pedagogical approaches to CLIL plurilingual and transdisciplinary education and will provide pedagogical

implications for teachers of both language and content subjects in schools worldwide      *Theory and Practice of Writing* William Grabe, Robert B. Kaplan, 2014-09-25 This book undertakes a general framework within which to consider the complex nature of the writing task in English both as a first and as a second language The volume explores varieties of writing different purposes for learning to write extended text and cross cultural variation among second language writers The volume overviews textlinguistic research explores process approaches to writing discusses writing for professional purposes and contrastive rhetoric It proposes a model for text construction as well as a framework for a more general theory of writing Later chapters organised around seventy five themes for writing instruction are devoted to the teaching of writing at the beginning intermediate and advanced levels Writing assessment and other means for responding to writing are also discussed William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers and draw these strands together into a coherent overview of the nature of written text Finally they suggest methods for the teaching of writing consistent with the nature processes and social context of writing      *English Language Education and Assessment* David Coniam, 2014-07-06 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      *Criteria for Awarding School Leaving Certificates* Frances M. Ottobre, 2014-05-19 *Criteria for Awarding School Leaving Certificates* An International Discussion focuses on formal and official evaluation of school learning and student achievement at the time schooling is discontinued The book is based on the proceedings of the 1977 Conference of the International Association for Educational Assessment held at the Kenyatta Conference Center in Nairobi Kenya on May 23-28 1977 The selection first discusses school leaving examinations as a function of external and educational factors and the terms of reference for school leaving examinations The book also takes a look at the comparability of grading standards in public examinations in England and Wales basic assessment issues in school leaving examination programs and the case for school leaving examinations in The Netherlands The text reviews the alternatives to school leaving examinations in Sweden and Brazil as well as the abolition of final examination transition from secondary school to higher education and support structures The book also ponders on the structure of secondary school system in Austria Australia Bermuda Cyprus Hong Kong India and Ireland The selection is a dependable reference for readers interested in school learning and student achievement measurements

**Hong Kong Politics after the National Security Law** Stephan Ortmann, Raymond Kwun-Sun Lau, Kenneth Ka-Lok

Chan,2025-04-22 Ortmann Lau and Chan together with the contributors provide an innovative assessment of the impact of the National Security Law on Hong Kong politics The law was introduced by the Chinese government in 2020 and has since fundamentally transformed the political landscape of the former British colony The book explores how Hong Kong s transformation in governance law education and civil society has amounted to one of the most significant episodes of autocratization in the world in recent years Each chapter provides theoretical and methodological approaches to capture the different dimensions of the influence of the National Security Law on Hong Kong politics The trends discussed in the book are of global relevance to the discussion of the current trends of increasing autocratization and this provides insights into the institutional transformations and the adaptive response from Hong Kongers Also the extra territorial application of China s National Security Law has inevitably global implications which makes it important to investigate how the Hong Kong overseas diasporas are responding to these challenges The book is an indispensable resource for scholars and experts on Hong Kong Politics China s policy toward Hong Kong international policymakers journalists students and those who are interested in the growing global trend of autocratization      Teaching English to the World George Braine,2014-04-08

Teaching English to the World History Curriculum and Practice is a unique collection of English language teaching ELT histories curricula and personal narratives from non native speaker NNS English teachers around the world No other book brings such a range of international ELT professionals together to describe and narrate what they know best The book includes chapters from Brazil China Germany Hong Kong Hungary India Indonesia Israel Japan Lebanon Poland Saudi Arabia Singapore Sri Lanka and Turkey All chapters follow a consistent pattern describing first the history of English language teaching in a particular country then the current ELT curriculum followed by the biography or the autobiography of an English teacher of that country This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country The chapter authors all born in or residents of the countries they represent and speakers of the local language or languages as well as English provide insider perspectives on the challenges faced by local English language teachers There is clear evidence that the majority of English teachers worldwide are nonnative speakers NNS and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty professionals and graduate students in the field of ESL to the international TESOL community and to ELT teachers around the world

Innovative Approaches in Teaching English Writing to Chinese Speakers Barry Lee Reynolds,Mark Feng Teng,2021-01-18 Informed by theory research and classroom practice the volume provides a systematic overview of critical L2 writing issues Additionally with the aim to support instruction across all levels of education for Chinese speakers this book introduces pre service and in service teachers to new teaching ideas techniques and practice      香港,2012-06-29

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