

Section 4

(17 marks)

You work for the Hong Kong Association For Tourism. You are now interviewing a visitor who is the representative of the survey team below. You have 30 seconds to read the form.

HKAT

**THE HONG KONG ASSOCIATION
FOR TOURISM**

Always working to improve the image of Hong Kong

TOURIST'S NAME: _____

(last name(s))

(initials)

NATIONALITY: _____

Oregon, U.S.A.

RESIDENT OF: _____

TRAVELLING (circle one): Independently / Accompanied by _____

TYPE OF TRAVEL (circle one): Package Tour / travelling independently / tour group /
on business / special promotion / stopover / other (give details) _____

INITIAL IMPRESSION: _____

DETAILS: _____

ENVIRONMENT (circle one):

- i) The tourist's views towards the environment are:
Mainly negative / mixed / mainly positive

SHOPPING (circle one):

- ii) The prices of goods in Hong Kong are:
A bargain / reasonable / average / fairly expensive / expensive / over-priced
- iii) The quality of goods here is (circle one):
Very poor / poor / deceptive / average / fair / good
- iv) The service in shops is (circle TWO):
Unhelpful / helpful / friendly / rude / discrete / pushy / indifferent / efficient

EATING IN HONG KONG

- v) The restaurants are (circle TWO):
Multicultural / limited / poor quality / good quality / hygienic / unhygienic
- vi) WILL THE TOURIST RETURN TO HONG KONG? YES / NO (circle one)

DETAILS: _____

Hkcee English Paper Ans

Liyong Cheng



Hkcee English Paper Ans:

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 **English IIQE Paper 1 Pass Paper**

Question Bank (QB) Ko Tsz Ngong, 2025-03-05 Suitable for Insurance Intermediaries Qualifying Examination Paper 1 Commonly known as the followings IIQE Paper 1 PEAK Paper 1 CIB Paper 1 PIBA Paper 1 HKFI Paper 1 IA Paper 1 Pass Paper Question Banks adhere to the study notes provided by PEAK of VTC Questions are sorted by chapters for higher efficiency learning To ensure candidates have a firm grasp of the contents of the examination and recognize different question traps The Pass Paper Question Bank includes different kinds and types of question traps 1 Scenario Based Questions 2 Numerical Questions 3 Logic Based Questions 4 Principle Questions The Pass Paper Question Banks are Exam oriented eliminating unnecessary learning Allowing you to pass the examination with a busy work or study schedule English Language Assessment and the Chinese Learner Liying Cheng, Andy Curtis, 2010-03-17 Building on current theoretical and practical frameworks for English language assessment and testing this book presents a comprehensive up to date relevant picture of English language assessment for students in China Mainland China Hong Kong and Taiwan and for Chinese learners of English around the world 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 **English Language Testing in Hong Kong** Joseph Boyle, Peter Falvey, 1994 *Hong Kong's Chinese*

History Curriculum from 1945 Flora L.F. Kan, 2007-01-01 Hong Kong's Chinese History Curriculum from 1945 Politics and Identity investigates the ways in which Chinese history has evolved as a subject in Hong Kong secondary schools since 1945 and the various social political and economic factors that have shaped the curriculum through an examination of a wide range of primary and secondary source materials and interviews This book examines how the aims content teaching learning

and assessment of the Chinese history curriculum have evolved since 1945 It describes how Chinese history became an independent subject in secondary schools in Hong Kong despite the political sensitivity of the subject how it consolidated its status during the colonial period and how it has faced threats to its independence since the return of Hong Kong to China in 1997 An important element of the book is its in depth analysis of the major socio political and socio economic forces that have been involved in the development of Chinese history This book will be of interest to all who are interested in history education and curriculum development and readers who are concerned with history education 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

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

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 廖正兴, 1982

A Practical Guide to a Task-based Curriculum Icy LEE, Anne MA, May PANG, Elizabeth WALKER, Alice CHOW, Benjamin LI, 2008-05-01 This book aims to support and empower frontline ELT teachers in implementing a task based approach systematically without losing sight of the importance of grammar teaching within the framework of tasks Useful examples are provided to illustrate how grammar teaching can be conducted through meaningful tasks in authentic contexts The importance of viewing assessment as an integral part of the learning teaching and assessment cycle is also discussed with practical suggestions on developing assessment tasks and assessment criteria provided Published by City University of Hong Kong Press

Assessment for Learning Rita Berry, 2008-09-01 Assessment is an important part of effective teaching and learning It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress While assessment has long been an end of learning activity to measure what learners can do the outcome oriented approach does not always foster learning motivation effectively A new perspective now encourages ongoing appraisal in the classroom to improve learning This book reflects current thinking of assessment with a stated focus on assessment for learning AfL It informs teachers about the latest developments and provides teachers with important tools for integrating assessment in the classroom The discussions on assessment theories are in depth and the examples used for illustrating the concepts are plentiful 廖正兴, 1989

Medium of Instruction in Hong Kong Anita Y. K. Poon, Yuqiong Pan, 2000-09-26 Poon's book is a qualitative case study of Hong Kong's medium of instruction policy proposed in the Education Commission

Report No 4 in 1990 The study utilizes not only documents but interviews and observations in analyzing the formal policy and its implementation in school instruction Poon finds many factors that signify that the Hong Kong government's medium of instruction policy is not likely to be implemented to a large extent territorially Poon proposes a solution to revise the existing medium of instruction policy to incorporate bilingualism as a language goal and to practice language planning societally and in the domain of education

Education in Hong Kong, 1941 to 2001 Anthony Sweeting, 2004-07-01 It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium As was true of its predecessor each Part of this book is subdivided into three sections Commentary Chronicle and Evidence Such an organization facilitates flexible reading Readers primarily interested in analysis interpretation and the identification of themes are likely to focus initially on the Commentary sections and to move as they feel stimulated to the relevant entries in the Chronicle and or items of Evidence Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections and then to search for substantiation in the Evidence section or for amplification in the author's Commentary At times some readers may wish to browse through the Evidence sections reaching possibly serendipitous discoveries Academic and general readers are likely to be particularly interested in Part I of the book which deals with education in Hong Kong during the Japanese occupation a topic that has received only very rare and generalization bound treatment in other publications The author offers insights into all levels of education His conceptual scope incorporates many types of education including the mainstream academic education technical education teacher education special education physical education civic education education that focuses on morals that which focuses on culture and the various sorts of non formal and informal education

School Leadership in the Context of Standards-Based Reform Louis Volante, 2012-05-16 Although standards based reform emerged in the United States and the United Kingdom the idea has spread across the world as an approach to systemic reform It might appear that there is a world wide tsunami of standards based reform that will standardize and homogenize the educational system across the globe This volume makes it very clear however that there is no one approach to standards based reform and countries change there is a danger in paying attention to its evolution and impact in only one context That's what makes this volume so valuable Louis Volante has drawn together descriptions from a wide range of countries all involved in large scale reform and using standards and assessments as part of their process What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals values and processes I'm sure you will find this book as interesting and challenging as I have a gem that pushes your thinking and does not allow readers to remain neutral Lorna Earl *Applied Linguistics*, 1998

Hong Kong School Curriculum Paul Morris, 1996-08-01 This book is intended for students who are studying courses on the school curriculum and also for teachers and principals who are keen to improve the quality of schooling they provide

their pupils The book introduces the reader to the components of the school curriculum and concepts used to analyse it This second edition has been substantially revised to reflect changes in educational policy 1991

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