

1. One day after school, you went to the staffroom to see your teacher, but there was nobody there. Just as you were about to leave, you noticed a piece of paper on the staffroom floor. You picked it up, and saw the words "END OF TERM EXAMINATION" at the top of the page.

Describe what happened next.

2. Your parents have sent you away for a month to a summer school in another country. It is your first trip outside Hong Kong and in the country where you are, life is completely different from life in Hong Kong. After two weeks, you finally have time to write a letter to your best friend. Describe your experiences and how you feel about the trip.

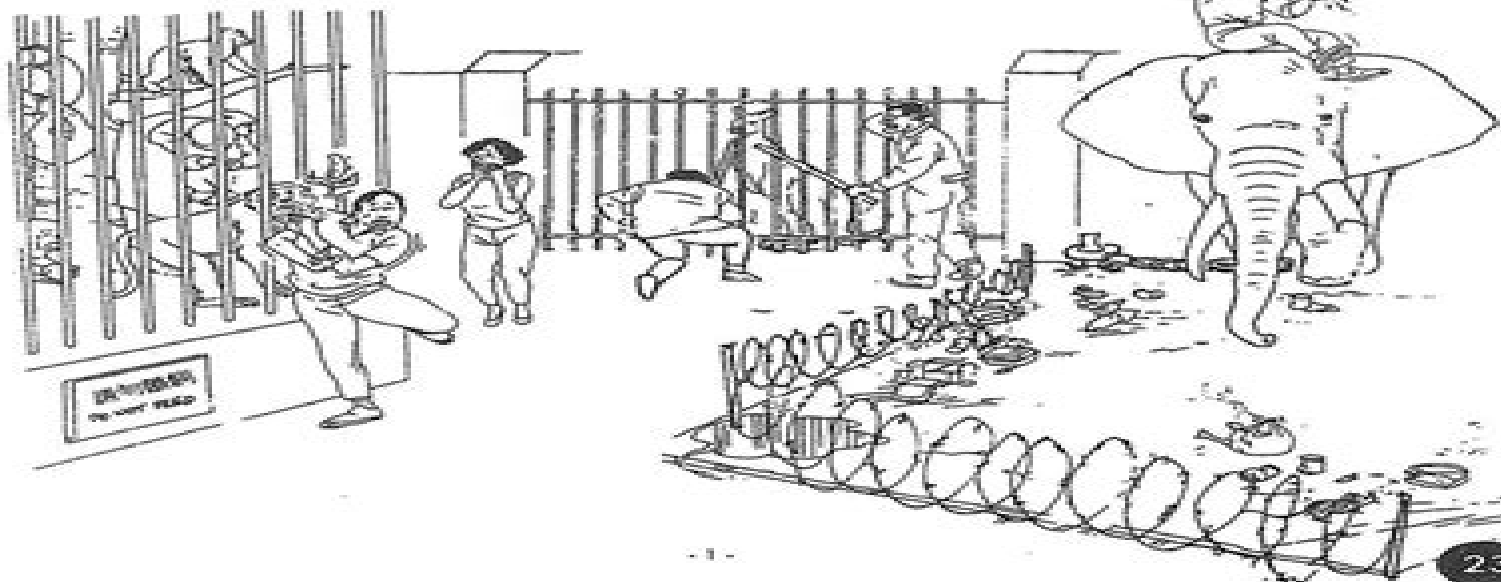
Write your letter.

3. Recently, you visited a zoo in China. You were horrified to see the terrible conditions in which the animals were kept and the way some of the visitors behaved. You have decided to write a letter to the editor of a magazine published by the Worldwide Fund for Nature.

In your letter, you should briefly describe what you saw. You should also write about at least TWO of the following :

- how to improve conditions in zoos
- how visitors should treat animals in zoos
- alternatives to keeping animals in zoos

You may use the picture below to help you.



# Hkcee English Writing Past Paper

**Robert Kaplan, Richard Baldauf**



## Hkcee English Writing Past Paper:

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 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 *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 *English Language Testing in Hong Kong* Joseph Boyle, Peter Falvey, 1994 *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

**Researching Chinese Language Education** Mark Shiu-kee Shum, Peter Mican, 2018-09-13 The culmination of more than a decade of research this compelling volume offers a fresh approach for applying functional linguistics to assess student performance to inform the teaching and learning of Chinese and to design curriculum and teaching materials Documenting authentic systemic functional linguistics SFL studies in researching and teaching Chinese as a first or second language this research is set in the multilingual settings of Hong Kong and Australia The experiences of SFL and genre teaching in English have been well demonstrated as valid viable and practical in different contexts however this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese Using SFL as the research framework the authors cover three major areas in Chinese language education effective pedagogies curriculum and material design and text analysis Covering major local curriculum reforms and the rapid growth of International Baccalaureate programmes worldwide this book will be of interest to linguists language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world

*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

*Washback in Language Testing* Liying Cheng, Yoshinori Watanabe, WITH Andy Curtis, 2004-02-04 Washback refers to the influence of language testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education Washback in Language Testing Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological

testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations Applied Linguistics ,1998 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 Linguistics and Language Behavior Abstracts ,2008

Language Planning in the Asia Pacific Robert Kaplan,Richard Baldauf,2013-12-16 This volume covers the language situation in Hong Kong Timor Leste and Sri Lanka explaining the linguistic diversity the historical and political contexts and the current language situation including language in education planning the role of the media the role of religion and the roles of non indigenous languages Two of the authors are indigenous to the situations described while the other has undertaken extensive field work and consulting there The three monographs contained in this volume draw together the literature on each of the polities to present an overview of the research available about each of them while providing new research based information The purpose of the volume is to provide an up to date overview of the language situation in each polity based on a series of key questions in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise This book was published as special issues of Current Issues in Language Planning **Teaching English to the World** George Braine,2014-04-08 This collection of accounts by non native speaker English teachers presents localized perspectives on the history curricula of English language teaching and personal narratives of authors from around the world *Hong Kong 1989* Aladin Ismail,1989 **Hong Kong** ,1988 **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 Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008) Azadeh Shafaei,2008-12-30 The first International Online Language Conference was successfully held in September 2008 This event invited professors Masters and Ph D students and academicians from around the world to submit papers in areas related to the conference theme The event was organized by International Online Knowledge Service Provider IOKSP The main conference objectives were as follows to provide a platform for language educators academicians and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning to promote better

understanding of cultural diversity in language learning to encourage language educators to be involved in the research process in order to achieve comprehensive excellence and to produce a collection of scholarly papers

**Learning and Teaching Chinese as a First Language** Sin Manw Sophia Lam, John Chi-Kin Lee, Chung Mou Si, 2024-06-28 In this book the authors embark on a critical investigation of the complex field of Chinese language education with a particular focus on exploring new trends and teaching and learning They delve into the intricacies of language education and its effectiveness in teaching Chinese as a first language The book has three objectives establishing a field of study in Chinese language learning and teaching providing critical discussion and progressive insights on language education and offering relevant pedagogical perspectives of learning and teaching Chinese as L1 and L2 The chapters investigate learning and teaching of Chinese in different aspects including four skills culture literature technology assisted learning and learners identity By focusing on the teaching practices of Chinese at different levels it sheds light on teaching Chinese as a first language Theoretically it broadens the linguistic and geographical reach of previous works on language education that mainly examine English as a lingua franca or children s first language acquisition Drawing upon theories in language learning the book demonstrates the applicability of language theories in the first language and Chinese as a non alphabetic language and examines the impact and effectiveness of some theories in Chinese learning and teaching Academic researchers teacher educators teachers and students interested in Chinese language and education will find this a highly relevant text for its focus on curriculum pedagogy and assessment of teaching Chinese as a first language

Frank Joseph Shulman, Anna See Ping Leon Shulman, 2001-01-01 A descriptively annotated multidisciplinary cross referenced and extensively indexed guide to 2 395 dissertations that are concerned either in whole or in part with Hong Kong and with Hong Kong Chinese students and emigres throughout the world

Frank Joseph Shulman, 1990

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