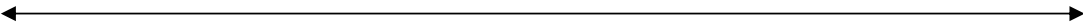


**Sample Assessment Task 23 (Part B)**

<b>Name of Task: A suitable candidate to the post</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment task?</b> 		
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
<b>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books): UE past exam paper A (1994/1996), useful websites (e.g. <a href="http://jump.mingpao.com/cfm/index.cfm">http://jump.mingpao.com/cfm/index.cfm</a> , <a href="http://www.jobsonline.com/hong_kong/">http://www.jobsonline.com/hong_kong/</a> ; <a href="http://hongkong.recruit.net/">http://hongkong.recruit.net/</a> ); newspapers (e.g. Recruits & SCMP, Classified Post); sample application letter, sample resume, worksheet for group discussion; peer/self-assessment form, self-reflection sheet if necessary  Handout One: Easter Holiday (Appendix 26), Handout Two: For group discussion (see Appendix 27), Application A: Application for a teaching post (see Appendix 28) , Application B: Application for the post of Economics and Liberal Studies Teacher (see Appendix 29)		
<b>Description of activities leading to assessment</b>	<ol style="list-style-type: none"> <li>1. Ask students to brainstorm a list of company posts e.g. salesman, secretary, accountant, human resources manager, etc.</li> <li>2. Speculate on the sort of people most suited for the posts.</li> <li>3. Ask students to listen to a forum on job opportunities (1994 UE Paper A), take notes and complete the listening tasks (see Appendix 26).</li> <li>4. Ask students what sort of job they intend to take up when they leave school or graduate.</li> <li>5. Shortlist the four most popular careers for the next learning task (see Appendix 26).</li> </ol>	

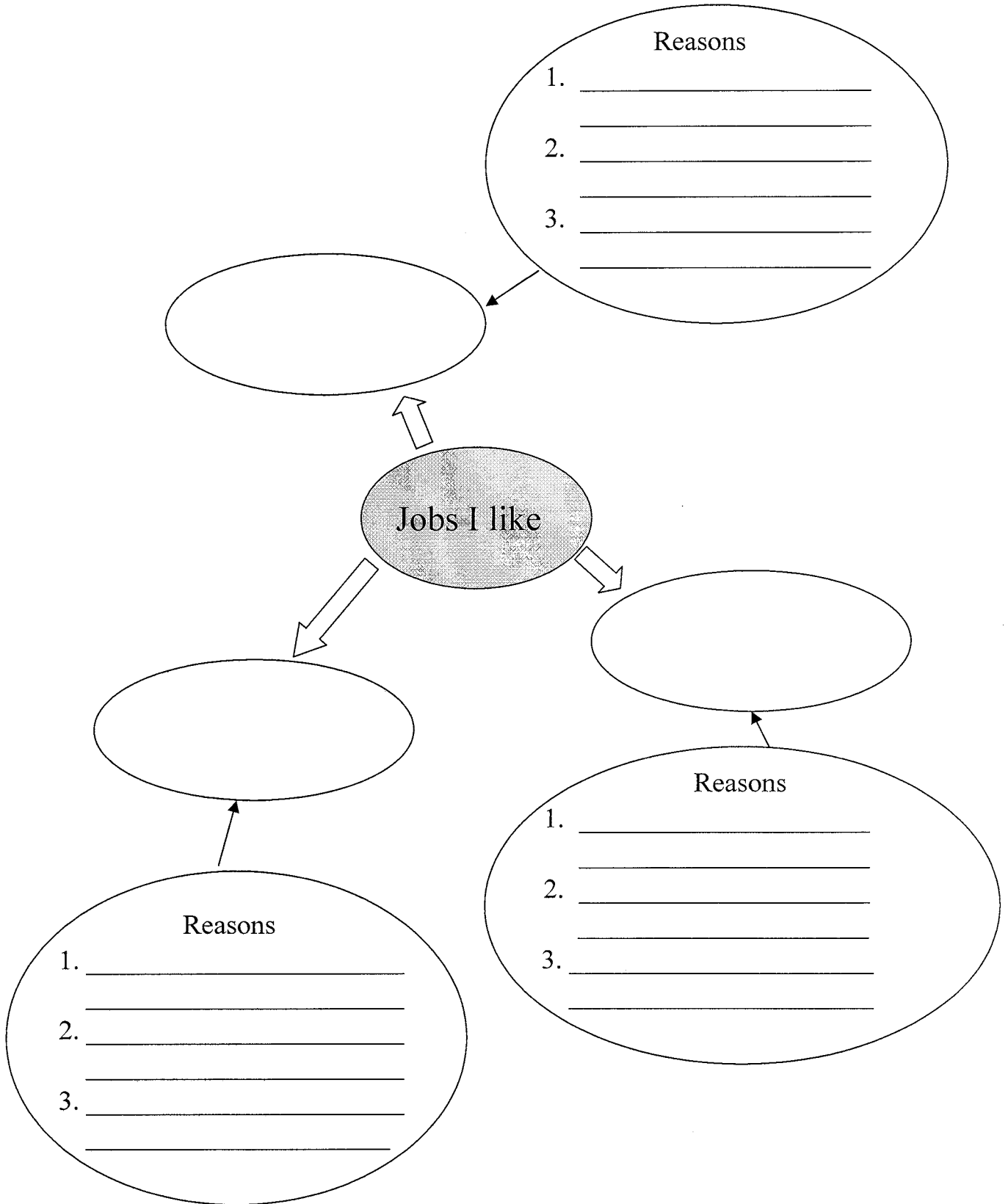
	<ol style="list-style-type: none"> <li>6. Ask students to collect, keep in a file and read job advertisements about the three most popular careers among themselves by browsing various websites &amp; newspapers. They may want to look at:  <a href="http://jump.mingpao.com/cfm/index.cfm">http://jump.mingpao.com/cfm/index.cfm</a>  <a href="http://www.jobsdb.com/hong_kong/">http://www.jobsdb.com/hong_kong/</a>  <a href="http://hongkong.recruit.net/">http://hongkong.recruit.net/</a>  Recruits, the Classifieds</li> <li>7. Ask students to read job advertisements and decide on which job interests them the most.</li> <li>8. Ask students to complete Handout One (see Appendix 26) on the job nature and qualities/qualifications needed for these jobs.</li> <li>9. Put students in groups of 4 to share the information they have collected on the assigned job from the three they have been working on.</li> <li>10. Put students in groups of 4 to choose the 2 most favourite jobs in their groups and complete Handout Two (Appendix 27)</li> <li>11. Ask each group to present the jobs including qualities/qualifications needed and job duties to the class and why they like these two jobs (with reference to Handout Two)</li> <li>12. Teach students how to write an application letter and a resume and provide a sample.</li> <li>13. Show the assessment criteria for the group discussion to the class and explain how to use them for self- or peer-assessment.</li> <li>14. Ask students to discuss which of the two jobs is most suitable for one assigned student in their groups → scaffold the discussion through the use of a worksheet listing a set of phrases such as “I think...”, “This is because...”, “I agree/disagree with ...”, “However,...”, “Firstly,...”, “Secondly, ...”, “Thirdly,...”, and so on.</li> </ol>
<p><b>Assessment activity</b> <b>(Group interaction)</b></p>	<p>Form students into groups of four. Each student is given 2 application letters (Application A &amp; B; see Appendix 28-29). Ask them to read both of the application letters and prepare for the following discussion task:</p> <p>You are a member of the recruitment committee of ABC Secondary school which is looking for a teacher who can teach Liberal Studies – a new subject in your school. Having short-listed two applications who are interested in the post your school is offering, you are now having a meeting with the other committee members to decide which one is more suitable for the vacancy. You need to consider:</p> <ul style="list-style-type: none"> <li>♣ The needs of your school</li> <li>♣ The applicants’ qualifications</li> <li>♣ The applicants’ experiences <i>with children</i></li> <li>♣ The applicants’ working experience</li> </ul>

	<ul style="list-style-type: none"> <li>♣ The applicants' strengths and weaknesses</li> <li>♣ Any other relevant points</li> </ul> <p>Before the meeting, you need to read their application letters and resumes. Decide which one is the best candidate for the job in your school.</p> <p>(Teacher sits with one group and makes notes while students are discussing their applications or resume. Other groups record themselves using audio-recorders)</p>
<b>Post assessment activity</b>	<ol style="list-style-type: none"> <li>1. Ask students to do a self-assessment of their performance after the group interaction.</li> <li>2. Give feedback on the overall performance of the class and advice on how to make improvements by using the assessment criteria.</li> </ol>

*Adapted from an assessment task developed by S.T.F.A. Tam Pak Yu College*

Workplace Communication Project

**Task One:** List three jobs that you would choose from and take up in your future



## Handout One – Easter Holiday

**Task Two:** Collect, stick on pages 3-4 & read job advertisements about the three jobs that you have put down on page 1 by browsing various websites & newspapers

e.g. <http://jump.mingpao.com/cfm/index.cfm>

[http://www.jobsdb.com/Hong\\_Kong/](http://www.jobsdb.com/Hong_Kong/)

<http://hongkong.recruit.net/>

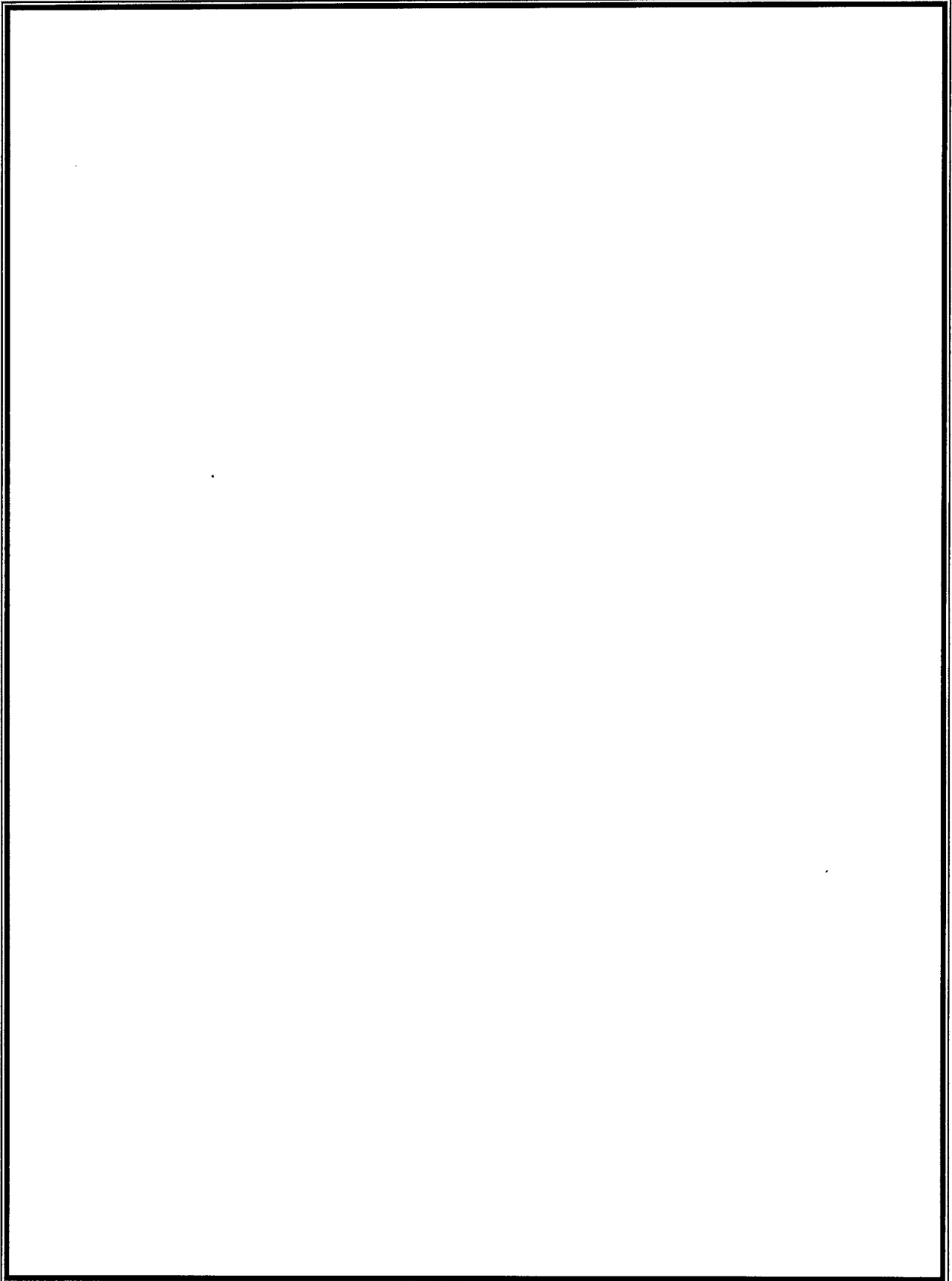
e.g. Recruits, the Classifieds

Then analyze the job nature and the required qualities in the table below.

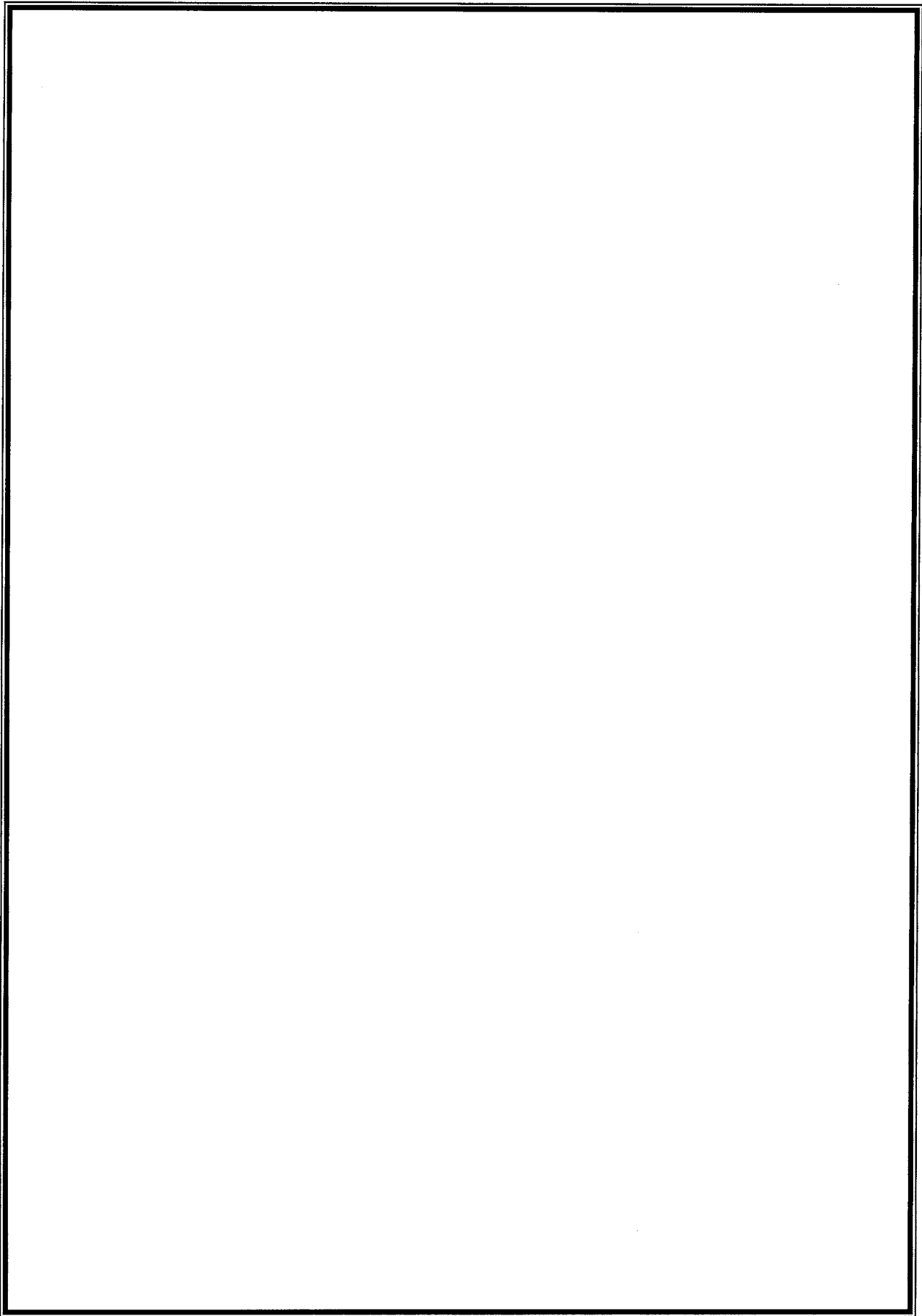
Job	Job Nature/Duties	Required Qualities& Qualification

## Handout One – Easter Holiday

**Task Three:** Stick the job advertisements here. If there is not enough space, keep them in a folder.



**Handout One – Easter Holiday**



**Handout Two – Notes For Group Discussion**

<b>Job</b>	<b>Job Nature/Duties</b>	<b>Required Qualities &amp; Qualification</b>	<b>Benefits</b>	<b>Disadvantages</b>



Dear Principal,

**Application for a Teaching Post**

I am writing to inquire whether your school will have any vacancies for a teaching post (Economics/Liberal Studies/Integrated Humanities) in the academic year 2009-10 and to express my genuine interest in serving your students if I am honoured to.

By way of background, I graduated in June 2006 with a Bachelor of Social Sciences degree, majoring in Psychology and Economics & Finance, attaining the Second Class Honors Division One. This three-year undergraduate education, apart from preparing me to be a professional in my majors, has also given me a thorough foundation in humanities such as Social work and Administration, Politics and Sociology. As it is my ultimate goal to pursue my career as a teacher, I took the Postgraduate Certificate Diploma of Education (PGDE) upon graduation.

To pursue my ultimate goal of teaching, I further equipped myself with considerable teaching experience, both inside and outside the ambit of classrooms. I had been a private tutor since F.6 until the commencement of full-time teaching. In 2005, I went to Mainland China as a volunteer teacher in World Vision, where I was responsible for teaching English and computer technologies to the students in living rural areas. In the summer of 2006, I taught HKCE level English Language in a secondary school and Mathematics in a primary school. From all these experience, I did acquire valuable skills in teaching and communicating with students sharing a spectrum of abilities and background.

Consistently, I aim at developing myself more than on the academic ground. During my university studies, I brought the same level of commitment and dedication to the various student bodies or teams of which I was an executive committee member. The highlights of these extra-curricular activities were my elections as the General Secretary and Chairperson of a committee of the Faculty of Social Sciences, representing the follow students on university and faculty affairs. I have learnt a great deal, ranging from leadership to inter-personal skills in these activities.

I joined the Top pvcority Secondary School in August 2007. in respect of teaching, I have been a class teacher of Secondary One to Two, teaching the subject of Integrated Humanities (IH). I am the IH form coordinator and responsible to teach IH to Secondary One to Three. As such, I have been substantively involved in the formulation and construction of the IH curriculum, including teaching schedule, teaching materials and learning activities. Being a coordinator as well as managing three forms of teaching has truly been a challenge for me. But once again, challenges posed mean a precise time to learn and as such, I have obtained a comprehensive and in-depth understanding towards the subject in junior forms. Also, I am confident that what I have acquired will also be

Application A/P1

## Application A

useful for me to evaluate, plan and improve any subject curriculum during my teaching career of many years to come.

Concerning the other disciplines, I actively participated in and in many occasions, contributed to various school events and activities of students' societies so as to dedicate to the school whenever it is deemed appropriate and also to integrate myself fully into the students. Furthermore, I am the coordinator of Personal, Social and Health Education (PSHE) and member of various school management teams. Indeed, I am more than delighted to engage in other areas concerning school affairs apart from my principal teaching subject. It is my genuine aspiration to develop professionalism requisite for my career through these duties and responsibilities.

I, once being a freshman in the education field, have seized every occasion to learn and advance. I hope that the said experience could prove me a confident, accomplished and promising candidate who would be ready for and least-susceptible to the incoming trials, and join your school, the years ahead will be a welcome challenge, for which I plan to face with my arsenal of passion, dedication and discipline.

In supporting my application, I attach herewith my personal curriculum vitae for your reference. I sincerely hope that my application will be considered. Thank you for your attention and I look forward to meeting you soon.

Yours sincerely,

Encl. Personal Curriculum Vitae

# Application A

## Resume

Personal Name:

Information Address:

Telephone:

Education Tertiary Education

Postgraduate Diploma of Education (HKU) 2006-2007

The University of Hong Kong 2003-2006

Bachelor of Social Sciences (Majoring in Psychology and Economics and Finance)  
(with Second Class Honors Division One)

Secondary Education

HK Ho Ho Ho Memorial College 1996-2001

Victory Secondary School 2001-2003

HKCEE Examination Result:

Chinese Language D

English (Syllabus B) C

Mathematics D

Economics A

HKALE Examination Result:

Chinese Language and Culture D

Use of English C

Economics B

Mathematics and Statistics (AS) C

IELTS: 7.5 out of 9

LCCI Examination (Second Level): Passed

The Associated Board of the Royal Schools of Music Piano (Grade 8): Passed with merit

Awards	Name of Award	Grantor	Date Received
	HKU Worldwide Exchange Scholarship	The University of Hong Kong	October 2005
	Sir Edward Youde Memorial Prize	Victory Secondary School	March 2003
	The Leung Chan King Chi Memorial Scholarship	Victory Secondary School	November 2002
	5-year Punctuality Reward	HK Ho Ho Ho Memorial College	June 2001

## Application A

Activity	2005-2006	Being an exchange students in Simon Fraser University in Canada for one semester
	2003-2004	The executive Committee of Social Sciences Society, hku Councilor of Social Sciences Society Council Chairman of Central Election Commission Group leader of Social Sciences Summer Program Farewell Committee of Lee Hysan Hall
	2002-2003	Group leader of Orientation Camp
	2001-2002	Financial Secretary of House Committee Vice-chairman of Peer Counseling Team Choir
Experience		Teacher – The Top Provity Secondary School (08-09) Being a S.1 Integrated Humanities Coordinator Teaching S.1-S.3 Integrated Humanities Being a S.2 Class Teacher Being a S.2 PSHE Coordinator Core member of Student Affairs and Welfare Team Teacher – The Typoic Prconty Secondary School (07-08) Teaching S.1 Integrated Humanities Being a S.1 Class Teacher Practicum – St. Baby College (02/07-05/07) Teaching S.3 and S.6 Economics Summer Tutor – St. Peter College (07/06-08/06) Teaching HKCEE English Summer Tutor – Long Island Memorial School (08/06) Teaching P.3 and P.4 mathematics Internship- World Vision in Yunnan (06/05-08/05) Organizing English lessons and computer workshops for the children in villages Organizing summer camp Conducting research about the formation of orphans in villages Summer trainee- PCCW (07/01-08/01) Selling and promoting telephone lines and internet services Answering customers' queries
Hobby		Playing badminton, Reading,, Web browsing, Playing piano
Skill	Typing Skills	English Typing 70WPM; Chinese typing 30WPM
	Language Skills	Fluent Cantonese, English and mandarin (both written and spoken)
	Computer Skills	MS Windows, MS Offices

## *Appendix 29*

### **Application B**

Dear Principal,

Application for the Post of economics and Liberal Studies Teacher

I am writing to enquire whether you have any teaching post in Economics and Liberal Studies in your esteemed school in the coming academic year. I would appreciate the opportunity to put the skills I have acquired in Hong Kong Institute of Education. I graduated from the Hong Kong University of Science & Technology in 2004. Currently, I am a final year student at the HKIED student at the HKIED studying, Postgraduate Diploma in Education.

During this study period, I have apply a number of voluntary work at Hong Kong Federation Youth Groups and HKIED, such as the school voluntary work – Student Helper in school information day and being a subject representative in Liberal Studies. Participating in these workshops and volunteering with these organizations has better prepared myself to become an effective and efficient teacher. It has given opportunities for me to develop leadership skills and counseling skill. Also, under the Peer Counselling Training Programme, I have learn to facilitate my personal growth and the spirit of mutual help, the programme have given me to develop a better self-awareness, problem solving skills, capable of self-help and helping others.

With the block practice experience I have gained in the Number One Secondary School, I believe I am sufficiently qualified to apply for the position. I am patient, diligent and willing to learn. I can deal with the problems in student's behavior; handle the day-today class teaching and work under pressure. This experience has helped me to learn how to deal with students, and handle the different situation of classroom management. Besides the above I have mentioned, in the school sport day held in Number One Secondary School, it has also field. I am confident that yours school requires these skills. I enclose my resume and look forward to having the opportunity to answer any questions you may have regarding my application. I am free for interview at any time.

Yours faithfully,

Encl. Resume, Educational Aspiration

## Application B

Name: CHAN TAI MAN

Gender: Male

Date Birth: 14<sup>th</sup> Feb, 1980

Address: Hong Kong

E-mail address: [taimanchan@yahoo.com](mailto:taimanchan@yahoo.com)

Contact No. 2345 6789

### Career Objectives

I am eager to develop my career in the field of education. With my enthusiasm and commitment in teaching, I want to apply my knowledge and experience in teaching students to learn effectively and happily in school.

### Educational Background

2008-Present	The Hong Kong Institute of Education Postgraduate Diploma in Education (Secondary) Programme Liberal Studies (One-year Full time)
2003-2004	The Hong Kong University of Science and Technology Master of Science in Economics
1999-2003	University of Leicester Bachelor of Arts in Economics

### Professional Qualification

February-March 2009	Adventure Based Counselling Practitioner Foundation Diploma
February-March 2009	First Aid of St. John
February-March 2009	Mental Health of First Aid

### Working Experience

November-December 2008	Teaching Practice in Number One Secondary School Duties: 1. Taught Form 2 student Liberal Studies 2. Assisted the Form teacher in the Sport Day
October-January 2007	Hong Kong College of Technology Position: Part Time Teacher Duties: Taught Principle of Economics

## Application B

April 2005-September 2008 Excellent Development (HK) Ltd  
Position: Marketing Executive  
Duties: Organized Marketing Activities

### Extra-curricular Activities

November 2008 – 2009 Hong Kong Federation of Youth Groups  
Certificate Leadership Course for Students of  
The Hong Kong Institute of Education  
Position: Member  
Duties: Participated in a variety of co-curricular activities to prepare  
my self to have leadership skills

2008-2009 Peer Counselling Training Programme  
Position: Peer Counsellor  
Duties: 1. Peer Counselling Training  
2. Services to the primary and secondary schools by peer  
counselors

2008-2009 The Hong Kong Institute of Education  
Postgraduate Diploma in Education (Secondary) Programme  
(One-year Full time) Liberal Studies Student society  
Position: Student representative  
Duties: 1. Held student committee meeting with school officer  
2. To hold different functions for Liberal Studies students

2008-2009 The Hong Kong Institute of Education Open Day 2008  
Position: Student helper  
Duties: Helping to promote Liberal Studies Education Program

### Skills

PC Knowledge: Windows, Microsoft Word, Excel PowerPoint

Languages: Cantonese- fluent in speaking, writing and reading

Mandarin-conversational

Good English

### Interests & Hobbies

Cycling, reading and ball games

## **Application B**

### References

Dr. Davidson  
Assistant Professor  
Department of Policy and Administration  
The Hong Kong Institute of Education  
Contact No. 9876 5432  
Address: 20 Block A  
10 Lo Ping Road  
Tai Po, New Territories

Dr. Swith Woolf  
Associate Professor  
Department of Psychology, Counselling and  
Learning Needs  
The Hong Kong Institute of Education  
Contact No.: 8756 2345  
Address: 10, Block C  
10 Lo Ping Road  
Tai Po, New Territories



## Application B

### Education Aspiration

I have a goal, which is to make every student, not only perform well academically, but also showing passion in learning new ideas as well as behave as a responsible and charitable citizen.

I consider education as a mission, which is long lasting and requires heavy responsibilities. Its very objective is facilitate youngling to think independently and critically. My role is to create learning opportunities as well as provide a good learning atmosphere, which allows my students to explore possibilities. They will be thirst for new techniques and ideas, and actively develop their own way of independent thinking. Such attitude and habit will benefit the rest of their lives.

Education is not only a step for students to become intelligent students. More importantly, this subject acts as a medium to develop students' ability to "observe, analyze and create/" through innovative different means of activities and workshops held during lessons, students' visions would be broadened and their social awareness and ideology acceptance would be developed.

I being a green to this field, realize that I still get much to learn. The up ahead challenge teaching fellow students academically, guide them the right path to become responsible and charitable citizens is tough. I am well equipped and ready to commit – to teach, and learn from the students.