

2016-DSE
ENG LANG

PAPER 4

1.1

EXAMINER

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2016

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared in a newspaper in Hong Kong:

Life on HK\$4 a day an eye-opener for Hong Kong students

Cebu in the Philippines is best known to Hongkongers as a paradise for holidaymakers. But not far from the resorts that line the beach, hundreds of families live in hopeless poverty; their “real world” means trying to live on HK\$4 a day.

An international school in Hong Kong took a group of 65 students to Cebu on a one week trip to work with disadvantaged people in the Philippines. The high school students, accompanied by 20 adults, each paid HK\$5000 for the trip, which included flight, accommodation, transport and meals.

The first three days were spent sightseeing, snorkelling and other beach activities. The next four days were spent supporting local teachers in the classroom teaching English, maths and science. The students also helped in sustainable projects such as building houses, painting a school and serving nutritious food to children in slum communities.

After the experience, one of the students said, “I had a really great time in Cebu but it was sad to see people living in poverty. We were only there for a short time and I think we were helpful. But, I wonder if we really make a difference in the long term.”

One of the teachers says visiting these communities in the Philippines enables Hong Kong students to see that they live very privileged lives. They also see that the children in the Philippines are similar to them, even though their circumstances are different.

Your group is discussing the kinds of charity work your school could be involved in. You may want to talk about:

- the benefits of students doing charity work outside Hong Kong
- the concerns of doing charity work outside Hong Kong
- whether charity work outside Hong Kong should be a requirement at secondary school
- anything else you think is important

PART B Individual Response

1. Have you done any charity work?
2. Would you prefer to do charity work locally or outside Hong Kong?
3. Do you think it's important to give money to charity?
4. Which is more important: to give money or your time?
5. Do you think it is necessary to leave Hong Kong to do charity work?
6. Should students have to pay to do charity work outside Hong Kong?
7. Do you think charity work can make a difference?
8. Who benefits more from charity work outside Hong Kong: the volunteers or the locals?

Note Grid – Your Notes for the Discussion

1. the benefits of students doing charity work outside Hong Kong	2. the concerns of doing charity work outside Hong Kong
3. whether charity work outside Hong Kong should be a requirement at secondary school	4. anything else you think is important

Note Grid – Your Notes for Part B Individual Response Questions

Question: _____	Question: _____
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St. Joseph's Anglo-Chinese School

Form 5 English Language

Paper 4 Speaking – Exam Practice (DSE 2016 Set 1.1)

Warm-up – Two Easier Part B Questions (6 minutes, in pairs)

Both partners answer the same question. Push for a time, a reason and one detail — not a one-word answer. This is where you hear their Level 3 baseline.

Question 1	Have you done any charity work?	What to listen for
Model answer	Yes — a flag day and a book drive, and once I served rice at a community kitchen.	A concrete example plus how long they stayed involved, not just a yes or a no.
Question 2	Would you prefer to do charity work locally or outside Hong Kong?	
Model answer	Locally, to be honest — I think I could do more good in my own district week after week.	A clear preference with one reason behind it.

► Upgrade opportunity — take what they say and lift it

“What I usually say”	Upgrade (useful for Part A and Part B)	Where it pays off
"I helped once."	I took part in a charity drive at school.	Any experience answer
"Helping is good."	Charity work builds empathy and a sense of responsibility.	Part A bullet 1
"We spend a lot of money."	The trip costs each student around HK\$5,000, which many families cannot afford.	Part A bullets 2 and 3
"We can't help much."	Short visits raise a real question about their long-term impact.	Part A bullet 2, Part B Q7

Part A – The Discussion Task (10 min preparation, 8 min discussion)

Your group is discussing the kinds of charity work your school could be involved in. You may want to talk about:

► Say it another way — synonyms to replace the question's own wording

Students who recycle the paper's words score lower than students who paraphrase. Put these on the board and ban the left-hand column.

The question says...	Say instead	Model sentence
charity work	volunteering · community service · fundraising · giving back	<i>The volunteers gave four of their seven days to teaching and building work.</i>
benefits	the gains · the value it adds · what students get out of it · the upside	<i>The gain students mention most often is a much wider worldview.</i>
concerns	the risks and drawbacks · reservations · the worries that come with it · the downside	<i>The main reservation is what a one-week visit can really achieve.</i>
a requirement	compulsory · a mandatory part of the curriculum · something every student must do	<i>Making service compulsory risks turning it into one more box to tick.</i>
outside Hong Kong	overseas · abroad · beyond the city · in another country	<i>Overseas trips cost far more than a local one.</i>
anything else you think is important	one thing often overlooked · what also matters here · a further consideration	<i>One thing often overlooked is what the host community gains from the visit.</i>

Ideas for the Note Grid – Noun Phrases per Question, with a Model Example (the same sets appear on the deck: Q1–Q3, then Part B Q7–Q8)

Give the noun phrase first (it is what they write in the grid), then the model example (it is what they say). The points in each set are deliberately different in kind, so a group cannot make the same point twice. Where a question has two sides, the set is built in two halves, so the group always has both sides ready.

1. the benefits of students doing charity work outside Hong Kong

• a wider worldview	<i>e.g. Trying to live on HK\$4 a day teaches more than any textbook can.</i>
• empathy and a sense of responsibility	<i>e.g. Seeing real poverty makes students ask what they can actually do about it.</i>
• practical skills and confidence	<i>e.g. Teaching, building and serving food give students skills no classroom teaches.</i>

2. the concerns of doing charity work outside Hong Kong

• the cost excludes poorer students	<i>e.g. Each trip costs about HK\$5,000, so the students who would gain most may never go.</i>
• short trips may achieve little	<i>e.g. The student in the article wondered whether one week really makes a long-term difference.</i>
• safety and supervision	<i>e.g. Sixty-five students and twenty adults in unfamiliar conditions is an enormous responsibility.</i>

3. whether charity work outside Hong Kong should be a requirement at secondary school

• YES: everyone would experience it	<i>e.g. A requirement guarantees that service is not only for students whose parents can pay.</i>
• YES: it builds character	<i>e.g. Schools already require PE and other activities that students would not choose themselves.</i>
• NO: it puts families under pressure	<i>e.g. Not every household can find HK\$5,000, and a requirement would embarrass them.</i>
• NO: forced service is not service	<i>e.g. Real charity starts from a genuine wish to help, not from a timetable.</i>

Note: the fourth bullet (anything else you think is important) has no slide — it is the group's open floor. If they stall, ask them to raise one thing the paper never mentions, or to disagree with the group's best idea so far.

Part B – Individual Response: Questions 7 and 8 (1 minute each)

Q7. Do you think charity work can make a difference?

4 noun-phrase ideas	Model example
• YES: small, practical help is real	<i>Building houses and painting a school leaves something visible behind.</i>
• YES: the volunteers change too	<i>Students come home far less able to ignore what they have seen.</i>
• NO: it may not last	<i>A one-week visit can raise expectations that the community cannot maintain afterwards.</i>
• NO: money often works better	<i>Sending the same amount to a local charity is cheaper than flying fifty students there.</i>

► Upgrade opportunity for Q7

"What I usually say"	Upgrade	Why it scores
"It helps a bit."	It makes a difference to the individuals we work with.	Names the level of impact
"We give money."	Donations often achieve more per	Comparison plus evidence

	dollar than a week-long trip.	
"It's a good experience."	The volunteers change as much as the communities they visit.	Turns a cliché into a claim

Q8. Who benefits more from charity work outside Hong Kong: the volunteers or the locals?

2 noun-phrase ideas (VOLUNTEERS · LOCALS)	Model example
• VOLUNTEERS: the experience is life-changing for us	<i>The students in the article said they had never realised how privileged their own lives were.</i>
• LOCALS: the practical support is what matters	<i>Local teachers and children gain real classroom help and finished buildings.</i>

► Upgrade opportunity for Q8

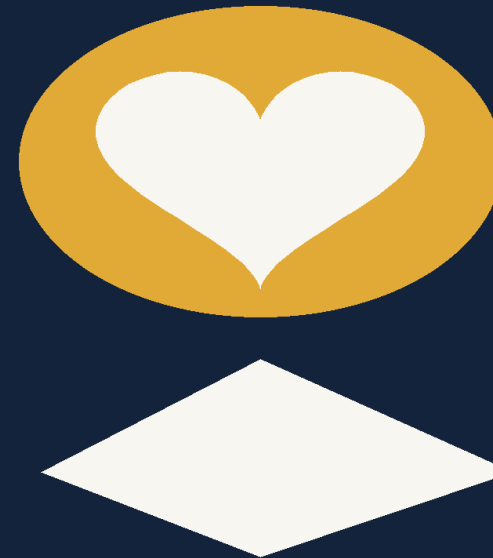
"What I usually say"	Upgrade	Why it scores
"Both benefit."	Both sides gain, but they gain very different things.	Signposts a comparison
"We benefit more."	Honestly, we take home a wider worldview while they gain short-term, practical help.	Balanced and honest
"The local people benefit."	For the community the benefit is measurable: extra teachers and finished buildings.	Concrete evidence

DSE PAPER 4 • SPEAKING PRACTICE

Helping overseas, the cost of the trip
and whether it should be compulsory

DSE 2016 Paper 4 Set 1.1 • Lesson 6

HK\$4 A DAY



Does the trip make a difference?

Two questions to get you talking



QUESTION 1 (Student A)

Have you done any charity work?

QUESTION 2 (Student B)

Would you prefer to do charity work locally or outside Hong Kong?

Your discussion task

Your group is discussing the kinds of charity work your school could be involved in. You may want to talk about:

- the benefits of students doing charity work outside Hong Kong
- the concerns of doing charity work outside Hong Kong
- whether charity work outside Hong Kong should be a requirement at secondary school
- anything else you think is important



Q1 The benefits of charity work outside Hong Kong

SUGGESTED IDEAS — noun phrases

- a wider worldview
- empathy and a sense of responsibility
- practical skills and confidence



Q2 The concerns of charity work outside Hong Kong

SUGGESTED IDEAS — noun phrases

- the cost excludes poorer students
- short trips may achieve little
- safety and supervision



Q3 Should charity work outside Hong Kong be a requirement?

SUGGESTED IDEAS — noun phrases

- YES: everyone would experience it
- YES: it builds character
- NO: it puts families under pressure
- NO: forced service is not service



Part B – Question 7

Do you think charity work can make a difference?

SUGGESTED IDEAS — noun phrases

- **YES: small, practical help is real**
- **YES: the volunteers change too**
- **NO: it may not last**
- **NO: money often works better**



Part B – Question 8

Who benefits more from charity work outside Hong Kong: the volunteers or the locals?

SUGGESTED IDEAS — noun phrases

- **VOLUNTEERS:** the experience is life-changing for us
- **LOCALS:** the practical support is what matters



Say it like this — from the lesson

I **took part in a charity drive** at school.

Charity work builds **empathy and a sense of responsibility**.

The trip costs each student around HK\$5,000, which many families **cannot afford**.

It **makes a difference** to the individuals we work with.

Donations often achieve **more per dollar** than a week-long trip.

Short visits raise a real question about their **long-term impact**.

The volunteers **change as much as** the communities they visit.

For the community the benefit is **measurable**: extra teachers and finished buildings.