HKUGA College English Department Handbook (Junior Secondary)

1. Introduction
The English curriculum at HKUGAC has been planned in accordance with the philosophical and structural framework of the recent educational reform and with the overall academic philosophy of the school.

1.1 Aims of the Curriculum
The general aim of the English curriculum is to develop in students the ability to:

- adapt smoothly to learning in an EMI school
  - become lifelong independent learners
- adapt to a rapidly changing world
- problem solve practically and intellectually
- act confidently as individuals and as part of a group
- be sensitively aware of global issues and act responsibly
- engage in global communication
- have respect for others and appreciate similarities and differences

1.2 Curriculum and Philosophical Framework
To this end, alongside outstanding educational practices all over the world, the junior English curriculum has acknowledged the following as central to learning:

1.2.1 Communication
English as a language of communication encompasses five skill areas:
- speaking
- listening
- reading
- writing
- viewing

In order to develop students' communication skills in English, all units of work of the English curriculum require students to:
- share ideas orally with others in class, and at times, outside of class
- listen carefully to others and ask relevant questions
- read for understanding, enlightenment, and enjoyment
- write for different purposes and audiences
- work with different text types and media such as newspapers, magazines, film, television, posters, and leaflets to understand different text conventions, purposes, and context

1.2.2 Holistic Learning
This concept stresses the interrelationship between disciplines in order to provide a global view of learning and to enable students to realise the

interconnectedness of knowledge. Cross-departmental activities are arranged whenever possible.

1.2.3 Intercultural Awareness

Intercultural awareness fosters tolerance and respect through the exploration of literature – poetry, drama, prose, and film – from different parts of the world. We encourage students to explore literature beyond their immediate culture and 'comfort zones' through library lessons and extensive reading / viewing outside of school.

1.2.4 Community and Service

This area sharpens students' awareness of the world around them and encourages responsible and caring participation in the local setting and the wider community.

1.2.5 Human Ingenuity

Literally, 'what man fashions.' It refers to the contribution humanity makes to the world in which we live through the innovations, developments, transformations in literature, art, and architecture. Students can therefore appreciate the human capacity to invent, create, transform and improve the quality of life for all.

1.2.6 Environment

This area looks at the world we have made around us and challenges students to accept responsibility for maintaining a natural and sustainable world now and in the future.

1.2.7 Health and Social Education

As a life-skills area, this is also an important element of the English curriculum, because intellectual development depends very much upon the health of the body and mind and the willingness of students to address issues that may be controversial.

1.2.8 E-learning

The English department has infused e-learning into its 6-year curriculum with the aim of developing students into autonomous learners and enhancing the effectiveness and efficiency of teaching and learning. Learning is no longer confined to the classroom: through different e-learning platforms, students are able to share their work as well as comment on each other's work easily with their teachers and peers.

1.2.9 Drama

In addition to the dramatic elements built into our English curriculum, standalone Drama lessons are also scheduled for S1 and S2 students in their

timetables. The study of drama mainly focuses on the making of, performing, and responding to live performances. As well as developing our students' dramatic skills, participation in drama promotes the development of other essential skills such as problem-solving and creativity, while generating self-confidence and developing written and spoken English. Such skills are, of course, not limited to the classroom but will be demanded of our students throughout their lives.

2. Aims and Objectives of English Language Education

Aims
The aims of the teaching and study of English are to encourage and enable students to:
- use English as a vehicle for thought, creativity, reflection, learning and self expression
- use English as a tool for personal growth, social interaction and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings
- explore the many facets of the language through the use of media and IT
- develop the skills involved in speaking, listening, reading, writing and viewing a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in English and literature
- develop a critical and creative approach to studying and analysing literature
- develop English skills through interdisciplinary work
- consider the role of literature, both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathise with real people and fictional characters as and when appropriate

Objectives
At the end of S6, students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing

- demonstrate a critical awareness of a range of written and visual texts

- use English to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings

- understand connotations within English in order to interpret the author's or speaker's intention

- compare and connect themes to show similarities or differences across genres
- express informed personal responses to literary and non-literary texts and demonstrate the ability to approach works independently
- express ideas with clarity and coherence in both oral and written communication
- structure ideas and arguments, both orally and in writing, in a sustained and logical way and support them with relevant examples
- distinguish the main ideas in a text from secondary ideas
- use and understand an appropriate and varied range of English vocabulary and idiom
- use correct grammar with appropriate and varied sentence structures
- show awareness of the need for an effective choice of register suited to the audience in both oral and written communication

Students in S1 through to S6 will have opportunity throughout the year to practise many of the bullet points above. However, English time in school is limited and students will be encouraged to practise English as much as possible outside the classroom in order to aid fluency.

3. Content of the English Curriculum (S1-S3)
In line with our educational philosophy, the English curriculum at the College aims to offer a broad and deep language learning experience for our students from S1 through to S6. We have incorporated and seamlessly integrated all eight of the NSS electives into our curriculum starting in S1, blending in both literary and non-literary electives with other school-designed units so as to enliven and broaden study.

The units of work are eclectic and have been specially developed for the students at HKUGAC. Therefore, no one single text book has been used in their construction, but a variety of texts has contributed to the overall units. The units are thematically based, and in lower secondary, the learning of English revolves around the language arts designed to allow for the different ways of learning: auditory, kinaesthetic, read-write, and visual. The aim is to stimulate students' interest in learning English and to instil a love for the language. To this end, students are encouraged to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. At the same time, students will be expected to reflect on and evaluate their own work and the work of others, and actively engage as independent learners and as critical and reflective thinkers with enquiring minds.

3.1 S1

Bridging Programme
A short programme which introduces students to the school, develops school-related vocabulary and helps students adapt to an EMI environment.

No standardised assessments for this unit to allow students to adapt smoothly to secondary school life.

My Place in the Digital World
Students identify and analyse the features of recount texts based on autobiographies. They will also explore social media platforms, with a focus on online etiquette and behaviour. Following this, they learn how to give advice to their schoolmates on being successful S1 students. The unit also includes a discussion on the issue of cyberbullying.

Part A - Me, Myself & I
Class reading texts: *Chinese Cinderella; Boy; I Am Malala; Falling Leaves; My Family and Other Animals; excerpts from other autobiographies selected by individual teachers; selected poems.*

Standardised assessment for the form:
1. Process writing: An autobiographical recount
2. Timed reading based on an autobiographical excerpt
3. Speaking: A self-introductory Vlog

Part B - School Life

Class reading texts: *selected examples of brochures, blogs, information leaflets and flyers.*

Standardised assessments for the form:
1. Timed writing: An advisory blog about an issue related to social media
2. Timed reading based on a blog entry
3. Timed listening and integrated skills task about school life

A Journey of Self-discovery
An exploration of geography, nature, and the classic conflict in literature between humans and the environment.

Class reading text: *Kensuke's Kingdom*

Standardised assessments for the form:
1. Process writing: travel diary
2. Speaking: a missing person video news report from *Kensuke's Kingdom*
3. Timed reading based on an adventure-related topic

The Ancient World: Traditional Story Types
The study of early storytelling: myths, legends, fables, and fairy tales. The unit also includes the exploration of classical cultures of Greece, Rome, and China.

Class reading texts: *The Clashing Rocks; selected examples of text-types outlined above*

Standardised assessments for the form:
1. Timed listening and integrated skills task
2. Timed reading based on a traditional story
3. Timed writing: continuation of a myth or legend

3.2   S2
Understanding the Writer's Craft - Narrative Writing
A detailed study of two genres of narratives. In Part A, students are introduced to the conventions of the short story genre. A variety of interactive activities, including storytelling and literature circles that offer opportunities to students to enhance all four skills are utilised with the aim of boosting students' creativity and communication skills. In Part B, students are introduced to the genre of narrative poetry (such as ballads), looking particularly at literary and poetic conventions.

Part A - Short Stories

Class reading text: *Tales with a Twist; other selected short stories*

Standardised assessment for the form:
1. Timed reading based on a short story
2. Process writing: writing a short story
3. Timed listening and integrated skills
4. Readers' Theatre - Dramatic reading of a story

Part B - Narrative Poetry

Class reading texts: *The Highwayman; other selected narrative poems*

Standardised assessment for the form:
1. Timed reading based on a narrative poem
2. Timed writing: writing a letter of advice or a blog entry
3. Timed listening and integrated skills

Selling the Product - Froops
A study of how language is used to sell a product in an advertising campaign. Students' understanding of the vocabulary, language, formats, styles and conventions used in spoken and written discourses related to advertising and workplace language is enhanced in this cross-curricular unit. A study of the use of editing in advertising and how it affects interpretation.

Class reading text: *selected examples of print advertisements from across the world*
Standardised assessment for the form:
1. Timed reading based on a text about advertising
2. Process writing: proposal of an advertising campaign (group work)
3. Timed listening and integrated skills

Novel Study and Social Issues Around the World
A study of the conventions of a novel and comparison with other narrative forms such as short stories and narrative poems, and an exploration of social issues from around the world through novel study. Students' understanding of the themes of fear, loyalty and friendship, along with social issues such as family conflict, discrimination and poverty is enhanced. Possible cross-departmental activities with the LS Department.

Class reading texts: *Cirque du Freak* – D. Shan; *Wonder* – R.J. Palacio

Standardised assessment for the form:
1. Timed reading on social issues
2. Timed writing: writing a letter to the editor
3. Timed listening and integrated skills
4. Speaking assessment in class: Group interaction

3.3   S3

Unit 1 Sports Communication
One of the NSS electives that aims at stimulating students' interest in sports related news, events and lifestyles.

Class reading texts: *various samples of newspaper and magazine articles, profiles of athletes, and unusual sports*

Standardised assessment for the form:
1. Process writing: feature article about a "local sports star" (after an interview with a fellow student about their involvement with sports)
2. Timed reading based on a sports-related article
3. Timed listening and integrated skills

Unit 2 Short Films & Theme Studies
Students analyse short films as a genre and are introduced to the cinematic and dramatic aspects of storytelling involved.

Class Texts (video): *selected excerpts of various short films*

Standardised assessment for the form:
1. Group project: filming a short film
2. Timed reading based on a short film-related text
3. Time writing: a letter based on the short films-related topic(s)
4. Timed listening and integrated skills

Unit 3: Science Fiction & Non-Fiction
Unit 3A Science Fact - Technology and Our Daily Life
A study of the latest breakthroughs in the technological world. Students look at modern technologies from various perspectives and examine their impact on peoples' lives. Possible cross-departmental activities with the Science Department.

Class reading texts: *selected articles and academic papers suggested by the English and Science Departments*

Standardised assessment for the form:
1. Record a game/app review video (individual work)
2. Process writing: argumentative essay on a technology related topic
3. Timed reading based on a technology-related text

Unit 3B Science Fiction Novel Study: *Dystopia vs. Utopia*
A study and analysis of dystopian and utopian literature, with a particular focus on the discussion of theme, plot, characterisation and writing style.

Class reading text: *Ready Player One* - Ernest Cline *and various other works of the same genre depending on the teachers' choice*

Standardised assessment for the form:
1. Timed writing: a persuasive speech based on the theme(s) of the studied novel
2. Timed reading based on a utopian and/or utopian text
3. Timed listening and integrated skills

Class Reading Sets: S1-S3
My Family and Other Animals – Gerald Durrell; *Boy* – R. Dahl; *Chinese Cinderella* –
A.Y. Mah; *Falling Leaves* – A.Y. Mah; *Kensuke's Kingdom* – M. Morpurgo; *The Clashing Rocks* – I. Seraillier; *Tales with a Twist* – M. Royston, ed.; *Cirque du Freak*
– D. Shan; *Wonder* – R.J. Palacio; *Ready Player One* - Ernest Cline

4. Assessment

4.1 Continuous Formative Assessment and Summative Assessment

Assessment for English Language is based on continuous formative assessment completed throughout the year and a summative end of year examination.

The ongoing continuous work (formative assessment) is worth 60% of the final year mark and the examination (summative assessment) is worth 40%. The final mark is then converted into a grade on a 5** – 1 scale.

GRADE for TERM 1	**=**	**FORMATIVE ASSESSMENT (100%)**
YEAR GRADE	**=**	**SUMMATIVE ASSESSMENT (40%)** + **FORMATIVE ASSESSMENT (60%)** Final Exam Term 1 (30%) + Term 2 (30%)

Breakdown of Formative Assessment

Component	Component A CONTINUOUS ASSESSMENT (70%)		Component B INDEPENDENT LEARNING (30%)		
	a1. **Standardised assessments**	**a2.** **Classwork**	**b1** **ILR***	**b2** **ELP***	**b3** **Homework record**
Weighting	40%	30%	10%	10%	10%

*ILR = Independent Learning Record
*ELP = English Language Participation

Conversion of Percentage to Grade

Percentages	Grades
87% or above	5**
83% – 86%	5*
76% – 82%	5
65% – 75%	4
50% – 64%	3
35% – 49%	2
34% or below	1

Most individual units of work involve specifically-tailored marking schemes which are given to the students at the appropriate time.

Assessment for Drama is based on continuous formative assessment completed throughout the year (for S1 and S2) / the term (for S3).

4.2 Continuous Formative Assessment Breakdown by Form

4.2.1 S1 Core Assessment/Assignment Breakdown

Term 1

Core (40%)

Reading (11.5%)	Unit 1 Timed Reading #1	5.0%
	Unit 1 Timed Reading #2	6.5%
Writing (11.5%)	Autobiographical recount (Process Writing)	6.5%
	Advisory Blog (Timed Writing)	5.0%
Listening and Integrated Skills (8.5%)	Unit 1 Timed Listening #1	3.5%
	Unit 1 Timed Listening #2	5.0%
Speaking (8.5%)	Vlog	8.5%

Independent Learning (30%)

ILR	10%
Homework	10%
ELP	10%

Classwork (30%)

Term 2 Core (40%)

Reading (11.5%)	Unit 2 Timed Reading	5.0%
	Unit 3 Timed Reading	6.5%
Writing (11.5%)	Travel diary (Process Writing)	6.5%
	Letter to a friend based on an imaginary journey (Timed Writing)	5.0%
Listening and Integrated Skills (8.5%)	Unit 2 Timed Listening	4.0%
	Unit 3 Timed Listening	4.5%
Speaking (8.5%)	News Report	8.5%

Independent Learning (30%)

ILR	10%
Homework	10%

ELP	10%

Classwork (30%)

4.2.2 S2 Core Assessment/Assignment Breakdown

Term 1

Core (40%)

Reading (8.5%)	Timed Reading (Short Stories)	4.5%
	Timed Reading (Narrative Poem)	4.0%
Writing (11.5%)	Process Writing (Short Stories / Narrative Poem)	7.0%
	Timed Letter to the Editor	4.5%
Listening and Integrated Skills (11.5%)	Timed Listening Part A (Cultures of the World)	4.5%
	Timed Listening (Entertainment)	7.0%
Speaking (8.5%)	Dramatic Reading	4.0%
	Song Analysis	4.5%

Independent Learning (30%)

ILR	10%
Homework	10%
ELP	10%

Classwork (30%)

Term 2

Core (40%)

Reading (8.5%)	Timed Reading (Letter to the Editor)	4.0%
	Timed Reading (Advertising)	4.5%
Writing (11.5%)	Timed Writing: Letter to the Editor	5.5%
	Process Writing (Proposal)	6.0%
Listening and Integrated Skills (11.5%)	Timed Listening (Successful People and Amazing Deeds)	5.5%
	Timed Listening (Media and Communication)	6.0%
Speaking (8.5%)	Film Review	4.0%
	Sales Pitch	4.5%

Independent Learning (30%)

ILR	10%

Homework	10%
ELP	10%

Classwork (30%)

4.2.3 S3 Core Assessment/Assignment Breakdown

Core (40%)

Reading (8.5%)	Timed Reading: Sports Communication	4.0%
	Timed Reading: Short Films & Theme Analysis	4.5%
Writing (11.5%)	Process Writing: Feature Article	6%
	Timed Writing: Letter to a Friend	5.5%
Listening and Integrated Skills (11.5%)	Timed Listening: Sport	5.5%
	Timed Listening: School Life	6%
Speaking (8.5%)	Short Films & Theme Analysis: Reflective Presentation	8.5%

Independent Learning (30%)

ILR	10%
Homework	10%
ELP	10%

Classwork (30%)

Term 2 Core (40%)

Reading (8.5%)	Timed Reading: Technology and our Life	4.5%
	Timed Reading: Novel Study	4.0%
Writing (11.5%)	Process Writing: Argumentative Essay	6.5%
	Timed Writing: Persuasive Speech	5%
Listening and Integrated Skills (11.5%)	Timed Listening and Integrated Skills (Unit 3)	5.5%
	Timed Listening and Integrated Skills (Unit 4)	6%
Speaking (8.5%)	Game or App Review	8.5%

Independent Learning (30%)

ILR	10%
Homework	10%
ELP	10%

Classwork (30%)

5. Parents' Role in Learning and in the Completion of Homework

Parents, many of whom are skilled English language practitioners in their own right, can assist very positively in helping students improve their language acquisition and encouraging their children to speak English regularly. Parents themselves can demonstrate to their children, in a variety of ways, the importance they attach to English.

However, it is essential that students do NOT receive parental or other assistance in the completion of English assignments at home. All students must produce work completed solely by themselves with no assistance from parents or tutors and no plagiarism from the internet.

Students complete their work in exercise books or lined paper as instructed and keep all handouts in folders distributed at the beginning of each year. Students are expected to bring these materials to each class.

Writing assignments will be given as homework regularly. When no writing has been assigned, students are expected to spend time on independent learning, and to revise vocabulary, grammar and other language material covered in class.

If any parent wishes further clarification on any of these points, please do not hesitate to contact the English Department.

6. Guidelines on the Use of AI

Guideline on AI-assisted Learning

AI tools, such as ChatGPT, can be valuable resources for learning the English language, but they should be used responsibly and ethically.

Encouraged Uses:

1. **Research and Information Gathering:** Use AI to quickly access a wide range of information on topics covered in lessons.

2. **Idea Generation and Brainstorming:** Utilise AI to generate initial ideas for essays, projects, or presentations.

3. **Self-directed Learning:** AI can help in providing suggestions for improving written work.

4. **Concept Explanation:** Request AI to explain complex concepts in simpler terms or provide additional examples.

Important Considerations:

1. **Always Verify Information:** AI can sometimes provide inaccurate or biased information. Always cross-check information from reliable sources.

2. **Develop Critical Thinking:** Don't rely solely on AI for answers. Use it as a tool to enhance your own understanding and analysis.

3. **Protect Privacy:** Be mindful of the personal information you share with AI tools.

Guideline on ethical use of AI (Important)

Using AI Responsibly in Your Work

1. **Cite AI Sources:** If you use AI-generated content in your work, be transparent and cite it appropriately.

2. **Avoid Plagiarism:** Never submit AI-generated work as your own. This is a serious academic offense. Copying and pasting or slightly modifying AI-generated text is not considered original work too, even if cited.

3. **Mandatory Declaration of Original Work:** When submitting project

work, students must attach a declaration form confirming that the project is entirely their own work and that any external sources or AI assistance used have been fully acknowledged.

Penalties for Unethical AI Use

The unethical use of AI for assignments or projects carries serious consequences. Penalties will be determined based on the severity and frequency of the offense and may include:

- A written reprimand and warning.
- A reduced or capped mark for the affected coursework or project.
- A zero mark for the affected coursework or project.
- A requirement to repeat the coursework or project (if a repeat is granted).
- Additional disciplinary actions as outlined in the school policies.

Please note that multiple penalties may be applied depending on the nature of the offense.

Other Reminders

- Consult your teacher if you have questions about using AI.
- By adhering to these guidelines, you can harness AI's power to enhance your learning while maintaining academic integrity and responsible digital citizenship.

7. Student Declaration Form for Academic Honesty

Student declaration form for _____ (assignment)

A. What is plagiarism?

(i) The following is an extract taken from *Understanding plagiarism: HKU Teaching and learning* from The University of Hong Kong:

"Plagiarism is defined as the use of another person's work (including but not limited to any materials, creations, ideas and data) as if one's own without due acknowledgement, whether or not such work has been published and regardless of the intent to deceive. Self-plagiarism is defined as the reuse of one's own work without acknowledging that such work has been submitted elsewhere.

Self-plagiarism is also plagiarism. It is the reuse of one's own work without acknowledging that it has already been submitted elsewhere.

Plagiarism covers all forms of assessment, including theses, dissertations, take-home examinations, assignments, projects, and all other forms of coursework. The same rules apply whether students work individually or in groups."

(ii) The following is an extract from the *English Language SBA Teachers' Handbook* from the Hong Kong Examinations and Assessment Authority:

"Students can make reference to sources but must not plagiarise when completing their work. They should write in their own words and should not simply copy others' words or ideas, including those generated using Artificial Intelligence tools, and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged."

B. Handling of plagiarism by subject teachers

The following is an extract from the *English Language SBA Teachers' Handbook* from the Hong Kong Examinations and Assessment Authority:

"In completing the SBA, students can make reference to any sources (books, newspapers, magazines, the Internet etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Some examples on how to acknowledge sources properly are provided in the booklet "HKDSE Information on School-based Assessment", which is available on the HKEAA website (http://www.hkeaa.edu.hk/en/sba/)."

The English Department at HKUGA College has a zero-tolerance policy for plagiarism. Students committing plagiarism will be subject to similar consequences as faced in SBAs. This may include:

- A warning letter to the student(s) concerned
- Mark deduction from the task concerned
- Zero marks awarded for the task concerned

C. **Signature for Declaration**

I certify that I have read the above sections and declare that:

- The titled work is my own work
- My titled work does not include materials copied from other sources without acknowledgment
- I am responsible for ensuring that the work produced is my own and will bear the consequences for committing plagiarism

Student's signature: …………………….……… Date: …………………….…………

D. **Acknowledging sources**

The following is an extract taken from *Information on School-based Assessment* by the Hong Kong Examinations and Assessment Authority:

"In completing an assessment task, it may be necessary for students to get access to different sources of information when collecting data, formulating a hypothesis or identifying arguments to support their viewpoints. Students should bear in mind that they should write in their own words when completing their assignments. They should not simply copy others' words or ideas (including works generated by AI tools) and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged. Students are advised not to quote excessively in their work, as this would mean that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher."

The acknowledgment of any AI tools used should be made in the following format and attached with this declaration form:

AI tool used:	ChatGPT
Short description of actions:	Give me three examples of symbolism in The Alchemist by Paulo Coelho
Summary of output*:	ChatGPT provided three examples. A brief explanation for each example was given.

*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

Students can duplicate the next page if there are more acknowledgments of AI tools used in their task.

Acknowledgment of AI tools used

AI tool used:	
Short description of actions:	
Summary of output*:	

*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

AI tool used:	
Short description of actions:	
Summary of output*:	

*The output from the AI tool should be saved. Teachers may inspect the output where necessary.

Sources:

The University of Hong Kong. (2022, September 21). *Understanding plagiarism: HKU Teaching and learning.* HKU Teaching and Learning | Teaching and Learning in The University of Hong Kong. https://tl.hku.hk/plagiarism/understanding-plagiarism/