

**USE OF ENGLISH AS-LEVEL SECTION E
DATA FILE**

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Looking back: finding out about our past

• KELVIN WONG, Staff Reporter

Hong Kong's first contribution to a project which will create an international resource for studying history is currently on public display at Central Library in Causeway Bay.

For the last six months, Form Six students at CST Lam Tin Secondary School have been working at school and in their free time collecting information from parents and other family members about their childhood experiences in the 1970s.

Their exhibition includes donated photographs of family life in Hong Kong from thirty years ago, edited recordings of interviews – presented on tape and in writing, and some mementoes from that period, including schoolbooks, posters, and even some original records of popular artists of the period.

It is part of a global project initiated by UNICEF, the United Nations Children's Fund, to collect adults' memories of their family life when they were children. School children in over fifty countries have been interviewing parents, aunts and uncles about their memories of the day-to-day routines and special events like festivals and parties thirty years ago.

As well as carrying out interviews, the students were encouraged to find anything their parents and relatives still have from the time they were children, for example, toys, scrapbooks and letters, magazine clippings, or even bus tickets. All of these have been copied or photographed and recorded on computer, using digital scanners, cameras, and sound recorders, and also described in detail on specially designed forms (used by project participants world-wide).

Dr Raymond Wong, the UNICEF representative in Hong Kong, said that the 'Childhood Memories' project would be repeated every ten years with the aim of building up a database containing information for each decade. 'While the major events of history – wars, political scandals, and natural disasters – are well documented, there is much less information about the everyday life of ordinary men and women. It is surprising how little most people today know about day-to-day life even only fifty years ago.'

According to Dr Wong, the project is especially interesting because the information about the past is collected by young people who didn't actually live in that period themselves. 'The teenagers have a different perspective from their parents and can be more aware of the differences in lifestyle between the 1970s and today.'

Nicky Lai, a student at CST Lam Tin Secondary School and the leader of the project team, said he had learned a great deal from interviewing his relatives. 'It was very interesting because my relatives brought up things that we don't usually get round to discussing in my family. For example, I didn't know much about how my grandmother brought my mother and her brother to Hong Kong from Guangdong when they were about my age. I also realised how much more I can do in my free time today compared with what was available to my mother when she was a teenager in Hong Kong.'

Nicky stressed that the project had helped him develop useful skills for study as well. 'The teachers at school encouraged our participation because they felt the project linked well to a task-based approach to learning,' he explained.

Only two schools in Hong Kong joined the project this time but Dr Wong hopes that in ten years' time, when the research takes place for the 1980s, more local schools will want to take part. Students at Fu Ning Middle School in Aberdeen are currently preparing for their six months of interviewing to collect family memories. This work starts next month.

The project is truly international in nature and one of its principal aims is to allow students in different countries to be able to compare information about a particular decade for two or more countries. All information is therefore available in the same language, English, to make comparison easier.

The exhibition continues until mid-April and is open from 10am to 6pm. At weekends, students from the research team are there to explain to visitors how they collected the materials for the project. The project data collected from all over the world will be available on CD-ROM (free to schools) from UNICEF next year, when all participating schools have completed their research.

Source: Kelvin Wong, "Looking back: finding out about our past", *Hong Kong Post*, 3 March 2003.

Interviewing Mum and Grandma: a Private Family History

by Sharon DeBartolo Carmack

Looking for a present for your mother or grandmother for Mother's Day, a birthday, or some other occasion? Why not take an hour or so to interview the women in your family and preserve their life stories? Even today, women often lead lives that are more private than public – they don't feature so much in 'official' documents or create public records about themselves. What's more, history from a woman's perspective is not something you tend to find in traditional history books. Making sure you capture women's life stories is therefore all the more important.

Interviewing to find the real story

When I first became interested in oral history, I dutifully interviewed my grandmother, asking her questions about when and where she was born, the names of her parents, when and where they were born, the names and birth dates of her brothers and sisters, the names of her grandparents and when and where they were born and died. Then, as all the 'how to do oral history' books advised, I checked everything she had told me in one official record or another. I found I hated doing oral history interviews and my grandmother hated being interviewed. It didn't take me long to realise that interviewing the women in my family for family information wasn't a pleasant experience for anyone. Consequently, I stopped. What was the point? Why bother asking questions if I could find the information in a register or official document somewhere else anyway?

Then I met a historian who taught me a better way of interviewing - the proper way for an oral historian. Instead of asking *who*, *where*, and *when*, I should have been asking my grandmother *why*, *how*, and *what* (e.g. 'What was your bedroom like?', 'Why didn't you like going to primary school?', 'How did you get to know your best friend?'). None of these questions can be answered with just a simple fact. They require the person to think about the answers and they will give you information you won't find in any official records - information that is so much more interesting than dry names and dates. Likewise, I learnt to avoid questions that allow just 'yes' or 'no' for an answer – those 'closed' questions don't encourage the person to talk either. Ask 'open' questions, instead.

Your interview goals

The first question you need to ask yourself is 'What is the purpose of conducting an oral history interview?' Is your goal to get the facts or is it to learn about what life was like for your interviewee? We often do have to start with the basic facts — the *who*, *when*, and *where* for our searches; but don't forget that you'll probably be able to find all that information in a record somewhere else once you begin research. What you won't find in the records, or in the history books of course, are your interviewee's thoughts, feelings, and motivations — the *why*, *how*, and *what*. These things make someone unique.

Preparing for the interview

Before an interview, always prepare questions you'd like to ask, remembering to seek *why* did this happen, *how* did you feel about it, and *what* was it like? I write the questions out in advance, but I'm prepared to deviate if the interviewee starts giving me details about a topic I hadn't thought of. It's a good idea to record the interviews on tape too so you need to have a tape recorder available. Use fresh batteries to avoid the disappointment of finding you've not recorded all that valuable data.

Interviewing etiquette: putting the interviewee at ease!

Before I begin interviews, I explain to the interviewees that they will have an opportunity to see and approve what I have written based on their information. Remember that you do not own a person's memories; therefore, you may only use the information a relative gives you if you have their permission to do so.

I try to put my interviewees at ease by telling them that they do not have to answer all the questions I ask. If a topic is too personal, they can just tell me and I'll stop. Also, if afterwards they regret telling me something, they can let me know and it won't be included in the transcript or my notes.

Internet article (continued)

My aunt was initially a reluctant interviewee. She dreaded coming to visit because she knew I would want to interview her. However, once she became comfortable with the situation, she loved the attention she got and enjoyed talking about herself. Usually, once the interviewees realise that I'm not asking for facts but instead for stories about their lives and their memories, they relax and thoroughly enjoy the experience.

As you are conducting the interview, listen. Ask a question, then wait for the response. While the urge to interrupt - to clarify a point or ask another question - is sometimes strong, don't do it! Instead, make a note of your question and come back to it later. Also, do not correct the interviewee. Although you may have proof that contradicts a story you are being told, let your relative tell you the way *she* remembers the event. The important thing is not the 'facts' but what the interviewee remembers. Show interest in what she is saying by nodding, using appropriate facial expressions, and saying "uh-huh." Interviewees respond well to positive body language.

Getting personal

In my opinion, some of the best questions are the personal ones - ones that may be slightly embarrassing or may make the narrator laugh (or cry). Perhaps no one has had the nerve to ask these questions before, and the answers you get won't be recorded anywhere else, except possibly in a personal diary. Nevertheless, you need to take care with these topics and be ready to move to a new subject if your interviewee is unhappy about your questions. It can be hard to strike a balance sometimes.

Using oral history

So, what do you do with the interview after you've collected all the information? You will either need to write down what is on the tapes - to make a transcription - or, if you didn't take notes during the interview, you should make notes from the tapes. Keep in mind that if you leave the interview only on audio- or videotape, it might not be usable in the future. Technology changes too fast, and magnetic tape only lasts about ten years before it begins to deteriorate.

Also, be aware that transcribing tapes is incredibly time-consuming and tedious. Personally, I have never transcribed an oral history tape in full; I prefer to make notes from the tape and only write out particularly interesting quotes word for word.

Oral history interviewing is fun for everyone involved

Despite my uncertain start as an oral history interviewer, I have come to enjoy it very much. So have the women I've interviewed. It's wonderful to have someone interested in you and your life, and it's a positive act for them to relax, remember, and reflect on their past. With oral history interviewing, you can ensure that the women in your family will have their lives recorded and remembered forever.

Source: Sharon DeBartolo Carmack, "Interviewing Mom and Grandma: Oral History Tips", *Genealogy.com*, URL: http://www.genealogy.com/genealogy/95_carmack.html (accessed 29 January 2003).

Transcript of an interview

<p>Interviewer: Wendy Shum Respondent: Fanny Lo Interviewer-respondent relationship (if any): niece-aunt</p>	<p>Date of interview: 15 November 2002 Location: Wendy's flat in Kwun Tong, Hong Kong Language/dialect used in interview: Cantonese This is a translation of the original transcript.</p>
<p><i>line number</i></p>	<p>I = INTERVIEWER, R = RESPONDENT</p>
<p>5 10 15 20 25 30 35 40 45</p>	<p>I: Did you have a radio at home when you were a primary school student? R: Yes. I: And TV? Did you have a TV set? R: No, no, we didn't have one. I: What was it like before you had TV? R: Well, actually grandfather would take your uncle and your mother to a local TV shop and stand outside the TV shop and watch some TV there in the evening. I went too sometimes. I: When did you get a TV set, then? R: When I was about ten or twelve, in about 1972. I: Who used to watch it? R: Oh, we all did, the whole family. I: What kind of things did you watch on TV? R: There was a very famous variety programme called 'Enjoy Yourself Tonight' and we watched that a lot. It was very popular when I was young – almost every family watched it at night. That was the only form of entertainment then. We didn't have much choice at that time so everyone watched it. I: Did you say you had a radio? R: Yes, we had a radio and ... I: What about going to the cinema? R: Wait a minute, let me tell you about the radio first! Before we had a TV, we listened to the radio ... the radio was our entertainment. I remember listening to the radio; there was some drama I liked very much. And then in the evening there was a news programme from the BBC World Service in Cantonese, from London. I used to listen to it and it was funny because they kept saying 'This is the BBC World Service from London' in Cantonese and I had no idea where London was at that time. I: How old were you then? R: I was – I can't really remember – maybe about five or six at that time. I: OK. Now, did you go to the cinema when you were a kid? R: Yeah, we did. Your granddad liked going to the cinema very much. We used to go maybe once a month, the whole family would go to the cinema. I: And what kind of films did you watch? R: Some Mandarin and Cantonese films – I can't really remember most of them now. There was a cinema near the old airport in Kowloon City. We used to go there. I: What was it like? R: Well, my impression – well, it's demolished now – but my impression was that it was a very big cinema, maybe because I was very young at that time. A big cinema. And next to the cinema I remember there was a restaurant and the people – we used to go to the cinema in the evening at weekends – and then in the restaurant they sold barbecued pork and roast duck and in the evening the people would make the roast duck out in the street, they'd have a barbecue and roast the duck there outside the cinema. We used to watch them. I: Did you have any books or stuff at home? R: Mm ... I can't really remember any. I: Nothing at all? R: Mm ... I don't know ... mm ... I don't think I had any books except school textbooks. We weren't encouraged to read any other books or things. I: What about magazines and newspapers? R: Well ... when I was older, we just used to buy some TV magazines. That's all we had.</p>

Transcript of an interview (continued)

- I: What about music? What kind of music did you like?
R: I didn't listen to any music when I was young. Your mother and uncle liked to listen to English songs but I didn't understand anything at that time. I was too young. But I listened to Chinese – Cantopop – at that time; Sam Hui, I thought his songs were good. And there was a band called 'The Wynners' I liked.
- 50 I: When did you get a record player?
R: I think when I got a place at secondary school, when I finished primary school. Then your grandparents promised that when I got a place at secondary school, they would buy me a stereo. In the end, I got it.
I: So mum and uncle didn't have one?
R: The stereo was for everyone in the family, not just for me. Granddad and grandma could only afford one!
- 55 I: So before you went to secondary school, you didn't have a record player at home?
R: No, we just had a tape-recorder.
I: But mum told me she used to listen to records when she was a little girl.
R: No, we didn't have a record player until she was about thirteen, when I started secondary school.
- 60 I: OK, I'll check that with mum later.
R: Oh Wendy, it sounds as if you don't believe me!
- ...

E-mail message from Wendy Shum to Nicky Lai and Sammy Chu

Nicky and Sammy

You'll be interested in the message below sent to me by my aunt after I interviewed her for our project. I didn't realise how important having a good interview technique was!

Wendy

-----Original Message-----

From: Fanny Lo [mailto:fpwlo@mpholdings.com.hk]

Sent: 21 November 2002 11:55

To: wendy.shum@students.cstlts.edu.hk

Subject: Interview

Dear Wendy

It was interesting to talk to you last week. I've been thinking about your interview and I hope you won't mind if I give you a couple of tips for next time.

First, I think you should warn your interviewees that you're going to record what they say on tape. I was a bit shocked when I saw the tape-recorder – I felt like someone being interviewed on television. I'm not sure everyone will want to be recorded so it might be better to ask beforehand.

The second thing was that I felt a bit hurt when you kept interrupting me. You tried to stop me several times. Also, some of the topics were sensitive for me and I didn't really want to talk about them (about why we didn't have many things to read at home, for example). It was hard to stop your questions though, especially with the tape machine running.

I hope you don't mind me writing like this. Thinking about the whole experience, I did enjoy talking about myself, and your smiles and nods helped me keep going. You'll probably need to do another interview soon and now you'll be much better at it I'm sure.

Lots of love
Auntie Fanny

Notes from an interview

After doing this interview with my dad yesterday, I realised that the tape recorder hadn't been working - the batteries were flat. What a disaster! I was very annoyed with myself. So that it wasn't all a complete waste of time, I've tidied up the notes I took instead - I hope they can be used in the project too.

Andy Chan

3 Jan 2003

(I interviewed Chan Wing Fat at home in Tseung Kwan O, HK.)

Where he lived: near the old Kai Tak airport, small flat (about 200ft²) on a public housing estate - dad gave me a postcard he had when he was a boy with a picture of the airport buildings and runway.

At one time seven people lived there: his parents, his grandmother, his brother and his two sisters and him (the youngest) - very crowded. My uncle and aunts used to fight a lot for things, e.g. for space to study at night. However dad said he actually liked it because he was never lonely. There were always other kids for him to play with.

Only one bedroom with bunk beds in it. Dad slept in one of them. When he was very young, he slept with his mum (my grandma); later he shared with his brother (my uncle); and towards the end, he slept alone (because uncle had moved out by then). His grandmother slept on a bed in the living room - the six others were in the bedroom. I told him I didn't think I could cope with living like that.

They got air-conditioning when dad was about 18/19. (He lived there until about 23/24.) There were often problems with the electricity being cut off if the demand was too high. Before air-con, they had a fan. Very hot in summer - used to open front door at night because it was so hot - the noise from outside wasn't too bad apparently. (I wish it was the same where we live now. Next door's TV is always keeping me awake at night even with all the doors closed and the air-conditioning making a lot of noise as well!)

P.S. Dad's 39 and we talked in Cantonese, of course.

E-mail message from Alvin Chan to Andy Chan



Your project

From: Alvin Chan <alvin.chan@canadaonline.net>
Date: 27 January 2003 09:53
To: Andy Chan <andyc@freemail.com.hk>
Subject: Your project

Hi, Andy

I hope things are going well for you in Hong Kong. We're all fine here in Vancouver – your cousins and Auntie Jo send their love. I'd be glad to tell you as much as I can remember for your project. I'm actually interested in the idea of collecting childhood memories – it's a good way to learn about life from the experiences of other people and we mustn't forget the importance of talking together in the family either. Your cousins did something similar at school here (for UNICEF too I think) and I was impressed. I think they learned how to talk more sensibly with adults and also to listen carefully to other people's ideas and be more sensitive to their feelings. And they learned a lot about their own family history as well. Anyway, here are some of my own childhood recollections. I hope they'll be useful for you.

The first thing I want to write is that you mustn't believe everything your father says about me – I bet he told you I used to tease him, but it's not true. He was always kicking me in bed then getting me into trouble with your grandfather – as the oldest I had to behave all the time!

What I'd like to tell you about is school. It was so different back then in Hong Kong from what your cousins experience today at school in Canada. Perhaps you can let me know if school in Hong Kong has changed since my time when you reply. I really hated school. The thing I remember is that there was a lot of dictation and a lot of tests. We had to memorise a passage from the textbook every week (maybe even every day – I can't remember) and then if you couldn't memorise the whole passage, you were punished and had to copy the whole chapter out. The amount you needed to write was doubled each time you failed. I remember a time I had to write 30 different passages! The teachers said I was lazy.

I didn't like any of my teachers. I wasn't a bright kid when I was in primary school. The teachers just paid attention to the bright kids. If you weren't so bright, they just couldn't be bothered. They didn't have the time or the energy to look after the other students. They'd pay attention to people who were very bright and the worst kids. If you were in the middle, chances were that you didn't get any attention at all.

The subject I hated most at school was PE. Looking back, I remember that there was a time when I was about ten or eleven when I put on a lot of weight. So I couldn't do PE very well because I was too conscious of myself – I couldn't run fast. In the first year of secondary school, we started gymnastics and the double bar. I couldn't do that and I didn't like it. I had some bad experiences and maybe that's why I don't do any sports now either.

Just before I finish, I want to tell you a bit about my grandmother – your great-grandmother – but I don't think your father would like it put in the project. Is that all right? Grandma used to look after us at home a lot. She would stay at home most of the time because she didn't speak Cantonese. She wasn't very happy in Hong Kong. Every now and then, my mum would quarrel with my grandma, then my dad would quarrel with my mum, and then my mum would shout at us children. Perhaps that's why I'm so in favour of sharing my thoughts and feelings together with my own family – I know from past experience that arguing doesn't work.

Let me know if the other things I've written are useful for the project. I can tell you more if you want. I've attached a picture from when I was at school – my first class photo from primary school. Our teacher, Mrs Chow, looks very fierce, doesn't she? I've scanned the original - perhaps you can print it out and use it in your project too.

All the best

Uncle Alvin

<<ATTACHMENT: _schphoto.jpg>>

Example of a completed data form

UNICEF 'Childhood Memories' Project Data Form					
<p>Follow the instructions for completing the form exactly.</p> <ol style="list-style-type: none"> 1. Complete this form in English. 2. Do NOT leave any section blank. If you do not know the information required in a section (e.g. Respondent's age), write "Not known". 3. If information in a section marked with an asterisk (*) does not apply to your data, write "N/A" (i.e. "not applicable") in the space provided. 4. Do NOT write more than 50 words in section J. The computer database will only accept up to 50 words. Use complete, grammatical sentences. 					
<p>A. Format of data (tick ONE box only):</p> <p><input type="checkbox"/> letter/e-mail message</p> <p><input type="checkbox"/> diary kept by respondent</p> <p><input type="checkbox"/> notes made by respondent</p>	<p><input checked="" type="checkbox"/> transcript of interview</p> <p><input type="checkbox"/> notes of interview</p> <p><input type="checkbox"/> other (specify here): _____</p>				
B. Original language/dialect used by respondent:	<i>German</i>				
C. Date of interview/creation of data by respondent:	<i>12 July, 2002</i>				
D. Interviewer's name*:	<i>Stefan Holzmann</i>				
E. Location of interview*:	<table style="width: 100%; border: none;"> <tr> <td style="border: none; text-align: center;"><u>Dresden,</u></td> <td style="border: none; text-align: center;"><u>Germany</u></td> </tr> <tr> <td style="border: none; text-align: center; font-size: small;">city</td> <td style="border: none; text-align: center; font-size: small;">country</td> </tr> </table>	<u>Dresden,</u>	<u>Germany</u>	city	country
<u>Dresden,</u>	<u>Germany</u>				
city	country				
F. Respondent's name:	<i>Gustav Holzmann</i>				
G. Respondent's age:	<i>Not known</i>				
H. Respondent's sex:	<input checked="" type="checkbox"/> male <input type="checkbox"/> female				
I. Describe here documents (e.g. photographs) or other items (e.g. toys) collected from this respondent*:	<i>a photograph of the respondent (aged 10) with his parents and grandparents</i>				
J. Summary of the data collected (50 words maximum):	<p>The main topic covered by the respondent is related to <u>family holidays when he was in primary school. The respondent recalls spending the summer with his parents in a cottage near his grandparents' home in the country. He used to enjoy helping on the family farm picking fruit. He tells a story about camping in a field of cows.</u></p>				
K. This form was completed by:	<i>Karin Kumbier</i>				
L. This form was completed on:	<i>15 July, 2002</i>				

MEMO

From: Sophia Lam, Local Studies Librarian, Central Library, Hong Kong
To: Nicky Lai, 'Childhood Memories' Project Leader, CST Lam Tin Secondary School, Kowloon
Date: 25 March 2003
Subject: **Feedback on 'Childhood Memories' Exhibition at Central Library**

Nicky

I thought I'd write to you with some comments on your exhibition in the entrance hall here now that it's been running for a few weeks. Your team asked me for some feedback right at the beginning so please pass this on to the others too.

First, I want to congratulate you on the hard work I've seen you all put in. The presentation is generally very good and your selection of items and interview data is very thoughtful and sensitive – nothing there that shouldn't be made public. I think it's great at the weekend too when you make sure that someone from the team is available to talk to the public and answer questions about what you've been doing.

It's wonderful that this kind of information gathering – collecting oral histories and ephemera – is being promoted in the UNICEF project. I'm convinced that it will be important in the future to show how people used to live. We might think that the world around us isn't changing very much but it is changing all the time, particularly in Hong Kong. And people think that someone must be recording everything for the future but that's not true either. There still isn't enough done in an organised way to capture how we live our lives day to day.

It's easy to underestimate the time required to complete a project like this and you and the team have done well to get as far as you have. Just one thing I noticed you haven't done yet – there are a few blank records in the computer database and I think you should complete the data forms before your project officially ends. I was also wondering what you did about getting the respondents' permission to use the information they gave you. I can't see any record of this in the database or on your display but I suppose you checked orally. Maybe next time it would be better to get a form signed by the respondent too. As researchers, you need to demonstrate that you are respecting the respondents' ownership of their memories.

One last thing: I saw the letter in the Hong Kong Post yesterday from Lily Chan. Ms Chan seems to be having real problems understanding what students at school could learn from this type of project! It's a pity no one from your team was around to talk to her during her visit. They could have mentioned, for example, the benefits in terms of school work to her: learning how to interview effectively, being organised and accurate with data and information records, and using these skills in an integrated way – in real life not just as classroom exercises. I think that's what learning should be about.

I mentioned your exhibition to a colleague (Ms Wong) who works at the Heritage Museum in Shatin. She was interested in what you've been doing and is keen to find out more. She thinks that this kind of research has been neglected in Hong Kong up to now and says that people in Hong Kong are always looking to the future but not learning from the past. Her opinion is that Hong Kong is changing very quickly in terms of what it looks like, who lives here, what they do, and what they believe – all these changes need to be documented if we want to think about them and learn from them now and in the future. Anyway, if you don't mind, I'll pass your school address to her and invite her to contact you.

Best wishes and well done again!

Sophia Lam

Waste of schoolchildren's time

Dear Editor,

While at Central Library last Wednesday, I visited an exhibition about Hong Kong history from the 1970s set up by students from a school in Lam Tin. I'm writing to express my disappointment at the contents of the exhibition and to complain about the waste of time and effort it was for the students to arrange it.

In the exhibition there were texts and recordings of interviews the students had done with members of their families. What can teenagers gain from interviewing relatives who they know well already?

Furthermore, these interviews were only about everyday life and completely ignored the wider historical context. There were even some old toys in the exhibition, but I do not understand

how they can be useful in the serious study of history. There's nothing wrong with old-fashioned history textbooks.

Also, I am concerned about the use of school time to carry out this work. How does this type of project help these schoolchildren with their studies? I really do not believe they can be learning any useful skills to assist them either with schoolwork or with future employment.

This unnecessary project is being run not only in Hong Kong but worldwide, and apparently is to be repeated every ten years. Can anyone give me good reasons why this is the case, and explain to me how the personal information being collected will be useful to future generations around the world?

Yours faithfully,
Lily Chan (Ms)

Source: *Hong Kong Post*, 24 March 2003.

Glossary of useful terms

Glossary

ancestor (n.)

Ancestors are all the people I am descended from, i.e. my parents, grandparents, etc.

descendant (n.)

A descendant is someone related to a person who lived before them (often a long time ago). My descendants are my children, grandchildren, great-grandchildren, etc.

ephemera (n. unc.)

Ephemera is a term for things that are not designed to last but which serve a purpose in the present. Examples include tickets, concert programmes, packaging, holiday brochures.

family tree (n.)

A family tree is a diagram which shows the relationships between members of a family.

genealogist (n.)

A genealogist is a historian of the family, someone who does research into their own or other people's ancestors.

genealogy (n.)

1. (unc.) Genealogy is the study of family descent from generation to generation.

2. A genealogy is the history of the ancestors of a person (also a family tree).

– genealogical (adj.)

oral history (n.)

Oral histories are stories that living individuals tell about their past or the past of other people.

respondent (n.)

A respondent is a technical name given to a person who gives information in a research study. The information can be given orally or in writing.

source (n.)

The source is the person or thing that provides a researcher with information. A source could be a dictionary, a letter someone has written, or someone who has been interviewed.

transcribe (v.)

When you transcribe something, you copy it down in full (word for word) to create a written record of a spoken text (e.g. a speech).

transcript (n.)

A transcript is a written record of a spoken text. Also transcription.

THIS IS THE LAST PAGE OF THE DATA FILE.

2003-ASL
UE

SECTION E
Q-A BK

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY
HONG KONG ADVANCED LEVEL EXAMINATION 2003

**USE OF ENGLISH AS-LEVEL SECTION E
PRACTICAL SKILLS FOR WORK AND STUDY
Question-Answer Book**

8.30 am – 10.15 am (1¼ hours)
(28% of the subject mark)

INSTRUCTIONS

1. Write your Candidate Number, Centre Number and Seat Number in the spaces provided.
2. Answer **ALL** questions.
3. Write your answers in the spaces provided in this Question-Answer Book.
4. Supplementary answer sheets will be supplied on request. Write your Candidate Number on each sheet and fasten them with string inside this book.
5. The rough-work sheets provided are for you to take notes. They will be collected separately and will not be marked.

Candidate Number						
Centre Number						
Seat Number						

Task	Marker's Use Only	Examiner's Use Only
	Marker No.	Examiner No.
1		
2		
3		
Total		

Task	1st Appeals Marker Only	2nd Appeals Marker Only
	Marker No.	Marker No.
1		
2		
3		
Total		

Checker's Use Only	
Checker No.	
1	
2	
3	
Total	

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INSTRUCTIONS

As you complete the following tasks, remember that all your comments must be based on information in the Data File. Your comments must be understood by readers who do not have copies of the Data File to refer to.

Situation and Role

You are Sammy Chu, a student at CST Lam Tin Secondary School. Your school is taking part in a UNICEF project called 'Childhood Memories'. You are a member of the school's project team led by Nicky Lai, a fellow student. The team has been collecting information from parents and other relatives about their memories of the 1970s. They were interviewed about their lives and experiences in their childhood and teenage years.

You have also set up an exhibition about your project at Central Library. The project at your school is almost complete. Nicky Lai, your project leader, has passed you the following note.

28 March 2003
Sammy
Thanks for all the hard work you've put in during the project. There are a few things we need to tidy up before we can consider the project finished. I hope you can help me with the three tasks I've outlined below.
1. Data forms for the computer database are incomplete for two of the data sources - could you fill them in? Remember to follow the instructions for completing the forms as closely as possible - I found the example given helpful.
2. Fu Ning Middle School in Aberdeen is going to start their project in two or three weeks' time. The team there has asked me to visit to train them on how best to manage the interviews. I'd like you to come too. I've started to draw up a table of advice to help us prepare for the training session - could you complete it? I want to find real examples from our data to illustrate the points.
3. I'd be grateful too if you could write a letter to the <i>Hong Kong Post</i> on behalf of the project team, answering Ms Chan's criticisms and stating the benefits of the research we've done. I think the project can be presented very positively.
Thanks again Nicky Lai

Task 1: Data forms (33 marks)

Complete the two data forms using relevant information from the texts on pages 6 and 7 of the Data File. The example you should follow is on page 8 of the Data File.

Task 2: Table of advice for training session (29 marks)

Complete the table of advice for the forthcoming training session. Use information from pages 2-6 and 9 of the Data File.

Task 3: Letter to the *Hong Kong Post* (31 marks)

Write a letter on behalf of the project team to the Editor of the *Hong Kong Post*. In your letter, respond to Lily Chan's letter on page 10 of the Data File. Use information from pages 1-3, 7, 9 and 10 of the Data File.

Task 1: Data forms (33 marks)

A. Complete this data form using the information on page 6 of the Data File.

First
Marker's
Use Only

Second
Marker's
Use Only

UNICEF 'Childhood Memories' Project Data Form

Follow the instructions for completing the form exactly.

1. Complete this form in English.
2. Do NOT leave any section blank. If you do not know the information required in a section (e.g. Respondent's age), write "Not known".
3. If information in a section marked with an asterisk (*) does not apply to your data, write "N/A" (i.e. "not applicable") in the space provided.
4. Do NOT write more than 50 words in section J. The computer database will only accept up to 50 words. Use complete, grammatical sentences.

A. Format of data (tick ONE box only):

- | | |
|---|--|
| <input type="checkbox"/> letter/e-mail message | <input type="checkbox"/> transcript of interview |
| <input type="checkbox"/> diary kept by respondent | <input type="checkbox"/> notes of interview |
| <input type="checkbox"/> notes made by respondent | <input type="checkbox"/> other (specify here): _____ |

B. Original language/dialect used by respondent:

C. Date of interview/creation of data by respondent:

D. Interviewer's name*:

E. Location of interview*: Hong Kong China
city country

F. Respondent's name:

G. Respondent's age:

H. Respondent's sex: male female

I. Describe here documents (e.g. photographs) or other items (e.g. toys) collected from this respondent*:

J. Summary of the data collected (50 words maximum):

The main topic covered by the respondent is related to _____

K. This form was completed by: Sammy Chu

L. This form was completed on: 31 March, 2003

- 1
- 2
- 3
- 4
- 5
- 6
- 7

- 1
- 2
- 3
- 4
- 5
- 6
- 7

0	
0	

Language (0, 1, 2)
 Presentation (0, 1, 2)

Language (0, 1, 2)	0	
Presentation (0, 1, 2)	0	

B. Complete this data form using the information on page 7 of the Data File.

UNICEF 'Childhood Memories' Project Data Form

Follow the instructions for completing the form exactly.

1. Complete this form in English.
2. Do NOT leave any section blank. If you do not know the information required in a section (e.g. Respondent's age), write "Not known".
3. If information in a section marked with an asterisk (*) does not apply to your data, write "N/A" (i.e. "not applicable") in the space provided.
4. Do NOT write more than 50 words in section J. The computer database will only accept up to 50 words. Use complete, grammatical sentences.

A. Format of data (tick ONE box only):

- | | |
|---|--|
| <input type="checkbox"/> letter/e-mail message | <input type="checkbox"/> transcript of interview |
| <input type="checkbox"/> diary kept by respondent | <input type="checkbox"/> notes of interview |
| <input type="checkbox"/> notes made by respondent | <input type="checkbox"/> other (specify here): _____ |

B. Original language/dialect used by respondent:

C. Date of interview/creation of data by respondent: *27 January, 2003*

D. Interviewer's name*:

E. Location of interview*:

city

country

F. Respondent's name:

G. Respondent's age:

H. Respondent's sex: male female

I. Describe here documents (e.g. photographs) or other items (e.g. toys) collected from this respondent*:

J. Summary of the data collected (50 words maximum):

The main topic covered by the respondent is related to _____

K. This form was completed by: *Sammy Chu*

L. This form was completed on: *31 March, 2003*

Second
Marker's
Use Only

First
Marker's
Use Only

13

14

15

16

17

18

19

13

14

15

16

17

18

19

0	
---	--

Language (0, 1, 2)

0	
---	--

Presentation (0, 1, 2)

--	--

Total Task 1

Language (0, 1, 2)

0	
---	--

Presentation (0, 1, 2)

0	
---	--

Total Task 1

--	--

Task 2: Table of advice for training session (29 marks)

Complete each item in the table of advice below. For the items in the Advice and Reason columns make sure that the sentences are complete and grammatically correct. When you need to give line numbers, do not give more than 5 lines. Use information from pages 2–6 and 9 of the Data File.

Topic	Advice	Reason	Example of bad practice		First Marker's Use Only
			Source	Line numbers	
1. Equipment	Always _____ _____	It's disappointing to lose data.	Andy Chan's note dated 3 Jan 2003.	X	26C 27G <input type="checkbox"/> <input type="checkbox"/>
2. Warning the interviewee	You should tell interviewees you're going to record the interview.	Some people _____ _____	Fanny Lo's e-mail to Wendy Shum on 21 Nov 2002.	X	28C 29G <input type="checkbox"/> <input type="checkbox"/>
3. Questioning techniques	a) _____ _____ 'Yes'/'No' questions.	_____ will encourage the interviewee to say more.	Wendy Shum's interview with Fanny Lo on 15 Nov 2002.	1 to 4	30C 31G <input type="checkbox"/> <input type="checkbox"/>
	b) Ask questions to find out why, how and what.	These questions will get interviewees to _____	Wendy Shum's interview with Fanny Lo on 15 Nov 2002.	8 to 11	32C 33G <input type="checkbox"/> <input type="checkbox"/>
					34C 35G <input type="checkbox"/> <input type="checkbox"/>

<p>36C 37G</p> <input type="checkbox"/> <input type="checkbox"/>	<p>4. Use of information</p>	<p>You must _____</p>	<p>Interviewees' memories belong to them.</p>	<p></p>	<p>36C 37G</p> <input type="checkbox"/> <input type="checkbox"/>
<p>38C 39G</p> <input type="checkbox"/> <input type="checkbox"/>	<p>5. Interrupting the interviewee</p>	<p>Remember to avoid interrupting the interviewee.</p>	<p>If you stop the interviewees from talking, _____</p>	<p>Wendy Shum's interview with Fanny Lo on 15 Nov 2002.</p> <p>16 to 19</p>	<p>38C 39G</p> <input type="checkbox"/> <input type="checkbox"/>
<p>40C 41G</p> <input type="checkbox"/> <input type="checkbox"/>	<p>6. Correcting the interviewee</p>	<p>It's important _____</p>	<p>_____ is more significant than the 'facts'.</p>	<p>Wendy Shum's interview with Fanny Lo on 15 Nov 2002.</p> <p>_____ to _____</p>	<p>40C 41G</p> <input type="checkbox"/> <input type="checkbox"/>
<p>45M 46C 47G</p> <input type="checkbox"/> <input type="checkbox"/>	<p>7. _____</p>	<p>Use nods, smiles and facial expressions during the interview.</p>	<p>Interviewees _____</p>	<p></p>	<p>45M 46C 47G</p> <input type="checkbox"/> <input type="checkbox"/>
<p>48C 49G 50M</p> <input type="checkbox"/> <input type="checkbox"/>	<p>8. Showing sensitivity</p>	<p>You need to notice if the interviewee is really unhappy with your topic and change it.</p>	<p>_____</p>	<p>Wendy Shum's interview with Fanny Lo on 15 Nov 2002.</p> <p>_____ to _____</p>	<p>48C 49G 50M</p> <input type="checkbox"/> <input type="checkbox"/>
<p>51C 52G</p> <input type="checkbox"/> <input type="checkbox"/>	<p>9. Transcribing</p>	<p>You need not _____</p>	<p>Transcribing is _____</p>	<p></p>	<p>51C 52G</p> <input type="checkbox"/> <input type="checkbox"/>

Total Task 2 Total Task 2

