HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

HONG KONG ADVANCED LEVEL EXAMINATION 2005

USE OF ENGLISH AS-LEVEL SECTION E
DATA FILE

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Letter from Ms Lam to Sammy Chu

April 11, 2005

Dear Sammy

I'm really sorry I can't meet you today but my doctor says I have to have complete rest at home for a week or two. I hope you'll still be able to help me with the interactive whiteboard report for the Principal and other teachers.

I'll explain what I think you can do. The file contains all the information I've pulled together from various sources on interactive whiteboards (or IWBs, as everyone calls them). I started making notes for a 'Frequently Asked Questions' handout. When the draft's ready we can type it up and give it to the staff so they know what IWBs are. Can you fill in all the gaps I left in my notes?

I would also like you to write up some sections of the report. I started writing the Context section. As you'll see it contains a description of the statistics we found. Unfortunately I didn't quite finish it. Could you write the last 2 paragraphs, please? I've left you quite detailed guidelines on how to finish this section.

Apart from the Context section, I would like you to write up 3 other sections of the report. I've noted those I want you to write on my outline for the report. I'll do the others when I get back to school. Remember to be very clear when describing the new technology - our readers (the teachers at school) are not technical experts, as you know!

Thanks for all your help with this. I hope to be back at school soon.

Carrie Lam

Ms Lam's Outline for the Report

1. **Introduction** - *ME TO WRITE*
   - audience for the report = school principal and teaching staff
   - purpose of the report = to help Principal/teachers make a decision on IWB installation
   - scope and limitations of report – what is included and not included
2. **Context** - *SAMMY TO FINISH*
   - international data and comparison with HK
3. **Equipment and Set-up** - *SAMMY TO WRITE*
   - description of basic hardware required and how it is set up
   - any problems/tips connected with classroom safety
4. **Key Features and Benefits of IWBs** - *SAMMY TO WRITE*
   - main features of IWBs – what IWBs do and how they help teaching and learning
5. **Teacher Training Requirements for IWBs** - *SAMMY TO WRITE*
   - how to train and support teachers while they learn to use IWBs
6. **Problems with using IWBs** - *ME TO WRITE*
   - technical issues and teaching and learning issues
7. **Cost** - *ME TO WRITE*
   - ??? *I need to find out more about this!*
8. **Recommendations** - *ME TO WRITE*

Remember to see my separate guidelines for Section 2. Section 4 will be the largest. You should find a lot of points to include, so it might be an idea to try to organise them into different topics when you write it.
C. L.

***MEGAsolutions* Ltd. Advertisement**

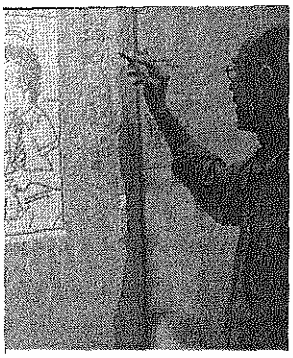
CALLING ALL TEACHERS!

Bored with your ordinary board? Tired of chalkdust or penmarks on your clothes? Teaching the same old lessons?

Try the revolutionary

MEGAboard®

You won't look back! Guaranteed!



The ***MEGAboard***® system creates the world's first fully interactive classroom – linking computer, data projector and interactive whiteboard – and supporting *SurroundSound*™ technology*.

Interact directly with the whiteboard using the ***MEGApen***® just as you would with a computer monitor and mouse.

Visit websites and use the ***MEGApen***® to add annotations. Save an image of a webpage including your notes for later use.

Continue doing with the ***MEGAboard***® everything you have previously done with software on your computer and a data projector – just do it more effectively!

Use the ***MEGAware***® software, especially designed for teaching in secondary schools to:

- write on the ***MEGAboard***® with the ***MEGApen***® and then convert your handwriting (in English only) into typed script with our powerful character recognition program.
- save what you have written on the ***MEGAboard***® and return to it later in the same lesson or even in a different lesson – perfect for reviewing the previous lesson's work and revision before exams.
- share the materials you create using ***MEGAware***® with your colleagues, use their materials too, and download professionally produced lessons from our website**.
- print off your ***MEGAware***® materials for absent students.

* requires additional speaker installation, not part of the basic ***MEGAboard***® package.
** access available as soon as contracts are signed.

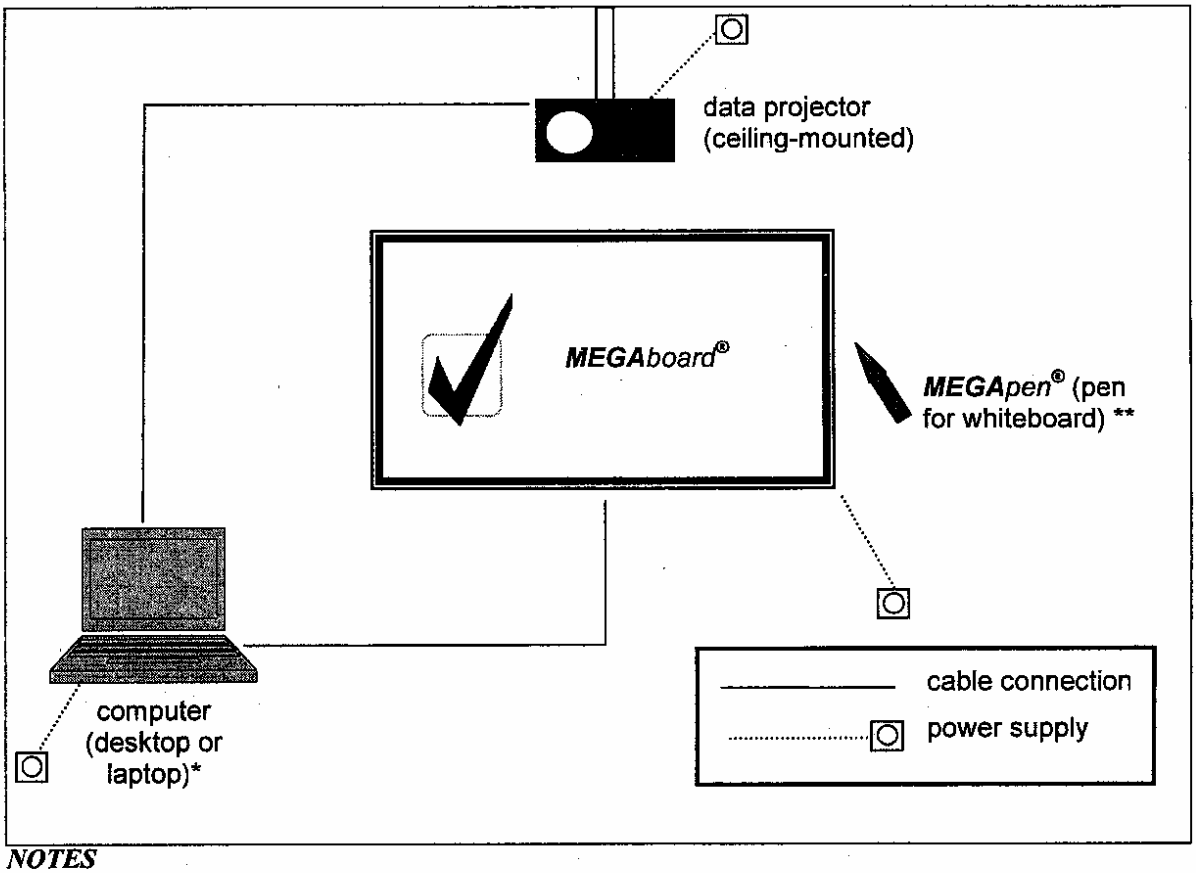
Call your local representatives **NOW** to register for an exclusive ***MEGAboard***® presentation at our showroom conveniently located in Causeway Bay.
Telephone: 2834 3211 – ask for Mr Jae Soon-yoo or Ms Wendy Lok.

***MEGAsolutions* Ltd**
Pushing the Boundaries of Educational Technology

Manufacturer's Installation Notes

This is how your *MEGAboard*® should be connected to other equipment.

(Remember: we supply the ***MEGAboard***® and cabling – you provide the other hardware.)



NOTES

* *Computer requires connection to Internet for Web resources.*

** *Your computer recognises the movements of the* ***MEGA****pen*® *as you write on the surface of the board and handles this input as if you were using a computer mouse. You think that the* ***MEGA****pen*® *is drawing directly onto the whiteboard, while in fact there is no direct connection between the* ***MEGA****pen*® *and the image you are creating on the board.*

DO'S AND DON'TS

✓ Do consider carefully the type of data projector you use. If the data projector is not bright enough, light may reflect onto the IWB and in that case you may have to install blinds.

✓ Do mount the interactive whiteboard on a solid wall that can support its weight. The boards are heavy! See the detailed instructions in *Appendix A* of this manual.

✓ Do ensure that the cables are kept out of the way to avoid people tripping over them.

× Don't write on the interactive whiteboard with an ordinary whiteboard pen. This will damage the surface in the long term if done repeatedly.

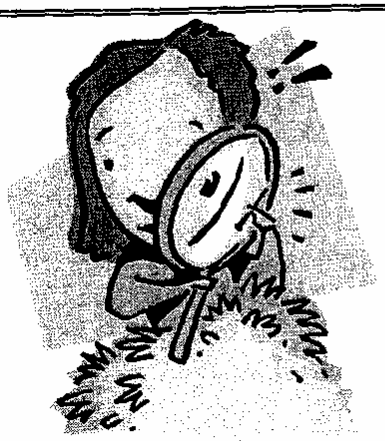
× Don't leave the data projector on all day if you don't need to.

× Don't lose the ***MEGA****pen*®. It is an essential tool and replacements are expensive.

HELPDESK (DURING OFFICE HOURS)

▪ For local assistance, call 2834 3211 and ask for the ***MEGA****board*® Technical Department.

Search Results Page



Needle Finder

"Always gets you what you're looking for"

Advanced Search | Search Tips | Language Tools

Search | whiteboard

Results **1 – 9** of about **336,000**

NEXT >>

Whiteboard sets the standard again this year
The campus shook to a mean and moody beat as **Whiteboard** took to the stage last Saturday as part of the annual RockFest. Lead guitaris ...
http://www.edin.ac.uk/stdtnews/music/934.htm – 2k – Cached

Whiteboarding
This is Canada's coolest site for the hottest winter sport! Enjoy pages of news, photos and tips – all updated every week! Join the message b ...
http://www.snowsports.ca/snowboard/index.htm – 8k – Cached

The Amazing **Whiteboard**: Home Page
@!£ About Me @! My Friends @! Cool Websites @! My Holidays @!£
Hi, I'm Stevie and this is my dog, Coco. You are visitor number %;co ...
http://www.geocities.com/smueller – 1k – Cached

Megaboard Support Page
Get all the answers you've been looking for. FAQ's and tutorials for Megaboard **Whiteboard** first time users. The **whiteboard** consists of three di...
http://www.megaboard.com/support/product/sb/index.asp – 17k – Cached

Sapporo Municipal High School
Welcome to the student pages! We want to show other students how we created '#1' presentations for class with new **whiteboard** technolo...
http://www.smhs.hokkaido.net.jp/iwbindex.asp – 1k – Cached

All you need for Gaming: Joysticks Keyboards Mice Trackballs Digital ...
Learn More Tell A Friend Live Chat Live **Whiteboard** Email
http://www.compaccessories.com/Store/01+983.html – 1k – Cached

Techno Tips for the Classroom
This week: Chaz Aretino looks at new classroom gadgets
So, you've just had an electronic **whiteboard** installed. What next? ...
http://www.teachersonline.com – 15k – Cached

Online Coach
You can use the **whiteboard** to draw plays and discuss coaching issues in real time with other users online. Try our premium service at a mo ...
http://www.eteam.com/baseball/start.htm – 3k – Cached

Opal Business Training Consultants
... You may not even know what an interactive **whiteboard** is! But don't worry. We're here to help you learn so you can give presentations confidently ...
http://www.opal.com.hk/eng/train/salesbrochure.pdf – 63k – Cached

NEXT >>

Teachers' Online Discussion Forum

From: Liz (liz@smithson.demo.co.uk)
Subject: Interactive Whiteboard Training (Message 1 of 2)
Newsgroup: uk.education.staffroom
Date: 2004-04-27 22:12:47 UST

We had our interactive whiteboard training today. The first quarter hour was wasted by the visiting trainer having to set up the whiteboard. Do I really have to do that every class?

Then he showed us how to connect it up to a laptop. Technology lecturers said they'd maybe manage a few cables, but me and my colleagues from the Business Department were looking cross-eyed – it was very confusing. We are business studies teachers NOT IT technicians.

The trainer then went through setting up the software, showed us how to draw red hearts and funny yellow lines (unfortunately a waste of time for business studies though apparently useful for some classes – according to one of the Technical Science teachers there).

Despite all this, I can see that IWBs will be useful. But it's now two weeks before the exams and it's not a good time to introduce innovations. We need a good few weeks to get to know this new technology by trying it out ourselves and that time's just not available at present I'm afraid.

Liz

Post a follow-up to this message

From: Joe (joe90@tech-ed.freeservice.co.uk)
Subject: Interactive Whiteboard Training (Message 2 of 2)
Newsgroup: uk.education.staffroom
Date: 2004-05-01 10:15:03 UST

Liz, you're right to be angry: there are some pretty basic requirements for teacher training for IWBs to be effective. For one, you need a trainer who knows what they're doing.

And just before the exam period doesn't seem like the right time to introduce teachers to new technology. But at least you don't blame the technology itself.

I have found that what you need if teacher training for IWBs is going to be effective is to have separate sessions for different subjects. It's a waste of time to have a session with, say, English Literature teachers and Chemistry teachers together. That way it keeps it relevant and we found that teachers started to explore the possibilities of how the technology could relate to them.

In the real world nobody moves the IWBs from classroom to classroom. It would be a huge problem. It just wouldn't work because it would be too much hassle for teachers to set it up. Rest assured that the equipment will all be permanently built into each classroom. And, thinking about classroom safety, tell whoever's installing your IWB to make sure the cables are all out of harm's way (perhaps channelled into the walls) so no one can trip over them. And normally there's a member of the college IT support staff (yes, technicians – not teachers) always available to fix any problems on the spot. In my experience, at least, this kind of support is provided in most schools with IWBs nowadays.

BTW, as you might have guessed, I know this because all the same mistakes were made at my school! But all in all we simply couldn't manage without the boards now.
Joe F :-)

Post a follow-up to this message

* Youth Page *

8 February 2003

It's not very common for students to be excited about going to class but some new technology installed recently at a school in Hong Kong is generating a lot of interest. **Ko Siu Kwan** finds out more for Youth Page.

INTERACTIVE WHITEBOARDS

'I've had one of the new whiteboards in my classroom for about six months now and I'm really pleased with it.' No, that's not a comment from an enthusiastic teacher. In fact, it comes from a student, Tommy Cheung, who freely admits that he's not usually the world's most motivated student. 'The boards have made me a lot more interested in lessons – they give us something more interesting to look at,' he says. Many of his classmates agree. 'I didn't use to understand maths,' says Dixon Lau, 'but now the concepts are much easier for me to grasp when we use the whiteboard.'

'It was strange at first while our teachers got used to the new equipment,' laughs Mandy So. 'Mr Chan, our English teacher, would get quite embarrassed when he couldn't get the system to do what he wanted. He's much more confident with the set-up now. For example he froze a shot from the film *Titanic* to make notes on top of it on the board and explained to us what was happening.'

Mr Chan admits that it was difficult at first but he's pleased with the board too. 'One immediate benefit I've seen when using the board is that it's easier for me to bring the English language world into class and help the students understand it by adding comments to "stills" on the board. I can then save it all – picture and annotation – and revisit it in another lesson.'

In this class, students and teacher have an agreement – the students are allowed to call out if Mr Chan is about to write on the board with a whiteboard pen instead of using the special ***MEGApen***®. It's a moment that inevitably brings laughs with it but one that avoids a costly consequence – expensive cleaning fluid is needed to get whiteboard pen ink off the board surface.

Students use the board themselves too, to present the various projects they have created to other students. 'I talked about my holiday in Bangkok using maps and my photos,' smiles Tommy. 'I'd never made a real presentation before and it was great. I wanted to do my best in front of my friends. And they gave me a lot of support when I got a bit nervous.'

What else do the students think about the interactive whiteboards? They came up with two lists of ideas to share with Youth Page:

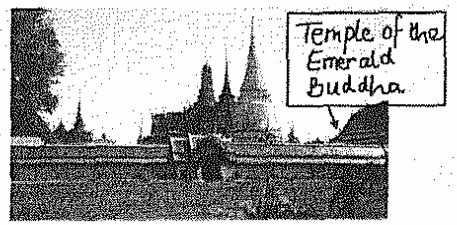
5 SERIOUS THINGS WE LIKE ABOUT THE BOARDS

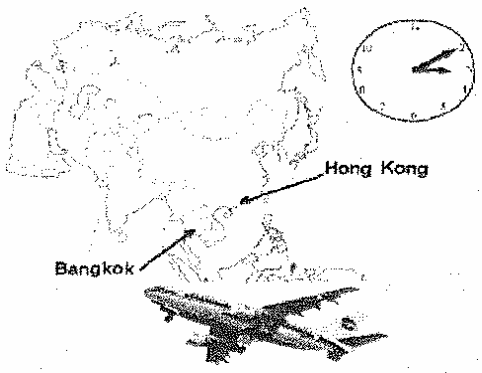
1. being able to save information on the board – helps with revision before our exams
2. not having to make our own notes all day
3. getting our teacher to explain a picture from a digital video by writing over it
4. being shown how to use the WWW when we're outside the classroom, (e.g. good educational websites)
5. creating presentations to show others – really motivating and a good way to learn

5 NOT SO SERIOUS THINGS WE LIKE ABOUT THEM

1. easy to write in different colours
2. checking teachers don't use whiteboard pens
3. being able to have a chat with classmates when it breaks down
4. not having to clean the blackboard for the teacher
5. finding out what's on TV tonight using the WWW (with permission, of course!)

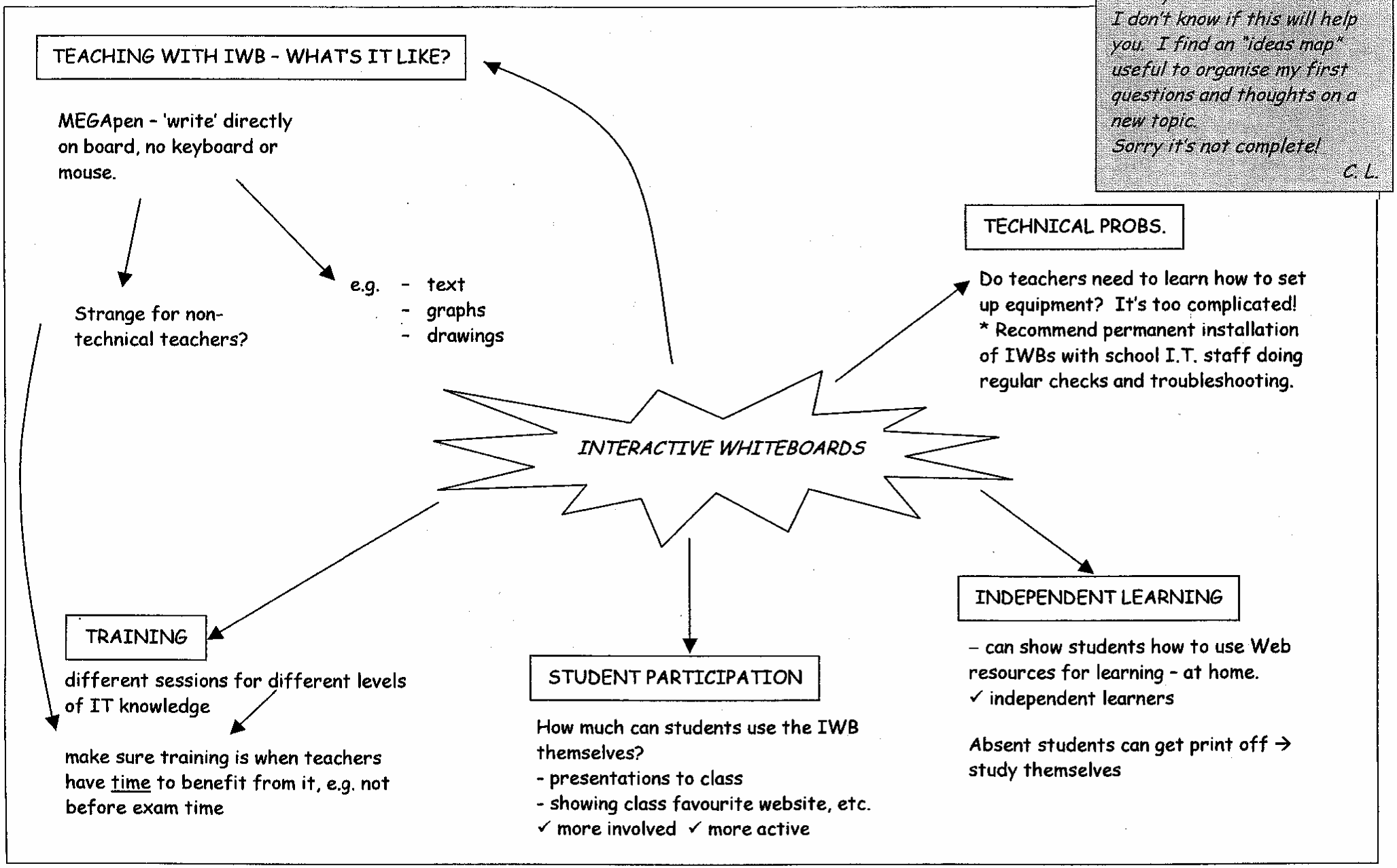
Two examples from Tommy Cheung's presentation about his visit to Thailand





Ms Lam's 'Ideas Map'

Sammy
I don't know if this will help you. I find an "ideas map" useful to organise my first questions and thoughts on a new topic.
Sorry it's not complete!
C. L.



Quotes from Research Article

Here are some quotes from teachers and students that I found in a piece of research on introducing interactive whiteboards in a school in the UK. It's interesting to see the different perspectives.

C. L.

Journal of Information Technology and Education, Vol. 4

Getting IT together:
A study of the introduction of interactive whiteboards in a secondary school

PETRA CHRISTOPHERSON AND GEOFFREY RUSHTON *University of the Midlands, Birmingham, U.K.*

Comments on Training (from Teachers)

The training really made me enthusiastic about using the interactive whiteboards. But the problem with the training was we just sat and watched the trainer for over an hour. In the last ten minutes I had a go myself. I realised that we needed a great deal of time and the opportunity to find things out for ourselves in this type of session. Watching someone else is no replacement for doing it yourself. (Design Technology teacher)

I need time to try new technology out on my own and to work out what I'm confident with. That's why post-training practice after school is so essential. Luckily our school has reserved the computer room exclusively for teachers for one hour a day for this purpose. It's great for sharing teaching materials with my colleagues. (English teacher)

Comments on Teaching and Learning (from Teachers)

There are problems when the lesson that has been prepared on the computer doesn't go exactly to plan and you have to think on your feet … Of course, teaching is always like that but having everything prepared on the computer for the whiteboard means that it's sometimes harder to change in the middle of a class. (Modern Languages teacher)

My students love to make their own presentations and they easily assume the role of teacher … at the same time the others are more ready to watch and respond. Everyone is involved and I've found keeping students interested less of a problem than before. (Social Studies teacher)

I think there are some lesson materials to download from the Internet – they might be good for my classes too. (Mathematics teacher)

Instead of asking 30 – 40 students to gather round a PC where only 2 – 4 students are going to see what you are doing, they are all seated and can see my demonstration on the IWB. (IT Studies teacher)

Comments from Students

Lessons using the interactive whiteboard are more interesting and they can help anyone who has had problems understanding because the teacher can go back over things again. It's all saved on the computer.

The interactive whiteboard lessons we've had are usually much easier to follow ….

The Beginning of the Context Section and Ms Lam's Guidelines

Context

In this section, the local situation is placed in a wider context by describing the availability of interactive whiteboards (IWBs) in education institutions in a comparable Asian city, i.e., Osaka, Japan. The situation in Hong Kong is then described and the two locations are compared. Data are given for a period of five years at 2-year intervals (for 2000, 2002, and 2004). Percentages are given for three types of education institutions: primary, secondary and tertiary. In all cases the percentage of classrooms with IWBs increased over the five years reported.

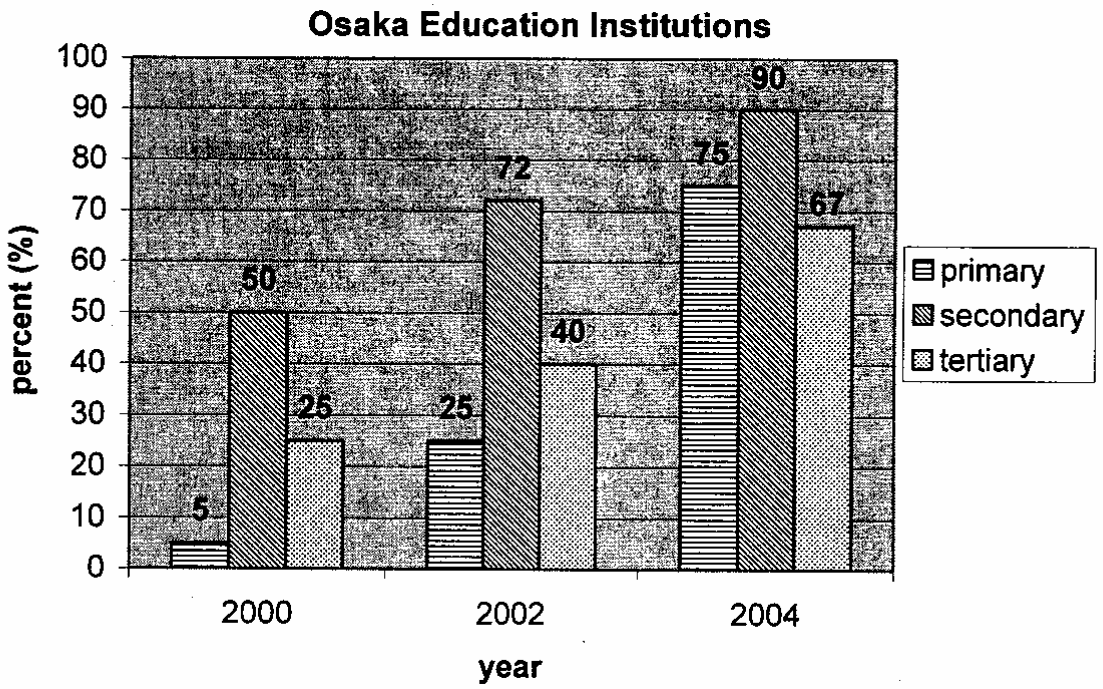
In Osaka, only 5% of primary classrooms had interactive whiteboards in 2000. However, this increased to 25% by 2002 and this percentage then increased to 75% by 2004 with three quarters of the classrooms having an IWB. Secondary classrooms were the most likely place (of the three Osaka categories) to find IWBs in 2000 – half of them already had IWBs then – and, in fact, this remained true for the rest of the 5-year period, reaching 90% by 2004. In 2000, a quarter of tertiary classrooms had IWBs, rising to 40% by 2002 and then to 67% by 2004. Primary classrooms overtook tertiary classrooms by 2004 as the second-most likely category of the three surveyed to have IWBs.

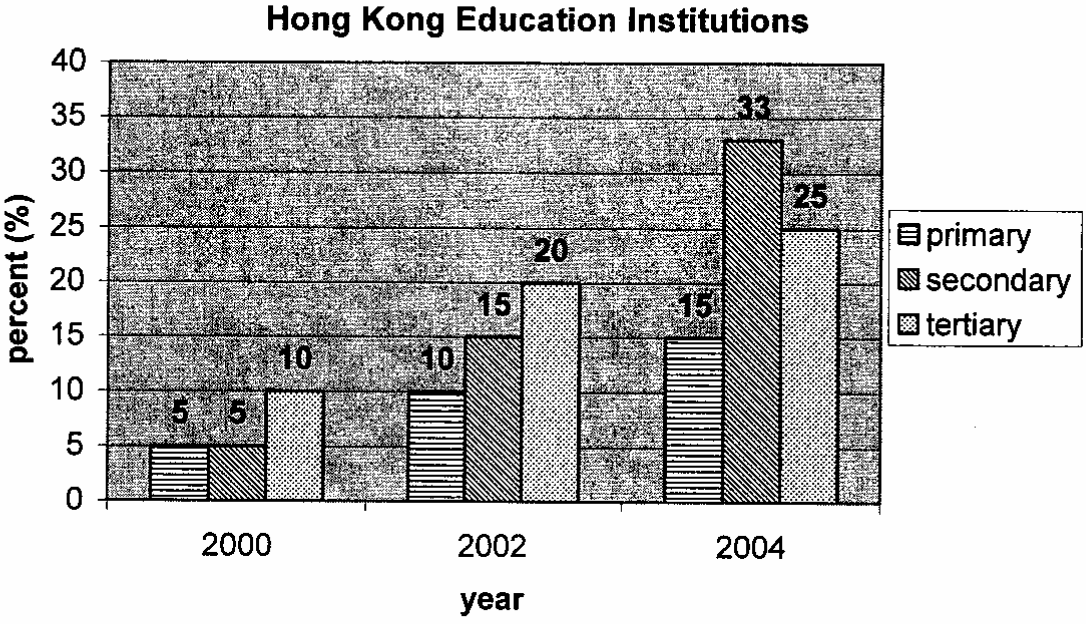
Context Section

- General Introduction ✓ *I've done this already*
- Description of data relating to Osaka ✓ *I've done this already*
- Description of data relating to HK - write a short paragraph similar in structure to the one on Osaka (roughly 100 words)
- Comparison of Osaka and HK - write a short paragraph (again roughly 100 words) including -
  - a general comparison of the 2 locations
  - comparison of secondary classrooms in Osaka and HK in 2000, 2002 and 2004
  - ratio of secondary classrooms in Osaka in 2004 with and without IWBs
  - comparison of ratios of secondary classrooms in Osaka and HK in 2004 with and without IWBs

Graphs for Osaka and Hong Kong

These graphs show changes in the percentage of classrooms with interactive whiteboards in education institutions in Osaka, Japan and Hong Kong, PR of China between 2000 and 2004. The tertiary category comprises universities and colleges of further education.





Laroche, M. (ed.). 2004. International Education Statistics Yearbook. Paris: UNESCO.

THIS IS THE LAST PAGE OF THE DATA FILE.

2005-ASL
UE

SECTION E

Q-A BK

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

HONG KONG ADVANCED LEVEL EXAMINATION 2005

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

1.30 pm – 3.15 pm (1¾ 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					

	Marker's Use Only		**Examiner's Use Only**	
	Marker No.		Examiner No.	
Task				
1				
2a				
2b				
Total				

	1st Appeals Marker Only		**2nd Appeals Marker Only**	
	Marker No.		Marker No.	
Task				
1				
2a				
2b				
Total				

Checker's Use Only		
Checker No.		
1		
2a		
2b		
Total		

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 Kowloon Secondary School and chairperson of the school's Computer Club. Your school principal has asked Ms Carrie Lam, the school's IT teacher, to prepare a report for the teaching staff on interactive whiteboards (IWBs), as he is thinking about installing them in all classrooms. He also wants Ms Lam to prepare a Frequently Asked Questions (FAQ) handout for teachers. Ms Lam invited you, as Computer Club chairperson, to help her with this work. You arranged to meet her this afternoon to discuss how you can be involved. When you arrive in class, your form teacher tells you that Ms Lam is ill. He then gives you a data file, in which Ms Lam has outlined 3 tasks for you to do.

Task 1: FAQ handout draft *(15 marks)*

Complete the notes for the draft of a Frequently Asked Questions handout for teaching staff. Use relevant information from pages 1 – 7 of the Data File.

Task 2a: IWB report: Section 2 – Context *(24 marks)*

Complete the Context section of the IWB report by writing the final 2 paragraphs of the section. Use relevant information from pages 1, 9 and 10 of the Data File.

Task 2b: IWB report: Sections 3 – 5 *(45 marks)*

Write up three further sections for the IWB report using the section headings given. Use relevant information from pages 1 – 3 and 5 – 8 of the Data File.

Task 1: FAQ handout draft *(15 marks)*

Complete the notes by finding relevant information to fill the gaps. Use information from pages 1 – 7 of the Data File.

Second Marker's Use Only

First Marker's Use Only

Frequently Asked Questions

1. *Which company provides IWB demonstrations locally? How can we arrange a demonstration?*

_____

_____

2. *I've heard you can't use an ordinary whiteboard pen on an IWB. What should I do if I accidentally use one?*

_____

_____

3. *Are there any ready-made lesson materials for the IWB on the Web? How do I access them?*

_____

_____

4. *Who normally supports teachers in schools on a day-to-day basis with maintenance of the IWB hardware?*

_____

_____

5. *Do I have to physically set up all of the IWB hardware before every lesson?*

_____

_____

6. *Will we need to lower the blinds in the classroom to use an IWB?*

_____

_____

7. *Which languages does the character recognition program recognise?*

_____

Four useful websites *to look at*

Note who it is principally aimed at (i.e. its target audience). Just give the title-line of each website. We'll copy and paste the address later C. L.

1. *Title -* Sapporo Municipal High School

   target audience - high school students

2. *Title -* _____

   target audience - _____

3. *Title -* _____

   target audience - _____

4. *Title -* _____

   target audience - _____

Total for Task 1

Total for Task 1

Task 2a: IWB report: Section 2 – Context ***(24 marks)***

Complete the Context section of the IWB report by writing the final 2 paragraphs of the section. Use relevant information from pages 1, 9 and 10 of the Data File.

First Marker's Use Only

Second Marker's Use Only

In Hong Kong, ...

Comparing the two locations, ...

		First Marker's Use Only
		Content
0		**Readability (0, 1, 3)**
0		**Language (0, 1, 3)**
		Total for Task 2a

		Second Marker's Use Only
		Content
0		**Readability (0, 1, 3)**
0		**Language (0, 1, 3)**
		Total for Task 2a

Task 2b: IWB report: Sections 3 – 5 ***(45 marks)***

Write sections 3 – 5 for the IWB report using information from pages 1 – 3 and 5 – 8 of the Data File.

Second Marker's Use Only

First Marker's Use Only

First Marker's Use Only

Second Marker's Use Only

Second Marker's Use Only

First Marker's Use Only

		Content	Content		
0		Relevance (0, 1, 3, 5)	Relevance (0, 1, 3, 5)	0	
0		Readability (0, 1, 3, 5)	Readability (0, 1, 3, 5)	0	
0		Language (0, 1, 3, 5)	Language (0, 1, 3, 5)	0	
		Total for Task 2b	Total for Task 2b		

END OF PAPER