

GO Beyond the Limits!

Skills for success!

Oxford
ADVANCED
Exam Skills
Third Edition

Oxford
ESSENTIAL
Exam Skills
Third Edition

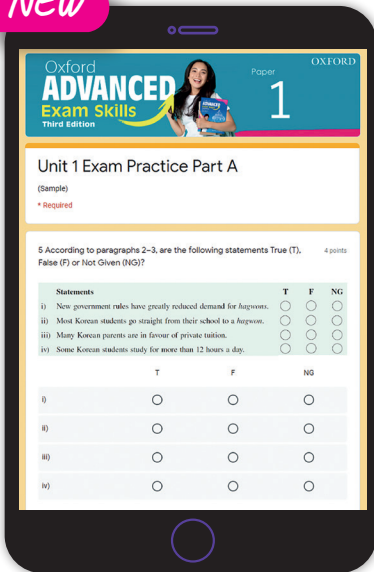
- ✓ **Boundless support**
- ✓ **Enhanced Flash Card Tool**
- ✓ **Year-long resources**
- ✓ **Ongoing skills development**
- ✓ **New features for exam success**
- ✓ **Data-informed teaching**



Boundless support

NEW

Take a look!



Exam Practice Google Forms (Paper 1)

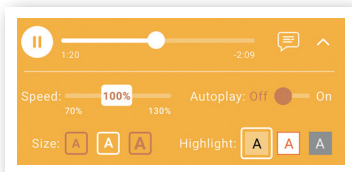
NEW



Interactive answer-checking PDFs (Papers 1 to 3)

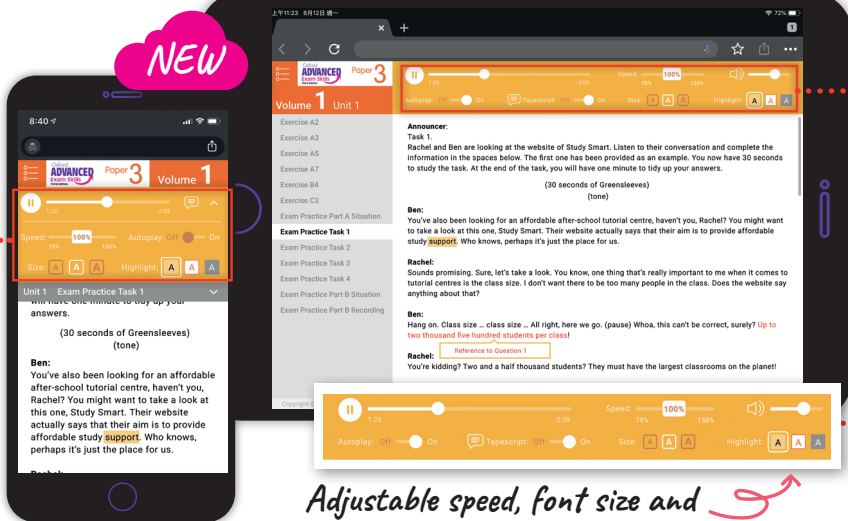


Assignable resources



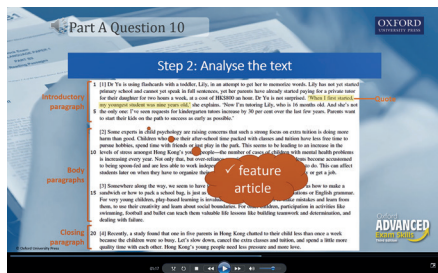
Adjustable speed, font size and highlight styles

Take a look!

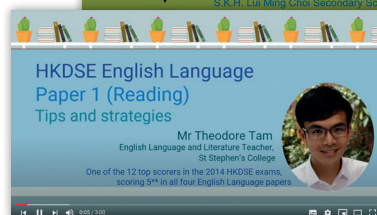
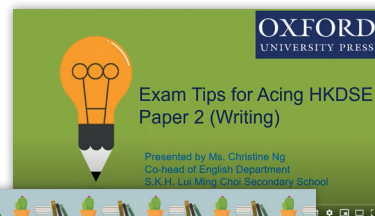


Adjustable speed, font size and highlight styles

Interactive audio scripts (Paper 3)



Tutorial videos (Paper 1)

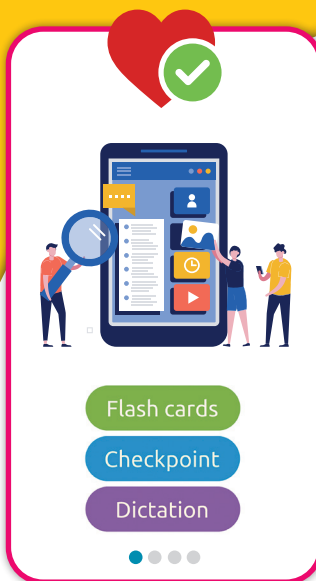


Exam tips videos

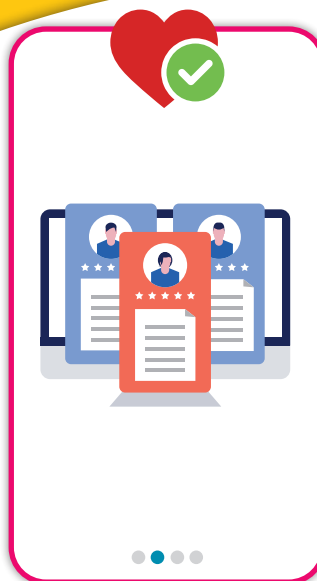


Enhanced Flash Card Tool

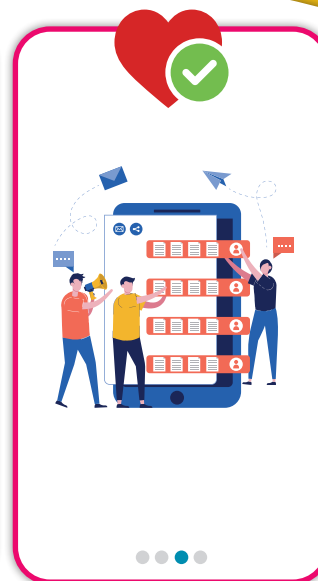
NEW



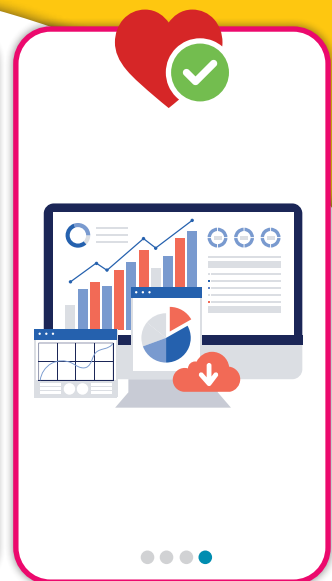
Practise retrieval through flash cards and exercises to help remember vocabulary effectively



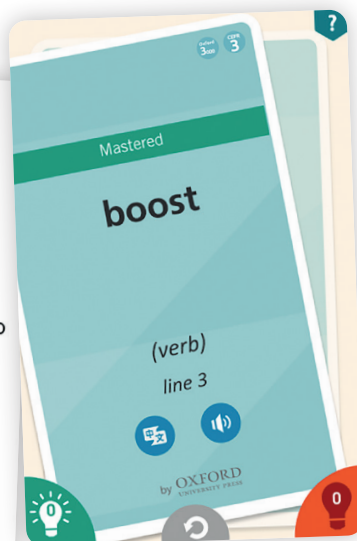
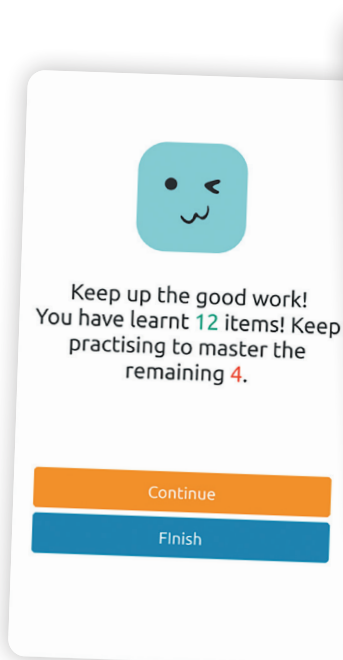
Create custom card sets for personalized vocabulary learning



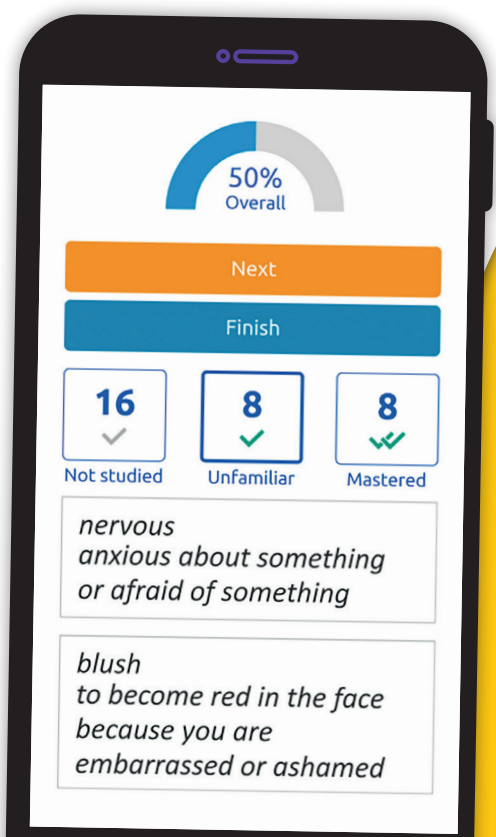
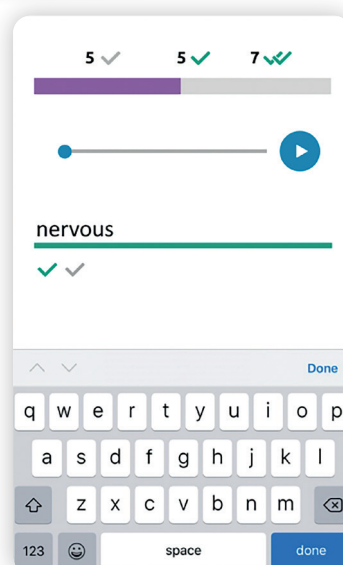
Assign card sets to individual classes to cater for learner diversity

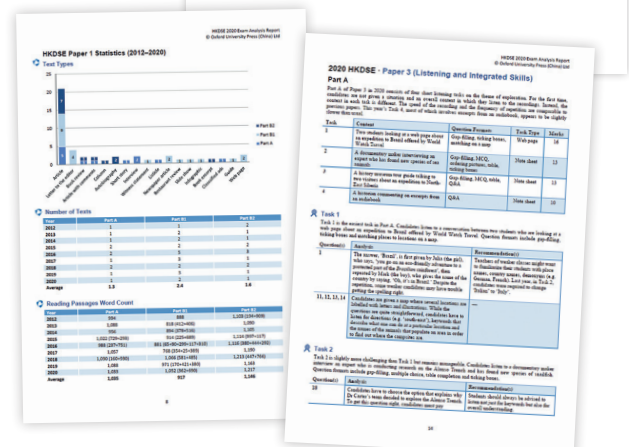
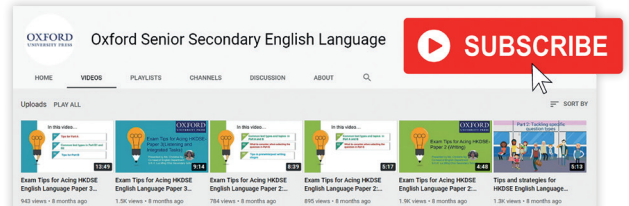
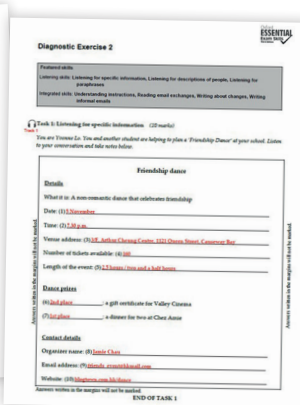


Download reports to help monitor students' progress and adjust teaching strategies



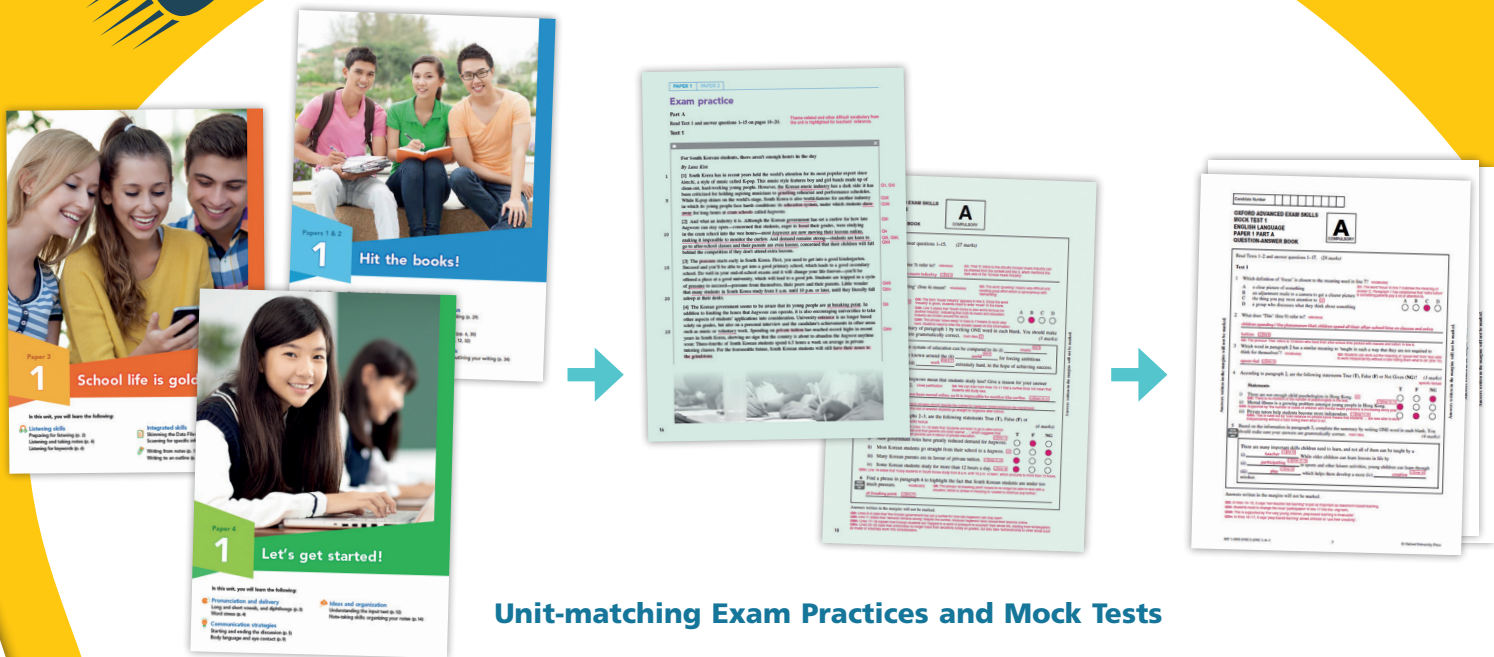
Learning vocabulary anytime, anywhere with our multi-platform Flash Card Tool!



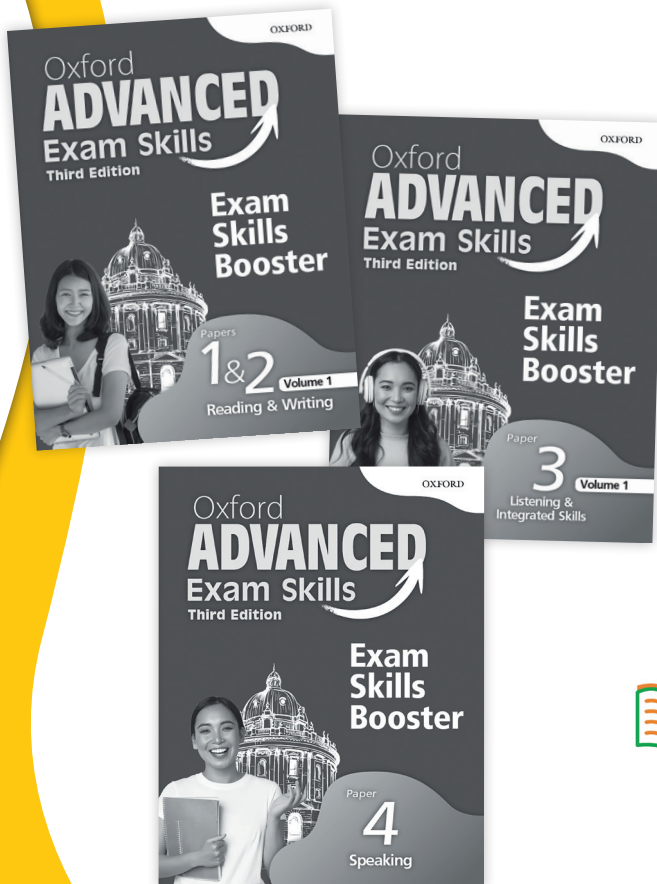


**Year-long
resources**

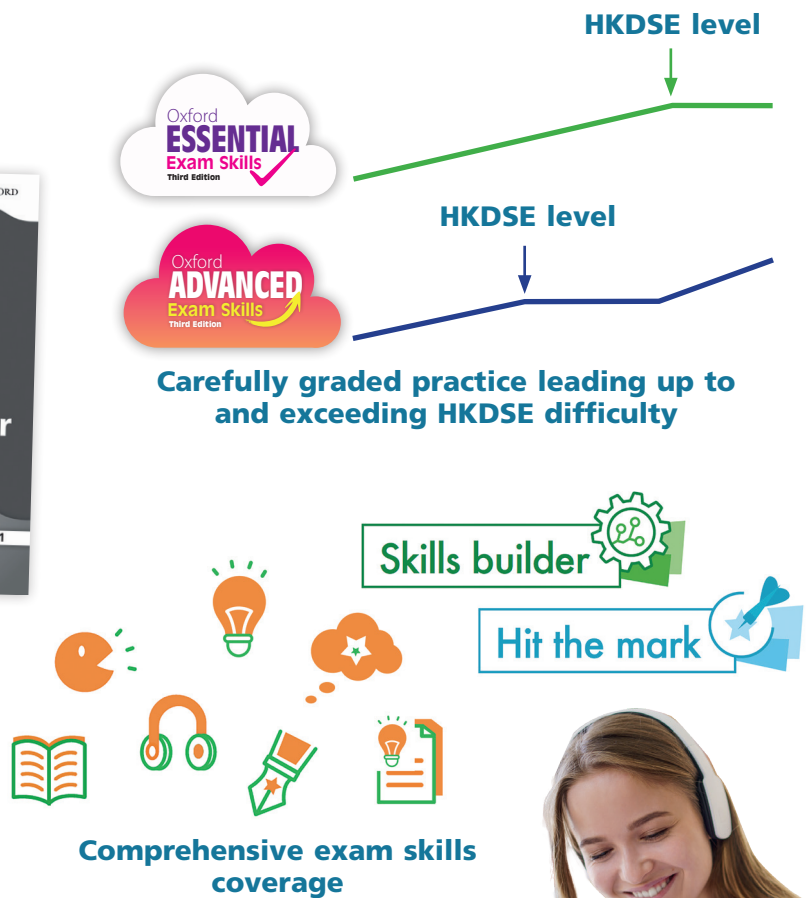
Ongoing skills development



Unit-matching Exam Practices and Mock Tests



Exam Skills Boosters



Comprehensive exam skills coverage



New features for exam success

NEW



Overprinted explanations

- 36 i) How do you think the writer feels about what she taught Lizzie? *inference* (1 mark)
sad // guilty // upset // could have been better (3)
 Q36i: This can be inferred from the writer reflecting on her teaching method in paragraph 5, as well as line 24, where the writer states that she feels 'guilty when I think of her'. (1 mark)
- ii) What information in paragraph 5 supports your answer? *views justification* (1 mark)
The writer questions whether the way she taught Lizzie was right / it would have been better to adjust Lizzie's study plan to her (personal) needs. (3 lines 22-23)
 Q36ii: In lines 22-23, the writer questions whether there might be 'better ways to prepare students for the working world'.

HKDSE-style alternative answers (Paper 1)



Scan this QR code to read more about the tutoring industry in Asia.

'Explore' links to more reading resources (Paper 1)

Write like a pro

Metaphor

A **metaphor** is a word or phrase used to describe something in a way that is different from its normal use and is not literally true. We use metaphors to show that two different things have the same quality.



This example of metaphor can be found on p. 57.

I recently read about 'helicopter' and 'snowplough' parenting. You know, parents who either hover over everything their child does or who push all obstacles out of their kid's way. These overprotective parents don't want anything in life to be difficult or risky for their darling little cherubs. So, I stopped to ask myself, 'Am I a helicopter or a snowplough?'

Of course, a person cannot literally be a helicopter or a snowplough. In the example above, these metaphors are used to show that some parents have the same qualities as helicopters and snowploughs, i.e. they either hover over their children (like a helicopter) or push obstacles out of their way (like a snowplough).

Metaphors are a form of figurative language most commonly found in poetry and literature. However, we can also use them in other types of writing to:

- make our descriptions more powerful, e.g. *The opening shots have been fired in the war against the virus.*
- say a lot in just a few words, e.g. *Beyoncé is a goddess!* (= Beyoncé is a strong woman who is loved and admired by many people.)

Language resources

When we write an article discussing an issue and/or giving advice to our readers, we can use the following phrases:

Introducing the issue/problem

Many/More and more people/We all have problems with/struggle with/suffer from ...

A common problem (these days/nowadays) is ...

There are a lot of complaints (these days/nowadays) about ...

These days/Nowadays/Recently, we hear a lot about ...

This week/month, we're going to talk about/discuss ...

Developing your ideas

What will the situation be like if ...?

Wouldn't it be wonderful/ideal/exciting that ...?

In my opinion/My personal opinion is/If you ask me ...

Giving general advice

One/The best way to solve/address/handle/avoid this is by ...

This can be solved/addressed/handled/avoided by ...

It is important/essential/crucial/vital/best (not) to ...

We should/must (always) remember (not) to ...

It is always/usually/generally a good idea (not) to ...

Have you ever thought about/tried/considered ...?

Write like a pro (Paper 2)



Language resources (Paper 2)

Task completion = 13 marks

Note to markers: candidates must place the information in the correct section to be awarded a point.

		DF item reference
5.1	26-30 April	TS
5.2	(HK\$)8,400	DF6
5.3a	hologram projector rental	DF7
5.3b	speakers' fees	DF6
5.3c	snacks and drinks	DF7
5.4a	to educate students about the future of education	TS
5.4b	to demonstrate futuristic educational technology of the future	DF7
5.5a	founded in 2021	DF3
5.5b	to provide a home for students who do not fit in a 'traditional' school club	DF3
5.5c	32 members	TS
		DF3
		DF6

6. Contact person: 5.6a (DF6) 5.6b (DF6)
 Faye Wang at 5558 3818

Answers written in the margins will not be marked.

- In the voicemail (DF6), Faye doesn't mention her surname. Students need to find the information in other DF items (from the Situation, or from the headings of some DF items). It's important to include the contact person's surname in an official funding application form. Missing the surname in the answer may result in losing marks.

Latest HKDSE-format marking schemes and marking tips (Paper 3)

Data File manipulation

When you are writing a formal letter or email, you may need to manipulate information from the Data File. You may need to do the following:

- change pronouns (e.g. *the time and effort he put in* → *the time and effort you put in*)
- omit irrelevant words or information (e.g. *At the same time, we all had to pick up our right feet (and then huff and puff for a second), and then all pick up our left feet.*)
- adapt the language, i.e. by changing informal phrases (e.g. *'Ski race' was by far the coolest of the activities* → *My favourite activity was the 'ski race'*)
- remove contractions and informal punctuation (e.g. *Trust others, of course!*)
- include formal phrases (e.g. *I am writing to thank you ...*)
- change the tone, i.e. adjust enthusiastic, humorous, aggressive or rude tones to formal and polite

Data File manipulation (Paper 3)

Tips on language marks

In order to receive full language marks in the task, consider the following:

- As the task is to write a thank-you letter to the judge, it is appropriate to use formal language. Therefore, you should avoid contractions or informal language.
- The letter should include a formal salutation, a statement on the purpose of your letter and a polite closing.
- A polite closing is the appropriate way to end a formal letter.
- Be sure to rewrite information from the Data File in your own words, paying attention to register, tone and style.
- Leave out any irrelevant information from the Data File, such as details about refreshments after the event.

Tips on language marks (Paper 3)

Up-to-date question types and formats

36 Below are summary headings for each paragraph of Text 4. Match the most appropriate summary heading with each paragraph by writing the letters (A-G) in the table below. Three have been done for you as examples. Each letter can be used ONCE only. (4 marks)

Summary Headings

A—What you can do with your friends now
 B—Good luck to you

E What you can do with your money now
 F The effects of pressure

Two main issues

Paragraph	Summary Heading
5	iii)
6	iv)
7	B

48 Complete the following information about the different types of online behaviour by using a word or phrase taken from paragraphs 4-7 for each gap. Write no more than THREE words for each gap. (5 marks)

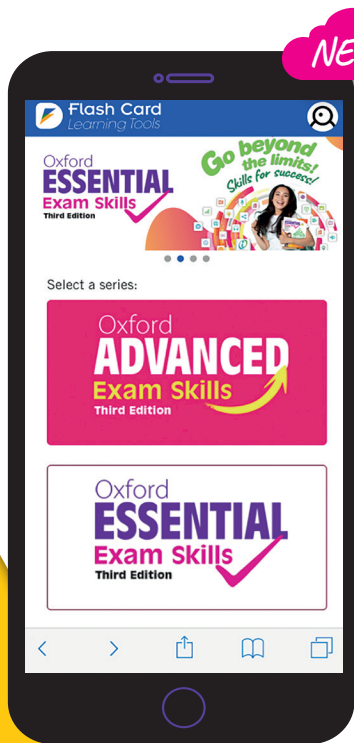
	Types of online behaviour	Purpose of such behaviour
Positive	breadcrumbing	getting a person's (i) _____
	deep liking	_____
Negative	(ii) _____	making a person (iii) _____
	(iv) _____	deliberately showing online that you and _____ boyfriend/girlfriend.

7 Below are statements summarizing the main ideas in Text 1. Match the most appropriate ideas (A-E) with each of the paragraphs. Write the letter of the main idea next to the paragraph number given. Use each letter ONCE only. One of the ideas is not used. (4 marks)

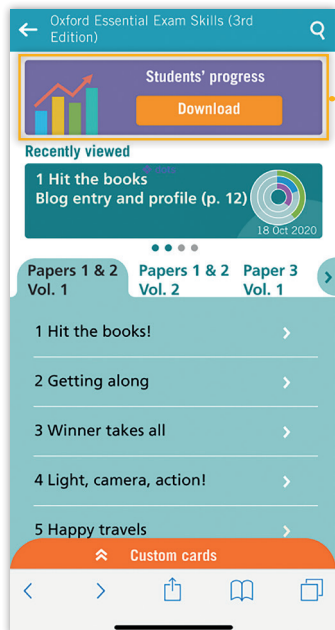
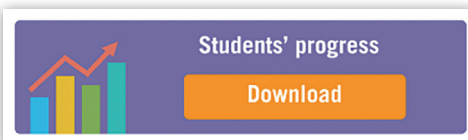
Main Ideas

- A Children need to learn things other than how to pass exams.
 B Let's reconsider how we spend our free time.
 C Too much private tuition is having a negative effect.
 D Private tutors earn a lot of money.
 E Private tutors are teaching younger and younger students.

Paragraph	Main Idea
1	(i)
2	(ii)
3	(iii)
4	(iv)

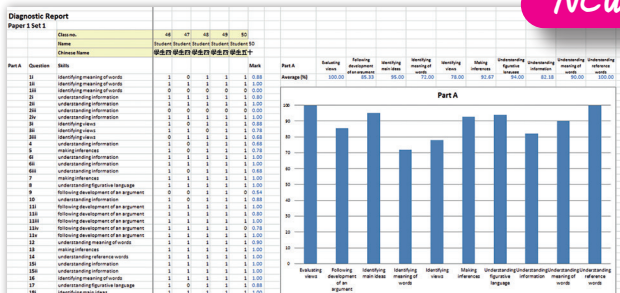


NEW

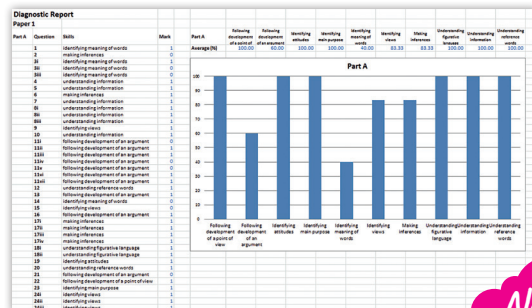


Class report

NEW



Individual report



Flash Card Tool reports

Paper 1	Set 1	Total mark	Part A	Part B1	Part B2
Class no.	Name	Chinese name	Part A	Part B1	Part B2
2	Chan, Adrian	陳卓瑜	40	18	56%
3	Chan, Andy	陳志偉	20	16	30%
4	Chan, Cecilia	陳嘉慧	33	19	47%
5	Chan, Cheryl	陳文	40		85%
6	Chan, Claire	陳志雯	33		81%
7	Chan, Claudia	陳瑞怡	24		66%
8	Chan, Eleanor	陳紫琦	28		66%
9	Cheung, Eva	張佩欣	37		62%
10	Fong, Gladys	方淑貞	38		74%
11	Fung, Gordon	馮曉林	25		63%
12	Fung, Iris	馮敏儀	24		46%
13	Ho, Isabella	何家妍	24		57%
14	Kwok, Jimmy	郭展明	37		75%
15	Kwong, Joanne	鄭之行	25		62%
16	Kwong, Juliet	鄭雪盈	24		62%

NEW

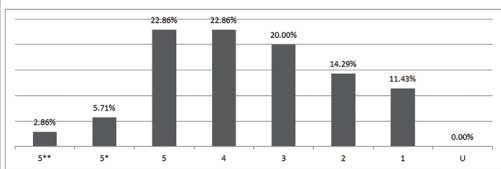
Diagnostic reports (Paper 1)

NEW

Statistics	Part A	Part B1	Part B2	Total
Total no. of students who attempted each part	35	10	25	—
Highest mark attained	41	42	36	98%
Mean	26	17	27	56%
Standard deviation	21.62%	21.58%	15.18%	—

Level	5**	5*	4	3	2	1	U
No. of students	1	2	8	2	7	5	4
Percentage	2.86%	5.71%	22.86%	22.86%	20.00%	14.29%	11.43%

Cut Score Calculator (Papers 1 & 3)



Remarks:
Formula to work out the total mark attained out of 100%:
$$\frac{(\text{Part A attained mark} \times \text{Part A total mark}) + (\text{Part B attained mark} \times \text{Part B2 total mark}) \times 100\%}{2}$$

* Part B attained mark = converted B2 mark if student attempted Part B1, or actual B2 mark if student attempted Part B2

Data-informed teaching

