

Revised

Project Number: 2009/0089

**Part C Project Details****1. Goals and Objectives****1.1 Goals****Short Term:**

- Motivate students to apply English with enhanced proficiency and confidence in the four skills of reading, writing, speaking and listening;
- Foster greater connection between English learning and other subjects through encouraging cross-curricular collaboration.

**Long Term:**

- Facilitate language development strategies among students in respect of thinking skills, reference skills, information skills, inquiry skills, working with others so that they will become more motivated and responsible for their own learning;
- Develop students' interest and confidence in using English with increasing proficiency for personal and intellectual development, effective social interaction, further study, vocational training, work and pleasure;
- Enable students to develop capability to use English to think and communicate; to acquire, develop and apply knowledge; to respond and give expression to experience;
- Provide other learning experiences and enrich student profile;
- Promote self-assessment, peer assessment and positive attitudes;
- Enhance students' motivation, and to develop their creativity as well as critical thinking and problem-solving skills.

**1.2 Objectives**

- Implement a joint school task-based English writing activity in which students will write and create their own unique mock trial cases in English.
- Conduct a joint school English reading-writing-speaking activity for students to read by themselves real trial cases and then present reports giving a summary and critical analysis of the underlying facts, rulings, concepts as well as associated values and attitudes.
- Carry out a joint school project-learning-based English reading-writing-speaking activity for students to research a law-related topic and then present their findings/arguments by written submission followed a verbal presentation by way of informative/persuasive speeches.
- Implement a joint school cross-curricular based English listening-speaking activity for students to listen to law-themed questions/tasks and then provide answers/solutions orally on interactive quiz basis.

**2. Needs Assessment and Applicant's Capability**

- 2.1 Enhancing Learners' Motivation** - Pursuant to the new senior secondary (NSS) curriculum for English Language, schools are encouraged to make use of a broad range of activities and materials (including those involving the use of creative or imaginative texts) to enhance learners' motivation, and to develop,

- inter alia, their creativity as well as critical thinking and problem-solving skills.<sup>1</sup>
- 2.2 **Survey Findings** - In a survey of 35 teachers (English panel chair, NET and English teachers) from 30 secondary schools in school year 2008/2009, all the respondents agreed upon the use of mock trial as a cross-curricular strategy to motivate students to build on the four language skills of listening, speaking, reading and writing and indicated that further resources and support to teachers and students are needed (see Table A on page 10).
- 2.3 **Cross-curricular Approach to Language Learning** - The NSS English Language curriculum recognizes the value and importance of encouraging a cross-curricular approach to language learning.<sup>2</sup> Featuring simulations as well as law-related topics and themes involving the use of both creative and imaginative texts, the proposed activities in the project will enable students to apply English language, problem-solving and thinking skills with enhanced motivation in the other key learning area of *"Personal, Social and Humanities Education"*<sup>3</sup> as well as issues or topics related to *"Liberal Studies" (Theme 2: Rule of Law and Socio-political Participation; Module 2: Hong Kong Today)*.<sup>4</sup>
- 2.4 **Learning Content** - Based on a task-based approach to handling trial cases, mock trial serves to enrich students' learning experience of the English language and provide learning content to teachers making use of the module *"The Individual and Society (Crime, Human Rights)"* as suggested in the Compulsory Part of the NSS English Language curriculum.<sup>5</sup>
- 2.5 **Adding Variety** - Featuring elements of role-play/simulations, narratives, debate and the work of courtroom personnel, mock trial further serves to provide learning content to teachers adopting the elective modules *"Learning English through Drama"*, *"Learning English through Short Stories"*, *"Learning English through Debating"*, *"Learning English through Workplace Communication"* in the Elective Part of the NSS English Language curriculum broadening students' learning experience and catering for their diverse needs and interests.<sup>6</sup>
- 2.6 **Positive Values and Attitudes** - Through working on the trial process, students strengthen their awareness of the underlying legal concepts, which are relevant to the development of the generic skills and positive values and attitudes of *"due process of law"*, *"justice"*, *"human rights and responsibilities"*, *"rule of law"* etc. as provided in the NSS English Language curriculum.<sup>7</sup>
- 2.7 **Applicant's Capability** - The Applicant has been organizing mock trials for secondary school students as an extra-curricular English public speaking activity and providing mock trial resources to over 50 secondary schools since

<sup>1</sup> CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6) 2007, Section 1.4, page 3

<sup>2</sup> Ibid., Section 3.4.5, page 57

<sup>3</sup> Ibid., Section 3.5.2, page 60

<sup>4</sup> CDC-HKEAA Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6) 2007, Section 2.6.1, page 25

<sup>5</sup> Ibid. 1, Section 2.3.5, page 29

<sup>6</sup> Ibid. 1, Section 2.3.6, page 29

<sup>7</sup> Ibid. 1, Appendix I, page 146

- school year 2006/2007 (see Table B and Table C on page 11 and page 13 respectively) working closely with English teachers and members of the legal profession. Post-activity evaluation survey findings indicated that over 90% of the participants have demonstrated an increase in the target proficiency in skills as well as motivation level.
- 2.8 The applicant has built up experience, resources and expertise for joint school activities. In school year 2008/2009, the applicant organized the first territory-wide inter-school English mock trial competition working with School of Law, City University of Hong Kong.
- 2.9 Pursuant to positive feedback from the schools and teachers, the applicant launched a Joint School Mock Trial Club in June 2009 as an initiative for effective sharing of future resources and engaging active participation by students promoting self-learning skills among students. A student committee consisting of students of higher ability from 14 secondary schools across the territory (see Table D on page 14) has been formed and they will be involved as student leaders or ambassadors in helping coordinate and implement joint school activities.
- 2.10 For the implementation of the proposed activities in the project, the applicant will continue working closely with English teachers, students and members of the legal profession/tertiary law institutions drawing on its experience, network of contacts and knowledge resources developed in previous work.
- 3. Targets and Expected Number of Beneficiaries**
- 3.1 The Project targets at secondary school students and their English teachers. Direct beneficiaries will include 800 students (40 students x 20 schools) and 20 teachers (1 teacher x 20 schools) in the participating secondary schools. Indirect beneficiaries will include 2,400 fellow students, teachers, parents and visitors in the participating schools viewing and attending the showcase, performance and deliverables.
- 4. Extent of Teachers' Involvement in the Project**
- 4.1 English teachers will be involved in the Project activities by
- Providing guidance and supervision to students taking part in the project activities;
  - Portraying the role of judges and jury in mock trials performed by students;
  - Evaluating students' performance;
  - Providing feedback to students and supporting self and peer assessment;
  - Contributing to the development of supplementary resources and ideas enriching their professional competence and catering for the diversities of their own students.

## 5 Conceptual Framework

- 5.1 Mock trial provides students with language practice<sup>8</sup> and makes the usage of English in the classroom an invigorating and lifelike activity.<sup>9</sup>
- 5.2 Featuring law-related themes and topics with input from members of the legal professionals, the methodology is a task-based cross-curricular approach covering elements of drama, short stories, debating and workplace communication that help students develop competence in the skills of listening, speaking, reading and writing as well as language development strategies (skills of thinking, reference, information, inquiry as well as working with others) making them motivated to apply English language as well as problem-solving and thinking skills in other key learning area of ***“Personal, Social and Humanities Education”***<sup>10</sup> as well as issues or topics related to ***“Liberal Studies” (Theme 2: Rule of law and socio-political participation Module 2: Hong Kong Today)***.<sup>11</sup>

## 6 Innovation

- 6.1 Activities will be implemented using a cross-curricular collaboration approach enabling students to use a range of activities and materials (including creative or imaginative texts) to enhance their motivation, and to develop creativity as well as critical thinking and problem-solving skills.
- 6.2 Students will take an active role in enriching their learning experiences through taking part in the project activities according to their needs and interests with a record showing the level of participation and learning profile.
- 6.3 English teachers will contribute to the evaluation, guidance and identification of students' needs catering for the diversities of students while enhancing their professional competence and sustainability of the project activities.
- 6.4 Activities will be implemented for students on joint school basis enhancing the effective use of resources and the achievement of synergy facilitating sharing of the learning experiences and project deliverables/outcomes benefiting the wider education sector as a whole.

## 7 Implementation Plan with Time-line

- 7.1 The project will be implemented in 3 main phases:-

### Phase 1: January 2010

- Compilation of activity specifications and documentation, guidance notes, references and learning resources data bank; web platform construction; publicity and coordination with schools, English teachers, student leaders/ambassadors and service providers.

### Phase 2: February 2010 – May 2010

- Launch of four joint school activities (Case Writing, Case Reporting, Project Presentation and Cross-Curricular Quiz) supplemented with an award

<sup>8</sup> Lee, Hall & Hurley 1999

<sup>9</sup> Clark & McDonough 1982

<sup>10</sup> Ibid. 3

<sup>11</sup> Ibid. 4

scheme and showcase/performance sessions.

Phase 3: June 2010

- Evaluation of performance; announcement of award-winning entries; distribution of certificates and awards; compilation of deliverables and reports.
- 7.2 There will be four joint school activities for participation by students in the project supplemented with an award scheme and showcase/performance sessions:-

**(1). Case Writing**

- A task-based English writing activity will be implemented in which students will create their own unique mock trial cases in English from scratch or based on real cases.
- They will work together as a team under the guidance of their English teachers.
- Students will write either witness statements in the region of 2,000 words or a role-play script of proceedings (30 minutes) in the trial courtroom.
- The theme of the cases will be in line with the module ***"The Individual and Society (Crime; Human Rights)"*** as suggested in the Compulsory Part of the NSS English Language curriculum.<sup>12</sup>
- As far as language items and communicative functions are concerned, students will use a variety of tenses, prepositions, formulaic expressions, adjectives, adverb phrases, adverbial clauses, the passive voice etc. to express factual information;<sup>13</sup> use a variety of tenses, the passive voice, reported speech, adverbs etc. to refer to events in the past.<sup>14</sup>
- Teachers' Roles: Provision of guidance, supervision and feedback to students in theme selection, teamwork and writing skills as well as portraying the role of judges and jury in classroom mock trials.
- Support to Teachers: Provision of guidance notes for teachers with on-going feedback as well as technical resources and references.

**(2). Case Reporting**

- A task-based English reading-writing-speaking activity will be implemented for students to read by themselves real trial cases and then present reports giving a summary and critical analysis of the underlying facts, rulings, concepts as well as associated values and attitudes with the guidance of their English teachers.
- Submission will be made in writing in the region of 300 – 600 words and/or oral format (3 – 5 minutes).
- A list of cases will be provided to student to choose from with guidance notes in line with the module ***"The Individual and Society (Crime; Human Rights)"*** as suggested in the Compulsory Part of the NSS English Language curriculum.<sup>15</sup>

<sup>12</sup> Ibid. 5

<sup>13</sup> Ibid. 1, Section 2.3.4, page 19

<sup>14</sup> Ibid. 1, Section 2.3.4, page 14

<sup>15</sup> Ibid. 5

- As far as language items and communicative functions are concerned, students will use adjectives, adjective phrases, formulaic expressions etc. to describe feelings and responses to happenings and states of affairs in some detail;<sup>16</sup> use a variety of tenses, the passive voice, adverb phrases, adverbial clauses etc. to find and provide evidence for a particular conclusion; use imperatives, modals, adjectives, adverbial clauses, formulaic expressions, rhetorical questions etc. to give and justify recommendations and make proposals.<sup>17</sup>
- Teachers' Roles: Provision of guidance, supervision and feedback to students in case analysis, research/reporting as well as reading/writing/speaking skills.
- Support to Teachers: Provision of guidance notes for teachers with on-going feedback as well as technical resources and references.

### (3). Project Presentation

- A project-learning-based English reading-writing-speaking activity will be held in which students will find out by themselves information about a law-related topic and then present their findings/arguments by written submission followed a verbal presentation by way of informative/persuasive speeches.
- There will be two parts of presentation. The written submission of findings will be in the region of 2,500 words. In the verbal delivery, each student will speak for about 5-8 minutes.
- Students will work together as a team under the guidance of their English teachers.
- A list of topics will be provided to student to choose from with guidance notes across the other key learning area of *"Personal, Social and Humanities Education"*<sup>18</sup> as well as issues or topics related to *"Liberal Studies" (Theme 2: Rule of Law and Socio-political Participation; Module 2: Hong Kong Today)*<sup>19</sup> relevant to the values of *"due process of law", "justice", "human rights and responsibilities", "rule of law"* etc. as provided in the NSS English Language curriculum.<sup>20</sup>
- As far as language items and communicative functions are concerned, students will use the simple present tense, adverb phrases, adjectives, gerunds, conditionals, formulaic expressions etc. to express opinions and judgments, and present arguments; use a variety of tenses, the passive voice, adverb phrases and adverbial clauses, formulaic expressions etc. to give presentations on the chosen topics.<sup>21</sup>
- In terms of language skills, students will utilize their speaking skills describing details that support a main idea and employing effective

<sup>16</sup> Ibid. 1, Section 2.3.4, page 16

<sup>17</sup> Ibid. 1, Section 2.3.4, page 20

<sup>18</sup> Ibid. 5

<sup>19</sup> Ibid. 4

<sup>20</sup> Ibid. 7

<sup>21</sup> Ibid. 1, Section 2.3.4, page 21

persuasive devices.<sup>22</sup>

- In the process, language development strategies of thinking, reference and enquiry skills on the part of the students will be enhanced while the skills of working with others, planning and managing one's own learning as well as self-motivation will be encouraged.<sup>23</sup>
- Teachers' Roles: Provision of guidance, supervision and feedback to students in topic selection, teamwork and reading/writing/speaking skills as well as development of supplementary materials.
- Support to Teachers: Provision of guidance notes for teachers with on-going feedback as well as project administration support with technical resources and references.

#### (4). Cross-Curricular Interactive Quiz

- A cross-curricular based English listening-speaking activity will be held in which students will listen to questions/tasks and then provide answers/solutions orally on interactive quiz basis in which student will compete as teams of three members and work on law-related topics related to other key learning area of *"Personal, Social and Humanities Education"*<sup>24</sup> as well as issues or topics related to *"Liberal Studies" (Theme 2: Rule of Law and Socio-political Participation; Module 2: Hong Kong Today)*<sup>25</sup> relevant to the values of *"due process of law"*, *"justice"*, *"human rights and responsibilities"*, *"rule of law"* etc. as provided in the NSS English Language curriculum.<sup>26</sup>
- In terms of language skills, students will listen for and present orally information and ideas and develop how to use their English listening and speaking skills effectively.<sup>27</sup>
- Teachers' Roles: Provision of guidance, supervision and feedback to students in researching the related topics and the application of listening/speaking skills as well as development of supplementary materials.
- Support to Teachers: Provision of guidance notes for teachers as well as technical resources and references.

#### (5). Award Scheme

- A four-tier award scheme will be implemented to motivate and encourage students to take part actively throughout the project period for case writing, case reporting and project presentation.
- Entries that meet or exceed the required level of requirements and standard will be awarded by way of certificates of merit, bronze, silver and gold together with books and/or stationery respectively and the top three

<sup>22</sup> Ibid. 1, Section 2.3.4, page 24

<sup>23</sup> Ibid. 1, Section 2.3.4, page 26

<sup>24</sup> Ibid. 5

<sup>25</sup> Ibid. 4

<sup>26</sup> Ibid. 7

<sup>27</sup> Ibid. 1, Section 2.3.4, page 23

entries will be further awarded with trophies as a token of motivation and recognition

- Teachers' Roles: Contribution to the motivation and encouragement of students.
- Support to Teachers: Provision of award scheme administration support.

**(6). Showcase and Performance**

- All students' entries will be posted on a website dedicated to the project for effective dissemination and sharing by fellow students as well as the wider section of the education sector as a whole.
- Selected students' work will also be showcased on display boards arranged at individual participating schools, published in a joint school monthly newsletter and performed at schools' gatherings and award sessions dedicated to the project for viewing by fellow students, teachers, parents, guests and visitors.
- Teachers' Roles: Provision of guidance to students in arranging display boards, and newsletter articles as well as showcasing students' work at schools' gatherings or award sessions.
- Support to Teachers: Provision of advice and technical support in relation to board designs, newsletter publication and organization of gatherings or award sessions.

## 8 Expected Deliverables and Outcomes

### 8.1 Tangible deliverables

- Four sets of activity documentation, guidance notes for teachers, references and learning resources data bank, students' entries in respect of the four joint school activities - Case Writing, Case Reporting, Project Presentation and Cross-Curricular Quiz.
- Multimedia resources in respect of showcase/performance of students' work.

### 8.2 Intangible outcomes

- Enrichment of students' learning experiences in reading, writing, speaking and listening English.
- Increase in students' proficiency and motivation in presenting facts and arguments in English.
- Enhancement of students' self-learning skills; promote self-assessment, peer assessment, and student portfolios.
- Increase in substantive knowledge among target students' of the topics in the other key learning area of *"Personal, Social and Humanities Education"*<sup>28</sup> as well as issues or topics related to *"Liberal Studies" (Theme 2: Rule of Law and Socio-political Participation; Module 2: Hong Kong Today)*<sup>29</sup> relevant to the values of *"due process of law"*, *"justice"*, *"human rights and responsibilities"*, *"rule of law"* etc. as provided in the NSS

<sup>28</sup> Ibid. 3

<sup>29</sup> Ibid. 4



English Language curriculum.<sup>30</sup>

- Strengthening of self-confidence, cooperative learning, teamwork and joint effort.
- Enhancement of professional competence of teachers in making use of the methodology engaging students in reading, writing, speaking and listening.

**9 Budget Services**

1	Compilation and development of four joint school activities (case writing, case reporting, project presentation, cross-curricular quiz) specifications and documentation, guidance notes, references and learning resources data bank (4 sets x \$15,000 per set)	
		\$60,000
2	Publicity, promotion, dissemination, hosting of showcase/performance hosting, joint school coordination/liaison	
		\$25,000
3	Collection, processing, analysis and archiving of students' entries	
		\$16,000
4	Evaluation, assessment, surveys and reporting	
		\$24,000
5	Project website set-up, design, construction, hosting, updating and maintenance	
		\$21,500
6	Video, images and multimedia resources production	
		\$40,000
	<b>SUB-TOTAL</b>	<b>\$186,500</b>
<b>General Expenses</b>		
7	Postage, letterhead, envelope, stationery, photocopying	
		\$8,000
8	Photographs processing and developing, DVD/data disc replication	
		\$3,000
9	Showcase/performance venue, set-up, logistics & transportation, reception of visitors & guests	
		\$38,000
10	Awards, trophies, prizes, certificates, souvenirs	
		\$10,000
	<b>SUB-TOTAL</b>	<b>\$59,000</b>
	<b>TOTAL</b>	<b>\$245,500</b>

<sup>30</sup> Ibid. 7

**9A Report Submission Schedule**

My organization commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 01/01/2010 - 30/06/2010	30/09/2010	Final Financial Report 01/01/2010 - 30/06/2010	30/09/2010

**9B Asset Usage Plan**

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Not applicable for the time being				

**10 Evaluation Parameters and Method**

- 10.1 Baseline Data: Pre-activity surveys and assessment on proficiency levels will be taken as point of referenced. Teachers will contribute to the provision of data based on students' track record and past performance at school. Students will contribute to the provision of data via self-assessment identifying strengths and areas for improvement.
- 10.2 Benchmarks: English reading, writing, speaking and listening proficiency at the commensurate levels
- 10.3 Key performance indicators: Post-activity surveys and on-going assessment will be conducted throughout the project period based on students' extent, frequency and scope of participation as well as feedback and level of achievement in the project activities.
- 10.4 The data generated will give rise to performance indicators to be compared with the baseline data and the benchmarks. Indicators would include increase in ratings for English reading, writing, speaking and listening proficiency; increase in awareness and knowledge levels; percentage of ratings comparable to or above the benchmarks;
- 10.5 Degree and number of attendance and participation: It is expected that at least 90% of students will demonstrate an increase in proficiency ratings after participation in the Project activities and not less than 75% of them will demonstrate proficiency ratings comparable to or above the benchmarks.

**11 Sustainability**

- 11.1 The project could add value to the participating schools through engaging students and cultivating greater interest in using English to communicate facts and arguments, enriching students' learning experiences and portfolios while promoting self-learning skills.
- 11.2 The activities of the project could be sustained after completion of the project via individual school mock trial clubs (or branches within existing English clubs/societies) to be launched at participating schools funded in future by schools, students or parents. Teachers and students of schools participating in the project activities could serve as leaders or ambassadors sharing their experience and knowledge base with fellow teachers and future students at their respective schools providing peer support in the launch of such school mock trial clubs or branches.
- 11.3 The tangible deliverables of the project could be utilized and built on by the participating schools and the wider section of the education sector for future use by students after project completion.

**12 Dissemination / Promotion**

- 12.1 Printed Media: Information on the project activities including posters and leaflets will be distributed to target beneficiaries and the press providing coverage of education news at various stages during the project period.
- 12.2 Online Media; A website devoted to the project will be set up with information on the project activities transmitted to target beneficiaries and the wider audience of the education sector via emails, discussion boards, search engines and other web marketing channels throughout the project period.
- 12.3 Networks of Schools, Teachers and Students: Information on the project activities will be shared with schools, teachers and students through the joint schools association as well as networks established in previous activities.

**Table A**

List of teachers participated in survey conducted by the Applicant in school year 2008/2009

1	Mr. Gerald Crawford	CCC Heep Woh College
2	Mr. Perry Bayer	CCC Ming Kei College
3	Mr. John Saket	Cheung Chuk Shan College
4	Ms Bonnie Tam	Diocesan Girls' School
5	Miss Charlotte Ho	Diocesan Girls' School
6	Miss Connie Ng	Good Hope School
7	Mr. Steven Lee	Heep Yunn School
8	Mrs. Bernadette Walker	Hoi Ping Chamber of Commerce Secondary School
9	Mr. Stanley Dyer	Kwok Tak Seng Catholic Secondary School
10	Mr. Aloysius Lee	Maryknoll Convent School
11	Ms. Denise Richardson	Methodist College
12	Mr. Jeffrey Chow	Munsang College
13	Ms. Rosanna Lo	Our Lady's College
14	Miss Leung Ping Yee	Po Leung Kuk Centenary Li Shiu Chung Memorial College
15	Miss Sandy Leung	S.T.F.A. Leung Kau Kui College
16	Miss Lui Nga Kwan	Shatin Pui Ying College
17	Mr. Anthony Cheung Sik Hong	SKH Bishop Mok Sau Tseng Secondary School
18	Mr. Hui Hin Cho	SKH Lam Kau Mow Secondary School
19	Miss Brenda Yuen	St. Francis Xavier's College
20	Ms Pauline Chang	St. Mark's School
21	Miss Carol Lo	St. Mark's School
22	Miss Olivia Cheung	St. Mary's Canossian College
23	Mrs. Mary Bodoimo	St. Paul's Co-educational College
24	Mrs. Kimberly Wierzbicki	St. Paul's Co-educational College
25	Mr. Alvin Yu Wai Ip	St. Paul's College
26	Mr. Cheng Kwok Hung	St. Paul's Convent School
27	Mrs. Mary Mandeville	St. Paul's Convent School
28	Ms Joyce Leung	St. Rose of Lima's College
29	Miss Judy Yee	St. Stephen's Girls' College
30	Mr. Tom Derbyshire	Stewards Pooi Kei College
31	Mr. Raymond Lee	Wa Ying College
32	Miss Elaine So	Wah Yan College, Hong Kong
33	Ms Leonie Cotter	Wah Yan College, Hong Kong
34	Mr. Ashok Daswani	Wah Yan College, Kowloon
35	Ms Ip Wai Ching	Yuen Long Merchants Association Secondary School

**Table B**

List of schools participated in mock trial activities organized by the Applicant since school year 2006/2007

1. Baptist Lui Ming Choi Secondary School	29. SKH Tsang Shiu Tim Secondary School
2. Buddhist Sin Tak College	30. SKH Tsoi Kung Po Secondary School
3. Carmel Divine Grace Foundation	31. South Tuen Mun Government Secondary School

<i>Secondary School</i>	
4. Carmel Secondary School	32. St. Catherine's School for Girls (Kwun Tong)
5. CCC Heep Woh College	33. St. Francis' Canossian College
6. Cheung Chuk Shan College	34. St. Francis Xavier's College
7. Diocesan Girls' School	35. St. Mark's School
8. Good Hope School	36. St. Mary's Canossian College
9. Heep Yunn School	37. St. Paul's Co-educational College
10. Hoi Ping Chamber of Commerce Secondary School	38. St. Paul's College
11. Homantin Government Secondary School	39. St. Paul's Convent School
12. Lam Tai Fai College	40. St. Paul's School (Lam Tin)
13. Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery	41. St. Paul's Secondary School
14. Maryknoll Convent School	42. St. Rose of Lima's College
15. Methodist College	43. St. Stephen's College
16. Munsang College	44. St. Stephen's Girls' College
17. Our Lady of the Rosary College	45. Tak Nga Secondary School
18. Our Lady's College	46. True Light Girls' College
19. Pentecostal Lam Hon Kwong School	47. Tsuen Wan Government Secondary School
20. Po Leung Kuk Centenary Li Shiu Chung Memorial College	48. Tuen Mun Government Secondary School
21. Pui Ching Middle School	49. TWGHs Wong Fut Nam College
22. S.T.F.A. Leung Kau Kui College	50. Wa Ying College
23. Sha Tin Government Secondary School	51. Wah Yan College, Hong Kong
24. Shatin Pui Ying College	52. Wah Yan College, Kowloon
25. Sing Yin Secondary School	53. Wong Shiu Chi Secondary School
26. SKH Bishop Mok Sau Tseng Secondary School	54. Ying Wa College
27. SKH Lam Kau Mow Secondary School	55. Yuen Long Merchants Association Secondary School
28. SKH Lam Woo Memorial Secondary School	56. Yuen Long Public Secondary School

**Table C**

Specific responses from teachers and students to mock trial activities organized by the Applicant since school year 2006/2007

*"Mock trial helps my students strengthen their skills in thinking, public speaking and debate. Very different from the pedagogy at school."*

- PAUL BUTLER-WHITE, NET  
Methodist College 2006/2007

*"I would just like to express my thanks to you for offering such a stimulating and enriching course... All of our students thoroughly enjoyed themselves and greatly appreciated the experience."*

- KAREN MARGETTS, NET  
Cheung Chuk Shan College 2006/2007

*"... students much enjoyed the workshop and were actively involved in the discussion."*

- PAULINE CHANG, English Panel Chair  
St. Mark's School 2006/2007

*"I was really impressed by the teamwork of the students and the good use of words, question tags, verbs ..."*

JANNIE TSANG, English Panel  
St. Francis Xavier's College 2008/2009

*"... mock trial is a kind of language exercise we need in Hong Kong. I cannot recommend it more strongly to students at any level. It's an extremely demanding intellectual and language exercise. It's also of value in terms of critical thinking, organizational and presentation skills..."*

- ALOYSIUS LEE, English Panel Chair  
Maryknoll Convent School 2008/2009

*"I think mock trial is currently the most challenging language task you have to do in a competition. It is an extra-ordinary task you are doing using your second language and thinking on your feet when things come up and you haven't planned for ..."*

- LEONIE COTTER, NET  
Wah Yan College, Hong Kong 2008/2009

*"... all the students on our team greatly appreciate having taken part in the mock trials."*

- ALVIN YU, Careers Master  
St. Paul's College 2008/2009

*"Your mock trial was a very enjoyable and worthwhile activity and deserves to be continued and fully supported. I believe HK's legal framework is a component of the new compulsory NSS Liberal Studies course to be offered this coming school year. Perhaps this could be an avenue for further similar activities to be linked to schools providing them with a valuable and practical application of their study in a very professional and enjoyable manner."*

- TOM DERBYSHIRE, English Adviser  
Stewards Pooi Kei College 2008/2009

*"It is a very enjoyable experience. Clear instructions. I learnt a lot. Thank you."*

- F.3 student  
Sha Tin Government Secondary School 2006/2007

*"I enjoyed the role-play in which I had the chance to play the roles of witness and lawyers exercising*

*my speaking and listening skills."*

- F.3 student  
Cheung Chuk Shan College 2006/2007

*"I was in the St. Catharine's Mock Trial team ... It was good for my English. You should try it at your school."*

- F.6 student  
St. Catharine's School for Girls 2007/2008

*"In the mock trial, some of us would act as lawyers, and some would act as witnesses ... I have learnt a lot in the mock trial, for example, how to be a good lawyer, how to ask question in a formal way and how a witness felt while answering the question from the lawyer. I have a lot of unforgettable memories and experiences during the meetings, practices and of course the competitions ..."*

- F3 Student  
Shatin Pui Ying College 2008/2009

#### **Table D**

List of schools with student leaders/ambassadors serving on the Student Committee of Joint School Mock Trial Club launched by the Applicant

1. Yuen Long Merchants Association Secondary School
2. Po Leung Kuk Centenary Li Shiu Chung Memorial College
3. Sha Tin Government Secondary School
4. Sing Yin Secondary School
5. St. Paul's College
6. St. Mary's Canossian College
7. St. Mark's School
8. St. Francis' Canossian College
9. Diocesan Girls' School
10. Renaissance College
11. Wah Yan College, Kowloon
12. Hang Seng School of Commerce (A-level Section)
13. Maryknoll Convent School
14. St. Catherine's School for Girls (Kwun Tong)

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