



Faculty of **Education**  
The University of Hong Kong



優質教育基金  
Quality Education Fund

**Quality Education Fund Thematic Networks - Tertiary Institutes (QTN-T)**  
**Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools (2021-2022)**

**Module : Popular Culture**

**Title : New Male Beauty Standards Across Asian Cultures**

**Secondary 4 English**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ (    )



## Contents

<b>New Male Beauty Standards across Asian Cultures - Reading</b> .....	<b>1</b>
Pre-reading Stage (Version 1).....	1
Task 1 – Celebrities and Trends .....	1
Task 2 – Describing Styles and Trends .....	1
Task 3 – Brainstorming: How does the rise of feminine male celebrities influence the way people think?.....	2
Pre-reading Stage (Version 2).....	3
Task 1 – Style, Preference or Trend? .....	3
Task 2 – Describing Styles and Trends .....	3
Task 3: Brainstorming – How does the rise of feminine male celebrities influence the way people think?.....	4
While-reading Stage.....	5
Post-reading Stage.....	6
Task 1 – Reading Questions .....	6
Task 2 – Language Revision (Relative clauses).....	9
Task 3 – Language Revision (Participial phrases) .....	10
Task 4 – Language Revision (Inversion).....	12
<b>New Male Beauty Standards across Asian Cultures – Writing</b> .....	<b>13</b>
Pre-writing Stage.....	13
Task 1 – Understanding rubrics and my action plan .....	13
Task 2 – Understanding of the text type.....	15
Task 3 – Content Preparation and Organisation.....	18
Task 4 – Language Preparation (Version 1).....	19
Task 4 – Language Preparation (Version 2).....	20
While-writing Stage .....	22
Task 5 – Collaborative Writing .....	22
Task 6 – Individual Writing .....	23
Post-writing Stage .....	24
Task 7 – Self- and Peer Assessment.....	24
Task 8 – Teacher’s Marking Rubrics .....	26
Appendix 1 – An Adapted Activity for Pre-writing Stage Task 1 .....	0

### **Copyright disclaimer**

This project is supported by Quality Education Fund (Project No. EDB/QEF 51/17)  
 The Trustee of the Quality Education Fund is the owner of the copyright of this product.  
 Any reproduction of this product for commercial purposes is strictly prohibited unless prior written consent has been obtained from the Trustee of the Quality Education Fund.

此計劃由優質教育基金贊助 (計劃編號 EDB/QEF 51/17)

此計劃產品權屬優質教育基金擁有，未經許可，不得翻印以作商業用途。

## New Male Beauty Standards across Asian Cultures - Reading

### Pre-reading Stage (Version 1)

#### Task 1 – Celebrities and Trends

Look at the following pictures, can you think of any celebrity who has similar styles?

Group 1	Group 2
	
	

#### **Task 2 – Describing Styles and Trends**

What adjectives will you use to describe each group of them? Leave your response on the online collaborative platform.

A list of adjectives you may consider (you can use your own words too)

tough    caring    cool    manly    fashionable    gentle    loving    stylish

***Teacher’s note: A Mentimeter activity is designed for this activity. Due to the copyright issue, the original Mentimeter activity is not shown here. Teacher may consider using other online collaborative platforms and allow student input and sharing.***

### Task 3 – Brainstorming: How does the rise of feminine male celebrities influence the way people think?

Post your answers on the online collaborative platform!

You may think about ...

- fashion choice
- idol worshipping
- appearance
- music and movie preference



**Teacher's note: A Padlet activity is designed for this activity. Due to the copyright issue, the original Padlet activity is not shown here. Teacher may consider using other online collaborative platforms and allow student input and sharing.**

## Pre-reading Stage (Version 2)

### Task 1 – Style, Preference or Trend?

Look at the following pictures. Which one is closer to your preferred men’s style? Which one is the main trend among your friends?

Men’s style 1	Men’s style 2	Men’s style 3



Style \_\_\_\_\_ is closer to my preferred men’s style.

Style \_\_\_\_\_ is the main trend among my friends.

### Task 2 – Describing Styles and Trends

Circle the suitable adjectives that describe the styles in the 3 pictures.

Men’s style 1	Men’s style 2	Men’s style 3
attractive	eye-catching	athletic
gorgeous	adorable	manly
clean-cut	rough	nice-looking
cool	fashionable	alluring
tough	fit	well-groomed
rugged	cute	suntanned
	sexy	

Use the following tools to search for more adjectives to describe men’s styles.

alluring	
<b>Dictionary</b>	<b>Thesaurus</b>

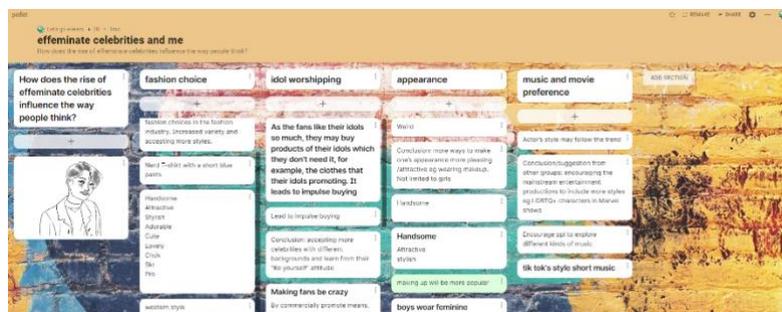
descriptive words for a man	
<b>Dictionary</b>	<b>Thesaurus</b>

### Task 3: Brainstorming – How does the rise of feminine male celebrities influence the way people think?

Post your answers on the online collaborative platform!

You may think about ...

- fashion choice
- idol worshipping
- appearance
- music and movie preference



**Teacher's note: A Padlet activity is designed for this activity. Due to the copyright issue, the original Padlet activity is not shown here. Teacher may consider using other online collaborative platforms and allow student inputs and sharing.**

## While-reading Stage

Read the following letter to the editor and answer the questions.

The school-based text discussed the trends in feminine male celebrities in media and the pressure on boys' self-concept and gender perceptions.

Due to copyright issues, the original school-based text is removed. Teachers may search and adapt a new text similar to this topic.

## Post-reading Stage

### Task 1 – Reading Questions

*Skill-focus – Summary Cloze (Nominalisation) (Version 1)*

i) Read the following example and change the verbs in the given sentences to nouns.

*e.g. We **analysed** the data from the experiment, and it revealed that children **react** when they have too much sugar.*

→ *The **analysis** of the data revealed children's **reaction** to excessive sugar intake.*

1) We **evaluated** the results and this **explains** the loss in revenue.

→ *An \_\_\_\_\_ of results provides **an** \_\_\_\_\_ to the loss in revenue.*

2) We **define** a business strategy as a long-term plan of action designed to achieve a particular goal.

→ *The \_\_\_\_\_ of business strategy is a long-term plan of action designed to achieve a particular goal.*

3) When you **predict** the trend of retail sales it requires information.

→ *The \_\_\_\_\_ in the trend of retail sales requires different information.*

4) The one primary issue to **create** value in a business is profits.

→ *Value-\_\_\_\_\_ in a business is connected to one primary issue—profits.*

ii) Read paragraphs 3-4 and fill in the summary below. Use ONE word for each blank. You have to change the forms of your answers to a NOUN.

The rise of soft masculine (1) \_\_\_\_\_ among male celebrities, as Carrie put it, is caused by the instant (2) \_\_\_\_\_ of content on social media. Children are likely to be affected by the endless (3) \_\_\_\_\_ of new male celebrity style content. As such, platforms which facilitate the (4) \_\_\_\_\_ of such ideologies should be shut down. Carrie also suggested that (5) \_\_\_\_\_ is the only measure against this rotten culture, and this can be achieved through (6) \_\_\_\_\_ and (7) \_\_\_\_\_ of harmful content. At the end of the letter, Carrie restated that (8) \_\_\_\_\_ of the improper ideas of beauty is sorely needed at the moment. This will be key to the (9) \_\_\_\_\_ of order in society.

## Part D Skill-focus 4 – Summary Cloze (Nominalisation) (Version 2)

i) Read the following example and change the verbs in the given sentences to nouns.

*e.g. We **analysed** the data from the experiment, and it revealed that children **react** when they have too much sugar.*

→ *The **analysis** of the data revealed children's **reaction** to excessive sugar intake.*

1) We **evaluated** the results and this **explains** the loss in revenue.

→ *An \_\_\_\_\_ of results provides **an** \_\_\_\_\_ to the loss in revenue*

2) We **define** a business strategy as a long-term plan of action designed to achieve a particular goal.

→ *The \_\_\_\_\_ of business strategy is a long-term plan of action designed to achieve a particular goal.*

3) When you **predict** the trend of retail sales it requires information.

→ *The \_\_\_\_\_ in the trend of retail sales requires different information.*

4) The one primary issue to **create** value in a business is profits.

→ *Value-\_\_\_\_\_ in a business is connected to one primary issue—profits.*

ii) Read paragraphs 3-4 and fill in the summary below by choosing the most appropriate words from the box below. You have to change the forms of your answers to a NOUN.

awake	bombard	culture	censor	correct	delete
eradicate	restore	share	spread		

The rise of soft masculine (1) \_\_\_\_\_ among male celebrities, as Carrie put it, is caused by the instant (2) \_\_\_\_\_ of content on social media. Children are likely to be affected by the endless (3) \_\_\_\_\_ of new male celebrity style content. As such, platforms which facilitate the (4) \_\_\_\_\_ of such ideologies should be shut down. Carrie also suggested that (5) \_\_\_\_\_ is the only measure against this rotten culture, and this can be achieved through (6) \_\_\_\_\_ and (7) \_\_\_\_\_ of harmful content. At the end of the letter, Carrie restated that (8) \_\_\_\_\_ of the improper ideas of beauty is sorely needed at the moment. This will be key to the (9) \_\_\_\_\_ of order in society.

Review your work in Part D. Identify the following language patterns with the corresponding question numbers.

Adjective + NOUN	Questions _____, _____, _____
Article + NOUN	Question _____
NOUN as the subject of a clause	Questions _____, _____
Preposition + NOUN	Questions _____, _____

Extended Task:

Work in groups. Read lines 30 – 65 and give ONE example to each of the following language patterns.

Adjective + NOUN	e.g.	Line
Article + NOUN	e.g.	Line
NOUN as the subject of a clause	e.g.	Line
Preposition + NOUN	e.g.	Line

## Task 2 – Language Revision (Relative clauses)

We use **relative clauses** to put two pieces of information into one sentence, using **relative pronouns**:

Relative Pronoun	For	Examples
who	people	She is the British actor <u>who</u> gave a speech on gender equality in the United Nations.
which	animals or things	East Asian entertainment culture shapes the global pop culture <u>which</u> has been widely accessible through social media platforms.
that	people, animals and things	He is the male beautician <u>that</u> I consulted. He recommended skincare products <u>that</u> suit both men and women.
whose	possession	I know this idol <u>whose</u> fan club customizes a plane exterior as a birthday gift.

Choose the correct relative pronouns.

- Social media has a strong impact on pop culture \_\_\_\_\_ influences the lifestyles of young people.
 

which  
 that  
 who
- We are now changing the perceptions about men \_\_\_\_\_ wear make-up.
 

that  
 who  
 whose
- The make-up vlogger \_\_\_\_\_ receives more than 1,000,000 subscribers shut down his social media platform yesterday.
 

whose  
 that  
 who
- Korea has a competitive job market \_\_\_\_\_ gives pressure to the jobseekers to touch up their appearance by plastic surgery.
 

which  
 that  
 who
- The actor \_\_\_\_\_ parents were once in the filming industry has received the best actor nomination this year.
 

who  
 that  
 whose

### Task 3 – Language Revision (Participial phrases)

**Present Participle – These are formed by verbs ending in “-ing.” Present participles have a similar meaning to active verbs.**

**Example:**

When I read the discussion about “Pretty Boy” celebrities in Asian media industry, **I** think it’s just simply some aesthetic values towards men’s style.

Reading the discussion about “Pretty Boy” celebrities in Asian media industry, **I** think it’s just simply some aesthetic values towards men’s style.

**Past Participle – These phrases are formed by verbs ending in “-ed.” Past participles normally have a passive meaning.**

**Example:**

The men’s skincare beauty is normalised by the shift of cultural norms. **It** is a choice of a personal image rather than a fixed gender concept.

Normalised by the shift of cultural norms, **men’s skincare beauty** is a choice of a personal image rather than a fixed gender concept.

Practice 1:

Tick (✓) the correct answers.

1. \_\_\_\_\_ at the Korean skincare advertisement around the city, more people are accepting the changing beauty concepts.

- Looking                       Looked

2. \_\_\_\_\_ new male beauty standards, the Korean skincare industry becomes the world’s third cosmetics exporter.

- Promoting                       Promoted

3. \_\_\_\_\_ social media websites, celebrities become a way for business sections to reach social media customers.

- Utilizing                       Utilized

4. \_\_\_\_\_ as a new soft power, East Asia pop culture is gaining more attention globally.

- Regarding                       Regarded

5. \_\_\_\_\_ the popularity of young idols among the youth worldwide, more politicians begin to appoint young celebrities as delegates in international organisations.

- Seeing                       Seen

## Practice 2:

Complete the sentences using the present participle or past participle of the verbs in the brackets.

1. \_\_\_\_\_ (inspire) by the Korean pop artists, young people strive for what they perceived as a perfect look.
2. \_\_\_\_\_ (accept) the Asian beauty standards, more man customers approach skincare booths for enhancing self-image.
3. \_\_\_\_\_ (worry) the irrational “star-chasing” behaviours, parents should spend time discussing openly the idol worshipping.
4. \_\_\_\_\_ (interview) by the online fashion magazines, the designer claimed that the unisex fashion is a representation of equality.
5. \_\_\_\_\_ (disagree) with the super-slim and doll-like body shape, the Body Positive movement in the western countries encourages the acceptance for all body types and sizes.

**Task 4 – Language Revision (Inversion)**

**Inversion is a reversal of normal word order, especially the placement of a verb ahead of the subject (subject-verb inversion). We use inversion to add emphasis to statements and variety to our writing.**

**To invert a sentence, move the negative adverbial to the beginning of the sentence.**

Example: Invert the subject and auxiliary verb:

I had never heard something so ridiculous.'

*Inverted: 'Never had I heard something so ridiculous'.*

Tick (✓) the correct statement

1. Teens are not only strongly influenced by pop culture but it affects them on many levels.

- a. Not only are teens strongly influenced by pop culture but it affects them on many levels.
- b. Not only teens are strongly influenced by pop culture but it affects them on many levels.

2. I seldom approached skincare from a gender standpoint.

- a. Seldom I approached skincare from a gender standpoint.
- b. Seldom did I approach skincare from a gender standpoint.

3. People rarely realise the commercialization of pop culture.

- a. People rarely do realise the commercialization of pop culture.
- b. Rarely do people realise the commercialization of pop culture.

4. Parents understand little about the “star-chasing” behaviour among teenagers.

- a. Little parents do understand about the “star-chasing” behaviour among teenagers.
- b. Little do parents understand about the “star-chasing” behaviour among teenagers.

5. Designers hardly predict the fashion trends influenced by pop artists.

- a. Hardly designers predict the fashion trends influenced by pop artists.
- b. Hardly do designers predict the fashion trends influenced by pop artists.

**- END OF READING PART -**

## New Male Beauty Standards across Asian Cultures – Writing

Task: You are Chris Wong. You have recently read a school textbook about teenagers and personal development.

*'Boys should grow up to be strong and capable. A man should have no fear. A man can only grunt, but never cry, or scream, or speak in a "girly" tone.'*

You think the description above is outdated. Write to the editor of *Hong Kong Post* explaining whether you agree that such textbooks should be taught in schools.

### Pre-writing Stage

#### Task 1 – Understanding rubrics and my action plan

Read the following comments made for a writing task. Can you match the comments (A to I) by linking to suggested actions for improvement?

- A. *Some ideas are mentioned but few are developed (Level 1)*
- B. *Grammatical errors frequently obscure meaning, ambiguous and incomprehensible to readers (Level 1)*
- C. *Occasional attempts are made to use more complex sentences but not entirely successful. (Level 3)*
- D. *Several reasons are given, namely, to support the argument early in each paragraph (Level 3)*
- E. *Vocabulary items used are generally appropriate. There are examples of descriptive phrases, adjectives and adverbs 'nibble' (Level 5)*
- F. *There are very many relevant ideas and sensible arguments here and these are well developed and supported with elaboration (e.g. data, research, example etc.) The content shows effort to interest the readers. (Level 5)*
- G. *Some use of simple cohesive devices e.g. 'so', 'and', 'because' (Level 1)*
- H. *The writer demonstrates a good use of simple and complex sentences with a wide range of accurate and appropriate sentence structures, though there are some errors that do not affect overall clarity. (Level 5)*
- I. *Unable to explain clearly why the topic is meaningful or interesting to the reader (Level 1)*

**Actions for improvement**

Student who receives comments \_\_\_\_\_ needs to make more efforts to improve the use of correct grammar to talk about his /her ideas and thoughts. More attempts are needed to use a variety of simple, compound and occasionally complex sentences to present ideas to readers.

Student who receives comments \_\_\_\_\_ may plan better to achieve higher by improving idea organisation, using more grammatically correct sentences and practising the use of advanced sentence patterns to present the ideas in different ways.

Student who receives comments \_\_\_\_\_ can demonstrate more effective communication with well-organised and clear content, effective use of appropriate language devices and varied sentence patterns to convey messages to the target readers.

*Self-reflection*

<p>I think my present performance would fit to comment(s) / rubric(s): _____</p> <p>My improvement plan to achieve comment(s) / rubric(s) .....will be:</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

## Task 2 – Understanding of the text type

### Letter to the editor

Letter to the editor is an important part of the newspaper and allows the communication of thoughts from the public dialogue. Readers submit their letters to the editor with reasons and perspectives towards an issue. They may agree, disagree, and provide new information or perspective that has not been covered in the discussion of the issue.

#### Sample letter to the editor



Dear Editor,

I am writing in response to Alan’s article published in the Teen Post forum last Friday.

5 I agree K-pop culture is now an irresistible trend among teens worldwide. From fashion, music, drama to beauty products, the new cultural norms shape all walks of life. Is pop  
10 culture strategically produced or socially created? I would like to raise the readers’ reflection on global consumerism and how social media drives our consumption choices and  
15 behaviours by revolutionizing gender

norms and promoting genderless lifestyles.

Concerning the male makeup culture claiming to change the old stereotype, I  
20 question whether the commercial advertisement is shaping another “good-looking” male standard which we, men, are facing pressure to conform to the K-pop “pretty boy” standards. Eventually,  
25 our culture is not becoming more gender-inclusive but tends to be market-driven. In my view, entertainment business turns out to be the true winners in redefining new pop culture.

30 Aidan

Ho Man Tin

*Group Task 1 – Genre analysis of a letter of advice*

Refer to the sample writing on page \_\_\_\_\_, identify the following features in the letter to the editor. Highlight in yellow / mark the line number.

**General purpose**

to voice their opinions and express views towards the local, regional or international issues being reported or discussed in the newspaper.

issue: line \_\_\_\_\_

opinion of view: line \_\_\_\_\_

**Style of writing**

Semi-formal to formal

Example of semi-formal style: line \_\_\_\_\_

Example of formal style: line \_\_\_\_\_

**Audience**

Editor and readers of the newspaper

Possible readers who are interested in reading this letter: \_\_\_\_\_

**Tone**

Rational /Reasonable tone: line \_\_\_\_\_

Persuasive tone: line \_\_\_\_\_

*Group Task 2 – Structure of a letter format*

Many letters to the editor follow the structure as below:

<b>Features</b>	<ol style="list-style-type: none"> <li>1. Salutation (Dear Editor)</li> <li>2. Writing purpose and reference to the letter / article about the issue/situation</li> <li>3. A clear and detailed explanation of the arguments, with reasons and evidence given</li> <li>4. Conclusion</li> <li>5. Complimentary close</li> </ol>
-----------------	---

**Refer to the sample writing on page \_\_\_\_\_, identify the following features in the letter to the editor. Highlight in green/mark the line number.**

(line     ) Salutation	(line     ) Writing purpose
(line     ) Opinion	(line     ) Reason(s)
(line     ) Conclusion	(line     ) Personal Details
(line     ) Supporting details	(line     ) Reference to the letter / article
(line     ) Stakeholders / perspectives	(line     ) Counter-argument and refutation

### Task 3 – Content Preparation and Organisation

Readers with different backgrounds or experiences may have varied perspectives towards the same topic or issue. It is always useful to understand the different voices from different stakeholders or perspectives.

Read the comments from the text (i.e. UncleFatz, SistaFaa, and Anson\_LoL/1999) and think about which perspective they are focusing on in their argument.

Identifying perspectives and stakeholders

Readers	Perspectives	Stakeholders			
UncleFatz	<input type="checkbox"/> personal development <input type="checkbox"/> mental health <input type="checkbox"/> culture / society	<input type="checkbox"/> educators	<input type="checkbox"/> parents	<input type="checkbox"/> students	<input type="checkbox"/> general public
SistaFaa	<input type="checkbox"/> personal development <input type="checkbox"/> mental health <input type="checkbox"/> culture / society	<input type="checkbox"/> educators	<input type="checkbox"/> parents	<input type="checkbox"/> students	<input type="checkbox"/> general public
Anson_LoL/1999	<input type="checkbox"/> personal development <input type="checkbox"/> mental health <input type="checkbox"/> culture / society	<input type="checkbox"/> educators	<input type="checkbox"/> parents	<input type="checkbox"/> students	<input type="checkbox"/> general public

Read the following standpoints made by UncleFatz, SistaFaa, and Anson\_LoL/1999. Decide whether you agree or disagree with his/her views or supporting arguments. Choose ONE of their views and plan your possible response with reasons.



1 UncleFatz:

<input type="checkbox"/> agree	<input type="checkbox"/> disagree
--------------------------------	-----------------------------------

2 SistaFaa:

<input type="checkbox"/> agree	<input type="checkbox"/> disagree
--------------------------------	-----------------------------------

3 Anson\_LoL/1999:

<input type="checkbox"/> agree	<input type="checkbox"/> disagree
--------------------------------	-----------------------------------

---



---



---



---

OREO

- Opinion
- Reasons
- Explanations
- Opinion

## Task 4 – Language Preparation (Version 1)

Match the headings with the groups of expressions 1 - 6.

additional information

counter argument

reason

contrast

purpose of the writing

view

### 1. State

**I am writing to you to** share my view towards men's makeup after reading the interview of a male beauty consultant.

**Noticing the recent phenomenon about** the new boys' band hit, I am aware of the diversified responses to the gender values it imposes.

### 2. Give

**I (really) think that** the soft masculine look does not suggest "weak" or "unmanly" gender values.

**I have no doubt that / I'm certain that** feminine image on man does upset our traditional expectations and norms on men.

### 3. Give

**Since** the entertainment industries and brand marketers transform the traditional expectations and norms, more men are paying more attention to their personal image.

International brands are now targeting Asian male celebrities **in order to** explore male customers for keeping up a well-groomed image with their skincare products.

### 4. Give

**In addition to** the popularity among young people, pop stars should assume their social responsibility to set a positive and active self-image for them.

The k-pop culture, **including fashion and drama**, is a marketing strategy **as well as** a "soft" power to Korea.

### 5. Express

**Although** there has been debate over the male roles, learning some aspects of the female character is good for interpersonal communication.

Some believe the Asian pop idols redefine masculinity in Chinese society **whereas** some believe it is unhealthy and adversely influence the youngsters.

### 6. Give

**In my view, this is no better than** developing the self-esteem of young people, they won't be forced to agree with the imposed beauty trends set by market-driven entertainment industries.

**People who question** the idols' negative impacts on the young people, **how they would respond to** Korean pop stars being invited to give an inspiring speech for the "Love Myself" campaign with UNICEF.

**Task 4 – Language Preparation (Version 2)**

Match the following writing techniques with the statements 1 – 10.

- A. *stating the purpose of writing and referring to the letter / article / issue*
- B. *giving stance*
- C. *giving stakeholders / perspectives*
- D. *giving a counter-argument and refutation*
- E. *adding details with the use of relative clauses*
- F. *expressing reasons for a statement made in the main clause by using participle phrases/clauses*
- G. *adding emphasis to statements and variety to our writing by using inversion*

1. <b>Personally, my own view on (issue) is that</b> make-up is also a fashion trend and it offers more alternatives to our lifestyles.	
2. <b>Conversely</b> , more Chinese women are pursuing their careers in male-dominated programmes and industries.	
3. <b>I have no doubt</b> that the womanly image of man <b>does</b> upset our traditional expectations and norms on men.	
4. Noticing the recent phenomenon about the new boys' band hit, <b>I am aware</b> of the diversified responses to the gender values the article imposes.	
5. In response to the news report about (issue), <b>I would like to share the views</b> I came across from people of other countries.	
6. Kate, <b>a psychologist, holds a strong opinion</b> on this topic that most important is how a person feels about himself and what he wants to be.	
7. <b>Stephen from Ireland accepted the fact that</b> cosmetics can improve people's looks to some extent.	
8. Some like femininity and some like masculinity. <b>We should</b> allow different beauty standards to coexist and reach a balance point.	

9. <b><u>Actually</u></b> , gender stereotypes have made both men and women victims of discrimination.	
10. A new generation of pop idols appears to be redefining masculinity in Chinese society, <b><u>which</u></b> has triggered huge controversy online.	
11. My father's generation have a deep-rooted idea that using skin care means feminine, <b><u>but I disagree with this</u></b> . It's just simply about improving one's personal image.	
12. <b><u>Being part of</u></b> society's diversified culture and the "femininity" of males is only subordinate, not mainstream, culture.	
13. <b><u>Not only do I</u></b> like for their appearance, <b><u>but also</u></b> the personalities of the male celebrities.	

## While-writing Stage

### Writing task

You are Chris Wong. You have recently read a school textbook about teenagers and personal development.

*'Boys should grow up to be strong and capable. A man should have no fear. A man can only grunt, but never cry, or scream, or speak in a "girly" tone.'*

You think the description above is outdated. Write to the editor of *Hong Kong Post* explaining whether you agree that such textbooks should be taught in schools.

### Task 5 – Collaborative Writing

Read the quote from the above and think about which perspective you are focusing on in developing your arguments.

#### Perspectives

1. personal development
2. mental health
3. culture / society

#### Stakeholders

1. educators
2. parents
3. students
4. general public
5. (other stakeholder): \_\_\_\_\_



**Task 6 – Individual Writing**

A large rectangular writing area with a solid black top and bottom border and horizontal dashed lines for writing. The area is intended for individual writing.

## Post-writing Stage

### Task 7 – Self- and Peer Assessment

Colour the boxes to show the targeted goals for this writing. Read your and your friend’s letters to the editor. Check if you have completed the following items.

Criteria	Self-checking	Peer-checking	Teacher’s Feedback	Marks
Content	(Line number)	(1-3 ticks✓)		
To address <i>all the requirements</i> of the question with <i>totally relevant</i> ideas				/7
To provide arguments that are <i>sensible, fully developed</i> and <i>well-tailored</i> to the purpose of writing (i.e. stating the stance and reasons towards the notion if the government should ban new men’s styles.)				
To support the arguments with <i>examples, statistics, or other forms of evidence</i>				
To reflect <i>critical thinking skills</i> by making use of different stakeholders and/or suggesting counter-arguments and refutation				
To demonstrate a <i>high</i> awareness of audience through sustained and effective attempts to engage the audience to think or act				
Language				
To show accurate use of a <i>very wide range</i> of structures, which may include the use of rhetorical questions, metaphors, etc				

To demonstrate <i>sustained and effective</i> use of persuasive and descriptive language (i.e. emotive words, conditionals, adjective patterns, etc)				/7
To show accurate use of a <i>very wide variety</i> of well-chosen vocabulary items (i.e. idioms, thematic vocabulary and / or quotes, formal connectors)				
To show <i>almost entirely correct</i> spellings and punctuation				
Organisation				
To include <i>effective</i> opening and closing				/7
To include <i>clear</i> topic sentences with <i>appropriate</i> elaboration				
To include <i>effective</i> cohesive devices				
Signatures			Total:	/21

## Task 8 – Teacher’s Marking Rubrics

Marks	Content (C)	Language (L)	Organisation (O)
7	<ul style="list-style-type: none"> <li>○ Addresses <b>all the requirements</b> of the question</li> <li>○ Totally relevant</li> <li>○ The ideas <b>are sensible, fully developed and well-tailored</b> to the purpose of writing (i.e. stating the stance and reasons towards the notion if the government should ban soft masculine styles.)</li> <li>○ All arguments are supported <b>by examples, statistics, or other forms of evidence</b></li> <li>○ Reflects <b>critical thinking skills</b> (i.e. making use of different stakeholders and suggesting counter-arguments and refutation)</li> <li>○ Shows a <b>high awareness of audience</b> through sustained and effective attempts to engage the audience to think or act</li> </ul>	<ul style="list-style-type: none"> <li>○ A <b>very wide range of structures</b> used <b>accurately</b>, which may include the use of rhetorical questions, metaphors, etc</li> <li>○ <b>Sustained and effective use</b> of persuasive and descriptive language (i.e. emotive words, conditionals, adjective patterns, etc)</li> <li>○ A very wide variety of <b>well-chosen vocabulary items</b> (i.e. idioms, thematic vocabulary and / or quotes, formal connectors)</li> <li>○ <b>Almost entirely correct</b> spellings and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Text is <b>organised effectively</b> with <b>all</b> of the following features: <ul style="list-style-type: none"> <li>- clear topic sentences</li> <li>- ideas always supported by specific examples and details with logical deduction</li> <li>- appropriate elaboration for examples</li> <li>- effective opening and closing</li> <li>- natural transition between ideas</li> </ul> </li> <li>○ <b>Skillful and natural use of cohesive devices</b> always appropriate to the nature of letter to the editor</li> </ul>
6	<ul style="list-style-type: none"> <li>○ Addresses all the requirements of the question</li> <li>○ Almost totally relevant</li> <li>○ The ideas are sensible, well-developed, and well-tailored to the purpose of writing (i.e. stating the stance and reasons towards the notion if the government should ban soft masculine styles.)</li> <li>○ Almost all arguments are supported by examples, statistics, or other forms of evidence</li> <li>○ Reflects critical thinking skills (i.e. making use of different stakeholders and suggesting counter-arguments and refutation)</li> <li>○ Shows a high awareness of audience through sustained and effective attempts to engage the audience to think or act</li> </ul>	<ul style="list-style-type: none"> <li>○ A wide range of structures used accurately, which may include the use of rhetorical questions, metaphors, etc</li> <li>○ Mostly sustained and effective use of persuasive and descriptive language (i.e. emotive words, conditionals, adjective patterns, etc)</li> <li>○ A wide variety of well-chosen vocabulary items (i.e. idioms, thematic vocabulary and / or quotes, formal connectors)</li> <li>○ Highly correct spellings and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Text is organised effectively with almost all of the following features: <ul style="list-style-type: none"> <li>- clear topic sentences</li> <li>- ideas supported by specific examples and details with logical deduction</li> <li>- some elaboration for examples</li> <li>- effective opening and closing</li> <li>- mostly natural transition between ideas</li> </ul> </li> <li>○ Skillful use of cohesive devices almost always appropriate to the nature of letter to the editor</li> </ul>

5	<ul style="list-style-type: none"> <li>○ Addresses all the requirements of the question</li> <li>○ Generally relevant</li> <li>○ The ideas are generally sensible and developed; they are also tailored to the purpose of writing (i.e. stating the stance and reasons towards the notion if the government should ban soft masculine styles.)</li> <li>○ Arguments are generally supported by examples, statistics, or other forms of evidence</li> <li>○ Reflects critical thinking skills (i.e. making use of different stakeholders and suggesting counter-arguments and refutation) at times</li> <li>○ Shows a moderate awareness of audience through some attempts to engage the audience to think or act</li> </ul>	<ul style="list-style-type: none"> <li>○ Some evidence of various structures used accurately, which may include the use of rhetorical questions, metaphors, etc</li> <li>○ Generally sustained and effective use of persuasive and descriptive language (i.e. emotive words, conditionals, adjective patterns, etc)</li> <li>○ Some examples of well-chosen vocabulary items (i.e. idioms, thematic vocabulary and / or quotes, formal connectors)</li> <li>○ Generally correct spellings and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Text is organised effectively with most of the following features: <ul style="list-style-type: none"> <li>- clear topic sentences</li> <li>- ideas supported by specific examples and details with logical deduction</li> <li>- some elaboration for examples</li> <li>- effective opening and closing</li> <li>- transition between ideas</li> </ul> </li> <li>○ Skillful use of cohesive devices mostly appropriate to the nature of letter to the editor</li> </ul>
4	<ul style="list-style-type: none"> <li>○ <b>Addresses almost all the requirements</b> of the question</li> <li>○ <b>Generally relevant</b> but may not reflect very strong <b>consideration</b> of the purpose of writing.</li> <li>○ <b>Some ideas</b> given but <b>not always practical</b>, developed or supported with specific examples</li> <li>○ Shows <b>an awareness of audience</b> through <b>limited attempts engage the audience</b> to think or act</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Some evidence of various structures</b> used accurately.</li> <li>○ <b>Some use of persuasive and descriptive language</b> (i.e. emotive words, conditionals, adjective patterns, etc)</li> <li>○ Some examples of well-chosen <b>vocabulary items</b> although they may <b>not be always appropriate</b></li> <li>○ <b>Some correct spellings and punctuation</b> although they may <b>not impede understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Text is <b>organised effectively with most of the following features</b>: <ul style="list-style-type: none"> <li>- generally clear topic sentences</li> <li>- ideas generally supported by specific examples and details with logical deduction</li> <li>- opening and closing</li> <li>- transition between ideas</li> </ul> </li> <li>○ Skillful use of <b>cohesive devices occasionally appropriate</b> to the nature of letter to the editor</li> </ul>
3	<ul style="list-style-type: none"> <li>○ Addresses some of the requirements of the question</li> <li>○ Some relevant ideas but may not consider the purpose of writing, or they may digress into something else</li> <li>○ Some ideas given although they may not be sensible or logical</li> <li>○ Shows a limited awareness of audience; possibly no attempts to engage the audience to think or act</li> </ul>	<ul style="list-style-type: none"> <li>○ Some short simple sentences accurately structured</li> <li>○ Only scattered attempts at longer, more complex sentences, which may not be used accurately</li> <li>○ Grammatical errors often affect meaning</li> <li>○ Simple vocabulary is appropriately used</li> <li>○ Spelling of common words is correct, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>○ Text is organised effectively with a limited number of the following features: <ul style="list-style-type: none"> <li>- generally clear topic sentences</li> <li>- ideas generally supported by specific examples and details with logical deduction</li> <li>- opening and closing</li> <li>- transition between ideas</li> </ul> </li> <li>○ Some use of cohesive devices</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>○ Fail to address the requirements of the question</li> <li>○ Intermittently relevant</li> <li>○ The idea(s) given, if any, is or are not relevant, and if it is, only developed to a limited extent</li> <li>○ Ideas may reflect misconception of the task</li> <li>○ Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>○ Some short simple sentences accurately structured</li> <li>○ Grammatical errors frequently affect meaning</li> <li>○ Very simple vocabulary of limited range, often based on the prompt(s)</li> <li>○ A few words are spelt correctly, with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>○ Text is organised effectively with a limited number of the following features: <ul style="list-style-type: none"> <li>- generally clear topic sentences</li> <li>- opening and closing</li> <li>- transition between ideas</li> </ul> </li> <li>○ Limited use of cohesive devices</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>○ Did not adequately address the requirements of the question</li> <li>○ The idea(s) given, if any, is or are entirely irrelevant; signs of heavily copying from the task prompt</li> <li>○ Almost no audience awareness</li> </ul>	<ul style="list-style-type: none"> <li>○ Multiple errors in sentence structures, spelling and/ or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>○ Some attempt to organise the text</li> <li>○ Very limited use of cohesive devices to link ideas</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>○ Did not address any requirements of the question</li> <li>○ The idea(s) given, if any, is or are entirely irrelevant; only signs of copying from the task prompt</li> <li>○ No audience awareness (i.e. writing a speech instead of a letter)</li> </ul>	<ul style="list-style-type: none"> <li>○ Not enough language to assess</li> </ul>	<ul style="list-style-type: none"> <li>○ Mostly disconnected words, short note-like phrases or incomplete sentences</li> <li>○ Cohesive devices almost entirely absent</li> </ul>

**- END OF WRITING PART -**

**Appendix 1 – An Adapted Activity for Pre-writing Stage Task 1**

Understanding HKDSE requirements

Name: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

**Task 1:** Put in the tick (✓) in the box if you think the description describes the sample. Only one tick will be given per row.

Descriptions from HKEAA	Sample 1	Sample 2	Sample 3
1. Ideas are relevant, though they could be better elaborated or developed.			
2. All ideas are relevant and developed.			
3. Short, simple sentences are quite well constructed, with occasional attempts at longer, more complex sentences.			
4. The candidate is rather weak in basic grammar though, and errors in grammar sometimes affect meaning.			
5. Register and tone are appropriate for the text.			
6. Misspellings of common words			
7. A wide range of sentence structures is used and the candidate demonstrates a good grasp of simple and complex sentences			
8. A range of accurate structures is used, with some attempts to use more complex sentences e.g., use of relative clauses and noun phrases			
9. The candidate is unable to write clear topic sentences and linking arguments to show their own stance on the issue.			
10. Topic and concluding sentences are effectively used to enhance the logical development of ideas.			

Level \_\_\_\_ Level \_\_\_\_ Level \_\_\_\_