

Thematic Seminars on “Gainful Use of TSA 2021 Materials”

Students’ Overall Performance of Participating Schools

Primary 3 & 6 Chinese: 14 January 2022

Primary 3 & 6 English: 11 January 2022

Primary 3 & 6 Mathematics: 10 January 2022

Secondary 3 Chinese: 10 January 2022

Secondary 3 English: 5 January 2022

Secondary 3 Mathematics: 11 January 2022

PROGRAMME

Time	Rundown	Speaker(s)
2:00 pm to 2:15pm	Registration	
Primary 3 & 6 2:15pm to 3:30pm Secondary 3 2:15pm to 3pm	Overview of GU 2021 (20 min)	Name(s) of speakers Post(s) of speakers
	Assessment Materials Students' Overall Performance in GU 2021	Education Assessment Services Division Hong Kong Examinations and Assessment Authority
Primary 3 & 6 3:30pm to 3:45pm Secondary 3 3pm to 3:15pm	Break	
Primary 3 & 6 3:45pm to 4:45pm Secondary 3 3:15pm to 3:45pm	Assessment Materials Students' Overall Performance in GU 2021	Name(s) of speaker(s) Post(s) of speaker(s) EASD, HKEAA
	Overall Conclusion	
Primary 3 & 6 4:45pm to 5pm Secondary 3 3:45pm to 4pm	Question and Answer Session	

Background of GU 2021

- In view of the volatility of the COVID-19 epidemic, the EDB announced on 22 February 2021 to suspend the Territory-wide System Assessment (TSA) 2021 (including all speaking assessments and pen-and-paper assessments) so that schools can make the most out of the remaining school year to conduct face-to-face lessons.
- The EDB made reference to the experience from the “Gainful Use of Territory-wide System Assessment 2020 Materials” last year to enhance the arrangement in 2021.



Purpose of GU 2021

- To enable schools to make best use of the TSA 2021 materials to obtain relatively objective and quality data, to understand the learning situation of students under the epidemic and follow up on their needs in learning
- To enable the EDB to collect system-level data to learn about the overall learning performance of students



Features of GU 2021

- The HKEAA also converted the TSA 2021 items in pen-and-paper mode to online mode (listening and reading for subject languages and Mathematics) and uploaded these items to the STAR platform of the HKEdcity.
- To allow more flexibility for schools to use the assessment materials, the period was open for a week and they could choose to participate in either mode on a subject-by-subject basis to suit their schools' needs



GU 2021 Performance Analysis at School Level

Performance Analysis	Content
Analysis of Students' Overall Performance of Participating Schools	<ul style="list-style-type: none">- Description of the overall performance of all participating schools in each learning dimension/skill
Information Analysis Report	<ul style="list-style-type: none">- The percentage of each option chosen or score obtained by students of the school- The weighted percentage of all participating schools- Diagnostic analysis of each multiple-choice option
Item Analysis Report	<ul style="list-style-type: none">- The percentage of each score/grade of the school in writing presented in bar charts- The weighted percentage of each score/grade of all participating schools in writing

Performance Analysis (Quantitative)

表現分析（量化）

資料分析報告

題目及
答案

資料分析

學校百分率

參與學校的整體
百分率

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料資料分析報
Information Analysis Report on Gainful Use of TSA 2021 Mat

樣本
SAMPLE

學校名稱:
School Name:
級別 Level:
科目 Subject:
範疇 Dimension:
卷別 Paper:
學生人數 Number of students:

中三 Secondary 3
中國語文
聆聽
9CL1
125

Fictitious figures
虛構數字

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 ^{1,2,4} School percentage (%)	參與學校整 體百分率 ^{1,4} Overall percentage of participating schools ^{1,4} (%)
Q01	根據話語節錄，慧心這樣說主要想表達甚麼意思？ A. 讚賞偉里做事果斷 B. 勸喻偉里做事不能急進 C. 諷刺偉里忘記老師的教誨 D. 斥責偉里不聽從老師的教導	A 受 <u>慧心</u> 的話語干擾 （「 <u>偉明</u> ，你的確是行動 派」）。	38.4	48.5
		B* 能通過 <u>慧心</u> 的語氣，掌 握話語的真正意思，找 出正確答案。	9.6	8.2
		C 未能通過 <u>慧心</u> 的語氣， 掌握話語的真正意思。	29.6	25.2
		D 未能通過 <u>慧心</u> 的語氣， 掌握話語的真正意思。	22.4	17.6
		U#	0.0	0.5

Performance Analysis (Quantitative)

表現分析（量化）

Information Analysis Report

Question & Answer

Information Analysis

School Percentage

Overall % of Participating Schools

Hong Kong Examinations and Assessment Authority

善用 2021 年全港性系統評估材料資料分析報告

Information Analysis Report on Gainful Use of TSA 2021 Materials

機 密

Confidential

學校名稱:

School Name:

考评局學校 (P999)

HKEAA SCHOOL

級別 Level:

科目 Subject:

範疇 Dimension:

卷別 Paper:

學生人數 Number of students:

小六 Primary 6

English Language

Listening

6EL1

40

樣本
SAMPLE

Fictitious figures
虛構數字

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 School percentage ^{1,2,4} (%)	體百分率 ^{3,4} Overall percentage of participating schools ^{3,4} (%)
P1A Q01	1. What does Mary like most about basketball? ● A. playing with her friends ○ B. winning competitions ○ C. the uniform ○ D. the coach	A* Students were able to connect 'playing with her friends' with 'team work'.	77.8	77.8
		B Students might have missed 'team work' and been distracted by 'competitions' mentioned later.	10.1	9.1
		C Students might have missed 'team work' and been distracted by 'uniform' mentioned earlier.	9.1	10.1
		D Students might have missed 'team work' and been distracted by 'coach' mentioned earlier.	3.0	2.1
		U#	0.0	0.2

Performance Analysis (Quantitative)

表現分析（量化）

學校報告 - 數據分析

題目

正確答案

學校答對率

參與學校
整體答對率

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料資料分析報告
Information Analysis Report on Gainful Use of TSA 2021 Materials

學校名稱: School Name:
級別 Level: 小三 Primary 3
科目 Subject: 數學 Mathematics
範疇 Dimension: N.A.
卷別 Paper: 3M1
學生人數 Number of students: 17

樣本
SAMPLE

Fictitious figures
虛構數字

題號 Item no.	題目 Questions	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 ^{1,2} School percentage ^{1,2}	參與學校 整體百分率 ^{3,4} Overall percentage of participating schools ^{3,4} (%)
Q01 ⁵	<p>根據下列指示，寫出一個三位數。</p> <p>數字「7」是在十位。 數字「2」是在十位。 數字「2」是在百位。 數字「8」是在百位。 數字「4」是在百位。</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	0	15.0	20.0
		1	85.0	80.0
		Un	0.0	0.0

- 備註：1. 學校有 5 個或以上學生參與該科各卷別的評估，方可應用該數據。
2. 「學校百分率」是指學校學生所選擇的選項或各得分/等級的百分率。
3. 「參與學校整體百分率」是指所有參與學校的學生所選擇的選項或各得分/等級的百分率，在根據全港所有學校的分佈時，已考慮 CU2021 的各項安排，採用加權方法計算該百分比。因此，該百分比不應與在系統評估中加權計分法計算的百分比直接比較。
4. 由於四捨五入，百分率的總和可能不是 100%。
5. 學校無論參與結果模式或網上模式，均只會獲分派其中一個評估卷。
6. 經考評局科目專家審閱電腦生成的「虛假題」等資料後，「學校百分率」或作法調整。

Performance Analysis (Quantitative)

表現分析（量化）

題目分析報告

評審項目

等級

學校百分率

參與學校整體
百分率

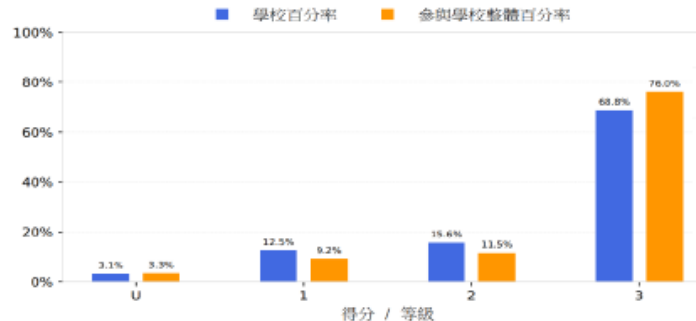
香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料題目分析報告
Item Analysis Report on Gainful Use of TSA 2021 Materials

機 密
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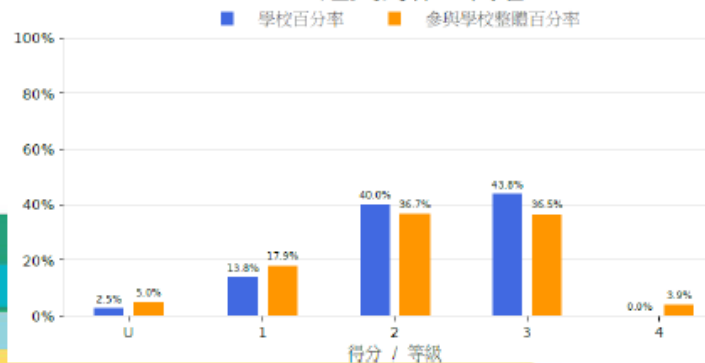
學校名稱:
School Name:

級別 Level: 小三 Primary 3
科目 Subject: 中國語文
範疇 Dimension: 寫作
卷別 Paper: 3CW1
學生人數 Number of students: 233

1. 實用文寫作



2a. 短文寫作：內容



SAMPLE
樣本

Fictitious figures
虛構數字



Performance Analysis (Quantitative)

表現分析（量化）

Item Analysis Report

Assessment
Criterion

Score/Grade

School Percentage

Overall % of
Participating
Schools

香港考試及評核局

Hong Kong Examinations and Assessment Authority

善用 2021 年全港性系統評估材料題目分析報告

Item Analysis Report on Gainful Use of TSA 2021 Materials

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學校名稱:

School Name:

考評局學校 (P999)

HKEAA SCHOOL

級別 Level:

小六 Primary 6

科目 Subject:

English Language

範疇 Dimension:

Writing

卷別 Paper:

6EW1

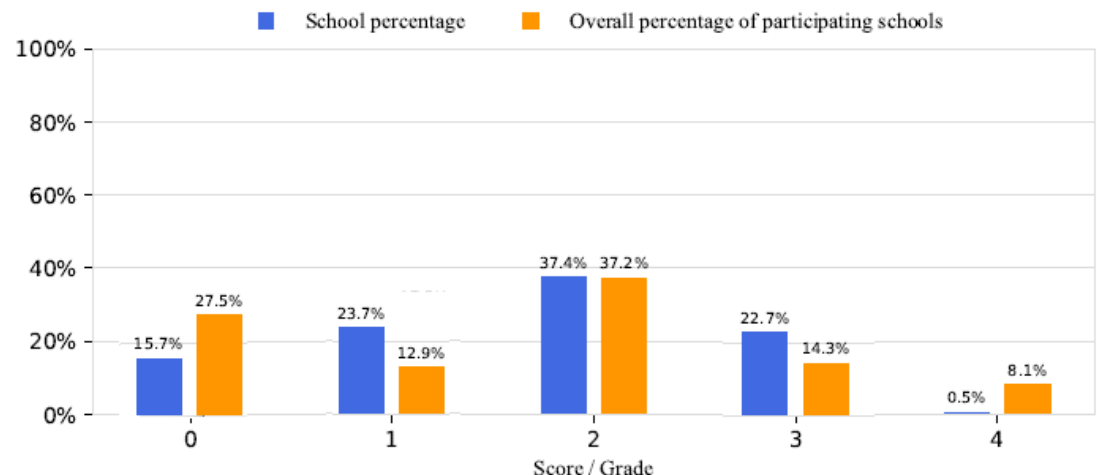
學生人數 Number of students:

40

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虛構數字

Content



Performance Analysis (Qualitative)

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Gainful Use of TSA 2021 Materials Primary 6 Listening

Analysis of Students' Overall Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority

December 2021

1. Introduction

- There were three Listening sub-papers in Primary 6 English Language for the “Gainful Use of Territory-wide System Assessment (TSA) 2021 Materials” (GU 2021). Participating schools taking either the pen-and-paper mode or the online mode on the Student Assessment Repository (STAR) platform were allocated one of the Listening sub-papers.
- The contents of this report include:
 - Section 2: Overall correct percentage (facility index, FI) of participating schools in each listening sub-paper
 - Section 3: The observations of students' overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the listening papers of GU 2021. They are the raw data that illustrate all participating students' performance in 2021.

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Performance Analysis (Qualitative)

表現分析（質化）

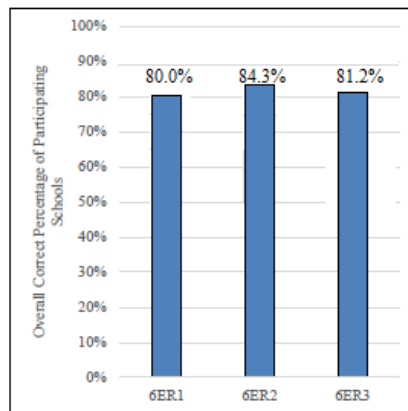
2. Students' Overall Performance of Participating Schools in GU 2021 English Reading

Each student attempted one of the three Reading sub-papers. The duration of each sub-paper was 30 minutes. Table 1 and Figure 1 show the overall performance of Primary 6 students taking the Reading assessment in each sub-paper.

Table 1 Overall Correct Percentage of Participating Schools in Each Reading Sub-Paper

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
6ER1: Reading	80.0
6ER2: Reading	84.3
6ER3: Reading	81.2

Figure 1 Overall Correct Percentage of Participating Schools in Each Reading Sub-Paper



SAMPLE
樣本

Remark: ¹ The "Overall correct percentage of participating schools" refers to the correct percentage of all items attempted in the sub-paper by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021.

Overall correct % for each
sub-paper and presented in
a bar chart

3. General Observations on Students' Overall Performance in GU 2021 English Reading

Skill	Observations
Reading	<ul style="list-style-type: none">The reading performance of students was satisfactory.The majority of students were able to identify specific information in different text types. They could locate the event organiser in the notice and identify where to buy tickets. Many students were also able to identify a specific cooking step 'Fry the shrimps...' in the recipe.In the notice, the majority of students were able to connect the pieces of information about entrance fee. In the news report, many students were able to understand the connection between ideas by identifying cohesive devices. They were able to understand the connection between ideas using 'and' in 'All swimming pools, basketball courts <u>and</u> tennis courts are closed'. They could identify the places that are closed.Many students were able to follow the development of a story. They were able to make use of the pictorial cues and correctly sequence a series of events about what Anna and Betty did within a certain period of time.Many students were able to understand that 'smash' is the sound of a car accident with the help of the contextual clues 'careless' and 'Game over!'. Quite a number of students were able to understand that the word 'sizzle' refers to the sound of food being fried with the help of the contextual clue 'Fry them for about 10 more minutes...'. Students in general were able to work out the meaning of unfamiliar words. Many students were able to deduce meaning of the word 'heel' with the contextual clue 'could not walk and stayed in hospital...'. However, only a considerable number of students were able to identify the contextual clues 'from the easiest', 'Level 1' and 'Level 4' and work out the meaning of the word 'challenging'.A considerable number of students were able to infer information 'Add the peanuts on top.' from the recipe and identify the ingredient that does not need to be cooked. In the webpage, more than half of the students were able to infer from 'As many rubbish bins have been taken away...' that there are now fewer rubbish bins in the countryside.More than half of the students were able to follow the text and identify the gist of the story. They could choose the best title 'The Best Gift' for the story. However, about half of the students found it challenging to choose the best title 'Caring for Nature' for the webpage.

English Listening

Performance Analysis (Qualitative)

表現分析（質化）

機 密

SAMPLE
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善用 2021 年全港性系統評估材料

中學三年級中國語文科

參與學校學生整體表現分析

閱讀範疇

Fictitious figures
虛構數字

以棒型圖顯示參與學校在
各分卷的整體答對率。

香港考試及評核局

2021 年 12 月

參與學校的整體表現

1. 前言

- 「善用 2021 年全港性系統評估材料」（下稱 GU 2021）中三級中國語文科閱讀評估設三張分卷，參與紙筆模式或學生評估資源庫（STAR）網上模式的學校均獲分派其中一張閱讀評估分卷。
- 本報告內容包括：
 - 第 2 部分：參與學校在各閱讀分卷的整體答對率
 - 第 3 部分：學生整體表現的觀察是依據 GU 2021 閱讀分卷中各項基本能力題目答對率而來。上述答對率屬原始數據，僅說明所有參與學生在 GU 2021 的表現。

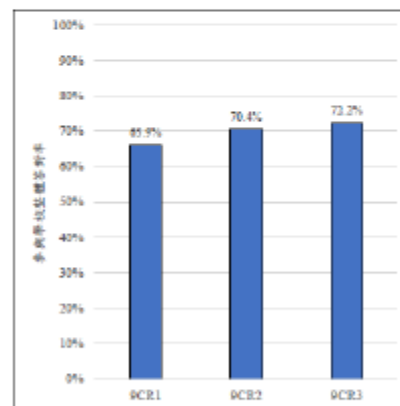
2. 參與學校學生整體在 GU 2021 中文科閱讀範疇的表現

- 每名學生作答三張閱讀分卷的其中一卷，每張分卷的評估時限為 30 分鐘。所有參與中三級中文科閱讀評估各分卷的學生表現，詳見表 1 及圖 1：

表 1 各閱讀分卷的參與學校整體答對率

分卷：範疇	參與學校整體答對率 (%) ¹
9CR1: 閱讀	65.9
9CR2: 閱讀	70.4
9CR3: 閱讀	73.2

圖 1 各閱讀分卷的參與學校整體答對率



備註：「參與學校整體答對率」是指所有參與學校的學生作答該分卷內所有題目的整體答對率。在模擬全港所有學校的分佈時，已考慮 GU 2021 的各項安排，採用加權方法計算該百分比。

Performance Analysis (Qualitative)

表現分析（質化）

3. GU 2021 中文科閱讀範疇學生整體表現的觀察

範疇	觀察
閱讀	<ul style="list-style-type: none"> 從參與學校學生的答對率可見，學生在閱讀範疇的表現尚算良好。 在語體文方面，學生大致「能解納篇章的內容要點」，學生大致能掌握文章主要的信息，並能直接從文章指定的段落中找出相關內容，並回答问题。以〈黃皮〉9CR1 第 1 題/9CR2 第 1 題為例，題目問及學生第一段的内容重點，大部分學生能根據理解該段主要想說明陳氏獲准黃皮的由來。 對於能直接從文章中找到關鍵信息的題目，大部分學生掌握較佳。相對而言，需整合全文內容，或從多處擷取信息才能回答的題目，學生表現則稍遜。以 9CR3〈過太平山〉第 10 題為例，要求學生指出作者第二次過太平山的氣氛與之前遊覽的氣氛有何不同，只有少數學生能回答正確答案。 學生大致能「能判別篇章的一般寫作方法」。大部分學生能判別篇章運用了舉例、對比等寫作手法，當題目問及答語在全文所起的作用，個別題目的表現不大理想。以 9CR1〈字時〉第 10 題為例，題目問及第一段在全文所起的作用，有不少學生以為「提綱挈領」是正確答案，儘管「提綱挈領」是文章首段常見的作用，惟學生似未有留意該篇文章的首段，並沒有顧及全文的內容重點。由是可見，大部分學生雖然熟知總體文常見的寫作手法，然而在判別時仍偶有偏差。 在「能概略理解淺易文言文作品」方面，學生尚能掌握文言文作品的內容大意。例如 9CR3 第 15 題要求學生判別最初<u>世真</u>兄弟的協議，大部分學生根據文言文作品的關鍵字詞，選出正確答案。至於要學生概括全文內容重點的題目（如：9CR2 第 16 題及 9CR3 第 17 題），學生的表現稍遜。 大部分學生「能概略理解常見的實用文」。學生大致能理解常見實用文的主要信息，例如大部分學生能判別技術信（如：9CR2 第 20 題）及產品說明的主要內容（如：9CR3 第 23 題），並能因應實用文的内容，選擇適切的小標題（9CR3 第 20 題）。可是，較少學生能細心閱讀內容，掌握指定段落的内容要點，例如 9CR1 第 21 題，只有少數學生能判別與調查報告相符的調查結果。

4. 總結

- 參與 GU 2021 的中三級學生大致能回答直接擷取篇章信息的題目，但對於綜合全文內容，或從不同段落擷取主要信息的題目，部分學生的表現則有待改進。學生大致能掌握常見的寫作手法，然而在判別答語段落在全文內容或結構上的作用，仍偶有偏差。學生大多具備理解實用文內容的能力，可是能細心閱讀內容細節的學生較少。在理解淺易的文言文作品方面，本年度參與學生大多能透過關鍵字詞，推測上下文意，找出答案。可是，在概括理解全文的內容方面，學生仍有可改進之處。日後學生宜多閱讀文言文經典，積累文言常用字詞、句法，理解文言文作品的能力自會進步。

SAMPLE
樣本

Performance Analysis (Qualitative)

表現分析（質化）

1. 前言

- 「善用 2021 年全港性系統評估材料」(下稱 GU 2021) 中二級數學科評估設四張分卷，參與紙筆模式或學生評估資源庫 (STAR) 網上模式的學校均獲分派其中兩張分卷。
- 本報告內容包括：
 - 第 2 部分：參與學校在各分卷及範疇的整體答對率
 - 第 3 部分：學生整體表現的觀察是依據 GU 2021 各項基本能力題目答對率而來。上述答對率屬原始數據，僅說明所有參與學生在 GU 2021 的表現。

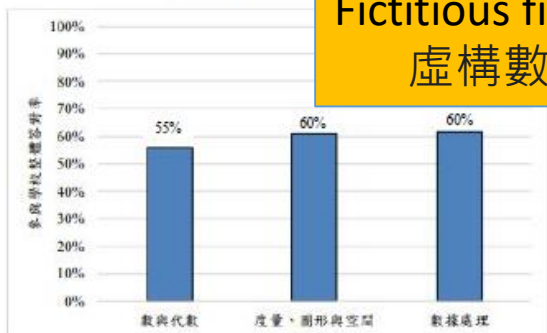
2. 參與學校學生在 GU 2021 數學科各分卷及範疇的整體表現

- 每名學生只須作答四張分卷中的其中一卷。由於紙筆模式中部分題目未能以網上模式呈現，而部分題目的答案表達形式與網上模式也有所不同，故 STAR 網上模式每卷答題時限為 50 分鐘，紙筆模式每卷答題時限則為 65 分鐘。所有參與 GU 2021 中二級數學科評估各分卷及範疇的學生表現，詳見表 1 及圖 1。

表 1 各分卷及範疇的整體答對率

範疇 \ 分卷	參與學校整體答對率(%) ¹			
	9M1	9M2*	9M3	9M4*
數與代數	60	60	60	60
度量、圖形與空間	60	60	60	60
數據處理	60	60	60	60

圖 1 各範疇的整體表現



Fictitious figures
虛構數字

備註：「參與學校整體答對率」是指所有參與學校的學生作答該分卷內所有題目的整體答對率。在模擬全港所有學校的分佈時，已考慮 GU 2021 的各項安排，採用加權方法計算該百分比。
鑑於 STAR 平台上的評估以網上模式進行，在不影響學生理解題目及作答的情況下，部分題目及答案的表達形式或與原發給學校的紙本版本略有不同。

3. GU 2021 數學科各範疇學生整體表現的觀察

3.1 「數與代數」範疇

學生在「數與代數」範疇的表現尚可。他們在學習單位有向數及數線、率及比均有良好表現。然而，學生在數值估算、百分法和簡易多項式的運算學習單位中，表現尚待改善，尤其是根據題目情境去估計數值。

學生在「數與代數」範疇各學習單位中表現如下：

數與數系	<ul style="list-style-type: none"> 有向數及數線：學生普遍能利用有向數來表示每月盈虧的金額，及作有向數的簡單運算。學生在展示對整數在數線上的序的認識表現甚佳。 數值估算：不少學生能利用數線或計算器來進行估算，或計算準確值獲得，能鑑定計算結果的合理性。然而，部分學生在估算時，未能作為估算方法的表現。 近似與誤差：學生普遍能理解近似值，並能將數值四捨五入至 2 位有效數字。不少學生能將一個以科學記數法表示的數化為小數，近半學生能以科學記數法表示一個數值大的數。 有理數及無理數：不少學生能在數線上標示某有理數的位置，亦可展示出對 \sqrt{a} 的整數部分的認識。
比較數量	<ul style="list-style-type: none"> 百分法：不少學生能解涉及折舊和以複利息計算的簡單問題。然而，學生在解涉及求本金的單利息問題及解簡單買賣問題上，表現仍有待改進。 率及比：大部分學生能運用率解現實生活中的簡單問題，並從已知的比求餘下的數量。不少學生能展示對率及比的差異的認識。
觀察規律及表達通則	<ul style="list-style-type: none"> 以代數語言建立問題：大部分學生能從已知數個連續項的等差數列中寫出其後數項去描述數列的規律。他們普遍能將數值代入簡易的公式中求某一指定變數的值，及辨別 x^2 及 $2x$ 的差異，亦能把情境改寫為代數語言。過半學生可由簡易的情境建立不等式，從已知簡易數列的首數項，直觀地求該數列的第 n 項，及從已知數列的第 n 項求數列的各項。 簡易多項式的運算：過半學生能展示對詞彙如升冪的認識，可處理多項式的加、減，及單項式乘以二項式或三項式。然而，只有部分學生能展示對係數的認識，少數學生尚能從代數式中分辨多項式，而在二項式乘以二項式的表現則未如理想。

SAMPLE
樣本