



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority



TERRITORY - WIDE SYSTEM ASSESSMENT 2015

SECONDARY 3 ENGLISH

Ms. Sabine Honig

Education Assessment Services Division 27th January, 2016



Programme

<i>Time</i>	<i>Content</i>	<i>Speaker</i>
<i>2:00 p.m. - 3:00 p.m.</i>	<i>S.3 Student Performances in TSA 2015 (Secondary 3 English Language)</i>	<i>Ms. Sabine Honig Manager – EAS Education Assessment Services Division Hong Kong Examinations and Assessment Authority</i>
<i>3:00 p.m. - 3:10 p.m.</i>	<i>Break</i>	
<i>3:10 p.m. - 3:45 p.m.</i>	<i>S.3 Student Performances in TSA 2015</i>	
	<i>Enhancement Measures for TSA and Interactive Reporting Platform</i>	
<i>3.45 p.m. – 4.30 p.m.</i>	<i>Making Effective Use of Assessment Data for Enhancement of Learning and Teaching</i>	<i>Education Bureau</i>
<i>4:30 p.m. - 4:45 p.m.</i>	<i>Q & A Session</i>	<i>All Speakers</i>



Overview

➤ **Background**

- TSA Results 2013 - 2015
- S3 Student Performances in 2015

➤ **Listening**

- Strengths and Weaknesses from 2013 - 2015
- Examples from the papers
- Conclusions

➤ **Reading**

- Strengths and Weaknesses from 2013 - 2015
- Examples from the papers
- Conclusions

➤ **Writing**

- Strengths
- Weaknesses
- Exemplars
- Common Mistakes
- Conclusions

➤ **Speaking**

- Strengths
- Weaknesses
- Conclusions

➤ **Enhancement Measures for TSA and Interactive Reporting Platform**



Purposes of TSA and Written Assessment

PURPOSES

- To enhance teaching and learning in Chinese, English and Mathematics
- To enable the government to provide support to those schools in need of assistance
- To monitor the effectiveness of education policies

WRITTEN ASSESSMENT

- Specific testing points – Basic Competency (BC) with descriptors provided by the Education Bureau (EDB)
- Items cover a wide range of BC descriptors but each student only does one sub-paper for each subject
- Common items are distributed across sub-papers for equating purposes to compare students' abilities



Percentages of Students Achieving English Language

Basic Competency in 2006 - 2015

YEAR	TSA 2006	TSA 2007	TSA 2008	TSA 2009	TSA 2010	TSA 2011	TSA 2012	TSA 2013	TSA 2014	TSA 2015
S3	68.6%	69.2%	68.9%	68.8%	69.2%	69.2%	69.1%	69.5%	69.3%	69.4%



Territory-wide System Assessment 2015

Dimension/ Skill	S3 English Language		
	<i>Sub-paper</i>	<i>No. of Items</i>	<i>Assessment Time</i>
<i>Listening</i>	9EL1 9EL2 9EL3	30	About 35 minutes
<i>Reading</i>	9ER1 9ER2 9ER3	36	35 minutes
<i>Writing</i>	9EW1 9EW2 9EW3	3	40 minutes
<i>Speaking</i>	Individual Presentation	8	3 minutes for preparation 2 minutes for assessment
	Group Interaction	8	3 minutes for preparation 4 minutes for assessment



Listening - Text types

2013	2014	2015
Exchanges <ul style="list-style-type: none"> - dialogues - conversations - radio broadcast - informative programme 	Exchanges <ul style="list-style-type: none"> - discussion - radio broadcast → interview - TV report(unedited audio) - information session 	Exchanges <ul style="list-style-type: none"> - conversation - radio programme→ discussion - radio report - conversation and announcements
Literary Text <ul style="list-style-type: none"> - poem 	Literary Text <ul style="list-style-type: none"> - poem 	Literary Text <ul style="list-style-type: none"> - poem



S3 Student Performances in Listening – Strengths from 2013 - 2015

- extracting specific information – facts
- connecting ideas
- able to interpret and evaluate information (explicit and implicit) in dialogues
- distinguish between main ideas and supporting details
- discriminating between a range of vowel and consonant sounds
- understanding gist
- understanding intonation
- understanding different views and attitudes
- able to deduce the meaning of unfamiliar words



S3 Student Performances in Listening – Weaknesses from 2013 – 2015

- gist
- connecting ideas
- intonation
- extracting and identifying specific information
- inability to understand contextual clues in a poem
- tone/intonation
- understanding of language features – unable to identify examples of rhymes
- unable to understand contextual clues in a dialogue/conversation
- unable to connect ideas together
- unable to work out the meaning of unfamiliar words/expressions



Student Performances in Listening 2015

Strengths

- There was no significant improvement in listening performance as compared to previous years
- **Strengths**
 - specific information – both familiar and unfamiliar vocabulary and topics
 - able to interpret and evaluate information (explicit and implicit) in dialogues
 - contextual clues → *connection – discourse markers*
 - connecting ideas → *connection – cohesive devices*
 - intonation
 - able to identify personification
 - able to work out the meaning of unfamiliar vocabulary



Listening Examples - Strengths

Task Name: Green Day Activities (Conversation). This task has a section for students to fill in blanks while they listen to the conversation.

Task Content: Students and their class teacher are discussing some 'make and take' recycling activities to celebrate the first 'Green Day' at the school.

Connection – discourse markers

Most students were able to use the clues provided to work out who would be running the activities.

1. The activities are being run by _____.

- ☒ A. the Form 3 students
- B. Tommy's dad
- C. the Computer teacher
- D. the Science teacher

Teacher – Ms. Leung

Students will be visiting our classroom on Green Day. I want to hear your suggestions about some quick and easy 'make and take' recycling activities. Yes, Tommy?

Tommy – Student

Ms. Leung, what is 'make and take' exactly?

Teacher – Ms. Leung

It means making something and taking it with you. On 'Green Day' the students will visit different classrooms and complete various activities.

3A is running a poster design competition and the other classes will run environmentally friendly activities. We are going to do some 'make and take' activities.

Tone

Very able students were able to work out how Mary felt After listening to Tommy's comments.

4. Tommy makes comments about Mary's activity. When Mary says 'Look Tommy...', she is

- A. calm
- ☒ B. angry
- C. happy
- D. sad



Listening Examples - Strengths

Specific Information

Most students were able to complete the required item for the Locker Magnet activity.

Part B

The 3B students made a poster to promote their activities but forgot some important information. Complete the poster by filling in the missing words.

GLR SKF
Secondary School

3B **GREEN DAY** **3B**
Make 'N' Take
ACTIVITIES

Come and join 3B! Make some of these crafts on Green Day!

Locker Magnet

Straw Craft

What we use:
8. old CD/CD's

What we use:
❖ coloured paper

Tommy –
Student

Oh, I see. In that case, I have a great idea. Each student can make a locker magnet. They will need an old CD and magnets. We can supply the scissors, glue and coloured paper or newspaper.



Listening Examples - Strengths

Connection – cohesive devices

Most students were able to connect the ideas they heard to work out what the boys would probably be making.

6. Boys will probably make _____ straws.

- | | |
|------------------|--------------------|
| 1. Spaceship | 2. Valentine's Day |
| 3. Star and Moon | 4. Animal |

- A. 1, 2 and 4
B. 2, 3 and 4
☒ C. 1, 3 and 4
D. 1, 2 and 3



Tommy –
Student

I don't want to make a Valentine's Day straw, and none of the other boys will want to either!

Mary – Student

Boys can do different designs like a spaceship, star, moon and even animal straws!

Task Name: Library Promotion (Radio Programme)

Task Content: Simon the radio host is talking to the head librarian Molly about how libraries have changed. They also talk about library promotion and activities at the State Library.

Unfamiliar word

Most students were able to work out the meaning of the word 'stern'.

1. Simon remembers if a person made a noise in the library, the librarian looked 'stern'. If someone looks stern, he/she is _____.

- A. beautiful
B. happy
☒ C. serious
D. ugly



Listening Examples - Strengths

Tone

Most students were able to identify the correct tone when Simon found out that food and drinks were allowed in the library.

4. Simon visited the library and saw the coffee shop. He was _____ when Molly mentioned that food and drinks were allowed in the library.

- ☒ A. shocked
- B. happy
- C. angry
- D. sad



Specific Information

Most students were able to identify what some places in the library were like.

5. Some of the places in the library are _____.

- A. uncomfortable
- B. unattractive
- C. very old
- ☒ D. comfortable



Listening Examples - Strengths

Task Name: School Picnic (School Radio Report)

Task Content: Tony and Winnie are Campus Radio hosts for a programme about the school picnic. They talk to different students about what they did on the day of the school picnic.

Specific Information

Most students were able to identify the lists that were made by the students.

6. 5A made different lists. They made a total of three lists for _____.

- ☐ A. drinks, food and general
- ☐ B. money, food and drinks
- ☐ C. food, general and cups
- ☐ D. plates, drinks and cutlery



Connection – cohesive devices

Students were able to identify what was referred to by the pronoun that was used.

8. Toby says that Josie's mum delivered 'it'. 'It' refers to the _____.

- ☐ A. sushi
- ☐ B. lemon tea
- ☐ C. milk tea
- ☐ D. fruit juice




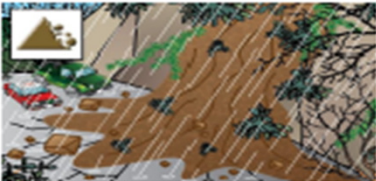


Listening Examples - Strengths

Task Name: Hong Kong Weather Watch (Conversation and Announcements).
This is an integrated task. There is a poster to read about Hong Kong Weather Watch and some announcements to listen to.

Task Content: Ms Wong is talking to her class about designing safety posters for a competition.

Poster

<p align="center">Hong Kong Weather Watch</p> <p><i>The weather in Hong Kong can sometimes be dangerous, particularly during the rainy season between April and September. The rain in May and June can be very heavy and may cause major floods, landslips and traffic problems. When there is a typhoon or a severe weather warning, the public must listen to all announcements on TV and radio before they go to work or school.</i></p>	
	<p align="center">Typhoon Signals</p> <p>When there is a typhoon, several warning signals will be issued. It is important that the public knows what each of them means.</p>
<p align="center">Very Hot Weather Warning</p> <p>Hot weather can be just as dangerous as wet and windy weather. The public must also be careful when it is very hot!</p>	
	<p align="center">Rainstorm Warning Signals</p> <p>These are signals that indicate how heavy the rain is and that school may be cancelled for the day.</p>
<p align="center">Landslip Warning</p> <p>Landslips can be dangerous! Lots of rain can cause the earth to loosen and come crashing down the mountainside, crushing everything in its path!</p>	



Listening Examples - Strengths

Distinguishing Main Ideas

Many students were able to read the poster and identify another appropriate title .

5. The poster is titled 'Hong Kong Weather Watch'. Another title for the poster could be _____.

- A. How To Have Fun In A Typhoon
- B. Announcements For Thrill Seekers
- ☒ C. Weather Warnings - What They Mean
- D. When To Use An Umbrella

Specific Information

Students were able to locate the correct information required.

10. In case the electricity goes out, you should use _____ to provide light.

- A. fires
- B. oil lamps
- C. candles
- ☒ D. flashlights



Listening Examples - Strengths

Task Name: My Smartphone Isn't Very Smart (Poem)

Task Content: The poem is about the owner of a smart phone lamenting how the phone used to do many wonderful things but now doesn't work.

Personification

Very able students were able to correctly identify the words that in the poem that gave the phone human qualities.

Stanza 1

1. Personification is used in poetry to give things human qualities or features. In stanza one, the words that are used to give the phone human qualities are _____.
A. piece, smart, dumb
B. smart, dumber, doorknob
C. dumber, doorknob, chewing gum
D. ☒ smart, dumber, dumb



Rhyme

Most students were able to identify the rhyming words in the second stanza.

Stanza 2

3. The rhyming words in this stanza are _____.
A. awesome and Internet
B. ☒ lame and game
C. Internet and it
D. play and lame



Student Performances in Listening 2015

Weaknesses

A main area of weakness is in the integrated section where students are required to write short one word answers/fill in the blanks.

This is where they have to rely on their spelling skills as well as their listening skills.

This year the integrated section was in 9EL1 and 9EL3, Part 1, Part B and the topic was about craft making activities. It required students to complete a poster with one word answers – prompts were provided to assist students.

Weaknesses

- **unfamiliar words/expression**
- **connecting ideas**
- **specific information – unfamiliar vocabulary and topics → SPELLING**
- **knowledge of the world**




Listening Examples - Weaknesses

Specific
Information
– 9EL1 & 9EL2
Part 1 Q. 9 -14

Part B


The 3B students made a poster to promote their activities but forgot some important information. Complete the poster by filling in the missing words.



GREEN DAY


Make 'N' Take

ACTIVITIES



Come and join 3B! Make some of these crafts on Green Day!

Locker Magnet



What we use:

8. old CD/CD's


- ❖ magnet(s)
- ❖ coloured paper

9. felt-tipped pens and glitter

10. scissors

- ❖ glue


Straw Craft



What we use:

- ❖ coloured paper
- ❖ drinking straws
- 11. coloured pencils
- ❖ hole punch
- ❖ glitter


Magazine Pockets



What we use:

- ❖ cereal boxes
- 12. old newspaper/newspapers
- 13. leftover wrapping paper
- ❖ glue

Pocket Holder



What we use:

14. pocket from old pants or jeans

- ❖ fabric paints
- ❖ beads
- ❖ patches



Listening Examples - Weaknesses

9EL1 & 9EL2 – Part 1

Part B - Integrated task – fill in blanks – specific information

Spelling variations for questions 8,9,10,11,12,13 & 14

CD/CDs	pens	scissors	pencils	newspaper/ newspapers	wrapping	jeans
CD(s)	pen	cissor	person	new paper	raping	gins
CDS	pants	scisors	pencail	nespapers	rapping	jins
old cd	pans	sissors	pensel	newspare	wrapped	ins
old CD	pen(s)	sciccors	pances	newspeper	ripper	genes
	pan	seissors	pencle	newaper	ripping	gims
	litte pen	siccors	penso	newspage	ropper	jenes
	pan	sicsors	pencial	newspaple	raped	jinx
	penil	sisors	pencile	wedpaper	racking	juns
	penal	cisor	pences	news-paper	reapain	junies
	penss	sucessors	pencels	newspapar	reping	jiens
	pins	seccsors	pancils	newspale	rocking	joes
	pace	sciser	penecial	newpape	repping	gens
		seccors	pecils	newpeaper	wrecking	geniens



Listening Examples - Weaknesses

Task Name: Green Day Activities (Conversation). This task has a section for students to fill in blanks while they listen to the conversation.

Task Content: Students and their class teacher are discussing some 'make and take' recycling activities to celebrate the first 'Green Day' at the school.

Knowledge of the world

Students did not know what a hole punch was used for.

5. A hole punch is used for _____.

- A. punching coloured pencils
- B. cutting CDs
- C. decorating straws
- ☐ D. making holes in paper

Specific Information

Some students were not able to work out what Mary made.

7. Mary made the _____.

- A. Locker Magnet
- B. Pocket Holder
- C. Magazine Pockets
- ☐ D. Valentine's Day straw



Listening Examples - Weaknesses

Task Name: Hong Kong Weather Watch (Conversation and Announcements).
This is an integrated task. There is a poster to read about Hong Kong Weather Watch and some announcements to listen to.

Task Content: Ms Wong is talking to her class about designing safety posters for a competition.

Connection- cohesive devices

Students were also not able to connect the information to the correct picture.

6. Peter's brother is always out during a storm. Which picture in the poster in *Part A* shows the warnings he always ignores?

- A. Very Hot Weather Warning
- B. Rainstorm Warning Signals
- C. Landslip Warning
- ☐ D. Typhoon Signals



Connection- cohesive devices

Students were also not able to connect the ideas of what should be done before severe weather.

8. Before severe weather, you should _____.
- A. know where to hide your pets
 - B. write a checklist of things to do
 - ☐ C. buy the supplies you need
 - D. know how to call the emergency services



Listening Examples - Weaknesses

Specific Information

Students found it difficult to work out what has to happen before a storm with animals.

13. Before a storm, animals need to be _____.

- A. hidden under the house
- B. taken to the animal shelter
- ☐ C. brought inside and kept calm
- D. put on a leash



Task Name: My Smartphone Isn't Very Smart (Poem)

Task Content: The poem is about the owner of a smart phone lamenting how the phone used to do many wonderful things but now doesn't work.

Unfamiliar word

Students found it difficult to work out the meaning of the word.

4. The phone used to be 'awesome' but is now described as 'lame' because it can't surf the Internet or play a game. 'Lame' here means _____.

- A. fantastic
- B. affected by illness
- C. unable to walk
- ☐ D. useless



Conclusions - Listening

- Expand vocabulary of students, in particular revision of vocabulary covered in late primary and early secondary and vocabulary that it is assumed students should already know – school, everyday vocabulary, stationery items, plants & trees, animals... The vocabulary also needs to be linked to the content provided in the spoken texts
- Exposure to different/authentic spoken texts including, poems, advertisements, instructions, dialogues, news, debates, reports, conversations, films, oral stories.... on a very wide range of topics, including world and local current events, teen issues, hot topics, everyday events to do with the home, keeping pets, family, historical events.....
- Exposure to a range of different voices – children and a variety of adult voices and varying accents
- Exposure to a wider range of speeds in spoken texts
- Exposure to various tones and different intonation as well as an explanation of different tones and emotions as these are sometimes difficult to identify in listening tasks.



Reading – Text Types

2013	2014	2015
Information Texts <ul style="list-style-type: none">- pamphlet- email- letters- poster and customer reviews- article	Information Texts <ul style="list-style-type: none">- article- blog with blog comments- online news- movie poster, movie information and reviews- blog	Information Texts <ul style="list-style-type: none">- magazine articles- pamphlet- letter → job application- graphic novel cover and chapter- blog
Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem	Narrative Texts <ul style="list-style-type: none">- poem



S3 Student Performances in Reading – Strengths 2013 - 2015

- able to determine the meaning of texts written on familiar topics and for various purposes
- capable of distinguishing views and attitudes through contextual clues
- able to comprehend and make plausible conclusions about the meaning of unfamiliar words and expressions using reference skills
- able to understand language features such as alliteration, onomatopoeia, personification and rhyming words
- able to distinguish fact from opinion
- able to distinguish different views and attitudes
- adept at inference and identifying main ideas
- able to determine the meaning of texts written on familiar topics and for various purposes
- able to identify general and specific information as well as details supporting main ideas
- able to understand the connection between ideas



S3 Student Performances in Reading – Weaknesses 2013 - 2015

- unable to extract specific information from a familiar text genre
- difficulty in locating information in more difficult/unfamiliar text genres
- difficulty in interpreting the meaning of unfamiliar words and expressions with contextual clues
- not able to understand language features or correctly identify examples of alliteration and rhyme
- lacking in inference skills
- inability to identify the main idea or gist
- not able to locate some contextual clues
- unable to identify different views and attitudes in particular contexts
- not able to correctly identify text type
- unable to identify fact from opinion in particular contexts
- not able to infer and identify main ideas
- not able to understand the connection between ideas



Student Performances in Reading 2015

Strengths

- specific information
- contextual clues
- connecting ideas
- locating information in a book cover
- rhyme
- inference
- unfamiliar word/expression
- locating the main idea
- knowledge of the world
- scanning
- inferring information
- identifying text types

Students performed well in the poem this year.



Reading Examples - Strengths

Task Name: Technology Today (Magazine Articles)

Task Content: The magazine articles are about technology and advertising in the 21st century and the launch of a particular smartphone.

Specific Information

Students were able to easily identify the way parents and grandparents communicated .

1. In the past, your parents and grandparents communicated by using _____.

- A. Tweety
- ☒ B. letters
- C. Friendsbook
- D. email



We
communicate
differently in
the 21st
century.



When your grandparents and parents were young, there was no Tweety© or Friendsbook©.

They were lucky if they had a television or a telephone. Information came in the form of newspapers or letters.



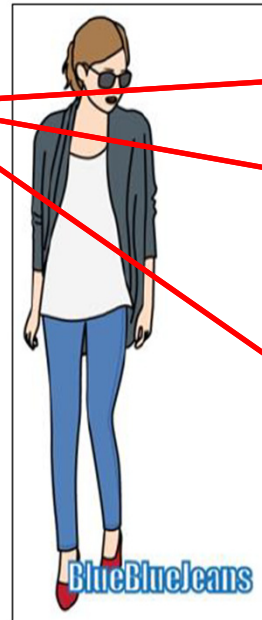
Reading Examples - Strengths

Main Idea

Many students were able to work out what the celebrities were using social media for.

3. Celebrities are using Friendsbook and Tweety to _____.

- A. make more friends
- B. work for free
- C. promote clothes and other items
- D. write to pen-pals



Some celebrities use their star power to advertise products. If you like a star and follow them on Friendsbook or Tweety, they will probably promote products to you. Stars don't do it for free. Companies know that a star tweetering to their fans about their products reaches more people than any advertisement on television or in a newspaper.

The exposure can be huge! Stars can make lots of money by tweetering. It only takes sentences like...

"Want to see how BlueBlue Jeans make your legs look longer? Look at me!"

Candy Cards, the famous reality TV star, promoted BlueBlue Jeans© with this tweeter!



Reading Examples - Strengths

Task Name: I Tried To Do My Homework (Poem)

Task Content: The poem is about a student who gets distracted by his computer and social media and has problems doing his homework.

Rhyme

Many students were able to determine the rhyming pairs in stanza two.

3. In stanza two, the rhyming pair is _____.

- A. course and that
- B. course and video
- C. look and video
- D. that and cat

My email **chimed**, and so, of course,

I had to look at **that**

It linked me to a video

of someone's silly **cat**.



Reading Examples - Strengths

Connection between ideas

Many students worked out why the student didn't hear his mother calling his name in stanza three.

Stanza Three

5. In stanza three, the student said he almost didn't hear his mother when she called his name. This was because he was _____.

- A. busy playing with the cat
- ☒ B. playing a video game
- C. texting a friend
- D. concentrating on doing homework

I watched a dozen videos,
and then I played a game.

I almost didn't hear her
when my mother called my name.



Reading Examples - Strengths

Task Name: Job Hunting Information For Students (Pamphlet)

Task Content: The pamphlet gives students tips on what to do in an interview, what to wear and how to behave.

Job Hunting Information For Students

Job Types	BOX 1	BOX 2
<p>Students may be looking for part-time jobs over the summer. Some jobs may be full-time!</p> <p>Look for a job you are interested in.</p>	<p>Job seekers must know about the company they have applied to.</p> <ul style="list-style-type: none"> What does the company do? Where does it have its offices? Is it just in Hong Kong or also in other parts of the world? 	<ul style="list-style-type: none"> Be prepared to answer questions about yourself and your job experience. Ask questions! Ask about the job or about the company or both!

Preparing For A Job Interview

Things to Take	Do's and Don'ts in an Interview
<ul style="list-style-type: none"> Your resumé A resumé lists important information like contact and personal details. <p>It also lists all of your school results, special skills and work experience.</p>	<ul style="list-style-type: none"> Speak loudly - don't whisper. Don't sit and <u>fidget nervously</u>. Relax and smile. 😊 Listen to the interviewer and think carefully before you speak. Make eye contact with the interviewer! DON'T ask about the salary. Let the interviewer tell you.

After The Interview

<p>☹ If you did not get the job, you can email the company:</p> <ul style="list-style-type: none"> Ask politely why you weren't successful. Ask what skills you need to improve. Ask what qualifications you need to have to be considered for the job. <p>DO NOT GIVE UP! Your job interview skills will improve with practice!</p> <p style="text-align: center;">GOOD LUCK!</p>	<p>If you got the job, 🌸</p> <p style="text-align: center;">CONGRATULATIONS!</p> <p style="text-align: center;">😊</p> <p style="text-align: center;">🌸</p>
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DRESS FOR SUCCESS

A JOB INTERVIEW IS AN AUDITION.
Make sure you're dressed for the part with these tips.

DO'S

DON'TS

DO'S

DON'TS

MENSWEAR

Choose a two-piece matching suit. It should be either dark blue or grey.

Don't wear character ties - ties that have strange designs or characters on them.

Don't wear shorts.

Don't wear trendy, fashionable clothes.

Don't wear makeup.

Wear a long-sleeved shirt that is white, or has a conservative pattern, or one that complements/matches your suit.

Socks should be in a dark colour.

Wear business shoes or dress shoes.

WOMENSWEAR

Wear a two-piece suit, or skirt and blouse, or a dress and jacket.

Don't wear a see-through shirt or blouse.

Don't wear a very short skirt.

Don't wear extremely high heels.

Don't wear too much jewellery, or large chunky jewellery.

Don't take a very big bag.

Don't wear too much makeup.

Wear hosiery - also known as tights. These should be neutral or should complement your suit. Be careful not to get a hole in the tights when you put them on.

Wear comfortable shoes with a medium heel.

Information For Men & Women!

Hair and appearance **MUST** be neat and tidy!
Iron your clothes the night before.
Polish your shoes.

Reading Examples - Strengths

Specific Information

Many students worked out what would not be contained

5. A resumé will **NOT** contain your _____.

- A. school results
- B. work experience
- ☒ C. favourite teachers
- D. contact details

Things to Take

• Your resumé

A resumé lists important information like contact and personal details.

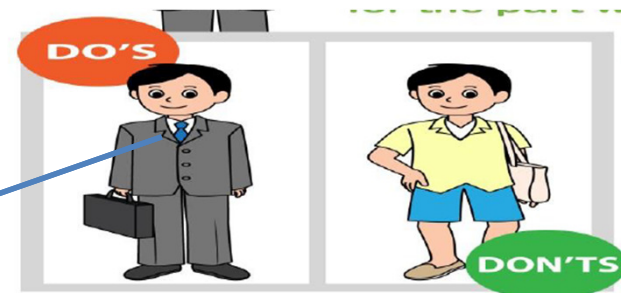
It also lists all of your school results, special skills and work experience.

Connection between ideas

Many students were able to connect the various ideas to work out what men should wear to an interview.

10. Men should wear a _____.

- ☒ A. suit and tie
- B. tie and shorts
- C. character tie and suit
- D. suit and no socks



MENSWEAR

Choose a two-piece matching suit. It should be either dark blue or grey.



Don't wear character ties – ties that have strange designs or characters on them.



Reading Examples - Strengths

Task Name: Job Application (Letter)

Task Content: A student has written a letter applying for the position of Junior Reporter.

Specific Information

The majority of students were able to work out what position Peter wanted to apply for.

1. Peter wants to apply for the position of _____.

- A. English Society member
- B. Campus TV reporter
- C. English Newsletter Group member
- ☒ D. Junior Reporter

Dear Editor,

I understand that you are setting up a Junior Reporters Group for the local newspaper. I wish to apply for the position of Junior Reporter.



Reading Examples - Strengths

Connection between ideas

Many students were able to connect information provided and work out what job showed his ability and experience in front of a camera.

6. One job that shows Peter is comfortable in front of a camera is his experience in _____.
- A. interviewing students in Chinese and English
 - ☒ B. working as a reporter for Campus TV
 - C. talking to foreigners
 - D. writing articles in English

I am a good team member and I work well with my team mates. I have been a member of a number of clubs and societies, such as the English Society, Campus TV where I worked as a reporter and cameraman, and the Drama Club.

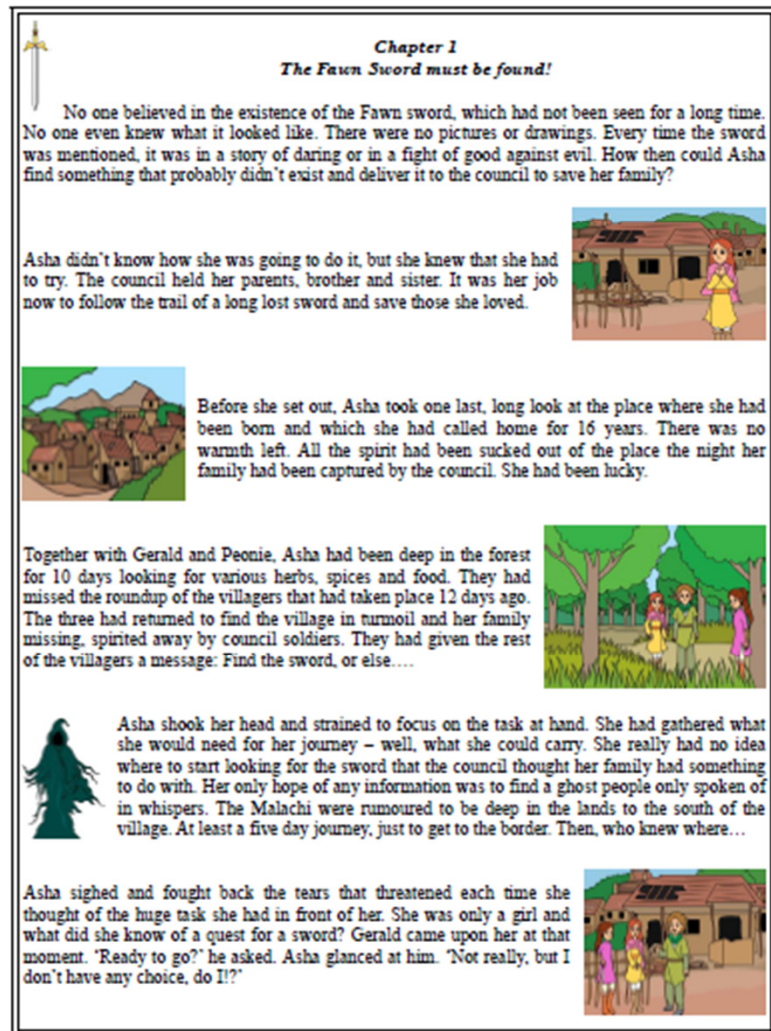
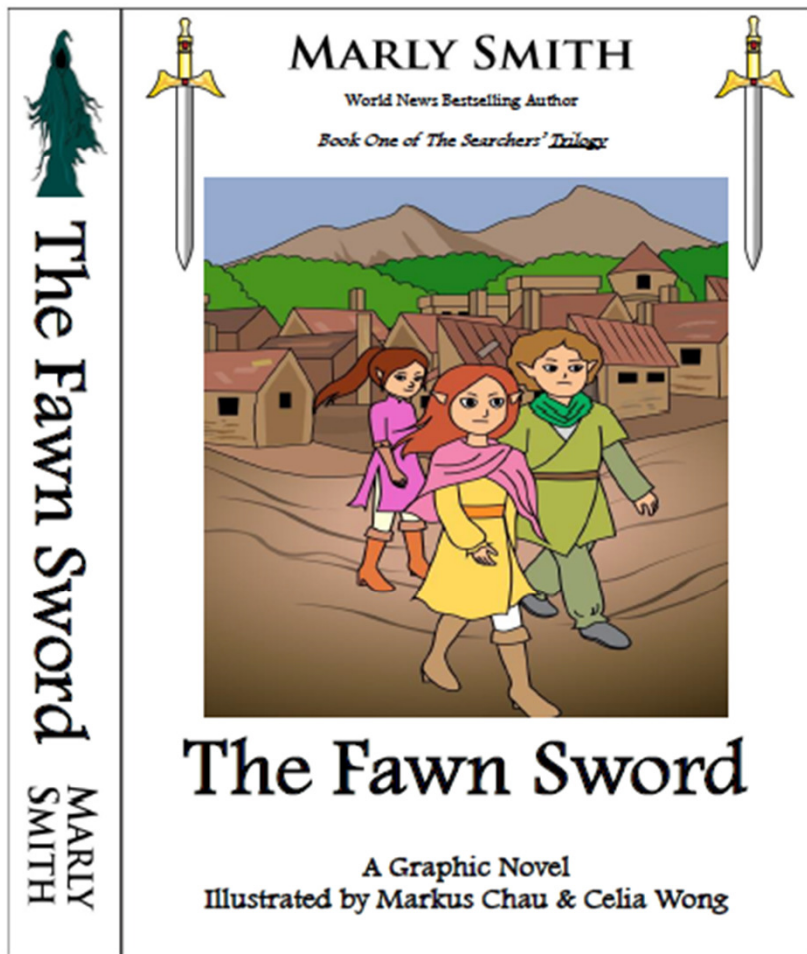
helped write articles for the newsletter and also did proofreading. I have also conducted interviews of both students and people outside of school.



Reading Examples - Strengths

Task Name: The Fawn Sword (Graphic Novel Cover & Chapter Extract)

Task Content: A cover of the graphic novel *The Fawn Sword* is given. The chapter extract is the first page of chapter one in which we learn of the Fawn Sword and Asha's role in the story.



Reading Examples - Strengths

Specific Information

The majority of students were able to work the author of the graphic novel.

Book Cover

1. The author of the graphic novel is _____.

- ☒ A. Marly Smith
- B. Celia Wong
- C. Markus Chau
- D. none of the above



MARLY SMITH

World News Bestselling Author

Book One of The Searchers' Trilogy



Reading Examples - Strengths

Contextual Clue

The majority of students were able to work out who Asha was after reading paragraph one.

5. Asha is _____.

- A. a boy in the story
- ☒ B. the main character in the story
- C. the name of the sword
- D. the name of the council



Chapter 1
The Fawn Sword must be found!

No one believed in the existence of the Fawn sword, which had not been seen for a long time. No one even knew what it looked like. There were no pictures or drawings. Every time the sword was mentioned, it was in a story of daring or in a fight of good against evil. How then could Asha find something that probably didn't exist and deliver it to the council to save her family?



Reading Examples - Strengths

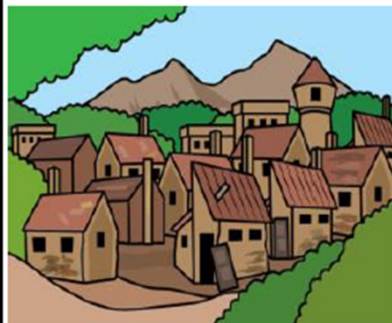
Connection between ideas

The majority of students were able to work out how old Asha was after reading paragraph three.

Paragraph Three

9. Asha is only _____ years old.

- A. three
- B. twelve
- ☒ C. sixteen
- D. ten



Before she set out, Asha took one last, long look at the place where she had been born and which she had called home for 16 years. There was no warmth left. All the spirit had been sucked out of the place the night her family had been captured by the council. She had been lucky.



Reading Examples - Strengths

Task Name: Disasters Runners Can Avoid (Blog)

Task Content: A blog about what can happen to runners and how to avoid the disasters.

Disasters Runners Can Avoid

CRAMPS

Caused by...

1. not enough running during the week.
2. a start that was too fast.

How to avoid cramps

1. Strengthen muscles by running more.
2. Pay attention to your watch! Excitement makes the early kilometres feel easy, but don't run too fast.
3. Drink water/sports drink according to your thirst level.
4. Before the race, eat salty foods like pretzels and nuts. Use fast food salt packets during the race.

ASTHMA ATTACK

Many runners suffer from exercise-induced asthma. Exercising in the cold can cause an attack. The sudden change in temperature can cause spasms and make it difficult to breathe.

How to avoid an asthma attack

1. On cold days, hit the treadmill or the gym.
2. If you are outdoors, breathe through your nose.
3. If you have to run outside, wear a mask to warm the air before it hits your lungs.
4. See a doctor to help control allergies which can cause an attack.

HEATSTROKE

Strokes can be life threatening. In hot weather, runners should slow down. Otherwise, the human body can't supply enough blood to cool the runner and keep muscles working!

How to avoid heatstroke

1. The day before a race, drink at least 3.5 litres of water.
2. On race day, drink at least half a litre of a sports drink to prevent electrolyte loss.
3. Wear clothing that allows heat to escape. A white hat deflects the sun. Put ice under your hat to cool your head!

Reading Examples - Strengths

Dictionary Skills

The majority of students were able to work out the meaning of the word cramps.

1. Look at the section titled Cramps. Now look at the dictionary entry for 'cramps' below. Which meaning corresponds to the word in the title?

- | | |
|--|---|
| 1. (n) a tool used to clamp two objects together for gluing or other work
e.g. <i>The wooden blocks are held together by cramps until the glue dries.</i> | 2. (v) to stop the development of something
e.g. <i>The rules and regulations will <u>cramp</u> the growth of the economy.</i> |
| 3. (n) an involuntary contraction of a <u>muscle or muscles caused by tiredness</u> or stress
e.g. <i>He suffered from severe stomach cramps after eating too much dessert.</i> | 4. (phr) prevent someone from acting freely
e.g. <i>My father is going to <u>cramp</u> my style if he comes to the cinema with us.</i> |

- A. 1
B. 2
☒ C. 3
D. 4



CRAMPS

Caused by...

1. not enough running during the week.
2. a start that was too fast.

How to avoid cramps

1. Strengthen muscles by running more.
2. Pay attention to your watch! Excitement makes the early kilometres feel easy, but don't run too fast.
3. Drink water/sports drink according to your thirst level.
4. Before the race, eat salty foods like pretzels and nuts. Use fast food salt packets during the race.



Reading Examples - Strengths

Inference

The majority of students worked out that wearing a mask could prevent asthma.

9. Wearing a mask will _____.

- A. cause muscle spasms
- ☒ B. help prevent an asthma attack
- C. make it impossible to breathe
- D. attack allergies

ASTHMA ATTACK

Many runners suffer from exercise-induced asthma. Exercising in the cold can cause an attack. The sudden change in temperature can cause spasms and make it difficult to breathe.



How to avoid an asthma attack

1. On cold days, hit the treadmill or the gym.
2. If you are outdoors, breathe through your nose.
3. If you have to run outside, wear a mask to warm the air before it hits your lungs.
4. See a doctor to help control allergies which can cause an attack.



Student Performances in Reading 2015

- **Weaknesses**

- connecting ideas
- identifying specific information
- identifying details that support a main idea
- contextual clues
- inference
- unfamiliar word/expression



Reading Examples - Weaknesses

Task Name: Technology Today (Magazine Articles)

Task Content: The magazine articles are about technology and advertising in the 21st century and the launch of a particular smartphone.

Connection between ideas

Students found it difficult to connect the ideas and work out firstly what the sales figures show and secondly what kind of a company Foldy is.

10. Mr. Sam Cheung released sales figures which show _____.

- A. how many Fold-A-Phones were sold
- B. the prices of phones in relation to the Apphone
- C. the cost of the NoRing phone
- D. how much the phone costs compared to other phones

Perhaps the price is why the turnout and the sales figures were lower than expected. Mr. Sam Cheung, managing director of Foldy, released the sales figures at a press conference last night. Foldy is the same company that brought us the Foldy© computer last year.

12. Foldy is a company that _____.

- A. sells different brands of smartphones
- B. runs press conferences for other companies
- C. has a new pricing model
- D. makes computers and smartphones

Mr. Cheung looked a bit disappointed when he reported that of the half a million phones available, only one quarter had been sold. Not good news for any technology company! Perhaps Foldy needs to look at its pricing model!



Reading Examples - Weaknesses

Inference

Students found it hard to determine that by only selling a limited number of phones that the phone was probably too expensive for consumers.

11. Foldy only sold 125,000 of the 500,000 phones available. This shows that _____.

- A. the phone is probably too expensive for consumers
- B. people love the Fold-A-Phone
- C. the company will have to increase the price
- D. the company will change the model of the Fold-A-Phone

The latest smartphone went on sale yesterday. The new Fold-A-Phone© is said to be the first phone that you can bend and put into your pocket without damaging it.



Fold-A-Phone©

It retails for HK\$8,000, which is **at the top end of phone prices**. The price makes it even more expensive

Perhaps the price is why the turnout and the sales figures were lower than expected. Mr. Sam Cheung, managing director of Foldy, released the sales figures at a press conference last night. Foldy is the same company that brought us the Foldy© computer last year.

Mr. Cheung looked a bit disappointed when he reported that of the half a million phones available, only one quarter had been sold. Not good news for any technology company! Perhaps Foldy needs to look at its pricing model!



Reading Examples - Weaknesses

Task Name: I Tried To Do My Homework (Poem)

Task Content: The poem is about a student who gets distracted by his computer and social media and has problems doing his homework.

Unknown Word

Some students were able to work out the meaning of the word 'chimed'.

Stanza Two

2. According to stanza two, the email 'chimed'. If something chimes, it _____.

- ☐ A. makes a noise
- ☐ B. gets deleted
- ☐ C. sounds like a cat
- ☐ D. plays a video

My email **chimed**, and so, of course,

I had to look at that.

It linked me to a video
of someone's silly cat.



Reading Examples - Weaknesses

Task Name: Job Hunting Information For Students (Pamphlet)

Task Content: The pamphlet gives students tips on what to do in an interview, what to wear and how to behave.

Identifying main ideas

Students found it difficult to work out the heading for the box, despite being provided with key information.

BOX 2

4. A heading for Box Number 2 could be _____.

- A. In The Interview
- B. Before The Interview
- C. After The Interview
- D. Over The Phone

- Be prepared to answer questions about yourself and your job experience.
- Ask questions!
- Ask about the job or about the company or both!

Inference

Despite being provided with the heading, students still found it difficult to work out who the resume would be given to.

6. The resumé is taken to the interview to _____

- A. show the interviewer
- B. give to the school
- C. help the job seeker ask questions
- D. show the skills of the interviewer

Preparing For A Job Interview

Things to Take

Do's and Don'ts in an Interview

- **Your resumé**
A resumé lists important information like contact and personal details.

- Speak loudly - don't whisper.
- Don't sit and fidget nervously.
- Relax and smile. 😊



Reading Examples - Weaknesses

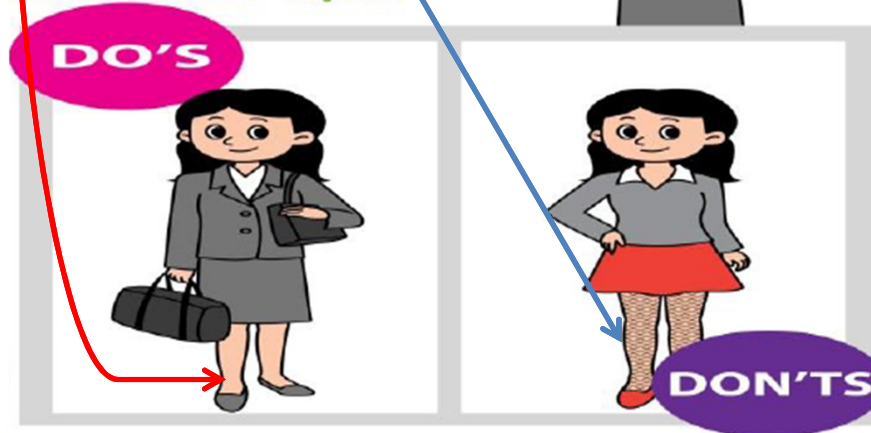
Connection between ideas

Students were not able to work out what matching hosiery was.

13. If hosiery complements your suit, it will be _____.

- A. bright
- B. patterned
- C. matching
- D. comfortable

With these tips.



Wear **hosiery** – also known as tights. These should be neutral or should complement your suit. Be careful not to get a hole in the tights when you put them on.



Reading Examples - Weaknesses

Task Name: Job Application (Letter)

Task Content: A student has written a letter applying for the position of Junior Reporter.

Specific Information

Students were not able to work out the skills that would make Peter a good person for the job.

4. The skills that would make Peter a good person for the job are his _____.

- A. inability to stick to deadlines
- B. acting skills
- ☐ C. speaking skills in Chinese and English
- D. all of the above

I have spoken to a large number of foreigners and am not scared to speak to them in either English or Chinese. My written English is of a high standard and I got the highest grade in the last written examination.



Reading Examples - Weaknesses

Connection between ideas

Many students were not able to work out how many clubs and societies Peter has been a member of.

5. Peter has been a member of _____ groups and societies.

- A. five
- B. two
- C. three
- ☐ D. four

I feel that I would be a very suitable candidate as I have a lot of relevant experience. I have been a member of my school's English Newsletter Group for the last three years. I

I am a good team member and I work well with my team mates. I have been a member of a number of clubs and societies, such as the English Society, Campus TV where I worked as a reporter and cameraman, and the Drama Club.



Reading Examples - Weaknesses

Task Name: The Fawn Sword (Graphic Novel Cover & Chapter Extract)

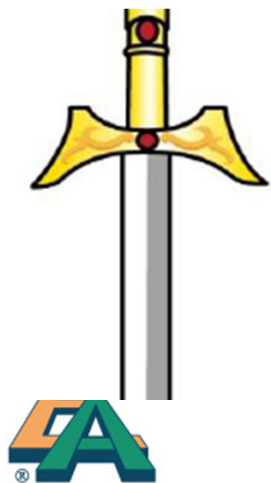
Task Content: A cover of the graphic novel *The Fawn Sword* is given. The chapter extract is the first page of chapter one in which we learn of the Fawn Sword and Asha's role in the story.

Knowledge of the world

Many students were not able to work out how many books were still to come in the trilogy.

2. *The Fawn Sword* is book one in a 'trilogy'. This means there are still _____ books to come.

- A. one
- ☒ B. two
- C. three
- D. four



MARLY SMITH
World News Bestselling Author
Book One of The Searchers' Trilogy

Reading Examples - Weaknesses

Connection between ideas

Many students were not able to work out what happened while Asha was away.

10. While Asha was away, _____.

- A. the sword was stolen
- B. the villagers were killed
- C. her family was taken prisoner
- D. the village was inhabited by spirits

Together with Gerald and Peonie, Asha had been deep in the forest for 10 days looking for various herbs, spices and food. They had missed the roundup of the villagers that had taken place 12 days ago. The three had returned to find the village in turmoil and her family missing, spirited away by council soldiers. They had given the rest of the villagers a message: Find the sword, or else....



Reading Examples - Weaknesses

Main idea

Many students were not able to determine what Asha was feeling.

Paragraph Six

16. The main character is a girl who is _____ what lies ahead.

- A. delighted by
- ☒ B. scared of
- C. not worried about
- D. excited by

Asha sighed and fought back the tears that threatened each time she thought of the huge task she had in front of her. She was only a girl and what did she know of a quest for a sword? Gerald came upon her at that moment. 'Ready to go?' he asked. Asha glanced at him. 'Not really, but I don't have any choice, do I!'



Reading Examples - Weaknesses

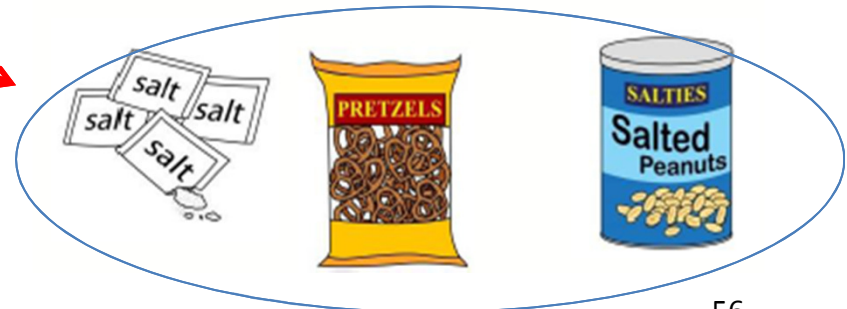
Task Name: Disasters Runners Can Avoid (Blog)

Task Content: A blog about what can happen to runners and how to avoid the disasters.

Connection between ideas

Many students did not understand how cramps could be prevented.

2. Cramps can be prevented by _____.
- A. slowing down
 - B. exercising more
 - C. eating certain food
 - D. all of the above
- How to avoid cramps**
1. Strengthen muscles by running more.
 2. Pay attention to your watch! Excitement makes the early kilometres feel easy, but don't run too fast.
 3. Drink water/sports drink according to your thirst level.
 4. Before the race, eat salty foods like pretzels and nuts. Use fast food salt packets during the race.



Reading Examples - Weaknesses

Connections between ideas

Students were unable to work out why sports drinks and water were useful for runners.

12. Sports drinks and water are useful for runners because they _____.

- A. help prevent heatstroke and cramps
- B. help increase electrolyte loss
- C. aid in preventing asthma attacks
- D. none of the above

How to avoid cramps

1. Strengthen muscles by running more.
2. Pay attention to your watch! Excitement makes the early kilometres feel easy, but don't run too fast.
3. Drink water/sports drink according to your thirst level.



HEATSTROKE

Strokes can be life threatening. In hot weather, runners should slow down. Otherwise, the human body can't supply enough blood to cool the runner and keep muscles working!

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2. On race day, drink at least half a litre of a sports drink to prevent electrolyte loss.
3. Wear clothing that allows heat to escape. A white hat deflects the sun. Put ice under your hat to cool your head!



Conclusions - Reading

- Expand vocabulary of students – linked to the content provided in the written texts and student usage – a variety of topics will expand the vocabulary of students and spark interest
- Exposure to different text types – authentic newspaper articles, poems, articles, pamphlets, reviews – books, movies, fact sheets... and different topics/content both online and in paper format
- Familiar and unfamiliar topic/content material
- Exposure to different question types and question intents



Student Performances in Writing 2015

- **Writing – Strengths**

Generally students performed better in writing the email (9EW2). The format of the email was not as much of an issue as letters in previous years.

Students had more ideas to write about when they were familiar with the topics.

Vocabulary was also better when students were familiar with the topics.

Competent writers displayed planning and organisation. They also linked ideas in and between paragraphs.

Paragraphs also had supporting details.

Competent writers also showed a clear understanding of the audience, format and the context and purpose of the piece.



9EW1 - Article

A new theme park just opened in Hong Kong. Your class was lucky enough to visit the park before the grand opening. Write an article for the school magazine describing what happened during your visit and what you think about the new theme park and its attractions. Give your article an interesting title.

You may use some of the ideas from the leaflet and/or your own ideas in your writing. Write the article in about 150 words.

Welcome To Wild'n'More Theme Park!

The newest theme park in Hong Kong



So many exciting activities!



Bring your friends and family!



Buy souvenirs in one of our many gift shops!



Meet the animals in the zoo.
You might even get a chance to feed them!
Daily animal shows!



Lots of rides and attractions for all ages!







Remember these rules to stay safe. Have a great time in the park!

Opening Hours
Mon – Fri: 9:00 a.m. – 8:30 p.m.
Sat, Sun and Public Holidays
9:00 a.m. – 10:30 p.m.

Tickets
Buy online and save time
www.wildnmorethemepark.com

Adult (aged 12 or above)	\$290
Child (aged 3 – 11)	\$110
Full time Student (aged 12 or above)	\$140



9EW2 - Email

You are a member of the Student Union. You have been asked by Mr. Lai, the head of the End-of-Year Activity Committee, to help select some end-of-year activities. Read Mr. Lai's email, look at the pictures and write your email.

You may use some of the ideas from the email and pictures and/or your own ideas in your writing. Write your email in about 150 words.

TO: jackleleung234@ekfglrs.edu.hk; marywong@ekfglrs.edu.hk;
tommyau@ekfglrs.edu.hk; adamhon@ekfglrs.edu.hk

SUBJECT: **Choosing the end-of-year activities**

SEND

Dear Members of the Student Union,

The End-of-Year Activity Committee met recently and we have come up with some suggestions for the end-of-year activities. We would like to have the input of all members of the Student Union.

We need to have a list of activities that students will be interested in. They have to be activities that won't cost too much money and aren't too far away from the school. They can be half day or whole day activities.

We have included some pictures of activities. Choose some and let us know in an email what you think about them, and which ones students would prefer and why. If you have any ideas for other activities, then please add your suggestions to the email.

I look forward to reading your emails.

Best regards,
Mr. Lai



Attachment: Pictures of some suggested end-of-year activities

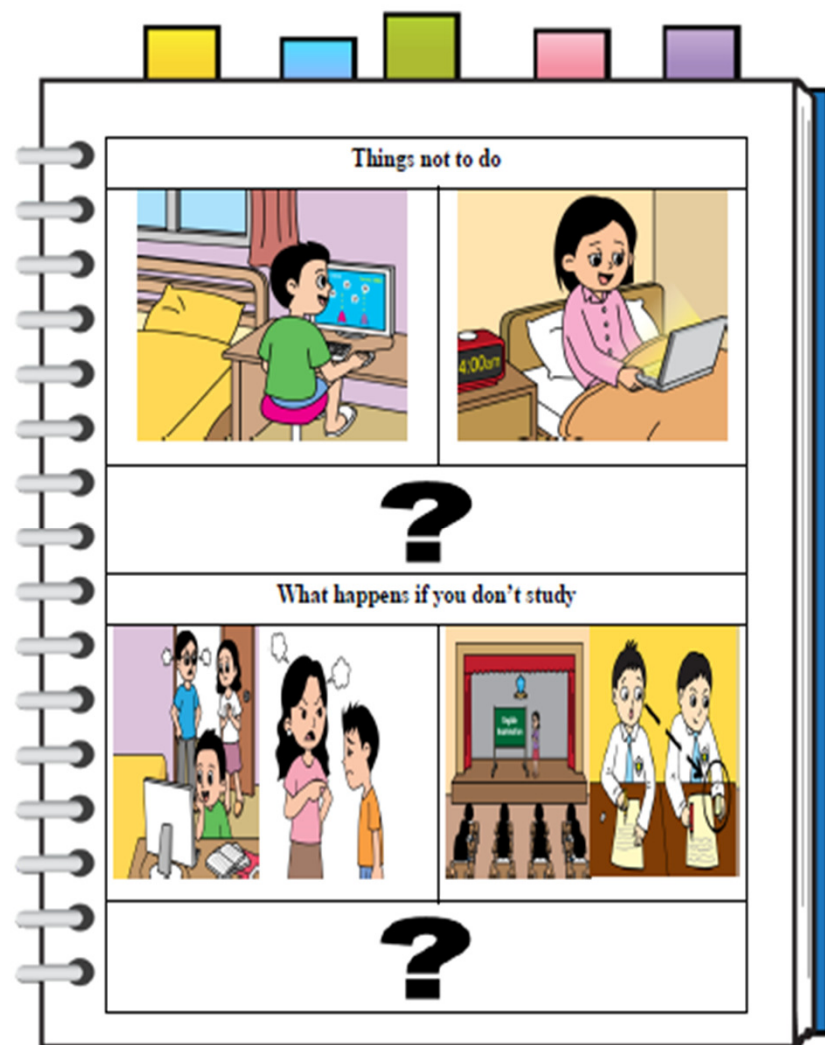
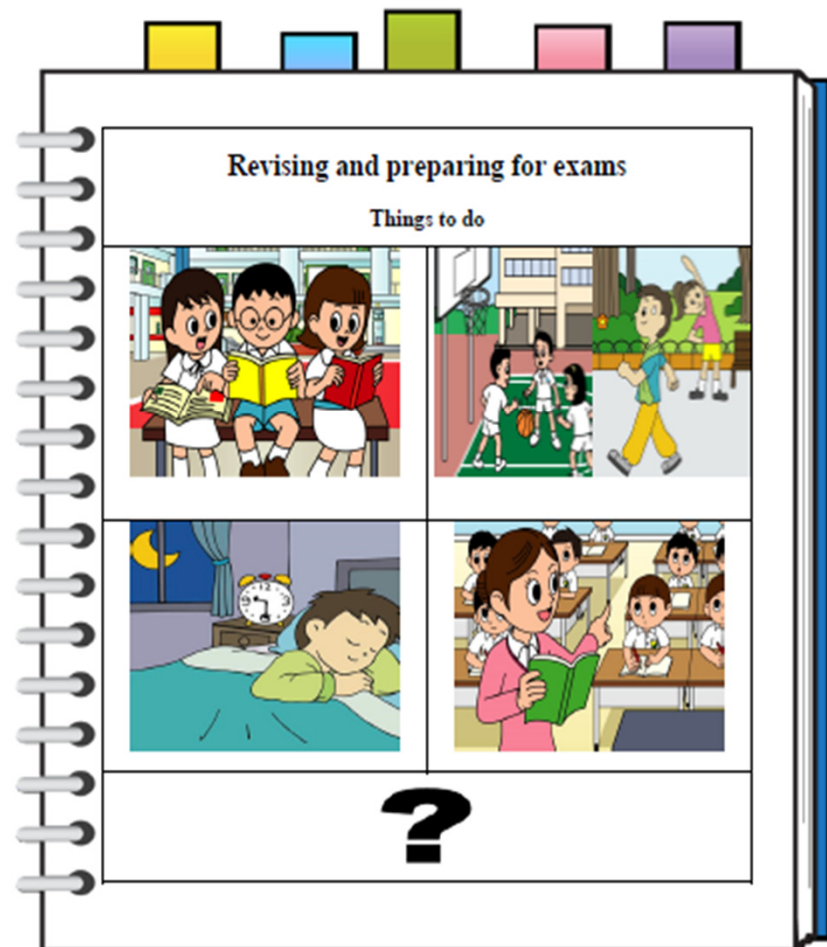


END OF PAPER

9EW3 - Speech

Exams are coming soon. Your principal has asked you to write a speech about how students can prepare for exams, the things they should and should not do and why. You will present your speech at morning assembly.

In about 150 words, write your speech. You may use some of the ideas from the notes the principal gave you and/or your own ideas in your writing.



Writing

Strengths

- 9EW1
- 9EW2
- 9EW3

Exemplars and Annotation



9EW1 - Article

Article – Welcome To Wild'n'More Theme Park (9EW1) - Student Exemplar 4

1

The Encounter of the Seal and I

1 My class was lucky enough to visit the newest theme park, Wild'n'More Theme Park before its grand opening. I am honoured to write an article here, describing my visit to the park.

We arrived at the Wild'n'More Theme Park at nine o'clock in the morning that day. Firstly, I went for a roller coaster ride with two of my friends. I found the ride too much for me, but Sally, my best friend, who was really fond of exciting rides thought the ride was the best ride ever in her life. Then, I ~~queued~~ ^{lined} up for a roller coaster for kids. Sally did not join as she thought that one would be boring. However, after the ride, I would certainly recommend it for kids and those who find adults' roller coasters too exciting as the level is absolutely suitable. After that, I couldn't get enough of the rides so I went on a 'Coffee Cup' ride. I ~~felt dizzy~~ ^{was dizzy} after playing a round of it but still, it was enjoyable.

4 My friends and I took the cable car and went to the upper part of the theme park. We went to watch the animal show of the day. The 'guest' that day was a seal! It was fun watching it flap its tail and clap its hands. It was even capable of saying 'hello' to the audience! What's more, I was really fortunate as I got picked to feed the seal! I found the Animal Theatre the most memorable part throughout the day. I even took photos with the seal!

4 At last, we bought some souvenirs at the shop. I will recommend this park to everyone I know after this visit. There are rides for both adults and kids. Food, drinks and souvenirs at the park are not too expensive. The prices are reasonable. Besides, the staffs there are really nice and are willing to answer all your enquiries patiently. Tickets for students are also provided with relatively cheaper price compared to that of adults'. I am sure that adults, teenagers and kids will all find the Wild'n'More Theme Park fun. Do pay a visit to the park when you have time!



9EW1 - Article

Annotation - Student Exemplar 4

- 1 Appropriate title, introductory paragraph and concluding paragraph and features of an article are evident
- 2 Ideas are generally expressed clearly and effectively – and an example of this is the encounter with the seal. The basis of the idea comes from the prompt but the idea has been elaborated on with details like the seal clapping and saying hello to the audience...
- 3 Good range of language patterns
- 4 Coherent links throughout the article
- ↔ Good range and use of topic specific vocabulary – *rollercoaster, cable car, seal, dizzy*
- [] Ideas are generally expressed clearly and effectively with elaboration. The writer talks about the visit and the various attractions, and also mentions rides he/she went on and personal experience of these rides as well as the feelings of others who went on the rides. The writer also mentions rides that are suitable for adults and children as well as recommending the park to everyone she/he knows and encouraging the reader to visit the park. The writer also mentions food and ticket prices and compares the prices briefly
- ~ Some expressions used incorrectly but these do not impede the understanding/meaning – *At last* instead of *finally*, *staffs* instead of *staff*
- ◀.....▶ Tense – *queues* instead of *queued*



9EW2 – Email

Email – Choosing the end-of-year activities (9EW2) • Student Exemplar 5

TO: mr.lai@skfgrss.edu.hk
SUBJECT: My suggestions for the end-of-year activities
[SEND]

1 Dear Mr. Lai, the head of the End-of-Year Activity committee,

The end-of-year is approaching! Sure that everyone is also looking forward. Now, I will suggest a few activities that won't cost too much money and aren't too far away from the school. All activities will be finished within half day.

From looking some pictures you have included, I would like to choose 3 for my first priority. It is climbing, hiking and going to theme park perspectively. The remaining I think it is not a good suggestion as those activities are so common. We have always encountered those activities. And the skip party may be a big costing. Not all of our students could afford the price of it.

I am definitely sure that majority students would prefer theme park. And then hiking and then climbing. Now, I will talk about the reason why they would prefer theme park first. As we all know, Hong Kong's theme park has a good reputation and is eminent.

Different tourists around the world visit them because of their fame. There is no doubt that why majority would like to choose theme park for their first priority. Inside the theme park, there are a variety of choices for different age people. Teenagers such as us are crazy about roller coaster, because it is fast and furious. People can feel very excited. Although it is quite expensive, I still think it is worthy and a chance that we should grasp it.

Apart from the above, I think the remaining two activities, hiking and climbing, can be combined as one activity. I would like to talk about the advantage and why the student would prefer. Hong Kong is a high density city. Living conditions is well known, are cramped. Lack fresh air.

And hiking offers us a golden opportunity to feel what is natural. Hiking helps us strengthen our body and muscle. Help us prevent from suggesting disease. Lots of advantages that I can't list one by one. Except hiking, climbing or playing some games that require cooperation can help us build up team spirit and learn how to cooperate with others. I think we should also remind our student to wear caps and prepare abundant water and adequate hiking equipment in order to



9EW2 – Email

prevent injured and heatstroke.
That is all my suggestions. I look forward
to seeing your reply.
Best regards,
Members of the student Union

1

Annotation - Student Exemplar 5

- 1 The email has a greeting and a complimentary close but the greeting has additional information provided – *Dear Mr. Lai, the head of the End-of-Year Activity committee* and the complimentary close is a sign off from a group, rather than from just the writer – *Best regards, Members of the student Union*
 - 2 Each paragraph is well developed with lots of details, especially the fifth paragraph where the writer suggests combining two activities into one
 - 3 The email has been expanded beyond the prompts/pictures provided by also using original ideas linked closely to the topic
- ↔ Some good use of vocabulary – *my first priority, eminent, living conditions as we all know are cramped, hiking offers us*
- ~ Some errors in vocabulary and expression – *reputuation* instead of *reputation*, *appoarching* instead of *approaching*, *perspectively* instead of *respectively*, *within half day* instead of *within half a day*, *help us prevent from suffering disease* instead of *prevent disease*
- ◀.....▶ Verb subject agreement – *it is* instead of *they are*



9EW3 – Speech



Speech – Revising and Preparing for Exams (9EW3) - Student Exemplar 6

Good morning everyone,

1 Today I am going to talk about revising and preparing for exams. I want to talk about the things that we should do. Before the exam, I will revise the things that the teachers taught in the lesson after school. In lessons, paying attention is an

2 attitude that students should have. After the lessons, even in recesses or lunch time, I will read books

2 with my friends. But if we just keep studying everytime, it may brought a lot of pressure to us, so we can do some exercises or sports with friends to relax ourself. Moreover, we should sleep earlier because we can be more attentive in lessons on the next day. Except the things that we should do on the above, there are also something that we should not do before the exam. For example, we shouldn't play video games for a whole day. It's wasting our time. And we should not sleep after 11:00 P.M., this will affect our attentiveness on the next day. Moreover, some students may not eat breakfast in the morning on school days, but for the exam, we should eat breakfast for better performances. 2

If we don't study, we may be punished by our teachers and parents because of getting bad results. And we will let them down too. Furthermore, if you really want to get good results, except the things above, I recommend you guys to study earlier before the exam for well-prepared performances. Good luck! 1

9EW3 – Speech

Annotation - Student Exemplar 6

1

The writer has provided an opening and closing of the speech

2

Some good ideas that are relevant to the topic and which are elaborated on briefly with few details, like students' attitude. Ideas are given – like reading books but then not connected directly to the next few sentences which refer to relaxing and what students can do to ease pressure. The writer also notes that students must eat breakfast but just briefly mentions that it is to ensure better performances. He/She fails to elaborate on how this would help improve performance



The writer switches between the first person singular (I) and first person plural (we) and also uses a very informal expression – *you guys* in the speech, which is not appropriate tone wise given the location/function and the audience – principal, teachers and students



Errors in spelling and expression are made which do not affect meaning – *even in recesses* instead of *even at recess*, *studying everytime* instead of *studying all the time*, *relax ourself* instead of *relax (ourself should be ourselves)*, *should not sleep after 11* instead of *we should go to sleep after 11*, *attentiveness on the next day* instead of *attentiveness the next day*, *for well prepared performances* instead of *so that you get good results*



Some strengths to highlight

9EW1 – Sentences, Phrases and Vocabulary

- I was in awe
- see-through cable car
- to commemorate
- in retrospect
- dropped by
- after riding the roller coaster (I) felt the rush
- popular
- dropped by

- Interesting titles – The Encounter of the Seal and I
- Good ideas like – to save time book online, use the website provided
- Capable students went way beyond the pictorial prompts provided to name different rides and attractions.



- Many capable students ignore the pictorial prompts to a large extent and rely on their own ideas and perhaps also prior knowledge – a visit to another type of theme park to pull their ideas together

Some strengths to highlight

9EW2 – Sentences, Phrases and Vocabulary

- The majority of students know how to write and email and also how and where to use the appropriate greeting and complimentary close
- Many capable students ignore the pictorial prompts to a large extent and rely on their own ideas and perhaps also prior knowledge of other types of activities that they have participated in and enjoyed
- Providing reasons has improved with students being able to explain why they would choose one activity over another, rather than just saying they would pick this activity
- Strong writers can suggest other activities than those pictured in the prompts and also have the vocabulary to aptly describe the activities and also reason why they would be good for the students and how they fit into the parameters provided by Mr. Lai in the email.



Some strengths to highlight

9EW3 – Sentences, Phrases and Vocabulary

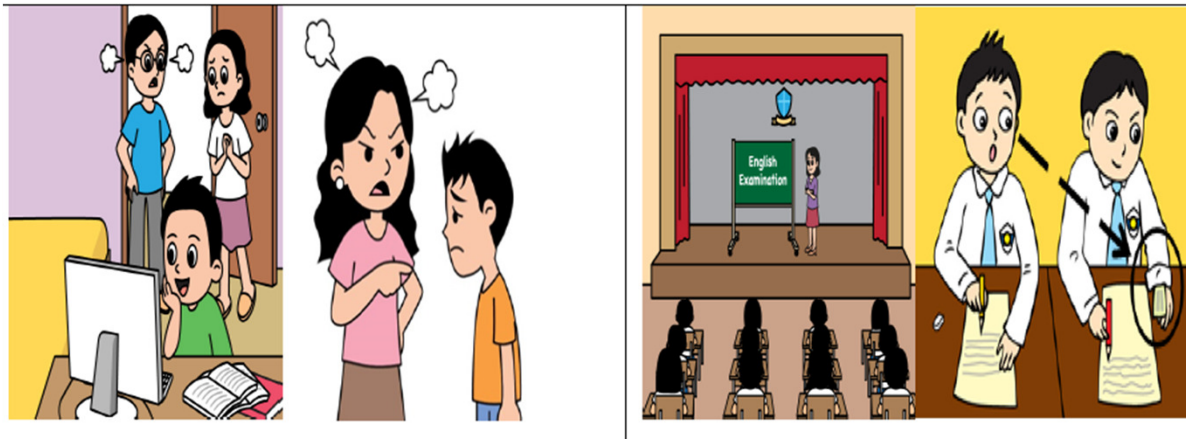
- exercising is essential
- physical and mental health
- metabolic system
- refreshed
- A student attempted to use the word endorphins, but it was misspelt → endorphines
- negative emotions
- consult a therapist



Some strengths to highlight

9EW3 –

- Many students were able to use their own experience and write about how to study and various ways of revising and preparing for exams.
- They also mentioned how to study with friends and the benefits of this, as well as studying alone, the benefits of exercise and eating well and also taking a break from study and sleeping well and going to bed early, rather than later.
- Students also wrote about cheating and the consequences and the reactions and disappointment of parents and teachers.



Some strengths to highlight

9EW1, 9EW2 & 9EW3

- Capable students were able to use complex structures in their writing – in their introductions, body and also conclusions.
- Some students demonstrated a very good command of topic specific vocabulary – in particular in relation to new theme park and the various attractions and what they did on their visit (article), or what end of year activities they would choose/suggest (email), and the how to revise and prepare for exams (speech).
- They were able to form their own opinion(s) independent of the writing prompts provided and share it/them with the reader and were good at describing what they saw at the theme park (article) as well as suggesting suitable end-of-year activities (email) and ways to revise and prepare for exams (speech) .
- Capable students checked their work carefully and in doing so avoided simple spelling mistakes and grammatical errors.
- Capable students also did not rely solely on the prompts provided, rather they used them as a starting point and developed their own ideas around them.



Writing

Weaknesses

- 9EW1
- 9EW2
- 9EW3

Exemplars and Annotation



9EW1 -

Article – Welcome To Wild'n'More Theme Park (9EW1) - Student Exemplar 1

Title provided → Fun in Wild'n'More Theme Park

Short but suitable introduction → Last week, I was lucky to visit the newest theme park [which called] Wild'n'More before the grand opening. It was so awesome that [I would like to introduce to you].

1 [As all the theme park], there are lots of rides and attractions in the park and they are for all ages. The rides I would like to mention is 'Space ride'. It was already well-known that all of you might heard about before. In the 'Space ride', players can sit in the roller coaster and enjoy the amazing journey. All of the stars are 3-D and sometimes you can feel that some stars are [going to crash you down].

Information copied from picture prompts → Related to the name of theme park [you may know the the park is wild] Bingo! There are many animals in the zoo! You can watch Daily animal shows in the park and you might even get a chance to feed them. You can also give a loving hug to some of the animals, such as dolphins, tigers and elephants.

Short conclusion → What a fantastic place it is! The tickets are also not too expensive. Let bring your friends and family to have fun in the new theme park. You can get more information from www.wildnmorethemepark.com.



9EW1 -

Annotation - Student Exemplar 1

1

The writer mentions and gives details about a ride not given in the prompts

[]

Errors in expression/tense – *which called* instead of *which is called*,
introduce to you instead of *introduce it to you*, *As all the theme park*
instead of *As with all theme parks, you may know the the park is wild*
instead of *you may know that the park is wild*, *going to crack you down*
instead of *going to hit your head/going to crash down on you*

↔

Vocabulary used is simple and understandable but the majority of it has
been taken from the prompts provided



9EW2 -

Email – Choosing the end-of-year activities (9EW2) - Student Exemplar 2

TO:

SUBJECT:

Brief introduction

1

Dear Mr Lai,

The End-of-Year Activity is coming, I suggest some activities that students will be interested in.

First, we can go to some camping village to have some ^{outdoor} activities, such as hiking and climbing up. These activities can make students be strong and have team work. Also, at these climbing activities we can a pair of group to help each others. Let them don't be scare. Second, our school had many students like drawing or diy something to friend. We can organise a workshop or art day, let all the students had play art. Third, we can also go to theme park, like Disneyland or Ocean Park because there had many games to our students like roller-skactor. Let student relax after exam, because form-3 [students was very tired] after exam and TSA. Last, I knew the cinema had a new film called minion 3, our school many students like it also these film we can watch with teachers. It is funny.

Lastly, I think [we can organised] a singing concert. Let students had a good choice to show their talent.

2

Overall, I think these activities the students will be like it. I look forward to reading your e-mails.

Complimentary close

Best regards,

Eunice

1



9EW2 -

Annotation - Student Exemplar

1

The email has a greeting and a complimentary close but the complimentary close is *Best regards, Eunice* – the name is not taken from the address list in the email but the student has used another name. It also has a brief

2

introduction explaining the reason for the email. A brief closing is also provided before the complimentary close to end the email



Discourse markers are used – *first, second, third*, but in paragraph two the writer uses *last* and then in paragraph three uses *lastly*



Errors in tenses – *students was tired* instead of *are/were tired*, *the cinema had* instead of *the cinema has*, *we can organised* instead of *we can organise*



There are errors in vocabulary and expression some of which affect meaning – *climbing up* used to describe the rope climbing/hang rope activity, *roller-skactor* instead of *roller coaster*, *there had many games* instead of *there are many games*



9EW3 -

Speech – Revising and Preparing for Exams (9EW3) - Student Exemplar 3

Good morning everyone,

Brief
introduction

Today I am going to talk about revising and preparing for exams. I think
Students should study hard. Also, we should do some
sport such as jogging. So that we will not feel sick
when we are having exam. Third, we should sleep early
so that we will have enough energy for second day.
We also should pay attention when we are in the
class. Finally, we can study with our friend in
library so that we can study more efficiently.

1

2

Second, we shouldn't play computer game all the
time and do not study. We shouldn't sleep late
for playing or watching computer. We will have not
enough energy when we are having exam.

Third, we will fail our exam if we don't study.
Our parents will be so angry and disappointed with
us. We also couldn't cheat when we are having exam.
It will have a very serious punishment if teacher know it.
This is my speech today! Thank you!
(Hope you will agree with my idea!)

2

Brief
closing

1



9EW3 -

Annotation - Student Exemplar 3

1

The speech contains an appropriate introduction and closing

2

The speech also contains extremely brief, simple ideas. Ideas are linked within and between paragraphs



There are errors in expression and singular/plural – *we should sleep early* instead of *we should go to sleep early*, *exam* instead of *exams*, *energy for second day* instead of *energy for the second day*, *it will have a* instead of *there will be*, *fall exam* instead of *fail exam(s)*, *it will have a serious punishment if teacher know it* instead of *there will be serious consequences/punishments if the teachers find out*



Discourse markers are used – *second*, *third* (used twice), *finally*, but the writer has mixed up their order and *firstly* is not used at all.



Some errors to ponder

9EW1

- Space is provided for a title but many students have difficulty writing a title or just do not write one at all, despite the fact that the instructions state to 'give your article an interesting title'.

- Many of the weaker students just cobbled together something from the prompts.

- **Vocabulary and expressions**

Students have difficulty using **have/has** correctly as well as **is/are**

bought for → bought to

on weekdays → in weekdays

it is so funny → think so funny

excitement → excitment

ride/attraction → game

take → took

price → piece

draw → drew

visit → visiting



Some errors to ponder

9EW2

- Some students still wrote their own name in the complimentary close
- Students also added a title to Mr. Lai, adding the Head of the End-Of-Year Activity Committee, which was not needed

- **Vocabulary and Expressions**

they really like → they are very like

are cheap → are cheap of cost

is very healthy → is very healthful

male/female students → boy/girl students

than going to → than go to

use of a/an → hold a art workshop

take part → join it

best/good choice → best/good choose

the picture is about → the picture is talk about

mother nature → mother natural



Some errors to ponder

9EW3 – Vocabulary/Expressions

- Students do not check their writing and this results in spelling mistakes that are not picked up and other errors in vocabulary use and expression
- **Spelling variations** - **exercise** → **excisice, excimes**
cheating → **cheatting**
maintain → **mentain**
pay attention → **pay atansion**
students → **studens**
basketball → **buckball, bearkball**
- **Expressions** – A lot of students wrote **I thing** instead of **I think**, and instead of writing down **jot** down notes, they wrote **drop** down notes. A great many also used **you** instead of **your** and many concluded their speech with variations of thank you all for listening, like **thank you for your listening** and **thank for all of yours listening**
- Many students also used **my** instead of **I/we** indicating they aren't sure about which pronouns to use



Conclusions - Writing

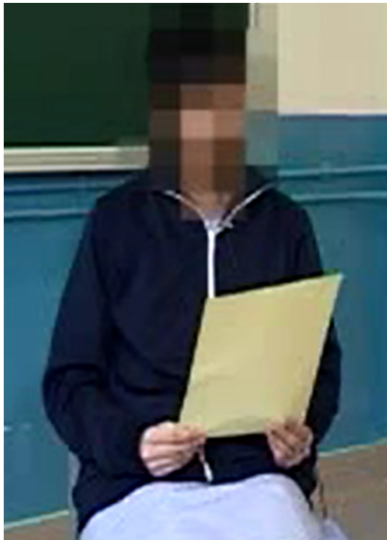
- Spelling mistakes
- Grammar mistakes
- Lack of planning and organization as well as proofreading
- Adherence to prompts resulted in a lack of elaboration
- Exposure to a wider variety of vocabulary and expansion of vocabulary bank to enable more in depth explanations and reasoning and less dependence on prompts for ideas
- Students have imagination but there is an inability to express ideas in English – related to above points
- Students have an understanding of format but still need to be mindful of the purpose and audience



Speaking

Individual Presentation

- ❖ **Extra-curricular Activities at School**
- ❖ **Traffic Problems in Hong Kong**
 - ❖ **Student Dating**
 - ❖ **Online Shopping**
- ❖ **Choosing Senior Secondary Elective Subjects**
 - ❖ **New Products**
 - ❖ **Light Pollution**
 - ❖ **Keeping Pets**



Speaking – Individual Presentation

Individual Presentations

Students with good speaking skills were competent in the following four areas: 'ideas and organisation', 'vocabulary and language patterns', 'pronunciation and delivery' and 'strategies for oral communication'.

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using varied and appropriate language patterns and vocabulary to enrich their presentation.
- They could also speak fluently with few errors in pronunciation and use intonation to enhance their presentation.
- They showed an awareness of their audience by maintaining good eye contact with the oral examiners.



Speaking - Individual Presentation Strengths

□ Ideas & Organisation

- Express ideas that are relevant to inform and explain with details
- Communicate ideas clearly and coherently

□ Vocabulary & Language Patterns

- Use varied and appropriate language patterns
- Use appropriate vocabulary

□ Pronunciation & Delivery

- Speak clearly and fluently, with few or no errors in pronunciation
- Use intonation to enhance communication

□ Strategies for Oral Communication

- Show appropriate awareness of audience (e.g. eye contact)



Speaking - Individual Presentation

Strengths and Weaknesses

- About half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the given prompts and could not elaborate their ideas.
- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, 'traffic problem', 'traffic', 'elective', 'extra-curricular activities', 'career' and 'product'.
- Some weaker students read directly from their notes and did not make eye contact with their audience.



Speaking

Group Interaction

- ❖ Home Economics Club Cooking Competition
- ❖ Geography Club Hiking Trip
- ❖ Promoting Korean Culture
- ❖ Organising a Fashion Show
- ❖ Organising an English Debating Competition
- ❖ Raising money for a new school building
- ❖ Ways to promote student welfare
- ❖ Organising activities to thank teachers on Teachers' Day



Speaking – Group Interaction

Students with good speaking skills were competent in conveying ideas intelligibly as well as using simple strategies for effective oral communication.

- Students could respond to relevant ideas with supporting details provided. They demonstrated a good range of vocabulary and were reasonably clear in expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Students could use various strategies for oral communication. They could maintain interaction through a range of communicative strategies, such as posing questions to elicit opinions from other group members by asking ‘What do you think?’ and ‘What’s your opinion?’ They also encouraged other members to further elaborate their ideas by saying things like ‘Can you tell us more about...’ They were effective group facilitators.



Speaking – Group Interactions

Strengths

- Task Completion – Ideas and Intelligibility
 - ▣ Express and/or respond to ideas that are relevant with supporting details
- Strategies for Oral Communication
 - ▣ Use appropriate formulaic expressions and/or simple turn-taking strategies to maintain interaction



Speaking – Group Interaction

Strengths and Weaknesses

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate their ideas in greater detail. Some weaker students managed to join the discussion with the help of more capable students or prompts.
- Students could generally use limited range of formulaic expressions to respond to others, for example, 'I agree with you'.
- Most students were able to sustain the discussion. Although some students responded very well to others' ideas before adding their own points, many of them responded mechanically or unnaturally to others and continued by making their own 'individual presentations'. Greater amounts of 'fixed' turn-taking (i.e. one student after another and this fixed order would be followed by the students instead of turn-taking being determined by those with ideas to contribute) were evident with conversations being stilted and unnatural as a result.



Speaking – General Comments

Students were generally able to present relevant ideas clearly, though some had difficulties in organising their ideas coherently.

Although some students used limited vocabulary, basic sentence structures or inaccurate grammatical structures, they understood the tasks and made a good attempt to share their ideas logically.

Speaking from 2013 - 2015

- ❑ Reading of notes
- ❑ Dependence on prompts
- ❑ Interaction skills
- ❑ Vocabulary development



Listening skills – listen and respond to others

Enhancement Measures for TSA and Interactive Reporting Platform



- 教育統籌委員會在2000年的報告書《終身學習·全人發展》建議在中、英、數三科設立基本能力評估，以評估回饋學與教，發揮「促進學習的評估」(Assessment for Learning) 的理念，提升教學效能。

何謂「促進學習的評估」？

評估是用來收集學生學習的證據。它是學習與教學循環的一部分，而不是附着於教學階段之後，獨立於兩者之外的。評估的結果，可提供資料讓學生改進學習，也讓教師檢討和改善教學。

- 其中全港性系統評估 (Territory-wide System Assessment, 下稱 TSA) 自2004年起在小三開展，2005年推展至小六，及至2006年全面在小三、小六和中三施行。
- 為減輕小六學生的壓力，自2012年起，小六TSA只會逢單數年進行。於雙數年，學校仍可按照校本需要，以自願形式參與小六評估。學校亦可向考評局索取六年級中、英、數的評估試題，供教師和學生參考和使用，促進教學。



優化方案

政府2014年公布TSA檢討結果，決定：

1. 不向個別小學發放其基本能力達標率；
2. 將TSA從小學表現評量中剔除；
3. 2015年起延續小六隔年安排，即逢單數年舉行小六TSA，雙數年舉行中一入學前香港學科測驗。小三和中三則維持不變；及
4. 優化TSA報告功能，提供更加互動的平台。

Enhancement Measures for TSA

Report	Content
School Report	<ul style="list-style-type: none"> ➤ Report on the Performances of Students in Chinese Language, English Language and Mathematics (no BC attainment data given)
Item Analysis Report (sorted by Sub-papers)	<ul style="list-style-type: none"> ➤ Indicate the percentages of student responses in each item ➤ List the items in the sequence in which they appear in each of the sub-papers
Item Analysis Report (sorted by Basic Competencies)	<ul style="list-style-type: none"> ➤ Indicate the percentages of student responses in each item ➤ List the items sorted by Basic Competencies
TSA 2015 Report	<ul style="list-style-type: none"> ➤ Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics (Key Stages 1 and 3) ➤ https://www.bca.hkeaa.edu.hk



Enhancement Measures for TSA (Effective from 2015)

Enhancing the reporting functions of the TSA with a more interactive reporting platform for teachers to access the system to view the students' overall performance

Online Item Analysis Report

- **Interactive platform where teachers can obtain statistical information to facilitate teaching and learning**
 - **2 phases**
- **2015: Item Analysis data via the web**
 - Pop up Question Paper (with answers)**
- **2015: Student Performance on a particular BC (over 3 years)**
 - Pop up individual questions**



Enhancement Measures for TSA

學校：考評局（全日制）(S999)

School: HKEAA (WD)

機 密

CONFIDENTIAL

School Report

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	滿分 Maximum score (A)	學校平均分 School average score (B)	學校答對率 School average as a % of maximum score (B/A x 100%)	全港答對率 Territory average as a % of maximum score
9EL1: 聆聽 Listening	0	29	0.0	0	62
9EL2: 聆聽 Listening	0	29	0.0	0	61
9EL3: 聆聽 Listening	0	29	0.0	0	64
9ER1: 閱讀 Reading	0	36	0.0	0	58
9ER2: 閱讀 Reading	0	36	0.0	0	56
9ER3: 閱讀 Reading	0	36	0.0	0	61
9EW1: 寫作 Writing	0	12	0.0	0	45
9EW2: 寫作 Writing	0	12	0.0	0	46
9EW3: 寫作 Writing	0	12	0.0	0	49
說話(個人) Speaking(Individual)	0	14	0.0	0	55
說話(小組) Speaking(Group)	0	6	0.0	0	58



New Interactive Platform for Online Item Analysis Report

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

Learn More

SA
Student Assessment
Learn more

TSA
Territory-Wide System Assessment
Learn more

Training and Seminars
Learn more

What's New

27-Oct	Interactive Effects of KS2 English Language Tasks
10-Oct	As of September 2014, 35 370 items have been uploaded on SA item bank.
26-Sep	Presentation slides for the "Briefing Session on Territory-wide System Assessment (TSA)" (Primary) have been uploaded. Please click here for details.
26-Sep	Presentation slides for the "Briefing Session on Territory-wide System Assessment (TSA)" (Secondary) have been uploaded. Please click here for details.
01-Jan	Introductory movie for Student Assessment is uploaded. You may click here for details.

ID: [A-] Login

Password: [*****] Forgot Password

This function is not applicable for School Administration login account.

Login and Update Password



Users: [A-] Time: 2014-11-03 12:09

Online Item Analysis Report (sorted by Basic Competencies) - Declaration

Logout

Personal Profile

Online Item Analysis Report (sorted by Basic Competencies) - Declaration

Protocol of School Level Data of the Territory-wide System Assessment from Education Bureau

The school supervisor (or school head on behalf of the supervisor) receiving the school level Territory-wide System Assessment will be required to follow the protocol below -

"(a) I acknowledge that the Territory-wide System Assessment school level data are to help schools formulate plans to improve the effectiveness of learning and teaching on the basis of the assessment data and their own development needs. I undertake not to put the data to any use other than the above;


☒ I read and accept the above statements.

Next

Accept the "Protocol of School Level
Data of the TSA"

New Interactive Report

Online Item Analysis Report

 香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

User: TSADLS999
Time: 2014-11-19 17:37

TSA Centre
Personal Profile

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TSA Reports and Checklists Download Centre > Download Assessments Reports

Download Assessments Reports

School Code : S999
School Type : Secondary, WD
School Name : HKEAA

Please click the following buttons to download the appropriate assessments reports (for TSA 2014)

- School Report [PDF](#)
- School Report (Supplementary 1) Excluding WS1 Students [PDF](#)
- School Report (Supplementary 2) Excluding WS1-WS2 & WS4-WS7 Students [PDF](#)
- Item Analysis Report (sorted by Basic Competencies) [PDF](#) [Excel](#)
- Item Analysis Report (sorted by Sub-papers) [PDF](#) [Excel](#)

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New Interactive Report

Online Item Analysis Report (sorted by Basic Competencies)

Secondary 3

English Language

Personal Profile →

Online Item Analysis Report (sorted by Basic Competencies)

2014 Territory-wide System Assessment

School : S999

S3 English

Level Subject

Skills

Listening Reading

Question Paper -- Please Select -- > Open

Marking Scheme -- Please Select -- > Open

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範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2	P1 Q1	A	-	0.0%	20.3%
			P1 Q1	B*	-	0.0%	42.9%
				C	-	0.0%	23.8%
				D	-	0.0%	11.9%
				U#	-	0.0%	1.2%
		9EL1 9EL2	P1 Q2	A	-	0.0%	5.8%
			P1 Q2	B	-	0.0%	23.0%
				C	-	0.0%	7.9%
				D*	-	0.0%	62.5%
				U#	-	0.0%	0.7%
		9EL1 9EL2	P1 Q3	A	-	0.0%	3.5%
			P1 Q3	B	-	0.0%	4.4%
				C*	-	0.0%	87.7%
				D	-	0.0%	3.8%
				U#	-	0.0%	0.6%
		9EL1	P1 Q4	A	-	0.0%	12.2%



New Interactive Report

Online Item Analysis Report (sorted by Basic Competencies)

Secondary 3

English Language

Personal Profile →

Online Item Analysis Report (sorted by Basic Competencies)

2014 Territory-wide System Assessment

School : S999

S3 English

Listening
Reading

Question Paper -- Please Select -- Open

Marking Scheme -- Please Select -- Open

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範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2	P1 Q1	A	-	0.0%	20.3%
				B*	-	0.0%	42.9%
				C	-	0.0%	23.8%
				D	-	0.0%	11.9%
		9EL1 9EL2	P1 Q2	U#	-	0.0%	1.2%
				A	-	0.0%	5.8%
				B	-	0.0%	23.0%
				C	-	0.0%	7.9%
		9EL1 9EL2	P1 Q3	D*	-	0.0%	62.5%
				U#	-	0.0%	0.7%
				A	-	0.0%	3.5%
				B	-	0.0%	4.4%
				C*	-	0.0%	87.7%
				D	-	0.0%	3.8%
		9EL1	P1 Q4	U#	-	0.0%	0.6%
				A	-	0.0%	12.2%



New Interactive Report

Question Paper

User: IA-S999-M
Time: 2014-09-10

Secondary
Chinese
English
Mathematics
Personal Project

9 E R 1

Education Bureau
Territory-wide System Assessment 2014
Secondary 3 English Language
Reading
Question Booklet

Instructions:

1. There are 12 pages in this Question Booklet.
2. Time allowed is 30 minutes.
3. Do not write anything in this Question Booklet.
4. Answer all questions in the Answer Booklet provided.

Page 1 of 1
Go to page Go

分/等級 re/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
0	50.0%	23.1%
1	50.0%	61.5%
U#	0.0%	15.4%
0	0.0%	7.7%
1	100.0%	76.9%
U#	0.0%	15.4%
-	0.0%	0.0%
-	100.0%	100.0%
-	0.0%	0.0%
-	0.0%	0.0%
-	0.0%	0.0%



New Interactive Report

TSA Data

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2	P1 Q1	A	-	0.0%	20.3%
			P1 Q1	B*	-	0.0%	42.9%
				C	-	0.0%	23.8%
				D	-	0.0%	11.9%
				U#	-	0.0%	1.2%
		9EL1 9EL2	P1 Q2	A	-	0.0%	5.8%
			P1 Q2	B	-	0.0%	23.0%
				C	-	0.0%	7.9%
				D*	-	0.0%	62.5%
				U#	-	0.0%	0.7%
		9EL1 9EL2	P1 Q3	A	-	0.0%	3.5%
			P1 Q3	B	-	0.0%	4.4%
				C*	-	0.0%	87.7%
				D	-	0.0%	3.8%
				U#	-	0.0%	0.6%

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do - Windows Internet Explorer

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do

Part 1

Your class is doing a project on how technology affects teens in the 21st century. Your English teacher has found an excerpt from a radio interview dealing with the issue of teens and online gaming.

Listen to the interview and answer the questions in *Part A* and *Part B*. The radio interview will be played twice. Do as much as you can the first time and answer all questions the second time. You now have 30 seconds to read the questions in *Part A* and *Part B*.

Part A

1. Addictions negatively affect _____.

A. psychologists and addicts
☒ B. many areas of a person's life
 C. schools and computer use
 D. the use of social media

2. The girls Ms. Chan talks about _____.

Item with Answer



Online Item Analysis Report – Teacher User Guide

<http://www.bca.hkeaa.edu.hk>

香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

Home / Sitemap / 中文

Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

[Learn More](#)

SA
Student Assessment
[Learn more](#)

TSA
Territory-Wide System Assessment
[Learn more](#)

Training and Seminars
[Learn more](#)

ID: [Login](#)

Password: [Forgot Password](#)

This function is not applicable for School Administration login account.

What's New

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- 10-Oct As of September 2014, 35 370 items have been uploaded on SA item bank.
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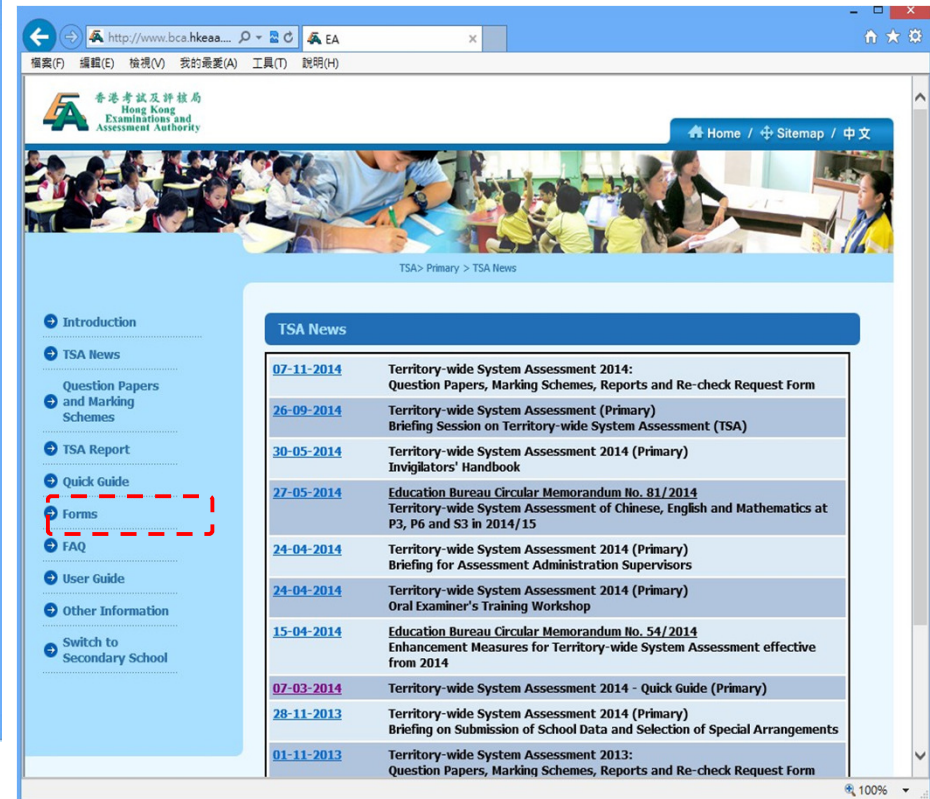
Privacy Policy | Terms of Use | HKEAA | Contact Us

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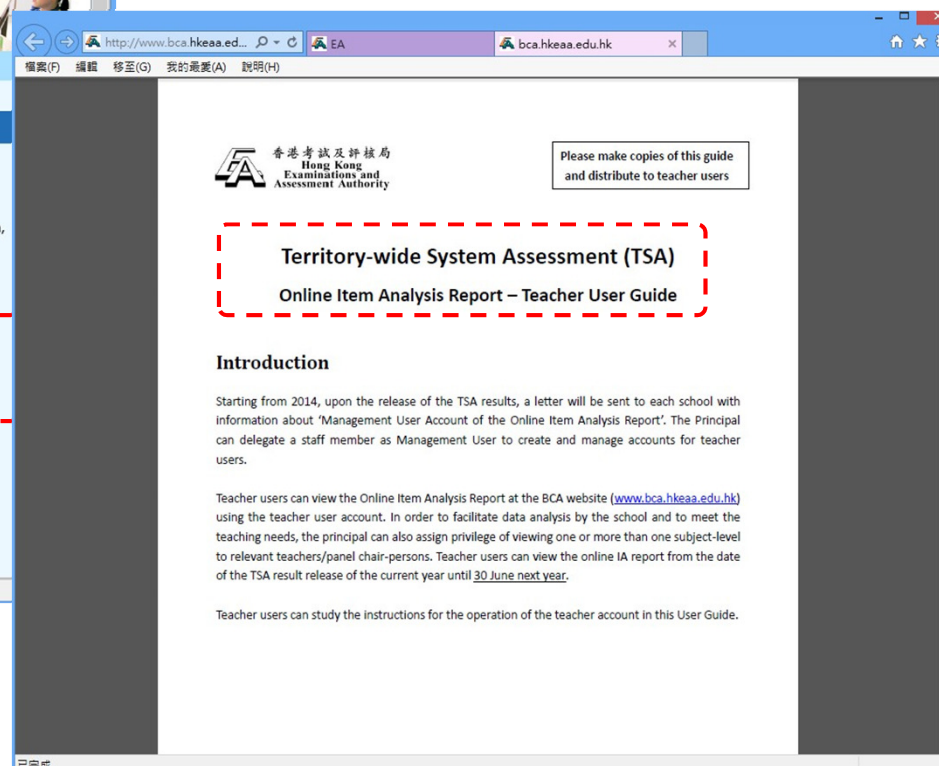
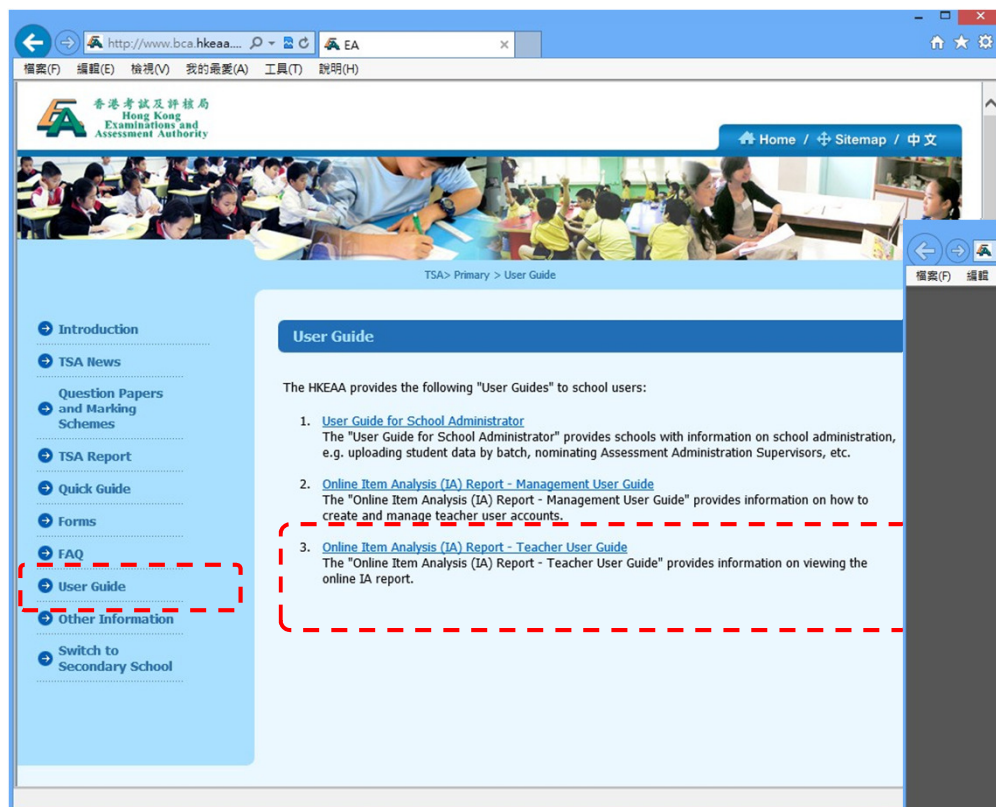
100%



Online Item Analysis Report – Teacher User Guide



Online Item Analysis Report – Teacher User Guide



Interpreting TSA Data

- Item Analysis (IA) Report (sorted by Basic Competencies)
- Analysing the performances of students using IA Report data
- Read the TSA Report
- Identify the strengths and weaknesses of students



Interpreting TSA Data

Sample

Outline the performance of students in general

學校： 考評局（全日制）(S999)

School: HKEAA (WD)

機 密
CONFIDENTIAL

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	滿分 Maximum score (A)	學校平均分 School average score (B)	學校答對率 School average as a % of maximum score (B/A x 100%)	全港答對率 Territory average as a % of maximum score
9EL1: 聆聽 Listening	0	29	0.0	0	62
9EL2: 聆聽 Listening	0	29	0.0	0	61
9EL3: 聆聽 Listening	0	29	0.0	0	64
9ER1: 閱讀 Reading	0	36	0.0	0	58
9ER2: 閱讀 Reading	0	36	0.0	0	56
9ER3: 閱讀 Reading	0	36	0.0	0	61
9EW1: 寫作 Writing	0	12	0.0	0	45
9EW2: 寫作 Writing	0	12	0.0	0	46
9EW3: 寫作 Writing	0	12	0.0	0	49
說話(個人) Speaking(Individual)	0	14	0.0	0	55
說話(小組) Speaking(Group)	0	6	0.0	0	58



Interpreting TSA Data

Online Item Analysis Report (sorted by Basic Competencies)

Online Item Analysis Report (sorted by Basic Competency)

Secondary 3

English Language

Personal Profile

Online Item Analysis Report (sorted by Basic Competency)

2014 Territory-wide System Assessment

School : S999

S3 English

Listening

Reading

Question Paper

~ Please Select ~

9EL1

9EL2

9EL3

Open

Open

Page 1 of 1

Go to page

Go

<< < 1 > >>

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Understanding listening comprehension texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2	P1 Q1	A	-	0.0%	20.3%	
			B*	-	0.0%	42.9%	
			C	-	0.0%	23.8%	
			D	-	0.0%	11.9%	
	9EL1 9EL2	P1 Q2	U#	-	0.0%	1.2%	
			A	-	0.0%	5.8%	
			B	-	0.0%	23.0%	
			C	-	0.0%	7.9%	
	9EL1 9EL2	P1 Q3	D*	-	0.0%	62.5%	
			U#	-	0.0%	0.7%	
			A	-	0.0%	3.5%	
			B	-	0.0%	4.4%	
9EL1 9EL2	P1 Q4	C*	-	0.0%	87.7%		
		D	-	0.0%	3.8%		
		U#	-	0.0%	0.6%		
		A	-	0.0%	12.2%		
9EL1 9EL2	P1 Q4	B	-	0.0%	7.6%		

Weaknesses

Weaknesses

Strengths



Secondary 3

Chinese Language

English Language

Mathematics

Personal Profile

Online Item Analysis Report

2015 Territory-wide System Assessment

School : S999

S3 English

Listening

Reading

Writing

Speaking

Question Paper

Marking Scheme

Page 1 of 2

Go to page

Go

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範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分 / 等級 Score / Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - repetition 3 Years' Performance	9EL1 9EL2	Part 3 Q6a Part 3 Q6a	-	0 1 U#	50.0% 50.0% 0.0%	64.3% 21.4% 14.3%
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone 3 Years' Performance	9EL1 9EL2	Part 3 Q6b Part 3 Q6b	- - -	0 1 U#	50.0% 50.0% 0.0%	71.4% 14.3% 14.3%
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative	9EL3	Part 3 Q1	A B C D* U#	- - - - -	50.0% 50.0% 0.0% 0.0% 0.0%	25.0% 75.0% 0.0% 0.0% 0.0%



Secondary 3

Chinese Language

English Language

Mathematics

Personal Profile

Online Item Analysis Report

9EL1-Part 3 Q6a / 9EL2-Part 3 Q6a

Tapescript

7. They can choose _____ from the party menu.

- A. 20 hot and cold drinks
- ☒ B. five main courses
- C. garlic bread
- D. ten salads

Page 1 of 2

Page Go

2 > >>

全港百分率
Territory-wide
percentage

64.3%
21.4%
14.3%

71.4%
14.3%
14.3%

Question Intent - tone
3 Years' Performance



L5-L-1-S3BC
Understanding the use
of a range of language
features in simple
literary / imaginative

9EL3

Part 3 Q1

A
B
C
D*
U#

-
-
-
-
-

50.0%
50.0%
0.0%
0.0%
0.0%

25.0%
75.0%
0.0%
0.0%
0.0%



Secondary 3

Chinese Language

English Language

Online Item Analysis Report

2015 Territory-wide System Assessment

School : S999

S3 English

<http://uat.bca.hkeaa.edu.hk/bcauat/eor/iar/viewQuestionImages.do?isSupplementary=true&classLevel=S3&subjectCode=ENG>

<http://uat.bca.hkeaa.edu.hk/bcauat/eor/iar/viewQuestionImages.do?isSupplementary=true&classLevel=S3&subjectCode=ENG>

9EL1-Part 3 Q6a / 9EL2-Part 3 Q6a (Tapescript)

7. They can choose _____ from the party menu.

- A. 20 hot and cold drinks
- ☒ B. five main courses
- C. garlic bread
- D. ten salads

Tom

I agree. A mix of hot and cold drinks is good.

What about the food then? The things on the party menu are not the same as their lunch menu items. I don't know what a lot of them taste like.

Ms. Chan -
Form Teacher

I don't think that will be a problem. Remember that we can pick five main courses and then four salads. They will give us garlic bread and also mashed potato or rice or French fries.

Tom

Oh, I want fries please!

L5-L-1-S3BC
Understanding the use
of a range of language
features in simple
literary / imaginative

[9EL3](#)

[Part 3 Q1](#)

A	-	50.0%	25.0%
B	-	50.0%	75.0%
C	-	0.0%	0.0%
D*	-	0.0%	0.0%
U#	-	0.0%	0.0%



Personal Profile

Listening

Reading

Writing

Speaking

Question Paper

Marking Scheme

Page 2 of 2

Go to page

Go

<< < 1 2 > >>

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2 9EL3	Part 1 Q1 Part 1 Q1 Part 1 Q1	A B* C D U#	- - - - -	0.0% 50.0% 50.0% 0.0% 0.0%	5.6% 72.2% 22.2% 0.0% 0.0%
	Question Intent - distinguishing main ideas	9EL3	Part 1 Q2	C D* U#	- - -	66.7% 0.0% 33.3% 0.0%	22.2% 5.6% 22.2% 5.6%
	3 Years' Performance						
	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	9EL1 9EL2 9EL3	Part 1 Q3 Part 1 Q3 Part 1 Q3	A B C* D U#	- - - - -	0.0% 16.7% 16.7% 66.7% 0.0%	11.1% 5.6% 38.9% 38.9% 5.6%
	Question Intent - identifying sequences	9EL1 9EL2 9EL3	Part 1 Q4 Part 1 Q4 Part 1 Q4	A B C* D U#	- - - - -	50.0% 0.0% 33.3% 16.7% 0.0%	61.1% 5.6% 16.7% 11.1% 5.6%
	3 Years' Performance						
	L5-L-2-S3BC Using an increasing range of strategies to	9EL1 9EL2 9EL3	Part 1 Q5 Part 1 Q5 Part 1 Q5	A B C*	- - -	16.7% 16.7% 50.0%	11.1% 16.7% 22.2%

distinguishing main ideas from supporting details



Secondary 3

Chinese Language

English Language

Mathematics

Personal Profile

Online Item Analysis Report

2015 Territory-wide System Assessment

School : S999

S3 English

Listening Reading Writing Speaking

Question Paper Marking Scheme

Page 1 of 2

Go to page

Go

<< < 1 2 > >>

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
Listening	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone 3 Years' Performance	9EL1 9EL3	P1 Q4 P1 Q4	A B* C D U#	- - - - -	0.0% 0.0% 0.0% 0.0% 0.0%	31.9% 48.9% 13.6% 4.5% 1.1%
		9EL1 9EL3	P2 Q4 P2 Q4	A* B C D U#	- - - - -	0.0% 0.0% 0.0% 0.0% 0.0%	78.5% 10.2% 5.5% 4.5% 1.2%
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - personification 3 Years' Performance	9EL2 9EL3	P3 Q1 P3 Q1	A B C D* U#	- - - - -	0.0% 0.0% 0.0% 0.0% 0.0%	7.5% 22.1% 45.1% 23.5% 1.7%
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - rhyme 3 Years' Performance	9EL2 9EL3	P3 Q3 P3 Q3	A B* C D U#	- - - - -	0.0% 0.0% 0.0% 0.0% 0.0%	7.7% 76.2% 7.3% 7.1% 1.7%
		9EL2 9EL3	P3 Q6 P3 Q6	A B C D* U#	- - - - -	0.0% 0.0% 0.0% 0.0% 0.0%	11.0% 6.6% 7.6% 73.0% 1.8%

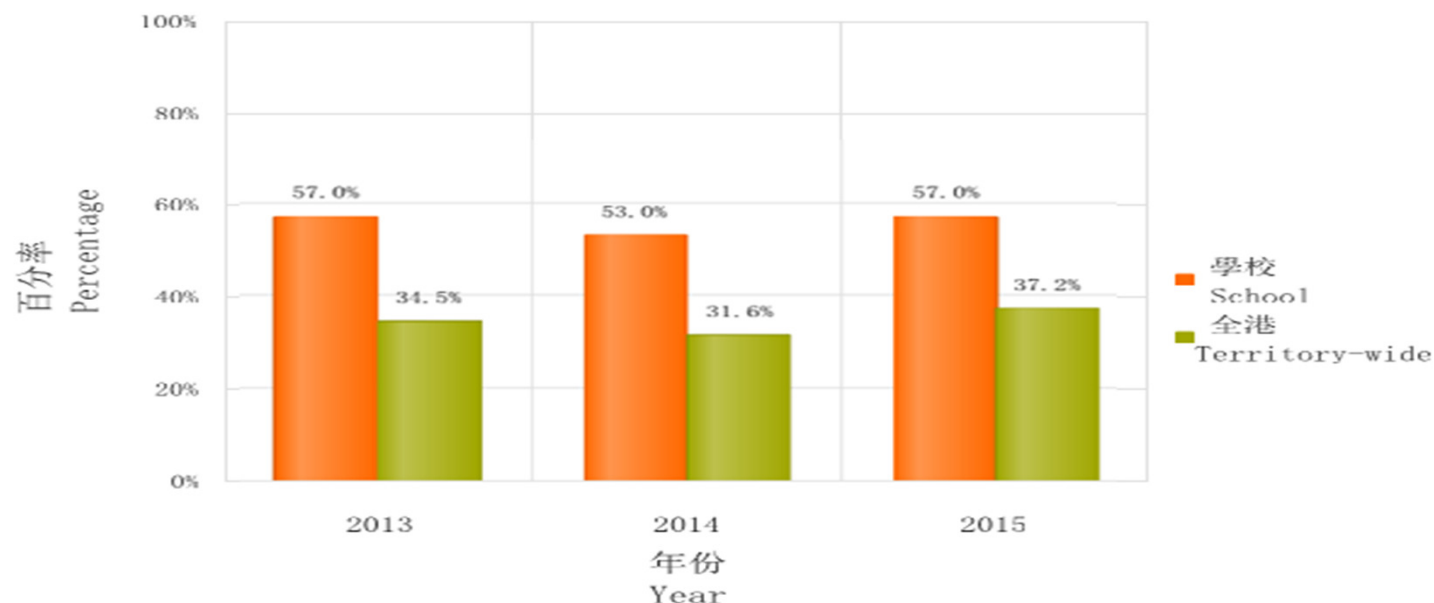


三年表現 3 Years' Performance

級別: S3 Level	科目: English Language Subject	學校編號: S999 School Code
基本能力代號: BC Code	L5-L-2-S3BC	
基本能力: BC Description	Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	
評估重點: Question Intent	distinguishing main ideas from supporting details	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



Chinese Language

English Language

Mathematics

Personal Profile

2015 Territory-wide System Assessment

School : S999

S3 English

Listening

Reading

Writing

Speaking

Question Paper

Marking Scheme

Exemplar

Page 1 of 3

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Performance at BC Level

Best Performance

Writing 9EW1

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
C	-	0	0.0%	80.0%
	-	1	50.0%	10.0%
	-	2	25.0%	5.0%
	-	3	25.0%	5.0%
	-	4	0.0%	0.0%
	-	U#	0.0%	0.0%
L	-	0	50.0%	90.0%
	-	1	25.0%	5.0%
	-	2	25.0%	5.0%
	-	3	0.0%	0.0%
	-	4	0.0%	0.0%
	-	U#	0.0%	0.0%
O	-	0	50.0%	90.0%
	-	1	0.0%	0.0%
	-	2	50.0%	10.0%
	-	U#	0.0%	0.0%
F	-	0	50.0%	90.0%
	-	1	25.0%	5.0%
	-	2	25.0%	5.0%
	-	U#	0.0%	0.0%

Page 1 of 3

Go to page Go

<< < 1 2 3 > >>



Chinese Language

English Language

Mathematics

Personal Profile

2015 Territory-wide System Assessment

School : S999

S3 English

Listening

Reading

Writing

Speaking

Question Paper

Marking Scheme

Exemplar

題號 Item no.	選項 Option	得分/等 Score/Gr
C	-	0
	-	1
	-	2
	-	3
	-	4
	-	U#
L	-	0
	-	1
	-	2
	-	3
	-	4
	-	U#
O	-	0
	-	1
	-	2
	-	U#
F	-	0
	-	1
	-	2
	-	U#

1 / 1 75% 工具 簽署 注釋

ENGLISH LANGUAGE

S3

The following Student Exemplars are written compositions that indicate the minimally acceptable levels of basic competence in writing and the characteristics mentioned previously.

Article – The Work of The Discipline Committee (9EW1) - Student Exemplar 1

Title provided

Uses picture prompt

Uses picture prompt

Uses picture prompt

1

Before and After what the Discipline Committee did.

Firstly, our school classroom always very dirty. [let the school cleaners may hard]. Especially particularly for F.1 to F.2 students, [they throw] the rubbish on the floor and draw pictures on the desks to play games. After the Discipline Committee knew that, we take action immediately. We told the students that if the classroom had any dirty places, we would give the punishment of anyone which is in this class. After that, we found the classrooms very clean and they also plant some flowers in the classroom.

Secondly, our school library [was] complained by the teachers because some of the boys were running in the library and [push] a girl on the ground. And someone was eating snacks and [the rubbish] put it on the desk. After that, when we know that [we notice them] if the students running and eating in the library, we could let them clean up the library and put the books into the bookshelves clearly.

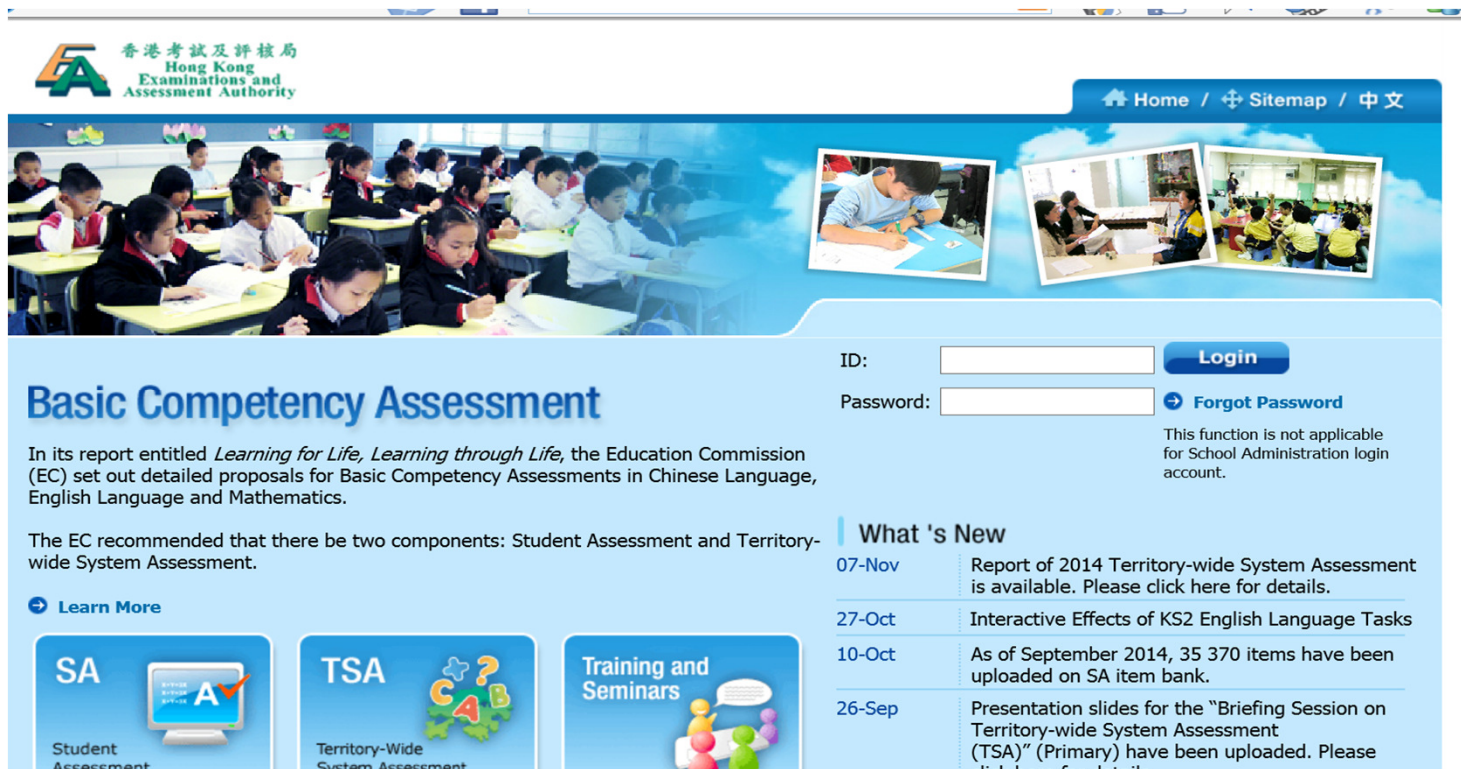
Thirdly, we found that the snacks food store, students not line up frequently. [Someone was angry & it was] and [he] [fought] with a student who should be behind him. After that, we set up a group to observe the students line up clearly and told the snack food store boss if he see the students not line up to buy food, he should not sell the food to them.

2



Student Assessment

<https://www.bca.hkeaa.edu.hk>



The screenshot displays the HKEAA website's Basic Competency Assessment page. At the top, the HKEAA logo and name are visible in both Chinese and English. Navigation links for Home, Sitemap, and Chinese are provided. A large banner image shows students in a classroom. Below this, the 'Basic Competency Assessment' section is highlighted, featuring a paragraph about the Education Commission's report and a 'Learn More' link. To the right, a login section includes fields for ID and Password, a 'Login' button, and a 'Forgot Password' link with a note that it is not applicable for School Administration login accounts. A 'What's New' section on the right lists recent updates with dates and descriptions. At the bottom, three icons represent 'SA' (Student Assessment), 'TSA' (Territory-Wide System Assessment), and 'Training and Seminars'.

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

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[Learn More](#)

SA
Student Assessment

TSA
Territory-Wide System Assessment

Training and Seminars

ID:

Password:

Login

[Forgot Password](#)

This function is not applicable for School Administration login account.

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Student Assessment

On-line Assessment Bank

Items & Reports

Open to schools for free

Part 4

You and your brother, Bob, can't decide whether you should watch the film, *Hello Molly*! Read the two texts below.

FILM: NEW RELEASE

Hello Molly!
Reviewed by Karen Murray

This successful film is based on the popular cartoon character, Hello Molly!

The computer animation is excellent. The chase scenes, especially on busy highways, are very exciting and thrilling to watch.

Molly is a teenager who lives in New York City. She loves to fight crimes with her pet dog, Mr Thomas. Together, they

5 Unfortunately, the plot of the film is

20

Click the best answer .

1. You and Bob have just read two _____ .

☐ A. reviews

☐ B. interviews

☐ C. news reports

☐ D. advertisements

BACK NEXT

Expand All		Save												
No.	Student	Corr.Tot. (Items)	P3 1	P3 3	P3 6	P3 2	P2 5	P4 2	P1 4	P2 3	P2 8	P4 4	P	
1	THREE A ONE	8												
2	THREE A TWO	18												
3	THREE A THREE	0												
4	THREE A FOUR	24												
5	THREE A FIVE	14												
6	THREE A SIX	16												
7	THREE A SEVEN	0												
8	THREE A EIGHT	0												
9	THREE A NINE	23												



Student Assessment

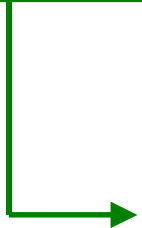


Teacher



Create
Assessments

Attempt
Assessments



View
Reports



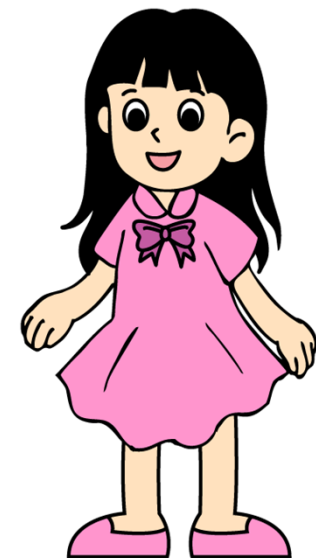
Diagnose students'
learning problems



Adjust teaching
content / strategies



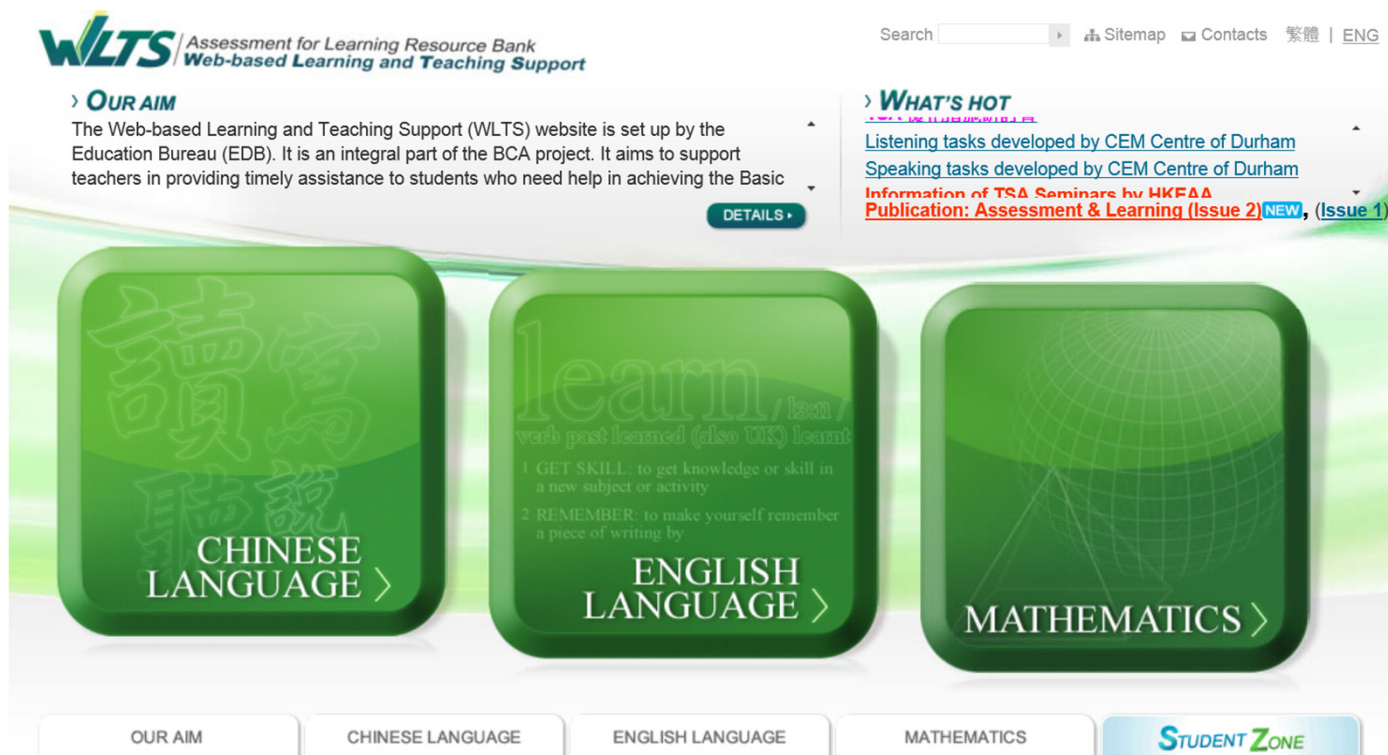
Enhance teaching
and learning



Student

Useful Website

<http://wlts.edb.hkedcity.net>



The screenshot shows the WLTS (Web-based Learning and Teaching Support) website. The header features the WLTS logo and the text "Assessment for Learning Resource Bank" and "Web-based Learning and Teaching Support". A search bar and links for Sitemap, Contacts, and language options (繁體, ENG) are visible. The main content area is divided into sections: "OUR AIM" which describes the website's purpose, and "WHAT'S HOT" which lists recent updates like listening and speaking tasks. Below these are three large green buttons for "CHINESE LANGUAGE", "ENGLISH LANGUAGE", and "MATHEMATICS", each with a right-pointing arrow. At the bottom, a navigation bar includes links for "OUR AIM", "CHINESE LANGUAGE", "ENGLISH LANGUAGE", "MATHEMATICS", and "STUDENT ZONE".

WLTS | Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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› **OUR AIM**
The Web-based Learning and Teaching Support (WLTS) website is set up by the Education Bureau (EDB). It is an integral part of the BCA project. It aims to support teachers in providing timely assistance to students who need help in achieving the Basic

› **WHAT'S HOT**
Listening tasks developed by CEM Centre of Durham
Speaking tasks developed by CEM Centre of Durham
Information of TSA Seminars by HKFAA
Publication: Assessment & Learning (Issue 2) **NEW**, (Issue 1)

CHINESE LANGUAGE ›

learn / lɜ:n /
verb past learned (also UK) learnt
1 GET SKILL: to get knowledge or skill in a new subject or activity
2 REMEMBER: to make yourself remember a piece of writing by

ENGLISH LANGUAGE ›

MATHEMATICS ›

OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS **STUDENT ZONE**





This PowerPoint will be uploaded to

<http://wlts.edb.hkedcity.net>

on

5th February, 2016





THANK YOU!

