



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



# **TERRITORY - WIDE SYSTEM ASSESSMENT 2016**

## **SECONDARY 3 ENGLISH**

**Ms. Sabine Honig**

**Education Assessment Services Division 2<sup>nd</sup> December, 2016**

# Programme

<i><b>Time</b></i>	<i><b>Content</b></i>	<i><b>Speaker</b></i>
<i><b>2:00 p.m. - 3:00 p.m.</b></i>	<i><b>S.3 Student Performances in TSA 2016 (Secondary 3 English Language)</b></i>	<i><b>Ms. Sabine Honig</b></i>  <i><b>Manager – EAS</b></i>  <i><b>Education Assessment Services Division</b></i>  <i><b>Hong Kong Examinations and Assessment Authority</b></i>
<i><b>3:00 p.m. - 3:15 p.m.</b></i>	<i><b>Break</b></i>	
<i><b>3:15 p.m. - 3:45 p.m.</b></i>	<i><b>S.3 Student Performances in TSA 2016</b></i>	
	<i><b>Enhancement Measures for TSA and Interactive Reporting Platform</b></i>	
<i><b>3.45 p.m. – 4.00 p.m.</b></i>	<i><b>Q &amp; A Session</b></i>	



# Overview

## ➤ **Background**

- TSA Results 2014 - 2016
- S3 Student Performances in 2016

## ➤ **Listening**

- Strengths and Weaknesses from 2014 - 2016
- Examples from the papers
- Conclusions

## ➤ **Reading**

- Strengths and Weaknesses from 2014 - 2016
- Examples from the papers
- Conclusions

## ➤ **Writing**

- Strengths
- Weaknesses
- Exemplars
- Common Mistakes
- Conclusions

## ➤ **Speaking**

- Strengths
- Weaknesses
- Conclusions

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

## ➤ **WLTS**



# 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 - 2016

YEAR	TSA 2006	TSA 2007	TSA 2008	TSA 2009	TSA 2010	TSA 2011
S3	68.6%	69.2%	68.9%	68.8%	69.2%	69.2%

YEAR	TSA 2013	TSA 2014	TSA 2015	TSA 2016
S3	69.5%	69.3%	69.4%	69.6%



# Territory-wide System Assessment 2016

Dimension/ Skill	S3 English Language		
	<i>Sub-paper</i>	<i>No. of Items</i>	<i>Assessment Time</i>
<i>Listening</i>	9EL1 9EL2 9EL3	31	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

2014	2015	2016
<b>Exchanges</b> <ul style="list-style-type: none"> <li>- discussion</li> <li>- radio broadcast → interview</li> <li>- TV report (unedited audio)</li> <li>- information session</li> </ul>	<b>Exchanges</b> <ul style="list-style-type: none"> <li>- conversation</li> <li>- radio programme → discussion</li> <li>- radio report</li> <li>- conversation and announcements</li> </ul>	<b>Exchanges</b> <ul style="list-style-type: none"> <li>- conversations</li> <li>- documentary → discussion / conversation</li> <li>- interview</li> </ul>
<b>Literary Text</b> <ul style="list-style-type: none"> <li>- poem</li> </ul>	<b>Literary Text</b> <ul style="list-style-type: none"> <li>- poem</li> </ul>	<b>Literary Text</b> <ul style="list-style-type: none"> <li>- poem</li> </ul>



# S3 Student Performances in Listening – Strengths from 2014 - 2016

- extracting specific information – facts
- connection cohesive devices (connection between ideas)
- able to interpret and evaluate information (explicit and implicit) in dialogues
- understanding different views and attitudes of people in the conversations / dialogues \*\* also linked to understanding intonation
- distinguish between main ideas and supporting details
- identifying main ideas
- discriminating between a range of vowel and consonant sounds
- understanding gist
- understanding intonation
- able to deduce the meaning of unfamiliar words/expressions



# S3 Student Performances in Listening – Weaknesses from 2014 – 2016

- gist
- intonation
- identifying main ideas
- 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
- connected to the fill in the blank section – inability to spell simple words/write down number combinations





# Student Performances in Listening 2016

## Strengths

- There was some improvement in listening performance as compared to previous years – particularly in the fill in the blanks section (9EL1 Part 1, Part B) as compared to the previous year.
- **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 rhyme
  - able to work out the meaning of unfamiliar vocabulary
  - able to identify the main idea



# Listening Examples - Strengths

**Task Name:** Geography Club Trip (Conversation). This task has a section for students to fill in blanks while they listen to the conversation.

**Task Content:** Students and their teacher advisor are discussing the field trip to the Hong Kong Butterfly Reserve.

## Connection – cohesive devices

Many students were able to understand the conversation between Tina and Mr. Lau and work out what each would be doing in the meeting.

2. Tina will be \_\_\_\_\_ and Mr. Lau will be \_\_\_\_\_.

- ☒ A. taking notes/recording the meeting
- B. reporting on the choices/playing with his phone app
- C. taking her music exam/deciding where they will go
- D. going on an outing/taking notes

85.7%



**Tina - Student**

Everyone is ready to report on the choices you gave us the last time. Some members can't make it today. There are music exams and an OLE outing to the new theme park. I'll take notes so they get an idea of what we talked about. This can help us decide where we are going.

**Mr. Lau -  
Geography Club  
Teacher Advisor**

OK Tina, I'll also be recording the meeting.

**Tina - Student**

Oh yes, I saw you turn on your recording app. That's a great idea. Thanks Mr. Lau. I'll be able to check the recording if I miss anything while I am taking notes!



# Listening Examples - Strengths

## Specific Information

Most students were able to identify the place Mark was researching for the field trip.

3. Mark was researching the \_\_\_\_\_.

- A. theme park
- ☒ B. Hong Kong Butterfly Reserve
- C. recording app
- D. OLE outings



## Prediction

Very able students were able to predict what Candy meant when she asked Mark a question.

7. Candy says, 'Call us when you have more information.' This is so that \_\_\_\_\_.

- ☐ A. Mr. Lau can talk to Candy
- ☒ B. Candy can work out the cost for the group
- C. Mark will get his own discount
- D. Tina can check the phone number

Weaker students who didn't understand what Candy said/what was meant selected options A and D



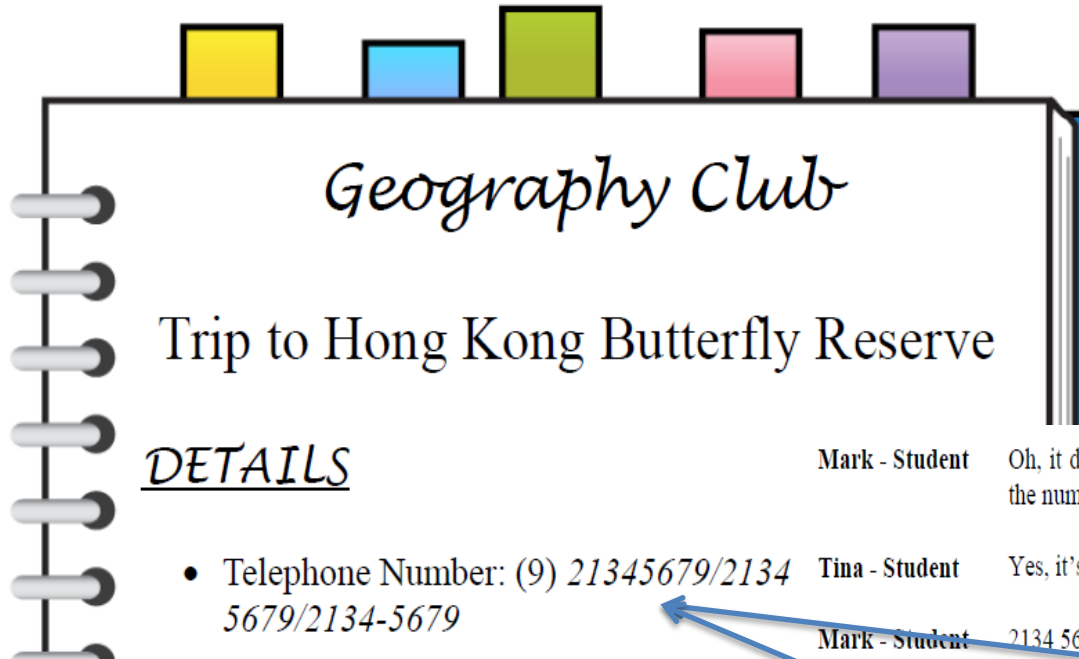
# Listening Examples - Strengths

## Specific Information

The majority of students were able to correctly write down the telephone number after hearing Mark and Tina.

*Part B*

The Geography Club member, Tina, made notes of the meeting but some important information is missing. Complete the notes by filling in the missing words.



*Geography Club*

Trip to Hong Kong Butterfly Reserve

***DETAILS***

- Telephone Number: (9) 21345679/2134 5679/2134-5679

Mark - Student Oh, it didn't say on the website. I'll call right now. Tina, do you have the number?

Tina - Student Yes, it's 2134 5678.

Mark - Student 2134 5678. Are you sure? I don't think that's right.

Tina - Student What? Hang on and let me check. HK Butterfly Reserve: 2134 5679. That's it.

Mark - Student Thanks. The last number is a nine.



# Listening Examples - Strengths

**Task Name:** School Readathon (Conversation)

**Task Content:** Students and their teacher are discussing the school readathon and how it will work.

## Specific Information

Most students were able to identify how many books students had to read.

6. Form two students are expected to read between \_\_\_\_\_ books.

A. 5 - 10

B. 6 - 12

C. 7 - 15

D. 10 - 20



## Tone

The majority of students were able to identify how Peter felt.

7. When Peter hears how many books Form three students are expected to read, he is \_\_\_\_\_.

A. sad

B. happy

C. angry

D. shocked

Peter – student

(*shocked and loudly*) 7-15 books!! I can't read that many English books in one month.





# Listening Examples - Strengths

**Task Name:** Study Tour Report (Documentary)

**Task Content:** Part of a report of the study tour is being played on the school radio.

## Specific Information

Many students were able to work out what Miss Wong had lost

2. Miss Wong has lost \_\_\_\_\_.

A. the students

B. her job

☒ C. some important documents

D. Sarah's recording



## Unfamiliar Expression

Many students were able to work out what Sarah meant when she used the expression '...two heads are better than one'.

3. Sarah asks the other students to help find the missing items and tells Miss Wong that '...two heads are better than one.' 'Two heads are better than one' here means \_\_\_\_\_.

A. only two people have to look for the items

☒ B. the more people looking the better

C. Miss Wong doesn't want any help

D. two policemen will help



# Listening Examples - Strengths

**Task Name:** Study Tour Report (Documentary)

**Task Content:** Part of a report of the study tour is being played on the school radio.

## **Connection – cohesive devices**

Many students were able to correctly identify what Jim was interested in.

8. Jim is a boy interested in \_\_\_\_\_.

- A. sports
- B. kangaroos
- C. koalas
- D. going to see the Sydney Harbour Bridge



# Listening Examples - Strengths

**Task Name:** District Education Fair (Interview)

**Task Content:** The campus radio host is interviewing the organiser of the District Education Fair.

This is an integrated task. There is a flyer to read about the District Education Fair and an interview to listen to.

## FLYER



**\*NEW\***  
**in 2015**

**The District Education Fair**

**ATTENTION: Principals, Teachers and Students!**

*Do you have posters, pictures, models or other work you want to display?*

*Have you entered a competition recently?*

*We are looking for exhibits for the first ever District Education Fair. Come and see the exhibits from all schools around the district.*

**Dates: May 18 – 22 (Mon – Fri)**

**Location: District Education Office**

**Time: 9.00 a.m. – 5.30 p.m.**



**\*NEW\* Displays connected to tablets linked to teachers/students**



- Visitors can post questions for students & teachers
- They can also read the answers on the display blog
- Find us here at [www.districteducationfair.com.hk](http://www.districteducationfair.com.hk) or call the District Education Office for more details

# Listening Examples - Strengths

## Connection – cohesive devices

Many students were able to correctly identify how long the fair would run for.

3. The fair will run for \_\_\_\_\_.

- A. more than a week
- B. seven days
- ☒ C. five days
- D. eight hours

*Come and see the exhibits from all schools around the district.*

Dates: May 18 – 22 (Mon – Fri)

*Location: District Education Office*

*Time: 9.00 a.m. – 5.30 p.m.*



## Tone

Many students were able to correctly identify how Ivan felt about the use of the tablets.

13. Ivan's response to the use of tablets is 'Wow, that's really modern...' He sounds \_\_\_\_\_.

- ☒ A. excited
- B. negative
- C. neutral
- D. unimpressed



# Listening Examples - Strengths

**Task Name:** Lonely, So Lonely (Poem)

**Task Content:** The poem is about a student who is extremely lonely and has no friends.

## Unfamiliar word

Many students were able to identify what the word meant.

### Stanza 1

1. The boy says that he is 'lonely'. 'Lonely' here means the boy \_\_\_\_\_.

- A. has lots of friends
- B. is sad because he has no friends
- C. is never alone
- D. lives far away in the countryside



## Main Idea

Students were able to work out the main idea of the stanza.

### Stanza 3

4. When the boy goes to school, \_\_\_\_\_.

- A. he has a wonderful time all day long
- B. he says "hi" to all his classmates
- C. his classmates think he is great
- D. his classmates don't talk to him at all





# Student Performances in Listening 2016

## Weaknesses

Still an area of weakness is 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.

There are still some issues with spelling – but this is not as bad as it has been in the past few years. However, in regards the numbers/figures, these indicate that they are not relying on their listening skills or that they are hearing something other than what is said.

This year the integrated section was in 9EL1 and 9EL3, Part 1, Part B and the topic was about a Geography Club field trip. It required students to complete notes 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 & 9EL3

Part 1 Q.13 & Q.15

*Geography Club*

Trip to Hong Kong Butterfly Reserve

DETAILS

- Telephone Number: (9) 21345679/2134 5679/2134-5679
- Student Ticket Price: (10) \$25/twenty five/twenty-five
- (11) *Group/The group* discount is 10% off the normal ticket price
- Walking from school to North Point Station takes approximately (12) *ten/ 10* minutes
- Travel to Tai Po from North Point will be by (13) *train/rail/MTR*
- Trip from North Point to Tai Po will take about one (14) *hour*
- Economy ticket for (15) *students* is \$10.20

The question intent for Q.13 was **knowledge of the world**

Nearly half of students got this answer wrong



# Listening Examples - Weaknesses

9EL1 & 9EL2 – Part 1

Part B - Integrated task – fill in blanks – specific information (Q13 knowledge of the world)

Spelling variations for questions 9,10,11,12,13,14 & 15

21345679	25	Group	10	train/MTR	hour	students
21345678	\$25	group	35	bus	hours	stdents
213456789	\$233	school	40	East way	hourd	stueudy
12345678	20	groud	60	pepe	1 hours	studen
21545679	50	groupo	5	Railway	hr	staden
21845679	35	students and group	20	railways	hour 15	studs
91345678	15	gorend	one hour	Kowloon Tong	half hours	student
999	300	small group	25	Economy	houre	one students
	250	Groups	hours	Yautong	and a half hour	stunders
	\$50	For large groups	Ten	kowloon	hores	<u>s</u> tudent
	1.25	Group	10 mins	1 hours	horus	studies
	30	Goup	15	30 mins	our	school
	50%	ground	10 minutes	east entry	bus	children
	25\$	gounp	70 mins	West rail	time	people
		grupe	tea	school bus	6.4 minutes	one person



# Listening Examples - Weaknesses

**Task Name:** Geography Club Trip (Conversation). This task has a section for students to fill in blanks while they listen to the conversation.

**Task Content:** Students and their teacher advisor are discussing the field trip to the Hong Kong Butterfly Reserve.

## Specific information

Students did not know what the \$50 included.

5. Mark says, 'It's \$50 per person.' This amount \_\_\_\_\_.

- 
- A. is expensive according to Tina
  - B. is the cost with a student discount
  - C. only includes the entry fee
  - ☐ D. also includes the instructor fee



**Task Name:** Lonely, So Lonely (Poem)

**Task Content:** The poem is about a student who is extremely lonely and has no friends.

## Main Idea

Students found it difficult to decide on another/other possible title(s) for the poem.

8. The title of the poem is 'Lonely, So Lonely'. It could also be \_\_\_\_\_.

- A. I Need A Bath
- B. Can You Tell I Smell?
- C. I Don't Have Any Friends
- ☐ D. all of the above



# Listening Examples - Weaknesses

**Task Name:** Study Tour Report (Documentary)

**Task Content:** Part of a report of the study tour is being played on the school radio.

**Connection- discourse markers (contextual clue)**

Students were also not able to determine from the context of what was said how many parts there were to the documentary

1. The documentary made by the students has \_\_\_\_\_.

A. one part

☒ B. more than one part

C. no parts

D. interviews with Miss Wong



**Connection- cohesive devices (connecting ideas)**

Students were also not able to work out the overall tone of the things Sarah said about Miss Wong or how they would be perceived by other people.

4. After the policeman returns the missing items, Sarah says some things about Miss Wong. Sarah's comments about Miss Wong are \_\_\_\_\_.

A. positive

B. neutral

☒ C. impolite

D. supportive





# Listening Examples - Weaknesses

## Task Name: District Education Fair (Interview)

**Task Content:** The campus radio host is interviewing the organiser of the District Education Fair.

This is an integrated task. There is a flyer to read about the District Education Fair and an interview to listen to.

### Main idea

Students did not understand the purpose of the flyer – i.e. what/how it would be used

6. The purpose of the flyer is to

- A. inform education officers about the fair
- B. promote the blogs and use of tablets
- C. promote the work of the District Education Office
- D. inform schools and attract interest

### Connection- cohesive devices (connecting ideas)



Students were also not able to work out why students and teachers would not be able to answer questions about their displays.

12. Students and teachers will **NOT** be able to answer questions in person about their displays because

- A. they will be at school
- B. questions cannot be submitted online
- C. they will be writing their blogs at the fair
- D. all questions can be found on the fair website



### FLYER



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# 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, numbers, days, dates...** 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, special interest, hobbies.....
- Exposure to a range of different voices – **varying accents, children's voices and a variety of adult voices**
- 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

2014	2015	2016
<b>Information Texts</b> <ul style="list-style-type: none"><li>- article</li><li>- blog with blog comments</li><li>- online news</li><li>- movie poster, movie information and reviews</li><li>- blog</li></ul>	<b>Information Texts</b> <ul style="list-style-type: none"><li>- magazine articles</li><li>- pamphlet</li><li>- letter → job application</li><li>- graphic novel cover and chapter</li><li>- blog</li></ul>	<b>Information Texts</b> <ul style="list-style-type: none"><li>- articles (4)</li><li>- programme</li><li>- poster</li><li>- blog</li></ul>
<b>Narrative Texts</b> <ul style="list-style-type: none"><li>- poem</li></ul>	<b>Narrative Texts</b> <ul style="list-style-type: none"><li>- poem</li></ul>	<b>Narrative Texts</b> <ul style="list-style-type: none"><li>- poem</li></ul>



# S3 Student Performances in Reading – Strengths 2014 - 2016

- 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 2014 - 2016

- 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 2016

## Strengths

- specific information
- contextual clues
- connecting ideas
- dictionary skills
- rhyme
- inference
- unfamiliar word/expression
- locating the main idea
- knowledge of the world
- inferring information
- identifying text types

**Students performed well again in the poem this year.**



# Reading Examples - Strengths

**Task Name:** Technology Kids Don't Understand (Article)

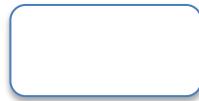
**Task Content:** The article is about outdated technology that children now do not understand or know how to use.

## Unfamiliar expression

Students were able to work out the meaning of pocket money

3. 'Pocket money' is money that is \_\_\_\_\_

- A. kept in a pocket
- B. saved by parents
- ☒ C. given to children by parents
- D. given to parents by children



Who remembers the wonder of a simple calculator? Who saved their pocket money to buy a machine that could add, subtract, multiply and divide when buttons were pressed? Now calculators are advanced machines that can do the maths those little machines that became popular in the 1970s could never do.



## Specific Information

Students were able to work out why the child asked the question of his mother.

6. The child watching television asked his mother the question because he \_\_\_\_\_.

- A. always watched shows in black and white
- B. loved the show from the 1950s
- ☒ C. had never watched a TV programme in black and white
- D. wanted to get on social media and become famous



Who can remember when black and white television became colour television? One parent posted on social media that she was watching a re-run of a show popular in the 1950s with her young son. He asked her what was wrong with the television because the show had been filmed in black and white. He had never seen anything on television in black and white.



# Reading Examples - Strengths

**Task Name:** Pimple Problem (Poem)

**Task Content:** The poem is about a student who has a pimple and what he does about it, starting a new trend.

## Rhyme

The majority of students were able to work out the rhyme in Stanza One.

### Stanza One

1. In the first stanza, 'scare' rhymes with \_\_\_\_\_.

- A. problem
- B. looked
- C. pimple
- D. there

### Specific Information

The majority of students were able to work out what the student drew on his pimple.

### Stanzas Four and Five

5. The student drew \_\_\_\_\_ on his pimple 16

- A. one beard
- B. three eyes
- C. two noses
- D. no mouth

### PIMPLE PROBLEM

- 1 I had a little problem.  
It gave me quite a scare.  
I looked into the mirror  
4 and saw a pimple there.



So that's when I decided  
I would give them a surprise.  
I grabbed a pen and drew on it  
two tiny little eyes.



I drew a nose, a mouth, two ears,  
a mustache, and a beard,  
to make my pimple obvious  
20 and wonderful and weird.



# Reading Examples - Strengths

**Task Name:** Let's Meet... Michelle Lau (Article)

**Task Content:** The article is about Michelle Lau and her job, her life and hobbies.

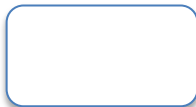
## Dictionary Skills

Many students were able to connect the word 'bookworm' with the corresponding meaning.

4. Look at the word 'bookworm'. Which meaning corresponds to the word in the section?

- |   |  |
|---|--|
| 1. (n) a disease acquired from the paper and print of books<br>e.g. <i>The bookworm had damaged her fingers and hands.</i>                  | 2. (n) a worm that lives in books<br>e.g. <i>The bookworm lived between the pages of the book.</i>                                 |
| 3. (n) larva of a wood-boring beetle which feeds on paper and glue<br>e.g. <i>The bookworm had seriously damaged the pages of the book.</i> | 4. (n) a person who enjoys reading<br>e.g. <i>She was a real bookworm, devouring hundreds of books in just a few short months.</i> |

- A. 1  
B. 2  
C. 3  
D. 4



## WHAT SHE WAS LIKE AS A KID

I had a few friends but I was still a bit shy. I liked to find quiet places to be alone with my thoughts and read books. I was called a bookworm.





# Reading Examples - Strengths

**Task Name:** Let's Meet... Michelle Lau (Article)

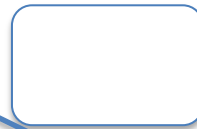
**Task Content:** The article is about Michelle Lau and her job, her life and hobbies.

## Specific Information

Many students worked out why Michelle's mother worked so hard.

6. Michelle's mother was working hard so that her children could \_\_\_\_\_.

- A. be spoilt
- ☒ B. attend a private school
- C. read books
- D. have good careers



## HEROES

My grandparents and parents are my heroes. They raised me in a very loving environment. My brother and I always had everything kids could need, but we weren't spoilt.

My mum worked hard so we could go to a private school. Dad is an avid reader. He was my role model. I am the reader I am today because of his example.

My love of reading and books also helped me on my career path!



# Reading Examples - Strengths

**Task Name:** Did You Know? (Blog)

**Task Content:** The blog features information about the Great White Shark, the Tarantula–Goliath Birdeater and Lions.

## Knowledge of the world

The majority of students worked out the shape of sharks' teeth.

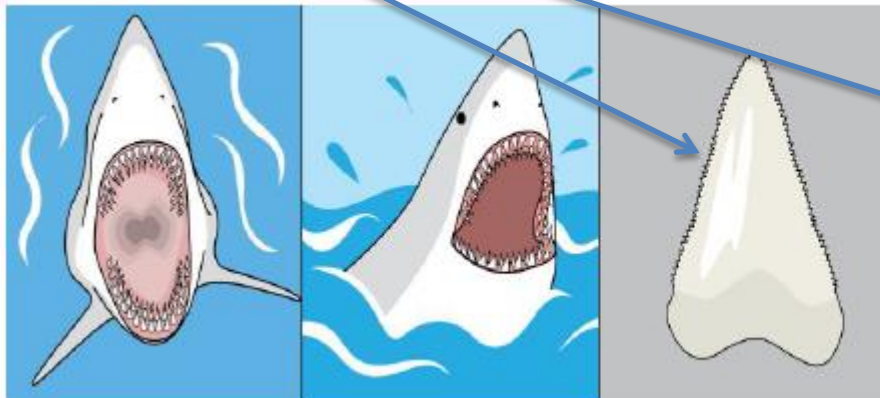
3. Sharks have teeth that are shaped like a \_\_\_\_\_.

A. ○

B. □

C. ◇

D. △



They are suited to hunting with a mouth of 300 serrated, triangular teeth in several rows.

# Reading Examples - Strengths

**Task Name:** Social Service Week (Article & Programme)

**Task Content:** The article is about volunteering, and the Social Service Week Programme details the events to be held.

## Specific Information

Many students worked out where Marco, the chef worked.

### Chef – Marco Polli

4. Marco works \_\_\_\_\_.

- A. with people in other countries
- B. in the town centre
- C. in other towns
- D. in his restaurant

Marco is a Spanish chef. Each night left over food cooked in his restaurant was thrown away. Some people in his town didn't have enough food to feed themselves or their families. So, Marco decided to install a communal fridge in the town centre.

① Each night the leftovers get put in the fridge. Other restaurants do the same. The people who need the food help themselves. ②

The Open Fridge programme has also been very successful in other parts of the country. It is a great way to solve the food waste problem and hunger crisis. ④



## Connection between ideas

Many students were able to connect why the food was left in the fridge.

6. The food is left in the fridge to \_\_\_\_\_.

- A. display for the people and sell the next day
- B. help people and solve the problem of restaurant food waste
- C. save money and taste food cooked by a famous chef
- D. help the Open Fridge programme and make money



# Reading Examples - Strengths

**Task Name:** Debating in Hong Kong (Article and Poster)

**Task Content:** The article is about debating in Hong Kong. The poster focuses on the HK International Debate Club and upcoming events.

## Inference

The majority of students were able to infer the value of Mannie's debating skills and achievements.

7. Mannie found her debating skills and achievements \_\_\_\_\_ when she applied to do postgraduate studies.

- A. were a disadvantage
- ☒ B. were an advantage
- C. did not help her
- D. were not important



*Mannie Cheung – Local and International Debating Champion*

Mannie got her start in local primary school debate competitions. She spent her secondary school years developing her debating skills. When she went to university, she almost decided to give up debating. An instructor convinced her to become involved after he heard her arguing in class.

With his encouragement, Mannie went on to represent the university and Hong Kong in local and international debating competitions. When she applied to go overseas to do postgraduate studies, she found that a lot of interviewers wanted to know about her debating skills and whether debating had helped her in her studies.

# Reading Examples - Strengths

## Specific Information

Many students were able to correctly work out the date and location of the grand final.

10. The grand final will be held on \_\_\_\_\_ in \_\_\_\_\_.

- A. 12<sup>th</sup> August/Hong Kong
- B. 9<sup>th</sup> September/Singapore
- ☒ C. 18<sup>th</sup> October/Hong Kong
- D. 16<sup>th</sup> August/Macao



## HK INTERNATIONAL DEBATE CLUB





### Now Recruiting



Participate in the upcoming debates:



### University Student Debates

12<sup>th</sup> – 16<sup>th</sup> August: *Poly Uni in Macao*

9<sup>th</sup> September: *Singapore Polytechnic in Singapore*

18<sup>th</sup> October:  **GRAND FINAL**   
Kowloon Polytechnic in Hong Kong



# Student Performances in Reading 2016

## Weaknesses

- connecting ideas
- identifying specific information
- identifying main ideas
- dictionary skills
- analysing and integrating relevant points from one or more texts
- contextual clues
- inference
- unfamiliar word/expression
- predicting the likely development of the text





# Reading Examples - Weaknesses

**Task Name:** Technology Kids Don't Understand (Article)

**Task Content:** The article is about outdated technology that children now do not understand or know how to use.

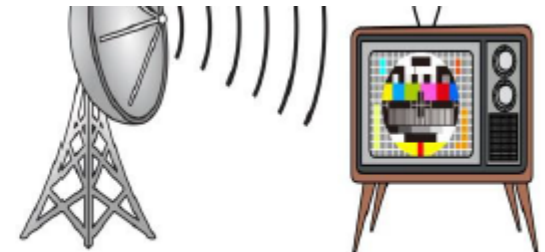
## Specific information

Students found it difficult to work out what the test pattern was used for.

7. The test pattern was used to \_\_\_\_\_.

- A. broadcast the programme using the transmitter
- ☐ B. test the transmitter
- C. show the start time and finish time of the programmes
- D. get children to watch television

Television channels now broadcast 24 hours a day. In the 1950s and 1960s television had a start and finish time. After the last programme, the test pattern appeared on the screen. It showed that the transmitter was working but that no programme was being broadcast. These patterns were also used when there was a problem with the broadcasting. Can you imagine what children would do now if they saw this kind of symbol on the screen in front of them?



# Reading Examples - Weaknesses

## Main idea

Students found it difficult to select a title for the article.

11. The title of the article could also be \_\_\_\_\_.

- A. Kids Learning How To Use Outdated Technology
- B. Parents Post Pictures Of Old Technology On Social Media
- C. British National History Museum Exhibit Now In Hong Kong
- D. Kids Post About Parents Using Technology On Social Media

## Technology Kids Don't Understand

The very fast changes and developments in technology are regular news items. Our children are growing up in a world that is more grounded in technology than ever before.

Who remembers the wonder of a simple calculator? Who saved their pocket money to buy a machine that could add, subtract, multiply and divide when buttons were pressed? Now calculators are advanced machines that can do the maths those little machines that became popular in the 1970s could never do.



Children nowadays don't recognise the technology their parents grew up with. There are videos and articles that show children trying to use outdated technology. It is funny to watch them try to work out what to do with a telephone that doesn't have a touch screen. Also watch the video about children trying to work out what to do with a cassette tape and a Walkman. The concepts and machines once familiar to parents are now very alien to their kids.



Who can remember when black and white television became colour television? One parent posted on social media that she was watching a re-run of a show popular in the 1950s with her young son. He asked her what was wrong with the television because the show had been filmed in black and white. He had never seen anything on television in black and white.

Television channels now broadcast 24 hours a day. In the 1950s and 1960s television had a start and finish time. After the last programme, the test pattern appeared on the screen. It showed that the transmitter was working but that no programme was being broadcast. These patterns were also used when there was a problem with the broadcasting. Can you imagine what children would do now if they saw this kind of symbol on the screen in front of them?



To show children the technology that their parents once used, but which children don't understand is the focus of the travelling exhibit the British National History Museum has put together. It features items that are now just a memory for the older generation. Go and see the exhibition which is now on at the Hong Kong Museum!

# Reading Examples - Weaknesses

## Task Name: Pimple Problem (Poem)

**Task Content:** The poem is about a student who has a pimple and what he does about it, starting a new trend.

### Connection between ideas

Some students were able to work out why the student drew on the pimple.

#### Stanzas Three and Four

3. The student drew on the pimple because \_\_\_\_\_.

- A. his friends were going to make fun of him
- B. they were going to look at him
- C. he wanted to give them something else to look at
- D. all of the above

D

A

B

A

B

C

D

I knew my friends would notice.  
I thought that they would stare.  
I figured they would laugh at me  
to see that pimple there.

12

So that's when I decided  
I would give them a surprise.  
I grabbed a pen and drew on it  
two tiny little eyes.

16

C



# Reading Examples - Weaknesses

**Task Name:** Let's Meet... Michelle Lau (Article)

**Task Content:** The article is about Michelle Lau and her job, her life and hobbies.

## Connecting ideas

Students found it difficult to connect the ideas and work out what Michelle did.

2. Michelle Lau \_\_\_\_\_.

- A. is a student at a local university
- B. hates technology
- C. studies the impact of education on technology
- D. is a teacher librarian



## Let's Meet...Michelle Lau

*'Technology today has the power to change our relationships and culture.'*  
Michelle Lau

Michelle and her students are doing research on technology and how social media and other interactive tools are changing the way we interact with others. She also believes that technology has made an impact on education.

**WHAT SHE DOES**

Lecturer, Librarian and Digital Citizenship Expert



# Reading Examples - Weaknesses

## Predicting the likely development of the text

Students were not able to work out how the text might develop further given what had already been provided.

15. The article could continue with Michelle talking about \_\_\_\_\_.

- A. what she might do in the future
- B. her grandparents and her past
- C. a presentation one of her students gave recently
- D. the dangers of bookworms



WHAT SHE DOES → WHAT SHE WAS LIKE AS A KID → HEROES →  
HOW SHE GOT INTO HER FIELD → TYPICAL DAY  
→ WHAT SHE DOES FOR FUN → ?





# Reading Examples - Weaknesses

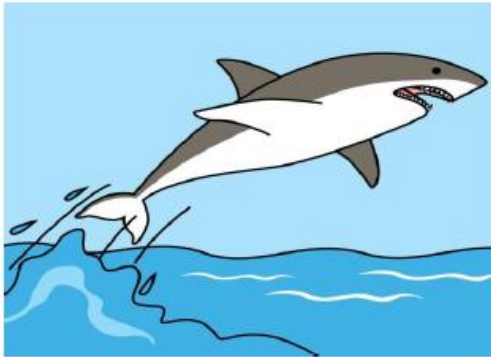
**Task Name:** Did You Know? (Blog)

**Task Content:** The blog features information about the Great White Shark, the Tarantula–Goliath Birdeater and Lions.

## Analysing and integrating relevant points from one or more texts

Students found it difficult to look at the text and information provided and work out which animals were the least dangerous.

### GREAT WHITE SHARK

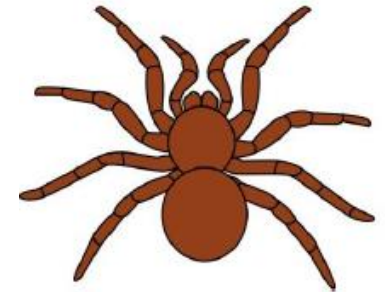


8. Out of all of the animals mentioned, the \_\_\_\_\_ are the least dangerous.

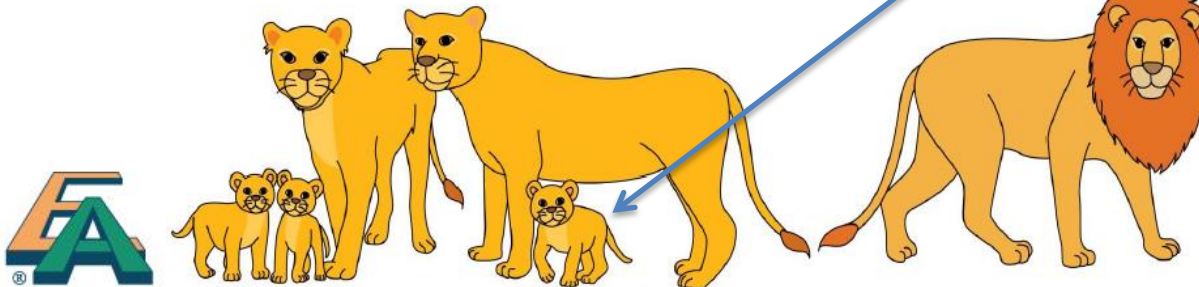
- A. sharks
- B. tarantulas
- C. cubs
- D. lionesses



### TARANTULA - GOLIATH BIRDEATER



### LION



# Reading Examples - Weaknesses

**Task Name:** Social Service Week (Article & Programme)

**Task Content:** The article is about volunteering, and the Social Service Week Programme details the events to be held.

## Specific Information

Students found it difficult to determine what Peter Green did.

### Gardener – Peter Green

7. Peter Green \_\_\_\_\_.

- A. keeps his Gro Box in a balcony
- B. doesn't garden in Hong Kong
- C. **designed** the Gro Boxes and Kits
- D. counts the rooftops in Hong Kong

### Gardener – Peter Green



Peter loves gardening but living in busy Hong Kong there was nowhere to garden. He came up with Gro Boxes and Kits. They are small enough for a small flat or balcony. They can also be pieced together to grow vegetables and plants on rooftops.

Peter says that if every rooftop in Hong Kong had some Gro Boxes the air would be so much better. The Gro Boxes are an eco-friendly, no-tools-required gardening kit that everyone can use!


# Reading Examples - Weaknesses

## Specific Information


Students found it difficult to work out where the activities would take place.

14. The activities on Tuesday all take place after school and \_\_\_\_\_.

- A. on campus
- B. in the local estate
- C. in the school library
- D. off campus



### Social Service Week Programme




#### Monday

Special Morning Assembly

8.30 a.m. – 9.30 a.m.

Topic: Social Service - What you can do!

Guest Speakers – Lisa Ma & Tony Wong




#### Wednesday

Film Day

After school 3.30 p.m. – 5.00 p.m.

Open Fridge Programme documentary




#### Tuesday

After School Social Service Activities

3.30 p.m. – 6.30 p.m.

Visits to –




- Lam Chuen Estate - set up Gro Boxes
- The Hong Kong Food Bank
- The University Fashion Design Centre

#### Thursday & Friday

School Social Service Carnival

8.30 a.m. – 3.30 p.m.

Visit the BiblioBook Cart  
Look at displays  
Visit the stalls  
Enjoy the BBQ lunch  
Have fun!





# Reading Examples - Weaknesses

**Task Name:** Debating in Hong Kong (Article and Poster)

**Task Content:** The article is about debating in Hong Kong. The poster focuses on the HK International Debate Club and upcoming events

## Connection between ideas

Students had difficulty working out who the debate club was for.

12. The HK International Debate Club is for \_\_\_\_\_.

- A. university and secondary school students
- B. university students only
- C. secondary students only
- D. international debating champions



## HK INTERNATIONAL DEBATE CLUB





### Now Recruiting



Participate in the upcoming debates:



University Student Debates

12<sup>th</sup> – 16<sup>th</sup> August: *Poly Uni in Macao*

9<sup>th</sup> September: *Singapore Polytechnic in Singapore*

18<sup>th</sup> October:  GRAND FINAL   
*Kowloon Polytechnic in Hong Kong*

School Programme

Starts in September with -

1. Training Workshops
2. Debate Practice – special sessions run by Mannie Cheung (International Debating Champion)
3. Interschool Debates (Junior: Forms 1-3) (Senior Forms 4-6)

Train and compete!



Contact: [ana@hkinternationaldebate.email.com](mailto:ana@hkinternationaldebate.email.com)

# 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 2016

- **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 - Review

You are a member of the Technology Club at school. You have been asked by Mr. Lai, the club advisor, to write a review for the newsletter about some gadgets that club members tested. Read the email, look at the pictures and write the review.

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

TO: **jackieleung234@skhlmst.edu.hk**

SUBJECT: **The Latest Gadgets - Reviews needed**

SEND

Dear Jackie,

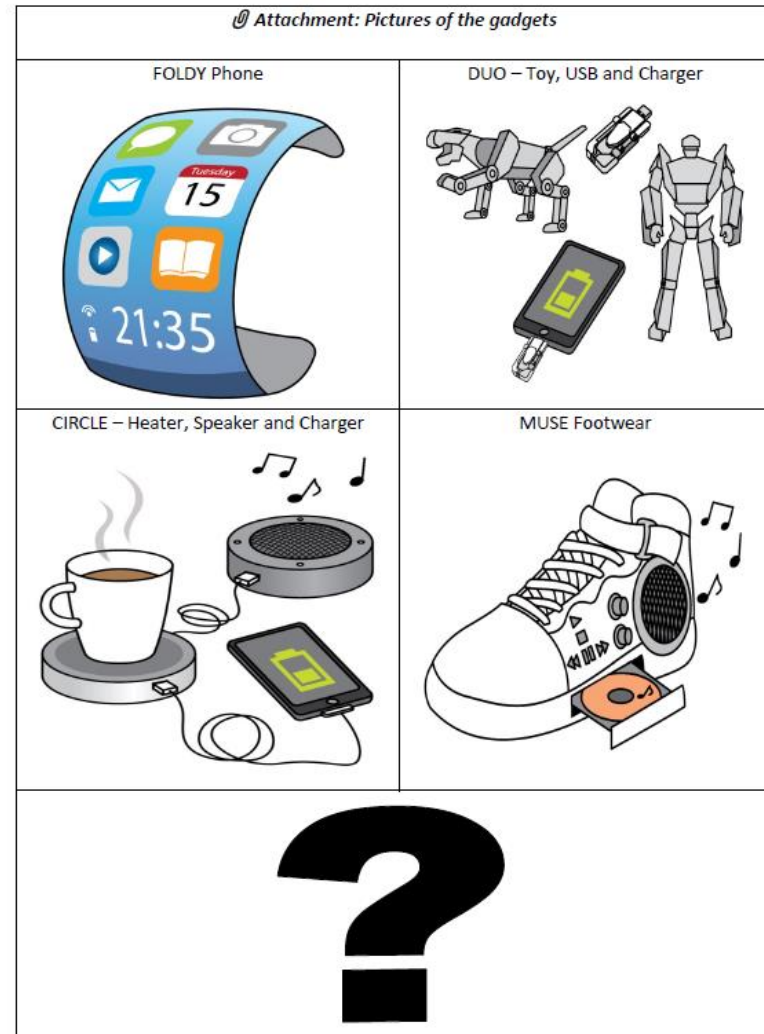
I know that you helped to test the gadgets that were sent to the Technology Club to review. It is time to write the reviews. I have attached photos of some of the gadgets that were tested to help you.

In your review, please write about at least two of the gadgets and explain what each does. Remember to explain the positives and negatives of the gadgets for the readers. If the gadgets had any problems or issues, you can write about those as well. Finally don't forget to write down what you think about the gadgets. You can also add anything else that you can remember about the gadgets, like apps, battery life, ease of use, cost...

The deadline is next week. Please send me a copy of your review before you submit it to Mrs. Leung, the editor of the school newsletter. Thanks.

Best regards,  
Mr. Lai  
Technology Club Advisor

Attachment: Pictures of the gadgets



# 9EW2 - Email

The workload of students has been in the news recently. The Student Union wants your opinion about how to make school life easier for students and has sent out an email with some questions. Write an email to Jackie, the head of the Student Union, about your life as a student and how you think it could be made easier.

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



TO: jowong299@skhlmst.edu.hk;pmak23@skhlmst.edu.hk;  
ccwong3C@skhlmst.edu.hk;suechan4D@skhlmst.edu.hk

SUBJECT: **Making school life easier**

SEND 

Dear Students,

The Student Union has been very interested in the news recently about how difficult school life can be for students. We all have to deal with pressure of homework and exams, but are there ways to make it easier for students, parents and schools? We would like to know what your opinion is.

- What year level are you?
- Do you have too much homework?
- What adds pressure – homework, exams, parents' expectations...?
- Should there be a special homework timetable so that you can plan your evenings better?
- Do you want more study areas or special study lessons during the day so that you can meet with teachers and do homework?
- What other measures could be introduced to make your life easier?

Let us know what you think by writing an email. Include any other suggestions you may have that can help to improve the life of students at our school. We plan to take the suggestions to the next school council meeting.

Thanks so much,  
Jackie

Head of the Student Union





# 9EW3 - Story

You are Jackie Ho, a student at SKFGLR Secondary School. Your school has entered the '2025 - The Future' Writing Competition. Your teacher has given you a series of pictures to help you to write a story.

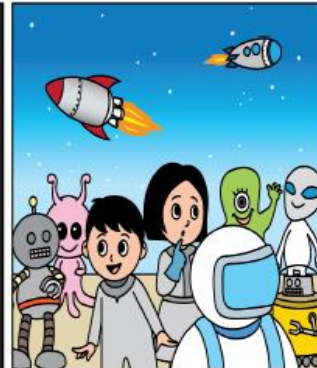
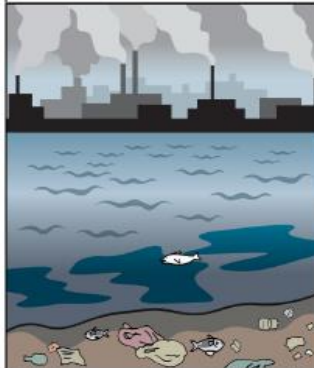
You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the story in about 150 words.

## *'2025 - The Future' Writing Competition*

Use the pictures to write a story about 2025 - The Future.

What has happened? What is happening? What will happen in the future?

STORYBOARD: 2025 - The Future    DATE: 06/16    TITLE: 2025    SCENE/SEQ. 1 - 6



?

?

?

# Writing

## Strengths

- 9EW1
- 9EW2
- 9EW3

Exemplars and Annotation





# 9EW1 - Review

## Review – The Latest Tech Gadgets (9EW1) - Student Exemplar 4

### The Latest Tech Gadgets

- 1 Review of the CIRCLE and MUSB Footwear
- We have received several gadgets recently to be tested out and reviewed. In this review, we will feature two of the gadgets for review.
- 1 The first one is the CIRCLE. It is a device which can act as a heater, speaker and charger at the same time. It is a helpful tool in daily lives. We will talk about this device's pros and cons below.
- 2 For its advantages, we can't deny that it has a user-friendly design. It can heat drinks, play music and charge electronic devices in the mean time. There is no need to purchase three different gadgets. Its cost is lower than the cost of buying three devices and it is super easy to use.
- 2 For its disadvantages, we regret to tell you that its battery life is relatively short. It needs to be charged if it has been turned on for 2 hours, which means that it is very electricity-consuming. It cannot provide a long service for users and may shut down automatically when battery runs out.
- 1 I, a Technology Club member, personally fall in love with this wonderful gadget despite its short battery life. Life will be much easier with the presence of this tiny helper. The cost is also quite reasonable as well.
- 2 The second one is the MUSB Footwear. It is a pair of sneakers with a music player in it. It easily catches the eyes of teens since it was released as it looks cool and gorgeous. We will talk about the pros and cons of this device, same as above, as well.
- 2 For advantages, there is no denying that it looks so awesome, with a well-designed sneaker look and a eye-catching CD player. Users can enjoy music whenever they wear this pair of 'magic shoes'. It is actually a combination of headphones and sneakers, which provides great convenience for users.
- 2 For disadvantages, we are sorry to say that this pair of shoes is rather heavy due to the installation of a CD player. Sneakers can provide great protection when we are doing sports and are usually rather light-weighted in sense. To be honest, this pair of sneakers cannot provide you a light and proper protection as it is very heavy in weight. The CD player can be damaged easily when we crush it with other stuff. On the other hand, the cost of this footwear is very expensive. Its price is about four times of a normal footwear. This is also the reason for its low purchasing rate.
- Speaking personally, I think it's not worth buying as it can't give what a proper pair

Two gadgets selected and reason for review is given

# 9EW1 – Review

of sneakers can provide for you, such as light weight and protection of your feet. The CD player is fragile. In my opinion, this product is a 'white elephant' as it looks amazing but it's not useful indeed with a shockingly high price. We should consider thoroughly before we purchase this gadget. More and more electronic devices are designed and released nowadays. All of them aim at making our lives easier. However, we should consider its functions before we buy them in order not to waste money.

Suitable and interesting conclusion

## Annotation - Student Exemplar 4

1

Appropriate introduction and concluding paragraph and features of a review are evident.

2

Ideas are generally expressed clearly and effectively with elaboration and the writer talks about the two products, giving a description, mentioning the user-friendly design, cost, features, electricity consumption, weight, suitability. The writer also mentions the cost in comparison to purchasing other gadgets that would do the same thing. The writer also mentions his/her personal feelings in regard to the gadgets – both positive and negative- and soundly expresses the pros and cons of the two items.

[ ]

Good range and use of topic specific vocabulary – *cost... reasonable, user-friendly design, provides great convenience, fragile, sneaker, white elephant, we regret to tell you, awesome, gorgeous*

Good range of language patterns, *there is no denying that, we regret to tell you that* and *we are sorry to say that*

◀.....▶

Coherent links throughout the review with connectives used – *on the other hand, in my opinion, however*

◡

The writer fluctuates between using *we* and *I* in the review.

~

Some expressions used incorrectly but these do not impede the understanding/meaning – *for advantages/disadvantages* instead of *the advantages/disadvantages are*, *electricity-consuming* instead of *high consumption of electricity/consumes a lot of electricity*, *such as lightweight and protection of your foot* instead of *being lightweight and protecting your feet*



# 9EW2 – Email

TO: jackiechonghp@skhlmst.edu.hk  
SUBJECT: My opinion about how to make school life easier for students  
[SEND]

Appropriate  
greeting

Dear Jackie,

I have recently heard that the Student Union wants to know more about the workload of students. Therefore, I am writing this email in response to the issue. Let me introduce myself first.

1

I am from year 8. Year 8 is a year with most homework in the school and I don't know why. Thus I have countless homework every day and it is definitely excessive. Always my parents want me to get higher and more predictable mark in exams. This adds pressure to my academic studies. I realize the school lives here are very hard that students cannot really deal with the workload and pressure.

Here are some suggestions I can give. Students find it difficult to find a quiet place for studying alone. They are busy after school with the extra-curricular activities. And their homes are not so quiet that they can study concentratedly. Therefore, I think that schools should open more study areas and special study lessons that we can meet teachers and ask questions.

3

2

Furthermore, students' workload is too high to manage both extra-curricular aspects and the homework. They need to be the 'best' of everything to meet their parents' and societies' expectations. All-rounded students are developed which are good at many different perspectives. This is a bad news to the students. As for improvement, the government should better restrict the schools' of assigning limited homework to make it simple, that is to set a quota to limit the number of homework assigned to students and the amount of extra-curricular activities that students can join.

3

These are the suggestions that I can give. Being a year 8 student, I truly realize the workload of students. I think that my advice can help to ease the workload and make their school lives easier. Therefore, I am looking forward to the implementation of these suggestions above. A happy school life is crucial to every single student, so I hope that the situation now can be improved.

Yours sincerely,  
Chris

Correct  
complimentary  
close





# 9EW2 – Email

## Annotation - Student Exemplar 5

- 1 The writer has provided an introduction and a conclusion. Also the greeting and complimentary close used are correct and appropriate. The purpose of writing is clear.
- 2 Coherent links join the paragraphs together to form a cohesive piece of writing about the lives of students and suggestions to improve them. Use of connectives – *furthermore, therefore*
- 3 The writer has used the email provided as a basis but gives suggestions like getting the government involved (even though this is not something the student union would be able to deal with), who will restrict the assigning of homework and setting quotas on the amount of homework assigned.
- ↔ The writer has used a variety and range of topic appropriate vocabulary – *countless, excessive, pressure, restrict, assigning homework, implementation, crucial*
- ~ Some vocabulary/expressions used are incorrect but meaning is not affected – *they need to be the best of everything* instead of *they need to be the best at everything*, *this is a bad news to the students* instead of *this is bad news for the students*, *predictible* instead of *predictable*, *concentratedly* instead of *concentrate on their studies*
- ↔.....↔ Errors in word order are made, but they do not affect meaning– *always my parents* instead of *my parents always*, *the implementation of these suggestions above* instead of *the implementation of the above suggestions*, *Students find it difficult to find a quiet place and suitable time for studying always* instead of *Students always find it difficult to find a quiet place and suitable time for studying*



## Story – 2025 – The Future (9EW3) - Student Exemplar 6

### 2025 - The Future

Introduction  
is set up  
using the  
picture  
prompts  
provided

Since the knowledge and technology of the whole world rise, there are many factories built in the world. The waste and polluted water from factories always go into the river, water and sea water. The water has been polluted by the waste and caused many serious problems. For example, human do not have enough clean water to drink and the fish in the sea died. People do not have enough food to eat. So, the government of controlling the whole world decided to send human to the space and live there from preventing the continuously pollution of the Earth.

In 2025, two human were sent to the space to test for the safety of living in space. The two human are a eighteen years old girl and a fifteen years old boy, respectively. They were both nervous during the trip from the Earth to the space because they need to leave their home forever and go to an unknown place. During the trip, they saw lots of space ships moving besides them and they felt surprised of that. Suddenly, they saw lots of aliens standing on a tiny place. They landed on that place quickly and wanted to see what had happened.

When they landed on the place, many aliens went to them and greeted them. The two teenagers were happy because they had never seen a real alien and now they saw lots of aliens. They went to hug the aliens and wanted to be friends with them. They were too excited and they had forgotten that the aliens hate to have any skin touch with others. So when the two teenagers hugged the aliens, they were caught by the aliens and taken to the police station there.

Unfortunately, the head police alien is an alien which hate to have any skin touch with others and it also hate humans too. So when it saw the two teenagers brought to the police station, its face turned black. Also it said that maybe the two teenagers decided to kill them by hugging them so the head police alien called the others to kill the teenagers to prevent the thing happened.

At last, the two teenagers were killed by the aliens and the human did not have the chance to move to the space to live anymore. It is because the aliens destroyed the Earth afterwards and prevent humans to go to space again.

Conclusion

# 9EW3 – Story





# 9EW3 – Story

## Annotation - Student Exemplar 6

1 The story follows the picture prompts provided but does give an ending that is not based on the pictures. There is a clear plot which also shows the writer's imagination.

2 Some good ideas that are relevant to the topic and which are elaborated on – the characters in the story got killed by aliens because the aliens hated humans. As a result humans lost their chance to go into space and the aliens destroyed the earth → story climax.

3 Paragraphing is evident with a clear introduction, body and conclusion.

4 Combination of tenses used → present tense is used in the introduction and past tense and present tense are used in story.

~ There are errors in vocabulary and expression but they do not affect meaning – *rise* instead of *improved*, *there are many factories built* instead of *many factories were built*, *send human to the space* instead of *send humans into space*, *a eighteen years old* instead of *an eighteen year old*, *to test the safety of living in space* instead of *to test if it was safe to live in space*, *at last* instead of *finally/at the end*, *suddenly, felt surprised of that* instead of *were surprised about that*, *place* instead of *planet*

◀.....▶ Singular/Plural – *human* instead of *humans*

\*The writer has not included any dialogue between the characters. This is not required but dialogues can liven up the narrative.



# Some strengths to highlight

## 9EW1 – Sentences, Phrases and Vocabulary

- Many flaws in the design
  - obviously the convenience
  - abundance of technical problems
  - the fact it cannot....really ruins it
  - blasting music
  - multi-functional
- Space was provided for students to complete their title and they provided some interesting variations beyond the expected → review of the name of gadget and name of gadget

Review of the \_\_\_\_\_ and \_\_\_\_\_

gadgets	that Technology Club members tested
gadgets	my opinion of the gadgets
positives	negatives of the gadgets
gadgets	my opinion of them

- Interesting titles were provided proving that some students think outside the box and make their ideas fit the parameters rather than the other way around – as seen above



# Some strengths to highlight

## 9EW1

- Students didn't just rely on the gadgets provided – some mentioned other gadgets and described them instead – [International translator](#), [Dictionary](#), [Gills](#) which allow people to breathe under water, an [Animal Talker](#) which allows pet owners to understand what animals talk and think about, [Flying Shoes](#) – allowing people wearing them to fly around
- Capable students went way beyond the pictorial prompts provided to review other gadgets as mentioned above
- Many capable students ignore the pictorial prompts to a large extent and rely on their own ideas and perhaps also prior knowledge – different gadgets or their own experience of certain gadgets to pull their ideas together



# Some strengths to highlight

## 9EW2 – Sentences, Phrases and Vocabulary

- The majority of students correctly used Dear Jackie as the greeting
- Capable students used the correct complimentary close –
  - Best regards
  - Yours sincerely
  - Sincerely yours
  - Regards
  - Best Wishes
  - Yours faithfully
- I am writing to express my opinion about the school
- In response to your email
- parent's expectations
- tackle problems
- form a study group
- face difficulties
- **Conclusion** – all in all I hope that you can make my life easier....have lots of time to do my other work...



# Some strengths to highlight

## 9EW2

- The majority of students know how to write an email and also how and where to use the appropriate greeting and complimentary close
- Many capable students rely on their own ideas and also prior knowledge – in this case, of how they feel about school and studying, what they do at school – studying, relaxing, and anything that they do that makes their own life a bit easier and less stressful. Students also mentioned that a positive attitude was of benefit
- Many students were able to use their own experience and write about what they do at school and also at home to make life less stressful as well as mention what adds pressure and various ways of making life easier for all students.
- They also mentioned how forming study groups might be useful, as well as being given less homework, including having more time to complete homework
- Students also wrote about what they thought students should do to make life less stressful, such as a study/homework timetable that would help them to plan their time.
- Providing reasons/examples has improved with students being able to explain what affects them and how they think things could be improved and why
- Strong writers can suggest other points/issues other than those provided in the prompts and also have the vocabulary to aptly describe the points/issues and also reason how and why students would be affected and would benefit from remedial action being taken





# Some strengths to highlight

## 9EW3 – Sentences, Phrases and Vocabulary

### ➤ Interesting introductions/beginnings to the story

‘Hubby, it’s time to wake up.’

Have I been slumbering for so long?

I woke up, lying on something hard. Could I be dreaming? The world that is in front of my eyes right now is not my world, my home.

### ➤ Interesting conclusions/endings to the story

the world is ending now... and at our own hands  
...outnumbered and surrounded by aliens  
It is 2025 and a tough future is ahead....

- pungent smell of sulphur
- No clean water for irrigation
- the speed of light
- The craft was designed to travel
- teary-eyed
- caused the discontent
- The sky is a dusky pink
- There was a dungeon
- Thrust of the rocket engine



### Errors

the mistreat of sewage → the treatment of sewage – knew to use the word sewage  
aliens tried to use us for experiments → aliens

# 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 the gadgets and how they functioned as well as their special features and the opinion of the reviewer (review), or how to make school life easier for students, relating their experiences to the points (email), and 2025 – The Future, telling an interesting and informative (story).
- 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 the gadgets did, what the battery life was like and the pros and cons (review) as well as suggesting ways to make life easier for students at school (email) and writing about meeting aliens and travelling into space and the reasons for doing so (story).
- 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

The Latest Tech GadgetsTwo  
gadgets  
selectedReview of the CIRCLE and MUSE FootwearShort but  
suitable  
introduction

I am going to share the positives and negatives of those two gadgets. Also, what I think about the gadgets.

1 First I think CIRCLE is a good gadgets. CIRCLE can be a heater, speaker and charger. I think it is convenient. In coffee shop, we will want to enjoy the hot coffee and listen some music. However the hot coffee will ~~be~~ just become warm easily so we can use CIRCLE to heat it.

Because of listening some music, we need a phone, but we may forget to charge the mobile phone before long out. We can use CIRCLE to

share music to others because we may want to listen music with friends but forget to bring the ear phones. Then we can use it to share

music with friends. But the CIRCLE may use up the battery quickly <sup>you need to charge again</sup>.

2 Second, I am going to talk about MUSE Footwear. I think MUSE Footwear is not good. When we walking on the street, the MUSE Footwear will play the music, it may disturb others. If your shoes can make some music, I think it is so embarrassed because others will look at you.

3 If we want to change a song, we need to stop walking to click the button of the shoes. Also, I think the shoes are very

4 heavy because the shoes inside contain a speaker. The MUSE footwear

just can play CDs, but CDs are quiet expensive, not every one can afford it. But I think when we are doing exercise we can wear this shoes because it can relax and make me want to do

more exercise. The battery life is a whole day after the battery is used up, we can charge the battery.

I hope my review can let you know more about CIRCLE and MUSE Footwear.

Short  
conclusion



# 9EW1

## Annotation - Student Exemplar 1



A short and concise introduction is provided but the purpose for writing is not clear.



Some suitable ideas provided about the items reviewed – *the CIRCLE is convenient, but the battery may be used up/drained quickly*



*The MUSE footwear can disturb others and the shoes are heavy to wear.*



Many expressions and vocabulary are used incorrectly but it is still an understandable review – *is a good gadgets* instead of *is a good gadget*, *in coffee shop* instead of *in a/the coffee shop*, *speak* instead of *speaker*, *share music to others* instead of *share music with others*, *wear this shoes* instead of *wear these shoes*, *let you know more about* instead of *tell you more about*, *it is so embarrassed* instead of *it is so embarrassing*

Spelling is also inaccurate – *quiet* instead of *quite*, *hole* instead of *whole*



The writer has used connectives within the paragraphs – *first, second*



Paragraphing – two items have been included in the same paragraph.

9EW2

TO: **jackiechonghp@skhlmst.edu.hk**  
 SUBJECT: **My opinion about how to make school life easier for students**  
 SEND

Greeting

Dear Jackie,

1

My name is Sue Chan. I am year level four. Everyday I have too much homework to do. [sometime] I have [more then ten homeworks] need to do. That ten homeworks inside must have seven homeworks is English so I hate the English teacher so much. In the exams day, my teacher still gave us homework to do, so that I don't have enough times to study for my exams.

2

[I shouldn't had a special homework timetable] so that, can plan my evenings better. Then now I want to starting in tomorrow to plan a timetable to easy do my homework.

3

And, I think I will use more time to find my teacher to help me Maths, because [I really not good at maths] I always fail in my exams too. I want more study areas or special lessons during the day, so that I can meet with teachers more and [can do homework finished early too].

[In the top of the ideas also is the students ideas too]. Hope you saw this e-mail, You can help to improve the life of our school students.

Incorrect  
complimentary  
close

skhlmst student,  
Sue Chan.



# 9EW2

## Annotation - Student Exemplar 2



The complimentary close used is incorrect – *skhlmst.student Sue Chan*



The piece of writing has an introductory paragraph which is topic related and details how much homework Sue has. She also complains about getting homework on exam days and then not having time to study for the exams as a result.



The second paragraph deals more with what Sue will do herself – still connected to the topic – she will make a homework timetable and she will find her teacher to help her.



The writer has used the points to connect to what Sue will do, using the examples provided but the writer has not really made any suggestions as to what can be done for other students. Sue also mentions that she wants study lessons so that she can meet teachers and do homework.



There are errors in vocabulary and expression which affect meaning – *sometime* instead of *sometimes*, *more than ten homeworks* instead of *more than ten pieces of homework*, *I shouldn't had a special timetable* instead of *I should have a special timetable*, *I really not good* instead of *I am really not good*, and *can do homework finished early too* instead of *and can get my homework finished early too*, *In the top of the ideas also is the students ideas too* – it is unclear as to what this means.



Errors in tense – *Hope you saw* instead of *I hope you see*



Singular/plural – *in the exams day* instead of *on the exam days*, *enough times* instead of *enough time*

Not really a  
story

### 2025 - The Future

2025 — [our future which is 10 years later]  
After this 10 years, what will the world like?

The technology of [artificial] and spaceship will grow rapidly. Enjoying the splendid view of universe will be one of the entertainments. It will be [much more safe] when travelling on the spaceship. Moreover, people can meet new friends with the aliens. By traveling to other planets, it's much easier to get a look of others' landscape or ~~even~~ even ~~the~~ have a trip of the universe!

Picture  
prompt  
referenced

2

Besides the improvement of the technology, the higher living standard of the people lead to the need of mass production and rapid development. Thus, serious pollutions such as water pollution, air pollution and land pollution will appear. Lots of pollutants such as carbon dioxide, sulphur dioxide and chemical waste will be released by the large amount of factories and transportation. Therefore pollution is very serious and it will affect human's health directly. Also, the beauty of the nature and [treasure landscape] of earth will soon disappear.

2

2025 is the year which symbolises both advanced technology and serious pollution. It's definitely important.

Short  
conclusion



# 9EW3

## Annotation - Student Exemplar 3

1

The writer has not really written a story. This is more of an article or a recount/description of some of the picture prompts.

2

Ideas are somewhat relevant and related to the topic but the focus seems to be more on the environment and how it will affect the earth – picture prompt one, rather than the development of a story. There is a conclusion which draws the previous paragraphs together by concluding that 2025 will be when technology and pollution need to balance with the life of humans.



Appropriate language is used to describe the environmental issues →  
*water, air and land pollution, pollutants, carbon dioxide, sulphur dioxide, chemical waste*

[ ]

There are some errors in vocabulary and expression which affect meaning – *our future which is 10 years later* instead of *this will be our future in ten years*, *much more safe* instead of *much safer*, *autronaut* instead of *astronaut*, *treasure landscape* instead of *treasured landscape*



Use of connectives – *besides* and *thus*



Singular/plural – *spaceship* instead of *spaceships*, *entertainments* instead of *entertainment*



Word order – *it will affect humans health directly* instead of *it will directly affect humans health*

# Some errors to ponder

## 9EW1

- Space is provided to write the names of the gadgets being reviewed, but some students weren't sure what to write in the spaces

Review of the \_\_\_\_\_ and \_\_\_\_\_

needed

the newsletter

explain

gadgets

newsletter

club members tested

pictures of the gadgets

technology club

- Many of the weaker students just cobbled together something from the prompts/information provided in the email.
- Despite the instructions and it being called a review, some students wrote a letter/in email form
- **Vocabulary and expressions**

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

when you are dance → when you are dancing

thank you for watching

without an amount of fortune

you will in love with it → you will fall in love with it

lases → laces (for the shoes)

affordable to → affordable for

at last → finally

creattest → most creative

backaging → packaging

convient → convenient

the disk was spitted out → the disk was spit out

I hardly recommend → I highly recommend

frist → first

make it beautier → make it more beautiful

robbots → robots

hotter a cub of coffee → heat a cup of coffee

most of our dream comes true → most of our dreams come true

a cool outlook → looks nice/appealing



# Some errors to ponder

## 9EW2

- Some students wrote no greeting/informal greetings/strange variations on greetings  
Hi Everybody                      Jackie                      Dear Head of the Student Union, Jackie  
Dear Jackie Chong                      Dear Student Union

- Students used many variations of a complimentary close that were too informal or incorrect  
Thanks so much, Peter/Jessica/Bella/Aiden    Your father, Tiffany  
Best wish, Ken                      Student jo wong  
cheers                      Yours Faithfully Pmak, Prince Mak  
Thanks so much, students wong                      Love Students  
Thank you                      best wishes  
Thanks so much, Student Union                      loves Shirley  
Jowang, witness                      your sincerely  
yours, Jeff Student in Class 3D                      Yours student, Student Union  
Tank so much, Student Wong  
love Daniel, A student in this stupid school  
just a name with no complimentary close – James Chan



# Some errors to ponder

## 9EW2

### ➤ Vocabulary and Expressions

unforgettable memorise

will not feel stressful → will not feel stressed

make yourself to be positive

3 homework → three pieces of homework

will not failed → will not fail

solve you → solve your

I want to opinion → I want to express/give my opinion

the school live of students are → is

solve your stress early

I will express my feels → I will express my feelings

find a spare time → find some spare time

I had some idea want to tell you → I have some ideas that I would like to tell you...

at the letter → in the letter

at me weekend → on my weekend

exicse → exercise

shool → school

sutible → suitable

### ➤ Singular and Plural - lots of students have an issue with determining singular or plural

mark → marks

feeling → feelings

for student → for students





# Some errors to ponder

## 9EW3

- 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
- Students who are weak in writing had particular difficulty with the story. They did not have the vocabulary to express their ideas, nor did they have the awareness of the genre and as a result wrote a retelling/recount/article style piece
- **First sentences/Introductions**
  - It is in 2015 → It is 2025
  - I am Jackie Ho
  - It is 2025 now
  - The 2025 me home is no good
  - In the future we may be live in other plantes → In the future we may live on other planets
  - Today I'm writing about a story '2025 – The Future'



# Some errors to ponder

## 9EW3 – Vocabulary

### ➤ Spelling variations

pollusion → pollution

gee forces → g-forces

space travelling → space travel

the driver of the space ship → pilot (interesting that the writer knew the word space ship but not the word pilot)

alliens → aliens

live in → live on

alient → alien

travl → travel

pispates → pollutes

poullution/pullition → pollution

invest rockets → invent rockets

for exmaply → for example

plantes/plance/plane → planet

humars/humas → humans

wellcome → welcome

which was habitat → which was inhabited

roberts/roborts/rorbert → robots/robot

anim/animy → animal/animals

space travelling → space travel

weo games → video games



# Some errors to ponder

## 9EW3

### ➤ Expressions

both got illness → both were ill

all people no sport and move

finally though in there are so good

love and care the earth → love and take care of the earth

my impression to the planet → my impression of the planet

I want the anim can swim in the sea → I want the animals to swim in the sea

E.T comeing in Hong Kong

they are very friends → they are very friendly

Mars is not for you to live in → Mars is not for you to live on

take a glance of → take a glance at

the alarms were all lightened up → the alarms were all on

Future is very interest. Let enjoy the life in future → The future is very interesting. Let's enjoy (our) life/lives in the future

### ➤ Singular and Plural - lots of students have an issue with determining singular or plural

they looks → they look

human → humans

from citizen → from citizens



# 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. Even with topics familiar to students (9EW2) students still had difficulty expressing their ideas due to a lack of vocabulary/ideas.
- Students have imagination but there is an inability to express ideas in English – related to above points and this was most evident in the imaginative story (9EW3).
- Students have an understanding of format but still need to be mindful of the purpose and audience → affects the greetings and complimentary close students use as well as the tone they use





# Speaking



## Individual Presentation

- ❖ Improving the school environment
  - ❖ Watching films and TV to learn English
    - ❖ Technology teens use
    - ❖ A famous actor/actress
- ❖ The camp for English Ambassadors
  - ❖ Going on a study trip
  - ❖ Wearing school uniforms
  - ❖ Shopping habits of teens

# Speaking – Individual Presentation

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, 'ambassador', 'principal', 'exchange', 'technology', 'actor', 'participate', 'destination', 'reasons', 'Korea', 'environment' and 'films'.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on memorised phrases.





# Speaking

## Group Interaction

- ❖ **Organising end of year activities**
- ❖ **Inter-school reading competition**
- ❖ **Organising activities to farewell the senior students**
- ❖ **Running a Pets At School programme**
- ❖ **Increasing the number of school clubs**
  - ❖ **Uniform design competition**
  - ❖ **Organising a health and fitness programme for students**
- ❖ **Hosting a group of exchange students**



# 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’s your opinion?’ and ‘What do you think?’ They also encouraged other members to further elaborate their ideas by saying things like ‘Can you tell us more about...’ and ‘What do you think...’ 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 the prompts provided.
- Students could generally use limited range of formulaic expressions to respond to others, for example, 'I agree with you', 'That's very good. .. I think that'.
- 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', evidencing limited interaction strategies or knowledge of how to continue. 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 and conversations were stilted and unnatural as a result. Students also used 'I agree' but failed to add anything more as an explanation of why they agreed with what had been said – again evidence of limited understanding of interaction strategies or knowledge of how to interact to keep the discussion going naturally.





# 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 2014 - 2016

- ☐ 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，以評估回歸學與教，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"> <li>➤ Report on the Performances of Students in Chinese Language, English Language and Mathematics (no BC attainment data given)</li> </ul>
Item Analysis Report (sorted by Sub-papers)	<ul style="list-style-type: none"> <li>➤ Indicate the percentages of student responses in each item</li> <li>➤ List the items in the sequence in which they appear in each of the sub-papers</li> </ul>
Item Analysis Report (sorted by Basic Competencies)	<ul style="list-style-type: none"> <li>➤ Indicate the percentages of student responses in each item</li> <li>➤ List the items sorted by Basic Competencies</li> </ul>
TSA 2016 Report	<ul style="list-style-type: none"> <li>➤ Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics (Key Stages 1 and 3)</li> <li>➤ <a href="https://www.bca.hkeaa.edu.hk">https://www.bca.hkeaa.edu.hk</a></li> </ul>



# **Enhancement Measures for TSA (Effective from 2016)**

**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**
  - **2016: Item Analysis data via the web**
    - Pop up Question Paper (with answers)**
  - **2016: 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

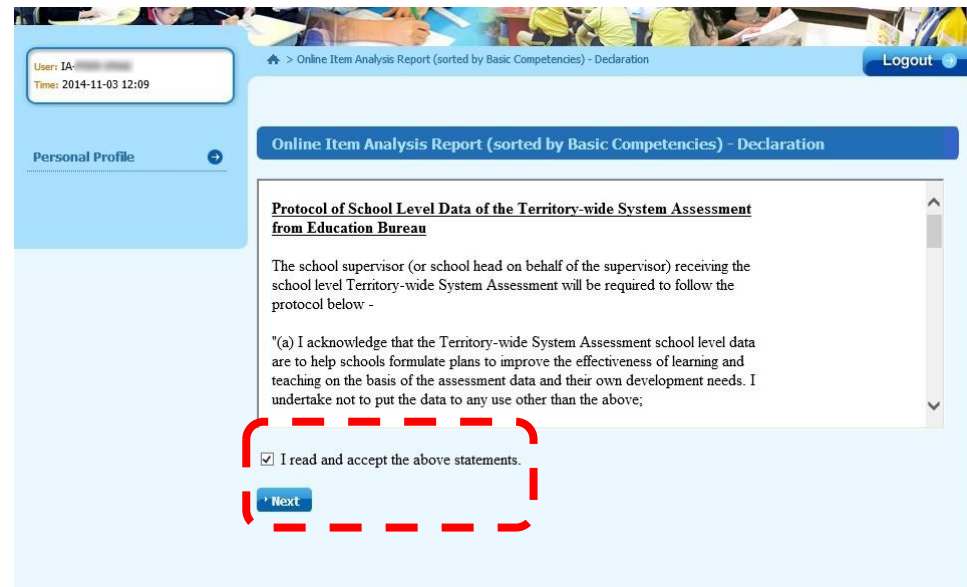
卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	滿分 Maximum score (A)	學校平均分 School average score (B)	學校答對率 School average as a % of maximum score (B/A x 100%)	全港答對率 Territory average as a % of maximum score
9EL1: 聆聽 Listening	0	29	0.0	0	62
9EL2: 聆聽 Listening	0	29	0.0	0	61
9EL3: 聆聽 Listening	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



**Login and Update Password**



**Accept the “Protocol of School Level  
Data of the TSA”**



# New Interactive Report

## Online Item Analysis Report

The screenshot displays the HKEAA Online Item Analysis Report interface. At the top, the HKEAA logo and name are visible in both Chinese and English. A navigation bar includes links for Home, Sitemap, and Chinese. Below this is a banner image showing students in a classroom. The main content area is titled 'Download Assessments Reports' and displays the user's school information: School Code: S999, School Type: Secondary, WD, and School Name: HKEAA. A message prompts the user to click buttons to download reports for TSA 2014. The available reports are: School Report, School Report (Supplementary 1) Excluding WS1 Students, School Report (Supplementary 2) Excluding WS1-WS2 & WS4-WS7 Students, Item Analysis Report (sorted by Basic Competencies), and Item Analysis Report (sorted by Sub-papers). Each report has a PDF button, and the last two have an additional Excel button. A red dashed box highlights the 'Item Analysis Report' section. A 'Back' button is located at the bottom left of the main content area. The footer contains links for Privacy Policy, Terms of Use, HKEAA, and Contact Us, along with the copyright notice: © Hong Kong Examinations and Assessment Authority. All Rights Reserved.

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

>TSA Reports and Checklists Download Centre >Download Assessments Reports

Logout

### 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

Back

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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

Listening

Reading

## Skills

Question Paper: -- Please Select -- Open

Marking Scheme: -- Please Select -- 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
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)	<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a>	P1 Q4	A	-	0.0%	12.2%

Level

Subject





# 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**

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
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)	<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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%		
<a href="#">9EL1</a>	P1 Q4	A	-	0.0%	12.2%		



# New Interactive Report

## Question Paper

Browser address bar: <http://uat.bca.hkeaa.edu.hk/bcauat/eor/iar/pschoolChipage.do?> SC-EOR-006

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

Secondary  
Chinese  
English  
Mathem  
Personal Pro

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-L2-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)	<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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%
		<a href="#">9EL1</a> <a href="#">9EL2</a>	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 21<sup>st</sup> 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  
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Assessment Authority

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ID:  [Login](#)

Password:  [Forgot Password](#)

This function is not applicable for School Administration login account.

## 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

07-Nov	Report of 2014 Territory-wide System Assessment is available. Please click here for details.
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.

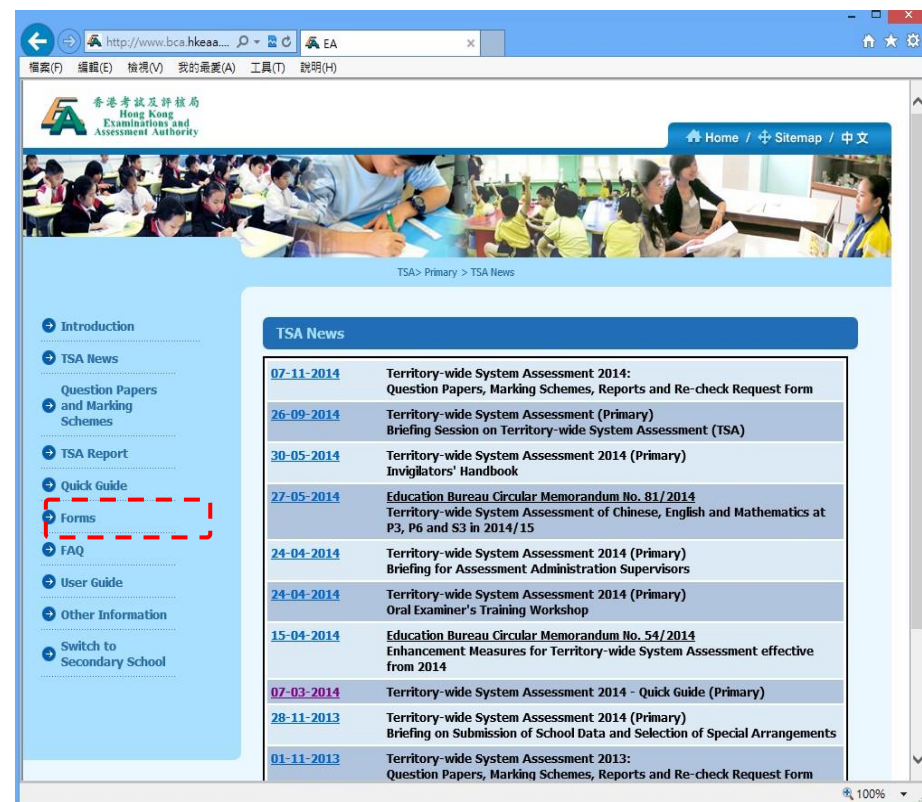
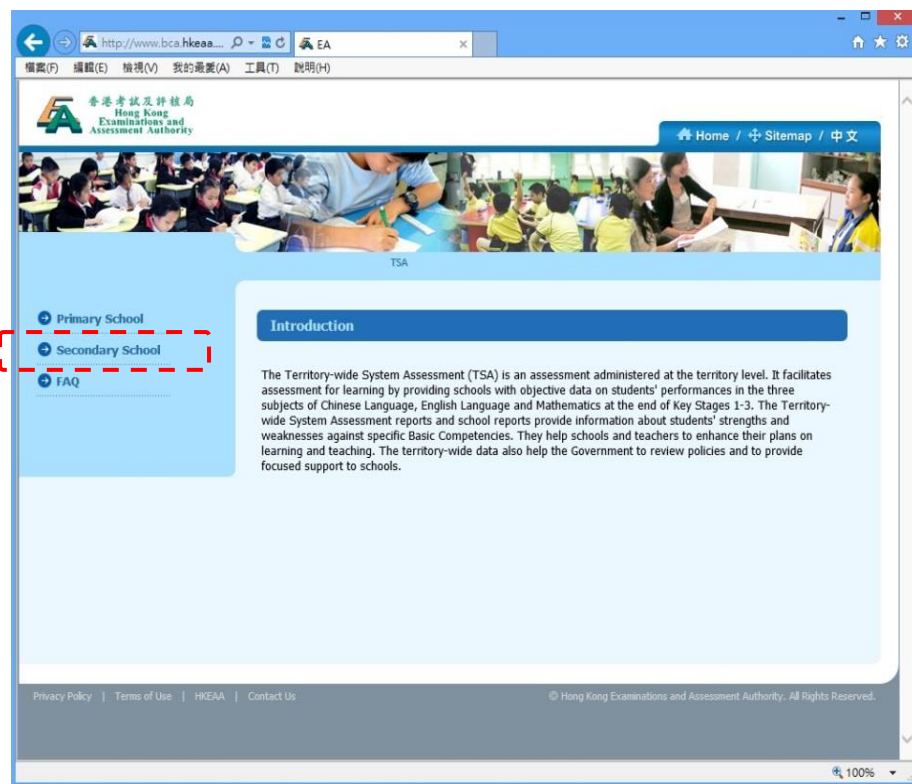
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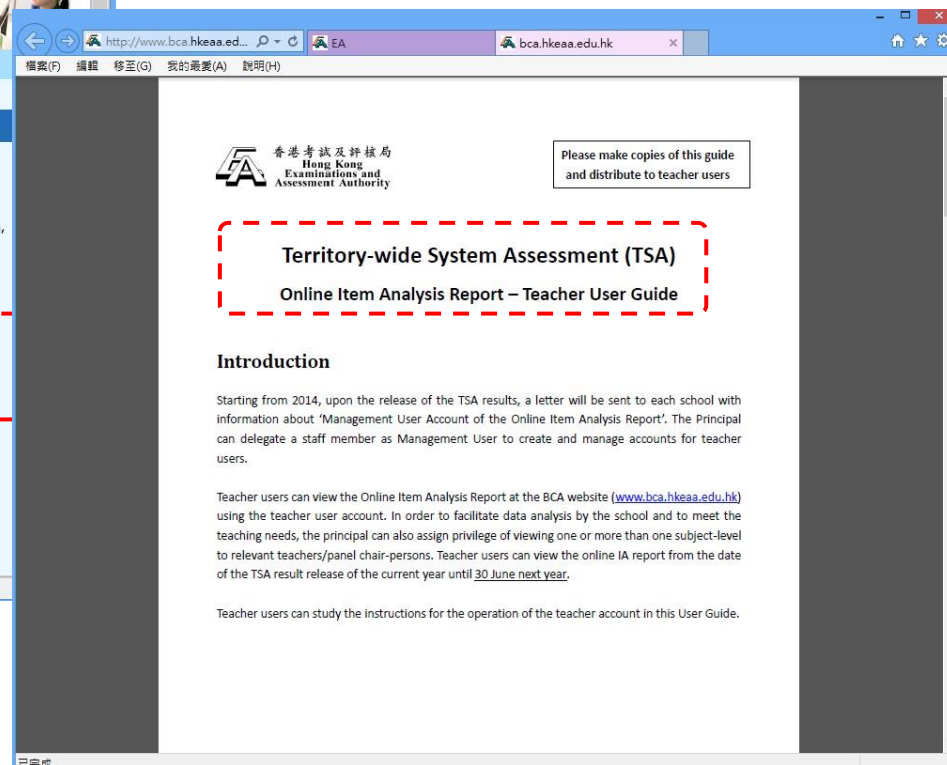
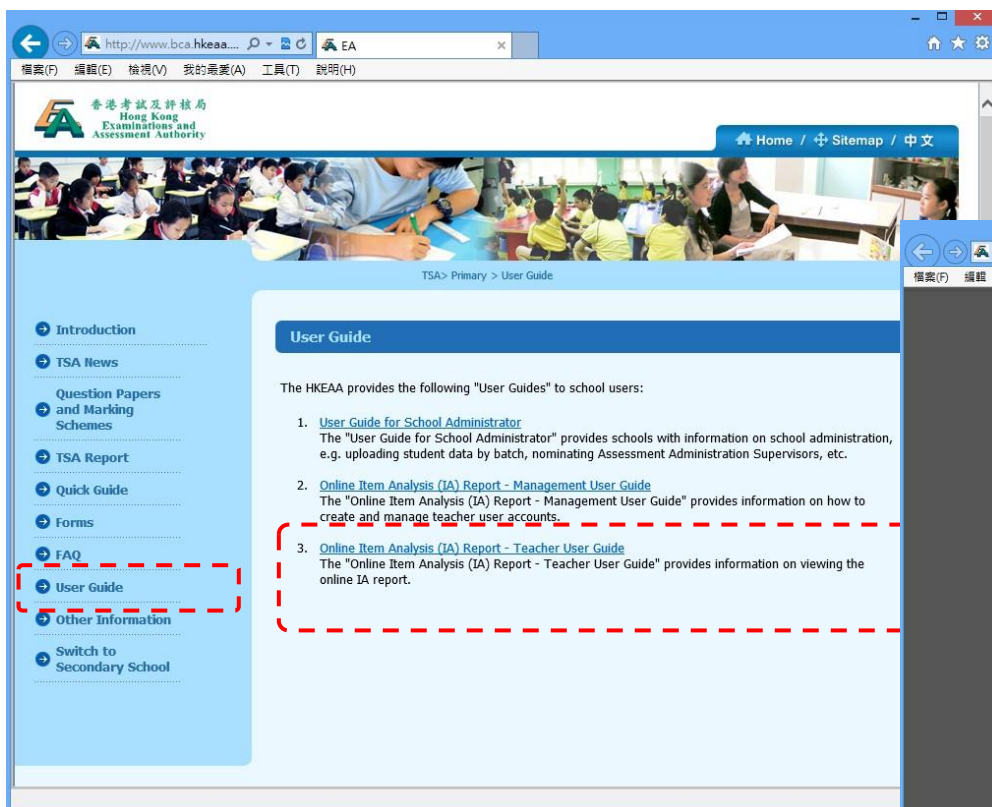
100%



# 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)

Secondary 3  
English Language  
Personal Profile

2014 Territory-wide System Assessment  
School : S999  
S3 English

Listening Reading

Question Paper    
Marking Scheme   
9EL2  
9EL3

Page 1 of 1  
Go to page

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 comprehending texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	Understanding comprehending 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%
		9EL1 9EL2	P1 Q2	U#	-	0.0%	1.2%
			P1 Q2	A	-	0.0%	5.8%
			P1 Q2	B	-	0.0%	23.0%
				C	-	0.0%	7.9%
				D*	-	0.0%	62.5%
		9EL1 9EL2	P1 Q3	U#	-	0.0%	0.7%
			P1 Q3	A	-	0.0%	3.5%
			P1 Q3	B	-	0.0%	4.4%
				C*	-	0.0%	87.7%
		9EL1 9EL2	P1 Q4	D	-	0.0%	3.8%
			P1 Q4	U#	-	0.0%	0.6%
			P1 Q4	A	-	0.0%	12.2%
			P1 Q4	B	-	0.0%	7.6%

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) <a href="#">Question Intent</a> - repetition <a href="#">3 Years' Performance</a>	<a href="#">9EL1</a> <a href="#">9EL2</a>	<a href="#">Part 3 Q6a</a> <a href="#">Part 3 Q6a</a>	-	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) <a href="#">Question Intent</a> - tone <a href="#">3 Years' Performance</a>	<a href="#">9EL1</a> <a href="#">9EL2</a>	<a href="#">Part 3 Q6b</a> <a href="#">Part 3 Q6b</a>	- - -	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	<a href="#">9EL3</a>	<a href="#">Part 3 Q1</a>	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

http://uat.bca.hkeaa.edu.hk/bcauat/eor/iar/viewQuestionImages.do?paperCode=9EL1&q...

http://uat.bca.hkeaa.edu.hk/bcauat/eor/iar/viewQuestionImages.do?paperCode=9EL1&questionNumber=Part%203%20Q6a&...

### 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

age  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-L1-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=ENGL>

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

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

7. They can choose \_\_\_\_\_ from the p

- 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%







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) <b>Question Intent</b> - distinguishing main ideas <b>3 Years' Performance</b> 	<a href="#">9EL1</a> <a href="#">9EL2</a> <a href="#">9EL3</a>	<a href="#">Part 1 Q1</a> <a href="#">Part 1 Q1</a> <a href="#">Part 1 Q1</a>	A	-	0.0%	5.6%
				B*	-	50.0%	72.2%
				C	-	50.0%	22.2%
				D	-	0.0%	0.0%
				U#	-	0.0%	0.0%
				distinguishing main ideas from supporting details			
						66.7%	22.2%
						0.0%	5.6%
				C	-	0.0%	44.4%
				D*	-	33.3%	22.2%
				U#	-	0.0%	5.6%
	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) <b>Question Intent</b> - identifying sequences <b>3 Years' Performance</b> 	<a href="#">9EL1</a> <a href="#">9EL2</a> <a href="#">9EL3</a>	<a href="#">Part 1 Q3</a> <a href="#">Part 1 Q3</a> <a href="#">Part 1 Q3</a>	A	-	0.0%	11.1%
				B	-	16.7%	5.6%
				C*	-	16.7%	38.9%
				D	-	66.7%	38.9%
				U#	-	0.0%	5.6%
				A	-	50.0%	61.1%
				B	-	0.0%	5.6%
				C*	-	33.3%	16.7%
				D	-	16.7%	11.1%
				U#	-	0.0%	5.6%
	L5-L-2-S3BC Using an increasing range of strategies to	<a href="#">9EL1</a> <a href="#">9EL2</a> <a href="#">9EL3</a>	<a href="#">Part 1 Q5</a> <a href="#">Part 1 Q5</a> <a href="#">Part 1 Q5</a>	A	-	16.7%	11.1%
				B	-	16.7%	16.7%
				C*	-	50.0%	22.2%

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

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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 - tone 3 Years' Performance 	<a href="#">9EL1</a> <a href="#">9EL3</a>	<a href="#">P1 Q4</a> <a href="#">P1 Q4</a>	A	-	0.0%	31.9%
				B*	-	0.0%	48.9%
				C	-	0.0%	13.6%
				D	-	0.0%	4.5%
				U#	-	0.0%	1.1%
		<a href="#">9EL1</a> <a href="#">9EL3</a>	<a href="#">P2 Q4</a> <a href="#">P2 Q4</a>	A*	-	0.0%	78.5%
				B	-	0.0%	10.2%
				C	-	0.0%	5.5%
				D	-	0.0%	4.5%
				U#	-	0.0%	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 	<a href="#">9EL2</a> <a href="#">9EL3</a>	<a href="#">P3 Q1</a> <a href="#">P3 Q1</a>	A	-	0.0%	7.5%
				B	-	0.0%	22.1%
				C	-	0.0%	45.1%
				D*	-	0.0%	23.5%
				U#	-	0.0%	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 	<a href="#">9EL2</a> <a href="#">9EL3</a>	<a href="#">P3 Q3</a> <a href="#">P3 Q3</a>	A	-	0.0%	7.7%
				B*	-	0.0%	76.2%
				C	-	0.0%	7.3%
			<a href="#">P3 Q6</a> <a href="#">P3 Q6</a>	D	-	0.0%	7.1%
				U#	-	0.0%	1.7%
				A	-	0.0%	11.0%
				B	-	0.0%	6.6%
				C	-	0.0%	7.6%
				D*	-	0.0%	73.0%
				U#	-	0.0%	1.8%

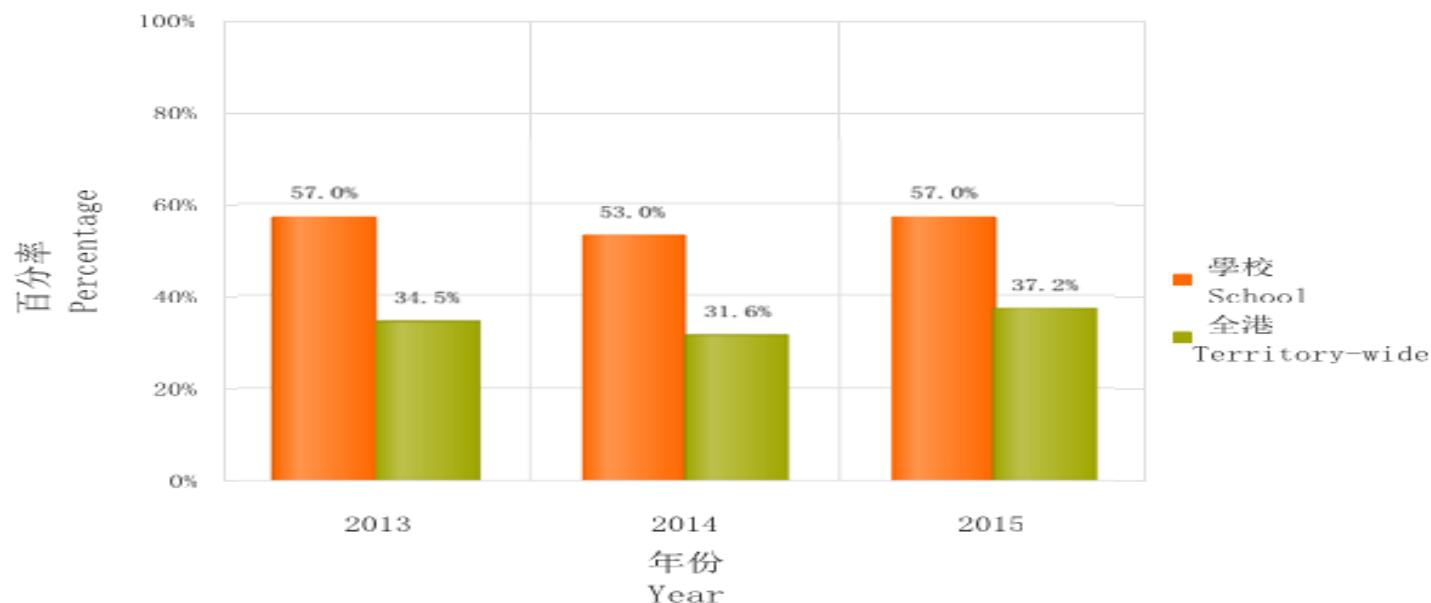


### 三年表現 3 Years' Performance

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

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Chinese Language

English Language

Mathematics

Personal Profile

2015 Territory-wide System Assessment

School : S999

S3 English

Listening

Reading

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Speaking

Question Paper

Marking Scheme

Exemplar

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

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 very hard. Special Particularity for P.1 to P.2 students, they throw the rubbish on the floor and draw pictures on the desk to play games. After the Discipline Committee knew that, we take action immediately. We told the students that if the classrooms 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 had been complained by the teachers because some of the boys were running in the library and some girls were on the ground. And someone was eating snacks and the rubbish put it on the desk. When we knew 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 had store, students not line up frequently. Someone was angry of this 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 it be the case. The students not line up to buy food, the school not sell the food to them.

2

# Student Assessment

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



The screenshot shows the HKEAA website interface. At the top, the HKEAA logo and name are displayed in both Chinese and English. Navigation links for Home, Sitemap, and Chinese are visible. A large banner image shows students in a classroom. Below the banner, the 'Basic Competency Assessment' section is highlighted, featuring a description of the assessment and a 'Learn More' link. To the right, there is a login section with fields for ID and Password, a 'Login' button, and a 'Forgot Password' link. Below the login section, a 'What's New' section lists recent updates with dates and descriptions. At the bottom, three main service tiles are shown: '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

**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

**TSA**  
Territory-Wide System Assessment

**Training and Seminars**

ID:

Password:

[Login](#)

[Forgot Password](#)

This function is not applicable for School Administration login account.

**What's New**

- 07-Nov Report of 2014 Territory-wide System Assessment is available. Please click here for details.
- 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.



# 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!

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

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

Unfortunately, the plot of the film is

Click the best answer .

1. You and Bob have just read two \_\_\_\_\_ .

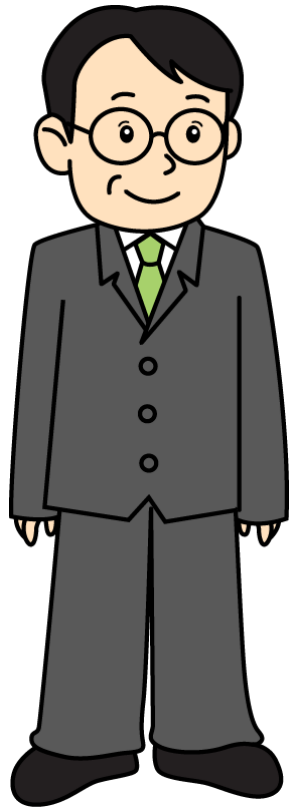
☐ A. reviews  
☐ B. interviews  
☐ C. news reports  
☐ D. advertisements

BACK NEXT

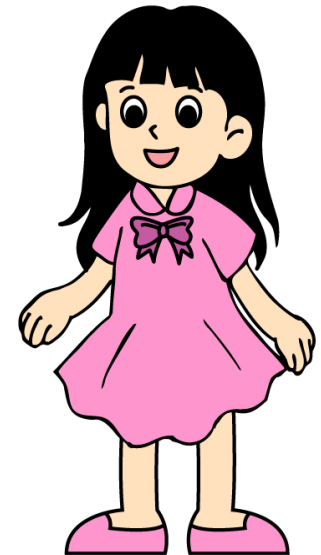
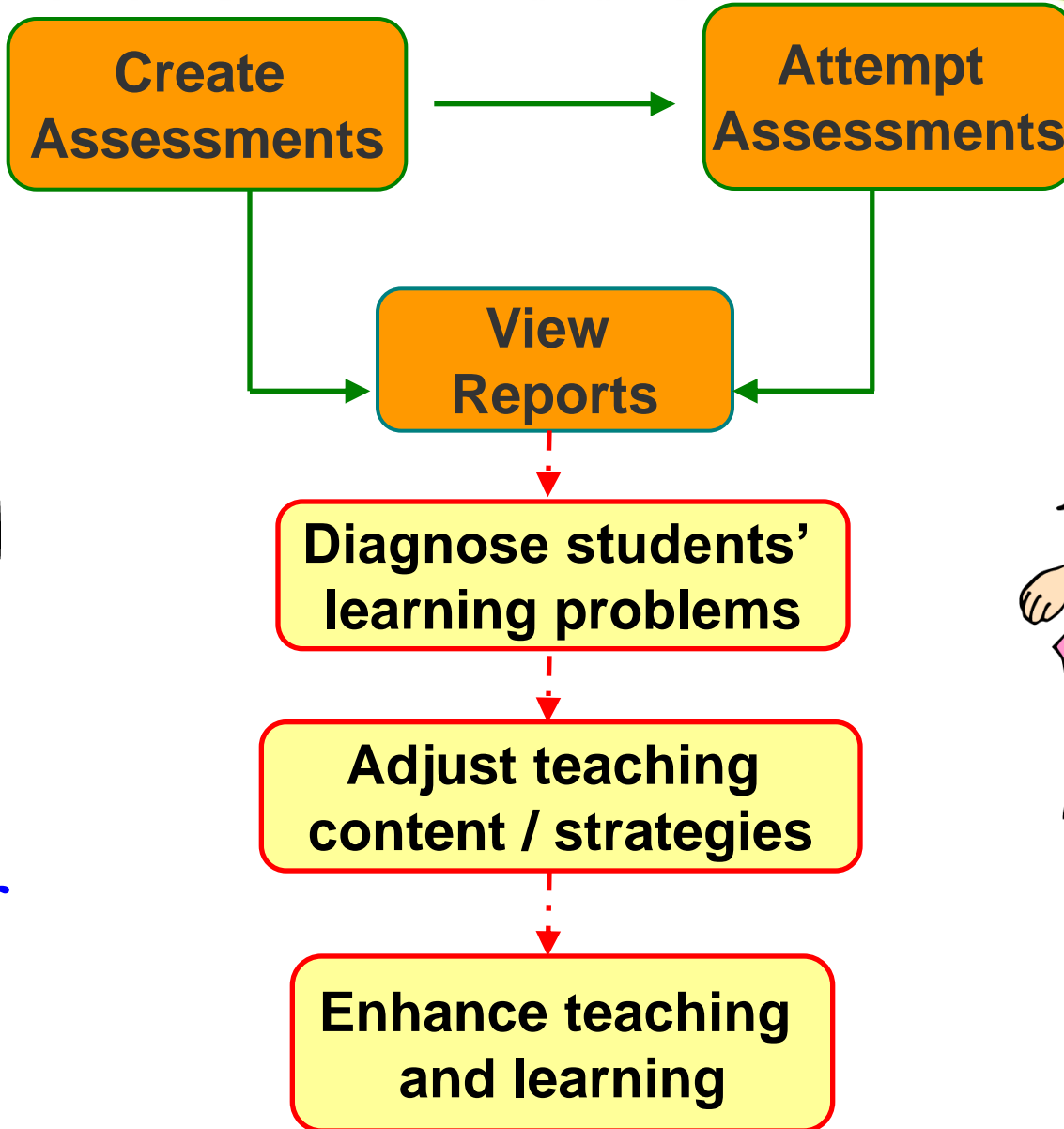
Expand All		Save												
No.	Student	Corr.Tot. (items)	P3 1	P3 3	P3 6	P3 2	P2 5	P4 2	P1 4	P2 3	P2 8	P4 4		
1	THREE A ONE	8												
2	THREE A TWO	18												
3	THREE A THREE	0												
4	THREE A FOUR	24												
5	THREE A FIVE	14												
6	THREE A SIX	16												
7	THREE A SEVEN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



# Student Assessment



Teacher



Student





# Useful Website

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

The screenshot shows the WLTS website interface. At the top, the logo 'WLTS' is followed by 'Assessment for Learning Resource Bank' and 'Web-based Learning and Teaching Support'. A search bar and links for 'Sitemap' and 'Contact' are visible. A red speech bubble labeled 'What's Hot' points to the 'WHAT'S HOT' section, which lists links for listening and speaking tasks from the CEM Centre of Durham, TSA Seminars by HKFAA, and a new publication of 'Assessment & Learning'. Another red speech bubble labeled '1. Choose Subject' points to the subject selection area, which features three large green buttons: 'CHINESE LANGUAGE', 'ENGLISH LANGUAGE', and 'MATHEMATICS'. Each button has a right-pointing arrow. Below these buttons is a navigation bar with tabs for 'OUR AIM', 'CHINESE LANGUAGE', 'ENGLISH LANGUAGE', 'MATHEMATICS', and 'STUDENT ZONE'.

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

Search  Sitemap Contact

**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\*\*, \(Issue 1\)](#)

**1. Choose Subject**

**CHINESE LANGUAGE** >

**ENGLISH LANGUAGE** >

**MATHEMATICS** >

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

Web-based Learning and ...  
 wltb.edb.hkedcity.net/en/english/index.html

**WLTb** / Assessment for Learning Resource Bank  
 Web-based Learning and Teaching Support

Search [ ] Sitemap Contacts 繁體 | ENG

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

**ENGLISH LANGUAGE**

Home > English Language

Basic Competency Descriptor to browse the selected basic competencies and the respective learning and teaching support.

**KS3 (S.1-S.3)**

**3. Select Skill**

**2. Choose Key Stage**

**4. Select BC**

**Listening**

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

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

**Reading**

L6-R-1-S3BC - Using an increasing range of reading strategies to understand the meaning of texts\* with some degree of complexity

L6-R-2-S3BC - Extracting and organizing information and ideas from texts\* with some degree of complexity

L5-R-3-S3BC - Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts

L5-R-4-S3BC - Applying a range of reference skills for various purposes with the help of cues

**Writing**

L6-W-1-S3BC - Writing a variety of texts for different purposes with relevant and generally adequate content

L6-W-2-S3BC - Writing a variety of texts using punctuation marks, and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning

L6-W-3-S3BC - Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)

L6-W-4-S3BC - Writing a variety of texts using tone, style and register generally appropriately with the help of cues

L5-W-5-S3BC - Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues

**Speaking**

L6-S-1-S3BC - Pronouncing familiar and less familiar words generally clearly and accurately



Web-based Learning and Assessment

wlts.edb.hkedcity.net/en/english/ks3/listening/l5\_l\_1\_s3bc.html

Search [ ] Sitemap Contacts 繁體 | ENG

OUR AIM

ENGLISH LANGUAGE MATHEMATICS STUDENT ZONE

ENGLISH LANGUAGE

Home > English Language > KS3 (S.1-S.3) > Listening > L5-L-1-S3BC

SEARCH RESULTS

KS3 (S.1-S.3) Basic Competence

**Listening**

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

**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

**Reading**

**Writing**

**Speaking**

Get macromedia FLASH PLAYER Get macromedia AUTHORWARE PLAYER

You will need **Flash Player 7** OR **Authorware 6** to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN


Follow-up Materials Other Resources Related Module

**Follow-up Materials**

**Learners' possible problem(s) (for reference only)**

**1** Learners do not understand the use of specific language features (e.g. rhymes, repetition, alliteration and onomatopoeia) in a poem.

**Suggestions for Follow-up Actions**

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
<b>Finding Poemland</b>  <a href="#">Preview &gt;</a> <a href="#">Download &gt;</a>	In the Poemland, learners understand the use of language features of poetry (rhymes, alliteration, repetition and onomatopoeia) by identifying the specific features in a poem and reading it aloud in order to appreciate the use of these features.  They can get familiarized with these features through interactive exercises.  <b>Related Module:</b> <a href="#">Wonderful Things</a>	<b>1</b>	45	✓

\* The list of possible problems is for teachers' reference only and is not meant to be exhaustive. Teachers may adapt the activities/materials in order to

DOWNLOAD ALL

5. Find materials suited to your students and according to the BC's

6. Preview/Download Task



Preview – shows the level of difficulty and gives detailed information about the task.

6-S-2-S3BC: Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cue

Level of Difficulty




- Preliminary to S3BC (at S1 level)



- To S3BC (at S1 to S2 level)



- At S3BC (at S3 level)

Activity	Description	Duration (min)	Available for Self Learning
<b>Part 1</b> 	<b>An Interactive Activity:</b> 1. Knowledge building: There is a sample poem including rhymes, alliteration and repetition that help students to understand the use of the language features of poetry.  2. Appreciation: Students are asked to read the poem aloud in order to appreciate the language features that are presented in the text.  3. Understanding and comprehension: Questions are set to test students' comprehension of the sample poem.  4. Practice and application: There are exercises for students to apply or familiarize with the introduced language features of poetry (i.e. rhymes, alliteration, repetition and onomatopoeia).	45	✓



This PowerPoint will be uploaded to

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

next week





THANK YOU!

