



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

P6 English Language

Thematic Seminars on “Gainful Use of TSA 2020 Materials”

Primary 6 English Language

Students' Performance of
Participating Schools

2020.12.18

Overview

1. STAR Online Assessment and Writing Assessment
2. Performance Analysis
3. Performance of P.6 Students in Participating Schools in 2020

Listening, Reading & Writing

- Student Performances (Strengths and Weaknesses)
- Conclusion



Performance Analysis

- Participating Schools can obtain the following information:

	Own school	All participating schools
Data analysis	✓	✓
Descriptions		✓



Assessment Materials

P6 English Language

← → ↻ 🏠 ⓘ www.bca.hkeaa.edu.hk/web/TSA/en/2020priPaper/PriIndex1.html



BCA Webpage:
www.bca.hkeaa.edu.hk

TSA > Primary > Question Papers and Marking Schemes

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and Marking
Schemes

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Secondary School

Question Papers and Marking Schemes

善用2020年全港性系統評估材料 — 各科卷別

Gainful Use of TSA 2020 Materials - Sub-papers of Individual Subjects

小學六年級
Primary 6

中國語文科

分卷一	寫作	聆聽	話語內容 - 普通話 話語內容 - 廣州話	錄音文本	閱讀
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English Language

Sub-paper 1	Reading	Writing	Listening	Tapescript
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數學科 Mathematics

中文版	English Version
分卷一	Sub-paper 1
分卷二	Sub-paper 2

需以 [Adobe Acrobat Reader](#) 瀏覽
Require [Adobe Acrobat Reader](#)

STAR Assessment

- **Specific question intents - Basic Competency (BC) descriptors provided by Education Bureau (EDB)**
- **Items cover various BC descriptors and each student does one sub-paper for each subject**



STAR & WRITING ASSESSMENT

Skill	Primary 6 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	6EL1	26	About 30 minutes
Reading	6ER1	32	30 minutes
Writing	6EW1	1	20 minutes



P6 English Listening Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use
of
TSA 2020 Materials
Primary 6 Listening

Analysis of Students' Performance of
Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

November 2020



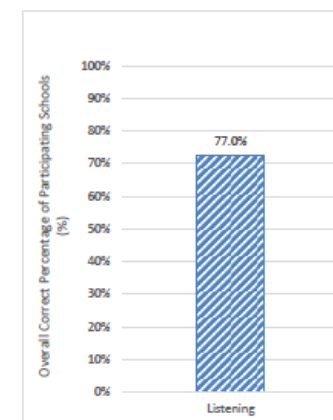
1. Students' Performance of Participating Schools in Listening

Table 1 and Figure 1 show the overall performance of Primary 6 students taking the listening paper.

Table 1 Overall Correct Percentage of Participating Schools in Listening

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
6EL1: Listening*	77.0%

Figure 1 Overall Correct Percentage of Participating Schools in Listening



Remark:¹ The "Overall correct percentage of participating schools" refers to the correct percentage of an item attempted by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

* Due to the design of the STAR platform, "Part" in the paper version is renamed to "Task" in the online version, e.g. Part 1A to Task 1.

Performance Analysis for Participating Schools

2. General Observations

Skill	Observations
Listening	<ul style="list-style-type: none"> Students generally performed better in shorter listening tasks with a relatively light listening load, e.g. 'Lunchtime Radio Show' (as a conversation) and 'Saturdays' (as personal descriptions), than they did in a longer task with a more substantial listening load, i.e. 'Magic Brush' (as a story). The majority of students performed well in skills like interpreting intonation with explicit expression and understanding the connection between ideas. The majority of students performed very well in extracting single pieces of straightforward information. However, some students had difficulty extracting multiple pieces of information. For example, in order to identify 'the prices are not high' as the thing Michelle 'likes most' about the department stores, students needed to extract '<i>best of all</i>' and '<i>things are not expensive</i>' from the spoken text. Many students were able to identify the sequence of events and predict the likely development of the story 'Magic Brush'. This indicated that they were able to follow the development in the story and handle basic story elements such as characterisation, plot and setting. Quite a number of students understood onomatopoeia expressions. They identified '<i>Whoosh</i>' as the sound of something 'moving quickly' by referring to the textual clue, '<i>Suddenly...</i>' in a spoken text. Students had most difficulty in the note-taking task although it was a 'short' text. About half of the students had difficulty identifying the ordinal number '<i>fifth</i>' for the date (5 July) and misinterpreted it as '15'. They were also unable to spell words like 'sunset'.

3. Data Analysis (See Annex)

The annex includes an analysis of school's correct percentage versus all participating schools' overall correct percentage for each item.

4. Conclusion

The performance of Primary 6 students in listening was good. They were able to extract a specific piece of straightforward information and understand the connection between ideas. They could discriminate between intonations where the expression was explicitly presented. They could also sequence events with the help of pictorial cues given as options and predict the likely development of a story. However, spelling has remained a major area of concern.

Performance Analysis for Participating Schools

SAMPLE

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2020 全港性系統評估材料分析
Analysis on Gainful Use of TSA 2020 Materials

附件
Annex
機密
Confidential

學校名稱:
School Name:

級別 Level: 小六 Primary 6
科目 Subject: English Language
範疇 Dimension: Listening
卷別 Paper: 6EL1
學生人數 Number of students: 92

School's correct percentage vs Overall correct percentage of participating schools

題號 Item no.	題目 Question	正確答案 / 建議答案 Correct answers / Suggested answers	學校答對率 ^{1,2,3} School correct percentage ^{1,2,3} (%)	參與學校整體答對率 ⁴ Overall correct percentage of participating schools ⁴ (%)
P1A* Q01	1. Cecilia learns to dance _____. <input type="radio"/> A. at home <input checked="" type="radio"/> B. at a dance school <input type="radio"/> C. at her teacher's home <input type="radio"/> D. in a modern building	B	90.2	75.0
P1A* Q02	2. When Cecilia says 'I may learn that too', she wants to _____. <input checked="" type="radio"/> A. learn modern dance <input type="radio"/> B. learn ballet <input type="radio"/> C. be patient <input type="radio"/> D. be a teacher	A	72.8	75.0

Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.

2. "School correct percentage" refers to the correct percentage of an item attempted by students in the school.

3. The "School correct percentage" in Period 1 would be adjusted after the review of answers for computer-marked "fill-in-the-blank" items by HKEAA's subject experts.

4. The "Overall correct percentage of participating schools" refers to the correct percentage of an item attempted by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

* Due to the design of the STAR platform, "Part" in the paper version is renamed to "Task" in the online version, e.g. Part 1A to Task 1.



2020

P.6 Listening



P.6 English Language - Listening

Listening Tasks:

- *Saturday Activities (personal description)*
- *School Radio Station (conversation)*
- *Booking Online Tickets (conversation)*
- *Magic Brush (story)*



2020 P.6 Exemplar Items (Listening)

P6 English Listening

Basic Competency Descriptors	Question Intents	Items
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	Specific information Prediction Sequencing Connections between ideas Intonation	P1A Q.1 & 4 P1B Q.2 P3 Q.10 P3 Q.9 P1A Q.2 P1B Q.5
L4-L-2-P6BC Understanding the use of a small range of language features in simple literary/imaginative spoken texts	Onomatopoeia	P3 Q.8
L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	Sound discrimination	P1B Q.4, P2 Q.3



2020 P.6 Listening

Performance of Participating Students (Strengths)

- extract a specific piece of straightforward information
- predict the likely development of a text
- identify the sequence of events with the help of pictorial clues
- discriminate between words with a range of initial consonant sounds
- discriminate between intonation when the expression being explicitly presented
- understand the connection between ideas by identifying pronoun references
- identify onomatopoeia



Performance of Participating Students - Strengths

Extracting a Specific Piece of Straightforward Information

1. Cecilia learns to dance _____.

6EL1 P1A Q1

- ☐ A. at home (5.3%)
- ☒ B. at a dance school (87.9%)
- ☐ C. at her teacher's home (3.4%)
- ☐ D. in a modern building (1.2%)



*Students were able to extract the relevant information 'go to a dance school'.

Cecilia: Hi, I'm Cecilia. My favourite hobby is dancing. Every Saturday afternoon, I go to a dance school near my home to learn ballet. It is sometimes difficult to follow what the teacher says. But she is kind and patient. She also teaches modern dance. I think it is very interesting and easier than ballet. I may learn that too if I have time.



Extracting a Specific Piece of Straightforward Information

2. The choir practice is from _____ to 5 p.m.

6EL1 P1B Q2

- ☐ A. 2:20 p.m. (4.0%)
- ☐ B. 2:50 p.m. (5.0%)
- ☐ C. 3:15 p.m. (6.5%)
- ☒ D. 3:20 p.m. (82.1%)



*Students were able to extract the relevant information 'three twenty p.m.'.

Betty: The Music Club has a choir practice tomorrow after school. They're preparing for the competition in the Music Festival next month. Choir members should arrive at the Music Room at three twenty p.m. Practice finishes at five p.m.



Predicting the Likely Development of the Text

10. What do you think Lee Fook would do in the future?

6EL1 P3 Q10

- ☐ A. draw more cats (5.8%)
- ☐ B. build another palace (9.2%)
- ☐ C. help the rich people (6.6%)
- ☒ D. help the poor people (73.9%)



*Students were able to make the correct prediction from Lee Fook's action of giving new clothes as well as gold, silver and jade to poor farmers.

Miss Lam: The happy Queen went inside to look around. 'Crack!' Suddenly, the palace fell into pieces down to the bottom of the hill. It was too big for the hilltop! The Queen died in the crash.

Lee Fook gave all the gold, silver and jade to the poor farmers. Then he went home happily.



Identifying the sequence of events with the help of pictorial clues

9. Lee Fook drew many things in the story. Put the following pictures that he drew in the correct order.



- ☐ A. 1 → 3 → 2 (6.9%)
☒ B. 3 → 2 → 1 (73.4%)
☐ C. 2 → 1 → 3 (9.3%)
☐ D. 3 → 1 → 2 (5.9%)

Miss Lam: When Lee Fook woke up, he said to himself, //“Oh what a strange dream!” (puzzled tone)//

But he saw a brush near the bed. He took the brush and drew a picture of a cat on the floor. The picture of the cat changed into a real cat. It jumped up and ran around. Lee Fook followed the cat to the kitchen. His parents were there. They looked very sad.

His mother said, “We have no food left.”

So Lee Fook took up his magic brush. He drew a picture of some rice and meat in a bowl. They changed into real food. His family ate happily.

After breakfast, his family went to work on the farm. Lee Fook saw many farmers wearing old, worn out clothes. He drew pictures of some new clothes, hats and shoes on the ground. They became real. So the farmers could wear them at once.

6EL1 P3 Q9

*Students were able to follow the development in the story and handle basic story elements such as characterization, plot and setting.

When Nana, the Queen heard about the ‘magic brush’, she ordered Lee Fook to see her.

She said, “If you want to work on my land, you must do what I say.”

Lee Fook was not happy but he could only obey her.

The Queen said, “Draw me a big, beautiful palace. I want the palace to be built on the top of a hill. I also want it to be made of gold and the furniture to be made of silver with jade.”

Lee Fook drew everything she had asked for, and the drawing changed into a real palace.

The happy Queen went inside to look around. ‘Crack!’ Suddenly, the palace fell into pieces down to the bottom of the hill. It was too big for the hilltop! The Queen died in the crash.

Lee Fook gave all the gold, silver and jade to the poor farmers. Then he went home happily.

Discriminating between Words with a Range of Initial Consonant Sounds

4. Who is their P.E. teacher?

6EL1 P1B Q4

- ☐ A. Ms Ho (6.6%)
- ☒ B. Ms Ko (82.0%)
- ☐ C. Ms Lo (6.2%)
- ☐ D. Ms So (2.9%)



*Students were able to recognise correctly the consonant sound /k/ in Ko.

Sunny: Coming up is the song dedication. Betty will tell us more.

Betty: Tomorrow is Ms Ko's birthday. She has taught P.E. in our school for 30 years!



Distinguishing between Intonations when the Expression Being Explicitly Presented

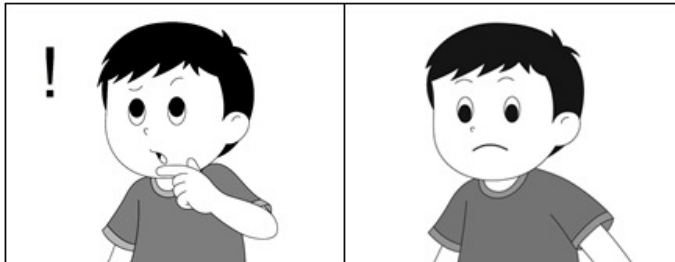
5. Their P.E. teacher has taught in the school for 30 years.

How does Sunny feel?

6EL1 P1B Q5



☐ A. (4.3%) ☐ B. (5.2%)



☒ C. (83.0%) ☐ D. (5.2%)



*Students were able to correctly interpret the tone of the expression 'Really!' as surprised.

Betty: Tomorrow is Ms Ko's birthday. She has taught P.E. in our school for 30 years!

Sunny: Really! (very surprised tone) She looks so young and she's so active.



Understanding the Connection between Ideas by Identifying Pronoun References

2. When Cecilia says 'I may learn that too',
she wants to _____.

6EL1 P1A Q2

- ☒ A. learn modern dance (75.1%)
- ☐ B. learn ballet (11.6%)
- ☐ C. be patient (6.6%)
- ☐ D. be a teacher (4.7%)



*Students were able to connect 'modern dance' and 'I may learn that too'.

Cecilia: Hi, I'm Cecilia. My favourite hobby is dancing. Every Saturday afternoon, I go to a dance school near my home to learn ballet. It is sometimes difficult to follow what the teacher says. But she is kind and patient. She also teaches modern dance. I think it is very interesting and easier than ballet. I may learn that too if I have time.



Identifying Onomatopoeia

8. 'Crack!' is the sound of _____.

6EL1 P3 Q8

- ☐ A. music playing (3.8%)
- ☐ B. horses running (7.9%)
- ☒ C. something breaking (73.0%)
- ☐ D. something burning (10.7%)



*Students were able to correctly interpret the sound 'Crack!' as something breaking.

Miss Lam: The happy Queen went inside to look around. 'Crack!' Suddenly, the palace fell into pieces down to the bottom of the hill. It was too big for the hilltop! The Queen died in the crash.



2020 P.6 Listening Performance of Participating Students (Weaknesses)

- extract multiple pieces of information
- discriminate between sounds
- * items requiring spelling



Performance of Participating Students - Weaknesses

Extracting Multiple Pieces of Information

4. What does Michelle like most about the department stores?

6EL1 P1A Q4

- ☐ A. The things are new. (12.9%)
- ☐ B. The service is not bad. (12.1%)
- ☒ C. The prices are not high. (58.1%)
- ☐ D. They are near her home. (14.6%)



*Students were not able to extract the relevant information 'Best of all' and 'things there are not expensive'.

Michelle: Hi, I'm Michelle. I like shopping with my mother on Saturdays. We usually go to the big department stores in Causeway Bay because they are near our home. They sell many new things. My mother likes to look at clothes and shoes, but I prefer looking at storybooks and toys. The shop assistants are very kind and friendly. Best of all, the things there are not expensive.



Performance of Participating Students - Weaknesses

Discriminating between sounds

6EL1 P2 Q3



https://www.movieticketbooking.com

Booking Form

- Name of Movie: Superheroes Save _____
- Name of Cinema: _____ Cinema
- Date: 5 // 5th // fifth July (50.1%)
- Time: _____ p.m.
- Number of tickets: _____
- Snacks: _____

*Students had difficulty identifying the ordinal number 'fifth' for the date (5 July) and misinterpreted it as '15'.

Tammy: Will we go on Friday or Saturday?

Dad: I'll be working on those days. I think Sunday is better.

Tammy: The date is the 5th of July.



Performance of Participating Students - Weaknesses

Items Requiring Spelling

https://www.movieticketbooking.com

Booking Form

1. Name of Movie: Superheroes Save Children
2. Name of Cinema: _____ Cinema
3. Date: _____ July
4. Time: _____ p.m.
5. Number of tickets: _____
6. Snacks: _____

6EL1 P2 Q1



(69.4%)

*Students were not able to spell 'children' correctly.

Dad: Do you want to see this movie, Tammy?

Tammy: Which one?

Dad: This is called "Superheroes Save Children". It's just won the Best Action Movie Prize.



Performance of Participating Students - Weaknesses

Items Requiring Spelling

https://www.movieticketbooking.com

Booking Form

1. Name of Movie: Superheroes Save _____
2. Name of Cinema: Sunset Cinema
3. Date: _____ July
4. Time: _____ p.m.
5. Number of tickets: _____
6. Snacks: _____

6EL1 P2 Q2



(49.4%)

*Students were not able to spell 'Sunset' correctly.

Dad: The nearest one is Sunrise Cinema. But I want to go to Sunset Cinema because the seats are more comfortable and there are more of them.



Conclusion – Listening

- The performance of participating students in listening was good.
- They were able to extract a specific piece of straightforward information and understand the connection between ideas.
- They could discriminate between intonations where the expression was explicitly presented.
- They could also sequence events with the help of pictorial cues given as options and predict the likely development of a story.
- However, spelling has remained a major area of concern.
- *Suggestions for learning and teaching:*
 - *Students need to improve spelling.*



P6 English Reading Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

SECRET

Gainful Use of TSA 2020 Materials Primary 6 Reading

Analysis of Students' Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority

November 2020



SAMPLE

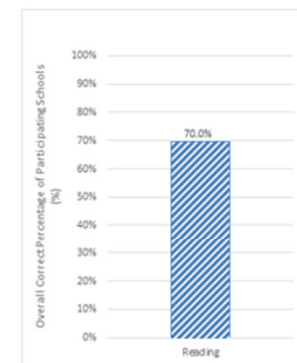
1. Students' Performance of Participating Schools in Reading

Table 1 and Figure 1 show the overall performance of Primary 6 students taking the reading paper.

Table 1 Overall Correct Percentage of Participating Schools in Reading

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
6ER1: Reading	70

Figure 1 Overall Correct Percentage of Participating Schools in Reading



Remark: ¹ The "Overall correct percentage of participating schools" refers to the correct percentage of an item attempted by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

HKEAA

Performance Analysis for Participating Schools

SAMPLE

2. General Observations

Skill	Observations
Reading	<ul style="list-style-type: none"> The reading performance of students was satisfactory. Students generally performed better in tasks where the reading load was light, e.g. a poster. Quite a number of students were able to understand the connection between ideas by identifying cohesive devices. For example, in the email, students were able to connect <i>'the beautiful harbour'</i> with <i>'take the Star Ferry'</i> by identifying <i>'so that'</i> in the sentence <i>'...you can take the Star Ferry so that you can see the beautiful harbour.'</i> The majority of students were able to connect pieces of information from different parts of the poster. Many students were able to locate information in the poster. For example, they were able to correctly locate the price of a face painting set. Quite a number of students were able to follow the procedures of a lucky draw and the development of a myth. With the help of the pictorial cues as options, they were able to correctly sequence the procedures of the lucky draw in a department store. They were able to put the events of the myth into a correct order too. About half of the students were able to work out the meaning of unfamiliar words. They were able to deduce meaning from context when the contextual clues were provided. Many students were able to extract specific information from the procedural text. They were able to locate the <i>'name, date of birth, telephone number and email address'</i> in the text in order to identify the correct lucky draw ticket. However, more than half of the students were still careless and overlooked the key words and contextual clues though they were explicitly stated in the myth. About half of the students were able to skim for gist of the tasks. However, some of them were not able to choose the best title <i>'How Arachne Became a Spider'</i> where the second part of the myth was about the story between Athena and Arachne.

Skill	Observations
	<ul style="list-style-type: none"> Quite a number of students found it challenging to infer information from the email to get the correct answer. They were not able to infer from <i>'April'</i> and <i>'next month'</i> that the Bun Festival was held in May.

3. Data Analysis (See Annex)

The annex includes an analysis of school's correct percentage versus all participating schools' overall correct percentage for each item.

4. Conclusion

The performance of Primary 6 students in reading was satisfactory. They performed better in the short tasks like the poster of *'Bobo Department Store'* and the notice about the procedures for entering a lucky draw in *'Sunny Department Store'*. However, they found the long task about a myth challenging. On the whole, many students were able to connect the ideas and locate information in a poster, but some of them were rather weak in other questions which required them to skim for gist and make inferences from texts to get the correct answers. Sometimes they also failed to answer the questions correctly even though the contextual clues were clearly stated in the texts.



Performance Analysis for Participating Schools

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善用 2020 全港性系統評估材料分析
Analysis on Gainful Use of TSA 2020 Materials

附 件
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學校名稱:
School Name:

級別 Level: 小六 Primary 6
科目 Subject: English Language
範疇 Dimension: Reading
卷別 Paper: 6ER1
學生人數 Number of students: 92

SAMPLE

School's correct percentage vs Overall correct percentage of participating schools

題號 Item no.	題目 Question	正確答案 / 建議 答案 Correct answers / Suggested answers	學校答對率 ^{1,2} School correct percentage ^{1,2} (%)	參與學校整體答對率 ³ Overall correct percentage of participating schools ³ (%)
P1 Q01	1. Jenny wants to buy a cake and add the words 'Happy Birthday to Tom'. She has to pay _____. ○ A. \$10 ○ B. \$118 ○ C. \$128 ● D. \$138	D	79.3	75.0
P1 Q02	2. Jenny wants to buy some candles for the cake. She can find them in the _____ section. ○ A. 'Food + Drinks' ○ B. 'Branches' ● C. 'Others' ○ D. 'Games'	C	70.7	75.0
P1 Q03	3. What does the word 'Instant' in the 'Others' section mean? ○ A. new ● B. quick ○ C. cheap ○ D. beautiful	B	46.7	75.0

Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.

2. "School correct percentage" refers to the correct percentage of an item attempted by students in the school.

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2020

P.6 Reading



Gainful Use of TSA 2020 Materials

Primary 6 English Language – Reading

Task	Text-type
Bobo Department Store	Poster
A Lucky Draw	Procedures
Hong Kong Sightseeing	Email
Athena	Myth



P.6 Exemplar Items - Reading

Basic Competency Descriptor	Question Intents	Items
L3-R-5-P6BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	Connection between ideas Specific information Gist Inferences Main ideas Unfamiliar words Sequencing events	Part 1 Q.6 Part 2 Q.3 Part 2 Q.1 & Q.4 Part 1 Q.7 Part 3 Q.6 Part 3 Q.7 Part 4 Q.2 Part 4 Q.10



P.6 Exemplar Items - Reading

Basic Competency Descriptors	Question Intents	Items
L3-R-6-P6BC Applying simple reference skills with the help of cues	Locating information Dictionary skills	Part 1 Q.4 Part 2 Q.5
L4-R-4-P6BC Understanding the use of a small range of language features in simple literary / imaginative texts	Simile Onomatopoeia	Part 1 Q.5 Part 4 Q.9



2020 P.6 Reading

Performance of Participating Students (Strengths)

- **understand the connection between ideas**
- **locate information in a poster**
- **extract specific information**



Understanding the **Connection** between Ideas

6ER1 Part 1 Q.6

*Students were able to connect 'Sha Tin' with '9 am – 10 pm'.

6. Which of the following branches is open at 9:30 am?

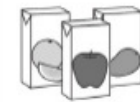
- ☒ A. Sha Tin (86%)
- ☐ B. North Point (4.1%)
- ☐ C. Tsim Sha Tsui (6.5%)
- ☐ D. Causeway Bay (2.6%)



Bobo Department Store

It's Party Time!
Check out this week's specials.

Food + Drinks



Juice
\$5



Ice Cream
Large **\$25**
Small **\$18**



Cola
\$6



Potato Chips
\$15



Cookies
\$58



Cake **\$128**

You can add your own words to the cake. Just pay \$10 more.

Games



Mask
\$5



Magic Set **\$59**



Face Painting Set
\$65

2 brushes + 12 colours

Others



Instant Camera
\$500

Just press and get your photos immediately!



Balloons
\$24
for 6



Candles **\$7**

LOW PRICE!

Preparing for a party is as easy as pie.
You can find everything you need at our store.



Bobo Toys Sale

12/7 – 18/7



Branches	Opening Hours
Causeway Bay North Point Tsim Sha Tsui	10 am – 10 pm
Sha Tin Tuen Mun	9 am – 10 pm

Locating Information in a Poster

6ER1 Part 1 Q.4

*Students were able to locate the correct information '\$65'.

4. Jenny wants to buy a face painting set. She has to pay _____.

- ☐ A. \$12 (2.9%)
- ☐ B. \$24 (3.9%)
- ☐ C. \$59 (5.3%)
- ☒ D. \$65 (87.1%)

Bobo Department Store

It's Party Time!
Check out this week's specials.

Food + Drinks

Juice **\$5**

Cola **\$6**

Ice Cream
Large **\$25**
Small **\$18**

Potato Chips **\$15**

Cookies **\$58**

Cake **\$128**
You can add your own words to the cake. Just pay \$10 more.

Games

Mask **\$5**

Magic Set **\$59**

Face Painting Set **\$65**
2 brushes + 12 colours

Others

Instant Camera **\$500**
Just press and get your photos immediately!

Balloons **\$24**
for 6

Candles **\$7**

Preparing for a party is as easy as pie.
You can find everything you need at our store.

Bobo Toys Sale

12/7 – 18/7

Branches	Opening Hours
Causeway Bay North Point Tsim Sha Tsui	10 am – 10 pm
Sha Tin Tuen Mun	9 am – 10 pm

Extracting Specific Information


6ER1 Part 2 Q.1

*Students were able to identify the correct information 'For every \$200...a lucky draw ticket'.


1. Jenny's mum spends \$230 in the department store. She will get _____ lucky draw ticket(s).

- ☒ A. 1 (80.1%)
☐ B. 2 (9.3%)
☐ C. 3 (6.6%)
☐ D. 4 (2.7%)





Sunny Department Store



Sunny Department Store is holding a Christmas lucky draw. It is open to all customers 18 years old or above.

How to enter


- For every \$200 you spend, you will get a lucky draw ticket.
- Fill in the information on the back of the ticket: your name, date of birth, telephone number and email address.
- Put the ticket in the collection box on 1/F or 2/F of the store.

How to collect prizes

- The lucky draw will be held on 20 December 20XX.
- We will post the results on the noticeboard on G/F from 21 December.
- Winners will be informed by email.
- Winners must bring their ID card to collect the prizes on 4/F between 26 and 30 December.

Prizes

1st prize (1 winner): a TV
2nd prize (3 winners): a computer
3rd prize (10 winners): a smartphone
A \$100 cash coupon will be given to the next 50 winners.



Performance of Participating Students (Weaknesses)

- grasp the gist
- extract specific information
- understand the connection between ideas
- make inferences by interpreting implicit meaning
- identify main ideas
- work out the meaning of unfamiliar vocabulary
- sequence events with the help of pictorial cues given as options
- understand parts of speech and use dictionary skills
- interpret similes on familiar topics
- understand the use of onomatopoeia



Grasping the Gist

6ER1 Part 1 Q.7

*Students were not able to follow the text and understand the purpose of the poster.

7. This poster is about _____.

- ☒ A. things to buy for a party (67.5%)
- ☐ B. things to do at a party (8.0%)
- ☐ C. the opening hours of Bobo Department Store (14.5%)
- ☐ D. Bobo Toys (9.2%)



Bobo Department Store

It's Party Time!
Check out this week's specials.

Food + Drinks

Juice \$5
 Ice Cream
Large \$25
Small \$18
 Cola \$6
 Potato Chips \$15
 Cookies \$58
 Cake \$128
You can add your own words to the cake. Just pay \$10 more.

Games

Mask \$5
 NEW! Magic Set \$59
 Face Painting Set \$65
2 brushes + 12 colours

Others

Instant Camera \$500
Just press and get your photos immediately!
 Balloons \$24 for 6
 LOW PRICE! Candles \$7

Preparing for a party is as easy as pie.
You can find everything you need at our store.

Bobo Toys Sale

12/7 - 18/7

Branches	Opening Hours
Causeway Bay North Point Tsim Sha Tsui	10 am - 10 pm
Sha Tin Tuen Mun	9 am - 10 pm

Understanding the Connection between Ideas


6ER1 Part 2 Q.3

*Students were not able to connect 'to collect the prizes' with 'between 26 and 30 December'.


3. Winners can collect their prizes on _____.

- ☐ A. 20 December (16.7%)
- ☐ B. 21 December (13.0%)
- ☒ C. 28 December (65.1%)
- ☐ D. 31 December (4.0%)





Sunny Department Store



Sunny Department Store is holding a Christmas lucky draw. It is open to all customers 18 years old or above.

How to enter


- For every \$200 you spend, you will get a lucky draw ticket.
- Fill in the information on the back of the ticket: your name, date of birth, telephone number and email address.
- Put the ticket in the collection box on 1/F or 2/F of the store.

How to collect prizes

- The lucky draw will be held on 20 December 20XX.
- We will post the results on the noticeboard on G/F from 21 December.
- Winners will be informed by email.
- Winners must bring their ID card to collect the prizes on 4/F between 26 and 30 December.

Prizes

1st prize (1 winner): a TV
2nd prize (3 winners): a computer
3rd prize (10 winners): a smartphone
A \$100 cash coupon will be given to the next 50 winners.



Extracting Specific Information


6ER1 Part 2 Q.4

*Students overlooked 'the results of the lucky draw' in the question.


4. Jenny's mum can see the results of the lucky draw on _____.

- ☒ A. G/F (60.2%)
- ☐ B. 1/F (6.7%)
- ☐ C. 2/F (6.4%)
- ☐ D. 4/F (25.4%)





Sunny Department Store



Sunny Department Store is holding a Christmas lucky draw. It is open to all customers 18 years old or above.

How to enter


- For every \$200 you spend, you will get a lucky draw ticket.
- Fill in the information on the back of the ticket: your name, date of birth, telephone number and email address.
- Put the ticket in the collection box on 1/F or 2/F of the store.

How to collect prizes

- The lucky draw will be held on 20 December 20XX.
- We will post the results on the noticeboard on G/F from 21 December.
- Winners will be informed by email.
- Winners must bring their ID card to collect the prizes on 4/F between 26 and 30 December.

Prizes

1st prize (1 winner): a TV
2nd prize (3 winners): a computer
3rd prize (10 winners): a smartphone
A \$100 cash coupon will be given to the next 50 winners.



Performance of Participating Students - Weaknesses

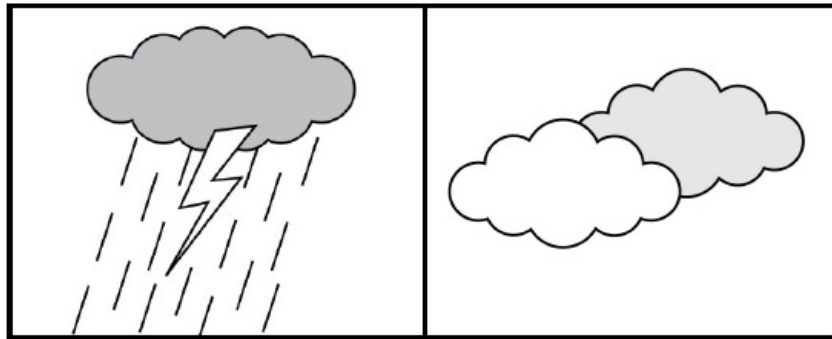
P6 English Reading

Making Inferences by Interpreting Implicit Meaning

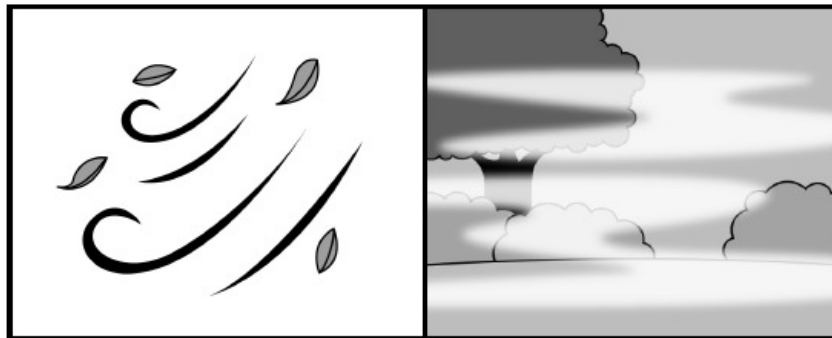
6ER1 Part 3 Q.6

*Students were not able to infer from 'need an umbrella' that the weather may be rainy.

6. During the Bun Festival, the weather may be _____.



☒ A. (66.7%) ☐ B. (18.3%)



☐ C. (8.9%) ☐ D. (4.5%)

FROM: jenny@tsaeaa.com
TO: bonnie@tsaeaa.com
SUBJECT: Hong Kong Sightseeing

REPLY

Hi Bonnie,

Good to hear that you will visit Hong Kong next month. Let me suggest what you can do here.

First you can try dim sum in a Chinese restaurant. Then you can visit the Peak to see beautiful views of Hong Kong. After that you can go to Kowloon. Instead of the MTR, you can take the Star Ferry so that you can see the beautiful harbour.

The best place for shopping here is the Ladies' Market in Mong Kok. You can buy things at low prices.

You must not miss the Bun Festival on Cheung Chau. Some children dress like famous people. They sit on colourful floats that go around the island. At night, people climb up bun towers to get lucky buns in an exciting competition. You can also buy some buns. Check the weather before you go. You may need an umbrella.

Jenny

Identifying Main Ideas

6ER1 Part 3 Q.7

*Students were distracted by 'bun towers', 'beautiful harbours' and 'Star Ferry' in other paragraphs and were not able to identify the main idea of the last paragraph.

7. The last paragraph is about _____.

- ☐ A. a bun tower (13.1%)
- ☐ B. a beautiful harbour (11.7%)
- ☐ C. the Star Ferry (8.1%)
- ☒ D. the Bun Festival (65.6%)



FROM: jenny@tsaeaa.com
TO: bonnie@tsaeaa.com
SUBJECT: Hong Kong Sightseeing

REPLY

Fri, 6 April, 6:45 PM

Hi Bonnie,

Good to hear that you will visit Hong Kong next month. Let me suggest what you can do here.

First you can try dim sum in a Chinese restaurant. Then you can visit the Peak to see beautiful views of Hong Kong. After that you can go to Kowloon. Instead of the MTR, you can take the Star Ferry so that you can see the beautiful harbour.

The best place for shopping here is the Ladies' Market in Mong Kok. You can buy things at low prices.

You must not miss the Bun Festival on Cheung Chau. Some children dress like famous people. They sit on colourful floats that go around the island. At night, people climb up bun towers to get lucky buns in an exciting competition. You can also buy some buns. Check the weather before you go. You may need an umbrella.

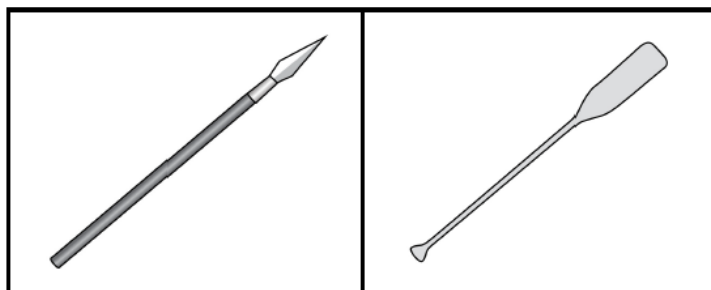
Jenny

Interpreting the Meaning of **Unfamiliar Vocabulary**

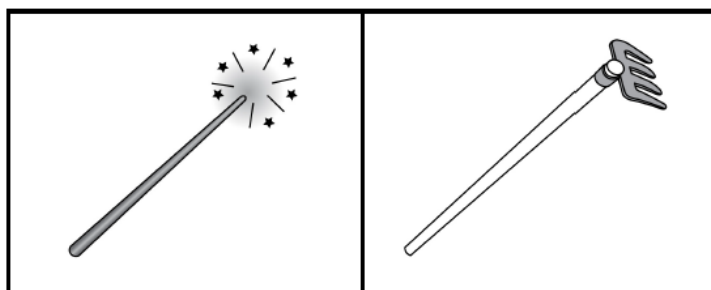
6ER1 Part 4 Q.2

Athena was a female god. She was the daughter of Zeus, king of all the gods. She always held a spear in her hand like a soldier and fought to protect her people.

2. Which picture shows a 'spear' (line 2)?



☒ A. (56.7%) ☐ B. (9.4%)



☐ C. (24.4%) ☐ D. (8%)

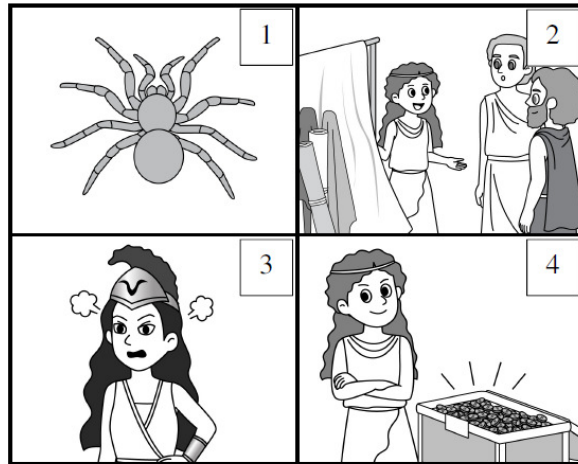
*Students were not able to identify the contextual clue 'like a soldier'.



Sequencing Events

6ER1 Part 4 Q.10

10. Put the following pictures in the correct order.



- ☐ A. 2 → 3 → 4 → 1 (17.3%)
- ☒ B. 2 → 4 → 3 → 1 (63.9%)
- ☐ C. 3 → 1 → 4 → 2 (9.2%)
- ☐ D. 3 → 2 → 1 → 4 (7.7%)

*Students found it difficult to understand the sequence of events happening to Athena and Arachne in the myth.

Athena could make beautiful cloth. A girl called Arachne was also good at that. She could make cloth with colourful pictures. Many people bought her cloth, so she became rich and famous. She thought she was better than Athena.

Athena was unhappy and asked Arachne not to compare herself with the gods. But Arachne did not listen. She invited Athena to a competition.

Athena made a piece of cloth with animals on. Arachne made one with a picture of hills, sea and clouds in the sky. They looked real.

Athena knew she had lost and she felt very angry. She tore Arachne's cloth into pieces. Then she hit Arachne's head with her spear. 'Clang!' Athena changed Arachne into a spider.

17

Understanding Parts of Speech and Using Dictionary Skills

6ER1 Part 2 Q.5

How to collect prizes

1. The lucky draw will be held on 20 December 20XX.
2. We will post the results on the noticeboard on G/F from 21 December.
3. Winners will be informed by email.
4. Winners must bring their ID card to collect the prizes on 4/F between 26 and 30 December.

10

5. In line 11, what does the word 'post' mean?

post / pəʊst /

verb

1. to send a letter
◇ *David posted a letter to his friend yesterday.*
2. to put up a notice on a wall to let people know some information
◇ *Teachers usually post school notices on the board.*
3. to send someone to a place to work
◇ *My father has been posted to Thailand to work for two years.*
4. to share something on the Internet
◇ *I never post my photos on any websites.*

*Students were not able to associate 'post the result' in the text with 'to let people know some information' in the dictionary entry.

- ☐ A. 1 (10.2%)
- ☒ B. 2 (63.5%)
- ☐ C. 3 (12.5%)
- ☐ D. 4 (12.5%)



Interpreting **Similes** on Familiar Topics

6ER1 Part 1 Q.5

*Students were not able to interpret that preparing for a party is simple from the contextual clue 'You can find everything you need at our store' on the poster.

5. The phrase 'as easy as pie' means preparing for a party is very _____.

- ☐ A. happy (15.1%)
- ☐ B. cheap (10.8%)
- ☒ C. simple **(62.1%)**
- ☐ D. tasty (11.7%)



Bobo Department Store

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Food + Drinks



Juice
\$5



Ice Cream
Large **\$25**
Small **\$18**



Cola
\$6



Potato Chips
\$15



Cookies
\$58



Cake **\$128**

You can add your own words to the cake. Just pay \$10 more.

Games



Mask
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NEW!

Magic Set **\$59**



Face Painting Set
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Balloons
\$24
for 6



LOW PRICE!

Candles **\$7**

Preparing for a party is as easy as pie.
You can find everything you need at our store.



Bobo Toys Sale

12/7 - 18/7



Branches	Opening Hours
Causeway Bay North Point Tsim Sha Tsui	10 am - 10 pm
Sha Tin Tuen Mun	9 am - 10 pm

Understanding the Use of Onomatopoeia

Athena knew she had lost and she felt very angry. She tore Arachne's cloth into pieces. Then she hit Arachne's head with her spear. 'Clang!' Athena changed Arachne into a spider.

10

6ER1 Part 4 Q.9

*Students were not able to associate the sound 'Clang' with '...hit Arachne's head with a spear' or they were distracted by 'changed' in the following sentence.

9. In line 9, 'Clang' was the sound of _____.
- ☐ A. tearing something into pieces (11.2%)
 - ☒ B. hitting something loudly **(43.8%)**
 - ☐ C. touching something softly (16.9%)
 - ☐ D. changing something silently (26.2%)



- Students participating in the 2020 GU performed better in the short tasks when the reading load was light.
- Sometimes, they were able to connect the ideas and identify the specific information from the texts when the key words were explicitly stated but sometimes they could not. Their performance on connection between ideas and specific information was not stable.
- They were weak in skimming for gist and making inferences from texts to get the correct answers.
- *Suggestions for learning and teaching:*
 - *Exposure to different question types and question intents - teach students to look for clues, key words in the question stem and also in the texts.*
 - *Students should read the whole text to understand the overall gist in addition to scanning the text for locating the correct answer.*



P6 English Writing

Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use
of
TSA 2020 Materials

Primary 6 Writing

Analysis of Students' Performance of
Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

November 2020



SAMPLE

1. Students' Performance of Participating Schools in Writing

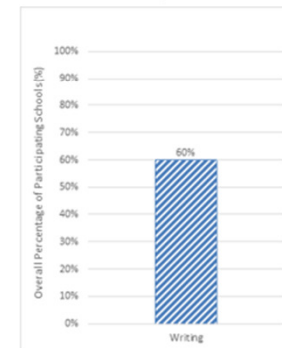
- For the writing task, the range of score for Content is 0 – 4 and Language is 0 – 3.
- In this writing task 'Going Shopping', students were asked to write a story about what happened when Jenny went shopping with her parents in Wan Chai based on the given pictures and guiding questions.

Table 1 and Figure 1 show the overall performance of Primary 6 students taking the writing paper.

Table 1 Overall Percentage of Participating Schools in Writing

Paper	Overall Percentage (%) ¹
6EW1: Writing	60

Figure 1 Overall Percentage of Participating Schools in Writing



Remark: ¹ The "Overall percentage of participating schools" refers to the percentage of the writing task attempted in the sub-paper by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

Performance Analysis for Participating Schools

SAMPLE

2. General Observations

Skill	Observations
Writing	<ul style="list-style-type: none"> The writing performance of students was satisfactory. In general, students were able to write a short story in around 80 words with a clear storyline based on the pictures and question prompts given. An appropriate ending was also provided. Capable students were able to provide elaboration to enrich the content, e.g. <i>'Jenny also got an ice-cream because she did well in the exams last week.'</i> Many students were able to use cohesive devices to link ideas, e.g. <i>'so'</i>, <i>'suddenly'</i>, <i>'because'</i>. Incorrect use of verb forms and problematic sentence structures were easily found in students' writing, e.g. <i>'were went'</i>, <i>'was saw'</i>, <i>'Jenny see a dog and the dog Fight she...'</i>. Inconsistent use of tenses was common. Simple past tense was not used consistently to describe past events, e.g. <i>'Jenny went shopping with her parents in Wan Chai. Then Dad buy a ice-cream to Jenny.'</i> Inappropriate word choice and poor spelling were common in students' writing, e.g. <i>'A dog shout (barked) at Jenny'</i>, <i>'ice-cram (ice-cream)'</i>, <i>'bak (back)'</i>, <i>'peope (people)'</i>, <i>'clothers (clothes)'</i>. A few students got score level '0', indicating that the ideas provided were irrelevant and/or undeveloped. Some of them copied the rubric or the question prompts provided. Some of them just left the writing task blank.

4. Conclusion

The performance of Primary 6 students in writing was satisfactory. Although not much elaboration was given, many students were able to provide a factual account of the story. However, their grammar and spelling were weak.

3. Data Analysis (See Annex)

The annex includes an analysis of school's performance data versus all participating schools' performance data in writing.



Performance Analysis for Participating Schools

SAMPLE

香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2020 全港性系統評估材料分析
Analysis on Gainful Use of TSA 2020 Materials

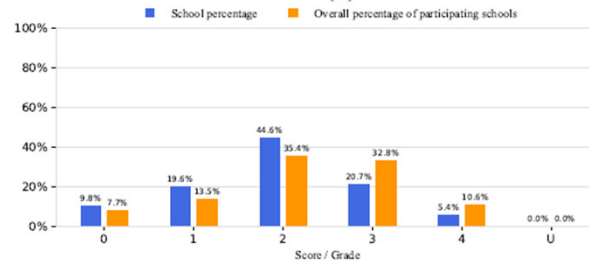
附 件
Annex
機 密
Confidential

學校名稱:
School Name:

SAMPLE

級別 Level: 小六 Primary 6
科目 Subject: English Language
範疇 Dimension: Writing
卷別 Paper: 6EW1
學生人數 Number of students: 92

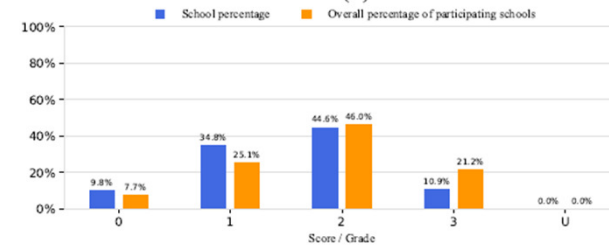
P1 (C)



Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.
2. "School percentage" refers to the percentage of each score/grade in an item attempted by students in the school.
3. The "Overall percentage of participating schools" refers to the percentage of each score/grade in an item attempted by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

1

P1 (L)



Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.
2. "School percentage" refers to the percentage of each score/grade in an item attempted by students in the school.
3. The "Overall percentage of participating schools" refers to the percentage of each score/grade in an item attempted by students of all participating schools. Since the numbers and profile of participating students and schools may not correspond adequately to that of all schools in Hong Kong, schools are advised to exercise prudence in interpreting the results in this analysis.

2



2020

P.6 Writing



P.6 Writing Exemplars

P6 English Writing

Basic Competency Descriptors	Exemplars
<p>L3-W-3-P6BC</p> <p>Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues</p>	<p><u>Going Shopping</u></p> <p>Exemplar 1</p> <p>Exemplar 2</p> <p>Exemplar 3</p>
<p>L3-W-4-P6BC</p> <p>Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes</p>	



Part 1

Jenny went shopping with her parents in Wan Chai.

Write a story about what happened.

Use the following pictures and ideas to write the story in about 80 words.



- Where were Jenny and her parents?
- What did they do in Picture 1?
- What happened in Picture 2?
- How did the hawker feel in Picture 3? Why?
- What happened in the end?

Going Shopping

6EW1 Part 1

2020 P.6 Writing

Performance of Participating Students

Going Shopping - Content

- On the whole, students participating in the 2020 GU were able to write a short story in around 80 words.
- Most of them could provide an ending to the story.
- Some of them were able to provide elaboration to enrich the content.



2020 P.6 Writing

Performance of Participating Students

Going Shopping - Ending

- *And, now I am scared of dogs.*
- *Jenny's parents then lectured her on not dropping food on clothes. Jenny was sad and angry that her parents didn't listen. So she cried and cried and then She became happy again.*
- *In the end, Dad and Mum pay money and buy the dirty clothes. And mad to me.*
- *Today was a bad day. It was unlucky.*



Performance of Participating Students

Going Shopping - Language

- able to use cohesive devices to link ideas
e.g. so, suddenly, because
- incorrect use of verb forms and problematic sentence structures
e.g. were went, was saw,
Jenny see a dog and the dog Fight she...
- inconsistent use of tenses
e.g. Jenny went shopping with her parents in Wan Chai.
Then Dad buy a ice-cream to Jenny.



2020 P.6 Writing

Performance of Participating Students

Going Shopping - Language

- inappropriate word choice
e.g. A dog shout (barked) at Jenny.
- poor spelling
e.g. ice-cram (ice-cream), bak (back), peope (people)



Exemplar 1

P6 English Writing



1

Going Shopping

Last Sunday, Jenny and her family went shopping in Wan Chai.

On the way, they bought some clothes. Jenny also got an ice-cream because she did well in the exams last week.

Then, they stopped at a cloth shop and decided what to buy. At that moment, a man with his dog walked past Jenny. The man's dog became mad and kept barking at her. She was scared so that she raised her hands up and yelled.



Unluckily, the ice-cream dropped on a cloth. The hanker were both surprised. The man applogised to Jenny and and Jenny. promised to buy that cloth.

In the end, Jenny and her parents returned home with many prizes. But from that day on, Jenny has been afraid of dogs!

1



1

2

Content:

- ① Provides interesting ideas with plenty of supporting details and communicates ideas very clearly
- ② An appropriate ending

Language:

- Uses a small range of vocabulary and expressions with some spelling mistakes:
became mad, kept barking (barking), were both surprised, applogised (apologised) to, from that day on
- Uses a small range of sentence patterns:
She was scared so that she raised her hands up and yelled.
Jenny has been afraid of dogs!
- Uses a small range of cohesive devices:
because, Then, At that moment, so that, Unluckily, In the end



Exemplar 2

P6 English Writing



Going Shopping

← [Sunday, Jenny went shopping with her parents in Wan Chai.

Jenny was eating ice-cream while she was looking the bags and clothes. [The man was walk the dog, but the dog was shouted at Jenny, she feel scared] and [the ice-cream on the clothes.] →

[1] The hawker feel sad 'because that clothes is expensive and said "Oh! This clothes is expensive." Jenny and her parent said "Sorry, I will wash it and bring it back tommrow." "It's okay." said hawker



Content:

① Provides some brief ideas and communicates ideas quite clearly

Language:

- Uses a limited range of sentence patterns with some grammatical mistakes:

*The man was walk the dog, but the dog was shouted at Jenny
...she feel scared and the ice-cream on the clothes.*

- Uses a limited range of cohesive devices:

while, because, and



Going Shopping

1

One day, Jenny went shopping with her parents in Wan Chai. Wan Chai is many peope. They look what can buy. Then the boy have a dog. Jenny don't like the dog. The ice-crame in the shire. Jenny say 'What can I do?'. 'Sorry' Jenny say, 'It's ok' peope say. Jenny say 'I have a money. give you'.

Content:

① Attempts to write the story by giving very limited information/ideas only

Language:

- Uses a very limited range of vocabulary with many spelling mistakes:

peope (people), ice-crame (ice-cream), shire (shirt)

- Makes many grammatical mistakes:

Wan Chai is many peope.

They look what can buy.

Jenny don't like the dog.



Conclusion - Writing

- Student participating in the 2020 GU were able to write the story in about 80 words.
- They were able to provide a factual account of the story.
- Their grammar and spelling were weak.
- *Suggestions for learning and teaching:*
 - *More original ideas and elaboration could have been given.*
 - *Students should spare some time to proofread their writing to minimise grammar errors.*



Thematic Seminar – Feedback Survey

「善用2020年全港性系統評估材料」專題講座意見調查

Hong Kong Examinations and Assessment Authority
Education Assessment Services Division

香港考試及評核局
教育評核服務部

Thematic Seminar - Gainful Use of TSA 2020 Materials (Primary 6)
專題講座「善用2020年全港性系統評估材料」(小學六年級)

Feedback Survey
意見調查

Thank you for your participation. We would be grateful if you could spare a few minutes to complete this questionnaire. Your comments are important for us to enhance our service.

多謝閣下參與這個專題講座。我們衷心希望閣下能抽空填答這份問卷，令我們的服務能更臻完善。

Link for P.6 Feedback Survey

小六級意見調查超連結

<http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?PageNumber=1&SurveyID=m8MK79I5&Preview=true#>



THANK YOU

