



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



THEMATIC SEMINAR 'GAINFUL USE OF TSA 2020 MATERIALS' SECONDARY 3 ENGLISH

Students' Performance of Participating Schools

Ms. Sabine Honig

Gainful Use of TSA Materials 2020 – S3 English Language

STAR Online Assessment & Writing Assessment

➤ Performance Analysis

Performance of S3 Students in Participating Schools in 2020

➤ Listening

Performance Analysis

Strengths & Weaknesses including Examples from the papers

Conclusions

➤ Reading

Performance Analysis

Strengths & Weaknesses including Examples from the papers

Conclusions

➤ Writing

Performance Analysis

Strengths & Weaknesses

Exemplars

Common Mistakes

Conclusions



Performance Analysis

- Participating schools can obtain the following information:

	Own school	All participating schools
Data analysis	✓	✓
Descriptions		✓

Assessment Materials

S3 ENGLISH

← → ↻ ⚠ Not secure | bca.hkeaa.edu.hk/web/TSA/en/2020secPaper/SecIndex1.html



TSA > Secondary > Question Papers and Marking Schemes

BCA Webpage:
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and Marking
Schemes

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Question Papers and Marking Schemes

Make Good Use of the 2020 Territory-wide System Assessment Materials-All Subjects

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

Junior high school Secondary 3

Chinese Language

Part One	writing	Listen to the questions book and Answer Book	Discourse content-Mandarin Discourse content-Cantonese	Recording text	Read the question book and answer book
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English Language

Sub-paper 1	Reading Answer Booklet	Writing Answer Booklet	Listening Answer Booklet	Tapescript: Part 1 Part 2 Part 3
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Mathematics

Chinese Version	English Version
Volume minute questions book and Answer Book	Sub-paper 1 Question Booklet and Answer Booklet
Paper 2 Exam Book and Answer Book	Sub-paper 2 Question Booklet and Answer Booklet

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- **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**



Gainful Use of TSA 2020 Materials

S3 English Language



Gainful Use of TSA 2020 Materials

S3 ENGLISH

STAR & Writing Assessment

Dimension/ Skill	S3 English Language		
	<i>Sub-paper</i>	<i>No. of Items</i>	<i>Assessment Time</i>
<i>Listening</i>	9EL1	31	about 35 minutes
<i>Reading</i>	9ER1	36	35 minutes
<i>Writing</i>	9EW1	1	40 minutes



S3 English Listening Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

SAMPLE

SECRET

Gainful Use of TSA 2020 Materials Secondary 3 Listening

Analysis of Students' Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority
November 2020

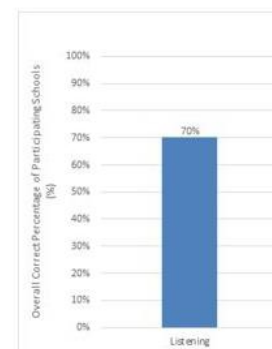
1. Students' Performance of Participating Schools in Listening

Table 1 and Figure 1 show the overall performance of Secondary 3 students taking the listening paper.

Table 1 Overall Correct Percentage of Participating Schools in Listening

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
9EL1: Listening	70

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.



Performance Analysis for Participating Schools

2. General Observations

Skill	Observations
Listening	<ul style="list-style-type: none"> The performance of students on familiar topics in listening was generally good. Students could identify specific information in a variety of conversations and discussions about different topics connected to different events and activities happening at school. The majority of students were able to work out the types of snacks Samantha liked in the conversation about the changes in foods and snacks at the school canteen. Students were generally able to correctly identify the tone of the speakers' voice. After listening to the meeting about English Speaking Day when the English Club members were talking about bookmarks and what was required to make them, many students were able to work out how Kitty felt. Almost half of the students were able to work out how Ben felt in the discussion about the Film Festival and the activities associated with it after hearing him and May interact. A considerable number of students were able to discriminate between intonation for a range of purposes. They were able to easily identify which of the students were not upset with the changes to the canteen both from what the students said and how they said it after listening to the conversation about the changes to the school canteen. Many students could understand the connection between ideas using cohesive devices. A considerable number of students were able to work out what the junior form students liked and whether or not they attended the workshop as mentioned in the discussion about the Film Festival and the activities associated with it. Students had difficulties working out the meaning of unfamiliar words. In the discussion about the Film Festival only about half of the students were able to work out the meaning of the word 'diorama' from the explanation and information provided. Students had some difficulties in the English Speaking Day fill in the blank section. Only a small number were able to correctly write the name of the teacher mentioned. Only about half of the students were able to correctly spell the ordinal number – 'first' whereas quite a number of students were able to correctly spell the cardinal number 'six', both of which were required to complete the information about the English Speaking Day and the number of activities that were needed.

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 students in listening was satisfactory. They were able to identify specific information on familiar topics/related to daily life experiences. They could also understand the connection between ideas, distinguish speakers' tone and discriminate intonation in spoken texts. Spelling of simple words and numbers however was still problematic for many students.

SAMPLE

Performance Analysis for Participating Schools

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

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
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學校名稱:
School Name:

級別 Level: 中三 Secondary 3
科目 Subject: English Language
範疇 Dimension: Listening
卷別 Paper: 9EL1
學生人數 Number of students: 120

SAMPLE

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 (%)
P1 Q1	1. One of the activities discussed is _____ A. ribbon making B. making bookmarks C. improving the school's environment D. making a plastic bag	B	92.5	75.0
P1 Q2	2. The student who suggested the first activity was _____ A. Phillip B. Kitty C. Mary D. Kelly	C	88.3	75.0
P1 Q3	3. When Kitty says "Phillip – don't tell me you don't know what a bookmark looks like!", she is _____ A. happy B. sad C. excited D. angry	D	81.7	75.0
P1 Q4	4. If students do not have the materials, they will _____ A. buy them. B. borrow them from Phillip. C. share with friends D. not be able to do the activity	C	66.7	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.

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.



2020

S3 Listening



Listening - Text types

Gainful Use of TSA 2020 Materials

Exchanges

- Meeting – planning English Speaking Day
- Conversation – changes to the school canteen
- Discussion – discussing the Film Festival and activities



Performance of Participating Students in Listening 2020

Strengths

- specific information – both familiar and unfamiliar vocabulary and topics
- **connecting ideas → *connection – cohesive devices***
- connection discourse markers
- discrimination between intonation for a range of purposes
- able to identify tone



Listening Examples - Strengths

Task Name: English Speaking Day (Meeting)

Task Content: Planning English Speaking Day

Specific Information

Many students were able to work out one of the activities discussed as well as who the person was who suggested the activity.

1. One of the activities discussed is _____.

- A. ribbon making
- ☒ B. making bookmarks
- C. improving the school's environment
- D. making a plastic bag

77.5%

2. The student who suggested the first activity was _____.

- A. Phillip
- B. Kitty
- ☒ C. Mary
- D. Kelly

78.0%

Kitty - Student

OK, first idea. ☒ Mary suggested we teach students how to make ☒ bookmarks. She told me we'll only need some thick paper and ribbon. The instructions are easy enough to follow in English.



Listening Examples - Strengths

Task Name: English Speaking Day (Meeting)

Task Content: Planning English Speaking Day

Tone

Many students were able to work out how Kitty felt about what Phillip said.

3. When Kitty says 'Phillip – don't tell me you don't know what a bookmark looks like!', she is

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

75.8%



Phillip – Student Ribbon? For a bookmark? Why?

Kitty - Student (angry) Phillip – don't tell me you don't know what a bookmark looks like! You cut your paper into a rectangle or shape that you like and decorate it with coloured pens and glitter.



Listening Examples - Strengths

Task Name: English Speaking Day (meeting)

Task Content: Planning English Speaking Day

Connection Discourse Markers

A considerable number of students were able to work out who Ms. Leung was from the context provided.

6. Ms. Leung is _____.

- A. the head of the English Club
- ☒ B. an art teacher
- C. the principal
- D. a class teacher

65.1%

Kitty - Student

Let's get back to the activity. Mary said that the students have their own pens and they can also share them. Besides, we can also ask Ms. Leung if the Art Department has some materials that we can use.



Listening Examples - Strengths

Task Name: Kids Health in Hong Kong (Conversation)

Task Content: Discussing the changes at the school canteen and how they affect students

Specific Information

The majority of students were able to work out the what kinds of snacks Samantha liked.

2. Samantha likes _____.

- ☒ A. chocolate snacks
- ☐ B. lunchboxes
- ☐ C. green food
- ☐ D. healthy snacks

84.3%

**Samantha –
student**

(sobbing/wailing/upset) Oh! Oh Paul, my favourite chocolate snacks have gone. How will I get through my day if I don't have my chocolate fix? I need chocolate every day. I can't live without it.



Listening Examples - Strengths

Task Name: Kids Health in Hong Kong (Conversation)

Task Content: Discussing the changes at the school canteen and how they affect students

Connection cohesive devices

A considerable number of students were able to work out the details of the snacks

Mr. Lai mentioned.

5. Mr. Lai says some of the new snacks are _____.

- A. healthier
- B. sugar free
- C. fat free
- D. all of the above

64.0%

**Mr. Lai –
teacher**

The canteen still carries snacks that students like. It also has healthier snacks that are sugar and fat free.



Listening Examples - Strengths

Task Name: Kids Health in Hong Kong (Conversation)

Task Content: Discussing the changes at the school canteen and how they affect students

Discrimination between intonation for a range of purposes

A considerable number of students were able to work out how Paul and Rita felt when compared to other students.



7. Paul and Rita are _____.

- ☒ A. not upset with the changes at the canteen
- ☐ B. angry with Mr. Lai
- ☐ C. just as upset as Samantha
- ☐ D. angry with Samantha

66.8%

Rita – student

Why the change, Mr. Lai?



Rita – student

Oh I see, but why didn't they tell us about the changes?



Paul – student

I'm glad that the changes have been made.



Listening Examples - Strengths

Task Name: Film Festival (Discussion)

Task Content: Discussing the Film Festival and the activities

Specific Information

A considerable students were able to work out what types of films that Foreign Language Club would be looking at.



3. The Foreign Language Club will look mainly at _____ films.

- A. Cantonese
- B. English
- ☒ C. foreign language
- D. animated

67.4%

**Jenny – Film
Society Head**

The English Society will look at the English films and the Chinese Club will look at the Cantonese films. The Foreign Language Club will look at the films in other languages.



Performance of Participating Students

Listening Examples - Strengths

S3 English Listening

Task Name: Film Festival (Discussion)

Task Content: Discussing the Film Festival and the activities

Connection Cohesive Devices

A considerable number of students were able to work out what films and activities the junior form students liked during the Film Festival.

4. The junior form students _____ and _____.

- A. liked the animated films/didn't attend the animation workshop
- B. made dioramas for the Art teacher/attended the animation workshop
- ☒ C. liked the animated films/attended the animation workshop
- D. made less work for the Film Society/made animated films

68.2%



**May – Film
Society member**

Good less work for us. Did you know that the junior form students really liked the animated films? A lot of them also attended the animation workshop. You should see the dioramas that they made with the Art teacher.



Performance of Participating Students in Listening 2020 Weaknesses

S3 English Listening

Weaknesses

- unfamiliar words/expression
- connecting ideas – cohesive devices and discourse markers
- specific information – unfamiliar vocabulary and topics → SPELLING
- distinguishing main ideas from supporting details
- tone

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 issues with spelling and this year again with the spelling of simple words they should be familiar with and be able to spell – numbers – cardinal and ordinal. This year, even a simple surname seemed to be difficult for students. This indicates 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 Part 1, Part B and the topic was about English Speaking Day and the activities. It required students to complete entries in a notepad with one word answers – prompts were provided to assist students.



Performance of Participating Students

Listening Examples - Weaknesses

S3 English Listening

9EL1

Part 1 Pt. B
Q.12 - Q.15

Specific information

Students did not write the answers correctly.



9. 46.7%

English Speaking Day



This will be the (9) first English Speaking Day.

It must be (10) interesting and successful.

ACTIVITIES

We need (11) 6//six or more activities.

Run activities before and after (12) lunch.

So far we only have (13) 2//two suggested activities.

ENGLISH CLUB

Total number of meetings needed:
(14) 4//four.

See (15) Mr. Chan for the budget.

10. 43.6%

15. 23.8%



Listening Examples - Weaknesses

9EL1 – Part 1

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

Spelling variations for questions 9 to 15

(9) first	(10) interesting	(11) 6/six	(12) lunch	(13) 2/two	(14) 4/four	(15) Mr. Chan
1 st – students didn't know the difference between the adverb and ordinal number	Bookmark/ Bookmarks/ bookmarks	1/2/3/4...	1/2/3/4...	1/2/3/4/5/6...	1/2/3/4/5/6 ... 150/169...	1/2/3/4/5/6...
1	Buy	book	book	are	30people	activities
Best/best	A/C/D/X...	bookmark(s)	bookmark(s)	five	4 metting	all
Activities/ activities	Careful	budget	A/C/D...	Four/four	A/a	are
a/A	easy	closed	Finish	Good	bookmarks	bookmark
Fist/fist	Excellent	Colour pen(s)	finished		materials	Mir Chen
frist	Excited/ excited	Four/four	IDK/idk	IDK/idk/I don't know	money	Mr/Mrs Chang/Cheung
fun	exciting	Game	luch	Kelly/Kitty/ Mary	papist bag	Ms/Mr Leung
Good/good	fun/funny	Idea	luch time	money	All options also had random words/letters and symbols filled in that had no connection with what was being asked for	
Happy/happy	Good/good	IDK/idk	lucnch	more		
held	Great/great	two	lunch time	the		
School/school	IDK/idk/ldk		lunk			

Listening Examples - Weaknesses

Task Name: English Speaking Day (meeting)

Task Content: Planning English Speaking Day

Connection Cohesive devices

Students had difficulty in identifying all of the reasons why Phillip liked the idea of the tissue box activity.

8. Phillip likes the second idea because _____.

- A. it doesn't cost any money
- B. materials are not hard to find
- C. it uses recycled materials
- ☒ D. all of the above

A: 11.5%
B: 42.8%
C: 12.9%
D: 31.3%



Phillip – Student OK, activity number one – bookmarks. So, what are the other suggestions from the members? Anything that won't cost any money and that's also fast to make?

Kitty – Student Yes, there's a really easy one which is also environmentally friendly. Kelly suggested it.

Phillip – Student This sounds good.

Kitty – Student It is! It's the plastic bag container. I think it's a great idea because it's made from things everyone has at home.

Phillip – Student Mm... I see, so what do I have at home that could become a plastic bag container?

Kitty – Student What students need is a large, empty tissue box. Oh, and of course, plastic bags to put inside! The tissue box already has the hole in the top and you can easily fold your plastic bags to fit and pull them out as you need them.

Phillip – Student I think that's a great idea because it's easy to find the materials and it's useful as well! (fade out)]



Listening Examples - Weaknesses

Task Name: Kids Health in Hong Kong (Conversation)

Task Content: Discussing the changes at the school canteen and how they affect students

Connection cohesive devices

Students found it difficult to connect the ideas presented to work out what was happening at the canteen.

3. The canteen _____.

- A. has stopped selling food
- B. won't sell Samantha any snacks
- ☒ C. is selling healthier snacks
- D. is only selling green lunchboxes

A. 12.3%
B. 12.9%
C. 58.8%
D. 14.3%



Samantha –
student

I can't get my other snacks either. The canteen has stopped selling everything I used to buy. Even the lunchboxes have changed. Everything is either raw, green or healthy. YUK!

A

Mr. Lai –
teacher

Ah, you noticed, did you, Samantha?

D

Samantha –
student

YES! No sweets or candy bars.

(snarky) You can, however, buy fresh fruit, packets of nuts and dried fruit, and health food bars.

C



Listening Examples - Weaknesses

Task Name: Kids Health in Hong Kong (Conversation)

Task Content: Discussing the changes at the school canteen and how they affect students

Distinguishing main ideas from supporting details

Students found it difficult to work what the numbers meant.

8. The numbers mentioned by Paul indicate that _____.

- A. students like healthier food
- B. doctors need to sell more vegetables
- C. students in Hong Kong are very healthy
- ☐ D. the diet of Hong Kong students is very poor

A. 10.5%
B. 15.5%
C. 13.0%
D. 59.2%



Paul – student

I'm glad that the changes have been made.

B

(paper rustling) Did you know that the HK Doctors' Association asked 13,000 students about eating vegetables? Only 57% eat **some** vegetables and 5% eat **no** vegetables at all!

D

I think teens in Hong Kong are quite unhealthy. Whatever can be done to help us **become healthier** is a good thing!

A

C



Listening Examples - Weaknesses

Task Name: Film Society - Film Festival (Discussion)

Task Content: Discussing the Film Festival and the activities

Unfamiliar Word

Many students were not able to work out the meaning of the word.



6. A diorama here is a _____.

- A. model of a library
- ☒ B. model of a scene and character(s)
- C. painting which changes colour
- D. film of models made

A. 15.7%
B. 58.1%
C. 12.0%
D. 12.2%

**Ben – Film
Society member**

What's a diorama?

**Jenny – Film
Society Head**

A diorama is a 3D model or scene. In the animation workshop, students designed a character and made a model of it.



Performance of Participating Students

Listening Examples - Weaknesses

Task Name: Film Society - Film Festival (Discussion)

Task Content: Discussing the Film Festival and the activities

Tone

Students found it difficult to work out how Ben felt when he responded to May.

7. When Ben says 'I would have, May...', you can tell that he is _____.

- ☒ A. upset
- ☐ B. thankful
- ☐ C. embarrassed
- ☐ D. happy

A. 47.6%
B. 10.7%
C. 34.6%
D. 5.1%

May – Film
Society member

(sighing, exasperated) Oh, next time, join in Ben!

Ben – Film
Society member

(upset) I would have, May, but I was busy running the poster design competition, remember!

Jenny – Film
Society Head

Calm down, you two!

May – Film
Society member

Sorry, I forgot.



Listening Examples - Weaknesses

Task Name: Film Society - Film Festival (Discussion)

Task Content: Discussing the Film Festival and the activities

Connection Cohesive Devices

Half of the students found it difficult to connect the ideas and work out that Ben didn't know what a diorama was and also thought that model making was hard

8. From the questions Ben asks, we learn that he _____.

- | | |
|-----------------------------------|----------------------------------|
| 1. doesn't know what a diorama is | 2. made a model spider with clay |
| 3. is calming down | 4. thinks making a model is hard |

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

- A. 16.5%
B. 21.9%
C. 50.3%
D. 9.3%

**Ben – Film
Society member**

**Ben – Film
Society member**

**Ben – Film
Society member**

**May – Film
Society member**

Really? That must have been difficult.


What's a diorama?

(perplexed) Huh? Fit into it – why? How?

(sighing, exasperated) Oh, next time, join in Ben!



Conclusions about the Performance of Participating Students - Listening

- Expand vocabulary of students → revise 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, names, family members...** The vocabulary also needs to be linked to the content provided in the spoken texts. Also ensure students are familiar with the accepted rules and mechanics of the language, such as **capitalization** and that they look at the **format and genre** and see what is being asked for.
- Exposure to unfamiliar words/phrases/expressions through authentic texts (**list below**)
- 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 **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.
- Exposure to a **wider range of speeds** in spoken texts
- Get students to think about other options – possible titles by thinking about the meaning of the piece and trying to find another suitable option (**main idea**)
-  Get students to think about what could come next – use the information they have in front of them and think about what could be likely/what might follow given the topic and information already provided (**prediction**)

S3 English Reading Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

SECRET

Gainful Use of TSA 2020 Materials Secondary 3 Reading

Analysis of Students' Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority
November 2020



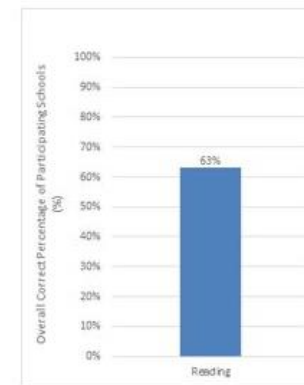
1. Students' Performance of Participating Schools in Reading

Table 1 and Figure 1 show the overall performance of Secondary 3 students taking the reading paper.

Table 1 Overall Correct Percentage of Participating Schools in Reading

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
9ER1: Reading	63

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.

SAMPLE

Performance Analysis for Participating Schools

SAMPLE

2. General Observations

Skill	Observations
Reading	<ul style="list-style-type: none"> Students could identify specific information in a variety of familiar and unfamiliar topics. A considerable number of students were able to work out the language origin of a word given the information provided in the magazine extract about the teddy bear collector. Quite a number of students were able to work out the contents of bento boxes and what wasabi was after reading the book extract about Japan. Pictures also helped provide pictorial clues. A considerable number of students were able to sequence a series of events after reading about the history of the teddy bear. Students were generally able to identify the meaning of unfamiliar words and expressions using the contextual clues and information provided. In the encyclopaedia extract quite a number of students were able to work out the meaning of the word 'hit' in the given context. Using the context provided in the book extract about Japan and the pictorial clues, a considerable number of students were able to work out the meaning of 'single portion'. Almost half of the students were able to work out the meaning of the word 'revival' as it pertained to the meaning expressed in the encyclopaedia extract about the circus. Quite a number of students could understand the connection between ideas by using the information provided in the book extract about Japan and their own personal experience to work out what sushi is made of. Students were able to locate information in simple price lists and charts. Many students worked out what the cheapest bento box was in the book extract about Japanese food. Quite a number of students worked out what the newest type of circus was called in the encyclopaedia extract about the circus. Students ability to make inferences varied according to the topic. Almost half of the students found it hard to infer why the hunters tied the bear to the tree after reading the encyclopaedia extract about teddy bears and also how the teddy bears had come to be developed at the same time. In comparison, more than half of the students were able to correctly infer which bento box would feed a lot of people after reading the information in the book extract. Similarly, students were able to work out that the modern circus would be more entertaining after reading the encyclopaedia extract about the traditional circus and modern circus.

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 students in reading was satisfactory. They were able to identify specific information in reading texts about familiar and unfamiliar topics. They were able to sequence events and also locate information in price lists and charts. As well as this they could understand the connection between ideas using some cohesive devices. Students could also predict the meaning of unfamiliar words using the contextual clues and information provided. Depending on the topic students had difficulties making inferences.

Performance Analysis for Participating Schools

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Analysis on Gainful Use of TSA 2020 Materials

附 件
Annex
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學校名稱:
School Name:

級別 Level:
科目 Subject:
範疇 Dimension:
卷別 Paper:
學生人數 Number of students:

中三 Secondary 3
English Language
Reading
9ER1
49

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 Q1	Encyclopaedia Extract – The Children's Encyclopaedia 1. On the hunting trip, _____ A. the dogs killed the bear B. the president caught the bear C. the bear killed the dogs D. hunters shot the bear	C	53.1	75.0
P1 Q2	Encyclopaedia Extract – The Children's Encyclopaedia 2. Most likely the hunters tied the bear to the tree because _____ A. it was dangerous B. they lost their guns C. the dogs kept chasing it D. they wanted to keep the bear as a pet	A	44.9	75.0
P1 Q3	Encyclopaedia Extract – The Children's Encyclopaedia 3. The teddy bear was invented by _____ A. a US president B. Morris Michtom and his wife C. Richard Steiff's aunt D. hunters	B	49.0	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 "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.



2020

S3 Reading



Reading – Text Types

C...is for CIRCUS

In a traditional circus...
the acts perform to music. This was the main style of circus until the 1970s.

In the very beginning, the performance was in an open air structure with tented covered seating.

In the 19th century, circus buildings were made out of wood. They had different kinds of seating, a centre ring and sometimes a stage.

The large, traditional tents known as 'Big Tops' were introduced in the middle of the 18th century.

They were used because circuses began touring, moving from place to place to perform.

Still used today, these tents have a centre ring, 13 metres in diameter. This is a special size.

The centre ring was adopted in the 18th century. It was the minimum size that allowed a horse rider to stand up on a moving horse while doing tricks.

The modern circus...
focuses on using human skills and performing arts to tell a story. Some use acrobatics, while others use comedy and stunts to entertain audiences.

The increased interest in the 'new' modern circus is the reason for the **renaissance** of the circus tradition. The comeback has seen a huge increase in numbers going to see performances.

Lighting, modern music and costume design help tell the story.

The rise of the modern circus has seen the development of many circus companies, from Australia to Canada and England.

The modern circus is also a successful entertainment genre. Some companies' annual income is more than US\$10 million. **Being in the circus has never been so profitable!**

2020

Information Texts

- encyclopaedia extract - teddy bears
- magazine extract - teddy bear collectors and collecting
- book extract - the history of sushi
- encyclopaedia extract – the circus
- poster – circus performance

Cirque Nouveau
presents

The most daring spectacle you will ever see!

Staged in Asia for the first time!

Only at the HK Harbourfront

IMAGINAIRE

DIRECTED BY DYLAN RIZZONI

Tickets:
Levels 1 & 2 \$250 – \$430 Levels 3 & 4 \$450 – \$700 Best View \$830 – \$1000
VIP Circle \$2300 – \$3400 VIP Super \$3000 – \$5000

Tickets available at:
◊ Cirque Nouveau Box Office
◊ Harbourfront Box Office
◊ Tourism HK Box Office

Encyclopaedia Extract

C...is for CIRCUS

What is a 'circus'?
A circus is a group of travelling performers like clowns, acrobats, jugglers and musicians with trained animals.

The circus originally started with trick horse riding. Now there are two kinds of circus – the **TRADITIONAL** and the **MODERN**.

THE CIRCUS	TYPES	
	TRADITIONAL	MODERN
Started	18 th century, around 1770	1970s
Takes place/ called	outdoors in a tent(s)/ the Big Top	in an indoor venue(s)/ a theatre
Has	◊ Ringmaster Job: introduce & direct the acts	no Ringmaster
Uses	traditional music and animals	punk, rap, dance music but no animals

Encyclopaedia Extract

THE CHILDREN'S ENCYCLOPAEDIA

TEDDY BEARS

What is a teddy bear?

A teddy bear is a stuffed toy in the form of a bear. The teddy bear is named after a US president – President Theodore 'Teddy' Roosevelt.

HISTORY OF THE TEDDY BEAR

In November 1902, President Roosevelt went on a hunting trip. He liked to hunt animals. The hunters he was with caught a bear. The bear had killed the hunting dogs chasing it. To keep the bear for the president, the hunters and trackers tied it to a tree. When the president saw this, he refused to shoot the bear with his gun. News of his actions spread. Soon there were articles and cartoons about 'Teddy' and the 'bear'.

In New York, a shop owner Morris Michom saw one of the cartoons. He and his wife created a stuffed bear and put it in their shop window with a sign 'Teddy's bear'. Lots of people asked about the bear and wanted to buy one. Morris sent the bear to the president and got permission to use his name.

The toys were **all hit**. Ladies and children carried the bears in public. President Roosevelt even used the teddy bear as his mascot when he ran for re-election.

Around the same time, in Germany, in October 1902, Richard Steiff was designing soft toys for his aunt. He came up with a design for a teddy bear based on the bears he had seen at the local zoo. His bears were on display at the Leipzig Toy Fair in 1903.

Magazine Extract

SMART COLLECTOR MAGAZINE

Meet Tina, the arctophile!

Bear lovers are called 'arctophiles' (Greek for bear lovers). Tina has been collecting teddy bears since she was small. Teddy bears used to be only for kids. In the 1980s the interest in teddy bear collecting took off.

Tina's Collection

Tina's collection is made up of three main types of bears – antique, manufacturer and country collection bears.

- Antique teddy bears**
These were made before WWI and between 1920 and 1959. This category is the most expensive one because the bears are hard to find. If you do find a bear, it might be in a terrible condition and need lots of costly repair.
- Manufacturer teddy bears**
These are bears made by particular makers. They are collected because of their design and special features.
- Country collection teddy bears**
These are bears made in a particular country. Germany, Britain and France have produced some great bears.

Tina's Collecting Tips and Tricks

- Research your subject carefully before you spend lots of money.
- Learn what is valuable and collectible. Mass produced and some 'limited edition' items might not be so valuable because many were made.

All Things Japanese FOOD

The History of Sushi

Sushi started as a way of preserving fish in China. The fish was placed in rice to make it edible. When the fish was ready to eat, the rice was thrown away. This 'soaking' method made its way to Japan, but the Japanese ate the rice with the fish. What we now know as sushi originated in Japan in the 17th century. It is now known and prepared all over the world.

Sushi

The ingredients in sushi are:

- White or brown rice, cooked in vinegar
- Other ingredients like raw and cooked seafood, vegetables and sometimes tropical fruit

All sushi has rice in common.

What do you eat sushi with?

Sushi is often served with pickled ginger, wasabi, a green paste, and soy sauce. Dashi, a white radish, is a garnish. Garnishes are decorations made from food.

Bento

This is usually a **single portion** box that contains a meal for one. It can be packed at home or purchased in Japan at convenience stores, bento shops, railway stations and also department stores.

Different Kinds of Bento Boxes

Name	Description/Contents	Cost
Plain Bento	rice, noodles, fish or meat, pickled and cooked vegetables	200 – 600 yen
Yakataben – Character bento	food looks like characters from anime cartoons, comic books – manga or video games	600 – 1000 yen
Oshakaben – picture bento	food looks like animals, people, buildings or items such as flowers or plants	600 – 1000 yen
Barakui – picnic bento	filled with dishes that reflect the season and shared in a public setting like a park	1200 – 3000 yen

Performance of Participating Students in Reading 2020

Strengths

- sequencing
- specific information
- connecting ideas
- locating information in a simple chart
- unfamiliar word/expression



Reading Examples - Strengths

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Sequencing

Students were able to work out the sequence of events after the man saw the cartoon

Encyclopaedia Extract – The Children’s Encyclopaedia

4. What happened after Morris saw one of the cartoons? Put the events into order.

64.0%

1. President Roosevelt gave permission to use his name.
2. People wanted to buy the bear.
3. Morris created a stuffed bear.
4. Morris sent the bear to the president.

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

3 In New York, a shop owner Morris Michtom saw one of the cartoons.
He and his wife created a stuffed bear and put it in their shop window
with a sign 'Teddy's bear' 2 Lots of people asked about the bear and
wanted to buy one. Morris 4 sent the bear to the president and got
1 permission to use his name.



The toys were a hit! Ladies and children carried the bears in public.
President Roosevelt even used the teddy bear as his mascot when he ran for re-election.



Reading Examples - Strengths

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Unfamiliar expression

Students were able to work out what the word meant in the context provided.

Encyclopaedia Extract – The Children’s Encyclopaedia

5. The toys were ‘a hit’ means _____.

70.4%

- ☒ A. they were extremely popular
- ☐ B. ladies didn’t like them
- ☐ C. they were only made for children
- ☐ D. they were only used as mascots

In New York, a shop owner Morris Michtom saw one of the cartoons. He and his wife created a stuffed bear and put it in their shop window with a sign ‘Teddy’s bear’. Lots of people asked about the bear and wanted to buy one. Morris sent the bear to the president and got permission to use his name.



The toys were a hit! Ladies and children carried the bears in public. President Roosevelt even used the teddy bear as his mascot when he ran for re-election.

Reading Examples - Strengths

Task Name: All Things Japanese – Food (Book Extract)

Task Content: The book extract is about the history of sushi, sushi and bento boxes.

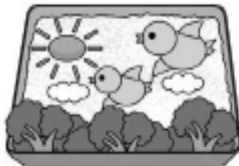
Specific Information

Students were able to work out what character bento boxes are.

5. Character bento boxes _____.

- A. are called oekakiben
- ☒ B. contain food that looks like popular characters
- C. are called koraku
- D. contain food that looks like books

69.9%



Different Kinds of Bento Boxes

Name	Description/Contents	Cost
Plain Bento	rice, noodles, fish or meat, pickled and cooked vegetables	200 – 600 yen
Kyaraben – character bento	food looks like characters from anime cartoons, comic books – manga or video games	600 – 1000 yen
Oekakiben – picture bento	food looks like animals, people, buildings or items such as flowers or plants	600 – 1000 yen
Koraku – picnic bento	filled with dishes that reflect the season and shared in a public setting like a park	1000 – 3000 yen

Performance of Participating Students

Reading Examples - Strengths

S3 English Reading

Task Name: All Things Japanese – Food (Book Extract)

Task Content: The book extract is about the history of sushi, sushi and bento boxes.

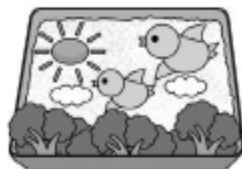
Locating information in simple price lists, charts and directories

Many students were able to work out the cheapest bento box from the information provided.

7. The cheapest bento box is the _____ Bento Box.

- A. Plain
- B. Kyaraben
- C. Oekakiben
- D. Koraku

70.6%



Different Kinds of Bento Boxes

Name	Description/Contents	Cost
Plain Bento	rice, noodles, fish or meat, pickled and cooked vegetables	200 – 600 yen
Kyaraben – character bento	food looks like characters from anime cartoons, comic books – manga or video games	600 – 1000 yen
Oekakiben – picture bento	food looks like animals, people, buildings or items such as flowers or plants	600 – 1000 yen
Koraku – picnic bento	filled with dishes that reflect the season and shared in a public setting like a park	1000 – 3000 yen

Reading Examples - Strengths

Task Name: Other Learning Experience - Circus (Encyclopaedia Extract & Poster)

Task Content: The encyclopaedia extract is about the circus and its different kinds. The poster is about a circus performance.

Connection between ideas

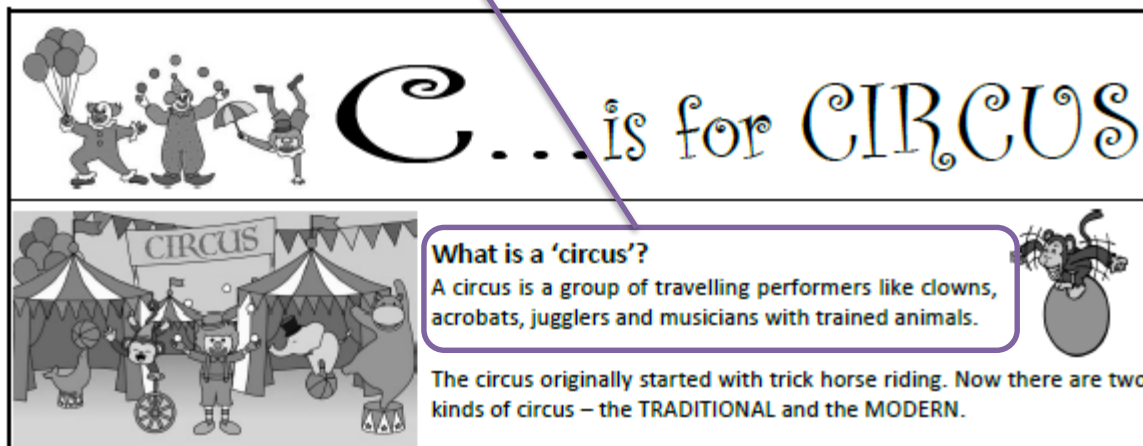
Students were able to work out who and what was in a circus.

Encyclopaedia extract

1. A circus has _____.
- A. only acrobats and jugglers
 - B. only trained animals and musicians
 - ☒ C. lots of performers and trained animals
 - D. only performances by horses

73.8%

Encyclopaedia Extract



C...is for CIRCUS

What is a 'circus'?
A circus is a group of travelling performers like clowns, acrobats, jugglers and musicians with trained animals.

The circus originally started with trick horse riding. Now there are two kinds of circus – the **TRADITIONAL** and the **MODERN**.

Performance of Participating Students

Reading Examples - Strengths

S3 English Reading

Task Name: Other Learning Experience - Circus (Encyclopaedia Extract & Poster)

Task Content: The encyclopaedia extract is about the circus and its different kinds. The poster is about a circus performance.

Specific Information

Students were able to work out how many kinds of circus there were.

Encyclopaedia extract

2. There are _____ kinds of circus.

74.2%

- A. 19
- ☒ B. 2
- C. 17
- D. 18

Encyclopaedia Extract

C...is for CIRCUS

What is a 'circus'?
A circus is a group of travelling performers like clowns, acrobats, jugglers and musicians with trained animals.

The circus originally started with trick horse riding. Now there are two kinds of circus – the TRADITIONAL and the MODERN.

Performance of Participating Students in Reading 2020

Weaknesses

- connecting ideas
- identifying specific information
- 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
- using knowledge of different text types



Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Contextual clue

Students found it difficult to work out who the owner of the German toy company was.

Encyclopaedia Extract – The Children's Encyclopaedia

6. The owner of the German toy company was _____.

- A. President Roosevelt
- ☒ B. Richard's aunt
- C. the Leipzig Toy Fair
- D. Morris Michtom's wife

A. 10.6%
B. 51.4%
C. 26.2%
D. 11.1%

Around the same time, in Germany, in October 1902, Richard Steiff was designing soft toys for his aunt. He came up with a design for a teddy bear based on the bears he had seen at the local zoo. His bears went on display at the Leipzig Toy Fair in 1903.



Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Inference

Students found it difficult to work out how the bears could have been developed at the same time on different continents.

Encyclopaedia Extract – The Children's Encyclopaedia

7. The Michtom and Steiff bears were invented at around the same time. It is highly possible that _____.

- A. Morris Michtom copied the idea from Richard Steiff
- B. it was all the president's idea
- C. Richard Steiff copied the idea from Morris and his wife
- ☐ D. neither copied from the other; they just both had similar ideas

A. 12.6%
B. 14.8%
C. 25.3%
D. 46.7%

In New York, a shop owner Morris Michtom saw one of the cartoons. He and his wife created a stuffed bear and put it in their shop window with a sign 'Teddy's bear'. Lots of people asked about the bear and wanted to buy one. Morris sent the bear to the president and got permission to use his name.



Around the same time, in Germany, in October 1902, Richard Steiff was designing soft toys for his aunt. He came up with a design for a teddy bear based on the bears he had seen at the local zoo. His bears went on display at the Leipzig Toy Fair in 1903.



Reading Examples - Weaknesses

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Prediction

After reading the encyclopaedia extract students found it difficult to predict what the next page would be about.

Encyclopaedia Extract – The Children's Encyclopaedia

8. This page of the encyclopaedia deals with the history of the teddy bear. The next page would most likely be about _____.

- A. the Leipzig Toy Fair
- ☒ B. how teddy bears are made
- C. how to make a present for a president
- D. how to win an election using a bear

A. 20.1%
B. 54.9%
C. 14.7%
D. 9.5%



Encyclopaedia Extract


THE CHILDREN'S ENCYCLOPAEDIA

TEDDY BEARS

What is a teddy bear?


A teddy bear is a stuffed toy in the form of a bear. The teddy bear is named after a US president – President Theodore 'Teddy' Roosevelt.

HISTORY OF THE TEDDY BEAR



In November 1902, President Roosevelt went on a hunting trip. He liked to hunt animals. The hunters he was with caught a bear. The bear had killed the hunting dogs chasing it. To keep the bear for the president, the hunters and trackers tied it to a tree. When the president saw this, he refused to shoot the bear with his gun. News of his actions spread. Soon there were articles and cartoons about 'Teddy' and the 'bear'.

In New York, a shop owner Morris Michtom saw one of the cartoons. He and his wife created a stuffed bear and put it in their shop window with a sign 'Teddy's bear'. Lots of people asked about the bear and wanted to buy one. Morris sent the bear to the president and got permission to use his name.



SHOP

The toys were a hit! Ladies and children carried the bears in public. President Roosevelt even used the teddy bear as his mascot when he ran for re-election.

Around the same time, in Germany, in October 1902, Richard Steiff was designing soft toys for his aunt. He came up with a design for a teddy bear based on the bears he had seen at the local zoo. His bears went on display at the Leipzig Toy Fair in 1903.

Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: Teddy bears and collecting (Encyclopaedia Extract & Magazine Extract)

Task Content: The encyclopaedia extract is about teddy bears and the magazine extract is about a teddy bear collector and her collection.

Specific Information

Students found it difficult to specify how the bears mentioned are made.

Smart Collector Magazine

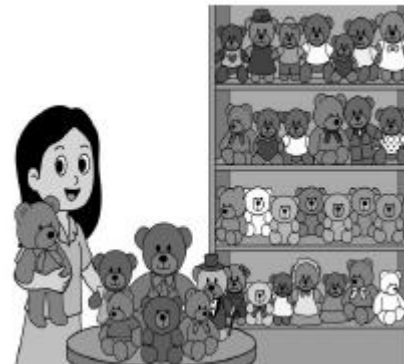
11. Manufacturer teddy bears are bears made _____.

- A. by a particular country
- B. in a specific year
- ☒ C. by a certain maker
- D. as a limited edition

A. 30.4%
B. 11.3%
C. 47.9%
D. 9.9%

● Manufacturer teddy bears

These are bears made by particular makers. They are collected because of their design and special features.



Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: All Things Japanese – Food (Book Extract)

Task Content: The book extract is about the history of sushi, sushi and bento boxes.

Connection between ideas

Students found it difficult to work out the differences in the two methods.

1. The main differences between the two methods of preparing sushi are that _____.

1. the Chinese didn't eat the rice
2. it is only prepared in Japan now
3. it was a way of making the rice edible
4. the Japanese ate both the rice and fish

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

A. 6.1%
B. 44.8%
C. 12.5%
D. 35.3%





All Things Japanese FOOD



The History of Sushi

Sushi started as a way of preserving fish in China. The fish was placed in rice to make it edible. When the fish was ready to eat, the rice was thrown away. This 'cooking' method made its way to Japan, but the Japanese ate the rice with the fish. What we now know as sushi originated in Japan in the 17th century. It is now known and prepared all over the world.

Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: All Things Japanese – Food (Book Extract)

Task Content: The book extract is about the history of sushi, sushi and bento boxes.

Analyzing and integrating relevant points from one or more than one text

Students found it difficult to work out who would choose the bento box.

8. Someone who likes to celebrate nature, people and their environment will most likely choose the _____ Bento Box.

- A. Plain
- B. Kyaraben
- ☒ C. Oekakiben
- D. Koraku

A. 10.8%
B. 11.2%
C. 47.3%
D. 29.5%



Different Kinds of Bento Boxes

Name	Description/Contents	Cost
Plain Bento	rice, noodles, fish or meat, pickled and cooked vegetables	200 – 600 yen
Kyaraben – character bento	food looks like characters from anime cartoons, comic books – manga or video games	600 – 1000 yen
Oekakiben – picture bento	food looks like animals, people, buildings or items such as flowers or plants	600 – 1000 yen
Koraku – picnic bento	filled with dishes that reflect the season and shared in a public setting like a park	1000 – 3000 yen

Reading Examples - Weaknesses

Task Name: Other Learning Experience - Circus (Encyclopaedia Extract & Poster)

Task Content: The encyclopaedia extract is about the circus and its different kinds. The poster is about a circus performance.

Unfamiliar Word

Despite the explanation, students found it difficult to work out the meaning of the word.


Encyclopaedia extract

4. A 'ringmaster' is a person who is _____.


- A. a clown in the circus
- ☒ B. in charge of the circus performances
- C. a musician in the circus band
- D. a juggler in the circus

A. 13.1%
B. 56.0%
C. 12.9%
D. 16.3%

Encyclopaedia Extract



C...is for CIRCUS



What is a 'circus'?

A circus is a group of travelling performers like clowns, acrobats, jugglers and musicians with trained animals.

The circus originally started with trick horse riding. Now there are two kinds of circus – the TRADITIONAL and the MODERN.

THE CIRCUS	TYPES	
	TRADITIONAL	MODERN
Started	18 th century, around 1770	1970s
Takes place/ called	outdoors in a tent(s)/ the Big Top	in an indoor venue(s)/ a theatre
Has	a <u>Ringmaster</u> Job: introduce & direct the acts	no <u>Ringmaster</u>
Uses	traditional music and animals	punk, rap, dance music but no animals

Reading Examples - Weaknesses

Task Name: Other Learning Experience - Circus (Encyclopaedia Extract & Poster)

Task Content: The encyclopaedia extract is about the circus and its different kinds. The poster is about a circus performance.

Dictionary Skills

Students had difficulty in working out the meaning of the word.

Encyclopaedia extract

9. The modern circus has seen a 'revival' of the circus tradition. Which meaning best corresponds to the word 'revival'?

1. (n) a restoration to life

e.g. *After being frozen, the frog had a revival and was brought back to life.*

2. (n) an improvement in the fortunes of someone or something

e.g. *The political party experienced a revival after some famous people joined.*

3. (n) something becoming popular or active again

e.g. *Paperbacks have enjoyed a revival since the price went down, making them cheaper than ebooks.*

4. (n) a new production of an old play or similar work

e.g. *They both played in the major revival of the play, 'The Dancing Prince'.*

- A. 1
B. 2
☒ C. 3
D. 4

A. 9.5%
B. 22.6%
C. 48.5%
D. 17.3%

The increased interest in the 'new' modern circus is the reason for the revival of the circus tradition. The comeback has seen a huge increase in numbers going to see performances.



Performance of Participating Students

Reading Examples - Weaknesses

S3 English Reading

Task Name: Other Learning Experience - Circus (Encyclopaedia Extract & Poster)

Task Content: The encyclopaedia extract is about the circus and its different kinds. The poster is about a circus performance.

Knowledge of features of different text types

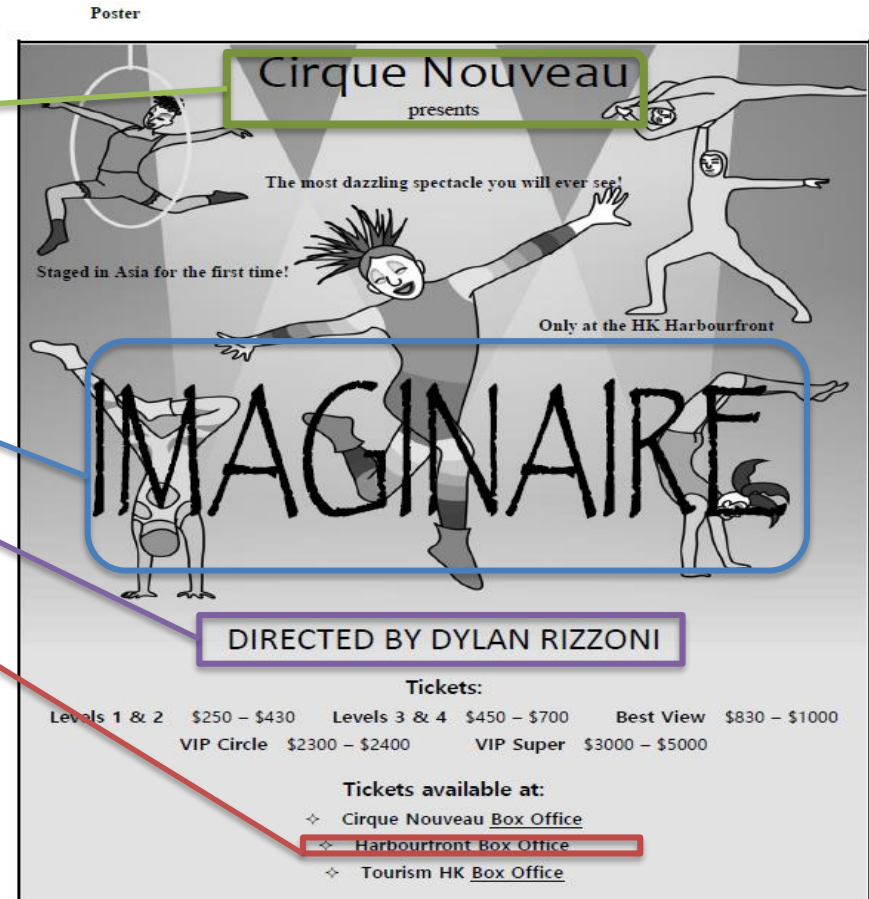
Students found it difficult to work out the name of the circus.

Poster

13. The name of the circus is _____.

- ☐ A. Cirque Nouveau
- ☐ B. Imaginaire
- ☐ C. Dylan Rizzoni
- ☐ D. HK Harbourfront

A. 48.5%
B. 29.7%
C. 11.4%
D. 8.3%



Conclusions about the Performance of Participating Students - Reading

- Expand vocabulary of students as well as reinforce existing vocabulary – 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, posters, poems, articles, pamphlets, fact sheets, reviews – books, movies... and different topics/content both online and in paper format
- Familiar and unfamiliar topic/content material
- Exposure to different question types and question intents – teach them to look for clues, key words – in the question stem and also in the passages



Also look at the punctuation used as it can also provide clues - !?

S3 English Writing Performance Analysis for Schools



Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use of TSA 2020 Materials Secondary 3 Writing

Analysis of Students' Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority
December 2020

1. Students' Performance of Participating Schools in Writing

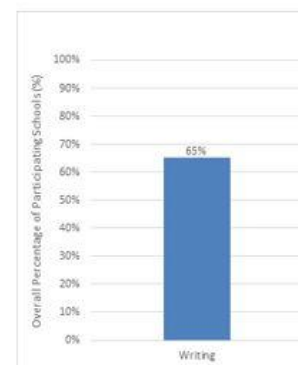
- For the writing task, the range of scores for Content is 0 – 4, Language is 0 – 4, Organisation is 0 – 2 and Features is 0 – 2.
- In this writing task 'Diary Entry', students were asked to write a diary entry about their best OR worst day at school. Picture prompts were provided.

Table 1 and Figure 1 show the overall performance of Secondary 3 students taking the writing paper.

Table 1 Overall Percentage of Participating Schools in Writing Paper

Paper: Skill	Overall Percentage of Participating Schools (%) ¹
9EW1: Writing	65

Figure 1 Overall Percentage of Participating Schools in Writing Paper



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. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

SAMPLE

Performance Analysis for Participating Schools

2. General Observations

Skill	Observations
Writing	<ul style="list-style-type: none"> In the writing task 'Diary Entry', students were generally able to write a diary entry detailing their best or worst day at school. The ideas provided were quite clear and relevant and many used personal experiences to add interest to their writing. Students were able to use cohesive devices to link ideas and describe what happened. One such particular entry was about a student who was good at science and normally aced the science tests, who procrastinated instead and didn't study. The paragraphs were detailed and linked together detailing everything cohesively from the reasons for not studying to sitting the test, the reactions about not being able to do the questions and the consequences. Only the more able students were able to provide ideas with supporting details, while the weaker students used only the pictorial prompts provided. One entry detailed winning an award and described the hall with the air conditioning, how he/she felt while watching what was happening, to the cheers of fellow students, the words on the certificate and being congratulated by the principal. In comparison a weaker student only described each of the picture prompts in very simple and at times also incorrect sentences. Students were generally able to use topic specific vocabulary such as 'punishment', 'dizzy', 'school lunchbox', 'the blinding spotlight', 'it was not pleasant'. Some students however did make mistakes in the spelling of simple vocabulary and expressions, such as 'working ethic' instead of 'work ethic', 'tomorring' instead of 'tomorrow morning'. Despite the space being provided, some students also failed to complete the day and date as required, or they only completed either the day or the date, not both. Some students also misspelled the day, for example 'Tusrthday' instead of 'Thursday' and various aspects of the date, such as '2rd' instead of '2nd'. Some students also filled in other information for day, such as 'sunny' or 'I' or 'Worst Day'. Some students were able to end the entry with a suitable sentence like 'Diary, this is (was) the best day ever!!', whereas some weren't certain as to how to end the entry and ended just by writing a name such as 'Adrian' or 'Hugo' or 'from andy' or 'Yours, Oscar', as if this were a letter, rather than a diary entry, or another date, for example, '2020-7-9' (this date being in addition to the date completed in the space provided). Grammatical mistakes such as subject-verb disagreement – 'I thinked', instead of 'I thought', incorrect usage of tense – 'today is my worst

HKEAA

2

SAMPLE

Skill	Observations
	<p>day...' instead of 'today was my worst day...', 'failed' instead of 'fell', as well as incorrect expressions – 'A teacher was come with Peter and I' instead of 'A teacher came with Peter and myself' were made. In addition, spelling mistakes – 'docter' instead of 'doctor', 'a tention' instead of 'attention', 'the staffic jam' instead of 'traffic jam', 'english text' instead of 'English test', were still common in students' writing.</p>

3. Data Analysis (See Annex)

The annex includes an analysis of school's performance versus all participating schools' overall performance in Writing

4. Conclusion

The performance of Secondary 3 students in writing was generally satisfactory. Content and language wise, some students were able to use more detail than others to describe their worst or best day but most were able to use their own personal experience and prior knowledge in their writing. Generally, students used the correct format and features of a diary entry.

HKEAA

3

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

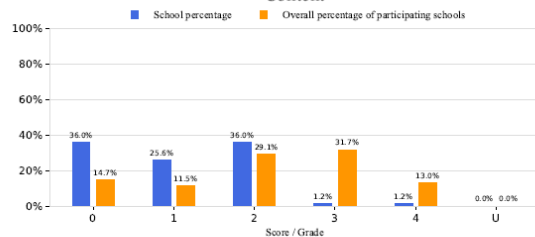
附件
Annex
機密
Confidential

學校名稱:
School Name:

SAMPLE

級別 Level: 中三 Secondary 3
科目 Subject: English Language
範疇 Dimension: Writing
卷別 Paper: 9EW1
學生人數 Number of students: 86

Content

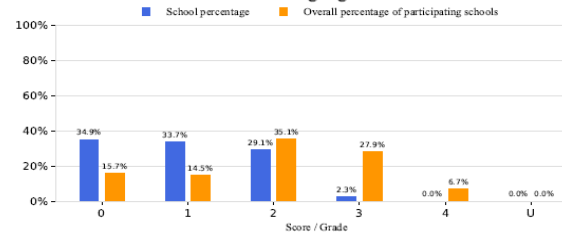


SAMPLE

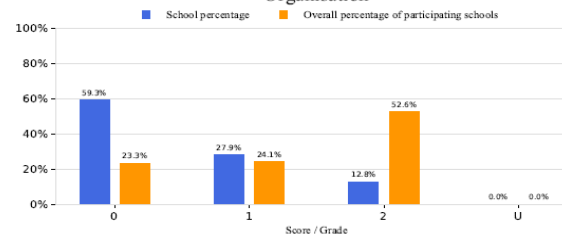
Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.
2. "School percentage" refers to the percentage of each score/grade in an item attempted by students in the school.
3. The "Overall percentage of participating schools" refers to the percentage of each score/grade in an item attempted by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

1

Language



Organisation

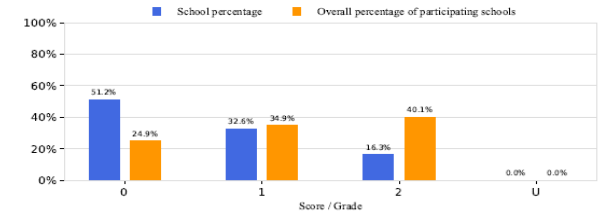


SAMPLE

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. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

2

Features



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

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. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

3



2020

S3 Writing



Performance of Participating Students in Writing 2020

General Comments:

- Failure to read the instructions carefully
- Blanks - completion
- Handwriting – size/font used *abc abc*
- Use of arrows, symbols (... and etc.)
- Unattempted scripts – blank scripts



Your English class is reading books that have been written in diary form. Your English teacher has asked you to write a diary entry about your best OR worst day at school. She wants you to describe what happened and how you felt and what you did, if anything, to improve your situation.

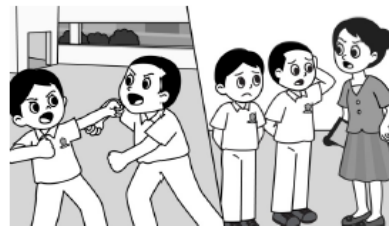
You may use some of the ideas from the information provided and/or your own ideas in your writing. Write the diary entry in about 150 words.

Day:

Date:

Dear Diary,
Today I...

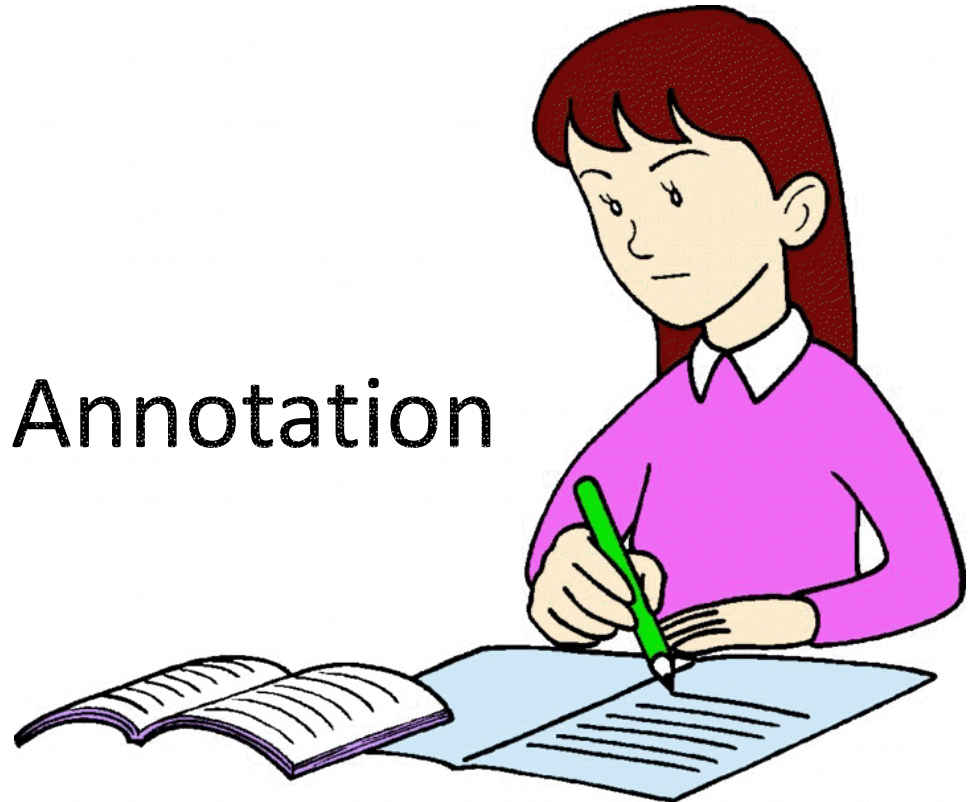
Diary Topic: The Worst/Best Day At School



Performance of Participating Students in Writing 2020

9EW1

Exemplars and Annotation



9EW1 Diary Entry – Exemplar 1

S3 English Writing

Day:

Date: 2nd July, 2020

Dear Diary,

Today I... had an awful experience. It was the worst day ever at school, I wished to wipe off my memory about today.

Today ~~was~~ there was a chemistry test. I was quite good ^{at} science subjects and chemistry was one of my favourite subjects. In the previous tests, I passed with flying colours and ~~it was always my~~ and I almost got the best ~~results mark~~ mark in the class. I was very satisfied with the results and became lazier and lazier since then.

Yesterday, I ~~did~~ kept procrastinating and refused to study. I kept on playing with my mobile phone, watching youtube videos ^{and} ~~chatting~~ ^{chatting} with friends online using social media. I thought that since I got some talent in ^{chemistry} ~~chemistry~~ and I already understood the more challenging concepts, I will get really good results again, like last time. While everyone else was studying and revising hard for the test, I was there doing ~~nothing~~ nothing and telling myself that it will be fine even if I don't study much. However, things ~~did~~ didn't turn out as expected.

When I started doing the test during chemistry lesson today, I knew I was getting into huge trouble. The test was really difficult, and I knew ^a ~~very~~ few questions only. I never encountered such a situation before, therefore I was panicking, and was very ~~unhappy~~ ^{nervous} and feeling very ^{scared} ~~scared~~ at the same time. ~~This~~ My unstable and ~~wanted~~ ~~worried~~ and unclear mindset made me forget everything, even those I ~~originally~~ ^{originally} remembered. The whole test was a mess.

Generally,

When I looked at the questions, my whole mind was flooded with ~~for~~ helplessness and newness and lots of emotions. I found out that after I read them, I couldn't process them in my brain. My whole mind was blank. This situation lasted for the whole ~~test~~ period of test. When I ~~stopped~~ passed out the test paper to the teacher, he was very shook — because half of the paper was blank, and many of my ~~written~~ ^{written} answers were nonsense. I guess, he could ~~not~~ ^{probably} couldn't believe his eyes. I was always an outstanding student in terms of grades, ~~this~~ the bad performance ~~was~~ was such a big contrast when comparing to the past.

I did not blame anyone for this, I ~~don't~~ knew it was my own problem after all, and I should never find excuses for this outcome caused by my previous wrongdoings. I ~~know~~ ^{more} I wouldn't be able to pass, but instead of ~~wasting~~ being upset, ⁱⁿ my heart was sense of regret. For the whole night, I was crying ~~to~~ ^{feel} ~~me~~, hiding under my blanket, because I ~~felt~~ ^{so} regret for my mistake. I kept questioning myself why didn't I work hard the night before, if I did, outcomes would be completely different. However, I knew that this is the consequence that I truly deserve. I should pay for my laziness and arrogance.

I knew that crying over spilled milk was ~~not~~ ^{useless} useless, but I couldn't help it, it was shaking my confidence so much, since I never failed before. Despite that I learnt a lesson through this awful experience. I told myself, for every upcoming quiz or test, or even an assignment, I ~~will~~ ^{should} always try my best and work hard for it — I would not repeat my mistake ~~over~~ ^{again}, and would not allow this to happen ever again.

Annotation

- appropriate beginning and ending to the diary entry, and while the 'Day' information is missing, an accurate and appropriate date is included
- the ending also provides a message for the writer – '*...and would not allow this to happen ever again.*'
- this is a very detailed retelling of the day in the life of a student who was good at chemistry and became lazy and failed the chemistry test. It also includes a reflection of the behaviour that led to this point.
- the writer has provided a beginning, middle and end to the diary entry
- expressions/vocabulary used are good but there are minor mistakes made – *I wished to wipe off my memory about today* instead of *I want to wipe my memory of today's events, and became lazier and lazier since then* instead of *have become lazier and lazier since then, for the whole night I was crying* instead of *I cried the whole night*
- some good vocabulary and expressions are used – *procrastinating, my unstable and unclear mindset, however things didn't turn out as expected, crying over spilt milk*



some errors in tense are made – *I was getting into huge trouble* instead of *I was going to get into/be in huge trouble, very shook* instead of *very shaken, I feel no regret* instead of *I felt no regret*

9EW1 Diary Entry – Exemplar 2

S3 English Writing

Day: Friday

Date: 9/7/2020

Dear Diary,

Today I... forgot to bring my homework, I left it in my home..

My teacher shouted me and asked me why I didn't bring my homework in school. I told her the truth but she didn't listened. She need me to stand out of the classroom.

At the recess, my schoolmate 'sorken' laugh me because of I need to stand out of the classroom. I'm very angry. I punch him and him punch me. He hit my penis, it hurts. Suddenly, a teacher come, we told her what happened. The teacher shouted to us, and she told me that I need to see the doctor.

I saw the doctor, he said that I'm fine but I shouldn't walk or run too long and too fast. I should pay a attention on that.

Today, is the worst day I have been seen. I hope I can't had a worst day again.



Annotation

- appropriate beginning – **Today I...** *forgot to bring my homework, I left it in my home* and ending – *Today is the worst day I have been seen. I hope I can't had a worst day again,* to the diary entry despite minor errors in the first and last sentences
- the day and date have been completed accurately and appropriately
- this short diary entry is a retelling of forgetting homework, getting angry, punching a student and getting injured and having to see the doctor
- some spelling mistakes are made – *docter* instead of *doctor*, *a tention* instead of *attention*, *studently* instead of *suddenly*, *rescess* instead of *recess*
- some good use of simple but appropriate vocabulary – *truth*, *schoolmate*, *penis*
- some errors in tense are made – *she need me* instead of *she needed me/she asked me*, *I'm very angry* instead of *I was very angry*, *I'm fine* instead of *I was fine*
- some errors in vocabulary and expression – *forgot to bring* instead of *forgot to take*, *in my home* instead of *at home*, *shouted me* instead of *shouted at me*, *didn't listened* instead of *didn't listen*, *laugh me* instead of *laughed at me*, *shouted to us* instead of *shouted at us*, *pay a tention on that* instead of *pay attention to that*, *at the rescess* instead of *at recess*, *I have been seen* instead of *I have had*, *can't had* instead of *won't have*, *I hope-I can't had a worst day again* instead of *I hope that I won't ever have a bad day like this one again*



Exemplar 3 with annotation

Day: Sunny Date: 30-6-2020

Dear Diary,
Today I... forgot to bring my homework and
fight with classmate. Then teacher punish
us and I feel sad.

Hello wink!?

- appropriate beginning to the diary entry with minor errors – **Today I...** *forget to bring my homework and fight with classmate.*
- includes a comment for the 'Day'– *Sunny* instead of the name of the day, which is ok but it would have been better to include that information in the body of the diary entry
- appropriate date has been included
- there are only two sentences and these just follow the picture prompts provided
- the writer has used the present tense – *forget* instead of *forgot*, *fight* instead of *fought*, *punish* instead of *punished*, *feel* instead of *felt*
- an additional comment has been added in different handwriting – *Hello wink*, that makes no sense and doesn't connect to the entry at all



Performance of Participating Students in Writing 2020

S3 English Writing



Writing – Strengths

- Students had more ideas to write about, when they were familiar with the topic.
- Vocabulary was also better when students were familiar with the topic.
- 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/features and the context and purpose of the piece.



Some strengths of participating students to highlight

9EW1 – Completing required information and use of prompts

Day:	Date:
Dear Diary, Today I...	
<hr/>	
<hr/>	

- Space was provided for students to complete the day and date. The beginning of the first sentence was also provided for students. The majority of the students were able to complete the day and date accurately.
- Many capable students used the pictorial clues as a starting point or ignored the pictorial prompts to a large extent or even altogether and relied on their own ideas and also personal knowledge – different experiences of themselves and perhaps friends at school, knowledge of topics/consequences for certain actions at school to make up events of their own.



Some strengths of participating students to highlight

9EW1

- 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 what happened to them at school and what it was that made the day a good or bad one
- They were able to form their own ideas independent of the writing prompts provided and share them with the reader and were good at describing their best or worst day
- 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.
- Capable students also used dialogue to make their **diary entry** more interesting



Some strengths of participating students to highlight

9EW1 – Sentences, Phrases and Vocabulary

- The majority of students were able to write a diary entry but very capable students were able to add a variety of appropriate details/events/experiences and make it an interesting entry.
- Capable students also used some good language which made their writing a pleasure to read –

- ☐ *procrastinating,*
- ☐ *my unstable and unclear mindset,*
- ☐ *however things didn't turn out as expected,*
- ☐ *crying over spilt milk*
- ☐ *and would not allow this to happen ever again*
- ☐ *truth*
- ☐ *schoolmate*



Some errors of participating students to ponder

9EW1

Some of the students didn't know what to write or had no idea of how to write a diary entry. Students didn't read the instructions carefully. Students failed to complete the required information according to the blanks provided or provided it incorrectly.

Vocabulary and expressions

Students still have difficulty using **have/has** correctly as well as **is/are** and **was/were**

- *forgot to bring*
- *in my home*
- *shouted me*
- *didn't listened*
- *shouted to us*
- *pay a tention on that*
- *at the rescass*
- *I have been seen*
- *can't had*
- *I hope I can't had a worst day again*



Conclusions about the Performance of Participating Students - 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 the topic familiar to students, students still had difficulty expressing their ideas due to a lack of vocabulary/ideas. Weaker students just used the prompts and combined the good and bad into one entry, neglecting to follow the instructions given.
- Students have imagination but there is an inability to express ideas in English – related to above points and this was also evident in the diary entry. They also lack the vocabulary to use in this genre as evidenced by many misspellings of words that were integral to their diary entry and their explanation of the events in a school based context.
- Students generally showed an understanding of the format of a diary entry but they still need to be mindful of the purpose and audience → affects the beginnings and endings students use as well as the tone they use. Despite the spaces being provided with the prompts, students still failed to complete them appropriately)



「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 (Secondary 3)
專題講座「善用2020年全港性系統評估材料」 (中學三年級)

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 S.3 Feedback Survey
中三級意見調查超連結

<http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?PageNumber=1&SurveyID=m6MK7684&Preview=true#>



THANK YOU!

