

**Gainful Use
of
TSA 2021 Materials
P6 English Language**



1. GU 2021 Assessment Materials
2. Performance Analysis for “Gainful Use of TSA 2021 Materials” (GU 2021)
3. Overall Performance of P6 Students in Participating Schools in 2021: Listening, Reading & Writing
4. Conclusion



Assessment Materials

P6 English Language



The screenshot displays the HKEAA website interface. At the top, the HKEAA logo and name are visible. Below the header, a navigation bar includes links for Home, Sitemap, and Chinese. The main content area is titled 'Question Papers and Marking Schemes' and features a sidebar with various links such as Introduction, TSA News, Question Papers and Marking Schemes, TSA Report, Quick Guide, Forms, FAQ, User Guide, Other Information, and Switch to Secondary School. The main content area is divided into sections for Chinese Language, English Language, and Mathematics. The English Language section is currently selected, showing sub-papers 1, 2, and 3, each with links for Reading, Writing, Listening, and Tapescript. The Mathematics section shows links for Chinese and English versions of sub-papers 1 through 4. At the bottom, there are links to download Adobe Acrobat Reader and Windows Media Player.

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

Home / Sitemap / 中文

TSA > Primary > Question Papers and Marking Schemes

Question Papers and Marking Schemes

善用2021年全港性系統評估材料 — 各科卷別
Gainful Use of TSA 2021 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	閱讀內容 - 普通話 閱讀內容 - 廣州話	聽音文本	閱讀
分卷二	寫作	聆聽	閱讀內容 - 普通話 閱讀內容 - 廣州話	聽音文本	閱讀
分卷三	--	--	--	--	閱讀

English Language

Sub-paper 1	Reading	Writing	Listening	Tapescript
Sub-paper 2	Reading	Writing	Listening	Tapescript
Sub-paper 3	Reading	Writing	Listening	Tapescript

數學科 Mathematics

中文版	English Version
分卷一	Sub-paper 1
分卷二	Sub-paper 2
分卷三	Sub-paper 3
分卷四	Sub-paper 4

需以 Adobe Acrobat Reader 瀏覽
Require Adobe Acrobat Reader

需以 Windows Media Player 收聽
Require Windows Media Player

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



Assessment Design

Skill	Primary 6 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	6EL1 6EL2 6EL3	27	about 30 minutes
Reading	6ER1 6ER2 6ER3	33	30 minutes
Writing	6EW1 6EW2 6EW3	1	20 minutes



Assessment Design

- **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**

*http://www.bca.hkeaa.edu.hk/web/en/2021QuickGuidePri/QG_P_BC_E.pdf



GU 2021 – Feedback

Participating schools can obtain the following information:

- Data Analysis (Listening & Reading): Overall correct percentage of each item for own school and all participating schools
- Data Analysis (Writing): The percentage of each score level of own school and all participating schools
- Performance Analysis: Qualitative analysis of the overall performance of all participating schools

Report	Own school	All participating schools
Data analysis of Listening, Reading & Writing	✓	✓
Descriptions of Students' overall Performance in Listening, Reading & Writing		✓



P6 English Listening

Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

SAMPLE

CONFIDENTIAL

Gainful Use
of
TSA 2021 Materials

Primary 6 Listening

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

Hong Kong Examinations and Assessment Authority

December 2021

1. Introduction

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

Performance Analysis for Participating Schools

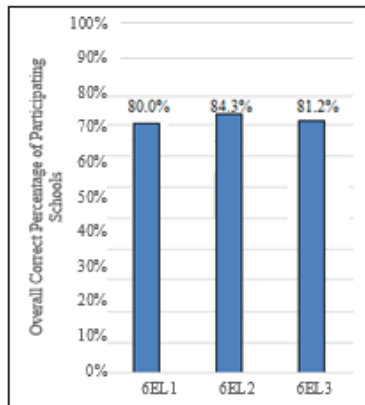
2. Students' Overall Performance of Participating Schools in GU 2021 English Listening

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

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

Paper: Skill	Overall Correct Percentage of Participating Schools (%) ¹
6EL1: Listening	80.0
6EL2: Listening	84.3
6EL3: Listening*	81.2

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



SAMPLE

Overall Performance of all participating schools

Fictitious figures

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

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

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

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

Skill	Observations
Listening	<ul style="list-style-type: none"> In general, the listening performance of students was good. Students generally performed better in short listening tasks, i.e. those with a relatively light listening load, e.g. "Sports" (as personal descriptions) and "Buying Meals Online (Multiple Choice)" (as a conversation). This was in contrast to their performance on long tasks with a more substantial listening load, i.e. "Three Wishes (as a story)" and "School Radio Wednesday Show" (as a conversation). The majority of students performed well in interpreting intonations with explicit expressions. For example, they could identify the correct picture of Charles looking happy when hearing Charles say, "Oh, good! The Principal is showing her work!". Many students performed very well in extracting single pieces of straightforward information. However, some students chose their answers from words they had heard in a spoken text without actually extracting the correct piece of information. For example, in order to identify that it is "her (Helen's) brother" who "thinks she should improve her cooking", students needed to extract "my (Helen's) brother thinks I (Helen) need more practice". However, some students chose "Helen's mother" since they were not aware of the difference in the meaning of the verb phrases "should improve" and "have improved" when they heard, "my (Helen's) mother says I (Helen) have improved a lot". Many students were able to grasp the main idea of a spoken text. For example, they could identify that the main idea of the poem is about leaving school when they heard "I had my last lesson...I'll have to say goodbye". Many students could understand the connection between ideas by identifying and linking the contextual clues provided in a spoken text. For example, they were able to figure out the reason why John set the octopus free by connecting "set me (octopus) free...You can make three wishes" with "John wanted to make wishes". Students' performance in discriminating between words with a range of vowel and consonant sounds was unstable. The majority of students were able to distinguish the vowel /a/ in "Gaga" from the vowels /au/

Performance Analysis for Participating Schools

Information Analysis Report

Question &
Answer

Information
Analysis

School
Percentage

Overall % of
Participating
Schools

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

機密
Confidential

學校名稱: School Name: 考評局學校 (P999) HKEAA SCHOOL
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: 40

Fictitious figures

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

2021

P6 Listening



P6 English Language - Listening

Listening Tasks:

- *Sports (personal description)*
- *Leisure Activities (personal description)*
- *Buying Meals Online - Multiple Choice (conversation)*
- *Buying Meals Online - Blank Filling (conversation)*
- *Miss Chan is Reading a Poem (poem)*
- *Poem (poem)*
- *School Radio Wednesday Show (conversation)*
- *Three Wishes (story)*



2021 P6 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
<p>L4-L-3-P6BC</p> <p>Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents</p>	<p>Specific information</p> <p>Intonation</p> <p>Sequencing</p> <p>Connections between ideas</p> <p>Grasping gist / main ideas</p> <p>Prediction</p>	<ul style="list-style-type: none"> - 6EL3 P1A Q.3, Q.4 - 6EL2/L3 P1B Q.4 - 6EL2 P3 Q.7 - 6EL2 P3 Q.3 - 6EL1/L3 P3 Q.3 - 6EL1/L3 P3 Q.8 - 6EL2 P3 Q.10 - 6EL1/L2 P1A Q.1 - 6EL1/L2 P2 Q.2 - 6EL1/L3 P3 Q.2 - 6EL3 P2 Q.7 - 6EL3 P2 Q.1 - 6EL1/L3 P3 Q.9 - 6EL2 P3 Q.9
<p>L4-L-2-P6BC</p> <p>Understanding the use of a small range of language features in simple literary / imaginative spoken texts</p>	<p>Rhyme</p>	<ul style="list-style-type: none"> - 6EL3 P2 Q.3
<p>L3-L-1-P6BC</p> <p>Discriminating between words with a range of vowel and consonant sounds</p>	<p>Sound discrimination</p>	<ul style="list-style-type: none"> - 6EL2/L3 P1B Q.1

2021 P6 Listening

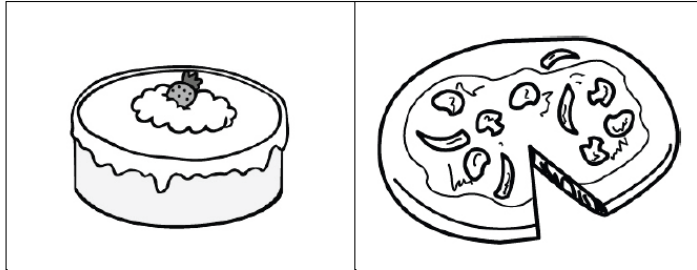
Performance of Participating Students (Strengths)

- extract a specific piece of straightforward information
- discriminate between intonation when the expression being explicitly presented
- identify the sequence of events with the help of pictorial clues
- discriminate between words with a range of vowel sounds
- understand the connection between ideas by identifying and linking the contextual clues provided
- listen for gist / main ideas



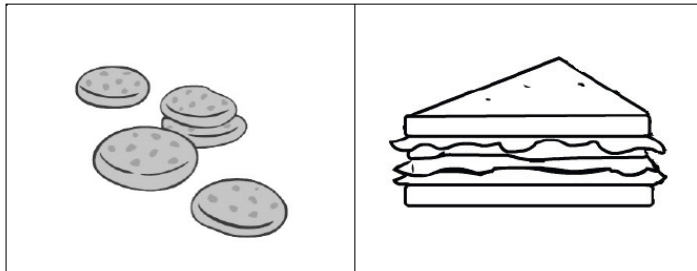
Extracting a Specific Piece of Straightforward Information

3. Helen wants to learn to make _____.



☐ A.

☒ B.



☐ C.

☐ D.

6EL3 P1A Q.3



* Students were able to extract the relevant information 'pizza'.

Helen:

Hi, I'm Helen. I love eating. So I watch many TV programmes about cooking. I can now make many snacks like cakes, sandwiches and cookies. The next thing I will learn to make is pizza. I share the foods I make with my family and classmates. My friends and my father like them. Even my mother says I have improved a lot. But my brother thinks I need more practice.

Extracting a Specific Piece of Straightforward Information

4. How much should they pay?

6EL2/L3 P1B Q.4

- ☐ A. \$82
- ☐ B. \$90
- ☐ C. \$100
- ☒ D. \$102



* Students were able to extract the relevant information 'one hundred and two dollars'.

Mother: So, what's the total? I think between eighty and ninety dollars.

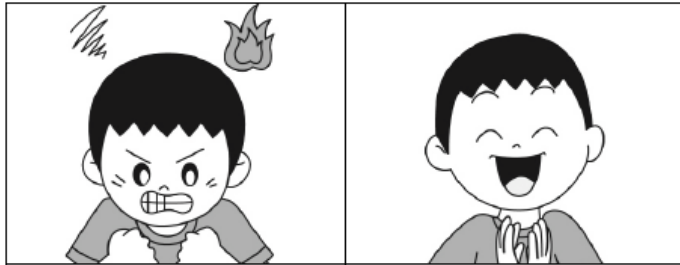
Charles: The website can add it up for us. It comes to one hundred and two dollars.
It's so expensive!

Mother: That's okay, Charles.



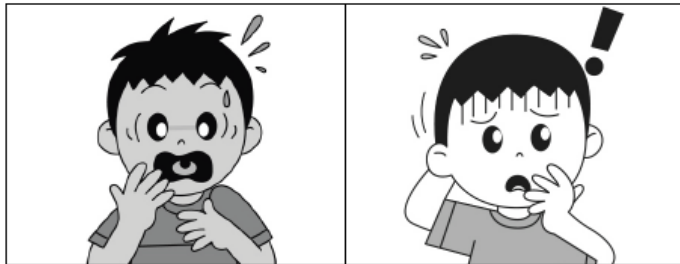
Distinguishing between Intonations when the Expression Being Explicitly Presented

3. How does Charles feel?



☐ A.

☒ B.



☐ C.

☐ D.

6EL2 P3 Q.3



* Students were able to correctly interpret the tone of excitement when Charles said 'Oh good! The Principal is showing her work!'

Jenny: Sure, Charles. The Art Club is holding an exhibition in the school hall every lunchtime from next Monday to next Thursday. You can see artwork from our schoolmates, teachers and even the principal. The items displayed include paintings, photos and small models.

Charles: Oh, good! The principal is showing her work! (excited tone)

Jenny: Yes. So don't miss this chance.



Distinguishing between Intonations when the Expression Being Explicitly Presented

3. How did the brothers feel?

6EL1/L3 P3 Q.3

- ☐ A. tired
- ☐ B. sad
- ☒ C. surprised
- ☐ D. angry

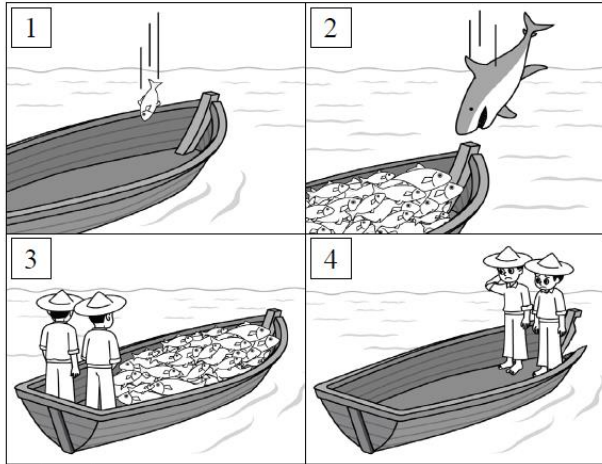


* Students were able to correctly interpret the tone of surprise when the brothers said 'What a large octopus!'

Miss Lam: Then John and Tim felt something in the fishing net. They pulled it up and screamed loudly, "What a large octopus!" (surprised tone).

Identifying the sequence of events with the help of pictorial clues

8. Put the following pictures in the correct order.



6EL1/L3 P3 Q.8

* Students were able to follow the storyline and identify the correct order.

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

Miss Lam: John and Tim continued to fish. But after a few minutes they still couldn't catch anything. They felt tired and hungry. Tim wanted to have a fish for dinner. He said, "I wish a fish would fall from the sky!" Then suddenly a fish fell into the boat. They could not believe their eyes! Tim was very happy but John was angry. He said his brother, Tim, was foolish because he had not wished for many, many fish. Tim agreed. So he said, "I wish many big fish would fall from the sky!" All at once big fish began to fall into the boat. Soon their boat was full of fish. John and Tim were very excited. They could sell the fish for a lot of money. John thought of building a big house and Tim dreamed of buying fine clothes.

But the fish kept on falling. They also got bigger and bigger. They hurt John's head. Finally, a shark fell in and damaged the boat. They were scared. If the fish kept on falling into the boat, it would sink. Without thinking, John said, "I wish the fish would go away!" Within one second, all the fish disappeared. At last, they went back home without any fish. John looked at the seashell and said, "This only brings bad luck!"



Discriminating between Words with a Range of Vowel Sounds

1. Charles and his mum order lunch from _____.

6EL2/L3 P1B Q.1

- ☒ A. Gaga Fast Food
- ☐ B. Gigi Fast Food
- ☐ C. Gogo Fast Food
- ☐ D. Gugu Fast Food



* Students were able to recognise the pronunciation of 'Gaga' /'gɑ:gɑ:/.

Mother: Charles, I don't have time to cook lunch today. Let's order lunch online.
Can you help?

Charles: Sure. Shall we order from Gaga Fast Food?

Mother: Good.



Understanding the Connection between Ideas by Identifying and Linking the Contextual Clues Provided

1. What does Mary like most about basketball?

- ☒ A. playing with her friends
- ☐ B. winning competitions
- ☐ C. the uniform
- ☐ D. the coach

6EL1/L2 P1A Q.1



* Students were able to connect 'playing with her friends' with 'team work'.

Mary: Hi, I'm Mary. I like playing basketball and I'm on the school team. This year we have a smart new uniform. We have practice two times a week. Miss Tong is our coach and she teaches us many skills. But the thing I like most about basketball is the team work. I have three good friends in the team and it's great fun to play with them. Every year, our school enters inter-school competitions and we have come first four times!



Understanding the Connection between Ideas by Identifying and Linking the Contextual Clues Provided

2. The writer felt happy because he _____.

- ☐ A. could see his friends
- ☐ B. could take photos
- ☐ C. enjoyed his lesson
- ☒ D. was going to a new school

6EL1/L2 P2 Q.2



* Students were able to connect 'going to high school' with 'going to a new school'.

Miss Chan:

① I had my last lesson this afternoon.

I felt happy but I wanted to cry.

Happy... since I'm going to high school soon.

But sad... because I'll have to say goodbye. ①



Listening for Gist / Main Ideas

1. What is the best title for this poem?

- ☐ A. 'Visiting the Principal'
- ☐ B. 'Meeting Good Friends'
- ☒ C. 'Having the Last School Day'
- ☐ D. 'Buying a Blue Pencil Case'

6EL3 P2 Q.1

* Students were able to identify that the main idea is about having the last school day.

Miss Chan:

① I had my last lesson this afternoon.

I felt happy but I wanted to cry.

Happy... since I'm going to high school soon.

But sad... because I'll have to say goodbye. ①

② We took photos at our old classroom door,

In the tennis court and the big school hall.

And the music room on the second floor.

The singing lessons I'll miss most of all. ②

③ I gave Mr Mak the key ring I made,

Our dear principal for his love and care.

My good friends' names on my blue pencil case,

I will keep it till I have no more hair. ③



2021 P6 Listening

Performance of Participating Students (Weaknesses)

- understand the connection between ideas
- rhyme
- predict the likely development of the text
- sequence
- extract specific information
- * items require spelling



Understanding the Connection between Ideas

7. The writer will keep the pencil case until _____.

- ☐ A. he goes to secondary school
- ☐ B. he buys a new one
- ☒ C. he is very old
- ☐ D. he is 18 years old

6EL3 P2 Q.7



* Students were not able to connect 'have no more hair' with 'very old'.

Miss Chan: ③ I gave Mr Mak the key ring I made,
 Our dear principal for his love and care.
 My good friends' names on my blue pencil case,
 I will keep it till I have no more hair. ③



Understanding the Connection between Ideas

2. Today was a bad day because _____.

- ☒ A. they could not catch any fish
- ☐ B. they kept some of their fish
- ☐ C. they ate all their fish
- ☐ D. the birds ate all the fish

6EL1/L3 P3 Q.2



* Students were not able to connect 'bad day...could not see any fish' with 'could not catch any fish'.

Miss Lam: Good morning, class. Today I'm going to tell you a story called "Three Wishes". John and his brother, Tim, were poor fishermen. They lived in a village near a hill. Every morning, they went out to sea in their tiny boat to catch fish. They sold most of them in the market but kept some to eat. Today was a bad day. There were birds above the sea but the brothers could not see any fish.



Rhyme

3. You will hear four words. Which word rhymes with 'cry'?

6EL3 P2 Q.3

- ☐ A. *happy* ☐ B. *felt*
☐ C. *sad* ☒ D. *goodbye*



* Students were not able to identify that 'cry' and 'goodbye' have the same ending vowel sound /aɪ/.

Miss Chan:

① I had my last lesson this afternoon.

I felt happy but I wanted to cry.

Happy... since I'm going to high school soon.

But sad... because I'll have to say goodbye. ①



Performance of Participating Students - Weaknesses

Predicting the Likely Development of the Text

9. What do you think John would do with the seashell? He would _____.

- ☒ A. throw it away
- ☐ B. make another wish
- ☐ C. keep it as a souvenir
- ☐ D. give it to his mother

6EL1/L3 P3 Q.9



- * Students were not able to predict that the writer would 'throw it (the seashell) away' after hearing 'This only brings bad luck!'

Miss Lam: Within one second, all the fish disappeared. At last, they went back home without any fish. John looked at the seashell and said, "This only brings bad luck!"



Predicting the Likely Development of the Text

9. Next week, the guest of the show will _____.

- ☒ A. talk about the visit
- ☐ B. go to the History Museum
- ☐ C. play games with Jenny
- ☐ D. give tickets to Jenny

6EL2 P3 Q.9



* Students were not able to predict that the guest will talk about the visit after hearing that she is 'the visit organiser'.

Jenny: A good question. I've invited Polly Wong, the visit organiser, as our guest to this show next week. Let me ask her in detail.



Performance of Participating Students - Weaknesses

Identifying the sequence of events

10. Put the following activities in the correct order.

- 1) an art exhibition
- 2) a visit to a museum
- 3) a prize presentation

- ☐ A. 2 → 1 → 3
☐ B. 3 → 1 → 2
☐ C. 3 → 2 → 1
☒ D. 1 → 3 → 2

6EL2 P3 Q.10

* Students were not able to follow the activities mentioned in the show and identify the correct order.

Charles: Now, let's make some announcements.

Jenny: Sure, Charles. The Art Club is holding an exhibition in the school hall every lunchtime from next Monday to next Thursday. You can see artwork from our schoolmates, teachers and even the principal. The items displayed include paintings, photos and small models.

Charles: Oh, good! The principal is showing her work! (excited tone)

Jenny: Yes. So don't miss this chance.

Charles: Next, the English Club has just finished holding a story writing competition. We've chosen the 10 best stories and put them up on the noticeboards outside the English Room. We'll announce the winners and give prizes for the top three stories.

Jenny: How exciting! When will that happen?

Charles: Next Friday at school assembly.

Jenny: By the way, there will be another activity after the story writing competition. The History Club is going to organise a visit to the History Museum in early July.

Charles: What can we see there?

Jenny: There will be a new show about old furniture on the ground floor. On the second floor, you can see many old radios, clocks, torches and cameras from the 1950s to the 70s.

Charles: Interesting! I'm not a member of the History Club. Can I join?

Jenny: A good question. I've invited Polly Wong, the visit organiser, as our guest to this show next week. Let me ask her in detail.

Charles: Thanks, Jenny.

Jenny: Wow! How time flies. Our show is coming to an end now. Charles, thank you for coming today. Catch you all next Wednesday.

Extracting Specific Information

6EL3 P1A Q.4



4. Who thinks Helen should improve her cooking?

- ☐ A. her friends
- ☐ B. her father
- ☐ C. her mother
- ☒ D. her brother

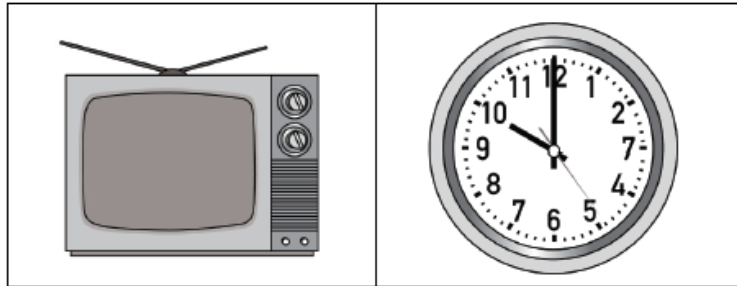
- * Students were not able to extract the relevant information 'brother'.
- * Some students chose "Helen's mother" since they were not aware of the difference in the meaning of the verb phrases "should improve" and "have improved" when they heard, "*my (Helen's) mother says I (Helen) have improved a lot*".

Helen: Hi, I'm Helen. I love eating. So I watch many TV programmes about cooking. I can now make many snacks like cakes, sandwiches and cookies. The next thing I will learn to make is pizza. I share the foods I make with my family and classmates. My friends and my father like them. Even my mother says I have improved a lot. But my brother thinks I need more practice.



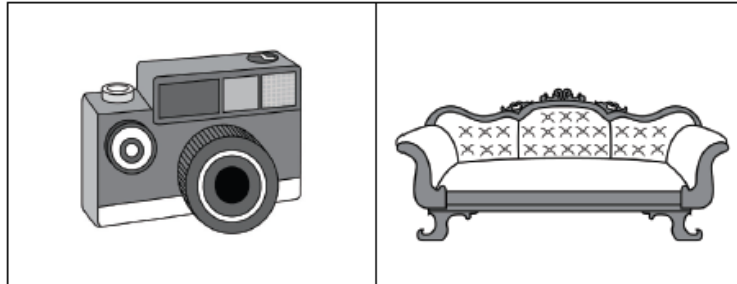
Extracting Specific Information

7. What can visitors see on the ground floor?



☐ A.

☐ B.



☐ C.

☒ D.

6EL2 P3 Q.7



- * Students were not able to extract the relevant information 'furniture' and understand that 'a sofa' is a piece of furniture.

Charles: What can we see there?

Jenny: There will be a new show about old furniture on the ground floor. On the second floor, you can see many old radios, clocks, torches and cameras from the 1950s to the 70s.



Items Requiring Spelling

6EL1 P1B Q.3



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

Charles: Can I have a cola?
Mother: No, you'd better have fruit juice.
Charles: OK. I'll have an orange juice.
Mother: And a coffee for me.

https://www.gagafastfood.com

Gaga Fast Food
Food Order Form

Food and Drinks	Quantity
• noodles with a pork chop	1
1. • _____ with ham and eggs	1
2. • chicken wings	_____
• orange juice	1
3. • <u>coffee</u>	1

Amount

4. \$ _____

Delivery

Address: Flat : D
5. Floor : _____
Street : 28 Harbour Road
District : Sha Tin

Telephone number: 32443099
Date: 11 February
6. Time: _____ p.m.

Conclusion – Listening

- The overall performance of Primary 6 students was good in the GU 2021.
- The majority of them could discriminate between intonations where the expression was explicitly presented.
- Many of them were able to extract specific pieces of explicit information, grasp the main idea of a spoken text, and understand the connection between ideas by identifying cohesive devices.
- A considerable number of students could identify rhymes in a poem. However, students' performance varied in discriminating between words with a range of vowel and consonant sounds, identifying the sequence of events, and predicting the likely development of a text.
- Moreover, students with weak listening skills were normally distracted by words they had seen in the rubrics and failed to comprehend full pieces of information.
- Last but not the least, spelling has remained a barrier for students to produce answers in “listening task” performance.

Suggestions for learning and teaching

- *Students need to improve spelling.*



P6 English Reading Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

Information Analysis Report

Question &
Answer

Information
Analysis

School
Percentage

Overall % of
Participating
Schools

學校名稱:





School Name:

卷別 Paper:

6ER1

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SAMPLE

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 ^{1,2,4} School percentage ^{1,2,4} (%)	參與學校整 體百分率 ^{1,4} Overall percentage of participating schools ^{1,4} (%)
P1 Q04	4. What can Polly buy at the gift festival?   <input type="radio"/> A. <input checked="" type="radio"/> B.   <input type="radio"/> C. <input type="radio"/> D.	A Students might have been distracted by 'TV'.	N.A.	10.1
		B* Students were able to identify the correct information 'watches'.	N.A.	65.9
		C Students might not have been able to follow the text and only made a guess.	N.A.	20.2
		D Students might have been distracted by 'a \$100 supermarket coupon'.	N.A.	3.7
		U#	N.A.	0.1

Remark(s): 1. Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.

2. "School percentage" refers to the percentage of each option chosen or score/grade obtained by students in the school.

3. "Overall percentage of participating schools" refers to the percentage of each option chosen or score/grade obtained by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2021.

4. The total of percentage figures may not be 100% due to rounding.

5. Participating schools taking either the pen-and-paper mode or the online mode were only allocated one/two of the sub-papers.

* Correct answer
No or invalid answer

Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use of TSA 2021 Materials

Primary 6 Reading

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

Hong Kong Examinations and Assessment Authority

December 2021

SAMPLE

1. Introduction

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

Performance Analysis for Participating Schools

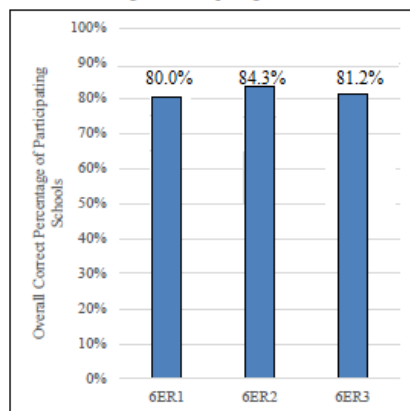
2. Students' Overall Performance of Participating Schools in GU 2021 English Reading

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

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

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

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



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

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

Fictitious figures

Overall Performance of all participating schools

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

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

2021

P.6 Reading



Gainful Use of TSA 2021 Materials

Primary 6 English Language – Reading

Task	Text-type
Kowloon Gift Festival	Notice
Fried Rice	Recipe
Love Our Countryside	Webpage
Two Cousins	Story
New Online Games	Advertisement
Cancellation of Activities	Newspaper Article
Mark So	Biography
P6 Graduation Camp	Diary



P.6 Exemplar Items - Reading

Basic Competency Descriptor	Question Intents	Items
<p>L3-R-5-P6BC</p> <p>Using a small range of reading strategies to understand the meaning of simple texts with the help of cues</p>	<p>Specific information Sequencing events Connection between ideas</p> <p>Gist Inferences Unfamiliar words Predicting likely development Main ideas</p>	<p>6ER1/6ER2 P1 Q.5 6ER1/6ER2 P4 Q.11 6ER1/6ER2 P4 Q.4 6ER3 P4 Q.8 6ER1/6ER3 P2 Q.2</p> <p>6ER1 P3 Q.7 6ER1 P3 Q.2 6ER2 P2/6ER3 P1 Q.3 6ER1/6ER2 P4 Q.10 6ER1/6ER2 P4 Q.3</p>

P.6 Exemplar Items - Reading

Basic Competency Descriptor	Question Intents	Items
L3-R-6-P6BC Applying simple reference skills with the help of cues	Dictionary skills	6ER2 P3 Q.5
L4-R-4-P6BC Understanding the use of a small range of language features in simple literary / imaginative texts	Onomatopoeia Simile	6ER2 P2/6ER3 P1 Q.4 6ER1/6ER2 P4 Q.8



2021 P.6 Reading

Performance of Participating Students (Strengths)

- extracting specific information
- understanding the use of onomatopoeia
- sequencing events with the help of pictorial cues given as options
- understanding the connection between ideas

Extracting Specific Information

6ER1/6ER2 Part 1 Q.5

- * Students were able to identify the correct information 'designed and made in Hong Kong'.

5. The products at the gift festival are designed in _____.

- ☐ A. Australia
- ☒ B. Hong Kong
- ☐ C. Japan
- ☐ D. Korea

<u>The 20th Kowloon Gift Festival</u>	
Date:	18 July 20XX – 2 August 20XX
Time:	Weekdays: 10 am – 8 pm Weekends: 9 am – 9 pm
Place:	Kowloon Park (the area near the swimming pool)
Organisers:	<ul style="list-style-type: none"> ➤ Creative Hong Kong ➤ Australia Airlines ➤ Japan Watch Company
Entrance fee:	Adults: \$30 Children (under 12): \$10 Elderly (over 65): free
Tickets:	Can be bought at: <ul style="list-style-type: none"> ➤ Creative Hong Kong Office ➤ Kowloon Gift Festival Website: www.klngiftfest.com.hk
Stalls:	45
Products:	<ul style="list-style-type: none"> ➤ clothes ➤ stationery ➤ handbags and wallets ➤ toys ➤ watches ➤ necklaces and rings <p>(designed and made in Hong Kong)</p>
Enquiries and more information:	<ul style="list-style-type: none"> ➤ 3244 3099 ➤ www.klngiftfest.com.hk
<p><u>Lucky Draw</u> If you spend \$300 or more, you can enter a lucky draw. Prizes: 1st – two air tickets to Sydney (1 winner) 2nd – a 40-inch Korean TV (3 winners) 3rd – a \$100 supermarket coupon (50 winners)</p>	

Understanding the Use of **Onomatopoeia**

6ER2 Part 2 Q.4 / 6ER3 Part 1 Q.4

- * Students were able to associate the sound 'smash' with the contextual clues 'careless' and 'Game over!' to conclude that it is a car accident.

4. In 'Crazy Race', 'smash!' is the sound of _____.

- ☐ A. a player
- ☐ B. a busy road
- ☒ C. a car accident
- ☐ D. a traffic light

NEW ONLINE GAMES 2021

Tonio Game Company introduces three new online games.
Try them on your smartphone and computer!

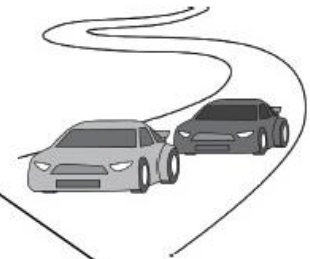
Find the Differences

Find 10 differences between two pictures within 60 seconds. Choose pictures from the easiest 'Level 1' to the most challenging 'Level 4'.



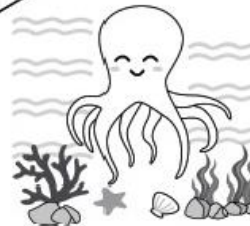
Crazy Race

Play this car racing game with one or two other players. You will go along busy roads, through dark tunnels and over narrow bridges. Watch out when the traffic lights turn red. If you are careless, smash! Game over!



Eat and Hide

Guide the octopus on this underwater adventure. It must keep eating starfish and shrimps that swim among the plants and rocks. Look out for the shark! Hide the octopus in a hole on the seabed so it will not be eaten!



Sequencing Events

6ER1/6ER2 Part 4 Q.11

- * Students were able to follow the text and identify the correct sequence of events.

11. Put the following pictures in the correct order.



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

Because of COVID-19, all schools were closed. Anna's parents had to work on weekdays, so Anna stayed at Aunt Connie's home.

Anna and her cousin, Betty, are close friends. Although Anna likes playing volleyball and Betty likes playing the piano, both love Korean pop songs and they always dance together. Their favourite singer is Bee-Dragon.

Last Friday morning after their online lessons, they watched Korean music videos. In the afternoon, Betty played computer games for a long time, so Anna could not use the computer to do her online homework. While Betty was playing the piano, Anna kept throwing the volleyball at the wall. Thump! Thump! Betty could not practise with the noise. She got angry and hurled the ball into the corridor. Then they shouted at each other.

Aunt Connie stopped them and punished them. They could not watch music videos that evening. When they had dinner, they did not speak to each other. After Anna returned home, Betty was sorry about what she had done.

At the weekend, Anna did not need to go to Betty's home. Betty went shopping with Aunt Connie and bought a T-shirt with a photo of Bee-Dragon on it. She wanted to give it to Anna.

On Monday, Anna went to Betty's home again. Betty gave her the T-shirt and said sorry. Anna looked at it and her eyes were as big as plates. She took out a T-shirt too and gave it to Betty. It was the same T-shirt! They looked at each other and could not stop laughing.

Aunt Connie saw them wearing the same T-shirt. She asked, 'Are you friends again?'

Understanding the **Connection between Ideas**

6ER1/6ER2 Part 4 Q.4

- * Students were able to connect 'Betty played computer games for a long time' with 'Anna could not use the computer to do her online homework'.

4. Anna did not do her homework because _____.

- ☐ A. she and Betty were watching videos
- ☒ B. Betty was using the computer
- ☐ C. she was playing volleyball
- ☐ D. she was dancing

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2021 P.6 Reading

Performance of Participating Students (Weaknesses)

- grasping the gist
- making inferences by interpreting implicit meaning
- interpreting the meaning of unfamiliar word
- predicting the likely development of the text
- using dictionary skills to locate the correct meaning
- interpreting similes on familiar topics
- understanding the connection between ideas
- identifying main ideas



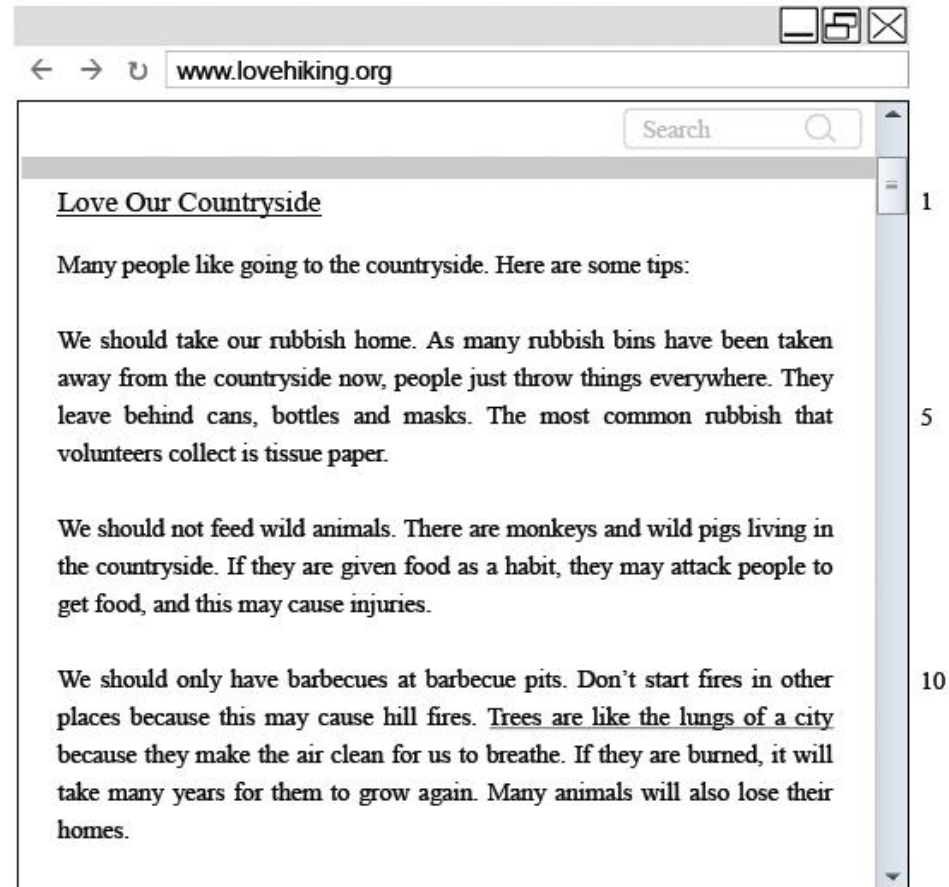
Grasping the Gist

6ER1 Part 3 Q.7

- * Students were not able to follow the text and identify the gist of the webpage.

7. Which is another suitable title for the webpage?

- ☐ A. 'Living in the Countryside'
- ☐ B. 'Protecting Visitors'
- ☐ C. 'Reducing Rubbish'
- ☒ D. 'Caring for Nature'



Making Inferences by Interpreting Implicit Meaning

6ER1 Part 3 Q.2

- * Students were not able to infer from 'As many rubbish bins have been taken away...everywhere' that 'fewer rubbish bins can be seen in the countryside'.

2. Fewer _____ can be seen in the countryside now.

- ☒ A. rubbish bins
- ☐ B. barbecue pits
- ☐ C. wild animals
- ☐ D. volunteers

www.lovehiking.org

Search

Love Our Countryside

Many people like going to the countryside. Here are some tips:

We should take our rubbish home. As many rubbish bins have been taken away from the countryside now, people just throw things everywhere. They leave behind cans, bottles and masks. The most common rubbish that volunteers collect is tissue paper.

We should not feed wild animals. There are monkeys and wild pigs living in the countryside. If they are given food as a habit, they may attack people to get food, and this may cause injuries.

We should only have barbecues at barbecue pits. Don't start fires in other places because this may cause hill fires. Trees are like the lungs of a city because they make the air clean for us to breathe. If they are burned, it will take many years for them to grow again. Many animals will also lose their homes.

Interpreting the Meaning of **Unfamiliar Word**

6ER2 Part 2 Q.3 / 6ER3 Part 1 Q.3

- * Students were not able to identify the contextual clue 'from the easiest "Level 1" to the most' and 'Level 4'.

3. Read 'Find the Differences'. What does 'challenging' mean?

- ☐ A. simple
- ☐ B. quick
- ☐ C. different
- ☒ D. difficult

NEW ONLINE GAMES 2021

Tonio Game Company introduces three new online games.
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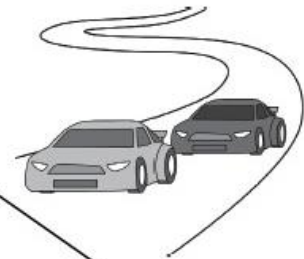
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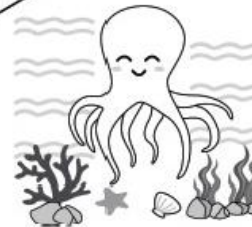
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Predicting the Likely Development of the Text

6ER1/6ER2 Part 4 Q.10

- * Students were not able to follow the text and predict that Anna and Betty would dance together on Tuesday.

10. What would Anna and Betty do on Tuesday? They would _____.

- ☐ A. play the piano together
- ☐ B. play volleyball together
- ☐ C. quarrel with each other
- ☒ D. dance together

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Aunt Connie stopped them and punished them. They could not watch music videos that evening. When they had dinner, they did not speak to each other. After Anna returned home, Betty was sorry about what she had done.

At the weekend, Anna did not need to go to Betty's home. Betty went shopping with Aunt Connie and bought a T-shirt with a photo of Bee-Dragon on it. She wanted to give it to Anna.

On Monday, Anna went to Betty's home again. Betty gave her the T-shirt and said sorry. Anna looked at it and her eyes were as big as plates. She took out a T-shirt too and gave it to Betty. It was the same T-shirt! They looked at each other and could not stop laughing.

Aunt Connie saw them wearing the same T-shirt. She asked, 'Are you friends again?'

Using Dictionary Skills to Select the Correct Meaning

6ER2 Part 3 Q.5

- * Students were not able to associate 'fair' with 'a place for showing and selling products' in the definition from the contextual clue 'book' and realise it should be a noun.

5. In Paragraph 5, what does 'fair' mean?

fair /feə/

adjective

1. treating everyone the same
◊ *It's not fair to ask me to do everything!*
2. good and dry
◊ *Today's weather is fair.*


noun

3. a place for people to play games and win prizes
◊ *Many families went to the fun fair.*
4. a place for showing and selling products
◊ *There is a toy fair for children.*

- ☐ A. 1
- ☐ B. 2
- ☐ C. 3
- ☒ D. 4

Hong Kong News 3 June 2020

XXXX



All beaches are closed. As no lifeguards are on duty, it is not safe for people to swim there.

Only the outdoor part of the Summer Flower Show at Hong Kong City Hall is open. No more than 50 visitors are allowed at one time. It closes an hour earlier at 4 pm.

Many places are closed and some activities are cancelled because of COVID-19.

All parks remain open but the opening hours have been changed to 10 am – 5 pm. All swimming pools, basketball courts and tennis courts are closed.

The book fair in Sha Tin Museum is cancelled. People who have bought tickets can apply to get back their money from the fair website.

For more information, please visit www.hkgovcovid19.hk.

Interpreting **Similes** on Familiar Topics

6ER1/6ER2 Part 4 Q.8

- * Students were not able to interpret that Anna was surprised from the contextual clue 'It was the same T-shirt!'.

Aunt Connie stopped them and punished them. They could not watch music videos that evening. When they had dinner, they did not speak to each other. After Anna returned home, Betty was sorry about what she had done.

At the weekend, Anna did not need to go to Betty's home. Betty went shopping with Aunt Connie and bought a T-shirt with a photo of Bee-Dragon on it. She wanted to give it to Anna.

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Aunt Connie saw them wearing the same T-shirt. She asked, 'Are you friends again?'

8. In line 8, Anna's eyes were 'as big as plates'. This means she was _____.

- ☒ A. surprised
- ☐ B. friendly
- ☐ C. angry
- ☐ D. sorry



Understanding the **Connection between Ideas**

6ER3 Part 4 Q.8

- * Students were not able to connect 'we had to say goodbye...after the camp' with 'we felt very sad'.

8. Polly felt sad at the end of the camp because _____.

- ☐ A. the camp was too short
- ☐ B. she had little free time
- ☐ C. she did not win the competition
- ☒ D. she had to leave the school soon

On the second day, we visited a farm nearby. There were many animals like pigs, ducks and chickens. I even saw goats for the first time! They were cute. After that, we had some free time. I called Mum with my smartphone but I could not hear her clearly because she was mumbling. So I sent her some photos instead.

In the afternoon, we joined an English drama competition. Our group did not win but it was fun!

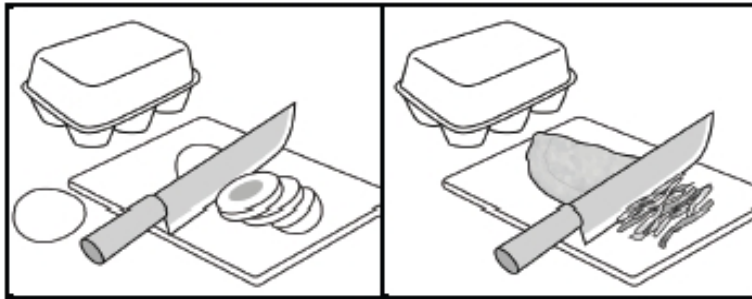
When we were packing our things, we felt very sad. Some of my friends were crying because we had to say goodbye to our teachers and classmates after the camp. I said, 'Cheer up! We'll be friends forever!'

Understanding the Connection between Ideas

6ER1/6ER3 Part 2 Q.2

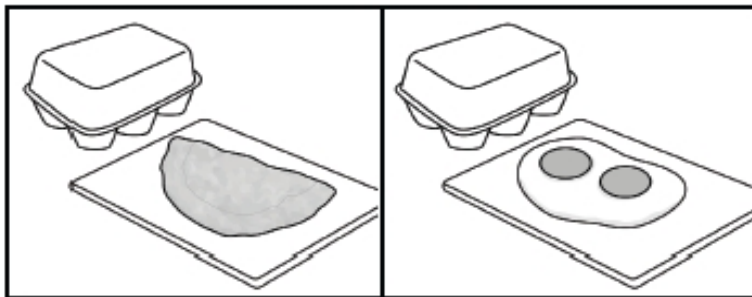
- * Students were not able to follow the text and identify the correct steps for preparing the eggs.

2. How should Polly's mum prepare the eggs?



☐ A.

☒ B.



☐ C.

☐ D.

Fried Rice in a Pineapple Boat

Ingredients:

- ✧ 1 pineapple
- ✧ 1 onion
- ✧ 8 shrimps
- ✧ $\frac{1}{2}$ chilli
- ✧ 2 eggs
- ✧ 3 bowls of rice
- ✧ some peanuts

Steps:

1. Cut the pineapple into halves.
2. Take the fruit of the pineapple out with a spoon.
3. Keep half of the hollow pineapple and use it as a bowl.
4. Cut the pineapple fruit into small pieces.
5. Chop the chilli and onion.
6. Beat the eggs, fry them and cut them into thin pieces.
7. Fry the shrimps for 2 minutes.
8. Fry the rice for 5 minutes.
9. Put all the ingredients from Steps 4 to 7 into the rice and mix them well.
10. Fry them for about 10 more minutes until you hear a sizzle.
11. Put the fried rice into the pineapple bowl.
12. Add the peanuts on top.
13. Enjoy the fried rice with your family!

Identifying Main Ideas

6ER1/6ER2 Part 4 Q.3

- * Students were distracted by 'schools' and 'friends' in other paragraphs and were not able to identify the main idea of the second paragraph.

3. The second paragraph is about the two cousins' _____.
- ☐ A. schools
 - ☐ B. families
 - ☒ C. hobbies
 - ☐ D. friends

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Conclusion - Reading

- In general, students performed better in short reading tasks regardless of topics.
- They were able to:
 - identify the specific information from the texts
 - make use of contextual clues to understand the use of onomatopoeia
 - follow the text and sequence the events in correct order
- Their performance on connection between ideas was not stable.
- They were weaker in skimming for gist and making inferences from texts.



Conclusion - Reading

Suggestions for learning and teaching

- *Guide students to read and understand the overall meaning of the text and grasp the gist.
(e.g. teaching activities that involve students giving summary after reading)*
- *Assist students to locate different contextual clues to aid in the interpretation of unfamiliar words or similes.
(e.g. exposing students to new words / phrases)
(e.g. involving them in activities in which they need to locate contextual clues at paragraph level)*

P6 English Writing Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

Information Analysis Report

Assessment Criterion

Score/Grade

School Percentage

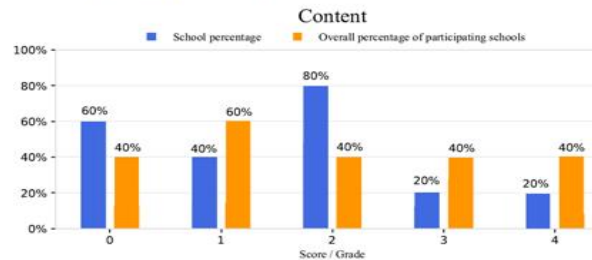
Overall % of Participating Schools

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

學校名稱: School Name:
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: 50

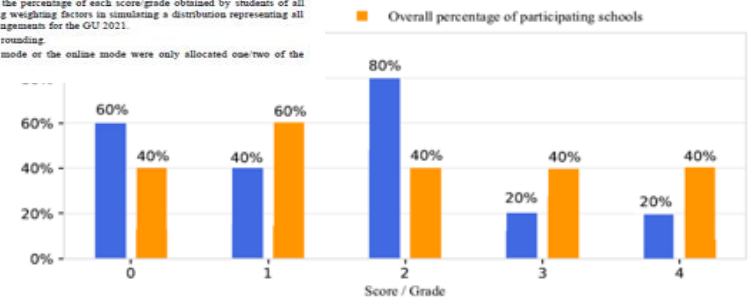
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SAMPLE



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Language



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End

Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use of TSA 2021 Materials

Primary 6 Writing

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

Hong Kong Examinations and Assessment Authority

December 2021

SAMPLE

1. Introduction

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- The contents of this report include:
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Performance Analysis for Participating Schools

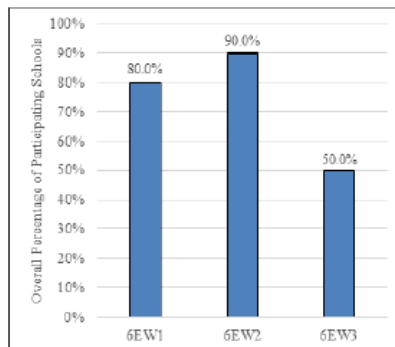
2. Students' Overall Performance of Participating Schools in GU 2021 English Writing

- Each student attempted one of the three Writing sub-papers. The duration of each sub-paper was 20 minutes. For each writing task, the range of scores for Content is 0-4, Language is 0-3.
- In the first writing task 'Getting Lost in a Country Park' (6EW1), students were asked to write about Polly's experience in a picnic with her teacher and classmates. For the second writing task 'My Favourite Festival' (6EW2), students were asked to respond to the prompts on a mind map and write an article about their favourite festival. The third writing task 'Activities in the Park' (6EW3) required students to write about activities they do in the park using the prompts on a mind map.
- Table 1 and Figure 1 show the overall performance of Primary 6 students taking the Writing assessment in each sub-paper.

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

Paper: Skill	Overall Percentage of Participating Schools (%) ¹
6EW1: Writing	80.0
6EW2: Writing	90.0
6EW3: Writing	50.0

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



Remark: ¹ The "Overall percentage of participating schools" refers to the average score that students of all participating schools obtained as a percentage of the total score allocated to the writing sub-paper. The percentage is presented as a percentage of the total score allocated to the writing sub-paper. The percentage is presented as a percentage of the total score allocated to the writing sub-paper. The percentage is presented as a percentage of the total score allocated to the writing sub-paper.

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

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

Skill	Observations
Writing	<ul style="list-style-type: none"> The overall writing performance of students was satisfactory. In the writing task 'Getting Lost in a Country Park', students were, in general, able to provide a factual account of the story based on the pictorial prompts given. The storyline was quite clear with some details included. Some more capable students were able to elaborate their ideas, for example, 'When they went to a place that has a Y-road, Polly is still taking photos ignoring the teacher. The teacher went left while Polly didn't noticed them going away.' In general, students could provide an appropriate ending to the story, for example, 'Luckily, her classmates saw lost Polly. Therefore, they went back to find Polly. In the end, they had found Polly and she felt sorry.' In the writing task 'My Favourite Festival', students were required to write about their favourite festival with the help from question prompts such as 'Which festival is it?', 'When is it?', 'Why do you like this festival?', 'How do you celebrate this festival?' and 'What do you eat at this festival?'. Students were, in general, able to respond to the questions and produce relevant ideas. They could name their favourite festival and explain why they liked it. They could also write about what they do and eat to celebrate the festival. For example, 'At Chinese New Year, I always go to flower market to buy flowers. Also, I always go to visit my valatives... I always eat turnip cakes and dumplings.' The more capable students were able to support their ideas with details and expressed the ideas clearly. For example, 'I usually clean the house with my family on the first day. It says that if you clean the house, you can also throw away the bad luck... When we get there, we ought to say 'Gung Hei Fat Choi' to the adults. They will give me some red packets.' For the writing task 'Activities in the Park', students were asked to write about activities they did in the park using the pictorial prompts and the question prompt 'What I like best' on the mind map. In general students were able to respond to the prompts given and produce relevant ideas. They wrote about what they can do in the park and what they like best among the activities in the park. For example, 'There are a lot of exciting activities we can do in the park. I like playing ball

Fictitious figures

Overall Performance of all participating schools



2021

P.6 Writing



P.6 Writing Exemplars

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>Getting Lost in a Country Park</u></p> <p><u>Exemplar 1</u></p> <p><u>Exemplar 2</u></p> <p><u>My Favourite Festival</u></p> <p><u>Exemplar 3</u></p> <p><u>Exemplar 4</u></p> <p><u>Activities in the Park</u></p> <p><u>Exemplar 5</u></p> <p><u>Exemplar 6</u></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>	



P6 English Writing

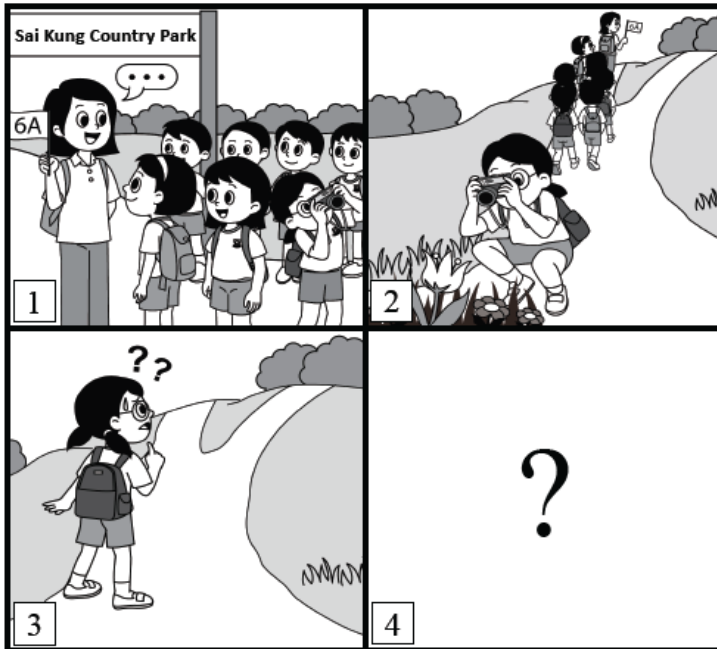
6EW1



Polly went on a picnic with her teacher and classmates last Friday.

Write a story about what happened to Polly.

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



Getting Lost in a Country Park

1. Where were Polly, her teacher and classmates?
2. What did the teacher tell the students in Picture 1?
3. What happened in Picture 2?
4. How did Polly feel in Picture 3?
Why?
5. What happened in the end?

6EW1

Marking Scheme

Getting Lost in a Country Park

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write the event by giving very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.

Performance of Participating Students

Getting Lost in a Country Park – Content

- On the whole, students were able to recount the experience of Polly.
- Some of them were able to elaborate on their ideas with details of what Polly and others said and did.

Performance of Participating Students

Getting Lost in a Country Park – Content (e.g.)

- *‘Last Friday, Polly went on a picnic with her teacher and classmates. They were in Sai Kung country Park.’*
- *‘After a while, Polly just saw some flowers which she never saw. She took out the camera and took photos by the flowers a long time.’*
- *‘Suddenly, Polly didn’t saw the teacher and her classmates. She was worry and cried lonely.’*

Performance of Participating Students

Getting Lost in a Country Park – Ending

- Most of them could provide an ending to the story.

Performance of Participating Students

Getting Lost in a Country Park – Ending (e.g.)

- *‘In this picnic, Polly knew she needed to listen to teacher, walked with teacher. She knew to follow the teacher or parent.’*
- *‘Luckily, her classmates saw was lost Polly. Therefore, they went back to find Polly. In the end, they had found Polly and she felt sorry.’*

Performance of Participating Students

Getting Lost in a Country Park – Ending (e.g.)

- *‘Luckily she has brought her phone and called the class teacher. Finally she met her team and having lunch together. It is an terrible experience for Polly. She’ve learnt that she must listen to the teacher carefully.’*

Performance of Participating Students

Getting Lost in a Country Park – Language

- able to use cohesive devices to link ideas or sequence events

Performance of Participating Students

Getting Lost in a Country Park – Language (e.g.)

- *‘After a while, Polly saw some flower, so she took some photo.’*
- *‘When Polly finished took photos, noticed she lost.’*
- *‘Fortunately, Polly and the team met...Finally they went picnic happily.’*

Performance of Participating Students

Getting Lost in a Country Park – Language

- incorrect use of verb forms and problematic sentence structures

Performance of Participating Students

Getting Lost in a Country Park – Language (e.g.)

- ‘I can saw Miss Ho and my classmates and there had two road.’
- ‘But something bad was happened!’
- ‘She did not know the team was left.’
- ‘Luckily, her classmates saw was lost Polly.’

Performance of Participating Students

Getting Lost in a Country Park – Language

- inconsistent use of tenses

e.g. 'Polly was scared becasc she don't they went were.'

- incorrect spelling

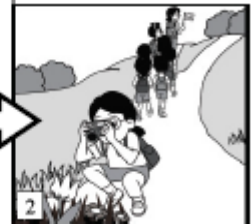
*e.g. suddeny (suddenly), camer (camera),
potoh (photo)*

Getting Lost in a Country Park

[In a sunny day of autumn, class teacher led them in a trip. When they went to Sai Kung Country park, the teacher was telling them rules when a girl, Polly, taking photos ignoring the teacher. The teacher told them to follow her, and things to do when ^{they} got lost.]

1

[When they went to a place that has a Y-road, Polly is still taking photos ignoring the teacher. The teacher went left while Polly didn't notice them going away.]



[When Polly turned around to find the teacher, she found out they are gone. 'Oh no, I got lost,' Polly thought. She remembered a bit what the class teacher said, 'Stay calm, wait for the teacher.' So Polly did but ... getting more scared.]

1

1

[The teacher found out that Polly got lost. In the other hand, after a while. They searched for her where they walked. At last, they found her at the road and led her again. She promised not to make them worried again.]

2

Getting Lost in a Country Park



[In a sunny day of autumn, class teacher led them in a trip. When they went to Sai Kung Country park, the teacher was telling them rules when a girl, Polly, taking photos ignoring the teacher. The teacher told them to follow her, and things to do when ^{they} got lost.]

1

[When they went to a place that has a Y-road, Polly is still taking photos ignoring the teacher. The teacher went left while Polly didn't notice them going



away. When she found out, she thought, 'stay calm. I - get lost. I - find her at last. I - not to

Content:

- ① Provides a factual account of the story with some details and communicates ideas clearly and coherently
- ② An appropriate ending

Language:

- Uses a small range of vocabulary and expressions with some grammatical mistakes: *ignoring (ignored), didn't noticed (notice), turned around, found out, stay calm*
- Uses a small range of sentence patterns: *The teacher told them to follow her and things to do when they got lost. She remembered a bit what the class teacher said. She promised not to make them worried again.*
- Uses a small range of cohesive devices: *So, after a while, At last*

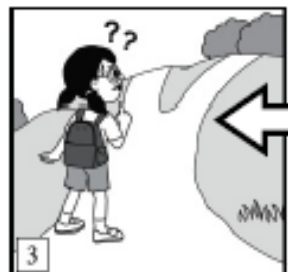
Getting Lost in a Country Park

[Last Friday, Polly with her teacher and classmates went to Sai Kung Country Park have a picnic.

Before went to the picnic, her teacher said, '6A, You need to follow me!'

[After a while, Polly saw some flower, so she took some photo.] But, something bad was happened! [Polly felt worried because she losted her teacher and classmate.] [She shouted, 'Help! I'm Polly!']

Luckily, her classmates saw was lost Polly. Therefore, they went back to find Polly. In the end, they had found Polly and she felt sorry.]



Getting Lost in a Country Park

[Last Friday, Polly with her teacher and classmates went to Sai Kung Country Park have a picnic.

Before went to the picnic, her teacher said, '6A, You need to follow me!']

[After a while, Polly saw some flower, so she took some photos.] But, something bad was

happ
her
I'm

Polly.
In 1
felt

Content:

① Provides a factual account of the story with some details but lacks clarity

Language:

- Uses a limited range of vocabulary with some spelling mistakes:

flow (follow), losted (lost)

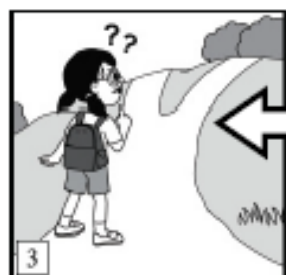
- Uses a limited range of sentence patterns with some grammatical mistakes:

Last Friday, Polly with her teacher and classmates went to Sai Kung Country Park have a picnic.

Before went to the picnic, her teacher said, '6A, You need to flow me!'

- Uses a limited range of cohesive devices:

After a while, But, Luckily



P6 English Writing

6EW2



6EW2

My Favourite Festival

You are going to write an article for the school magazine about your favourite festival.

Write the article in about 80 words. You may use some ideas from the following mind map and/or your own ideas in your writing.



1. Which festival is it?
2. When is it?
3. Why do you like this festival?
4. How do you celebrate this festival?
5. What do you eat at this festival?

6EW2

Marking Scheme

My Favourite Festival

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides mostly relevant ideas with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides some relevant ideas with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write by providing very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.



Performance of Participating Students

My Favourite Festival – Content

- On the whole, students were able to respond to the questions and produce relevant ideas.
- Most of them could name their favourite festival and explain why they liked it.
- Some of them were able to elaborate on their ideas such as what they do and eat to celebrate the festival.

Performance of Participating Students

My Favourite Festival – Content (e.g.)

- *‘At Chinese New Year, I always go to flower market to buy flowers.’*
- *‘I like this festival because there are many things to do in this festival, such as watch fireworks.’*
- *‘I can eat different kinds of cake, such as turnip cake.’*

Performance of Participating Students

My Favourite Festival – Conclusion

- In general, students were able to give a proper conclusion in the writing.

Performance of Participating Students

My Favourite Festival – Conclusion (e.g.)

- *‘I like this festival very much. I hope you will enjoy this festival too.’*
- *‘At last, hope you will have a wonderful Chinese New Year!’*
- *‘There are many kinds of things we can do on Christmas, but the favourite thing I like to do is to spend time with my family and friends.’*

Performance of Participating Students

My Favourite Festival – Language

- Students were able to use a limited range of vocabulary, sentence patterns and verb forms appropriately (with grammatical and spelling mistakes).



Performance of Participating Students

My Favourite Festival – Language (e.g.)

- ‘Let me tell you what festival I like to most!’
- ‘Another reason is I can get red pockets.’
- ‘I celebrate by being in the coth running to win...’
- ‘On Chinese New Year, me and my family always visit our reletives and have New Year dinner.’

Performance of Participating Students

My Favourite Festival – Language (e.g.)

- *‘After cleaning the house, we will wear some traditional cloths and take out the red packet to get ready to have lunch with our grandparents.’*

Performance of Participating Students

My Favourite Festival – Language

- Students were able to use cohesive devices such as 'because' and 'also' to state reasons and link ideas.

e.g. 'I like this festival because I can spend time with my family...'

e.g. 'We will also give gifts to relatives too.'



Performance of Participating Students

My Favourite Festival – Language

- Some common mistakes in spellings or wording:

*e.g. reletives (relatives), Chrismas (Christmas),
red pockets (red packets), cloths (clothes)*

My Favourite Festival

Name → Chinese New Year

When → [My favourite festival is Chinese New Year.] [It is on January or February.]

Reasons → [I like Chinese New Year very much because I can see my grandfather and grandmother.]

Celebration → [At Chinese New Year, I always go to flower market to buy flowers. Also, I always go to visit my relatives.]

Food → [At Chinese New Year, I always eat turnip cakes and dumplings.]

[At night, I also play fireworks.]

I like Chinese New Year very much and I take photo of the fireworks.

My Favourite Festival

Name

When [My favourite festival is Chinese New Year.] [It is on January or February.] [I like Chinese New Year very much because I can see my grandfather and grandmother.] Reasons

Celebration [At Chinese New Year, I always go to flower market to buy flowers. Also, I always

Food

Content:

- ① Provides some relevant ideas with some details

Language:

- Uses a limited range of vocabulary with some spelling mistakes:
valatives (relatives), durmpings (dumplings)
- Uses a limited range of sentence patterns with some grammatical mistakes:
It is on Janaury or February.
At Chinese New Year, I always go to flower market to buy flowers.
At night, I also play fireworks.
- Uses a limited range of cohesive devices:
because, Also

Name

My Favourite Festival

When

[My favourite festival is Chinese New Year.] [We celebrate it on the first day of Lunar Year.] [I like this festival because it is Chinese tradition and I can eat a lot of yummy food.]

Reasons

1

Celebration

[I usually clean the house with my family on the first day. It says that if you clean the house, you can also throw away the bad luck. After cleaning the house, we will wear some traditional cloths and take out the red packet to get ready to have lunch with our grandparents. Our ^{other} relatives will go there too! When we get there, we ought to say "Gung Hei Fat Choi" to the adults. They will give me some red packets.] [Then, we will eat some delicious food such as turnip cake, rice cake, chocolate coins etc.]

Food

Celebration

[In the evening, we will go to Hong Kong Victoria Park to wait for watching the beautiful fire works.]

When I get home, I usually hide in the bed to open the red packets and count how much I've got.] [I enjoy Chinese New Year very much.]

2

Name

My Favourite Festival

When

[My favourite festival is Chinese New Year.] [We celebrate it on the first day of Lunar Year.] [I like this festival because it is Chinese tradition and I can eat a lot of yummy food.]

Reasons

1

Celebration

[I usually clean the house with my family on the first day. It says that if you clean the house, you can also throw away the bad

Content:

- ① Provides interesting ideas with supporting details and communicates ideas clearly and coherently
- ② Concluding remarks

Language:

- Uses a small range of vocabulary and expressions with some spelling mistakes:
Lunar Year; Chinese tradition, traditional cloths (clothes), get ready, ought to, adults, count
- Uses a small range of sentence patterns:
*After cleaning the house, we will wear...
When we got there, we ought to say...
...and count how much I've got.*
- Uses a small range of cohesive devices:
because, if, also, too, Then

Celebration

luck. A
and tak
our gre
there,
will g
delicious
[In the
wait f

red pe
Year,

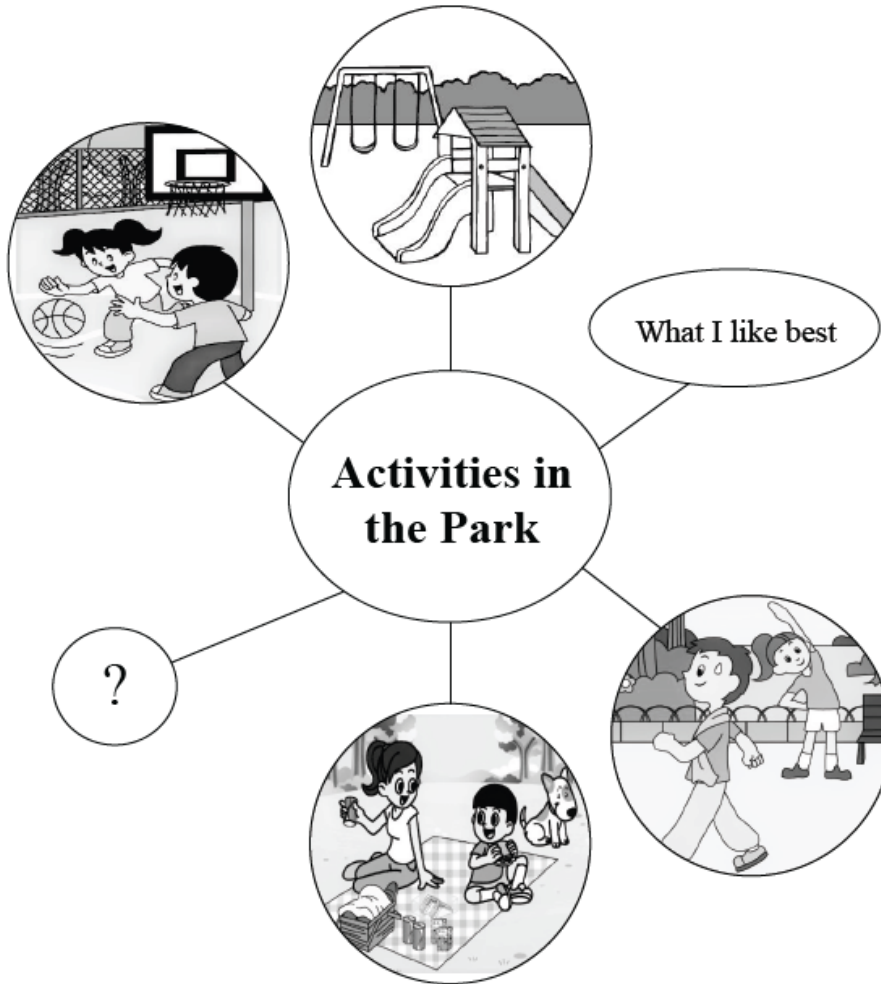
P6 English Writing

6EW3



You are going to write an article for the school magazine about what you do in the park.

Write the article in about 80 words. You may use some ideas from the following mind map and/or your own ideas in your writing.



6EW3

Activities in the Park

Activities in the Park

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides mostly relevant ideas with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides some relevant ideas with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write by providing very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.

6EW3

Marking Scheme



Performance of Participating Students

Activities in the Park – Content

- On the whole, students were able to respond to the prompts given and produce relevant ideas.
- Most of them wrote about what they can do in the park and what they like best among the activities in the park.
- Some of them were able to provide elaboration to enrich the content.

Performance of Participating Students

Activities in the Park – Content (e.g.)

- *‘We can do many activities in the Park, such as doing sports and taking rest.’*
- *‘In the Park, we can play on the swing or slids.’*
- *‘I like going to the park because the air in the park is very fresh.’*
- *‘For me I would like to have picnic because I can watch the beautiful view.’*

Performance of Participating Students

Activities in the Park – Conclusion

- In general, students were able to give a proper conclusion in the writing.



Performance of Participating Students

Activities in the Park – Conclusion (e.g.)

- *‘Parks are good places for us. We can do many activities in the park. Therefore, we shouldn’t pollute the park.’*
- *‘I like playing ball games with my friends in the park most. How about you?’*
- *‘There are many activities in the park. Which would you like to play most?’*

Performance of Participating Students

Activities in the Park – Language

- Students were able to use a limited range of vocabulary, sentence patterns and verb forms appropriately (with grammatical and spelling mistakes).

Performance of Participating Students

Activities in the Park – Language (e.g.)

- ‘On Sunday, many children were park playing.’
- ‘I always play with others people dogs and cats...’
- ‘I go there when I finish my homework.’

Performance of Participating Students

Activities in the Park – Language

- Students were able to use cohesive devices such as ‘also’ and ‘after’ to link or sequence ideas.

e.g. ‘We can also meet new friends by playing ball games with them.’

e.g. ‘After that, we played hide-and-seek.’

Performance of Participating Students

Activities in the Park – Language

- Some common mistakes in spellings or wording:

e.g. basketball (basketball), hide and see (hide-and-see), pats (pets)

Activities in the Park

There are a lot of exciting activities we can do in the park. [I like playing ball games with my friends best. I like this because I think ball games is fun and I am good at it.]

Like Best

1

Activities

[Some ball games such as football, basketball and table tennis can play in the park with others. We can also meet new friends by playing with them. I remembered that I meet lots of friends in the park when I was playing basketball with them.]

I like playing ball games with my friends in the park most. How about you?

ball games

Activities in the Park

There are a lot of exciting activities we can do in the park. [I like playing ball games with my friends best. I like this because I think ball games is fun and I am good at it.]

Like Best

1

Activities

[Some ball games such as football, basketball and table tennis can play in the park with others. We can also meet new friends by

Content:

① Provides some brief ideas and communicates ideas quite clearly

Language:

- Uses a limited range of vocabulary:
exciting activities, such as, with others, meet new friends
- Uses a limited range of sentence patterns with some grammatical mistakes:
Some ball games such as...can play in the park with others.
I remembered that I meet...when I was playing basketball with them.
- Uses a limited range of cohesive devices:
because, also, when

Activities

1

Activities in the Park

[We can do many activities in the Park, such as doing sports and taking rest. Many people go jogging in the park in the morning. It makes them feel relax. Also, many children like playing in the playground. They play on the slides and swings. They also play hide-and-see in the park.]

1

I like chatting with my friends in the park most. We eat snacks and chat together. I always go to the park with my family and friends at weekends.

[I like going to the park because the air in the park is very fresh. Also, the wind in the park is cool. It makes me feel happy and relax.]

2

[Parks are good places for us. We can do many activities in the park. Therefore, we shouldn't pollute the park.]

Activities in the Park

1

Activities

[We can do many activities in the Park, such as doing sports and taking rest. Many people go jogging in the park in the morning. It makes them feel relax. Also, many children like playing in the playground. They play on the slides and swings. They also play hide-and-see in the park.]

Content:

- ① Provides mostly relevant ideas with supporting details and communicates ideas clearly and coherently
- ② Concluding remarks

Language:

- 1 - Uses a small range of vocabulary and expressions with some spelling mistakes:
go jogging, hide-and-see (hide-and-seek), pollute
- 2 - Uses a small range of sentence patterns with some grammatical mistakes:
We can do many activities in the Park, such as doing sports and taking rest.
I like chatting with my friends in the park most.
I like going to the park because the air in the park is very fresh.
- Uses a small range of cohesive devices:
Also, because, Therefore

Content

- Students were able to write a story or an article with the aid of the question prompts or pictorial cues.
- Some of them were able to elaborate on their ideas with supporting details.

Language

- Students exhibited a limited range of vocabulary and sentence patterns.
- Students were aware of the needs to connect their ideas but they could use only a limited range of cohesive devices.
- Students were weak in grammar and spelling.



Suggestions for learning and teaching

- *Involve students in learning tasks which require them to expand given prompts or elaborate on their ideas.*
- *Expose students to a greater variety of vocabulary.*
- *Train students to proofread their own writing and self-correct simple mistakes.*

