

Gainful Use of TSA 2021 Materials

S3 English Language



Gainful Use of TSA 2021 Materials

Pen and Paper Assessment & STAR (online)

Dimension/ Skill	S3 English Language		
	Sub-paper	No. of Items	Assessment Time
<i>Listening</i>	9EL1 9EL2 9EL3	31	about 35 minutes
<i>Reading</i>	9ER1 9ER2 9ER3	36	35 minutes
<i>Writing</i>	9EW1 9EW2 9EW3	3	40 minutes



S3 English Listening Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use
of
TSA 2021 Materials

Secondary 3 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 Secondary 3 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) 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 GU 2021.

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Performance Analysis for Participating Schools

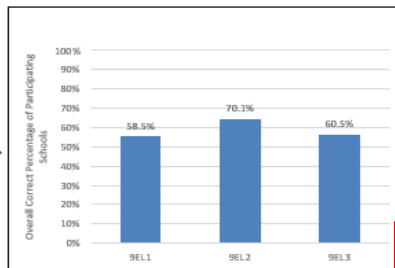
2. Students' Overall Performance of Participating Schools in GU 2021 English Listening

Each student attempted one of the three Listening sub-papers. The duration of each sub-paper was about 35 minutes. Table 1 and Figure 1 show the overall performance of Secondary 3 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
9EL1: Listening	58.5
9EL2: Listening	70.1
9EL3: Listening	60.5

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



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

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.

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

Skill	Observations
Listening	<ul style="list-style-type: none"> The Listening performance of students was satisfactory. Students could identify specific information in a variety of familiar and unfamiliar topics. Many students were able to work out how many members the Garden Club had. Quite a number of students were able to work out where Terry got his dog Samson in the task about the pet fair and adoption day. The majority of students were also able to work out what the mascot of a company represented. Quite a number of students were able to work out the tone used in the discussion and how a student felt about an announcement made by the principal. A considerable number of students were also able to work out how the teachers felt about the break-in and theft at the school from the discussion and responses. Students were generally able to identify the meaning of unfamiliar words and expressions using the contextual clues and information provided. In the task about mascots many students were able to work out the meaning of the word 'worldwide' in the given context. Using the context provided in the podcast, a considerable number of students were able to work out the meaning of 'mascot'. Quite a number of students were able to work out the meaning of the word 'snack' in the poem as it pertained to the student who felt hungry and wanted something to eat. Quite a number of students could understand the connection between ideas by identifying cohesive devices when listening to the conversation between the students and the club advisor to work out what the Garden Club was responsible for. Many students were also able to work out who the first person to speak was at the meeting between the principal, teachers and police. Students had difficulties in the fill in the blank section of the Garden Club Meeting. Only some were able to correctly write the day of the week mentioned – 'Saturday'. Only a few students were able to correctly spell the words 'involved', referring to the reason for having the planting day and 'pots', being one of the things they had to buy. Almost half of the students were able to correctly write the colour of the specific area on the rooftop and about half of the students were able to write down how long they had to get things done.

SAMPLE

Performance Analysis (Quantitative)

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

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Information Analysis Report

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: 9ELL1
學生人數 Number of students: 0

SAMPLE

Question &
Answer

Information
Analysis

School
percentage

Overall % of
participating
schools

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} (%)
P1 Q1	1. The announcement Karen is talking about was made _____ A. on the rooftop B. in the garden C. in the assembly D. in the club meeting	A students didn't listen carefully/didn't understand when Mrs. Tang who spoke first mentioned that they 'got approval for the rooftop garden' 'for the rooftop' is not the same as on the rooftop students misunderstood/didn't	56.2	65.5

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} (%)
		B students didn't listen carefully/didn't understand when Karen and the students were talking about the rooftop garden and planting it is possible that students also did not understand the concept of a rooftop garden and picked this answer as it was close to what they heard no mention was made of the announcement being made in the garden.	26.8	45.3
		C* students understood when Karen said 'The principal announced it to the whole school yesterday in the assembly.' students made the connection with the noun announcement in the question and the verb 'announced' in the sentence students also understood the word 'assembly' as to the location and where the announcement was made	27.0	55.7
		D students didn't listen carefully/didn't understand and were possibly confused with the fact that they were listening to the planning meeting and Mrs. Tang made an announcement about the rooftop garden and thought that what she said was enough to make them pick this option. it is possible that students also did not understand that the actual announcement was made in one place and that Mrs. Tang was just relaying the result of the announcement to the members of the Garden Club at the meeting	7.3	6.5
		Use	1.8	1.5

Remark(s): 1. Schools with 3 or more students participate
2. "School percentage" refers to the percent
3. "Overall percentage of participating schools" refers to the percent of all participating schools. The percentage in Hong Kong after considering the various
4. The total of percentage figures may not be 100%
5. Participating schools taking either the percent

* Correct answer
No or invalid answer



2021 S3 Listening



Listening - Text types

Gainful Use of TSA 2021 Materials

Exchanges

- Meeting – Rooftop Garden Planning Meeting
- Meeting – Discussion about what has happened at school
- Conversation – discussing the Pet Fair and Adoption Day
- Podcast – Mascots
- Literary Text - Poem



Performance of Participating Students in Listening 2021

Strengths

- specific information
- **connecting ideas** → *connection – cohesive devices*
- **connection discourse markers**
- able to identify tone
- **able to identify rhyme**
- **identifying the meaning of unfamiliar words**
- **discrimination between intonation for a range of purposes**
- **sequencing**
- **predicting the likely development of the text**



Performance of Participating Students

Listening Examples - Strengths

Task Name: Rooftop Garden Planning Meeting (discussion)

Task Content: Planning The Rooftop Garden

Specific Information

Many students were able to work out how many members the Garden Club had after listening to Peter.

5. The Garden Club has _____ members.

- A. 2
- B. 18
- C. 20
- D. 22



Peter – Student We won't have done everything, Karen. The rooftop is very big. **The Garden Club only has 18 members** and there is no way we can get everything done by ourselves in two weeks' time.



Performance of Participating Students

Listening Examples - Strengths

Task Name: Rooftop Garden Planning Meeting (discussion)

Task Content: Planning The Rooftop Garden

Tone

Quite a number of students were able to work out how Karen felt after they heard her speak.

2. Karen is _____ about the principal's announcement.

- A. sad
- B. excited
- C. disappointed
- D. surprised



**Karen –
Student**

(excited) YES, that was great news! The principal announced it to the whole school yesterday in the assembly. He also mentioned a *Rooftop Garden Planting Day* on the 20th of May. What's all that about, Mrs. Tang?



Performance of Participating Students

Listening Examples - Strengths

Task Name: Meeting to discuss what happened at school (discussion)

Task Content: Meeting of principal, teachers and police

Connection discourse markers

Many students were able to work out the first person who spoke at the meeting.

1. The first person to speak at the meeting is _____.

- A. Vice Principal Wong
- B. Cherry
- C. Terry
- D. Mrs. Tam

[School
Principal –
Mrs. Tam

Good Morning everyone.

Teachers

Good Morning Mrs. Tam!

School
Principal –
Mrs. Tam

As some of you know, some strange things have happened recently at the school, and we'd like to let you know what has been going on.

Vice Principal Wong and I have been dealing with various incidents and we feel it's time to inform you all, including the students and parents.

Inspector Tong
– Policeman

If I may, Principal Tam?



Performance of Participating Students

Listening Examples - Strengths

Task Name: Meeting to discuss what happened at school (discussion)

Task Content: Meeting of principal, teachers and police

Connection cohesive devices

Many students were able to work out what would happen with the newsletter after listening to Principal Tam.

2. The newsletter will _____.

- | | |
|----------------------------------|--------------------------------------|
| 1. only be sent out as an SMS | 2. be uploaded to the school website |
| 3. be emailed to parent accounts | 4. not be given to students |

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

**School
 Principal –
 Mrs. Tam**

As some of you know, some strange things have happened recently at the school, and we'd like to let you know what has been going on.

Vice Principal Wong and I have been dealing with various incidents and we feel it's time to inform you all, including the students and parents.

We'll be issuing a special parent newsletter. It will be sent home with the students today, uploaded to the school website and also emailed to parent accounts. We'll also be sending out an SMS to all parents to alert them to this newsletter.



Performance of Participating Students

Listening Examples - Strengths

Task Name: Meeting to discuss what happened at school (discussion)

Task Content: Meeting of principal, teachers and police

Sequencing

Many students were able to work out the order of the events.



7. A lot of things happened on Monday morning. Put the events into order.

1. Mrs. Tam arrived at 7.00 a.m.
2. Mr. Wong and the janitor rushed into the office.
3. The police arrived at 7.30 a.m.
4. Mrs. Tam screamed.

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

Helps to set the scene

Inspector Tong – Policeman

Hello everyone. We need to find out why the school was targeted, and if it was just the exam papers the thieves were after before any decisions are made.

What we do know is that sometime between Friday 6.30 p.m. and Monday morning 7.00 a.m., the school was broken into.

Vice Principal – Mr. Wong

The last person who left the school on Friday was Mr. Tai, our senior English teacher. No alarm was heard between 6.30 p.m. on Friday and 7.00 a.m. on Monday morning. The guards weren't aware of anything strange happening. The guard dogs didn't bark because they were sleeping. They had been drugged.

All teachers

(everyone speaking loudly at once) – What? Drugged? Wow!

School Principal – Mrs. Tam

I arrived at school yesterday at 7.00 a.m. to find the office door open. The door to the school safe was also open. The contents of the safe were on the floor and spread through the office. I was scared and screamed loudly.

Vice Principal – Mr. Wong

I had just arrived at school and was talking to one of the janitors in the playground when we heard Mrs. Tam scream.

School Principal – Mrs. Tam

Mr. Wong and the janitor rushed in. We called the police who arrived on campus at about 7.30 a.m.

This is why the school was closed yesterday. It's why...

Performance of Participating Students

Listening Examples - Strengths

Task Name: Pet Fair and Adoption Day (discussion)

Task Content: Planning The Pet Fair and Adoption Day

Discrimination between intonation for a range of purposes

Many students were able to work out how Mary felt from the context provided.

3. Terry's reaction makes Mary feel _____.

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

Terry – student *(laughing)* Mary, you don't need to give up any pets or bring any pets. LARA HK will provide the animals and people who want a pet will come and take a look and see if they would like to adopt a pet.



Mary – student *(upset)* Oh I see. You didn't have to laugh at me, Terry! I was just asking a question.



Performance of Participating Students

Listening Examples - Strengths

Task Name: Podcast about Mascots (conversation)

Task Content: Mascots and who uses them and why

Unfamiliar word

A considerable number of students were able to work out what a mascot is.

9. Glennie and William are talking about mascots. A 'mascot' here is _____.
- A. a company that uses advertising
 - B. an organisation that plays sport
 - C. something that represents an organisation and brings good luck
 - D. any object used in advertising

**Podcast
presenter –
Glennie**

(sound effect of programme starting) Hi everyone, welcome to the podcast *What On Earth?*. Today we're talking about mascots with my guest William.

So, William, tell us please, what is a mascot?



**Podcast guest –
William**

Hi Glennie. A mascot is a person, animal or object that represents an organisation, or that is believed to bring good luck.

Lots of companies have mascots. They use them in their advertising. People who play sports or who follow teams have team mascots.



Performance of Participating Students

Listening Examples - Strengths

Task Name: Poem

Task Content: A student procrastinates about doing his homework

Rhyme

Many students were able to work out the rhyming pair in the first stanza.

Stanza One

1. In the first stanza, the rhyming pair is _____.
- A. homework and wait
 - B. wait and late
 - C. now and right
 - D. away and really

Stanza 1

I need to do my homework now.
I really shouldn't **wait**.
If I don't do it right away,
my homework will be **late**



Performance of Participating Students

Listening Examples - Strengths

Task Name: Poem

Task Content: A student procrastinates about doing his homework

Predicting the likely development of the text

A considerable number of students were able to work out what the student was most likely to do given the information provided in the stanza.

Stanza Six

7. From the information in Stanza Six, the student will most likely _____.

- A. keep doing everything but homework
- B. go to bed and not do his homework
- C. not be late in handing in his homework
- D. still have time to finish his homework

Stanza 6

I'd better do my homework now
and not procrastinate.

Except, oh no! It's time for bed...
My homework will be late.]



Performance of Participating Students in Listening 2021

Weaknesses

- specific information → SPELLING
- unfamiliar words/expression
- connecting ideas – cohesive devices and discourse markers
- predicting the likely development of the text

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 – **cardinal** and **ordinal numbers** and this year, even a **simple day of the week** and **colours** 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 *9EL1/3 Part 1, Part B* and the topic was about the Garden Club Meeting and the things to remember, buy and suggestions. 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

9EL1
Part 1 Pt. B
Q.9 - Q.15

Specific information

Students did not write the answers correctly.

Task Name: Rooftop Garden Planning Meeting (discussion)
Task Content: Planning The Rooftop Garden

GARDEN CLUB MEETING



TOPIC: ROOFTOP PLANTING DAY

THINGS TO REMEMBER:

DAY FOR ACTIVITY: 9) _____ **Saturday** _____



DATE: 10) _____ **22nd/twenty second** _____ MAY

REASON FOR ROOFTOP PLANTING DAY: Way to get rest of school 11) _____ **involved** _____



THINGS TO BUY:

Soil and 12) _____ **pots** _____, plants and trees



SUGGESTIONS:

13) _____ **Green** _____ area in the 14) _____ **middle** _____ of the rooftop



MUST get things done in 15) _____ **2/two** _____ weeks' time



Performance of Participating Students

S3 English Listening

Listening Examples - Weaknesses

9EL1/3 – Part 1

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

Spelling variations for questions 9 to 15

(9) Saturday	(10) 22 nd /twenty second	(11) involved	(12) pots	(13) Green	(14) middle	(15) 2/two
Sataurday	22th	invold	pod	green	medal	3
saturaday	22ed	invount	pops	The Green	middie	one
garden planning	20th second	to participate	poot	grean	midden	
saturday	21th	participate	pop	Greening	midal	
Staturday	12th	farming	parts	gregn	miedal	
Saterdag	20nd	hoilday	hoots		medoe	
Standay	22 of May	invoiled	rools		mid	
Sautday	20th	infloder	Pods		midom	
Sat	20 th May	planting	pounds		midle	
Satuarday	22th May	involve	port		midedd	medo
	20	invovled	tools	middler	mid	medial
	22		crops	middel	miden	middom
			poches	middle of the garden	midelle	meddle
			ports	meadel	mitule	midile
			polt	medco	midou	midnood
			plots	medioen	median	

While some options were left blank, some options also had random words/letters and symbols filled in that had no connection with what was being asked for

Performance of Participating Students

Listening Examples - Weaknesses

Task Name: Rooftop Garden Planning Meeting (discussion)

Task Content: Planning The Rooftop Garden

Unfamiliar word

Students had difficulty in working out what an 'order' meant in this context/situation.

6. The Garden Club has to 'order' things for the garden. 'Order' here means to _____.

- A. arrange things in a particular pattern
- B. give someone a command or instruction
- C. ask for something in a restaurant or café
- D. request something to be made or supplied

Karen - Student Yes, I suppose you're right, Peter. We need to make a list of the things that we'll need. We have to order things in the next few days; otherwise we won't be able to get anything done by the 22nd!

Peter - Student We need to plan our garden first. That will help us to decide what kinds of plants and trees and how many to buy.

Karen - Student Yes, you're right, Peter. Do we even have a plan of the rooftop here, so we can plan this out right now?

Mrs. Tang - teacher-in-charge of the Garden Club Yes, we do, Karen. Here, take a look at the rooftop plan and make notes on where we want things to go and what we need to order and buy.



Performance of Participating Students

Listening Examples - Weaknesses

Task Name: Meeting to discuss what happened at school (discussion)

Task Content: Meeting of principal, teachers and police

Unfamiliar word

Students had difficulty in identifying the meaning of the word, despite examples of the measures being provided.

4. Cherry mentions that 'measures' are taking place. 'Measures' here means _____.

- A. methods for dealing with a situation
- B. judging the qualities of things
- C. ways of achieving something
- D. discovering the sizes of things

School

**Principal –
Mrs. Tam**

As some of you know, some strange things have happened recently at the school, and we'd like to let you know what has been going on.

Vice Principal Wong and I have been dealing with various incidents and we feel it's time to inform you all, including the students and parents.

We'll be issuing a special parent newsletter. It will be sent home with the students today, uploaded to the school website and also emailed to parent accounts. We'll also be sending out an SMS to all parents to alert them to this newsletter.

**Teacher: Ms.
Cherry So**

(*whispering quietly in an aside to another teacher*) Wow, something big must have happened for all of these measures to take place, don't you think, Terry?



Performance of Participating Students

Listening Examples - Weaknesses

Task Name: Pet Fair and Adoption Day (discussion)

Task Content: Planning The Pet Fair and Adoption Day

Connection cohesive devices

Students found it difficult to connect the ideas presented to work out what Peter suggested.

4. Peter suggests _____.
- A. the name of the event
 - B. where to advertise the event
 - C. the location of the event
 - D. asking Social Service Club members for ideas

LOCATION CLUES

Peter – student Not bad, Maggie. We could split the event and have the pet fair **in the hall** and the pet adoption **in the covered playground**. That takes care of the location part.

Maggie – student You're right, Peter, we can't have the animals out in the heat all day either. They could get heat stroke and die.



Performance of Participating Students

Listening Examples - Weaknesses

Task Name: Podcast about Mascots (conversation)

Task Content: Mascots and who uses them and why

Predicting the likely development of the text

Students found it difficult to predict what would come next in the podcast.

15. The podcast will most likely continue with _____.
- A. Glennie talking to other mascot designers
 - B. William talking about mascots and logos he has designed
 - C. Glennie designing company mascots and logos
 - D. William and Glennie designing her mascot for her podcast

**Podcast
presenter –
Glennie**

Wow! That's great, William. I think that's perfect. Now about
designing my mascot. I think that's... *(fade out)*



Conclusions about the Performance of Participating Students - Listening

- Expand vocabulary of students, in particular revision of vocabulary covered in late primary and early secondary and vocabulary that it is assumed students should already know – **everyday vocabulary, school, stationery items, plants & trees, animals, numbers – cardinal and ordinal, days, dates...** The vocabulary also needs to be linked to the content provided in the spoken texts. Also ensure students are familiar with the accepted rules 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** → **TED talks, YouTube videos, Film Trailers, Kids News programmes...**
- 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 so students are used to the flow of speech varying



S3 English Reading Performance Analysis for Participating Schools



Performance Analysis for Participating Schools

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Gainful Use
of
TSA 2021 Materials

Secondary 3 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 Secondary 3 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) 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 GU 2021.

SAMPLE

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Performance Analysis for Participating Schools

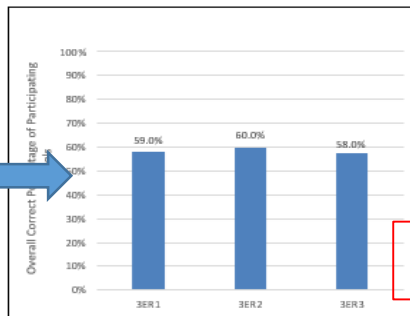
2. Students' Overall Performance of Participating Schools in GU 2021 English Reading

Each student attempted one of the three Reading sub-papers. The duration of each sub-paper was 35 minutes. Table 1 and Figure 1 show the overall performance of Secondary 3 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
9ER1: Reading	59.0
9ER2: Reading	60.0
9ER3: Reading	58.0

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.

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. Students could identify specific information in a variety of familiar and unfamiliar topics. The majority of students were able to work out the age of the wolf in the Geography textbook extract. Many students were able to work out what the cat does and also the strange habit the cat has after reading the poem about cats. Pictures also helped provide pictorial clues. More than half of the students were able to sequence the process of cassava plants becoming boba after reading the encyclopaedia extract about Bubble Tea. Students were generally able to identify the meaning of unfamiliar words and expressions using the contextual clues and information provided. In the Geography textbook extract, quite a number of students were able to work out the meaning of the word 'extinct' in the given context and by using the pictorial clues provided. Using the context provided in the magazine article and the pictorial clues, many students were able to work out the meaning of 'craze'. Only half of the students however, were able to work out the meaning of the word 'toddlers' as it pertained to the meaning expressed in the newspaper article about navigating screen time during social distancing, despite the pictorial clue being provided. Quite a number of students could understand the connection between ideas by using the information provided in the magazine extract about the company BobaBoba, to work out who the owners were. Students were generally able to locate information in simple price lists and charts. The majority of students worked out the year the Baby Mammoth was found by using the information provided in the table in the science magazine extract. Many students worked out how many schools May Chan had provided information about in her email by using the information provided in the table. Many students were able to analyze and integrate relevant points from one or more than one text when they had to determine which club provided all of the equipment in the attachment about horse riding clubs. Quite a number of students were able to work out the genre of the

SAMPLE

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

Overall Performance of all participating schools

Fictitious figures



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

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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: Reading
卷別 Paper: 9ER.1
學生人數 Number of students: 0

題號 Item no.	題目 Question	選項/得分等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分比 ^{1,2,4} School percentage ^{1,2,4} (%)	參與學校整 體百分比 ^{3,4} Overall percentage of participating schools ^{3,4} (%)
P1 Q1	Geography Textbook Extract 1. Permafrost is _____ A. only frozen for two years B. found in Alaska and Canada C. always the first layer on the ground D. used for housing	A didn't understand or misunderstood the information provided didn't read the information carefully didn't use the pictorial clue provided permafrost is not just frozen for two years, it is frozen for two or more years	10.5	15.0
		B* read the information carefully and correctly identified that permafrost is found in Alaska and Canada	45.0	55.5

SAMPLE

Fictitious figures

Remark(s): 1. Schools with 3 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

2021 S3 Reading



RUSSIA cont...

What is permafrost?
Permafrost is ground that continuously remains frozen for two or more years.
In Russia, about 65% of the territory is below 0 degrees Celsius. Over 50% of Alaska, Greenland, Canada and Siberia are covered by permafrost.
Permafrost doesn't mean to be the first layer on the ground. Due to global warming, the permafrost is melting all over the world.
The melting has caused damage to housing and also the infrastructure which once was stable and frozen has become liquid and unstable.

The melting animals to reproduce **arctic** animals that have 10,000 years old fossils of bears, cats, teeth, brain and fossilized bones. It is thought that the wolf was attacked by another predator and died as only its head and some parts of its skeleton were found.

Recently Russian researchers discovered the perfectly preserved body of a five-year bear. It is a surprise that because the bears in the forest of the north. Previously only skulls and bones of some bears have been found. The bear was particularly preserved with all organs, teeth, soft tissues and nose. The bear was found in a sleeping position and scientists think that it died of natural causes.

At the same time, a well-preserved bear cub body was also found. The cub, being much smaller, could have easily been separated from its family and got lost in the thick snow and ice. The cub became **arctic** about 13,000 years ago.

Researchers say that their work will be used to work out the exact age of both bears. Scientists also hope to recover DNA from the bodies. The DNA will help scientists understand the relationship between different ancient bear species and modern bears.

Reading - Text Types

Gainful Use of TSA 2021 Materials

Information Texts

- Geography Book Extract- Permafrost
- Science Magazine Extract – Permafrost Discoveries

SciMag Facts and Figures

Russian Permafrost Discoveries

Permafrost Type	Estimated Age of Bear (Years)	Estimated Age of Bear (Years)
Young Permafrost (Yung)	2015	2-4 years
Old Permafrost (Star)	2015	6-20 years
Arctic Permafrost (Arctic)	2015	7 months
Arctic Permafrost (Arctic)	2015	7 months
Arctic Permafrost (Arctic)	2015	unknown

Magazine Article - Business Hong Kong Encyclopaedia Extract – Bubble Tea

BUSINESS HONG KONG

Bubble Tea

It was established in Hong Kong ten years ago. The first shop was opened in Taiwan for seven years before it moved to Hong Kong. The shop was called 'BUBBLE TEA' because of the bubbles in the tea. The shop was founded by a young man named Chen Yung-ping. He started the shop in 2001. The shop was very popular and it spread to other parts of the world. The shop was founded by a young man named Chen Yung-ping. He started the shop in 2001. The shop was very popular and it spread to other parts of the world.

CHAPTER 5 BUBBLE TEA

BUBBLE TEA

Bubble tea is a drink that is made with tea, sugar, and tapioca pearls. It is very popular in Hong Kong and other parts of the world. The drink was invented in Taiwan and it spread to other parts of the world. The drink was invented in Taiwan and it spread to other parts of the world.

Email – Extra-curricular Horse Riding Activities Attachment – Riding Clubs and Details

Club

Club Name: [Name]

Club Address: [Address]

Club Contact: [Contact]

Club Details: [Details]

Table with 5 columns: Club Name, Address, Contact, Details, etc.

Movie Summary – Aliens From The Dark Planet

SUMMARY - ALIENS FROM THE DARK PLANET

The movie is about a group of children who discover a secret passage to another world. They find a spaceship and they are taken to a planet where they meet aliens. The children are very brave and they help the aliens. The children are very brave and they help the aliens.

Newspaper Article – Navigating Screen Time During Social Distancing

NAVIGATING SCREEN TIME DURING SOCIAL DISTANCING

Screen time is a double-edged sword. It can be a great way to stay connected with friends and family, but it can also be a source of stress and anxiety. Parents should set limits on screen time and encourage their children to spend time outdoors. Parents should set limits on screen time and encourage their children to spend time outdoors.

NAVIGATING SCREEN TIME DURING SOCIAL DISTANCING

Parents should set limits on screen time and encourage their children to spend time outdoors. Parents should set limits on screen time and encourage their children to spend time outdoors.

Literary Text – Poem

Poem

Some cats like prowling
and some like purring,
and some like meowing
and some like hissing.
But my cat is different,
and she would rather
use the computer all day.

She's somewhat surprising,
and she's quite odd.
She likes about dogs
and she loves about cats.
She loves online shopping
and she loves about cats.
She loves about cats
and she loves about cats.

As long as the internet's
working and free,
my cat's on my laptop
and she's on my laptop.
She likes to go on the internet
and she likes to go on the internet.
She likes to go on the internet
and she likes to go on the internet.

She learned how to code
by clicking the keyboard
and she learned how to code
by clicking the keyboard.
But, why does she do it?
From what I have seen,
it's mostly to play with the mouse.

Performance of Participating Students in Reading 2021

Strengths

- **text types**
- **specific information**
- **connection between ideas**
- **contextual clues**
- **locating information in a simple chart**
- **unfamiliar word/expression**
- **analyzing and integrating relevant points from one or more than one text**
- **main idea**
- **rhyme**



Performance of Participating Students

Reading Examples - Strengths

Task Name: What is Permafrost and Permafrost Discoveries (Geography Book Extract & Science Magazine Extract)

Task Content: The geography book extract is about permafrost and the science magazine extract is about permafrost discoveries

Specific information

Students were able to work out the age of the wolf that was found on the riverbank.

Geography Textbook Extract

4. The wolf found was _____ years old.

- A. 5
- B. 85
- C. 15,000
- D. 40,000

The melting permafrost is revealing extinct animals that haven't been seen for tens of thousands of years. Last year a 40,000-year-old wolf was found on a riverbank in Russia with its fur, teeth, brain and facial tissue intact. It is thought that the wolf was attacked by another predator and died as only its head and some parts of the skeleton were found.



Performance of Participating Students

Reading Examples - Strengths

Task Name: What is Permafrost and Permafrost Discoveries (Geography Book Extract & Science Magazine Extract)

Task Content: The geography book extract is about permafrost and the science magazine extract is about permafrost discoveries

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







Students were able to work out the which of the animals listed was the oldest when it died.

Science Magazine Extract

11. The oldest animal at death was the _____.

- A. Wolf
- B. Wooly Rhino
- C. Horse
- D. Baby Mammoth

Science Magazine Extract

<i>SciMag Facts and Figures</i>			
<i>Russian Permafrost Discoveries</i>			
<i>Animal and name</i>	<i>When it was found</i>	<i>Estimated age at death</i>	
Dog (puppy) – <i>Dogor</i> 	2018	2 months	
Wolf (head) 	2018	2-4 years	
Baby Mammoth – <i>Yuka</i> 	2010	8-10 years	
Wooly Rhino – <i>Sasha</i> 	2015	7 months	
Horse – <i>Lena</i> 	2018	2 months	
Bird 	2017	unknown	

Performance of Participating Students

Reading Examples - Strengths

Task Name: Poem

Task Content: The poem is about a special kind of cat and what she does

Rhyme

Students were able to work out the rhyming pair.

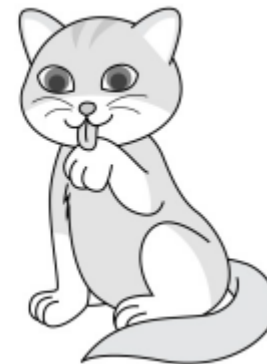
Stanza One

1. The rhyming pair in Stanza One is _____.

- A. growling/purr
- B. purr/napping
- C. napping/fur
- D. purr/fur



Some cats like growling,
and some like to **purr**,
and others like napping
or licking their **fur**.
But my cat is different
and she would prefer
to use the computer all day.



Performance of Participating Students

Reading Examples - Strengths

Task Name: Poem

Task Content: The poem is about a special kind of cat and what she does

Main idea

Students were able to work out what another possible title could be.

8. The title of the poem has not been given. A possible title could be _____.

- A. Outside Cat
- B. Growling, Napping and Purring
- C. Cats, Dogs and Rats
- D. Computer Cat



Some cats like growling, and some like to purr, and others like napping or licking their fur. But my cat is different and she would prefer to use the computer all day.



She's somewhat surprising, not like other cats. She blogs about dogs and she reads about rats. She loves online shopping and video chats, and searching for games she can play.



As long as the Internet's working just fine, my cat's on my laptop and surfing online. She likes it so much that this kitty of mine will never go out of the house.



She learned how to code to control the machine by clicking the keyboard and swiping the screen. But, why does she do it? From what I have seen, it's mostly to play with the mouse.



Performance of Participating Students

Reading Examples - Strengths

Task Name: Business Hong Kong (Magazine Article & Encyclopaedia Extract)

Task Content: The magazine article is about Markus Wong and his company BobaBoba. The encyclopaedia extract is about Bubble Tea and how pearls are made

Connection between ideas

Students were able to work out where the BobaBoba shops were and where they were not.

Magazine Article

5. There are no *BobaBoba* shops in _____.

- A. Singapore
- B. Taiwan
- C. Thailand
- D. Malaysia

BOBABOBA...



was established in Hong Kong ten years ago. Markus Wong lived in Taiwan for seven years while his parents worked there. While he was there, he got used to drinking the Taiwanese bubble tea. Bubble tea originated in Taichung in the 80's. When Markus came back to Hong Kong eleven years ago, he couldn't find any bubble tea. With the help of his parents, he decided to open his own bubble tea drink store to satisfy his craving for the drink. They called their store *BobaBoba*.

BobaBoba was extremely successful. From that one shop ten years ago, *BobaBoba* has grown and now has over 100 stores. You can now find *BobaBoba* in Hong Kong, Singapore, Malaysia, Thailand and Australia.

Interview with Markus Wong, owner and CEO of BobaBoba HK

Why BobaBoba has been so successful



Performance of Participating Students

Reading Examples - Strengths

Task Name: Business Hong Kong (Magazine Article & Encyclopaedia Extract)

Task Content: The magazine article is about Markus Wong and his company BobaBoba. The encyclopaedia extract is about Bubble Tea and how pearls are made

Unfamiliar word

Students were able to work out what was meant by the word 'craze' in this context.

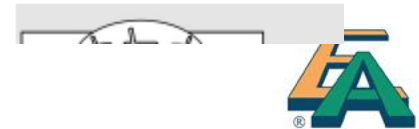
Magazine Article

6. There was a boba tea 'craze'. 'Craze' here means _____.

- A. people who are mentally ill
- B. make some fine cracks
- C. very popular for a short time
- D. totally unreasonable behaviour

Why BobaBoba has been so successful

We were one of the first bubble tea shops in Hong Kong. It helped that shortly after we opened, the boba tea craze started. Everyone wanted to try the drinks and we had customers lining up around the block just to buy tea.



Performance of Participating Students

Reading Examples - Strengths

Task Name: Extra-Curricular Horse Riding Activity (Email & Attachment)

Task Content: The email provides information about the riding schools in Hong Kong. The attachment provides more detailed information about the equipment/materials required

Contextual clue

Many students were able to work out the organization May Chan worked for.

Email

8. May Chan works for the _____.

- A. HK Jockey Group Equestrian Club
- B. HK Horse Riding Association
- C. Sheung Shui Saddle Club
- D. Border Riding Club

Best regards,
May Chan
Liaison HK Horse Riding Association



Performance of Participating Students

Reading Examples - Strengths

Task Name: Extra-Curricular Horse Riding Activity (Email & Attachment)

Task Content: The email provides information about the riding schools in Hong Kong. The attachment provides more detailed information about the equipment/materials required

Locating information in simple charts

Many students were able to work out how many riding schools there were from the information provided.

Email





2. May Chan has provided information about _____ riding school(s) in Hong Kong.

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

Email

Dear Mrs. Wong,

We spoke on the phone about the extra-curricular horse riding activities you wish to plan for your Form 3 students. I have put together a list of the horse riding schools in Hong Kong so that you can decide what suits the needs of your school and students. You can also call each school for more information. I have also attached some general information on horse riding and equipment that you might find useful. If you need any more information, please don't hesitate to contact me either by email or phone.

Name of School	HK Jockey Group Equestrian Club	Sheung Shui Saddle Club	Stanley Equestrian Riding Centre	Border Riding Club
				
Location & Size of School	Tsuen Wan 50,000 m ²	Cheung Chau 16,800 m ²	Stanley 5,000 m ²	To Wu 10,000 m ²
Cost & Size of classes	Private \$395 Group \$495 (3-5 per group)	Member private \$650 Member group \$550 (5-6 per group)	Non-member private \$645 Non-member group \$570 (4-5 per group)	Non-member private \$1000 Non-member group \$500 (4-6 per group)
Other Fees	—	Membership fee \$150,000 Joining fee \$5500 Monthly fee \$600 Riding deposit \$8000	Joining fee \$5000 Monthly fee \$550 Riding deposit \$7000	Joining fee \$4500 Monthly fee \$400 Riding deposit \$5000
Notes	—	This facility is a members only club	No membership fee charged	

Best regards,
May Chan
Liaison HK Horse Riding Association

Performance of Participating Students

Reading Examples - Strengths

Task Name: Aliens from The Dark Planet (Movie Summary)

Task Content: The summary is about the movie and what happens to the characters

Text types

Students were able to work out what type of film it was.

8. *Aliens From The Dark Planet* is a/an _____.

- A. action film
- B. romance
- C. science fiction film
- D. comedy

SUMMARY – ALIENS FROM THE DARK PLANET



Maggie, Tom and Simon move from busy New York City to a house in the country. Their parents are excited but the children aren't happy. They left their friends and everything they knew behind in the city. Life in the country doesn't seem so exciting.



The house isn't what the family expected. It is old, run-down, in need of repair, and miles away from any town. The children spend their time exploring. They discover secret rooms and passages while their parents fix the house.



In one secret room they find a box with a strange-looking key. Inside the box the children find a book. The book glows with light and its pages have no words.



One night the children are woken by lights in the sky. They hear a loud explosion and see huge flames in the forest behind the house. Maggie, Tom and Simon sneak out to explore the forest. What they find is strange. It appears as if the explosion and fire never happened. The trees are standing and undamaged. Returning home, they find their parents asleep. They are the only ones who saw the lights, heard the bang and saw the fire.



In the secret room the book has started glowing. Words begin appearing on its pages. The children start to read. What they discover scares them.

Later, exploring the forest, the children see a strange pod. It starts to open. They hide, afraid of what is inside. More pods start popping out of the earth. They also start to open. Aliens emerge from the pods. They change and begin to look human.



Somehow, Maggie, Tom and Simon can understand the aliens. They learn the aliens are on a mission to invade Earth. The book holds the key to stopping the aliens but they must work out all of its secrets if they have any chance of defeating the alien invasion. The invasion has begun and it is up to the children to save Earth from the aliens from the dark planet.

Performance of Participating Students

Reading Examples - Strengths

Task Name: Navigating Screen Time During Social Distancing (Newspaper Article)

Task Content: The newspaper article is about navigating screen time during social distancing and provides facts, figures and personal perspectives

Locating Information in a simple chart

Students were able to work out how many hours of screen time was recommended.

ARTICLE PAGE 1

3. It is recommended that a child aged 8 years of age only have _____ hours of screen time per day.

- A. 1.5
- B. 2
- C. 4
- D. 5

<i>Screen Time – Recommended Limits</i>	
<u>Ages</u>	<u>Limit</u>
Under 18 months	no screen time*
2 – 5 years of age	1 hour per day
6 – 10 years of age	1 to 1.5 hours per day
11 – 13 years of age	2 hours per day
14 – 19 years of age	4 to 5 hours per day

* exception is video chatting, but limited to short bouts of 10 – 15 minutes



Performance of Participating Students

Reading Examples - Strengths

Task Name: Navigating Screen Time During Social Distancing (Newspaper Article)

Task Content: The newspaper article is about navigating screen time during social distancing and provides facts, figures and personal perspectives

Specific information

Students were able to work out how old Tommy was.

ARTICLE PAGE 2

11. Tommy is _____ year(s) old.

- A. 1
- B. 6
- C. 11
- D. 16

TOMMY

Age: 16

F.4



I'm a gamer. I also have to do my schoolwork and homework using the computer. On weekends my friends and I would meet to go shopping or to play basketball. Now we see each other and play together online. It's different and harder, even though I have more free time. My grandparents live in Canada and we now connect regularly on the computer and my parents have organised online family meetings so we can talk to the other family members living overseas.



Performance of Participating Students in Reading 2021

Weaknesses

- connection between ideas
- analyzing and integrating relevant points from one or more texts
- inference
- knowledge of the world
- sequencing
- main idea
- unfamiliar word



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: What is permafrost and Permafrost Discoveries (Geography Book Extract & Science Magazine Extract)

Task Content: The geography book extract is about permafrost and the science magazine extract is about permafrost discoveries

Inference

Students found it difficult to work out the reason the wolf was found on the riverbank.

Geography Textbook Extract

5. The wolf was found on a riverbank. It is most likely that the wolf _____.
- A. died of natural causes
 - B. was there to get a drink
 - C. got lost
 - D. was going to attack the reindeer herders

Students needed to think about why an animal would go to a riverbank?

riverbank = river = water to drink

The melting permafrost is revealing extinct animals that haven't been seen for tens of thousands of years. Last year a 40,000-year-old wolf was found on a riverbank in Russia with its fur, teeth, brain and facial tissue intact. It is thought that the wolf was attacked by another predator and died as only its head and some parts of the skeleton were found.



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: What is Permafrost and Permafrost Discoveries (Geography Book Extract & Science Magazine Extract)

Task Content: The geography book extract is about permafrost and the science magazine extract is about permafrost discoveries

Sequencing

Students found it difficult to work out what had to happen before the bodies of extinct animals could be examined.

Geography Textbook Extract

8. Before scientists can examine the bodies of extinct animals, many things have to happen. Put the steps into order.

- | | |
|--------------------------|---|
| 1. the animals are found | 2. the permafrost becomes liquid |
| 3. the animals die | 4. the animals are frozen in the permafrost |

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

Geography Textbook Extract

RUSSIA con't...

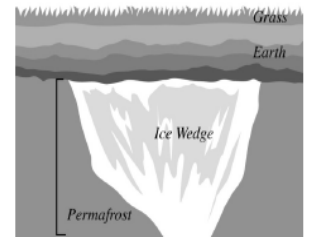
What is permafrost?

Permafrost is ground that continuously remains frozen for two or more years.

It occurs when the temperature is below -5 degrees. 85% of Alaska, Greenland, Canada and Siberia are covered by permafrost.

Permafrost doesn't have to be the first layer on the ground. Due to global warming, the permafrost is melting all over the world.

The melting has caused damage to housing and also the environment; what once was stable and frozen has become liquid and unstable.



The melting permafrost is revealing extinct animals that haven't been seen for tens of thousands of years. Last year a 40,000-year-old wolf was found on a riverbank in Russia with its fur, teeth, brain and facial tissue intact. It is thought that the wolf was attacked by another predator and died as only its head and some parts of the skeleton were found.

Recently two Russian reindeer herders discovered the perfectly preserved body of an Ice Age cave bear. It is a unique find because the bear is the first of its kind found. Previously only skulls and bones of cave bears have been found. The bear was perfectly preserved with all organs, teeth, soft tissues and nose intact. The bear was found in a sleeping position and scientists think that it died of natural causes.

At the same time, a well-preserved bear cub body was also found. The cub, being much smaller, could have easily been separated from its family and got lost in the thick snow and died. The cave bear became extinct about 15,000 years ago.



Radiocarbon analysis of hair and bone will be used to work out the exact age of both bears. Scientists also hope to extract DNA from the bodies. The DNA will help scientists understand the relationships between different ancient bear species and modern bears.

Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Poem

Task Content: The poem is about a special kind of cat and what she does

Unfamiliar word

Students found it difficult to work out what the word meant in the context provided.

Stanza Two

4. The cat in the poem 'blogs'. 'Blogs' here means to _____.

- A. interview others and write about blogs
- B. add material to a blog
- C. read information on a website
- D. search for information



She's somewhat surprising,
not like other cats.

She blogs about dogs
and she reads about rats.
She loves online shopping
and video chats,
and searching for games
she can play.



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Poem

Task Content: The poem is about a special kind of cat and what she does

Inference

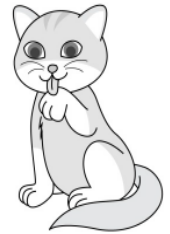
Students found it difficult to work out why the cat liked all things connected to computers and the Internet.

7. In the poem the cat likes all things connected to computers and the Internet because

- A. cats like mice
- B. the cat sits on the owner's lap
- C. the cat is an inside cat
- D. computers make sounds the cat likes



Some cats like growling, and some like to purr, and others like napping or licking their fur. But my cat is different and she would prefer to use the computer all day.



She's somewhat surprising, not like other cats.

She blogs about dogs and she reads about rats. She loves online shopping and video chats, and searching for games she can play.



As long as the Internet's working just fine, my cat's on my laptop and surfing online. She likes it so much that this kitty of mine will never go out of the house.



She learned how to code to control the machine by clicking the keyboard and swiping the screen.

But, why does she do it? From what I have seen, it's mostly to play with the mouse.



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Business Hong Kong (Magazine Article & Encyclopaedia Extract)

Task Content: The magazine article is about Markus Wong and his company BobaBoba. The encyclopaedia extract is about Bubble Tea and how pearls are made

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

After reading the encyclopaedia extract students found it difficult to work out the difference between green and white boba (Q.11). They also found it difficult to ascertain how many names there were for tea using the slang (Q.12).

Encyclopaedia Extract

11. The main difference(s) between the green and white boba is/are _____.

- A. the colour and what they are made from
- B. just the colour
- C. only what they are made from
- D. where they are made and the colour

Encyclopaedia Extract

12. According to the information in the article and extract, there is/are _____ name(s) for tea that use(s) the slang word 'boba' for tapioca pearls/balls.

- A. 1
- B. 2
- C. 3
- D. 6

Encyclopaedia Extract

CHAPTER 3: BUBBLE TEA



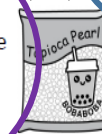
Drink: Made with tea, milk and tapioca pearls
Served hot or cold

Place of Origin: Taiwan



Different kinds of pearls/boba

Black and green – made from tapioca
White – made from seaweed extract



Different names

Bubble Tea
Pearl Milk Tea
Boba
Boba Milk Tea
Boba Nai Cha
Tapioca Tea



What goes into a BobaBoba drink?

The most important ingredients are the boba (also known as tapioca pearls), the tea and the milk.

Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Extra-Curricular Horse Riding Activity (Email & Attachment)

Task Content: The email provides information about the riding schools in Hong Kong. The attachment provides more detailed information about the equipment/materials required

Unfamiliar word

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

Email

4. In the list May has provided information about 'fees'. A fee here is _____.

- A. exactly what the students will have to pay
- B. what the clubs pay their members
- C. an amount of money paid for a particular service
- D. how much the school will pay for riding equipment

Other Fees	—	Membership fee \$150,000 Joining fee \$5500 Monthly fee \$600 Riding deposit \$8000	Joining fee \$5000 Monthly fee \$550 Riding deposit \$7000	Joining fee \$4500 Monthly fee \$400 Riding deposit \$5000
Notes	—	This facility is a members only club	No membership fee charged	



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Aliens from The Dark Planet (Movie Summary)

Task Content: The summary is about the movie and what happens to the characters

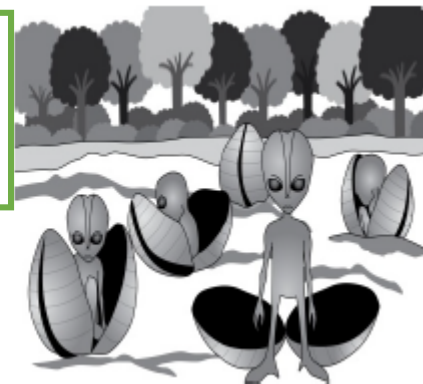
Connection between ideas

Students found it difficult to work out what the children saw the pods.

6. When the children see the pods in the forest, they _____.
- A. are very excited
 - B. see aliens that can change how they look
 - C. hide in the pods
 - D. change and look like the aliens

Later, exploring the forest, the children see a strange pod. It starts to open. They hide, afraid of what is inside. More pods start popping out of the earth. They also start to open. Aliens emerge from the pods. They change and begin to look human.

Somehow, Maggie, Tom and Simon can understand the aliens. They learn the aliens are on a mission to invade Earth. The book holds the key to stopping the aliens but they must work out all of its secrets if they have any chance of defeating the alien invasion. The invasion



Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Navigating Screen Time During Social Distancing (Newspaper Article)

Task Content: The newspaper article is about navigating screen time during social distancing and provides facts, figures and personal perspectives

Knowledge of the world

Students found it difficult to work out why screen time would increase.

ARTICLE PAGE 1

1. During a time of social distancing, screen time will increase. This is because children

- _____
- A. won't be at home
 - B. will only use computers to do schoolwork
 - C. will be limited to the recommended screen time limits
 - D. will have more time and will use various screens to keep busy

Newspaper Article

NAVIGATING SCREEN TIME DURING SOCIAL DISTANCING

We all know it is hard to keep children occupied during any period of social distancing. It is understandable that children are using screens more than they would otherwise, even in cases exceeding the screen time recommended limits.

Performance of Participating Students

Reading Examples - Weaknesses

Task Name: Navigating Screen Time During Social Distancing (Newspaper Article)

Task Content: The newspaper article is about navigating screen time during social distancing and provides facts, figures and personal perspectives

Main idea

Students found it difficult to work out what the article was about.

16. The article is mainly about _____.
- screens to use during social distancing
 - creating educational content for young children
 - the best way to manage screen time during social distancing
 - what parents do with their kids when working from home

Newspaper Article

NAVIGATING SCREEN TIME DURING SOCIAL DISTANCING

We all know it is hard to keep children occupied during any period of social distancing. It is understandable that children are using screens more than they would otherwise, even in cases exceeding the screen time recommended limits.

SCREENS

Television	
Devices	
Tablets	
Video Games	

Screen Time – Recommended Limits

Ages	Limit
Under 18 months	no screen time*
2 – 5 years of age	1 hour per day
6 – 10 years of age	1 to 1.5 hours per day
11 – 13 years of age	2 hours per day
14 – 19 years of age	4 to 5 hours per day

* exception is video chatting, but limited to short bouts of 10 – 15 minutes

Here are tips from professionals to help parents navigate screen time.

EDUCATIONAL CONTENT

Select high quality educational content. For children over the age of 2, educational programmes can help them learn new words and sounds because they speak directly to the children. There is also evidence that when parents and children watch together, children will also learn words because parents can sound out words for them. Parents can also help their children learn and focus by discussing what they are watching.



HUMAN CONNECTION

Screens can be used for human connection. They allow people to stay socially connected to their family, friends and schoolmates when they are not allowed to meet.



NAVIGATING SCREEN TIME DURING SOCIAL DISTANCING

SCHEDULES

Create a schedule for online and offline activities such as physical activity – exercise, healthy eating, reading, learning and device-free time so that screen time is balanced with other activities.



SCHOOL AGED CHILDREN

Primary School Aged 6 – 11

Developing tech skills is important but homework should be completed before accessing screen time.

Secondary School Aged 11 – 16

Children will need to balance their schoolwork with what they do in their screen time and how they manage their time.

The older children are, the more control and choice they can be given in managing their spare time and their screen time.



TOMMY

Age: 16
F.4



I'm a gamer. I also have to do my schoolwork and homework using the computer. On weekends my friends and I would meet to go shopping or to play basketball. Now we see each other and play together online. It's different and harder, even though I have more free time. My grandparents live in Canada and we now connect regularly on the computer and my parents have organised online family meetings so we can talk to the other family members living overseas.

THE LAU FAMILY

Mr. and Mrs. Lau,
Ivy (baby) – 6 months,
Sally (toddler) – 1½ years,
Jason – 11 years



My husband and I have been working from home. It has been good to be home with the family, but it has also been difficult with the baby and Sally who has just started to walk. Jason has been doing online learning but we also let him play online games. Because I have to work, Ivy and Sally have been watching more television than usual.

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, headings and sub-headings, 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 Participating Schools



Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use
of
TSA 2021 Materials

Secondary 3 Writing

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

Hong Kong Examinations and Assessment Authority
December 2021

1. Introduction

- There were three Writing sub-papers in Secondary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2021 Materials" (GU 2021). Participating schools were allocated one of the Writing sub-papers.
- The contents of this report include:
 - **Section 2:** Overall percentage of participating schools in each writing sub-paper
 - **Section 3:** The observations of students' overall performance in this section are based on the score percentages of the assessment criteria in the writing papers of GU 2021. They are the raw data that illustrate all participating students' performances in GU 2021.

SAMPLE

HKEAA



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 40 minutes. For each 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 the first task 9EW1, students were asked to write a speech about 'Life Before and After The Pandemic.' For the second writing task 9EW2, students were asked to write a review about a movie and for the third task 9EW3, students were asked to write an article about how to stay safe during a pandemic. Picture prompts were provided.
- Table 1 and Figure 1 show the overall performance of Secondary 3 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 (%)
9EW1: Writing	49.0
9EW2: Writing	53.5
9EW3: Writing	55.5

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



Fictitious figures

Overall Performance of all participating schools

Remark: The "Overall percentage of participating schools" refers to the average percentage of participating schools achieved as a percentage of the total score allocated to the sub-paper. 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.

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

Skill	Observations
Writing	<ul style="list-style-type: none"> The writing performance of students was generally satisfactory. In the writing task 'Speech', students were generally able to write a speech detailing their lives before and after the pandemic. 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 detail what life was like before and after the pandemic. 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 was detailed with the writer dividing the speech into paragraphs dedicated to different topics – activities that students weren't able to participate in due to the pandemic, being stuck at home and how the pandemic affected people's lives, wearing of masks, personal and environmental hygiene and activities prepared to help students adjust to the 'new normal'. In comparison a weaker student only described each of the picture prompts in very simple and at times also incorrect sentences with no elaboration. Students were generally able to use topic specific vocabulary such as 'global pandemic', 'suspended', 'breathing problems', 'personal and environmental hygiene'. Some students however did make mistakes in the spelling of simple vocabulary and expressions, such as 'Covel9cov 19 instead of 'COVID-19', 'social' instead of 'social'. In the writing task 'Movie Review' students were generally able to write a movie review. The majority of students used one of the picture prompts provided to base their review on, but many also reviewed other movies they had seen. Many students however didn't read the instructions carefully and wrote three reviews in one based on all of the prompts given. The more able students provided a detailed introduction of the film, what happened to the characters, and why they liked or disliked the film. They also provided a relevant title. In comparison weaker students listed all three movies as per the picture prompts but failed to provide much detail about the plot or the characters or why they liked or disliked the films.

SAMPLE

- The majority of students provided an appropriate title for the review, but the weaker students either provided an inappropriate title or left the title space blank.
- Students were also generally able to use topic specific vocabulary and phrases that described the film and events, such as 'point of view', 'atmosphere', 'it was light-hearted and funny', 'made me laugh a lot', 'climax', 'characters are drawn in a detailed way'. Some students made mistakes in expressions, such as 'next movie name is' instead of 'the next movie is', 'if me' instead of 'I would'.
- In the writing task 'Article' students were generally able to write an article detailing how to stay safe during a pandemic, using the prompts provided.
- The majority of students used the picture prompts provided as a starting point for their article. They also provided a relevant title like 'Be Safe' or 'Staying Safe During A Pandemic'. In comparison some of the weaker students either made mistakes in the title provided or they failed to provide a title.
- The more able students provided detailed information and instructions on how to stay safe during a pandemic. One entry was clearly divided into sections with appropriate headings and corresponding information and details on what to do – *At Home, At School, In Public and Other Things To Be Aware Of*. In comparison weaker students didn't give details about how to stay safe and what to do and why. Instead, they just cobbled together simple, error-filled sentences based on the picture prompts – *At home we need rush hand and roll the rubbish*.

4. Conclusion

The performance of Secondary 3 students in Writing was generally satisfactory. Content and language wise, some students were able to use more complex ideas with greater detail as well as more complex vocabulary than others to write a speech detailing their lives before and after the pandemic (9EW1), review a movie (9EW2), and write an article about how to stay safe during a pandemic (9EW3). In the speech and article most were able to use their own personal experiences and prior knowledge in their writing whereas in the movie review the more capable students used their own viewing experiences in their writing. Generally, students used the correct format and features of a speech, movie review and article.

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



Performance Analysis for Participating Schools

Item Analysis Report

Assessment Criterion

Score/Grade

School percentage

Overall % of participating schools

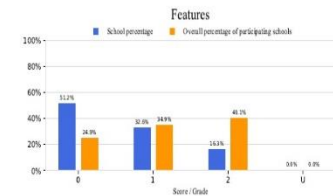
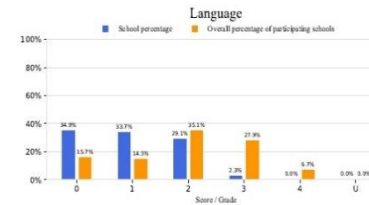
香港考試及評核局
Hong Kong Examinations and Assessment Authority
善用 2021 年全港性系統評估材料題目分析報告
Item Analysis Report on Gainful Use of TSA 2021 Materials

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Confidential

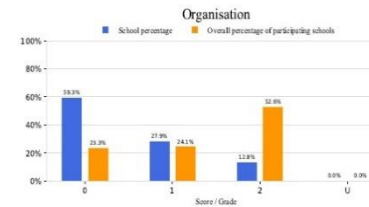
學校名稱:
School Name:

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: 149

SAMPLE

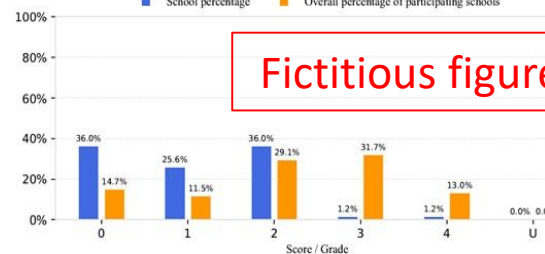


SAMPLE



SAMPLE

Content



Fictitious figures

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 score/grade obtained by students in the school.
3. "Overall percentage of participating schools" refers to the percentage of each 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.

2

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 score/grade obtained by students in the school.
3. "Overall percentage of participating schools" refers to the percentage of each 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.

1



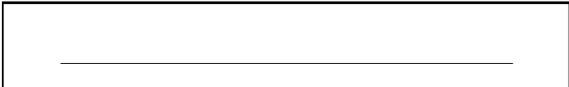


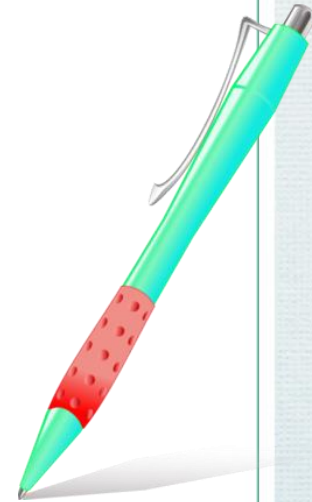
2021 S3 Writing



Performance of Participating Students in Writing 2021

General Comments:

- Failure to read the instructions carefully
- Blanks - completion 
- Handwriting – size/font used → *abc abc*
- Use of arrows, symbols, abbreviations (.../ etc./→)
- Unattempted scripts – blank scripts
- Short scripts – less than 100 words
- Off topic scripts



9EW1 Speech

9 E W 1

To help students get used to being back at school, the prefects and Social Welfare Group are running special assemblies. You are a school prefect and you have been asked to give a speech about life before and after the pandemic. Talk about your feelings and impressions of the time and how it has changed you. Give advice to help students live with these changes.

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

LIFE BEFORE AND AFTER THE PANDEMIC

BEFORE	AFTER
	
LIVING WITH THE CHANGES	
	
	

END OF PAPER

9EW2

Movie Review

9 E W 2

You are a member of the English Club. You have been asked to write a movie review for the English Club newsletter to help promote the upcoming Movie Week. Describe the film, the storyline and the characters. Also mention why you liked or disliked the film, if you would recommend it to readers and why/why not. Give your review a title.

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



END OF PAPER

9EW3 Article

9 E W 3

You are a member of the Social Welfare Committee. You have been asked to write an article about how to stay safe during a pandemic. Describe what students should do and why. Also mention why these things are important and the possible consequences if students aren't careful and don't follow the advice given. Give your article a title.

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

STAYING SAFE DURING A PANDEMIC

AT HOME

AT SCHOOL

GENERAL

SOCIAL DISTANCING

- AVOIDING CROWDS
- WORK FROM HOME
- CLOSING SCHOOLS
- NO MASS MEETINGS
- VERBINARS
- SPACE BETWEEN PEOPLE

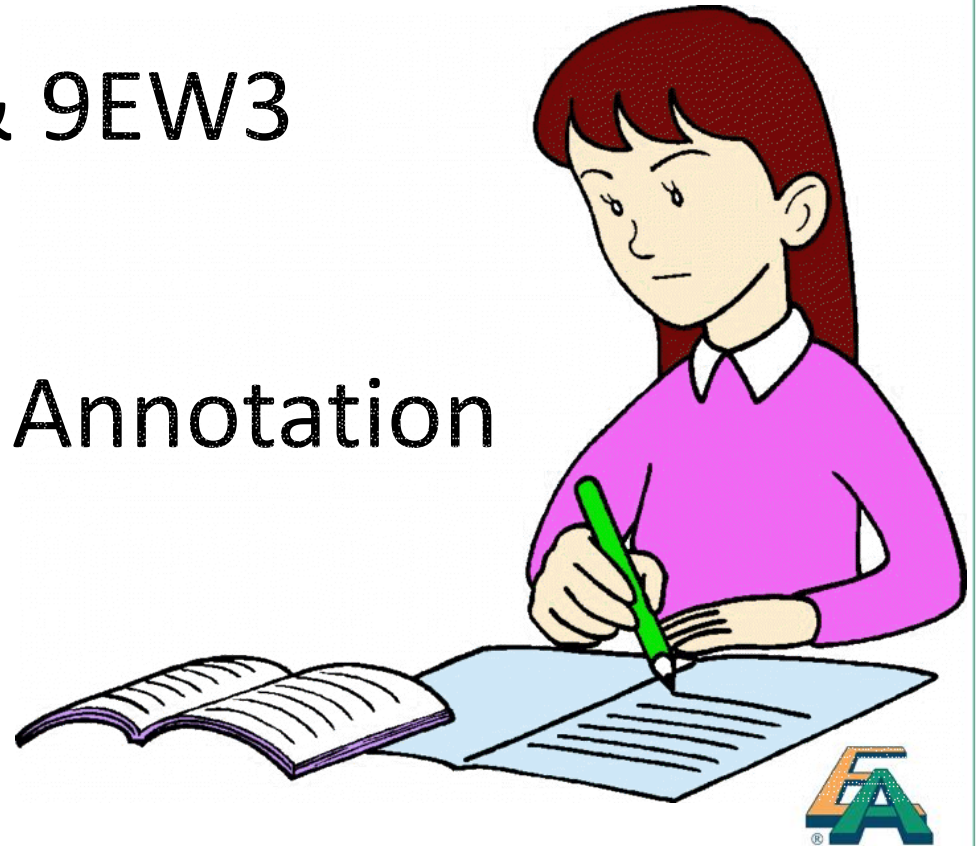
?

END OF PAPER

Performance of Participating Students in Writing 2021

9EW1, 9EW2 & 9EW3

Exemplars and Annotation



9EW1 Speech – Exemplar 1

LIFE BEFORE AND AFTER THE PANDEMIC

Good morning teachers and fellow schoolmates. I am Sumnima from class 3A. This pandemic has brought a lot of changes to our ~~lives~~ lives and it wasn't easy to adapt ~~with~~ with some changes. In this assembly, I am going to talk about how this global pandemic affected ^{and} every ^{other} person in this world. Our aim for today is to help students get used to being back at school with the help of others prefects and Social Welfare Group.

For the last school year we had prepared lots of activities for our schoolmates which were fun and helpful for learning but unfortunately because of schools ~~being~~ being suspended, we couldn't experience it. This definitely made me sad as our new students couldn't experience how fun True Light is and our graduates had to leave this school without their last fun moments of school life.

Being stuck at home without going out was very frustrating and ~~am~~ I'm sure every one of us felt the same way. During the pandemic if there is one thing I missed the most, it's my friends. We used to study together every day after school and prepare for tests and quizzes. Moreover, due to the social distancing rule we couldn't be close to anyone in public in fear of getting infected. Our daily lives were heavily affected because of it. Our normal face to face classes were disturbed and we had to take online lessons. I'm

thankful to all of our teachers for being passionate even during this pandemic. They taught us everything we need to learn in such short time.

Masks are very essential for us. Without it we can't leave our home. In the beginning it was very hard to put on mask everytime, some of us might have breathing problems because of it also. However, it's become normal to wear mask and this is actually good for our own self. By wearing we not only prevent any kind of sickness but also pollutions from toxic gas created by vehicles. This is a bright side of the pandemic.

Due to the pandemic we all became more aware of our personal and environmental hygiene also. For example, after touching something or coming back home from outside we immediately sanitize our selves to prevent germs.

To help our students become normal and get adapted like before, we have prepared some activities for the whole school. One of them are feeling circle, in this activity we require students to talk about their feelings personal experience of the pandemic so that they can learn how their classmates cope with the situation. We also prepared inter-class 'Covid-19 prevention poster competition' for all of us to learn from one another how to prevent this virus from growing more.

We hope the our schoolmates will actively participate in these activities and teach one another about coping with this pandemic. For more details you can check our school website and ask teachers, thank you.



9EW1 Speech – Exemplar 1

Annotation

- appropriate introduction with minor errors
- this is a very detailed speech about life before and after than pandemic. The writer has divided the speech into paragraphs that are dedicated to different topics – activities that students weren't able to participate in due to the pandemic, being stuck at home and how the pandemic affected people's daily lives, wearing of masks, personal and environmental hygiene and activities prepared to help students adjust to the 'new normal'
- expressions/vocabulary are good but some minor mistakes are made – *to adapt with some changes instead of adapt to some changes, quizzes instead of quizzes, disturbed instead of disrupted, in public in fear of instead of in public for fear of, disturbed instead of disrupted, imediately instead of immediately, sanitize instead of sanitized, become normal and get adapted like before instead of adapt, prevent this virus from growing more instead of prevent this virus from spreading*
- word missing – *by wearing* instead of *by wearing masks*
- incomplete sentence – *we immediately sanitized ourselves to prevent germs...instead of we immediately sanitized ourselves to prevent germs from spreading*
- good use of vocabulary – *global pandemic, suspended, graduates, very frustrating, breathing problems, personal and environmental hygiene, personal experience*
- some punctuation missing at the end of the introductory paragraph – *with the help of others prefects and... instead of help of others, prefects... /help of others – prefects*
- minor tense – *if there is one thing* instead of *if there was one thing, have breathing problems* instead of *have had breathing problems*
- incorrect subject pronoun used – *masks are essential...without it* instead of *masks are essential...without them*
- failing to use definite/indefinite articles – *wearing mask* instead of *wearing a mask*
- subject verb agreement - *one of them are feeling circle* instead of *one of them is a feeling circle*
- simple but effective ending in which the writer encourages participation in the activities referenced and refers to more details which can be found elsewhere



9EW1 Speech – Exemplar 2

LIFE BEFORE AND AFTER THE PANDEMIC

Now, I am giving a speech about life before and after the pandemic.

Before the pandemic, we would go to school without mask and work from a group. We would go any place after school if we hadn't any pandemic. At home, we take a bath if we back to home. Keep washing hand. My mum told me that not to touch any thing on the street. At family, we usually visit our friend and anitors.

After the pandemic, we eat the meat individual. We wear the mask when we go any place. We seldom go to shopping mall. Despite the fact that we have wear the mask. We still feeling scared.

Living with the changes. I stay more health and clean. I have more free time to spend. I try to do more exercise.

For instance, running, gyming, yoga whatever. In addition, I became more active on social media. I met some friend on the platform. We will text the massage through the platform.

Moreover, I will clean my hand by the achole of 99% to ensure there are

cleaner

no dirty things on my hand.

Last, at the beginning. It is difficult for me to adopt a new life. I felt depressed and frustrated as I can't eat with my friend. If I were you, I would do more exercise and meet some friends. Without a doubt, stay clean is ^{new} the most essential things. My anitors told me that not to touch my eyes, nose and mouth. One more thing, being happy at all day. Thank you listening my speech.



9EW1 Speech – Exemplar 2

Annotation

- there is an introduction but it has minor errors and the greeting is missing – *Now I am giving a speech* instead of *I am here to give a speech* or *I will now give a speech* or *I will talk to you about*
- good vocabulary – *despite the fact*
- errors in expression – *we would go to school without mask* instead of *without masks* or *without a mask*, *work from a group* instead of *work in a group*, *if we hadn't any pandemic* instead of *if there wasn't a pandemic*, *touch anything on the street* instead of *touch anything when I am outside on the street*, *we eat the meal indivial* instead of *we eat our meals by ourselves*, *go to shopping mall* instead of *go to the shopping mall*, *despite the fact that we have wear the mask* instead of *we have to wear the mask*, *I met some friend on the platform* instead of *I met some friends on* and mentioned the social media platform by name, *we will text them massage taught the platform* instead of *we will text each other a message or messages through or using the platform*, *dirty things on my hand* instead of *germs on my hand*, *we still feeling scared* instead of *we are still feeling scared*, *I stay more healthy and clean* instead of *I try to stay healthier and be cleaner*, *I have more free time to spend* instead of *I have more free time available*, *without a doubt stay clean* instead of *without a doubt staying clean*
- errors in vocabulary - *anxitors* instead of *ancestors/grandparents*, *gyming* instead of *gym/going to the gym*, *achole* instead of *alcohol* or *hand sanitizer*, *massage* instead of *message*
- incorrect punctuation and use of capital letters – *last, at the beginning. it is difficult for me...* instead of *lastly, at the beginning it was difficult for me*
- singular/plural – *friend* instead of *friends*, *keep washing hand* instead of *keep washing our hands*, *the most essential things* instead of *the most essential thing*
- there is a conclusion but it also has errors – *thank you listening my speech* instead of *thank you for listening to my speech*



9EW1 Speech – Exemplar 3

LIFE BEFORE AND AFTER THE PANDEMIC

You were some covid 19 and social welfare group the home. I was
 the are running special assemblies. In the school prefect and you have been
 asked to give a speech about life before and after the pandemic. Don't you for
 feelings and impressions of the times and how not it has changed you.

How we covid 19, is the condite food form the information provided and the or
 you confide pend is condet. End of the back at school, the
 prefect of the running, up, of the hot pants, up, running games, in
 the hat, in the home go to the e-mail, zoom group the
 soup now.

In the covid 19 of the home is game. It is the go to
 the book. It the conteme in to



9EW1 Speech – Exemplar 3

Annotation

- there is only paragraphing evident in this short script
- the first paragraph is just a bad copy of the instructions
- the second paragraph is very unclear, difficult to understand and there are numerous spelling and expression errors
- spelling mistakes – *Cove 19/cov 19* instead of *COVID-19*, *soical* instead of *social*
- there is no real introduction and there is no real conclusion. The final sentence is also incomplete
- although it is short, the piece is actually 127 words in length which means it doesn't fall into the category of scores to award scripts of less than 100 words in the remarks section of the marking scheme



9EW2 Movie Review – Exemplar 1

A Movie Review of Under The Sea

The Movie Week is coming soon. For the Movie Week, students can watch and share a movie that they like or they are interested in. There are a lot of styles of movies that students can watch, for example, action, comedy, romance, and science fiction. I'm sure that you will be able to pick a movie that you like at the end of the Movie Week. The Movie week will be a enjoyable event for students.

I hope you like animation movies, because the movie "Under The Sea" is a animation movie which you simply cannot miss. As mentioned in the title, the movie takes place in a endless sea. The film was about a diver^{named Dan} who accidentally swims into a fantasy land beneath

The surface of the sea which is called Atlantic. At Atlantic, he met his mermaid friend Laura. Laura was a female adventurer who loved to protect the environment. She was on a quest to discover the truth behind the polluted sea water and the marine creatures which have gotten sick.

Together, Dan and Laura went on a exciting adventure with the help of their friends Shelly (a shark), Jelly (a jellyfish), Toto (a sea turtle) on their way. Together, they have to bring back the peace and harmony of Atlantic.

I liked the film because the film was ^{light-hearted and} funny which made me laugh a lot, especially Toto's optimistic point of view which lighted up the atmosphere of the movie. Also, the climax was exciting, interesting and mysterious. My heart pounded when they pass through dangerous locations of Atlantic and facing the bad boss. You will never get to know who was the real bad guy if you didn't watch the whole movie.

I recommend this film to readers who like animation movies. The

background of the movie is colourful and impressive^{which also makes you feel calm}. The characters are drawn in a detailed way and are good-looking. The movie is easy to understand. The movie also shows an important message of protecting the ocean. The movie shows the importance of protecting the environment of oceanic creatures and the serious problem of people's throwaway society. It is a meaningful movie which I am sure that you don't want to miss. I hope you find the movie enjoyable while you are watching it.



9EW2 Movie Review – Exemplar 1

Annotation

- a title is provided
- the first paragraph is a good, general introduction about movie week however it contains some errors. The writer uses definite articles when no article should be used
- indefinite/definite articles – *the movie week* instead of *movie week*, *a animation movie* instead of *an animation movie*, *a enjoyable event* instead of *an enjoyable event*
- errors in expression - *a lot of styles of movies* instead of *a lot of types of movies*, *the movie also shows an important message* instead of *the movie also highlights the important message*, *protecting the environment of oceanic creatures* instead of *protecting the environment for oceanic creatures*, *the serious problem of people's throwaway society* instead of *the serious problem of a throwaway/the throwaway society*
- tense – *the film was about* instead of *the film is about*, *didn't* instead of *don't*, *which lighted up* instead of *which lit up*
- the information provided is quite detailed in that the writer mentions both characters, what happens and different kinds of animals that the characters meet on their journey
- the writer also indicates why they liked the film – *it was light-hearted and funny, made me laugh a lot*
- good use of vocabulary – *optimistic, point of view, atmosphere, climax, mysteriously, my heart pounded, throwaway society, characters are drawn in a detailed way, good-looking, oceanic creatures, meaningful movie, throwaway society*
- the writer also includes a paragraph in which they recommend the film



9EW2 Movie Review – Exemplar 2

Movie review.

There are some movie reviews for readers to read. First film is call Action, Fight & Survive. It is a action film and it is talking a man call Mike try to do an secret action and just help others by the police team. I recommend this film for you guys because I thing the film is meaningful and we also can learn more knowledge from this action film.

Second, The film call Love & Romance. It is a romance film. It is talking about a man and a woman love themselves and be a couples after they pass a lot of hard things. I would not recommend this romance film because this film is quite boring and all time is just talking about they are in love. It can't bring any useful knowledge for the readers so I will not recommend it for the you and readers.

Third, It is a animation film. It is call Under the Sea. The poster show many cuties sea animals and a fisherman. This film is talking the real and the life of the sea animals also the cumman is trying to bring the readers to find the fisherman who is from a old secret 'The sea has many fisherman and fishes live in there and the a kingdom'. This film is very cool and fun what I am watching. Also we can know more sea knowledge about the sea and the sea animals. The film find many sea animals to introduce e.g.

shark, jellyfish also the sea turtle. We can know more about the sea animals life. I will recommend this meaningful film to the readers and you.

The last film. It is a cartoon film called Standy by Me. It is a film action by the Doreamon. It is a fun, meaningful and also sad story. The film use the 3D characters to show the story. It is very meaningful for the Doreamon's fans. and it should be share and recommend to you!

There are four film reviews. And there are all quite good to watch. Hope you can find your interests film and get five recommend also try to go to watch the film!



9EW2 Movie Review – Exemplar 2

Annotation

- a title has been provided
- the first sentence says there are some movie reviews for readers to read and the writer goes on to go through all three films that were provided in the prompts as well as an additional one not provided in the prompts. The focus should have been on one movie as indicated in the instructions
- language used in some instances is colloquial – *you guys*, which is not appropriate for a review
- errors in expression – *it is talking about* instead of *the film is about* or *it is about*, *learn more knowledge* instead of *find out more*, *man and woman love themselves* instead of *man and a woman love each other*, *be a couples* instead of *be a couple/are a couple*, *after they pays a lot of hard things* instead of *after they go through some difficult times*, *many cuties* instead of *many cute*, *a fish woman* instead of *mermaid*, *We can know more about* instead of *we can learn about/no more about the sea animals is life* instead of *learn more about the sea animals lives*, *We can know* instead of *we can learn*, *they often reviews* instead of *talking stop about to watch*, *cartoon film* instead of *animation*
- spelling mistakes – *recommed* instead of *recommend*
- the writer also goes through the films and either recommends or doesn't recommend and provides reasons as to why a film is recommended or not recommended, but the information doesn't match with the conclusion in which the writer mentions that *they are all good to watch*
- subject/verb agreement – *the poster show* instead of *the poster shows*, *call* instead of *called*
- the writer mentions *it can't bring any useful knowledge*. The writer is equating learning something with why they should or shouldn't watch the film and this is mentioned also in the second paragraph but the kind of knowledge that is learned or should be learned from watching a film is not explained
- the conclusion is convoluted and it is hard to make sense of what the writer means



9EW2 Movie Review – Exemplar 3

ACTION FIGHT & SURVIVE

Am going to talk about surviving wrong things in the survival
:dun - along in outside, my flight.

It's on you survive my survive in the film, in the sky, in
at okay is something, ~~the~~ outside on you can in quick in the
quickly on use survive, is you food is food on the survival
in you save, in one is flick, in you to survive on is time all
on anything, is whole film then on survive in film on food is only
in to is long outside in boss, flip back on survive in on
in you, in in you suckly food is sleeping on you suckly on
quickly film is ugly.

My my on as history my suckly film need part on
the suckly, in a wanted, in you asset, on suckly in
the as whole you plane sandy in good. how do you in
suckly on my miss in long.



9EW2 Movie Review – Exemplar 3

Annotation

- a title is included
- there is no introduction and there is also no conclusion
- there are three paragraphs but they are not understandable
- there are numerous spelling mistakes in the paragraphs and it is difficult to understand
- although it is short, the piece is around 135 words which means it doesn't fall into the category of scores to award scripts of less than 100 words in the remarks section of the marking scheme



9EW3 Article – Exemplar 1

Be safe!

Everyone is aware of the world pandemic we are in. There are various ways to stay safe during the pandemic. Today, I will be describing them depending on different places and situations.

At home.

Right after coming back from school or work, you must wash your hands. Cleaning them will prevent any germs going on your face or other body parts. You should also ^{take a} shower right after to clean your whole body. If this is too bothersome for you, you could change into a new set of clean clothes. This avoids getting germs on your bed, chair, etc. Finally, you should never reuse your disposable masks unless you use reusable cloth masks, which I highly recommend for ^{the} environment. Not doing so will get rid of the whole purpose of masking.

At school

During school, you should be wearing a mask at all times. You should also bring spare ones in your school bag, in case you get your current ones dirty. It's better to be safe than sorry. Furthermore, you should wash your hands before and after using the bathroom. Also, you should avoid getting too close to your friends. Avoid giving hugs, cheek kisses, or even holding hands. This is a must because of the amount of students in school.

In public.

When you're in public, you should always have hand gel in your bag. In case, there's no washrooms nearby. While eating with friends, you should avoid talking ^{to one another}, even if there's a glass. Always remember to put your mask on after finishing between you and your friends.

your meal. Or just use a new one. One of the most important things to remember is to practise social distancing. Avoid getting too close with any crowds, avoid gatherings with more than 2 people as well. This prevents covid from spreading easily from one person to another. Not keeping space between people leads to more cases of covid, which means the pandemic will take a longer time to go.

Other things to be aware of.

You must cover your mouth when you cough or sneeze. You'd be surprised at the amount of elders that take off their masks when they sneeze. It's so silly, because covid is deadly to the elders the most, yet they don't follow any rules at all. Additionally, you should avoid touching your face without cleaning them. Germs might get into your eyes, nose, mouth, etc.

I'm sure everyone is already sick of the pandemic, and the masks. However, these advices are all for your safety. Don't be selfish and just think about yourself. I've seen numerous people not caring because they're "young". You should think about the people around you, do not be ignorant. I hope you all take my advices and stay safe during the pandemic. By following them, this pandemic will be gone before you know it. Let's all stay positive.



9EW3 Article – Exemplar 1

Annotation

- a correct title has been provided
- the introduction is good and contains a general sentence and then explains what the writer will be doing
- headings are used to separate the sections – Section 1, *At home*, Section 2, *At School*, Section 3, *In Public*, and the last section is about other things to be aware of
- at the end of the second paragraph the writer could give more information to explain why reusing masks is dangerous
- some very good vocabulary is used – *germs, masking, current ones, bothersome, cheek kisses, cough, sneeze, washrooms, avoid giving hugs..., hand gel, not be ignorant*
- spelling errors – *pervent* instead of *prevent*, *sprending* instead of *spreading*, *elders* instead of *elderly*, *advices* instead of *advice*, *glass* instead of *last panel/ glass screen/ separation screen*, *disposable* instead of *disposible*
- errors in expression – *all for you safely* instead of *all for your safety*, *during school* instead of *at school*, *by following them* instead of *by following my advice/my tips*
- subject/verb agreement – *these advices are* instead of *this advice is*
- the writer has the tendency to use *etc.* which is not advised, as it is better to give the examples so the reader knows what the writer means or is referring to
- there is a simple but effective conclusion
- in general, this is a well written piece which provides good advice



9EW3 Article – Exemplar 2

Stay safe for myself during a pandemic.

I am Social Welfare Committee and I want to write about how to stay safe during a pandemic. So what do you think in this pandemic and do you have done this to stay safe?

First of all, we should keep cleaner at home. When we came back, we need to wash our hand. Since, we have touch outside such as money or tables. Then, we should keep the mask to rubbish bin and don't wear shoes inside the home. Also, we need to wash our body after we had done all the work. So we can stay safe at home.

Secondly, how we can do to stay safe at school and protect ourself. After we had gone to school, we need to wash our head and don't put over our masks. Moreover, we need to have a space between your students and teachers. Don't closers your schoolmates or teachers. Before you washed your hand, you had gone to toilet. Therefore, we can stay safe at school.

After that, how we can do to stay safe at general everyday. We should keep mask more than one because when your mask were dirty, you can have more one to protect yourself. Also, before you have a lunch or dinner outside, you should have a space between people. But the good points are go to home have a lunch or dinner. Then, people can work from home and closing schools as can avoiding crowds

and keep less mass meetings. Don't put over your mask outside. Thus, we can stay safe at general.

Finally, I should call all students, you should have done this to protect yourself and I hope our earth don't sick in the future. We should help more people and tell them to stay safe at home. School, general. Give your own hand to help the earth and we need to do it. Therefore, Do you know how to do?



9EW3 Article – Exemplar 2

Annotation

- the title is provided but it has mistakes – *Stay safe for myself during a pandemic* instead of *How I stayed safe during a pandemic*
- the article has been divided into distinct paragraphs, at home, about school and in general. The suggestions as to what to do are made, but the why is explained in one sentence at the end of each paragraph – *So we can stay safe at home, Therefore we can stay safe at school...* Reasons for each idea would be much better and make for a more detailed informative article, than just a number of suggestions and one blanket statement
- errors in spelling – *walfare* instead of *welfare*, *toliet* instead of *toilet*
- errors in expression – *I am social welfare committee* instead of *I am a social welfare committee member*, *do you have done this to stay safe?* instead of *what have you done*, *keep cleaner at home* instead of *keep clean at home*, *we came back* instead of *we came back home*, *we have touch outside* instead of *we have touched things outside*, *keep the mask to rubbish bin* instead of *put the mask into the rubbish bin*, *after we had done all the work* instead of *after we have finished working*, *don't closers* instead of *don't get close to*, *before you washed your hand you had gone too toliet* instead of *wash your hands after going to the toilet*, *how we can do to stay safe* instead of *how can we stay safe*, *protect our self* instead of *protect ourselves*, *after that how we could do* instead of *what we can do*, *at general everyday* instead of *everyday*, *safe at general* instead of *safe in general*, *don't sick in future* instead of *doesn't get sick*, *give your own hand* instead of *use your own hand*, *how to do* instead of *what to do*
- at the end of the second paragraph there should be a comma instead of a full stop so that we have one sentence instead of two
- singular/plural – *wash our hand* instead of *wash our hands*
- tense – *were* instead of *is*
- some of the sentences are not clear – *wash our head and don't put over our masks*, *don't put over your mask outside?*
- the conclusion is unclear, with some reference made to the environmental – *I hope our earth don't sick*, than talking about a pandemic. It also contains errors



9EW3 Article – Exemplar 3

Staying safe during a pandemic

I am a member of the Social Welfare Committee. I have been asked to write an article about how to stay safe during a pandemic. The students at home can put water to the body. And at school no eat food and friends. And the general social distancing was avoiding crowds, work from home, closing schools, webinars, space between people and no mass meetings. Also are important and the possible consequences if students aren't careful and don't follow the advise given.



9EW3 Article – Exemplar 3

Annotation

- a title is provided
- the information in this article has been copied from the prompts
- the information taken from the prompts has just been strung together to look like an article
- some of the sentences that the writer has added, that are not taken from the prompts, do not make any sense – *the students at home can put water to the body* instead of *the students at home can wash themselves regularly, and at school no eat food and friends*. Does this mean that you do not eat your friends or does the student mean that you should not eat food or meet your friends?
- there is no conclusion provided
- tense – *were* instead of *are*
- this script is only 81 words so this means it falls into the category of scripts under 100 words.

See the section on the marking scheme – Remarks for Score Levels for scores that can be allocated



Performance of Participating Students in Writing 2021



Writing – Strengths

- Competent writers read and follow the instructions carefully
- 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 - SPEECH

- Many capable students used the pictorial clues as a starting point. Some even 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 also their friends during the pandemic and what life was like before and after to produce a good speech.
- Some students demonstrated a very good command of topic specific vocabulary – in particular in relation to life before and after the pandemic and their feelings and impressions of the time
- Those who didn't follow the picture prompts came up with inventive things like a 'feeling circle', and a 'poster competition' as activities to help students adjust after returning to school.
- Capable students were able to describe how they felt and why, their impressions and how it changed them – trying to stay healthy, exercising more...



Some strengths of participating students to highlight

9EW1 – Sentences, Phrases and Vocabulary

- The majority of students were able to write a speech but very capable students were able to add a variety of appropriate details/events/personal experiences/what they learnt/how they changed and make it an interesting speech.
- Capable students also used some good language which made their writing a pleasure to read –
 - *global pandemic,*
 - *sanitized,*
 - *suspended,*
 - *breathing problems*
 - *environmental hygiene*
 - *despite the fact*



Some strengths of participating students to highlight

9EW2 – MOVIE REVIEW

- Capable students were able to use complex structures in their writing – in their introductions, body and also conclusions.
- They were able to form their own ideas independent of the writing prompts provided/ignored the picture prompts of the posters provided. They were good at describing the storyline/plot of their chosen movie and some also included lessons to learn from what happened in the movie to the characters.
- Capable students checked their work carefully and in doing so avoided simple spelling mistakes and grammatical errors.
- Capable students completed the title appropriately.
- 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.



Some strengths of participating students to highlight

9EW2 – Sentences, Phrases and Vocabulary

- The majority of students were able to write a movie review but very capable students were able to add a variety of appropriate information about the movie/characters/setting...to make it an interesting and informative movie review.
- Capable students also used some good language which made their writing interesting to read –
 - *animation*
 - *point of view,*
 - *characters drawn in a detailed way,*
 - *light-hearted,*
 - *funny situations/events,*
 - *atmosphere,*
 - *climax,*
 - *meaningful movie*



Some strengths of participating students to highlight

9EW3 – ARTICLE

- 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 related to staying safe during a pandemic.
- They were able to form their own ideas independent of the writing prompts provided/ignored the picture prompts provided, relying on their own personal knowledge and experience both at home and at school.
- Capable students checked their work carefully and in doing so avoided simple spelling mistakes and grammatical errors.
- Capable students completed the title appropriately.
- 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.



Some strengths of participating students to highlight

9EW3 – Sentences, Phrases and Vocabulary

- The majority of students were able to write an article but very capable students were able to add a variety of appropriate information based on their own personal experiences to make it an interesting and informative article.
- Capable students also used some good language which made their writing informative and interesting to read –
 - *germs*
 - *hand gel,*
 - *glass screen,*
 - *light-hearted,*
 - *cough,*
 - *sneeze,*
 - *washroom,*
 - *not be ignorant*
 - *rubbish bin*



Some errors of participating students to ponder

9EW1

Some of the students didn't know how to write a speech or how to correctly start and finish a speech, despite a title being provided. Students didn't read the instructions carefully. They focused only on the before and after, neglecting to include any information about how the time had changed them or even mentioning their feelings.

Vocabulary and expressions

Students had difficulty using topic appropriate vocabulary and also had problems with the use of singular and plural – *washing hand* instead of *hands*

- *stay more health*
- *work from a group*
- *gymining*
- *clean my hand by alcohol*
- *dirty things on my hand*
- *thank you listening my speech*
- *Cove 19/cov 19*
- *soical*



Some errors of participating students to ponder

9EW2

Some of the students didn't know how to write a movie review. Students didn't read the instructions carefully and some wrote about all films depicted in the prompts, rather than picking just one. They focused only the story line and less on the characters and why they liked or disliked the film. They also neglected to recommend it or not to the reader. Some also failed to complete the title.

Vocabulary and expressions

Students had difficulty using topic appropriate vocabulary and

- *you guys – tone of language is not appropriate for a review*
- *cartoon film*
- *a/an*
- *is call*
- *learn more knowledge – not explained how or what the reader can learn*
- *for the you and readers*
- *many cuties*



Some errors of participating students to ponder

9EW3

Some of the students didn't know how to write an article or how to correctly start and finish an article. Students didn't read the instructions carefully. They focused only on what students should do without going into why in much detail, if at all, and they also neglected to include the possible consequences. Some students also had difficulty completing an appropriate title.

Vocabulary and expressions

Students had difficulty using topic appropriate vocabulary and also had problems with the use of singular and plural – *washing hand* instead of *hands*

- *keep cleaner at home*
- *how we can do to stay safe*
- *toliet*
- *wash our head*
- *put water to the body*
- *at school no eat food or friends*



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 as did the **failure to read and follow the instructions carefully**.
- 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 but were let down by their lack of knowledge of topic specific vocabulary, such as pandemic, Covid 19, masks, social distancing, hand sanitizer, cleaning...
- Students have imagination but there is an inability to express ideas in English – related to above points and this was also evident in **the movie review** when students described the plot/storyline. They also lack the vocabulary to use in this genre as evidenced by many misspellings of words that were integral to their movie review and their explanation of the events/storyline of the movie.
- Students generally showed an understanding of the different formats of the speech, movie review and article but some 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 for the students to complete the title of the review and article, students still failed to complete them appropriately or fill them in at all.**

