



# THEMATIC SEMINAR

## ‘GAINFUL USE OF TSA 2022 MATERIALS’



## SECONDARY 3 ENGLISH

### Students’ Overall Performance of Participating Schools

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Education Assessment Services Division

14<sup>th</sup> December, 2022

# **Gainful Use of TSA 2022 Materials**

## **S3 English Language**



# Gainful Use of TSA 2022 Materials

## Pen and Paper Assessment & STAR (online)

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



# **S3 English Listening Performance Analysis for Participating Schools**



# Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use  
of  
TSA 2022 Materials  
  
Secondary 3 Listening

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

Hong Kong Examinations and Assessment Authority  
October 2022

SAMPLE

## 1. Introduction

- There were three Listening sub-papers in Secondary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2022 Materials" (GU 2022). 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 2022. They are the raw data that illustrate all participating students' performance in GU 2022.

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# Performance Analysis for Participating Schools

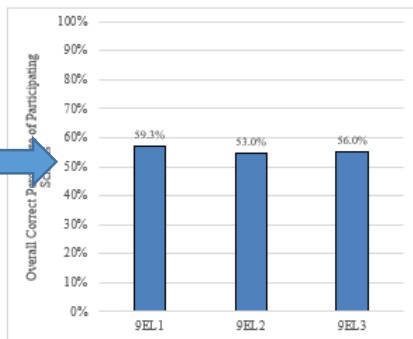
## 2. Students' Overall Performance of Participating Schools in GU 2022 English Listening

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 (%) <sup>1</sup>
9EL1: Listening	59.3
9EL2: Listening	53.0
9EL3: Listening	56.0

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:<sup>1</sup> 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 2022.

## 3. General Observations on Students' Overall Performance in GU 2022 English Listening

Skill	Observations
Listening	<ul style="list-style-type: none"> <li>The Listening performance of students was satisfactory.</li> <li>Students could <b>identify specific information in a variety of familiar and unfamiliar topics</b>. The majority of students were able to work out what Samantha did on the weekend and many worked out what LARPing stood for. Many students were able to work out what the article Jenny mentioned was about. Many students were also able to work out which part of the body the student hurt in the poem.</li> <li>Quite a number of students were able to <b>work out the rhyme</b> used in the poem with a considerable number working out the rhyming pair in the first stanza of the poem – 'face and place'. However, when presented with one word 'field', only more than half of the students were able to identify the rhyming word 'healed'.</li> <li>Students were generally able to <b>identify the meaning of unfamiliar words and expressions using the contextual clues and information provided</b>. In the task about LARPing a considerable number of students were able to work out the meaning of the word 'replica' in the given context. Using the context provided in the meeting about Student Stress and Depression, more than half of the students were able to work out the meaning of 'medicine'. Almost half of the students were able to work out the meaning of the word 'surgery' in the Campus Radio Programme as it pertained to the job that <b>Dr. Wong</b> did.</li> <li>Quite a number of students could <b>understand the connection between ideas by using the context provided</b> when listening to the conversation between the students as they were discussing student stress and depression and work out why Sarah had trouble sleeping.</li> <li>Many students could understand the <b>connection between ideas by identifying cohesive devices</b> when listening to the conversation between the interviewer, Samantha and Tom, the Gamemaster and they were also able to work out what the people who helped the gamemaster were called. However, when listening to the information session about the trial involving mobile phones, only some students were able to work out what the trial involved.</li> </ul>

SAMPLE



# Performance Analysis (Quantitative)

## 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 2022 年全港性系統評估材料資料分析報告  
Information Analysis Report on Gainful Use of TSA 2022 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: Listening  
卷別 Paper: 9EL1  
學生人數 Number of students: 0

SAMPLE

題號 Item no.	題目 Question	選項/得分/等級/ Option/Score/Grade/ Information Analysis	學校 百分比 <sup>1,2,4</sup> School percentage <sup>1,2,4</sup> (%)	參與學校整 體百分比 <sup>3,4</sup> Overall percentage of participating schools <sup>3,4</sup> (%)
D1 Q1	1. The announcement Karen is talking about was made A. in the meeting. B. in the garden. C. in the assembly. D. in the club meeting. 2. "for the rooftop" is not the same as on the rooftop. 3. students misunderstood/didn't understand the word "approval". 4. students most likely also misunderstood what Karen said about the principal mentioning the Rooftop Garden Planting Day and confused the words "he mentioned a Rooftop Garden Planning Day" with the location.	A students didn't listen carefully/didn't understand when Mrs. Tang who spoke first mentioned that they "got approval for the rooftop garden". B students misunderstood/didn't understand the word "approval". C students most likely also misunderstood what Karen said about the principal mentioning the Rooftop Garden Planting Day and confused the words "he mentioned a Rooftop Garden Planning Day" with the location.	56.2	65.5

Fictitious figures

Remark(s): 1. Schools with 5 or  
2. "School" percent  
3. "Overall" percent  
of all participants  
in Hong Kong are  
4. The total of part  
5. Participating school  
\* Correct answer  
# No or invalid answer

題號 Item no.	題目 Question	選項/得分/等級/ Option/Score/Grade/ Information Analysis	學校 百分比 <sup>1,2,4</sup> School percentage <sup>1,2,4</sup> (%)	參與學校整 體百分比 <sup>3,4</sup> Overall percentage of participating schools <sup>3,4</sup> (%)
		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
	U#	1.8	1.5





香港考試及評核局  
Hong Kong Examinations and Assessment Authority  
善用 2022 年全港性系統評估材料分卷分析報告  
Sub-paper Analysis Report on Gainful Use of TSA 2022 Materials

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學校名稱:  
School Name:

級別 Level:  
科目 Subject:

中三 Secondary 3  
英國語文 English Language

SAMPLE

卷別 <sup>1</sup> Paper <sup>1</sup>	學生人數 Number of students	分卷滿分 Maximum score of the sub-paper (A)	學校平均分 <sup>1</sup> School average score <sup>2</sup> (B)	學校百分率 <sup>2</sup> School percentage <sup>2</sup> (%) (B / A x 100%)	參與學校 整體百分率 <sup>3</sup> Overall percentage of participating schools <sup>3</sup> (%)
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聆聽 Listening

9EL1	0	31	N.A.	N.A.	93
9EL2	0	31	N.A.	N.A.	93
9EL3	105	31	23.2	75	93

閱讀 Reading

9ER1	0	36	N.A.	N.A.	93
9ER2	0	36	N.A.	N.A.	93
9ER3	105	36	28.7	80	93

寫作 Writing

9EW1	104	12	9.0	75	93
9EW2	0	12	N.A.	N.A.	93
9EW3	0	12	N.A.	N.A.	93

Fictitious figures

# 2022 S3 Listening



# Listening - Text types

## Gainful Use of TSA 2022 Materials

### Exchanges

- Radio Programme – Issues that affect teens
- Meeting – Discussion about student stress and depression
- Conversation & Interview – Drama Club – Live Action Role Play (LARPing)
- Information Session – Teens and Technology
- Literary Text – Poem  
A student talks about playing different sports



# Performance of Participating Students in Listening 2022

## Strengths

- specific information
- connecting ideas → *connection – cohesive devices*
- connection discourse markers
- able to identify rhyme
- identifying the meaning of unfamiliar words
- distinguishing main ideas from supporting details
- discriminating between intonation for a range of purposes



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Campus Radio Programme

**Task Content:** Issues that affect teens

### Specific Information

The majority of students were able to work out what Samantha did on the weekend.

1. Andrew did homework on the weekend. Samantha \_\_\_\_\_.

- A. didn't do any homework
- B. met members of the English Club
- ☒ C. went to see a movie
- D. had plastic surgery



**Andrew – School Radio DJ** Hi Samantha. Yes, but I also had a lot of homework. What about you?

**Samantha – School Radio DJ** I had a lot of homework too but I also went to the movies.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Student Welfare Committee (discussion)

**Task Content:** Student Stress and Depression

**Connection discourse markers**

Many students were able to work out why Sarah has trouble sleeping.

7. Sarah says she has trouble sleeping. This is most likely because she \_\_\_\_\_.

- A. is annoyed
- B. always fights with Ben
- C. can't concentrate on studying
- ☒ D. is nervous about how she will do in her exams



**Sarah – Student  
Welfare  
Committee  
member**

I sometimes have trouble sleeping, especially before exams. What about asking students if they are worried about their exams or tests and why?



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Drama competition (conversation and discussion)

**Task Content:** Live Action Role-play (LARP)

### Connection cohesive devices

Many students were able to work out what the people who helped the gamemaster were called.

7. The people who help the gamemaster are called \_\_\_\_\_.

- A. players
- ☒ B. non-player characters
- C. environment maintenance
- D. referees



**Samantha -  
Interviewer**

Who helps you to run the different LARPs?

**Tom -  
Gamemaster**

Like any kind of performance, we have a crew that helps to set up and maintain the environment, called stage hands or non-player characters.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Poem

**Task Content:** A student talks about playing different sports

**Connection cohesive devices**

A considerable number of students were able to work out what equipment was needed to play tennis.

**Stanza Three**

4. The equipment mentioned that is needed to play tennis is \_\_\_\_\_.

- ☒ A. the net
- ☐ B. a coach
- ☐ C. the field
- ☐ D. a baseball



Stanza 3

I tried to play tennis.

I tripped on the net.

The bump on my head  
is the biggest one yet.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Drama competition (conversation and discussion)

**Task Content:** Live Action Role-play

**Unfamiliar words**

Quite a number of students were able to work out the meaning of the word replica.

8. Tom says they used replicas of weapons. A 'replica' here means \_\_\_\_\_.

- A. a real weapon that works
- B. an illegal copy of something
- C. a weapon burglars and thieves use
- ☒ D. a copy of something that looks like the real thing



**Tom -  
Gamemaster**

(*astonished*) Samantha, weapons can be very dangerous! Different games require different weapons. In *Gunfight* there were lots of guns. Real guns can't be used so we had to use replicas. A replica looks a lot like the original but our guns can't fire bullets. They just look like the real thing! Most of our weapons are made from foam, plastic or wood.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Information Session – Teens and Technology Week

**Task Content:** Teens and Technology

**Distinguishing main ideas from supporting details**

A considerable number of students were able to work who the first person was who mentioned the survey.

8. The first person to mention the survey is \_\_\_\_\_.

- ☒ A. Peter Lee
- ☐ B. Mr. Lau
- ☐ C. a parent
- ☐ D. Principal Wong



**The Principal –  
Mrs. Wong**

Good morning, everyone. Today we're going to be looking into a hot topic – Teens and Technology.

Here at school we have to deal with this issue on a daily basis. It's not just about using mobile phones and playing online games. It's also about how to avoid falling victim to scams. Then there are the injuries that can result from the overuse of technology.

Our first speaker is Peter Lee, Head Prefect. Welcome, Peter!

**Peter – Head  
Prefect**

Thank you, Principal Wong. Good morning, everyone! This morning I'm focusing on teens and social media. We have some interesting statistics from last month's Teens and Technology survey of students.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Poem

**Task Content:** A student talks about playing different sports

**Rhyme**

A considerable number of students were able to work out the rhyming pair in the first stanza.

**Stanza One**

1. The rhyming pair in the first stanza is \_\_\_\_\_.

- A. soccer and face
- B. nose and bleeding
- ☒ C. face and place
- D. ball and place



[Poem  
Stanza 1

I tried to play soccer.  
The ball hit my **face**.  
My nose started bleeding  
all over the **place**.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Poem

**Task Content:** A student talks about playing different sports

**Specific information**

Many students were able to work out the which part of the body the student hurt in the second stanza.

**Stanza Two**

2. The student in the poem hurt his \_\_\_\_\_.

- A. eye
- ☒ B. elbows
- C. nose
- D. head



Stanza 2

I tried to play rugby.

I slipped on the field.

I scraped up my elbows.

They still haven't healed.



# Performance of Participating Students

## Listening Examples - Strengths

**Task Name:** Drama competition (conversation and discussion)

**Task Content:** Live Action Role-play

**Discriminating between intonation for a range of purposes**

A considerable number of students were able to work out how Cherry sounded after listening to the students and the teacher speaking.

2. Eric sounds very excited about the LARP. Cherry however, sounds \_\_\_\_\_.

- A. unhappy
- B. sad
- C. excited
- ☒ D. unsure

[Ms. Lin –  
Drama Teacher

Good morning, everyone. The school is entering a drama competition and the Drama Club is going to be entering the Live Action Role-Play section.

Eric – Drama  
Club member

*(extremely excited)* Ooh LARPing!! This is going to be great. Which LARP are we going to be entering, Ms. Lin?

Cherry – Drama  
Club member

Hold on Eric. What on earth is LARPing and LARP??

Eric – Drama  
Club member

LARPing is Live Action Role-Playing and a LARP is the Live Action Role-Play. It's different from the drama we normally do because it's a role-playing game using the outdoors or real world environments as the stage.

Some of the events range from small events lasting two, three or four hours to large events with thousands of players lasting for five or six days. I've been in *Martins Peak* and *The Spy in the Tower* so far. I loved being in both!

Cherry – Drama  
Club member

*(unsure/hesitant)* Hmmm, I'm not sure...live action role-playing. So what exactly will we be doing, Ms. Lin?



# Performance of Participating Students in Listening 2022

## Weaknesses

- specific information → SPELLING
- unfamiliar words/expression
- connecting ideas – cohesive devices and discourse markers
- distinguishing main ideas from supporting details
- identifying the sequence of events, causes & effects

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 simple **body parts** and other **nouns** 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 Campus Radio Programme and the topic of Plastic Surgery. 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

**Task Name:** Campus Radio Programme

**Task Content:** Issues that affect teens

**Connection cohesive devices**

Students found it difficult to work out what the segment was going to be about.

4. The segment will be about \_\_\_\_\_.
- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. news and current affairs     | 2. how to research different topics |
| 3. preparing information sheets | 4. world issues and events          |
- A. 1 and 2  
B. 2 and 3  
C. 3 and 4  
**D. 1 and 4**



**Samantha –  
School Radio DJ**

We're going to learn about plastic surgery.

Just to remind our listeners, we asked teachers and students to submit topics for us to discuss in our '*You Asked For It*' segment. These topics could be something in the latest news or current affairs to world issues and events or interesting topics.



# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Student Welfare Committee (discussion)

**Task Content:** Student Stress and Depression

### Connection cohesive devices

Students found it difficult to connect the ideas presented to work out information about people who have depression.

2. People who have depression \_\_\_\_\_.

- |                                        |                                    |
|----------------------------------------|------------------------------------|
| 1. all need to take medicine regularly | 2. can feel unhappy and/or nervous |
| 3. are sick                            | 4. have arguments all the time     |

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



**Jenny – Student Welfare Committee**

Depression is **an illness** which can be quite serious. People with depression **feel really unhappy, worried and nervous** and these feelings stop them from doing lots of things. Some need to take medicine regularly to help them.



# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Campus Radio Programme

**Task Content:** Issues that affect teens

### Connection discourse markers

Students found it difficult to connect the ideas presented to work out what the next part of the interview would be about.

8. Dr. Wong spent most of the first part of the interview talking about cosmetic surgery. The next part will most likely be about \_\_\_\_\_.



- A. different kinds of cosmetic operations
- B. who can get what kind of operation
- ☒ C. the work he does as a plastic surgeon
- D. facts and figures about cosmetic surgery

**Samantha –  
School Radio DJ**

Hi Dr. Wong, thanks for talking to me today. Firstly, what is plastic surgery?

\*\*\*\*\*

**Samantha –  
School Radio DJ  
Narrator**

Thanks so much, Dr. Wong. Let's now talk about your work...



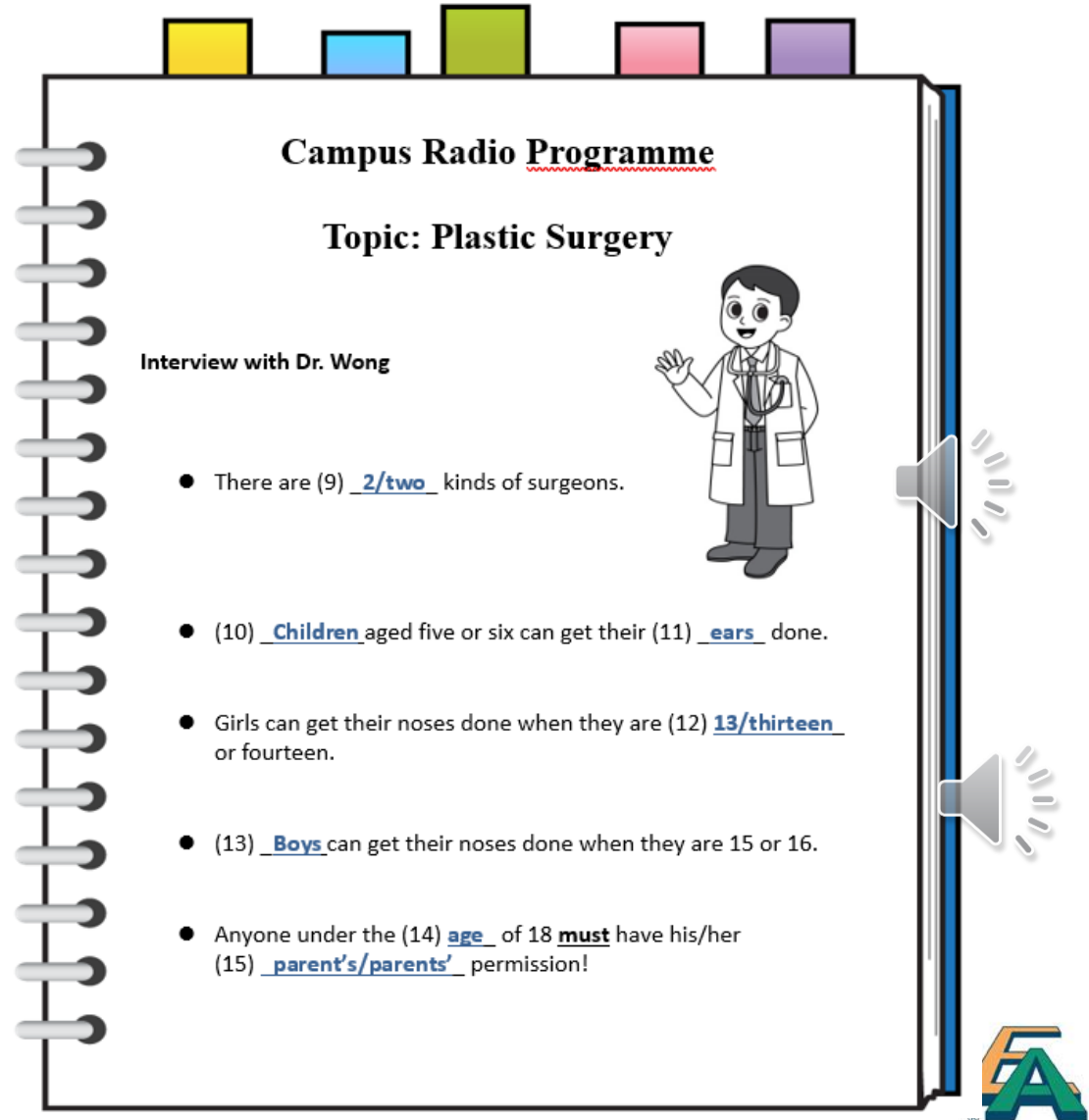
# Performance of Participating Students Listening Examples - Weaknesses

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

## Specific information

Students did not write  
the answers correctly.

Task Name: Campus Radio Programme  
Task Content: Issues that affect teens



**Campus Radio Programme**

**Topic: Plastic Surgery**

Interview with Dr. Wong

- There are (9) 2/two kinds of surgeons.
- (10) Children aged five or six can get their (11) ears done.
- Girls can get their noses done when they are (12) 13/thirteen or fourteen.
- (13) Boys can get their noses done when they are 15 or 16.
- Anyone under the (14) age of 18 must have his/her (15) parent's/parents' permission!

## Listening Examples - Weaknesses

9EL1/3 – Part 1

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

Spelling variations for questions 9 to 15

(9) 2/two	(10) Children	(11) ears	(12) 13/thirteen	(13) Boys	(14) age	(15) parents'/parent' s
5	certein	years	fifteen	Boy	ages	patient
many	young	growth	thridteen	Teen	aged	persent
young	chrlidren	ear	thirteenth	body	ageing	paranst
child	children – lowercase 'c'	noses	fiveteen	Girls	ager	pereson
5000	chrited	mouses	fare	bog	esay	perhunt
surgery	chilren	eyas	12	boy	under	presentation
eyes	chilidren	ester	threeteen	boys	under the age	panest
3	chirden	bone	thildreen	chirden	teens	perenst
different	surgeons	nose	teenagers	girls	eighteen	perent
too	cheilen	to	fourty	children		ponsent
age			tindteen			pereters
			teens			pertans
			thirteenth			
			thirty			
			thirteenth			

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 – as can be seen in some of the examples

# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Drama competition (conversation and discussion)

**Task Content:** Live Action Role-play

**Distinguishing main ideas from supporting details**

Students had difficulty in working out which was the largest game amongst all the games mentioned.

6. The largest game mentioned is \_\_\_\_\_.

- A. Martins Peak
- B. The Spy in the Tower
- ☒ C. Witchblade
- D. Moss World



**Tom -  
Gamemaster**

It depends. In Witchblade we had over one thousand players and that lasted for 6 days. Moss World, on the other hand, only had twenty players and took one evening.



# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Information Session – Teens and Technology Week

**Task Content:** Teens and Technology

### Unfamiliar word

Students had difficulty in identifying the meaning of the word, despite examples of the types of addiction amongst students being provided.

10. The Principal says, 'These survey results show just how serious the addiction to technology is!' 'Addiction' here means \_\_\_\_\_.
- A. students spending too much time on their studies
  - B. improving results by using technology
  - ☒ C. the inability to stop using something harmful
  - D. the need to post on walls and in comments



**The Principal –  
Mrs. Wong**

Peter, what do our students do online when they're using social networking sites?

**Peter – Head  
Prefect**

Nearly 90% of our students comment on what friends have put on their walls. The same number also comment on friends' pictures. Close to 70% of students send private messages and more than half send text messages or group messages. Students just can't stop using technology.

**The Principal –  
Mrs. Wong**

Thanks, Peter. These survey results show just how serious the addiction to technology is!



# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Poem

**Task Content:** A student talks about playing different sports

### Unfamiliar word

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

#### Stanza Five

6. In the line 'It's me the coach blames.', what does 'blame' mean?

- A. the responsibility is with the coach
- ☒ B. to hold someone responsible for what happens
- C. not responsible for bad things that happen
- D. playing video games and losing



#### Stanza 5

Our team always loses.

It's me the coach blames.

So now I stay home and  
play video games. ]



# Performance of Participating Students

## Listening Examples - Weaknesses

**Task Name:** Poem

**Task Content:** A student talks about playing different sports

3

**Identifying the sequence of events, causes and effects**

Students found it difficult to work out the correct sequence of events.

**Stanzas One to Five**

8. There are many things that happen to the student and many games he plays. Put those things into order.

- |                              |                               |
|------------------------------|-------------------------------|
| 1. he tries to play baseball | 2. he gets a bump on his head |
| 3. a ball hits his face      | 4. he slips on the field      |

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



[Poem  
Stanza 1

I tried to play soccer.  
The ball hit my face.  
 My nose started bleeding  
 all over the place.

Stanza 2

I tried to play rugby.  
I slipped on the field.  
 I scraped up my elbows.  
 They still haven't healed.

4

Stanza 3

I tried to play tennis.  
 I tripped on the net.  
The bump on my head  
 is the biggest one yet.

2

Stanza 4

I tried to play baseball.  
 I got a black eye.  
 I wasn't quite able  
 to catch that pop fly.

1

Stanza 5

Our team always loses.  
 It's me the coach blames.  
 So now I stay home and  
 play video games. ]

# 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, body parts, 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 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 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 **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

CONFIDENTIAL

## Gainful Use of TSA 2022 Materials

### Secondary 3 Reading

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

Hong Kong Examinations and Assessment Authority

October 2022

#### 1. Introduction

- There were three Reading sub-papers in Secondary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2022 Materials" (GU 2022). Participating schools taking either the pen-and-paper mode or the online mode on the Student Assessment Repository (STAR) were allocated one of the Reading sub-papers.
- The contents of this report include:
  - **Section 2:** Overall correct percentage (facility index, FI) of participating schools in each reading sub-paper
  - **Section 3:** The observations of students' overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the reading papers of GU 2022. They are the raw data that illustrate all participating students' performance in GU 2022.

SAMPLE



# Performance Analysis for Participating Schools

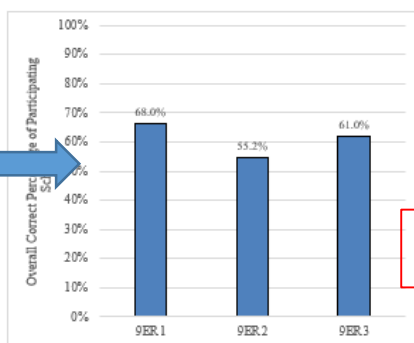
## 2. Students' Overall Performance of Participating Schools in GU 2022 English Reading

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 (%) <sup>1</sup>
9ER1: Reading	68.0
9ER2: Reading	55.2
9ER3: Reading	61.0

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



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

Overall Performance of all participating schools

Fictitious figures

Remark: <sup>1</sup> 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 2022.

## 3. General Observations on Students' Overall Performance in GU 2022 English Reading

Skill	Observations
Reading	<ul style="list-style-type: none"> <li>The reading performance of students was generally good.</li> <li>Students could <b>identify specific information in a variety of familiar and unfamiliar topics</b>. The majority of students were able to work out how many animals were involved in the therapy <b>animals</b> trial after reading the information leaflet. Many students were able to work out what the papers stuck to after reading the poem about falling asleep in class. Pictures also helped provide pictorial clues.</li> <li>Quite a number of students were able to <b>sequence the steps</b> of what participants had to do after reading the cooking competition information sheet about the school cooking competition.</li> <li>Students were generally able to identify the meaning of unfamiliar words and expressions using their <b>dictionary skills</b>. Only a small number of students were able to work out the meaning of the word 'therapy', compared to more than half of the students who were able to deduce the meaning of the word 'plant' in the article about the school anniversary and the word 'strips' in the instructions on how to make a bento box.</li> <li>Students were generally able to <b>understand the connection between ideas by using the information provided</b>. Quite a number of students were able to work out who would work with very stressed students and who would help with students who had no experience with animals in the information leaflet about therapy animals. Only some students however, were able to work out the example of how the school had grown in the article about the school anniversary celebrations.</li> <li>Students were able to <b>locate information</b> in simple price lists and charts. The majority of students worked out how many students preferred the dog by using the information provided in the table about animal preferences in the information leaflet. Many students worked out how many potatoes Germany produced by using the information provided in the table.</li> <li>Many students were able to <b>analyze and integrate relevant points from one or more than one text</b> when they had to determine which country was the largest potato and egg producer in the ingredient fact sheet. Many students were also able to determine what the first activity to be held in June was after looking at the calendar.</li> </ul>

SAMPLE



# 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 2022 年全港性系統評估材料資料分析報告  
Information Analysis Report on Gainful Use of TSA 2022 Materials

機 密  
Confidential

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: 9ER1  
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 百分率 <sup>1,2,3</sup> School percentage <sup>1,2,3</sup> (%)	參與學校總 體百分率 <sup>1,2</sup> Overall percentage of participating schools <sup>1,2</sup> (%)
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 B* read the information carefully and correctly identified that permafrost is found in Alaska and Canada	10.5        45.0	15.0        55.5

SAMPLE

Fictitious figures

Remarks(d): 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 GU2022.  
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





香港考試及評核局  
Hong Kong Examinations and Assessment Authority  
善用 2022 年全港性系統評估材料分卷分析報告  
Sub-paper Analysis Report on Gainful Use of TSA 2022 Materials

機 密  
Confidential

學校名稱:  
School Name:

級別 Level:  
科目 Subject:

中三 Secondary 3  
英國語文 English Language

SAMPLE

卷別 <sup>1</sup> Paper <sup>1</sup>	學生人數 Number of students	分卷滿分 Maximum score of the sub-paper (A)	學校平均分 <sup>1</sup> School average score <sup>2</sup> (B)	學校百分率 <sup>2</sup> School percentage <sup>2</sup> (%) (B / A x 100%)	參與學校 整體百分率 <sup>3</sup> Overall percentage of participating schools <sup>3</sup> (%)
---------------------------------------	-------------------------------	--------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

聆聽 Listening

9EL1	0	31	N.A.	N.A.	93
9EL2	0	31	N.A.	N.A.	93
9EL3	105	31	23.2	75	93

閱讀 Reading

9ER1	0	36	N.A.	N.A.	93
9ER2	0	36	N.A.	N.A.	93
9ER3	105	36	28.7	80	93

寫作 Writing

9EW1	104	12	9.0	75	93
9EW2	0	12	N.A.	N.A.	93
9EW3	0	12	N.A.	N.A.	93

Fictitious figures

-完-  
End



# 2022 S3 Reading

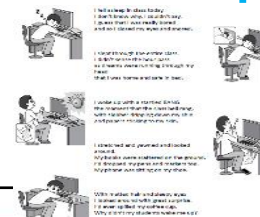
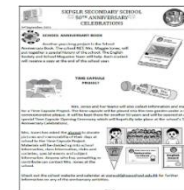
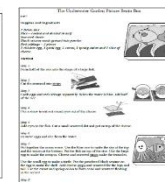
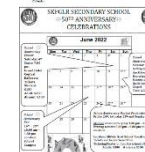
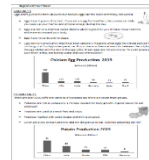
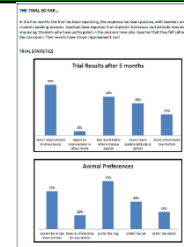
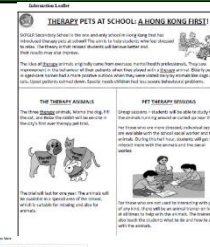


# Reading – Text Types

## Gainful Use of TSA 2022 Materials

### Information Texts

- **Information Leaflet – Therapy Animals**
- **Cooking Competition Information Sheet**
- **Ingredient Fact Sheet**
- **Encyclopaedia Extract – Erasers and Correction Fluid & Tape**
- **Calendar – School Anniversary Celebrations**
- **Article – School based activities to celebrate the school anniversary**
- **Book Extract – Japanese Food**
- **Literary Text – Poem about someone who falls asleep in class**



# Performance of Participating Students in Reading 2022

## Strengths

- text types
- specific information
- connection between ideas
- sequencing
- locating information in simple charts
- unfamiliar word/expression
- analyzing and integrating relevant points from one or more than one text
- main idea
- rhyme
- knowledge of the world



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Therapy Pets (Information Leaflet)

**Task Content:** Information leaflet is about Therapy Pets in general and then specifically the trial at the school

### Unfamiliar phrase

Students were able to work out the meaning of the phrase.

#### Information Leaflet

1. Therapy Pets in Hong Kong are a 'Hong Kong First'. This means \_\_\_\_\_.

- A. it is the first time the students visited patients
- B. the idea is not new in Hong Kong
- ☒ C. it is the first time Therapy Pets are used in Hong Kong
- D. Therapy Pets are not a new thing in Hong Kong schools



### THERAPY PETS AT SCHOOL: A HONG KONG FIRST!

SKFGLR Secondary School is the one and only school in Hong Kong that has introduced therapy pets at school! The aim is to help students who feel stressed to relax. The theory is that relaxed students will behave better and their results may also improve.



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Poem

**Task Content:** The poem is about someone who falls asleep in class

### Connection between ideas

Students were able to work out what woke the person in the poem.

#### Stanza Three

3. The person in the poem was awakened by \_\_\_\_\_.

- A. students running
- B. the phone ringing
- ☒ C. a bell ringing
- D. the dropping of pens



I woke up with a startled BANG  
the moment that the class bell rang,  
with slobber dripping down my chin  
and papers sticking to my skin.



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Poem

**Task Content:** The poem is about someone who falls asleep in class

### Rhyme

Students were able to work out the words that rhyme and the rhyming pair in the respective stanzas.

#### Stanza Three

5. The word that rhymes with 'chin' is \_\_\_\_\_.

- A. rang
- B. down
- C. bang
- ☒ D. skin



I woke up with a startled BANG  
the moment that the class bell rang,  
with slobber dripping down my chin  
and papers sticking to my skin.

#### Stanza Five

7. One of the rhyming pairs in this stanza is \_\_\_\_\_.

- A. matted and eyes
- B. around and coffee
- C. cup and wake
- ☒ D. eyes and surprise



With matted hair and sleepy eyes  
I looked around with great surprise  
I'd even spilled my coffee cup.  
Why didn't my students wake me up?



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Poem

**Task Content:** The poem is about someone who falls asleep in class

### Main idea

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

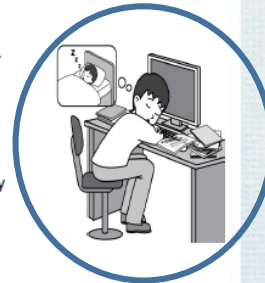
#### Stanza Five

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

- A. I Snored in Bed
- ☒ B. I Fell Asleep in Class Today
- C. The Class Started with a Bang
- D. Dreams Ran Through My Head



I fell asleep in class today.  
I don't know why. I couldn't say.  
I guess that I was really bored  
and so I closed my eyes and snored.



I slept through the entire class.  
I didn't sense the hour pass  
as dreams were running through my  
head  
that I was home and safe in bed.



I woke up with a startled BANG  
the moment that the class bell rang,  
with slobber dripping down my chin  
and papers sticking to my skin.



I stretched and yawned and looked  
around.  
My books were scattered on the ground.  
I'd dropped my pens and markers too.  
My phone was sitting on my shoe.



With matted hair and sleepy eyes  
I looked around with great surprise.  
I'd even spilled my coffee cup.  
Why didn't my students wake me up?

# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Cooking Competition (Cooking Competition Information Sheet & Ingredient Fact Sheet)

**Task Content:** The cooking competition information sheet is about the specifics of the competition and how to enter. The ingredient fact sheet is about eggs and potatoes.

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

Students were able to work out which country produced the most eggs and potatoes.

### Ingredient Fact Sheet

15. The largest potato and egg producer in 2019 was \_\_\_\_\_.

- A. the USA
- B. India
- C. Germany
- ☒ D. China

#### Ingredient Fact Sheet

##### EGG FACTS

Eggs don't just come from chickens but chicken eggs are the most commonly consumed.

- Eggs have 6 grams of protein. If you eat an egg for breakfast, the protein can help you keep up your mental and physical energy during the day.
- Eggs are rich in a chemical called choline which is good for you. It helps move vitamins and minerals around your body.
- Eggs have no carbs and no sugar.
- Eggs can turn green after they have been cooked. It happens when eggs have been cooked for too long or at too high a temperature. This is due to a chemical reaction between the sulphur in the egg whites and the iron in the egg yolks. Green eggs are not poisonous. To avoid green eggs, cook them in hot, not boiling water and cool immediately!



#### Chicken Egg Production 2019



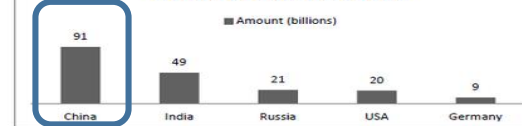
##### POTATO FACTS

There are over 5000 different varieties of potatoes but there are seven main groups.

- Potatoes are rich in potassium, a mineral needed for body growth. A good reason to eat potatoes!
- Potatoes are used to create fries and chips.
- Potatoes mashed with some butter and milk taste good.
- Green potatoes contain solanine and are dangerous to eat. Solanine poisoning can kill!



#### Potato Production 2019



# Performance of Participating Students

## Reading Examples - Strengths

### Task Name: From Erasers to Correction Tape (Encyclopaedia Extract)

**Task Content:** The encyclopaedia extract is about the development and use of erasers and correction fluid and tape

#### Connection between ideas

Students were able to work out what the word 'eraser' could also be called.

#### Erasers

1. An eraser is also referred to as a \_\_\_\_\_.

- A. pencil mark
- B. chalkboard
- ☒ C. rubber
- D. whiteboard

#### ERASERS

Erasers were made to remove pencil marks from paper. They are also called rubbers in some parts of the world because they can be made from rubber. There are many different kinds of erasers. Some are used to remove chalk from a chalkboard and whiteboard marker from a whiteboard.



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** School Anniversary Celebrations (Calendar & Article)

**Task Content:** The calendar is about events held to celebrate the anniversary. The article provides information about the school and some school based activities.

### Specific information

Students were able to work out how much the tickets were for students.

#### June 2022 Calendar

6. Students pay \$ \_\_\_\_\_ to attend the School Anniversary Dinner.

- A. 100
- ☒ B. 150
- C. 200
- D. 300

*School Anniversary*  
*Dinner*  
**Saturday 4<sup>th</sup>**  
**Starts: 7.00 pm**  
**Grand Hotel**  
**Central Ballroom**  
**Tickets:**  
**Student: \$150**  
**Adult: \$250**  
**Alumni: \$200**



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Book Extract (Japanese Food)

**Task Content:** The book extract provides information about how to make sushi rolls and picture bento box

### Knowledge of the world

Many students were able to work out what wasabi tasted like using their knowledge of the world.

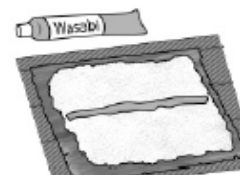
#### How To Make Sushi Rolls

3. The wasabi is \_\_\_\_\_.

- A. salty
- ☒ B. spicy
- C. sweet
- D. sour

#### Step 4

Spread a vertical strip of wasabi paste down the centre of the rice.



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Book Extract (Japanese Food)

**Task Content:** The book extract provides information about how to make sushi rolls and picture bento box

**Using knowledge of features of different text types**


Students were able to work out in what kind of book these two pages would most likely be found.

### The Underwater Garden Picture Bento Box

12. The two pages would most likely be found in a \_\_\_\_\_.

- A. self-help book
- B. book report
- C. magazine
- ☒ D. recipe book

Book Extract



### Japanese Food

How To Make Sushi Rolls

page 4

**Supplies and Ingredients**

*Bamboo sushi mat*  
*Sushi rice - cooked*  
*Seaweed sheets*  
*Wasabi - in paste form*  
*Any ingredients you like - raw salmon, tuna or eel, cucumber, egg roll, radish, avocado*

**Method**

**Step 1**  
Spread out the mat.

**Step 2**  
Place the seaweed on the mat.

**Step 3**  
Place a thin layer of cooked rice on top of the seaweed - no thicker than half a centimetre. Use your hands, which have been dipped in water so that the rice won't stick to them, or use a rice spatula, to flatten out the rice.

**Step 4**  
Spread a vertical strip of wasabi paste down the centre of the rice.

**Step 5**  
Add the other ingredients down the centre of the rice.

**Step 6**  
Roll up the sushi. Use the bamboo mat to help you. Roll and apply even pressure. Press seaweed edges together so that the rice is sealed inside the roll.

**Step 7**  
Unroll sushi from the mat and cut into six equal pieces!

**Step 8**  
Eat and enjoy!

The Underwater Garden Picture Bento Box

page 5

**Supplies and Ingredients**

*1 Bento Box*  
*Rice - cooked and divided in half*  
*Seaweed sheets*  
*Black sesame seeds ground into powder*  
*Red cabbage - 3 pieces*  
*1 chicken egg, 1 quail egg, 1 carrot, 1 spring onion and 1 slice of cheese*

**Method**

**Step 1**  
Form half of the rice into the shape of a large fish.

**Step 2**  
Cut the seaweed into strips.

**Step 3**  
Cook eggs and red cabbage separately. When the water is blue, add half of the rice.

**Step 4**  
Use a straw to cut out round eyes out of the cheese.

**Step 5**  
Add eyes to the fish. Cut a small seaweed dot and put on top of the cheese.

**Step 6**  
Remove eggs and rice from the water.

**Step 7**  
Put together the ocean scene. Use the blue rice to make the sky at the top and the waves at the bottom. Put the fish on top of the rice. Use the large egg to make the octopus. Cheese and seaweed strips make the tentacles. Use the small egg to make a turtle. Put the powdered black sesame on the egg to make the shell. Add cheese strips and seaweed for the legs and tail. Use the carrot and spring onion to form coral and seaweed floating in the ocean!

**Step 8**  
Take a picture and post it on social media!

# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Cooking Competition (Cooking Competition Information Sheet & Ingredient Fact Sheet)

**Task Content:** The cooking competition information sheet is about the specifics of the competition and how to enter. The ingredient fact sheet is about eggs and potatoes.

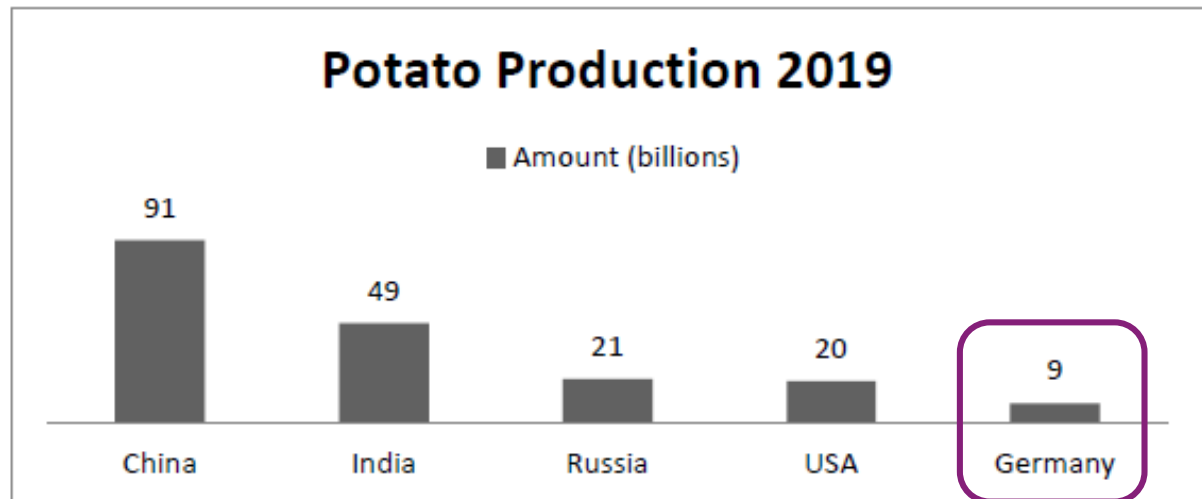
### Locating Information in a simple chart

Students were able to work out how many potatoes Germany produced.

#### Ingredient Fact Sheet

14. In 2019 Germany produced \_\_\_\_\_ billion potatoes.

- A. 9
- B. 21
- C. 49
- D. 91



# Performance of Participating Students

## Reading Examples - Strengths

**Task Name:** Cooking Competition (Cooking Competition Information Sheet & Ingredient Fact Sheet)

**Task Content:** The cooking competition information sheet is about the specifics of the competition and how to enter.

### Sequencing

Students were able to work out the correct sequence of events.

#### Cooking Competition Information Sheet

4. There are many things the participants have to do. Put the following steps into order.

- |                                    |                        |
|------------------------------------|------------------------|
| 1. make the videos and take photos | 2. buy the ingredients |
| 3. send in the recipes             | 4. cook the recipes    |

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

#### Submission of Entries

2

(i) The menu must be for 4 persons and include an appetizer, main meal and a dessert. All ingredients must be bought by the participants.

4

(ii) The organiser will provide two stoves, one working table, aprons and frying pans for each group.

(iii) Participants must finish their menu within two and a half hours. Judges will taste the food and rate each dish.

1  
3

(iv) Participants must provide videos of the cooking process and photos of the finished menu, with the completed application form. The recipes of entries must also be sent to the HK Cooking School within 5 days of cooking or the entry will be disqualified.

(v) Participants must submit a written description of the recipes and ideas. Word Limit: 300 words.

(vi) Deadline for applications is 25<sup>th</sup> July, 2022.



# Performance of Participating Students in Reading 2022

## Weaknesses

- contextual clues
- analyzing and integrating relevant points from one or more texts
- connection between ideas
- inference
- dictionary skills
- knowledge of the world
- main idea
- identifying ideas that support a main idea



# Performance of Participating Students

## Reading Examples - Weaknesses

### Task Name: Therapy Pets (Information Leaflet)

**Task Content:** Information leaflet is about Therapy Pets in general and then specifically the trial at the school

### Dictionary skills

Students found it difficult to work out the best meaning of the word.

#### Information Leaflet

2. The best meaning that corresponds to the word 'therapy' in the leaflet is \_\_\_\_\_.

1. (n) the treatment of emotional problems    2. (n) a curing power or quality

*The anger therapy was supposed to help him calm down.*

*His method of therapy was to eat well and go to bed early.*

3. (n) the treatment of physical diseases    4. (n) an act, hobby, task or programme that relieves tension

*The physical therapy was going to help with his back pain.*

*The Paws and Claws Therapy Programme was going to start in the hospital with the sick children.*

- A. 1  
B. 2  
C. 3  
☒ D. 4

#### Information Leaflet



### THERAPY PETS AT SCHOOL: A HONG KONG FIRST!

SKFGLR Secondary School is the one and only school in Hong Kong that has introduced therapy pets at school! The aim is to help students who feel stressed to relax. The theory is that relaxed students will behave better and their results may also improve.



The idea of therapy animals originally came from overseas mental health professionals. They saw improvement in the behaviour of their patients when they played with a therapy animal. Elderly people in aged-care homes had a more positive outlook when they were visited daily by animals like dogs and cats. Upset patients calmed down. Special needs children had less severe behavioural problems.

#### THE THERAPY ANIMALS

The three therapy animals, Momo the dog, Fifi the cat, and Bobo the rabbit will be on-site in the city's first ever therapy pet trial.



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Therapy Pets (Information Leaflet)

**Task Content:** Information leaflet is about Therapy Pets in general and then specifically the trial at the school

### Main idea

Students found it difficult to work out why the school introduced therapy pets.

#### Information Leaflet

3. The reason the school has introduced therapy pets is to \_\_\_\_\_.

- A. help only teachers calm down
- ☒ B. make students behave better
- C. teach students how to look after pets
- D. stress out students and teachers

#### Information Leaflet



### THE THERAPY PETS AT SCHOOL: A HONG KONG FIRST!

SKFGLR Secondary School is the one and only school in Hong Kong that has introduced therapy pets at school! The aim is to help students who feel stressed to relax. The theory is that relaxed students will behave better and their results may also improve.



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#### THE THERAPY ANIMALS

The three therapy animals, Momo the dog, Fifi the cat, and Bobo the rabbit will be on-site in the city's first ever therapy pet trial.



The trial will last for one year. The animals will be available in a special area of the school, which is suitable for relaxing and also for animals.

#### PET THERAPY SESSIONS

Group sessions – students will be able to study with the animals running around or curled up near them.

For those who are more stressed, individual sessions are available with the school social worker and the animals. During this half hour, students will get to interact more with the animals and the social worker.



For those who are not used to interacting with pets of any kind, there will be an animal trainer on hand at all times to help with the animals. The trainer will also teach the students what to do and how to act with the animals.

# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Poem

**Task Content:** The poem is about someone who falls asleep in class

**Contextual clues**

Students found it difficult to work out what how long the class was from the context provided.

**Stanza Two**

2. The class was \_\_\_\_\_.

- A. not safe
- ☒ B. one hour long
- C. held at home
- D. ringing the bell

I slept through the entire class.  
I didn't sense the hour pass  
as dreams were running through my  
head  
that I was home and safe in bed.



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Cooking Competition (Cooking Competition Information Sheet & Ingredient Fact Sheet)

**Task Content:** The ingredient fact sheet is about eggs and potatoes.

### Knowledge of the world

Students found it difficult to work out where they would most likely find an ingredient fact sheet.

#### Ingredient Fact Sheet

16. An ingredient fact sheet is most likely to be found \_\_\_\_\_.

- A. in a Geography textbook
- ☒ B. in a supermarket
- C. on a chicken
- D. on a serving of French fries

#### Ingredient Fact Sheet

##### EGG FACTS

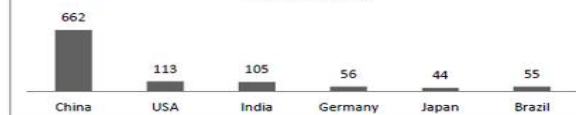
Eggs don't just come from chickens but chicken eggs are the most commonly consumed.

- Eggs have 6 grams of protein. If you eat an egg for breakfast, the protein can help you keep up your mental and physical energy during the day.
- Eggs are rich in a chemical called choline which is good for you. It helps move vitamins and minerals around your body.
- Eggs have no carbs and no sugar.
- Eggs can turn green after they have been cooked. It happens when eggs have been cooked for too long or at too high a temperature. This is due to a chemical reaction between the sulphur in the egg whites and the iron in the egg yolks. Green eggs are not poisonous. To avoid green eggs, cook them in hot, not boiling water and cool immediately!



#### Chicken Egg Production 2019

Amount (billions)



##### POTATO FACTS

There are over 3000 different varieties of potatoes but there are seven main groups.

- Potatoes are rich in potassium, a mineral needed for body growth. A good reason to eat potatoes!
- Potatoes are used to create fries and chips.
- Potatoes mashed with some butter and milk taste good.
- Green potatoes contain solanine and are dangerous to eat. Solanine poisoning can kill!



#### Potato Production 2019

Amount (billions)



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** From Erasers to Correction Tape (Encyclopaedia Extract)

**Task Content:** The encyclopaedia extract is about the development and use of erasers and correction fluid and tape

### Knowledge of the world

After reading the encyclopaedia extract students found it difficult to work out which if the items listed hadn't been used as an eraser (Q.3). They also found it difficult to ascertain why word processing affected sales of correction tape (Q.8).

#### Erasers

3. Which of the following has NOT been used as an eraser?

- A. paper
- B. sandstone
- C. bread
- D. rubber



#### Correction Fluid & Tape

8. Word processing has affected sales of the correction tape because \_\_\_\_\_.

- A. there are too many mice being used
- B. not all kinds of tape are used anymore
- C. there are too many colours of tape available
- D. mistakes can be corrected before being printed

### From Erasers To Correction Tape

*When you write and make mistakes, how do you correct them?*

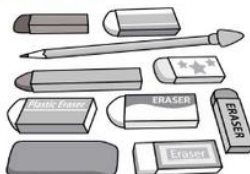
#### ERASERS

Erasers were made to remove pencil marks from paper. They are also called rubbers in some parts of the world because they can be made from rubber. There are many different kinds of erasers. Some are used to remove chalk from a chalkboard and whiteboard marker from a whiteboard.


In the past, before erasers, tablets of wax were used to remove marks from paper.

Rough stone, like sandstone and pumice, was used to erase ink from documents. Stone was used to remove marks made on parchment, a paper-like material made from animal skin. Even bread was once used as an eraser in Japan.

There are lots of types of erasers. There are the free standing or block erasers. There are also caps that fit over the end of a pencil.



#### CORRECTION FLUID & TAPE

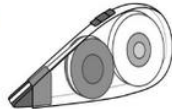


Correction fluid or tape is usually white. It is used to cover mistakes written or typed on paper. Correction fluid was invented by a secretary in 1951. This invention made the lives of secretaries and writers easier.

Originally correction fluid came in liquid form with a brush. It was painted on the mistake and left to dry. Once dry, it could be written on. One disadvantage was that the fluid in the bottle dried out quickly. A liquid called thinner had to be used to thin the correction fluid but it was dangerous and affected the environment. A side effect was some people sniffed the thinner, badly affecting their health.

Correction tape was invented in 1989 by a Japanese company and is now used all over the world to correct mistakes. Kids doing exams would be lost without their correction tape!

Correction tape comes in dispensers that roll the tape directly onto the paper. This is called a correction mouse. There are different types of mice, different colours and kinds of tape.



Sadly, word processing has seen a drop in the need for such products.

# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** School Anniversary Celebrations (Calendar & Article)

**Task Content:** The calendar is about events held to celebrate the anniversary. The article provides information about the school and some school based activities.

### Identifying ideas that support a main idea

Students found it difficult to work out how many performances there would be of the musical production.

#### June 2022 Calendar

7. There will be a total of \_\_\_\_\_ performances of the School Anniversary Musical Production.

- A. 2
- B. 3
- C. 4
- D. 5

#### *School Anniversary Musical Production*

**Friday 24<sup>th</sup>, Saturday 25<sup>th</sup> and Sunday 26<sup>th</sup>**

Matinee sessions every day 1.00 pm – 2.00 pm.  
Evening sessions 7.00 pm – 9.00 pm on the weekend

Location: HKPoly Grad School Theatre

Tickets: can be purchased from

**TicketingMaster** or from the school office

**Adults: \$300   Students: \$100**

# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** School Anniversary Celebrations (Calendar & Article)

**Task Content:** The calendar is about events held to celebrate the anniversary. The article provides information about the school and some school based activities.

### Identifying ideas that support a main idea

Students found it difficult to work out how many categories there were.

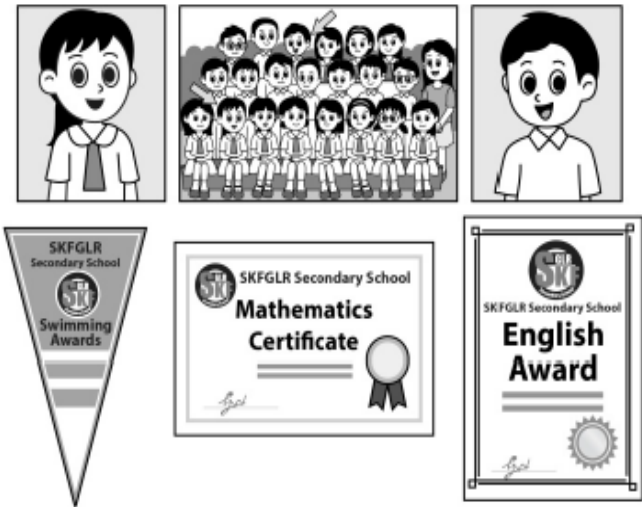
#### Article

16. Mrs. Jones is planning to put the information in the Time Capsule into categories.

- A. two
- B. three
- C. four
- ☒ D. five

Mrs. Jones has asked the alumni to donate pictures and memorabilia of their days at school to the Time Capsule Project.

Materials will be divided up into school information, class information, clubs and societies, special events and subject information. Anyone who has something to contribute can contact Mrs. Jones at the school.



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** School Anniversary Celebrations (Calendar & Article)

**Task Content:** The calendar is about events held to celebrate the anniversary. The article provides information about the school and some school based activities.

### Connection between ideas

Students found it difficult to work out one example of how the school had grown.

#### Article

11. The school has grown. One example of this is the \_\_\_\_\_.

- A. new campus
- B. garden
- C. Principal
- ☒ D. new wing



### SKFGLR SECONDARY SCHOOL 50<sup>TH</sup> ANNIVERSARY CELEBRATIONS



3<sup>rd</sup> September, 2021

SKFGLR Secondary School is celebrating its 50<sup>th</sup> Anniversary in 2022. Principal May Chan has been the Principal for the last four years, taking over from Dr. John Chau in 2017. Under her leadership, the school has grown. The school campus has been expanded. There is now a new wing with extra classrooms, an all-purpose room as well as a new library. In 1973, the student population was around 650 and it has since grown to close to 1800 students this year.



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Book Extract (Japanese Food)

**Task Content:** The book extract provides information about how to make sushi rolls and picture bento box

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

Students found it difficult to work out which items the rolls and recipe had in common.

**The Underwater Garden Picture Bento Box**

7. The sushi rolls and the bento box recipe have \_\_\_\_\_ item(s) in common.

- A. one
- ☒ B. two
- C. three
- D. four

page 4

### How To Make Sushi Rolls

#### Supplies and Ingredients

Bamboo sushi mat

Sushi rice - cooked

Seaweed sheets

Wasabi - in paste form

Any ingredients you like - raw salmon, tuna or eel, cucumber, egg roll, radish, avocado

page 5

### The Underwater Garden Picture Bento Box

#### Supplies and Ingredients

##### 1 Bento Box

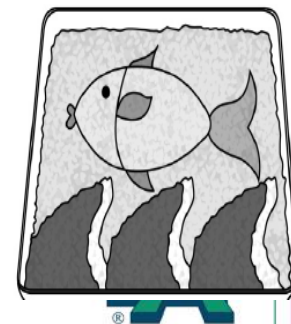
Rice - cooked and divided in half

Seaweed sheets

Black sesame seeds ground into powder

Red cabbage - 3 pieces

1 chicken egg, 1 quail egg, 1 carrot, 1 spring onion and 1 slice of cheese



# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Book Extract (Japanese Food)

**Task Content:** The book extract provides information about how to make sushi rolls and picture bento box

### Contextual clues

Students found it difficult to work out what/how many things the rice had been used to make.

#### The Underwater Garden Picture Bento Box

8. The rice has been \_\_\_\_\_.

- A. shaped into the body of a turtle
- B. divided into the body and the mouth of the fish
- C. made into a black powder
- ☐ D. used to make three things

The Underwater Garden Picture Bento Box

page 5

**Supplies and Ingredients**

*1 Bento Box*  
*Rice – cooked and divided in half*  
*Seaweed sheets*  
*Black sesame seeds ground into powder*  
*Red cabbage – 3 pieces*  
*1 chicken egg, 1 quail egg, 1 carrot, 1 spring onion and 1 slice of cheese*

**Method**

*Step 1*  
 Form half of the rice into the shape of a large fish.

*Step 2*  
 Cut the seaweed into strips.

*Step 3*  
 Cook eggs and red cabbage separately. When the water is blue, add half of the rice.

*Step 4*  
 Use a straw to cut out round eyes out of the cheese.

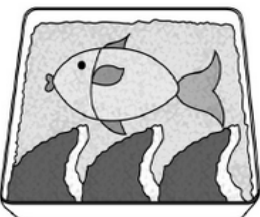

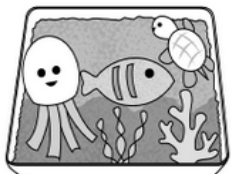
*Step 5*  
 Add eyes to the fish. Cut a small seaweed dot and put on top of the cheese.

*Step 6*  
 Remove eggs and rice from the water.

*Step 7*  
 Put together the ocean scene. Use the blue rice to make the sky at the top and the waves at the bottom. Put the fish on top of the rice. Use the large egg to make the octopus. Cheese and seaweed strips make the tentacles.

Use the small egg to make a turtle. Put the powdered black sesame on the egg to make the shell. Add cheese strips and seaweed for the legs and tail. Use the carrot and spring onion to form coral and seaweed floating in the ocean!

*Step 8*  
 Take a picture and post it on social media!

# Performance of Participating Students

## Reading Examples - Weaknesses

**Task Name:** Book Extract (Japanese Food)

**Task Content:** The book extract provides information about how to make sushi rolls and picture bento box

### Inference

Students found it difficult to work out that making a Picture Bento Box is hard and time consuming.

#### The Underwater Garden Picture Bento Box

11. Making a picture bento box \_\_\_\_\_.

- A. is hard to do and takes time
- B. is fast but difficult
- C. requires a knowledge of Japanese language
- D. can only be done by a professional chef

#### The Underwater Garden Picture Bento Box

page 5

##### Supplies and Ingredients

##### 1 Bento Box

Rice – cooked and divided in half

Seaweed sheets

Black sesame seeds ground into powder

Red cabbage – 3 pieces

1 chicken egg, 1 quail egg, 1 carrot, 1 spring onion and 1 slice of cheese

##### Method

##### Step 1

Form half of the rice into the shape of a large fish.

##### Step 2

Cut the seaweed into strips.

##### Step 3

Cook eggs and red cabbage separately. When the water is blue, add half of the rice.

##### Step 4

Use a straw to cut out round eyes out of the cheese.

##### Step 5

Add eyes to the fish. Cut a small seaweed dot and put on top of the cheese.

##### Step 6

Remove eggs and rice from the water.

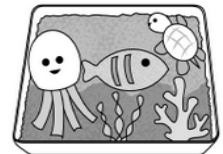
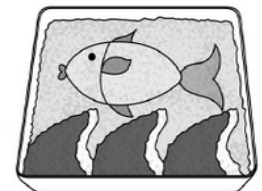
##### Step 7

Put together the ocean scene. Use the blue rice to make the sky at the top and the waves at the bottom. Put the fish on top of the rice. Use the large egg to make the octopus. Cheese and seaweed strips make the tentacles.

Use the small egg to make a turtle. Put the powdered black sesame on the egg to make the shell. Add cheese strips and seaweed for the legs and tail. Use the carrot and spring onion to form coral and seaweed floating in the ocean!

##### Step 8

Take a picture and post it on social media!



# 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 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
- 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
- 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 2022 Materials

### Secondary 3 Writing

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

Hong Kong Examinations and Assessment Authority

October 2022

### 1. Introduction

- There were three Writing sub-papers in Secondary 3 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2022 Materials" (GU 2022). 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 2022. They are the raw data that illustrate all participating students' performances in GU 2022.

SAMPLE



# Performance Analysis for Participating Schools

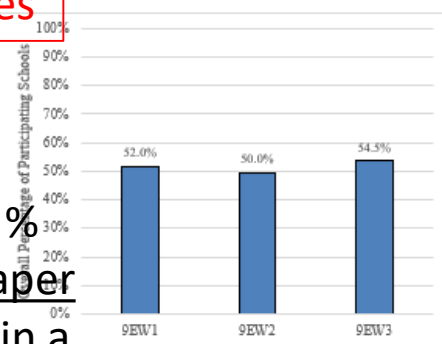
## 2. Students' Overall Performance of Participating Schools in GU 2022 English Writing

- 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 an article about the different activities the English Club ran. For the second writing task 9EW2, students were asked to write a letter to the principal about the spaces/places in the school that need improvement and why, and for the third task 9EW3, students were asked to write a story about a trip to space. 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 (%) <sup>1</sup>
9EW1: Writing	52.0
9EW2: Writing	50.0
9EW3: Writing	54.5

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



Remark: <sup>1</sup> The "Overall percentage of participating schools" refers to the average score that students of all participating schools achieved as a percentage of the total score allocated to the writing 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 2022.

## 3. General Observations on Students' Overall Performance in GU 2022 English Writing

Skill	Observations
Writing	<p><b>SAMPLE</b></p> <ul style="list-style-type: none"> <li>The writing performance of students was generally satisfactory.</li> <li>In the writing task 'Article', students were generally able to write an article detailing the activities the English Club ran during the year. The ideas provided were quite clear and relevant and many used personal experiences/activities additional to those mentioned in the prompts to add some variety and interest to their writing.</li> <li>Students were able to use cohesive devices to link ideas and detail the different activities.</li> <li>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 article into paragraphs dedicated to different topics – 'Book Week', 'Board Games', 'Drama Competition' and 'Farewell Letters'. The more able students were also able to explain how the activities helped the students learn English. In comparison a weaker student only described each of the picture prompts in very simple and at times also incorrect sentences with no elaboration or as activities that had not yet taken place meaning they were not able to write about student reactions.</li> <li>Students were generally able to use topic specific vocabulary/phrases such as 'The English Club organized our annual Book Week... they did it with a twist, 'stay back after school', 'most memorable, 'stage fright', 'most hyped up' and 'sang along to songs'. Some students however did make mistakes in the spelling of vocabulary and expressions, such as 'arousing success' instead of 'a rousing success', 'perform' instead of 'perform' and 'scary' instead of 'scary'.</li> <li>In the writing task 'Letter' students were generally able to write a letter to the principal. The majority of students used the picture prompts provided to base their letter on, with some also adding other areas that needed improvement. The majority of students were able to identify areas that needed improvement and why, but there were many students who failed to identify how these improvements would benefit the students.</li> <li>The more able students provided a detailed introduction of who they were writing to, who they were and why they were writing the letter with some even adding information that hadn't been included in the picture prompts, such as the staff in certain areas and the walls that had been</li> </ul>

Fictitious figures

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

Overall  
Performance of  
all participating  
schools

# 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 2022 年全港性系統評估材料題目分析報告  
Item Analysis Report on Gainful Use of TSA2022 Materials

機 密  
Confidential

級別 Level: 中三 Secondary 3  
科目 Subject: English Language  
範疇 Dimension: Writing  
卷別 Paper: SEW1  
學生人數 Number of students: 149

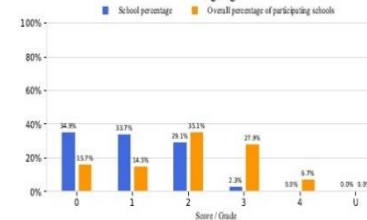
SAMPLE

Content

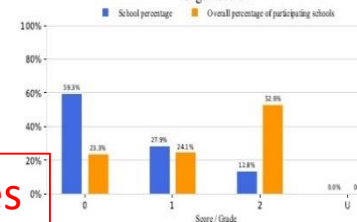


Fictitious figures

Language

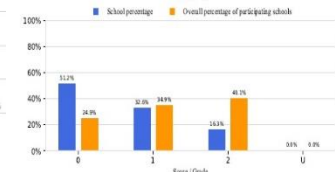


Organisation



SAMPLE

Features



SAMPLE

- Notes:
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 standardising a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2022.
  4. The sum 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.





香港考試及評核局  
Hong Kong Examinations and Assessment Authority  
善用 2022 年全港性系統評估材料分卷分析報告  
Sub-paper Analysis Report on Gainful Use of TSA 2022 Materials

機 密  
Confidential

學校名稱:  
School Name:

級別 Level:  
科目 Subject:

中三 Secondary 3  
英國語文 English Language

SAMPLE

卷別 <sup>1</sup> Paper <sup>1</sup>	學生人數 Number of students	分卷滿分 Maximum score of the sub-paper (A)	學校平均分 <sup>1</sup> School average score <sup>2</sup> (B)	學校百分率 <sup>2</sup> School percentage <sup>2</sup> (%) (B / A x 100%)	參與學校 整體百分率 <sup>3</sup> Overall percentage of participating schools <sup>3</sup> (%)
---------------------------------------	-------------------------------	--------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

聆聽 Listening

9EL1	0	31	N.A.	N.A.	93
9EL2	0	31	N.A.	N.A.	93
9EL3	105	31	23.2	75	93

閱讀 Reading

9ER1	0	36	N.A.	N.A.	93
9ER2	0	36	N.A.	N.A.	93
9ER3	105	36	28.7	80	93

Fictitious figures

寫作 Writing

9EW1	104	12	9.0	75	93
9EW2	0	12	N.A.	N.A.	93
9EW3	0	12	N.A.	N.A.	93

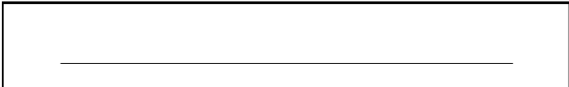


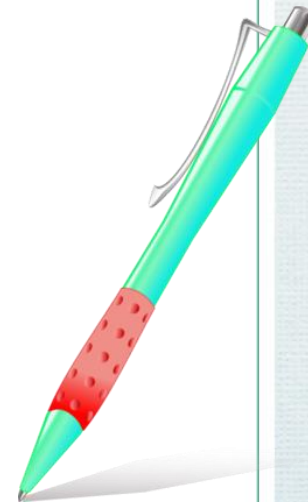
# 2022 S3 Writing



# Performance of Participating Students in Writing 2022

## General Comments:

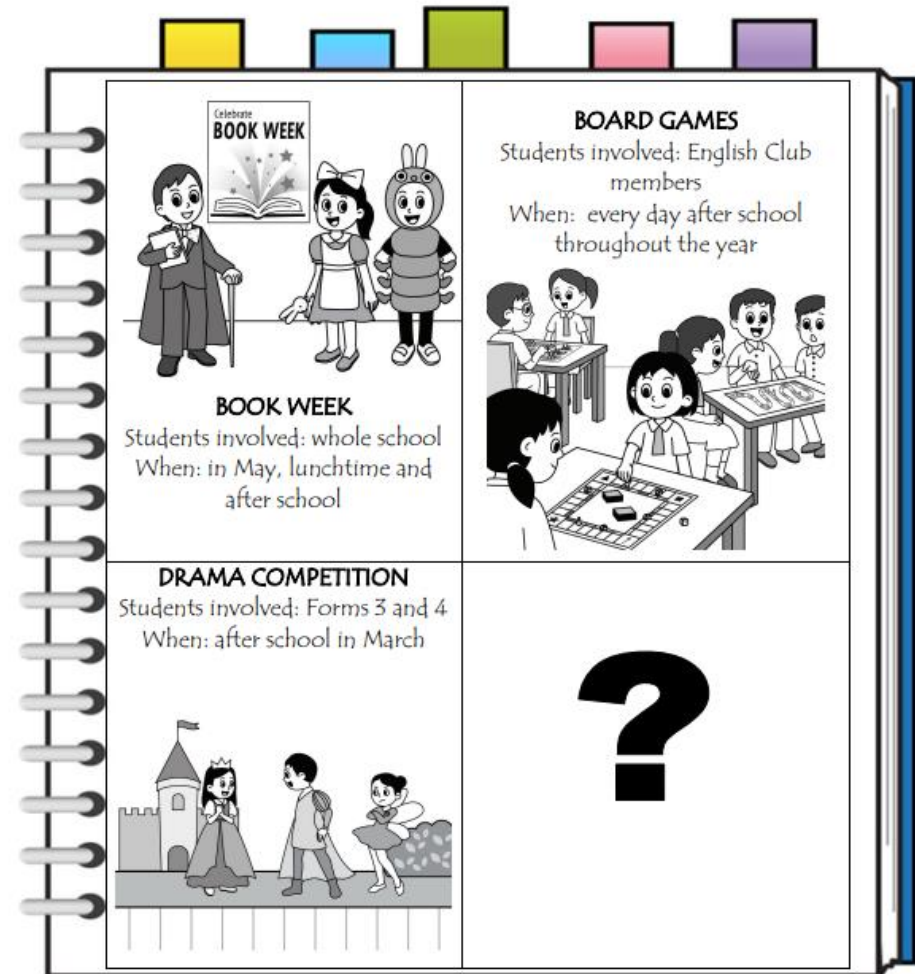
- Failure to read the instructions carefully
- Blanks - completion 
- Handwriting – size/font used *abc abc*
- Use of arrows, symbols (.../ etc./ ) →
- Unattempted scripts – blank scripts
- Short scripts – less than 100 words
- Off topic scripts



# 9EW1 Article

The teacher-in-charge of the English Club has asked you to write an article for the school magazine about the different activities the English Club ran this year. She wants you to write about at least two activities. Include the names of the activities, describe what they were about, when they took place and how they helped students learn English, as well as student reactions. Give your article an interesting title.

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



END OF PAPER

# 9EW2

## Letter

You are Jackie Ho, a member of the Student Union. You have been asked by the head of the Student Union to write a letter to the principal about the spaces/places in the school that need improvement and why. Include at least three to four spaces/places in your letter. Give details about why they need improvement and what could be done to improve them. Also, add the benefits of these changes to the students and school.

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

Principal,  
SKFGLR Secondary School,  
Fung Nam Road,  
Kowloon Tong

### Areas of the school that need improvement

Dear \_\_\_\_\_

I am writing to \_\_\_\_\_

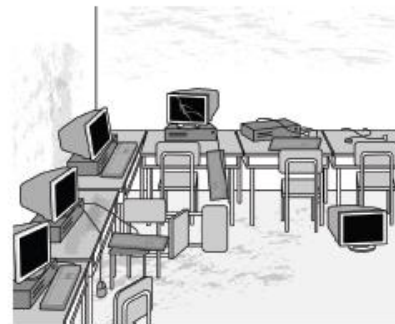
PLAYGROUND



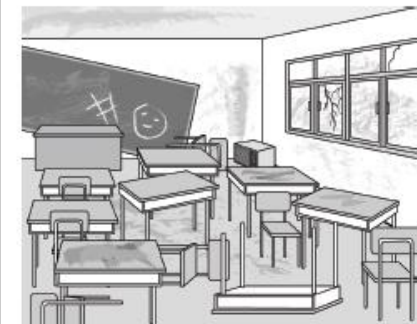
SCHOOL CANTEEN



COMPUTER ROOM



CLASSROOM



?

END OF PAPER

# 9EW3

## Story

You have been asked by your English teacher to write a story about a trip to space. She wants you to write about what happened during your trip, what you saw and what you did in space. Give your story an interesting title.

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

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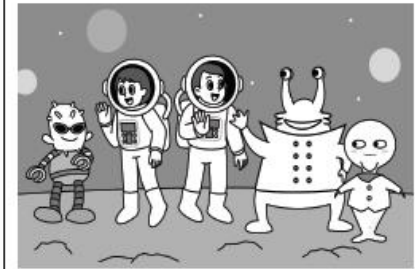


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INTO SPACE



MEETING ALIENS



ON A SPACE STATION



SPACE FOOD

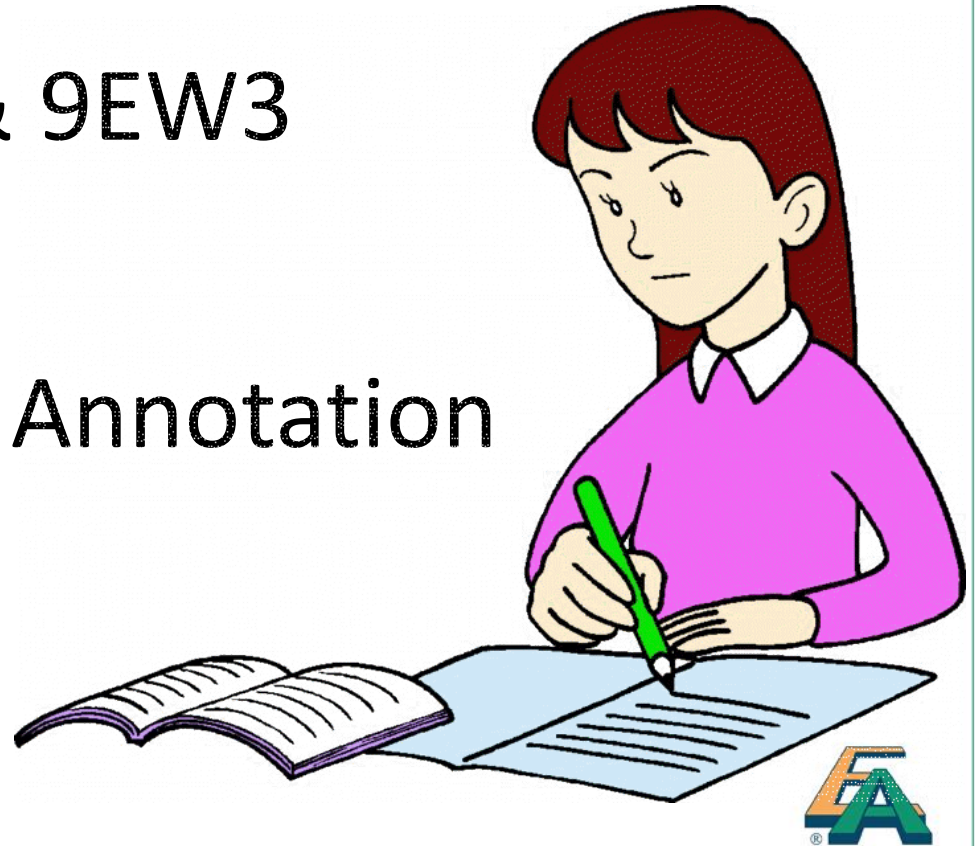


END OF PAPER

# Performance of Participating Students in Writing 2022

9EW1, 9EW2 & 9EW3

Exemplars and Annotation



# 9EW1 Article – Exemplar 1

English activities throwback!

~~The school English week~~

This year has been a great year as our school English club has held many different kinds of activities for our fellow schoolmates! Shall we go back in time to take a look at what they've done for us this year?

Firstly, we had an amazing Drama competition on March! It was held after school as some of you may remember. The Drama competition was held for students in Forms 3 and 4. I'm sure they all had so much fun! The Drama competition was an English club activity, they held it for students who have interests in acting and 'Learning English'. Students had to come up with their own stories and act it out as best as they can. They were all amazing. They set an amazing and wonderful performance for us, it was mind-blowing when we heard that they only took a month to do all of this! From the story writing to the stage setting. They were all done in just a month! How talented are our schoolmates?

Are you maybe wondering about how this helped students? Well I'm here to answer your questions for you! Obviously, it helped with their stage fright as many of the performers had stage fright and yet they performed just fine! Many of us were shocked and could not believe it when the host had let us know that the majority of the actors had problems with performing in front of so many people when they first joined the competition. ~~the~~ Although they were scared, they did so well that some of us could simply believe what the host had said. Great job to everyone who participated

in that English club activity!

Here's another activity I'd like to mention in this article. The Book Week! Did you enjoy this activity? I sure did! The Book Week was an activity held in May, lunchtime and afterschool. Many students took part in the activity as I remember. It was a very popular activity. So, what was the Book Week about? What did people have to do in the activity? Students were asked to read storybooks all week, the amount of books you read are equivalent to the amount of gifts you receive at the end of the Book Week. Our English Club interviewed a couple of students at school based on what their thoughts on the school activity was. Thankfully, many found this activity helpful as the activity gave them motivation to read books and broaden their vocabulary knowledge. Students also said they had done it for, especially after the week when they got to claim their gifts!

Lastly, let's talk about the most popular, the most memorable, the greatest activity! The English singing contest! Students went crazy over this activity. It was held on the last day of the Multi-cultural festival back in December! It was the most ~~excite~~ excitement I've felt in the past few months. The contest was held in the school hall, it was packed in there as nobody wanted to miss out on the most hyped up school activity! Tons and tons of students performed on stage. They were all so so great! Everyone sang along to songs and cheered for every performer. The amount of wholesomeness in that small tiny school hall was crazy. As numerous of students were interviewed after school, their feedback on the activity were all positive. "I wasn't able to have this much fun as I was stressing over my exams! This event got me all motivated for next week! Thanks guys!" said a senior who was about to take their exams soon.

This whole year was fun and memorable because of the awesome ~~activities~~ activities the English Club members had held for us. We all can't wait for more!

# 9EW1 Article – Exemplar 1

## Annotation

- appropriate introduction
- this is a very detailed article. The writer has divided the article into paragraphs that are dedicated to different activities – the Drama Competition, Book Week and the English Singing Contest. The writer makes use of rhetorical questions in the piece and also includes quotes from students who were interviewed which indicate their responses to the activities
- simple but effective ending – the writer concludes that the year was fun and memorable due to the activities that were run
- expressions/vocabulary used are good but some minor mistakes are made – *they set* instead of *they put on/they produced, as numerous of* instead of *as numerous, in May, lunchtime and afterschool* (copied directly from the prompt provided which in the format of notes in a notebook as per the QP is correct but in an article it needs to be adjusted) instead of *in May, at lunchtime and afterschool*
- good vocabulary – *most memorable, it was packed in there, it was mind-blowing, stage fright, most hyped up, sang along to songs*
- minor tense errors – *the books you read are* instead of *the books your read were,*
- subject/verb agreement – *their feedbacks* instead of *their feedback*



# 9EW1 Article – Exemplar 2

## Two Interesting activities the English Club Ran

This year, the english club has ran a lot of activities. For instance, book week, board games, drama competition, speaking contest and more. I joined a number of activities and I would like to share with you two of my favourite activities. They are fascinating, you'll see.

Firstly, it's the book week. During book week, all students can dress up as their favourite character from the book. I'm sure you remember book week since I see everybody had a great time during book week.

Not only can students dress up as book characters that day, but also act as their favourite characters and try simulating what will happen if different characters from different book met. I clearly remember by classmates, Joe and Mary and Sally, acted as a vampire, princess and a magic catapillar that day. They acted out loads of jaw-dropping scenes. Book week is highly engaged and liked.

Secondly, it was the drama competition. the students involved are forms 3 and 4. It was held afterschool in march. Students form groups freely, they can even group with ones that weren't in the same form!

On the last school day of March, All groups perform on the stage. They can perform freely in english and be as creative as they can be. The best three groups can even get gifts and book coupons. But no matter what, everybody had a great time and smiled cheerfully at the end. If you aren't form 3 and form 4 yet, don't be sad, there must be a chance for you to participate in Drama Competition, too. It won't let you down.

Some activities like Board Games are only open for English Club members. If you want to join them as well. You might want to join English Club. Contact Miss Leung, the charger of the English club for more information or if you are interested.

(~150 words)



# 9EW1 Article – Exemplar 2

## Annotation

- appropriate title
- a good introduction which is quite effective
- the article feels incomplete as it appears to be missing a conclusion. The article ends with information asking readers to contact someone if they want more information or are interested in joining the English club which is not really what the article is about
- errors in expression – *firstly, it's the book week* instead of *first up/firstly, let's talk about,*
- unclear meaning of expression used – *it won't let you down*
- errors in vocabulary – *the charger* instead of *the person in charge*
- tense – uses present tense a lot instead of past tense  
*has ran* instead of *has run/ran*, *can* instead of *could/were able to*, *see* instead of *saw*,  
*not only can* instead of *not only could*
- spelling mistakes – *by* instead of *my*, *catapillar* instead of *Caterpillar*, *perform* instead of *perform*
- good vocabulary – *jaw dropping scenes*
- lack of capitalization – *march* instead of *March*



# 9EW1 Article – Exemplar 3

## Celebrate Book WEEK

This day is sunny day, we ~~are~~ <sup>are</sup> the Celebrate Book WEEK, I ~~am~~ am very very happy! It is Students ~~involved~~involved the whole school to the book week. The when is in the May, in the lunchtime and after school. We ~~are~~are to celebrate book week, I am so very very happy!

In the lunchtime, we ~~play~~the board games! The board games is ~~so~~so very very good games! The Students involved is the english club members, They when in the every day after on the school throughout the year. We ~~shall~~on the ~~board~~board games, we are so very very happy, in the school, the board games is so very very good games, I like to board games, is so very happy too.

In the after, we ~~shall~~ <sup>shall</sup> the drama competition in the school, I am so very happy too, we are very happy! They students involved in the forms 3 and 4. The when in the after at the school in March, so we is very happy too much! We like the drama competition at the book week!

They Celebrate book week is very very good! We are the very very happy at the school, This is very good! We liked the Celebrate book week, so like! very love! so happy! We are so very happy too much!



# 9EW1 Article – Exemplar 3

## Annotation

- the article has a title however it is a very specific title – *Celebrate Book Week*, but the title needs to represent the various English activities not just one activity. In the article the writer mentions book week, board games and the drama competition so the title should have been a more general, all-encompassing one like *English Activities/Activity Week*
- there is no real introduction and the writer launches straight into talking about Book Week and there is a conclusion which is again about Book Week. No information is provided about how the activities helped the students learn English and the only reactions were the repetitive *very very happy* (also see comment in section about vocabulary below)
- errors in expression, some of which affect meaning – *They day is summy day* instead of *Today is a sunny day* – but this doesn't connect at all with the rest of the first paragraph. *The when is in the May* instead of *It took place in May*, *in the lunchtime* instead of *at lunchtime*, *so like* instead of *really liked it*, *very love* instead of *really loved it*, *so very very good games* instead of *such very good games*, *is very very gooding* instead of *was very good*, *the when in the after at the school in March* instead of *it took place at school, after school in March*
- incorrect use of definite article – *the May* instead of *May*, *in the lunchtime* instead of *at lunchtime*
- errors in vocabulary – *happying* instead of *happy*, *very gooding* instead of *very good*, *shuol/shoul* instead of *should*, the use of *very very* – in fact the word *very* is used 19 times, which although not incorrect in some of the usage, is too repetitive and should be replaced with other words, for example *extremely/quite*
- tense – *like the drama* instead of *liked the drama*, *is* instead of *was*
- spelling – *shoul* instead of *should*



# 9EW2 Letter – Exemplar 1

Principal,  
SKFGLR Secondary School,  
Fung Nam Road,  
Kowloon Tong

## Areas of the school that need improvement

Dear Principal,

I am writing to you about the school facilities. ← our school  
have many facilities, but most of them are dirty and  
broken. Therefore, today I will write about some <sup>problems of</sup> school facilities  
and give some advice about improvement.

First, I will talk about school canteen. When I went to  
school canteen, I found that not much students and teachers  
were willing to use school canteen. They said the tables  
were dirty and some were even broken. Moreover, the school  
canteen has very bad smell, seems no one clean the  
canteen. In order to provide a good environment for students  
and teachers to enjoy their meal, please let some janitors  
clean the canteen regularly. Also, buy more tables and  
chairs so that encourage students and teachers having their  
lunch in school.

Second, I will talk about the computer room. The computers  
are old and some cannot work properly. Some students  
told me that the computers cannot connect to network.  
This is a very urgent problems. We should upgrade all the  
computers to the latest version in order to provide a  
happy environment for students to learn the latest technology.

Last, I would like to talk about the playground.  
Although our school encourage students having exercise regularly,  
the facilities in the playground almost broken. Students are  
not willing to use. Some students told me that the basketball  
court hadn't been repaired for a long time. We should  
fix the problem as fast as we can so that students  
can have their exercise.

I hope that my response can be accepted and a  
good environment can be provided for all of us. Thank You.

Sincerely,

Jackie Ho

Member of Student Union



# 9EW2 Letter – Exemplar 1

## Annotation

- the letter has a correct salutation/greeting and it also has a correct complementary close
- there is a brief introduction where the student explains why they are writing to the principal
- there is also a brief conclusion asking for the ideas to be accepted and thus providing a good environment for students
- the student writes about the school canteen and the computer room and the playground, as well as school facilities and specifically some school facilities like computers and the basketball courts and also gives some advice about improvement
- the student makes some good suggestions about improving the various areas. \*In the school canteen the writer suggests cleaning the canteen and buying tables and chairs. \*In the computer room, the writer says that the computer room has computers that are old which don't work properly and so they should be replaced. \*In the playground the basketball court is in need of repair and students are not willing to use it or the other facilities and the recommendation is made that the problems should be fixed so students can exercise
- good vocabulary – *janitors, response*
- minor errors in expression – *not much students and teachers* instead of *not many students and teachers*, *can learn the latest technology* instead of *learn to use the latest technology*, *having their lunch* instead of *have their lunch*, *having exercise regularly* instead of *encourage students to exercise regularly*
- singular/plural - *this is a very urgent problems* instead of *this is a very urgent problem*
- subject/verb agreement – *our school have* instead of *our school has*



# 9EW2 Letter– Exemplar 2

Principal,  
SKFGLR Secondary School,  
Fung Nam Road,  
Kowloon Tong

## Areas of the school that need improvement

Dear principal.

I am Jackie Ho, a member of the Student Union.  
I am writing to you about the places in the school that need improvement and why.

First, the playground. The playground is very dirty and the instrusments have broken. I hope you can clean the the playground and change or repair the instrusments.

second, the computer room. The computer room is dirty again. There have some computer, but all is broken, can't using. I hope you can clean the computer room and change the <sup>new</sup> computer.

Third, the classroom. The classroom is dirty. I think all area of school are dirty, all need clean again. The windows is broken that is dangerous for people if there have strong wind. I hope you can clean the classroom and repair the windows.

Conclusion, I hope you can clean the all area of school and repair or change the instrusments.



# 9EW2 Letter– Exemplar 2

## Annotation

- there is a greeting there is also a minor error – *principal* instead of *Principal*
- there is no complimentary close
- the student has written a short introductory sentence explaining why they are writing the letter
- the writer has mentioned three areas – the playground, the computer room and the classroom, and has also explained why these areas need improvement but has failed to add the information about the benefits of the improvements or the changes to the students and the school
- a short paragraph has been provided as a conclusion but it also has minor errors – *conclusion* instead of *in conclusion*
- the writer uses *first* instead of *firstly*, *second* and *third*. It should be noted that the form without the *-ly* is not incorrect and can also be used, but we tend to use the form with the *-ly*.
- singular/ plural – *the classroom* instead of *the classrooms*
- errors in expression – *all need clean again* instead of *all need to be cleaned*, *if there have strong wind* instead of *if there is a strong wind*
- errors in spelling – *instrusments* instead of *instruments* – the word here is used incorrectly. The correct word should be facilities



# 9EW2 Letter– Exemplar 3

Principal,  
SKFGLR Secondary School,  
Fung Nam Road,  
Kowloon Tong

## Areas of the school that need improvement

Dear Jackie

I am writing to a school call Poopy school. There are many interested place. There is playground. It's btyg and no much chair on the playground. And the next place is the school canteen is so dirty! Damn bro! But no one would care about whatever the school look like.

The next room is about the ~~com~~ computer room. There ~~are~~ were many broke computer. Yah! I loved it. I love broke computer so much man.

And the last one I want to tell you. It is the classroom. It's ~~very~~ so much ~~dirty~~ dirty stuff. ~~Just~~ Just like someone pee on the ground. The smell oh my god. It's ~~like~~ like Lemon soda. So Peter Love the classroom cause he like soda very much.



# 9EW2 Letter– Exemplar 3

## Annotation

- the letter has a greeting but it is incorrect it is addressed to *Jackie* instead of the principal
- there is no complimentary close
- the writer has described the picture prompts – the playground is big, the school canteen is dirty, the computer room has broken computers and the classrooms are dirty, but has added very little additional information that makes sense
- spelling errors – *durty* instead of *dirty*
- some of the information in the paragraphs does not make any sense - the classroom smells like lemon soda so Peter loves the classroom
- the letter only has 96 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 as it is under the word limit



# 9EW3 Story – Exemplar 1

## Interesting Trip on Space

My friend and I were trip to space yesterday. It was the first time of us visited space so we were very excited at this trip. It was such a interesting trip that we saw different views of space.

When we arriving the moon, we meeting aliens. It was unbelievable that there were real aliens. All the applicants of aliens were different. Some of them has 6 eyes, two mouths and 4 hands. Some of them was very big and strong but all of them were very kind and portientes. They said hello to us with a big smile.

After that, they took us to visit the Galaxy Station, we were surprised that there was a board that wrote Welcome Earth people. We were curious anything on the station. My friend shouted loudly to me, 'Look at the sky!' We found that the traffic light was on the sky and the cars also travelled on the sky. It was so amazing! In addition, we found that the colour of the traffic light was different with the traffic light on earth. The colour was purple, blue and pink. I thought it was so colourful and funny. Meanwhile, I saw that the building in the station has different shape. Some of the building was circle, triangle and has different ornaments on the building. It was <sup>so</sup> interesting.

Then, my friend and I all felt hungry and thirsty. The aliens took us to the restaurant which called Space Food. In there, it provide some fast food like hotdog, hamburger, cola so on. We were surprised that there was

fast food on space. We chose some food to eat and continued to visited other place.

The time was going quickly, we needed to leave, we took many photos there and took photos with aliens. I thought it was interesting <sup>and grand</sup> experience on space, I hoped we can go there next time.



# 9EW3 Story – Exemplar 1

## Annotation

- a title has been provided but there is a minor error - *Interesting Trip on Space* instead of *An Interesting Trip into/in/to Space*
- the story has a short introduction and a conclusion
- the writer has provided a detailed account of the trip to space. They went to the moon where they met aliens which were described in detail – numbers of hands, eyes, mouths. After that they visited Galaxy Station where cars drove in the sky and the traffic lights were a different colour. They ate space food and took photos and then they needed to leave.
- there are minor errors in spelling and expression- *were trip to space* instead of *went on a trip to space*, *smile* instead of *smile*, *fast food on space* instead of *fast food in space*, *hamburgar* instead of *hamburger*, *which called* instead of *which was called*, *in there it provide* instead of *it provided*, *on the sky* instead of *in the sky*, *go there next time* instead of *go again next time*, *on space* instead of *in space*
- singular/plural – *building* instead of *buildings*, *triangle* instead of *triangles*, *hotdog* instead of *hotdogs*, *patients* instead of *patient*
- tense – *arriving* instead of *arrived on*, *meeting* instead of *met*



## 9EW3 Story – Exemplar 2

### A trip to space

I went to space with my friend. I thought space was amazed.

When we flying into space, we saw the moon, many planter and what was the earth looked like. I thought the space must been funning!

<sup>First</sup> We arrived the moon. We meeting aliens. They were very nice and cute. They tried to used english to talked with us, but we also couldn't understanding what were they said.

The aliens took us to the space station. The space station was beautiful. I never though the space station was beautiful. I though the space station will be cool and dark. It was amazed. There was many aliens. Some aliens had two big eyes and some aliens just had one eyes.

And then we went to taste <sup>the</sup> space food. The taste was good. We loved it.

Finally we went back to the earth. I though the space station was amazed and funning. I will go to the space stations the next time.



# 9EW3 Story – Exemplar 2

## Annotation

- the title is provided – *A trip to space*
- the story is lacking an introduction and just starts with *I went to space with my friend* – no why or when is provided and no further information is provided about the friend
- the conclusion is quite short and only refers to the space station instead of referencing the entire trip
- the story is a very simple one and follows the picture prompts with the writer providing very little elaboration or explanation – they go into space, meet aliens who are cute but can't speak English, go to the space station which had lots of aliens – description provided, eat space food – it's yummy, and go home
- errors in spelling – *plantner* instead of *planets*, *though* instead of *thought*
- errors in expression, some of which affect meaning – *when we were* instead of *while we were*, *amazed and funning* instead of *amazing and fun*, *what was the earth looked like* instead of *what the earth looked like*, *tried to used* instead of *tried to use*, *to talked with us* instead of *talk with us*, it was amazed instead of it was amazing
- subject/verb agreement – *we meeting* instead of *we met*
- incorrect use of the definite article – *the space* instead of *space*
- singular/plural – *one eyes* instead of *one eye*



## 9EW3 Story – Exemplar 3

Yesterday, my sister and I traveled the rocket get into space. We met the aliens, the aliens are different out look.

Then, we went to the space station. There were so many alien and they no one like our.

After that, we went to the space restaurant to eat space food, the space food is hot dog and hamburger because the ship is earth people open.

At the End, we were allego of space rules so they tell us couldn't get into space for ever. We were unhappy.



# 9EW3 Story – Exemplar 3

## Annotation

- no title provided
- some information provided in the three very short paragraphs, but very little detail has been provided
- no real introduction which explains why they went into space, or a conclusion which summarizes the experiences in space, have been provided
- spelling errors – *travied* instead of *travelled*, *resterant* instead of *restaurant*
- errors in expression which affect meaning and understanding – *travied the rocket get into space* instead of *travelled on a rocket into space*, *different out look* instead of *look different*, *the ship is earth people open?*, *we were aillego of space rules?*
- singular/plural – *many alien* instead of *many aliens*
- the story only has 88 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 as it is under the word limit



# Performance of Participating Students in Writing 2022



## 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 - ARTICLE

- 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 – their different experiences and perhaps also those of their friends and other schoolmates to produce a good article.
- Some students demonstrated a very good command of topic specific vocabulary – in particular in relation to the different activities, their descriptions and reactions to them.
- Those who didn't follow the picture prompts came up with inventive activities like 'Movie Week', a 'Singing Competition' and an 'e-learning platform with different magazines to read' as activities that were run by the English Club and which helped students learn English.
- Capable students were able to provide detailed information about students reactions and more specifically how the various activities helped students learn English...



# Some strengths of participating students to highlight

## 9EW1 – 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 details/events/personal experiences/information about how the activities helped students learn English/student reactions and make it an interesting article.
- Capable students also used some good language which made their writing a pleasure to read –

- *most memorable*
- *it was packed in there*
- *it was mind-blowing*
- *stage fright*
- *most hyped up*
- *sang along to songs*
- *atmosphere is joyful*



# Some strengths of participating students to highlight

## 9EW2 – LETTER

- 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 areas provided. They were good at describing the areas that needed improvement and why and what those changes could be. They were also able to outline the benefits of the changes to the students and school.
- Capable students checked their work carefully and in doing so avoided simple spelling mistakes and grammatical errors.
- Capable students concluded the letter appropriately and their tone was also appropriate. They were very familiar with the text type and its requirements.
- 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.

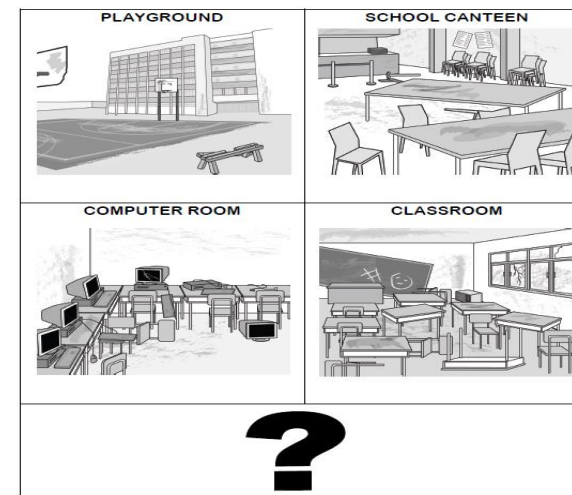


# Some strengths of participating students to highlight

## 9EW2 – Sentences, Phrases and Vocabulary

- The majority of students were able to write a letter, but very capable students were able to add a variety of appropriate information about the various area and improvements needed and why...to make it an interesting and informative letter full of appropriate suggestions and ideas.
- Capable students also used some good language which made their writing interesting to read –

- *janitors*
- *response*
- *point of view*
- *re-cover*
- *fix, clean, change, tidy*
- *dirty, broken*
- *messy*
- *cause an accident*



# Some strengths of participating students to highlight

## 9EW3 – STORY

- 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 their trip to space.
- They were able to form their own ideas independent of the writing prompts provided/ignored the picture prompts provided, relying on their own ideas and story direction.
- 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 – using their imaginations.

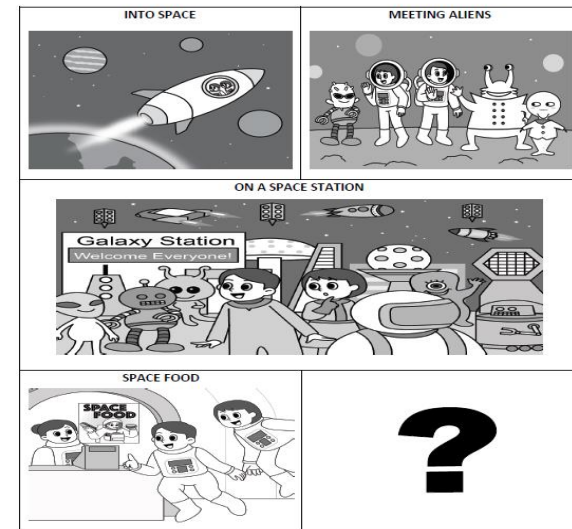


# Some strengths of participating students to highlight

## 9EW3 – Sentences, Phrases and Vocabulary

- The majority of students were able to write a story but very capable students were able to add a variety of appropriate information based on their imaginations and ideas to make it an interesting and informative story.
- Capable students also used some good language which made their writing informative and interesting to read –

- *robots*
- *rockets, high speed rocket*
- *space police*
- *moon, earth, stars*
- *robotic voice*
- *lightbulb shaped head (to describe one of the aliens)*
- *the aliens were generous enough to pay*
- *futuristic home*
- *teleport*
- *no gravity made it hard to walk*



# Some errors of participating students to ponder

## 9EW1

Some of the students didn't know how to write an article or how to write an appropriate/suitable title. Students didn't read the instructions carefully. They also wrote the article as if these events were still to take place, rather than reporting on events that had already taken place. They also neglected to include any information about how the activities helped students learn English or the students reactions, focusing only on descriptions of the activities.

## Vocabulary and expressions

Students had difficulty using topic appropriate vocabulary and also had problems with the use of singular and plural – *suggestion* instead of *suggestions* and tense – *we will have* instead of *we had*

- *firstly, it's the book week*
- *by instead of my*
- *perform*
- *activitive*
- *train their English*
- *make the English Club*
- *reward to*
- *the May*
- *in the lunchtime*
- *happying*
- *very gooding*
- *shuol/shoul*
- *library*



# Some errors of participating students to ponder

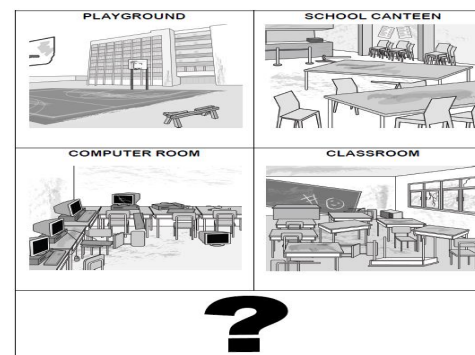
## 9EW2

Some of the students didn't know how to write a letter – they didn't include the correct title of the person they were writing to, didn't end the letter correctly, didn't include an ending at all and addressed the letter to everyone – Jackie, Meg, Jackie Ho, Student Union... except the Principal. Students didn't read the instructions carefully and some just wrote about what was wrong without giving any suggestions for improvements. They also focused only on the improvements and gave one blanket statement to cover all areas regarding what the benefits would be – *have a healthy body and better study environment*.

## Vocabulary and expressions

Students had difficulty using topic appropriate vocabulary and features of a letter

- *all need clean again*
- *if there have strong wind*
- *instrusments*
- *principal/principle/*
- *Best region/*
- *Yours sinseriously/From/no ending/just Jackie Ho/Your faithfully/Student Union, Jackie Ho*



# Some errors of participating students to ponder

## 9EW3

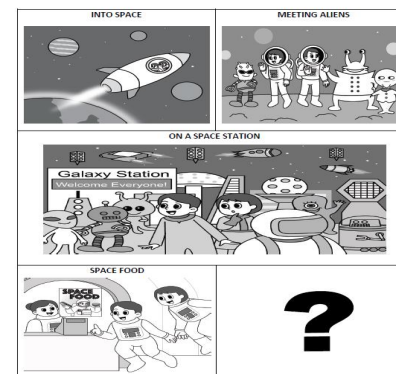
Some of the students didn't know how to write a story or how to add details to make the story interesting, like descriptions of the aliens they met in space. Students descriptions tended to be quite generic or just something like six arms and seven legs, without really giving any indication about the appearance. Students also failed to include the reason they went into space in the first instance – whether that was on a holiday or for some other reason. Some students also had difficulty using topic specific vocabulary and also 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 – *many alien* instead of *many aliens*

Students also had difficulty describing the aliens clearly and accurately instead just using general terms like *different aliens/many kinds of aliens*

- *travied the rocket get into space*
- *different out look*
- *the ship is earth people open?*
- *we were aillego of space rules?*
- *rackets*
- *I head felt very painful*
- *ailens*



# 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**.
- The **failure to read and follow the instructions carefully** resulted in students not addressing content requirements, such as the reactions of students to the activities and how they helped them learn English (9EW1), and the benefits of any changes/improvements to the school and students (9EW2)
- 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 in all of the tasks.
- Students have imagination but there is an inability to express ideas in English – related to above points and this was also evident in **the story** when students described the plot. They also lack the vocabulary to use in this genre as evidenced by many misspellings of words that were integral to their story and their explanation of the events of the story.
- Students generally showed an understanding of the different formats of the article, letter and story 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 story and article, students still failed to complete them appropriately or fill them in at all.



# THANK YOU!

