Gainful Use

of

TSA 2022 Materials

P6 English Language

1. **GU 2022 Assessment Materials**

2. **Performance Analysis for "Gainful Use of TSA 2022 Materials" (GU 2022)**

3. **Overall Performance of P6 Students in Participating Schools in 2022: Listening, Reading & Writing**

4. **Conclusion**

Assessment Materials

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

Assessment Design

Skill	Primary 6 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	6EL1 6EL2	26	about 30 minutes
Reading	6ER1 6ER2	30	30 minutes
Writing	6EW1	1	20 minutes

Assessment Design

- **Specific question intents - Basic Competency (BC) descriptors* provided by Education Bureau (EDB)**

- **Items cover various BC descriptors and each student does one sub-paper for each subject**

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

Feedback to Participating Schools

Report	Content
Analysis of Students' Overall Performance of Participating Schools	• Description of the overall performance of participating schools in each dimension/skill of each subject
Information Analysis Report	• The percentage of each option chosen or score obtained by students of the school • The weighted percentage of all participating schools • Diagnostic analysis of each multiple-choice option
Item Analysis Report	• The percentage of each score/grade obtained by students of the school in writing presented in bar charts • The weighted percentage of each score/grade obtained by students of all participating schools in writing
Sub-paper Analysis Report (NEW)	• School's average percentage versus overall average percentage of participating schools per sub-paper in Chinese Language, English Language, and Mathematics

Report	Own School	All Participating Schools
Data analysis of Listening, Reading & Writing	✓	✓
Descriptions of Students' overall Performance in Listening, Reading & Writing		✓

P6 English Listening Performance Analysis for Participating Schools

Performance Analysis (Qualitative)

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Gainful Use
of
TSA 2022 Materials

Primary 6 Listening

Analysis of Students' Performance of
Participating Schools in
English Language

Hong Kong Examinations and Assessment Authority

October 2022

1. Introduction

- There were two Listening sub-papers in Primary 6 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) platform were allocated one of the Listening sub-papers.

- The contents of this report include:
  - **Section 2**: Overall correct percentage (facility index, FI) of participating schools in each listening sub-paper
  - **Section 3**: The observations of student's 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.

Performance Analysis (Qualitative)

SAMPLE

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

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

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

Paper: Skill	Overall Correct Percentage of Participating Schools (%)[1]
6EL1: Listening*	82.2
6EL2: Listening	82.2

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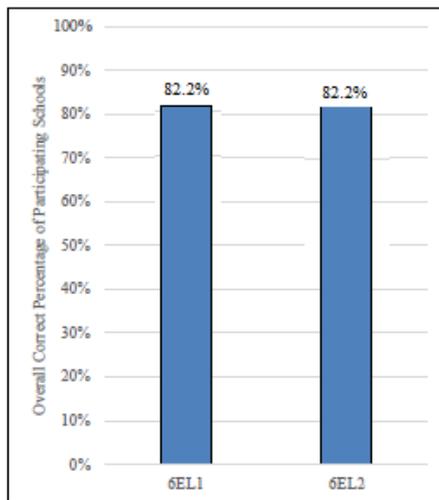
Overall Performance of All Participating Schools

Fictitious Figures

Overall Correct % for Each Sub-paper and Presented in a Bar Chart

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

Skill	Observations
Listening	• In general, the listening performance of students was good. • Students generally performed better in several short listening tasks, i.e. those with a relatively light listening load, e.g. "Ordering Takeaway" (as a conversation) and "Mother's Day" (as a conversation). However, they also performed well in one of the two long tasks with a more substantial listening load – "An Honest Boy" of which the topic is more familiar to them and is presented in a context of a story via a conversation. Whereas, their performance was only satisfactory on the other long task – "Road Safety". • The majority of students were capable of **interpreting intonations** with expressions explicitly presented. For example, they were able to discriminate between expressions of doubt, anger, excitement and sadness. They could identify the correct picture of Sam (excited) when they heard the presenter's explicit expression, i.e. *'I can use this gold coin to buy many things!'* • Many students were able to **identify the sequence of events** in a short spoken text with the help of pictorial cues given as options. For example, in the story of "Mother's Day", students could sequence the events of Mother's Day. • Many students could **extract the main ideas** of a spoken text and make predictions about the development of the text from prompts given. For example, they could follow the poem and identify that it is about friends in "My Best Friend"; and they could predict that Tommy would *'draw a card'* with the contextual clue *'I've got an idea for the card. Let me get started!'* in "Mother's Day". • Many students performed well in **identifying rhymes and interpreting similes**. For example, they were able to identify the rhymes in the poem "My Best Friend" by noticing the words ending in the same syllables /raɪt/ as in *'right'* and *'bright'*; and to interpret the simile in "Mother's Day" with the contextual clue *'as beautiful as'* and conclude that Anna thought her mother's love was *'beautiful like a white flower'*.

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　　機　　密
Information Analysis Report on Gainful Use of TSA 2022 Materials　Confidential

學校名稱: School Name:	考評局學校 (P999) HKEAA SCHOOL
級別　Level:	小六　Primary 6
科目　Subject:	English Language
範疇　Dimension:	Listening
卷別　Paper:	6EL1
學生人數　Number of students:	40

Fictitious Figures

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

10

Sub-paper Analysis Report

NEW

SAMPLE

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

級別 Level:　　　　　小六 Primary 6
科目 Subject:　　　　英國語文 English Language

Fictitious Figures

卷別[1] Paper[1]	學生人數 Number of students	分卷滿分 Maximum score of the sub-paper (A)	學校平均分[2] School's average score[2] (B)	學校百分率[2] School's percentage[2] (%) (B /A x 100%)	參與學校整體百分率[3] Overall percentage of participating schools[3] (%)
聆聽 **Listening**					
6EL1	46	26	15.0	58	80
6EL2	0	26	N.A.	N.A.	80
閱讀 **Reading**					
6ER1	46	30	14.8	49	80
6ER2	0	30	N.A.	N.A.	80
寫作 **Writing**					
6EW1	46	7	2.4	34	80

Remark(s): 1. Participating schools taking either the pen-and-paper mode or the online mode were only allocated one/two of the sub-papers.
2. Schools with 5 or more students participating in each paper of the subject are provided with related assessment data.
3. The "Overall percentage of participating schools" is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong after considering the various arrangements for the GU 2022.

GU 2022
P6 Listening

GU 2022
P6 English Language - Listening

Tasks	Text Types
Being Helpful	Personal Description
Ordering Takeaway	Conversation
Mother's Day	Conversation
Piano Lessons *(Blank Filling)*	Conversation
My Best Friend	Poem
Road Safety	Conversation
An Honest Boy	Story

GU 2022 P6 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Exemplar Items
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	Specific information	6EL1 P1A Q.1 6EL1/2 P1B Q.5 6EL2 P2 Q.4
	Intonation	6EL2 P3 Q.4
	Sequencing	6EL1/2 P1B Q.4
	Connections Between Ideas	6EL1/2 P1B Q.1 6EL2 P2 Q.5
	Gist / Main Ideas	6EL1 P2 Q.6 6EL1 P3 Q.6
	Prediction	6EL1/2 P1B Q.6
L4-L-2-P6BC Understanding the use of a small range of language features in simple literary / imaginative spoken texts	Simile	6EL1/2 P1B Q.3
	Rhyme	
L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	Sound Discrimination	

GU 2022 P6 Listening
Performance of Participating Students (Strengths)

- extract a specific piece of straightforward information
- discriminate between intonations with the expression being explicitly presented
- sequence events with the help of pictorial cues given as options
- understand the connection between ideas by identifying and linking the contextual clues provided
- listen for gist
- predict the likely development of the text
- interpret similes

Extracting a Specific Piece of Straightforward Information

6EL1 P1A Q.1

1. Tommy and his mother are ordering food from _____.

   ○   A.   Pizza Party

   ●   B.   Pizza House

   ○   C.   Pizza Master

   ○   D.   Pizza Yummy

* Students were able to extract the relevant information 'Pizza House'.

Mother:	How about Pizza Master? Their pizza is yummy.
Tommy:	But Pizza Master closed last month.
Mother:	Oh, did it? Let's order from Pizza House then. It's delicious too.

Performance of Participating Students - Strengths

**Distinguishing between Intonations
with the Expression Being Explicitly Presented**

6EL2 P3 Q.4

4. How did Sam feel?

○ A.   ○ B.

● C.   ○ D.

* Students were able to correctly interpret the tone of excitement when Sam said, 'I can use this gold coin to buy many things!'.

Miss Luk: Suddenly, an old man walked past him. The old man dropped a gold coin on the ground. Sam picked it up and thought, // 'I can use this gold coin to buy many things!' (excited tone) // But Sam was a good boy. He stopped

17

Sequencing Events with the Help of Pictorial Cues Given as Options

4. The following pictures show the story of Mother's Day.
   What is the correct order for the pictures?
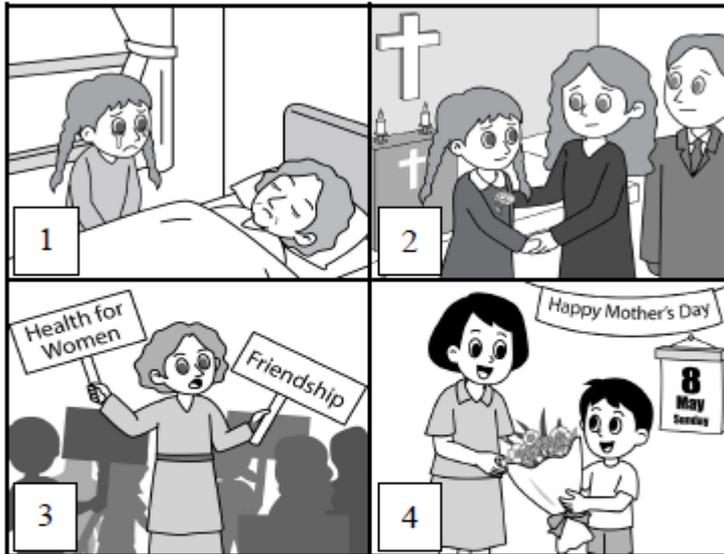
○ A. 2 → 1 → 4 → 3

○ B. 3 → 2 → 1 → 4

○ C. 4 → 1 → 3 → 2

● D. 3 → 1 → 2 → 4

6EL1/L2 P1B Q.4

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

Aunt Lucy: The story is actually about Mother's Day. A long time ago, there was a young American woman called Anna. Her mother promoted friendship and health for women. After her mother died, Anna held a ceremony for her at the church on the second Sunday of May. She thought that her mother's love was as beautiful as a white flower. So she wore a white carnation on her chest on that day. That was the beginning of Mother's Day.

Performance of Participating Students - Strengths

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

1. Aunt Lucy suggests carnations to Tommy because _____.

● A. they mean a mother's love

○ B. they look as pretty as roses

○ C. they are cheaper than roses

○ D. they are her favourite flowers

6EL1/L2 P1B Q.1

* Students were able to connect 'carnations have the meaning of a mother's love' with 'I think flowers like carnations are better than roses'.

Tommy: I will draw a card for her. I may also get her a bunch of roses.

Aunt Lucy: Good, your mum loves flowers. But I think flowers like carnations are better than roses. Carnations have the meaning of a mother's love.

Tommy: I see. I'll go for carnations then.

Performance of Participating Students - Strengths

Listening for Gist

6EL1 P2 Q.6

* Students were able to follow the poem and identify that the poem is about friends.

6. What is the poem about?

- ○ A. school
- ● B. friends
- ○ C. weather
- ○ D. hobbies

Miss Chan:

①[Every Monday to Friday morning
Waving at each other
Jolie and I exchange greetings
Happily as we keep chatting
We never find our walk to school boring.]①

②[From September all the way to June
Except on days of bad typhoons
Jolie and I have fun together
At school all through the afternoons
// Into laughter we always burst like balloons! //]②

③[When I have questions with homework at night
Or when I do not feel quite right
Jolie and I talk on the phone
My best friend is kind and bright
She tells me how to do things right.]③

Performance of Participating Students - Strengths

Predicting the Likely Development of the Text

6EL1/L2 P1B Q.6

6. What will Tommy do next?

- ● A. draw a card
- ○ B. write on a calendar
- ○ C. buy a bunch of flowers
- ○ D. go to church with Mum

* Students were able to predict that Tommy would 'draw a card' with the contextual clue 'I've got an idea for the card. Let me get started!'.

Tommy: I see. I'll get the flowers for Mum tomorrow. But now I've got an idea for the card. Let me get started!]

Performance of Participating Students - Strengths

Interpreting Similes

6EL1/L2 P1B Q.3

3. In the story, Anna thought her mother's love was like _____.

   ○ A. an old church

   ● B. a white flower

   ○ C. a lovely woman

   ○ D. a beautiful Sunday

* Students were able to interpret the simile with the contextual clue 'as beautiful as' and conclude that Anna thought her mother's love was beautiful like a white flower.

Aunt Lucy: The story is actually about Mother's Day. A long time ago, there was a young American woman called Anna. Her mother promoted friendship and health for women. After her mother died, Anna held a ceremony for her at the church on the second Sunday of May. She thought that her mother's love was as beautiful as a white flower. So she wore a white carnation on her chest on that day. That was the beginning of Mother's Day.

GU 2022 P6 Listening
Performance of Participating Students (Weaknesses)

- extract specific information

- understand the connection between ideas

- listen for main ideas

* items requiring spelling

Performance of Participating Students - Weaknesses

Extracting Specific Information

6EL1/L2 P1B Q.5

5. People in Indonesia celebrate Mother's Day in _____.

- ○ A. March
- ○ B. May
- ● C. December
- ○ D. different months throughout the year

* Students were not able to extract the relevant information 'December'.

Tommy:	Do people around the world celebrate Mother's Day on the same day?
Aunt Lucy:	People in different places celebrate Mother's Day in different months throughout the year. Most countries celebrate Mother's Day on the second Sunday of May. Some celebrate it in March and in Indonesia as late as December!

Understanding the Connection between Ideas

6EL2 P2 Q.5

Beautiful Music
Free Trial Lesson Booking Form

A. Student Information

1. Name of Student: _____

2. Telephone No.: _____

3. Email Address: _____ @net.com

B. Lesson Information

4. Musical Instrument: _____

5. Lesson Grade: **5 // five**
   _____

6. Lesson Start Time: _____ p.m.

Date: 14 May 2022 (Saturday)

* Students were not able to connect 'I've just passed my piano exam for Grade 4' with 'So I'm planning to go up one grade'.

Tommy: Hmm… I've just passed my piano exam for Grade 4. So I'm planning to go up one grade.

Listening for Main Ideas

6EL1 P3 Q.6

6. Suzie talks about the _____.

○ A. traffic lights

○ B. support for animals

○ C. weather in Hong Kong

● D. behaviours of road users

* Students were not able to follow the radio programme and identify that Suzie talks about the behaviours of road users.

Suzie: Traffic accidents may happen for different reasons. Some drivers drive too fast and do not stop at traffic lights. Some pedestrians cross the road at the wrong place and do not follow the traffic lights. Sometimes animals cause accidents when they suddenly run in front of cars. Traffic accidents also happen more on rainy days when the roads are wet.

Henry: //Wow, so many things can cause traffic accidents! (surprised tone)//

Suzie: In many cases, accidents happen because drivers and pedestrians don't follow the rules. Perhaps in Hong Kong, people are busy so they rush. But actually rushing doesn't help them save much time.

Items Requiring Spelling

6EL2 P2 Q.4

Beautiful Music
Free Trial Lesson Booking Form

A. Student Information

1. Name of Student: _____

2. Telephone No.: _____

3. Email Address: _____ @net.com

B. Lesson Information

4. Musical Instrument: **piano** _____

5. Lesson Grade: _____

6. Lesson Start Time: _____ p.m.

Date: 14 May 2022 (Saturday)

https://www.beautifulmusic.com.hk

* Students were not able to spell the word "piano".

Joan: Which grade of the piano trial lesson would you like to take?

Tommy: Hmm... I've just passed my piano exam for Grade 4. So I'm planning to go up one grade.

27

Conclusion – Listening

- The overall performance of Primary 6 students was good in the GU 2022.

- The majority of them could discriminate between intonations where the expression was explicitly presented and identify the sequence of events with pictorial cues given as options.

- Many students were able to grasp the gist of a spoken text, predict the likely development of a text, and extract specific pieces of straightforward information on familiar topics. Many could also interpret similes in a spoken text.

- Students' performance varied in understanding the connection between ideas.

- Students with weak listening skills might have been distracted by words or numbers they had heard in a spoken text.

Suggestions for learning and teaching

➢ *Improve students' spelling*

➢ *Expose students to a variety of common topics*

P6 English Reading

Performance Analysis for Participating Schools

Performance Analysis (Qualitative)

CONFIDENTIAL

Gainful Use
of
TSA 2022 Materials

Primary 6 Reading

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

Hong Kong Examinations and Assessment Authority

October 2022

1. Introduction

- There were two Reading sub-papers in Primary 6 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) platform were allocated one of the Reading sub-papers.

- The contents of this report include:

    - **Section 2**: Overall correct percentage (facility index, FI) of participating schools in each reading sub-paper

    - **Section 3**: The observations of students' overall performance in this section are based on the correct percentages of items of various Question Intents (QIs) in the reading papers of GU 2022. They are the raw data that illustrate all participating students' performance in GU 2022.

# Performance Analysis (Qualitative)

SAMPLE

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

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

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

Paper: Skill	Overall Correct Percentage of Participating Schools (%)[1]
6ER1: Reading	80.2
6ER2: Reading	80.2

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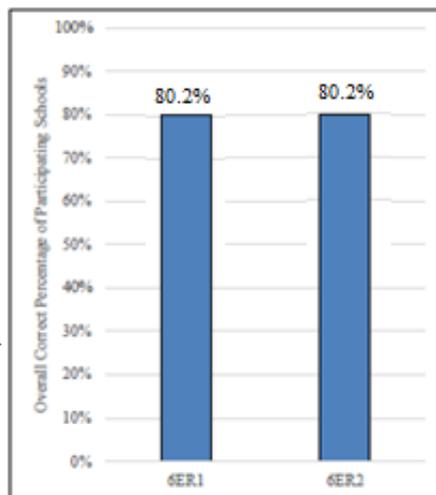
Overall Performance of All Participating Schools

Fictitious Figures

Overall Correct % for Each Sub-paper and Presented in a Bar Chart

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

Skill	Observations
Reading	• In general, the reading performance of students was satisfactory. • The majority of students were able to identify straightforward information in a written text. For example, they could identify that the 'new' facility is the 'indoor swimming pool' with the clue 'brand-new' given in the text. • Many students were capable of sequencing a series of events in a written text. For example, they were able to follow the development of a story and sequence what Leo did at night using the pictorial cues given as options. • Many students were able to interpret similes on familiar topics and understand the use of onomatopoeia. For example, they could understand that the expression 'their thoughts started to run like a river' means that they 'have many ideas', and 'My heart sank like a rock' means that 'Terry felt sad'. They were able to match 'Smash!' with the contextual clue 'he knocked over a coffee jar and it fell onto the floor' to conclude that it is the sound of someone 'breaking glass'. • Many students could understand the connection between ideas. For example, they were able to connect 'he only ate a little' and 'I am full', which means 'He was not hungry'. However, quite a number of students had difficulties in connecting multiple ideas. For example, they were not able to connect 'will have training one week before English Week' with '23-27 May' which is the duration of the English Week stated in the sub-heading of the given poster. Thus, they failed to identify that one week before the English Week should be on '16 May'. • Students' performance varied in inferring information. Many students could infer information about the time Linda talking to Granny as '9 p.m.' from the contextual clue 'after dinner'. They could also use information from the given instructions that the new sports watch should not be used 'in deep water' to infer that Florence 'should not go diving'. However, it proved to be a challenge for half of the students to make inferences from the clues involving multiple pieces of information. For example, they were required to match Florence's strengths with the duties in the activities stated in the poster in order to infer that she should join 'Spelling Bee' and 'English Café' as a helper. • Students' performance varied in predicting the meaning of unfamiliar words. Many students were able to deduce meaning of 'grocery shopping' which means 'buying food' from the contextual clues 'at a supermarket' and 'got some vegetables and fish'. However, quite a number of students had difficulties in working out the meaning of 'to track' which means 'to record'. They were not

Performance Analysis (Quantitative)

Information Analysis Report

Question & Answer

Information Analysis

School Percentage

Overall % of Participating Schools

學校名稱:
School Name:

卷別 Paper: 6ER1

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Fictitious Figures

題號 Item no.	題目 Question	選項/得分/等級/ 資料分析 Option/Score/Grade/ Information Analysis	學校 百分率 [1,2,4] School percentage[1,2,4] (%)	參與學校整 體百分率 [3,4] Overall percentage of participating schools[3,4] (%)
P1 Q04	4. What can Polly buy at the gift festival?	A Students might have been distracted by 'TV'.	N.A.	10.1
		B* Students were able to identify the correct information 'watches'.	N.A.	65.9
		C Students might not have been able to follow the text and only made a guess.	N.A.	20.2
		D Students might have been distracted by 'a $100 supermarket coupon'.	N.A.	3.7
		U#	N.A.	0.1
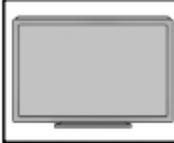
GU 2022
P6 Reading

GU 2022
P6 English Language - Reading

Tasks	Text Types
New Sports Watch	Instructions
Year of the Rat	Back Cover
English Week Helpers Needed	Poster
Dear Lucy	Interview
Sunshine Activity Centre	Notice
An Email from the UK	Email
A Lesson for Leo	Story

GU 2022 P6 Exemplar Items (Reading)

Basic Competency Descriptors	Question Intents	Exemplar Items
L3-R-5-P6BC Using a small range of **reading strategies** to understand the meaning of simple texts with the help of cues	Specific information	6ER2 P1 Q.2
	Sequencing	6ER2 P4 Q.9 6ER1 P1 Q.5
	Connection between ideas	6ER2 P4 Q.5 6ER1 P3 Q.7
	Gist	6ER1/2 P2 Q.6 6ER2 P3 Q.8
	Inferences	6ER1/2 P2 Q.1 6ER1 P3 Q.2
	Unfamiliar words	6ER2 P4 Q.1 6ER1 P1 Q.3
	Prediction	6ER1 P3 Q.8
	Main ideas	

GU 2022 P6 Exemplar Items (Reading)

Basic Competency Descriptors	Question Intents	Exemplar Items
L3-R-6-P6BC Applying **simple reference skills** with the help of cues	Dictionary skills	6ER1 P4 Q.3
	Reference skills	
L4-R-4-P6BC Understanding the use of a small range of **language features** in simple literary / imaginative texts	Simile	6ER1 P4 Q.4
	Onomatopoeia	

GU2022 P6 Reading
Performance of Participating Students (Strengths)

- extract straightforward information
- sequence events with the help of pictorial cues given as options
- understand the connection between ideas
- grasp the gist on familiar topics
- make simple inferences
- interpret the meaning of unfamiliar words on familiar topics

## Extracting Straightforward Information

6ER2 P1 Q.2

* Students were able to identify the information 'a brand-new indoor swimming pool'.

2. What new facility can Florence find at the centre?

○ A.   ● B.

○ C.   ○ D.

Closure Notice
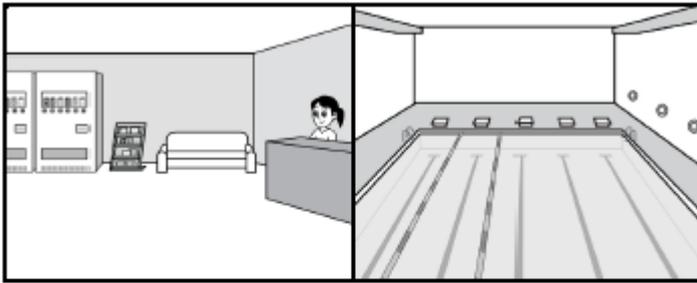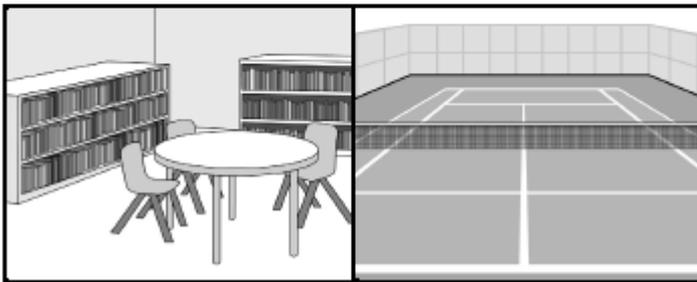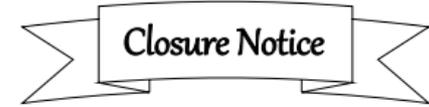
Sunshine Activity Centre will be closed from 6 May to 12 May. The centre will reopen with a brand-new indoor swimming pool.

Please note the special arrangements below:

- # No facilities can be booked from 6 May to 14 May.
- * Sports activities will stop for two weeks from 6 May to 19 May.
- Reading and art classes will be held online while the centre is closed. Tutors will email the details of the online lessons. Remember to check your mailbox two days before the lessons.

To celebrate our reopening, we will offer a FREE trial swimming class!
Email us at sunshine@centre.hk to sign up before 5 May.

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Closed # *	7 Closed # *
8 Closed # *	9 Closed # *	10 Closed # *	11 Closed # *	12 Closed # *	13 # *	14 # *
15 *	16 *	17 *	18 *	19 *	20	21

Sequencing Events
With the Help of Pictorial Cues Given as Options

6ER2 P4 Q.9

9. Put the following pictures in the correct order.
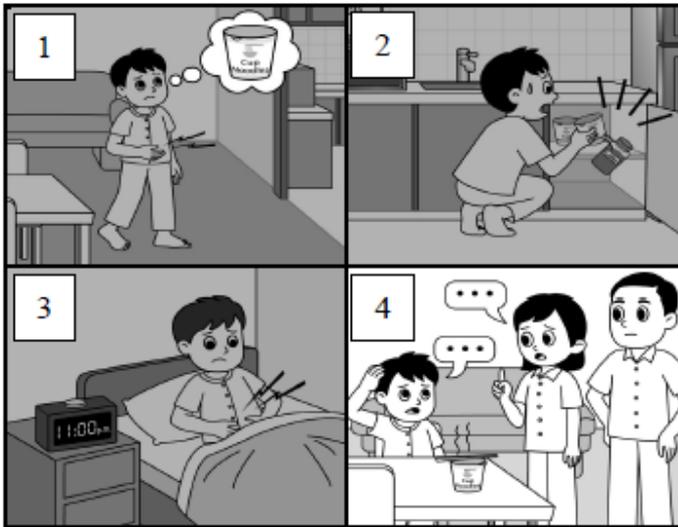
- ○ A. 1→2→4→3
- ○ B. 2→3→1→4
- ● C. 3→1→2→4
- ○ D. 4→2→3→1

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

That night Leo could not fall asleep. His stomach growled like a lion and he felt weak. 'I need to get something to eat,' Leo thought.

Leo went to the kitchen for some cup noodles. He did not turn the light on because he did not want to wake his parents up. When Leo tried to get the cup noodles, he knocked over a coffee jar and it fell onto the floor. Smash!

Leo screamed. This woke his family up. His parents rushed to see him. Leo told them about the accident with the coffee jar. Mum made him the cup noodles and said, 'You should not eat too many snacks.' 'Sorry, Mum. I won't do it again,' Leo said.

Understanding the Connection Between Ideas

6ER2 P4 Q.5

* Students were able to connect 'he only ate a little' with 'I am full'.

5. Why did Leo not finish his dinner?

   ○ A. He was sick.

   ○ B. He felt sleepy.

   ● C. He was not hungry.

   ○ D. He did not like the food.

Last Sunday, Leo went to a new shopping mall with his parents. They bought some clothes and a new computer. Before they went home, they did grocery shopping at a supermarket and got some vegetables and fish.

In the afternoon, Leo's cousin Tommy came over to play card games. Tommy brought Leo his favourite chocolate biscuits. Leo was very happy and finished the whole packet by himself.

In the evening, Leo had dinner with his parents. He only ate a little. 'Leo, don't you like the salad and spaghetti?' Mum asked. 'I like them but I am full,' Leo replied. 'You need to eat or you will get hungry when you go to bed,' Mum said. Leo took a few more bites then stopped eating.

Grasping the Gist on Familiar Topics

6ER1/2 P2 Q.6

* Students were able to understand the gist of the back cover and identify the best title for the book.

6. What is the best title for the book?

○ A. *Let's Help Granny*

○ B. *Let's Have a Swimming Race*

○ C. *Let's Welcome the Year of the Cat*

● D. *Let's Celebrate Chinese New Year*

On the night before the Year of the Rat, Linda is talking to Granny after dinner.

'Why isn't the Cat one of the twelve animal signs in the Chinese calendar?' Linda asks Granny, who is putting lucky money into red packets.

'A long time ago, the Cat lost in a swimming race,' says Granny. 'I'll tell you more if you help me put sweets inside the candy box.'

Enjoy Granny's story about Chinese New Year. Learn about the twelve animal signs and different ways to celebrate, like giving out red packets, watching lion dances and fireworks.

Read more in the same <u>series</u> by Bobby Black:
✧ *Let's Celebrate the Moon Festival*
✧ *Let's Celebrate the Dragon Boat Festival*

BRIGHT SKY PUBLICATIONS

Making Simple Inferences

6ER1/2 P2 Q.1

* Students were able to infer from 'on the night… after dinner' that Linda was talking to Granny late evening.

1. At what time is Linda talking to Granny?

   ○ A. 6 a.m.

   ○ B. 10 a.m.

   ○ C. 4 p.m.

   ● D. 9 p.m.

On the night before the Year of the Rat, Linda is talking to Granny after dinner.

'Why isn't the Cat one of the twelve animal signs in the Chinese calendar?' Linda asks Granny, who is putting lucky money into red packets.

'A long time ago, the Cat lost in a swimming race,' says Granny. 'I'll tell you more if you help me put sweets inside the candy box.'

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Read more in the same series by Bobby Black:
✧ Let's Celebrate the Moon Festival
✧ Let's Celebrate the Dragon Boat Festival

BRIGHT SKY PUBLICATIONS

Interpreting the Meaning of Unfamiliar Words on Familiar Topics

6ER2 P4 Q.1

* Students were able to associate the contextual clues 'at a supermarket' and 'got some vegetables and fish' with the answer 'food'.

1. In line 3, 'grocery shopping' means buying _____.

   ○ A. toys

   ● B. food

   ○ C. clothes

   ○ D. computers

Last Sunday, Leo went to a new shopping mall with his parents. They bought some clothes and a new computer. <u>Before they went home, they did grocery shopping</u> at a supermarket and got some vegetables and fish.

In the afternoon, Leo's cousin Tommy came over to play card games. Tommy brought Leo his favourite chocolate biscuits. Leo was very happy and finished the whole packet by himself.

In the evening, Leo had dinner with his parents. He only ate a little. 'Leo, don't you like the salad and spaghetti?' Mum asked. 'I like them but I am full,' Leo replied. 'You need to eat or you will get hungry when you go to bed,' Mum said. Leo took a few more bites then stopped eating.

GU 2022 P6 Reading
Performance of Participating Students (Weaknesses)

- sequence steps
- understand the connection between ideas
- grasp the gist
- make inferences
- interpret the meaning of unfamiliar words
- predict the likely development of the text
- use dictionary skills to locate the correct meaning
- interpret similes

Sequencing Steps

6ER1 P1 Q.5

* Students were not able to follow the text and identify the correct order.

5. Put the following steps about setting up the watch in the correct order

1) Wait for the watch to set up.

2) Open an ExPro account.

3) Put on the watch and start exercising.

4) Press and hold the 'Power' button on the watch.

○ A. 2 → 1 → 4 → 3

● B. 2 → 4 → 1 → 3

○ C. 3 → 4 → 1 → 2

○ D. 4 → 2 → 1 → 3

ExPro3

Getting Started

1. Scan the QR code to download the ExPro App on your mobile phone.

2. Enter your name, date of birth, height and weight to open an ExPro account.

3. Press the 'Power' button on the watch for 10 seconds. A running man shows up when the watch is connecting to your phone.

4. When you see an arrow, wait for the watch to set up.

5. When you see a smiling face, the watch is ready to use.

6. Wear the watch to track your exercise. It keeps information such as exercise time and heart rate.

7. To check your exercise records on your phone, open the App and choose 'View Records'.

⚠ Do not use *ExPro3* in deep water.

⚠ Not suitable for children under 6.

Understanding the Connection Between Ideas

6ER1 P3 Q.7

* Students were not able to connect 'will have training one week before English Week' with '23 – 27 May'.

7. The training for student helpers will be on _____ May.

○ A. 3

○ B. 6

● C. 16

○ D. 23

English Week
Helpers Needed!

<u>23 – 27 May</u>

Student helpers from Primary 4 or above are needed for the following activities:

	Spelling Bee	**English Café**	**English Singing Contest**
Dates:	23 – 24 May (Monday, Tuesday)	25 – 26 May (Wednesday, Thursday)	27 May (Friday)
Time:	3:00 p.m. – 4:00 p.m.	12:00 p.m. – 1:00 p.m.	3:30 p.m. – 4:30 p.m.
Place:	Activity Room	English Corner	Hall
Duties:	• keep time and score • show the 'right' or 'wrong' sign	• make simple snacks • serve food and drinks to guests	• control the stage lighting • lead students to the stage

*Each student helper will wear a special badge every day <u>throughout</u> English Week!

To sign up, fill in the online form by noon on 3 May.

⌖ www.spp.edu.hk/EnglishClub/ew_form

The helper list will be posted on the school website on 6 May. All helpers will have training one week before English Week in the English Corner.

Join us now!

46

Grasping the Gist

6ER2 P3 Q.8

* Students were not able to understand the gist of the email and identify the best email subject line.

8. What is the best subject for Terry's email?

- ○ A. *Winter in the UK*
- ○ B. *Stay Safe and Healthy*
- ○ C. *Thank You for the Card*
- ● D. *Our Trip to Hong Kong*

FROM: terry129@mail.co.uk
TO: florence419@mail.com.hk
SUBJECT:

REPLY

Sat, 18 December, 6:45 PM

Dear Florence,

Thank you very much for the card. I love the picture of a snowman and candles.

We have to cancel the trip to Hong Kong because of COVID-19. When I found out that we can't visit you, my heart sank like a rock.

Here in the UK, we have to stay home most of the time. Mum only goes out shopping once a week. Schools are suspended, so Lucy and I have online lessons at home. Dad also works from home.

I still remember the summer trip to Hong Kong two years ago. You took me to Mongkok, which was very crowded. The street food and bubble tea were delicious! Also, Uncle Sam took me to Cheung Chau and bought me a key chain. It's still on my school bag!

I hope we can visit you soon. Lucy and I talked about where to go in Hong Kong. She wants to go to Lion Rock Country Park. The view of the city from there is amazing. What do you think?

Love,
Terry

Making Inferences

6ER1 P3 Q.2

* Students were not able to associate 'keep time and score' and 'make simple snacks' in the text with 'good at working with numbers' and 'enjoys cooking' in the question, and infer that Florence should join 'Spelling Bee' and 'English Café'.

2. Florence is good at working with numbers and enjoys cooking.

   Which activity/activities should she join as a helper?

   1) Spelling Bee

   2) English Café

   3) English Singing Contest

   ○ A. 2 only

   ○ B. 3 only

   ● C. 1 and 2

   ○ D. 2 and 3

English Week
Helpers Needed!

23 – 27 May

Student helpers from Primary 4 or above are needed for the following activities:

	Spelling Bee	English Café	English Singing Contest
Dates:	23 – 24 May (Monday, Tuesday)	25 – 26 May (Wednesday, Thursday)	27 May (Friday)
Time:	3:00 p.m. – 4:00 p.m.	12:00 p.m. – 1:00 p.m.	3:30 p.m. – 4:30 p.m.
Place:	Activity Room	English Corner	Hall
Duties:	• keep time and score • show the 'right' or 'wrong' sign	• make simple snacks • serve food and drinks to guests	• control the stage lighting • lead students to the stage

*Each student helper will wear a special badge every day throughout English Week!

To sign up, fill in the online form by noon on 3 May.

☞ www.spp.edu.hk/EnglishClub/ew_form

The helper list will be posted on the school website on 6 May. All helpers will have training one week before English Week in the English Corner.

Join us now!

Interpreting the Meaning of Unfamiliar Words

6ER1 P1 Q.3

* Students were not able to associate the contextual clue 'keeps information such as exercise time and heart rate.' with the answer 'to record'.

3. In line 9, what does 'to track' mean?

- ○ A. to do
- ○ B. to view
- ○ C. to check
- ● D. to record

ExPro3

Getting Started

1. Scan the QR code to download the ExPro App on your mobile phone.
2. Enter your name, date of birth, height and weight to open an ExPro account.
3. Press the 'Power' button on the watch for 10 seconds. A running man shows up when the watch is connecting to your phone.
4. When you see an arrow, wait for the watch to set up.
5. When you see a smiling face, the watch is ready to use.
6. Wear the watch to track your exercise. It keeps information such as exercise time and heart rate.
7. To check your exercise records on your phone, open the App and choose 'View Records'.

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⚠ Not suitable for children under 6.

Predicting the Likely Development of the Text

6ER1 P3 Q.8

* Students were not able to identify the contextual clue 'helper list will be posted on the school website on 6 May' and predict that Florence will visit the school website that day to check the list.

8. What will Florence do on 6 May?

○ A. wear a special helper badge

● B. visit the school website

○ C. fill in the online form

○ D. make simple snacks

English Week
Helpers Needed!

23 – 27 May

Student helpers from Primary 4 or above are needed for the following activities:

	Spelling Bee	**English Café**	**English Singing Contest**
Dates:	23 – 24 May (Monday, Tuesday)	25 – 26 May (Wednesday, Thursday)	27 May (Friday)
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*Each student helper will wear a special badge every day <u>throughout</u> English Week!

To sign up, fill in the online form by noon on 3 May.

✎ www.spp.edu.hk/EnglishClub/ew_form

<u>The helper list will be posted on the school website on 6 May.</u> All helpers will have training one week before English Week in the English Corner.

Join us now!

Using Dictionary Skills to Locate the Correct Meaning

6ER1 P4 Q.3

3. In line 13, what does 'hard' mean?

hard /hɑːd/
adverb
1. a lot and for a long time
   ◊ *It was snowing hard all day.*
2. carefully and completely
   ◊ *We needed to look hard to find the missing keys.*
adjective
3. difficult to do or understand
   ◊ *The test was too hard for us.*
4. not soft
   ◊ *This sofa is too hard to sit on.*

● A. 1

○ B. 2

○ C. 3

○ D. 4

* Students were not able to identify the contextual clue 'we had so much fun' and associate 'hard' in the text with the definition 'a lot and for a long time'.

Last month, our school's Drama Club performed a show in the City Hall. Our reporter Jenny Lee interviewed the drama teacher Miss Wong.

Jenny: Congratulations, Miss Wong! 'Dear Lucy' was such a great success. How do you feel?

Miss Wong: Thank you. I feel proud of my students for their wonderful performance.

Jenny: Did you have any problems before the show?

Miss Wong: Yes, we did. At first, we could not think of any ideas. I wanted my students to create an amusing story for the show that would make people laugh. However, they didn't know where to start.

Jenny: Oh, what did you do then?

Miss Wong: I asked my students to talk about things that had made them laugh. We had so much fun that we all laughed really hard. Then, their thoughts started to run like a river. In the end, they wrote a story with all their best jokes. Yay! They did it!

Interpreting Similes

6ER1 P4 Q.4

* Students were not able to interpret the simile with the contextual clue 'in the end, they wrote a story...' and conclude that the students started to have many ideas.

4. In line 14, 'their thoughts started to run like a river'. This means the students started _____.

   ○ A. to laugh out loud

   ○ B. running to a river

   ● C. to have many ideas

   ○ D. swimming in a river

Last month, our school's Drama Club performed a show in the City Hall. Our reporter Jenny Lee interviewed the drama teacher Miss Wong.

Jenny:	Congratulations, Miss Wong! 'Dear Lucy' was such a great success. How do you feel?
Miss Wong:	Thank you. I feel proud of my students for their wonderful performance.
Jenny:	Did you have any problems before the show?
Miss Wong:	Yes, we did. At first, we could not think of any ideas. I wanted my students to create an amusing story for the show that would make people laugh. However, they didn't know where to start.
Jenny:	Oh, what did you do then?
Miss Wong:	I asked my students to talk about things that had made them laugh. We had so much fun that we all laughed really hard. Then, their thoughts started to run like a river. In the end, they wrote a story with all their best jokes. Yay! They did it!

Conclusion – Reading

- The performance of Primary 6 students in Reading was satisfactory in GU 2022.

- The majority of students were able to identify straightforward information.

- Many students were able to sequence events with pictorial cues given as options, understand the connection between ideas and make simple inferences.

Conclusion – Reading

- However, it proved to be a challenge for half of the students to make inferences from the clues involving multiple pieces of information.

- It was also noted that students' performance varied in predicting the meaning of unfamiliar words using contextual clues and grasping the gist. Their performance in these two QIs was observed to depend on their familiarity with the topics and how explicit the clues are.

Conclusion – Reading

Suggestions for learning and teaching

➢ *Guide students to read and understand the overall meaning of the text and grasp the gist.*

(e.g. teaching activities that involve students giving summary after reading)

➢ *Assist students to locate different contextual clues to aid in the interpretation of unfamiliar words or similes.*

(e.g. exposing students to new words / phrases)

(e.g. involving them in activities in which they need to locate contextual clues at paragraph level)

P6 English Writing

Performance Analysis for Participating Schools

Performance Analysis (Qualitative)

CONFIDENTIAL

Gainful Use
of
TSA 2022 Materials

Primary 6 Writing

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

Hong Kong Examinations and Assessment Authority

October 2022

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1. **Introduction**

- There was one Writing paper in Primary 6 English Language for the "Gainful Use of Territory-wide System Assessment (TSA) 2022 Materials" (GU 2022).

- The contents of this report include:
  - **Section 2**: Overall percentage of participating schools in the writing 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 paper of GU 2022. They are the raw data that illustrate all participating students' performance in GU 2022.

Performance Analysis (Qualitative)

SAMPLE

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

- Each student attempted one Writing paper. The duration of this paper was 20 minutes. The range of scores for Content is 0-4, Language is 0-3.
- In the writing task 'A Special Bus Trip', students were asked to write about Bella and Cherry's experience on a bus based on the pictures and the prompts provided.
- Table 1 and Figure 1 show the overall performance of Primary 6 students taking the Writing assessment in the paper.

Table 1 Overall Percentage of Participating Schools in the Writing Paper

Paper: Skill	Overall Percentage of Participating Schools (%)[1]
6EW1: Writing	70.9

Figure 1 Overall Percentage of Participating Schools in the Writing Paper
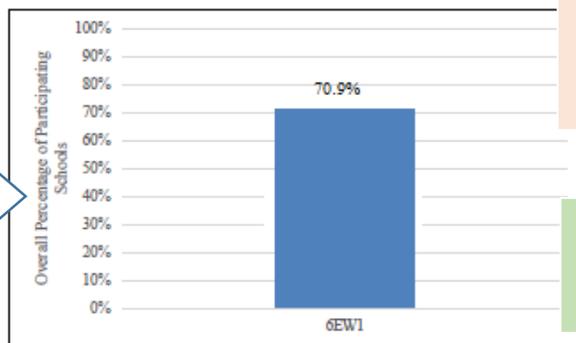
Overall Performance of All Participating Schools

Fictitious Figures

Overall % for the Writing Paper and Presented in a Bar Chart

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

Skill	Observations
Writing	• The overall writing performance of students was fairly satisfactory. • In the writing task 'A Special Bus Trip', students were, in general, able to provide a factual account of the story based on the pictorial prompts given. The storyline was quite clear with some details included. A few more capable students were able to provide interesting ideas with supporting details, for example, 'There was also a woman sleeping with her expensive bag put next to her. There was a suspicious man sitting next to the woman sleeping.'; and 'Luckily, Cherry spotted some police officers nearby so they went up to them and told the police about what happened, as well as showing them the proof.' • Some students could provide an appropriate ending to the story, for example, 'The police thanked Bella and Cherry for helping them and being good citizens. What was originally a boring bus ride turned into an exciting chase. The girls couldn't wait to tell their friends all about it!' Some students were able to use cohesive devices such as 'then', and 'also'. More capable students were able to use cohesive devices such as 'Suddenly', 'Not long after that' and 'Therefore' to indicate the development of the story as in the following sentences — 'Suddenly, the suspicious man used the purse to slap the woman's face.'; 'Not long after that, the thief was arrested and the wallet was returned to the woman.'; and 'Therefore, the woman forgave him.' • More than half of the students were able to use a limited range of vocabulary that are related to the topic, for example, 'upload', 'social media', 'selfies' and 'strange'. Some common spelling mistakes were found, for example, 'actulally (actually)', 'women (woman)' , 'wird (weird)'and 'theif (thief)'. • Students' common mistakes in verb forms and sentence structures were found, for example, 'When Bella and Cherry was on the bus, they started to took selfies.'; 'I want tell the woman but I scared a man have a gun.'; and 'There was a woman who was sleeping in the bus and a wird (weird) man was set next to her.'

Performance Analysis (Quantitative)

Information Analysis Report

- Assessment Criterion
- Score/Grade
- School Percentage
- Overall % of Participating Schools
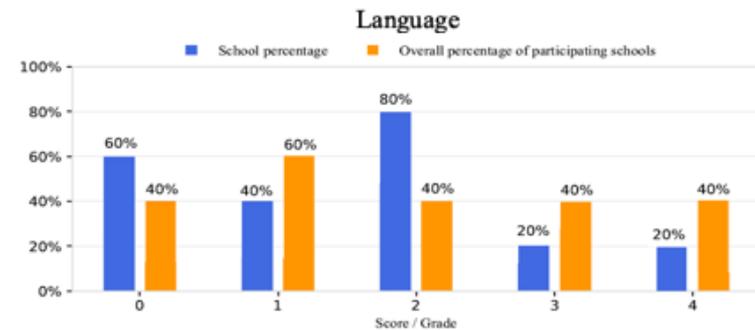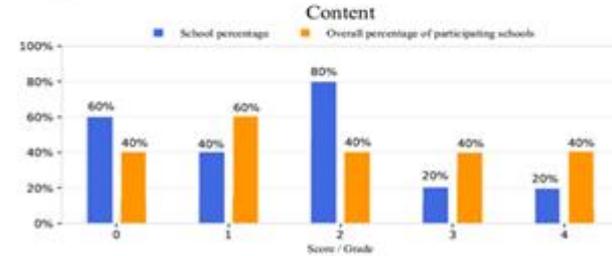
GU 2022
P6 Writing

GU 2022 P6 Exemplar Items (Writing)

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

GU 2022
P.6 Writing
6EW1

Bella and Cherry took a bus to meet their friends last week.

Write a story about what happened.

Use the following pictures and ideas to write the story in about 80 words.
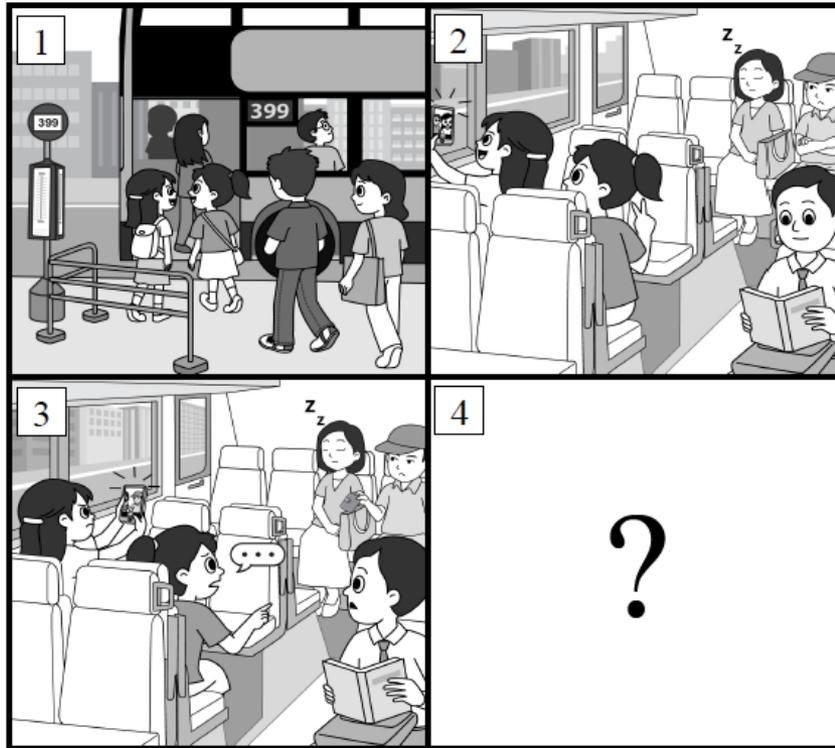
A Special Bus Trip

1. Where were Bella and Cherry in Picture 1?

2. What were the people doing in Picture 2?

3. What happened in Picture 3?

4. What did Bella say?

5. What happened in the end?

6EW1 Marking Scheme

Education Bureau
Territory-wide System Assessment 2022
Primary 6 English Language
Writing
Marking Scheme

CANCELLED

6EW1

A Special Bus Trip

Score Level	Content	Language
4	• Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks • Communicates ideas very clearly • Coherent links within paragraphs	
3	• Provides interesting ideas with supporting details but without an ending / concluding remarks OR • Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND • Communicates ideas clearly and coherently	• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR • Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	• Provides a factual account of the event with some details but lacks clarity OR • Provides some brief ideas only • Communicates ideas quite clearly	• Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR • Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	• Attempts to write the event by giving very limited information/ideas only OR • Provides unclear or disconnected information/ideas that may affect meaning	• Uses a very limited range of vocabulary and verb forms • Makes many grammatical and spelling mistakes that may affect meaning
0	• Writes with irrelevant ideas and/or ideas undeveloped	• Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	• ≤ 2	• ≤ 2
Remarks	• Accept any sensible or logical ideas	• A zero for content would normally suggest a zero for language.

Performance of Participating Students

A Special Bus Trip – Content
• Students were generally able to utilise the pictures and guiding questions provided to write a story about Bella and Cherry's experience on a bus.
• Students were, in general, able to **provide a factual account of the story** based on the pictorial prompts given.
• A few more capable students were able to **provide interesting ideas with supporting details**.

Performance of Participating Students

A Special Bus Trip – Content (e.g.)

e.g.

- *'Last week, Bella and Cherry took a bus to meet their friends.'*

- *'When they get a sit (seat) in the bus, they took some photos.'*

- *'Suddenly, the wird (weird) man put his and into the woman's bag.'*

Performance of Participating Students

A Special Bus Trip – Ending
• Many students could provide an ending to the story.   *e.g. 'The woman thanked us and get off the bus too.'*

Performance of Participating Students

A Special Bus Trip – Language
• Some students were able to use cohesive devices *e.g.* •   *'Suddenly, next to the lady (the) man took her bag.'* •   *'At last, Bella and Cherry called 999.'* •   *'And then, the man was caught.'*

Performance of Participating Students

A Special Bus Trip – Language

- incorrect use of verb forms and problematic sentence structures

e.g.

- *'When Bella and Cherry was on the bus, they started <u>to took</u> selfies.'*

- *'I <u>want tell</u> the woman but I scared a man have a gun.'*

- *'A <u>wird</u> (weird) man <u>was set</u> next to her.'*

- *'What <u>do you doing</u>?'*

Performance of Participating Students

A Special Bus Trip – Language
• inconsistent use of tenses *e.g. 'Someone call the police. Some see there what happened'*   • incorrect spelling *e.g. suddeny (suddenly), rabber (robber), slepp (sleep)*

A Special Bus Trip

1 [Last week, Bella and Cherry took a bus to meet their friends. They went to the bus stop and went in No. 399 bus.] 2

When Bella and Cherry was on the bus they started to took selfies. Also, there was a women which is slept and a boy with a cap which is angry. [After a while, the boy started stealing the women's wallet. Bella used her phone to took photos. Cherry told another student, which is reading a book, to help.] 1

1 [In the end, that student told the driver to stop the bus and Bella also called the police. The boy was arrested.] Bella and Cherry safely met their friends.

A Special Bus Trip

1 [Last week, Bella and Cherry took a bus to meet their friends. They went to the bus stop and went in No. 399 bus.] When Bella and Cherry was on the bus they started to took selfies. Also, there was a women which is slept and
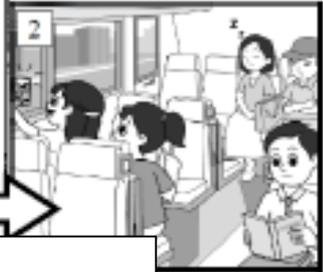
Content:

① Provides a factual account of the story with few supporting details and communicate ideas quite clearly

Language:

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

   selfies, arrested, women (woman)

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

   Also, there was a women which is slept...

   Cherry told another student, which is reading a book, to help.

- Uses a limited range of cohesive devices:

   After a while, In the end, also

A Special Bus Trip

Last week, Bella and Cherry took a bus to meet their friends. They were excited to meet their friends. They went to the bus stop and get in a bus which will take them to the were they wanted to go.

1 [When they get ^a sit in the bus, they took some photos in the bus. There was a woman who was sleeping in the bus and a wird man was set next to her. Suddenly, the wird man put his hand into the woman's bag! Bella saw that and told Cherry used her phone to take photos. Bella shouted loundly "Shop steali the things from the woman!" The woman was shocked and the wird man ran of the bus. The woman thanked us and get off the bus too.]

Last, Bella and Cherry meet their friends in the park and played togeter.

A Special Bus Trip

Last week, Bella and Cherry took a bus to meet their friends. They were excited to meet their friends. They went to the bus stop and get in a bus which will take them to the were they wanted to go.

[1] When they get ᴀ in the bus, they took some photos in the bus.
       a sit

Content:

① Provides a factual account of the story with few supporting details and communicate ideas quite clearly

Language:

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

  excited, wird (weird), photo, shocked

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

  There was a woman who was sleeping in the bus and a wird man was set next to her.

  The woman thanked us and get off the bus too.

- Uses a limited range of cohesive devices:

  When, Suddenly, Last

Conclusion – Writing

Content

- On the whole, students were able to provide a factual account of Bella and Cherry's experience on the bus using the pictorial prompts given with some details and an appropriate ending.

- Some of them were able to elaborate on their ideas with supporting details.

Language

- On the whole, students were able to use simple cohesive devices for different purposes and use a limited range of vocabulary that are related to the topic.

- Some students made various mistakes in verb forms and sentence structures and some common mistakes in spelling were found.

Conclusion – Writing

Suggestions for learning and teaching

➢ *Involve students in learning tasks which require them to expand given prompts or elaborate on their ideas.*

➢ *Expose students to a greater variety of vocabulary.*

➢ *Train students to proofread their own writing and self-correct simple mistakes.*