Thematic Seminar

"Assessment for Learning: Territory-wide System Assessment 2023"

Primary 6 English Language

Students' Overall Performance

13 December 2023

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

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Programme

Time	Content	Speaker
2:00 p.m. – 3:00 p.m.	Assessment Design and Reporting	Ms Tiffany Wong Senior Officer Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Students' Overall Performance in Territory-wide System Assessment 2023 (Primary 6 English Language)	
3:00 p.m. – 3:15 p.m.	*Break*	
3:15 p.m. – 4:15 p.m.	Students' Overall Performance in Territory-wide System Assessment 2023 (Primary 6 English Language)	Ms Tiffany Wong Senior Officer Education Assessment Services Division Hong Kong Examinations and Assessment Authority
4:15 p.m. – 4:30 p.m.	Question and Answer Session	

This presentation file will be uploaded to

https://wlts.edb.hkedcity.net

Overview

1. Background
2. School Reports & Online Item Analysis Report
3. Student Performances in 2023
   - Listening
   - Reading
   - Writing
   - Speaking

Purposes of TSA

- To understand the performance of Primary 3, Primary 6 and Secondary 3 students in Chinese Language, English Language and Mathematics on a regular basis
- To make use of TSA data for the follow-up action of learning and teaching

Written Assessment

- Specific question intents – Basic Competency (BC) descriptors provided by Education Bureau (EDB)
- Items cover many BC descriptors but each student only does one sub-paper for each component
- Overlapping items are distributed across sub-papers for equating purposes to compare students' abilities

Assessment Design

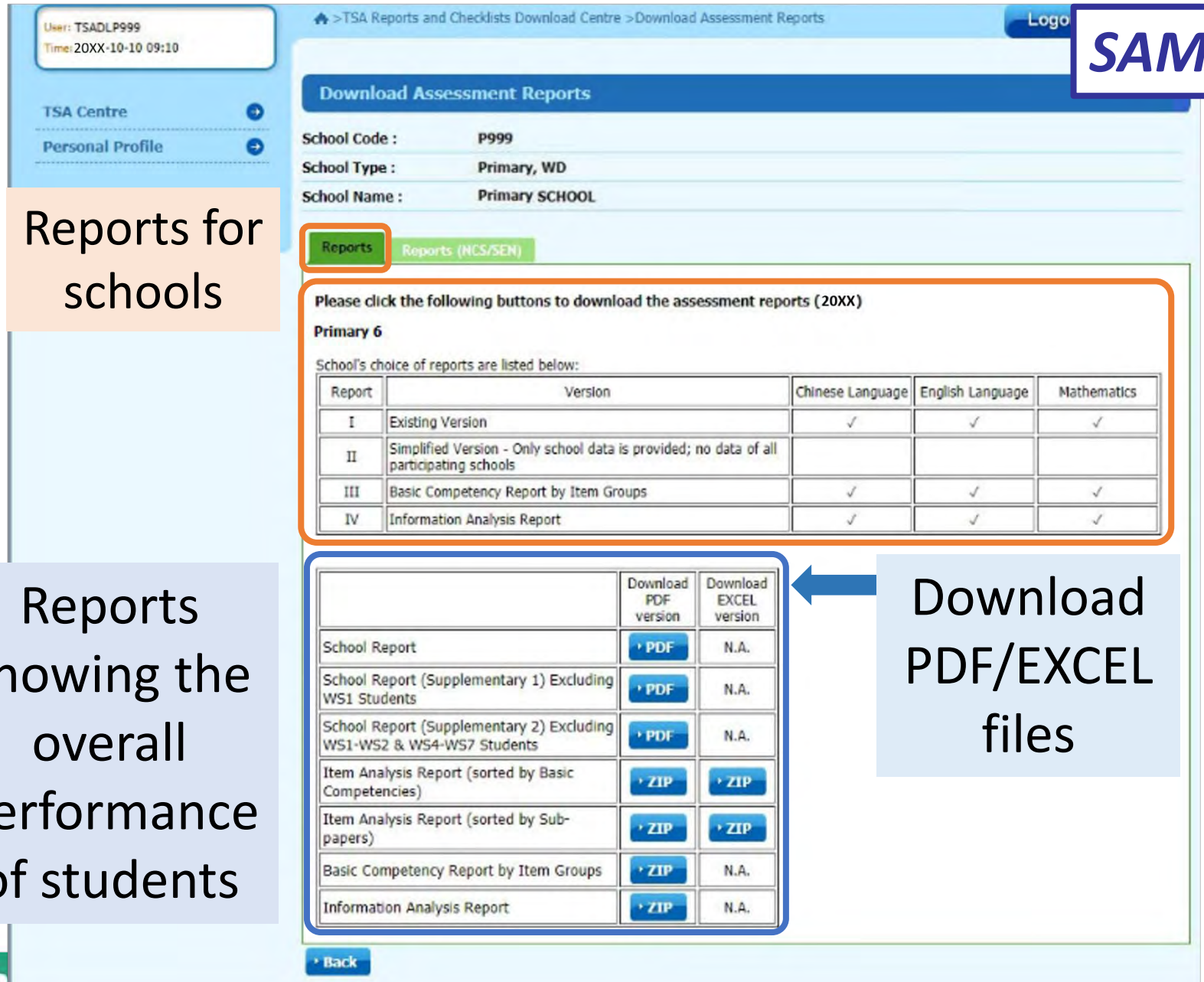
Dimension/ Skill	Primary 6 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	6EL1 6EL2 6EL3	29	About 30 minutes
Reading & Writing	6ERW1 6ERW2 6ERW3	Reading: 32 Writing: 1	50 minutes
Speaking	Reading Aloud & Teacher-Student Interaction	4	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Presentation	4	Preparation Time: 3 minutes Assessment Time: 2 minutes

TSA 2023
School Reports

Reports

Report	Content
I. *Existing Version:* • **School Report** • **Item Analysis Report (sorted by Sub-papers)** • **Item Analysis Report (sorted by BC)**	• Performances of students in Chinese, English and Mathematics • Performances of students in each sub-paper (PDF and Excel files available) • Performances of students in each Basic Competency (PDF and Excel files available)
II. *Simplified Version:* • **School Report** • **Item Analysis Report (sorted by Sub-papers)** • **Item Analysis Report (sorted by BC)**	• Performances of students in Chinese, English and Mathematics • Performances of students in each sub-paper (PDF and Excel files available) • Performances of students in each Basic Competency (PDF and Excel files available)
III. Basic Competency Report by Item Groups	Performances of students in different skills (with student exemplars)
IV. Information Analysis Report	Information Analysis of Items (with question intents, information analysis for each option, school percentages)
TSA Report	Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics *https://www.bca.hkeaa.edu.hk*

TSA 2023
Reports I to IV



Reports for schools

Reports showing the overall performance of students

Download PDF/EXCEL files

I. Reports – Existing Version

SAMPLE

School Report

學校：
School:

機　密
CONFIDENTIAL

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage (%)
6EL1: 聆聽 Listening	19	28	17.4	62	81
6EL2: 聆聽 Listening	6	28	11.8	42	82
6EL3: 聆聽 Listening	28	28	24.8	89	85
6ERW1: 閱讀 Reading	17	32	21.1	66	74
6ERW2: 閱讀 Reading	21	32	18.5	58	70
6ERW3: 閱讀 Reading	15	31	19.3	62	69
6ERW1: 寫作 Writing	17	7	3.5	50	58
6ERW2: 寫作 Writing	21	7	2.3	33	52
6ERW3: 寫作 Writing	15	7	3.3	48	56
說話 Speaking	12	11	6.9	63	70

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）
Item Analysis Report (sorted by Sub-papers)

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
P1A Q01		0 1 U#	29.2% 68.8% 2.1%	23.9% 75.4% 0.6%
P1A Q02		0 1 U#	18.8% 79.2% 2.1%	13.0% 86.4% 0.6%
P1A Q03		0 1 U#	35.4% 62.5% 2.1%	30.6% 68.7% 0.6%
P1A Q04		0 1 U#	31.3% 66.7% 2.1%	16.9% 82.5% 0.6%
P1A Q05		0 1 U#	10.4% 87.5% 2.1%	4.3% 95.1% 0.6%

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）
Item Analysis Report (sorted by Basic Competencies)

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q01		0 1 U#	29.2% 68.8% 2.1%	23.9% 75.4% 0.6%
		6EL1	P1A Q02		0 1 U#	18.8% 79.2% 2.1%	13.0% 86.4% 0.6%
		6EL1 6EL2	P1B Q01 P1B Q01	A B C D* U#		1.4% 9.7% 11.1% 77.8% 0.0%	3.0% 4.8% 15.4% 76.5% 0.2%
		6EL2 6EL3	P1A Q01 P1A Q01	A* B C D U#		95.7% 0.0% 2.1% 2.1% 0.0%	95.6% 2.0% 1.5% 0.8% 0.1%

- ***School percentage:*** percentage of each option in an item attempted by students in the school

- ***Territory-wide percentage:*** percentage of each option in an item attempted by students in the territory
- Inferred from the sample of all students participating in the assessment

II. Reports – Simplified Version

SAMPLE

School Report

學校：
School:

機　密
CONFIDENTIAL

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage (%)
6EL1: 聆聽 Listening	19	28	17.4	62	N.A.
6EL2: 聆聽 Listening	6	28	11.8	42	N.A.
6EL3: 聆聽 Listening	28	28	24.8	89	N.A.
6ERW1: 閱讀 Reading	17	32	21.1	66	N.A.
6ERW2: 閱讀 Reading	21	32	18.5	58	N.A.
6ERW3: 閱讀 Reading	15	31	19.3	62	N.A.
6ERW1: 寫作 Writing	17	7	3.5	50	N.A.
6ERW2: 寫作 Writing	21	7	2.3	33	N.A.
6ERW3: 寫作 Writing	15	7	3.3	48	N.A.
說話 Speaking	12	11	6.9	63	N.A.

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）
Item Analysis Report (sorted by Basic Competencies)

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q01		0	29.2%	N.A.
					1	68.8%	N.A.
					U#	2.1%	N.A.
		6EL1	P1A Q02		0	18.8%	N.A.
					1	79.2%	N.A.
					U#	2.1%	N.A.
		6EL1 6EL2	P1B Q01 P1B Q01	A		1.4%	N.A.
				B		9.7%	N.A.
				C		11.1%	N.A.
				D*		77.8%	N.A.
				U#		0.0%	N.A.
		6EL2 6EL3	P1A Q01 P1A Q01	A*		95.7%	N.A.
				B		0.0%	N.A.
				C		2.1%	N.A.
				D		2.1%	N.A.
				U#		0.0%	N.A.

IA Report (sorted by Sub-papers)

20XX年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）
Item Analysis Report (sorted by Sub-papers)

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL2 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
P1A Q01	A*		95.8%	N.A.
	B		0.0%	N.A.
	C		0.0%	N.A.
	D		4.2%	N.A.
	U#		0.0%	N.A.
P1A Q02	A		4.2%	N.A.
	B*		83.3%	N.A.
	C		4.2%	N.A.
	D		8.3%	N.A.
	U#		0.0%	N.A.
P1A Q03	A		4.2%	N.A.
	B		0.0%	N.A.
	C		4.2%	N.A.
	D*		91.7%	N.A.
	U#		0.0%	N.A.

- ***only school data is provided***

(no territory-wide data)

III. Basic Competency Report by Item Groups

SAMPLE

Skills: Listening, Reading, Writing, Speaking

20XX 年全港性系統評估
Territory-wide System Assessment 20XX

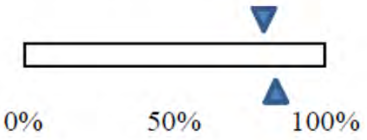
機　密
CONFIDENTIAL

基本能力題組綜合報告
Basic Competency Report by Item Groups

學校：
School:

級別 **Level:** 小六 Primary 6

英國語文 **English Language**

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	

▼ 學校 School[1,2]
▲ 全港 Territory-wide[3]

III. Basic Competency Report by Item Groups
Annex – Student Exemplars

SAMPLE

Listening

附件 Annex – 學生示例 Student Exemplars

英國語文 English Language (Listening)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Listening	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 Question Intent: Extracting specific information	6EL2-P3Q1 1. The survey is on _____. ○ A. school life ○ B. school results ● C. healthy living ○ D. report writing	• Most students could extract a specific piece of straightforward information from a spoken text. They knew that the survey is on 'healthy living' when they heard Emily say *'...our survey on healthy living'*.

Reading

英國語文 English Language (Reading)

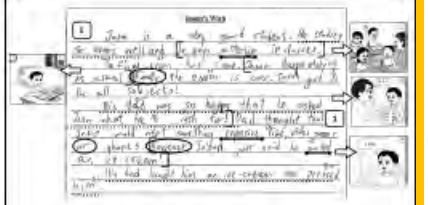
範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Reading	L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues Question Intent: Making inferences	6ERW1/3-P2Q3 3. Read lines 7 – 12. Dad likes _____. ○ A. running in the rain ● B. swimming ○ C. walking in a typhoon ○ D. drinking water	• The majority of students were able to interpret the implicit meaning in the poem. Students could infer from the second stanza that Dad likes swimming in summer.

III. Basic Competency Report by Item Groups
Annex – Student Exemplars

SAMPLE

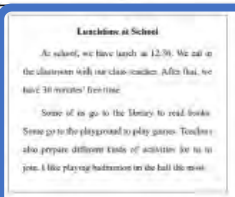
Writing

英國語文 English Language (Writing)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Writing	6ERW1/2	P5Q1	 **Content:** 4 Provides a factual account of the story with some details **Language:** ⟷ Uses a limited range of vocabulary with some spelling mistakes: *attention, expenxive, wated (wanted)* •••• Uses a limited range of sentence patterns with some grammatical mistakes: *He studies for his exam well…* *His dad was so happy that he asked Jason what he'll wish for.* *His dad bought him an ice-cream and praised him.* ⬭ Uses a limited range of cohesive devices: *Finally, or, However* • Students were able to provide relevant content and could describe a series of given pictures with some supporting details. However, some students lacked appropriate vocabulary and made grammatical mistakes that confused the readers. • Most students could use simple cohesive devices to make their writing more coherent.

Speaking

英國語文 English Language (Speaking)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Speaking	6ES01		• Many students were able to read the texts aloud clearly but with a few mistakes in pronunciation. • Some students dropped end consonants for words. • More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics. • Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.
	6ES04		• In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story. • More than half of them spoke quite clearly and were able to provide appropriate responses to questions despite a few mistakes in pronunciation. • Many students used a small range of vocabulary and sentence patterns with some grammatical mistakes. • Most students made attempts to display an awareness of their audience using appropriate eye contact with the oral examiners.

IV. Information Analysis Report

SAMPLE

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
資料分析報告
Information Analysis Report

學校：
School:

機　密
CONFIDENTIAL

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL1 Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	P1B Q01 1. Who is reading the news? ○ A. Thomas So ○ B. Timmy So ○ C. Tommy So ● D. Tony So Question Intent: discriminating between words with a range of vowel and consonant sounds	A Students might not have been able to distinguish Thomas /tɒməs/ from 'Tony' /təʊni/.	2.1%	2.5%
			B Students might not have been able to distinguish Timmy /tɪmi/ from 'Tony' /təʊni/.	10.4%	4.3%
			C Students might not have been able to distinguish Tommy /tɒmi/ from 'Tony' /təʊni/.	10.4%	14.7%
			D* Students were able to recognise the pronunciation of 'Tony' /təʊni/.	77.1%	78.3%
			U#	0.0%	0.2%

備註： [1]「學校百分率」是指學校學生作答該題各選項的百分率。
[2]「全港百分率」是指全港學生作答該題各選項的百分率。

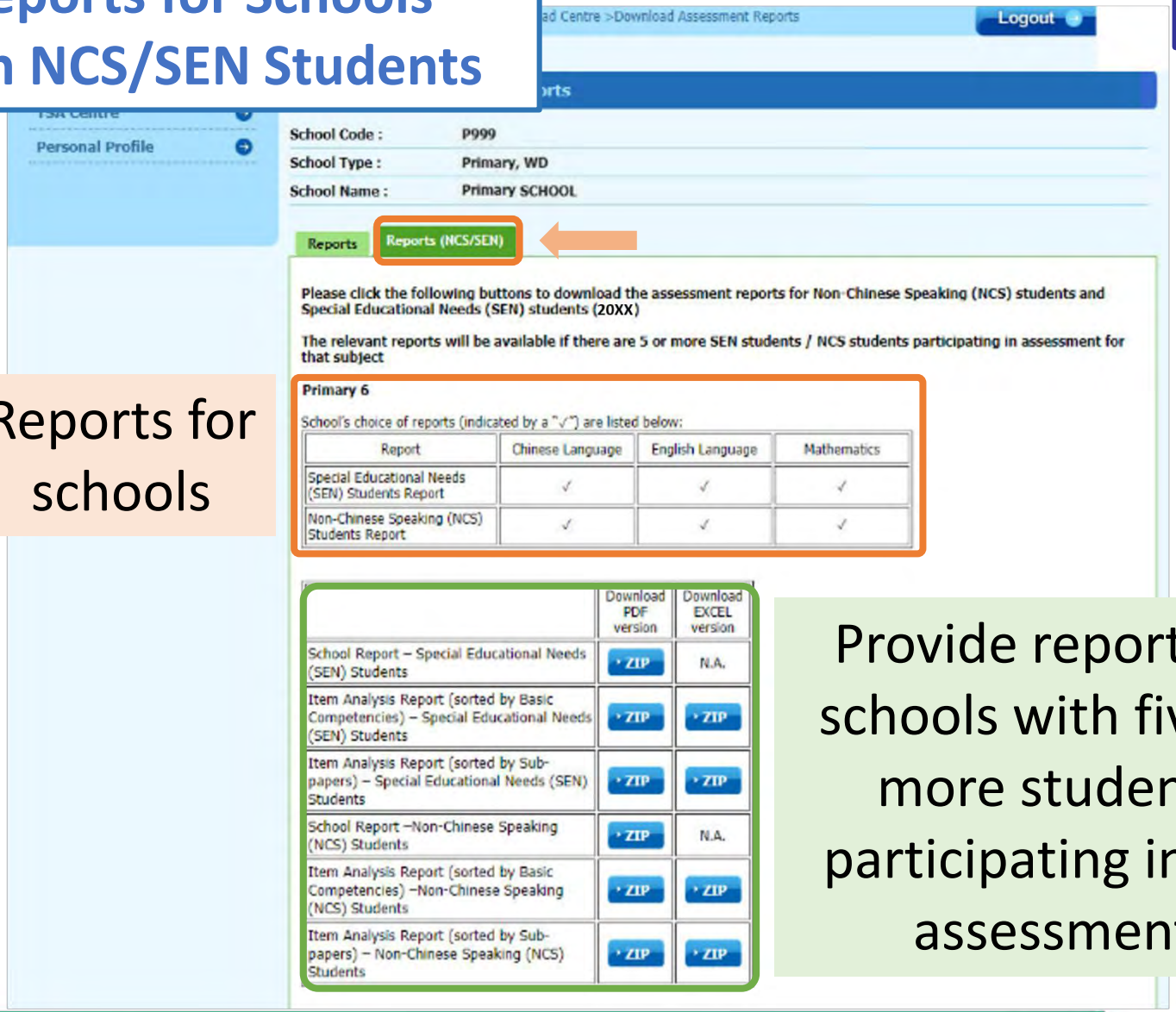
Remark: [1] "School percentage" refers to the percentage of each option in an item attempted by students in the school.
[2] "Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory.

*** For MC questions only***

- Basic Competency
- Item
- Question Intent
- Information Analysis for Each Option
- School Percentage
- Paper
  6EL1 to 6EL3
  6ERW1 to 6ERW3

Reports for Schools with NCS/SEN Students

SAMPLE



Reports for schools

Provide reports to schools with five or more students participating in the assessment

Report – NCS Students

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
學校報告 — 非華語學生
School Report – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校非華語學生百分率 School percentage of NCS student[2] (%) (B/A x 100%)	全港非華語學生百分率 Territory-wide percentage of NCS students[2] (%)
6EL1: 聆聽 Listening	3	28			
6EL2: 聆聽 Listening	3	28			
6EL3: 聆聽 Listening	0	28			
6ERW1: 閱讀 Reading	3	32			
6ERW2: 閱讀 Reading	2	32			
6ERW3: 閱讀 Reading	1	31			
6ERW1: 寫作 Writing	3	7			
6ERW2: 寫作 Writing	2	7			
6ERW3: 寫作 Writing	1	7			
說話 Speaking	2	11			

備註： [1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 本報告的評估數據包括有特殊教育需要的非華語學生，而相關數據亦同時見之於有特殊教育需要學生的學校報告。
Remark: [1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.
[2] The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Students with Special Educational Needs.

-完-
End

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）— 非華語學生
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生百分率 School percentage of NCS students	全港非華語學生百分率 Territory-wide percentage of NCS students
P1A Q01		0 1 U#		
P1A Q02		0 1 U#		
P1A Q03		0 1 U#		
P1A Q04		0 1 U#		
P1A Q05		0 1 U#		
P1A Q06		0 1 U#		
P1B Q01	A B C D* U#			

IA Report (sorted by Basic Competencies)

20XX年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）— 非華語學生
Item Analysis Report (sorted by Basic Competencies) – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生百分率 School percentage of NCS students	全港非華語學生百分率 Territory-wide percentage of NCS students
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q01		0 1 U#		
	Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q02		0 1 U#		
		6EL1 6EL2	P1B Q01 P1B Q01	A B C D* U#			
		6EL2 6EL3	P1A Q01 P1A Q01	A* B C D U#			

Report – SEN Students

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
學校報告 — 有特殊教育需要學生
School Report – Special Educational Needs (SEN) Students

機　密
CONFIDENTIAL

學校：
School:

級別 **Level:** 小六 Primary 6

英國語文 **English Language**

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校有特殊教育需要學生百分率 School percentage of SEN students[2] (%) (B/A x 100%)	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students[2] (%)
6EL1: 聆聽 Listening	1	28			
6EL2: 聆聽 Listening	6	28			
6EL3: 聆聽 Listening	0	28			
6ERW1: 閱讀 Reading	3	32			
6ERW2: 閱讀 Reading	4	32			
6ERW3: 閱讀 Reading	0	31			
6ERW1: 寫作 Writing	3	7			
6ERW2: 寫作 Writing	4	7			
6ERW3: 寫作 Writing	0	7			
說話 Speaking	0	11			

備註： [1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 本報告的評估數據包括有特殊教育需要的非華語學生，而相關數據亦同時見之於非華語學生的學校報告。

Remark: [1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.
[2] The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Non-Chinese Speaking Students.

-完-
End

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX

機　密
CONFIDENTIAL

題目分析報告（以卷別爲序）— 有特殊教育需要學生
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students

學校：
School:

級別 **Level:** 小六 Primary 6

英國語文 **English Language** (Sub-paper: 6EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育需要學生百分率 School percentage of SEN students	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students
P1A Q01		0 1 U#		
P1A Q02		0 1 U#		
P1A Q03		0 1 U#		
P1A Q04		0 1 U#		
P1A Q05		0 1 U#		
P1A Q06		0 1 U#		
P1B Q01	A B C D* U#			

IA Report (sorted by Basic Competencies)

20XX年全港性系統評估
Territory-wide System Assessment 20XX

機　密
CONFIDENTIAL

題目分析報告（以基本能力爲序）— 有特殊教育需要學生
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students

學校：
School:

級別 **Level:** 小六 Primary 6

英國語文 **English Language**

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育需要學生百分率 School percentage of SEN students	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q01		0 1 U#		
		6EL1	P1A Q02		0 1 U#		
		6EL1 6EL2	P1B Q01 P1B Q01	A B C D* U#			
		6EL2 6EL3	P1A Q01 P1A Q01	A* B C D U#			

TSA 2023
Online Item Analysis (OIA) Report

Online Item Analysis Report

- schools may create teacher accounts for teachers to access the OIA report
- access the report through the BCA website *https://www.bca.hkeaa.edu.hk*
- teacher accounts valid until 30 June 2024

Online Item Analysis Report – Teacher User Guide

https://www.bca.hkeaa.edu.hk

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

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TSA> Primary > User Guide

- Introduction
- TSA News
- Question Papers and Marking Schemes
- TSA Report
- Quick Guide
- Forms
- FAQ
- User Guide
- Other Information
- Switch to Secondary School

User Guide

The HKEAA provides the following "User Guides" to school users:

1. User Guide for School Administrator

   The "User Guide for School Administrator" provides schools with information on school administration, e.g. uploading student data by batch, nominating Assessment Administration Supervisors, etc.

2. Online Item Analysis (OIA) Report - Management User Guide

   The "Online Item Analysis (OIA) Report - Management User Guide" provides information on how to create and manage teacher user accounts.

3. Online Item Analysis (OIA) Report - Teacher User Guide

   The "Online Item Analysis (OIA) Report - Teacher User Guide" provides information on viewing the online IA report.

4. Manual for the 3 Years' Performance in the Online Item Analysis Report

   The "Manual for the 3 Years' Performance in the Online Item Analysis Report" provides information on viewing the 3 Years' Performance in the online IA report.

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

Home / Sitemap / 中文

ID:
Password:
Login

Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

Learn More

Login and Update Password

SA
Student Assessment
Learn more

TSA
Territory-Wide System Assessment
Learn more

Training and Seminars
Learn more

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

Home / Sitemap / 中文

User: IA-P999-HKEAA
Time: 20XX-10-18 09:54

Personal Profile

> Online Item Analysis Report - Declaration

Logout

Online Item Analysis Report - Declaration

Protocol of School Level Data of the Territory-wide System Assessment

The school/Teachers receiving the school level data of Territory-wide System Assessment will be required to follow the protocol below -

"(a) I acknowledge that the Territory-wide System Assessment school level data are to help schools formulate plans to improve the effectiveness of learning and teaching on the basis of the assessment data and their own development needs. I undertake not to put the data to any use other than the above;

(b) I am given to understand that the Education Bureau will not publicise school level data of individual schools to any third party, but may make

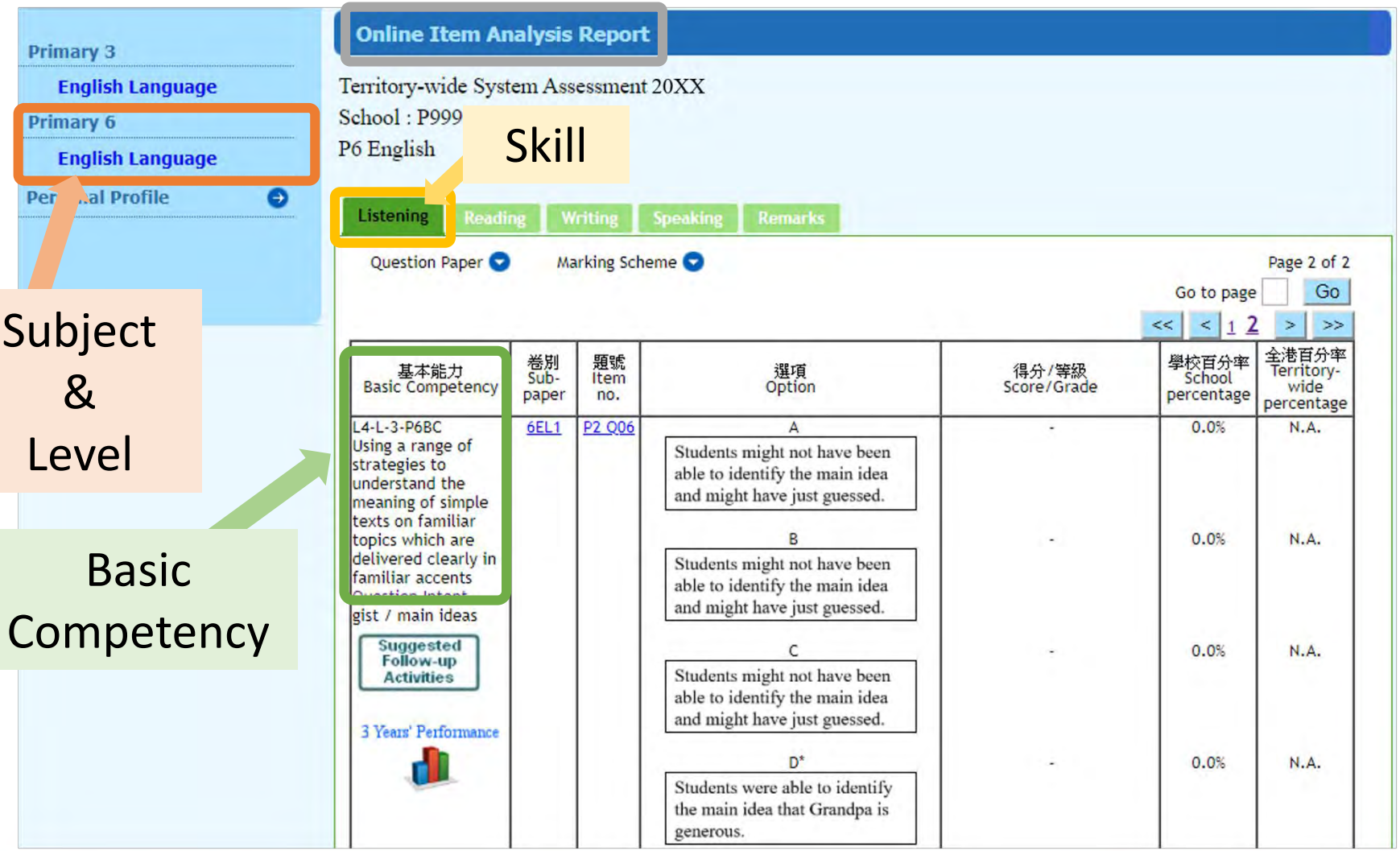
☑ I read and accept the above statements.

Next

Accept the 'Protocol of School Level Data of the TSA'

Online Item Analysis Report (sorted by Basic Competencies)

SAMPLE



Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Skill

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

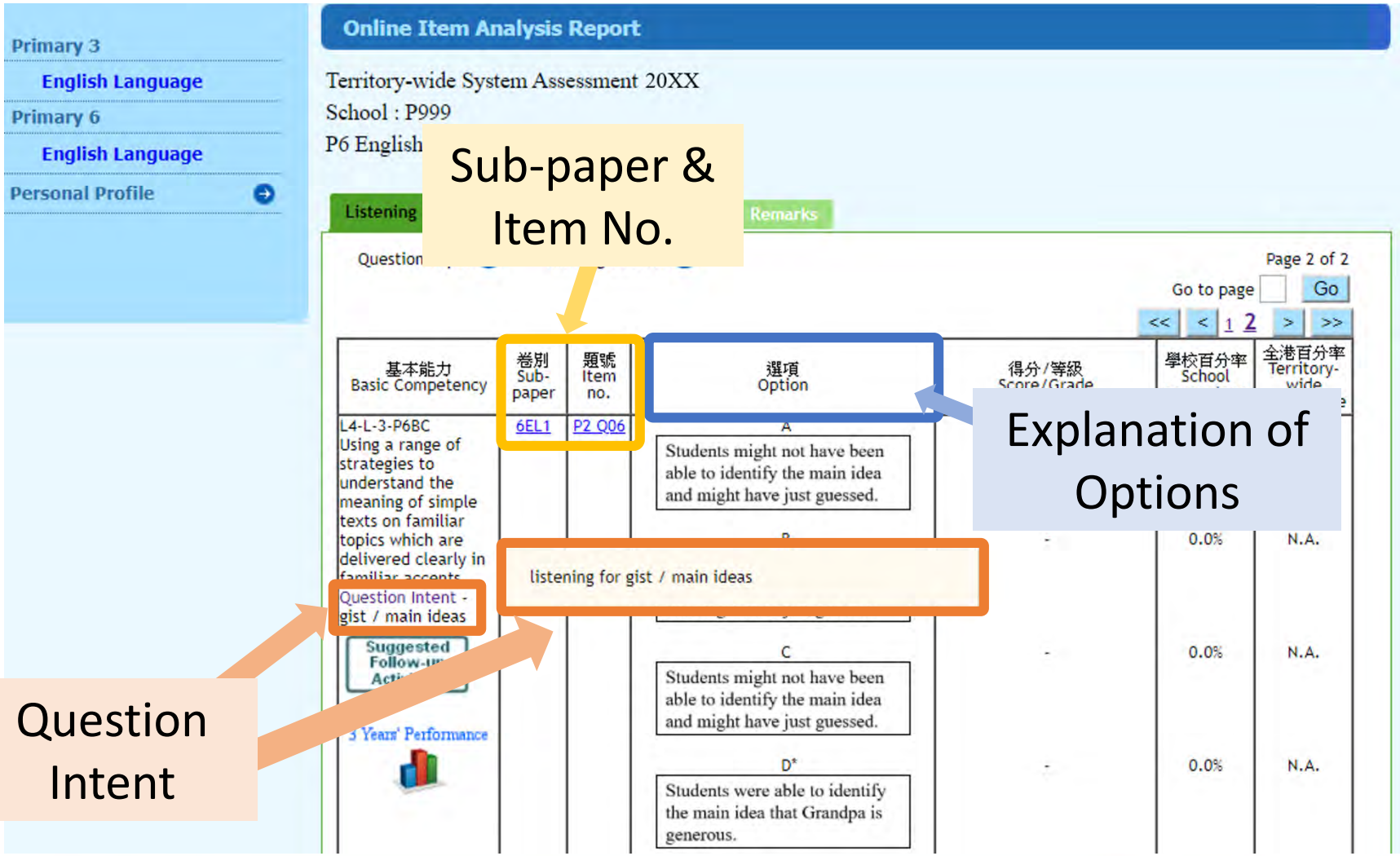
Page 2 of 2
Go to page Go
<< < 1 2 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
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 Question Intent gist / main ideas Suggested Follow-up Activities 3 Years' Performance	6EL1	P2 Q06	A Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			B Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			C Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			D* Students were able to identify the main idea that Grandpa is generous.	-	0.0%	N.A.

Subject & Level

Basic Competency

SAMPLE


Primary 3
English Language
Primary 6
English Language
Personal Profile
Online Item Analysis Report
Territory-wide System Assessment 20XX
School : P999
P6 English
Listening
Remarks
Page 2 of 2
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<< < 1 2 > >>
基本能力 Basic Competency
卷別 Sub-paper
題號 Item no.
選項 Option
得分/等級 Score/Grade
學校百分率 School
全港百分率 Territory-wide
L4-L-3-P6BC
Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in
6EL1
P2 Q06
A
Students might not have been able to identify the main idea and might have just guessed.
0.0%
N.A.
Question Intent - gist / main ideas
listening for gist / main ideas
Suggested Follow-up Activities
3 Years' Performance
C
Students might not have been able to identify the main idea and might have just guessed.
0.0%
N.A.
D*
Students were able to identify the main idea that Grandpa is generous.
0.0%
N.A.
Sub-paper & Item No.
Explanation of Options
Question Intent

SAMPLE

6EL1 - Google Chrome

bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=6EL1&pdfType=questionPaper

6EL1

6 E L 1

請把電腦條碼貼在方格內
Please stick the barcode label in the box.

Education Bureau
Territory-wide System Assessment 20XX
Primary 6 English Language
Listening

Instructions:
學生須知：

1. Stick barcode labels on pages 1, 3 and 5 in the spaces provided.
   在第 1、3 及 5 頁的適當位置貼上電腦條碼。
2. There are 3 parts in this Question-Answer Booklet. Answer all questions.
   本卷共有 3 部分，全部題目均須作答。
3. Do not write in the margins.
   請勿在框線以外書寫。
4. Time allowed is about 30 minutes.
   評估時限約為 30 分鐘。

Question Paper

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

6EL1
6EL2
6EL3

基本能力 Basic Competency	paper	no.	選項 Option
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 Question Intent - gist / main ideas Suggested Follow-up Activities 3 Years' Performance	6EL1	P2 Q06	A: Students might not have been able to identify the main idea and might have just guessed. B: Students might not have been able to identify the main idea and might have just guessed. C: Students might not have been able to identify the main idea and might have just guessed. D*: Students were able to identify the main idea that Grandpa is generous.

SAMPLE

TSA20XX_6EL1_MS - Google Chrome

bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=6EL1&pdfType=markingReference

Education Bureau
Territory-wide System Assessment 20XX
Primary 6 English Language
Listening
Marking Scheme

6EL1

Part 1A

1. Ho 2. D 3. 16 4. 10/10th 5. 4 6. Best	**Remarks** • Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question • Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Part 1B

1. D	**Remarks**

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

6EL1
6EL2
6EL3

Marking Scheme

基本能力	卷別 Sub-paper	Item no.	
	6EL1	P1A Q01	- - -
	6EL1	P1A Q02	- - -
sound discrimination Suggested Follow-up Activities 3 Years' Performance	6EL1 6EL2	P1B Q01 P1B Q01	A: Students might not have been able to distinguish Thomas /tɒməs/ from 'Tony' /təʊni/. B: Students might not have been able to distinguish Timmy /tɪmi/ from 'Tony' /təʊni/. C: Students might not have been able to distinguish

SAMPLE

bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&quest...

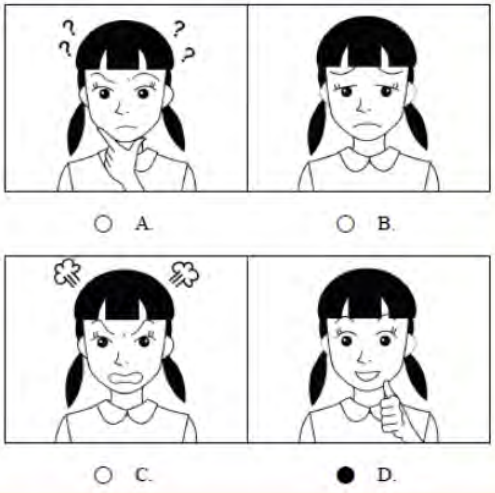
6EL1-P2 Q06

Tapescript

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

6. How does the writer feel when her grandpa says this?



Question intent :

listening for gist / main ideas

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade
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 Question Intent - gist / main ideas Suggested Follow-up Activities 3 Years' Performance	6EL1	P2 Q06	A Students might not have been able to identify the main idea and might have just guessed. B dents might not have been to identify the main idea and might have just guessed. C Students might not have been able to identify the main idea and might have just guessed. D* Students were able to identify the main idea that Grandpa is generous.	- - - -

Item No.

SAMPLE

Tapescript

https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&q...

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6EL1-I

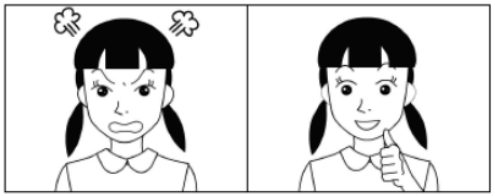
Tapescript

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

6. How does the writer feel when her grandpa says this?

○ A. ○ B.



○ C. ● D.

Question intent :

listening for gist / main ideas

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P000

https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?isSupplement...

bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?isSupplementary...

6EL1-P2 Q06 (Tapescript)

Learning Objective:

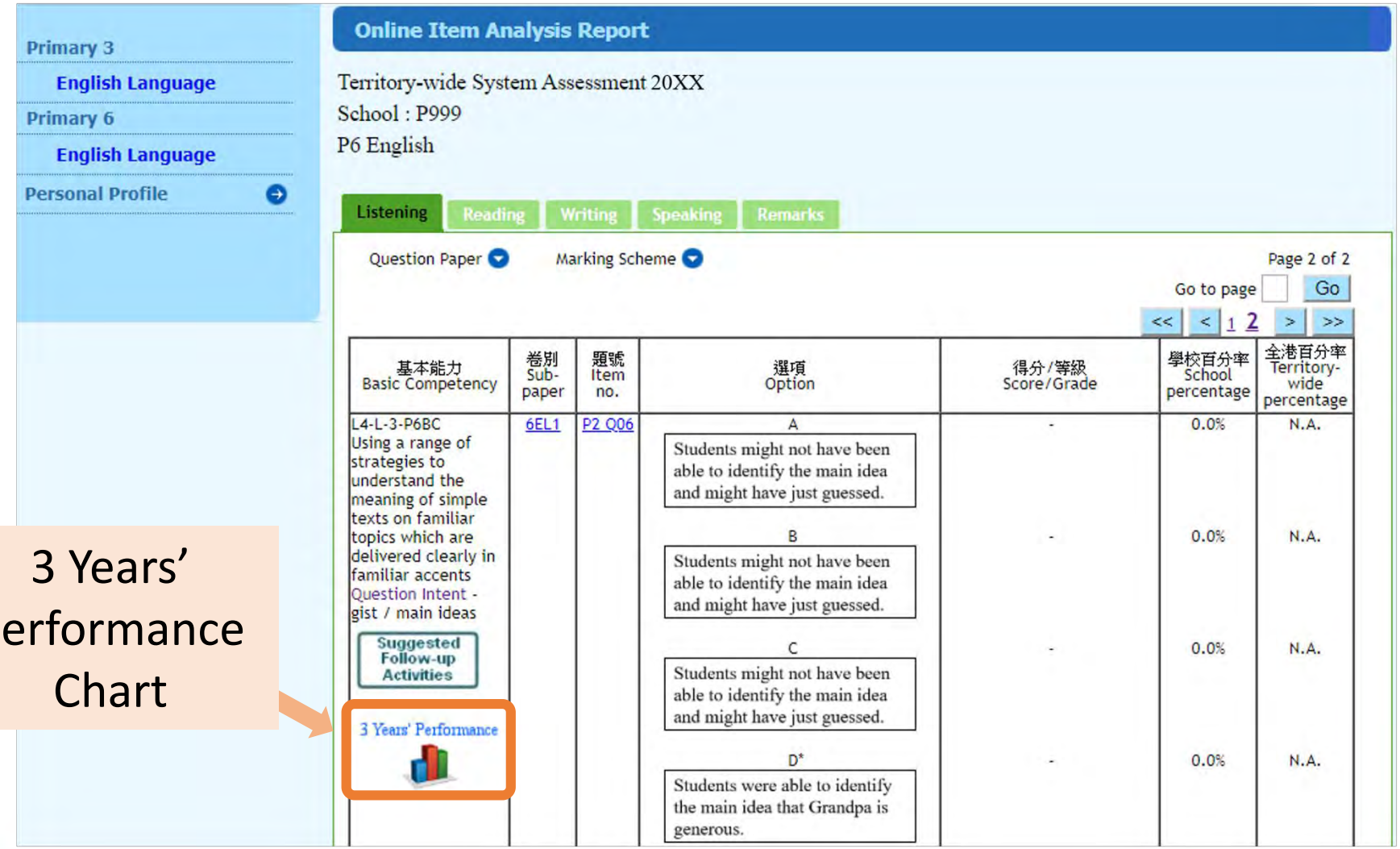
Language forms and communicative functions, Language skills and language development strategies, Generic skills

Miss Chan: Every Sunday we go to a fast food shop.
He has congee and I have noodles with a pork chop.
He says, "Order anything. Never mind the price!"
Thank you, Grandpa, for being so nice.

Question intent :

listening for gist / main ideas

SAMPLE



Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 2 of 2
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基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
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 Question Intent - gist / main ideas Suggested Follow-up Activities 3 Years' Performance	6EL1	P2 Q06	A Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			B Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			C Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			D* Students were able to identify the main idea that Grandpa is generous.	-	0.0%	N.A.

3 Years' Performance Chart

SAMPLE

https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.d...

安全 | https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?perf...

Primary 3
English Language
Primary 6
English Language
Personal Profile

三年表現
3 Years' Performance

級別: P6 Level	科目: English Language Subject	學校編號: P999 School Code
基本能力代號: BC Code	L3-L-1-P6BC	
基本能力: BC Description	Discriminating between words with a range of vowel and consonant sounds	
評估重點: Question Intent	discriminating between words with a range of vowel and consonant sounds	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years

Page 2 of 2
to page Go
< 1 2 > >>

校百分率 School rcentage	全港百分率 Territory-wide percentage
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.

3 Years' Performance Chart

SAMPLE

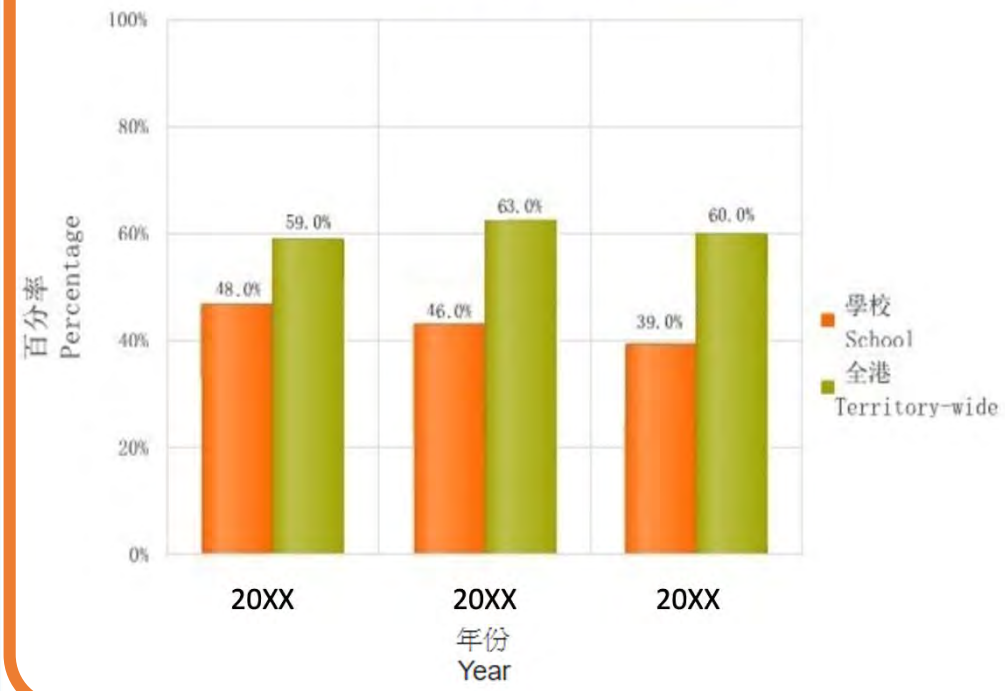
Primary 3
English Language
Primary 6
English Language
Personal Profile

https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P999...

bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P999...

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



備註 Remarks:

1. a) 學校數據是指該校學生答對相關題目的平均百分率。
   School data refers to the average of percentage of students answering related item(s) correctly in that school.
   b) 全港數據是指所有參與學生答對相關題目的平均百分率。
   Territory-wide data refers to the average of percentage of all participating students answering related item(s) correctly.
2. 如上圖沒有顯示某一年的棒條，即表示該年沒有相應的評估題目。
   In cases where no corresponding bars for a particular TSA year are shown above, this means that items in question did not appear in that year.

Page 2 of 2

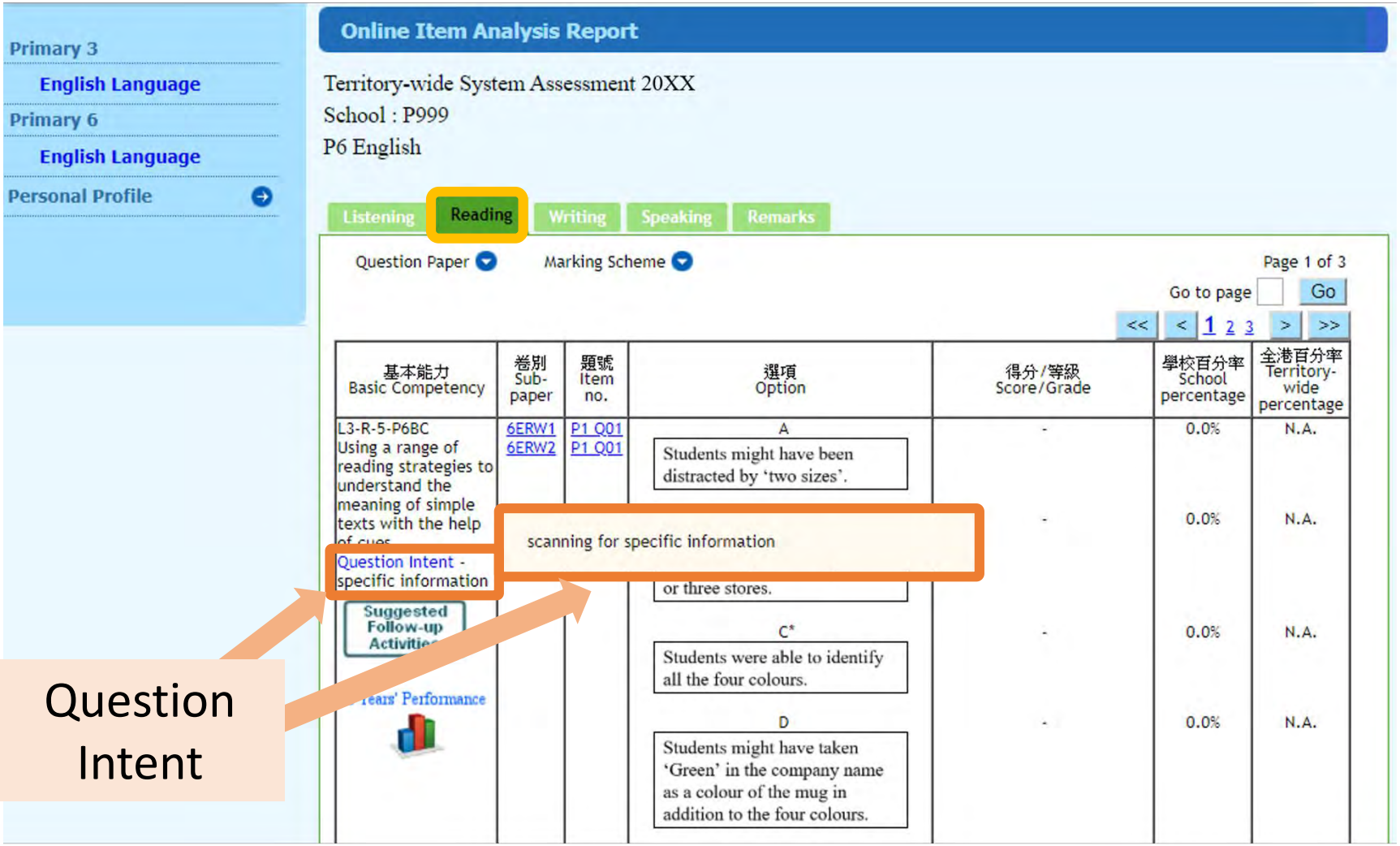
Go to page Go

<< < 1 2 > >>

學校百分率 School percentage	全港百分率 Territory-wide percentage
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.

3 Years' Performance Chart

SAMPLE



Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 3
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<< < 1 2 3 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues	6ERW1 6ERW2	P1 Q01 P1 Q01	A Students might have been distracted by 'two sizes'.	-	0.0%	N.A.
Question Intent - specific information			or three stores.	-	0.0%	N.A.
Suggested Follow-up Activities			C* Students were able to identify all the four colours.	-	0.0%	N.A.
Years' Performance			D Students might have taken 'Green' in the company name as a colour of the mug in addition to the four colours.	-	0.0%	N.A.

scanning for specific information

Question Intent

SAMPLE

bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6ERW1&questionNumber=P1%...

6ERW1-P1 Q01 / 6ERW2-P1 Q01

Supplementary Information

Learning Objective:

Language forms and communicative functions, Language skills and language development strate

1. The travel mug comes in _____ colours.
   - ○ A. two
   - ○ B. three
   - ● C. four
   - ○ D. five

Question intent :

scanning for specific information

bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?isSupplementary=true&classLevel=P6&subjectCode=ENG&paperCode=6E...

6ERW1-P1 Q01 / 6ERW2-P1 Q01 (Supplementary Information)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

Jason is reading some information about a travel mug.

Read the information.

www.supergreen.com.hk

Super Green

Search

Travel Mug

Winner of Hong Kong Products Award 2018

Looking for a present for Father's Day?
This travel mug is your best choice!

Product information

- comes in two sizes
- available in pink, blue, white and black
- made of extra-strong plastic and steel
- suitable for hot and cold drinks but not for cola or beer
- safe to wash in dishwasher
- 100% designed and made in Hong Kong

$120 (350ml)
$180 (500ml)

You may also like

lunch box sports water bottle

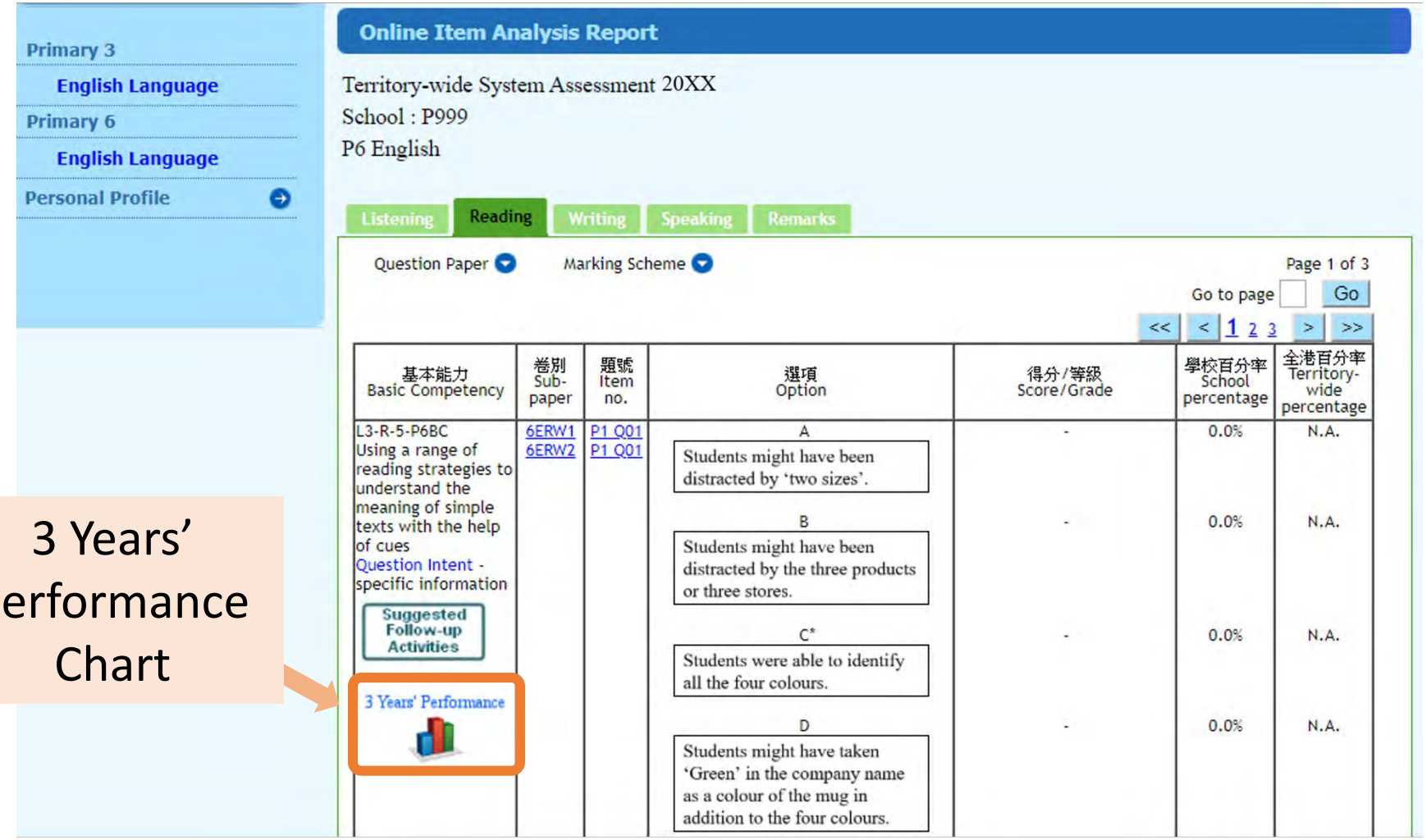
Where to buy

Follow-up Activities

3 Years' Performance

SAMPLE

3 Years' Performance Chart



Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 3
Go to page Go
<< < 1 2 3 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues Question Intent - specific information Suggested Follow-up Activities 3 Years' Performance	6ERW1 6ERW2	P1 Q01 P1 Q01	A Students might have been distracted by 'two sizes'.	-	0.0%	N.A.
			B Students might have been distracted by the three products or three stores.	-	0.0%	N.A.
			C* Students were able to identify all the four colours.	-	0.0%	N.A.
			D Students might have taken 'Green' in the company name as a colour of the mug in addition to the four colours.	-	0.0%	N.A.

SAMPLE

3 Years' Performance Chart

Primary 3
English Language
Primary 6
English Language
Personal Profile

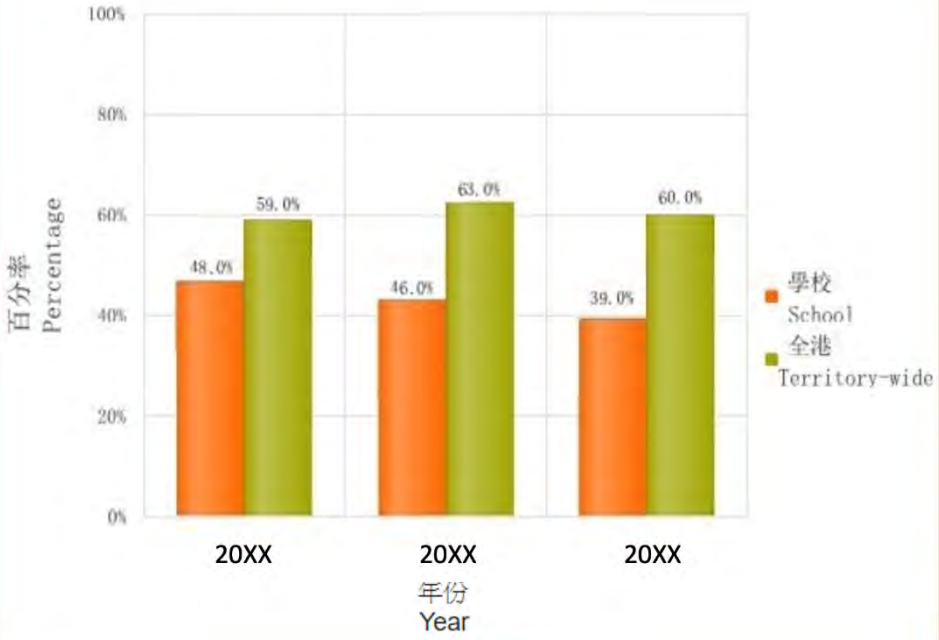
https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P...
bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P99...

三年表現
3 Years' Performance

級別: P6 Level	科目: English Language Subject	學校編號: P999 School Code
基本能力代號: BC Code	L3-R-5-P6BC	
基本能力: BC Description	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	
評估重點: Question Intent	scanning for specific information	

最近三年學生答對上述評估重點題目的平均百分率

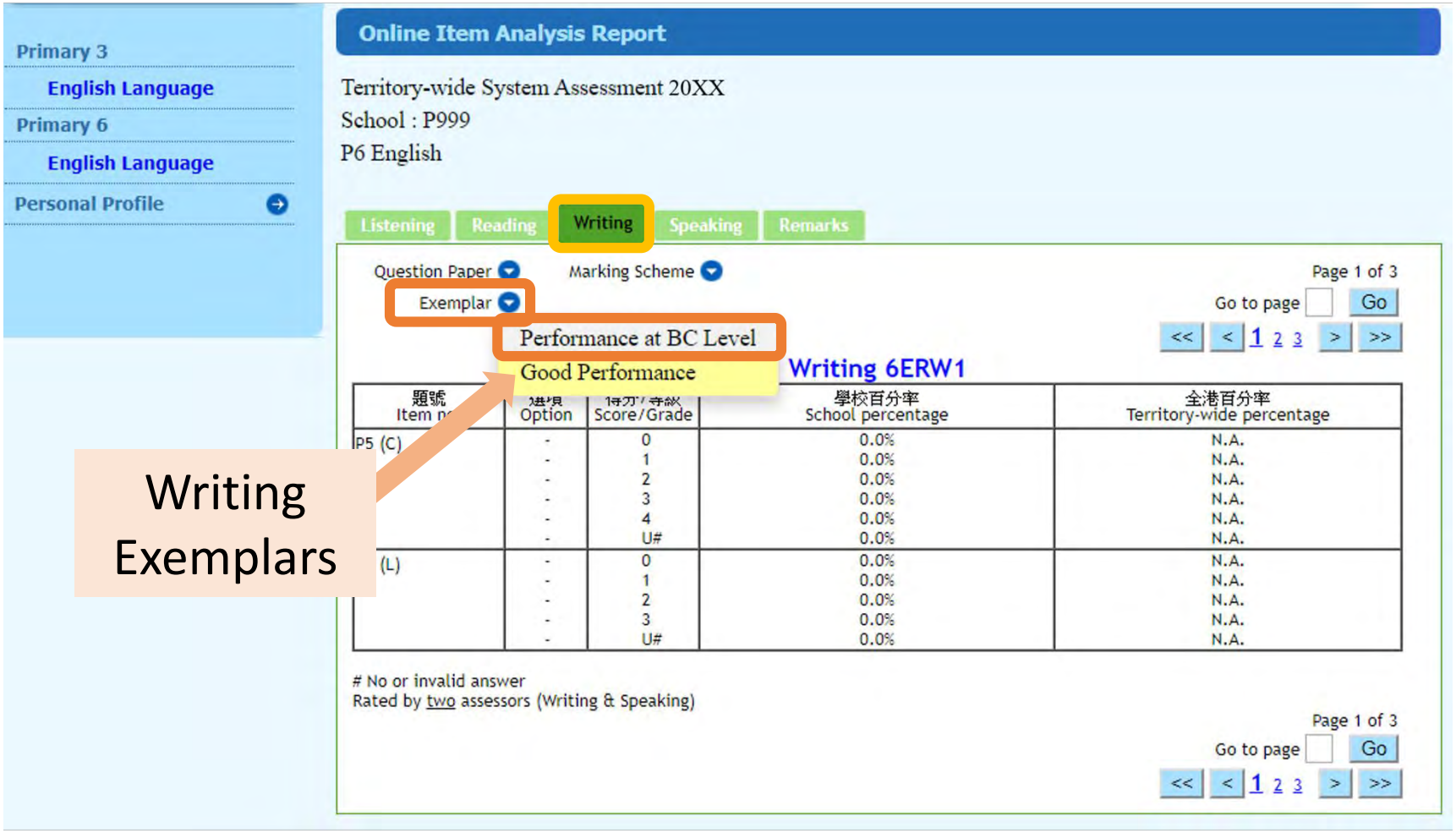
Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



Page 1 of 3
Go to page Go
<< < 1 2 3 > >>

	學校百分率 School percentage	全港百分率 Territory-wide percentage
	0.0%	N.A.
	0.0%	N.A.
	0.0%	N.A.
	0.0%	N.A.

SAMPLE


Primary 3
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Performance at BC Level
Good Performance
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Writing 6ERW1
題號 Item no.
選項 Option
得分/等級 Score/Grade
學校百分率 School percentage
全港百分率 Territory-wide percentage
P5 (C)
0 0.0% N.A.
1 0.0% N.A.
2 0.0% N.A.
3 0.0% N.A.
4 0.0% N.A.
U# 0.0% N.A.
(L)
0 0.0% N.A.
1 0.0% N.A.
2 0.0% N.A.
3 0.0% N.A.
U# 0.0% N.A.
No or invalid answer
Rated by two assessors (Writing & Speaking)
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Writing Exemplars

SAMPLE

TSA20XX_P6E_BC - Google Chrome

bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=121&pdfType=exemplar

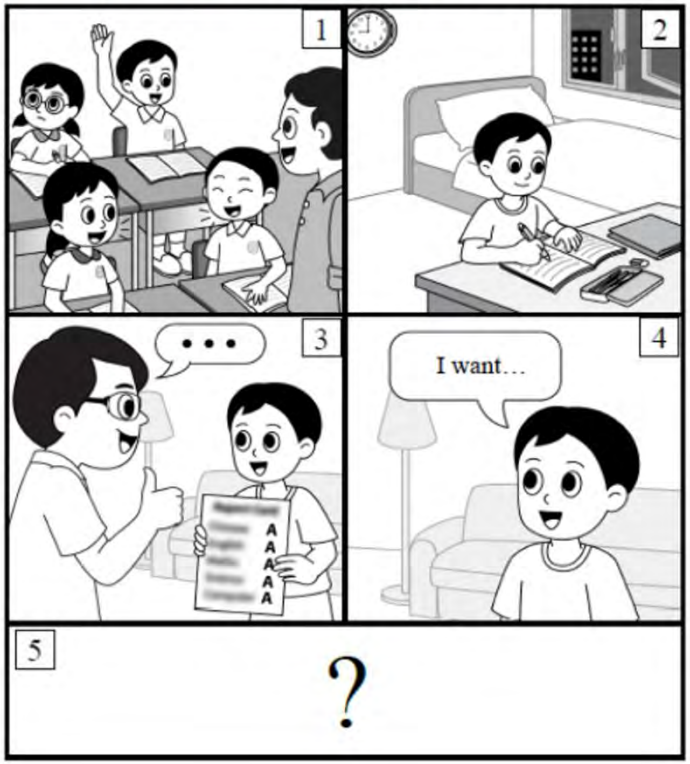
reward from Dad when he showed Dad his good exam results based on the given pictures and guiding questions.

Part 5

Jason worked hard for the exam and he showed Dad his exam results.

Write a story about Jason.

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



- In Picture 1, how did Jason behave in lessons?
- In Picture 2, how did Jason prepare for the exam at home?
- What did Dad say when Jason showed him his exam results?
- What did Jason want from Dad?
- Did Dad make Jason's wish come true? Why / Why not?
- What happened in the end?

Wri
Exem

Writing Exemplars

SAMPLE

TSA20XX_P6E_BC - Google Chrome

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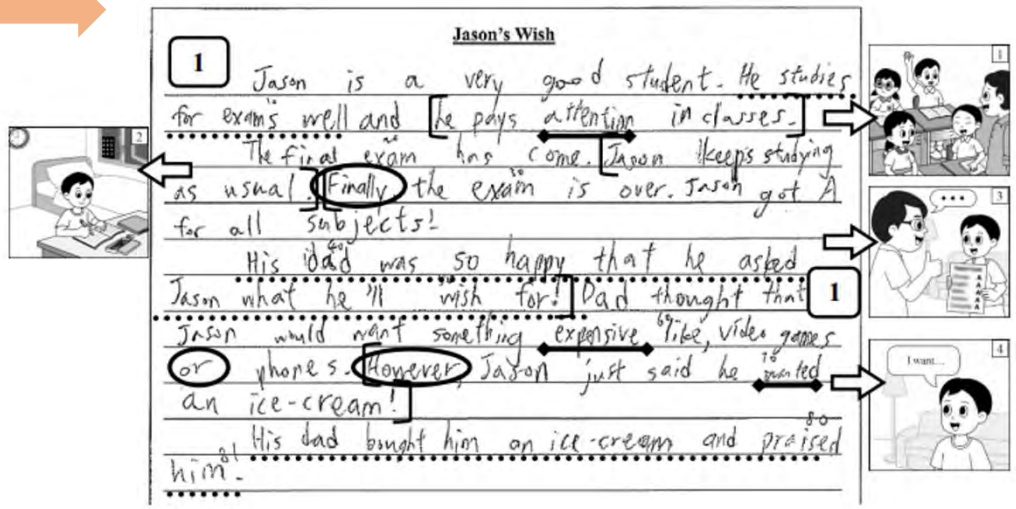
Student Exemplar 1



Content:

1 Provides a factual account of the story with some details

Language:

Uses a limited range of vocabulary with some spelling mistakes: *attention, expensive, wated (wanted)*

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

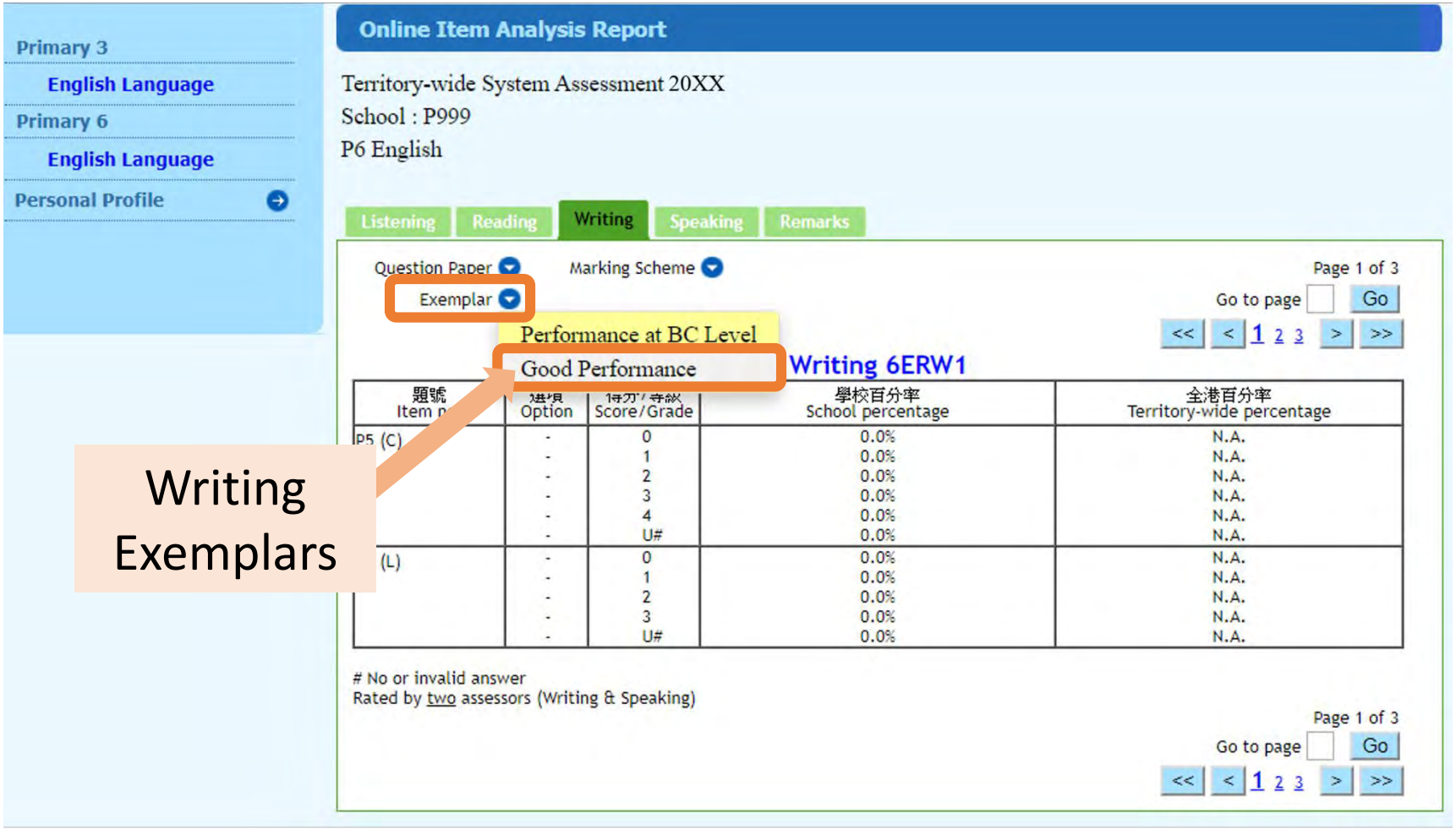
He studies for his exam well…

His dad was so happy that he asked Jason what he'll wish for.

His dad bought him an ice-cream and praised him.

Uses a limited range of cohesive devices: *Finally, or, However*

SAMPLE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Performance at BC Level
Good Performance
Writing 6ERW1
題號 Item n
Option
Score/Grade
學校百分率 School percentage
全港百分率 Territory-wide percentage
P5 (C)
(L)
0 1 2 3 4 U#
0.0%
N.A.
No or invalid answer
Rated by two assessors (Writing & Speaking)
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Writing Exemplars

Writing Exemplars

SAMPLE

TSA20XX_P6E_good - Google Chrome

bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=122&pdfType=exemplar

Jason's Wish (6ERW1 / 6ERW2 Part 5)

Student Exemplar 5

Jason's Wish

1 "Good job, Jason! You've got another question answered correctly," praised Mr. Robinson, the English teacher. In the English lesson of class 6A, everyone but Jason was chit-chatting, daydreaming, and not paying attention to the teacher. And as exams were coming soon, he paid extra attention in class and revises diligently without anyone reminding him in order to fulfill his wish.

1 Two weeks later, after exams ended, the Jason showed his report card to his father joyfully. He got straight As! "Impressive, my dear son," said father. "Now, what do you want as a gift?"

Jason smiled and started speaking, but hesitated. Finally he frowned and said, "I want a happy family." His father, hearing his words, stared at the floor, feeling guilty. "I'm sorry, son," apologized father. "Mother and I argue a lot lately because we've been stressed out. But I promise I'll try to keep in harmony with your mother."

1

2 Because of Jason's special wish, 10 years later, their family lived in a large mansion, enjoying their holidays, having the best time of their lives.

Content:

1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently

2 An appropriate ending

Language:

◆—◆ Uses a small range of vocabulary and expressions with few spelling mistakes : *dilligently (diligently) without anyone reminding him, joyfully, impressive, hesitated, frowned, feeling guilty, apologized, keep in harmony*

···· Uses a small range of sentence patterns:

...he paid extra attention in class and revises dilligently without anyone

Primary 6

English Language

Personal Profile

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1 2 3 > >>

分率 percentage

SAMPLE

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Education Bureau
Territory-wide System Assessment 20XX
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW1

Part 5 (Jason's Wish)

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.

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme | Exemplar

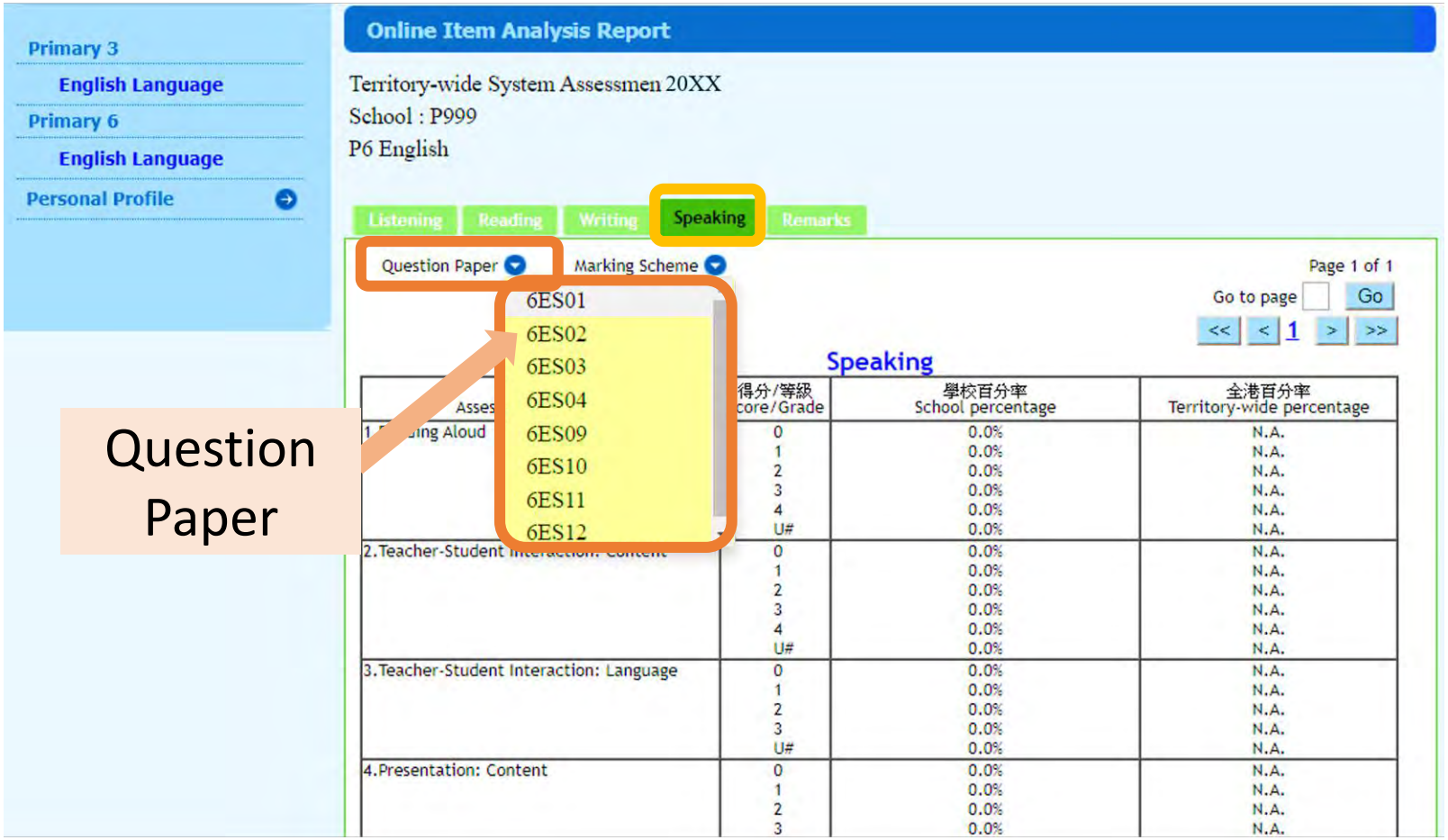
6ERW1
6ERW2
6ERW3

Marking Scheme

題號 Item no	選項 Option	分/等級 Score/Grade	學校百分率 School percentage
	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	4	0.0%
	-	U#	0.0%
	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	U#	0.0%

No or invalid answer
Rated by two assessors (Writing & Speaking)

SAMPLE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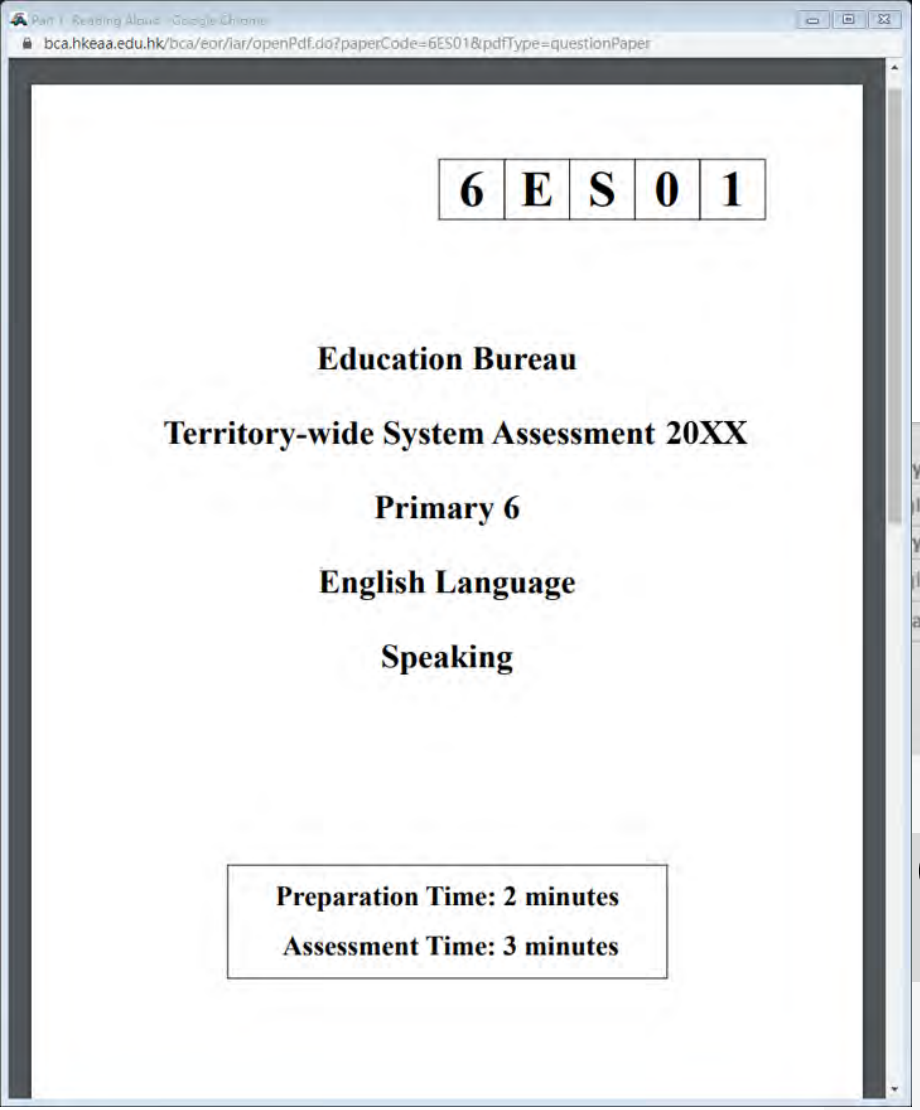
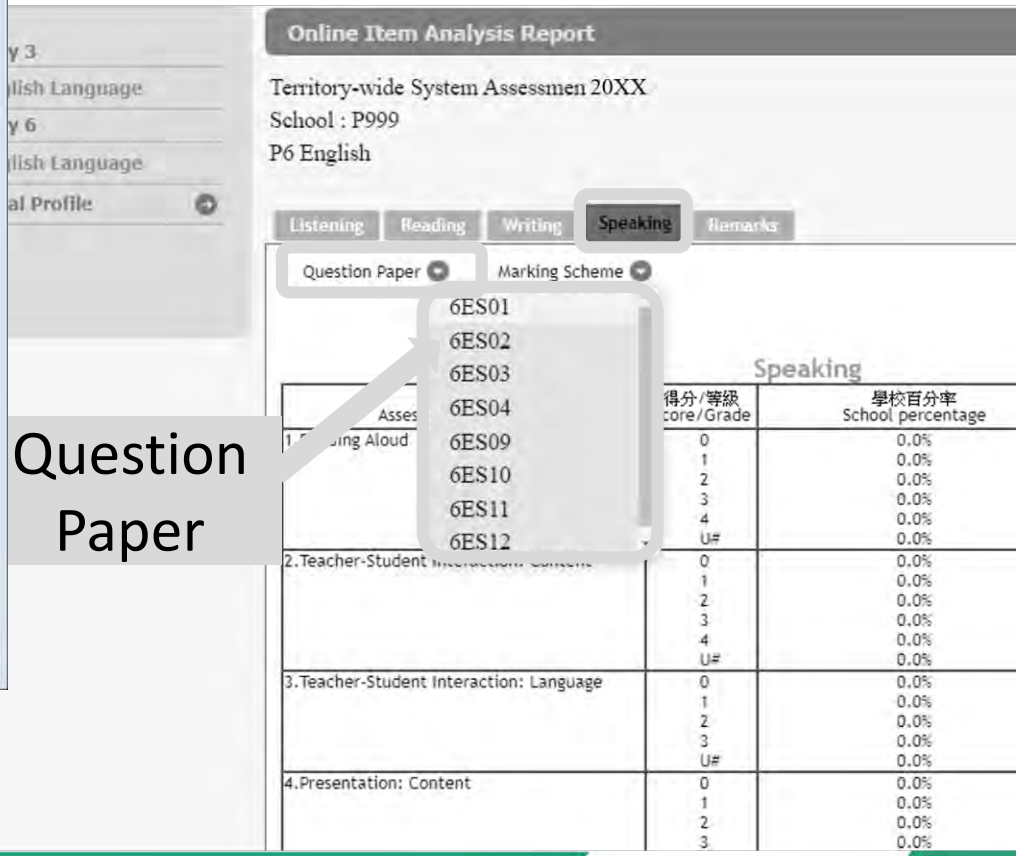
6ES03
6ES04
6ES09
6ES10
6ES11
6ES12
Speaking
得分/等級 Score/Grade
學校百分率 School percentage
全港百分率 Territory-wide percentage
3.Teacher-Student Interaction: Language
4.Presentation: Content
Question Paper

SAMPLE



Question Paper



SAMPLE

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6	E	S	0	1

Part 1: Reading Aloud

Read the following text aloud.

Lunchtime at School

At school, we have lunch at 12:30. We eat in the classroom with our class teacher. After that, we have 30 minutes' free time.

Some of us go to the library to read books. Some go to the playground to play games. Teachers also prepare different kinds of activities for us to join. I like playing badminton in the hall the most.

Part 2: Teacher-Student Interaction

The teacher will ask you some questions. Answer them.

END OF PAPER

nary 3
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Online Item Analysis Report

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6ES03
6ES04
6ES09
6ES10
6ES11
6ES12

Question Paper

Speaking

Asses	得分/等級 core/Grade	學校百分率 School percentage
ing Aloud	0	0.0%
	1	0.0%
	2	0.0%
	3	0.0%
	4	0.0%
	U#	0.0%
2.Teacher-Student	0	0.0%
	1	0.0%
	2	0.0%
	3	0.0%
	4	0.0%
	U#	0.0%
3.Teacher-Student Interaction: Language	0	0.0%
	1	0.0%
	2	0.0%
	3	0.0%
	U#	0.0%
4.Presentation: Content	0	0.0%
	1	0.0%
	2	0.0%
	3	0.0%

SAMPLE

bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=6ES01&pdfType=markingReference

Education Bureau
Territory-wide System Assessment 20XX
Primary 6 English Language
Speaking
Marking Scheme

P. 6

Reading Aloud

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (**KS**, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words occasionally
	0	• Reads only a few words • Skips some words or phrases

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

Listening | Reading | Writing | **Speaking** | Remarks

Question Paper | Marking Scheme

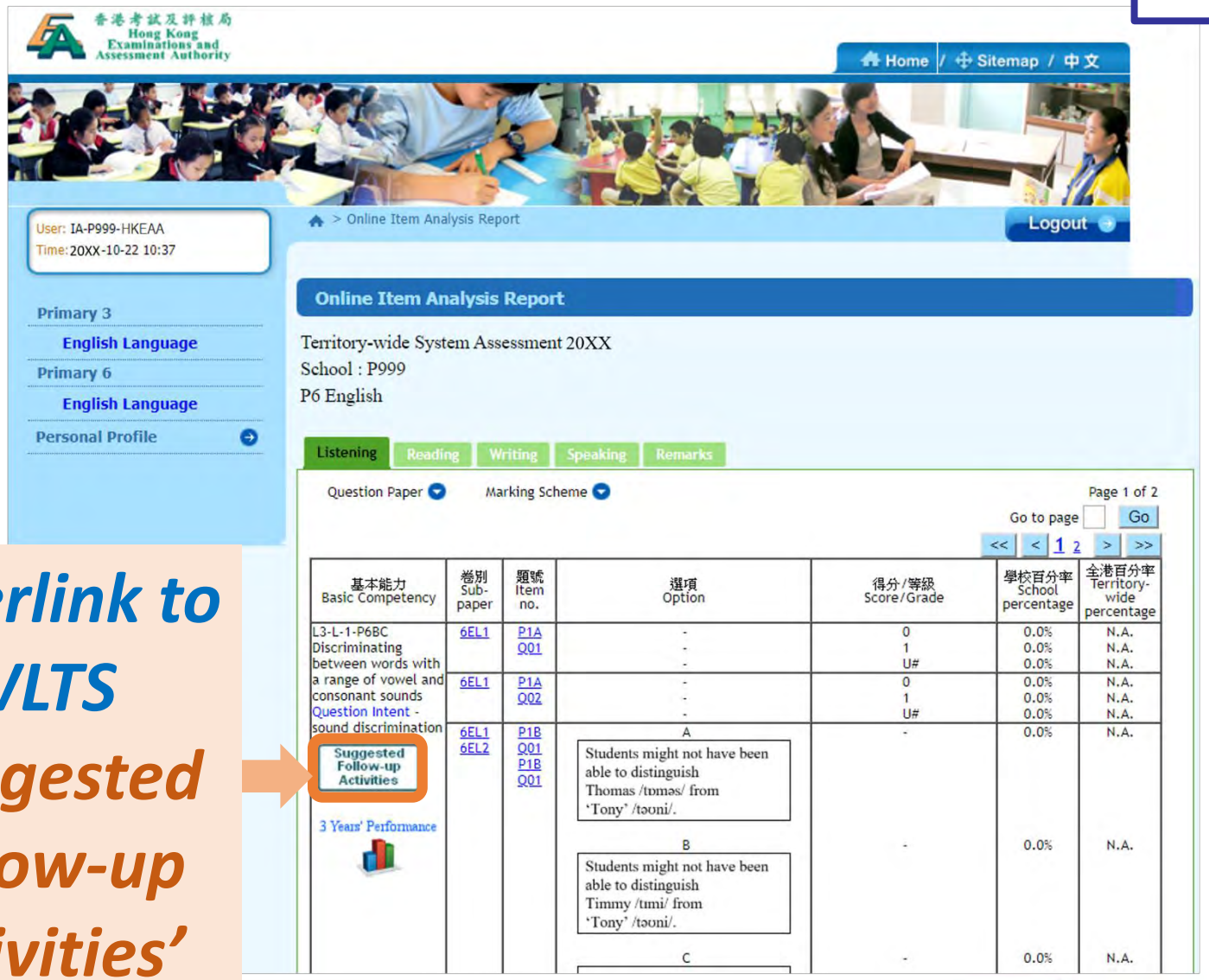
6ES01
6ES02
6ES03
6ES04
6ES09
6ES10
6ES11
6ES12

Marking Scheme

3.Teacher-Student Interaction: Content	0 1 2 3 4 U#
3.Teacher-Student Interaction: Language	0 1 2 3 U#
4.Presentation: Content	0 1 2 3

WLTS

SAMPLE



Hyperlink to WLTS 'Suggested Follow-up Activities'

WLTS

WLTS Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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ENGLISH LANGUAGE

Home > English Language > KS2 (P.4-P.6) > Listening > L3-L-1-P6BC

SEARCH RESULTS

Learning Objectives

Key Stage 1 (Primary 1 - 3)

Key Stage 2 (Primary 4 - 6)

Key Stage 3 (Secondary 1 - 3)

Basic Competencies - Skill - KS2 (P.4-P.6)

- Listening
  - L3-L-1-P6BC - Discriminating between words with a range of vowel and consonant sounds
  - L4-L-2-P6BC - Understanding the use of a small range of language features in simple literary / imaginative spoken texts
  - 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
- Reading
- Writing
- Speaking

SEARCH AGAIN

Suggested Follow-up Activities | Other Resources | Related Module

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

1 Learners are not able to discriminate between words with a range of vowel and consonant sounds. (e.g. short and long vowels, diphthongs, consonant blends and digraphs)

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
Lovely Letter Sounds Preview › Download ›	Using animated stories of Sunny and Sandy, learners are helped to differentiate the voiced and unvoiced digraph th and consonant blends like sk, sl, sw and st. They participate in interactive tasks to identify these consonant digraphs and blends, and create their own tongue twisters in class. **Related Module:** Relationships	1	90	✓
More About Sounds	Learners help Peter to become a successful performer by identifying different sound features of the letter sound 'p'.	1	50	✓

TSA 2005 – 2019 & 2023

P.6 English Language

(Listening, Reading and Writing)

Percentage of Primary 6 Students Achieving Basic Competency														
2005	2006	2007	2008	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2023
70.5	71.3	71.3	71.5	71.6	71.7	Opt-in	72.4	Opt-in	72.0	Opt-in	72.3	Opt-in	72.8	64.3

- Due to H1N1 Human Swine Influenza causing the suspension of primary schools, TSA 2009 (written) was cancelled and no data has been provided.
- Since 2012, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years.
- Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.

TSA 2023
P6 Listening

TSA 2023
Primary 6 English Language (Listening)

Basic Competency Descriptor
L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds
L4-L-2-P6BC Understanding the use of a small range of language features in simple literary / imaginative spoken texts
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

TSA 2023
Primary 6 English Language (Listening)

Task	Text Type
Accident of Hikers	News Report
Order Online (Blank Filling)	Note and Message
A Gift	Poem
A Famous Photographer	Conversation
Order Online (Multiple Choice)	Note and Message
A Cat	Poem
My Neighbourhood	Personal Description
Story about Jim	Story

TSA 2023
Primary 6 English Language (Listening)

Strength

Students were able to:

- discriminate between words with a range of vowel and consonant sounds
- identify rhymes
- interpret similes
- listen for gist / main ideas
- extract a specific piece of straightforward information
- predict the likely development of the text
- identify the sequence of events with the help of pictorial cues given as options
- understand the connection between ideas by identifying cohesive devices
- discriminate between intonations with the expressions being explicitly presented

Discriminating Between Words with a Range of Vowel and Consonant Sounds

6EL2/L3 P1B Q.1

1. What is the name of the supermarket?

- ○ A. Daniel Supermarket
- ○ B. Dannis Supermarket
- ● C. Danny Supermarket
- ○ D. Danon Supermarket

* Students were able to distinguish between the ending sound /i/ in *'Danny'* /ˈdæni/ and the ending sounds /jəl/, /ɪs/ and /ən/.

Mother: Sam, come and help me buy some things from Danny Supermarket online.

Identifying Rhymes

6EL1/L3 P2 Q.5

5. You will hear four pairs of words. Which pair of words rhymes?

- ○ A. *four; box*
- ● B. *black, back*
- ○ C. *run, away*
- ○ D. *front, day*

* Students were able to identify that *'black'* and *'back'* shared the same ending sound /æk/, and were a pair of rhyming words.

Question 5. You will hear four pairs of words. Which pair of words rhymes?

A. four, box B. black, back C. run, away D. front, day

Interpreting Similes

6EL2 P2 Q.3

3. The cat's eyes are _____.

- ○ A. big
- ○ B. black
- ● C. bright
- ○ D. brown

* Students were able to interpret the meaning of the expression *'Its eyes are like stars in the night'* and understand that the cat's eyes were bright.

Miss Chan: Its body is a ball of snow
Its face is half black and half white
Its eyes are like stars in the night

Listening for Gist / Main Ideas

6EL3 P3 Q.10

10. What is the best title for the story?

- ○ A. *Eat Healthy Food*
- ○ B. *Read Comic Books*
- ● C. *Listen to Your Mother*
- ○ D. *Look After Your Parents*

* Students were able to follow the spoken text, and grasp the gist and identify the best title for the story.

Extracting a Specific Piece of Straightforward Information

6EL3 P1A Q.3

3. Now Jack cannot _____.

- ○ A. go shopping
- ○ B. live on Lantau
- ○ C. make any noise
- ● D. run around freely

Jack: I can no longer run around freely on the island.

* Students were able to extract the specific piece of straightforward information 'run around freely' when they heard Jack say *'I can no longer run around freely on the island.'*.

Extracting a Specific Piece of Straightforward Information

https://www.dannysupermarket.com.hk

Danny Supermarket

Online Order Form

	Things to Order	Quantity
1.	• Grape juice	2 cartons
	• Cheese biscuits	5 packs
	• Toothpaste	2 tubes
2.	• Toothbrush	2 // two pieces

Total Amount

3. $ 210 // two hundred and ten

Tick ☑ a Gift

4. ☐ Cola ☐ Tea ☐ Coffee ☑ Milk

Delivery

Date : 6th August

5. **Time : 4 // four p.m.**

6. Name : Ann Ho

Address : Flat : C

7. Floor : 5 // 5th // fifth

Street : 14 Green Road

Telephone Number : 31243124

6EL1 P1B Q.5

Sam: Today is the 6th of August. What time do you want the things to arrive? 5pm today?

Mother: How about 4pm? I'll go out at 4:30pm.

Sam: Alright.

* Students were able to extract the specific piece of straightforward information, '4 pm' from the mother's question, *'How about 4pm?'*.

Predicting the Likely Development of the Text

6EL3 P3 Q.8

8. What do you think Jim would say to Mum at the end of the story?

- ● A. 'OK, Mum!'
- ○ B. 'It's still early!'
- ○ C. 'Leave my bedroom!'
- ○ D. 'I won't listen to you!'

Miss Luk: He felt very sad. He was sorry that he hadn't listened to Mum.

A month later, Mum came home so Jim was very happy. He said sorry to her. She gave Jim some comic books from Japan. Then she made dinner for the family. That night Jim couldn't stop reading the comic books. At 10pm, Mum came into his bedroom and said, 'Jim, it's time for bed!'

* Students were able to predict what Jim would say to Mum after hearing *'He was sorry that he hadn't listened to Mum.'* and *'He said sorry to her.'*, and understand that he has learnt his lesson and would go to bed early.

Identifying the Sequence of Events with the Help of Pictorial Cues Given as Options

6EL1/L2 P1A Q.4

4. Put the pictures about the accident in the correct order.

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

Reporter: On Tiger Hill yesterday morning, a man went hiking with his two sons, aged 10 and 12. At about noon the weather quickly turned bad and heavy rain started. The hikers wanted to cross a bridge over a small river. The man slipped and broke his leg, and he could not walk. His mobile phone also fell into the river. His sons helped him to a cave to wait for the rain to stop.

They did not return home, so the man's wife called the police at 9pm. A team of firemen searched for them the whole night and finally found them at about 6am today.

* Students were able to sequence the order of events regarding the hiking accident with the help of pictorial cues, which were given as options based on the short, spoken text.

Understanding the Connection Between Ideas by Identifying Cohesive Devices

6EL1/L2 P3 Q.7

7. Franky likes to take photos of _____ most.

- ○ A. animals
- ○ B. buildings
- ○ C. nature
- ● D. people

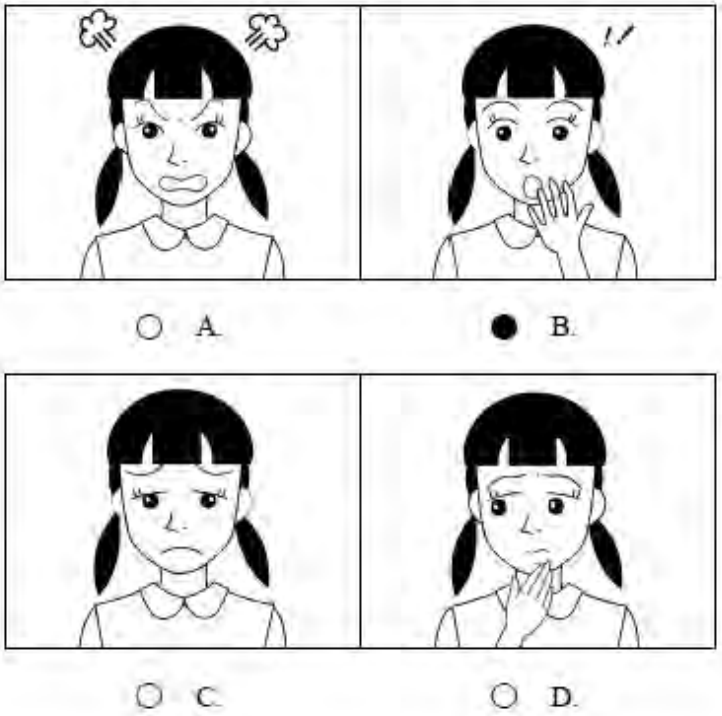
Franky Chan: I sometimes take photos of nature, animals and buildings. But my favourite is people. I like to show their feelings.

* Students were able to understand the connection of ideas by identifying the cohesive device 'but'. They worked out that Franky liked to take photos of people the most from *'I sometimes take photos of nature, animals and buildings. But my favourite is people.'*.

Discriminating Between Intonations with the Expression Being Explicitly Presented

6EL1/L2 P3 Q.6

6. How does Bonnie feel?



Bonnie: First prize when you were in primary school! (surprised tone)

* Students were able to discriminate between the expressions of anger, surprise, sadness and worry, and identify that Bonnie was surprised when she said, *'First prize when you were in primary school!'*.

TSA 2023
Primary 6 English Language (Listening)

Weakness
Students found it difficult to: • extract specific information • identify the sequence of events • understand the connection between ideas * put down simple words

Extracting Specific Information

6EL1/L2 P1A Q.5

5. The lowest temperature tomorrow will be _____.

- ● A. 13°C
- ○ B. 15°C
- ○ C. 18°C
- ○ D. 21°C

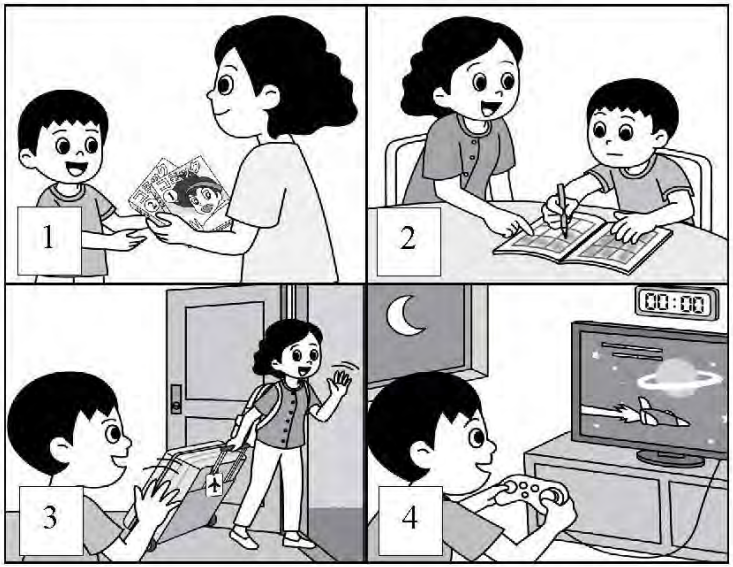
Reporter: Next is the weather report. The temperature is now 15 degrees Celsius. Tomorrow's temperature will be between 13 and 18 degrees. There has been heavy rain since yesterday. 21 millimetres of rain has been recorded. The weather will be worse tomorrow.

* Students had difficulty in extracting the specific information from *'between 13 and 18 degrees'* and identify 13°C as the lowest temperature.

Identifying the Sequence of Events

6EL3 P3 Q.9

9. Put the pictures about the story in the correct order.



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

Miss Luk: Jim's parents both had to go out to work. Dad was very busy so he always came home late. When Mum came back at about 6pm, she did the housework and looked after Jim. Jim was a lazy student. Every day, Mum asked Jim, 'Have you finished your homework?' She helped him with his homework and prepare for tests. Dinner time was at about 8pm. But Jim always kept watching TV. Mum had to tell him to have dinner many times. After dinner, Jim played computer games. At about 10pm, Mum told him to go to bed.

Miss Luk: Jim was very unhappy. Mum always told him what to do. He hoped she would disappear one day and leave him alone. One day Mum said she had to work in Tokyo and stay there for a few weeks. Jim said to himself, 'Am I dreaming? (happy tone) No one will tell me what to do any more.' Jim felt like a bird flying in the sky.

Miss Luk: After Mum left, Jim only had fast food for dinner. Dad had no time to cook. Jim was lazy as usual. He did not study, so he failed his English and Maths tests. He played computer games till midnight. In the morning, no one woke him up. He was always late for school. His teacher punished him and he couldn't join any activities. Some classmates laughed at him. He felt very sad. He was sorry that he hadn't listened to Mum.

Miss Luk: A month later, Mum came home so Jim was very happy. He said sorry to her. She gave Jim some comic books from Japan. Then she made dinner for the family. That night Jim couldn't stop reading the comic books. At 10pm, Mum came into his bedroom and said, 'Jim, it's time for bed!'

* Students had difficulty in understanding the details of the extended spoken text and sequence the order of the events correctly.

Understanding the Connection Between Ideas

6EL1/L2 P3 Q.8

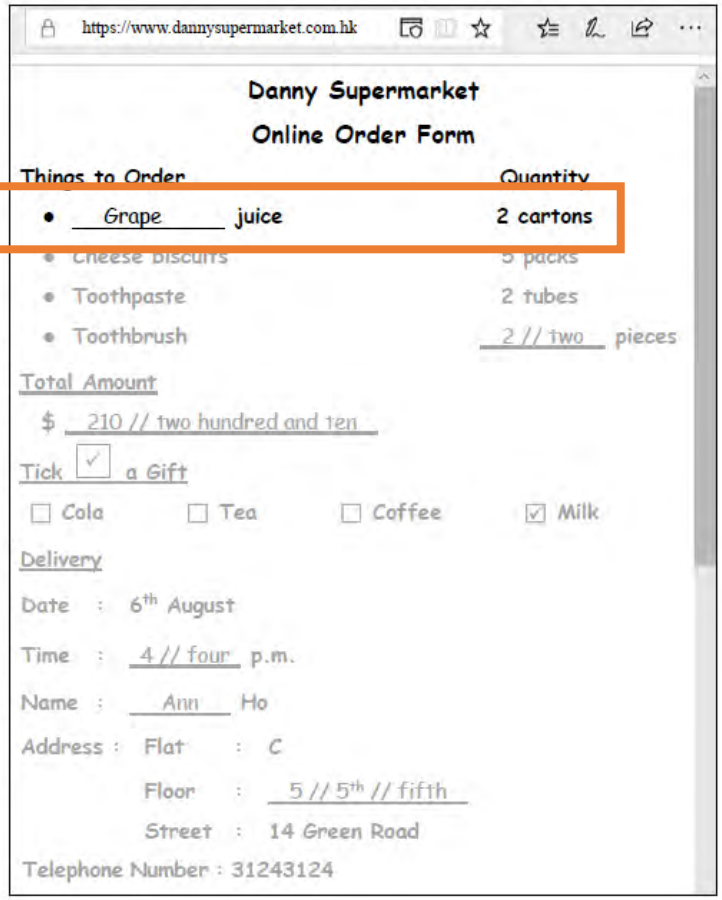
8. Capa is the name of a _____.

- ○ A. building
- ○ B. camera
- ● C. photographer
- ○ D. place

* Students had difficulty in understanding the connection of ideas linked by 'for example'. They were not able to understand that Capa was a photographer from *'…learn from famous photographers, for example, Capa.'*.

Franky Chan: First, take your camera everywhere. Take many photos and choose the best ones to keep. Go to exhibitions, and learn from famous photographers, for example, Capa. You should also go to different places to find interesting things for your photos.

Putting Down Simple Words



https://www.dannysupermarket.com.hk

Danny Supermarket

Online Order Form

	Things to Order	Quantity
1.	• Grape juice	2 cartons
	• Cheese biscuits	5 packs
	• Toothpaste	2 tubes
2.	• Toothbrush	2 // two pieces

Total Amount

3. $ 210 // two hundred and ten

Tick ✓ a Gift

4. ☐ Cola ☐ Tea ☐ Coffee ☑ Milk

Delivery

Date : 6th August

5. Time : 4 // four p.m.

6. Name : Ann Ho

Address : Flat : C

7. Floor : 5 // 5th // fifth

Street : 14 Green Road

Telephone Number : 31243124

6EL1 P1B Q.1

Sam: Yes, Mum. Here's the website. What do you want to buy, Mum?

Mother: First, some fruit juice.

Sam: Apple, lemon or orange juice?

Mother: Dad's favourite is grape juice. Let's order two cartons for him.

Sam: OK.

* Students had difficulty in writing down *'grape'.*

Performances of Primary 6 Students in Listening (2017, 2019 & 2023)

Strength

Students were able to:

- extract a specific piece of straightforward information
- understanding the connection between ideas by identifying cohesive devices
- discriminate between intonations with the expressions being explicitly presented
- perform better in listening tasks involving familiar topics in general

Weakness

Students found it difficult to:

- extract information from spoken texts when multiple pieces of information were present
- sequence events with a heavier listening load
- put down simple words

Remarks

Students should:

- be exposed to a wider range of authentic spoken text / text types
- be exposed to a wider range of cohesive devices for a variety of purposes
- improve their spelling and expand their range of vocabulary

TSA 2023
P6 Speaking

TSA 2023
Primary 6 English Language (Speaking)

Basic Competency Descriptor	
L3-R-3-P6BC	Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES)
L3-S-3-P6BC	Providing and/or exchanging simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES)
L4-S-1-P6BC	Pronouncing familiar words comprehensibly (IS, KS, ES)

TSA 2023
Primary 6 English Language (Speaking)

Reading Aloud & Teacher-Student Interaction	Presentation
Picnic Day	Walking Along a Busy Road
My Grandmother	Anna's Birthday
Helping My Family	Moving House
Going to a Restaurant	A Sports Match

Reading Aloud

Students were able to:

- read the texts aloud fluently and clearly with a few mistakes in pronunciation

- common pronunciation mistakes, e.g.
  - ‘countryside’ *(6ES01)*, ‘eldest’ *(6ES03)*, ‘shelves’ *(6ES05)* and ‘restaurant’ *(6ES07)*
- dropped ending sounds, e.g.
  - ‘helped’ *(6ES05)* and ‘dishes’ *(6ES07)*

Reading Aloud (6ES01)

Common Pronunciation Mistakes

Picnic Day

Last Thursday, the weather was cool and windy. It was a perfect day for a picnic. Our class was singing while we were going to the countryside.

When we arrived, my best friends and I sat on a blanket and took out our food. My mum had prepared sandwiches and chicken wings for me. Later, we went for a walk and took photos. It was fun.

Reading Aloud (6ES03)

Common Pronunciation Mistakes

My Grandmother

My grandmother is the eldest and busiest member of my family. She wakes up at six o'clock every morning. She prepares breakfast for me because my parents leave home early for work.

When I feel upset, she always listens to me and cheers me up. Sometimes, she tells me interesting stories about her life in the past. She is my favourite person in the world!

Reading Aloud (6ES05)

Common Pronunciation Mistakes

Helping My Family

Chinese New Year is coming soon. I helped my family clean our home last weekend. I helped Mum sweep the floor and wash the dirty clothes. I also helped Dad dust the shelves.

I tidied up my bedroom and my younger brother's too. It was a tiring day. But I was proud of myself when I saw the cheerful smiles on my family's faces.

Reading Aloud (6ES07)

Common Pronunciation Mistakes

Going to a Restaurant

Last Saturday was Dad's birthday. We went to a restaurant to celebrate. There was a long queue in front of it when we arrived. Luckily, we had booked a table already.

We ordered rice paper rolls with vegetables, seafood soup, and honey fried chicken wings. After the main dishes, we also had melon ice-cream for dessert. All the food we ordered was delicious.

Good Performance

Reading Aloud

Students were able to:

- read the texts aloud fluently and clearly with appropriate pausing and intonation
- make very few or avoid making pronunciation mistakes

Teacher-Student Interaction

Students were able to:

- provide relevant responses to most of the questions with some elaboration
- provide additional details on familiar topics, e.g. *My Grandmother (6ES03)*
- use a small range of vocabulary and sentence patterns with some grammatical mistakes

Some students showed weakness in:

- using tenses consistently when describing habits and past events

Teacher-Student Interaction (6ES07)

- *Difficulties*

Teacher-Student Interaction **6ES07**

- What restaurant do you like best?
- Where is it?
- When do you usually eat at this restaurant?
- Who do you go there with?
- What is your favourite food there?
- How does it taste?
- Will you suggest this restaurant to your friends? Why / Why not?

Teacher-Student Interaction

Students were able to:

- give responses with elaboration spontaneously
- use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes

Presentation

Students were able to:

- provide relevant information and ideas based on the pictures and written prompts
- use a small range of vocabulary and sentence patterns with some grammatical mistakes
- speak quite clearly and provide appropriate responses with some pronunciation mistakes
- display an awareness of their audience using appropriate eye contact

Presentation (6ES02)

- *Difficulties*

Instruction Card

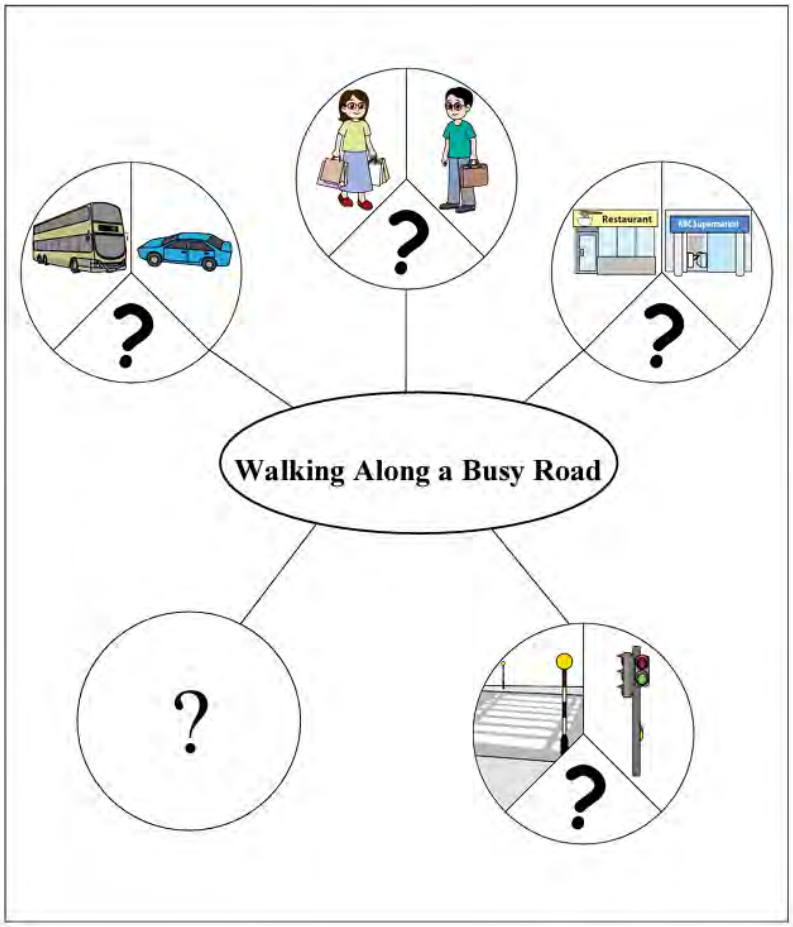
You are going to talk about walking along a busy road. Use the information on the right or your own ideas to do the presentation. You will have two minutes to complete the task.

Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- Where do you see busy roads in Hong Kong?
- What kinds of transport are there on a busy road?
- What transport do you usually take? Why?
- Who do you see on a busy road?
- What shops do you see there?
- What shops do you usually go to? Why?
- How do you cross the road safely?
- Do you like walking along a busy road? Why / Why not?



Good Performance

Presentation

Students were able to:

- provide detailed descriptions, add dialogues, and put themselves in the role(s) of the main character
- communicate ideas very clearly
- use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes
- speak clearly with very few pronunciation mistakes

Performances of Primary 6 Students in Speaking (2017, 2019 & 2023)

Strength
Students were able to: • read the texts aloud clearly • provide relevant responses to most of the questions with some elaboration • provide relevant information and ideas based on prompts given when delivering a speech or telling a story
Weakness
Some students were unable to: • pronounce the ending sounds in words • use tenses consistently

Remarks

Students should:

- work on the organisation of ideas to improve coherence of their speech or story
- elaborate ideas in different ways

TSA 2023
P6 Reading

TSA 2023
Primary 6 English Language (Reading)

Basic Competency Descriptor
L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues
L3-R-6-P6BC Applying simple reference skills with the help of cues
L4-R-4-P6BC Understanding the use of a small range of language features in simple literary / imaginative texts

TSA 2023
Primary 6 English Language (Reading)

Task	Text Type
English Café	Leaflet
Electric Cars	Article
My Family	Poem
Letter to Aunt Peggy	Letter
Sports Day	Poster
Monet	Article
A Village Fire	News Report
Happy Little Farm	Story

TSA 2023
Primary 6 English Language (Reading)

Strength
Students were able to: • extract specific information • sequence of events with the help of pictorial cues given as options • identify details supporting a main idea • make simple inferences • understand the connection between ideas • use dictionary skills • understand the use of onomatopoeia • interpret similes on familiar topics

Extracting Specific Information

6ERW1/RW3 P2 Q.6

6. The Hong Kong Government wants the city to have _____ in 2050.

- ● A. no car pollution
- ○ B. fewer drivers
- ○ C. successful people
- ○ D. more cars

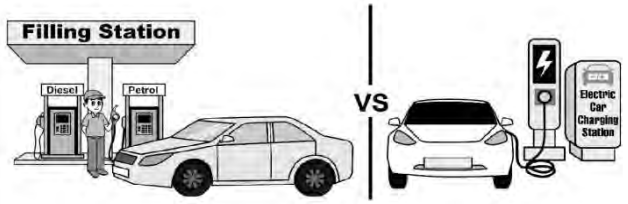
* Students were able to identify the Government's target by locating the specific information *'no car pollution by 2050'*.

Electric Cars

In the past, cars only used petrol or diesel. Petrol and diesel cars cause air pollution. Today people can buy electric cars. Electric cars use energy stored in batteries. Therefore, they do not produce harmful gases. If there are more electric cars, people will enjoy cleaner air and better health. Electric cars run quietly and smoothly and they cause less noise pollution. Also, electricity costs less than petrol and diesel, so drivers can save money.

However, electric cars have problems too. They cannot go as far as petrol or diesel cars. Drivers need to charge them before the batteries run out. Hong Kong does not have enough charging stations. Charging takes at least 30 minutes each time. Some people think this is too slow.

The Hong Kong Government asks drivers to use electric cars. It wants the city to have no car pollution by 2050. There has been some success. The number of electric cars in Hong Kong was under 200 in 2010. Now it is over 15,000 and it will continue to rise.



Extracting Specific Information

6ERW1/RW2 P4 Q.3

3. What subject does Amy's class teacher teach?

- ○ A. Art
- ○ B. English
- ● C. Maths
- ○ D. PE

* Students were able to identify the subject taught by Amy's class teacher through locating the specific information *'My class teacher Miss Jenny Ho teaches us Maths.'*.

Dear Aunt Peggy,

How are you? Let me tell you about my new school. Now I'm going to Jones Primary School because Daddy said there are too many tests in the old school. My new school is not so close to my home. I need to get up earlier every day.

This school is very big, with a beautiful garden. My class teacher Miss Jenny Ho teaches us Maths. My classmates come from different countries. One of them is called Emily. She is from Canada, and she can draw very well. We usually talk in English, so I think my English has improved over the last two months.

There are teams for sports like swimming, basketball and tennis in the school. But I have only joined the badminton team. The coach said I play very well. Mummy is very happy. She said someday I will play for Hong Kong in the Olympic Games and win a medal!

Sequencing Events with the Help of Pictorial Cues Given as Options

6ERW3 P4 Q.9

9. Put the pictures about the second part of the story in the correct order.

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

The next day, Father and Nancy took Bobby back to the farm. On the way, Father heard 'Sniff! Sniff!' from Nancy. She was still very unhappy. Bobby jumped up and kissed her. He did not want to leave her.

At the farm, they returned Bobby to Uncle Ben.

Uncle Ben said, 'I'm going to an old people's home next month, because I'm very old and need special care.'

Father and Nancy were sad.

Uncle Ben then said, 'I have no other relatives. Nancy loves these animals. Do you want to take over the farm?'

Father and Nancy looked at each other with big eyes and could not believe it.

Two months later, Nancy's family moved to the farm. Later they kept more animals like horses. Nancy played with them every day. Very soon, she started training them too.

* Students were able to sequence the order of events by reading through Nancy's experience of keeping a pet and moving to the farm.

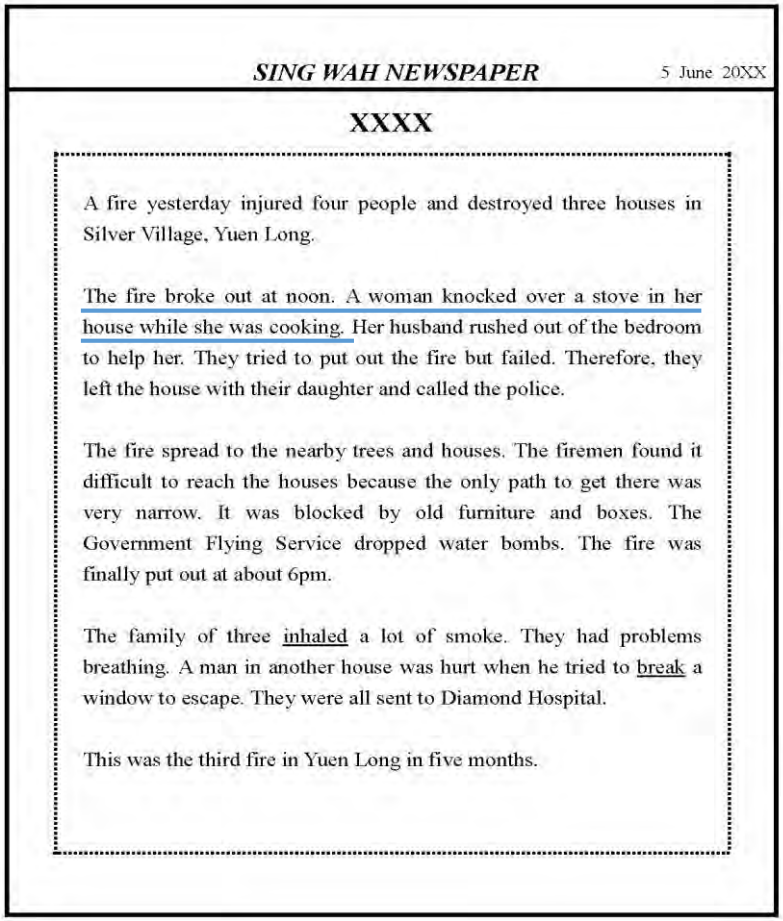
Identifying Details Supporting the Main Idea

6ERW3 P3 Q.1

1. The fire started _____.

- ● A. in the kitchen
- ○ B. in the bedroom
- ○ C. in the path
- ○ D. among the trees

* Students were able to identify the details *'knocked over a stove'* and *'she was cooking'*, and work out that the kitchen was where the fire started.



SING WAH NEWSPAPER 5 June 20XX

XXXX

A fire yesterday injured four people and destroyed three houses in Silver Village, Yuen Long.

The fire broke out at noon. A woman knocked over a stove in her house while she was cooking. Her husband rushed out of the bedroom to help her. They tried to put out the fire but failed. Therefore, they left the house with their daughter and called the police.

The fire spread to the nearby trees and houses. The firemen found it difficult to reach the houses because the only path to get there was very narrow. It was blocked by old furniture and boxes. The Government Flying Service dropped water bombs. The fire was finally put out at about 6pm.

The family of three inhaled a lot of smoke. They had problems breathing. A man in another house was hurt when he tried to break a window to escape. They were all sent to Diamond Hospital.

This was the third fire in Yuen Long in five months.

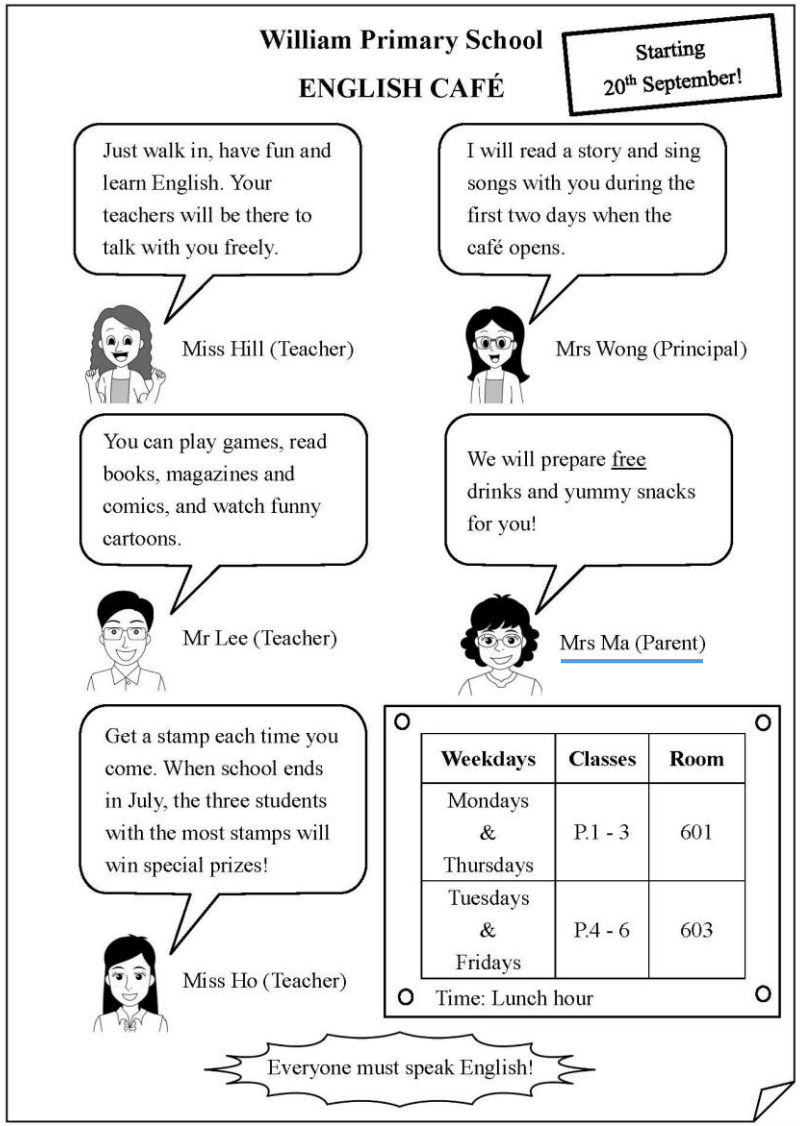
Making Simple Inferences

6ERW1 P1 Q.2

2. Who does <u>not</u> work in the school?

- ○ A. Mrs Wong
- ○ B. Miss Hill
- ○ C. Mr Lee
- ● D. Mrs Ma

* Students were able to infer simple information that was not explicitly stated in the leaflet. They could infer from the word *'Parent'* that Mrs Ma did not work in the school.



Understanding the Connection Between Ideas

6ERW2/RW3 P1 Q.3

3. How long will the opening ceremony last?

- ○ A. 10 minutes
- ● B. 15 minutes
- ○ C. 30 minutes
- ○ D. 45 minutes

* Students were able to connect the information *'8:15 am'* and *'8:30 am'* to the start time and end time of the opening ceremony, and understand that the ceremony was 15 minutes long.

Sam Chan Primary School
SPORTS DAY

Date: 25 November 20XX
Time: 8:00 am – 4:00 pm
Place: Shatin Sports Ground, 20 Shing Mun Road, Shatin
Public Transport: MTR Shatin Station (Exit B)
Kowloon Motor Bus (KMB) (Bus No. 40X, 72, 72A, 80K, 85)

Schedule

8:00 am	Roll Call
8:15 am	Opening Ceremony: Speech by Principal
8:30 am – 12:15 pm	Track Events
12:15 pm – 1:15 pm	Lunch Time
1:15 pm – 2:30 pm	Field Events
2:30 pm – 3:00 pm	Cheering Team Competition
3:00 pm	Teachers' Relay
3:15 pm	Prize-giving by Guests
3:45 pm	Closing Ceremony

Guests
- Mark Lee, Hong Kong Sportsman of the Year 2020
- Gigi Wong, Chairperson of Kowloon Sports Club

New This Year!
- Teachers' Relay
- Cheering Team Competition

Notes to Students
- Wear PE uniform and sports shoes.
- Bring own lunch and drinks.

Let's skip, hop and run. Everybody, have fun!

Using Dictionary Skills

6ERW1 P1 Q.5

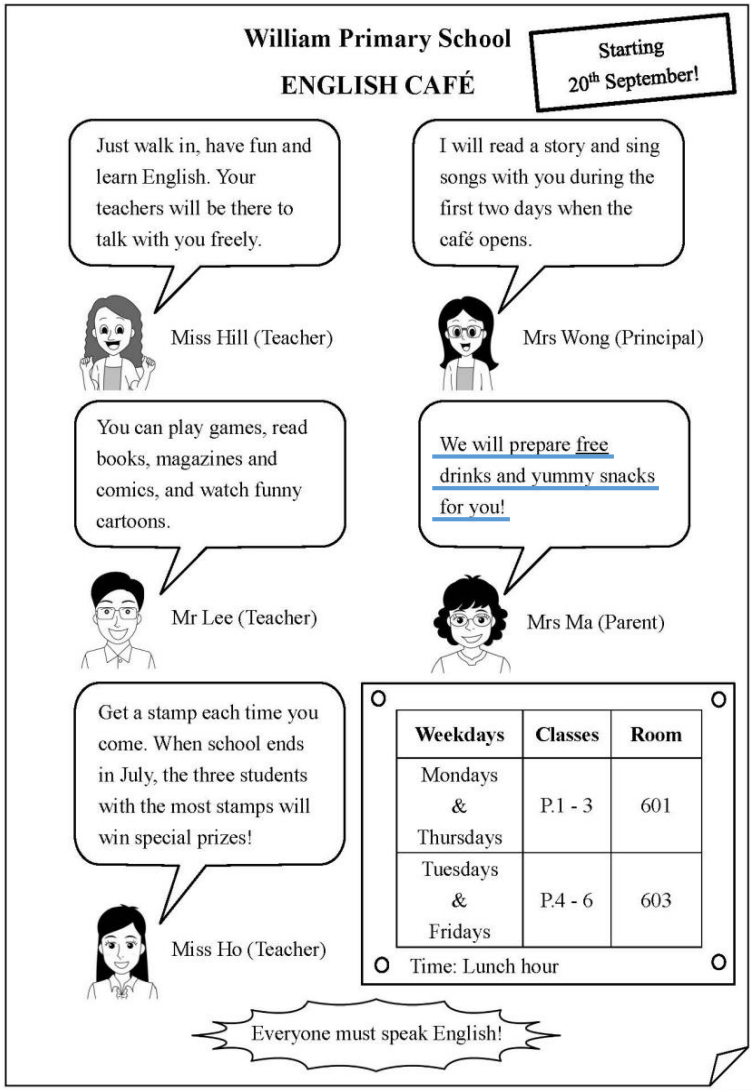
5. Mrs Ma said, 'We will prepare free drinks…for you!'

What does 'free' mean?

free /fri:/
adjective

1. able to do what you want
   ◊ *He feels happy and free after the exam.*
2. not in prison
   ◊ *The police set the man free.*
3. costing nothing
   ◊ *This ticket is free.*
4. not busy
   ◊ *She has a lot of free time.*

○ A. 1
○ B. 2
● C. 3
○ D. 4



* Students were able to locate the correct definition of the word from the dictionary entry. They could identify the contextual clue *'We will prepare…drinks and yummy snacks for you!'* and associate *'free'* in the text with the definition 'costing nothing'.

Understanding the Use of Onomatopoeia

6ERW1/RW2 P3 Q.1

1. In line 4, '<u>Whoosh!</u>' is the sound of someone _____.

- ● A. running
- ○ B. reading
- ○ C. sleeping
- ○ D. eating

* Students were able to understand that *'Whoosh!'* was the sound of Dad running by referring to the contextual clue *'He runs…'* in the poem.

Dad is a fireman, tall and strong.
Mum says he's the bravest in the world.
But when he sees insects like cockroaches or bees,
<u>Whoosh!</u> He runs and screams like a little girl.

Mum works in a school library.
At home she only reads comic books.
Her favourite place is the <u>boutique</u> nearby,
But she buys no clothes, she only looks.

Grandpa is 75 but never tired.
He swims in the morning, hikes in the afternoon.
He has already been to most places on earth.
He is now dreaming of flying to the moon.

Our last family member is <u>like a sloth</u>.
She moves slowly and wakes up late.
We play games and sleep in the same little bed.
Not my sister! Just my dog called Kate!

Interpreting Similes on Familiar Topics

6ERW1/RW2 P4 Q.8

8. In line 3, 'is working like a dog' means Sonia is _____.

- ○ A. saving time
- ● B. studying very hard
- ○ C. living with animals
- ○ D. running very quickly

Sonia is studying at Chinese University now. She lives there to save time. She does not need to commute by MTR every day. She has lots of books to read and homework to do, and is working like a dog. She now comes home only once a week and I feel a bit lonely. But the good thing is that I have the whole bedroom to myself.

Thank you for sending me the posters of the Korean pop stars. I can't find them in Hong Kong. Last month, a Korean band TBX held a concert here. Sonia and I went and we had a wonderful evening. But each ticket cost $600. That was three months' pocket money for me!

I miss you.

Love,

Amy

* Students were able to interpret the simile *'is working like a dog'* and understand that Sonia was studying very hard through the contextual clue *'She has lots of books to read and homework to do…'*.

TSA 2023
Primary 6 English Language (Reading)

Weakness

Students found it difficult to:

- grasp the gist
- identify main ideas
- make inferences by interpreting implicit meaning
- predict the likely development of the texts
- work out the meaning of unfamiliar vocabulary

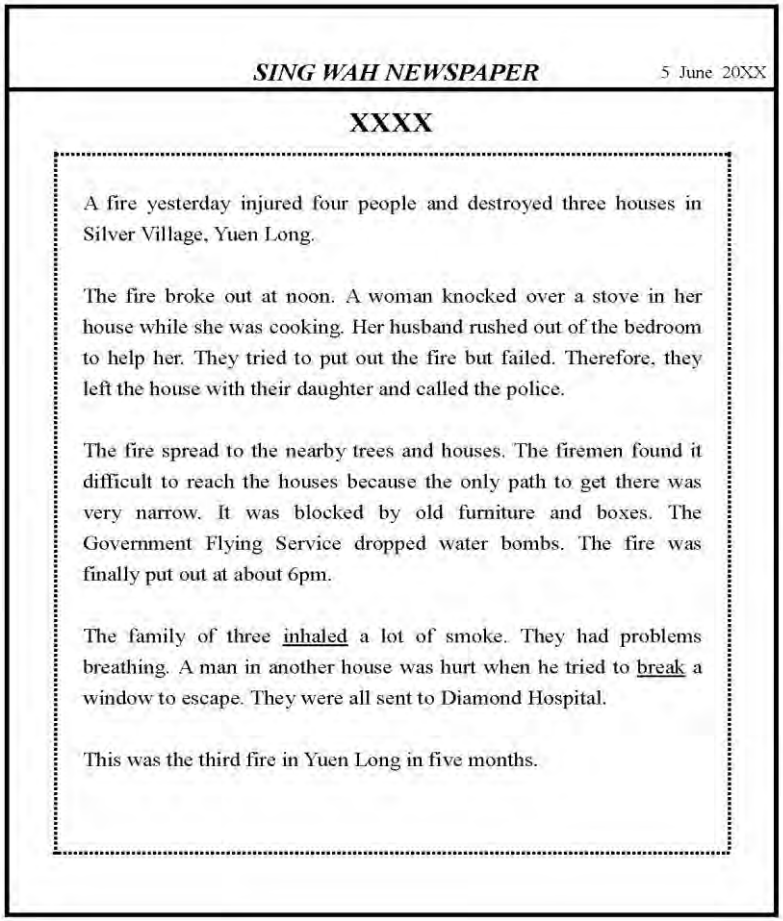
Grasping the Gist

6ERW3 P3 Q.7

7. What is the best title for the news report?

- ○ A. *Don't Block Fire Exits*
- ● B. *Village Fire Injures Four*
- ○ C. *Five Fires in Three Months*
- ○ D. *The Government Flying Service*

* Students had difficulty in skimming for the gist of the news report. They were unable to identify *Village Fire Injures Four* as the best title for the news report.



SING WAH NEWSPAPER 5 June 20XX

XXXX

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The fire spread to the nearby trees and houses. The firemen found it difficult to reach the houses because the only path to get there was very narrow. It was blocked by old furniture and boxes. The Government Flying Service dropped water bombs. The fire was finally put out at about 6pm.

The family of three inhaled a lot of smoke. They had problems breathing. A man in another house was hurt when he tried to break a window to escape. They were all sent to Diamond Hospital.

This was the third fire in Yuen Long in five months.

Identifying Main Ideas

6ERW3 P4 Q.3

3. Paragraph 1 is about _____.

- ● A. Nancy's farm visits
- ○ B. Nancy's housing estate
- ○ C. Uncle Ben's dog
- ○ D. nature

* Students had difficulty in identifying that the main idea of the paragraph was the visits Nancy made to Uncle Ben's farm.

Nancy lived with her parents on a crowded housing estate in the city. They loved nature and animals and they visited Uncle Ben's farm at weekends. It was a small farm in the countryside. Uncle Ben was over 80 years old. He lived and worked alone. He kept many animals such as rabbits, sheep and pigs. Nancy loved playing with them.

Uncle Ben told Nancy she could take some animals home if she liked. But Father only let her have a dog. She chose a dog called Bobby. At home she looked after him carefully. After a while, he grew bigger and became her best friend.

Some neighbours complained because Bobby made loud noises. The housing estate manager said they could not keep a pet and must take him away. Nancy was very sad and cried the whole day.

Making Inferences by Interpreting Implicit Meaning

6ERW1/RW2 P4 Q.9

9. Sonia is _____.

- ○ A. a pop star
- ○ B. a primary student
- ● C. Amy's sister
- ○ D. Amy's classmate

* Students had difficulty in interpreting the implicit meaning of *'She now comes home once a week'* and *'I have the whole bedroom to myself'*. They were unable to understand that Sonia was Amy's sister.

Sonia is studying at Chinese University now. She lives there to save time. She does not need to commute by MTR every day. She has lots of books to read and homework to do, and is working like a dog. She now comes home only once a week and I feel a bit lonely. But the good thing is that I have the whole bedroom to myself.

Thank you for sending me the posters of the Korean pop stars. I can't find them in Hong Kong. Last month, a Korean band TBX held a concert here. Sonia and I went and we had a wonderful evening. But each ticket cost $600. That was three months' pocket money for me!

I miss you.

Love,

Amy

Predicting the Likely Development of the Text

6ERW1/RW3 P2 Q.7

7. The number of electric cars in Hong Kong will _____ by 2030.

- ○ A. be 200
- ○ B. be 15,000
- ○ C. go down
- ● D. go up

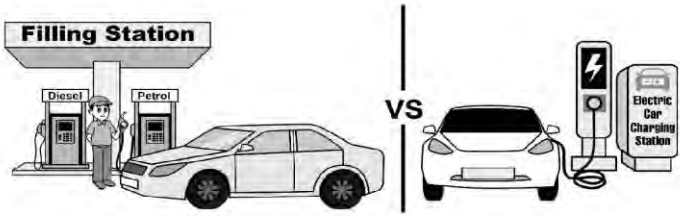
* Students had difficulty in following the development of the article. They were unable to predict that the number of electric cars in Hong Kong would go up in the future from *'Now it is over 15,000 and it will continue to rise.'*.

Electric Cars

In the past, cars only used petrol or diesel. Petrol and diesel cars cause air pollution. Today people can buy electric cars. Electric cars use energy stored in batteries. Therefore, they do not produce harmful gases. If there are more electric cars, people will enjoy cleaner air and better health. Electric cars run quietly and smoothly and they cause less noise pollution. Also, electricity costs less than petrol and diesel, so drivers can save money.

However, electric cars have problems too. They cannot go as far as petrol or diesel cars. Drivers need to charge them before the batteries run out. Hong Kong does not have enough charging stations. Charging takes at least 30 minutes each time. Some people think this is too slow.

The Hong Kong Government asks drivers to use electric cars. It wants the city to have no car pollution by 2050. There has been some success. The number of electric cars in Hong Kong was under 200 in 2010. Now it is over 15,000 and it will continue to rise.



Working Out the Meaning of Unfamiliar Vocabulary

6ERW2 P2 Q.7

7. In line 18, the word '<u>gallery</u>' means a place _____.

- ○ A. to gather people
- ○ B. to grow water lilies
- ○ C. to buy flowers
- ● D. to show paintings

* Students had difficulty in interpreting the meaning of the unfamiliar word *'gallery'* as a place to show paintings by referring to the contextual clue *'showing some of his paintings'*.

Monet

French painter Monet was born in 1840. When he was a child, he drew funny pictures of his teachers. Later he went to an art school to study painting. He was poor because he could not sell his pictures.

In 1874, he displayed a painting of a rising sun. People did not like it. Some said it was a poor painting.

Monet continued to paint in his own way. Many painters finished their paintings indoors. However, Monet painted outdoors because he wanted to show the true colours of nature. This made him really famous. In one picture, he painted a church under the sun. It had many bright colours.

In 1880, he moved into a house in Giverny. Inside the garden he built a bridge over a pond with water lilies. In 20 years, he painted 250 pictures of these flowers. His eyes turned bad when he got older. He died in 1926.

Today his paintings are found in museums around the world. In France, there is a big gallery showing some of his paintings of water lilies.

Performances of Primary 6 Students in Reading (2017, 2019 & 2023)

Strength

Students were able to:

- extract specific information from the texts when the key words were explicitly stated
- understand the connection between ideas
- understand the use of similes and onomatopoeia
- sequence events with the help of pictorial cues given as options

Weakness

Students found it difficult to:

- connect pieces of information in texts on unfamiliar topics or with a heavier reading load
- work out the meaning of unfamiliar words
- grasp the gist of a text

Remarks

Students should:

- read the paragraphs and texts completely to understand the main ideas, gist, and to predict the likely development of the texts based on the information given
- reinforce their existing vocabulary and expand their vocabulary bank
- be exposed to a wider variety of text types on both familiar and unfamiliar topics

TSA 2023
P6 Writing

TSA 2023
Primary 6 English Language (Writing)

Basic Competency Descriptor
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
L3-W-4-P6BC Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes

TSA 2023
Primary 6 English Language (Writing)

Task	Text Type
An English Drama Show	Story
Going to the Library	Article
An Accident	Diary Entry

6ERW1 – An English Drama Show

Part 5

Danny and his classmates performed in an English drama show last Friday.

Write a story about what happened to Danny.

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

the stage / a wolf

shaking / a hunter

scared / hid behind the curtain

- What school actvity was it?
- What was the name of the show?
- What characters were there?
- In Picture 2, what was wrong with Danny?
- In Picture 3, where was Danny?
- What happened in the end?

6ERW1 – Marking Scheme

Education Bureau
Territory-wide System Assessment 2023
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW1

Part 5 (An English Drama Show)

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.

An English Drama Show

Content
Students were able to: • understand the task requirements in general • provide a factual account of the story with some details based on the prompts provided • provide an appropriate ending

An English Drama Show

Language
Students were able to: • use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately (with grammatical and spelling mistakes) ➢ *It was called little red riding hood.* ➢ *…hunter ran out and shouted, "Err…stop…err…".* ➢ *He said that he was scared of the wolf head that Tom was wearing.* • use cohesive devices ➢ *first, when, finally, then, because, so*

An English Drama Show

Language

Students showed weaknesses in:

- spelling
  - *stared (started), bave (brave), preforming (performing), thouht (thought)*
- consistent use of tenses
  - *…he got in to his character and start doing the acting…*
  - *Amy was little red riding hood. And Tom is the wolf.*
- verb forms
  - *He overcomed his fear…*
- subject-verb agreement
  - *…little red riding hood and a wolf was talking on the stage.*
- sentence structures
  - *…he was very scared so he shaked, when he talking.*

An English Drama Show

Ending
➢ *Danny was scared but he was happy as he can finish the show.* ➢ *Danny thought he will not perform any slow again.* ➢ *Danny have learnt need to be brave.* ➢ *Finally, Danny came out and be bave to performed the drama show to the end.* ➢ *In the end, the show was very amazing and all of the performers were very happy.*

Exemplar 1

Last Friday, Danny and his classmates performed in an English drama show. It was Little Red Riding Hood.

The drama show stared little red riding hood and a wolf was talking on the stage.

Then a hunter came and said 'Err... stop...err.' Amy who was the red riding hood thought 'What's wrong with Danny?' Danny was shaking his body. He was scared and hid behind the curtain. Amy looked anourd and thought 'Where's Danny, it is time for him.' Danny didn't come out so another star to make him bave.

Finally Danny came out and be bave to performed the drama show to the end.

1 1 1

Content:

1 Provides some brief ideas and communicates ideas quite clearly

Language:

Uses a limited range of vocabulary with some spelling mistakes:

stared (started), anourd (around), bave (brave)

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

The drama show stared, little red riding hood and a wolf was talking on the stage.

Finally, Danny came out and be bave to performed the drama show to the end.

Uses a limited range of cohesive devices:

Then, so, Finally, and

An English Drama Show

Content
Students were able to: • provide interesting ideas, creative endings and add dialogues in their writing to enrich the content ➢ *"Danny! What Happened? Is everything okay?" Amy exclamed.* ➢ *'Stop! Don't…don't hurt, er…her…her,' Danny told Tom who acted the Big Bad Wolf.* ➢ *He saw the amount of eyes down the stage looking at him, he shuddered, he shook, he ran away and hid behind the curtain.*

An English Drama Show

Ending
➢ *They desided to cancel the show and try again next week, hopefully Danny will do better.* ➢ *That day, he learnt that he has to use flexible ways to solve problems. He should also stay calm whenever he faced difficuties…He wondered if he could enter the drama club.*

An English Drama Show

Language
Students were able to: • use a small range of vocabulary, sentence patterns and cohesive devices • use verb forms fairly appropriately (with some grammatical and spelling mistakes) ➢ *He acted as a hunter who frigtened the awful wolf, Tom away.* ➢ *'I forget my line.' Danny said embarssingly.* ➢ *Why is he so scared? May be of stage fright?* ➢ *He was supposed to shout "stop!" angrily and agreesively, but instead he said it very softly and he was shaking the whole time.*

Exemplar 2

Today, it was the English drama. The topic of the drama was Little Red Riding Hood. 1

On the stage, Tom who was acting as a terrifying and nasty wolf growled at me, who was pretending Little Red Riding Hood who was talking to a wolf to be. 1

When it was time for Danny, a brave and fearless hunter to shoot the wolf, he only muttered out his speech and his feet were trembling with fear. I thought, Hmm. What is wrong with Danny? Why is he so scared? May be of stage fright?

After a while of acting, Danny was so scared that he hid. Then we found him hidding behind the curtain of the stage. 1

But after the encouragement of me and the audience he finally stand out and acted with no fear. 2

After this experience, I found out that encouragement of people is very encouraging when anyone is scared, so now on I will always encourage the people in need.

Content:

1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly

2 An appropriate ending

Language:

Uses a small range of vocabulary and expressions:

terrifying, nasty, growled at, brave and fearless, muttered, speech, trembling with fear, encouragement, people in need

Uses a small range of sentence patterns with few grammatical mistakes:

On the stage, Tom who was acting as a terrifying and nasty wolf growled at me…

Why is he so scared? May be of stage fright?

But after the encouragement of me and the audience he finally stand out and acted with no fear…

Uses a small range of cohesive devices:

When, After a while, Then, But, finally, and, After, so

6ERW2 - Going to the Library

Part 5

You are going to write an article for the school magazine about going to the library.

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

6ERW2 – Marking Scheme

Education Bureau
Territory-wide System Assessment 2023
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW2

P6 English Writing

Part 5 (Going to the Library)

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 mostly relevant ideas 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 some relevant ideas 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 by providing 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.

Going to the Library

Content
Students were able to: • provide some brief ideas based on the prompts given Some students showed weakness in: • interpreting the task (some wrote a personal recount instead) ➢ *Last Monday, Miss Chu told us to search some information about nature. Therefore, I went to Wonderful Library…*

Going to the Library

Language
Students were able to: • use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately (with grammatical and spelling mistakes) ➢ *I also like reading books about food.* ➢ *There are so many books to read.* ➢ *There is a lot of activites that public library hosts, examples are talks and workshops.* ➢ *…I really enjoy going there because I can read my favourite books…* • use cohesive devices ➢ *since, so, because*

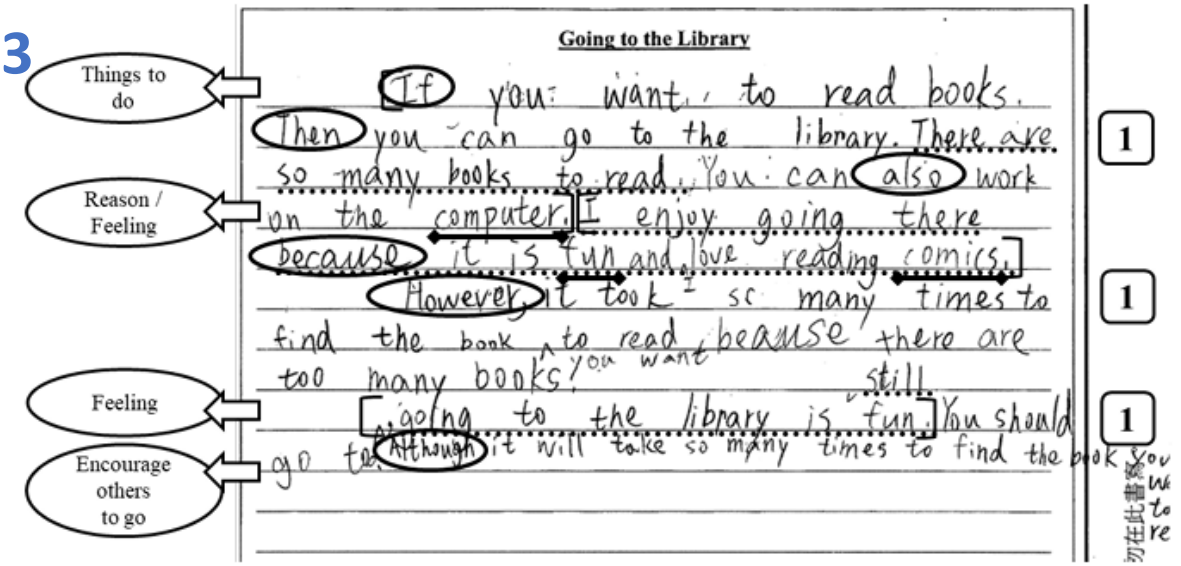
Going to the Library

Language
Students showed weaknesses in: • vocabulary ➢ *favourite, borrow, librarian* • spelling ➢ *quite (quiet), libray (library), scratch (search)* • verb forms ➢ *will held* • subject-verb agreement ➢ *Although the library have a lot of books…* • language – with literal translation from Chinese ➢ *I can in the Library reading hard.*

Going to the Library

Concluding Remark
➢ *I enjoy going to the library because it has a lot of books for you to read or borrow.* ➢ *Library have many good points so let's go to the Library togethe.* ➢ *I think we can read more books, come to the library and read!*

Exemplar 3



Content:

1 Provides some brief ideas and communicates ideas quite clearly

Language:

Uses a limited range of vocabulary:

computer, fun, comics

Uses a limited range of sentence patterns:

There are so many books to read.

I enjoy going there because it is fun and I love reading comics.

...going to the library is still fun.

Uses a limited range of cohesive devices:

If, Then, also, because, However, Although

Going to the Library

Content
Students were able to: • provide interesting ideas about library do's and don'ts, activities and competitions • encourage the audience to go to the library ➢ *There are a few rules that you must follow while you're in the library. No. one, you must keep quiet at all times…* ➢ *…if you borrowed up to ten books a month, you will get a sticker on a sticker book, if you have ten or more stickers at the end of the year, a free book will be awarded to you, isn't that fun?*

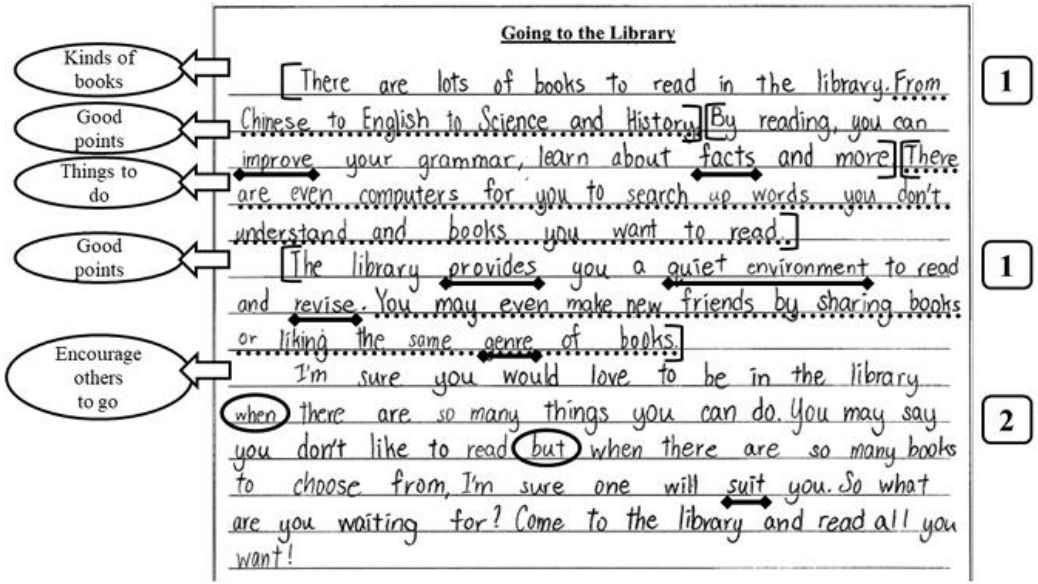
Going to the Library

Concluding Remark
➢ *I hope you will soon find the book that suits you in the library, I have to find mine now, bye!* ➢ *The library is a place for everyone, and I am sure everyone will enjoy going to the library and experiencing the joy of learning and reading…*

Going to the Library

Language
Students were able to: • use a small range of vocabulary, sentence patterns and cohesive devices • use verb forms fairly appropriate (with some grammatical and spelling mistakes) ➢ *I like going there because it is a peaceful and quiet place.* ➢ *You may even make new friends by sharing books or liking the same genre of books.* ➢ *If you read fiction books, you can improve your writing skills…* ➢ *With books full of mysterious stories and interesting facts, who wouldn't love it there?*

Exemplar 4



Content:

1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly

2 A concluding remark

Language:

Uses a small range of vocabulary and expressions:

improve, facts, provides, quiet environment, revise, genre, suit

Uses a small range of sentence patterns with some grammatical mistakes:

From Chinese to English to Science and History.

There are even computers for you to search up words you don't understand and books you want to read.

You may even make new friends by sharing books or liking the same genre of books.

Uses a small range of cohesive devices:

when, but

6ERW3 - An Accident

Part 5

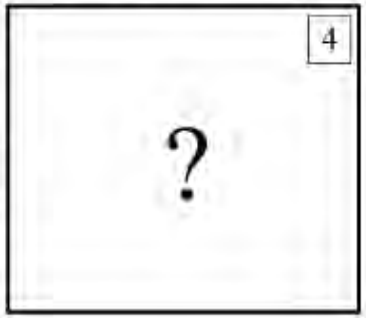
You are Mary. The following pictures show what happened to you today. You are going to write a diary entry about this.

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

basketball court

twisted my ankle / in pain

was sent to hospital



6ERW3 – Marking Scheme

Education Bureau
Territory-wide System Assessment 2023
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW3

P6 English Writing

Part 5 (An Accident)

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.

An Accident

Content
Students were able to: • describe the series of picture prompts with some supporting details • provide an appropriate ending Some students showed weakness in: • interpreting the word prompt (some misinterpreted ‘basketball court’ as basketball match) ➢ *In the morning, I played basketball court with my friends happily.*

An Accident

Language

Students were able to:

- use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately (with grammatical and spelling mistakes)
  - *I was sent to the hospital.*
  - *I fell down and twisted my ankle.*
  - *I jumped to catch the ball but I missed.*
  - *…I know I should run more slowly when I playing basketball.*
  - *The doctor told me that I had to spend the night here.*
- use cohesive devices
  - *so, because, however, when, finally, in the end*

An Accident

Language

Students showed weaknesses in:

- spelling
  - *docter (doctor), nerves (nervous), scaried (scared), compition (competition)*
- consistent use of tenses
  - *I healed and go home…*
  - *…the judge stop the competition and called the ambulance…*
- subject-verb agreement
  - *My mum and dad was callen by the teachers too.*
- sentence structures
  - *Our team just have one point have been win.*

An Accident

Ending
➢ *What an unforgettable day!* ➢ *I felt today is unforgettble and very sad day.* ➢ *I hope I can get well soon.* ➢ *I hoped I can see my friends more faster and thank you my classmates.*

Exemplar 5

Wednesday 31st May 20XX Sunny

Dear Diary,

Today, I am spending the night in the hospital.

This morning, I was playing basketball with my friends at the basketball court. I jumped to catch the ball but I missed. I fell down and twisted my ankle. It was so painful! My friends saw me in pain and went to get a teacher. He immediately called for an ambulance.

I was sent to the hospital. The doctor told me that I had to spend the night here. I miss my parents and friends. I hope I can get well soon.

1
1
1

Content:

1 Provides a factual account of the story with some details

Language:

◆—◆ Uses a limited range of vocabulary:

spending the night in the hospital, fell down, painful, immediately

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

My friends saw me in pain and went to get a teacher.

The doctor told me that I had to spend the night here.

I hope I can get well soon.

◯ Uses a limited range of cohesive devices:

but, and

An Accident

Content
Students were able to: • write interesting plots, give details and provide an appropriate ending with a lesson learnt from the accident ➢ *…I started dribbling the ball and shot the ball, 'Score!' yelled by the coach…* ➢ *…it felt as if there were a million bees stinging me.*

An Accident

Ending
➢ *I wonder how was the compition going?* ➢ *I received so many beautiful cards from my classmtes hoping I will get well soon, and my friends are coming soon with some fruits. Talk to you later!* ➢ *Although I would miss my match, I still felt grateful that I had family, friends and teachers that cared for me.*

An Accident

Language
Students were able to: • use a small range of vocabulary, sentence patterns and cohesive devices • use verb forms fairly appropriately (with some grammatical and spelling mistakes) ➢ *…I thought it was okay, since I have tripped many times before…* ➢ *Ouch! It hurt a lot and I felt tears gushing out of my eyes.* ➢ *She immediately called the ambulance while comforting me and handing me a candy.*

Exemplar 6

Wednesday 31st May 20XX Sunny

Dear diary,

It was a lovely sunny morning when my friends and I were playing basketball at the basketball court in our school. I was trying to run pass my friends to throw the ball when I tripped and the ball slipped. But that wasn't the worst part, I realized I had twisted my ankle! I was struggling to get up, but was too painful. Meanwhile my class teacher passed by and noticed it. She immediately called the ambulance while comforting me and handing me a candy.

A few minutes later, the ambulance finally arrived and I was sent to the hospital.

I'm now in the hospital and I received so many beautiful cards from my classmates hoping I will get well soon and my friends are coming soon with some fruits. Talk to you later!

1 1 1 2

Content:

1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly

2 An appropriate ending

Language:

Uses a small range of vocabulary and expressions:

tripped, slipped, realized, struggling, noticed, comforting, received

Uses a small range of sentence patterns:

She immediately called the ambulance while comforting me and handing me a candy.

...I received so many beautiful cards from my classmates hoping I will get well soon...

Uses a small range of cohesive devices:

when, But, Meanwhile, while, finally

Performances of Primary 6 Students in Writing (2017, 2019 & 2023)

Strength

Students were able to:

- write about 80 words based on the prompts provided
- (narrative writing) provide a factual account of the event with some details based on the prompts provided and an appropriate ending
- (article writing) provide brief ideas and a concluding remark
- use simple cohesive devices to link ideas

Weakness

Some students were unable to:

- (narrative writing) use tenses consistently
- (article writing) interpret task requirements correctly and use different vocabulary
- spell correctly
- avoid grammatical mistakes

Remarks

Students should:

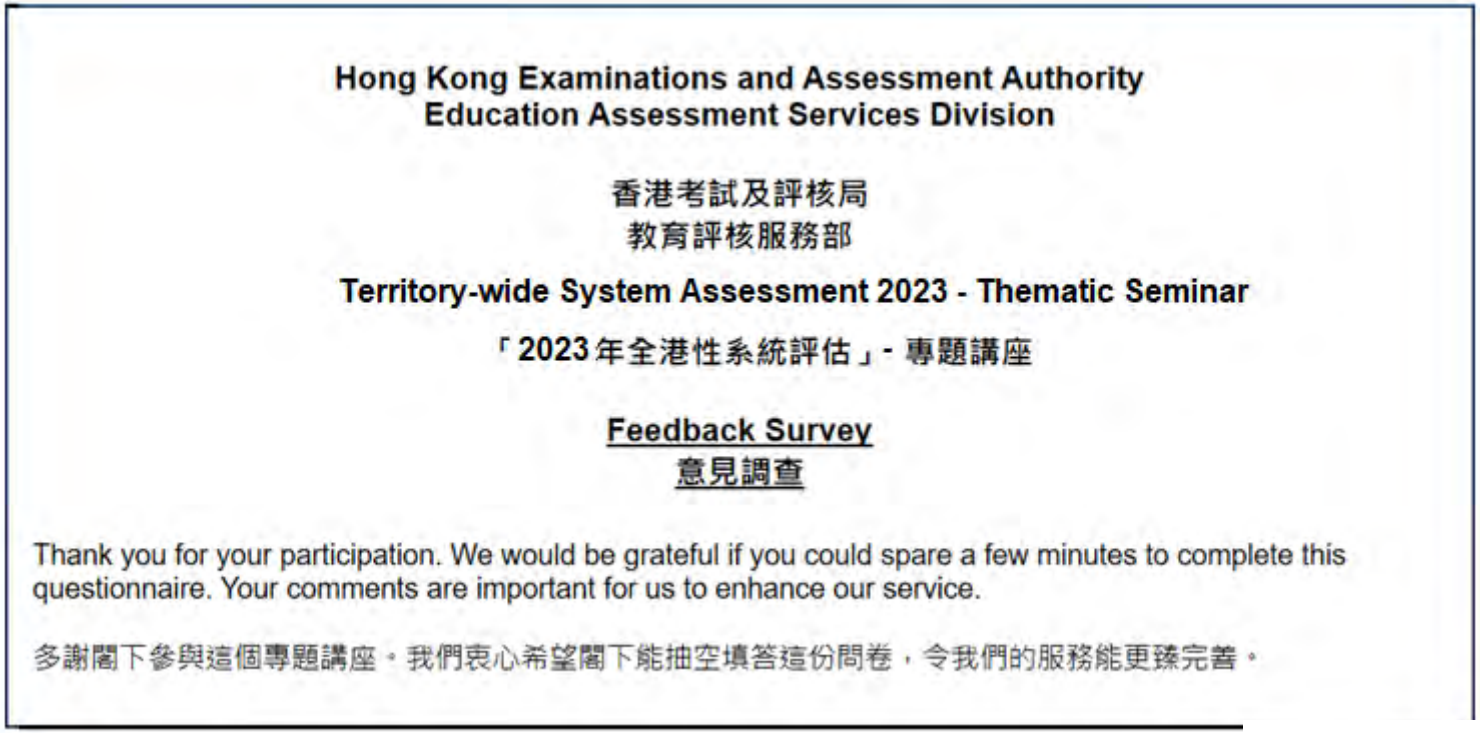
- read the task requirements carefully before writing
- work on the structuring of ideas to achieve overall coherence
- proofread their work to reduce spelling and grammatical errors
- reinforce existing vocabulary and expand vocabulary bank

TSA Report, Question Papers and Marking Schemes

https://www.bca.hkeaa.edu.hk

TSA 2023 Thematic Seminar on Students' Overall Performance – Feedback Survey

「2023年全港性系統評估」專題講座–學生整體表現　意見調查



Hong Kong Examinations and Assessment Authority
Education Assessment Services Division

香港考試及評核局
教育評核服務部

Territory-wide System Assessment 2023 - Thematic Seminar

「2023年全港性系統評估」- 專題講座

Feedback Survey
意見調查

Thank you for your participation. We would be grateful if you could spare a few minutes to complete this questionnaire. Your comments are important for us to enhance our service.

多謝閣下參與這個專題講座。我們衷心希望閣下能抽空填答這份問卷，令我們的服務能更臻完善。

Link for Feedback Survey 意見調查超連結
http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?SurveyID=9800nm5M

Thank you!