



全港性系統評估

TERRITORY-WIDE SYSTEM ASSESSMENT, 2005

Report

on the Basic Competencies of Students

in Chinese Language, English Language and Mathematics

Key Stages 1 and 2

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

DECEMBER 2005

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1. INTRODUCTION

In its 2000 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 System Assessment.

Student Assessment was to be implemented as an online system to provide instant feedback to students and teachers. This recommendation has been implemented and is fully operational for Primary 3, Primary 6 and Secondary 3. The web-based Student Assessment system, which has recently won a silver medal for innovative excellence in a prestigious Geneva-based international competition (*le Salon International Des Inventions 2005*), allows teachers to review and improve student progress towards learning objectives and set targets for students.

System Assessment, which was later renamed 'Territory-wide System Assessment' (TSA), was conceived of as a low-stakes survey of the performance of students at P.3, P.6 and S.3 levels in the three subjects. The main purpose of System Assessment as seen by the EC was to provide the Government and school management with information on school standards in key learning areas for the purposes of school improvement so that the Government would be able to provide support to those schools in need of assistance. The results would also be useful in monitoring the effectiveness of education policies.

The TSA was first commenced at P.3 level in 2004. In 2005, both P.3 and P.6 students took part in the TSA. In 2006, the TSA will be extended to the secondary level. All students at P.3, P.6 and S.3 will take part in the TSA 2006.

The Hong Kong Examinations & Assessment Authority (HKEAA) was commissioned in 2001 by the then Education Department to develop and implement Basic Competency Assessments in Chinese Language, English Language and Mathematics. Last year, a report was published concerning the results of the TSA 2004. It provided useful information on the performance of P.3 students in Chinese Language, English Language and Mathematics.

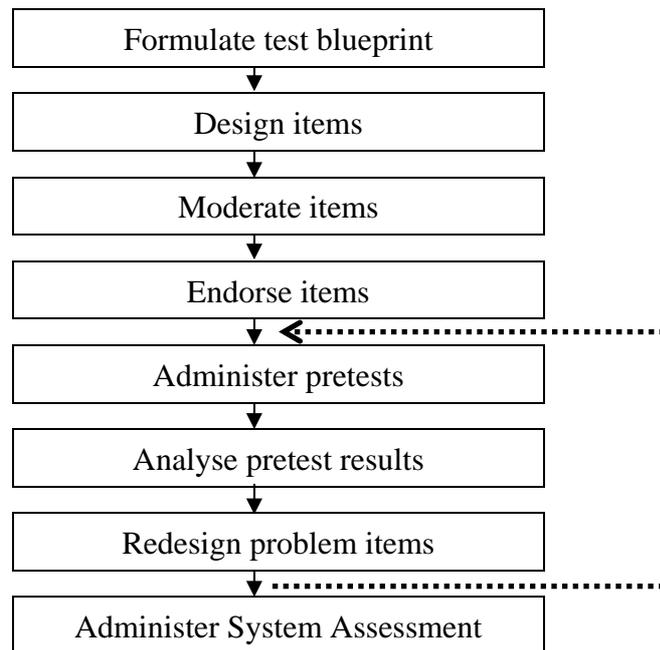
This report provides an account of the TSA 2005 for P.3 and P.6. It includes information about the design and administration of the assessment, the standards-setting process as well as the performance of P.3 and P.6 students in TSA 2005 in Chinese Language, English Language and Mathematics.

2. SURVEY DESIGN

The Development Process

The process used in the TSA 2005 was based on the development design used in TSA 2004. Each of the tests making up the TSA is designed to measure a set of basic competencies. These are set out in the Basic Competency (BC) documents of the Curriculum Development Institute (CDI). These documents provide descriptors that encompass four skills in the Chinese and English Languages. The descriptors for English Language are organised under three interrelated strands: Knowledge, Interpersonal and Experience. Concepts, knowledge, skills and applications are covered in Mathematics in the following four dimensions: Number, Measures, Shape & Space and Data Handling for P.3, with the addition of Algebra for P.6.

The process in developing the assessments can be summarised as follows:



The Development of the Assessments

Working Groups

For each of the three subjects, one working group consisting of serving teachers, staff from the HKEAA, and the CDI was established. Each group drew up 'test blueprints' covering all assessable Basic Competencies ensuring coverage across different contexts, text types and item types. Each group also made decisions regarding the number of items and the duration of each sub-paper. It was decided that a given student be required to attempt only one sub-paper in each subject. For P.3, each sub-paper would be 45 minutes in duration for English Language and Mathematics and 90 minutes for Chinese Language. For P.6, each sub-paper would be 115, 85 and 55 minutes in duration for Chinese Language, English Language and Mathematics respectively. Full-time and part-time item writers as well as seconded teachers were appointed to assist in the development of necessary items. Meetings were conducted to ensure item quality and to endorse moderated items.

Oral Exemplars

For P.6 speaking items in both Chinese and English Languages, about 12 students from each school (a total of 13 schools) were randomly selected to take a mock assessment. Student performances were video-taped and used as exemplars for oral assessors' workshops held in April 2005.

Pretesting

In the pretesting, a large number of items were developed and an adequate sampling of students participated. Overlapping items were compiled to equate each sub-paper. Equating of test scores was used to compare the performance of students taking different sub-papers. Schools were identified for participation in the pretesting using a stratified sample to ensure a representative distribution of schools ranked by student ability.

Pretesting for P.3 was carried out with students who had just commenced P.4 and pretesting for P.6 was carried out with S.1 students. All items were pretested to ensure their suitability, duration and the appropriateness of the marking schemes.

A total of 56 schools participated in the first pretest, which took place over a two-week period from late September to early October 2004. Items were revised on the basis of the results of the first pretest. 37 schools participated in the second pretest of the full live assessment in February 2005.

The results of the pretesting were provided to the working groups so that they could evaluate the quality of all items and initiate rewriting or re-designing of items where necessary. At the end of the process, a final set of items was assembled into sub-papers for each subject. The number of items on the various sub-papers is summarised in Table 2.1. These numbers include several overlapping items that appeared in more than one sub-paper to enable equating of test scores.

Table 2.1a Number of Items and Score Points for P.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	14(14)	15(15)	14(14)/15(15)	--	29(29)
Reading	24(25)	23(24)	24(24)	--	50(51)
Writing	2(28)	2(28)	2(28)	--	5(28)
Total	40(67)	40(67)	40(66)/41(67)	--	84(108)
Speaking					
Storytelling	2(21)	2(21)	2(21)	2(21)	8(21)
Group Interaction	1(10)	1(10)	1(10)	1(10)	4(10)
English Language					
Written Paper					
Listening	17(17)	17(17)	17(17)	--	34(34)
Reading	34(34)	30(30)	34(34)	--	61(61)
Writing	1(5)	3(9)	1(5)	--	5(19)
Total	52(56)	50(56)	52(56)	--	100(114)
Speaking					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Personal Experiences (short answers)	1(4)	1(4)	1(4)	1(4)	4(4)
Picture Descriptions (short answers and pronunciation)	1(6)	1(6)	1(6)	1(6)	4(6)
Spontaneous Language Use	1(2)	1(2)	1(2)	1(2)	1(2)
Mathematics					
Written Paper					
Number	18(22)	19(26)	17(24)	19(23)	54(72)
Measures	9(15)	7(11)	12(17)	8(12)	28(43)
Shape and Space	7(17)	7(19)	7(17)	8(21)	21(53)
Data Handling	3(6)	3(8)	2(4)	2(4)	8(18)
Total	37(60)	36(64)	38(62)	37(60)	111(186)

* Items that appear in different sub-papers are counted once only.

Table 2.1b Number of Items and Score Points for P.6

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	12(12)	12(14)	12(12)/12(14)	--	24(26)
Reading	25(33)	25(29)	25(29)	--	42(51)
Writing	2(28)	2(28)	2(28)	--	6(28)
Total	39(73)	39(71)	39(69)/39(71)	--	72(105)
Speaking					
Storytelling	1(21)	1(21)	1(21)	1(21)	4(21)
Presentation	1(21)	1(21)	1(21)	1(21)	4(21)
Group Discussion	1(10)	1(10)	1(10)	1(10)	4(10)
English Language					
Written Paper					
Listening	29(29)	29(29)	29(29)	--	68(68)
Reading	54(54)	54(54)	56(56)	--	104(104)
Writing	2(12)	2(12)	2(10)	--	6(22)
Total	85(95)	85(95)	87(95)	--	178(194)
Speaking					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Teacher-Student Interaction	1(7)	1(7)	1(7)	1(7)	4(7)
Presentation	1(11)	1(11)	1(11)	1(11)	4(11)
Mathematics					
Written Paper					
Number	22(31)	21(28)	19(27)	21(28)	62(86)
Measures	12(13)	14(15)	13(16)	10(10)	42(47)
Shape and Space	3(6)	3(6)	5(9)	6(10)	12(22)
Data Handling	3(5)	2(4)	3(5)	3(5)	10(18)
Algebra	4(6)	4(6)	3(5)	3(4)	13(20)
Total	44(61)	44(59)	43(62)	43(57)	139(193)

* Items that appear in different sub-papers are counted once only.

3. CONDUCT OF THE TSA

Administration of the System Assessment

In April 2005, workshops for oral assessors (Chinese and English Languages) were conducted. Students' oral samples were selected and used to develop exemplars for the training sessions. The oral assessments for both languages were conducted in the morning and afternoon sessions within two days. 12 or 24 students from each school were randomly selected and assessed by one internal and one external oral assessor in a session.

Written assessments in Chinese Language, English Language and Mathematics were held on 4 and 5 July 2005. The assessments of the TSA 2005 were administered to all P.3 and P.6 students. Approximately 68,000 P.3 students and 78,000 P.6 students from 710 schools undertook the assessments. Invigilation of written assessments was done by school teachers. Hundreds of Assessment Administration Assistants (AAAs) were recruited to facilitate with the conduct of the written assessments. A summary of the assessments is highlighted in Table 3.1.

Table 3.1 Allocation of Sub-Papers to Students

Chinese Language	
Reading and Writing	Students randomly allocated to one of three sub-papers
Listening	Each class randomly allocated to one of two sub-papers
Speaking	Randomly selected students allocated to one of three sub-papers
English Language	
Reading and Writing	Students randomly allocated to one of three sub-papers
Listening	Each class randomly allocated to one of three sub-papers
Speaking	Randomly selected students allocated to one of four sub-papers
Mathematics	Students randomly allocated to one of four sub-papers

Marking and Check-marking of Written Papers

Centralised marking was conducted for the written papers of TSA 2005 from 18 to 29 July 2005. Approximately 500 markers were recruited to mark the assessment papers of the three subjects. For English Language, markers and check-markers were teachers with the Language Proficiency Assessment for Teachers (LPAT) qualification in English. Markers' meetings of the three subjects were conducted on 16 July 2005 to familiarise markers with the marking schemes. Check-marking was carried out on the spot during the marking period. A ratio of 1 check-marker to 10 markers was adopted to monitor the quality of marking. During the whole marking period, the process was supervised by the HKEAA staff members.

4. STANDARD SETTING

The 2004 Standards Setting Process

In 2004, a standards setting exercise was carried out to set basic competency standards for each of the three subjects for P.3 students. A three-step process was adopted that blended technical, professional and policy-oriented considerations.

The first step was largely technical and involved equating the different tests so that it was possible to compare the performance of all students, regardless of which combination of sub-papers they took.

The second step was largely professional and involved panels of judges in making an assessment of the expected scores of students deemed to be minimally competent. Two well-known methodologies were used for this purpose, namely the Angoff method and the Bookmark method. For multiple-choice items and short answer questions, the Angoff method was used. This involves expert judges estimating the probability of a minimally competent student getting each item correct, pooling the results, revising estimates and finally reaching consensus on a cut score in the light of empirical evidence regarding actual performance levels.

For questions that involved a holistic assessment of a single piece of work, the Bookmark method was used. This requires expert judges to rate a sample of scripts or performances. Each judge inserts a metaphorical 'bookmark' in the pile of scripts/performances to separate those deemed as meeting the standard and those not meeting the standard. The results of this exercise are again pooled and a consensus judgment made about the final position of the 'bookmark'.

For each subject, two independent panels of judges were established. Each panel consisted of 24 judges. Twenty of them were experienced primary school teachers of their respective subject, while two were Curriculum Development Officers of the CDI and two were Subject Officers of the HKEAA. The primary school teachers were selected from those who were very familiar with the tests having previously served as check-markers.

In order to ensure that the panels of judges were aware of the full range of student achievement, care was taken to ensure that the teachers came from a variety of school types and that schools of high, middle and low strata were equally represented. In addition, there was a minimum requirement of four years teaching experience in relevant subjects.

Following the completion of the judging process, all judges' ratings were subjected to psychometric analysis to identify unusually harsh or lenient judges as well as judges who demonstrated inconsistency in judging (harsh for some items and lenient for others). The ratings of judges from the two independent panels were then pooled into a combined panel, excluding the lenient and inconsistent judges, to produce a final set of ratings.

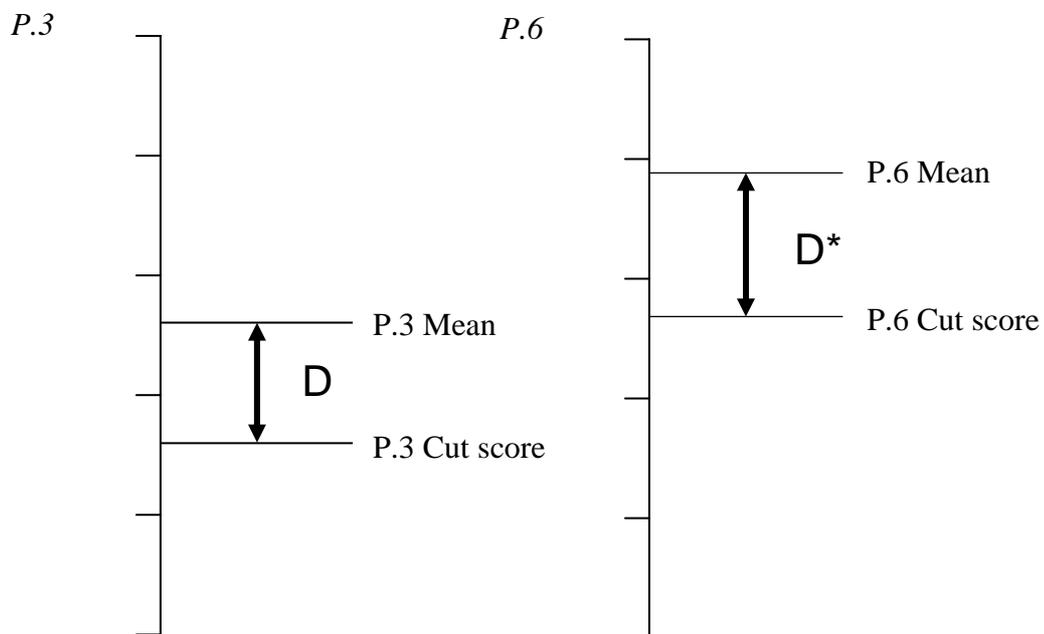
The third and final step in the process was largely policy-oriented and required a decision on a final set of cut scores that were benchmarked against international standards. Internationally benchmarked standards are desirable to ensure that those set in Hong Kong are competitive with those of other countries.

The methodology adopted was to seek to benchmark Mathematics and set a pass rate for that subject. (Chinese Language and English Language were seen as problematic subjects to benchmark against other countries.) Having established the passing rate for Mathematics (84 percent), the next step was to find the function that when multiplied by the ratings given by the judges in Mathematics yielded the intended passing rate. This function was then used to generate cut-scores for all three subjects and to establish standards that were challenging and internationally competitive, but nonetheless realistic.

The 2005 Standards Setting Process

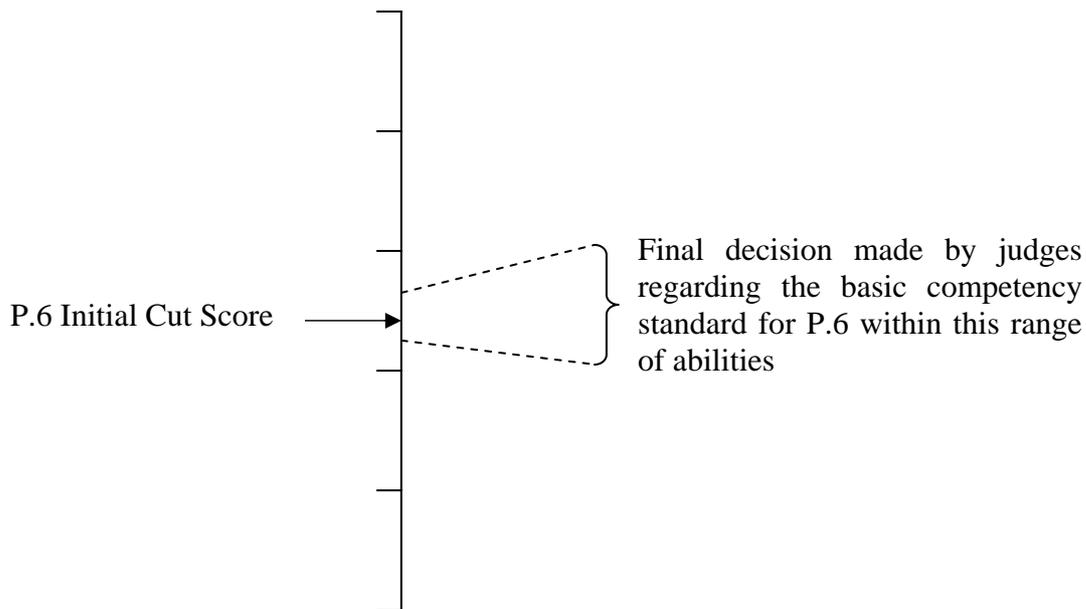
In 2005, the standards were already in place for P.3. However, it was necessary to set standards for P.6. A two-step process was used.

The logic behind the process was to set standards such that the difference (D) in ability between the average student and the student at the cut score was approximately the same for both P.3 and P.6, but with adjustment for the increased spread in the abilities of students at P.6. This can be illustrated diagrammatically below:



Thus, in the first step, the scores of P.3 and P.6 students were equated and placed on an equal interval scale of abilities. The mean and standard deviation of scores for both the P.3 and P.6 students were calculated, as was the ability of the P.3 student at the cut score for determining basic competency. The difference in ability between the mean score and the cut score at P.3 (D) was then stretched to reflect the spread of scores at P.6 (D^*). The initial cut score for P.6 was then taken to be the mean score at P.6 minus D^* .

Having established an initial cut score using this method, assessment items were identified whose difficulties placed them on either side of the cut score. These items were presented to a panel of eight expert judges in rank order from the easiest to the hardest. The judges were asked to consider from an educational (as opposed to a psychometric) standpoint, where the final cut should be made. This second step is represented diagrammatically below:



In a final step, any outliers were removed and the mean of the panel of judges excluding these outliers was taken as the final cut score.

In this way, the professional judgements of the expert panels were used to fine tune the location of the P.6 cut scores as determined using psychometric methods and preserving the relativities established through the processes used in 2004 to set the P.3 standards.

The final result in Territory-wide percentages of students achieving Basic Competency is summarised in Table 4.1.

Table 4.1. Territory-wide Percentages of Students Achieving Basic Competency

Subject	Percent Achieving Basic Competency		
	2004	2005	
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7
	P.6	--	75.8
English Language (Listening, Reading and Writing)	P.3	75.9	78.8
	P.6	--	70.5
Mathematics	P.3	84.9	86.8
	P.6	--	83.0

At the P.3 level, there was an improvement in the percent achieving basic competency in 2005 relative to performance levels in 2004. This improvement was observed in all three subjects, with the smallest improvement being in the subject with the highest proportions of students achieving basic competency (i.e. Mathematics) and the largest improvement in the subject with the lowest proportions of students meeting the P.3 standard (i.e. English). This is a predictable pattern of results.

At the P.6 level, somewhat smaller proportions of students were found to have achieved basic competency than at the P.3 level. Once again this is a predictable result and reflects the universally observed tendency for a growing achievement gap between high and low performing students over successive years of schooling. A greater proportion of students at the P.6 level failed to achieve basic competency in Chinese and English Languages than in Mathematics. This indicates that a higher proportion of students are progressing with mathematics competencies when proceeding to the next key stage than they do with language competencies.

5. REPORTING OF RESULTS

As set out in the *Territory-wide System Assessment Quick Guide*, TSA reports are provided to all participating schools to help them understand the performance of their students and to facilitate the development of plans to improve learning and teaching. There are two categories of reports: school reports and item analysis reports. The reports do not identify the performance of individual students and are confidential. Access to the reports is restricted to the school management.

The original intention behind the school reports was to provide the number and percentage of students who attained Basic Competency for each dimension/skill. In Mathematics, the dimensions included Number, Measures, Shape & Space and Data Handling in P.3, in addition to Algebra in P.6. In the Chinese and English Languages the skills included reading, writing, listening and speaking.

In view of the relatively small number of items answered by each student, a decision was taken not to report the number and percent attaining Basic Competency for each dimension/skill because of concerns regarding unreliability of such results. Instead, the HKEAA provides overall numbers and percentages for all three subjects as these are much more reliable. In addition, there are reports setting out the school average scores and school average versus Territory-wide average (as percentages of maximum scores) for each dimension/skill.

There are two types of item analysis reports. Both provide detailed data on the strengths and weaknesses of students and indicate the percentages of student responses in each item. The first type of report lists the items in the sequence in which they appear in each of the sub-papers. The second type of report lists the items sorted by Basic Competencies.

6. 中國語文科

小學三年級評估設計

評估範疇

- 中國語文科的評估範疇包括閱讀、寫作、聆聽及說話。題目是根據中國語文課程第一學習階段基本能力（第二試用稿）、小學中國語文科課程綱要（1990）、目標為本中國語文學習綱要（1995）等課程文件擬訂。

評估卷別

- 為了解學生在各學習範疇的能力表現，本科按各學習範疇分為不同的卷別，重點評估學生在該學習範疇的能力。
- 由於在閱讀和聆聽範疇的「基本能力」中均有「能明白視聽資訊中簡單的信息」一項，因此本評估另設一卷(視聽資訊)以評核學生在這方面的能力。
- 本評估涵蓋四個範疇，合共 110 題。閱讀、寫作設三張分卷，聆聽設兩張分卷，說話設四張分卷，視聽資訊則設一張分卷。紙筆評估的時間合共 90 分鐘，每名學生只須作答其中一張分卷。2005 年中國語文科各學習範疇卷別編排如下：

表 6.1 小三各學習範疇的卷別編排

學習範疇	分卷	題數	評估時限
閱讀	3CR1	24	30 分鐘
	3CR2	23	
	3CR3	24	
聆聽	3CL1	14	20 分鐘
	3CL2	15	
寫作	3CW1	2	40 分鐘
	3CW2	2	
	3CW3	2	
說話#	3CST1	8 (看圖說故事)	準備時間：3 分鐘
	3CST2		說話時間：1 分鐘
	3CST3	4 (小組交談)	閒談時間：2 分鐘
	3CST4		交談時間：2 分鐘
視聽資訊#	3CAV	14 (3 段短片)	15 分鐘

說話和視聽資訊評估以隨機抽樣形式進行

評估方式

閱讀範疇

- 閱讀評估設三張分卷(3CR1、3CR2、3CR3)，每名學生只須作答其中一卷。題型包括選擇、排序、填充和短答。
- 評估分為兩部分，第一部分的篇章以記敘文為主，主要評估學生對篇章內容的理解能力。第二部分為實用文，如邀請卡、賀卡和書信，主要評估學生在掌握格式、理解相關資料或細節，以及辨識主要信息的能力。

表 6.2 小三閱讀評估一分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
3CR1	記敘文	2	19	選擇、排序、填充、短答
	邀請卡	1	4	選擇、填充、短答
	賀卡	1	1	選擇
3CR2	記敘文	2	19	選擇、排序、填充、短答
	書信	1	3	選擇、填充、短答
	賀卡	1	1	選擇
3CR3	記敘文	2	19	選擇、排序、填充、短答
	邀請卡	1	4	選擇、填充、短答
	賀卡	1	1	選擇

表 6.3 小三閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號			題數*
	3CR1	3CR2	3CR3	
BR1.2 能理解所學詞語	1、2、 11、12	1、2、 11、12、13	1、2、 3、10、11	9
BR1.3 能理解簡淺敘述性文字的段意及段落關係	3、4、5、 8、13、 14、15、 18、19	3、4、5、 8、14、 15、17、 18、19	4、5、7、 8、9、12、 13、14、 15、18	19
BR1.4 能概略理解篇章中簡淺的順敘/倒敘事件	7、16	7、16	6、17	4
BR1.5 能理解簡單的實用文	20、21、 22、23、24	20、21、 22、23	20、21、 22、23、24	12
評估重點	卷別 / 題號			題數*
	3CR1	3CR2	3CR3	
理解作者概括出來的事理	9、17	9	16	3
按文章內容，對人物作出評價	6	6	-	1
綜合全篇文章內容，找出主題	10	10	19	2
題目總數				50

*各分卷的重疊題目只計算一次

寫作範疇

- 寫作評估設三張分卷(3CW1、3CW2、3CW3)，每名學生只須作答其中一卷。每卷設實用文和短文兩部分。
- 實用文的特點是信息明確，文字簡明，並有一定的格式。本部分旨在評估學生能否明確地表達主要信息，資料或相關細節是否齊備，格式是否完整。評審準則是根據寫作目的、資料或細節以及格式，劃分為四個等級。本年以賀卡和邀請卡兩類實用文設題。
- 短文寫作主要要求學生按提供的情境寫作一篇文章，以記敘文為主。本部分主要評估學生在內容構思、文詞表達、書寫常用字和標點運用各方面的能力。根據中國語文課程第一學習階段基本能力(第二試用稿)以及參考小學中國語文科課程綱要等文件，設定了六項評審項目：內容、結構、文句、詞語運用、錯別字和標點符號。「內容」和「結構」分為五個等級，「文句」和「詞語運用」分為四個等級，「錯別字」和「標點符號」則分為三個等級。本年短文寫作共設兩題。

表 6.4 小三寫作評估一分卷安排

分卷編號	題目類別	題數
3CW1	邀請卡	1
	短文寫作	1
3CW2	賀卡	1
	短文寫作	1
3CW3	邀請卡	1
	短文寫作	1

聆聽範疇

- 聆聽評估設兩張分卷(3CL1、3CL2)，每名學生只須作答其中一卷。每卷的話語內容分為兩至三個部分，題型有選擇題和排序題。
- 聆聽評估主要評估學生在聆聽理解方面的能力，如記憶話語內容，理解話語間的銜接關係及聽出說話者所表達的不同情感等。

表 6.5 小三聆聽評估一分卷安排

分卷編號	題數	題型
3CL1	14	選擇、排序
3CL2	15	選擇、排序

表 6.6 小三聆聽評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號		題數
	3CL1	3CL2	
BL1.1 能記憶簡單話語中敘說和 解說的內容	3、6、7、 8、10、12	2、4、5、7、9	11
BL1.2 能聽出話語所表達的不同 情感	4、5、14	6、13、15	6
BL1.3 能概略理解語段間的銜接 關係	1、2、11	1、3、8、11	7
評估重點	卷別 / 題號		題數
	3CL1	3CL2	
能理解話語的內容大要	9、13	10	3
能辨識話語內容的要點	-	12	1
能理解話語中人物對事物的觀感	-	14	1
題目總數			29

說話範疇

- 說話評估以隨機抽樣形式進行，參與人數視乎學校三年級實際人數而定(12 或 24 名學生)。
- 說話評估共設四張分卷，評估分為「看圖說故事」和「小組交談」兩部分。「看圖說故事」設兩題，學生只須作答其中一題。「小組交談」以三人為一組，兩名評審員須根據話題指引，引導學生進行小組交談。
- 「看圖說故事」旨在評核學生個人的說話能力。學生根據四幅圖畫，說出一個完整的故事。「看圖說故事」設五項評審準則：「能清楚講述兒童故事」、「能順序講述事件的大概」、「能運用日常生活的詞語表情達意」、「能掌握所學字詞的發音」和「說話聲音響亮」，前三項各分五個等級，後兩項各分三個等級。學生有三分鐘時間準備，一分鐘時間按圖意講述完整的故事。
- 「小組交談」旨在評核學生的溝通能力。學生須根據話題，與別人交談，表達個人的看法，適當時回應別人的說話。「小組交談」以「能就日常生活的話題和別人交談」和「能運用日常生活的詞語表情達意」兩方面評估學生的說話能力。兩項評審準則均設五個等級。兩名評審員先與三名學生閒談兩分鐘，然後才正式引導學生進行小組交談，交談時限為兩分鐘。

表 6.7 小三說話評估一分卷安排及評審重點

題目編號	方式	題數	基本能力
3CSY1、3CSY2、 3CSY3、3CSY4、 3CSY5、3CSY6、 3CSY7、3CSY8	看圖說故事	8	BS1.1 能清楚講述兒童故事
			BS1.3 能順序講述事件的大概
			BS1.4 能運用日常生活的詞語表情達意
			BS1.5 能掌握所學字詞的發音
			BS1.6 說話聲音響亮
3CS9、3CS10、 3CS11、3CS12	小組交談	4	BS1.2 能就日常生活的話題和別人交談
			BS1.4 能運用日常生活的詞語表情達意

視聽資訊評估

- 每所學校會有 30 名學生參與視聽資訊評估，參與評估的學生均以隨機抽樣形式選取。
- 全卷共有三段短片，設 14 題題目。題型為選擇和排序題。
- 視聽資訊評估旨在評估學生在閱讀和聆聽範疇中「能明白視聽資訊中簡單的信息」的能力。

表 6.8 小三視聽資訊評估一卷別安排

試卷編號	題數	題型
3CAV	14	選擇、排序

2005 年已達基本水平的小三學生表現

閱讀範疇

篇章

- 學生能理解和運用所學的詞語。學生能夠從篇章中找出適當詞語填在橫線上，使句子的意思完整。大部分學生在 3CR1 第 1 題(答案：珍惜)、3CR2 第 13 題(答案：燦爛)和 3CR3 第 10 題(答案：簡單)，均有不俗的表現。這些詞語都是學生經常接觸和使用的。
- 學生能理解篇章內容的表層信息。學生在不同題型(填充、選擇及短答)中，均有良好的表現。填充題如 3CR1 第 3 題學生須從文本找出答案：「心裏酸溜溜的」和「不服氣」。選擇題如 3CR1 第 4 題、3CR2 第 15 題和 3CR3 第 12 題，大部分學生能夠選出正確的選項，理解「我」不喜歡被追問成績的原因、子風後來沒有欠交功課的原因，以及「我」和弟弟到農莊的主要目的。短答題如 3CR1 第 13 題和 3CR3 第 15 題，大部分學生都能夠根據文本，寫出「我」認為初學騎腳踏車最困難的地方和舅父背弟弟回家的原因。
- 學生大致能理解篇章的段落大意。例如問及哪一段是抒發「我」的感受(3CR2 第 18 題)，哪一段是記述種菜的步驟(3CR3 第 13 題)等，大部分學生能根據篇章的表層信息，找出正確的段落，並寫出答案。可是對於須概括、綜合，才能辨識篇章段旨的題目，學生的表現則略為遜色。例如〈可貴的友誼〉(3CR1 第 5 題)，學生誤把段落中的局部信息理解成整個段落的中心。
- 學生大致能理解篇章中事件的順敘關係。大部分學生能掌握簡淺敘述性文字的段落關係，例如〈子風和我〉(3CR2 第 16 題)和〈弟弟的體會〉(3CR3 第 17 題)。但是對於情節較多變化的篇章，學生會較難掌握事件的脈絡關係，如〈可貴的友誼〉(3CR1 第 7 題)。

實用文

- 學生能夠理解簡單的實用文中的主要信息。如 3CR1 第 23 題、3CR2 第 22 題、3CR3 第 23 題，都是評估學生在這方面的能力。大部分學生能理解發卡人和發信人的主要寫作目的，如 3CR1 第 23 題，大部分學生能辨識發卡人的主要目的是邀請進文觀看比賽；又如 3CR2 第 22 題，大部分學生也能寫出發信人的主要目的是向永文表哥道歉。
- 學生能理解實用文的相關資料或細節。3CR1 第 21 題、第 22 題，3CR3 第 20 題、第 21 題和第 22 題都是提問有關內容細節的問題，如活動的日期、時間、地點、主辦單位等，絕大部分學生均能從文本尋找相關的資料。學生能理解實用文的細節，例如 3CR2 第 21 題，絕大部分學生能夠理解美兒在信中提及做錯的事：「弄壞了表哥的模型」。
- 學生能掌握實用文的基本格式。絕大部分學生能正確寫出邀請卡和書信的上款和下款，如 3CR1 第 20 題和 3CR2 第 20 題，這顯示學生在這方面的能力相當不俗。

寫作範疇

實用文

- 學生能寫出發卡的目的。大部分學生在 3CW1 和 3CW3 中，能明確寫出邀請同學參加燒烤晚會或邀請表哥參加弟弟的生日會，例如「我想請你來……」、「我邀請你……」、「我很想你來……」等。在 3CW2 中，大部分學生能寫出祝賀美美獲獎的信息，如「我恭喜你得到了兒童繪畫比賽亞軍」。只有少數學生犯上審題不清的毛病，如在 3CW3 中，學生把「邀請表哥參加弟弟的生日會」錯誤寫成「邀請表哥參加我的生日會」，未能準確地寫出邀約目的。也有小部分學生未能準確寫出祝賀的信息，如「你得了兒童繪畫比賽亞軍，你是不是很开心？」、「我知道你得獎了，我很開心」，並沒有向美美道賀。
- 學生在寫出相關的資料或細節方面，表現不俗。在 3CW1 和 3CW3 中，大部分學生均能根據題目要求，提供適當的資料，如活動日期、時間和地點。在 3CW2 中，大部分學生也能根據題目要求，寫出「鼓勵」的說話，如「加油」、「努力」、「祝你下年取得冠軍」等字句。可是，部分小三學生寫作邀請卡時，會忘記交代活動的日期或時間；有小部分學生把「晚會」寫在上午舉行；還有小部分學生未能清楚交代活動舉行的地點，如只寫「新居」、「我的家」(3CW1)，或只寫「農莊」、「南山」(3CW3)。在寫作賀卡時，小

部分學生未能準確寫出「鼓勵」美美的說話，如「你不要驕傲」、「你不要灰心」，並沒有表達「鼓勵」的信息。

- 學生能掌握邀請卡和賀卡的格式。大部分學生能夠根據題目要求，寫出上款、下款、正文和日期，表現良好。3CW1 要求學生向同學發出邀請卡，上、下款其中一項必須表明同學的關係，大部分學生會在上款表明同學的關係，如「親愛的 xx 同學」，也有學生在下款寫「同學 xx」；可是小部分學生沒有表明同學的身份，例如上款只寫「小明」，下款寫「志強」。3CW3 要求學生寫一張邀請卡，少數學生混淆角色，把發卡人「我」寫成「弟弟」。此外，也有少數學生漏寫日期。
- 學生在兩種類別的實用文(邀請卡和賀卡)中，均表現理想。大部分學生寫邀請卡時，能寫出邀約目的和大致能臚列晚會或生日會的資料(日期、時間、地點)。大部分學生能寫出「祝賀」的信息，明確地向美美道賀。絕大部分學生在寫實用文時，格式完整，只有少數學生漏寫日期或下款。

短文

- 3CW1 和 3CW2 的短文寫作中，學生大致能根據題目要求，記述「一天」或「一次」與同學相處的情形，例如旅行時一起玩耍的情形，又或小息時同學跌倒了，互相幫助的經過等，並能表達個人的感受。在 3CW3 中，大部分學生取材自校園的生活經驗，內容多圍繞童軍、電腦班、游泳訓練班、合唱團、戶外參觀考察等，可是內容簡單，略欠充實。
- 學生尚能將內容分段表達，可是分段技巧略欠熟練。在 3CW1 和 3CW2 中，學生會把好朋友的背景資料和彼此相處的情形合成一個段落，第二段則只簡單寫出個人感受；又例如 3CW3 中，學生會在第一個段落寫課外活動的名稱並簡單介紹活動，而把參加課外活動的經過、情形和感受合成一個段落。約近半學生未能按內容重點適當分段，情況值得注意。
- 學生大致能運用完整的句子寫作，文句尚可，例如「陳志強是我的好同學，也是我的好朋友」、「我希望我們的友誼永遠不變」、「我參加了趣味英語班，我很喜歡這項課外活動」等。大部分學生能夠寫出簡單的句子，有部分學生能運用複句，如「因為……所以……」和「雖然……但是……」。可是，還有不少學生犯上夾雜口語，文句累贅的毛病，例如「我就係好鐘意同美兒玩，因為她好好人，常常幫我，小息我地都一齊玩」、「我很喜歡參加電腦班，因為電腦班可以學習許多的電腦知識和認識許多新朋友，我真是非常非常喜歡參加電腦班」。

- 學生大致能運用書面字詞寫作，用詞尚可。大部分學生經常使用的詞語如「高興」、「玩耍」、「覺得」、「依依不捨」等。部分學生用詞略嫌重複，不夠豐富、準確，例如「我覺得很開心和很高興」、「我覺得課外活動是一個很有知識的課外活動的」。
- 學生大致能書寫正確的常用字，偶有錯別字。部分錯別字是形近而誤的，如「高興」寫成「高興」、「歡樂」寫成「觀樂」等；或音近而誤的，如「難忘」寫成「難忙」，「雖然」寫成「需然」，「依依不捨」寫成「依依不捨」等；此外，筆畫有錯漏也是學生經常犯的錯誤，例如「被」寫成「被」、「耍」寫成「耍」、「玩」寫成「玩」等。
- 學生在運用標點符號方面，表現理想。大部分學生能正確運用逗號和句號，如「因為家家常常教我做功課，所以我很喜歡她。」。大部分學生在引用對話時，大致能運用冒號和引號，只是偶然忘記寫上關引號，或顛倒開、關引號的方向。小部分學生仍然「一逗到底」，整個段落只使用一個句號，未能適當斷句。

聆聽範疇

- 學生能記憶話語的表層信息。在 3CL1 中，大部分學生能夠按照話語內容，直接尋找相關資料和答案，表現不俗，例如俊華的媽媽想領養什麼模樣的小狗(3CL1 第 6 題)，俊華的媽媽領養小狗時，最擔心的事情(3CL1 第 7 題)，以及參加「犬隻訓練課程」的好處(3CL1 第 8 題)等。在 3CL2 中，學生能夠辨識舉行「守護天使計畫」的主要目的(3CL2 第 2 題)，文山所畫的圖畫(3CL2 第 9 題)等。
- 學生能夠掌握話語內容中的事件或要點的順敘關係。3CL1 第 11 題要求學生排列成為「義工領犬員」的過程，3CL2 第 11 題要學生排列文山所做過的事情，學生的表現良好。
- 學生能夠聽出說話者所表達的不同情感。大部分學生能根據話語內容，判斷話語中人物所表達的各種情感，如肯定、自信、懷疑、不滿、驕傲等。大部分學生能夠辨識文山「充滿信心」地向妙玲承諾日後會檢查手冊(3CL2 第 13 題)；學生還能辨識文山以「驕傲」的語氣，表達不用參加趣味英語班的原因(3CL2 第 15 題)。
- 學生能概略理解語段間的銜接關係。3CL1 第 1 題要找出提交住址證明的原因，3CL2 第 1 題須找出家明參加「守護天使計畫」的原因，3CL2 第 8 題要

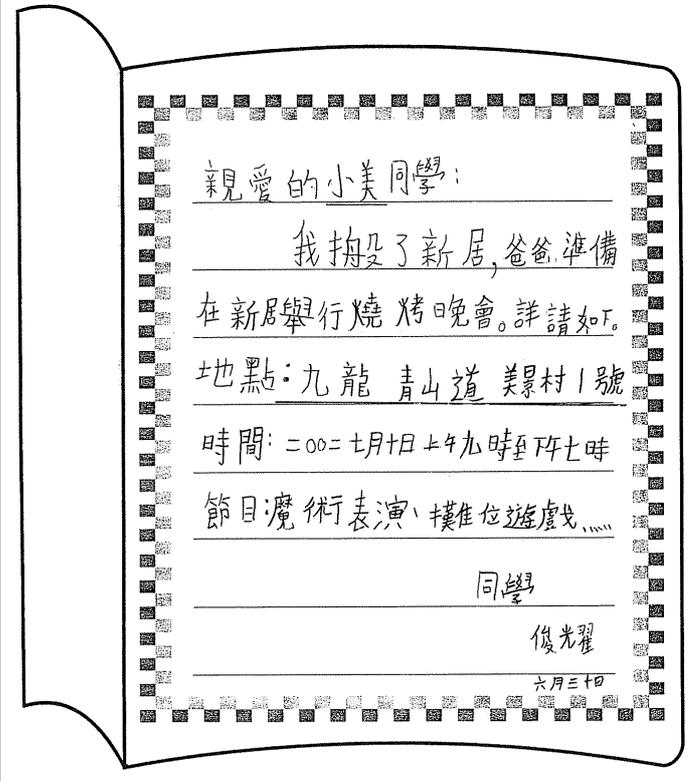
選出文山想參加書法班的理由，大部分學生均能夠根據話語的內容，理解事件的因果關係。

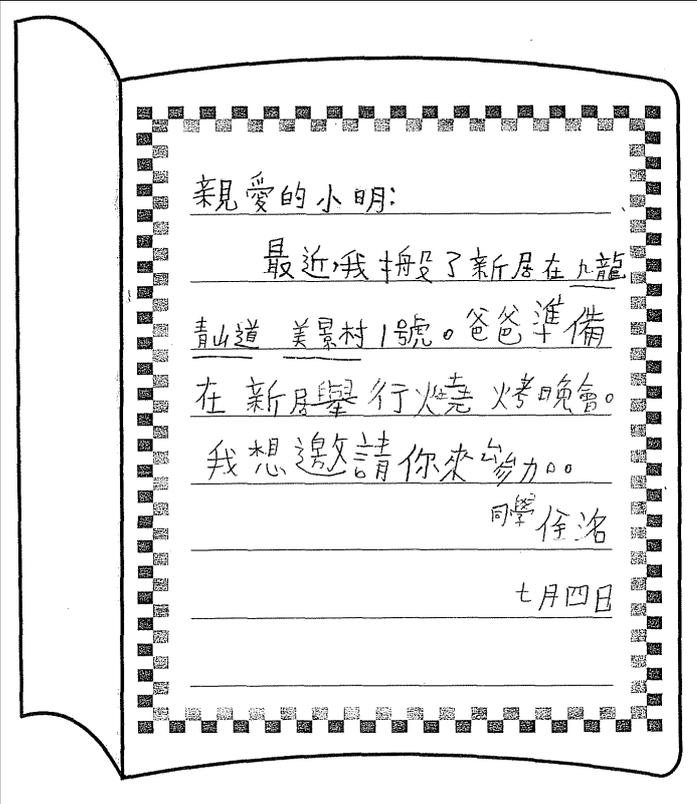
說話範疇和視聽資訊評估

- 說話和視聽資訊評估以隨機抽樣形式進行。在釐定基本能力水平時，這兩部分的成績並不包括在內。學生在說話和視聽資訊評估的表現，可參閱「一般評論」。

已達基本水平的小三學生寫作示例——實用文

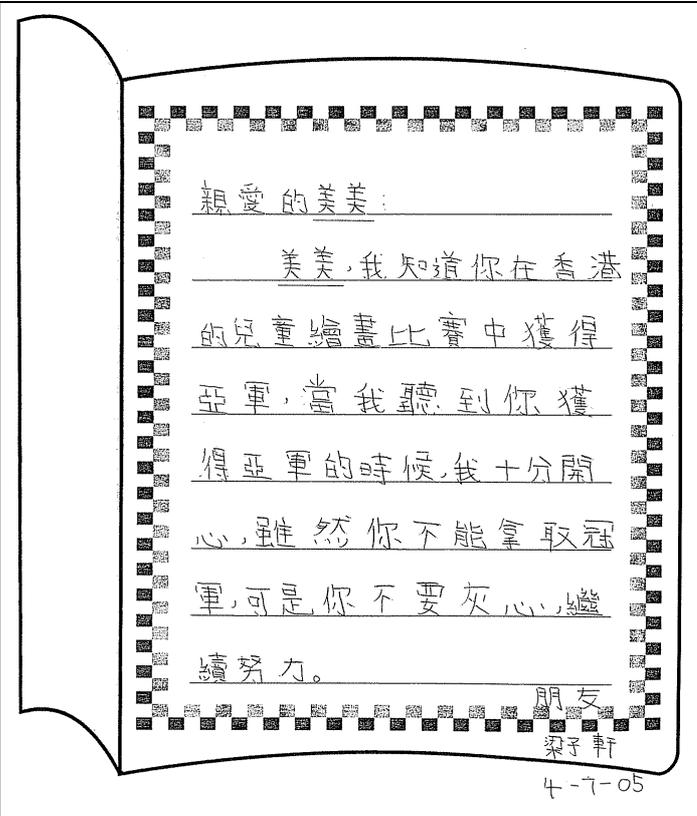
3CW1 最近，你搬了新居(九龍 青山道 美景村 1 號)。爸爸準備在新居舉行燒烤晚會。請你寫一張邀請卡，邀請同學來參加。

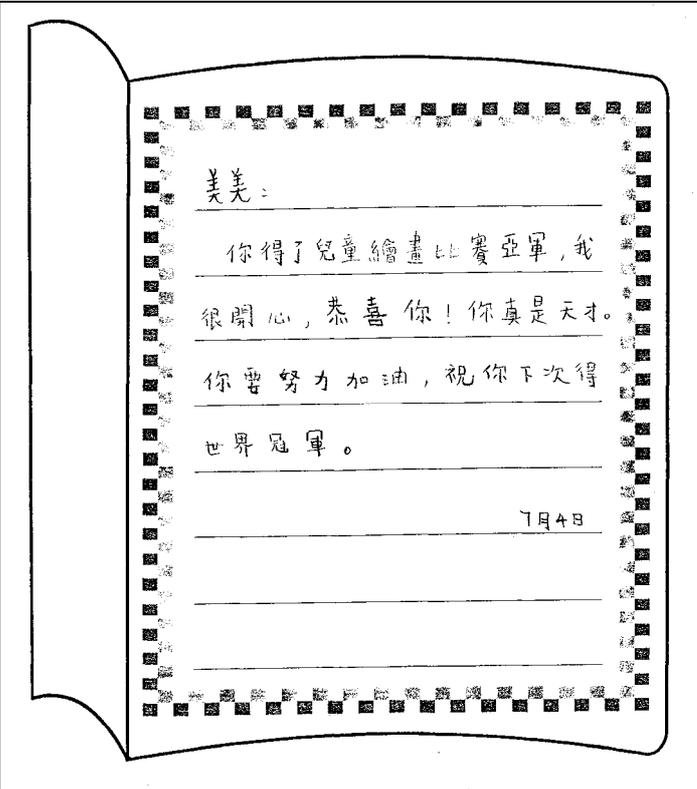
 <p>親愛的小美同學： 我搬了新居，爸爸準備 在新居舉行燒烤晚會。詳請如下。 地點：九龍 青山道 美景村 1 號 時間：二〇〇七年七月十日 上午九時至下午七時 節目：魔術表演、撲克位遊戲…… 同學 俊光 啟 六月三十日</p>	<p>邀請卡示例一</p> <ul style="list-style-type: none">● 未能寫出邀約目的。● 資料齊全，包括日期、時間和地點。● 格式完整。
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 <p>親愛的小明： 最近我搬了新居在九龍 青山道 美景村 1 號。爸爸準備 在新居舉行燒烤晚會。 我想邀請你來參加。 同學 徐洛 七月四日</p>	<p>邀請卡示例二</p> <ul style="list-style-type: none">● 能寫出邀約目的。● 資料不齊全，欠缺日期和時間。● 格式完整。
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已達基本水平的小三學生寫作示例——實用文

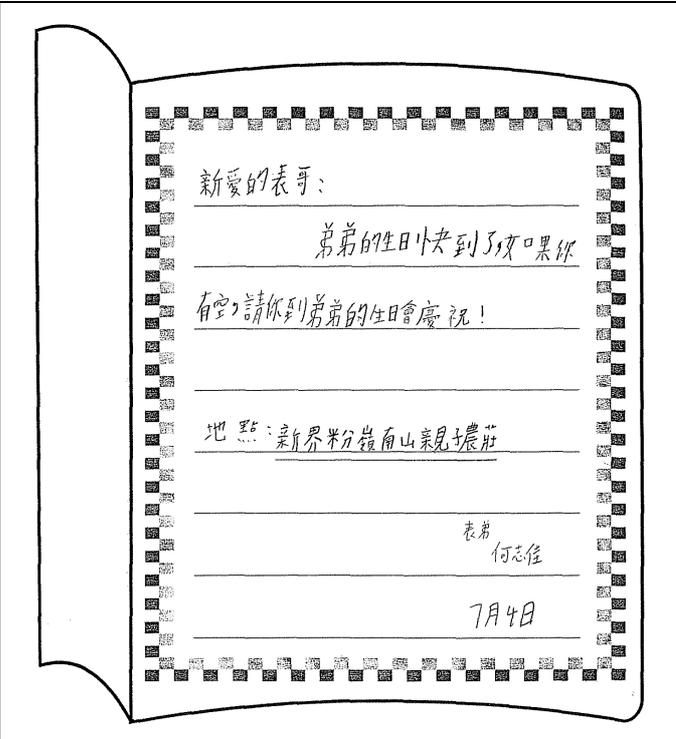
3CW2 美美在香港兒童繪畫比賽中獲得亞軍。請你寫一張賀卡給她，表達你對她的祝賀和鼓勵。

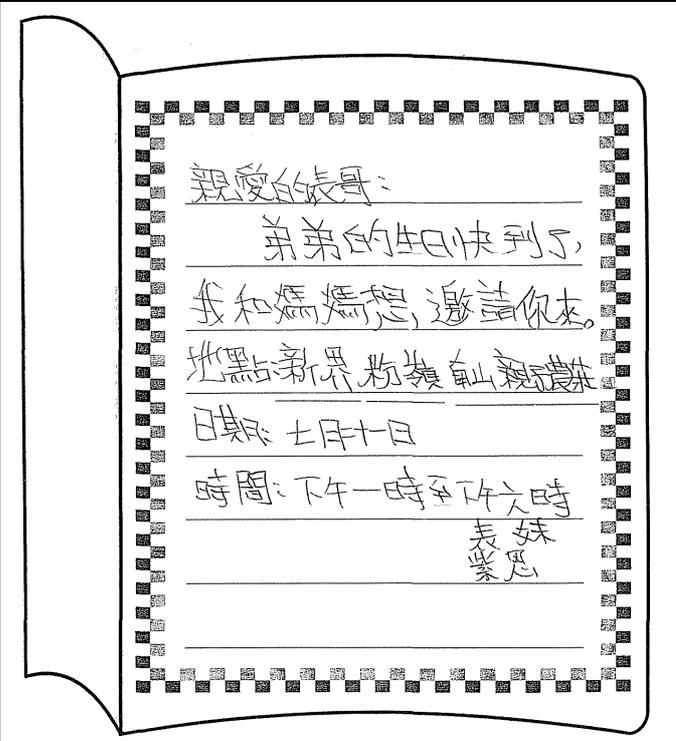
 <p>親愛的美美： 美美，我知道你在香港的兒童繪畫比賽中獲得亞軍，當我聽到你獲得亞軍的時候，我十分開心，雖然你不能拿取冠軍，可是你不要灰心，繼續努力。</p> <p>朋友 梁子軒 4-7-05</p>	<p>賀卡示例一</p> <ul style="list-style-type: none">● 未能寫出祝賀的信息。● 能寫出鼓勵美美的說話。● 格式完整。
---	---

 <p>美美： 你得了兒童繪畫比賽亞軍，我很開心，恭喜你！你真是天才。你要努力加油，祝你下次得世界冠軍。</p> <p>7月4日</p>	<p>賀卡示例二</p> <ul style="list-style-type: none">● 能寫出祝賀的信息。● 能寫出鼓勵美美的說話。● 格式不完整，欠下款。
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已達基本水平的小三學生寫作示例——實用文

3CW3 弟弟的生日快到了，你和媽媽為他在新界粉嶺南山親子農莊舉行一個生日會。請你寫一張邀請卡，邀請表哥來參加。

 <p>新愛的表哥： 弟弟的生日快到了，快口果你 有空，請你到弟弟的生日會慶祝！ 地點：新界粉嶺南山親子農莊 表哥 何志佳 7月4日</p>	<p>邀請卡示例一</p> <ul style="list-style-type: none">● 能寫出邀約目的。● 資料不齊全，欠日期和時間。● 格式完整。
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 <p>親愛的表哥： 弟弟的生日快到了， 我和媽媽想，邀請你來。 地點：新界粉嶺南山親子農莊 日期：七月十日 時間：下午一時至下午六時 表妹 紫思</p>	<p>邀請卡示例二</p> <ul style="list-style-type: none">● 能寫出邀約目的。● 資料齊全。● 格式不完整，欠日期。
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已達基本水平的小三學生寫作示例——短文寫作

3CW1/3CW2 請你寫一篇文章，記述你跟一位同學或一位朋友相處的情形和感受。(字數不限)

短文示例二									
		二	年	級	的	時	候	，	我
	有	一	位	最	要	好	的	朋	友
	小	美	，	她	每	天	都	會	帶
	一	臉	笑	容	上	課	和	下	課
	樣	子	非	常	可	愛	。	我	們
	天	總	是	一	起			吃	午
	，	一	起	玩	耍	，	在	校	園
	可	說	是	形	影	不	離	。	直
	一	天	，	我	們	就	成	為	了
	淘	氣	的	小	明	的	獵	物	，
	因	為	他	最	愛	玩	弄	別	人
	，	這	天	他玩弄					
	就	輪	到	我	們	了	。	小	明
	一	直	想	分	間	我	們	，	這
	天	就	發	了	生	這	種	事	情
	。	回	想	起	，	這	樣	就	被
	人	們	分	間	，	我	就	失	去
	了	這	位	朋	友	，	真	不	值
	得	呢	！	好					

內容
尚能切合題旨，但未能具體記述與朋友相處的情形，只着重記述遭同學離間而失去好友的經過和感受。

結構
未能按內容重點適當分段。由開始介紹朋友小美，到在校園相處的情形，可以獨立成段。至於成為小明的「獵物」，遭人離間感情，則應另開一段。

文句
大致能運用完整句子寫作，文句一般。

詞語
大致能運用書面字詞表情達意，用詞恰當，如「一臉笑容」、「形影不離」、「淘氣」、「獵物」等。文中以「玩弄」、「分間」、「人們」來描述小明離間「我」和小美的感情，用詞不太恰當。

錯別字
錯別字很少，如「真(真)」。

標點符號：
偶爾誤用標點符號。

已達基本水平的小三學生寫作示例——短文寫作

3CW3 請你寫一篇文章，記述你參加一項課外活動的情形和感受。(字數不限)

短文示例一										
		我	參	加	了	小	女	童	軍	<p>內容 能切合題旨，內容一般。文中能記述「我」在小女童軍眾多活動中，最喜歡旅行。全文交代了喜歡旅行的原因和感受。</p> <p>結構 能按內容重點分段，條理一般。一至三段陳述曾參與的課外活動，最後一段卻以「最後」記述旅行當天活動的心情，時序鋪排有點混亂。</p> <p>文句 大致能運用完整句子寫作，文句一般。</p> <p>詞語 大致能運用書面字詞表情達意，用詞一般，偶然夾雜方言詞，如「很好味(味道很好)」。</p> <p>錯別字 偶有錯別字，如「需(雖)」、「舍(捨)」。</p> <p>標點符號 偶爾誤用標點符號。</p>
，	小	女	童	軍	的	活	動	例	如	
、	去	旅	行	和	做	美	勞	等	等	
。	我	最	喜	歡	是	去	旅	行	，	
因	為	可	以	燒	烤	和	玩	耍	，	
燒	烤	是	很	熱	的	，	但	是	燒	
好	的	食	物	是	很	好	味	的	。	
我	玩	過	很	多	遊	戲	，	例	如	
、	踏	單	車	和	不	知	的	遊	戲	
。	最	後	，	我	就	依	依	不	舍	
的	回	家	。							

2005 年表現良好的小三學生概說

閱讀範疇

- 學生能夠理解篇章中事件的倒敘關係。3CR1〈學騎腳踏車〉一文中，以倒敘手法，先記述「我」在路上自由自在地騎腳踏車，從而回想起收到爸爸的生日禮物——腳踏車，以及記述「我」學騎腳踏車的經過；學生要抓住整篇文章的脈絡，才能夠正確排列事件發生的先後次序(3CR1 第 16 題)。
- 學生能夠理解作者概括出來的事理。如 3CR1 第 9 題問及文章的主要重點，學生須從四個選項中，辨識「朋友相處，要互相關懷和支持」；又如 3CR1 第 17 題，學生須從文章中，找出「我」從學習騎腳踏車中，悟出的道理就是「不輕易放棄，才會成功」；還有 3CR3 第 16 題，學生要理解篇章內容，概括寫出「我」認為弟弟真的長大的原因。
- 學生能理解篇章內容較深層的意義。學生能辨識文中所指的「往事」(3CR1 第 8 題)，能從學騎腳踏車一事中，辨識爸爸對「我」的態度(3CR1 第 18 題)，學生也能理解「助人為快樂之本」就是文中所指的「禮物」(3CR2 第 19 題)，並能理解家人對弟弟言行感到「意外」的原因(3CR3 第 14 題)等，這些題目都要求學生綜合上文下理，作出分析。
- 學生能夠綜合全篇內容，找出主題。例如 3CR3 第 19 題，學生必須先理解全文的內容重點，才能夠為篇章選出最合適的題目。
- 學生能根據題目的要求，選取最合適的實用文。3CR1 第 24 題，學生須先理解題幹的要求「祝賀表哥志文得到香港小型網球比賽冠軍」，然後選出正確的賀卡；學生要細心閱讀四張賀卡，區別到選項 A 與題旨無關，選項 C 只是預祝比賽成功，選項 D 則是鼓勵成分多於祝賀表哥獲獎，從而找出正確的答案：恭喜表哥得獎(選項 B)。

寫作範疇

- 學生能夠寫作簡單的實用文，內容完整，格式齊備。學生寫邀請卡時，能夠準確地寫出邀約目的，並能清楚交代邀約的日期、時間和地點，格式完整。學生寫作賀卡時，均能表達明確的祝賀信息和寫出鼓勵的說話，而且格式完備。
- 學生寫作短文時，能夠較細緻、具體地敘述事件的情形，內容充實、豐富。學生在記述「與同學或朋友相處的情形和感受」(3CW1 和 3CW2)時，會先簡單鋪陳平日兩人之間的相處情形，如小息時一起玩耍，上課時一起學習等，其後再以具體事例，如一起開生日會，或一起到戶外旅行等，表達兩人的情誼。學生在寫作「參加一項課外活動」(3CW3)時，能詳細記敘學習的經過、情形和感受。

聆聽範疇

- 學生能夠掌握一些綜合性的題目。學生要概括理解話語內容不同部分的細節，然後辨識符合話語內容的選項，找出答案：「張小姐解答了媽媽領養小狗的疑問」(3CL1 第 9 題)和「文山打算參加小畫家班」(3CL2 第 10 題)。學生要根據整個語段，綜合話語內容的要點，找出話語內容主要講述的是：「妙玲照顧文山的經過和情形」(3CL2 第 12 題)。

說話範疇

看圖說故事

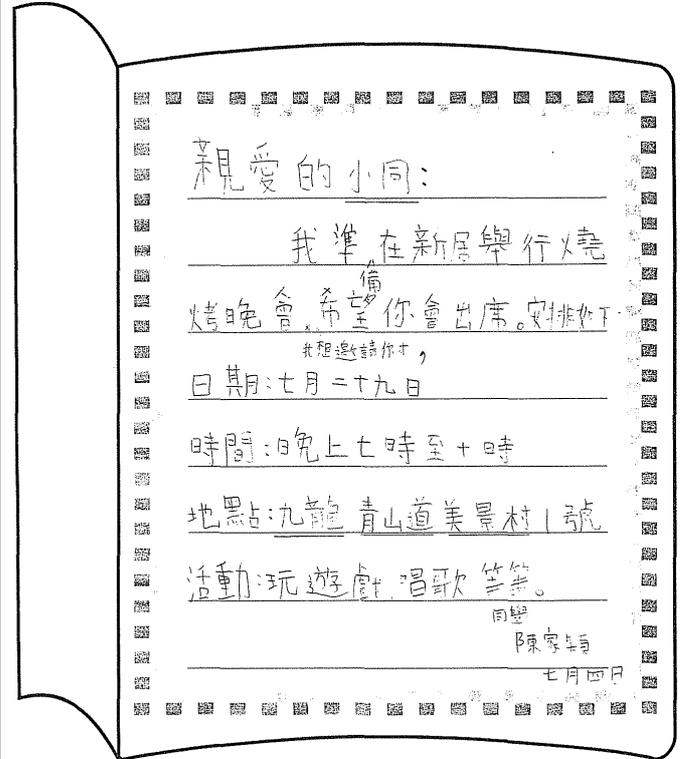
- 「看圖說故事」共設八題題目，每題題目提供四幅圖畫。故事主要取材於校園和家庭兩方面，如「製作環保玩具」、「弟弟打破錢箱」、「參觀動物公園」、「受傷的小鳥」等。
- 學生能按圖意講述完整的故事，內容較充實、豐富。部分學生更能以「這個故事告訴我們……」、「這個故事教訓我們……」、「我們從故事中，明白了……」等語句，總結故事的主題。
- 學生能夠以不同的身分、角色、語氣來講述故事。例如 3CSY4，學生會同時扮演弟弟和媽媽兩個角色——學生會模擬淘氣的弟弟，跌倒在地上時嗚嗚地哭；同時又會模仿媽媽的口吻，教訓淘氣的弟弟。
- 學生能順序講述故事，並會以「首先」、「然後」、「接着」、「最後」、「結果」等詞語，加強故事的連貫性，使條理清晰，結構完整。

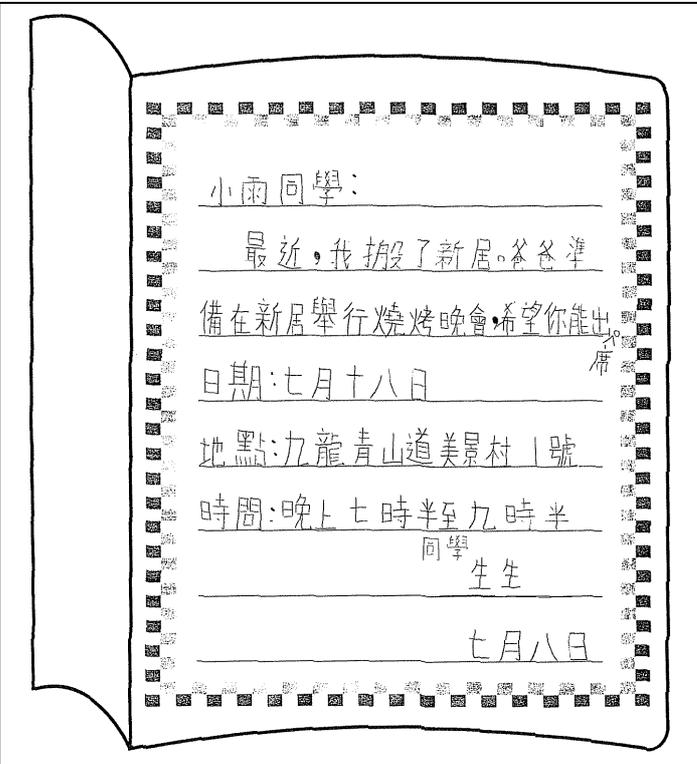
小組交談

- 「小組交談」設四題題目，話題主要圍繞學校、個人兩方面取材，例如「你希望得到什麼獎賞」、「我最像什麼動物」等。
- 在小組交談方面，學生大致能就話題主動表達個人的意見和看法。部分學生能根據別人的意見，作出適當的回應。
- 學生在交談過程中，能夠以日常用語，恰當、清晰地表達意思，而且態度認真、投入，表現良好。

表現良好的小三學生寫作示例——實用文

3CW1 最近，你搬了新居(九龍青山道美景村1號)。爸爸準備在新居舉行燒烤晚會。請你寫一張邀請卡，邀請同學來參加。

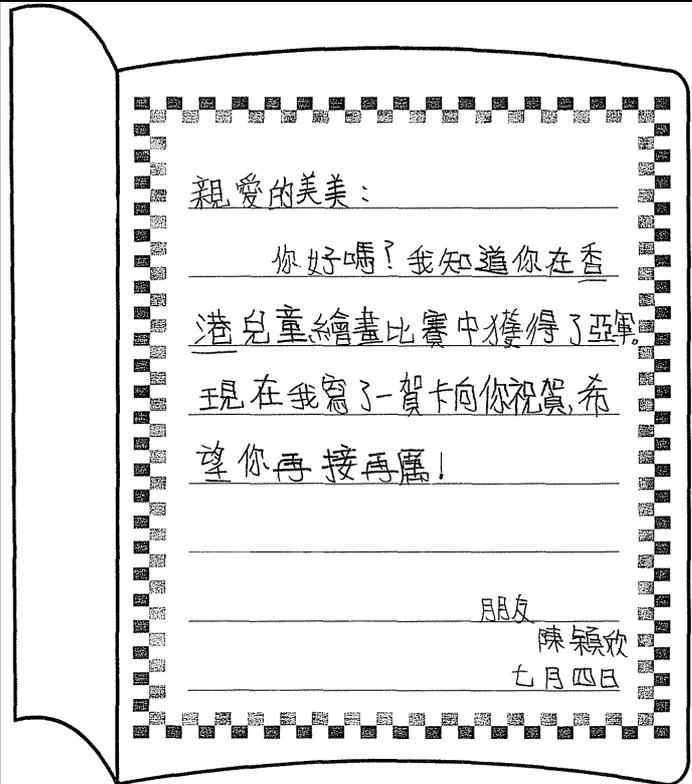
 <p>親愛的小同： 我準在新居舉行燒 烤晚會，希望^備你會出席。安排如下 日期：七月二十九日 時間：晚上七時至十時 地點：九龍青山道美景村1號 活動：玩遊戲、唱歌等等。 同學 陳家輝 七月四日</p>	<p>邀請卡示例一</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 資料齊全。 ● 格式完整。
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 <p>小雨同學： 最近，我搬了新居。爸爸準 備在新居舉行燒烤晚會，希望你能出 席。 日期：七月十八日 地點：九龍青山道美景村1號 時間：晚上七時半至九時半 同學 生生 七月八日</p>	<p>邀請卡示例二</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 資料齊全。 ● 格式完整。
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表現良好的小三學生寫作示例——實用文

3CW2 美美在香港兒童繪畫比賽中獲得亞軍。請你寫一張賀卡給她，表達你對她的祝賀和鼓勵。

賀卡示例一

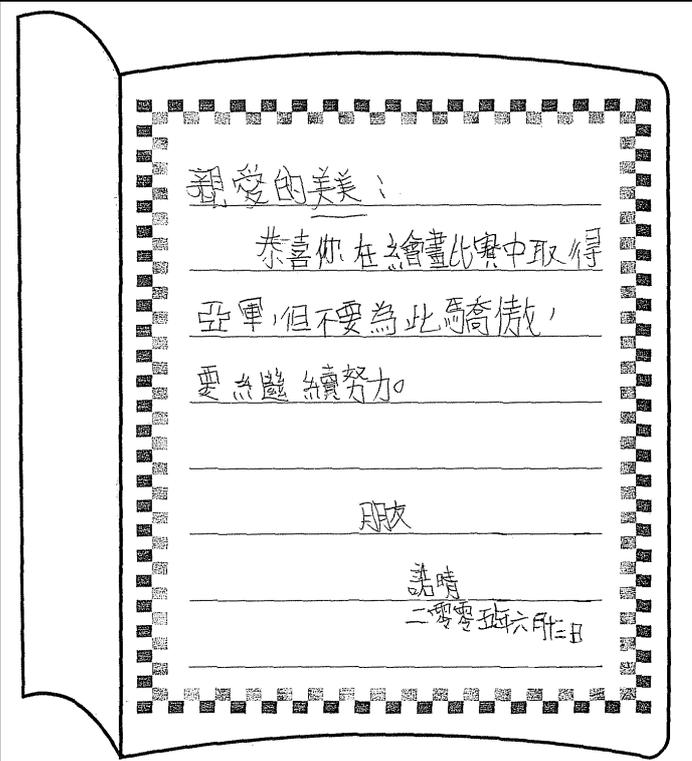


親愛的美美：
你好嗎？我知道你在香港兒童繪畫比賽中獲得了亞軍。
現在我寫了一賀卡向你祝賀，希望你再接再厲！

朋友
陳穎欣
七月四日

- 能寫出祝賀信息。
- 能寫出鼓勵美美的說話。
- 格式完整。

賀卡示例二



親愛的美美：
恭喜你在全國繪畫比賽中取得亞軍，但不要為此驕傲，要繼續繼續努力。

朋友
諾晴
二零零五年六月二日

- 能寫出祝賀的信息。
- 能寫出鼓勵美美的說話。
- 格式完整。

表現良好的小三學生寫作示例——實用文

3CW3 弟弟的生日快到了，你和媽媽為他在新界粉嶺南山親子農莊舉行一個生日會。請你寫一張邀請卡，邀請表哥來參加。

邀請卡示例一

● 能寫出邀約目的。
● 資料齊全。
● 格式完整。

親愛的表哥：
你好嗎？身體好嗎？
弟弟的生日快到了，我想邀請你到他的生日會，詳情如下：
時間：下午一時至四時
日期：七月六日
地點：新界粉嶺南山親子農莊
希望你參加這個生日會。
表妹
敬上
七月一日

邀請卡示例二

● 能寫出邀約目的。
● 資料齊全。
● 格式完整。

親愛的表哥：
我是致廷。弟弟在七月九生日，我和媽媽在新界粉嶺南山親子農莊舉行一個生日會，希望你來參加，時間在早上十時三十分舉行。希望姑父和姑母都會來參加弟弟的生日會。
表妹
致廷
七月四日

表現良好的小三學生寫作示例——短文寫作

3CW1/3CW2 請你寫一篇文章，記述你跟一位同學或一位朋友相處的情形和感受。(字數不限)

短文示例一									
		我	的	好	朋	友	鄺	思	悅
成	績	佳	優	，	為	人	親	切	。
		每	天	小	息	，	她	會	和
我	一	起	散	步	，	要	是	我	要
找	老	師	，	思	悅	也	會	伴	我
去	找	老	師	。	思	悅	也	很	樂
於	助	人	，	每	次	我	忘	了	帶
東	西	，	思	悅	都	會	借	給	我
若	果	不	能	，	她	會	替	我	想
辦	法	。							
		思	悅	一	向	對	我	很	好

內容
 切合題旨，能記述「我」與鄺思悅親如姊妹般的友誼。文中具體記述「我」和鄺思悅在學校相處的情形，彼此珍惜相處的每一刻。

結構
 能按內容重點分段，條理較清晰。第一段點出題旨，簡單介紹思悅。第二段記述兩人在校園相處的情形。第三段因明年要分班，所以特別珍惜相處的每一刻，並回憶成為好朋友的經過。第四段表達能認識思悅的感受和期望。

文句
 能運用書面字詞表情達意，文句通順、流暢。

詞語
 能運用書面字詞表情達意，用詞略有錯漏，如「佳(佳)優」應用「優異」。用詞豐富，如「親切」、「珍惜」、「形影不離」、「立刻」、「安慰」、「認識」、「愉快」。

錯別字
 錯別字很少。如「佳(佳)」、「優(優)」、「辦(辦)」。

標點符號
 能正確運用標點符號。

我也很喜歡她，我們相處得像姊妹似的。我和思悅都珍惜一起學習，一起玩耍，一起相處的每一刻，因為我們知道，明年分班時，我們可能沒有機會再次一起學習，思悅經常對我說，我們倆是形影不離的好朋友。我很同意這話語，我還記得有一次，我被另一位同學弄哭了，操場上

只有她
沒有其他人，思悅立刻
安慰我。這天起，我們
便成為了好朋友。
我很高興能認識思
悅，希望往後我們還能
過一些更愉快的日子。

表現良好的小三學生寫作示例——短文寫作

3CW1/3CW2 請你寫一篇文章，記述你跟一位同學或一位朋友相處的情形和感受。(字數不限)

短文示例二									
我的朋友叫江樂兒									
。我們在學數學的時候									
認識的。我們漸漸便成									
為好朋友。									
初時，我們不太了									
解雙方，所以我們常常									
爭吵。有一次，我們還									
打起加來，結果給我們									
的媽媽責罵了一大頓。									
後來，我們漸漸開始了									
解對方，我才知道原來									
她的性格與我的性格比									
較相似，也是比較文靜									
和暴躁，常常發脾氣。									
此後，我們為了想更了									
解對方，便答應了每個									
星期也寫週記，坦白地									
向對方表達每一個星期									
<p>內容 切合題旨，能記述與江樂兒相處的情形和感受。文中詳細記述「我」和江樂兒由初相識、彼此爭吵，到成為好朋友的經過，及以具體事件描述朋友對「我」的關懷，內容充實、豐富。</p> <p>結構 能按內容重點分段，條理一般。第一段點出題旨，第二段記述與朋友相處的經過和情形，第三段以具體事例來突顯彼此的友誼。第二段篇幅較長，如能分成幾個小段落，加以鋪排，效果會更理想。</p> <p>文句 能運用書面字詞寫作，文句通順、流暢。</p> <p>詞語 能運用書面字詞表情達意。用詞豐富，如「了解」、「責罵」、「文靜」、「坦白」、「認識」、「深刻」、「探望」等。</p> <p>錯別字 偶有錯別字，如「初(初)」、「燥(躁)」、「膝(膝)」、「擦(擦)」、「侯(候)」。</p>									

的	經	過	。	後	來	，	我	們	-
起	到	郊	野	公	園	野	餐	，	看
見	了	很	多	野	生	動	物	。	原
來	樂	兒	對	動	物	的	認	識	也
不	少	。	她	-	邊	教	我	鳥	的

標點符號

能正確運用標點符號。

名	字	，	-	邊	吃	東	西	。	就
是	這	樣	，	我	們	便	快	樂	地
玩	了	大	半	天	。				
		最	深	刻	的	-	次	，	就
是	有	-	次	我	病	了	，	她	便
連	忙	跑	過	來	探	望	我	，	還
差	點	兒	擦	傷	膝	蓋	。	這	時
候	，	我	感	到	她	是	很	關	心
我	的	，	所	以	她	真	是	我	的
-	位	好	朋	友	。				

		接	着	我	便	參	觀	爬	蟲
館	了	,	我	看	到	-	些	龜	-
蛇	-	變	色	龍	等	爬	蟲
動	物	。	時	間	過	得	很	快	，
要	家	了	。						

感到

		那	天	,	我	很	難	忙	到
爬	蟲	的	時	間	,	我	很	期	待
下	一	次	的	到	爬	蟲	館	的	時
間	。								

表現良好的小三學生寫作示例——短文寫作

3CW3 請你寫一篇文章，記述你參加一項課外活動的情形和感受。(字數不限)

短文示例二										
		今	天	是	我	第	一	天	參	<p>內容 切合題旨，能記述參加課外活動的情形，包括游泳前的準備和學習游泳的經過，並能抒發參加活動的感受。中心明確，內容充實、豐富。</p> <p>結構 能按內容重點分段，條理清晰。起首交代乘校車到游泳池報到及更衣的經過，繼而描寫在水中學習閉氣，然後記述「我」利用浮板學習游泳，最後表達「我」學會游泳的感受。</p> <p>文句 能運用完整句子寫作，文句通順、流暢，如： 「我覺得很開心，因為我可以在水中自由自在地游來游去。」</p> <p>詞語 能運用書面字詞表情達意，用詞豐富。如： 嘗試用象聲詞「撲(撲通)」；記述學習游泳的過程，運用「小心翼翼(翼翼)」、「發抖」、「耐心地」、「可惜」、「慢慢地」、「配合」等詞彙，描寫細緻。</p> <p>錯別字 錯別字很少，如「聊(腳)」、「帶(戴)」。</p> <p>標點符號 能正確運用標點符號。</p>
	加	游	泳	訓	練	班	。			
		到	了	下	午	，	我	乘	校	
	車	回	校	，	向	泳	班	的	教	
	報	到	。	接	着	，	我	們	就	
	校	車	到	泳	池	去	。			
		到	達	泳	池	，	我	換	上	
	泳	衣	，	帶	上	泳	帽	，	眼	
	帶	上	泳	鏡	，	就	到	泳	池	
	邊	集	合	。						
		教	練	撲	一	聲	，	跳	進	
	泳	池	裏	。	我	和	泳	班	的	
	員	也	小	心	奕	奕	地	踏	進	
	池	。	我	在	水	中	感	到	非	
	害	怕	，	全	身	也	發	抖	。	
	練	走	過	來	，	耐	心	地	教	
	我	最	初	教	練	教	我	把	頭	
	在	水	裏	，	可	惜	我	不	夠	
	秒	已	經	要	伸	回	來	。	不	
	經	過	我	的	努	力	和	教	練	
	指	導	，	我	終	於	可	以	把	
	放	進	水	裏	。					
		天	約	五	分	鐘	後	，	教	

練	教	我	們	把	浮	板	放	在	水
面	,	然	後	就	緊	緊	地	握	着
,	不	要	讓	它	走	掉	。	跟	着
就	把	腰	伸	直	,	腳	要	用	力
的	踢	,	身	體	就	可	以		
浮	在	水	面	。					
		我	練	了	很	多	次	,	終
於	學	會	了	。	教	練	慢	慢	地
拿	走	浮	板	,	讓	我	自	己	試
試	,	我	把	手	和	腳	配	合	得
很	好	,	所	以	我	就	這	樣	學
會	了	游	泳	。					

		我	覺	得	很	開	心	,	因
為	我	可	以	在	水	中	自	由	自
在	地	游	來	游	去	。			

一般評論

閱讀範疇

學生能理解表層的信息

- 學生在理解篇章內容的表層信息和簡單的實用文方面，表現理想。學生大部分能理解篇章內容的大意、段落要旨以及簡淺的順敘關係，表現不俗。絕大部分學生能辨識實用文的主要信息和理解相關的資料，如主辦機構、活動日期、活動地點等。表現良好的學生，則能根據篇章內容，綜合概括篇章的要旨，反映學生能理解篇章的深層意義。

學生作答時，較粗心大意

- 部分學生在處理填充或短答題時不求甚解，直接抄錄大段文句，未能摘取重點，表達含糊不清，失分較多。
- 學生在詞語填充題中，須根據原文尋找相關詞語填在橫線上，使句子的意思完整。可是，學生常犯上抄寫錯誤的毛病，筆畫缺漏和錯別字的情況較為普遍。在實用文中，學生須根據提供的資料，填寫上、下款的名字，可是部分學生卻把名字顛倒，「明佳」寫成「佳明」，又或「月圭」等。如學生在作答後，仔細複核一次，應可避免不必要的錯誤。

寫作範疇

學生能寫簡單的實用文

- 學生在實用文中的表現理想。大部分學生能寫出邀請卡的發卡目的，如「請你參加燒烤晚會」(3CW1)、「弟弟生日快到，我們很想請你參加生日會」(3CW3)等。大部分學生大致能寫出相關資料，如活動日期、時間和地點，格式完整。學生能夠寫作簡單的賀卡(3CW2)，能向別人表達祝賀，並大致能寫出鼓勵的說話，格式完整。

學生大致能寫作短文

- 學生在短文中的表現一般。在「與同學相處的情形和感受」(3CW1 和 3CW2)中，大部分學生只能簡單地交代與同學相處的情形，如在校園中互相幫助的情形，可是內容略欠充實。在「參加課外活動」(3CW3)中，許多學生在寫參加課外活動的經過時，只是平鋪直敘，較少選取活動過程的某些片段深入記述。

學生未能仔細審定題目

- 學生在寫實用文時，會犯上審題不清的毛病。在實用文(3CW3)中，應由「我」發邀請卡給「表哥」，邀請他參加弟弟的生日會，可是小部分學生卻以「弟弟」的身分發卡，又或誤寫成邀請「表哥」來慶祝「我」的生日。在短文(3CW1和3CW2)中，也有部分學生未能抓緊與同學或朋友「相處」的寫作重點，以大量篇幅描寫同學的外貌、嗜好、性格等，未能具體寫出「我」與同學相處的情形；有的學生竟寫成與「家人」相處的情形。也有部分學生寫作短文時，未能切合題旨，內容空泛。學生因審題不慎而離題或不切題的情況，值得關注。

學生分段能力稍遜

- 學生對段落結構的概念不清晰。部分學生寫作短文時沒有分段或未能按內容重點適當分段。例如在3CW1和3CW2中，學生在第一段簡單交代朋友的背景，然後把記述和朋友相處的情形、難忘有趣的經歷，以及抒發個人的感受合成一段，未能按內容重點分段，結構欠完整。這顯示學生未能掌握分段的技巧。表現良好的學生，能按內容重點分段，而且條理清晰，結構完整；但有近半學生在「結構」方面，表現欠理想，情況值得關注。

聆聽範疇

學生具備良好的聆聽能力

- 學生在四個範疇中，聆聽的表現最理想。大部分學生能記憶話語內容，掌握內容要點的順敘，聽出事件的因果關係和說話者所表達的不同情感。部分學生能回答綜合性理解的題目，如理解話語的內容大要，辨識話語內容的要點，顯示學生的聆聽能力不俗。

說話範疇

學生能掌握評估的模式

- 整體而言，大部分學生表現鎮定，說話聲音響亮，反映他們事前準備充足。學生在進入評估室時，懂得向評審員問好。完成評估後，學生從評審員手中接獲紀念品時，會主動向評審員說「謝謝」，態度良好。

學生能講述兒童故事

- 學生觀察力不錯，能根據圖畫內容，以日常生活的詞語講述故事。大部分學生能夠根據四幅圖畫，說出故事的開始、經過和結果，故事完整，並懂得運用「有一天」、「今天」作為故事的開首，用「然後」、「接着」、「最後」等詞語貫穿整個故事。

- 部分學生未能適當地分配時間，經常花較多時間講述第一、二幅圖畫，到第三、四幅圖畫時，往往因時間緊迫而草草結尾，影響故事的內容。
- 學生發音大致準確。接近一半的學生在「說話聲音響亮」上取得最高等級(三等)，表現較去年理想。

學生能參與小組交談

- 學生在「小組交談」中，大致能夠參與交談，主動表達意見，並大致能運用日常生活詞語表情達意，意思清晰。大部分學生表現認真，投入參與，學生能根據話題，與別人交談，適當地作出回應，氣氛良好。

視聽資訊評估

學生能夠掌握視聽資訊中簡單的信息

- 學生在明白視聽資訊中簡單的信息方面，表現良好。學生觀察力不俗，能同時接收聽覺及視像的信息。大部分學生能夠記憶短片的內容及明白簡單的信息，如第 2 題、第 5 題、第 8 題、第 10 題和第 12 題。又例如第 6 題，學生能根據畫面資料顯示，得知機構單位所提供的聯絡方法。這反映學生在這方面的能力不俗。

部分學生歸納信息的能力不俗

- 部分學生能回答一些歸納性較強的題目。如第 9 題，學生要透過觀看短片的內容細節，比較海獅和海豹的外貌特徵，然後歸納兩種動物的特徵和習性。部分學生還能夠歸納和辨識短片的主要信息，例如第 7 題，學生須綜合短片的內容，辨識〈鬼網〉的內容重點。又例如第 14 題，學生能找出〈可愛的動物〉的主要內容是「介紹海洋館內可愛的動物」。小部分學生能夠順序排列打撈「鬼網」的步驟(第 3 題)，反映他們理解內容細節的能力不俗。

2004 年與 2005 年小三學生表現比較

- 2005 年全港性系統評估，達到基本能力水平的學生佔 84.7%，較去年上升了 2%。

表 6.9 2004 年與 2005 年中國語文科達基本能力水平的小三學生人數百分率

年份	已達基本能力水平的學生人數百分率
2004	82.7
2005	84.7

- 根據小三學生在 2004 年及 2005 年系統評估的數據，比較他們的表現，為教師提供資料，以改善學與教。詳見表 6.10

表 6.10 2004 年與 2005 年中國語文科小三學生表現

年份 範疇	2004 年	2005 年
閱讀	<ul style="list-style-type: none"> • 學生在理解詞語方面，表現一般。 • 學生能理解篇章的表層信息。 	<ul style="list-style-type: none"> • 學生在理解和運用所學的詞語方面，表現較去年略有進步。大部分學生能根據篇章內容，找出適當的詞語，填在橫線上，使句子的意思完整。 • 學生在理解篇章的表層信息方面，表現較去年稍有進步。學生根據篇章內容，尋找明確的信息或特定的意念時，如活動的目的、事件的因果關係、人物的心理狀況等，他們都能夠準確地尋找文中的關鍵詞或中心句，回答問題。

年份 範疇	2004 年	2005 年
閱讀	<ul style="list-style-type: none"> ● 學生能理解篇章中簡淺的段落大意。 ● 學生能理解篇章中內容重點的順敘關係。 ● 學生能辨識實用文的格式和簡單信息。 	<ul style="list-style-type: none"> ● 學生能根據篇章的表層信息，找出正確的段落。可是對於須概括、綜合，才能辨識段旨的題目，學生的表現則未如理想。 ● 大部分學生能掌握簡淺敘述性文字的段落關係。但是對於情節較多變化的篇章，學生的表現則未如理想。 ● 表現良好的學生，能理解以倒敘手法記述的篇章內容，並能抓緊篇章的脈絡關係，正確排列事件發生的先後次序。 ● 絕大部分學生能理解及辨識實用文的主要信息，尋找相關資料(活動日期、時間、地點)，並掌握實用文的基本格式(上款、下款)，表現理想。

年份 範疇	2004 年	2005 年
寫作	<ul style="list-style-type: none"> ● 在實用文方面，學生的表現不俗。 ● 學生在邀請卡和書信的表現較賀卡理想，並多以段落形式表達。 ● 小部分學生在實用文中，取得最高等級。 ● 在短文寫作方面，學生能夠根據題目要求，擬定內容，但內容平平。部分學生未能緊扣題旨寫作，內容空泛。學生的審題能力有待改進。 ● 在六個評估重點中，學生在「結構」方面的能力最弱。部分學生未能根據內容適當分段。 	<ul style="list-style-type: none"> ● 學生寫作實用文的能力，較去年有顯著進步。大部分學生能根據題目要求，寫出主要信息，並能大致交代相關資料(日期、時間、地點)，而且格式完整。 ● 學生在邀請卡和賀卡兩種實用文中，均表現理想。與去年比較，較多學生以點列形式臚列資料(日期、時間、地點)。 ● 在實用文中，取得最高等級成績的學生較去年多。 ● 在短文寫作方面，學生大致能夠根據題目要求，決定寫作中心，可是內容一般。離題和不切題的情況與去年相近。 ● 學生在「結構」方面的表現與去年相近。部分學生沒有分段，或未能按內容重點適當分段，學生在這部分的表現未如理想，情況值得關注。

年份 範疇	2004 年	2005 年
寫作	<ul style="list-style-type: none"> ● 學生在文句和詞語方面，表現一般。學生誤用方言詞句的情況，偶有出現。 ● 學生大致能書寫正確的常用字和運用標點符號。書寫錯別字及誤用標點符號的情況，偶有出現。 	<ul style="list-style-type: none"> ● 學生在「文句」和「詞語」方面，表現與去年相近。學生大致能運用日常的詞語表情達意和寫作完整的句子，用詞及文句尚可。 ● 學生在「錯別字」和「標點符號」方面，表現較去年略有進步。學生大致能書寫正確的常用字，而且較多學生在這個評估項目中，取得最高等級。在「標點符號」方面，學生誤用標點符號的情況較去年少。
聆聽	<ul style="list-style-type: none"> ● 學生能記憶話語表層信息，也能聽出說話者所表達的不同情感。 ● 學生能聽出事件的因果關係，表現不俗。 ● 部分學生能概括話語內容的局部信息和辨識話語的重點。 	<ul style="list-style-type: none"> ● 學生表現與去年相近。大部分學生具有良好的聆聽能力，能記憶簡單話語中敘說和解說的內容，能聽出話語所表達的不同情感。 ● 學生在「概略理解語段間的銜接關係」中，表現比去年更為理想。大部分學生能專注聆聽，理解話語內容，從而辨識語段間的因果關係。 ● 與去年比較，有較多學生能夠理解較深層的話語信息，如理解話語的內容大要，辨識話語內容的要點，顯示學生聆聽能力不囿於記憶層面，表現不俗。

年份 範疇	2004 年	2005 年
說話	<ul style="list-style-type: none"> ● 學生能根據圖畫，順序講述完整的故事，表現不俗。 ● 說話評估首次施行，小部分學生因未熟習評估的模式，表現略為緊張。學生在說故事時，會有說「回頭」、發音不準確和說話聲音微弱等情況出現。 ● 學生在小組交談中，大致能根據話題與別人交談，回應別人的說話，表達個人的意見，表現不俗。 	<ul style="list-style-type: none"> ● 學生能根據圖畫，順序講述完整的故事，表現與去年相近。部分學生在故事內容和順序講述故事方面，表現理想。 ● 與去年相比，學生較了解說話評估的模式，事前準備較充足。在進行評估時，大部分學生能發揮應有的水準，滿有信心地講述故事。 ● 學生在「掌握所學字詞的發音」和「說話聲音響亮」兩方面，較去年有顯著的進步，尤其在「說話聲音響亮」中，取得最高等級成績的學生較去年多。 ● 學生在小組交談中，表現與去年相近。學生大致能根據話題與別人交談，回應別人的說話，表達個人的意見。部分學生更能積極參與交談，主動地表達意見，而且能運用日常生活詞語表情達意。
閱讀 及 聆聽 (視聽資訊)	<ul style="list-style-type: none"> ● 學生在視聽資訊評估的表現不俗。大部分學生能理解短片中的表層信息，如短片中的活動、時間。 	<ul style="list-style-type: none"> ● 學生能理解短片中的表層信息。部分學生更能概括短片內容，辨識短片的主要信息，表現良好。

小學六年級評估設計

評估範疇

- 中國語文科的評估範疇包括閱讀、寫作、聆聽及說話。題目是根據中國語文課程第二學習階段基本能力(第二試用稿)、小學中國語文科課程綱要(1990)、目標為本中國語文學習綱要(1995)等課程文件擬訂。

評估卷別

- 為了解學生在各學習範疇的能力表現，本科按各學習範疇劃分不同的卷別，重點評估學生在該學習範疇的能力。
- 由於在閱讀和聆聽範疇的「基本能力」中均有「能明白視聽資訊中的信息」一項，因此本評估另設一卷以評核學生在這方面的能力。
- 本評估涵蓋四個範疇，合共 98 題。閱讀、寫作設三張分卷，聆聽設兩張分卷，說話設四張分卷，視聽資訊則設一張分卷。紙筆評估的時間合共 115 分鐘，每名學生只須作答其中一張分卷。2005 年中國語文科各學習範疇卷別編排如下：

表 6.11 小六各學習範疇的卷別編排

學習範疇	分卷編號	題數	評估時限
閱讀	6CR1	25	40 分鐘
	6CR2	25	
	6CR3	25	
聆聽	6CL1	12	20 分鐘
	6CL2	12	
寫作	6CW1	2	55 分鐘
	6CW2	2	
	6CW3	2	
說話#	6CST1	4 (看圖說故事)	準備時間：3 分鐘
	6CST2		說話時間：1 分鐘
	6CST3	4 (口頭報告)	準備時間：3 分鐘
6CST4	報告時間：1 分鐘		
		4 (小組討論)	準備時間：1 分鐘 討論時間：3 分鐘
視聽資訊#	6CAV	14 (4 段短片)	20 分鐘

說話和視聽資訊評估以隨機抽樣形式進行

評估方式

閱讀範疇

- 閱讀評估設三張分卷(6CR1、6CR2、6CR3)，每名學生只須作答其中一卷。題型包括選擇、填充和短答。
- 閱讀評估分為兩部分，第一部分的篇章以記敘文和說明文為主。第二部分為實用文，如便條、周記、邀請卡、書信。第一部分主要評估學生理解詞語、段落大意、內容重點、辨析例證等能力。第二部分主要評估學生理解實用文主要信息的能力。

表 6.12 小六閱讀評估一分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
6CR1	記敘文、說明文	2	15	選擇、填充、短答
	書信	1	6	選擇、填充
	便條	1	2	選擇
	周記	1	1	短答
	邀請卡	1	1	選擇
6CR2	記敘文、說明文	2	15	選擇、填充、短答
	書信	1	6	選擇、填充
	便條	1	2	選擇
	周記	1	1	短答
	邀請卡	1	1	選擇
6CR3	記敘文、說明文	2	17	選擇、填充、短答
	書信	1	6	選擇、填充
	便條	1	2	短答

表 6.13 小六閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號			題數*
	6CR1	6CR2	6CR3	
BR2.2 能理解所學詞語	1、2、10、 11、16、17	1、2、8、 9、16、17	1、2、10、 11、18、19	10
BR2.3 能理解敘述性和說明性文字的段意及段落關係	3、14、19	5、10、19	3、12、21	5
BR2.4 能理解篇章中具體事件的寓意	9	6	9	2
BR2.5 能理解作者概括出來的事理	4、5、7、8、 13、15、 18、20	4、11、12、 13、14、 18、20	4、5、7、8、 13、14、 15、16、 20、22	13
BR2.6 能理解篇章中例證的作用	6、12	3	6	3
BR2.7 能理解簡單的實用文	21、22、 23、24、25	21、22、 23、24、25	23、24、25	7

評估重點	卷別 / 題號			題數*
	6CR1	6CR2	6CR3	
綜合文章內容，找出主題	-	7、15	17	2
			題目總數	42

*各分卷的重疊題目只計算一次

寫作範疇

- 寫作評估設三張分卷(6CW1、6CW2、6CW3)，每名學生只須作答其中一卷。每卷設實用文和短文兩部分。
- 實用文共設 3 題，它的特點是信息明確，文字簡明，並有一定的格式。本部分旨在評估學生能否表達主要信息和掌握格式的能力。評審準則是根據寫作目的、內容和格式，劃分為四個等級。
- 短文寫作共設 3 題，主要要求學生按提供的情境寫作文章，題目以記敘、說明為主。評審準則是根據中國語文課程第二學習階段基本能力(第二試用稿)以及參考小學中國語文科課程綱要等文件設計的。評審準則設六項評審項目：內容、結構、文句、詞語運用、錯別字和標點符號。「內容」和「結構」劃分為五個等級；「文句」和「詞語運用」劃分為四個等級；「錯別字」和「標點符號」則分為三個等級。

表 6.14 小六寫作評估一分卷安排

分卷編號	題目類別	題數
6CW1	便條	1
	短文寫作(記敘文)	1
6CW2	便條	1
	短文寫作(記敘文)	1
6CW3	便條	1
	短文寫作(說明文)	1
題目總數		6

聆聽範疇

- 聆聽評估設兩張分卷(6CL1、6CL2)，每名學生只須作答其中一卷。每卷分為兩部分，內容以對話為主，全部題目均為選擇題。
- 聆聽評估主要評核學生在聆聽理解方面的能力，如理解話語內容大要，理解話語間的銜接關係和聽懂說話者對人物、事件所作的評價。

表 6.15 小六聆聽評估一分卷安排

分卷編號	題數	題型
6CL1	12	選擇
6CL2	12	選擇

表 6.16 小六聆聽評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號		題數
	6CL1	6CL2	
BL.2.1 能理解話語的內容大要	2、11、12	1、2、4、8、9、12	9
BL.2.2 能聽出話語中對人物、事件的簡單評價	5、6、7、9、10	3、6、7、11	9
BL.2.3 能理解語段間的銜接關係	1、3、4、8	5、10	6
題目總數			24

說話範疇

- 說話評估是以隨機抽樣形式進行，參與人數視乎學校六年級的實際人數而定 (12 或 24 名學生)。
- 說話評估共設四張分卷，每張分卷包括個人短講和小組討論兩部分。個人短講設有「看圖說故事」和「口頭報告」，每名學生只須作答其中一題。「小組討論」以三名學生為一組，學生須根據題目要求，進行討論。
- 「看圖說故事」旨在評核學生在故事內容、順序、運用詞語、發音和音量五方面的能力。學生就提供的一幅圖畫，構思一個完整的故事。學生有三分鐘時間準備，一分鐘時間按圖意講述完整故事。
- 「口頭報告」旨在評核學生在報告內容、條理、運用詞語、發音和音量五方面的能力。學生就題目提供的情境，作簡單的口頭報告。學生有三分鐘時間準備，一分鐘時間按題目要求報告事件。
- 「小組討論」旨在評核學生與別人討論和運用詞語兩方面的能力，話題主要是與學生的日常生活相關的。小組討論以三名學生為一組，每名學生有一分鐘時間準備，討論時限為三分鐘。
- 評審方式是由一位校外和一位校內的評審員負責，評審員依據評審準則，按學生的表現評級。在個人短講部分(看圖說故事和口頭報告)設五項評審準則：「能

清楚講述不同類型的故事和作簡短的口頭報告」、「能完整地順序講述事件」、「能運用略有變化的詞語表情達意」、「能掌握所學字詞的發音」、「音量運用適當」，前三項各分五個等級，後兩項各分三個等級。在小組討論部分設兩項評審準則：「能就日常生活的話題和別人討論」、「能運用略有變化的詞語表情達意」，這兩項各分五個等級。

表 6.17 小六說話評估一分卷安排及評審重點

題目編號	方式	題數	基本能力
6CS1 6CS2 6CS3 6CS4	看圖說故事	8	BS2.1 能清楚講述不同類型的故事和作簡短的口頭報告
			BS2.3 能完整地順序講述事件
6CS5 6CS6 6CS7 6CS8	口頭報告		BS2.4 能運用略有變化的詞語表情達意
			BS2.5 能掌握所學字詞的發音
6CS9 6CS10 6CS11 6CS12	小組討論	4	BS2.6 音量運用適當
			BS2.2 能就日常生活的話題和別人討論
			BS2.4 能運用略有變化的詞語表情達意

視聽資訊評估

- 視聽資訊評估是以隨機抽樣形式進行，每所學校參與評估的學生人數為 30 人。
- 全卷共有四段短片，設 14 題題目，全部題型均為選擇題。
- 視聽資訊評估旨在評核學生在閱讀和聆聽範疇中「能明白視聽資訊中的信息」的能力。

表 6.18 小六視聽資訊評估一卷別安排

試卷編號	題數	題型
6CAV	14	選擇

2005 年已達基本水平的小六學生表現

閱讀範疇

篇章

- 學生能理解和運用所學的詞語。題目要求學生在篇章中找出適當的詞語填在句子中，使句子的意思完整，如 6CR1 第 2 題(誤導)、第 10 題(支撐)、第 11 題(靈活)、6CR2 第 1 題(輕而易舉)等。這些詞語大多是學生經常使用的，學生在這項能力的表現理想。
- 學生大致能理解作者概括出來的事理。如 6CR1 第 4 題要求學生從文中找出「康樂大廈的特點」，從而判斷哪些是令人讚歎的地方；如 6CR2 第 20 題要求學生從信中找到志豪在遊學的過程中有什麼意外收穫；又如 6CR3 第 13 題問「千佛洞受到破壞的原因」，學生須理解事件的前因後果，從篇章中擷取相關資料，判斷原因。
- 學生能理解篇章中具體事件的寓意。學生須綜合文章的內容，概括出作者在篇章所表達的深層意思，如 6CR2 陳雯芳一文，第 6 題問「作者寫這篇文章的目的」，學生須分析文章的內容要點，歸納作者的寫作目的是藉陳雯芳的經歷，鼓勵人們要逆境自強。
- 學生能理解篇章中例證的作用。如 6CR1 第 12 題要求學生找出牛虻和鱷魚這兩個例子，在篇章中起了什麼作用。學生須從上文下理找出牛虻和鱷魚的共通點，從而分析作者所表達的事理。

實用文

- 學生能理解實用文的主要信息。如 6CR1 第 24 題要求學生寫出周記的內容重點，學生能從周記中擷取相關內容作答，表現令人滿意。
- 學生能理解實用文的寫作目的。如 6CR2 第 21 題問志豪發信的目的；6CR3 第 24 題問陳老師寫便條給小華的目的，學生須綜合內容，從而分析作者寫作的目的。學生在這些題目的表現，相當不俗。

寫作範疇

實用文

- 學生大致能掌握便條的格式，包括上款、下款、正文、日期或時間。在 6CW1 和 6CW2 的便條中，均要求學生提前一天向老師請假，大部分學生能掌握「明天」的概念，反映學生能夠處理日期的先後次序，只有小部分學生誤寫成「今天」或「小息後」。
- 學生大致能寫出主要的信息，掌握便條的功能，表現尚算理想。學生大多能寫出主要信息：「我不能在小息時值班」、「我今天不能到學校的小園圃澆水」、「我想向你借用照相機」等；他們亦能清楚交代原因，如：「生病了」、「參加歌唱比賽」、「做專題研習而借用照相機」等。可是，有一些學生在便條中，只以因事請假為理由，沒有交代請假的原因，信息不明確；還有一些學生或因錯誤審題，未能寫出要求老師另找同學值班，學生多寫成「我已找文傑替代我」、「志成會替代我值班」等。

短文

- 學生在短文寫作中，尚能切合題旨。在 6CW1 的短文寫作中，學生大致能記述在六年校園生活中值得紀念的人和事。因題材圍繞校園生活，所以學生較容易掌握題旨寫作。但不少學生只能簡單寫出值得紀念的人物和事件，沒有詳加闡述值得紀念的原因和抒發感受，記事流於粗疏。在三題短文寫作中，學生在 6CW2 的表現較弱。學生雖然能記述一件使爸爸或媽媽發笑的事情，但所記述的事件未能與「爸爸或媽媽笑了」有緊密連繫，內容平平。6CW3 的寫作重點是「怎樣善用假期充實自己」，學生能夠概述他們的暑期計畫或將會參與的活動，但對如何「充實自己」沒有詳加說明。
- 學生大致能掌握分段的技巧，把文章分為三至四段。但學生在敘事時，往往未能按事件的重點合理地分段，段與段之間銜接不穩，條理欠清晰。學生在 6CW1、6CW2 的短文寫作中，大多能把文章分成三段，首段先點題，末段總結全文，但在記述事件時，未能按內容重點合理地分段，使段意欠明確，結構欠完整。
- 學生能夠運用基本單句和複句寫作，句子大致通順、達意。如「雖然我離開了母校，但這六年以來的生活點滴，卻永記在我心中。」學生在句中利用轉折關係，表達他對校園生活的懷念之情，句意尚算完整；又如「陳老師不但用心教學，而且利用下班時間替我們補習，希望我們取得理想的成績。」學生能運用遞進的關係寫出老師對學生關懷備至之情。但部分學生偶有句子結構不完整或

文句累贅，如「我一定要努力讀書，令到媽媽每天都笑。」，「希望我投身社會工作時，還可以探望到這間學校」。

- 學生大致能運用詞語表情達意，用詞尚算恰當。不少學生只運用簡單的字詞寫作，詞彙未見豐富，且偶有受方言影響，誤用詞語。如「足足(整整)一個月」、「很夜(晚)才回家」、「不捨得(捨不得)」等。
- 學生大致能正確書寫常用字，但偶有錯別字。部分錯別字是因音近而誤，如「慶祝」寫成「興祝」，「知道」寫成「之道」，「游泳」寫成「遊泳」；或是因形近而誤，如「愛戴」寫成「愛載」，「辦法」寫成「辨法」，「回憶」寫成「回億」；或是筆畫錯漏，如「畢」寫成「畢」、「微」寫成「微」、「暢」寫成「暢」等。
- 學生大致能運用標點符號寫作，偶爾會誤用逗號，如「老師幫助我解決問題，令我更加敬愛他，(。)他不但常鼓勵我，更對我關懷備至，」學生不正確使用逗號，影響文句表達的效果。大部分學生能掌握感歎號的用法，犯錯較少。

聆聽範疇

- 學生一般能理解話語內容，掌握內容要點，表現令人滿意。理解內容大意方面，如 6CL1 第 11 題、第 12 題和 6CL2 第 4 題，以上的題目，學生須聽懂話語內容，明白事件的始末和目的，方能找出答案；又如 6CL1 第 2 題和 6CL2 第 2 題，學生須從對話中擷取重要資料作答；又如 6CL2 第 8 題，答案不能直接在話語內容中擷取，學生須仔細聽懂話語細節，方能找出答案。
- 學生能理解語段間的因果關係，如 6CL1 第 1 題、第 4 題和 6CL2 第 10 題，學生須從對話中理解事件的始末，從而辨析事件的主要原因。學生須在聆聽的過程中，掌握語段間的關係，方能找出答案。

說話範疇和視聽資訊評估

- 說話和視聽資訊評估以隨機抽樣形式進行。在釐定水平時，這兩部分的成績不包括在內。學生在說話和視聽資訊的表現，可參閱「一般評論」。

已達基本水平的小六學生寫作示例——實用文

- 6CW1 你是學校的風紀隊員，明天你因事請假，不能在小息的時候值班，所以到教員室找老師。老師剛好不在，你只好寫一則便條給他，告訴他你請假的原因和請他另找同學替代你。

示例一	
<p>老師：</p> <p>我在明天因事請假，不能在小息的時候值班，想請你另找同學替代我，但老師剛好不在，所以寫這則便條給你</p> <p>學生</p> <p>俊豪</p> <p>即日上午十時</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">- 通知老師不能值班；- 只寫出因事請假，沒有清楚說明請假的原因；- 寫出請老師另外找同學替代他值班。● 格式完整。

示例二	
<p>老師：</p> <p>我是第三隊風紀隊員。今天，我不能在小息時值班，請你另外找同學替代我。謝謝。</p> <p>學生</p> <p>詠文上</p> <p>即日下午三時</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">- 通知老師不能值班；- 沒有寫出請假的原因；- 寫出請老師另外找同學替代她值班。● 格式完整。

已達基本水平的小六學生寫作示例——實用文

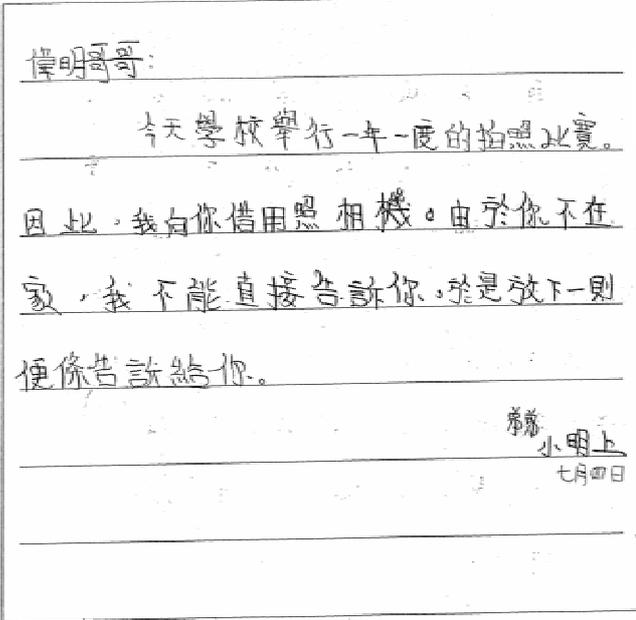
6CW2 你每天都要到學校的小園圃澆水，可是今天你因事不能完成這項任務，所以你寫了一則便條向老師解釋原因和請他另找同學替代你。

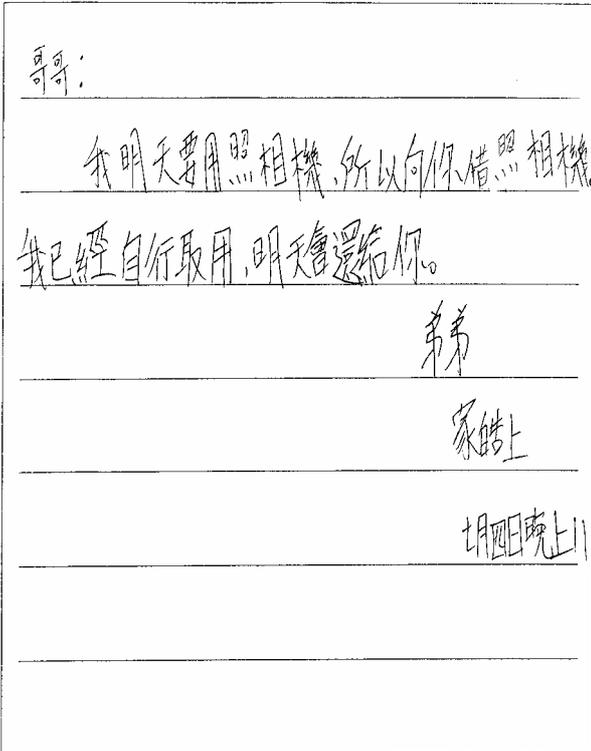
	示例一
<p>老師：</p> <p>我平日每天都要到學校的小園圃澆水，但</p> <p>我今天因事不能完成這件事，有勞你另找同學</p> <p>代勞。</p> <p>嘉輝 七月四日</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">-通知老師不能到小園圃澆水；-沒有交代不能完成任務的原因；-寫出請老師另找同學替代他。● 格式完整。

	示例二
<p>老師：</p> <p>我本要到學校的小園圃做澆水的工作，但今天放學後，我要和爸爸一起到外公家探望正在生病的外婆，因此不能完成這項工作。</p> <p>永強 即日 下午三時</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">-通知老師不能到小園圃澆水；-能清楚交代不能完成任務的原因(探望外婆)；-沒有要求老師另找同學替代他。● 格式完整。

已達基本水平的小六學生寫作示例——實用文

6CW3 你要借用哥哥的照相機，恰巧哥哥很晚還沒有回家來。你不得不寫下一則便條給他，告訴他你自行取用了他的照相機，並說明借用的原因。

示例一	
 <p>偉明哥哥： 今天學校舉行一年一度的拍照比賽。 因此，我向你借用照相機。由於你不在家，我不能直接告訴你，於是放下一則便條告訴你。 弟 弟 小明上 七月四日</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">- 通知哥哥借用他的照相機；- 寫出借用照相機的原因(參加攝影比賽)；- 沒有通知哥哥已自行取了他的照相機。● 格式完整。

示例二	
 <p>哥哥： 我明天要用照相機，所以向你借照相機。 我已經自行取用，明天會還給你。 弟 弟 家皓上 七月四日晚上十一時</p>	<ul style="list-style-type: none">● 能寫出部分信息：<ul style="list-style-type: none">- 通知哥哥借用他的照相機；- 沒有說明借用照相機的原因；- 告訴哥哥已自行取了他的照相機。● 格式完整。

已達基本水平的小六學生寫作示例——短文寫作

6CW1 六年的校園生活快要結束了，回顧過去也許有很多人和事值得懷念。請你寫一篇文章，記述你認為值得紀念的人和事。(字數不限)

短文示例二										
		在	校	園	短	短	幾	年	，	<p>內容 大致能按題目要求寫作，內容平平。內容主要是簡單記述最懷念的人就是郭老師，但記事流於粗疏，沒有對人物及事件加以詳述。</p> <p>結構 能按內容重點適當分段 如把第一段再細分，段意則較明確，脈絡較清晰。</p> <p>文句 大致能運用基本句子表情達意，句子通順。 「在校園短短幾年，我由一個什麼也不懂得(會)的黃毛小子，變成了一個略有知識的人。」</p> <p>詞語運用 能運用書面字詞寫作，用詞豐富。如：「轉捩點」、「嚴肅」、「着想」、「截然不同」、「茁壯成長」。</p> <p>錯別字 錯別字很少，如「值(值)」。</p> <p>標點符號 大致能運用標點符號寫作。</p>
		我	由	一	個	黃	毛	小	子	
		變	成	了	一	個	略	有	知	
		識	的	人	。	這	幾	年		
		的	校	園	生	活	可	說	是	
		我	人							
		生	其	中	一	個	的	轉	捩	
		點	。							
		回	顧	過	去	，	有	不	少	
		人	和							
		事	情	也	值	得	懷	念	，	
		其	中							
		今	我	最	值	得	懷	念	的	
		就	是	——	郭	老	師	。		
		郭	老	師	教	學	時	非	常	
		嚴	肅	，	不	會	和	他	們	
		開	玩							
		笑	；	但	與	他	們	打	排	
		球	時							
		就	截	然	不	同	，	他	會	
		變	成							
		一	個	「	大	綱	路	」	，	
		與	他							
		們	一	起	精	釐	。			
		他	最	值	得	郭	老	師	很	
		儉								
		他	們	母	親	，	處	處	都	
		為	他							
		們	着	想	，	今	我	們	可	
		以	茁	壯	成	長	。			

已達基本水平的小六學生寫作示例——短文寫作

6CW3 暑假快到了，請你寫一篇文章，說明你會怎樣利用這個假期來充實自己。
(字數不限)

短文示例一									
		暑	假	快	到	了	，	我	會
珍	惜	這	個	假	期	來	充	實	自
己	。								
		我	會	報	讀	一	些	暑	期
班	，	例	如	：	畫	畫	班	、	暑
期	聖	經	班	、	英	文	拼	音	班
等	等	的	活	動	。	畫	畫	班	、
可	以	令	我	畫	畫	畫	得	好	一
些	和	可	以	令	我	參	加	多	些
比	賽	來	看	看	自	己	的	實	力
；	聖	經	班	，	可	以	令	我	知
道	很	多	耶	穌	的	專	跡	，	令
我	更	加	深	入	；	英	文	拼	音
班	，	可	以	令	我	更	加	學	懂
英	文	是	怎	樣	拼	出	來	和	可
以	令	我	把	英	文	學	好	。	
		我	覺	得	這	樣	就	可	以
在	暑	假	當	中	充	實	到	自	己
了	。								

內容
尚能切合題旨，惟對暑假期間參加的活動只作簡單說明，內容有疏漏。

結構
大致能按內容重點分段，結構尚算完整。

文句
大致能表情達意，但部分句子結構不完整，語意欠清晰。
「畫畫班，可以令我畫畫畫得好一些和可以令我參加多些比賽來看看自己的實力；」

詞語運用
大致能運用書面字詞寫作。如：「珍惜」、「事跡」、「實力」。

錯別字
能正確書寫常用字。

標點符號
大致能正確運用標點符號。

已達基本水平的小六學生寫作示例——短文寫作

6CW3 暑假快到了，請你寫一篇文章，說明你會怎樣利用這個假期來充實自己。
(字數不限)

短文示例二									
		我	的	暑	假	快	到	了	。
但	這	個	暑	假	是	十	分 ^長	真 ^的	的
不	想	白	白	的	浪	費	它	。	
		我	的	爸	爸	已	經	幫	我
報	名	了	一	些	球	類	活	動	，
如		手	球	、	足	球	、	排	球
”	”								
		我	除	了	參	加	球	類	活
動	外	，	我	還	會	去	一	些	升
中	準	備	的	課	程	。	令	到	可
以	習	慣	中	學	的	生	活	。	但
我	不	可	以	令	自	己	太	大	壓
力	，	所	以	我	會	在	家	中	看
電	視	、	或	者	到	海	灘	游	泳
		是	多	麼	的	輕	鬆	哦	！
		這	次	的	暑	假	，	節	目
多	得	數	也	數	不	清	！	我	真
想	暑	假	可	以	快	些	來	臨	，
讓	我	享	受	一	下	呢	！	我	經
過	這	次	的	暑	假	，	一	定	會
比	現	在	認	識	更	多	的	朋	友
，	懂	得	更	多	的	知	識	啊	！

內容
尚能切合題旨，但未能詳細說明如何通過課程充實自己。

結構
能組織相關的內容，正確分段。段與段之間銜接得宜。

文句
文句大致通順、達意，能運用基本句式寫作。
「(我)除了參加球類活動外，我還會去一些升中準備的課程。」
「(我)經過這次的暑假，一定會比現在認識更多的朋友，懂得更多的知識啊！」

詞語運用
能運用書面字詞寫作。如：「壓力」、「浪費」、「輕鬆」。
誤用詞語：
如：「報名(報了)」、「去(參加)」。

錯別字
偶有錯別字，如「亨(享)受」。

標點符號
大致能運用標點符號寫作。

2005 年表現良好的小六學生概說

閱讀範疇

- 學生能理解篇章的段意及段落關係。如 6CR1 第 3 題問文中第二段的段意，學生須理解第二段的内容，概括段落的主題是記述作者坐船到中環的情況；如 6CR2 第 10 題問文章第二段的段意，學生須理解段與段之間的關係，從而概括出第二段的大意是記述千佛洞成為佛教藝術寶庫的原因。
- 學生具備綜合理解的能力。如 6CR2 第 14 題要求學生根據文章内容、分析選項中哪一項是不正確的，學生須綜合文章的内容大意，才能辨析文中沒有說明千佛洞是佛教的發源地；如 6CR2 第 7 題要求學生為篇章選出一個最恰當的題目，學生須綜合全文，概括內容要點，方能選出正確答案是「寫出生命中的彩虹」。
- 學生能理解篇章中較深層的意義。如 6CR1 第 7 題問文中作者童年的願望是什麼，學生須從上文下理推斷作者童年時的願望，就是到康樂大廈上班。這一類屬於深層分析的題目，難度較高。
- 學生具備歸納篇章內容的能力，如 6CR2 第 13 題，問遊客的激增帶來了哪方面的壓力，作者在文中沒有明確指出遊客的激增會帶來什麼影響，學生須綜合篇章內容，才能歸納正確答案是「保護文物」。

寫作範疇

實用文

- 學生能寫出便條的主要信息，如 6CW1，學生除了通知老師他不能值班、清楚交代不能值班的原因外，還能請老師找同學替代他的工作，信息扼要明確。此外，學生能以恰當的言詞向老師表達歉意，切合身分，用語得體，如「請求老師原諒」、「請老師不要介意」等。

短文

- 學生寫作短文時，能切合題旨，內容豐富，且能具體記述人和事。如 6CW1，學生能以具體的事件，細緻地描述校園生活的點滴，情感真摯；如 6CW2 寫爸爸或媽媽笑了，學生能以第一身或第三身的角度，清楚記述使爸爸或媽媽發笑的原因、過程及結果；如 6CW3，學生除了能詳細、具體地寫出他的暑假計畫，還能清楚說明這些計畫如何充實自己，中心明確，條理清晰。
- 學生能夠圍繞文章的中心書寫，段落每每能緊扣題旨，段與段之間的銜接順暢，過渡得宜。
- 學生能靈活運用標點符號。學生多能運用感歎號表達情感，亦能適當地運用分號，把複句內並列的句子分隔，這反映學生已善用標點符號來表達意思和感情。

聆聽範疇

- 學生能夠綜合話語內容、分析和歸納要點。如 6CL2 第 8 題要求學生根據話語內容，判斷哪一個選項是正確的，學生須綜合話語內容，再辨析不同人物對郵票分類的看法。
- 學生能聽出話語中對人物的評價。如 6CL2 第 3 題和第 11 題要求學生就個別事件，對話語中的人物性格特點，作出評價。學生能綜合話語內容，分析說話者對人物的評價，如 6CL1 第 6 題，題目要求學生分析話語中志偉對其他人物的評價，學生須綜合話語內容，釐清志偉對各人不同的看法，方能辨析志偉認為家明是個斤斤計較的人。
- 學生能聽出話語中對事件的評價。如 6CL1 第 9 題問小晴在話語內容中對事件的看法，學生除了要概括複雜的語段外，還要分析小晴對事件不同的看法、觀點，難度較高。

說話範疇

看圖講故事

- 學生能按圖畫提供的信息和線索，合理地鋪排故事內容，推展情節，使故事情節緊湊，內容有新意，且能靈活運用詞語表情達意，生動傳神。

口頭報告

- 學生能根據題目要求，適切選取報告的內容，題材豐富，內容充實。在表達技巧方面，學生能有條理地把不同元素整合起來，使報告條理清晰，中心明確，且能運用適當的詞語表情達意，用詞豐富。

小組討論

- 學生主動參與討論，發表個人的意見，表明自己的立場，理由充分。學生能專心聆聽別人的意見，以正面的態度回應組員。在討論的過程中，學生不但能列舉事例，支持自己的說法，還能提出較新穎、獨特的見解，表現不俗。

表現良好的小六學生寫作示例——實用文

6CW1 你是學校的風紀隊員，明天你因事請假，不能在小息的時候值班，所以到教員室找老師。老師剛好不在，你只好寫一則便條給他，告訴他你請假的原因和請他另找同學替代你。

示例一	
<p>老師：</p> <p>我明天要考鋼琴試，所以不能在小息時值班，真不好意思。請你找其他同學代替我的職務。剛巧你不在，所以我便留下此便條給你。如有不便，敬請原諒。</p> <p>六甲班風紀</p> <p>朗程</p> <p>七月四日 下午三時正</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 寫出請假的原因(參加鋼琴考試)；- 通知老師不能值班；- 寫出要求老師另找同學替代他值班。● 能向收件人表示歉意，用語得體。● 格式完整。

示例二	
<p>親愛的林老師：</p> <p>我明天小息時要代表學校出外參加乒乓球比賽，不能值班。我到教員室找你，可是你恰巧不在，所以我便條放在桌子上，希望你不要介意。另外，請你另找一位同學替代我。</p> <p>六C班風紀</p> <p>皓欣</p> <p>即日午三時十分</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 寫出請假的原因(參加乒乓球比賽)；- 通知老師不能值班；- 寫出要求老師另找同學替代他值班。● 能向收件人表示歉意，用語得體。● 格式完整。

表現良好的小六學生寫作示例——實用文

6CW2 你每天都要到學校的小園圃澆水，可是今天你因事不能完成這項任務，所以你寫了一則便條向老師解釋原因和請他另找同學替代你。

	示例一
<p>馬老師：</p> <p>今天，我要代表學校參加一個校際音樂比賽，</p> <p>所以不能到學校的小園圃澆水。請你另找同學</p> <p>替代我吧！謝謝。敬請原諒。</p> <p>學生</p> <p>王穎雅</p> <p>七月四日</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 寫出不能完成任務的原因 (參加校際音樂比賽)；- 通知老師不能澆水；- 寫出要求老師另找同學替代他。● 能向收件人表示歉意，用語得體。● 格式完整。

	示例二
<p>陳老師：</p> <p>校際音樂節即將來臨，最喜愛音樂的我又怎會不参加呢？我</p> <p>因要參加試音，所以今天不能到小園圃澆水，真抱歉！請您另找</p> <p>同學替代我，謝謝！</p> <p>學生</p> <p>王小美上</p> <p>即日十一時</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 寫出不能完成任務的原因 (參加講故事比賽)；- 通知老師不能澆水；- 寫出要求老師另找同學替代他。● 用語得體。● 格式完整。

表現良好的小六學生寫作示例——實用文

6CW3 你要借用哥哥的照相機，恰巧哥哥很晚還沒有回家來。你不得不寫下一則便條給他，告訴他你自行取用了他的照相機，並說明借用的原因。

示例一	
<p>哥哥：</p> <p>今晚我要出席謝師宴，想借用你的相機，和同學老師拍照留念。可是，等到七時多你還沒有回來，我只好自行拿走，希望你不介意。</p> <p>妹妹</p> <p>祈慧上</p> <p>七月四日</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 通知哥哥借用照相機；- 寫出借用照相機的原因(出席謝師宴)；- 通知哥哥自行取用照相機的原因。● 用語得體。● 格式完整。

示例二	
<p>哥哥：</p> <p>明天是學校的旅行日，我想借用你的照相機，為我要做的專題報告拍下照片。恰巧你很晚還沒有回家，所以我便自行取用。</p> <p>不便之處，敬請原諒。</p> <p>牙敏</p> <p>七月四日 晚上十二時</p>	<ul style="list-style-type: none">● 能寫出主要信息：<ul style="list-style-type: none">- 通知哥哥借用照相機；- 寫出借用照相機的原因(做專題報告)；- 通知哥哥自行取用照相機的原因。● 能向收件人表示歉意，用語得體。● 格式完整。

表現良好的小六學生寫作示例——短文寫作

6CW1 六年的校園生活快要結束了，回顧過去也許有很多人和事值得懷念。請你寫一篇文章，記述你認為值得紀念的人和事。(字數不限)

短文示例一									
我	是	一	個	快	要	畢	業		
的	小	六	學	生	，	回	顧	過	去
踏	遍	的	足	跡	，	心	中	百	感
交	集	。							
回	想	以	前	，	我	是	一		
個	二	年	級	的	插	班	生	，	對
新	學	校	的	環	境	感	到	陌	生
、	害	怕	，	對	所	有	事	情	顯
得	很	不	習	慣	。	但	在	那	時
候	，	我	的	啟	蒙	老	師		
關	老	師	伸	手	引	領	我	走	向
光	明	的	道	路	。	她	沒	有	嫌
棄	我	，	經	常	支	持	和	鼓	勵
我	，	使	原	本	一	厥	不	振	的
我	懂	得	重	新	爬	起	來	、	懂
得	堅	持	，	變	得	更	勇	敢	。
我	的	六	年	學	習	生	涯		
中	，	還	出	現	一	個	重	要	的
人	物	足	以	改	變	了	我	。	她
是	我	的	班	主	任	施	老	師	。
她	平	時	嚴	肅	拘	謹	，	教	學
認	真	。	同	學	各	有	不	同	的
學	習	能	力	，	她	卻	能	一	視
同	仁	，	因	材	施	教	。	我	們
曾	經	犯	錯	，	曾	經	使	施	老
師	失	望	，	但	她	對	我	們	不
離	不	棄	，	仍	鼓	勵	我	們	振
奮	，	相	信	我	們	可	以	改	過
。	施	老	師	的	鼓	勵	，	就	像
雨	後	露	水	滋	潤	我	們	，	教

內容

能切合題旨，內容豐富。先總述快要離開母校的心情(百感交集)，再分述兩位令他懷念的老師，最後以感謝老師作結，情感真摯。

結構

能按內容重點分段，結構完整，主題明確。有條理地分段，且先總述離別之情，末段再強調不捨之情，首尾呼應。

文句

能活用句式，用較多變化的句式表達意思，且文句通順、流。

「日後即使離開她，我仍會緊記她的教誨。」

「施老師的鼓勵，就像雨後露水(般)滋潤我們……」

「……使原本一厥(蹶)不振的我，懂得重新爬起來、懂得堅持，變得更勇敢。」

詞語運用

能恰當運用書面字詞寫作，詞語豐富，如：「百感交集」、「啟蒙」、「嫌棄」、「一厥(蹶)不振」、「拘謹」、「一視同仁」、「不離不棄」、「教誨」。

錯別字

錯別字很少，如「一厥(蹶)不振」。

標點符號

能正確運用標點符號寫作。

勵	我	們	改	過	。	她	曾	陪	伴
我	們	經	歷	過	風	霜	，	使	我
從	她	身	上	學	會	人	生	道	理
。	日	後	即	使	離	開	她	，	我
仍	會	聚	記	她	的	教	誨	。	
		時	間	忽	忽	消	逝	，	腦
海	裏	的	回	憶	仿	佛	是	昨	天
的	事	情	，	經	歷	了	這	許	多
的	風	浪	，	使	我	長	大	了	。
老	師	，	謝	謝	你	！			

表現良好的小六學生寫作示例——短文寫作

6CW1 六年的校園生活快要結束了，回顧過去也許有很多人和事值得懷念。請你寫一篇文章，記述你認為值得紀念的人和事。(字數不限)

	短文示例二																																																																																																																																																																																																																
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>天</td><td>踏</td><td>足</td><td>這</td><td>校</td><td>園</td><td>，</td><td>便</td><td>是</td><td>我</td><td>最</td><td>後</td><td>一</td> </tr> <tr> <td>天</td><td>包</td><td>拿</td><td>出</td><td>畢</td><td>業</td><td>照</td><td>片</td><td>來</td><td>，</td><td>我</td><td>從</td><td>書</td> </tr> <tr> <td>着</td><td>這</td><td>畢</td><td>業</td><td>照</td><td>片</td><td>，</td><td>令</td><td>我</td><td>回</td><td></td><td></td><td></td> </tr> <tr> <td>想</td><td>起</td><td>在</td><td>校</td><td>園</td><td>裏</td><td>的</td><td>生</td><td>活</td><td>...</td><td></td><td></td><td></td> </tr> <tr> <td>...</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td>學</td><td>校</td><td>就</td><td>像</td><td>一</td><td>個</td><td>大</td><td>家</td><td></td><td></td><td></td> </tr> <tr> <td>庭</td><td>，</td><td>老</td><td>師</td><td>就</td><td>像</td><td>我</td><td>們</td><td>的</td><td>父</td><td></td><td></td><td></td> </tr> <tr> <td>母</td><td>一</td><td>樣</td><td>，</td><td>照</td><td>顧</td><td>我</td><td>們</td><td>；</td><td>同</td><td></td><td></td><td></td> </tr> <tr> <td>學</td><td>就</td><td>像</td><td>兄</td><td>弟</td><td>姊</td><td>妹</td><td>一</td><td>樣</td><td>，</td><td></td><td></td><td></td> </tr> <tr> <td>互</td><td>相</td><td>幫</td><td>助</td><td>。</td><td>我</td><td>們</td><td>在</td><td>學</td><td>校</td><td></td><td></td><td></td> </tr> <tr> <td>一</td><td>起</td><td>學</td><td>習</td><td>，</td><td>一</td><td>起</td><td>成</td><td>長</td><td>，</td><td></td><td></td><td></td> </tr> <tr> <td>當</td><td>同</td><td>學</td><td>有</td><td>困</td><td>難</td><td>，</td><td>大</td><td>家</td><td>會</td><td></td><td></td><td></td> </tr> <tr> <td>主</td><td>動</td><td>幫</td><td>助</td><td>他</td><td>；</td><td>當</td><td>同</td><td>學</td><td>哭</td><td></td><td></td><td></td> </tr> </table>	天	踏	足	這	校	園	，	便	是	我	最	後	一	天	包	拿	出	畢	業	照	片	來	，	我	從	書	着	這	畢	業	照	片	，	令	我	回				想	起	在	校	園	裏	的	生	活															學	校	就	像	一	個	大	家				庭	，	老	師	就	像	我	們	的	父				母	一	樣	，	照	顧	我	們	；	同				學	就	像	兄	弟	姊	妹	一	樣	，				互	相	幫	助	。	我	們	在	學	校				一	起	學	習	，	一	起	成	長	，				當	同	學	有	困	難	，	大	家	會				主	動	幫	助	他	；	當	同	學	哭				<p>內容 能切合題旨，內容豐富。以翻看畢業照片作開端，再分述同學、老師和學校給他的感覺，最後以銘記畢業照片上各人的臉孔作結，情感真摯，離別之情，表露無遺。</p> <p>結構 能按內容重點分段，結構完整。各段均能對應主題，條理清晰。</p> <p>文句 能運用單句和複句寫作，文句大致通順、流暢。 「我們不但學習到很多知識，還學到(會)待人接物之道。」 「為了報答老師的教導，接下來的日子，我一定會更加努力讀書。」 「學校就像一個大家庭，老師就像我們的父母一樣，照顧我們。」</p> <p>詞語運用 能恰當運用書面字詞寫作，詞語尚算豐富，如：「循循善誘」、「嚴峻(峻)」、「扶持」、「待人接物」。</p> <p>錯別字 錯別字很少，如「嚴峻(峻)」。</p> <p>標點符號 能正確運用標點符號寫作。</p>																																							
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過 ， 有 哭 過 ， 有 快 樂 過
， 有 傷 心 過 …… 學 校 讓
我 們 成 長 ， 讓 我 們 知 道
遇 上 因 難 時 ， 要 勇 敢 面
對 ， 因 為 人 生 中 總 會 有
很 多 嚴 峻 的 考 驗 ， 所 以
我 們 要 堅 持 ， 要 打 破 種
種 障 礙 ……
我 仔 細 地 看 着 這 畢
業 照 片 ， 把 每 個 人 的 面
孔 都 記 在 心 中 ， 把 學 校
經 歷 都 刻 在 心 裏 ， 但 當
我 想 到 要 告 別 這 大 家 庭 ，
一 顆 顆 眼 淚 便 從 我 眼 眶
裏 滾 出 來 ， 這 顆 眼 淚 包

含 着 我 對 學 校 的 思 念 和
感 激 ， 為 了 報 答 老 師 的
教 導 ， 接 下 來 的 日 子 ，
我 一 定 會 更 加 努 力 讀 書
， 不 會 辜 負 大 家 的 期 望
。

表現良好的小六學生寫作示例——短文寫作

6CW2

請以「爸爸笑了」或「媽媽笑了」為題寫一篇文章，記述一件使爸爸或媽媽發笑的事情。(字數不限)

我的妹妹自小便患了自閉症。她很少與人談話，終日沈默不語。可是，媽媽仍然任勞任怨地為妹妹打點一切，甚至放棄自己的事業，留在家裏教導妹妹認識生字。雖然妹妹患有自閉症，但記憶力卻很好，所以，她認識生字，可算是易如反掌了。除了能認識生字外，妹妹能主動與別人說話，一直是媽媽的心願。

終於，在她耐心的教導下，她的願望成真了。有一天，媽媽生病了，但爸爸要上班，我要上學，沒有人照顧妹妹。媽媽雖然生病，但也一邊做家務，一邊教妹妹生字。下午時，媽媽筋疲力盡，累了，她便坐在沙發上休息。這時，妹妹坐在媽媽身旁，輕聲說：「媽媽，我給你捶肩，好嗎？」媽媽聽到後，立刻露出無比燦爛的笑容。她的眼裏還有點淚花。

媽媽終於笑了！

短文示例一

內容

內容切題，從第三身的角度具體敘述妹妹使媽媽發笑的經過。內容鋪排得宜，感情真摯，筆觸細膩。

結構

能按內容重點分段，脈絡清晰，有條理。首段先交代事件的背景，然後再詳述事件的經過，末段以媽媽終於笑了作結。前後呼應，結構緊密。

文句

文句通順、達意，能掌握單句和複句的句式，能運用較多變化的句式表情達意。

「雖然妹妹患有自閉症，但記憶力卻很好」

「媽媽仍然任勞任怨地為妹妹打點一切，甚至放棄自己的事業」

運用詞語

能運用豐富的書面字詞寫作，多變化。如：「沈(沉)默不語」、「易如反掌」、「累透了」、「筋疲力盡」、「捶肩」。

錯別字

能正確運用書面字詞寫作。

標點符號

能正確運用標點符號。

表現良好的小六學生寫作示例——短文寫作

6CW2 請以「爸爸笑了」或「媽媽笑了」為題寫一篇文章，記述一件使爸爸或媽媽發笑的事情。(字數不限)

<p>爸爸笑了</p> <p>去年，爸爸失業了，他變得^人很憂愁。媽媽嘗試勸他，他不睬不理，我和弟弟嘗試逗他，他卻破口大罵。</p> <p>就這樣度過了^人三個月。我和弟弟放學後立刻躲進房間裡，媽媽從超級市場的^人「臨時工」回來時，累得燒飯的力氣都沒有，我只好和弟弟去買「外賣」回家吃。</p> <p>爸爸更是整天在沙發上閱報紙，沈默寡語，不和任何人說話。弟弟一向性格衝動，他終於忍不住了。「誰是那酒家^人停業^人不付遣散費的人，我非要打扁他不可，讓我們家變成這個樣子……」他突然在晚飯時生氣地說。唉，弟弟你實在太天真了，竟能說出這樣的話。我和媽媽都準備受到爸爸的「火山暴發」，怎料，他愣了一下，突然哈哈大笑。</p>									
<p>短文示例二</p>									
<p>內容 通篇緊扣題旨，詳細敘述爸爸因失業而感到憂愁，以弟弟逗得爸爸發笑作結，情節有鋪排，感情豐富。</p>									
<p>結構 能按事件發生的先後次序合理地分段，條理清晰。</p>									
<p>文句 文句大致通順、達意，能掌握單句和複句的句式，結構完整。 「媽媽嘗試勸他，他不睬不理(不理不睬)；弟弟嘗試逗他，他卻破口大罵。」 部分句意欠清晰，如： 「誰是那酒家忽然停業但又不付遣散費的人……」</p>									
<p>運用詞語 能運用豐富的書面字詞寫作。如：「憂愁」、「不睬不理(不理不睬)」、「破口大罵」、「愣」、「捧腹大笑」、「發洩」、「樂透了」。</p>									
<p>錯別字 錯別字很少，如「暴(爆)發」、「滿眶流(淚)水」。</p>									
<p>標點符號 大致能運用標點符號。</p>									

		不	知	為	什	麼	，	我	一
媽	媽	和	弟	弟	一	個	接	一	個
的	都	笑	起	來	了	。	我	們	捧
笑	，	把	數	月	的	憤	怒	，	
悲	傷	，	憂	愁	統	統	發	洩	了
出	來	。	我	們	四	人	就	這	樣
笑	了	很	久	，	笑	得	滿	眶	流
水	。								
		幾	天	後	，	爸	爸	宣	佈
已	找	到	新	工	作	，	我	們	
簡	直	樂	透	了	，	在	客	廳	裡
手	舞	足	蹈	爸	爸	雙	眼	眯	成
兩	條	線	，	他	笑	了	！		

表現良好的小六學生寫作示例——短文寫作

6CW3 暑假快到了，請你寫一篇文章，說明你會怎樣利用這個假期來充實自己。
(字數不限)

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和	煩	惱	，	又	可	令	寫	作	進	
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更	有	意	義	呢	！					

表現良好的小六學生寫作示例——短文寫作

6CW3 暑假快到了，請你寫一篇文章，說明你會怎樣利用這個假期來充實自己。
(字數不限)

短文示例二																																																																																																																																																																																																																																																																																																													
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一般評論

閱讀範疇

學生具備理解詞語的能力

- 在三張分卷中，共設 10 題詞語題，學生必須在篇章中選出適當的詞語，填在橫線上，使句子的意思完整。學生作答這類詞語題時，表現理想。
- 學生作答詞語題時，常有錯別字，即使字詞已載於篇章中，仍抄錄錯誤，情況值得關注。如 6CR1 的第 2 題，「誤導」寫成「誤道」；6CR2 的第 2 題，「罕有」寫成「罕有」；6CR3 第 11 題，「募捐」寫成「募損」。

學生未能掌握篇章段意，表現欠佳

- 理解段落大意是理解文章內容和中心思想的前提。大部分學生未能區分篇章中段落的主題，錯誤理解段意，表現未如理想。相信須加強訓練，提升學生在段意的理解和找出段落中心的能力。

學生在理解篇章深層意義的表現，未如理想

- 學生對一些只須從文章直接擷取資料或簡單理解內容的題目，表現較出色，但有部分較深層次的題目，學生未能分析、綜合和歸納篇章的要點，表現較遜色。若能加強學生對篇章旨意的理解，甚或培養學生多閱讀的習慣和訓練學生的閱讀策略，能力將得以提升。

寫作範疇

學生審題的能力較差，情況值得關注

- 學生因審題不慎而離題的情況不太嚴重，但因未能仔細審題而使文章不切題的情況，則比較普遍。學生審題的能力較差，未能針對題目的重點寫作，內容空泛。以 6CW3 為例，學生大多能寫出他的暑期計畫，但未有按題目要求，寫出如何充實自己。此外，部分學生即使文章能切題，但沒有仔細思考寫作的方向、範圍和次序，或沒有將材料作適切的篩選、整理，使文章內容蕪雜，表現自然不理想。在實用文方面，部分學生在書寫便條時或因審題不清，沒有按題目要求請老師另找同學值班。

學生能寫簡單實用文

- 便條寫作講求語言簡潔，只須簡單、扼要地把信息交代清楚。學生寫便條時，一般能夠掌握便條文字簡明、信息明確的特點。整體學生表現令人滿意，只有少數學生以冗長的文字表達信息。便條的格式雖然簡單，但學生偶爾會漏寫署名或錯誤把署名、日期的位置顛倒。

學生在文章組織方面，表現平平

- 大部分學生能把文章簡單分為若干段落，反映小六學生有段落的概念，但有不少學生沒有按內容重點作適當的分段，且段與段之間的銜接不理想，層次欠分明，致使文章結構鬆散，條理不清。

聆聽範疇

學生在聆聽理解方面，表現尚可

- 綜觀學生表現，大部分學生已具備理解內容大要的能力，但若答案不是直接載於對話中，學生的表現則較弱。在聽懂話語中對事件的評價方面，學生的表現亦未如理想，未能辨析話語中人物對事件所表達的看法。學生除了須概括內容要點外，更應細辨說話者對事件的立場，判斷答案。

說話範疇

學生能講述不同類型的故事

- 在「看圖說故事」中，學生表現尚算理想。學生大致能根據圖畫構思和組織內容，講述完整故事，但學生往往未能加入新的故事元素，內容缺乏新意，情節不夠生動。表現稍遜的學生大多只簡單描述圖片，未能按圖片內容，結合生活經驗，建構故事。
- 大部分學生能根據圖畫組織相關內容，按事件發生的先後次序講述故事。學生能以不同的連詞串聯故事，使故事有連貫性。如「跟住」、「無幾耐」、「不過」、「之後」、「雖然……但」、「如果……咁就」等。

學生能作簡短的口頭報告

- 在說話範疇中，「口頭報告」雖然是一項新的評估項目，但題目圍繞學生日常生活的情況，一般學生較容易組織資料，把事件報告出來。
- 大部分學生能按題目要求作口頭報告，表現尚算理想。可是，部分學生未能掌握報告的技巧，且往往對事件只作簡單敘述，沒有詳細報告事件的始末和抒發對事件的感受。

學生能就日常生活的話題和別人討論

- 「小組討論」是一個新的評估項目，主要評估學生與別人交流、溝通的能力。學生以三人一組，就日常生活話題，進行討論。大部分學生能就提供的話題，主動表達意見，表明立場，態度認真、投入，且能有禮貌地聆聽別人的意見。但部分學生在討論過程中，只附和別人的意見或只作簡單的回應。學生應積極參與討論，主動發表意見，表明自己的立場，亦要因應其他組員的意見，作出適當的回應。

視聽資訊評估

學生能夠掌握視聽資訊中的信息

- 視聽資訊評估是一項綜合能力的評估，結合閱讀和聆聽兩個範疇。是次視聽資訊評估，學生須觀看四段內容較豐富、信息較密集的短片，運用視覺和聽覺接收信息，然後回答問題。學生大致能擷取短片的信息作答，表現良好，這反映學生不但具備「能明白視聽資訊中的信息」這項基本能力，還具有較高層次的複述性理解的能力。
- 在綜合性理解的題目方面，學生能正確回答這些較高層次理解的題目，表現不俗。如第 4 題、第 7 題、第 8 題、第 14 題，都是提問短片中主要傳遞的信息，學生須綜合該段短片的內容要點，結合各部分的屬性，找出共通點，選出正確答案。
- 學生在不同類型的題目中，表現較理想的是一些憶記短片的資料、理解局部或細節信息的題目。如第 1 題問哪些是機場安全標準部的工作；第 5 題問步行和緩步跑的共通點；第 9 題問哪些是民安隊的主要工作；第 12 題問成為民安隊隊員必須具備哪些條件；學生須理解短片的內容細節，擷取重點作答，故學生的表現不俗。

2005 年小三、小六學生表現比較

- 本年是小學六年級學生首次參加全港性系統評估，達到基本能力水平的小六學生佔 75.8%。根據資料顯示(表 6.19)，小六學生的表現比小三學生稍遜。

表 6.19 2005 年中國語文科已達基本能力水平的小三、小六學生人數百分率

年級	已達基本能力水平的學生人數百分率
小學三年級	84.7
小學六年級	75.8

- 由於參加是次評估的小三和小六學生是兩組不同的學生，所以不能單憑數據比較兩級學生的表現。現階段的數據，只反映學生在個別學習階段的表現，並不代表學生在兩個學習階段的語文能力發展。可是，學習語文要經過不斷的練習，知識才得以積累，能力才得以提升；故每一個學習階段，都是環環相扣，互相銜接。學校可針對學生在這兩個學習階段的強弱項，調適教學策略和學習進程，就整個小學階段訂定長遠而全面性的課程規畫，確保學生有能力在第三學習階段繼續學習。

表 6.20 2005 年中國語文科小三、小六的學生表現比較

年級 範疇	小三	小六
閱讀	● 學生能理解和運用所學的詞語。	● 學生能理解和運用所學的詞語。
	● 學生大致具有理解篇章的能力，如掌握表層信息、事件的順敘關係等。	● 學生大致具有理解篇章的能力，如理解作者概括出來的事理、掌握篇章的寓意、辨析例證的作用。
	● 學生在理解篇章的段落大意方面，表現不俗。可是，對於須要概括才能辨析篇章段旨的題目，學生的表現則未如理想。	● 學生在理解篇章的段意及段落關係方面，表現不太理想。部分學生錯誤把局部的信息，誤以為是段落的中心。

年級 範疇	小三	小六
閱讀	<ul style="list-style-type: none"> 在實用文方面，學生能理解實用文的主要信息，並掌握實用文的基本格式，表現理想。 	<ul style="list-style-type: none"> 學生能理解實用文的寫作目的和主要信息。大部分學生能從書信、邀請卡、便條等實用文擷取相關內容重點作答。
寫作	<ul style="list-style-type: none"> 學生在實用文寫作中，表現理想。大部分學生能根據題目要求，寫出主要信息，並能交代相關資料，格式完整。 	<ul style="list-style-type: none"> 學生在實用文寫作中，能以便條扼要地把信息交代清楚，表現令人滿意。
	<ul style="list-style-type: none"> 在短文寫作中，學生大致能根據題目要求，擬定寫作內容，但內容欠充實。部分學生未能針對題目重點寫作，致使文章離題或不切題。 	<ul style="list-style-type: none"> 在短文寫作中，學生大致能根據題目要求，擬定寫作內容。但部分學生因審題不清，而使文章不切題。
	<ul style="list-style-type: none"> 學生未能掌握分段的技巧，對段落結構的概念不清晰。 	<ul style="list-style-type: none"> 學生能把文章分成若干段，但未能按內容重點合理分段，或段與段之間的銜接不理想，層次欠分明。
	<ul style="list-style-type: none"> 學生大致能運用句子寫作，文句尚可。 	<ul style="list-style-type: none"> 學生大致能運用單句和複句寫作，句子大致通順、達意。
	<ul style="list-style-type: none"> 學生大致能運用書面字詞寫作，用詞尚可。 	<ul style="list-style-type: none"> 學生大致能運用書面字詞寫作，但用詞略欠豐富。
	<ul style="list-style-type: none"> 學生大致能書寫正確的常用字和運用標點符號寫作。 	<ul style="list-style-type: none"> 學生大致能書寫正確的常用字和運用標點符號寫作。

年級 範疇	小三	小六
聆聽	<ul style="list-style-type: none"> ● 學生能記憶話語的表層信息。大部分學生能夠按照話語內容，直接尋找相關資料和答案，表現不俗。 	<ul style="list-style-type: none"> ● 學生已具備理解內容大要的能力，但若答案不是直接載於對話中，學生的表現則較弱。
	<ul style="list-style-type: none"> ● 學生能概略理解語段間的銜接關係。大部分學生均能夠根據話語的內容，理解事件的因果關係。 ● 學生能夠掌握話語內容中的事件或要點的順敘關係。 	<ul style="list-style-type: none"> ● 學生能理解語段間的銜接關係，能從對話中理解事件的始末，從而辨析事件的因果關係。
	<ul style="list-style-type: none"> ● 學生能夠聽出說話者所表達的不同情感，表現理想。 	<ul style="list-style-type: none"> ● 學生能聽出話語中對人物的簡單評價，表現尚可；但大部分學生未能概括話語內容、辨析不同人物對事件的看法。
說話	<ul style="list-style-type: none"> ● 學生能根據圖畫內容，運用日常生活的詞語講述故事。 	<ul style="list-style-type: none"> ● 學生能根據圖畫構思和組織內容，講述完整故事，表現尚算理想，但學生往往未能加入新的故事元素，內容缺乏新意，情節不夠生動。 ● 學生能按題目要求作口頭報告，表現尚算理想。可是，部分學生未能掌握報告的技巧，沒有詳細報告事件的始末和抒發對事件的感受。
	<ul style="list-style-type: none"> ● 學生大致能夠主動表達意見，與別人交談，且運用日常生活詞語表情達意，意思清晰。 	<ul style="list-style-type: none"> ● 學生大致能就提供的話題表達意見，表明立場，態度認真、投入，且能有禮貌地聆聽別人的意見，表現不俗。
閱讀及聆聽	<ul style="list-style-type: none"> ● 學生能夠掌握視聽資訊中簡單的信息，表現良好。部分學生能概括短片內容，辨識短片的主要信息。 	<ul style="list-style-type: none"> ● 學生能夠掌握視聽資訊中的信息，表現良好。大部分學生能從信息較密集的短片中，擷取資料，概括內容重點，獲取短片中較深層的信息。

7. ENGLISH LANGUAGE

Primary 3 Assessment Design

The assessment tasks for P.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 100 items and 114 score points. The duration of each Listening sub-paper was approximately 15 minutes, while each Reading and Writing sub-paper was 30 minutes. The oral assessment consisted of eight sub-papers. The composition of the P.3 sub-papers is provided in Table 7.1.

Table 7.1 Composition of P.3 Sub-papers

Written Assessment				Speaking Assessment					
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)				
Listening	3EL1	3EL2	3EL3	L1-S-3-P3BC (short answers)	3ES1 & 3ES2 2(8)	3ES3 & 3ES4 2(8)	3ES5 & 3ES6 2(8)	3ES7 & 3ES8 2(8)	
	L2-L-1-P3BC (discriminating sounds)	3(3)	0		1(1)	L2-S-5-P3BC (formulaic expressions)	3ES1/ 3ES2 1(2)	3ES3/ 3ES4 1(2)	3ES5/ 3ES6 1(2)
L2-L-3-P3BC (listening strategies)	14(14)	17(17)	16(16)	Reading	L3-S-1-P3BC (Picture descriptions - pronunciation)		3ES2 1(2)	3ES4 1(2)	3ES6 1(2)
3ERW1	3ERW2	3ERW3	L2-R-5-P3BC (reading strategies)			24(24)			
L2-R-6-P3BC (reference skills)	10(10)	10(10)	0	Writing	L3-R-3-P3BC (reading aloud)	3ES1 1(4)	3ES3 1(4)	3ES5 1(4)	3ES7 1(4)
3ERW1	3ERW2	3ERW3	L2-W-3-P3BC (relevant ideas)						
L2-W-4-P3BC (language use)	0	1(2)	0						

P.3 Listening Items

Each student attempted one of the three sub-papers (about 15 minutes each), each of which consisted of two listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in the following Tables 7.2 and 7.3.

Table 7.2 P.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	4
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	30
	TOTAL	34

Table 7.3 P.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-3-P3BC	Riddles <i>3EL1 Part 1 Section A</i> <i>3EL2 Part 1</i>	Multiple choice	7(7)
L2-L-3-P3BC	Riddle Competition <i>3EL1 Part 1 Section B</i>	Multiple choice	3(3)
L2-L-1-P3BC L2-L-3-P3BC	Telephone message <i>3EL1 Part 2</i>	Multiple choice	7(7)
L2-L-3-P3BC	Notes about a book sale <i>3EL2 Part 2</i> <i>3EL3 Part 2</i>	Multiple choice	10(10)
L2-L-1-P3BC L2-L-3-P3BC	Poem about weekends <i>3EL3 Part 1 Section A & B</i>	Multiple choice	7(7)

P.3 Reading Items

Each student attempted three or four reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). About 20 minutes were allotted for the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

Table 7.4 P.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	51
L2-R-6-P3BC	Applying a small range of simple reference skills	10
	TOTAL	61

Table 7.5 P.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-6-P3BC	Book covers <i>3ERW1 Part 1A – 1B</i>	Matching Multiple choice	6(6)
L2-R-6-P3BC	Contents page <i>3ERW1 Part 1C</i> <i>3ERW2 Part 1C</i>	Multiple choice	4(4)
L2-R-5-P3BC	Story about Piggy <i>3ERW1 Part 2A – 2B</i> <i>3ERW3 Part 4A – 4B</i>	Multiple choice	10(10)
L2-R-5-P3BC	E-mail <i>3ERW1 Part 3</i> <i>3ERW3 Part 2</i>	Multiple choice	7(7)
L2-R-5-P3BC	Notice about the collection of old clothes <i>3ERW1 Part 4</i>	Multiple choice	7(7)
L2-R-5-P3BC	Diary <i>3ERW2 Part 2</i>	Multiple choice	10(10)
L2-R-5-P3BC	Dialogue about a sale in a department store <i>3ERW2 Part 3A – 3B</i> <i>3ERW3 Part 3A – 3B</i>	Multiple choice	10(10)
L2-R-5-P3BC	Picture <i>3ERW3 Part 1</i>	Multiple choice	7(7)

P.3 Writing Items

Each student attempted one or two writing tasks in one of the three Reading and Writing sub-papers (30 minutes each). About 10 minutes were allotted for the writing tasks in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

Table 7.6 P.3 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-W-3-P3BC	Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues	4
L2-W-4-P3BC	Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
	TOTAL	5

Table 7.7 P.3 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L2-W-3-P3BC	A letter <i>3ERW1 Part 5</i>	1(5)
L2-W-3-P3BC L2-W-4-P3BC	Signs <i>3ERW2 Part 4</i>	1(2) 1(2)
L2-W-3-P3BC	An e-mail <i>3ERW2 Part 5</i>	1(5)
L2-W-3-P3BC	A story about Piggy and the apple tree <i>3ERW3 Part 5</i>	1(5)

P.3 Speaking Tasks

Each student attempted either ‘Reading Aloud’ and ‘Expression of Personal Experiences’ or ‘Picture Descriptions’ in one of the eight sub-papers (about 5 minutes each including preparation time). All students were assessed on ‘Spontaneous Language Use’. There were two sub-papers in each of the four sessions during the two days of oral assessment. Each session had a different topic: seasons (*3ES1 & 3ES2*), fast food shop (*3ES3 & 3ES4*), library (*3ES5 & 3ES6*) and activities on Sundays (*3ES7 & 3ES8*). Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 P.3 Speaking: Distribution of Tasks

Basic Competency	Task Description	Descriptor
L2-S-5-P3BC	Spontaneous Language Use in Given Situations <i>All sub-papers</i>	Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues
L2-R-3-P3BC	Reading Aloud <i>3ES1, 3ES3, 3ES5 & 3ES7</i>	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly
L1-S-3-P3BC	Expression of Personal Experiences <i>3ES1, 3ES3, 3ES5 & 3ES7</i>	Providing short answers to short and simple questions
L3-S-1-P3BC	Picture Descriptions <i>3ES2, 3ES4,</i>	Pronouncing simple and familiar words comprehensibly
L1-S-3-P3BC	<i>3ES6 & 3ES8</i>	Providing short answers to short and simple questions

Performance of P.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2005

P.3 Listening

Students at the basic level of competency were able to identify key words when provided with cues. They could also identify the main ideas in short, spoken texts. Students were also able to understand the basic differences in intonation and discriminate between a small range of vowel and consonant sounds when these were spoken slowly with a clear accent.

Key Words

- Students at this level were able to identify key words for objects (e.g. science books, a money box, a table, a table cloth) when they were read out clearly (*3EL2 / 3EL3 Part 2 'Notes about a book sale' Q.1 and Q.5*). Students could also identify pictures such as riding a bicycle and sleeping under a tree when given verbal cues (*3EL3 Part 1 Section A 'Poem about weekends'*).

Main Ideas

- P.3 students were able to identify the main ideas in short, spoken texts of familiar topics. They were able to identify toys, utensils in the kitchen, festivals and vehicles in the riddles by listening to verbal cues (*3EL1 Part 1 Section A / 3EL2 Part 1 'Riddles' Q.1, Q.3, Q.4 and Q.5 respectively*).

Intonation

- Students could understand the basic differences in intonation about feeling happy and sad (*3EL3 Part 1 Section B 'Poem about weekends' Q.1 & Q.2*).

Sounds

- Students could correctly distinguish the sounds among 'A', 'B', 'C' and 'D' (*3EL1 Part 2 'Telephone message' Q.4*). For stressed and unstressed sounds, students were able to distinguish the stressed sound '30' from '13' (*3EL1 Part 2 'Telephone message' Q.6*). They were also able to identify the initial consonant 'L' from 'F', 'H' and 'T' (*3EL1 Part 2 'Telephone message' Q.1*).

P.3 Reading

Students at the basic level of competency were able to identify key words or the main idea in a sentence. They could predict the content using pictures on the book covers. Students could also predict the meaning of unfamiliar words by using pictorial cues and contextual clues.

Key Words

- Students were capable of identifying key words with the pictures of food (*3ERW1 Part 3 / 3ERW3 Part 2 'E-mail' Q.2*) and sunny weather (*3ERW1 Part 2A / 3ERW3 Part 4A 'Story about Piggy' Q.1*). They were also able to identify key words like 'boots' and 'a parrot' with the help of pictorial cues (*3ERW3 Part 1 'Picture' Q. 4 & Q.6*).

Main Ideas

- Students were able to identify the main idea – 'Little Duck was happy' in the reading text 'Thanks. These sandwiches taste good.' (*3ERW1 Part 2A / 3ERW3 Part 4A 'Story about Piggy' Q.4*). They could also identify the person who wrote the notice (*3ERW1 Part 4 'Notice about the collection of old clothes' Q.1*).

Book Concepts

- Students performed well in matching book titles with the pictures on the book covers (*3ERW1 / 3ERW2 Part 1A 'Book covers' Q.1 – Q.4*). They were also able to locate information about the writer and the illustrator of the books (*3ERW1 / 3ERW2 Part 1B 'Book covers' Q.1 & Q.2*). They also showed their ability in telling the number of stories in the book, the page number of a topic and the content of the book (*3ERW1 / 3ERW2 Part 1C 'Contents page' Q.1, Q.2 and Q.4 respectively*).

Unfamiliar Words

- Students could predict the meaning of unfamiliar words by using contextual clues, e.g. 'hurray' from 'Piggy and Little Duck shouted happily' (*3ERW1 Part 2B / 3ERW3 Part 4B 'Story about Piggy' Q.4*) and 'yummy' from 'I'm sure we'll enjoy the food!' (*3ERW1 Part 3 / 3ERW3 Part 2 'E-mail' Q.4*).

Inference Skills

- Students were able to tell that the boy in the picture was pleased from his smiling face (*3ERW3 Part 1 'Picture' Q.7*).

P.3 Writing

Writing at this level involved writing a few phrases and/or completing one writing task of about 30 words. Students with minimally acceptable levels of basic competence generally understood the task requirements and were able to provide some relevant ideas/responses to the questions/story. They were able to communicate ideas quite clearly.

A letter (3ERW1 Part 5)

When asked to write a letter to Mum and Dad for Ken about his visit in Hong Kong, students were able to provide either some relevant ideas/responses to the questions or substitute the words/ideas from the given letter (3ERW 1 Part 3).

Student Exemplar 1

- This student provided some relevant ideas/information.
- Ideas were presented quite clearly.
- The recipient and sender were correctly indicated.

23 January 2005

Dear Mum and Dad

I ask the people, I go to Tai Wo Hall. I see a lot of things. I eat vegetables, carrots, sweets, rice, noodles and mango. I feel very happy. I think Hong Kong is very kind and helpful.

Love,
Ken

Student Exemplar 2

- This student copied ideas/information from the given letter (3ERW 1 Part 3).
- Ideas were presented quite clearly.
- The recipient and sender were correctly indicated.

23 January 2005

Dear Mother and Father,

I went to Cindy's home by a bus. We went to Cindy's school Open Day and we went to Uncle John's farm and there were lots to see. We also went to Lantau Island and we ate yummy seafood. I feel so happy.

Love,
Ken

Signs (3ERW2 Part 4)

Students were asked to write about some signs in a park. Given pictures of the signs, students with minimally acceptable levels of basic competence were able to provide some information but with some difficulty. Students could write the meaning of the signs using a small range of vocabulary but with some spelling and grammatical mistakes.

Student Exemplar 3

- This student wrote the meaning of the signs with some spelling mistakes.

1. Don't step on the glass.
2. Don't pick up the flower.
3. Don't start.
4. Don't climb the tree

C
L

Student Exemplar 4

- This student provided ideas about the signs but these ideas did not match the question numbers.
- There were some spelling mistakes in the signs which interfered with the communication of ideas.

1. Don't climb on the tree.
2. Don't pick the flowers.
3. Don't walk on the glass.
4. Don't speed

C
L

An e-mail (3ERW2 Part 5)

Students were asked to write an e-mail about what Ken liked about Hong Kong and why. Students were able to provide either some relevant ideas/responses to the guiding points with few supporting details or partially substitute the words/ideas from the diary (3ERW2 Part 2).

Student Exemplar 5

- This student copied some ideas directly from the diary in 3ERW2 Part 2.
- This student was able to write the e-mail with the correct recipient and sender.

E-mail:Compose message

TO: Cindy

SUBJECT: Back home

SEND

Hi Cindy .

I like going to the Peak, because the view from the Peak was gorgeous.

And I like the Fun Fun Department Store too, because I can buy a lot of thing there for my family.

I felt very happy in Hong Kong.

I think you so much!

Ken

Student Exemplar 6

- Some clear and relevant ideas/information were provided but with few/no supporting details.
- This student was able to write the e-mail with the correct recipient and sender.

E-mail:Compose message

TO: Cindy

SUBJECT: Back home

SEND

Hi, Cindy .

In Hong Kong, I am happy, because in Hong Kong I can buy things in the shopping store, I can see beautiful light in the Peak, thank you some much.

Ken

A story about Piggy and the apple tree (3ERW3 Part 5)

Students with minimally acceptable levels of basic competence were able to provide some brief ideas relevant to the story based on the given pictures. Their descriptions were quite clear but lacked supporting details.

Student Exemplar 7

- This student provided relevant ideas to the story based on the pictures.
- There was a clear description about the pictures.
- The student provided an appropriate ending to the story.

On their way home, Piggy, his mum and Little Duck see a apple tree ,
they want to eat the apples tree. Then Piggy went
to climb up the tree and get some apples down.
After five minutes, Piggy climbed up to the tree,
but he fell down to the floor. Then litter Duck
help him to go home and his mother is very sad.

C

E

Student exemplar 8

- This student provided brief ideas relevant to the story based on the pictures.
- The description of the story was quite clear.
- The student provided an appropriate ending to the story.

On their way home, Piggy, his mum and Little Duck see So many apples
in the apple tree, and they want to eat it.
Piggy climb on to tree and try to get the
apples down and then they can eat apples, but
suddenly, Piggys down from the tree. Piggys
mum and litte Duck see, they take Piggy back
home.

C

E

P.3 Speaking

12 or 24 students (depending on the school size) from each school participated in the oral assessment. No attempt was made to define a standard of basic competency in speaking. However, the comments on the overall performance levels of students are given in the 'General Comments on P.3 Student Performances' section.

Performance of the Best P.3 Students in TSA 2005

P.3 Listening

Students with good listening skills demonstrated their ability in the following areas:

Key Words

- Students with good listening skills were capable of identifying names with similar sounds. They could identify the name 'Dora' among other names 'Dorothy', 'Doreen' and 'Doris' (3EL1 Part 2 'Telephone message' Q.3).

Main Ideas

- Students could identify main ideas that were not explicit such as grapes and a tortoise (3EL1 Part 1 Section A / 3EL2 Part 1 'Riddles' Q.6 & Q.7).

Sounds

- Students were able to identify the rhyming words 'day' with 'play' (3EL3 Part 1 Section B 'Poem about weekends' Q.3). They were also able to identify the sound of 'Cheng' from 'Cheung', 'Chong' and 'Chung' (3EL1 Part 2 'Telephone message' Q.2).

Connection between Ideas

- Students were able to understand the correct order by identifying cohesive devices, such as 'first' and 'then' (3EL2 / 3EL3 Part 2 'Notes about a book sale' Q.2). They were also able to identify two dates with the help of the cohesive device 'and' (3EL1 Part 2 'Telephone message' Q.5)

Inference Skills

- Students at this level could infer the meaning of 'Mandy is clever' from the spoken text 'Excellent! You're the winner of this game.' (3EL1 Part 1 Section B 'Riddle competition' Q.3).

P.3 Reading

Students with good reading skills demonstrated their ability in the following aspects:

Key Words

- Students could correctly interpret the implicit meaning of key words such as ‘weekend’ (3ERW1 Part 4 ‘Notice about the collection of old clothes’ Q.4), ‘sale’ (3ERW2 / 3ERW3 Part 3A ‘Dialogue about a sale in a department store’ Q.1) and ‘picked me up at the airport’ (3ERW2 Part 2 ‘Diary’ Q.2).

Main Ideas

- Students were able to identify main ideas like the best name for the story (3ERW1 Part 2B / 3ERW3 Part 4B ‘Story about Piggy’ Q.5) and the reason for an activity (3ERW1 Part 4 ‘Notice about the collection of old clothes’ Q.2).

Unfamiliar Words

- Students were able to interpret unfamiliar words such as ‘smashed’ (3ERW2 / 3ERW3 Part 3A ‘Dialogue about a sale in a department store’ Q.5) and ‘The view from the Peak was gorgeous’ (3ERW2 Part 2 ‘Diary’ Q.5) with the help of contextual clues.

Inference Skills

- A small number of students were able to infer what they thought about a character in the story (3ERW1 Part 2A / 3ERW3 Part 4A ‘Story about Piggy’ Q.5) by interpreting the description of the given character in the story.
- Students could even interpret two or three pieces of information at the same time (3ERW2 / 3ERW3 Part 3B ‘Dialogue about a sale in a department store’ Q.1 & Q.2).

Reference Words

- Students could correctly interpret reference words such as ‘it’ (3ERW1 Part 3 / 3ERW3 Part 2 ‘E-mail’ Q.1), ‘him’ and ‘that’ (3ERW2 / 3ERW3 Part 3A ‘Dialogue about a sale in a department store’ Q.3 & Q.6).

Connection between Ideas

- Students were able to understand the connection between ideas linked by ‘and’ (3ERW2 Part 2 ‘Diary’ Q.9) and ‘or’ (3ERW1 Part 4 ‘Notice about the collection of old clothes’ Q.7).

P.3 Writing

Students with good writing skills were able to communicate their ideas clearly and coherently.

A letter (3ERW 1 Part 5)

Students Exemplars 9 – 10

- Students could provide many relevant ideas with supporting details.
- Students could express their ideas clearly and coherently with the correct format.

Student Exemplar 9

23 January 2005

Dear Mum and Dad,

How are you? I'm feeling great! I used the money you gave me to ride a taxi from the airport to Cindy's home. I went to a lot of places, like Ocean Park, Lantau Island, the Ocean Terminal shopping mall, and I even went horseback riding at Bas River Riding School. The pony I rode is called Taka. He's a Shetland Pony, and the cutest pony you've ever seen. The food here are marvellous. I'm having loads of fun, only I wish that you were here too! I miss you!

Love,

Ken

C
F

Student Exemplar 10

23 January 2005

Dear mum and dad,

Cindy's mother drove me to her home from the airport. I went to the Park, the view was extremely beautiful! I ate some Japanese food there. I feel so happy and I think Hong Kong is really the City of Life. Cindy said tomorrow she is going to bring me to Times Square to go shopping! I'm so excited!

Love,

Ken

C
F

Signs (3ERW 2 Part 4)

Students Exemplars 11 – 12

- Students could provide many relevant ideas.
- Students could write the signs with no grammatical/spelling mistakes.

Student Exemplar 11

1. Don't step on the grass.
2. Don't pick any flowers.
3. Don't shout.
4. Don't climb on the trees.

C
L

Student Exemplar 12

1. Don't step on the grass.
2. Don't pick the flowers.
3. Don't shout loudly.
4. Don't climb up the tree.

C
L

An e-mail (3ERW2 Part 5)

Students Exemplars 13 – 14

- Students could provide relevant ideas/information with supporting details.
- Students presented their ideas clearly and coherently.
- Students were able to write the e-mail with the correct recipient and sender.

Student Exemplar 13

E-mail: Compose message

TO: Cindy

SUBJECT: Back home

SEND

Hi Cindy _____,

_____ The Saturday we spent together in Hong Kong was simply ace! I sort of miss the hustle and bustle there. I like the Peak and its pretty view, the animals in the zoo (they're so cute!), the Fun Fun Store, the restaurants and their delicious eatables!... EVERYTHING! Thanks for inviting me to Hong Kong. It's mega!

Ken _____

Student Exemplar 14

E-mail: Compose message

TO: Cindy

SUBJECT: Back home

SEND

Hi Cindy _____,

I like the restaurants in Hong Kong. The food are different from Taiwan and I like the shops too. The clothes are colourful and very pretty. The zoo is very big and I saw many animals like pandas, lions and monkey. Thank you for taking me to many different places.

Love,
Ken _____

A story about Piggy and the apple tree (3ERW3 Part 5)

Student Exemplars 15 – 16

- Students were able to provide interesting and coherent ideas relevant to the story.
- Students could convey their meaning effectively.

Student Exemplar 15

On their way home, Piggy, his mum and Little Duck see an apple tree. "Whoa! This looks delicious, doesn't it?" said Piggy. "Oh! Yes!" said Little Duck. "Why don't you climb up the and take some," said Piggy's mum. "Oh! I'll do it!" said Piggy. So Piggy climbs up the tree to get some. But before he gets an apple, CRASH! Piggy falls down. "Ouch! Ouch! OUCH!" cries Piggy. "I think my bones are broken, I need to go to the hospital." "Are you kidding, it'll be a thousand dollars for making your bones better!" cries Piggy's mum. "But I'll have to call the ambulance." VROOM! VROOM! "The ambulance is here!" cried Little Duck. So Piggy stayed in the hospital for a week.

END OF PAPER

Student Exemplar 16

On their way home, Piggy, his mum and Little Duck see red apples on a tree, they all want some apples, so Piggy said "Let me climb up the tree and get some apples for us to eat." Soon he climb and climb, when he nearly reach the biggest apple, down, down he fall. When he is awake, he is in the hospital. Little duck and Piggy's mother said "Sorry," sadly to Piggy and put a basket of juicy apples at Piggy's side.

END OF PAPER

P.3 Speaking

Students with good speaking skills demonstrated their ability in the following areas:

- In 'Spontaneous Language Use', the more able students could give appropriate responses to simple situations like "Thank you for coming to talk to me today." and "Would you like a gift?" They responded readily and spoke audibly.
- In 'Reading Aloud', students were capable of reading the text fluently and clearly with appropriate pausing and intonation. They made very few or no mistakes in pronunciation.
- In 'Expression of Personal Experiences', students provided relevant answers to all the questions with some elaboration. They were able to give information about their personal experiences related to given topics.
- In 'Picture Descriptions', students were able to give clear descriptions of what they saw in the pictures. They could also speak very clearly with few mistakes in pronunciation. Their answers to questions were relevant with some elaboration.

General Comments on P.3 Student Performances

P.3 Listening

- The overall performance of the P.3 students was quite good. They performed well in identifying key words and understanding intonation in common expressions about happy and sad moods. Students were capable of distinguishing stressed from unstressed sounds.
- It is worth highlighting however that only the students with better listening skills were able to infer meaning from spoken texts and identify the connection between ideas by using cohesive devices.

P.3 Reading

- P.3 students were generally good at identifying key words with given pictorial cues. They performed better in identifying main ideas in sentences, predicting the meaning of unfamiliar words by using contextual clues and making simple inferences with pictorial cues. It should also be emphasised that they were capable of mastering book concepts, as reflected in their ability to identify the book titles, writer and illustrator of the books, and identification of information on the contents page of a book.
- Only able students performed well in interpreting reference words and identifying the connection between ideas.

P.3 Writing

- For the short writing task, students were generally able to write short sentences to describe signs in a park. However, their spelling mistakes hindered the communication of ideas. For example, students wrote 'Don't pack flowers' instead of 'Don't pick flowers'.

- For story writing, most of the students demonstrated their ability to write a short story based on given pictures. In general, students were able to describe in simple sentences what they saw in the pictures. In the outstanding scripts, students showed their competence by writing a story with a clear storyline, expressing their ideas with relevant supporting details and coming up with an interesting and imaginative ending to the story. However, some low performing students were only able to write one or two sentences. Spelling mistakes were also evident in their writing tasks.
- In letter writing, students were able to provide the correct recipient and sender. However, some students gave only brief answers to guided questions. Their ideas thus appeared to be disconnected. In outstanding scripts, good ideas, relevant details and a clear structure were evident.
- Similar to letter writing, some students were able to provide the correct recipient and sender for the e-mail. However, some students simply listed the things they liked about Hong Kong without providing details. Some of them failed to address the prompts mentioned in the instructions of the task.

P.3 Speaking

- Students performed well in the area of ‘Spontaneous Language Use’. Most of them were successful in giving appropriate responses to simple daily situations.
- Students’ performance was also good in ‘Reading Aloud’. They were able to read the text quite clearly. However, students experienced difficulty in pronouncing unfamiliar words.
- For ‘Picture Descriptions’, students were generally able to respond to questions on topics related to their daily life like seasons, fast food shop, library and activities on Sundays.
- For ‘Expression of Personal Experiences’, students were able to provide brief answers to questions about their personal experiences. However, some students seemed to lack the necessary vocabulary.

Comparison of Student Performances at Primary 3 in TSA 2004 and 2005

This was the second year that students had participated in the System Assessment for P.3. The percentage of students achieving Basic Competency is provided in Table 7.9.

Table 7.9 Percentage of Students Achieving English Basic Competency in 2004 and 2005

Year	% of Students Achieving English Basic Competency
2004	75.9
2005	78.8

A comparison of the strengths and weaknesses of P.3 student performances in TSA 2004 and 2005 provides useful information on how teachers can help students improve. Table 7.10 summarises such a comparison.

Table 7.10 Comparison of Student Performances at Primary 3 in TSA 2004 and 2005

Year Skill	2004	2005
Listening	<ul style="list-style-type: none"> • Students were able to identify key words with given cues. • Students showed that they were able to distinguish a wide range of mid-vowels and some initial consonants. • Most students understood the intonation in common expressions about feelings. • Only some able students could distinguish stressed from unstressed sounds. 	<ul style="list-style-type: none"> • Students also did well in identifying key words with given cues. • Students were able to identify some initial consonants. Students with the top range of scores were also able to identify rhyming words in spoken texts with options given verbally. • Students were also able to interpret the differences in intonation about feelings. • More students were capable of distinguishing stressed from unstressed sounds.

Year Skill	2004	2005
Reading	<ul style="list-style-type: none"> ● Identifying key words is one of the main strengths of P.3 students. ● Students were able to identify main ideas in a sentence. ● Students were able to identify book titles with the pictures on the book covers. ● Some students could not locate information about the writer and illustrator of the books. ● Only some able students could interpret the contents page. ● A small number of students were able to interpret the meaning of unfamiliar words. ● Only able students were capable of making inferences. ● Only the students with good reading ability were able to interpret reference words. 	<ul style="list-style-type: none"> ● Students were generally successful in identifying key words with given pictorial cues. ● Students were also capable of identifying main ideas in a sentence. ● Students were capable of matching the book titles with pictures on the book covers. ● Students performed better in locating information about the writer and illustrator of the books this year. ● Many students this year were capable of interpreting the contents page. They could tell the number of stories the book contained. ● More students were able to predict the meaning of unfamiliar words by using contextual clues. ● More students were able to make simple inferences with pictorial cues. Some even could make inferences by reading the implicit meaning of key words. ● Interpreting reference words and identifying the connection between ideas were evident as two major areas of weaknesses.

Year Skill	2004	2005
Writing	<ul style="list-style-type: none"> ● Students were unable to write a story with a given picture. ● Only able students showed their creativity and imagination in writing. ● Spelling mistakes were common in writing. ● Students had difficulty in writing complete sentences and correct verb forms. ● Most students had difficulty in sequencing ideas. ● Many students failed to provide details to the topic in writing tasks. 	<ul style="list-style-type: none"> ● Students performed better in writing a story based on a series of given pictures. ● More students demonstrated their creativity and imagination in writing. ● Spelling mistakes were still evident. Some spelling mistakes in both the short and long writing tasks interfered with meaning. ● Students continued to experience difficulty in writing complete sentences and using correct verb forms. ● Students lacked the skills in organising their ideas with the help of cohesive devices. ● Most students only gave brief answers to guiding questions resulting in fragmented ideas.

Year Skill	2004	2005
Speaking	<ul style="list-style-type: none"> ● Students responded quite well to formulaic expressions in simple situations. ● Students read the text aloud quite clearly though unfamiliar words caused some hesitation. ● When responding to questions asked in ‘Picture Descriptions’, students were able to use simple and familiar words. They provided brief answers to questions. ● In ‘Expression of Personal Experiences’, students could provide brief answers on a familiar topic in their conversations. Students needed prompting to help continue their responses. 	<ul style="list-style-type: none"> ● Students responded better to formulaic expressions in simple everyday situations. ● More students were able to read the given texts aloud with clarity. Despite some hesitations when they came across some unfamiliar words, the students were able to read the texts in a clear fashion. ● Students had few problems giving brief answers. Some students attempted to give longer answers. Students were still unable to elaborate on their answers readily. ● Students were better prepared to answer the questions. However, they could give only short and brief answers. Students need to learn how to provide more detailed answers.

Primary 6 Assessment Design

The assessment tasks for P.6 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills: listening, reading, writing and speaking, as well as learning objectives in three interrelated strands: Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.6 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 178 items and 194 score points. The duration of each Listening sub-paper was approximately 25 minutes, while each Reading and Writing sub-paper was 55 minutes. The oral assessment consisted of eight sub-papers. The composition of the P.6 sub-papers is summarised in Table 7.11.

Table 7.11 Composition of P.6 Sub-papers

Written Assessment				Speaking Assessment				
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)			
Listening	6EL1	6EL2	6EL3	L3-R-3-P6BC (reading aloud)	6ES1 1(4)	6ES3 1(4)	6ES5 1(4)	6ES7 1(4)
L3-L-1-P6BC (discriminating sounds)	1(1)	0	0					
L4-L-2-P6BC (language use)	4(4)	8(8)	10(10)					
L4-L-3-P6BC (listening strategies)	24(24)	21(21)	19(19)	L3-S-3-P6BC (ideas)	6ES1 & 6ES2 2(8)	6ES3 & 6ES4 2(8)	6ES5 & 6ES6 2(8)	6ES7 & 6ES8 2(8)
Reading	6ERW1	6ERW2	6ERW3	L3-S-4-P6BC (language use)	6ES1 & 6ES2 2(6)	6ES3 & 6ES4 2(6)	6ES5 & 6ES6 2(6)	6ES7 & 6ES8 2(6)
L3-R-5-P6BC (reading strategies)	35(35)	36(36)	38(38)					
L3-R-6-P6BC (reference skills)	10(10)	13(13)	13(13)					
L4-R-4-P6BC (language use)	9(9)	5(5)	5(5)	L4-S-1-P6BC (pronunciation)	6ES2 1(3)	6ES4 1(3)	6ES6 1(3)	6ES8 1(3)
Writing	6ERW1	6ERW2	6ERW3					
L3-W-3-P6BC (relevant ideas)	1(6)	1(6)	1(4)					
L3-W-4-P6BC (language use)	1(3)	1(3)	1(3)	eye contact (not B.C.)	6ES2 1(1)	6ES4 1(1)	6ES6 1(1)	6ES8 1(1)
L3-W-3-P6BC (ideas) L3-W-4-P6BC (lang.)	1(3)	1(3)	1(3)					

P.6 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 25 minutes each). Listening materials were played once, twice or three times, depending on the nature and difficulty of the task. Descriptions of the listening tasks are provided in the following Tables 7.12 and 7.13.

Table 7.12 P.6 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-L-1-P6BC	Discriminating between words with a range of vowel and consonant sounds	1
L4-L-2-P6BC	Understanding the use of a small range of language features in simple literary / imaginative spoken texts	13
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	54
	TOTAL	68

Table 7.13 P.6 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L4-L-3-P6BC	News report <i>6EL1 Part 1</i>	Multiple choice	8(8)
L4-L-2-P6BC L4-L-3-P6BC	Advertisement about biscuits <i>6EL1 Part 2</i> <i>6EL3 Part 1</i>	Multiple choice	8(8)
L3-L-1-P6BC L4-L-2-P6BC L4-L-3-P6BC	Story about Lucy and the cat <i>6EL1 Part 3</i>	Sequencing Multiple choice	13(13)
L4-L-3-P6BC	Recipe and procedure for baking a cake <i>6EL2 Part 1</i>	Multiple choice Gap filling Sequencing	12(12)
L4-L-2-P6BC L4-L-3-P6BC	Poem about Auntie Mary's pets <i>6EL2 Part 2</i> <i>6EL3 Part 2</i>	Short answer Gap filling Multiple choice	11(11)
L4-L-2-P6BC L4-L-3-P6BC	Riddles <i>6EL2 Part 3</i>	Multiple choice	6(6)
L4-L-2-P6BC L4-L-3-P6BC	Rhyme about Uncle Lee <i>6EL3 Part 3</i>	Gap filling Multiple choice	10(10)

P.6 Reading Items

Each student was required to attempt four or five reading tasks in one of the three Reading and Writing sub-papers (55 minutes each). About 30 minutes were allotted for the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

Table 7.14 P.6 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	70
L3-R-6-P6BC	Applying simple reference skills with the help of cues	23
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	11
	TOTAL	104

Table 7.15 P.6 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-R-5-P6BC L3-R-6-P6BC	Notice about library opening hours <i>6ERW1 Part 1</i>	Multiple choice Short answer	11(11)
L3-R-5-P6BC L4-R-4-P6BC	Poem about Hong Kong <i>6ERW1 Part 2</i>	Multiple choice Short answer	13(13)
L3-R-5-P6BC L4-R-4-P6BC	Riddles <i>6ERW1 Part 3</i> <i>6ERW2 Part 4</i> <i>6ERW3 Part 2</i>	Short answer	6(6)
L3-R-5-P6BC	Notice about a poster competition <i>6ERW1 Part 4</i> <i>6ERW3 Part 3</i>	Multiple choice Note taking Writing an address	10(10)
L3-R-5-P6BC	Poster about a play <i>6ERW2 Part 2</i>	Multiple choice	8(8)
L3-R-5-P6BC L3-R-6-P6BC L4-R-4-P6BC	Blurbs about a treasure hunt and a dolphin <i>6ERW1 Part 5</i>	Multiple choice Matching	16(16)
L3-R-5-P6BC L3-R-6-P6BC	Charts about reading habits <i>6ERW2 Part 1</i> <i>6ERW3 Part 1</i>	Note taking Sequencing Multiple choice	17(17)
L3-R-5-P6BC	A playscript <i>6ERW2 Part 3</i> <i>6ERW3 Part 4</i>	Multiple choice Note taking Sequencing	23(23)

P.6 Writing Items

Each student was required to attempt one short writing task and one long writing task in one of the three Reading and Writing sub-papers (55 minutes each). About 25 minutes were allotted for the writing tasks in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.16 and 7.17.

Table 7.16 P.6 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
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	2
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	2
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	2
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	
	TOTAL	6

Table 7.17 P.6 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC L3-W-4-P6BC	Library rules on a poster <i>6ERW1 Part 4 Section C</i> <i>6ERW3 Part 3 Section C</i>	1(3)
L3-W-3-P6BC L3-W-4-P6BC	A reply to a letter <i>6ERW1 Part 6</i> <i>6ERW2 Part 5</i>	1(6) 1(3)
L3-W-3-P6BC L3-W-4-P6BC	A response to a play <i>6ERW2 Part 3 Section D</i>	1(3)
L3-W-3-P6BC L3-W-4-P6BC	A story about Susan and the Robot Cat <i>6ERW3 Part 5</i>	1(4) 1(3)

P.6 Speaking Tasks

Each student attempted either ‘Reading Aloud’ and ‘Teacher-Student Interaction’ or ‘Presentation’ in one of the eight sub-papers (about 5 minutes each including preparation time). There were two sub-papers in each of the four sessions during the two days of oral assessment. Each session had a different topic: shopping (6ES1 & 6ES2), jobs (6ES3 & 6ES4), food and drinks (6ES5 & 6ES6) as well as festivals (6ES7 & 6ES8). Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 P.6 Speaking: Distribution of Tasks

Basic Competency	Task Description	Descriptor
L3-R-3-P6BC	Reading Aloud 6ES1, 6ES3, 6ES5 & 6ES7	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
L3-S-3-P6BC	Teacher-Student Interaction 6ES1, 6ES3, 6ES5 & 6ES7	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues
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
L4-S-1-P6BC	Presentation 6ES2, 6ES4, 6ES6 & 6ES8	Pronouncing familiar words comprehensibly
L3-S-3-P6BC		Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues
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

Performance of P.6 Students with Minimally Acceptable Levels of Basic Competence in TSA 2005

P.6 Listening

In listening, students with minimally acceptable levels of basic competence were able to sequence pictures in the correct order, to identify key words with given cues, to extract specific information as well as to find out main ideas in spoken texts.

Sequence

- Most students were able to sequence the pictures of baking a cake in the correct order (6EL2 Part 1 Section B 'Procedure for baking a cake'). They demonstrated the skills in understanding the meaning of simple spoken texts on familiar topics.

Key Words

- Most students were able to identify key words, including numbers – the scores of a football match (6EL1 Part 1 Section B 'News report' Q.4), the day of the week (6EL1 Part 1 Section B 'News report' Q.5), and the quantity of the ingredients (6EL2 Part 1 Section A 'Recipe for baking a cake' Q.5-6).

Specific Information

- Most students showed their ability to extract specific information about the age group, the price of one packet of biscuits and where to buy the biscuits from the advertisement (6EL1 Part 2 / 6EL3 Part 1 Section A 'Selling biscuits' Q.2, Q.3 and Q.4 respectively).
- In the poem (6EL2 / 6EL3 Part 2 'Auntie Mary's Pets' Q.3), most students were able to understand the specific information as to why the dog was naughty.

Predicting Development

- Most students were able to predict the development of the story – why Lucy brought Miss Lam to her home and what Miss Lam said to Lucy before she took the cat home (6EL1 Part 3 Section B 'Story about Lucy and the cat' Q.9-10).

P.6 Reading

Students with minimally acceptable levels of basic competence were able to scan for specific information when reading posters, charts and notices. They were capable of identifying main ideas after reading the library notices. They were also able to obtain information from the two blurbs and understand the connection between ideas.

Specific Information

- In the notices, students were able to locate specific information including the opening hours of a library (*6ERW1 Part 1A Q.1*) and the details of a poster competition (*6ERW1 Part 4B / 6ERW3 Part 3B*).
- Students could extract information from Chart 3 'Favourite books' and sequence the popularity of different kinds of books (*6ERW2 / 6ERW3 Part 1A 'Survey on Reading Habits' Q.2*).
- Students performed well in locating information such as name, age, status and appearance of the characters in a playscript (*6ERW2 Part 3C / 6ERW3 Part 4C*).
- Students were also capable of interpreting the information in the two blurbs about a treasure hunt and a dolphin (*6ERW1 Part 5B*).

Main Ideas

- Students could identify the main idea about when to go to the library by studying the notice of the library (*6ERW1 Part 1A 'Library opening hours' Q.3*).
- Students were able to get supporting details of the main ideas about the reasons why classmates read books by referring to the information given in Chart 4 'Reasons for reading' (*6ERW2 / 6ERW3 Part 1C 'Survey on Reading Habits'*).

Connection between Ideas

- Students were able to understand the use of connectives 'to' and 'and' to link ideas in a notice (*6ERW1 Part 1A 'Library opening hours' Q.2 & Q.4*).

P.6 Writing

Writing at this level involved completing one short writing task of about 30 words and one long writing task of about 80 words. Students with minimally acceptable levels of basic competence generally understood the task requirements and were able to respond to simple texts with relevant content and ideas. They were able to use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues although spelling and grammatical mistakes were evident.

Library rules on a poster (6ERW1 Part 4C / 6ERW3 Part 3C)

When asked to write five rules for using the public library, students at the basic competency level were able to write either two to three rules with few or no grammatical and spelling mistakes (*Student Exemplar 1*), or four to five rules with some grammatical and spelling mistakes (*Student Exemplar 2*).

Student Exemplar 1

- This student completed three relevant rules with few grammatical mistakes.

✓	Take good care of books and computers.
✓	You can borrow books in the library.
✓	Take care, you things.
x	Do not take photographs inside the library.
x	Do not eat inside the library.
x	Do not shout inside the library.
x	Do not run inside the library.

Student Exemplar 2

- This student was able to write four relevant rules despite some grammatical and spelling mistakes.

✓	Take good care of books and computers.
✓	Talk softly inside the library.
✓	
x	Do not take photographs inside the library.
x	Do not talk loudly inside the library.
x	Do not eating inside the library.
x	Do not play inside the library.

A response to a play (6ERW2 Part 3D)

Students were asked to write a personal response of about 30 words in length to a given situation in a play. Students at the basic level of competence could answer the question with appropriate reasons despite some grammatical and spelling mistakes (*Student Exemplars 3 and 4*).

Student Exemplar 3

- This student gave appropriate reasons.
- Though there were some grammatical and spelling mistakes, these did not hinder the communication of ideas.

If you were Joseph, would you buy the magic bananas and the good-luck cat?

Why or why not? Write about 30 words.

If I were Joseph, I would not buy the good-luck cat but I would buy the magic bananas because good-luck cat it very expensive but magic bananas it very cheap. And I like magic very much so I would buy magic bananas.

Student Exemplar 4

- This student gave good reasons for his/her answers.
- Some grammatical mistakes were apparent.
- There were few or no spelling mistakes.

If you were Joseph, would you buy the magic bananas and the good-luck cat?

Why or why not? Write about 30 words.

If I were Joseph, I would buy the magic
bananas and the good-luck cat. Because I
think they are fun. And I never use before.
I think excited for them. Also they are cheap
and the good-lucky cat can make me lucky
I very like them. I think they good for
me.

A reply to a letter (6ERW1 Part 6 / 6ERW2 Part 5)

Students at the minimally acceptable level of basic competence were able to write a response to a pen pal by answering some of the questions raised in a given letter. Though some grammatical and spelling mistakes were apparent, these did not impede the communication of ideas. Most students could also provide the correct sender and recipient as well as an appropriate beginning and/or closing of a letter (*Student Exemplars 5 and 6*).

Student Exemplar 5

- This student provided some relevant ideas with some details, but failed to give an appropriate response to the context (e.g. swimming at the beach in December).
- There were many grammatical and spelling mistakes.
- This student was awarded a score of two for a correct letter format.

Dear Ben

How are you? I'm glad to be your pen friend too.

I like the weather hot in Hong Kong. It's very good. I can swimming and eat ice-cream. I enjoy it very much. Today, I go to beach swimming with my brother. It's very happy. After I and my brother eat ice cream. It's very delicious. The ice cream very big and beautiful.

At school, I happy every day. I like English less very. The teacher very interesting. He always play with our. I go to art clubs. Art clubs is very interesting. I don't learn here because I like art very much.

How's day you can visit me at Hong Kong?

Your pen friend,

Paul

Student Exemplar 6

- This student simply transferred the language structure from the first letter given and partially substituted words and ideas with his/her own.
- A simple range of vocabulary, sentence patterns, cohesive devices and verb forms was demonstrated though there were some grammatical and spelling mistakes.
- This student was only awarded a score of one for an appropriate beginning and/or closing of a letter.

Dear Ben,

How are you? I am glad to be your pen friend, too.

The weather in Hong Kong is become cold now. To warm off, I put on more clothes. On weekends, I go to play badminton. Besides play badminton, I like running. I enjoy running, too. I good at badminton. I won first place in the badminto for twelve-years-olds last three month.

I go to the badminto clubs. I learn more about how to play badminton there.

I hope you can gave some about your family photos for me to know more about you family.

your pen friend,
Ben

Susan and the Robot Cat (6ERW3 Part 5)

Based on a sequence of picture prompts, students at the minimally acceptable level of basic competence were able to provide some brief ideas about the story. Their descriptions were quite clear although grammatical and spelling mistakes were evident (Student Exemplars 7 and 8).

Student Exemplar 7

- This student only gave some brief ideas without supporting details.
- The lack of cohesive devices, together with the errors in verb forms and spelling, affected the overall coherence of the text.

Susan and the Robot Cat

One day, Susan went to a toy shop. She is very happy because she mother take her dollar. She bought robot cat. The cat is very cute. It is beautiful. It is very big. Susan is very like her.

On day, Susan take the cat to the school. Susan went to school when 8:00 to 8:30. The cat in the bag is very long time. The cat is go out. Teacher is very unhappy. He

Student Exemplar 8

- This student provided some brief ideas with an appropriate ending.
- The writing was short (only 53 words) but the description was quite clear.
- The sentence pattern was simple and there was a lack of cohesive devices.
- Some grammatical and spelling mistakes were apparent.

Susan and the Robot Cat

One day, Susan went to a toy shop. she saw a toy
cat is very beautiful, she bought it.
she bring it to the school. Susan
put the cat into the bag.
In the school, the cat was very happy,
it runed away. Susan was very frightened.
When Mr. Wong saw it, he was very angry.
Susan must satyed after school.

P.6 Speaking

12 or 24 students (depending on the school size) from each school participated in the oral assessment. No attempt was made to define a standard of basic competency in speaking. However, the comments on the overall performance levels of students are given in the 'General Comments on P.6 Student Performances' section.

Performance of the Best P.6 Students in TSA 2005

P.6 Listening

Students with the best performance demonstrated their ability in the following areas:

Simile

- Students were able to understand the language feature of simile ‘His short, stiff hair is like a brush’ and ‘Her fur is as white as snow and as smooth as a baby’s skin’ in a poem (6EL2 / 6EL3 Part 2 ‘Auntie Mary’s pets’ Q.6).

Specific Information

- When asked to fill in the blanks, students were able to locate specific information about where the pet likes to sleep – ‘hat’ (6EL2 / 6EL3 Part 2 ‘Poem about Auntie Mary’s pets’ Q.7), what produce Uncle Lee grows – ‘a coconut tree’ and ‘fruits’ or ‘roses’, as well as what Uncle Lee likes collecting – ‘rocks’ and ‘clocks’ (6EL3 Part 3 section A ‘Poem about Uncle Lee’ Q.3-6).

Inference Skills

- Students demonstrated good inference skills in telling the time of the day – ‘Every day at three’ in Riddle 1 (6EL2 Part 3 Q.2) and the reason ‘I’ can’t sleep – ‘the tap is on’ in Riddle 3 (6EL2 Part 3 Q. 5).

Rhyme

- Students showed competence in identifying the rhyming word ‘back’ with ‘snack’ in an advertisement (6EL1 Part 2 / 6EL3 Part 1 Section B ‘Selling biscuits’ Q.1).

Intonation

- Students correctly identified the speaker’s mood when Lucy spoke in a worried tone (6EL1 Part 3 Section B ‘Story about Lucy and the cat’ Q.5).

Key Words

- Students were capable of identifying the quantity of the ingredients – ‘half a dozen’ and ‘a quarter’ (6EL2 Part 1 Section A ‘Recipe for baking a cake’ Q.4 & Q.7).

P.6 Reading

Students with the best performance demonstrated their ability in the following aspects:

Unfamiliar Words

- Students were able to interpret the meaning of unfamiliar words and expressions such as ‘flock’, ‘Damage its name – fragrant harbour!’ (6ERW1 Part 2A Q.2 & Q.5) and ‘cuisines’ (6ERW1 Part 2B Q.3) in a poem ‘Hong Kong – Live it! Love it!’.

Inference Skills

- Students could interpret the meaning of some sentences where ideas were implicit in a playscript (6ERW2 Part 3B / 6ERW3 Part 4B Q.1 & Q.4). Some were able to infer the time of the day from the riddle about the sun (6ERW1 Part 3 Q.4 / 6ERW2 Part 4 Q.5 / 6ERW3 Part 2 Q.5).

Personification

- Students were able to interpret the descriptions of the moon and the sun in the riddles where analysing skills were required (6ERW1 Part 3 Q.1 & Q.3 / 6ERW2 Part 4 Q.1 & Q.4 / 6ERW3 Part 2 Q.1 & Q.4).

Rhyme

- Students could identify pairs of rhymes – ‘everywhere’ and ‘there’ as well as ‘hand’ and ‘dreamland’ – in the poem ‘Hong Kong – Live it! Love it!’ (6ERW1 Part 2B Q.5), and find the word ‘sound’ that rhymes with ‘round’ in the riddle about the moon (6ERW1 Part 3 / 6ERW2 Part 4 / 6ERW3 Part 2 Q.2).

Simile

- Students were able to match ‘factories with smoky chimneys’ to ‘old people smoking’ (6ERW1 Part 2A Q.4) and ‘tourists’ to ‘birds’ (6ERW1 Part 2B Q.2) in the poem ‘Hong Kong – Live it! Love it!’.

Main Ideas

- Some able students could identify the main ideas in the two blurbs about a treasure hunt and a dolphin (6ERW1 Part 5 Q.1 & Q.8) and in a notice about a poster competition (6ERW1 Part 4A / 6ERW3 Part 3A Q.2).

P.6 Writing

Students with good writing skills had a clear understanding of the task requirements and were able to communicate their ideas very clearly and accurately.

Library rules on a poster (6ERW1 Part 4C / 6ERW3 Part 3C)

- Student Exemplars 9 and 10 show texts that had four to five correct and relevant rules with few or no mistakes in grammar and spelling.

Student Exemplar 9

✓	Take good care of books and computers.
✓	Return books in time
✓	Be quiet in the library.
✗	Do not take photographs inside the library.
✗	Do not dirt the book.
✗	Do not eat or drink in the ^{library}
✗	Don't make noise in the library.

Student Exemplar 10

✓	Take good care of books and computers.
✓	Be quiet.
✓	Read books
x	Do not take photographs inside the library.
x	Do not eat or drink inside the library.
x	Do not play or run inside the library.
x	Do not write anything on the library books.

A response to a play (6ERW2 Part 3D)

- Student Exemplars 11 and 12 show texts in which the students provided appropriate reasons.
- There were few or no grammatical and spelling mistakes.

Student Exemplar 11

If you were Joseph, would you buy the magic bananas and the good-luck cat?
Why or why not? Write about 30 words.

If I were Joseph, I would NEVER buy those "magic" bananas and the good-luck cat, because only hard work can bring good results. I hate bananas anyway. Sandy's right, and I will work hard.

Student Exemplar 12

If you were Joseph, would you buy the magic bananas and the good-luck cat?
Why or why not? Write about 30 words.

If I am Joseph, I would not buy both the magic bananas and the good-luck cat because the idea of eating twenty bananas a day and a toy cat waking up to bring you good luck is really silly.

A reply to a letter (6ERW1 Part 6 / 6ERW2 Part 5)

Student Exemplars 13 and 14 show well-written replies that have the following features:

- many relevant ideas and responses to the questions asked with elaboration
- clear and coherent communication
- a small range of vocabulary, sentence patterns, cohesive devices and verb forms
- few or no grammatical and spelling mistakes
- a correct letter format

Student Exemplar 13

Dear Ben,

Hello, Ben. I'm fine, thanks. I'm glad to be your pen friend, too.

Hong Kong is very cold now. So I need to wear so many clothes. And on weekends, I will go shopping at the shopping centre. And I like play basketball, too. But it very cold now. I'm good at it, too. But I haven't got any prizes yet.

I have join in the basketball team. It's exciting. I practice it twice a week. I can learn about how to learn from other. So I love play basketball with my classmates. And thanks for your letter. I hope we can see each other very soon. Bye!

I wish you have a great future!

From,

Paul

Student Exemplar 14

Dear Ben,

I am fine, How about you? I'm glad to be your friend too!

It is almost Christmas, the weather seems to get cold and dry. To keep warm, I wear on more thicker clothes and our family eats hot pot together almost every day. I love sports too! I love swimming and badminton too! Hope we can play together. Besides that I love basketball too. Our team has won the first prize in the eastern district basketball competition few weeks ago.

At school, I go to the Badminton Team every Monday. I have learnt a lot of skills about badminton there. I know how to be a judge in the competition. Janice is my best partner in the competition. Though I love acting but because I'm not really good at acting so I was failed in the audition.

I hope you can be success in the Drama club. Take care. Bye

Your new pen friend
Paul

Susan and the Robot Cat (6ERW3 Part 5)

Student Exemplars 15 and 16 show well-written texts that have the following features:

- an interesting and imaginative story with dialogues, supporting details and an appropriate ending
- a clear and coherent description
- a small range of vocabulary, sentence patterns, cohesive devices and verb forms
- few or no mistakes in grammar and spelling

Student Exemplar 15

Susan and the Robot Cat

One day, Susan went to a toy shop. She saw a Robot Cat, it could say 'hello'. It was only costed one-hundred dollars. Susan liked it very much so she bought it. The next day, Susan brought the Robot Cat to school because she wanted to show it to her classmate. In Chinese lesson, suddenly, the Robot cat jumped out of Susan's school bag because it was too hot inside. It made a mess in the classroom and Susan was worried. Finally, Susan caught the Robot Cat and threw it into the rubbish bin and she won't buy any robot cats or robot dogs.

Student Exemplar 16

Susan and the Robot Cat

One day, Susan went to a toy shop, She saw a clever
robot cat. When Susan
bought it, it said 'Hello!' to her.
Susan felt surprised and happy.
Although it's expensive,
Susan bought it.
She also brought it to school
too. She thought, 'My friend will
love ^{my} robot cat!'
But something ^{happened on a lesson!} It climbed
out of Susan's bag and said: 'Oh!
It's very hot in my master's bag!'
The whole
class were very surprised and
looked at her ^{at once}. Susan felt ashamed.
She learnt a lesson. She
won't bring any toys to school again.

P.6 Speaking

Students with good speaking skills demonstrated their ability in the following areas:

- Students showed competence in reading the text aloud fluently and clearly with appropriate pace, stress, rhythm and intonation. They made very few mistakes in pronunciation.
- In ‘Teacher-Student Interaction’, students provided relevant answers to most of the questions and responded naturally and readily to different topics. They could elaborate on some of the questions as well, providing interesting details in their response. They were able to use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.
- In the two-minute ‘Presentation’, students were able to provide plenty of information and ideas relevant to the topic with very few mistakes in pronunciation. They communicated their ideas very clearly to the oral assessors with appropriate eye contact. They could use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.

General Comments on P.6 Student Performances

P.6 Listening

- Students performed well in questions that had pictorial cues. The pictures helped students comprehend the task easily when listening to a spoken text. It would be a good idea to use more pictorial cues, particularly for items that require sequencing.
- Students generally did poorly in items that required written answers with no multiple-choice options given. A few were able to associate the sounds with the letters and spell out words like 'coconut' and 'quarter' – albeit incorrectly. Some simply did not write anything in the blanks.
- Many students were weak in identifying pairs of rhymes such as 'back' and 'snack'. They also had difficulty in interpreting the variations in the speaker's tone. Students found inferencing a hard skill to master at this Key Stage 2.

P.6 Reading

- In reading, students were generally capable of locating specific information from posters, charts or notices. Their ability, however, did not extend to interpreting unfamiliar words or expressions and identifying the main ideas in longer texts with more words.
- Many students had difficulty in interpreting personification in riddles and making inferences in a playscript. Rhymes and similes were unfamiliar to students at this Key Stage 2.
- Students did better in multiple-choice questions than in gap filling items. Some failed to write anything in the blanks.
- Students at this Key Stage 2 would benefit from more exposure to riddles, poems and extended prose.

P.6 Writing

- In general, students showed competence in understanding the task requirements for all the short and long pieces of writing by giving some relevant descriptions.
- Students wrote well when asked to write on a topic they were familiar with like *'Library rules on a poster'*, and when there was a text they could refer to such as *'A reply to a letter'*.
- Students were able to write some descriptions on the pictures given. A small number of students demonstrated good imagination and some were even able to provide an interesting ending to the topic *'Susan and the Robot Cat'*.
- Many students had difficulties with verb forms, the use of cohesive devices and different sentence patterns.

P.6 Speaking

- Students were able to read the texts aloud quite clearly and audibly though there were some mistakes in pronunciation, such as 'models', 'favourite' and 'except' in 6ES1; 'protect', 'job' and 'matter' in 6ES3; 'cola', 'chips', 'mug' and 'healthier' in 6ES5; as well as 'Santa Claus', 'shiny' and 'lanterns' in 6ES7. Some missed out the title of the text.
- During the 'Teacher-Student Interaction', students were able to provide relevant answers to the questions but many failed to give elaboration. Some did not understand the meaning of 'how often' and 'stay healthy' and thus gave wrong answers.
- In 'Presentation', many students demonstrated their ability in delivering a speech with information and ideas relevant to the topic, but some needed prompting from oral assessors. Many of them communicated their ideas quite clearly despite a few mistakes in pronunciation. Most students were awarded a bonus score for having appropriate eye contact with the oral assessors.
- Students were able to use a small range of vocabulary and sentence patterns though some grammatical mistakes were apparent during the 'Teacher-Student Interaction' and 'Presentation'.

Comparison of Student Performances at Primary 3 and 6 in English Language TSA 2005

This was the first year that Primary Six students participated in the Territory-wide System Assessment at the end of Key Stage 2. The percentage of P.6 students achieving Basic Competency in 2005 was slightly less than the corresponding percentage of P.3 students as shown in Table 7.19.

Table 7.19 Percentage of Students Achieving English Basic Competency in 2005

Class Level	% of Students Achieving English Basic Competency in 2005
P.3	78.8
P.6	70.5

It is difficult to make meaningful comparisons between P.3 and P.6 students in 2005. (A more meaningful comparison will be possible in two years' time when the first cohort of students who took the P.3 TSA 2004 take the P.6 TSA 2007. At this juncture, it will then be possible to directly observe improvements in their language skills.) Nonetheless, a comparison of the strengths and weaknesses of P.3 and P.6 students in TSA 2005 gives some indications, enabling teachers to adjust their teaching strategies and the curriculum for their students at different stages. A comparison of student performances at Primary 3 and 6 in English Language TSA 2005 is provided in Table 7.20.

Table 7.20 Comparison of Student Performances at Primary 3 and 6 in TSA 2005

Level Skill	P.3	P.6
Reading	<ul style="list-style-type: none"> • Identifying key words with given pictorial cues and main ideas in sentences was the main strength of P.3 students. • Only able students were capable of making inferences by reading the implicit meaning of the sentences. • Most students found difficulty in interpreting reference words and identifying the connection between ideas. 	<ul style="list-style-type: none"> • Locating specific information from charts, tables, notices and posters was the main strength of P.6 students. • Only able students were capable of interpreting the meaning of some sentences where ideas were not clearly marked. • Most students found interpreting unfamiliar words, personification and simile very difficult as analysing skills were required.
Writing	<ul style="list-style-type: none"> • Students performed better in writing a short story based on a series of pictures given by providing brief and relevant ideas with an appropriate ending. • Most students were capable of writing a correct letter format such as the sender and the recipient. • Many students had difficulties with vocabulary, sentence structures, spelling, cohesive devices and verb forms. • Students with good performance were able to provide more details in their writing and organised their ideas clearly with cohesive devices. 	<ul style="list-style-type: none"> • Students performed slightly better in a reply to a letter as they were able to partially substitute words and ideas from the given letter to form the reply. • Most students were able to provide the correct sender and recipient as well as the beginning and/or the closing of a letter. • Many students could only show a small range of vocabulary, sentence patterns, cohesive devices and verb forms. • The most able students were capable of providing many ideas very clearly and coherently with supporting details. They made few or no grammatical mistakes.

Level Skill	P.3	P.6
Listening	<ul style="list-style-type: none"> • Most students were capable of identifying key words about objects with given cues. • Students were able to identify the main ideas of some spoken texts like riddles by listening to the verbal cues. • Able students could identify rhyming words in spoken texts with options given verbally. 	<ul style="list-style-type: none"> • Most students were able to identify key words including numbers, the day of the week and the quantity. • Students were able to extract specific information about the age group, the price and the place to buy the product. • The best P.6 students showed good ability in identifying rhyming words in spoken texts.
Speaking	<ul style="list-style-type: none"> • Students were able to read the given texts aloud with clarity despite some hesitations when encountering unfamiliar words. • Students readily provided brief answers to questions when talking about familiar topics related to personal experiences. • Students were capable of giving appropriate responses to the questions related to the pictures given. • The most able students were capable of providing further details to the questions raised by the oral assessors. 	<ul style="list-style-type: none"> • Students were capable of reading the given texts aloud quite clearly but some mistakes in pronunciation were evident. • Students generally were able to provide relevant answers related to a given topic when interacting with the oral assessors. • In the two-minute ‘Presentation’, students were able to provide relevant ideas to the topic with appropriate eye contact. • Students with top scores were able to give elaboration when interacting with oral assessors or doing the ‘Presentation’.

8. MATHEMATICS

Primary 3 Assessment Design

The assessment tasks for P.3 were based on the *Basic Competency at the end of KS1 for the Mathematics Curriculum (Trial Version, June, 2004)* and the *Mathematics Curriculum Guide (P1 – P6), 2000*. The tasks covered the four Dimensions of the Mathematics curriculum, i.e. Number, Measures, Shape & Space and Data Handling. The focus was on the basic and important areas of the Primary 1 to 3 curriculum, testing the concepts, knowledge, skills and applications relevant to these areas.

The Assessment included a number of item types including fill in the blanks, answers only and answers involving working steps as well as multiple choice, with item type varying according to the context. Some of the test items consisted of sub-items. Besides finding the correct answers, students were also tested on the ability to present their solutions to problems, including writing out the necessary written statements, mathematical expressions and explanations.

The Assessment consisted of 111 test items (186 score points) covering the four Dimensions. These items were grouped into three sub-papers, each of 45-minutes in duration and covering all four Dimensions. Using items drawn from these three sub-papers, a fourth sub-paper also of 45-minute duration was generated to provide the inter-paper link. Each student was required to attempt only one of the four sub-papers.

The composition of the four sub-papers was as follows:

Table 8.1 Composition of the Sub-papers

Sub-paper	No. of Items (Score Points)				
	Number Dimension	Measures Dimension	Shape & Space Dimension	Data Handling Dimension	Total *
M1	18 (22)	9 (15)	7 (17)	3 (6)	37 (60)
M2	19 (26)	7 (11)	7 (19)	3 (8)	36 (64)
M3	18 (25)	10 (15)	8 (18)	2 (4)	38 (62)
M4	19 (23)	7 (11)	9 (22)	2 (4)	37 (60)
Total *	55 (73)	26 (41)	22 (54)	8 (18)	111 (186)

* Items that appear in two different sub-papers are counted once only.

Performance of P.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2005

P.3 Number Dimension

Students performed quite well in this Dimension. They had no difficulty in understanding the basic concepts of whole numbers and simple fractions, though some were confused when they were asked to demonstrate a deeper understanding of these concepts. Students were capable of performing addition, subtraction and multiplication of whole numbers as well as their mixed operations, but were relatively weak in doing division. Generally speaking, students could properly present their working steps for straightforward application problems, but had difficulty in presenting their solutions to problems with more complicated contexts. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Understanding basic concepts

- Students performed well in recognising the place values of whole numbers (e.g. Q5/M1) as well as reading, writing and ordering whole numbers up to five digits (e.g. Q10/M2; Q11/M3). However, some had difficulty in selecting digits to form whole numbers satisfying specific criteria (e.g. Q7/M1).
- Students in general could master the simple concepts of fractions (e.g. Q16/M1; Q16/M3), but many of them did not have a clear concept that when a fraction is used to represent part of one whole, the whole must be divided into a number of equal parts (e.g. Q17/M2). They could recognise the relationship between fractions and the whole (e.g. Q16/M1; Q19/M2). Furthermore, they were capable of comparing fractions with the same denominator (e.g. Q18/M2), but less so for fractions with the same numerator (e.g. Q21/M3).

Performing basic calculations on whole numbers

- Addition – Students were capable of understanding the commutative property of addition (e.g. Q10/M1) and performing addition of whole numbers up to 3 digits, even involving the process of two consecutive carrying (e.g. Q1/M2; Q1/M3) and repeated addition (e.g. Q3/M3).

- Subtraction – Students also did well in performing subtraction of whole numbers up to 3 digits, even when it involved the process of one decomposition (e.g. Q2/M1; Q4/M2). However, more students made computational mistakes in items involving the process of two consecutive decompositions (e.g. Q4/M3), repeated subtraction (e.g. Q5/M2) and small brackets (e.g. Q8/M3).
- Multiplication – Students were capable of understanding the commutative property of multiplication (e.g. Q9/M3) and performing multiplication of whole numbers up to 1 digit by 3 digits and without carrying (e.g. Q1/M1). Again more students made computational mistakes in items involving carrying (e.g. Q2/M3) and repeated multiplication (e.g. Q3/M2).
- Division – Students did not perform as well in division. They could perform exact division without decomposition (e.g. Q6&Q7/M2), but they ran into difficulty when decomposition and/or a remainder were involved (e.g. Q9/M1; Q6/M3), particularly when a placeholder had to be inserted in the quotient (e.g. Q8/M1).
- Mixed operations – Students could generally perform mixed operations of addition and subtraction, including items involving small brackets (e.g. Q3/M1; Q8/M2). For mixed operations of multiplication and addition/subtraction, many of them could carry out the required calculations, though careless computational mistakes and overlooking the rule of ‘performing multiplication/division before addition/subtraction’ were evident (e.g. Q6/M1; Q9/M2; Q7/M3).

Solving application problems

- Students were capable of understanding and solving straightforward problems involving addition and subtraction (e.g. Q11/M1; Q12/M2; Q12/M3). Their performance declined for problems involving multiplication, division, mixed operations and the calculation of money (e.g. Q13/M1; Q15/M1; Q16/M2; Q14/M3; Q15/M3). For some of the application problems, many students were either careless (e.g. finding the fare of a single trip instead of a round trip in Q18(a)/M3) or did not understand the question (e.g. a considerable number of students gave the other options as the answer in Q14/M1). When students were required to show their working steps, for straightforward problems, many of them could properly present their solutions (see exemplars of students’ work below).

Q11/M1	Q12/M2						
<p>A店書價比B店的便宜 =</p> $830 - 798$ $= \underline{32} \text{ (元)}$	<p>需付:</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">$105 + 196 + 75$</td> <td style="border-left: 1px solid black; border-bottom: 1px solid black; padding: 2px;">$\begin{array}{r} 105 \\ + 196 \\ + 75 \\ \hline 376 \end{array}$</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">$= 301 + 75$</td> <td style="border-left: 1px solid black; border-bottom: 1px solid black; padding: 2px;">$\begin{array}{r} 301 \\ + 75 \\ \hline 376 \end{array}$</td> </tr> <tr> <td style="padding: 2px;">$= \underline{376} \text{ (元)}$</td> <td style="border-left: 1px solid black; padding: 2px;">$\underline{376}$</td> </tr> </table> <p>需付 376 元</p>	$105 + 196 + 75$	$\begin{array}{r} 105 \\ + 196 \\ + 75 \\ \hline 376 \end{array}$	$= 301 + 75$	$\begin{array}{r} 301 \\ + 75 \\ \hline 376 \end{array}$	$= \underline{376} \text{ (元)}$	$\underline{376}$
$105 + 196 + 75$	$\begin{array}{r} 105 \\ + 196 \\ + 75 \\ \hline 376 \end{array}$						
$= 301 + 75$	$\begin{array}{r} 301 \\ + 75 \\ \hline 376 \end{array}$						
$= \underline{376} \text{ (元)}$	$\underline{376}$						

- However, for problems with more complicated contexts, some students had difficulty in using written statements to explain clearly their solutions, particularly for division problems involving a remainder (see exemplars of students' work below).

Q13/M2
<p>香港人</p> $141 + 394 - 235$ $= 300 \text{ (人)}$ <div style="float: right; margin-top: 20px;"> $\begin{array}{r} 141 \\ + 394 \\ \hline 535 \\ - 235 \\ \hline 300 \end{array}$ </div>
Q11/M2
<p>we make most =</p> $8 \text{ paper birds} \div 362 \text{ paper birds}$ $= \underline{45 \dots 2 \text{ paper birds}}$ <p style="text-align: right; margin-top: 20px;"><u>we make 45 ... 2 paper birds most.</u></p>

- It is noted that some students mixed up the minuend with the subtrahend when they wrote down the mathematical expression for subtraction problems, though they could still arrive at the correct answers (see exemplars of students' work below).

Q13/M2

$$\begin{aligned} & 235 - (141 + 394) \\ & = 535 - 235 \\ & = 300 \end{aligned}$$

$$\begin{array}{r} 141 \\ + 394 \\ \hline 535 \\ - 235 \\ \hline 300 \end{array}$$

There are 300 workers more from overseas than from Hong Kong.

Q14/M3

$$\begin{aligned} & 40 = (80 \times 8) \\ & = 600 \end{aligned}$$

$$\begin{array}{r} 80 \\ \times 8 \\ \hline 640 \\ - 40 \\ \hline 600 \end{array}$$

She should pay \$600.

P.3 Measures Dimension

The performance of students was fair in this Dimension. Most students could identify Hong Kong money; tell time from a clock face; and compare directly the length, mass and capacity of objects. They were capable of reading price tags and choosing the appropriate tools for measuring length and mass. However, many of them had forgotten basic facts like the number of days in each month and the number of days in a common (normal) year. They were less capable of recording the duration of activities and weight of objects. Many of them were not capable of comparing indirectly the length, mass and capacity of objects as well as reading accurately the scale of a measuring instrument. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Knowledge of Hong Kong money

- Students in general could identify Hong Kong money (e.g. Q17&Q20(b)/M3). They were very good at reading price tags (e.g. Q19(a)&(b)/M1), but not as good at writing down prices on price tags (e.g. Q20(a)/M3). For exchanging money, students performed well for straightforward conversion (e.g. Q21(a)/M2), but again not as well when they had to do some calculations for the conversion (e.g. Q21(b)&(c)/M2).

Knowledge of time

- Though students knew well that a week has seven days (e.g. Q24(a)/M3), many of them could not remember the number of days in each month of the year and the number of days in a common year (e.g. Q22/M1; Q24(b)/M3). A majority of students could tell time from a clock face (e.g. Q23/M1), but some of them had difficulty in recording the duration of activities by taking the difference between two specific times read from a clock face (e.g. Q23/M3).

Measurement of length/distance, mass and capacity

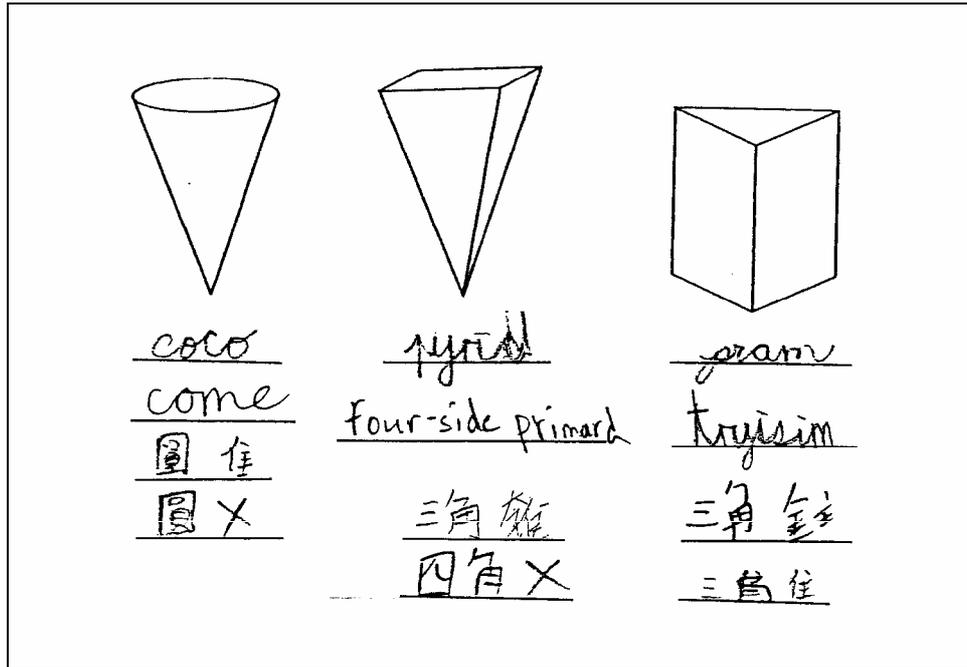
- Students in general could compare directly the length/distance, mass and capacity of different objects (e.g. Q28/M1; Q19/M3), though some had difficulty in making indirect comparison (e.g. Q21&Q26/M1; Q26/M3).
- Students were capable of choosing the appropriate measuring tools for measuring length/distance and mass (e.g. Q22/M2; Q25/M3), but less capable of doing the same for measuring capacity (e.g. Q28/M3). However, many of them could not measure accurately with a measuring instrument (e.g. Q20/M2) or read the scale of a measuring instrument, particularly weighing scales with different measurement units (e.g. Q25/M1; Q25&Q26/M2).
- Most students could record the length of objects with an appropriate unit (e.g. Q20/M1), though they were weaker in doing the same for the weight of objects (e.g. Q27/M3).

P.3 Shape & Space Dimension

The performance of students was again fair in this Dimension. In general they could identify and name 2-D and 3-D shapes when these shapes were drawn in a commonly seen orientation, though spelling mistakes or incorrect Chinese characters were often found when they were asked to name given shapes. They could also recognise angles and the four directions, but some of them had difficulty in differentiating perpendicular lines from parallel lines as well as identifying vertical parallel lines. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

3-D shapes

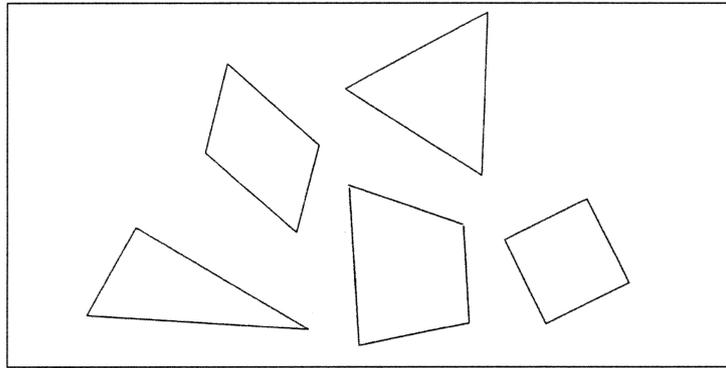
- Students were capable of identifying or naming cones, cylinders and spheres (e.g. Q30(a),(c)&(e)/M1; Q28(b)&(d)/M2), but some of them had difficulty in identifying prisms and pyramids (e.g. Q30(b)&(d)/M1), particularly naming the latter (e.g. Q28(c)/M2). Those who tried to name 3-D shapes often made spelling mistakes or gave incorrect Chinese characters (see exemplars of students' answers for Q28/M2 below).



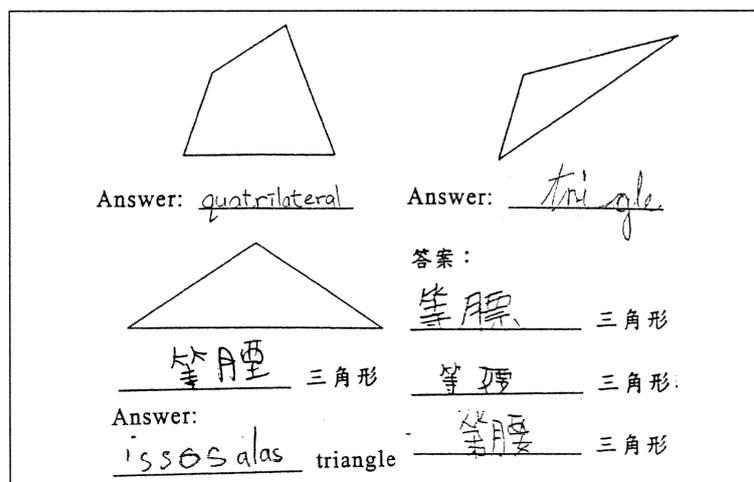
- Students in general were capable of comparing objects according to concepts such as length, width, height and thickness (e.g. Q29/M3), but some of them had difficulty in describing the relative positions of two 3-D objects, for instance, distinguishing between left and right (e.g. Q30/M3).

2-D shapes

- Many students could identify or name 2-D shapes including circles, triangles, squares, parallelograms, etc. (e.g. Q31/M1; Q29/M2; Q35/M3), but not trapeziums (e.g. Q31(b)/M1). Some had difficulty in differentiating different types of triangles, particularly isosceles triangles from equilateral triangles (e.g. Q30/M2; Q32(b)/M3). When 2-D shapes were not drawn in a commonly seen orientation, for instance tilted towards the left or right (see the 2-D shapes shown in the diagram below), students found it more difficult to identify them.



- On an isometric pinboard paper, students could accurately draw an equilateral triangle (e.g. Q27/M1), but fewer were able to accurately draw a rhombus on a square grid paper (e.g. Q31/M3).
- Spelling mistakes or incorrect Chinese characters were not uncommon when students were asked to name 2-D shapes (see following exemplars of students' answers for Q32(b)/M3 and Q35(b)&(c)/M3).



- It was noted that quite a number of students named polygons such as a pentagon or a quadrilateral as a '5-sided shape' or a '4-sided shape' in English and 「五角形」 or 「四角形」 in Chinese.
- Students in general could group 2-D shapes according to given attributes, though quite a number of them had difficulty in identifying vertical parallel lines (e.g. Q27/M2). In contrast to 3-D shapes, students could describe the relative position of two 2-D shapes, though some of them still could not distinguish between left and right (e.g. Q32/M1).

Lines, angles and the four directions

- Students were capable of identifying straight lines and curves (e.g. Q34/M3), but some of them could not distinguish between parallel lines and perpendicular lines (e.g. they gave option D as the answer of Q33(a)/M1). They were also less capable of identifying vertical parallel lines (e.g. they missed out parallel lines 'b' and 'd' when answering Q33(b)/M1) and this weakness was also reflected when students were asked to identify parallel lines in 2-D shapes.
- Students in general had a good knowledge of angles and right angles (e.g. Q29/M1; Q32/M2) and they could compare the sizes of angles (e.g. Q33/M3).
- Students could recognise the four directions (e.g. Q34/M1; Q36/M3) and found directions with a compass (e.g. Q33/M2), though some confused the east direction with the west direction.

P.3 Data Handling Dimension

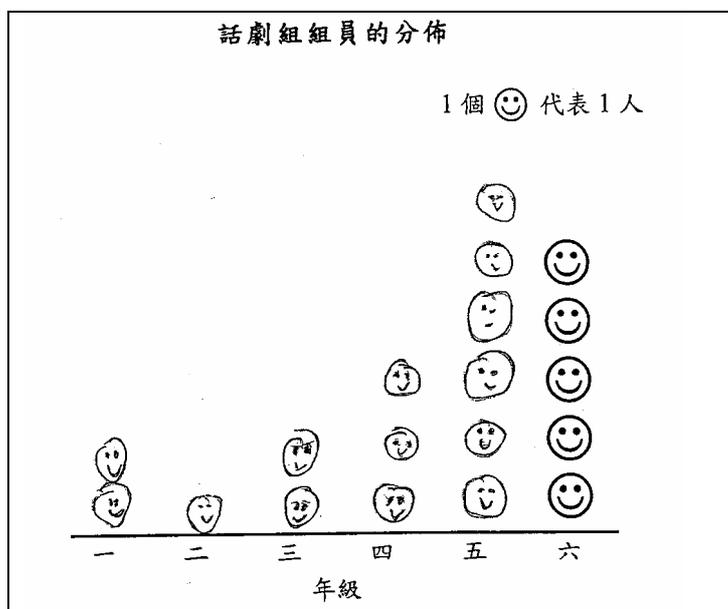
Students performed well in this Dimension. They could readily read and interpret data or information from given pictograms and made use of them to answer straightforward questions. They were also capable of constructing pictograms from given data. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Read and interpret pictograms

- Students could read and interpret the data or information directly from given pictograms (e.g. Q34(a)/M2; Q35(a)/M2; Q37(a)/M3). They were good at making use of these data or information, sometimes after carrying out simple calculations, to answer straightforward questions (e.g. Q35(a)/M1; Q34(c)/M2; Q35(c)/M2). However, some of them did less well in answering questions that required them to do further calculations with these data (e.g. Q37(b)/M3) and many of them were not capable of making simple deductive reasoning to answer further questions (e.g. Q35(c)/M1).

Construct pictograms

- Students were capable of constructing pictograms from given data (e.g. Q36(b)/M2; Q38/M3), though some students did not know how to handle the category of data with zero frequency and so still drew a picture at the corresponding space in the pictogram (see the example of a student's answer for Q37/M1 below).



- They could write down the proper title for a pictogram (e.g. Q36/M1), name the categories of data on the horizontal axis of the graph (e.g. Q36/M1) and count the frequencies of these categories (e.g. Q36(a)/M2).

General Comments on P.3 Student Performances

The overall performance of P.3 students was quite good. Similar to last year, they did better in the Number and Data Handling Dimensions than the other two Dimensions. When compared to last year, students in general showed an improvement in the learning of many concepts and skills. However, they were still relatively weak in a number of areas, e.g. a deeper understanding of the concepts of fractions, presenting their working steps when solving application problems, reading the scale of measuring instruments, identifying and naming 2-D shapes which were not drawn in a commonly seen orientation, accurately writing down the names of 3-D or 2-D shapes, making simple deductive reasoning, etc. Students were often careless when reading or comprehending questions and some of them hastily gave the result of an intermediate step as the final answer to a problem.

Performance of the Best P.3 Students in TSA 2005

Students were ranked according to their scores and the performances of the top 10% of them were singled out for further analysis. The performances of these students are described below.

Among these students, slightly more than half of them achieved a full score or lost at most two score points in the whole assessment. That is, they demonstrated an almost complete mastery of the concepts and skills being assessed by the sub-papers they attempted.

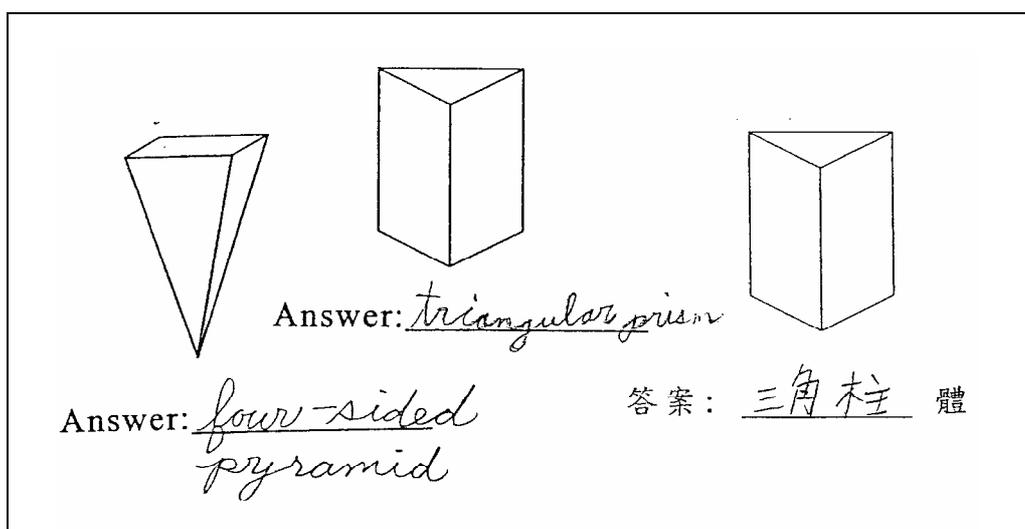
Most of these students demonstrated thorough understanding of the concepts of fractions, could compare equally well fractions with the same denominator or numerator, and solved more demanding problems relating to place values of whole numbers. These students in general were very good at arithmetic computations and could solve application problems with various contexts. Their solutions to these application problems were often well presented, even for the more difficult division problem where there was a remainder (see exemplars of students' answers for Q11/M2 below).

$362 \div 8$ $= 45 \text{ (串)} \dots 2 \text{ 隻}$ <p>最多可以做45串</p>	$\begin{array}{r} 45 \\ 8 \overline{) 362} \\ \underline{32} \\ 42 \\ \underline{40} \\ 2 \end{array}$
<p>we make:</p> $362 \div 8$ $= \underline{\underline{45 \text{ wind-bells} \dots 2 \text{ birds}}}$	

These students in general could handle problems relating to Hong Kong money and the measurement of time. They could compare directly and also indirectly the length/distance, mass and capacity of objects. They were also capable of choosing appropriate measuring tools, recording measurements with appropriate units and accurately reading the scale of a measuring instrument.

The best students were capable of identifying straight lines, curves and parallel lines as well as recognising the four directions. They showed a very good knowledge of angles and comparing their sizes.

These students in general were capable of identifying and accurately naming 2-D shapes as well as drawing them on a square grid. They were also more capable of identifying 3-D shapes and some of them could use more specific mathematical terms other than simply prism or pyramid when naming different types of prisms and pyramids (see exemplars of students' answers for Q28/M2 below).



These students again were capable of reading and interpreting data or information given in pictograms as well as constructing these statistical graphs. They could even make simple deductive reasoning according to given data or information to answer questions.

In spite of their overall good performances, some of these students still had some common weaknesses as described below:

- Almost a quarter of these students could not successfully solve the test item Q14/M1 and they had difficulty in understanding the question.
- Some of these students could not record the weight of an object with an appropriate unit in Q25/M1.
- Almost a quarter of these students could not identify a trapezium (e.g. Q31(b)/M1) and a small number of them could not identify a right-angled triangle (e.g. Q30(a)/M2) when these 2-D shapes were not drawn in a commonly seen orientation.

- More than half of these students had difficulty in identifying parallel lines in 2-D shapes (e.g. Q27(c)/M2).
- A small number of these students had difficulty in describing the relative positions of 3-D shapes (e.g. Q30/M3).

Comparison of Student Performances at Primary 3 in TSA 2004 and 2005

This was the second year that P.3 students took the System Assessment. The percentages of students achieving Basic Competency in these two years are provided below.

Table 8.2 Percentages of P.3 Students Achieving Mathematics Basic Competency in 2004 and 2005

Year	% of Students Achieving Mathematics Basic Competency
2004	84.9
2005	86.8

A comparison of the strengths and weaknesses of P.3 students in TSA 2004 and 2005 provides useful information on how teachers can help students improve. The following provides a comparison of the students' performances for the two years in each of the four Dimensions.

Number Dimension

- P.3 students in 2004 and 2005 performed at about the same level for problems relating to whole number concepts and the arithmetic operations on whole numbers.
- More students in 2005 understood the commutative property of addition and multiplication as well as successfully solved more demanding problems on place values of whole numbers.
- Students' performance in 2005 declined on problems relating to division where there was a remainder or a placeholder had to be inserted in the quotient.

- For solving application problems, students in 2005 showed an improvement in presenting their working steps, particularly for the division problem where there was a remainder.
- Students in 2005 showed an improvement in the learning of fractions, particularly in recognising that when a fraction is used to represent part of one whole, the whole must be divided into a number of equal parts.

Measures Dimension

- Students in 2005 had a better knowledge of Hong Kong money than did students of last year.
- Students in 2005 made a slight improvement in their knowledge of the calendar of the year.
- In both years, students' performances were similar when telling time from a clock face and recording the duration of activities by taking the difference between two specific times read from a clock face. However, it was noted that students found it easier to use the times read from a digital clock than from a clock face to find the duration of activities.
- Concerning the measurement of length/distance, mass and capacity of objects, students in 2005 showed a considerable improvement in their ability to record length, weight and capacity (10 to 15 percent more students were able to do these tasks as compared to last year); they were also better in comparing the distance between objects using kilometres and comparing the weights of objects. It was noted that students found it easier to find from a diagram the distance between objects than to actually measure length with a ruler.
- Similar to last year, students in 2005 were still rather weak in reading the scale of a weighing instrument and recognising the relationship between gram and kilogram. In addition they were less capable of choosing an appropriate instrument to measure an inaccessible length.

Shape & Space Dimension

- When compared to last year, students in 2005 in general made an improvement in identifying and naming 3-D shapes, but their performance fluctuated in identifying and naming different types of triangles (e.g. this year 10% more students could identify and name a right-angled triangle but 10% less for an isosceles triangle).
- Relatively speaking, students in 2005 were still less capable of identifying and naming 2-D shapes, including different types of triangles, when these shapes were not drawn in a commonly seen orientation.
- In both years, spelling mistakes and incorrect Chinese characters were still commonly spotted when students were asked to name 3-D and 2-D shapes.
- More students in 2005 could distinguish left from right when they were asked to describe the relative positions of objects.
- Students in 2005 were far better in identifying or drawing parallel lines.
- Concerning the learning of angles and the four directions, students in 2005 made a significant improvement in drawing an angle of a given size and were better at recognising the four directions.

Data Handling Dimension

- In both years, students showed similar performances in reading and interpreting data or information given in pictograms as well as drawing pictograms, including giving a title to a pictogram.
- Students in both years were still relatively weak in making simple deductions or doing further calculations based on given data or information to answer questions.

Primary 6 Assessment Design

The assessment tasks for P.6 were based on the *Basic Competency at the end of KS2 for the Mathematics Curriculum (Trial Version, June 2004)*; the *Mathematics Curriculum Guide (P1 – P6), 2000*; and the *Target Oriented Curriculum Programme of Study for Mathematics – Key Stage 2 (P4 – 6), 1995*. The tasks covered the five Dimensions of the Mathematics curriculum, i.e. Number, Measures, Shape & Space, Data Handling and Algebra.

The Assessment assumed students had already mastered the Basic Competencies covered in Key Stage 1 and focused on the basic and important areas of the Primary 4 to 6 curriculum, testing the concepts, knowledge, skills and applications relevant to these areas. However, a small number of test items (a total of 14 out of 139) were set to test specifically some of the Basic Competencies covered in Key Stage 1 to determine whether or not students still had a good mastery of the essential concepts and skills learnt in Primary 1 to 3.

The Assessment included a number of item types including fill in the blanks, answers only and answers involving working steps as well as multiple choice, with item type varying according to the context. Some of the items consisted of sub-items. Besides finding the correct answers, students were also tested on the ability to present their solutions to problems, including writing out the necessary written statements, mathematical expressions, equations and explanations.

The Assessment consisted of 139 test items (193 score points) covering the five Dimensions. Most of these items were grouped into three sub-papers, each of 55-minutes in duration and covering all five Dimensions. Using items drawn mainly from these three sub-papers and including the remaining items, a fourth sub-paper also of 55-minute duration was generated to provide the inter-paper link. Each student was required to attempt only one of the four sub-papers.

The composition of the four sub-papers was as follows:

Table 8.3 Composition of the Sub-papers

Sub-paper	No. of Items (Score Points)					
	Number Dimension	Measures Dimension	Shape & Space Dimension	Data Handling Dimension	Algebra Dimension	Total *
M1	22 (31)	12 (13)	3 (6)	3 (5)	4 (6)	44 (61)
M2	22 (29)	13 (14)	3 (6)	2 (4)	4 (6)	44 (59)
M3	20 (28)	12 (15)	5 (9)	3 (5)	3 (5)	43 (62)
M4	22 (29)	9 (9)	6 (10)	3 (5)	3 (4)	43 (57)
Total *	64 (88)	40 (45)	12 (22)	10 (18)	13 (20)	139 (193)

* Items that appear in two different sub-papers are counted once only.

Performance of P.6 Students with Minimally Acceptable Levels of Basic Competence in TSA 2005

P.6 Number Dimension

Students performed satisfactorily in this Dimension. They did well in carrying out arithmetic operations on whole numbers and fractions and showed reasonable understanding of basic concepts, but needed improvement in presenting their working steps. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Understanding basic concepts

- Basic concepts learnt in Key Stage 1 – Students demonstrated a good understanding of the concepts relating to fractions (e.g. Q5/M1; Q6/M2). They understood the place values of whole numbers (e.g. Q8/M3), though some students did not realize that a multi-digit number cannot start with ‘0’ as the first digit and mistook ‘0478’ as the smallest 4-digit even number in Q11(b)/M1.
- Basic concepts learnt in Key Stage 2 – Students demonstrated a good understanding of factors/multiples (e.g. Q9/M1; Q12/M3), but less so of common factors/common multiples (e.g. Q12/M1; Q15/M1). They fully understood the concept of equivalent fractions (e.g. Q8/M2) and made use of the concept to compare fractions (e.g. Q4/M3). They knew how to use decimals to record

numbers (e.g. Q22/M2), but failed to show a good understanding of place values of decimals (e.g. Q10/M2). Furthermore, their performance varied in problems on understanding the concepts of percentages (e.g. Q16/M2; Q15/M3).

Performing basic calculations

- The arithmetic operations on whole numbers – Students showed no problems in carrying out the arithmetic operations, including mixed operations (e.g. Q1/M1; Q1/M2; Q2/M3).
- The arithmetic operations on fractions – They again showed no problems in carrying out the arithmetic operations on two fractions (e.g. Q7/M1; Q7/M2; Q5/M3). However, their performance declined when they had to handle mixed operations on fractions (e.g. Q5/M2; Q9/M2).
- The arithmetic operations on decimals – Some students had difficulty in carrying out multiplication and division on decimal numbers (e.g. Q4/M1; Q2/M2).
- Estimating the answers – Students were capable of choosing the appropriate mathematical expression to estimate the value of a given expression (e.g. Q11/M2).
- Interchanging fractions, decimals and percentages – Students were capable of interchanging improper fractions into mixed numbers (e.g. Q8/M1; Q6/M3). They could in most cases interchange percentages into fractions or decimals (e.g. Q16/M1; Q9/M3). However, some students had difficulty in interchanging fractions into decimals (e.g. Q10/M1; Q14/M2).
- Finding common factors/H.C.F./common multiples/L.C.M – Some students had difficulty in solving these kinds of problems due to mixing up common factors with common multiples (e.g. Q15/M2; Q10/M3).

Solving application problems

- Students in general performed well in solving simple application problems involving one arithmetic operation or whole numbers (e.g. Q13/M2; Q21/M2; Q11&Q16/M3). Their performance declined on problems demanding a more in-depth comprehension of the given contexts or involving mixed operations on fractions (e.g. Q18&Q20/M1; Q17/M3).
- When students were required to show their working steps, their performance declined significantly (e.g. Q14&Q18/M1; Q19/M2; Q17/M3). They were also weak in using written statements to illustrate or explain their solutions (e.g. Q18/M1; Q19&Q20/M2; Q14/M3). Some students gave incorrect mathematical expressions but somehow still obtained the correct answers; others did not give any written statements or explanations. The following examples of students' work illustrate these weaknesses.

(a) Showing no written statements or explanations:

Q22(b)/M1	Q18/M2
$100 - (56 \times 1.5)$ $= 100 - 84$ $= 16 \text{ (元)}$	$1 + \frac{72.5 - 50}{50}$ $= 1 + \frac{22.5}{50}$ $= 1.45 \text{ kg}$

(b) Showing incorrect mathematical expressions but leading to correct answers:

Q14/M1	Q18/M1
<p>她今年的身高是：</p> $125 + (25 \div 25 \times \frac{1}{25})$ $= 125 + 5$ $= \underline{\underline{130}} \text{ (cm)}$	<p>可分成：</p> $25 \div \frac{3}{5} = \frac{3}{10}$ $= 15 \div \frac{3}{10}$ $= 15^5 \times \frac{10}{3}$ $= \underline{\underline{50}} \text{ (包)}$

(c) Showing poor presentation of written statements or explanations:

Q18/M1	Q14/M3
<p>所有的小包果汁糖重:</p> $25 \times \frac{3}{5} = 15 \text{ (公斤)}$ <p>可分成 =</p> $15 \div \frac{3}{10} = 50 \text{ (包)}$	<p>應找四!</p> $10 \div 0.6 = 16 \dots 4$ <p>應找回 4 角。</p>

- Generally speaking, students performed well in problems involving percentages, although poor presentation was still an issue when students were required to show their working steps (e.g. Q21/M1; Q20/M2; Q19/M3).

P.6 Measures Dimension

The performance of students in this Dimension was fair. They could apply the basic concepts and formulae in solving standard problems, but could not use this knowledge flexibly enough to tackle non-routine problems. There was a lapse in memory of some basic facts or skills learnt in Key Stage 1 which are essential in everyday use. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Basic knowledge of Hong Kong money and measurement of time, length/distance, mass and capacity learnt in Key Stage 1

- Students in general still had a good knowledge of Hong Kong money (e.g. Q24/M1; Q21/M3) and the measurement of time (e.g. Q23/M2; Q23/M3) and mass (e.g. Q24/M2; Q24(a)/M3) learnt in Key Stage 1. However, many of them had forgotten basic facts or could not apply them, like recalling the number of days in each month of the year (e.g. Q26/M4) and measuring length with a ruler (e.g. Q23/M1). Furthermore, their performance varied in problems on choosing or using the appropriate units for recording different measurements and they were relatively weak with respect to the measurement of length (e.g. Q24(b)/M3) and capacity (e.g. Q32/M2; Q24(c)/M3).

Knowledge of perimeter, area and volume

- Students showed a good understanding of area and volume (e.g. Q26/M2; Q25&Q28/M3), but not of perimeter (e.g. Q31/M2).

Finding perimeter, area and volume

- Students could directly apply the appropriate formulae to find the perimeter, area and volume of standard 2-D and 3-D shapes (e.g. Q29/M1; Q20&Q37/M3). They were aware of the relationship between volume and capacity (e.g. Q30/M3), and made use of it to find the volume of irregular solids (e.g. Q30/M4). However, their performance dropped significantly when the given shapes were not the standard shapes and partitioning was needed (e.g. Q37/M1; Q29/M2) or flexible use of the relevant formulae was required (e.g. Q28, Q34&Q38/M2).
- Regarding the circumference of circles, not all students were aware of the meaning of π (e.g. Q26/M1). Many of them could directly apply the relevant formula to find the circumference of a circle (e.g. Q32/M3), but were less capable of using the same formula to find radius (e.g. Q30/M2).

Concept of speed and its application

- Students were well aware of the units of measurement for speed (e.g. Q26/M3) and could apply the speed formula to solve straightforward problems (Q30/M1; Q33(a)/M2). They were again less capable of integrating knowledge of another topic into solving speed problems (e.g. Q31/M3).

P.6 Shape & Space Dimension

Students did quite well in this Dimension. They could recognise the characteristics of 2-D and 3-D shapes, particularly those of circles, and made use of this knowledge to classify these shapes. They were well acquainted with the eight compass points. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Basic geometrical knowledge learnt in Key Stage 1

- Students could compare the sizes of angles (e.g. Q27/M4) and identify oblique parallel lines (e.g. Q35(b)/M3). However, it was noted that some of them mistook a horizontal line and a vertical line are parallel to each other (e.g. in Q35(a)/M3, many students gave 'AB' as the required answer).

Knowledge of 2-D & 3-D shapes

- Most students could classify 3-D shapes (e.g. Q36/M2), and were particularly good at choosing the proper mathematical terms for given 3-D shapes (e.g. Q35/M1; Q34/M3). They could also identify the vertices, edges and faces of given 3-D shapes (e.g. Q37/M2).
- Students could recognise the characteristics of 2-D shapes (e.g. Q35/M2; Q39(a)/M3), particularly those of circles (e.g. Q36/M3). They were also capable of classifying 2-D shapes according to given characteristics (e.g. Q34(b)/M1; Q39(b)&(c)/M3), though some had difficulty in recognising a right-angled isosceles triangle as isosceles when it was not drawn in a commonly seen orientation (e.g. some students could not point out 'A' is an isosceles triangle in Q34(a)/M1).

Knowledge of the eight compass points

- Students were very good at recognising the eight compass points (e.g. Q36/M1; Q38/M3).

P.6 Data Handling Dimension

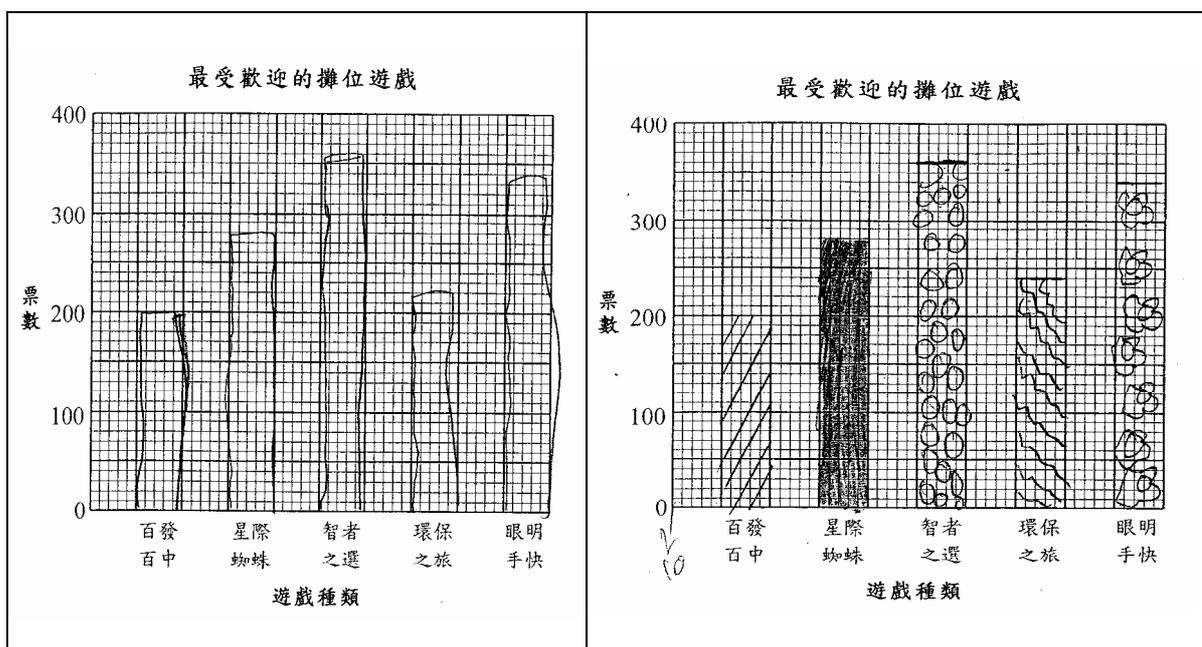
Students performed quite well in this Dimension. They could read and interpret the data or information from given statistical graphs and construct such graphs from given data, though they were less capable of drawing simple inferences based on provided data or information. They were also good at finding averages and making use of them. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Read and interpret pictograms and bar charts

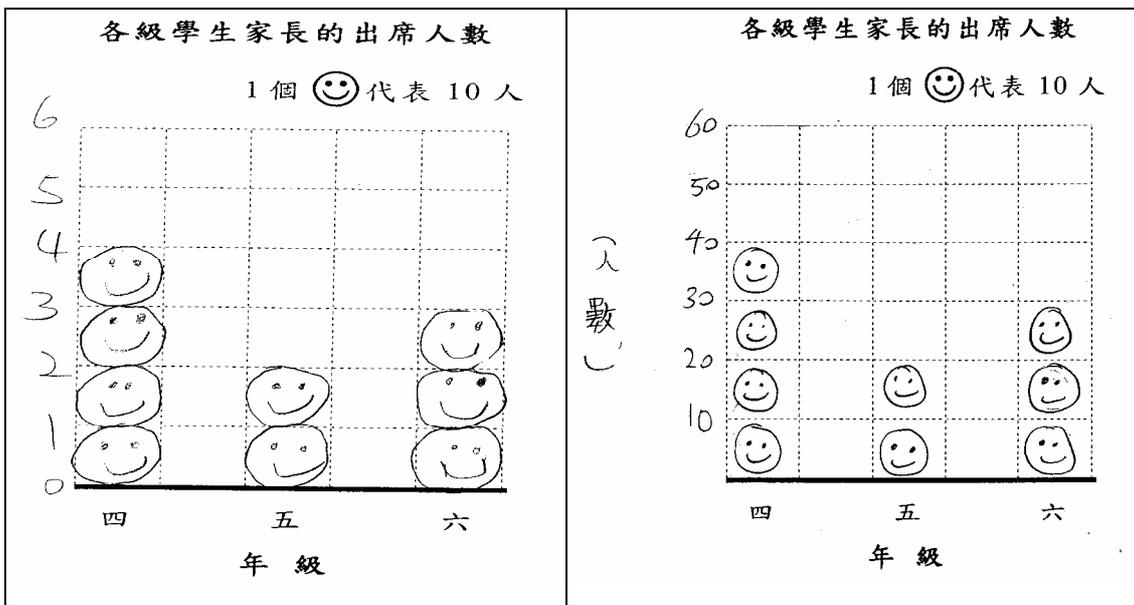
- Students were capable of reading data or information directly from given pictograms and bar charts, including those of greater frequency counts (e.g. Q38(a)&Q39(b)/M1; Q42(a)/M3; Q42(a)/M4). They could answer straightforward questions based on simple manipulation of data read from these statistical graphs (e.g. Q41(b)/M2; Q42(b)&(c)/M4). However, some students had difficulty in making simple inferences from the data or information read from the graphs (e.g. Q41(c)/M2) or in answering questions based on further manipulation of such data (e.g. Q42(c)/M3).

Construct pictograms and bar charts

- Students were capable of counting frequencies of different categories of data and writing down a proper title for a statistical graph (e.g. Q39/M1). Most of them could construct pictograms and bar charts from given data using different scales (e.g. Q42/M2; Q41/M3), though some students' work was quite untidy (see exemplars of students' work for Q42/M2 below).



- Some students thought that a pictogram, just like a bar chart, should have a 'frequency axis' (axis to record the frequencies of data) and gave their pictograms a vertical scale (see exemplars of students' work for Q41/M3 below). Such a mistake was rarely made by the P.3 students, most likely because they had not yet learnt bar charts.



Concept of averages and its applications

- Students could calculate the average of a group of data (e.g. Q29/M4) and they could apply the concept of averages to solve simple problems (e.g. Q40/M1).

P.6 Algebra Dimension

The performance of students was satisfactory in this Dimension. They could use symbols to represent numbers and solve simple equations, though some did not have a very clear concept of an equation. Most of them could solve problems by simple equations, but their working steps did not often depict a systematic application of the 'Principle of Equivalence' in the process of solving equations. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

Using symbols to represent numbers

- When presented with a specific context, most students could write down simple algebraic expressions by using symbols to represent numbers (e.g. Q41/M1; Q43/M2).

Solving simple equations

- Some students had difficulty in understanding the concept of an equation (e.g. Q39/M2), but could solve simple equations up to two steps (e.g. Q44/M1; Q33/M3; Q31/M4).

- Generally speaking, students could solve problems using simple equations, but their performance varied according to the type of problem. Most students found it easier to set up equations involving addition and multiplication (e.g. Q42/M1; Q44/M2), but tended to make mistakes when setting up equations involving subtraction (e.g. Q43/M3; Q43/M4). They often appeared to have confused the minuend with the subtrahend. Some students used methods that only involved arithmetic operations rather than applying the ‘Principle of Equivalence’ in the process of solving equations, though there was an unknown appearing in their working steps (see exemplars of students’ work below).

Q44/M2	Q43/M3
$16 \div \frac{2}{5} = y$ $40 = y$ $y = 40$ <p>The total number of toy cars Kelvin has is 40.</p>	<p>Let the original price of one box of fruit juice be \$y.</p> $y = (\$18 \div 2) + (\$3 \div 2)$ $= \$9 + \1.5 $= \underline{\underline{\$10.5}}$ <p>The original price of one box of fruit juice is \$10.5</p>

- For those who successfully found the correct answers, the equations they set up were not always entirely correct and their working steps did not often depict a systematic application of the ‘Principle of Equivalence’ in the process of solving equations (see exemplars of students’ work below).

Q44/M2	Q43/M3
<p>Let the total number of toy cars Kelvin has collected be y.</p> $y \div \frac{2}{5} = 16$ $y \div \frac{2}{5} \times \frac{5}{2} = 16 \times \frac{5}{2}$ $y = 40$ <p>The total number of toy cars Kelvin has collected is 40</p>	<p>設一盒果汁的原價是 y 元。</p> $\frac{2y}{2} - 3 = 18$ $\frac{2y}{2} = 18 + 3$ $\frac{2y}{2} \times \frac{2}{2} = \frac{21 \times 2}{2}$ $\frac{2y}{2} = \frac{21}{1}$ $y = 10.5$ <p>∴ 一盒果汁的原價是 10.5 元</p>

General Comments on P.6 Student Performances

While the overall performance of P.6 students was quite good, the achievement gap separating high and low achievers was considerably wider than that at the P.3 level. Although the percentages of P.3 and P.6 students meeting the minimally acceptable levels of basic competence were quite similar, many more P.6 students than P.3 students obtained within two score points of a perfect score on the respective sub-papers. At the same time, there were also many more P.6 students than P.3 students who scored less than half as well as one-third of the total score points of the respective sub-papers.

Generally speaking, P.6 students did quite well in the Shape & Space and the Data Handling Dimensions. They demonstrated a satisfactory performance in the Number and Algebra Dimensions, though their performance was only fair in the Measures Dimension. While the students who met the minimally acceptable levels of basic competence had generally mastered the basic concepts and computational skills stipulated in the document *Basic Competency at the end of KS2 for the Mathematics Curriculum (Trial Version, June 2004)*, a considerable proportion of them still could not understand clearly more difficult concepts like common factors and common multiples, place values of decimals, etc. Many students could not flexibly apply the formulae of finding circumference, area and volume. They had difficulty in solving application problems involving more complicated contexts and in making connections among knowledge relevant to different topics. Similar to the P.3 students, some of the P.6 students could not identify attributes of 2-D shapes when they were not drawn in a commonly seen orientation. Many P.6 students could not remember certain basic facts for everyday use such as the number of days in each month of the year and the appropriate unit for recording a specific measurement. Also, many could not demonstrate mastery of certain basic skills such as measuring length with a ruler and reading the scale of a measuring instrument accurately. Finally, many students needed to improve the presentation of their working steps in problem solving.

Performance of the Best P.6 Students in TSA 2005

Students were ranked according to their scores and the performances of the top 10% of them were singled out for further analysis. The performances of these students are described below.

Among these top performing P.6 students, the great majority of them achieved a perfect score or lost at most two score points in the whole assessment. That is, they demonstrated an almost complete mastery of the concepts and skills being assessed by the sub-papers they attempted.

When they were required to show their working steps in application problems, many of these students could present their working steps systematically and give a clear explanation for their methods of solution (see the example of a student's answer for Q14/M3 below).

<p>姊姊最多可買雞蛋： $10 \div 0.6$ $= 10 \div \frac{3}{5}$ $= 10 \times \frac{5}{3}$ $= 16\frac{2}{3}$ (隻)</p> <p>由於沒有 $\frac{2}{3}$ 隻蛋，所以把 $16\frac{2}{3}$ 變為 16，姊姊最多可買雞蛋 16 隻，應找回 4 角。</p>	<p>應找回： $10 - 16 \times 0.6$ $= 10 - 9.6$ $= 0.4$ (元) $= 4$ (角)</p>
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Some of these students could formulate alternative strategies or flexibly use their mathematical knowledge to tackle problems (see exemplars of students' work below).

Q18/M1: The student concerned use the method of solving simple equations to solve the problem.

設可分成 y 包

$$25 \times \frac{2}{5} = \frac{3}{10} \times y$$

$$y = 50$$

可分成 50 包。

Q14/M3: The student concerned most likely used the method of 'trial and error' to arrive at the answer, though he/she had not clearly shown the process behind, i.e. finding the cost of buying respectively 15, 16 and 17 eggs.

姊姊最多可買雞蛋：
 $96 \div 6$
 $= 16$ (隻)

應找回 =
 $10 - 9.6$
 $= 4$ (角)

When solving equations, many of these students could clearly demonstrate the use of the 'Principle of Equivalence' step by step in presenting their solutions (see the example of a student's answer for Q42/M1 below).

設每碗雲吞麵的售價是 y 元。

$$3y + 5 = 53$$
$$3y + 5 - 5 = 53 - 5$$
$$3y = 48$$
$$\frac{3y}{3} = \frac{48}{3}$$
$$y = 16$$

In spite of their overall good performances, some of these students still displayed some weaknesses as described below:

- Almost a quarter of them could not present in an acceptable form their working steps for a division problem where there was a remainder (e.g. Q14/M3).
- Some of them could not arrive at the correct answer for Q28/M2 (they gave the perimeter of the rectangular lawn as the required answer).
- A small number of them had forgotten the number of days in each month of the year (e.g. Q26/M4).
- A small number of them did not have a clear concept of an equation (they included 'A' in their answers in Q39/M2).
- A small number of them could not identify a right-angled isosceles triangle as an isosceles triangle in Q34(a)/M1 (they missed out 'A' in their answers).
- Individual students could not measure the length of an object accurately with a ruler (e.g. Q23/M1).

Comparison of Student Performances at Primary 3 and 6 in Mathematics TSA 2005

This was the first year that the P.6 students took the System Assessment at the end of Key Stage 2. The percentage of the P.6 students achieving Basic Competency was slightly less than that of the P.3 students as shown below.

Table 8.4 Percentages of P.3 and P.6 Students Achieving Mathematics Basic Competency in 2005

Class Level	% of Students Achieving Mathematics Basic Competency
P.3	86.8
P.6	83.0

The contents of the P.3 and P.6 Mathematics curricula are very different, therefore it is difficult to compare the performances of the P.3 and P.6 students. Nonetheless, a comparison of the strengths and weaknesses of P.3 and P.6 students in TSA 2005 gives some indications, enabling teachers to adjust their teaching strategies and the curriculum for their students at different stages. Below is a description of P.3 and P.6 students' performances for each of the four Dimensions that are common to their Mathematics curricula.

Number Dimension

- The P.3 students performed quite well in this Dimension while the P.6 students performed satisfactorily.
- Both P.3 and P.6 students demonstrated a good mastery of basic arithmetic operations, though the P.3 students were relatively weak in doing division on whole numbers while the P.6 students ran into difficulty when they had to handle mixed operations on fractions as well as multiplication and division on decimal numbers.
- Both P.3 and P.6 students were capable of understanding and solving straightforward problems, but their performances declined on problems involving more complicated contexts. When they were required to show their working steps, their presentation needed improvement, particularly for division problems involving a remainder.

Measures Dimension

- The performances of both P.3 and P.6 students were fair in this Dimension.
- Most students could identify Hong Kong money and tell time from a clock face, but their performances varied on problems relating to the measurement of length, mass and capacity.
- For both P.3 and P.6 students, there was a lapse of memory for some basic facts or skills which are essential in everyday use, such as recalling the number of days in each month of the year, measuring length with a ruler and reading the scale of a measuring instrument accurately.

Shapes & Space Dimension

- The performance of the P.3 students was fair in this Dimension while the P.6 students did quite well.
- Generally speaking, both P.3 and P.6 students could recognise the characteristics of 2-D and 3-D shapes, and classify them accordingly. However, many of them had difficulty in identifying 2-D shapes when they were not drawn in a commonly seen orientation.
- Some of the P.3 students and also P.6 students had difficulty in distinguishing between parallel lines and perpendicular lines.
- Both P.3 and P.6 students were very good at recognising angles and comparing their sizes as well as recognising directions.

Data Handling Dimension

- Both P.3 and P.6 students performed quite well in this Dimension.
- Both P.3 and P.6 students were capable of reading and interpreting data or information given in statistical graphs as well as constructing them from given data. They could make use of these data or information, sometimes after carrying out simple calculations, to answer straightforward questions.

- Many of the P.3 and P.6 students ran into difficulty when they were required to answer questions based on further calculations with data read from statistical graphs. In general, both P.3 and P.6 students were rather weak in making use of simple deductive reasoning to answer further questions.
- Some P.6 students thought that a pictogram, just like a bar chart, has a 'frequency axis' and gave their pictograms a vertical scale. Such a mistake was rarely made by the P.3 students, most likely because they had not yet learnt bar charts.

9. CONCLUSION

Improvements in TSA 2005

How has TSA 2005 been improved? At the conclusion of the first (2004) Territory-wide System Assessment, a number of areas were identified for improving the administration of the TSA in future years. As a result, several changes were made, as described below.

The most significant change was to not involve all teachers in marking scripts. Instead, central marking of the written papers was conducted using a team of 500 carefully selected and paid markers. This was carried out over a two-week period in July 2005. For the marking of writing papers in the two languages, double marking was adopted to ensure reliability. Check-marking was also carried out by checking one in ten scripts to ensure the quality of the marking process.

The second improvement was in shortening the assessment period for the Chinese and English Language speaking tasks. Instead of a three-week assessment period, oral assessments were conducted over a period of two days. Each school participated in one of four sessions, either in the morning or afternoon, on one of the two days. To ensure that no contents of the assessments were leaked, different sets of assessment tasks were used on each day. In this way, the incident that occurred in 2004, when contents of the speaking tasks were revealed to the media, was avoided.

The third improvement was to adopt a '1 + 1' arrangement, with the speaking tasks being assessed by one internal and one external assessor. This ensured that one assessor was familiar to the student thus avoiding undue pressure. The involvement of a third-party external assessor, a language teacher from another school, ensured the objectivity of the assessment process.

Another improvement was the organisation of familiarisation sessions for schools and teachers prior to testing. A total of eight workshops were jointly organised with the assistance of CDI colleagues in February 2005 for teachers of each subject. The teachers were shown how to interpret their school TSA data and given an explanation about how items were designed based on the basic competency descriptors. The sessions gave teachers a greater awareness of students' needs, a greater awareness of the standards themselves and of the meaning of basic competency.

Experience gained from TSA 2005

What has been learnt from TSA 2005? The results of TSA 2005 provide data about the performance of a second cohort of Primary 3 students and baseline data about a first cohort of Primary 6 students.

The overall pattern of performance of P.3 students in 2005 was similar to that observed in 2004. Hong Kong P.3 students performed best in Mathematics (87%) and at a slightly lower level in Chinese Language (85%). The subject with the lowest proportion of students not meeting the standards was English Language (79%), for which almost one in five students were performing below the minimum standards set for basic competency in this subject. The same pattern was observed in the case of P.6 students who performed best in Mathematics (83%), followed by Chinese Language (76%) and then English Language (71%).

At the P.6 level, somewhat smaller proportions of students were observed to have achieved basic competency than at the P.3 level. As noted earlier this is a predictable result and reflects the tendency for a growing achievement gap between high and low performing students over successive years of schooling.

It is possible to make a tentative conclusion about changes in performance levels for P.3 students between 2004 and 2005 across the three subjects for two levels assessed, namely Chinese Language, English Language and Mathematics. There was an improvement in the percent achieving basic competency in 2005 relative to performance levels in 2004 in all three subjects. The smallest improvement was observed in Mathematics, the subject with the highest proportions of students achieving basic competency, while the largest improvement was observed in English Language, the subject with the lowest proportions of students meeting the P.3 standard. Once again, this is a predictable pattern of results and reflects the fact that significant improvements are more readily achieved when working from a relatively lower base.

It nevertheless is encouraging to observe improvements in all three subjects at the P.3 level in the performance of students in 2005 compared to 2004, and in particular the improvement in performance in English Language. In subsequent years, with more data points, it will be possible to get a better idea of trends over time.

For both schools and the system, the most useful information provided by TSA 2005 is the detailed information provided in chapters 6 – 8 of this report on performance against competencies in specific skills or dimensions. These analyses point to areas that are either not being addressed adequately in classes or where better support is needed.

Issues

A number of schools raised concerns about the amount of assessment time, especially for the younger students. The paper and pencil part of the TSA 2005 for P.3 and P.6 was carried out over a period of two days. A total of three hours was allotted for P.3 and four hours for P.6. Some principals felt that three and four hours was too demanding for primary school students. This is an issue that will be taken into consideration in the design of TSA 2006. While a reduction in assessment time is desirable, it is important that the reliability of results is not compromised and that all basic competencies are assessed.

Absenteeism rates were another concern. It was found that the absenteeism rates on the assessment days were quite high in some schools. A survey was conducted in August 2005 on absenteeism rates in primary schools by the HKEAA. The aim of the survey was to compare the average absenteeism rate in June 2005 to that on 4 and 5 July 2005, the two assessment days. The figures showed that the average daily absenteeism rate in the month of June was 1.5% but that the average absenteeism rate on the two days was 1.8%. A total of 58 schools were found to have absenteeism rates of 5% or more for P.3 written assessments, while 50 schools were found to have absenteeism rates of 5% or more for P.6 written assessments.

Schools with relatively high absenteeism rates were requested by the EMB to provide reasons and evidence for the absenteeism. While most schools have been able to account for higher-than-usual absenteeism rates, it is evident that this is an area of concern and requires careful monitoring to guard against undue withholding of students from participating in the TSA.

The Way Forward

In the report on TSA 2004, it was noted that it would take two to three years before the TSA was fully understood by all concerned and before schools are able to obtain maximum benefit from the information generated by the surveys of student performances.

In 2005, primary schools were much more knowledgeable about the TSA and as a consequence are better placed to make constructive use of the rich information about the performance of their students. This year, they will be able to access their own information electronically via the internet, using confidentiality protocols to exclude unauthorized access.

In 2004 and 2005, 12 or 24 students from each school participated in the speaking component of the TSA. Presently, a standard to define the standard of basic competency in speaking has not been established. The setting of such a standard is under consideration for the TSA 2006.

In 2006, the TSA will be extended for the first time to Secondary 3 students. Thus secondary schools will need to become familiar with the ideas underpinning the TSA and the specific arrangements for assessing students' basic competencies. Inevitably, there will be new challenges to confront in ensuring that the TSA is implemented smoothly given the very different structures of secondary schools and more importantly in assisting schools to use the information obtained constructively for the purposes of school improvement.