

Results of Secondary 3 English Language in TSA 2014

The territory-wide percentage of S.3 students achieving English Language Basic Competency in TSA 2014 is 69.3%, indicating no significant change in the percentage of students achieving basic competency in 2014 as compared to that of 2013.

Secondary 3 Assessment Design

Assessment tasks for S.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 3 (Secondary 3)* and the *CDC Syllabus for English Language (Secondary 1 – 3) 1999*. The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal (IS), Knowledge (KS) and Experience (ES).

The S.3 written assessments consisted of three sub-papers for Listening, Reading and Writing, comprising a total of 125 items and 134 score points. Some items appeared in different Listening and Reading sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 25 minutes, Reading sub-paper was 30 minutes and Writing sub-paper was 40 minutes. The oral assessment included two components, Individual Presentation and Group Interaction, with eight sub-papers in each component. The number of items on the various sub-papers is summarized in Table 7.11a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.11b.

Table 7.11a Number of Items and Score Points for S.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Paper					
Listening	29(29)	29(29)	29(29)	--	50(50)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	66(77)	66(77)	66(77)	--	125(134)
Speaking					
Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)

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

Table 7.11b Composition of S.3 Sub-papers

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	29(29)	29(29)	29(29)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	0	0	0	L6-S-6-S3BC (organisation)	8(4)	0
Reading	9ER1	9ER2	9ER3	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L6-R-1-S3BC (reading strategies)	32(32)	36(36)	34(34)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
L5-R-3-S3BC (language features)	2(2)	0	2(2)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
L5-R-4-S3BC (reference skills)	2(2)	0	0			
Writing	9EW1	9EW2	9EW3			
L6-W-1-S3BC (content)	1(4)	1(4)	1(4)			
L6-W-2-S3BC (language)	1(4)	1(4)	1(4)			
L6-W-3-S3BC (organisation)	1(2)	1(2)	1(2)			
L5-W-5-S3BC (features)	1(2)	1(2)	1(2)			

S.3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 25 minutes each). All parts or sections were played twice. Descriptions of the listening tasks are provided in Tables 7.12 and 7.13.

Table 7.12 S.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	0
L5-L-2-S3BC	Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents	50
TOTAL		50

Table 7.13 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Radio Interview – <i>Teens and Online Gaming</i> <i>9EL1 – Part 1</i> <i>9EL2 – Part 1</i>	Multiple choice Short Answer	7(7) 6(6)
L5-L-2-S3BC	Discussion – <i>Farewell Party For Exchange Students</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	TV Report – <i>Campus TV Sports Day Report (unedited)</i> <i>9EL1 – Part 3</i> <i>9EL2 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Poem – <i>My Family's Fond Of Gadgets</i> <i>9EL2 – Part 3</i> <i>9EL3 – Part 3</i>	Multiple choice	8(8)
L5-L-2-S3BC	Information Session – <i>Volunteer in China Trip - Lending A Helping Hand</i> <i>9EL3 – Part 1</i>	Multiple choice	13(13)

S.3 Reading Items

Each student attempted three reading tasks in one of the three Reading sub-papers. 30 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

Table 7.14 S.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	70
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	2
TOTAL		72

Table 7.15 S.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC	Article – <i>Treasure Hunt Build-a-Book</i> <i>9ER1 – Part 1</i> <i>9ER2 – Part 1</i>	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>I'd Like To Meet An Alien</i> <i>9ER1 – Part 2</i> <i>9ER3 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC	Blog & Blog Comments – <i>Transport Issues in Hong Kong</i> <i>9ER1 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC	Online News – <i>Strange But True News</i> <i>9ER2 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC	Movie Poster, Movie Information & Reviews – <i>The 108 Warriors</i> <i>9ER2 – Part 3</i> <i>9ER3 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC	Blog – <i>Weird Transport</i> <i>9ER3 – Part 1</i>	Multiple choice	12(12)

S.3 Writing Tasks

Each student attempted a writing task of about 150 words from one of the three Writing sub-papers. Forty minutes were allotted for the writing task in each of the sub-papers. Descriptions and topics of the writing tasks are provided in Tables 7.16 and 7.17.

Table 7.16 S.3 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-W-1-S3BC	Writing a variety of texts for different purposes with relevant and generally adequate content	3
L6-W-2-S3BC	Writing a variety of texts using punctuation marks and a range of vocabulary and language patterns with some degree of appropriateness and accuracy to convey meaning	
L6-W-3-S3BC	Writing a variety of texts with adequate overall planning and organisation (including the use of cohesive devices and paragraphs, and sequencing of ideas)	
L5-W-5-S3BC	Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues	
TOTAL		3

Table 7.17 S.3 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC	Article – <i>The Work of The Discipline Committee</i>	1(12)
L6-W-2-S3BC	9EW1	
L6-W-3-S3BC	Story – <i>The Day The Last Typhoon Hit Hong Kong</i>	1(12)
L5-W-5-S3BC	9EW2	
	Email – <i>Films For Movie Week</i>	1(12)
	9EW3	

S.3 Speaking Tasks

Each student attempted either an ‘Individual Presentation’ (3 minutes for preparation and 2 minutes for assessment) or a ‘Group Interaction’ (3 minutes for preparation and 3 minutes for assessment). There were altogether 16 sub-papers: two sub-papers each for the Individual Presentation and Group Interaction, used in morning and afternoon sessions that took place over two assessment days. Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 S.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L5-S-2-S3BC	Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cues	Individual Presentation <i>9ESP1 – 9ESP8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
L5-S-4-S3BC	Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning		
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships/ interaction in familiar situations		
L6-S-6-S3BC	Using organising techniques generally appropriately to convey meaning		
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration	Group Interaction <i>9ESG1 – 9ESG8</i>	8
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships /interaction in familiar situations		

Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2014

S.3 Listening

Design of the Listening Papers

There are a total of three listening sub-papers, 9EL1, 9EL2 and 9EL3. In the sub-papers there are 5 listening tasks:

Tasks	Text Types
Teens and Online Gaming	Radio Interview
Farewell Party For Exchange Students	Discussion
Campus TV Sports Day Report (unedited)	TV Report
My Family's Fond Of Gadgets	Poem
Volunteer in China Trip - Lending A Helping Hand	Information Session

Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in Listening Tasks

Students with minimally acceptable levels of basic competence were able to

- understand the meaning of simple dialogues in both familiar and unfamiliar topics
- apply their knowledge of the world in various contexts
- extract specific information, use contextual clues, comprehend main ideas and connect ideas

Task Name: Teens and Online Gaming (Radio Interview)

Task Content: Radio Host Wong Ma talks to a psychologist, Ms. May Chan, and Brian, a student who suffers from a gaming addiction, about the causes of and dangers of computer game addiction.

Specific Information

- Most students were able to identify that boys love playing games online when they heard Ms. Chan saying '*Boys prefer online gaming.*'
3. According to Ms. May Chan, boys love _____.
- Morning Show investigations
 - listening to the issues teens face
 - playing games online
 - playing with teachers online

9EL1/2 Part 1 Q.3

- The majority of students were also able to identify how much time Brian spent playing online at night when they heard him saying ‘...*I was spending seven hours each night playing online.*’
6. When his addiction was at its worst, Brian spent _____ each night playing online.

- A. four hours
 B. seven hours
 C. a few hours
 D. two hours

9EL1/2 Part 1 Q.6

Connecting Ideas

- Many students were able to connect the ideas and work out that technology addicted students lie about their homework.
4. Technology addicted students _____.

- A. finish their homework
 B. lie to their friends
 C. get good results
 D. lie about their homework

9EL1/2 Part 1 Q.4

Task Name: Farewell Party For Exchange Students (Discussion)

Task Content: A group of exchange students will be leaving the school soon and the form teacher and some students are discussing a farewell party for them.

Specific Information

- Most students were able to identify how many people would be attending the party when they heard Tom say ‘*Then if we include their teachers, we are looking at 65 people altogether.*’
1. There will be a total of _____ attending the party.

- A. 20 students
 B. 60 people
 C. 40 teachers
 D. 65 people

9EL1/3 Part 2 Q.1

Connecting Ideas

- The majority of students were able to connect ideas so that when they heard Tom say ‘*Oh, I want fries please!*’ and Sandra say ‘*Yes, me too!!*’, they knew that both wanted French fries.
8. Tom and Sandra both want to pick _____.

- A. salad
 B. garlic bread
 C. rice
 D. French fries

9EL1/3 Part 2 Q.8

Task Name: Campus TV Sports Day Report (Unedited TV Report)

Task Content: Mark and Silvia are Campus TV members who are recording their version of the Campus TV Sports Day Report. Silvia is nervous as a first time producer and upsets Mark. They encounter some problems while filming but continue on to complete their report.

Connecting Ideas

- Many students were able to work out by listening to the interaction between Mark and Silvia that she was nervous about doing the job and only wanted to do it right.
 1. Silvia is worried because _____.
 - A. Mark is too difficult to work with
 - B. she wants to do her job well
 - C. Mark keeps interrupting her
 - D. the events have started

9EL1 Part 3/9EL2 Part 2 Q.1

- The majority of students were able to connect the sound effects and Silvia's reaction – (*scream and crash and sound of glass breaking*) '*Oh no, the camera! What am I going to do now?*' (*crying*) and identify that Silvia was upset because she broke the camera.
 5. Silvia starts crying because she _____.
 - A. hurt Terry and Maggie
 - B. upset Mark
 - C. broke the camera
 - D. missed filming the opening ceremony

9EL1 Part 3/9EL2 Part 2 Q.5

Knowledge of the World

- The majority of students were able to use their knowledge of the world to work out what it meant when an event was held annually.
 3. Mark says, 'Welcome to the annual sports day.'

The word 'annual' means the event is held _____.

 - A. four hours
 - B. seven hours
 - C. a few hours
 - D. two hours

9EL1 Part 3/9EL2 Part 2 Q.3

Contextual Clues

- Many students were able to use what Mark said, ‘*Great idea Silvia. Let’s go. The track events are about to start. I want to interview the runners before the race and the also after the race.*’ to correctly identify that they were going to go and do interviews.
6. Silvia and Mark will now _____.
- A. stop working and enjoy the day
 B. let Mr. Wong do the work
 C. go and tell Principal Tung
 D. do interviews
- 9EL1 Part 3/9EL2 Part 2 Q.6

Task Name: My Family’s Fond of Gadgets (Poem)

Task Content: The poem is about a family’s love of gadgets, and describes who uses what gadget and what happens when the electricity goes off for one day.

Main Idea

- On hearing the first stanza of the poem, many students worked out that the main idea of the poem was about technology.
- ‘*My family’s fond of gadgets*
and new technology.
My mother likes her e-books
and my father likes TV.’
- Stanza 1**
1. The whole family likes _____.
- A. e-books
 B. TV
 C. technology
 D. none of the above
- 9EL2/3 Part 3 Q.1

Contextual Clues

- The majority of students were able to use the context provided in stanza one to work out that the mother liked to read.
2. The mother likes to _____.
- A. watch TV
 B. dance
 C. play computer games
 D. read
- 9EL2/3 Part 3 Q.2

Specific Information

- The majority of students were able to listen to the first three stanzas of the poem and work out who the members of the family were.

'My family's fond of gadgets

and new technology.

My mother likes her e-books

and my father likes TV.

My sister likes to dance around

the house with headphones on.

My brother plays on his PC

until the break of dawn.

The baby has a smartphone

and a touchscreen-tablet too.

If we had pets, I'm sure

that even they would have a few.

Stanzas 1, 2 and 3

4. The poet's family includes _____.

- A. mother, father, sister, brother and baby
 B. father, sister, brother, baby and pets
 C. sister, brother, pets, mother and father
 D. brother, baby, father, mother and pets

9EL2/3 Part 3 Q.4

Task Name: Volunteer in China Trip - Lending A Helping Hand (Information Session). This task is an integrated task. There is a leaflet to read about Lending A Helping Hand and an information session to listen to.

Task Content: Monica and Steven are at an information session. They are talking about their experiences on the previous Volunteer in China Trip.

Tone

- The majority of the students were able to read Sally's comment and identify her tone correctly.

Participant & Volunteer Experiences



"My volunteer experience was fun and exciting! It was a great experience for the whole family!"

Sally, parent participant in Mainland China, 2010

2. Sally's comment is _____.

- A. positive
 B. negative
 C. neutral
 D. none of the above

9EL3 Part 1 Q.2

Specific Information

- The majority of students were able to identify the participants of the group that went on the trip with Steven and Monica by listening to the introduction given by Mr. Lau, the head of the Social Service Committee.

'Welcome to the Volunteer in China Information Session. In the Summer holiday a group of 20 students, six teachers and parent helpers made the trip to Guangzhou in China.'

6. The group that went on the trip with Steven and Monica consisted of _____.

- A. students, teachers and parents
 B. only students and teachers
 C. grandparents, parents and their children
 D. teachers, parents and elderly volunteers

9EL3 Part 1 Q.6

Connecting Ideas

- Many students were able to connect the ideas and work out why Monica participated in the trip.

*'I wasn't really interested in the trip to start with. **It was only when my friends decided to go that I thought about it. I didn't want to be the only one left in Hong Kong in the summer.**'*

7. Monica participated because _____.
- A. her friends were not going
 B. her parents wanted her to go
 C. Mr. Lau told her to go
 D. she didn't want to be alone during the holiday

9EL3 Part 1 Q.7

S.3 Reading**Design of the Reading Papers**

There are a total of three reading sub-papers, 9ER1, 9ER2 and 9ER3. In the sub-papers there are 6 reading tasks:

Tasks	Text Types
Treasure Hunt Build-a-Book	Article
I'd Like To Meet An Alien	Poem
Transport Issues in Hong Kong	Blog & Blog Comments
Strange But True News	Online News
The 108 Warriors	Movie Poster, Movie Information & Reviews
Weird Transport	Blog

Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in Reading Tasks

Students with minimally acceptable levels of basic competence were able to

- understand the meaning of simple texts written for various purposes, contexts and audiences

- extract or locate specific information from different text-types such as a poem, an article, a blog and blog comments, a poster, movie information and reviews, online news and an article
- locate information in a simple chart
- identify rhymes
- work out the meaning of unfamiliar expressions
- identify sequences and main ideas
- infer meaning from the context provided

Task Name: I'd Like To Meet An Alien (Poem)

Task Content: The poem is about a boy who would love to meet an alien and bring it home to scare his mother.

Rhyme

- Many students were able to identify the matching rhyme after reading the first stanza of the poem. They were also able to identify the rhyming pair after reading stanza two.

I'd Like To Meet An Alien

- 1 I'd like to meet an alien.
Yeah, wouldn't that be neat?
I'm sure there's not another
creature I would rather meet.
- 5 I wouldn't care if he was big,
or medium, or tiny,
or if his skin was rough and tough,
or super smooth and shiny.

1. In the first stanza, 'neat' rhymes with _____.

- A. alien
- B. another
- C. creature
- D. meet

3. In stanza two, the rhyming pair is _____.

- A. if and big
- B. medium and tiny
- C. rough and tough
- D. smooth and shiny

9ER1/3 Part 2 Q.1 & Q.3

Sequencing

- The majority of students were able to correctly sequence the sizes of the aliens mentioned in the second stanza of the poem as well as the faces of the aliens as given in stanza three.

5. I wouldn't care if he was big, or medium, or tiny, or if his skin was rough and tough, or super smooth and shiny.
2. According to stanza two, the aliens could be many sizes. Select the correct sequence of the sizes mentioned.



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

9ER1/3 Part 2 Q.2

10. I'd like him if his head were bald or covered up with hair. I'd like him if his face were round, triangular, or square.
4. The faces of the aliens could be various shapes. Select the correct sequence of the shapes mentioned in stanza three.



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

9ER1/3 Part 2 Q.4**Main Idea**

- On reading poem many students worked out what another possible title for the poem could be.

8. The title of the poem is 'I'd Like To Meet An Alien'. Another possible title for the poem could be _____.

- A. The Alien That Smells
 B. An Alien To Scare My Mom
 C. The Alien Plays Music
 D. Mom Loves My Alien

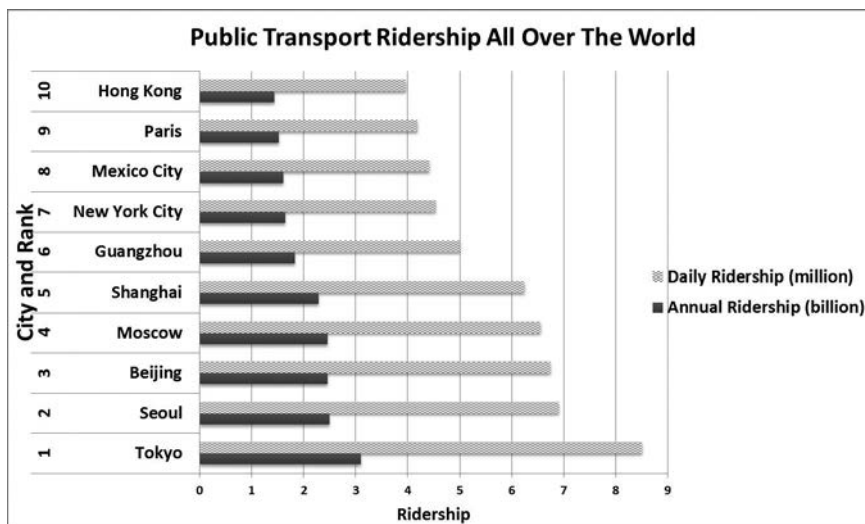
9ER1/3 Part 2 Q.8

Task Name: Transport Issues in Hong Kong (Blog and Blog Comments)

Task Content: The blog is about transport issues in Hong Kong and details passengers concerns and some action the public will take.

Locating Information in a Simple Chart

- Using the chart provided, the majority of students were able to locate the city that had the highest daily ridership.
8. According to the chart, _____ has the highest daily ridership.
- Hong Kong
 - Shanghai
 - Moscow
 - Tokyo



9ER1 Part 3 Q.8

Unfamiliar Expression

- Many students were capable of determining the meaning of ‘are doing the best they can’ after reading the blog comment made by *TonyPete034*.



TonyPete034

Transport everywhere is becoming more and more crowded. I was in Paris with my wife recently. We found the trains were much worse than those in Hong Kong. The government and the *HKTransCo@* are doing the best they can. However, we need more trains and buses to cope with the ever increasing numbers of commuters.

13. *TonyPete034* says that the government and the transport company 'are doing the best they can'. This means they _____.

- A. are working hard to solve the problem
- B. must stop the protest march
- C. should march with the commuters
- D. should visit Paris to see the trains there

9ER1 Part 3 Q.13

Task Name: Strange But True News (Online News)

Task Content: The site details some rather strange but true stories about goat cheese catching fire, the origins and uses of ketchup and the soda that spilled on an highway and froze.

Specific Information

- Many students were able to read and locate specific information and work out what Ketchup was made from.

Ketchup used to be made with pickled fish and spices. Now it is made with tomatoes, vinegar, sugar and spices.



5. Ketchup is now made from _____

- A. rice
- B. eggs
- C. fish
- D. tomatoes

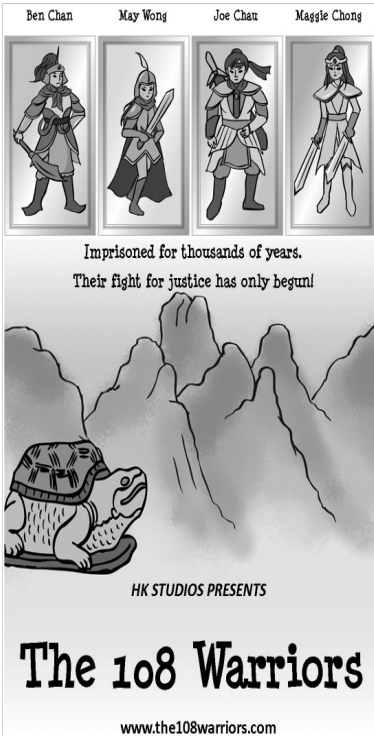
9ER2 Part 2 Q.5

Task Name: The 108 Warriors (Movie Poster, Movie Information & Reviews)

Task Content: Information is provided about the film *The 108 Warriors* in the form of a poster, movie information and two reviews of the film, one positive and the other negative.

Connecting Ideas

- Students were able to connect ideas and use the poster and the movie information to work out that the film was a martial arts film.
2. *The 108 Warriors* is a _____.
- A. comedy
B. romance
C. horror film
 D. martial arts film

Movie Poster	Movie Information
<p>Ben Chan May Wong Joe Chau Maggie Chong</p> 	<p><i>The 108 Warriors</i> begins as the demons are released. The film follows the stories of the demons, who are changed into 108 heroes and scattered over the length and breadth of China. The heroes uphold justice. They also help the weak and poor. The 108 gather on Liangshan Mountain and wage their fight against the corrupt government.</p> <p>Rating: PG Length: 2 hr 20 min Genre: Action and Adventure In cinemas: June 22, 2013 Directed by: Steven Wong Written by: Sam Lau, Sara Chui, Shi Kong WarriorFilmsHK – Official Site</p> <p><u>Cast</u> May Wong Ben Chan Joe Chau Maggie Chong</p>

9ER2 Part 3 Q.2

- Many students were also able to work out that Ben Chan and Joe Chau were actors by using the information provided in the poster, movie information and the reviews.
14. Ben Chan and Joe Chau are _____.
- A. directors
 B. actors
C. weak
D. dead

9ER2 Part 3 Q.14

May Wong, Ben Chan, Joe Chau and Maggie Chong lead a talented cast of actors. The martial arts scenes and action sequences were so exciting and thrilling. They are some of the best I have ever seen.

Review Number 1

As a diehard martial arts fan I expected much more action and fighting. I also expected to see Ben Chan and Joe Chau showing off their martial arts and sword fighting skills. There were few scenes that showcased what these two are capable of! The director missed the opportunity to display the skills that have made the lead actors such famous stars in the martial arts world and attracted their fans to see their films.

Review Number 2



Movie Poster

Cast

May Wong

Ben Chan

Joe Chau

Maggie Chong

Movie Information

Understanding different views and attitudes

- Many students were able to understand different views and attitudes and deduce that the one review was positive and the other negative.

10. The first reviewer has written a/an _____ review.

- A. positive
 B. negative
 C. neutral
 D. angry

16. The second review is a _____ one.

- A. positive
 B. negative
 C. neutral
 D. happy

9ER2 Part 3 Q.10 & Q.16

Task Name: Weird Transport (Blog)

Task Content: Information is provided about some strange forms of transport used in various parts of the world.

Inference

- Students could comprehend implied information and were able to work out why the Chiva Express had seats on the roof.
6. The Chiva Express has seats on the roof because _____.
- A. it carries chickens
 - B. some tourists like sitting in the open
 - C. there is not enough room inside the bus
 - D. it is cold inside the bus

**Chiva Express**

This is a bus that rides on train tracks! It takes travellers up into the mountains to take in the scenery! The bus even has seats on the roof for those who enjoy sitting in the cool mountain air.

9ER3 Part 1 Q.6

S.3 Writing

Students were instructed to complete a written assessment of about 150 words in 40 minutes. Students with minimally acceptable levels of basic competence in writing demonstrated the following characteristics:




- generally relevant and adequate content but with limited ideas and little or no elaboration
- paragraphs generally developed based on prompts with an attempt to use cohesive devices and sequence ideas appropriately
- the use of familiar vocabulary and simple language patterns with some degree of appropriacy and accuracy to convey meaning
- reasonably comprehensible pieces of writing despite a fair number of language and/or stylistic errors

Article – The Work of The Discipline Committee (9EW1)

In this writing task, students were asked to write an article in which they reported on the work of the discipline committee, discussing some events that occurred, the action that was taken and the results. An email and picture prompts of some events (before and after) were provided.


You are a prefect and student member of the Discipline Committee. You have been asked by Mr. Lai, the head of the committee, to write an article for the newsletter about some events that happened at school recently, what action was taken and the results. Read the email, look at the pictures and write the article. Give your article a title.

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

TO:

SUBJECT:




Dear Jackie,

I have attached some photos of recent events. Some of these events have made all of us proud, but some have worried the teachers! Action was taken but we would like the entire school to know what happened and what was done about the problems. You were on the Discipline Committee when these issues were discussed.

I hope you can use some of these pictures to write an article about the issues for the school newsletter. We must let our students know about the work that the Discipline Committee has done and why. You can also add anything else that you can remember about the issues. Give the article an interesting title.

The deadline is next week. Please send me a copy before you submit it to Mrs. Leung, the editor of the school newsletter. Thanks.

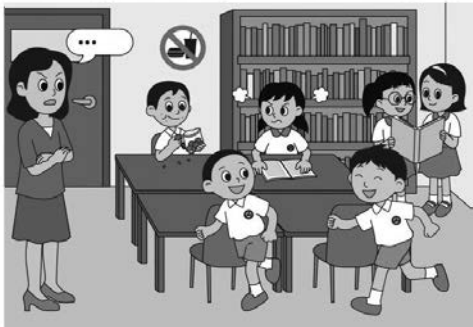
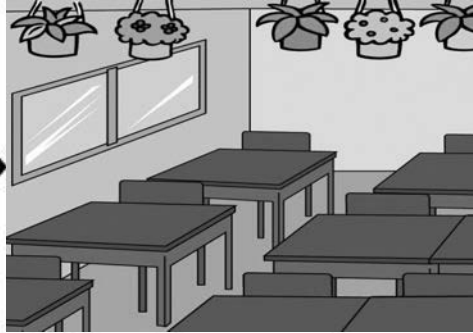
Best regards,
Mr. Lai



📎 Attachment: Pictures of the events that we want to report on

BEFORE

AFTER

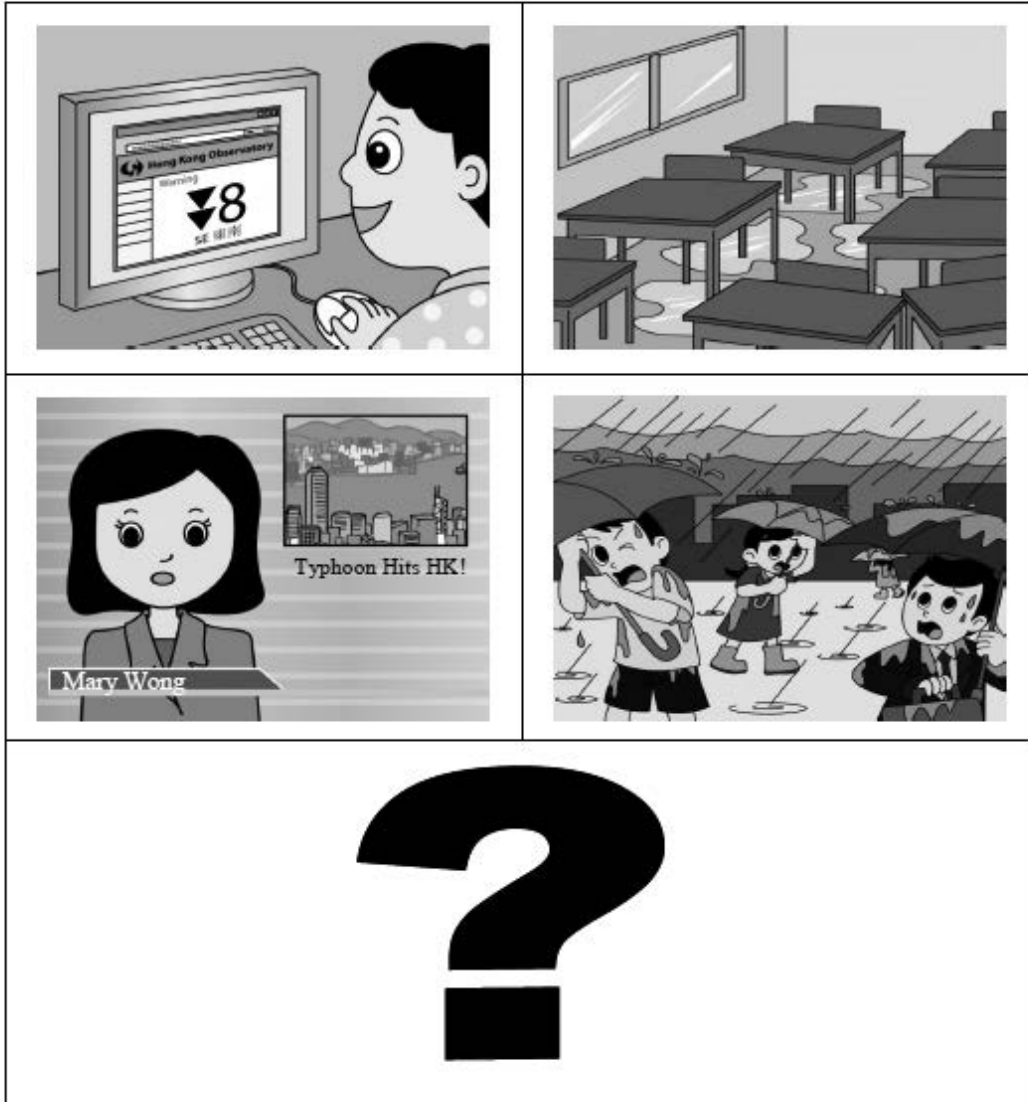


Story – The Day The Last Typhoon Hit Hong Kong (9EW2)

In this writing task, students were asked to write a story about what happened the day the last typhoon hit Hong Kong. Picture prompts were provided for the students as input.

You have been asked by your English teacher to write a story about the day the last typhoon hit Hong Kong. She wants you to write about what happened and what you did on that day. Give your story an interesting title.

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



Email – Films For Movie Week (9EW3)

In this writing task, students were asked to write an email giving suggestions for Movie Week. Posters of some possible films were also provided.

You are Pat, a student member of the Film Society. You have been asked by Jackie, the head of the Film Society, to write an email about the films you would like to show during the annual Movie Week. Read Jackie's email, look at the film posters and write your email to Jackie.

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

		  
TO:	<input type="text" value="jowong299@skfgrss.edu.hk;pmak23@skfgrss.edu.hk;ccwong3C@skfgrss.edu.hk;suechan4D@skfgrss.edu.hk"/>	
SUBJECT:	<input type="text" value="Films for Movie Week"/>	
		<input type="button" value="SEND"/> 

Dear Film Society members,


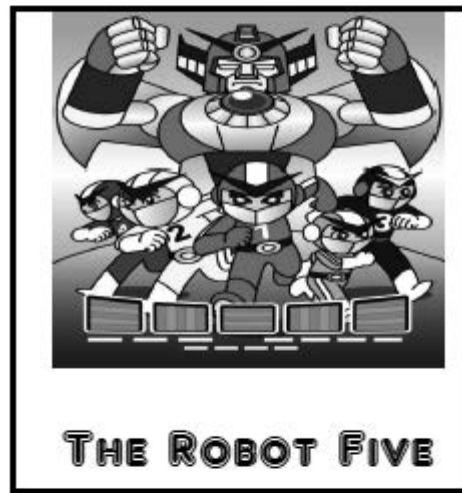
We need to decide the films that we will be showing during Movie Week. I would like to know which film(s) you would like to see and why. Tell me about the film(s), the characters, the actors and anything else that can help me decide which films to choose.

Also tell me what makes the film(s) you have chosen so special. Send me an email in which you review at least one film. If you have time, you can of course tell me about more films that you think our students would like to see and why.

If there are some films that you do not like, let me know why. The deadline is next Thursday. I hope this will help us choose interesting and popular films that the students can enjoy. Thanks and see you at the next meeting to discuss the rest of the activities for Movie Week.

Bye for now,
Jackie

P.S. I have included some film posters to help you.

 Attachment: Film Posters

The following Student Exemplars are written compositions that indicate the minimally acceptable levels of basic competence in writing and the characteristics mentioned previously.

Article – The Work of The Discipline Committee (9EW1) - Student Exemplar 1

Title provided	<p>Before and After, what the Discipline Committee did</p>
Uses picture prompt	<p>1 Firstly, our school classroom always very dirty. let the school cleaners very hard. Specialist Particularly for F.1 to F.2 students, they throw the rubbish on the floor and draw drew pictures on the desks to play games. After the Discipline Committee knew that, we took action immediately. We told the students that if the classrooms had any dirty places, we would give the punishment of anyone which is in this class students. After that, we found the classrooms very clean and they also plant some flowers in the classroom.</p>
Uses picture prompt	<p>Secondly, our school library have had complained by the teachers because some of the boys was were running in the library and hurt push a girl on the ground. And someone was eating snacks and the rubbish put it on the desk then left. When we knew that, we notice them if the students running and eating in the library, we would let them clean up the library and put the books into the bookshelves clearly.</p>
Uses picture prompt	<p>Thirdly, we found that the snacks food store, students not line up frequently. Someone was angry & of this ^{outside} and he fighted with a student who ... should be behind him. After that, we set up a group to observe the students line up clearly and told the snack food store boss if he ^{didn't} she see the students not line up to buy food, she should not sell the food to them.</p> <p>2</p>

Annotation - Student Exemplar 1

- 1 No real introduction – goes straight into the problem and lists reasons
 - 2 No conclusion/ending has been written
- [] Errors in expression/tense – *they thrown* instead of they threw, *let the school cleaners very hard* instead of make the school cleaners work very hard, *give the punishment of anyone* instead of punish anyone, *had complained by the teachers* instead of the teachers complained about, *push a girl on the ground* instead of pushed a girl onto the ground, *the rubbish put it on the desk* instead of put the rubbish on the desk, *we notice them* instead of we told them/we informed them, *someone was angry of this* instead of someone got/was angry about this, *he foughted with* instead of he fought with
- ◆ Vocabulary used is simple and understandable but better choices/words could have been used – *snack food store* instead of snack shop/school canteen/canteen, *snack food store boss* instead of owner, person in charge

Story – The Day The Last Typhoon Hit Hong Kong (9EW2) - Student Exemplar 2

1 Typhoon Day

Last Friday, I was happy because [I don't need] to go to school. Last Friday morning, I was playing computer games. Suddenly, I heard a thunder. The thunder was very loud. I was scared.

[I go to the] Hong Kong Observatory to check the weather. [Is Typhoon Hited] Hong Kong I was happy. I looked the TV news. It also [play] the Typhoon news. The reporter said the typhoon was strong. The student [should not went to school] because it is dangerous.

I saw the sky was raining and having thunder but I saw many people⁹¹¹ in the street because they need to go to work. [They was wet].⁹⁰

Finally, I stayed in my home for my hold day. I [had played computer], watched TV, read book and studied.¹⁰ I was happy because I have a rest day. My brother did not stay at home. He went to the street [to saw how] 3 typhoon is and took a photo for me. [He is] naughty. Although stayed at home was boring but [I won't went out] because it was thunder. 2

Annotation - Student Exemplar 2

- 1 The story has an appropriate title as well as an introduction
 - 2 The story lacks a proper conclusion and finishes abruptly
 - 3 The story is short but it also has some original ideas that have expanded on the prompts provided
- [] Errors in tenses – *I don't need* instead of I didn't need, *I go to the* instead of I went to the, *is typhoon hited* instead of did the typhoon hit, *play* instead of played, *should not went to school* instead of should not go to school, *they was wet* instead of they were wet, *had played computer* instead of played on the computer, *to saw how* instead of to see how, *he is* instead of he was, *I won't went out* instead of I didn't go out
- ◆ Some spelling errors – *thounder* instead of thunder, *my hold* instead of my whole

Email – Films For Movie Week (9EW3) - Student Exemplar 3

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
TO: jackiechonghp@skfgrss.edu.hk
SUBJECT: My opinion about the films for Movie Week
SEND

Dear Jackie, 1

[I think many films I would like to show] during the annual Movie Week, such as *Market In*, *The Jungle*, *Fate's Had Feet*, *The Boy Who Loves Birds* and *The Robot Five*. I think you can choose *The Boy Who Loves Birds* [In this film, have a young boy] and many birds. Also, I think most student like to see the interesting film. 2

I think in this film most special is a lot of bird found this boy every time. Also, [this boy is don't like bird] very much. 3

2 I think *The Robot Five* most student do not like because a lot of student see this film before. Also, this film [have not interesting thing] I hope will help them to choose most interesting and popular films for the Movie Week. [Thanks us ~~ours~~ to decide] the films that we will be showing during Movie Week.

Bye for now 1
Pat

Annotation - Student Exemplar 3

- 1 The email contains an appropriate greeting and closing
 - 2 The email also contains extremely brief, simple ideas. Ideas are linked within and between paragraphs
 - The email is short and though two films have been chosen and are explained. This is not done in detail
- ◆◆ There are errors in expression – *I think many films I would like to show* instead of I think that there are many films, *in this film have* instead of in this film a young boy, *this boy is don't like bird* instead of this boy doesn't like birds, *have not interesting thing* instead of isn't interesting, *thanks us to decide* instead of thanks for letting us/asking us to help you decide

S.3 Speaking

12 or 24 students (depending on the school size) were randomly selected from each school to participate in the oral assessment. A standard of basic competency in speaking was not set due to the relatively small sample size of students. However, a summary of the overall performance levels of students is given in the section 'General Comments on S.3 Student Performances'.

Best Performance of S.3 Students in TSA 2014**S.3 Listening****Performance of S.3 Students with Best Performance in Listening Tasks**

Students with best performance were able to correctly answer a range of higher order questions as well as demonstrate the ability to

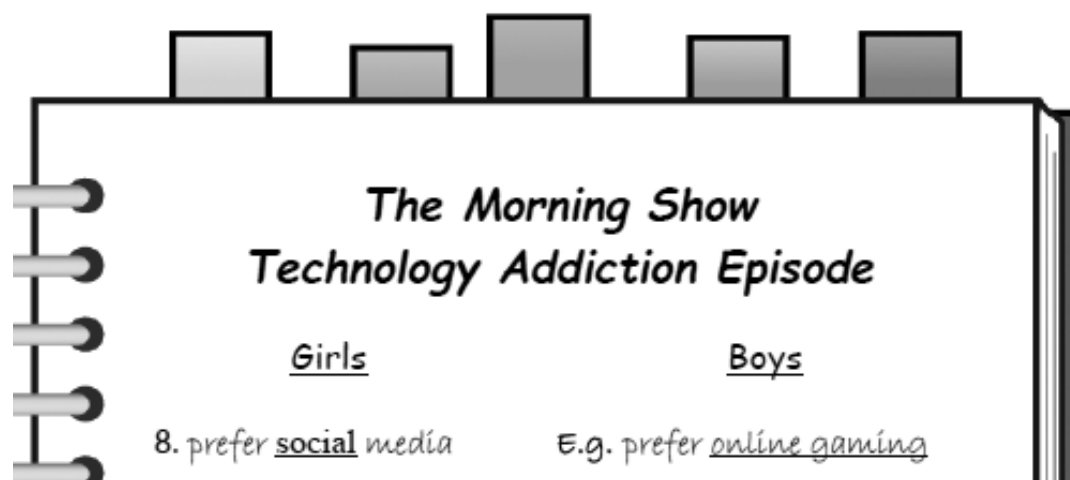
- understand topics, ideas, information, preferences, intentions and attitudes in simple spoken texts in familiar and unfamiliar topics
- extract specific information, connect ideas and work out meanings of unfamiliar words/expressions using contextual clues
- discriminate between intonation for a range of purposes when dialogues were delivered clearly and in generally familiar accents.

For task contents please refer to the “*Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in Listening Tasks*” Section.

Task Name: Teens and Online Gaming (Radio Interview)

Specific Information

- The more able students were capable of locating and extracting specific information about girls and technology when they heard Ms. May Chan say ‘*Girls spend more time using social media to chat with friends.*’
2. The girls Ms. Chan talks about _____.
- A. lie to their teachers
B. play online games
C. lie to their parents
 D. spend time talking to friends online



9EL1/2 Part 1 Q.2 & Q.8

Unfamiliar Word/Expression

- Students with the best performance were capable of working out the meaning of unfamiliar words and were able to determine what Brian meant when he said ‘*It has taken me four years to kick the habit.*’
7. Brian says that it took time to ‘kick the habit’. This means he _____.
- A. was addicted to doing something
B. kept playing games online
 C. gave up something harmful
D. left school to play games full time

9EL1/2 Part 1 Q.7

Task Name: Farewell Party For Exchange Students (Discussion)**Specific Information**

- The more able students were capable of locating and extracting specific information about what Tom and Sandra were able to order from the party menu when they heard Ms. Chan say ‘*Remember we can pick five main courses and then four salads.*’
7. They can choose _____ from the party menu.
- A. 20 hot and cold drinks
 - B. five main courses
 - C. garlic bread
 - D. ten salads

9EL1/3 Part 2 Q.7

Connecting Ideas

- Students were generally capable of connecting ideas together. Based on hearing Tom say ‘*The things on the party menu are not the same as their lunch menu items. I don’t know what a lot of them taste like.*’, they were able to work out that Tom had never tried the party menu food.
6. Tom has _____.
- A. never eaten at *Mary Jane’s*
 - B. never eaten lunch at *Mary Jane’s*
 - C. never tried the party menu food from *Mary Jane’s*
 - D. eaten the party menu food from *Mary Jane’s*

9EL1/3 Part 2 Q.6

Task Name: Campus TV Sports Day Report (Unedited TV Report)**Unfamiliar Word/Expression**

- Students with the best performance were capable of working out the meaning of unfamiliar words and were able to determine what Mark meant when he said ‘*Watch the steps and be careful with the camera.*’
4. Mark says, ‘Watch the steps.’ He means that Silvia should _____.
- A. be careful walking down the steps
 - B. hold the camera carefully
 - C. film him walking down the steps
 - D. film the steps

9EL1 Part 3/9EL2 Part 2 Q.4

Contextual Clues

- Students were able to draw conclusions from contextual clues in dialogues. When they heard Pat say ‘*I am always scared that I will drop it or fumble and make the exchange go slowly.*’, they were able to work out that if she fumbled her team might lose the race.
8. Pat is scared that she will ‘fumble’ the baton. This could cause _____.
- A. other teams to lose the race
 - B. runners to run with a few batons
 - C. her team to lose the race
 - D. other runners to fall

9EL1 Part 3/9EL2 Part 2 Q.8

Task Name: My Family’s Fond of Gadgets (Poem)**Unfamiliar Word/Expression**

- Students with the best performance were capable of working out the meaning of unfamiliar words and were able to determine what was meant by the line in the poem ‘*We’re always looking forward to the gadget we’ll get next.*’
7. The family is always ‘looking forward to’ the next gadget. This means they are _____.
- A. not interested in new gadgets
 - B. happy with the gadgets they have now
 - C. unhappy with their old gadgets
 - D. excited about new gadgets

9EL2/3 Part 3 Q.7

Contextual Clues

- Students were able to draw conclusions from contextual clues. When they heard the last stanza of the poem they were able to determine that the family really talked to each other because there was no power and they couldn't use their gadgets.

'The power went out recently.

That day was like no other.

*Our screens went blank and, strange but true,
we talked to one another.'*

Stanza 5

8. The day the power went out, the family _____.
- A. sat in the dark with their gadgets
 - B. sat and stared at the blank screens
 - C. communicated without technology or gadgets
 - D. tried to use their gadgets

9EL2/3 Part 3 Q.8

Task Name: Volunteer in China Trip - Lending A Helping Hand (Information Session).
This task is an integrated task. There is a leaflet to read about Lending A Helping Hand and an information session to listen to.

Connecting Ideas

- The more able students were capable of connecting ideas together. Based on what they heard – *'In the summer holiday a group of 20 students, six teachers and parent helpers made the trip to Guangzhou in China.'*, and the information provided in the leaflet, they were able to work out the participants of *Lending A Helping Hand*.

Volunteer in Hong Kong/Mainland China

Lending A Helping Hand© is a programme for school students. Students volunteer in Hong Kong or Mainland China, accompanied by their teachers.

There are various programmes which run on weekends and during school holidays.

Participants have to be aged 14 or older and parents can also join in, making it a family affair!

1. Participants of *Lending A Helping Hand* include _____.
- A. parents
 - B. students aged 14 or above
 - C. teachers
 - D. all of the above

9EL3 Part 1 Q.1

- After hearing Steven say ‘*This year we are planning to take two groups of about 15 students each and a total of eight teachers and parent helpers.*’, students with best performance were able to work out the total number of students going on the upcoming trip.

13. The trip this year will have _____.
- A. 15 students
 - B. 8 students
 - C. 30 students
 - D. 2 students

9EL3 Part 1 Q.13

S.3 Reading

Performance of S.3 Students with Best Performance in Reading Tasks

Students with best performance did well at the basic competency level and they were also able to correctly answer a range of higher order questions as well as

- use a wider range of reading strategies to understand the meaning of texts with some degree of complexity
- demonstrate ability to use strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences
- use inference skills in certain passages with familiar topics

For task contents please refer to the “*Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in Reading Tasks*” Section.

Task Name: The Treasure Hunt Build-A-Book (Article)

Specific Information

- Generally students could extract specific information in various reading passages. For example, from reading the passage about the Treasure Hunt Build-A-Book students were able to determine that the book had only one page.

Ms. Carroll’s book is the first ever sold to contain only one page. On that one and only page is the first clue. Each book has a

5. The book is different from other books because it _____.
- A. has a big map on the first page
 - B. starts with the same clue
 - C. has the same first page
 - D. has one page when it is bought

9ER1/2 Part 1 Q.5

Unfamiliar Word/Expression

- Students with the best performance were capable of working out the meaning of unfamiliar words and were able to determine what was meant by the pooling of resources.

The treasure hunt has everyone from little children to adults excited and searching for answers. Clubs of treasure hunters have formed to see if they can win by pooling their resources and ideas!

4. If people are ‘pooling’ their resources and ideas, it means they are _____.
- A. collecting ideas and working together
 - B. working by themselves
 - C. going to the swimming pool
 - D. using information from the internet

9ER1/2 Part 1 Q.4

Inference Skills

- Students could comprehend information that was implied. For example, when reading about the formation of clubs, students were able to work out that if they worked together people would have more clues and a better chance of winning.

Clues are completed at random. When all pages have been received they form a giant treasure map. This is why teams and clubs are forming. Together they work on the clues in the hope that they will be able to come up with one complete book and map and share in the prize.

9. Teams and clubs may have an advantage over a single reader because _____.
- A. they can get more prizes
 - B. bigger groups get more excited
 - C. they can share the prize
 - D. they have more clues

9ER1/2 Part 1 Q.9

Sequencing

- Students were able to identify a sequence of events. They were able to work out the order a reader had to follow in order to get clues.

All competitors have to complete a special registration process before they can begin hunting! When a clue is solved the reader has to send the answer in a letter to an address provided. If their answer is correct, they have to wait until their next clue arrives in the mail before they can continue! If not, another letter tells them to try again!

8. The reader has to _____.
- 1. solve the clue
 - 2. register
 - 3. wait for the next clue
 - 4. mail the answer to the clue
- A. 4 → 3 → 2 → 1
 - B. 1 → 3 → 4 → 2
 - C. 2 → 1 → 4 → 3
 - D. 3 → 4 → 2 → 1

9ER1/2 Part 1 Q.8

Task Name: I'd Like To Meet An Alien (Poem)**Unfamiliar Word/Expression**

- Students could generally work out the meaning of unfamiliar words and expressions. They were able to work out the meaning of 'meticulously clean' in stanza 4 and also the meaning of 'scaly' in stanza six.

15 He could be colored black and white,
 or yellow, red, and green.
 He might be awfully dirty
 or meticulously clean.

 It wouldn't matter much to me
 if he was soft or scaly,
 or if he danced the rumba
 or he played the ukulele.

5. In stanza four, the alien might be 'meticulously clean'. If something is 'meticulously clean', it is _____.
- A. easy to keep clean
B. hard to keep clean
C. extremely dirty
 D. very clean
6. In stanza six, if the alien is 'scaly' it could look like a _____.
- A. cat
 B. snake
C. bear
D. bird

9ER1/3 Part 2 Q.5 & Q.6

Main Idea

- On reading the last stanza of the poem many students worked out why the boy wanted an alien.

25 He could look like a lizard
 or be furry and mammalian.
 I'd simply like to scare my mom
 by bringing home an alien.

7. The boy in the poem wants an alien because he wants it to _____ his mother.
- A. clean the house for
B. play music for
C. make perfume for
 D. frighten

9ER1/3 Part 2 Q.7

Task Name: Transport Issues in Hong Kong (Blog and Blog Comments)**Unfamiliar Word/Expression**

- Students could generally work out the meaning of unfamiliar words. They were able to work out the meaning of the word ‘commuter’ by reading the first paragraph of the blog.

Recently videos and pictures of crowded trains, platforms and commuters pushing to get in and out of trains have surfaced. Commuter anger is rising. Many are using social media to vent their anger. There are concerns that the situation is just an accident waiting to happen. Some elderly people surveyed by the transport concern group *Travelling in HK* stated that they have stopped travelling at peak times because of the large number of people. They don’t feel safe and are scared they will be hurt in the crush.

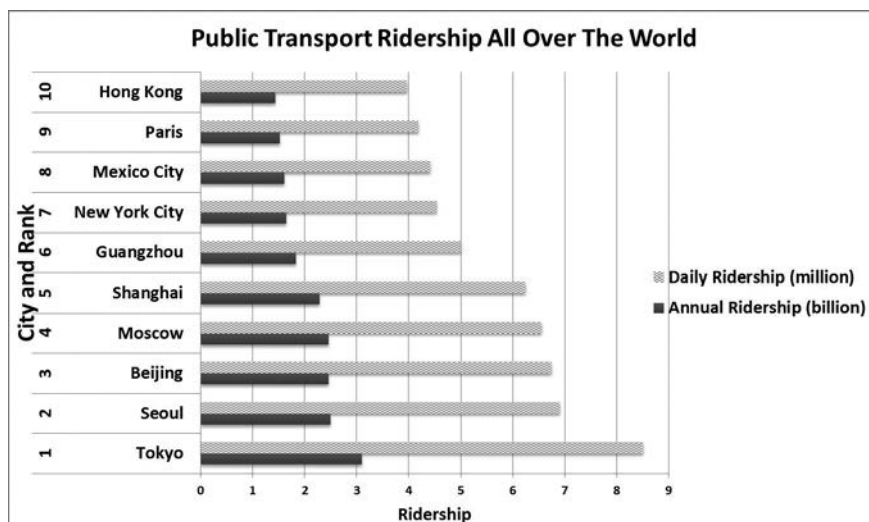
1. A ‘commuter’ is a person who _____.

- A. uses public transport
- B. uses social media
- C. is angry and elderly
- D. is unsafe on trains

9ER1 Part 3 Q.1

Locating Information in a Simple Chart

- Using the chart provided students were able to identify the cities that shared similar annual ridership.



9. According to the chart, the cities that share a similar annual ridership are _____.
- A. Hong Kong, Tokyo, Moscow
 B. Tokyo, Paris, Shanghai
 C. Seoul, Beijing, Moscow
 D. Beijing, Shanghai, Guangzhou

9ER1 Part 3 Q.9

Understanding different views and attitudes

- Students were able to understand the views and attitudes of different bloggers and work out what Shaun45@qt's opinion was.

3.



Shaun45@qt

I work for *HKTransCo*! The marchers are wrong. Yes, the situation is bad, but it is not as bad as the situation in Tokyo, Seoul or even Beijing! We are lucky in that respect! I won't be marching. I think that we are doing the best we can!

14. *Shaun 45@qt* works for the Hong Kong Transport Company. His opinion of *HKTransCo* could be considered _____.
- A. childish
 B. negative
 C. neutral
 D. positive

9ER1 Part 3 Q.14

Task Name: Strange But True News (Online News)

Specific Information

- Generally students could extract specific information and they were able to work out what ketchup has been used to make.

Ice cream maker Sweeties made gallons of Ketchup Ice Cream before realising that it would not sell.

4. Ketchup has been used by a company to make _____.
- A. spaghetti
 B. ice cream
 C. hot dogs
 D. pickled fish

9ER2 Part 2 Q.4

Inference Skills

- Students could comprehend information that was implied. For example, when reading about the soda spill, students were able to work out why the highway had been closed.

What is soda? The word soda describes drinks that are carbonated and sweet, like lemonade. Soda freezes in the right conditions. It freezes in a freezer, but on a highway? A crash on a highway in America resulted in hundreds of litres of soda spilling onto the highway and freezing in the early morning temperatures. To imagine how much soda froze on the highway, imagine 3445 cans of bubbly, fizzy, sweet liquid spilling onto the road! The spill closed the highway for more than five hours! What a waste of soda!



8. The spill closed the highway because _____.
- A. the frozen soda was dangerous
 B. the spill had to be cleaned up
 C. the crash site had to be cleared
 D. all of the above

9ER2 Part 2 Q.8

Task Name: The 108 Warriors (Movie Poster, Movie Information & Reviews)**Inference Skills**

- Students could comprehend information that was implied and were able to correctly determine that people in action scenes would be fighting.

May Wong, Ben Chan, Joe Chau and Maggie Chong lead a talented cast of actors. The martial arts scenes and action sequences were so exciting and thrilling. They are some of the best I have ever seen.

7. The action sequences would most likely have characters _____.
- A. fighting with each other
 B. hugging each other
 C. wearing beautiful costumes
 D. scaring the audience

9ER2/3 Part 3 Q.7

Unfamiliar Word/Expression

- Students could generally work out the meaning of an unfamiliar expression and were able to work out that if someone missed the opportunity, they wasted a chance.

There were few scenes that showcased what these two are capable of! The director missed the opportunity to display the skills that have made the lead actors such famous stars in the martial arts world and attracted their fans to see their films.

13. The second reviewer thinks the director 'missed the opportunity'. This means the director _____.

- A. showcased the skills of the actors
- B. missed the actors
- C. wasted the chance to highlight the actors' skills
- D. made the actors famous

9ER2/3 Part 3 Q.13

Task Name: Weird Transport (Blog)**Knowledge of the World**

- Generally students were able to use their knowledge of the world to correctly determine that trains run on tracks.

1.

**Maglev Train**

This train is superfast! It can reach speeds of up to 431 km per hour! It rides on top of a powerful magnetic field. Maglev is short for magnetic levitation. This train can get you anywhere in just a matter of minutes!

1. The Maglev train rides on a magnetic field. Other trains ride on _____.
- A. canals
 - B. air cushions
 - C. tracks
 - D. cables

9ER3 Part 1 Q.1

Unfamiliar Word/Expression

- Students could generally work out the meaning of unfamiliar expressions. They were able to correctly work out the meaning of a tricycle taxi.

5.

**Cyclo**

This is better known as a tricycle taxi. It is mainly used by tourists to tour special parts of the city. Locals also use the cyclo to get around because this city has chaotic traffic. In some cases, they are faster than a car and also greener!

5. A cyclo is known as a 'tricycle taxi'. This is because it _____.

- A. has three wheels
 B. carries chickens
 C. only carries three people
 D. tries to be green

9ER3 Part 1 Q.5

Scanning

- Students were able to scan all of the information provided and find the answer to the question asking about the type of transport that ran on tracks but wasn't a train.

12. Which type of transport runs on tracks but is **NOT** a train?

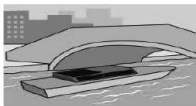
- A. Maglev
 B. Underground Funicular
 C. Chiva Express
 D. Hovercraft

9ER3 Part 1 Q.12

Connecting Ideas

- Students with good performance in reading were able to connect ideas in the passages and work out which type of transport wasn't used by tourists.

4.

**Canal Taxi**

In places where there is a lot of water, a canal taxi is usually the best and quickest form of transport. Roads get blocked with traffic but the waterways are faster to navigate in a canal taxi!

5.

**Cyclo**

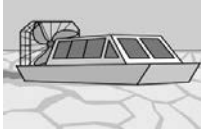
This is better known as a tricycle taxi. It is mainly used by tourists to tour special parts of the city. Locals also use the cyclo to get around because this city has chaotic traffic. In some cases, they are faster than a car and also greener!

6.

**Chiva Express**

This is a bus that rides on train tracks! It takes travellers up into the mountains to take in the scenery! The bus even has seats on the roof for those who enjoy sitting in the cool mountain air.

8.

**Ice Angel**

This is a boat with an air propeller. It is used when the ice is not strong enough to support other vehicles. It helps kids who live on islands where it is used to get to school.

11. The transport that is most likely **NOT** used by tourists is the _____.

- A. Ice Angel
B. Chiva Express
C. Cyclo
D. Canal Taxi

9ER3 Part 1 Q.11

S.3 Writing

Most students with good performance in writing demonstrated competence and an attempt to communicate relevant ideas, information, opinions and feelings appropriate to the context and purpose.

The following Student Exemplars are written passages that have the following characteristics:

- relevant content and ideas expressed effectively
- adequate overall planning and organization
- paragraphs developed with supporting details
- coherent links within and between paragraphs
- wider range of vocabulary and language patterns used appropriately
- few grammatical, spelling, capitalisation and punctuation mistakes
- features used correctly with few tense shifts and a better focus on the subject and event
- clear understanding of the audience and format as well as context and purpose

Article – The Work of The Discipline Committee (9EW1) - Student Exemplar 4**1** Discipline Problems in our school

Recently, our school mates were not that self-discipline at school. They did something which [have] worried and disappointed the teachers. Therefore, I [3] as the head of the Discipline Committee must do some work to help the school.

[2] Before the action by the Discipline Committee had been taken, the tidiness of the classroom was extremely [poor].^{firstly} the students' tables were all very unclean and [there were some dirt]. Moreover, students didn't tidy up their tables and they just only put everything on their desk! The problem of the tidiness of the floor [was even much serious]. Rubbish was all on the ground which was very unhygienic! However, after we had taken the action, the classroom became tidy which students had a more beautiful and nice learning environment. Furthermore, some plants were put in the classroom as decorations and this also [gave a better feeling to the others] when they went into the classroom.

[2] Secondly, the library was very noisy at first. Although there was a notice showing that no eating or drinking was allowed, students just [annoyed it] and did whatever they liked. Some of them ate in the library and some of them ran around and played there. This would disturb the others who wanted to read quietly. Moreover, teachers were also very angry about this. Nonetheless, after we had punished those students and made more rules, the library became quiet again and students were willing not to eat or drink. The learning atmosphere was great. [2]

Thirdly, the members of the Discipline Committee noticed that some students used their [mobile phone] while the teachers were not in classroom. They played games and [sent messages on their phone.] This was [4] not acceptable and those students had broken the school rules. As a result, [we made an order] that all students' mobile phones should be locked in the locker on the ground floor until the end of a school day.

After we had made these adjustments, the discipline of students had been fixed and they were more [self-discipline] from then on. We hope that all students could keep it up and let's work hard to maintain a peaceful environment for learning. [1] together

Annotation - Student Exemplar 4

- 1 Appropriate title and concluding paragraph and features of an article are evident
- 2 Ideas are generally expressed clearly and effectively
- 3 Student did misread the instructions and topic and made him/herself the head of the discipline committee
- ↔ Good use of vocabulary – *unhygienic, worried, disappointed, made these adjustments*
- [] Some expressions and vocabulary used incorrectly but these do not impede the understanding/meaning – *self-discipline* instead of self-disciplined, use of *poor* instead of bad, *there were some dirt* instead of there was some dirt, *was even much serious* instead of was even more serious, *also gave a better feeling to the other* instead of improved the atmosphere/made students feel better, *annoyed it* instead of annoyed each other/were annoying/annoyed the librarian, *made an order* instead of issued an order/set up some rules and regulations, using *have* instead of has, *sent messages on their phones* instead of sent messages using their phones
- ~ Some words missing from sentence – *became tidy which....students had a more beautiful*, instead of became tidy which meant that...
- 4 Student has written an entire paragraph on mobile phone use – all own ideas and information which is related to the topic
- ⟷ Singular/Plural – *mobile phone* instead of mobile phones
- ← - → Tense – *had been fixed* instead of was fixed

Story – The Day The Last Typhoon Hit Hong Kong (9EW2) – Student Exemplar 5

Never Ever! 2

1 What Hong Kong students want the most when typhoons hit Hong Kong? I'm sure you'll think the same as me, we want an extra holiday!

3 Last Monday morning, I woke up at six and turned on the television immediately.

"Typhoon Leo hits Hong Kong directly and typhoon signal no.8 is now hoisting. School is cancelled today..." the reporter said.

3 "Hurray!" I shouted, "No school today!"

Then I continued watching the news report, the camera captured how people ^{searched} for a shelter and they were all soaked to the skin. Then I look out of ^{the window}, the wind was howling and it's raining cats and dogs outside.

The phone rang suddenly and it was John asking me to go out with him to watch the amazing waves under typhoon.

"It is too dangerous!" I said. 3 4

"It will be safe, don't be a coward!" John tried to tell me into this.

Finally, I decided to go with him. We went to the Victoria Harbour, and the wind there was too strong to allow us standing still. We have to grab on the pillars near us. 4

"We cannot see anything here! It is even hard to open my eyes!" I shouted as loud as I could.

"Just wait and you'll see!" John shouted back.

3 The visibility was very low and all the surroundings were misty and blurred. All I could hear was the sound of sea waves getting louder and nearer. I was too afraid so I quickly retreated, leaving John alone.

When the sound gets closer, I could finally ^{see} a huge wave was approaching the harbour. It was at least five metres tall.

"John! Run!" I yelled to John. 3

However, he could not hear my warning but continue taking photos of the waves. The waves got close to the harbour and "splash!", [hit the floor heavily.]

I shut my eyes at the moment the wave [hits the floor.] When I opened my eyes, ^{again} John disappeared. 4

"Help!" I heard John asking for help. I immediately called the police and the ambulance came in a few minutes time.

Under fierce wind and rain, John was rescued.

"Cough, cough..." [he was drowned] and couldn't stop coughing.

"See! I've told you it's dangerous!" I frowned. 4

"It's ... dangerous ... cough..." [he barely spoke out a few words.]

"Don't try to get close to the coast when the weather is bad," the police said.

"Never Ever!" Both John and I exclaimed.

This extra holiday taught us a precious lesson. We'd better stay indoors when typhoon comes!

Annotation - Student Exemplar 5

- 1 The story starts with a rhetorical question which is inventive and unusual and thus engages the readers attention
 - 2 It also has an interesting title
 - 3 It is clearly told and the events are also clearly explained. It is logical with coherent links between the paragraphs
 - 4 The story has been expanded beyond the prompts/pictures provided by using original ideas linked closely to the topic
- ↔ Good use of vocabulary – *howling, misty, blurred, visibility, retreated, precious, pillars*
- ~ Good use of cohesive devices – *Last Monday, Then, Finally, However*
- [] Some errors in expression – *hit the floor heavily* instead of hit the ground heavily, *hits the floor* instead of hits the ground, *he was drowned* instead of he had swallowed lots of water and nearly drowned, *he bearly spoke out a few words* instead of he spoke a few words/he was barely able to speak

Email – Films For Movie Week (9EW3) - Student Exemplar 6

TO:	jackiechonghp@skfgrss.edu.hk
SUBJECT:	My opinion about the films for Movie Week
SEND	

Dear Jackie,

1

Let me tell you which films I prefer to show first. I think The Robot Five is worth seeing. It was a Hollywood production so its quality was [guaranteed]. I saw it before with my friends and we all thought it was really a interesting film. It was about how the five boys who had super power to cooperate to fight with the evil power using the big robot. Not only it had an excellent plot, Tom Cruise, and David Beckham, the two famous super stars took part in the film too! Their performance was perfect! Thus I highly recommend The Robot Five to show during Movie Week.

2

Another quite interesting film [I would like to show you] is The Boy Who Loves Birds. Although its name was not very attractive, it contained meaningful message for all of us.

2

Its about a boy who was saved by a bird in his childhood and he loved birds

[from that time.] After he grew up, he became a bird protector. We can see how he ~~strived~~ ^{strived} to fight with the wood cutter, who was trying to destroy the forest which was the birds' habitat. Actually, Daniel Wood, the role actor, had room for improvement in his acting performance but, I could still see how much he loved the birds. This film also educate us to protect the environment. Can [We should concern more] about the animals because all creature share the Earth. Isn't it very ~~me~~ educational and meaningful? We should ~~show~~ show it to our classmates.

And for the films [I don't very like] are the Market In the Jungle and Fists And Feet. In my opinion, Market In The Jungle was a little bit silly and its plot was boring too. Our classmates may not like this kind of films.

For Fists And Feet, it contained some violence. The whole film ~~was~~ ~~at~~ showed how the two men fought for the money. It didn't have [a good message to students.] I don't think it is suitable to show during the Movie Week.

I briefly explained my ideas on choosing the films shown during Movie Week.

I hope my opinions can help you at the next meeting. (We can discuss more)

Bye for now,
Pat

Annotation - Student Exemplar 6

- 1 The email has a good introduction, with an appropriate greeting and ending and is well organised. All features of an email are present as well
- 2 The student provides good explanations of the films and also provides reasons for selecting the particular films as well as mentioning the actors' names. The student uses his/her imagination to also develop the storyline further from what the poster provided
- Good range of vocabulary is used – *strived to fight with, birds habitat*
- Some errors in spelling and expression are made – *guarantied* instead of *guaranteed*, *I would like to show you* instead of *I would like to mention*, *from that time* instead of *from that time on*, *I don't very like* instead of *I don't like very much*, *a good message to students* instead of *a good message for students*, *we should concern more* instead of *we should be more concerned*

Best performance of S.3 Students in TSA 2014

S.3 Speaking

Individual Presentations

Students with good speaking skills were competent in the following four areas: ‘ideas and organisation’, ‘vocabulary and language patterns’, ‘pronunciation and delivery’ and ‘strategies for oral communication’.

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using varied and appropriate language patterns and vocabulary to enrich their presentation.
- They could also speak fluently with few errors in pronunciation and use intonation to enhance their presentation.
- They showed an awareness of their audience by maintaining good eye contact with the oral examiners.

Group Interactions

Students with good speaking skills were competent in conveying ideas intelligibly as well as using simple strategies for effective oral communication.

- Students could respond to relevant ideas with supporting details provided. They demonstrated a good range of vocabulary and were reasonably clear in expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Students could use various strategies for oral communication. They could maintain interaction through a range of communicative strategies, such as posing questions to elicit opinions from other group members by asking ‘What’s your opinion?’. They also encouraged other members to further elaborate their ideas by saying things like ‘Can you tell us more about...’ They were effective group facilitators.

General Comments on S.3 Student Performances

S.3 Listening

- Students at the Basic Competency level performed well with extracting specific information from spoken texts. They could understand conversations supported by context, careful or slowed speech, repetitions or rephrasing. They could distinguish most common word-order patterns but had difficulty with tense shifts and more complex sentence structures.
- Most students understood simple texts with familiar topics. Generally students could work out the meaning of unfamiliar words and expressions when a simple and familiar context was given.
- Most students were also able to select answers based on contextual clues provided.
- Generally students were able to identify the context provided and also identify the main idea of the piece.
- Students were able to distinguish a speaker's feelings from the information provided.
- Students were also able to apply their knowledge of the world to correctly select answers.

S.3 Reading

- Most students were capable of locating specific information from different text types.
- Many students could interpret the meaning of unfamiliar words and expressions with contextual clues.
- The majority of students were able to locate information in a simple chart.
- Quite a number of students were able to infer meaning from the context provided.
- Many students were able to understand the connection between ideas and also locate information to support ideas.
- Many students could also identify different views and attitudes.
- Students could also identify details that support a main idea using the information provided.

- The majority of students were able to work out simple rhymes when listening to a poem.
- The majority of students were also able to work out sequences of sizes and shapes from the information provided.
- Students were able to scan all of the information provided and find the required information.
- Students were also able to apply their knowledge of the world to correctly select answers.

S.3 Writing

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 and 4 for Content and Language.
- Students scoring 2 or 1 for Content and Language tended to provide few ideas and generally based their writing on the prompts.
- Off-topic writing passages were awarded 0 for Content and Features and did not score more than a 2 for Organisation and Language.
- Using a wider range of vocabulary with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (*Student exemplar #4 – Article – The Work of The Discipline Committee and student exemplar #5 – Story – The Day The Last Typhoon Hit Hong Kong and exemplar #6 – Email – Films For Movie Week*)
- Although students could write well-organised paragraphs, few could elaborate on the topic and generally based their comments on the prompts. (*Student exemplar #1 – Article – The Work of The Discipline Committee*)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, even give detailed explanations of film story lines and why they would be suitable for students to see during Movie Week. (*Student exemplar #6 – Email – Films For Movie Week*)
- On the topic about the day the last typhoon hit Hong Kong, students generally used simple language patterns and their ideas generally lacked elaboration, although some managed to add some original ideas of their own. Although errors in spelling and grammar were evident, comprehension was not hindered. (*Student exemplar #2 – Story – The Day The Last Typhoon Hit Hong Kong*)

- Capable students also wrote quite detailed passages elaborating on their ideas and giving detailed explanations of film story lines and actors. They were able to start and finish the email correctly and also use the appropriate tone when writing the email. (*Student exemplar #6 – Email – Films For Movie Week*)
- Students, in many instances, misspelled common words and it was evident that proofreading was not being done. It was also evident that some students were hindered by their inability to spell simple vocabulary. (*Student exemplar #1 – Article – The Work of The Discipline Committee and student exemplar #2 – Story - The Day The Last Typhoon Hit Hong Kong*)

S.3 Speaking

Overall speaking performance

- Students were generally able to present relevant ideas clearly, though some had difficulties in organising their ideas coherently.
- Although some students used limited vocabulary, basic sentence structures or inaccurate grammatical structures, they understood the tasks and made a good attempt to share their ideas logically.

Individual Presentation

- About half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the given prompts and could not elaborate their ideas.
- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, ‘public transport’, ‘busy’, ‘landfills’, ‘crowded’ and ‘behave’.
- Some weaker students read directly from their notes and did not make eye contact with their audience.

Group Interaction

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate their ideas in greater detail. Some weaker students managed to join the discussion with the help of more capable students or prompts.
- Students could generally use limited range of formulaic expressions to respond to others, for example, 'I agree with you'.
- Most students were able to sustain the discussion. Although some students responded very well to others' ideas before adding their own points, many of them responded mechanically or unnaturally to others and continued to give their own 'individual presentations'.

Overview of Student Performances in English Language at Secondary 3 TSA 2012-2014

The percentage of S.3 students achieving Basic Competency in 2014 was 69.3 %. The percentage for the year 2013 was 69.5 % as shown in Table 7.19.

Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2012-2014

Year	% of Students Achieving English Language Basic Competency
2012	69.1
2013	69.5
2014	69.3

An overview of Student Performances in English Language at S.3 TSA 2012-2014 provides useful information on how teachers can help students improve their skills. Table 7.20 summarises such an overview.

Table 7.20 Overview of Student Performances in English Language at S.3 TSA 2012-2014

Year Reading	2012	2013	2014	Remarks
Strengths	<ul style="list-style-type: none"> • A high percentage of students could generally use strategies to determine the meaning of texts written on familiar topics and could identify general and specific information. • Many students were capable of distinguishing views and attitudes through contextual clues. • Quite a number of students were able to distinguish fact from opinion. • More than half of the students were able to comprehend and make plausible conclusions of the meaning of unfamiliar expressions using reference skills. 	<ul style="list-style-type: none"> • A high percentage of students could generally use strategies to determine the meaning of texts written on familiar topics and could identify general and specific information. • Many students were capable of distinguishing views and attitudes through contextual clues. • More than half of the students were able to comprehend and make plausible conclusions of the meaning of unfamiliar expressions using reference skills. • Almost half of the students were able to identify details that supported a main idea. 	<ul style="list-style-type: none"> • A high percentage of students could generally use strategies to determine the meaning of texts written on familiar topics and could identify general and specific information. • Many students were capable of distinguishing views and attitudes through contextual clues in familiar topics. • Many students were able to identify details that supported a main idea. • Students were generally able to identify sequences in familiar genres such as a poem. 	<ul style="list-style-type: none"> • Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they are able to understand the context and also work out the meaning of unfamiliar words and expressions. • While students are generally able to work out general and specific information in familiar topics, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in identifying general and specific information and also working out contexts and connecting ideas.

Year Reading	2012	2013	2014	Remarks
	<ul style="list-style-type: none"> Many students were adept at inference and could also identify details that supported a main idea as well as understand the connection between ideas. 	<ul style="list-style-type: none"> Many students were adept at inference and could also identify details that supported a main idea as well as understand the connection between ideas. Almost half of the students could understand language features and correctly identify the atmosphere of the poem. 	<ul style="list-style-type: none"> Many of the students could understand language features and correctly identify the various rhymes in the poem. The majority of students were also able to apply a range of reference skills and locate information in simple charts. 	
<p>Weaknesses</p>	<ul style="list-style-type: none"> Only a small number of students could understand language features and correctly identify an example of alliteration and rhyme. 	<ul style="list-style-type: none"> Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar words and expressions as well as contextual clues. 	<ul style="list-style-type: none"> Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar topics. They were also unable therefore to work out unfamiliar words and expressions as well as contextual clues in unfamiliar topics. Students found it difficult to identify sequences in unfamiliar topics such as the Treasure Hunt Build-A-Book. 	

Year Writing	2012	2013	2014	Remarks
Strengths	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing. • Students in most cases were able to provide some details to support main ideas. • Many students could write well-organised paragraphs. • Many students could use simple sentences with connectives, such as ‘firstly’ and ‘secondly’ in writing paragraphs. Paragraphs were generally well-organised with coherent links. 	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing. • Students in most cases were able to provide some details to support main ideas. • Many students could write well-organised paragraphs. • Many students could use simple sentences with connectives, such as ‘firstly’ and ‘secondly’ in writing paragraphs. Paragraphs were generally well-organised with coherent links. 	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing. • Students in most cases were able to provide some details to support main ideas. • Many students could write well-organised paragraphs. • Many students could use simple sentences with connectives, such as ‘firstly’ and ‘secondly’ in writing paragraphs. Paragraphs were generally well-organised with coherent links. 	<ul style="list-style-type: none"> • Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspellings of words which can affect meaning. • Students should try to expand on the prompts provided and include their own ideas and opinions. • Lack of a good range of vocabulary means that some students find it difficult to express themselves in anything other than simple concepts using only simple sentences. A wider range of vocabulary and knowledge of topic based vocabulary would see an improvement in the content of students writing.

Year Writing	2012	2013	2014	Remarks
<p>Weaknesses</p>	<ul style="list-style-type: none"> • Only a moderate number of students could provide reasons and elaborate on topics such as school life and keeping pets and choosing activities to do on an overseas trip. • Topic elaboration was limited and comments were based primarily on the prompts. • A lack of topic specific vocabulary hindered some students who were not able to express their ideas logically or fluently and they relied predominantly on prompts provided. 	<ul style="list-style-type: none"> • Only a moderate number of students could provide reasons and elaborate on topics such as a visit by overseas students and protecting the environment. • A lack of topic specific vocabulary hindered some students from expressing their ideas logically or fluently and they relied predominantly on prompts provided. • Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary, for example, the name of the animal that attacked swimmers, food eaten and also terms and vocabulary related to environmental issues and measures to save the environment. 	<ul style="list-style-type: none"> • Only a moderate number of students could provide reasons and elaborate on topics such as problems encountered and solved by the discipline committee and the films to watch during film week. • A lack of topic specific vocabulary hindered some students from expressing their ideas logically or fluently and they relied predominantly on the picture prompts provided. • Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary, for example, the vocabulary associated with the typhoon and weather as well as the issues encountered by the discipline committee. 	

Year Writing	2012	2013	2014	Remarks
	<ul style="list-style-type: none"> Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary for example names of various animals and also names of items of clothing. 	<ul style="list-style-type: none"> A number of students were not familiar with the format of a formal letter and mistakes were also made with features required, for example, the opening and closing of the letter and also the tone used. 	<ul style="list-style-type: none"> Some students also find it difficult to express in their writing what they are able to imagine, resulting in simple stories about the typhoon day based solely on the prompts and with little detail or individual input/elaboration of students ideas. Some students were not familiar with the format of an email and mistakes were also made with features required, for example, the opening and closing of the email and also the tone used 	

Year Listening	2012	2013	2014	Remarks
Strengths	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • More than half of the students were also competent in understanding and identifying feelings and emotions in spoken texts. • About half of the students could understand language features and correctly identify an example of rhyme. • Some students were adept at connecting ideas. A considerable number of students could interpret and evaluate information in dialogues using contextual clues. 	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • Many students were also competent in understanding and identifying feelings in spoken texts. • Quite a number of students could understand language features and correctly identify examples of rhyme. • Quite a number of students were able to comprehend and make plausible conclusions about the meanings of unfamiliar expressions or words. • More than half of the students were adept at connecting ideas and about the same number could interpret and evaluate information in dialogues using contextual clues. 	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • Many students were adept at connecting ideas. A considerable number of students could interpret and evaluate information in dialogues using contextual clues. • The majority of students were able to apply their own knowledge of the world to various topics and correctly determine the answers. • The majority of the students could correctly identify the tone of an individual's comment. 	<ul style="list-style-type: none"> • Proofreading was an issue in the notes section of the Morning Show (Technology Addiction Episode), resulting in the misspelling of simple words. This also indicates that students would benefit from revision of simple foundation level and topic based vocabulary. They would also benefit from exposure to and development of a wider range of topic based vocabulary. • While students were generally able to identify unfamiliar words/expressions, there were some expressions that students at basic competency level found it difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English.

Year Listening	2012	2013	2014	Remarks
	<ul style="list-style-type: none"> • Almost half of the students could distinguish main ideas from supporting details in a simple poem spoken slowly. 	<ul style="list-style-type: none"> • More than half of the students were able to use an increasing range of strategies to understand the intonation of a speaker. 		
Weaknesses	<ul style="list-style-type: none"> • Some students experienced difficulty in distinguishing main ideas from supporting details in simple narrative dialogues spoken slowly. 	<ul style="list-style-type: none"> • Students found it difficult to identify the emotion expressed by a speaker. 	<ul style="list-style-type: none"> • Students experienced difficulty in the integrated tasks. • Many students found it difficult to transcribe what they heard in the dialogue correctly into the notes section on the Morning Show (Technology Addiction Episode). • Many students also found it difficult to apply given information to working out the answers in the integrated tasks. 	

Year Speaking	2012	2013	2014	Remarks
Strengths	<ul style="list-style-type: none"> • More than half of the students could express adequate ideas that were relevant to the topics in “Individual Presentation” using simple language patterns and vocabulary. • More capable students made attempts to display an awareness of their audience. • In “Group Interaction”, students could give short, simple responses to ideas that were relevant to the topics. • Many of them were able to use limited formulaic expressions to facilitate their conversation, for example, “I agree with you”, “That’s a good idea!” or “What do you think?” 	<ul style="list-style-type: none"> • Students were generally capable of expressing their ideas which were comprehensible. • In “Individual Presentation”, most of the students could give details on their own and deliver their presentation using simple language patterns and vocabulary. • In “Group Interaction”, most of the students could make some contributions to the discussion. • Students could generally use formulaic expressions to maintain interaction, for example, “I agree with you”, “How about you?” or “What do you think?” 	<ul style="list-style-type: none"> • Students were generally able to present relevant ideas clearly. • In “Individual Presentation”, about half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. • In “Group Interaction”, most students could express and respond to ideas that were relevant to the topics. • Students could generally use limited range of formulaic expressions to respond to others, for example, “I agree with you” • Most students were able to continue the discussion. Some students responded very well to others’ ideas before adding their own points. 	<ul style="list-style-type: none"> • Students were expected to express relevant ideas using simple language patterns and vocabulary. • It is observed that students could generally use limited formulaic expressions to facilitate their conversation.

Year Speaking	2012	2013	2014	Remarks
Weaknesses	<ul style="list-style-type: none"> Students had noticeable difficulties with pronunciation and intonation. Some students hesitated to the extent that their speech was stilted and difficult for listeners to comprehend. In “Group Interaction”, some students did not elaborate on their own ideas or extend an idea further in their discussion. 	<ul style="list-style-type: none"> Some students had difficulties with pronunciation, intonation or pacing. Some weaker students did not make attempts to display an awareness of their audience. They simply presented what they had prepared beforehand. In “Group Interaction”, many students failed to explain their ideas in greater details. 	<ul style="list-style-type: none"> Some students had difficulties in organising their ideas coherently. In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. Some weaker students read directly from their notes and did not make eye contact with their audience. In “Group Interaction”, some students failed to elaborate their ideas in greater detail. Many students responded mechanically or unnaturally to others. 	<ul style="list-style-type: none"> Students are recommended to further elaborate their ideas and provide adequate supporting details in the presentation or discussion. Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of audience and use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction.