

# TERRITORY-WIDE SYSTEM ASSESSMENT, 2017

## Report

### on the Basic Competencies of Students

### in Chinese Language, English Language and Mathematics

#### Key Stages 1-3

1. INTRODUCTION .....	1
2. ASSESSMENT DESIGN .....	3
3. CONDUCT OF THE ASSESSMENT .....	5
4. STANDARD SETTING AND MAINTENANCE .....	9
5. ASSESSMENT REPORTS .....	14
6. CHINESE LANGUAGE (中國語文科) .....	16
2017 年基本能力評估研究計劃小學三年級中文科成績 .....	16
小學三年級評估設計 .....	16
2017 年達到基本能力水平的小三學生表現 .....	21
一般評論 .....	39
2017 年小三學生的良好表現 .....	49
2015 年至 2017 年中文科小三學生表現一覽表 .....	57
2017 年全港性系統評估小學六年級中文科成績 .....	63
小學六年級評估設計 .....	63
2017 年達到基本能力水平的小六學生表現 .....	68
2017 年小六學生的良好表現 .....	81
一般評論 .....	92
2013 年至 2017 年中文科小六學生表現一覽表 .....	100
2017 年全港性系統評估中學三年級中文科成績 .....	106
中學三年級評估設計 .....	106
2017 年達到基本能力水平的中三學生表現 .....	111
2017 年中三學生的良好表現 .....	129
一般評論 .....	148
2015 年至 2017 年中文科中三學生表現一覽表 .....	152
2017 年中文科小三、小六及中三學生表現比較 .....	159
7. ENGLISH LANGUAGE .....	163
Results of Primary 3 English Language in Basic Competency Assessment Research Study 2017 .....	163
Primary 3 Assessment Design .....	163
Performance of Primary 3 Students Achieving Basic Competence in 2017 .....	168
Good Performance of Primary 3 Students in 2017 .....	187
General Comments on Primary 3 Student Performances .....	193
Overview of Primary 3 Student Performances in English Language in 2015-2017 .....	198
Results of Primary 6 English Language in Territory-wide System Assessment 2017 .....	203
Primary 6 Assessment Design .....	203
Performance of Primary 6 Students Achieving Basic Competence in Territory-wide System Assessment 2017 .....	209
Good Performance of Primary 6 Students in Territory-wide System Assessment 2017 .....	224
General Comments on Primary 6 Student Performances .....	234

# CONTENTS

Overview of Student Performances in English Language at Primary 6 Territory-wide System Assessment 2013-2017 .....	237
Results of Secondary 3 English Language in Territory-wide System Assessment 2017 .....	242
Secondary 3 Assessment Design .....	242
Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2017 .....	248
Good Performance of Secondary 3 Students in Territory-wide System Assessment 2017 .....	264
General Comments on Secondary 3 Student Performances .....	277
Overview of Student Performances in English Language at Secondary 3 Territory-wide System Assessment 2015-2017 .....	280
Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017 .....	286
<b>8. MATHEMATICS .....</b>	<b>290</b>
Results of Primary 3 Mathematics in Basic Competency Assessment Research Study 2017 .....	290
Primary 3 Assessment Design .....	290
Performance of Primary 3 Students Achieving Basic Competence in 2017 .....	291
General Comments on Primary 3 Student Performances .....	304
Good Performance of Primary 3 Students in 2017 .....	305
Overview of Primary 3 Student Performances in Mathematics in 2015-2017 .....	307
Results of Primary 6 Mathematics in Territory-wide System Assessment 2017 .....	312
Primary 6 Assessment Design .....	312
Performance of Primary 6 Students Achieving Basic Competence in Territory-wide System Assessment 2017 .....	313
General Comments on Primary 6 Student Performances .....	323
Good Performance of Primary 6 Students in Territory-wide System Assessment 2017 .....	327
Overview of Student Performances in Mathematics at Primary 6 Territory-wide System Assessment 2013-2017 .....	328
Results of Secondary 3 Mathematics in Territory-wide System Assessment 2017 .....	333
Secondary 3 Assessment Design .....	333
Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2017 .....	335
General Comments on Secondary 3 Student Performances .....	355
Good Performance of Secondary 3 Students in Territory-wide System Assessment 2017 .....	364
Overview of Student Performances in Mathematics at Secondary 3 Territory-wide System Assessment 2015-2017 .....	367
Comparison of Student Performances in Mathematics in Primary 3, Primary 6 and Secondary 3 in 2017 .....	373
<b>9. CONCLUSION .....</b>	<b>378</b>

Assessment is an integral part of curriculum that cannot be separated from learning. The idea of ‘assessment for learning’ is not new. ‘Assessment for learning’ occurs in the learning and teaching process where teachers collect ongoing information about student learning, diagnose difficulties and provide timely and quality feedback for students to improve learning. The information collected also helps teachers improve learning and teaching and plan for follow-up actions.

### ***Basic Competency Assessments***

The Education Commission in 2000 recommended Basic Competency Assessments (BCA) in Chinese, English and Mathematics at various key learning stages in the Education Commission Report (2000) entitled “*Learning for Life, Learning through Life*”. Apart from the Territory-wide System Assessment, the BCA also includes Student Assessment and Web-based Learning and Teaching Support (WLTS).

In 2001, the Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned by the Education Bureau (EDB) to develop and implement Student Assessment and Territory-wide System Assessment under BCA. Student Assessment is an online assessment item bank, capable of assessing through a computer system the performance of participating students, and generating instant assessment reports for teachers’ reference. Participation of all primary and secondary schools is on a voluntary basis and schools can use the online system throughout the school year, at their own discretion. Related information allows teachers to review individual student progress towards learning objectives and set learning targets for students. The Student Assessment system was upgraded to the Student Assessment Repository (STAR) platform in January 2017. Schools can access the platform through the website of HKEdCity (<http://star.hkedcity.net>) for use.

The Territory-wide System Assessment is a low-stake assessment mainly to gauge Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3) students’ performance in three subjects, Chinese Language, English Language and Mathematics. Territory-wide System Assessment data provides schools with information on students’ overall standards in key learning areas for the purposes of school improvement in learning and teaching. The Territory-wide System Assessment began at the P.3 level in 2004, P.6 level in 2005 and S.3 level in 2006.

WLTS is an online platform which provides ready-made teaching activities and materials to address students’ learning difficulties in relevant Basic Competency (BC) for teachers’ reference and use.

Schools can make use of data and resources provided under BCA to adjust teaching plans and improve teaching strategies. Moreover, BCA data helps the Government provide appropriate assistance to schools and students so as to enhance the effectiveness of learning and teaching, realising ‘assessment for learning’.

## ***Review of the Basic Competency Assessments***

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was set up by the EDB in October 2014, with the aim of recommending directions for the development of BCA as well as the enhancement of assessment literacy among schools. In order to address public concerns, the Committee conducted a comprehensive review of the P.3 Territory-wide System Assessment in October 2015. In February 2016, the Committee submitted a report on the review<sup>1</sup>, proposing the implementation of the 2016 Tryout Study (P.3) (2016 Tryout Study).

The feedback and views collected from the 2016 Tryout Study and experience of participating schools showed that the four new initiatives<sup>2</sup> under the Study could effectively address the public concerns, including eliminating the incentives for over-drilling induced by the Territory-wide System Assessment, alleviating stakeholders' concerns about the stakes involved, reflecting the 'low-stake, no drilling' design of the Territory-wide System Assessment and the original purpose of providing feedback on learning and teaching. Therefore, the EDB accepted the recommendations of the Committee<sup>3</sup> in January 2017, extending the four new initiatives under the 2016 Tryout Study to all primary schools in the territory under the 2017 Basic Competency Assessment Research Study (2017 Research Study), with a view to gathering more comprehensive feedback and continuously reviewing and enhancing related arrangements.

## ***2017 Territory-wide System Assessment Report***

This report introduces the 2017 Territory-wide System Assessment and 2017 Research Study, and describes the overall performance of P.3, P.6 and S.3 students<sup>4</sup> participated in the assessment this year.

The contents of this report include: Chapter 2 outlining the assessment design and the development of the assessment items; Chapter 3 reporting on the assessment arrangements and introducing on-screen marking of the Territory-wide System Assessment, etc.; Chapter 4 setting out how the standards were set and maintained as well as reporting on the proportion of students achieving Basic Competencies (BCs) across years; Chapter 5 describing the different types of reports made available to schools; Chapters 6 to 8 reporting in detail on the performance of students in the Chinese Language, English Language and Mathematics assessments. Examples of the performance of students achieving BCs are also discussed in these chapters; and Chapter 9 concluding the experience gained in this year.

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<sup>1</sup> 'The Coordinating Committee on Basic Competency Assessment and Assessment Literacy, Report on Review of the Territory-wide System Assessment' (February 2016)  
[www.edb.gov.hk/attachment/en/curriculum-development/tsa/fullreport.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/fullreport.pdf)

<sup>2</sup> Four new initiatives: improving assessment papers and question design, enhancing school reports, strengthening diversified professional support measures, and including a questionnaire survey on students' learning attitude and motivation

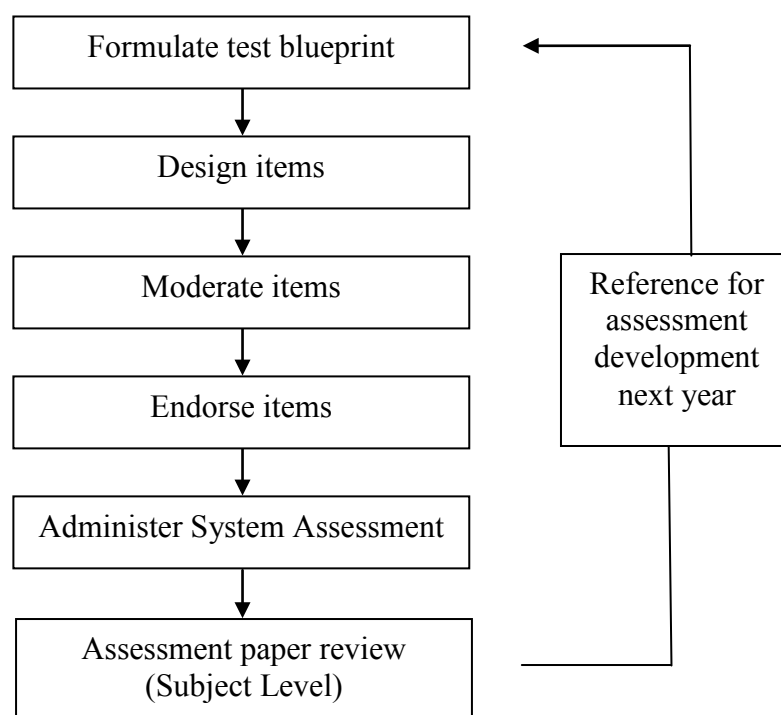
<sup>3</sup> 'The Coordinating Committee on Basic Competency Assessment and Assessment Literacy, Report on 2016 Tryout Study (Primary 3)' (December 2016)  
[www.edb.gov.hk/attachment/en/curriculum-development/tsa/2016fullreport-e.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/2016fullreport-e.pdf)

<sup>4</sup> Since 2012, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years.

## ***The Development Process***

This chapter sets out the process of the Territory-wide System Assessment, including its development and review. The assessments are designed to measure a set of BCs as set out in the BC documents of the Curriculum Development Institute. The BCs are the essential knowledge/skills acquired by students as set out in the curriculum for each key learning stage (only including part of knowledge and ability). In other words, the BCs are only part of the curriculum; they do not represent the full requirements of the curriculum.

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



## **Working Groups**

A working committee consisting of serving teachers or school heads, a professional staff member of a tertiary institute, subject officers and managers from the EDB and the HKEAA was established for each of the three subjects at each level. An academic in the discipline from the tertiary sector or a school head was appointed as Chief Examiner by the Secretary General of the HKEAA. In appointing members of the Moderation Committee, care was taken to ensure that they have relevant expertise in item setting, subject knowledge and teaching experience.

Each working committee drew up ‘test blueprints’ covering all assessable BCs ensuring coverage across different contexts, text types and item types. Each working committee also made decisions regarding the number of items and the duration of each sub-paper. A few

sub-papers were set for each subject. A student would be required to attempt only one sub-paper in each subject. For P.3, the duration of the assessment for Chinese Language was 85 minutes, English Language was 50 minutes and Mathematics was 40 minutes. For P.6, the duration was 105, 80 and 50 minutes respectively for Chinese Language, English Language and Mathematics. For S.3, the duration was 140, 110 and 65 minutes respectively for Chinese Language, English Language and Mathematics. Items were set by setters and the HKEAA's subject staff. Regular meetings were conducted to endorse and review items so as to ensure item quality.

Under the 2017 Research Study, the items of Chinese Language, English Language and Mathematics at P.3 level were set with reference to the recommendations of the Working Group on Papers and Question Design under the Committee. The modifications aimed at aligning with the spirit of the curriculum and the requirements of BCs of P.3 students, as well as meeting students' learning needs, and maintaining the reliability and validity of the Territory-wide System Assessment. The directions, principles and specific recommendations on the modifications for the relevant question papers and item design can be seen in Chapter 5 of the Committee's report (please refer to Note 1 in Chapter 1).

At the end of the review process, a final set of items was assembled into sub-papers for each subject. Some items appeared in different sub-papers serving as inter-paper links for equating purposes.

### **Territory-wide System Assessment Paper Review Focus Groups**

After the release of the Territory-wide System Assessment results, a Paper Review Focus Group in each subject and each level would be set up. Each group consists of the Chief Examiner, serving teachers, subject officers and managers from the EDB and the HKEAA. To ensure that the paper review is conducted in an objective manner, teacher members come from different strata of schools and are not drawn from the Territory-wide System Assessment Moderation Committee. The responsibilities of the group are to review the assessment papers and marking schemes of the current year. Their comments and suggestions are forwarded to the Moderation Committees for the development of the assessment papers in the following year. This mechanism helps enhance the quality of question papers and marking.

#### ***Assessment Arrangements***

The Territory-wide System Assessment this year consisted of written assessments on Chinese Language, English Language and Mathematics, oral assessments of Chinese Language and English Language and Chinese audio-visual (CAV) assessments on Chinese Language respectively under the 2017 Research Study at P.3 level as well as at P.6 level and at S.3 level. A total of 510 primary schools and 447 secondary schools participated, with a total of about 152,000 students taking part.

#### **ORAL ASSESSMENT**

The oral assessments for Chinese Language and English Language were conducted over two days. P.3 and P.6 students took part in one session (either AM or PM) of the oral and CAV assessments on 4 or 5 May 2017 and 11 or 12 May 2017 respectively. The S.3 oral assessment was conducted over two days. S.3 took part in one session (either AM or PM), on either 25 or 26 April 2017.

Depending on the number of students of the school, 12 or 24 students were randomly selected to take part in the oral assessments for each language. The list of students selected for the assessment was not revealed until on the day of the assessment. S.3 students were assessed by two external Oral Examiners (OEs) while P.3 and P.6 students were assessed by one internal and one external OE. To alleviate the workload of school administrative officers and OEs, an Assessment Administration Assistant (AAA) was sent to each school on the day of the oral assessments to provide administrative support and ensure the smooth implementation of the assessments.

Following the practice in previous years, training was provided to OEs by the HKEAA. Teachers with prior experience as OEs were invited to take part in the Online Oral Training Workshop held from February to March (S.3) and in March (P.3 and P.6). Secondary or primary school teachers without prior experience were required to attend the OE Training Workshop conducted in March or April 2017 for primary and secondary OEs respectively. In total, about 4,000 teachers were trained. In order to ensure the quality of OEs, the HKEAA appointed more than 40 Assistant Examiners to assist in the training.

The format of the OE Training Workshop was a briefing followed by a small group discussion and activity. Through participation in a mock assessment, participants were able to familiarise themselves with the marking schemes, administrative procedures and skills required to conduct the oral assessments. Once the participants passed the mock assessment and met specific requirements, they were appointed as OEs by the HKEAA.

## WRITTEN ASSESSMENT

Written assessments for P.3 and P.6 students took place on 13 and 14 June 2017 followed by students at S.3 level on 20 and 21 June 2017. Invigilation was carried out by teachers at their own schools, supported by AAAs appointed to assist in the conduct of the written assessments. The allocation of sub-papers is highlighted in Table 3.1.

**Table 3.1 Allocation of Sub-Papers to Students**

<b>Chinese Language</b>	
Reading	<ul style="list-style-type: none"> <li>Students at P.3 were randomly allocated one of four sub-papers and P.6 and S.3 one of three sub-papers</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Students at P.3 were randomly allocated one of two sub-papers, P.6 one of four sub-papers and S.3 one of three sub-papers</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Each class was randomly allocated one of two sub-papers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Randomly selected P.3 and P.6 students were allocated one of 12 sub-papers and S.3 students one of 16 sub-papers</li> </ul>
Chinese Audio-visual (CAV)	<ul style="list-style-type: none"> <li>Randomly selected P.3 and P.6 students were allocated one of two sub-papers and each class at S.3 was allocated one paper</li> </ul>
<b>English Language</b>	
Reading and Writing	<ul style="list-style-type: none"> <li>P.3, P.6 and S.3 students were randomly allocated one of three sub-papers</li> </ul>
Listening	<ul style="list-style-type: none"> <li>P.3, P.6 and S.3 students were randomly allocated one of three sub-papers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Randomly selected P.3 and P.6 students were allocated one of 12 sub-papers and S.3 students one of 16 sub-papers</li> </ul>
<b>Mathematics</b>	
	<ul style="list-style-type: none"> <li>Students were randomly allocated one of four sub-papers</li> </ul>

In order to enable the public and schools to have a better understanding and grasp of the whole idea of the P.3 2017 Research Study, soon after completion of the P.3 assessment, the HKEAA uploaded the question papers of Chinese Language, English Language and Mathematics together with the suggested answers with information on item design (e.g. each item paired with its corresponding learning objective, BC and question intent) as well as the marking schemes to the HKEAA's Basic Competency Assessments website ([www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk)).

### ***Support Measures for Students with Special Educational Needs (SEN) and Non-Chinese Speaking (NCS) Students***

Given that the Territory-wide System Assessment is a low-stakes assessment which serves as an assessment tool for schools to enhance learning and teaching, we strongly encourage all students to take part in it. Therefore, the EDB and the HKEAA have provided various support measures

to accommodate the needs of students with special educational needs (SEN) and non-Chinese speaking (NCS) students in attempting the Territory-wide System Assessment.

For the SEN students, the measures included the following:

1. Use of coloured paper (i.e. green) and single-paged printing of question papers for the SEN students upon request from schools;
2. Students with visual disabilities could choose Braille scripts or use screen readers to answer questions. For those who used screen readers, encrypted 'WORD' files in Chinese Language and English Language were delivered to schools by the HKEAA on the days of assessment.

For the NCS students, measures for their participation in the Chinese Language component of Territory-wide System Assessment were as follows:

1. A bilingual version of 'Instructions to Students' was provided in the form of a supplementary sheet in Reading, Writing, Listening and CAV assessments to enable NCS students to better understand the requirements for answering questions;
2. For the Listening assessment, schools were able to use a special version of the CD (with all the questions and answer options read aloud) for NCS students as needed; and
3. An instruction sheet with further information specifying the answering requirements for the Chinese Reading assessment was distributed to the invigilators who could read out the answering requirements to NCS students as needed before the assessment started. This ensured the NCS students understood the answering requirements.

In order to allow schools and the public to learn more about the above measures, the relevant information was uploaded to the Frequently Asked Question (FAQ) section of the HKEAA's Basic Competency Assessments website for their reference.

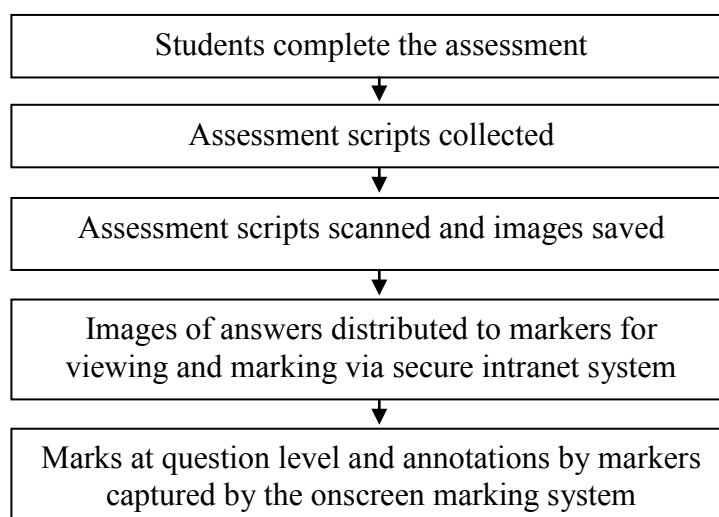
### ***Marking and Check-marking – Onscreen Marking System***

The HKEAA is committed to enhancing the quality of marking in written examinations. Advanced information technologies are used to enhance the marking quality and efficiency as well as the reliability and validity of the assessments. Starting from 2008, Onscreen Marking (OSM) was adopted for the marking of Territory-wide System Assessment papers.

OSM is a computerised marking system. Barcodes are used to track a student's identity and his/her assessment script. Each script is scanned into a computer and the images captured and retained for marking and recordkeeping. The secure intranet system delivers electronic images

of students' scripts to markers at the five assessment centres (Che Kung Temple, Lai King, San Po Kong, Tsuen Wan and Wan Chai,). The workflow of OSM is shown in Table 3.2.

**Table 3.2 The Workflow of Onscreen Marking**



After the completion of written assessment 2017 in June, the HKEAA recruited about 50 Marking Assistants, 600 Markers and 90 Assistant Examiners to assist with the marking and check-marking at the assessment centres from 17 to 31 July 2017. All the Markers and Assistant Examiners were qualified serving teachers. Attainment of the Language Proficiency Assessment for Teachers in English was one of the requirements for English Language Markers and Assistant Examiners. Markers' Meetings were conducted in July to familiarise Markers with the marking schemes. Additional training workshops were provided for training on the functionality of OSM in order to ensure the smooth implementation of OSM.

OSM not only enhanced the marking quality but also improved the efficiency of the marking process. Distribution of the writing scripts of Chinese Language and English Language for double marking was rapidly achieved through OSM. Consistency in marking was ensured as scripts with discrepancies over the allowed range between two markers' scores were automatically distributed to the Assistant Examiners for third marking. During the marking period, the Assistant Examiners monitored the performance of Markers by check-marking the scripts randomly. Subject managers and officers of the HKEAA also closely monitored the marking process. If there was any inconsistency in marking, prompt actions were taken to rectify the discrepancies.

## 4. STANDARD SETTING AND MAINTENANCE

This chapter sets out how the BC standards were set and maintained in the Territory-wide System Assessment as well as how students' ability indices were estimated. It also summarises the results of the 2017 Research Study and Territory-wide System Assessment.

### ***How the Standards were Set***

BCs are the essential knowledge/skills acquired by students (only including part of knowledge and ability) of Chinese Language, English Language and Mathematics as set out in the curriculum for each key learning stage (P.3, P.6 and S.3). After the first year's administration of the Territory-wide System Assessment at each level (i.e. P.3 in 2004, P.6 in 2005 and S.3 in 2006) by the HKEAA, panels of experts were formed to set the BC standards for the three subjects: Chinese Language, English Language and Mathematics. The BC standards set remain unchanged across the years.

Two well-known methodologies, namely the Angoff method and the Bookmark method, were used for setting the standards. For the Angoff method, the experts were asked to imagine a student who has grasped the BCs at the end of his/her respective key stage (P.3, P.6 or S.3). Each expert was asked to write down in a well prepared form their envisaged probabilities for this student to answer each of the items correctly. The average of the totals of these probabilities of the entire panel, excluding the outliers, would be compiled. For the Bookmark method, each expert was required to insert a metaphorical 'bookmark' in the pile of a sample of scripts/performances to separate those deemed as meeting the standard and those not meeting the standard. The results of this exercise, excluding those of the lenient and inconsistent experts, were pooled and a consensus judgment made about the final position of the 'bookmark'. The results of these two methods were considered alongside relevant international standards in determining the final cut scores. This ensures that the standards set in Hong Kong are competitive with those of other regions.

### ***How the Standards are Maintained***

To maintain the standards set, a research test (or anchor test) is used to link and equate students' performance shortly before the conduct of each year's Territory-wide System Assessment. This research test was taken by a specified number of students on a stratified sampling basis in the first year (Year 1 in Table 4.1) when approaching the assessment dates of the Territory-wide System Assessment. In the subsequent year (Year 2 in Table 4.1), the same test was taken by about the same number of students as in Year 1 close to

## STANDARD SETTING AND MAINTENANCE

the implementation of the Territory-wide System Assessment. Table 4.1 shows how students' responses data are linked into a big matrix.

**Table 4.1 Linking Methods in Standard Maintenance**

Item Student	TSA Year 1	Research Test	TSA Year 2
Students in Year 1	Students' Responses	Sample Students' Responses	
Students in Year 2		Sample Students' Responses	Students' Responses

In Year 1, the difficulty indices of the research test items would be estimated together with that of the Territory-wide System Assessment items. Similarly in Year 2, the difficulty indices of the research test items would also be estimated together with that of the Territory-wide System Assessment items. By assuming the difficulty indices of the research test items being comparable, the difficulty indices of the Territory-wide System Assessment items in Year 2 could be calibrated with Year 1. In other words, with the common research test, the difficulty indices of the Territory-wide System Assessment items in Year 1 and Year 2 could be calibrated on the same scale. Hence, the performance of the students in Year 2 is comparable to that of the students in Year 1. The benchmark set in the first year's Territory-wide System Assessment (i.e. P.3 in 2004, P.6 in 2005 and S.3 in 2006) could then be used to determine which students in the subsequent years can achieve the BC standard. In doing so, the benchmark of the BC standard set in the first year remains unchanged across the years.

### ***Estimate Students' Ability Indices***

For each of the three subjects (namely Chinese Language, English Language and Mathematics), one single paper which covers the full BC scope would be too lengthy for a student. Therefore, several sub-papers would be set for each subject where a student is only required to attempt one of the sub-papers. There would be a number of overlapping items covered among the sub-papers for equating purposes. Table 4.2 is an illustrative example of the paper design for a subject on three sub-papers.

**Table 4.2 Overlapping Items in Paper Design**

Item Sub-paper	1	2	3	4	5	6
Sub-paper 1						
Sub-paper 2						
Sub-paper 3						

After administrating the assessment, the responses from all students of the three sub-papers are merged into a single data matrix from which the item difficulty indices as well as students' ability indices are estimated using psychometric methods. Since each sub-paper includes overlapping items for equating purposes, a student's ability index can be estimated regardless of the difficulty of the sub-papers. In other words, the measure of a student's ability index is independent of which sub-paper he/she attempts.

## ***Results of Territory-wide System Assessment in 2017***

The aforementioned procedures for standard maintenance were applied and the final result in the percentages of P.3, P.6 and S.3 students achieving BCs in 2017 is summarised in Table 4.3.

**Table 4.3 Percentages of P.3, P.6 and S.3 Students Achieving BCs**

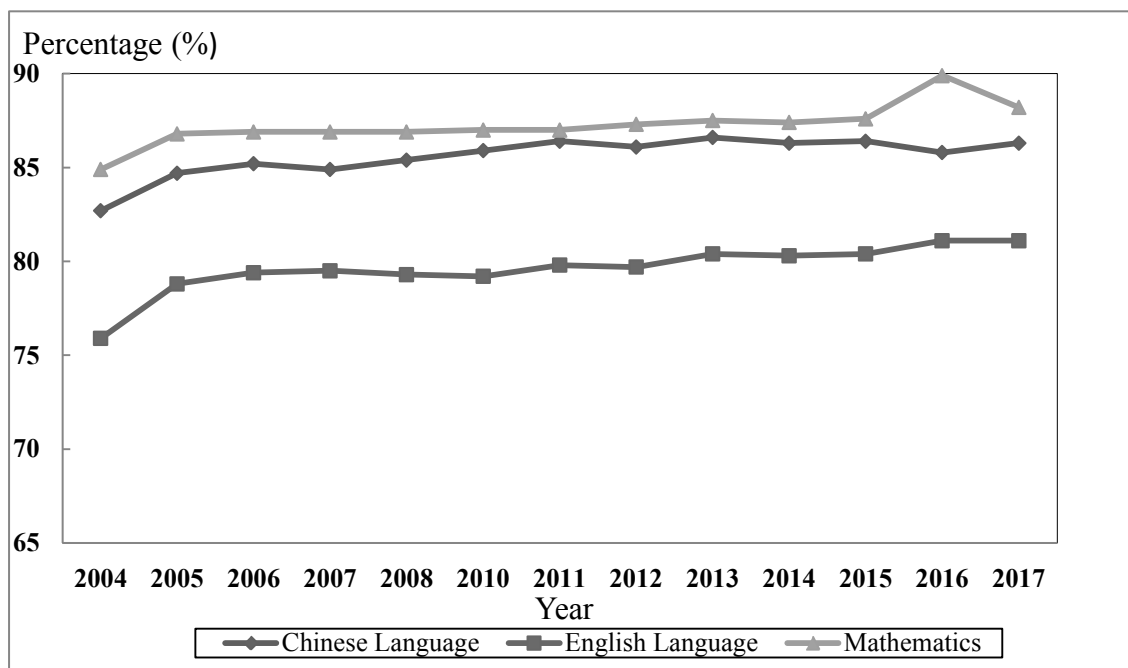
Subject and Level		Percentages of Students Achieving BCs													
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7	85.2	84.9	85.4	#	85.9	86.4	86.1	86.6	86.3	86.4	85.8 <sup>Δ</sup>	86.3 <sup>▽</sup>
	P.6	--	75.8	76.5	76.7	76.4	#	77.0	77.2	^	78.1	^	77.7	^	78.3
	S.3*	--	--	75.6	76.2	76.5	76.5	76.8	76.7	76.9	77.1	77.0	77.2	77.4	77.1
English Language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 <sup>Δ</sup>	81.1 <sup>▽</sup>
	P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3
	S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6	69.7
Mathematics	P.3	84.9	86.8	86.9	86.9	86.9	#	87.0	87.0	87.3	87.5	87.4	87.6	89.9 <sup>Δ</sup>	88.2 <sup>▽</sup>
	P.6	--	83.0	83.8	83.8	84.1	#	84.2	84.1	^	84.2	^	84.0	^	84.0
	S.3	--	--	78.4	79.9	79.8	80.0	80.1	80.1	79.8	79.7	79.9	79.9	80.0	79.9

- Note: \* Chinese Audio-visual component included in the calculation of the cut score at the S.3 level since 2007.  
 # Due to Human Swine Influenza causing the suspension of primary schools, the Territory-wide System Assessment was cancelled and no data has been provided.  
 ^ The P.6 Territory-wide System Assessment was suspended in 2012 and 2014. Since 2015, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years. School participation has been on a voluntary basis in even-numbered years. Since participation in this assessment was on a voluntary basis and not all P.6 students were involved, no territory-wide data is provided in this report.  
 Δ The 2016 P.3 level assessment was conducted as part of the 2016 Tryout Study. The BC attainment rates of the Chinese Language, English Language and Mathematics subjects were calculated using the data from some 50 participating schools.  
 ▽ The 2017 P.3 level assessment was conducted as part of the 2017 Research Study, which was extended to all primary schools in the territory.

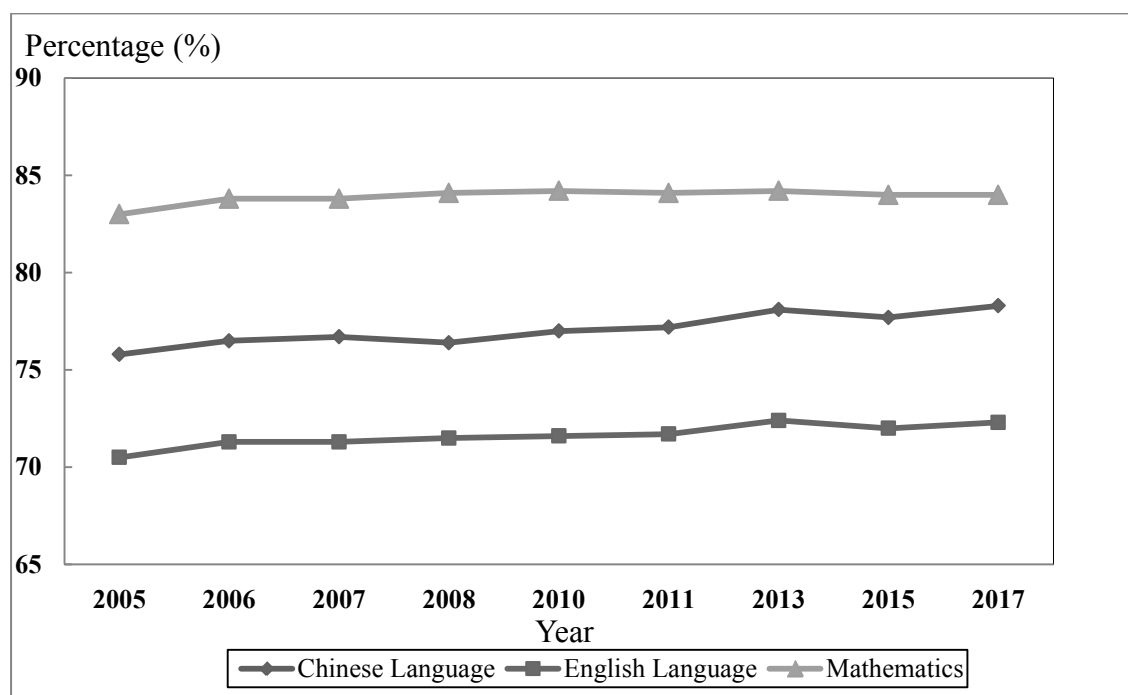
The overall attainment rates of P.3 students in Chinese Language, English Language and Mathematics were 86.3%, 81.1% and 88.2% respectively. For P.6, the overall attainment rates in Chinese Language, English Language and Mathematics were 78.3%, 72.3% and 84.0% respectively. For S.3, the attainment rates in Chinese Language, English Language and Mathematics were 77.1%, 69.7% and 79.9% respectively. On the whole, the proportion of students achieving BCs at P.3, P.6 and S.3 was highest in Mathematics

followed by Chinese Language and English Language. Table 4.3 shows the proportion of students achieving BCs decreases over the key stages. Examining the performance of P.3, P.6 and S.3 students, it is possible to discern overall trends, which are shown graphically in Figures 4.1, 4.2 and 4.3.

**Figure 4.1 P.3 Territory-wide Percentages of Students Achieving BCs**



**Figure 4.2 P.6 Territory-wide Percentages of Students Achieving BCs**



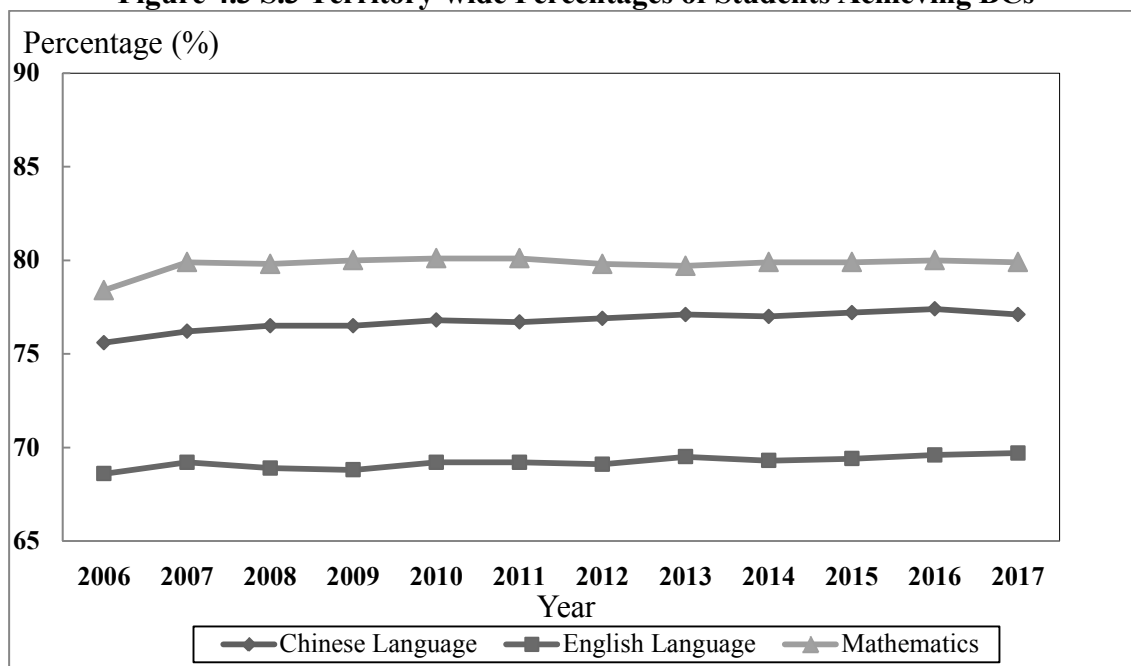
**Figure 4.3 S.3 Territory-wide Percentages of Students Achieving BCs**

Table 4.4 summarises some key statistics for those 2017 Territory-wide System Assessment students who also took the Territory-wide System Assessment three years ago.

**Table 4.4 Number and Percentages of Cohort Students Achieving or Not Achieving BCs in 2014 P.3 and 2017 P.6**

Subject	Chinese Language	English Language	Mathematics
Achieved both P.3 BCs in 2014 and P.6 BCs in 2017	31,138 (76.4%)	29,501 (70.2%)	34,146 (81.2%)
Achieved P.3 BCs in 2014 but not P.6 BCs in 2017	4,613 (11.3%)	4,331 (10.3%)	2,970 (7.1%)
Achieved P.6 BCs in 2017 but not P.3 in 2014	988 (2.4%)	1,182 (2.8%)	1,371 (3.3%)
Number of students sitting both P.3 TSA in 2014 and P.6 TSA in 2017	40,738	41,996	42,058

To generate the above table, it was necessary to link the data for 2014 and 2017. After matching the student records, over 40,000 students sat the P.3 Territory-wide System Assessment in 2014 and the P.6 Territory-wide System Assessment in 2017. Most students who achieved BCs in 2014 also achieved BCs in 2017. These results indicate that having a solid learning foundation in junior levels is beneficial to learning in the next key stage. Teachers' early acquisition of assessment data is most important in enhancing students' learning.

## 5. ASSESSMENT REPORTS

### ***Assessment Reports***

Assessment reports are provided to all schools participating in the Territory-wide System Assessment after completing the assessment. The reports help them understand the overall performance of their students and to adjust teaching plans to improve learning and teaching.

In April 2014, the EDB announced that no BC attainment rates in the three subjects will be provided to primary schools starting from that year. Therefore, primary school reports mainly provide students' overall data for each learning dimension (skill) by sub-paper in Chinese Language, English Language and Mathematics. However, the content of the school reports for secondary schools remains unchanged and the same as that of previous years. In the two language subjects, the learning dimensions (skills) include reading, writing, listening and speaking. In Mathematics, the dimensions include Number, Measures, Shape & Space and Data Handling in P.3, with the addition of Algebra in P.6 and S.3.

School reports, including reports 'sorted by sub-papers' and 'sorted by BCs', provide detailed data on the performance of each sub-paper in each learning dimension (skill) of each subject, with territory-wide level data for reference, to help schools identify the overall strengths and weaknesses of student learning. Schools can make reference to the relevant data to adjust the school-based curriculum, teaching strategies and activities. Moreover, two supplementary reports have also been made available for schools. These exclude the data of students with different learning needs and those with special educational needs. All reports do not identify the performance of individual students and are strictly confidential, provided only to the school.

In addition, in order to enable schools to make better use of the assessment data as feedback for learning and teaching, starting from 2015, schools with five or more non-Chinese speaking (NCS) students participating in the Territory-wide System Assessment on Chinese Language will receive an additional report providing information on NCS students' performance. Schools are expected to improve their teaching plans to facilitate students' learning with reference to relevant reports.

Starting from 2014, an Interactive Online Item Analysis Report has been developed. Teachers can login to the system to view the item data, items of each sub-paper and marking scheme at the same time, which facilitates teachers' rapid analysis of students' performances. Besides viewing the sub-papers and marking schemes using 'click-on' functions on the item

analysis interface, teachers can view each individual item paired with its model answer. The HKEAA has also provided student performance figures over the past three years on each BC / testing focus / learning unit so as to enable schools to better understand their students' learning.

## Enhanced School Reports

In order to provide schools with more comprehensive information for analysis of items and students' performance, four new reports<sup>5</sup> with different contents have been introduced under the 2016 Tryout Study for schools to select in the light of school-based needs. .

Apart from the existing report format which provides own school data with territory-wide level data for reference, the new reports also provide an integrated version, which is a consolidated report on Basic Competencies by item groups and a comprehensive 'Information Analysis Report'. The integrated version enables teachers to grasp the overall performance of students on each BC. The 'Information Analysis Report' further provides information on item design of each sub-paper, the corresponding testing focus for each item, diagnostic analysis of each multiple choice option, etc., which facilitates teachers to analyse students' overall performance and learning difficulties and alleviates teachers' workload.

Positive feedback was received on the aforementioned new reports under the 2016 Tryout Study. Teachers reflected that the new reports would enable schools to make better use of TSA data to adjust teaching plans, facilitating the enhancement of teaching arrangements to a large extent. Therefore, the Committee recommended that the new reports be extended to P.6 and S.3 in 2017. All schools can choose one or more of the reports which they consider best meet their needs in analysing their students' performances. Schools can make use of the data from these reports, together with the descriptions and examples of students' performance from Chapters 6 to 8, to understand their students' learning status.

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<sup>5</sup> Four report formats: (1) Existing version; (2) Simplified version (only school data is provided, without the data of participating schools); (3) Integrated version, which is a consolidated report on 'Basic Competency Report' by Item Groups (with exemplars on students' overall performance); and (4) Information Analysis Report – each item is paired with its corresponding learning objective, BC and testing focus as well as analysis for each option in multiple choice items.

## 2017 年基本能力評估研究計劃小學三年級中文科成績

2017 年小三級學生在中文科達到基本能力水平的百分率為 86.3 %。

### 小學三年級評估設計

#### 評估範疇及擬題依據

- 中文科的評估範疇包括閱讀、寫作、聆聽及說話。題目根據《中國語文課程第一學習階段基本能力（試用稿）》、《中國語文教育學習領域課程指引（小一至中三）（2002）》及《中國語文課程指引（小一至小六）（2004）》等課程文件擬訂。

#### 評估卷別

- 為了解學生在各學習範疇的能力表現，本科按各學習範疇分為不同的卷別，重點評估學生在該學習範疇的能力。由於閱讀和聆聽範疇的「基本能力」均有「BR1.6/BL1.4 能明白視聽資訊中簡單的信息」一項，因此另設一卷（視聽資訊）以評估學生在這方面的能力。
- 評估涵蓋四個範疇，閱讀設四張分卷，寫作、聆聽和視聽資訊各設兩張分卷，說話設三張分卷，合共 112 題。部分題目會在多於一張分卷內使用，藉此作為分卷間的聯繫。各分卷的題數詳見表 6.1a，題數已包括各分卷的重疊題目，以便計算等值分數。

表 6.1a 小三題數與分數分布

科目	題數（分數）				
	分卷一	分卷二	分卷三	分卷四	總數*
中國語文					
紙筆評估					
閱讀	20(22)	20(21)	20(21)	20(22)	55(61)
寫作	2(25)	2(25)	--	--	4(25)
聆聽	12(12)	12(12)	--	--	20(20)
視聽資訊	12(12)	12(12)	--	--	21(21)
總數	46(71)	46(70)	20(21)	20(22)	100(127)
說話評估					
看圖說故事	2(21)	2(21)	2(21)	--	6(21)
小組交談	2(10)	2(10)	2(10)	--	6(10)

\*各分卷的重疊題目只計算一次。

- 紙筆評估包括聆聽、閱讀和寫作，時間合共約 85 分鐘。每名學生只須作答各範疇中其中一張分卷，視聽資訊與說話評估則以隨機抽樣形式進行。各學習範疇的卷別及評估時限編排如下：

表 6.1b 小三各學習範疇的卷別編排

學習範疇	分卷	題數	評估時限
閱讀	3CR1	20	25 分鐘
	3CR2	20	
	3CR3	20	
	3CR4	20	
寫作	3CW1	2	40 分鐘
	3CW2	2	
聆聽	3CL1	12	約 20 分鐘
	3CL2	12	
說話*	3CST1	6 (看圖說故事)	準備時間：3 分鐘 評估時間：1 分鐘
	3CST2	6 (小組交談)	閒談時間：2 分鐘 評估時間：2 分鐘
	3CST3		
視聽資訊*	3CAV1	12 (2 段短片)	約 15 分鐘
	3CAV2	12 (2 段短片)	

\* 說話和視聽資訊評估以隨機抽樣形式進行。

## 評估方式

### 閱讀範疇

- 閱讀評估設四張分卷 (3CR1、3CR2、3CR3、3CR4)，每名學生作答其中一卷。題型包括選擇、填充、填表、短答和排序。四張分卷安排如下：

表 6.2 小三閱讀評估—分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
3CR1	記敘文	2	20	選擇、填充、填表、短答、排序
3CR2	記敘文	1	12	選擇、填充、短答、排序
	實用文	1	8	選擇、短答
3CR3	記敘文	2	20	選擇、填充、填表、短答、排序
3CR4	記敘文	1	12	選擇、填充、填表、短答、排序
	實用文	1	8	選擇、填表、短答

表 6.3 小三閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號				題數*
	3CR1	3CR2	3CR3	3CR4	
BR1.2 能理解所學詞語	1、2、11、12	1、2	1、2、11、12	1、2	7
BR1.3 能理解簡淺敘述性文字的段意及段落關係	4、5、6、7、8、9、14、15、16、17、18、19	4、5、6、7、8、9、10、11	4、5、6、7、8、9、14、15、16、17、18、19	4、5、6、7、8、9、10、11	31
BR1.4 能概略理解篇章中簡淺的順敘/倒敘事件	3、10、13、20	3、12	3、10、13、20	3、12	4
BR1.5 能理解簡單的實用文	--	13、14、15、16、17、18、19、20	--	13、14、15、16、17、18、19、20	13
題目總數					55

\*各分卷的重疊題目只計算一次。

### 寫作範疇

- 寫作評估設兩張分卷(3CW1、3CW2)，每名學生作答其中一卷。每卷設實用文和短文寫作兩部分。
- 實用文的特點是信息明確，文字簡明，並有一定的格式。實用文寫作旨在評估學生能否明確地表達主要信息，寫出相關資料和切合格式。評審準則是根據寫作目的、內容和格式，劃分為三個等級。本年實用文寫作共設兩道題。
- 短文寫作主要是要求學生按題目的情景寫一篇文章，以敘述為主。評審準則是根據《中國語文課程第一學習階段基本能力(試用稿)》、《中國語文教育學習領域課程指引(小一至中三)(2002)》、《中國語文課程指引(小一至小六)(2004)》等課程文件，設定六項評審項目，以評估學生在「內容」、「結構」、「文句」、「詞語運用」、「錯別字」和「標點符號」的能力。「內容」、「結構」、「文句」和「詞語運用」劃分為四個等級；「錯別字」和「標點符號」則分為三個等級。

表 6.4 小三寫作評估—分卷安排

分卷編號	題目類別	題數
3CW1	賀卡	1
	短文寫作	1
3CW2	賀卡	1
	短文寫作	1
題目總數		4

聆聽範疇

- 聆聽評估設兩張分卷（3CL1、3CL2），每名學生作答其中一卷。每卷的話語內容分為兩部分，題型為選擇題。
- 聆聽評估主要評估學生在聆聽理解方面的能力，如記憶話語內容，理解話語間的銜接關係及聽出說話者所表達的不同情感。

表 6.5 小三聆聽評估一分卷安排

分卷編號	題數	題型
3CL1	12	選擇
3CL2	12	選擇

表 6.6 小三聆聽評估—各卷基本能力 / 評估重點分布

基本能力	卷別 / 題號		題數*
	3CL1	3CL2	
BL1.1 能記憶簡單話語中敘說和解說的內容	2、3、5、8、9、10、11	1、2、5、8、9、10、11	12
BL1.2 能聽出話語所表達的不同情感	6、12	6、12	3
BL1.3 能概略理解語段間的銜接關係	1、4、7	3、4、7	5
題目總數			20

\*各分卷的重疊題目只計算一次。

說話範疇

- 說話評估以隨機抽樣形式進行，參加人數（一般為 12 或 24 名學生）視乎學校三年級的實際人數而定。
- 說話評估共設三張分卷，每張分卷包括「看圖說故事」及「小組交談」兩部分。在「看圖說故事」中，學生須根據四幅圖畫的圖意講述一個完整的故事。「小組交談」則以三人為一組，兩名說話能力主考員須根據話題指引，引導學生進行交談。
- 「看圖說故事」旨在評估學生個人的說話能力。學生根據四幅圖畫，說出一個完整的故事。「看圖說故事」設五項評審準則：「能清楚講述兒童故事」、「能順序講述事件的大概」、「能運用日常生活的詞語表情達意」、「能掌握所學字詞的發音」和「說話聲音響亮」。前三項各分五個等級，後兩項各分三個等級。學生有三分鐘時間準備，一分鐘時間按圖意講述完整的故事。
- 「小組交談」旨在評估學生的溝通能力。學生須根據話題，與別人展開交談，適時作出回應。「小組交談」設兩項評審準則：「能就日常生活的話題和別人交談」和「能運用日常生活的詞語表情達意」，兩項評審準則均設五個等級。

兩名說話能力主考員先與三名學生閒談兩分鐘，然後才正式引導學生進行小組交談，交談時間為兩分鐘。

表 6.7 小三說話評估一分卷安排

基本能力	方式	題目編號	題數
BS1.1 能清楚講述兒童故事	看圖說故事	3CSP01、3CSP02、 3CSP03、3CSP04、 3CSP05、3CSP06	6
BS1.3 能順序講述事件的大概			
BS1.4 能運用日常生活的詞語表情達意			
BS1.5 能掌握所學字詞的發音			
BS1.6 說話聲音響亮			
BS1.2 能就日常生活的話題和別人交談	小組交談	3CSG01、3CSG02、 3CSG03、3CSG04、 3CSG05、3CSG06	6
BS1.4 能運用日常生活的詞語表情達意			
題目總數			12

### 視聽資訊評估

- 每所學校不多於 30 名學生參加視聽資訊評估，參加評估的學生均以隨機抽樣形式選取。
- 視聽資訊評估設兩張分卷（3CAV1、3CAV2），學生作答其中一卷。每卷設有兩段短片，題型為選擇題。
- 視聽資訊評估旨在評估學生在閱讀和聆聽範疇中「BR1.6/BL1.4 能明白視聽資訊中簡單的信息」的能力。

表 6.8 小三視聽資訊評估一分卷安排

分卷編號	題數*	題型
3CAV1	12	選擇
3CAV2	12	選擇
題目總數	21	

\*各分卷的重疊題目只計算一次。

## 2017 年達到基本能力水平的小三學生表現

## 閱讀範疇

- 閱讀評估設四張分卷，分別是 3CR1、3CR2、3CR3 和 3CR4。每張分卷設兩篇閱讀材料。3CR1 和 3CR3 兩篇閱讀材料均是記敘文。3CR2 和 3CR4 則是一篇記敘文和一篇實用文。學生必須閱讀兩篇閱讀材料，並回答問題。
- 根據委員會的建議，修訂原則必須切合學生學習需要，減輕學生的學習負擔，以及符合課程和基本能力的要求。審題委員會採納了委員會的建議，在閱讀評估中，調整各分卷篇章數量，由 3 篇改為 2 篇，每卷篇章總字數在 1200 字以下，題量不多於 20 題。評估材料的遣詞用字適切，題幹和選項力求簡潔、直接。
- 記敘文有兩篇，一篇名為〈美好學校〉，記述阿花來到森林後成為美好學校的第一位學生，以及她在森林的經歷。另一篇名為〈地球上最強生物〉，故事講述弟弟向家人提問「地球上最強的生物是什麼」，於是家人互相討論，最後弟弟分享了地球上最強生物的知識，並抒發「我」的感受。實用文是一篇海報，主要介紹開心動物園嘉年華的活動內容。現表列四張分卷的安排如下：

卷別	篇章名稱	篇章/實用文名稱
分卷一	〈美好學校〉	〈地球上最強生物〉
分卷二		〈開心動物園嘉年華〉
分卷三		〈地球上最強生物〉
分卷四		〈開心動物園嘉年華〉

- 篇章主要是評估學生能否「理解所學詞語」，能否「理解簡淺敘述性文字的段意及段落關係」，以及能否「概略理解篇章中簡淺的順敘/倒敘事件」。
- 學生能理解所學詞語。大部分學生能根據題目提供的段落範圍和所設的語境，找出正確的詞語，如「歡迎」(3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題)、「信心」(3CR1 第 11 題 / 3CR3 第 12 題)、「驚奇」(3CR1 第 12 題)、「觀察」(3CR3 第 11 題) 等。現臚列學生的作答示例如下：

卷別	學生示例	備註
3CR1	從 <b>第二段</b> 找出適當的詞語，填在第 2 題的橫線上，使句子的意思完整。 2. <u>香港</u> 運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>歡迎</u> 他們回來。	學生能理解所學詞語，並按照語境，在指定段落中找出合適的詞語。
3CR1	從 <b>第二段</b> 找出適當的詞語，填在第 11 題的橫線上，使句子的意思完整。 11. 這幾個月我們很努力練習，所以對於明天的表演，大家都充滿 <u>信心</u> 。	

卷別	學生示例	備註
3CR1	從 <u>第三段</u> 找出適當的詞語，填在第12題的橫線上，使句子的意思完整。 12. 哥哥原本很懶惰，但近來竟然很用心學習，家人感到十分 <u>敬大</u> 。	學生能理解所學詞語，並按照語境，在指定段落中找出合適的詞語。
3CR3	從 <u>第一段</u> 找出適當的詞語，填在第11題的橫線上，使句子的意思完整。 11. 爺爺喜歡畫畫，他仔細 <u>觀察</u> 池塘裏的荷花，把它畫下來。	

- 學生「能理解簡淺敘述性文字的段意及段落關係」，現臚列題目和學生作答示例，分點加以說明：

#### (一) 理解篇章內容要點

學生能理解篇章內容要點。學生能根據篇章內容，填寫資料夾，回答短答題和選擇題。現臚列學生示例如下：

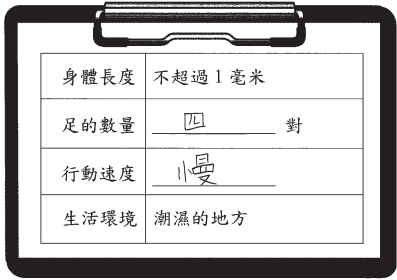
在〈美好學校〉中，學生能根據篇章提供的信息：「短髮」、「圓臉」和「有一雙大眼睛」，找出阿花的模樣（3CR3 第4題）。

卷別	學生示例	備註
3CR3	4. 請為美好學校第一位學生填寫資料夾。 	學生能從文本「 <u>阿花</u> 今年六歲，短髮，圓臉，有一雙大眼睛」，找出關鍵信息，填寫資料夾。

此外，學生能根據題目要求，從文本中找出內容細節，回答問題（3CR2 第5題）。

卷別	學生示例	備註
3CR2	5. 學校的花園栽種了什麼？ 學校的花園栽種了 <u>花草</u> 和 <u>果樹</u> 。	學生能複述內容要點「校長和老師在花園栽種花草和果樹」，正確回答問題。

在〈地球上最強生物〉中，學生能根據篇章第三段的內容，找出「牠有四對足」和「行動很慢」，填寫有關水熊蟲的資料板（3CR1 第17題）。

卷別	學生示例	備註
3CR1	<p>17. 根據<b>第三段</b>，填寫水熊蟲的資料板。</p> 	學生能理解篇章內容「水熊蟲非常小，大部分長度不超過 1 毫米。牠有四對足，行動很慢，喜歡在潮濕的環境中生活」，按照題目要求，找出正確的資料。

在〈美好學校〉中，學生能理解內容，辨識「小動物對誰感到很好奇」(3CR1 第 7 題 / 3CR2 第 8 題 / 3CR3 第 7 題)。在〈地球上最強生物〉中，學生能根據文本內容指出媽媽從「壽命」方面說出龜是最強的生物 (3CR1 第 15 題)。

7. 小動物對誰「感到很好奇」(第 12 行)？

- ☐ A. 森林婆婆。  
☐ B. 阿花。  
☐ C. 老師。  
☐ D. 校長。

3CR1 第 7 題 / 3CR2 第 8 題 / 3CR3 第 7 題  
答案：「B」

15. 媽媽從哪一方面說出龜是最強的生物？

- ☐ A. 模樣。  
☐ B. 壽命。  
☐ C. 牙齒。  
☐ D. 體形。

3CR1 第 15 題 答案：「B」

## (二) 理解句子的因果關係

在〈美好學校〉中，學生能根據上文下理，找出「為什麼老師『十分興奮』(第 7 行)」是因為「學校收到第一位學生」(3CR4 第 6 題)，明白與文本提及的「遊樂場」、「遙遠的森林」和「有學問的校長」無關。

6. 為什麼老師「十分興奮」(第 7 行)？

因為

- ☐ A. 他們建造了遊樂場。  
☐ B. 學校收到第一位學生。  
☐ C. 他們在遙遠、美麗的森林工作。  
☐ D. 學校來了一位很有學問的校長。

3CR4 第 6 題 答案：「B」

在〈地球上最強生物〉中，學生能從「他最愛閱讀有關動植物的書，而且喜歡到郊外觀察各類生物」及「他積極求取學問，又主動和家人分享」，理解「我」的弟弟有「小博士」的稱號，是因為「他主動學習動植物的知識」(3CR1 第 14 題)。

14. 「我」的弟弟為什麼有「小博士」的稱號？

因為

- ☐ A. 他熱愛足球運動。  
☐ B. 他喜歡電子遊戲。  
☐ C. 他是玩模型的專家。  
☐ D. 他主動學習動植物的知識。

3CR1 第 14 題 答案：「D」

學生也能按照文本的脈絡，釐清要點，掌握「為什麼科學家認為水熊蟲是地球上最強的生物」是因為「牠能克服太空惡劣的環境」(3CR1 第 18 題)。

18. 為什麼科學家認為水熊蟲是地球上最強的生物？

因為

- ☐ A. 牠的壽命很長，力氣大。  
☐ B. 牠善於躲藏在潮濕的地方。  
☐ C. 牠能克服太空惡劣的環境。  
☐ D. 牠體形小，獵食者難以察覺。

3CR1 第 18 題 答案：「C」

## (三) 理解段落大意

學生能理解段落大意。在〈美好學校〉中，大部分學生能從四個選項中，辨識第一段主要：「介紹阿花和美好學校」(3CR1 第 5 題 / 3CR3 第 5 題)。在〈地球上最強生物〉中，學生能找出「第二段」的主要信息 (3CR1 第 16 題)。

## 5. 第一段主要

- ☐ A. 介紹阿花和美好學校。  
☐ B. 描寫建造遊樂場的經過。  
☐ C. 記述老師和學生玩耍的情形。  
☐ D. 指出栽種花草和果樹的好處。

3CR1 第 5 題 / 3CR3 第 5 題 答案：「A」

## 16. 第二段主要是

- ☐ A. 介紹獅子是最威武的動物。  
☐ B. 描述最強生物必須具備的特點。  
☐ C. 指出弟弟提出的問題非常艱深。  
☐ D. 表達「我」和媽媽對地球上最強生物的看法。

3CR1 第 16 題 答案：「D」

## (四) 理解故事中角色的性格

學生能根據阿花帶果子回美好學校一事，指出她是一個「愛分享」的孩子(3CR2 第 10 題 / 3CR4 第 10 題)。

10. 從阿花帶果子回美好學校一事，顯示阿花是個怎樣的孩子？

- ☐ A. 貪吃。  
☐ B. 好奇。  
☐ C. 勇敢。  
☐ D. 愛分享。

3CR2 第 10 題 / 3CR4 第 10 題 答案：「D」

- 學生大致「能概略理解篇章中簡淺的順敘/倒敘事件」。學生大致能理解篇章情節的發展。在〈地球上最強生物〉中，學生能按照故事的發展，正確排列各個選項的先後次序 (3CR1 第 13 題 / 3CR3 第 13 題)。

卷別	學生示例	備註
3CR1	<p>13. 根據文章內容，按事情發生的先後次序排列下面各項。            (請把英文字母填在方格內)</p> <p>A. 弟弟說明水熊蟲的特點            B. 「我」覺得獅子十分威武            C. 媽媽表示龜是最強的生物            D. 弟弟指出我們的說法不正確</p> <p><span style="border: 1px solid black; padding: 2px;">B</span> → <span style="border: 1px solid black; padding: 2px;">C</span> → <span style="border: 1px solid black; padding: 2px;">D</span> → <span style="border: 1px solid black; padding: 2px;">A</span></p>	學生能理解簡淺的順敘事件，正確排列事情發生的先後次序。

- 學生大致能理解篇章主要信息，在〈美好學校〉中，學生大致能找出篇章主要是「記述阿花來到森林後遇到的事情」(3CR1 第 10 題 / 3CR2 第 12 題 / 3CR3 第 10 題 / 3CR4 第 12 題)。在〈地球上最強生物〉中，學生能理解文章大要，辨識符合文章內容「弟弟跟家人分享水熊蟲的知識」(3CR1 第 20 題 / 3CR3 第 20 題)。

## 10. 這篇文章主要是

- ☐ A. 介紹森林的小動物。  
☐ B. 描寫森林的自然風光。  
☐ C. 指出美好學校的老師很有愛心。  
☐ D. 記述阿花來到森林後遇到的事情。

3CR1 第 10 題 / 3CR2 第 12 題 /  
 3CR3 第 10 題 / 3CR4 第 12 題  
 答案：「D」

## 20. 下列哪一項符合文章的內容？

- ☐ A. 弟弟責怪家人不認識水熊蟲。  
☐ B. 弟弟跟家人分享水熊蟲的知識。  
☐ C. 在家人教導下，「我」成為「小博士」。  
☐ D. 家人要求「我」多閱讀，多學習新知識。

3CR1 第 20 題 / 3CR3 第 20 題 答案：「B」

## 實用文

- 分卷二和分卷四設實用文，主要評估學生能否「理解簡單的實用文」。今年實用文以海報形式設題，介紹開心動物園嘉年華的活動內容。

閱讀下面的文字，然後回答問題。

**開心動物園嘉年華**  
主題：動物放大鏡  
2017年8月5日（星期六）

為了慶祝開心動物園成立50周年，增設以下「特備活動」：

活動	內容	時間	備註
手工藝班	用輕黏土製作大象、長頸鹿和企鵝	上午九時至十時	• 在教育室門外排隊 • 名額50人，先到先得
故事世界	故事姐姐講故事，包括《頑皮的小猴》、《鱷魚很溫柔》和《飛鷹特工隊》	上午十時至十一時	• 在彩虹天地舉行 • 人數不限
動物導賞	導賞員介紹園內動物的特點和趣事，如熊貓的玩具和零食	下午二時至四時	• 在河馬巴士站集合 • 人數不限
親親動物	近距離接觸動物，如白兔、鸚鵡和陸龜	下午三時至五時	• 在小動物園區舉行 • 每人只限向職員領取一籃食物餵動物

★ 開心動物園入場費：成人200元，兒童100元  
★ 「特備活動」不另收費  
★ 歡迎任何年齡人士參加活動  
★ 詳情可瀏覽開心動物園網頁：[www.abbzoo.com](http://www.abbzoo.com)

主題

日期

增設「特備活動」的原因

各「特備活動」的資料

其他事項

- 學生「能理解簡單的實用文」。學生能根據海報提供的信息，複述實用文的資訊，如活動日期（3CR2 第13題）、舉行月份（3CR4 第13題）和活動主題（3CR2 第15題 / 3CR4 第15題）。

卷別	學生示例	備註
3CR2	13. 開心動物園嘉年華在幾月幾日舉行？ <u>8月5日</u> 。	學生能根據海報上方 2017年8月5日（星期六） 找出嘉年華舉行的日期

13. 開心動物園嘉年華在哪个月份舉行？

- ☐ A. 五月。  
☐ B. 六月。  
☐ C. 八月。  
☐ D. 十月。

3CR4 第13題 答案：「C」

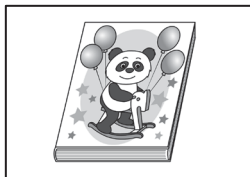
15. 開心動物園嘉年華的主題是什麼？

- ☐ A. 親親動物。  
☐ B. 飛鷹特工隊。  
☐ C. 零距離接觸。  
☐ D. 動物放大鏡。

3CR2 第15題 / 3CR4 第15題  
答案：「D」

- 學生能理解實用文的內容要點，如學生能從海報中，知道故事姐姐會講的故事（3CR2 第 16 題）和「手工藝班」會製作的手工藝品（3CR4 第 16 題）。學生也能理解「動物導賞」的活動內容是「認識園內動物的特點和生活趣事」（3CR2 第 17 題 / 3CR4 第 18 題），並知道所有「特備活動」均「不另收費」（3CR2 第 19 題）。

16. 故事姐姐會講哪一個故事？



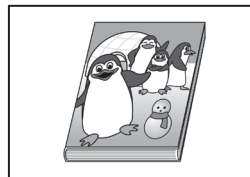
A



B



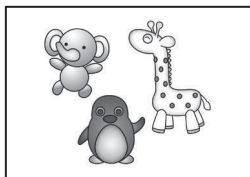
C



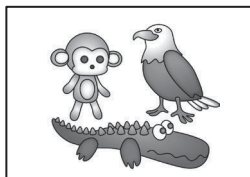
D

3CR2 第 16 題 答案：「B」

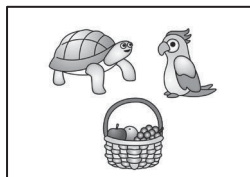
16. 「手工藝班」會製作什麼？



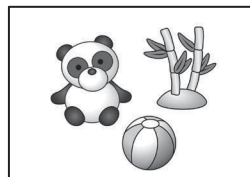
A



B



C



D

3CR4 第 16 題 答案：「A」

17. 「動物導賞」的活動內容是什麼？

- ☐ A. 餵飼大象和長頸鹿。
- ☐ B. 親手製作熊貓玩具。
- ☐ C. 認識園內動物的特點和生活趣事。
- ☐ D. 介紹「飛鷹特工隊」的日常工作的。

3CR2 第 17 題 / 3CR4 第 18 題 答案：「C」

19. 下列哪一項符合對「特備活動」的描述？

- 所有「特備活動」
- ☐ A. 人數不限。
  - ☐ B. 不另收費。
  - ☐ C. 有年齡限制。
  - ☐ D. 在下午舉行。

3CR2 第 19 題 答案：「B」

- 學生能按照題目設定的情景，從海報中找出正確資料，例如能按題目所設的情景，為小美填寫資料（3CR4 第 17 題）。學生能依據海報提供的資訊，知道「如果想親自餵飼動物」可以參加什麼活動（3CR4 第 19 題）。

卷別	學生示例	備註
3CR4	<p>17. 小美很喜歡聽故事，她想參加「故事世界」，請替她把活動資料填寫在日記本內。</p>	能從「故事世界」的內容、時間和備註的描述，填寫表格。

卷別	學生示例	備註
3CR4	19. 如果想親自餵飼動物，可以參加哪一個活動？ <u>親親動物</u> _____。	能從各特備活動提供的資訊，找出能親自餵飼動物活動的名稱。

- 學生能根據海報的內容，找出開心動物園舉辦「特備活動」的原因（3CR2 第 14 題 / 3CR4 第 14 題）。

14. 開心動物園舉辦「特備活動」的原因是

- ☐ A. 鼓勵市民多接觸小動物。  
☐ B. 教導市民觀察動物的方法。  
☐ C. 慶祝開心動物園成立 50 周年。  
☐ D. 訓練市民成為「動物特工隊」。

3CR2 第 14 題 / 3CR4 第 14 題 答案：「C」

- 學生能根據海報內容，理解各項重點，辨識主要信息（3CR2 第 20 題和 3CR4 第 20 題）。

20. 這張海報的主要信息是

- ☐ A. 提供開心動物園的網頁地址。  
☐ B. 指出開心動物園的開放時間。  
☐ C. 描述開心動物園的動物種類和特點。  
☐ D. 介紹開心動物園嘉年華的活動內容。

3CR2 第 20 題 答案：「D」

20. 這張海報主要是介紹開心動物園嘉年華的

- ☐ A. 活動內容。  
☐ B. 網頁特色。  
☐ C. 動物種類。  
☐ D. 收費項目。

3CR4 第 20 題 答案：「A」

## 寫作範疇

# 實用文

- 寫作評估設兩張分卷，分別是 3CW1 和 3CW2，每張卷設一道實用文寫作題目和一道短文寫作題目。今年的實用文評估安排如下：

## 3CW1

1. 請根據題目寫賀卡。

你是文山，你的同學小光在學校唱歌比賽中得第一名。請寫一張賀卡恭賀小光，並鼓勵他繼續努力。

(提示：部分格式已經提供)

親愛的小光：

## 3CW2

1. 請根據題目寫賀卡。

你是天明，你的同學大文在學校書法比賽中得第一名。請寫一張賀卡恭賀大文，並鼓勵他繼續努力。

(提示：部分格式已經提供)

親愛的大文：

- 審題委員會採納委員會的建議，在實用文寫作中，提供部分格式，以免學生只專注強記格式。同時調整評審等級，由過去四個等級改為三個等級，修訂的原則是配合學生的生活經驗和心智發展，減輕學生學習負擔，以及符合課程和基本能力的要求。
- 實用文按照主要信息、相關內容，以及格式作為評審準則，分為三個等級。學生需根據題目要求寫一張賀卡，評估要求有三點。現分項說明：
  - (1) 寫出恭賀信息  
恭賀對方在學校唱歌比賽中得第一名 (3CW1) / 恭賀對方在學校書法比賽中得第一名 (3CW2)
  - (2) 鼓勵對方繼續努力  
例子：你要繼續努力、加油啊！ (3CW1) / 你不要驕傲，要好好努力！ (3CW2)
  - (3) 寫下款和發卡日期  
文山 (3CW1) / 天明 (3CW2)  
發卡日期 (自訂)

- 實用文按照上述三個準則來評級，並劃分為三個等級。審題委員會採納了委員會的意見，在三項評審準則中，以主要信息最為重要。因此，學生必須寫出恭賀信息才能符合三等的要求。評審準則如下：

## 3CW1

## 1. 請根據題目寫賀卡。

你是文山，你的同學小光在學校唱歌比賽中得第一名。請寫一張賀卡恭賀小光，並鼓勵他繼續努力。（提示：部分格式已經提供）

等級	評審準則			
一等	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>			
二等	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>
三等	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>小光</u>在學校唱歌比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>小光</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	

3CW2

1. 請根據題目寫賀卡。

你是天明，你的同學大文在學校書法比賽中得第一名。請寫一張賀卡恭賀大文，並鼓勵他繼續努力。（提示：部分格式已經提供）

等級	評審準則			
一等	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>			
二等	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>未能寫出恭賀信息(未能寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>
三等	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>未能寫出相關內容(未能寫出「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式不完整(欠缺下款/發卡日期)</li> </ul>	<ul style="list-style-type: none"> <li>能寫出恭賀信息(寫出恭賀<u>大文</u>在學校書法比賽中得第一名)</li> <li>能寫出相關內容(「我」鼓勵<u>大文</u>繼續努力)</li> <li>格式完整(下款、發卡日期)</li> </ul>	

- 學生能按照題目的要求，寫一張賀卡。大部分學生能寫出賀卡的主要信息。有的學生能寫恭賀信息和相關內容，惟格式欠完整；有的則能準確表達恭賀信息，並附以完整格式，惟相關內容有所欠缺；有的則恭賀信息明確，相關內容齊備，格式完整。

### 短文

- 寫作評估要求學生寫一篇短文，兩張分卷的主題都是記述一次「做運動的經過和感受」，分卷一以「游泳、騎自行車、打羽毛球」為例子，分卷二的例子是「游泳、跑步、踢足球」。學生可參考例子，又或根據個人生活經驗，又或發揮創意，記述一次「做運動的經過和感受」，字數不限。今年兩張分卷的短文寫作安排如下：

## 3CW1

2. 我們常常做運動，例如游泳、騎自行車、打羽毛球等。請記述一次你做運動的**經過**和**感受**。（字數不限）

## 3CW2

2. 我們常常做運動，例如游泳、跑步、踢足球等。請記述一次你做運動的**經過**和**感受**。（字數不限）

- 審題委員會採納委員會的建議，短文寫作的方格由過去850方格減至400方格。為配合學生的生活經驗和心智發展，減輕學生的學習負擔，以及符合課程和基本能力的要求，評審準則作出了相應調整。「內容」和「結構」由五個等級改為四個等級，「文句」和「詞語運用」維持四個等級不變，「錯別字」和「標點符號」仍維持三個等級。評審等級及準則如下：

等級	評審準則	
	內容	結構
一等	離題 / 內容貧乏。	分段錯誤或沒有分段。
二等	不切題 / 內容空泛。	未能按內容重點適當分段。
三等	切題，內容一般。	大致能按內容重點分段，條理一般。
四等	切題，內容充實。	能按內容重點分段，條理清晰。

等級	評審準則	
	文句	詞語運用
一等	文句不通。	用詞不當 / 用詞貧乏。
二等	大致能運用句子寫作，文句尚可。	大致能運用書面字詞寫作，用詞尚可。
三等	能運用完整的句子寫作，文句一般。	能運用書面字詞寫作，用詞一般。
四等	能運用完整的句子寫作，文句通順。	能運用書面字詞寫作，用詞豐富。

等級	評審準則	
	錯別字	標點符號
一等	錯別字很多。	誤用標點符號頗多。
二等	偶有錯別字。	偶爾誤用標點符號。
三等	錯別字很少。	較少誤用標點符號。

- 學生大致能根據題目，寫一篇切合題旨的文章。學生大致能記述一次做運動的經過和感受。學生大致**能就熟悉的事物決定內容**，寫一篇簡單的文章。在兩張分卷中，學生一般在首段**點題**，交代做哪一種運動，跟誰做運動，在何時、何地做運動。學生在第二段大致會**記述做運動的經過或情形**，例如做運動做得滿頭大汗，又或做運動的過程十分疲累，又或打比賽很緊張等，末段**抒發個人感受**，如開心、難忘，希望可以再做運動等。部分學生聯繫生活經驗，記述做各式各樣的運動，如羽毛球、乒乓球、籃球、排球、高爾夫球、遠足等。
- 學生大致能根據內容重點，分成三至四個段落來記述活動的始末。學生一般在文章開首點題，交代時、地、人和事。第二段記述運動經過，末段作總結，並表達感受。學生大致**能將內容分段表達**，記述做運動的始末。而部分學生會運用標示語，如「首先」、「然後」、「接着」、「最後」來連繫各個段落。現臚列學

生在首段和末段的例子，以供參考：

基本能力	學生寫作表現	備註																																																															
能將內容分段表達	3CW1 <table><tr><td></td><td></td><td>昨</td><td>天</td><td>我</td><td>和</td><td>家</td><td>人</td><td>到</td><td>公</td></tr><tr><td>園</td><td>跑</td><td>步</td><td>。</td><td></td><td></td><td></td><td></td><td></td></tr></table>			昨	天	我	和	家	人	到	公	園	跑	步	。						能在第一段點題，交代背景： 時間「昨天」 人物「我和家人」 地點「公園」 活動「跑步」																																												
			昨	天	我	和	家	人	到	公																																																							
	園	跑	步	。																																																													
<table><tr><td></td><td></td><td>那</td><td>天</td><td>我</td><td>覺</td><td>很</td><td>開</td><td>心</td><td>，</td></tr><tr><td>因</td><td>為</td><td>我</td><td>可</td><td>以</td><td>和</td><td>家</td><td>人</td><td>一</td><td>起</td></tr><tr><td>做</td><td>運</td><td>動</td><td>。</td><td>希</td><td>望</td><td>可</td><td>以</td><td>下</td><td>星</td></tr><tr><td>期</td><td>也</td><td>可</td><td>以</td><td>和</td><td>那</td><td>天</td><td>一</td><td>樣</td><td>快</td></tr><tr><td>樂</td><td>。</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			那	天	我	覺	很	開	心	，	因	為	我	可	以	和	家	人	一	起	做	運	動	。	希	望	可	以	下	星	期	也	可	以	和	那	天	一	樣	快	樂	。									能在末段表達個人感受「很開心」，並進一步表達希望下星期「可以和家人一起做運動」。														
		那	天	我	覺	很	開	心	，																																																								
因	為	我	可	以	和	家	人	一	起																																																								
做	運	動	。	希	望	可	以	下	星																																																								
期	也	可	以	和	那	天	一	樣	快																																																								
樂	。																																																																
	3CW2 <table><tr><td></td><td></td><td>我</td><td>們</td><td>常</td><td>常</td><td>做</td><td>運</td><td>動</td><td>，</td></tr><tr><td>你</td><td>最</td><td>喜</td><td>歡</td><td>做</td><td>甚</td><td>麼</td><td>運</td><td>動</td><td>？</td></tr><tr><td>我</td><td>就</td><td>最</td><td>喜</td><td>歡</td><td>踏</td><td>單</td><td>車</td><td>。</td><td></td></tr></table> <table><tr><td></td><td></td><td>最</td><td>後</td><td>，</td><td>我</td><td>們</td><td>踏</td><td>單</td><td>車</td><td>去</td></tr><tr><td>馬</td><td>料</td><td>水</td><td>還</td><td>車</td><td>，</td><td>我</td><td>們</td><td>渡</td><td>過</td><td></td></tr><tr><td>了</td><td>一</td><td>個</td><td>愉</td><td>快</td><td>的</td><td>假</td><td>期</td><td>了</td><td>。</td><td></td></tr></table>			我	們	常	常	做	運	動	，	你	最	喜	歡	做	甚	麼	運	動	？	我	就	最	喜	歡	踏	單	車	。				最	後	，	我	們	踏	單	車	去	馬	料	水	還	車	，	我	們	渡	過		了	一	個	愉	快	的	假	期	了	。		能以設問形式點題，交代「我最喜歡踏單車」。  以還車作結，並表達過了「一個愉快的假期」。
		我	們	常	常	做	運	動	，																																																								
你	最	喜	歡	做	甚	麼	運	動	？																																																								
我	就	最	喜	歡	踏	單	車	。																																																									
		最	後	，	我	們	踏	單	車	去																																																							
馬	料	水	還	車	，	我	們	渡	過																																																								
了	一	個	愉	快	的	假	期	了	。																																																								

- 學生大致能運用書面字詞寫作，句子大致完整，表達清楚，惟文句偶有疏漏。現摘錄學生寫作表現，以供參考：

基本能力	學生寫作表現	備註																																							
能寫完整句子	3CW1 <table><tr><td></td><td></td><td>到</td><td>達</td><td>後</td><td>，</td><td>老</td><td>師</td><td>先</td><td>帶</td></tr></table>			到	達	後	，	老	師	先	帶	大致能以書面語記述打羽毛球的經過，文句大致通順，用詞大致合適。																													
		到	達	後	，	老	師	先	帶																																
能運用所學詞語	<table><tr><td>我</td><td>們</td><td>做</td><td>熱</td><td>身</td><td>，</td><td>然</td><td>後</td><td>我</td><td>們</td></tr><tr><td>就</td><td>開</td><td>始</td><td>練</td><td>我</td><td>們</td><td>要</td><td>練</td><td>習</td><td>高</td></tr><tr><td>遠</td><td>球</td><td>、</td><td>開</td><td>球</td><td>、</td><td>殺</td><td>球</td><td>...</td><td>...</td></tr><tr><td>真</td><td>辛</td><td>苦</td><td>。</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	我	們	做	熱	身	，	然	後	我	們	就	開	始	練	我	們	要	練	習	高	遠	球	、	開	球	、	殺	球	...	...	真	辛	苦	。						
我	們	做	熱	身	，	然	後	我	們																																
就	開	始	練	我	們	要	練	習	高																																
遠	球	、	開	球	、	殺	球	...	...																																
真	辛	苦	。																																						

基本能力	學生寫作表現	備註																																																												
能寫完整句子  能運用所學詞語	3CW2 <table><tr><td></td><td></td><td>上</td><td>星</td><td>期</td><td>日</td><td>，</td><td>我</td><td>們</td><td>家</td></tr><tr><td>人</td><td>到</td><td>公</td><td>園</td><td>跑</td><td>步</td><td>。</td><td>我</td><td>們</td><td>一</td></tr><tr><td>邊</td><td>跑</td><td>，</td><td>一</td><td>邊</td><td>看</td><td>美</td><td>麗</td><td>的</td><td>花</td></tr><tr><td>草</td><td>樹</td><td>木</td><td>。</td><td>有</td><td>的</td><td>人</td><td>在</td><td>公</td><td>園</td></tr><tr><td>休</td><td>息</td><td>，</td><td>有</td><td>的</td><td>吃</td><td>三</td><td>文</td><td>治</td><td>，</td></tr><tr><td>有</td><td>的</td><td>跑</td><td>步</td><td>。</td><td></td><td></td><td></td><td></td><td></td></tr></table>			上	星	期	日	，	我	們	家	人	到	公	園	跑	步	。	我	們	一	邊	跑	，	一	邊	看	美	麗	的	花	草	樹	木	。	有	的	人	在	公	園	休	息	，	有	的	吃	三	文	治	，	有	的	跑	步	。						大致能運用所學詞語及完整句子記述跑步時的所見所聞。
		上	星	期	日	，	我	們	家																																																					
人	到	公	園	跑	步	。	我	們	一																																																					
邊	跑	，	一	邊	看	美	麗	的	花																																																					
草	樹	木	。	有	的	人	在	公	園																																																					
休	息	，	有	的	吃	三	文	治	，																																																					
有	的	跑	步	。																																																										

- 學生大致能正確書寫常用字詞，惟偶有錯別字。學生常犯的錯別字，如「經過」，誤寫成「徑過」，又或「籃球」誤寫成「藍球」。學生大致能運用標點符號，如句號、逗號、問號、冒號、引號等，惟偶爾誤用標點符號，例如開關引號方向顛倒，又或在標示對話時，用了開引號，卻欠關引號，個別學生未能適當斷句。

### 聆聽範疇

- 聆聽評估設兩張分卷，分別為 3CL1 和 3CL2，每張分卷設兩部分。話語有兩個人物：大強和小美。他們在學校閒談，由小美借書給大強開始，繼而分享兩人喜歡的圖書、生肖，並談及運動、環保、大自然等話題。兩張分卷的話語安排如下：

第一部分：在學校操場

內容要點：

- 小美問大強為什麼有一雙「熊貓眼」
- 大強向小美解釋有一雙「熊貓眼」的原因
- 小美提醒大強要學會分配時間
- 大強表示很喜歡小美借給他的圖書
- 大強表達他選擇圖書時最重視的條件
- 小美講述做「圖書大使」的任務
- 大強向小美借《中國童話故事》的原因
- 小美表達最喜歡的生肖
- 大強解釋他喜歡老鼠的原因
- 二人談論彼此的優點

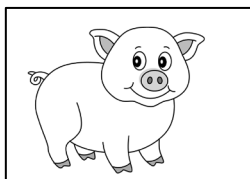
第二部分：放學途中

內容要點：

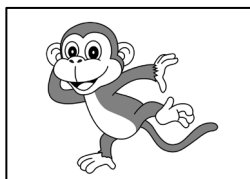
- 小美向大強「拜師」的原因
- 大強打算教小美的運動(只限卷一)
- 小美參加「環保先鋒」活動(只限卷二)
- 小美表達小學生應有的責任
- 大強提及常識科老師介紹的圖書
- 小美分享有關海葵和小丑魚的知識(只限卷一)
- 小美分享有關鸞鸞和水牛的知識(只限卷二)

- 學生「能記憶簡單話語中敘說和解說的内容」。學生能複述話語内容，例如學生能根據大強和小美的對話，找出「圖書大使」的任務是「向同學介紹有趣又益智的圖書」(3CL1 第 3 題)，也知道小美最喜歡的生肖是「兔」(3CL1 第 5 題)，以及找出小美參加「環保先鋒」的資料(3CL2 第 8 題)。學生能理解話語要點，辨識符合小美的話語内容(3CL2 第 2 題)，也能明白小美認為小學生應有的責任是「要關心地球，多參與環保工作」(3CL1 第 9 題 / 3CL2 第 9 題)。

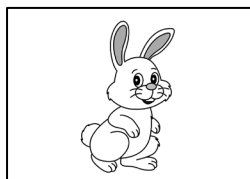
5. 小美最喜歡哪一個生肖？



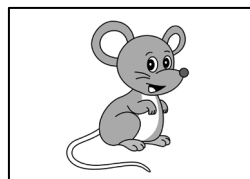
A



B



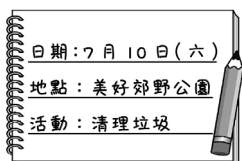
C



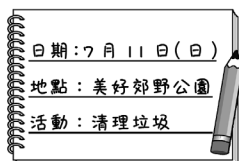
D

3CL1 第 5 題 答案：「C」

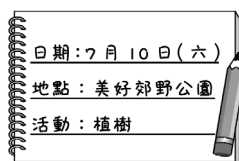
8. 哪一幅圖是小美參加「環保先鋒」的資料？



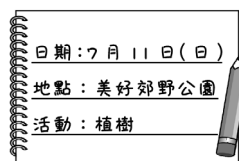
A



B



C



D

3CL2 第 8 題 答案：「A」

- 學生「能概略理解語段間的銜接關係」。大部分學生專注聆聽，能找出話語的因果關係。學生能根據大強和小美的對話，知道大強向小美借《中國童話故事》的原因是「他對中國童話故事感興趣」(3CL1 第 4 題)。學生能從話語内容中，掌握小美要向大強「拜師」的原因是因為她想「強健身體」(3CL1 第 7 題 / 3CL2 第 7 題)。同時，學生能根據大強和小美的對話，找出大強喜歡老鼠是因為「牠在科學研究中有貢獻」(3CL2 第 4 題)。
- 學生能根據話語的情景，聽出不同人物的情感語氣。學生能明白小美說話的語氣分別是「好奇」(3CL1 第 6 題)和「生氣」(3CL2 第 6 題)。學生也能聽出大強以「驕傲」的語氣來說話(3CL1 第 12 題 / 3CL2 第 12 題)。

### 說話範疇和視聽資訊評估

- 說話和視聽資訊評估以隨機抽樣形式進行。在釐定基本能力的水平時，這兩部分的成績並不包括在內。學生在說話和視聽資訊評估的整體表現，可參閱「一般評論」和「表現良好的小三學生概說」。

## 達到基本能力水平的小三學生寫作示例——實用文

3CW1

請根據題目寫賀卡。

你是文山，你的同學小光在學校唱歌比賽中得第一名。請寫一張賀卡恭賀小光，並鼓勵他繼續努力。(提示：部分格式已經提供)

親愛的小光：

恭喜你在學校唱歌比賽中得第一名，但你沒有覺得自大，而且你每天都在音樂室努力練習，我為你而感到開心。這次是應得的，你是最好的。

文山

六月十三日

能寫出恭賀信息

未能寫出相關內容

格式完整

## 達到基本能力水平的小三學生寫作示例——實用文

3CW2

請根據題目寫賀卡。

你是天明，你的同學大文在學校書法比賽中得第一名。請寫一張賀卡恭賀大文，並鼓勵他繼續努力。(提示：部分格式已經提供)

親愛的大文：

恭喜你在校書法比賽中取得第一名，我知道你天天都在練習寫書法。希望你可以繼續努力，未來更上一層樓的成績。

大文

六月十六日

能寫出恭賀信息

能寫出相關內容

格式不完整

## 達到基本能力水平的小三學生寫作示例——短文寫作

3CW1 我們常常做運動，例如游泳、騎自行車、打羽毛球等。請記述一次你做運動的經過和感受。(字數不限)

① 游泳、騎自行車、打羽毛球……都是很多人喜歡的運動，而我最喜歡的運動就是跑步。

② 暑假時，我和姐姐到元朗公園跑步，我們先做熱身，然後我們便走到跑步場跑步。我跑了一會兒就很熱，幸好姐姐立即拿着一些水給我。

③ 快樂的時光過得特別快，我們懷着依依不捨的心情離開。

## 內容 □：

切題，能按照題目要求寫作。文中記述「我」在暑假中和姐姐到元朗公園跑步的經過和感受，內容一般。各段內容重點如下：

- ① 點題，表達自己最喜歡的運動是「跑步」。
- ② 記述「我」和姐姐到元朗公園跑步的經過，如做熱身，到跑步場跑步，以及運動後喝水。
- ③ 抒發個人感受。

## 結構：

大致能按內容重點分段，條理清楚。文中第一段點出「我」最喜歡的運動，第二段記述「我」和姐姐跑步的經過，最後抒發個人感受。

## 文句 ◆ —◆：

文句表達完整。

## 詞語運用 ~~~~~：

用詞合適，如「喜歡」、「幸好」、「立即」、「快樂」、「時光」、「依依不捨」、「離開」。

## 錯別字：

能正確書寫常用字。

## 標點符號：

較少誤用標點符號。

### 達到基本能力水平的小三學生寫作示例——短文寫作

3CW2 我們常常做運動，例如游泳、跑步、踢足球等。請記述一次你做運動的經過和感受。(字數不限)

	1	育	-	次	,	我	在	學	校
練	習	籃	球	,	非	常	辛	苦	。
	2	一	開	始	,	陽	光	滿	列
。	我	們	先	做	一	些	熱	身	運
動	,	然	後	再	射	球	。		
	3	接	着	,	我	們	玩	一	些
遊	戲	。	真	好	玩	啊	!		
	4	最	後	,	我	們	跑	3	張
多	個	來	回	。	真	累	啊	!	
	5	雖	然	我	很	辛	苦	,	但
是	我	玩	得	很	快	樂	。		

内容  :

切題，能根據題目寫一篇文章。文中記述在「陽光猛烈」下，練習籃球，先做熱身運動，再射球、玩遊戲、跑步，最後「我」雖然感到「累」、「辛苦」，但「很快樂」，內容一般。各段內容重點如下：

1 點題，交代地點、「我」做的運動和概述感受。

2 記述打籃球前做熱身運動。

3 交代玩了一些遊戲，表達「好玩」。

4 描述跑了很多個來回，表達「真累」。

## 5 總結感受。

結構 \_ \_ \_ \_ :

大致能按內容重點分段，全文以「有一次」、「一開始」、「接着」、「最後」扣連各段，條理大致清楚。

文句  :

文句大致清楚。

詞語運用 \_\_\_\_\_ :

能運用日常用語，如「練習」、「辛苦」、「猛烈」、「快樂」。

錯別字：

能正確書寫常用字。

標點符號：

偶爾誤用標點符號。

## 一般評論

### 閱讀範疇

#### 學生在閱讀範疇中，表現理想

- 達到基本能力的學生能「理解所學詞語」。學生能根據題目提供的段落範圍和語境，從文本找出正確的詞語，如「遙遠」(3CR1 第 1 題)、「歡迎」(3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題)、「信心」(3CR1 第 11 題 / 3CR3 第 12 題)、「驚奇」(3CR1 第 12 題)、「建造」(3CR2 第 1 題)和「觀察」(3CR3 第 11 題)。
- 達到基本能力的學生能「理解簡淺敘述性文字的段意及段落關係」，回答大部分問題。學生能根據篇章的文字描述，理解內容要點，找出正確的圖畫(3CR1 第 4 題 / 3CR2 第 4 題和 3CR4 第 4 題)，並能理解內容要點(3CR1 第 7 題 / 3CR2 第 8 題 / 3CR3 第 7 題和 3CR1 第 15 題)。學生也能掌握上文下理，尋找因果關係(3CR1 第 14 題和 3CR1 第 18 題)。學生大致能概略理解各個段落大意，辨識段落的要點(3CR1 第 5 題 / 3CR3 第 5 題和 3CR2 第 6 題)。學生能根據篇章提供的線索，理解故事人物的性格(3CR2 第 10 題 / 3CR4 第 10 題)。
- 達到基本能力的學生大致能「概略理解篇章中簡淺的順敘/倒敘事件」。在〈地球上最強生物〉中，學生能掌握篇章脈絡，排列事情發生的先後次序(3CR1 第 13 題 / 3CR3 第 13 題)。學生大致能綜合全文，找出篇章主要信息(3CR1 第 20 題 / 3CR3 第 20 題)。
- 達到基本能力的學生能「理解簡單的實用文」。學生能閱讀海報提供的資訊，並按照題目要求，回答不同類型的問題，如簡答、填表和選擇題。學生能複述實用文的資訊，如開心動物園嘉年華舉行日期、舉辦月份和主題名稱(3CR2 第 13 題、3CR4 第 13 題、3CR2 第 15 題 / 3CR4 第 15 題)。學生能理解實用文的內容要點，如從文字信息中，辨識正確圖畫，掌握活動內容，尋找因果關係(3CR2 第 16 題、3CR2 第 17 題 / 3CR4 第 18 題、3CR2 第 14 題 / 3CR4 第 14 題)。學生進一步能掌握海報內容要點，找出海報的主要信息(3CR2 第 20 題和 3CR4 第 20 題)。

#### 閱讀範疇注意事項

##### (一) 詞語題

小部分學生未能根據篇章和題目的語境，正確回答詞語題，現以 3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題和 3CR3 第 1 題 / 3CR4 第 1 題學生的作答表現為例，並加以說明：

基本能力	學生示例	備註
能理解所學詞語	<p>從<u>第二段</u>找出適當的詞語，填在第2題的橫線上，使句子的意思完整。</p> <p>2. <u>香港</u>運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>歡迎</u> 他們回來。</p> <p style="text-align: right;">正確答案</p>	能根據語境及段落範圍，找出適當的詞語。

基本能力	學生示例	備註
能理解所學詞語	<p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>熱烈地</u> 他們回來。</p> <p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>享受</u> 他們回來。</p> <p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>拉著</u> 他們回來。</p> <p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>喜悅</u> 他們回來。</p>	在指定範圍尋找詞語，惟詞語搭配不當。
	<p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>探望</u> 他們回來。</p>	未能根據題目要求，在指定的段落範圍找出合適的詞語，此外「探望」與題目提供的語境不搭配。
	<p>2. 香港運動員在國際比賽中得到優異的成績，市民拿着鮮花在機場 <u>等</u> 他們回來。</p>	未能根據題目要求，在指定的段落範圍找出合適的詞語。

基本能力	學生示例	備註
能理解所學詞語	<p>從<u>第一段</u>找出適當的詞語，填在第1題的橫線上，使句子的意思完整。</p> <p>1. 雖然大自然的資源十分 <u>豐富</u>，但我們仍要好好珍惜，不要浪費。</p> <p style="text-align: right;"><b>正確答案</b></p>	能根據語境及指定段落範圍，找出適當的詞語。
	<p>1. 雖然大自然的資源十分 <u>熱誠</u>，但我們仍要好好珍惜，不要浪費。</p> <p>1. 雖然大自然的資源十分 <u>充滿</u>，但我們仍要好好珍惜，不要浪費。</p> <p>1. 雖然大自然的資源十分 <u>遙遠</u>，但我們仍要好好珍惜，不要浪費。</p>	在指定範圍尋找詞語，惟詞語搭配不當。
	<p>1. 雖然大自然的資源十分 <u>寶貴</u>，但我們仍要好好珍惜，不要浪費。</p>	未能根據題目要求，在指定的段落範圍找出合適的詞語。

## (二) 篇章內容要點

在〈美好學校〉中，小部分學生未能根據篇章內容，找出「誰會成為阿花的同學」(3CR1 第9題 / 3CR4 第11題)和「阿花向校長表示長大了想做什麼」(3CR3 第9題)。現列出學生作答示例，並加以說明：

基本能力	學生示例	備註
能理解簡淺敘述性文字的段意及段落關係	<p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>小動物</u>。</p> <p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>動物們</u>。</p> <p style="text-align: right;">正確答案</p>	能根據篇章內容：「這時候，小動物紛紛跳出來，一起問校長：『我們都想保護這個森林，可以來 <u>美好學校</u> 讀書嗎？』校長和老師都點點頭， <u>美好學校</u> 成為森林的樂園」，推論「小動物」會成為 <u>阿花</u> 的同學。
	<p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>新鄰居</u>。</p> <p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>森林婆婆</u>。</p>	學生未能掌握第四段的關鍵信息：小動物向校長表達想「來 <u>美好學校</u> 讀書」和「校長和老師都點點頭」，未能找出誰會成為 <u>阿花</u> 的同學。
	<p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>美好學校</u>。</p> <p>9. 根據<b>第四段</b>，誰會成為<u>阿花</u>的同學？ <u>森林的樂園</u>。</p>	學生未能理解題目要求，題目要求學生回答「誰會成為 <u>阿花</u> 的同學」，學生卻以「 <u>美好學校</u> 」、「森林的樂園」、「森林」等地點作答。

基本能力	學生示例	備註
能理解簡淺敘述性文字的段意及段落關係	<p>9. 在<b>第四段</b>，<u>阿花</u>向校長表示長大了想做什麼？ 她想 <u>保護森林</u>。</p> <p>9. 在<b>第四段</b>，<u>阿花</u>向校長表示長大了想做什麼？ <u>恢復</u> 她想<u>保護那個森林</u>。</p> <p>9. 在<b>第四段</b>，<u>阿花</u>向校長表示長大了想做什麼？ 她想<u>保護這個森林</u>。</p> <p>9. 在<b>第四段</b>，<u>阿花</u>向校長表示長大了想做什麼？ 她想 <u>保護小動物的森林</u>。</p> <p style="text-align: right;">正確答案</p>	能根據篇章關鍵信息：「她開心地說：『我很喜歡這個森林，長大了，我要保護它。』」，並理解「保護它」是指「保護森林」，正確回答問題。

基本能力	學生示例	備註
能理解簡淺敘述性文字的段意及段落關係	9. 在 <u>第四段</u> ， <u>阿花</u> 向校長表示長大了想做什麼？ 她想 <u>保護它</u> 。	學生未能完全理解篇章內容，答案「保護它」的「它」，信息含混，意思不明確。
	9. 在 <u>第四段</u> ， <u>阿花</u> 向校長表示長大了想做什麼？ 她想 <u>長大後，要保護它</u> 。	
	9. 在 <u>第四段</u> ， <u>阿花</u> 向校長表示長大了想做什麼？ 她想 <u>做老百</u> 。	未能理解篇章內容和題目要求，未能找出 <u>阿花</u> 長大了想做什麼。
	9. 在 <u>第四段</u> ， <u>阿花</u> 向校長表示長大了想做什麼？ 她想 <u>送花這名給校長</u> 。	
	9. 在 <u>第四段</u> ， <u>阿花</u> 向校長表示長大了想做什麼？ 她想 <u>辦學校成為森林樂園</u> 。	

## 寫作範疇

### 實用文

#### 學生能寫賀卡，表現良好

- 學生能掌握實用文寫作的要求，整體表現良好。大部分學生在賀卡中，能寫出恭賀信息，並在相關內容和格式中，做到最少一項或以上。

#### 實用文寫作注意事項

##### (一) 欠缺恭賀信息或恭賀信息不明確

個別學生在撰寫賀卡中，欠缺恭賀信息，或恭賀信息不明確。學生只替對方獲獎感到高興，忘記恭賀對方得獎。學生作答例子如下：

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	3CW1 從我媽媽的消息知道你在唱歌比賽中 <u>得到第一名，你真的很厲害啊！我也知道你因為這個比賽練習了半年。我要好好學習，你不會因為小事以放棄的精神。</u>	只向對方表達「你真的很厲害」和表示要向對方「好好學習」，沒有清楚表達恭賀信息。

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	3CW2 你好嗎?在 <u>爸爸</u> 的口中,他們 說你在書法比賽中得第一名。我真開 心!希望你下次繼續努力吧!	只向對方表達「我真開心」,沒有表達恭賀對方獲獎。

## (二) 欠缺相關內容

在撰寫賀卡中,小部分學生審題欠仔細,忽略了題目除了表達恭賀信息外,還要鼓勵對方。學生作答例子如下:

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	3CW1 恭喜你在 <u>學校</u> 唱歌比賽 中得第一名。我很高興,所以 我畫了一張賀卡給你。不 過我怕你不喜歡,因為我 的畫畫不太好。	未能根據題目要求,鼓勵對方繼續努力,只表示替對方獲獎感到「很高興」。
	3CW2 恭賀你在 <u>學校</u> 書法比賽 中得到第一名,我和同學感到 十分開心。	未能根據題目要求,鼓勵對方繼續努力,只表示替對方獲獎感到「十分開心」。

## (三) 格式疏漏

在格式方面,個別學生在格式上略有疏漏。學生常犯的錯處,大致可分兩類:

- (1) 錯寫下款名字,如把「文山」(3CW1)錯寫成其他人,如「小光」;又或未能理解自稱和下款的關係。
- (2) 欠發卡日期。

學生作答例子如下:

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	3CW1 同學 五月五日	只表達了和小光是「同學」的關係，惟未能根據題目要求寫出正確的下款。
	3CW2 同學 大文上 六月十一日	未能掌握「上款」和「下款」的概念。
	3CW1 六月十三日 學生小光 文山	未能掌握實用文格式。
	3CW2 天日 朋友 五月九日	混淆「自稱」和「下款」。

### 短文

#### 學生在「審題」方面，表現平穩

- 大部分學生能審閱題目，掌握題目的要求，寫一篇切合題旨的文章。學生大致能記述一次做運動的經過和感受。「離題」或「內容貧乏」的文章比以往減少，顯示學生在審題上更為小心。可是，「不切題」或「內容空泛」的文章間有出現，學生在「內容」上仍有進步空間。個別學生會在文章開首點題，交代會做某種運動，可是記述做運動的經過較為簡略，個別學生只重點寫自己喜歡做運動和指出做運動的好處，某些學生則重點記述做運動後的經過，例如運動後吃東西的情形，文章未能完全緊扣題旨。
- 部分學生能認真構思內容，在「內容」上取得最高等級四等。學生能根據題旨寫一篇內容充實的文章。學生能繪影繪聲地記述做運動的歷程，當中遇到困難，自己如何克服難關，接受挑戰。部分則記述做運動時遇到意外、危險，如游泳遇溺、騎單車受傷等，情節曲折，感受深刻。

#### 學生在「結構」方面，表現平穩

- 大部分學生具有分段意識，大致能按內容重點分段表達。大部分學生在「結構」上，能根據題目要求，分段組織文章，條理大致清楚。「分段錯誤」或「沒有分段」的文章屬少數。部分學生在「結構」上「能按內容重點分段」，而且做到「條理清晰」。

### 學生在「詞語運用」和「文句」方面，表現略有進步

- 學生大致能運用所學詞語寫作，用詞大致合適，文句表達清楚，但仍偶有疏漏。大部分學生能在「詞語運用」和「文句」取得三等或以上成績。「文句不通」和「用詞貧乏」或「用詞不當」的文章明顯減少。大部分學生能運用日常生活的詞語寫作，例如「高興」、「開心」、「興奮」、「難忘」、「到達」、「終於」、「不知不覺」、「馬上」、「立即」、「希望」等。在文句表達方面，大部分學生能運用完整句子表達意思。
- 閱卷員表示學生在遣詞用字，以及組織文句方面，表現略有進步。

### 學生在「錯別字」和「標點符號」方面，表現平穩

- 學生大致能正確書寫常用字和運用標點符號，惟偶有疏漏。學生常犯錯別字，一是部件疏漏/缺失，一是錯寫別字，現表列如下：

部件疏漏/缺失：

正寫	部件疏漏/缺失	正寫	部件疏漏/缺失	正寫	部件疏漏/缺失
邊	邊	傷	傷	敢	取
假	假	賽	實	場	場
達	達				

別字：

正寫	別字	正寫	別字	正寫	別字
不知不覺	不自不覺	繼續	斷續	值得	直得
已經	己經	堅持	緊持	愉快	偷快

- 根據閱卷員報告書，學生在運用標點符號上，表現不俗。不過，個別學生誤用省略號，例如在「等」後加省略號。個別學生未能適當斷句，又或濫用逗號，個別學生一逗到底。

## 聆聽範疇

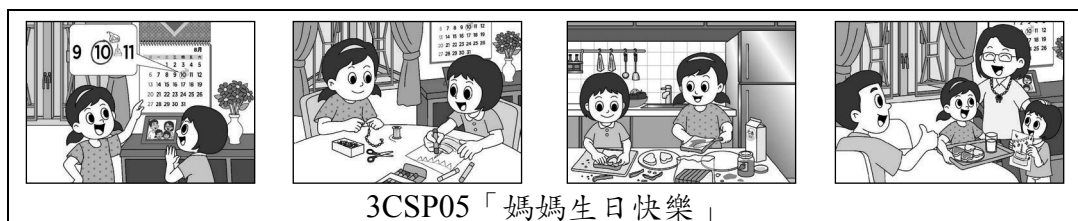
### 學生在聆聽範疇中，表現理想

- 大部分學生「能記憶簡單話語中敘說和解說的内容」，「能聽出話語所表達的不同情感」和「能概略理解語段間的銜接關係」。大部分學生能複述話語的信息（3CL1 第 3 題和 3CL1 第 5 題），能理解話語的因果關係（3CL1 第 4 題和 3CL2 第 4 題），能明白說話者的語氣（3CL1 第 6 題和 3CL2 第 6 題）。這反映學生能專注聆聽，具有良好的聆聽態度，能回答大部分題目。學生在聆聽評估中，表現理想。

## 說話範疇

### 學生能按照圖畫內容講述故事

- 大部分學生能根據圖畫內容，講述兒童故事。在「媽媽生日快樂」(3CSP05)中，學生能理解四幅圖畫主要圍繞兩位女兒預備和媽媽慶祝生日。學生能先講述兩位女兒知道媽媽的生日快到了，一起商量準備什麼禮物。姊姊親手做一條手鍊，妹妹畫生日卡。第二天早上，兩姊妹一早起牀，為媽媽炮製「愛心早餐」。最後他們為媽媽送上禮物和早餐，不但令媽媽笑逐顏開，而且爸爸也連聲讚好。



### 學生能掌握字詞發音，說話音量適中

- 大部分學生能掌握所學字詞的正確發音，並能做到「說話聲音響亮」。在兩項評審準則中，有超過一半學生取得三等，表現不俗。

### 學生能在「小組交談」中表達意見，與別人交談溝通

- 大部分學生能根據話題和組員展開交談，並能作出適切回應，表現積極。不少學生能在交談中加入自己親身經歷，又或是以家人及朋友例子作出補充，以豐富交談的內容。在交談中只以「我沒有意見」、「我也是」等作回應的佔極少數。
- 學生大致能運用日常生活的詞語與別人溝通，條理清楚。

## 視聽資訊評估

- 視聽資訊評估設有兩張分卷，每張分卷分成兩個部分。兩張分卷的第一部分主題是「香港科學節」。分卷一的第二部分是「活化舊建築物」，分卷二則是「舊建築物復修後的面貌」。兩張分卷的安排如下：

卷別	第一部分	第二部分
分卷一	香港科學節	活化舊建築物
分卷二	香港科學節	舊建築物復修後的面貌

- 短片「香港科學節」介紹科學館和不同團體合作，舉行科學節，以不同的活動引起市民對科學的興趣。短片展示了科學節各類的活動，如精裝科學劇「力的世界」、親子工作坊、攤位遊戲等。科學館館長說明舉辦科學節的目的，同時片中訪問了家長和小朋友參加科學節活動的原因和感受。片末介紹第三屆科學節的主題和相關資訊。

- 短片「活化舊建築物」介紹石屋家園的歷史背景和活化後的面貌。短片訪問了負責人，她講述了石屋家園的歷史和活化後的情形，例如保留了原屋結構，設有「文物探知館」，以及專題展覽。片末介紹石屋家園是「活化歷史建築伙伴計劃」的其中一個項目，供市民參觀，加深市民對該區歷史的認識。
- 短片「舊建築物復修後的面貌」介紹綠匯學苑的背景和復修後的情況。綠匯學苑保留了昔日舊警署的建築特色，同時設文物展覽室，供市民參觀。負責復修工程的女士表示在活化舊建築中要小心保育三棵古樹，同時要興建屏障，以免滋擾旁邊的鷺鳥。片末介紹綠匯學苑有不同的設施，並舉辦不同的工作坊，教育市民保護大自然。

### 學生能明白視聽資訊中簡單的信息

- 學生能根據題目，找出短片的正確視像信息。在「香港科學節」中，學生能找出科學節活動的情景（3CAV1 第 1 題 / 3CAV2 第 1 題）。在「活化舊建築物」中，學生能辨識石屋家園的建築特色和室內布置（3CAV1 第 7 題和 3CAV1 第 9 題）。此外，在「舊建築物復修後的面貌」中，學生能夠從多四張圖片中，尋找綠匯學苑的建築特點和活動的圖片（3CAV2 第 8 題和 3CAV2 第 11 題）。

1. 短片開首，下列哪一幅圖的情景曾經出現？



A



B



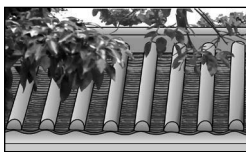
C



D

3CAV1 第 1 題 / 3CAV2 第 1 題 答案：「C」

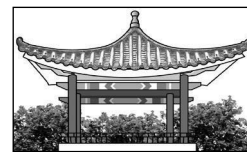
7. 在短片開首，下列哪一幅圖的情景曾經出現？



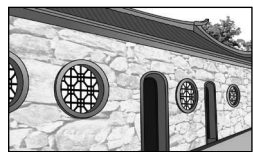
A



B



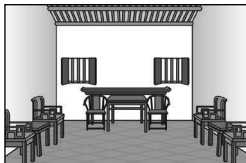
C



D

3CAV1 第 7 題 答案：「A」

9. 下列哪一幅圖是石屋家園的布置？



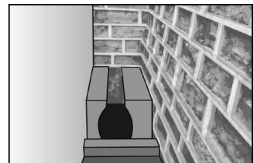
A



B



C



D

3CAV1 第 9 題 答案：「D」

8. 下列哪一幅圖的情景曾在短片出現？



A



B



C



D

3CAV2 第 8 題 答案：「A」

11. 下列哪一張是綠匯學苑的活動照片？



A



B



C



D

3CAV2 第 11 題 答案：「A」

- 學生能複述短片內容，回答問題。在「香港科學節」中，學生能知悉親子工作坊製作了「潤膚霜」(3CAV1 第 3 題 / 3CAV2 第 4 題)，也掌握短片最後提供科學館的資訊是「網址」(3CAV1 第 5 題)。學生在「活化舊建築物」中，能根據受訪者的話語內容，找出工作人員向年長居民收集了「衣服」(3CAV1 第 10 題)。在「舊建築物復修後的面貌」中，學生能理解短片內容，知道舊大埔警署被改建成「宿舍」(3CAV2 第 7 題)，也能找出文物展覽室主要介紹「警署和大埔區的歷史」(3CAV2 第 9 題)。
- 學生大致能理解內容要點，掌握第三屆科學節的主題是「生物多樣性與保育」(3CAV1 第 4 題)。此外，學生也大致能理解短片主要信息，如在「香港科學節」中學生能辨識短片主要信息是「介紹科學節的活動內容」(3CAV1 第 6 題 / 3CAV2 第 6 題)。

## 2017 年小三學生的良好表現

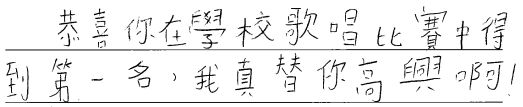
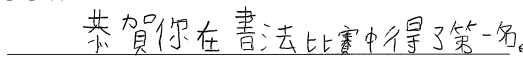
### 閱讀範疇

- 表現良好的學生能仔細閱讀文本，注意各個細節。學生能根據文章內容，釐清要點，找出第四段通過「把水熊蟲送上太空」一事，想告訴我們「水熊蟲是地球上最強的生物」(3CR3 第 18 題)。學生也能掌握因果銜接關係，知道第五段提及「我們都認為不可思議」是因為「家人對水熊蟲頑強的生命力感到驚訝」(3CR3 第 19 題)。

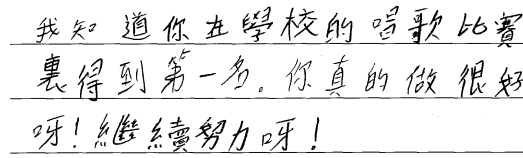
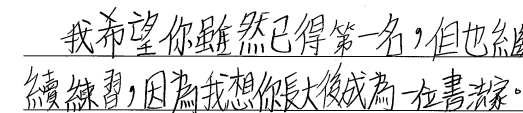
### 寫作範疇

#### 實用文

- 表現良好的學生能仔細閱讀題目，掌握題目要旨，做到信息明確，相關內容齊備，格式完整。
- 表現良好的學生能按照題目要求，寫出恭賀信息。學生能明確恭賀對方在「唱歌比賽」(3CW1) / 「書法比賽」(3CW2) 得第一名，並能清楚鼓勵對方繼續努力。學生能按題目的要求，寫下款和發卡日期。現節錄表現良好的學生作答表現：

基本能力	學生寫作表現	備註
能寫賀卡、邀請卡、簡單書信	3CW1 	明確恭賀對方獲獎。
	3CW2 	

- 表現良好的學生能按照題目要求，寫相關內容。學生能按題目要求，鼓勵對方繼續努力。現節錄表現良好的學生在相關內容方面的表現：

基本能力	學生寫作表現	備註
能寫賀卡、邀請卡、簡單書信	3CW1 	明確鼓勵對方繼續努力。
	3CW2 	

- 表現良好的學生能根據題目要求，寫正確的格式。在分卷一中，學生能根據題目指示，知道下款為文山，並能自擬發卡日期。在分卷二中，學生能仔細閱讀題目，知悉下款是天明，並撰寫發卡日期。

### 短文

- 在內容方面，表現良好的學生能夠小心審閱題目的要求，並選取合適的材料，加以鋪排記述。這些文章更為具體地記述做運動的經過，而且抒發的感受也比較詳細。個別學生通過記述「我」打羽毛球遇到挫折，從中汲取教訓；又或在運動中，沒有放棄，終於成功。現摘錄表現良好的學生在內容上的例子：

基本能力	學生寫作表現	備註																																																																																																																																																																																				
能就熟悉的事物決定內容	<p>3CW1</p> <table><tr><td></td><td></td><td>拍</td><td>！</td><td>唉</td><td>！</td><td>我</td><td>又</td><td>輸</td><td>了</td></tr><tr><td>！</td><td>我</td><td>已</td><td>經</td><td>連</td><td>續</td><td>輸</td><td>了</td><td>五</td><td>球</td></tr><tr><td>，</td><td>媽</td><td>媽</td><td>竟</td><td>然</td><td>一</td><td>球</td><td>也</td><td>沒</td><td>有</td></tr><tr><td>輸</td><td>到</td><td>！</td><td>我</td><td>開</td><td>始</td><td>批</td><td>評</td><td>：</td><td>「每</td></tr><tr><td>次</td><td>到</td><td>是</td><td>我</td><td>輸</td><td>，</td><td>不</td><td>玩</td><td>了</td><td>！</td></tr><tr><td>我</td><td>們</td><td>回</td><td>家</td><td>吧</td><td>！</td><td>爸</td><td>爸</td><td>和</td><td>媽</td></tr><tr><td>媽</td><td>聽</td><td>到</td><td>我</td><td>的</td><td>話</td><td>後</td><td>，</td><td>便</td><td>笑</td></tr><tr><td>着</td><td>說</td><td>：</td><td>「做</td><td>事</td><td>是</td><td>要</td><td>耐</td><td>性</td><td>的</td></tr><tr><td>。</td><td>如</td><td>果</td><td>照</td><td>你</td><td>這</td><td>麼</td><td>說</td><td>，</td><td>×</td></tr><tr><td>香</td><td>港</td><td>的</td><td>運</td><td>動</td><td>健</td><td>將</td><td>不</td><td>用</td><td>比</td></tr><tr><td>賽</td><td>啦</td><td>！</td><td>聽</td><td>完</td><td>這</td><td>番</td><td>話</td><td>，</td><td>我</td></tr><tr><td>頓</td><td>時</td><td>感</td><td>到</td><td>慚</td><td>愧</td><td>極</td><td>了</td><td>，</td><td>決</td></tr><tr><td>定</td><td>繼</td><td>續</td><td>練</td><td>習</td><td>。</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>一</td><td>球</td><td>...</td><td>...</td><td>兩</td><td>球</td><td>...</td><td>...</td></tr><tr><td></td><td></td><td>三</td><td>球</td><td>...</td><td>...</td><td>四</td><td>球</td><td>！</td><td>我</td></tr><tr><td>打</td><td>到</td><td>四</td><td>球</td><td>！</td><td>我</td><td>高</td><td>興</td><td>得</td><td>跳</td></tr><tr><td>了</td><td>起</td><td>來</td><td>，</td><td>不</td><td>敢</td><td>相</td><td>信</td><td>事</td><td>實</td></tr><tr><td>，</td><td>又</td><td>繼</td><td>續</td><td>練</td><td>習</td><td>。</td><td></td><td></td><td></td></tr></table>			拍	！	唉	！	我	又	輸	了	！	我	已	經	連	續	輸	了	五	球	，	媽	媽	竟	然	一	球	也	沒	有	輸	到	！	我	開	始	批	評	：	「每	次	到	是	我	輸	，	不	玩	了	！	我	們	回	家	吧	！	爸	爸	和	媽	媽	聽	到	我	的	話	後	，	便	笑	着	說	：	「做	事	是	要	耐	性	的	。	如	果	照	你	這	麼	說	，	×	香	港	的	運	動	健	將	不	用	比	賽	啦	！	聽	完	這	番	話	，	我	頓	時	感	到	慚	愧	極	了	，	決	定	繼	續	練	習	。							一	球	...	...	兩	球	...	...			三	球	...	...	四	球	！	我	打	到	四	球	！	我	高	興	得	跳	了	起	來	，	不	敢	相	信	事	實	，	又	繼	續	練	習	。				<p>細緻描寫「我」打輸球而發脾氣，家人的一番話使我感到「慚愧」，激勵「我」努力練習的情形。</p> <p>以「一球……兩球……三球……四球！」突出「我」終於學會打羽毛球，為此「高興得跳了起來」，並「繼續練習」，記述做運動的經過具體，生動。</p>
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- 表現良好的學生能按內容重點適當分段，條理清晰。學生懂得抓緊一、兩個關鍵要點，加以鋪排、記述，交代時地人事，並能把焦點放在「我」做運動的經過和感受上。
- 表現良好的學生能運用較多的日常用語寫作，他們會嘗試用不同的形容詞、動詞，以及四字詞語等來寫作，如「垂頭喪氣」、「鼓起勇氣」、「迫不及待」、「如熱鍋上的螞蟻」等。表現良好的學生在文句方面，會比較通順、流暢，且能靈活運用不同的句式，也會嘗試運用修辭手法，如「黃昏到了，太陽伯伯要下山了，我和哥哥依依不捨地……」，以突出個人心情。
- 表現良好的學生能書寫正確的常用字，錯別字比較少。在標點符號的運用上，能適當斷句，錯漏較少。

### 聆聽範疇

- 表現良好的學生能掌握大強和小美兩位人物對話的細節，明白在選擇圖書時，大強最重視的不是「插圖精美」、「封面設計特別」或「內容緊張刺激」，而是「文字淺白」。(3CL1 第2題)。學生能專注聆聽，釐清內容要點。

### 說話範疇

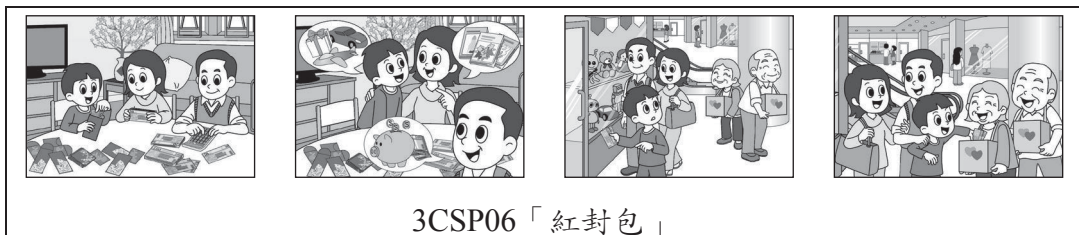
#### 看圖說故事

- 「看圖說故事」共設六道題目，每道題目提供四幅圖畫，內容主要圍繞童話故事、校園生活、個人成長和家庭趣事等，包括「分享食物」(3CSP01)、「友情」(3CSP02)、「慶中秋」(3CSP03)、「賣旗籌款」(3CSP04)、「媽媽生日快樂」(3CSP05)和「紅封包」(3CSP06)。
- 表現良好的學生能根據四幅圖畫的內容，按情節發展順序講述一個完整的故事。部分學生能運用適當的標示語如「首先」、「一會兒後」、「跟着」、「最後」等，使條理更加清晰。學生在講故事時能適當運用日常生活詞語，如「取笑」、「恐懼」、「感動」等。部分表現良好的學生，在講述故事時能發揮想像力，使內容更豐富。如在「分享食物」(3CSP01)一題中，學生先講述松鼠收藏食物準備過冬，但旁邊的小兔、小狗和猴子認為沒有需要，還取笑牠們。過了幾天，森林發生大火，動物不但沒有地方居住，連吃的東西也沒有。小兔、小狗和猴子餓得發慌，這時候松鼠立即從地洞挖出收藏的食物和其他小動物分享，令牠們十分感動。在講述故事時，學生會加入動物之間的對話，並表達「分享」和「互助」的重要性，令故事更為生動完整。



3CSP01 「分享食物」

- 表現良好的學生在講述故事時，能聯繫生活經驗，並加以發揮。在「紅封包」(3CSP06)一題中，學生會代入兒子的角色，先講述農曆新年後拆紅封包的興奮心情，並和父母商量如何運用「利是錢」。「我」想買玩具，爸爸和媽媽就建議用作儲蓄和買圖書。當「我」打算和父母去買玩具時，看到有老人家在籌款，「我」想了一會兒，決定用「利是錢」去幫助有需要的人，帶出「助人為快樂之本」和「為善最樂」的主要信息。



3CSP06「紅封包」

### 小組交談

- 「小組交談」設六道題目，話題主要圍繞家庭、學校、社區和想像，包括「和家人的快樂時光」(3CSG01)、「學校旅行日」(3CSG02)、「在學校的開心事」(3CSG03)、「我喜歡的社區設施」(3CSG04)、「校園自由時間」(3CSG05)和「給自己一個獎」(3CSG06)。
- 表現良好的學生能因應話題和組員展開交談，並積極發言，回應別人意見。他們能以自己的生活經驗和體會作為例子，使交談內容更為具體及豐富。
- 詞語運用方面，表現良好的學生都能運用日常生活詞語和別人交談，表達自己的看法。部分表現良好的學生用詞準確，偶能運用四字詞語、熟語和成語，幫助表情達意。

### 視聽資訊評估

- 表現良好的學生能理解短片內容細節。在「香港科學節」中，學生能找出內容細節，掌握短片曾提及的科學節活動是「野外考察」(3CAV1 第2題)，也能理解綠匯學苑旁邊興建屏障的作用是「減低對鷺鳥的滋擾」(3CAV2 第10題)。
- 表現良好的學生能專注觀看短片，辨識短片主要信息。在「活化舊建築物」中，學生能從整個短片中，釐清主要的信息是：「介紹石屋家園的歷史和活化後的面貌」(3CAV1 第12題)。在「舊建築物復修後的面貌」中，學生能正確辨識短片主要的信息是：「介紹綠匯學苑的歷史、設施和活動」(3CAV2 第12題)。

## 表現良好的小三學生寫作示例——實用文

3CW1

請根據題目寫賀卡。

你是文山，你的同學小光在學校唱歌比賽中得第一名。請寫一張賀卡恭賀小光，並鼓勵他繼續努力。(提示：部分格式已經提供)

親愛的小光：

恭喜你在學校唱歌比賽中得第一名！我真為你感到十分自豪。雖然你已經獲得冠軍，可是請你不要驕傲。希望你再繼續努力，再為我們爭光。

文山

六月十二日

能寫出恭賀信息

能寫出相關內容

格式完整

## 表現良好的小三學生寫作示例——實用文

3CW2

請根據題目寫賀卡。

你是天明，你的同學大文在學校書法比賽中得第一名。請寫一張賀卡恭賀大文，並鼓勵他繼續努力。(提示：部分格式已經提供)

親愛的大文：

恭喜你在學校書法比賽獲得冠軍。我知道你為此付出了不少心血，才奪得冠軍。你真是實至名歸，希望你繼續努力，下次取得冠軍。

天明

六月十六日

能寫出恭賀信息

能寫出相關內容

格式完整

## 表現良好的小三學生寫作示例——短文寫作

3CW1 我們常常做運動，例如游泳、騎自行車、打羽毛球等。請記述一次你做運動的經過和感受。(字數不限)

1 我們常常做運動。  
而我最喜歡的運動，就是游泳。  
2 那天是七月二十日，我和媽媽一起去泳池游泳。那裏有好多人啊，有的在游泳，有的在兒童水上滑梯上滑來滑去，還有人在椅子上休息。  
3 我太興奮了，立即鬆開了媽媽的手，跳進了泳池裏。那個泳池深兩米。我由於沒學過游泳，所以我跳下去之後，身體不由自主地往下沉。還喝了不少水。還好救生員眼明手快，立即跳進水裏把我抱起，媽媽也飛快地跑了過來。  
4 經歷了這件事情，讓我明白做任何事都要有耐心，不能一步登天！

## 內容 □：

切題，文中先點出「我」最喜歡的運動是游泳，然後記述「我」和媽媽到游泳池游泳的經過，當中重點描寫「我」因「太興奮」而遇溺，幸得救生員「眼明手快」把「我」救出的經過。文末表達「我」從事件中汲取的教訓，內容充實，主題鮮明。各段內容重點如下：

- 1 點題，表示「我」最喜歡游泳。
- 2 概述游泳池的情形。
- 3 記述「我」遇溺了，幸好被救生員拯救。
- 4 表達感受。

## 結構：

條理清晰。全文先點題，指出「我」最喜歡游泳，然後以「那天是七月二十日」揭起序幕，先描述游泳池熱鬧氣氛，接着以「我太興奮了」而遇溺，最後從「經歷了這件事」抒發個人的感受。學生思路清晰。

## 文句 ◆：

文句通順。

## 詞語運用 ~：

用詞豐富，如「喜歡」、「滑來滑去」、「興奮」、「不由自主」、「眼明手快」、「抱起」、「飛快」、「經歷」、「一步登天」。

## 錯別字：

錯別字很少，如体(休)。

## 標點符號：

較少誤用標點符號。

表現良好的小三學生寫作示例——短文寫作

3CW2

我們常常做運動，例如游泳、跑步、踢足球等。請記述一次你做運動的經過和感受。（字數不限）

1 昨天，我約了我的朋友雷文迪去打乒乓球，我們打得十分開心呢！

2 首先，我約了他在超級運動場下午三時三十五分打乒乓球。他到了超級運動場後，我們先熱身，便開始打乒乓球。

3 我一發球，他便對我拉球。我心想：他的拉球這麼厲害，我一定接不到。但是，奇蹟出現了，我居然接到，還擦桌子的角。我看看雷文迪目瞪口呆的樣子，心想：我真是厲害。

4 玩完乒乓球後，我們感到原來出一身汗水，真是涼爽啊！

5 經過這件事，我察覺原來做運動是一件很快樂的事情呢！

內容 □：

切題，能寫一篇內容充實的文章。文中記述「我」和朋友一起打乒乓球，先交代二人做熱身，然後具體描寫和朋友對打，大家球技不分上下，做運動後「出一身汗水」，十分「涼爽」，最後抒發個人感受。全文記述做運動的具體過程，情感豐富。各段內容重點如下：

- 1 點題：時、地、人、感受。
- 2 交代打乒乓球前先做熱身的經過。
- 3 記述二人對打乒乓的激烈情景。
- 4 描述運動後「出一身汗」的感受。
- 5 總結感受。

結構：

能按內容重點分段，條理清晰。全文先交代和朋友相約打乒乓球，第二段簡述在打球前做熱身，第三段具體描述二人對打的經過，如對方「拉球」「厲害」，但是「奇蹟出現」，「我居然接到，還擦桌子的角」，使對方知道「我真是厲害」。第四段交代做運動後的感受，末段作最後總結。

文句 ———：

文句通順。

詞語運用 ~~~~~：

用詞豐富，如「開心」、「厲害」、「奇蹟」、「居然」、「察覺」、「快樂」。

錯別字：

能正確書寫常用字。

標點符號：

能正確運用標點符號。

## 2015 年至 2017 年中文科小三學生表現一覽表

- 在 2017 年基本能力評估研究計劃中，達到基本能力水平的學生佔 86.3%。

表 6.9 2015 年至 2017 年中文科達到基本能力水平的小三學生百分率

年份	達到基本能力水平的學生百分率
2015	86.4
2016	85.8
2017	86.3

- 根據 2015 年至 2017 年小三學生的評估數據，臚列各學習範疇的強弱項，為教師提供資料，改善學與教。詳見表 6.10。

表 6.10 2015 年至 2017 年中文科小三學生表現一覽表

年份 閱讀	2015	2016	2017	備註
強項	<ul style="list-style-type: none"> <li>學生大致「能理解簡淺敘述性文字的段意及段落關係」，在尋找內容因果關係和理段落大意方面，表現良好。</li> <li>學生大致「能概略理解篇章中簡淺的順敘/倒敘事件」，在理解文章結構，排列事件發生的先後次序方面表現不俗。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致「能理解所學詞語」、「能理解簡淺敘述性文字的段意及段落關係」、「能概略理解篇章中簡淺的順敘/倒敘事件」，以及大致「能理解簡單的實用文」，整體表現理想。</li> </ul>	<ul style="list-style-type: none"> <li>學生「能理解所學詞語」、「能理解簡淺敘述性文字的段意及段落關係」、「能概略理解篇章中簡淺的順敘/倒敘事件」和「能理解簡單的實用文」。學生在閱讀範疇方面，表現理想。</li> </ul>	<ul style="list-style-type: none"> <li>自 2016 年起，閱讀篇章數量由三篇改為兩篇。每張分卷設兩篇閱讀材料，題目不多於 20 題，學生整體作答表現理想，能回答大部分問題。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>學生尚能理解所學詞語。</li> <li>學生在理解實用文方面（如海報），表現未如理想。</li> </ul>	<ul style="list-style-type: none"> <li>個別學生未能按特定範圍尋找合適詞語。</li> </ul>	<ul style="list-style-type: none"> <li>個別學生在理解段意和擷取篇章主要信息方面，仍有進步空間。</li> </ul>	

年份 寫作	2015	2016	2017	備註
強項	<ul style="list-style-type: none"> <li>● 接近五成學生能按題目要求，寫一封書信，表現不俗。</li> <li>● 學生書寫錯別字的情況有所改善，大部分同學能書寫正確常用字。</li> <li>● 超過四成同學在運用「標點符號」中取得最高等級（三等）的成績。</li> </ul>	<ul style="list-style-type: none"> <li>● 大部分學生能寫邀請卡，在三項評審要求中，做到兩項或以上。</li> <li>● 大部分學生能根據題目，寫一篇切合題旨的文章，並大致能按內容重點分段。</li> </ul>	<ul style="list-style-type: none"> <li>● 大部分學生能寫賀卡，學生能寫出恭賀信息，並在相關內容或格式中，做到其中一項或以上。</li> <li>● 學生大致能寫一篇切合題旨的文章，並大致能按內容重點分段。</li> <li>● 學生在詞語運用和文句方面，表現略有進步。</li> </ul>	<ul style="list-style-type: none"> <li>● 自2016年起，實用心提供部分格式，短文由850方格減至400方格。</li> <li>● 實用心評審準則由四等改為三等。</li> <li>● 短文的「內容」和「結構」由五等改為四等，其他評審準則不變。</li> <li>● 學生審題尚算清晰，「離題」的文章減少。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>● 學生大致能按題目要求，寫作一篇短文，但內容上往往只偏重敘述「經過」，「感受」只是略提，發揮不足。</li> <li>● 學生大致能運用所學詞語及簡單文句寫作，惟文句偶有錯漏，也欠變化。</li> </ul>	<ul style="list-style-type: none"> <li>● 學生大致能運用所學詞語和簡單文句寫作，惟偶有疏漏，仍有改善空間。</li> </ul>	<ul style="list-style-type: none"> <li>● 在短文寫作方面，小部分學生在「內容」上有所偏離，未能緊扣題旨。學生在構思「內容」上，仍有進步空間。</li> </ul>	

年份 聆聽	2015	2016	2017	備註
強項	<ul style="list-style-type: none"> <li>學生在「記憶簡單話語中敘說和解釋的內容」、「聽出話語所表達的不同情感」和「概略理解語段間的銜接關係」方面，表現良好。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能複述話語的信息，尚能理解話語的因果關係，大致明白說話者的語氣，表現不俗。</li> </ul>	<ul style="list-style-type: none"> <li>學生「能記憶簡單話語中敘說和解釋的內容」、「能聽出話語所表達的不同情感」和「能概略理解語段間的銜接關係」，表現理想。</li> </ul>	<ul style="list-style-type: none"> <li>學生在聆聽範疇表現不俗。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>學生在理解主要內容時，仍有受局部信息干擾。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生未能注意話語細節，受個別信息干擾。</li> </ul>	<ul style="list-style-type: none"> <li>個別學生受局部信息干擾，未能釐清話語要點。</li> </ul>	

年份 視聽 資訊	2015	2016	2017	備註
強項	<ul style="list-style-type: none"> <li>學生能明白視聽資訊中簡單的信息，並能根據視像信息，掌握片段的內容重點。</li> </ul>	<ul style="list-style-type: none"> <li>大部分學生能從短片中找出正確的視像信息。</li> <li>大部分學生能複述短片中的內容。</li> </ul>	<ul style="list-style-type: none"> <li>大部分學生能明白視聽資訊的內容，並回答問題。</li> </ul>	<ul style="list-style-type: none"> <li>學生在評估時宜把握閱卷時間，仔細閱覽題目。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>部分學生受局部信息干擾，未能找出內容細節，回答問題。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生受局部信息干擾，未能找出短片的主要信息。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生受局部信息干擾，未能找出內容細節。</li> </ul>	

年份 說話 強項	2015	2016	2017	備註
	<ul style="list-style-type: none"> <li>看圖說故事方面，學生能按圖意，說出一個完整的故事。大部分學生能利用標示語，串連故事內容。</li> <li>學生能運用豐富的詞彙講述故事，並能加入想像，使故事結構更完整。</li> </ul>	<ul style="list-style-type: none"> <li>看圖說故事方面，學生普遍能根據圖畫的內容，講述一個完整的故事。部分同學更能適當發揮創意和想像力，使內容更為完整和有趣。</li> <li>大部分學生能運用日常生活、詞語講述故事。如「精彩」、「和睦」、「異口同聲」等。部分學生能運用適當的標示語，如「首先」、「然後」、「跟着」和「最後」等，順序講述故事的大概。</li> <li>大部分同學能掌握所學字詞的發音，吐字清晰，並且能做到聲音響亮。</li> </ul>	<ul style="list-style-type: none"> <li>看圖說故事方面，學生能理解圖畫的主要信息，並根據情節，順序講述一個完整的故事。</li> <li>學生用詞準確，部分更能運用四字詞語和熟語，如「心滿意足」、「助人為快樂之本」等。</li> <li>大部分同學能掌握所學字詞的正確發音，聲音響亮。</li> </ul>	<ul style="list-style-type: none"> <li>學生在「能掌握所學字詞發音」和「說話聲音響亮」兩項表現，較以往有進步。</li> </ul>

年份 說項	2015	2016	2017	備註
<b>強項</b>	<ul style="list-style-type: none"> <li>小組交談方面，學生能因應題目，與組員作適當交談，回應別人的意見。</li> </ul>	<ul style="list-style-type: none"> <li>小組交談方面，大部分學生能按話題和組員交談，適當回應別人，表現積極，並能以自己的親身經驗，使交談內容更加豐富。</li> <li>不少學生能運用日常生活詞語和組員交談，表達己見。</li> </ul>	<ul style="list-style-type: none"> <li>小組交談方面，學生能按話題指引與組員展開交談，並作出適當回應，表現認真。</li> <li>學生能運用日常生活的詞語與組員交談，表達自己的意思。</li> </ul>	
<b>弱項</b>	<ul style="list-style-type: none"> <li>看圖說故事方面，學生未有留意圖畫中人物表情及背景，致內容不夠豐富。</li> <li>小組交談方面，部分學生經常重複同學的說話，也有小部分學生自說自話，未能達到交談的目的。</li> </ul>	<ul style="list-style-type: none"> <li>看圖說故事方面，小部分學生只流於作圖畫的描述，未能將四幅圖畫連貫起來，可多加注意。</li> <li>小組交談方面，小部分學生在交談中只以「我同意」或「我沒有意見」等作出簡單回應。</li> </ul>	<ul style="list-style-type: none"> <li>看圖說故事方面，小部分學生因時間分配不均，只聚焦在第一、二幅圖畫，以致結尾草草收場。</li> <li>小組交談方面，小部分同學未能回應組員的意見，只重複自己的看法。</li> </ul>	

## 2017 年全港性系統評估小學六年級中文科成績

2017 年小六級學生在中文科達到基本能力水平的百分率為 78.3%。

### 小學六年級評估設計

#### 評估範疇及擬題依據

- 中文科的評估範疇包括閱讀、寫作、聆聽及說話。題目是根據《中國語文課程第二學習階段基本能力（試用稿）》、《小學中國語文科課程綱要（1990）》、《中國語文課程指引（小一至小六）（2004）》及《目標為本中國語文學習綱要（1995）》等課程文件擬訂。

#### 評估卷別

- 為了解學生在各學習範疇的能力表現，本科按各學習範疇劃分不同的卷別，重點評估學生在相關學習範疇的能力。由於閱讀和聆聽範疇的基本能力均設有「能明白視聽資訊中的信息」這一項，因此另設一卷（視聽資訊）以評估學生這方面的能力。
- 評估涵蓋四個範疇。閱讀設三張分卷，寫作設四張分卷，聆聽、視聽資訊設兩張分卷，說話設三張分卷，合共 113 題。各分卷的題數詳見表 6.11a，題數已包括各分卷的重疊題目，以便計算等值分數。

表 6.11a 小六題數與分數分布

科目	題數（分數）				
	分卷一	分卷二	分卷三	分卷四	總數*
中國語文					
紙筆評估					
閱讀	23(26)	23(27)	23(26)	--	53(60)
寫作	2(28)	2(28)	2(28)	2(28)	6(64)
聆聽	15(15)	15(15)	--	--	22(22)
視聽資訊	13(14)	13(13)	--	--	20(20)
總數	53(83)	53(83)	25(54)	2(28)	101(166)
說話評估					
看圖說故事	1(21)	1(21)	1(21)	--	3(21)
口頭報告	1(21)	1(21)	1(21)	--	3(21)
小組討論	2(10)	2(10)	2(10)	--	6(10)

\*各分卷的重疊題目只計算一次

- 紙筆評估包括閱讀、寫作和聆聽，時間合共 105 分鐘，每名學生只須作答各範疇其中一張分卷，說話和視聽資訊評估則以隨機抽樣形式進行。各學習範疇的卷別及時限編排如下：

表 6.11b 小六各學習範疇的卷別編排

學習範疇	分卷	題數	評估時限
閱讀	6CR1	23	30 分鐘
	6CR2	23	
	6CR3	23	
寫作	6CW1	2	55 分鐘
	6CW2	2	
	6CW3	2	
	6CW4	2	
聆聽	6CL1	15	約 20 分鐘
	6CL2	15	
說話*	6CST1 6CST2 6CST3	3 (看圖說故事)	準備時間：3 分鐘 評估時間：1 分鐘
		3 (口頭報告)	準備時間：3 分鐘 評估時間：1 分鐘
		6 (小組討論)	準備時間：1 分鐘 評估時間：3 分鐘
視聽資訊*	6CAV1	13 (2 段短片)	約 15 分鐘
	6CAV2	13 (2 段短片)	

\*視聽資訊和說話評估以隨機抽樣形式進行。

## 評估方式

### 閱讀範疇

- 閱讀評估設三張分卷 (6CR1、6CR2、6CR3)，每名學生只須作答其中一卷。題型包括選擇、填充、短答和填表。
- 閱讀評估分為兩部分，第一部分的篇章以記敘文和說明文為主，主要評估學生理解詞語、段落大意、內容要點和辨識例證等能力。第二部分的篇章為實用文，如書信、周記、日記、海報等，主要評估學生理解實用文的能力。

表 6.12 小六閱讀評估一分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
6CR1	記敘文、說明文	2	18	選擇、填充、短答
	海報	1	5	選擇、填表
6CR2	記敘文、說明文	2	18	選擇、填充、短答、填表
	海報	1	5	選擇、填表
6CR3	記敘文、說明文	2	18	選擇、填充、短答
	海報	1	5	選擇、填表

表 6.13 小六閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號			題數*
	6CR1	6CR2	6CR3	
BR2.2 能理解所學詞語	1、2、10、11	1、2、10、11	1、2、9、10	12
BR2.3 能理解敘述性和說明性文字的段意及段落關係	4、17	8、12	3、14	6
BR2.4 能理解篇章中具體事件的寓意	9、18	9、18	8、18	4
BR2.5 能理解作者概括出來的事理	3、5、6、8、12、13、14、15	3、4、5、7、13、14、15、16	4、6、7、11、12、13、15、17	18
BR2.6 能理解篇章中例證的作用	7、16	6、17	5、16	4
BR2.7 能理解簡單的實用文	19、20、21、22、23	19、20、21、22、23	19、20、21、22、23	9
題目總數				53

\*各分卷的重疊題目只計算一次。

### 寫作範疇

- 寫作評估設四張分卷（6CW1、6CW2、6CW3、6CW4），每名學生只須作答其中一卷。每卷設實用文和短文寫作兩部分。
- 實用文的特點是信息明確，文字簡明，並有一定的格式。實用文寫作旨在評估學生能否明確表達主要信息和掌握格式。評審準則是根據寫作目的、內容和格式，劃分為四個等級。
- 短文寫作共設兩道題目，主要要求學生按提供的情境寫作文章，以記敘文和說明文為主。評審準則是根據《中國語文課程第二學習階段基本能力(第二試用稿)》、《中國語文課程指引(小一至小六)》，並參考《小學中國語文科課程綱要》等文件，設定六項評審項目，以評估學生在「內容」、「結構」、「文句」、「詞語運用」、「錯別字」和「標點符號」的表現。「內容」和「結構」劃分為五個等級；「文句」和「詞語運用」劃分為四個等級；「錯別字」和「標點符號」則分為三個等級。

表 6.14 小六寫作評估一分卷安排

分卷編號	題目類別	題數*
6CW1	便條	1
	短文寫作（記敘文）	1
6CW2	日記	1
	短文寫作（說明文）	1
6CW3	便條	1
	短文寫作（記敘文）	1
6CW4	日記	1
	短文寫作（說明文）	1
題目總數		6

\*各分卷的重疊題目只計算一次。

聆聽範疇

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

表 6.15 小六聆聽評估一分卷安排

分卷編號	題數	題型
6CL1	15	選擇
6CL2	15	選擇

表 6.16 小六聆聽評估—各卷基本能力 / 評估重點分布

基本能力	卷別 / 題號		題數*
	6CL1	6CL2	
BL2.1 能理解話語的內容大要	2、3、5、6、7、10、11、13、14、15	2、3、5、6、7、12、13、15	13
BL2.2 能聽出話語中對人物、事件的簡單評價	1、9	1、9、14	4
BL2.3 能理解語段間的銜接關係	4、8、12	4、8、10、11	5
題目總數			22

\*各分卷的重疊題目只計算一次。

說話範疇

- 說話評估是以隨機抽樣形式選取學生參加評估。每所學校參加評估的人數一般是 12 或 24 名學生，視乎該學校六年級的學生人數而定。
- 說話評估共設三張分卷，每張分卷包括個人短講和小組討論兩部分。個人短講設有「看圖說故事」和「口頭報告」，每名學生只須參與其中一項。「小組討論」以三名學生為一組，學生須根據題目要求，進行討論。
- 「看圖說故事」旨在評估學生在故事內容、順序、詞語運用、發音和音量五方面的能力。學生就提供的一幅圖畫，構思一個完整的故事。學生有三分鐘時間準備，一分鐘時間按圖意講述完整故事。
- 「口頭報告」旨在評估學生在報告內容、條理、詞語運用、發音和音量五方面的能力。學生就題目提供的情境，作簡單的口頭報告。學生有三分鐘時間準備，一分鐘時間按題目要求報告事件。
- 「小組討論」旨在評估學生與別人討論和運用詞語兩方面的能力，話題主要圍繞學生的日常生活。小組討論以三名學生為一組，每名學生各有一分鐘時間準備，討論時限為三分鐘。

- 說話評估是由一位校外和一位校內的說話能力主考員負責評審。主考員依據評審準則，按學生的表現評級。個人短講（「看圖說故事」和「口頭報告」）設五項評審準則：「能清楚講述不同類型的故事和作簡短的口頭報告」、「能完整地順序講述事件」、「能運用略有變化的詞語表情達意」、「能掌握所學字詞的發音」、「音量運用適當」，前三項各分五個等級，後兩項各分三個等級。小組討論設兩項評審準則：「能就日常生活的話題和別人討論」、「能運用略有變化的詞語表情達意」，這兩項各分五個等級。

表 6.17 小六說話評估一分卷安排及各卷基本能力分布

基本能力	方式	題目編號	題數
BS2.1 能清楚講述不同類型的故事和作簡短的口頭報告	看圖說故事 / 口頭報告	6CSY1	6
BS2.3 能完整地順序講述事件		6CSY2	
BS2.4 能運用略有變化的詞語表情達意		6CSY3	
BS2.5 能掌握所學字詞的發音		6CSP1	
BS2.6 音量運用適當		6CSP2	
BS2.2 能就日常生活的話題和別人討論	小組討論	6CSG1、6CSG2、	6
BS2.4 能運用略有變化的詞語表情達意		6CSG3、6CSG4、6CSG5、6CSG6	
題目總數			12

### 視聽資訊評估

- 每所學校最多有 30 名學生參加視聽資訊評估，參加評估的學生均以隨機抽樣形式選取。
- 視聽資訊評估設兩張分卷（6CAV1、6CAV2），學生只須作答其中一卷。每卷設有兩段短片，全部題目為選擇題。
- 視聽資訊評估旨在評估學生在閱讀和聆聽範疇中「BR2.8 / BL2.4 能明白視聽資訊中的信息」的能力。

表 6.18 小六視聽資訊評估一分卷安排

分卷編號	題數*	題型
6CAV1	13	選擇
6CAV2	13	選擇
題目總數	20	

\*各分卷的重疊題目只計算一次。

## 2017 年達到基本能力水平的小六學生表現

## 閱讀範疇

- 閱讀範疇的基本能力包括：「能理解所學詞語」、「能理解敘述性和說明性文字的段意及段落關係」、「能理解篇章中具體事件的寓意」、「能理解作者概括出來的事理」、「能理解篇章中例證的作用」和「能理解簡單的實用文」。
- 閱讀評估設三張分卷，分別是 6CR1，6CR2 和 6CR3。每張分卷設兩部分，第一部分為篇章理解，包括記敘文和說明文各一篇；第二部分是實用文理解。
- 本年度不同卷別的篇章和實用文安排見下表：

卷別	篇章名稱	篇章名稱	實用文
6CR1	〈跑步記〉	〈太陽知多少〉	〈捐血小常識〉
6CR2	〈跑步記〉	〈螢火蟲〉	
6CR3	〈葡萄乾麵包〉	〈太陽知多少〉	

- 〈跑步記〉和〈葡萄乾麵包〉分別通過父子和母女之間的對話和相處點滴，帶出作者的領會和感受。〈跑步記〉講述「我」在練習跑步的過程中遇到不少困難，曾經想過放棄。後來「我」得到爸爸鼓勵，明白了「只要竭盡所能，不必和別人比拼」。〈葡萄乾麵包〉記述作者的母親雖然很愛吃葡萄乾，但因疼愛女兒，會把葡萄乾留給她。文末描述母女二人邊吃葡萄乾邊唱歌的溫馨場景，表達她們的深厚感情。

閱讀下面的文字，然後回答問題。

還記得半年前，我請求爸爸和我一起參加「親子慈善跑」。爸爸問：「平日不愛做運動的你，竟然提出參加『慈善跑』，而且還要跑三公里，難道你想當長跑選手？」我答道：「所有同學都參加這個活動，班長又經常自吹自擂地說只有他一人能完成賽事，我很想挑戰他。」爸爸想了想，說：「長跑不是一件簡單的事，不能半途而廢。如果你決定參加，爸爸一定會支持你。」我連聲說好。

此後，爸爸每晚都和我到運動場練習。第一次練習時，我做完暖身操，就迫不及待跟著幾位大哥哥後面練跑，打算一口氣完成全程。結果跑了第一圈，我已喘不過氣來。爸爸從後趕上來，笑着說：「傻孩子，三公里大約是沿着跑道跑八個圈，你一開始就拼命向前衝，體力自然消耗得快。每個人跑步都有自己的節奏，你硬要跟着別人的步伐，當然會弄巧反拙。」

練習了幾個星期，我還未能跑完三公里。挑戰班長的夢，似乎遙不可及。每天的練習，使我感到非常乏味，體力也開始透支。正當我想放棄的時候，卻偶然看到「神奇小子」蘇樺偉的訪問。他天生瘦弱，連走路都很困難。雖然人們不相信他可以跑步，他卻堅持不懈，最終代表香港在傷殘人士奧運會取得多面金牌。想到自己那麼容易退縮，我真是很慚愧。

從此，我在練習時只專心想着完成賽事，並跟從自己的節奏去跑。到了活動前的兩星期，爸爸給我一份紀錄表，原來他把我的跑步時間全都記下來。「你現在的進度，已經比最初快多了。其實每個人的能力都有差異，你只要竭盡所能，不必和別人比拼。」爸爸道。聽完這番話，我明白了箇中的意義。

今天是「親子慈善跑」舉行的日子。我和爸爸抵達集合地點時，看見班長從遠處走過來，意氣風發地說：「你猜我們誰跑得快？」我回應道：「我們盡力完成比賽就好了。」我轉身就跟爸爸走向起點，準備迎接挑戰。



〈跑步記〉

閱讀下面的文字，然後回答問題。

我愛吃葡萄乾麵包，除了因為它香甜鬆軟，更重要的是令我想起母親享用它的快樂神情。

六十年前，哪有滿佈葡萄乾的麵包？那時一個小圓麵包上，只有正中央鑲一顆葡萄乾，旁邊偶然再沾上一兩顆，已經十分豐富。朋友每次來我家，都會給母親買幾個麵包，她會當寶貝似的收在碗櫥裏。待廚房的工作忙完，她才坐在長凳上，捏着葡萄乾麵包，看一眼，咬一口，細嚼慢嚥地品嚐。那兩三顆葡萄乾，她卻總是留到最後才吃。我老是問：「媽媽，您為什麼還不吃？」她總是說：「急什麼呢？葡萄乾營養豐富，總要細細咀嚼。」

有一回，我望着麵包上的葡萄乾垂涎三尺，心生一計，大喊道：「媽媽，麵包上有一隻蒼蠅。」瞬間，我伸手把那顆葡萄乾剝下來，塞到嘴裏去。母親笑罵：「你這個饞嘴的丫頭，欺負我視力不好，只那麼一顆葡萄乾你都搶。」我心裏覺得抱歉，對自己說：以後不會再淘氣，好吃的東西一定要留給母親。可是那次以後，母親反倒把葡萄乾捏下來留給我。我說：「您自己吃吧！」她說：「甜的吃多了不舒服。」雖然我有點不信，但還是吃掉它們。

記得有一次，老師因為我的成績好而獎賞我，他問我喜歡什麼，我馬上說：「葡萄乾。」老師送我一盒小小的葡萄乾。我把盒子打開，拿出一顆放在嘴裏含着，在心裏說：我一定要省着給媽媽吃，於是把它放在母親的枕頭下。晚上臨睡時，母親發現了，問是什麼，我說：「是您最喜歡的食物。」她小心翼翼地打開盒子，挑出一顆放在嘴裏含着。我靠在她懷裏，仰起頭來看着她的笑容，覺得自己從來沒有這麼孝順過呢！

過了多天，母親還是捨不得吃那盒葡萄乾。我忍不住，把它拿出來，放一顆在母親嘴裏，也放一顆在自己嘴裏。我們母女二人，並肩躺在牀上，你一顆，我一顆，邊吃邊唱歌。如今回味起來，覺得一生也沒吃過那麼好吃的葡萄乾呢！



（節錄自蓮蓬〈葡萄乾麵包〉，為便於設題，部分文字曾經刪改。）

〈葡萄乾麵包〉

- 〈太陽知多少〉和〈螢火蟲〉分別介紹有關太陽和螢火蟲的知識。〈太陽知多少〉解釋了太陽原本的顏色、大小、對地球的影響，以及觀測太陽時的注意事項。〈螢火蟲〉則解釋了螢火蟲會發光的原因，並介紹螢火蟲發光的作用，以及牠的主要糧食。文末提醒人們必須愛護環境，螢火蟲才可以繼續生存。

閱讀下面的文字，然後回答問題。

太陽是生命之源，是萬物得以在地球生存的關鍵之一。不過，你是否真的了解這顆恆星？

你知道太陽是什麼顏色嗎？人們常說火紅的太陽，答案看似很明顯。不過，太陽其實會呈現不同顏色。比如早上是橙色，中午時發出金光，到了黃昏又變成紅紅的圓輪。其實哪一種才是太陽原本的顏色？根據研究，太陽的表面溫度接近攝氏六千度，而恆星的顏色和它的表面溫度有直接關係。如果表面溫度在攝氏五千到六千度之間，它應該是白色的。那麼為什麼我們看到太陽有不同的顏色？這是因為當陽光進入大氣層時，光線就會改變方向，這個現象稱為「散射」。

我們眼睛所見，往往未必與事實相符。你知道為什麼早上和黃昏的太陽，看起來會比中午的大得多？原來太陽的大小，任何時間都沒有改變，也並不是接近地球無關。我們有這個錯覺，只是因為中午的太陽高懸天空，周圍沒有任何東西跟它對比，所以顯得較小；早上和傍晚的太陽接近地平線，通常會有各種景物襯托，才使我們的眼睛誤以為它變大。

太陽和地球雖然相距一億五千萬公里，但它卻會提供光和熱。除此以外，它還會給地球帶來意想不到的「禮物」呢！其實太陽的表面常常發生爆炸，在最活躍的時候，更會把表面的物質拋射出去，形成「太陽風暴」。當「太陽風暴」經過地球時，不但會損毀人造衛星，干擾無線電通訊，更會破壞供電系統。比如說，1989年加拿大魁北克突然大規模停電九小時，就是由「太陽風暴」引發。當年六百多萬人飽受停電之苦，造成的經濟損失難以作出估計。

雖然你對太陽感興趣，但觀測它時必須注意安全。由於陽光很強烈，就算你戴上太陽眼鏡，也絕不可直視它。為免眼睛受傷，我們可在專人指導下，用望遠鏡或自製針孔盒，將太陽的影像投射到紙張上，然後進行觀測。當然，有空也可參觀香港太空館等機構，利用儀器作研習，或是欣賞相關紀錄片，都是既安全又輕鬆的選擇。

閱讀下面的文字，然後回答問題。

各位在城市長大的朋友，你們見過螢火蟲嗎？雖然螢火蟲尚未絕種，但繁鬧市實在容不下這些小生物，牠們唯有被迫退居未經污染的溪流或山林，繼續在那裏發出點點的螢光。

螢火蟲其實是一種體長約一厘米的小甲蟲。可能大家都有疑問，為什麼螢火蟲會發光？牠們又是怎樣發光的？螢火蟲發光的原理十分巧妙，螢光其實是由蟲子腹部的發光器發出。發光器內的發光細胞有一種酶，它能催化螢光素的氧化，氧化過程中所產生的能量大部分會以螢光的形式釋放出來，只有極少化作熱能，因此發光器不會像電燈泡般火燙。雖然螢火蟲的發光器細小，但螢光經過發光器底部細胞集中反射出來，顯得十分明亮。

對螢火蟲成蟲來說，閃爍的螢光是一種無聲的語言，用以傳情達意。如果你想和牠們聊幾句，不妨用手電筒向牠們閃幾下，牠們也會以閃爍的螢光作回應呢！一般人都覺得螢火蟲發光是為了談情說愛，但原來求偶只是發光的目的之一，螢光還有引誘獵物和警戒天敵的作用。事實上不早螢火蟲成蟲會發光，連牠們的卵、幼蟲和蛹都會發光。晚上溪邊石頭上點點微弱、靜止不動的綠光，就是由牠們的幼蟲所發出。幼蟲的發光現象，證明了螢光除了示愛之外，另有其他意義。

不要以為螢火蟲幼蟲溫柔可愛，事實卻相反，牠們才是強悍的捕獵者，蝸牛和蚯蚓都是牠們的獵物。幼蟲會先以口器攻擊，再以毒液麻醉，然後分泌消化液將獵物的肉分解，最後吸食肉汁。至於螢火蟲成蟲的糧食和幼蟲截然不同，牠們主要以花粉、花蜜和露水為主要糧食。

螢火蟲對生活環境的要求極高，牠們需要在無污染和沒有光害的環境下，才可以棲息和生存。據報章報道，螢火蟲數量近年逐步減少，只有在人煙稀少的地方才可發現牠們的踪影。各位如果不想待螢火蟲消失時，才懷念這種珍貴而美麗的昆蟲，就一起齊心協力保護我們的環境吧！



(節錄自馬國威《香港有態生物》，為便於設題，部分文字曾經刪改。)

## 〈太陽知多少〉

## 〈螢火蟲〉

- 實用文是一篇海報，內容有關捐血的小常識，包括捐血者條件、捐血程序和捐血後注意事項。

## 篇章

- 達到基本能力水平的學生大致「能理解所學詞語」。今年考核學生的詞語題，有動詞、名詞、形容詞和四字詞語，包括「消耗」、「半途而廢」、「干擾」、「關鍵」、「抵達」、「自吹自擂」、「引誘」、「截然不同」、「瞬間」、「小心翼翼」、「呈現」和「估計」，這些詞語都收錄在《香港小學學習字詞表》第二學習階段內。詞語題的題型以填詞成句和理解詞義兩種為主。
- 在填詞成句方面，學生大致能按題目所設的語境，從篇章中找到答案。現臚列學生的表現如下：

卷別	學生示例
6CR1	1. 學校舉辦「無冷氣日」，目的是減少能源 <u>消耗</u> 和溫室氣體排放。
6CR2	1. 姊姊乘坐的飛機遇上氣流，險象環生，幸好最後能安全 <u>抵達</u> 目的地。

- 在理解詞義方面，學生大致能掌握詞語的意思，並從篇章找出正確答案。現臚列學生的表現如下：

卷別	學生示例
6CR1	2. 文中哪一個四字詞語有「事情還沒有做完就終止」的意思？ <u>半途而廢</u> 。
6CR2	2. 文中哪一個四字詞語有「誇耀自己能力」的意思？ <u>自吹自擂</u> 。

- 達到基本能力水平的學生大致「能理解敘述性文字和說明性文字的段意及段落關係」。學生能抓住文章脈絡，概括段旨。如在〈太陽知多少〉中，學生能理解第五段的內容，概括出該段主要敘述「觀測太陽的正確方法」(6CR1 第 17 題)。在〈螢火蟲〉中，學生知道第二段主要是「解釋螢火蟲會發光的原因」(6CR2 第 12 題)。學生也能理解段落之間的關係，如在〈跑步記〉中，學生能找出「第四段」是記述「『我』從爸爸的話得到啟示」(6CR2 第 8 題)。
- 達到基本能力水平的學生大致「能理解篇章中具體事件的寓意」，概括篇章主旨。如在〈太陽知多少〉中，大部分學生能根據文章對太陽的詳細說明，找出「介紹有關太陽的知識」是篇章主旨(6CR1 第 18 題 / 6CR3 第 18 題)。又如〈葡萄乾麵包〉的作者，在篇章描述與母親之間的生活點滴，學生從中知道篇章主旨是「刻畫母親對作者的疼愛」和「表達作者和母親的深厚感情」(6CR3 第 8 題)。
- 達到基本能力水平的學生大致「能理解作者概括出來的事理」。在〈跑步記〉中，學生能按照上文下理，找出「我」想參加「親子慈善跑」的原因是「『我』想和班長較量高低」(6CR1 第 3 題 / 6CR2 第 3 題)。學生也能明白內容的因果關係，找出「跑步時有痙攣情況」不是「我」想放棄參加「親子慈善跑」的原因。(6CR1 第 6 題)
- 在〈太陽知多少〉中，學生能找出太陽本來的顏色是「白色」。(6CR1 第 12 題 / 6CR3 第 11 題)。學生也能根據〈螢火蟲〉的內容，寫出兩種螢火蟲幼蟲的捕獵對象是「蝸牛」和「蚯蚓」(6CR2 第 15 題)，反映學生具備一定的複述能力。在〈葡萄乾麵包〉中，學生大致能掌握文章的脈絡發展，知道文中以「葡萄乾」連繫作者和母親之間的愛(6CR3 第 7 題)。

6CR2 第 15 題	6CR3 第 7 題
15. 根據文章內容，在橫線上填寫兩種螢火蟲幼蟲的捕獵對象。 (1) <u>蝸牛</u> 。 (2) <u>蚯蚓</u> 。	7. 文中以什麼物品，連繫作者和母親之間的愛？ <u>葡萄乾</u> 。

- 達到基本能力水平的學生大致「能理解篇章中例證作用」。在〈跑步記〉中，學生能理解文中提到蘇樺偉的訪問，目的是「解釋『我』重新振作的原因」(6CR1 第 7 題 / 6CR2 第 6 題)。在〈葡萄乾麵包〉中，學生能理解作者提及母親「反倒把葡萄乾捏下來留給我」，目的是「證明母親疼愛作者」(6CR3 第 5 題)。

## 實用文

- 今年實用文的體裁為海報，題型包括填表和選擇題，主要評估學生能否「理解簡單的實用文」。

### 捐血小常識

血液對病人施行手術十分重要，沒有其他物品可以代替。不少人以為捐血者必須年滿 21 歲，或是捐血的程序很複雜，需時很長，事實卻非如此。

**捐血者條件：**

1. 健康良好。
2. 不論性別。
3. 體重 41 公斤或以上。
4. 首次捐血者年齡為 16 至 60 歲。61 歲或以上的捐血者，只要證明身體健康，並持續每年最少捐血一次，可捐血至 70 歲。

**捐血程序：**

1. 捐血者攜同身分證到捐血站或流動捐血車。
2. 填妥捐血登記表格。
3. 測試血色素。
4. 接受健康狀況查詢及量度體溫。
5. 量血壓，再消毒皮膚。
6. 如有需要，可要求局部麻醉注射，才進行捐血。(所有針管都已消毒並只用一次，確保捐血者不受感染。)
7. 捐血過程需時約 10 分鐘。

**捐血後注意事項：**

☒ 休息  
• 補充水分

☒ 休息  
• 補充水分

如有任何查詢，可瀏覽香江捐血協會網頁([www.blood.org.hk](http://www.blood.org.hk))，或致電 41004000，也可電郵至 [info@blood.org.hk](mailto:info@blood.org.hk) 與職員聯絡。

捐血者條件

捐血程序



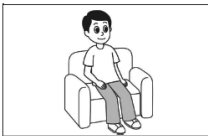



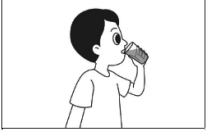

捐血後注意事項

查詢方法

- 達到基本能力水平的學生大致能「理解簡單的實用文」，正確填寫有關捐血者的條件，如健康狀況、體重和最低捐血年齡(6CR1 第 19 題、6CR2 第 19 題 / 6CR3 第 19 題)。

6CR1 第 19 題		6CR2 第 19 題 / 6CR3 第 19 題	
19. 根據文章內容，在橫線上填寫捐血者的條件。		19. 根據文章內容，在橫線上填寫捐血者的條件。	
健康狀況	良好	健康狀況	良好
體重	最少有 41 公斤	體重	最少有 41 公斤
性別	男女均可	最低捐血年齡	16 歲

- 達到基本能力水平的學生大致能讀懂海報的細節，理解捐血前的流程（6CR1 第 20 題 / 6CR2 第 21 題 / 6CR3 第 21 題）。學生也能理解捐血後的注意事項，選出符合捐血後正確行為的圖畫。（6CR1 第 22 題、6CR2 第 22 題 / 6CR3 第 22 題）。不少學生能根據海報內容，知道文中沒有提供「中心地址」的資料（6CR1 第 23 題）。

6CR1 第 22 題	6CR2 第 22 題 / 6CR3 第 22 題
<p>22. 下列哪一項是捐血後的正確行為？</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>○ A.</p> </div> <div style="text-align: center;">  <p>○ B.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>● C.</p> </div> <div style="text-align: center;">  <p>○ D.</p> </div> </div>	<p>22. 下列哪一項是捐血後的正確行為？</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>○ A.</p> </div> <div style="text-align: center;">  <p>○ B.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>● C.</p> </div> <div style="text-align: center;">  <p>○ D.</p> </div> </div>

## 寫作範疇

### 實用文

- 寫作評估設四張分卷，分別是 6CW1、6CW2、6CW3 和 6CW4。每張分卷設一道實用文寫作題目。6CW1 和 6CW3 要求學生寫一則便條，6CW2 和 6CW4 則需要學生寫日記。題目如下：

#### 6CW1

1. 今天你在視覺藝術課造了一個筆筒，你到教員室送給班主任陳老師，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他的教導。

#### 6CW3

1. 今天你在手工班造了一個相架，你到表哥家送給他，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他在功課上的指導。

#### 6CW2

1. 今天你得到親人的讚賞。請你寫一篇日記，記述事情的經過和感受。

#### 6CW4

1. 今天你得到老師的讚賞。請你寫一篇日記，記述事情的經過和感受。

- 便條的評估要求可從信息和格式兩方面來說明。在信息方面，學生必須根據題目，寫出以下重點：(1) 告訴陳老師「我」造了一個筆筒(6CW1) / 告訴表哥「我」造了一個相架(6CW3)；(2) 告訴陳老師「我」想送筆筒給他(6CW1) / 告訴表哥「我」想送相架給他(6CW3)；(3) 感謝陳老師的教導(6CW1) / 感謝表哥在功課上的指導(6CW3)。在格式方面，學生能依照題目，寫出正確的上款「陳老師」(6CW1) / 「表哥」(6CW3)，並有正確的下款及日期(或時間)。如能做到上述要求，且用語得體，可獲最高等級四等。
- 日記的評估要求可從內容和格式兩方面加以闡釋。在內容方面，學生必須根據題目，寫「我得到親人的讚賞」(6CW2) / 「我得到老師的讚賞」(6CW4)的經過和感受，並以第一人稱「我」來記述事情的始末，條理要清晰。在格式方面，必須包含日期、星期和天氣。學生如能根據題目，做到上述的要求，內容具體，感受深刻，可獲最高等級四等。
- 達到基本能力水平的學生能根據題目要求寫便條，寫出兩項信息，格式完整或略有缺失。部分學生雖能寫三項信息，惟格式有疏漏。學生在便條寫作大致能取得三等或以上成績。
- 達到基本能力水平的學生大致能根據題目，選取適切的材料，寫一篇格式完整的日記，惟內容一般。部分學生取材適切，感受也較為具體，惟格式略有疏漏。學生在日記寫作大致能取得二等或以上成績。

### 短文

- 短文寫作設兩道題目，卷一和卷三是記敘文，卷二和卷四是說明文，字數不限。今年四張分卷的短文寫作安排如下：

#### 6CW1 / 6CW3

你在商店購物時，看到有人偷取物品。請你寫一篇文章，記述事情的經過和感受。(字數不限)

#### 6CW2 / 6CW4

現今智能電話十分普及。請你寫一篇文章，說明智能電話對青少年的影響。(字數不限)

- 達到基本能力水平的學生大致「能按寫作提示，擬定內容」。在記敘文中，學生大致能根據題目，記述在商店購物時，看見有人形跡可疑，並描寫對方偷取物品的經過，如「將一堆零食塞進書包內」、「把物品迅速放進口袋裏」。學生能粗略記述把事情的經過告訴保安員或警察，最後交代結果。學生的文章一般都能切題，惟內容比較簡單，感受也相對簡略。在說明文中，學生大致能寫出智能電話已成為青少年生活的一部分，對他們有正面，也有負面的影響。

- 達到基本能力水平的學生大致「能夠合理分段」。在記敘文中，學生一般在文章開首帶出主題，並簡單交代時、地、人和事。大部分學生會在首段交代到商店購物，第二段開始描述看見有人偷取物品，然後分段描寫經過，末段交代小偷的下場和抒發感受。在說明文中，學生通常先點題，然後按論點分段說明智能電話對青少年的影響，最後做總結。現臚列學生在首段和末段的例子，以供參考：

卷別	學生寫作表現	備註																																																												
6CW1 / 6CW3	<p>首段</p> <table><tr><td></td><td></td><td>今</td><td>天</td><td>,</td><td>我</td><td>和</td><td>幾</td><td>個</td><td>朋</td></tr><tr><td>友</td><td>在</td><td>商</td><td>店</td><td>購</td><td>物</td><td>。</td><td>剛</td><td>好</td><td>遇</td></tr><tr><td>見</td><td>有</td><td>人</td><td>偷</td><td>取</td><td>物</td><td>品</td><td>。</td><td></td><td></td></tr></table> <p>末段</p> <table><tr><td></td><td></td><td>今</td><td>天</td><td>,</td><td>真</td><td>是</td><td>難</td><td>忘</td><td>,</td></tr><tr><td>我</td><td>很</td><td>榮</td><td>幸</td><td>能</td><td>幫</td><td>手</td><td>捉</td><td>到</td><td>犯</td></tr><tr><td>人</td><td>。</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			今	天	,	我	和	幾	個	朋	友	在	商	店	購	物	。	剛	好	遇	見	有	人	偷	取	物	品	。					今	天	,	真	是	難	忘	,	我	很	榮	幸	能	幫	手	捉	到	犯	人	。									在第一段點題，交代背景，末段表達感受。
		今	天	,	我	和	幾	個	朋																																																					
友	在	商	店	購	物	。	剛	好	遇																																																					
見	有	人	偷	取	物	品	。																																																							
		今	天	,	真	是	難	忘	,																																																					
我	很	榮	幸	能	幫	手	捉	到	犯																																																					
人	。																																																													

卷別	學生寫作表現	備註																																																																						
6CW2 / 6CW4	<p>首段</p> <table><tr><td></td><td></td><td>現</td><td>今</td><td>智</td><td>能</td><td>電</td><td>話</td><td>十</td><td>分</td></tr><tr><td>普</td><td>及</td><td>。</td><td>你</td><td>又</td><td>覺</td><td>得</td><td>現</td><td>今</td><td>智</td></tr><tr><td>能</td><td>電</td><td>話</td><td>對</td><td>這</td><td>少</td><td>年</td><td>的</td><td>影</td><td>響</td></tr><tr><td>有</td><td>什</td><td>麼</td><td>的</td><td>意</td><td>見</td><td>呢</td><td>？</td><td></td><td></td></tr></table> <p>末段</p> <table><tr><td></td><td></td><td>最</td><td>後</td><td>，</td><td>我</td><td>是</td><td>覺</td><td>得</td><td>智</td></tr><tr><td>能</td><td>電</td><td>話</td><td>大</td><td>多</td><td>數</td><td>對</td><td>青</td><td>少</td><td>年</td></tr><tr><td>的</td><td>影</td><td>響</td><td>都</td><td>是</td><td>不</td><td>好</td><td>。</td><td></td><td></td></tr></table>			現	今	智	能	電	話	十	分	普	及	。	你	又	覺	得	現	今	智	能	電	話	對	這	少	年	的	影	響	有	什	麼	的	意	見	呢	？					最	後	，	我	是	覺	得	智	能	電	話	大	多	數	對	青	少	年	的	影	響	都	是	不	好	。			在第一段以疑問句帶出文章主題，末段總結智能電話對青少年有不良影響。
		現	今	智	能	電	話	十	分																																																															
普	及	。	你	又	覺	得	現	今	智																																																															
能	電	話	對	這	少	年	的	影	響																																																															
有	什	麼	的	意	見	呢	？																																																																	
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能	電	話	大	多	數	對	青	少	年																																																															
的	影	響	都	是	不	好	。																																																																	

- 達到基本能力水平的學生大致「能寫結構複雜的句子」和「能運用所學詞語」。學生大致能將所學詞語串連成句。現摘錄學生在文句和詞語方面的表現：

卷別	學生寫作表現	備註
6CW1 / 6CW3	<p>             然，後，當我走到女              具部分，那裏，我看見了              一個女孩子，她正在偷              偷摸摸地想拿一些東西              ，那一時我不知道我該              做甚麼，我              非常非常緊張，我連汗              都流出來了。           </p>	大致能寫通順的句子，用詞合適。

卷別	學生寫作表現	備註
6CW2 / 6CW4	<p>             第一，智能電話會              影響我們的健康，例如              令我們沒有充足的睡眠，              加深近視。              第二，會令我們依              賴智能電話，不願意外              出，上網購物；傳送短              訊，不通話。              我們不要追求名牌，              要適當運用智能電話           </p>	大致能用簡單的文句和詞語作出說明，惟文句有疏漏。

- 達到基本能力水平的學生大致「能正確書寫常用字」和「能正確運用頓號、專名號、書名號和感歎號」；惟學生行文時，偶有錯別字，如「鬼祟」錯寫成「鬼崇」，「徘徊」寫成「俳徊」，「上網」誤寫為「上綱」，「輻射」誤寫成「複射」等。標點運用偶有疏漏，如開關引號方向顛倒、省略號不足六個點，個別學生未能適當斷句等。

## 聆聽範疇

- 聆聽設兩張分卷，分別是 6CL1 和 6CL2，每張分卷分為兩部分。今年的話語主題是「專題研習」，兩張分卷的第一部分是相同的，內容講述三位六年級同學智樂、詠心和家敏分享做專題研習的看法。分卷二的第二部分是三位同學講述自己做專題研習的經驗，分卷二的第二部分則是有關他們討論做專題研習的內容。

## 6CL1 / 6CL2

時間：放學後

地點：學校操場

## 第一部分

人物：智樂、詠心和家敏

內容要點：

- 交代老師要求他們分組做專題研習
- 講述智樂不喜歡做專題研習的原因
- 講述詠心和家敏認為分組做專題研習也有好處

## 6CL1

## 第二部分

人物：智樂、詠心、家敏和周老師

內容要點：

- 交代詠心和家敏分享自己過往做專題研習的經驗
- 講述周老師對專題研習的看法
- 記述智樂回憶做專題研習時的趣事

## 6CL2

## 第二部分

人物：智樂、詠心和家敏

內容要點：

- 講述他們討論專題研習的題目
- 交代他們討論的過程
- 記述他們最後決定以「大坑舞火龍」作為專題研習題目

- 達到基本能力水平的學生大致能複述話語內容。學生能根據話語內容，找出智樂提到做專題研習的步驟(6CL1 第 2 題 / 6CL2 第 2 題)。
- 達到基本能力水平的學生大致能理解話語要點。學生能從智樂跟同學的對話中，找出做專題研習時，智樂最擔心的是「跟做事馬虎的同學合作」(6CL1 第 10 題)。學生能通過對話，找出符合「大坑舞火龍」傳說的描述是「村民相信『舞火龍』及燃放爆竹能消除瘟疫」(6CL2 第 12 題)。
- 達到基本能力水平的學生大致能找出說話者對事件的看法。學生能掌握智樂對於小組專題研習的看法是「學習比較耗時費神」(6CL1 第 1 題 / 6CL2 第 1 題)。
- 達到基本能力水平的學生大致能理解話語中的因果關係。學生能掌握話語內容的發展和情節，從話語中找出家敏說自己和詠心是「英雄所見略同」的原因是「因為她們對專題研習有相同的看法」(6CL1 第 8 題 / 6CL2 第 8 題)。學生也從話語中找出家敏打消以「長洲太平清醮」作專題研習題目的念頭，主要原因是「其他同學已選用這個題目」(6CL2 第 10 題)。

## 說話範疇和視聽資訊評估

- 說話和視聽資訊評估以隨機抽樣形式進行。在釐定基本能力的水平時，這兩部分的成績並不包括在內。學生在說話評估的整體表現，可參閱「表現良好的小六學生概說」和「一般評論」。視聽資訊評估則可參閱「一般評論」。

## 達到基本能力水平的小六學生寫作示例——實用文

6CW1 今天你在視覺藝術課造了一個筆筒，你到教員室送給班主任陳老師，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他的教導。

陳老師：

今天我在視覺藝術課造了一個筆筒，我到教員室送給您，但您剛好不在。希望您喜歡！

學生

安安

即日下午一時

- 能寫出兩項主要信息

- 告訴老師「我」造了一個筆筒

- 告訴老師「我」想送筆筒給他

- 格式完整

6CW2 今天你得到親人的讚賞。請你寫一篇日記，記述事情的經過和感受。

星期二

六月十三日

主頁

今天發生了一個很好的事情。媽媽讚我的數學有很大的進步，我感到很開心。

媽媽今天給一個數學溫習給我做。那一個溫習很難，但我也能在四十五分鐘內完成溫習。看看溫習，我就給我的紙給媽媽看。她看完後，看着我笑。因為在這一個溫習上，我有九十分。

從今天起，我要努力下去，有力溫習，下次小測有一百分。

- 選材適切，大致能記述「我」得到親人讚賞的事情和經過，並能抒發感受

- 格式不完整

## 達到基本能力水平的小六學生寫作示例——實用文

6CW3 今天你在手工班造了一個相架，你到表哥家送給他，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他在功課上的指導。

表哥：  
 今天我在手工班造了一個相架給你作  
 為你的生日禮物，但你剛好不在家，所以不能  
 把相架親自送給你，敬請原諒！希望你會喜歡。  
 愷皓  
 即日下午三時

- 能寫出兩項主要信息

- 告訴表哥「我」  
造了一個相架

- 告訴表哥「我」  
想送相架給他

- 格式完整

6CW4 今天得到老師的讚賞。請你寫一篇日記，記述事情的經過和感受。

六月十六日 星期五 雨  
 今天我得到老師的讚賞，我很高興。  
 上課時，老師入課室時，我很緊張，因為  
 今天就是派數學試卷的日子。老師按號  
 數派卷。當老師派到十號時，我很緊張，  
 於是我便拿回試卷，一望果然是九十七分，不但  
 這樣，老師還稱讚我成績很好，我很快樂。  
 之後，我便興高采烈地走回家。最後我  
 今天真高興。

- 選材適切，大致能記述「我」  
得到老師讚賞  
的經過，並能  
抒發感受

- 格式完整

6CW1 / 你在商店購物時，看到有人偷取物品。請你寫一篇文章，記述事情的  
6CW3 經過和感受。(字數不限)

50

100

切題，能大致記述「我」看見一位女生偷取零食的經過和感受，整體表現一般。

- 1 交代背景，包括時、地、人、事
- 2 記述女生偷東西的經過
- 3 「我」告訴店員和警察所見大概
- 4 結果：警員把小偷抓回來
- 5 感受：那個女生很不對

大致能按內容重點分段。先交代背景，再記述「一個女生」偷取東西的經過，最後交代結果和抒發感受，條理清楚。

大致能正確運用句子寫作，文句大致通順、達意。

能運用書面字詞寫作。

偶有錯別字，如選擇(擇)、告訴(訴)、剛(剛)才、稱贊(讚)。

大致能正確運用標點符號。

## 達到基本能力水平的小六學生寫作示例——短文寫作

6CW2 / 現今智能電話十分普及。請你寫一篇文章，說明智能電話對青少年的  
6CW4 的影響。(字數不限)

1 現今智能電話十分普及，它們又會對青少年造成甚麼影響呢？

2 人們常說的「低頭族」，意思就是經常低着頭看智能電話的人們。長期低下頭看電話會令頸部疼痛，造成很多問題，對青少年發育成長不利。

3 智能電話可以方便青少年。徐時上網找資料來做專題報告，又可查字典，不用帶着又大又大的字典，影響他們的

生活，令生活更方便。

4 青少年常常看智能電話會影響他們和別人溝通的能力，減少和別人相處和談話的機會，令關係越來越遠。

5 其實，智能電話對青少年有壞和好的影響，只要他們適當地分配時間和使用智能電話，就可以減少壞影響。

## 內容：

切題，大致能從「健康」、「學習」和「溝通」三方面，說明智能電話對青少年的影響，惟發揮一般。

## 1 點題

2 論點一：影響健康

3 論點二：令生活更方便

4 論點三：影響溝通能力

5 總結

## 結構：

大致能根據內容重點分段。惟未能按正反論點作出鋪排。

## 文句：

文句大致通順、達意。

## 詞語運用：

大致能運用書面字詞寫作。

## 錯別字：

錯別字很少，如徐(隨)時、分佩(配)。

## 標點符號：

大致能正確運用標點符號。

## 2017 年小六學生的良好表現

## 閱讀範疇

## 篇章

- 表現良好的學生能理解和運用更多的詞語。學生能根據篇章和題目，找出答案，如「引誘」(6CR2 第 10 題)和「瞬間」(6CR3 第 1 題)。現列舉學生作答表現如下：

卷別	學生示例
6CR2	10. 青少年容易受不良份子 <u>引誘</u> 作違法的事，因此我們必須謹慎交友。
6CR3	1. 一場地震，令這個城市在 <u>瞬間</u> 夷為平地，不少人痛失家園。

- 表現良好的學生能理解篇章中例證的作用。在〈螢火蟲〉中，學生能理解作者在文末提及一則新聞報道，目的是「說明保護環境的重要性」(6CR2 第 17 題)，反映學生能掌握事理和例子的關係。
- 表現良好的學生能理解篇章內容，並複述相關重點。在〈跑步記〉中，學生能寫出「我」看完蘇樺偉的訪問，在跑步方面的兩項改變(6CR1 第 8 題 / 6CR2 第 7 題)。學生也能掌握句子的銜接關係。在〈太陽知多少〉中，學生能找出作者指出早上和黃昏的太陽看來比較大是由於「人們的視覺出現了錯覺」(6CR1 第 14 題)。在〈葡萄乾麪包〉中，學生能根據上文下理，知道作者說「以後不會再淘氣」，「淘氣」是指她「搶吃母親的葡萄乾」(6CR3 第 4 題)。

6CR1 第 8 題 / 6CR2 第 7 題	6CR3 第 4 題
8. 「我」看完 <u>蘇樺偉</u> 的訪問，在跑步方面有哪兩項改變？請在橫線上填寫答案。 (1) <u>跟作自己的節奏去跑步</u> 。 (2) <u>專心想着完成賽事</u> 。	4. 作者說「以後不會再淘氣」(第 13 至 14 行)，「淘氣」是指她的什麼行為？  「淘氣」是指她 <u>搶吃媽媽的葡萄乾來吃</u> 。

- 表現良好的學生能概括篇章內容。在〈螢火蟲〉中，學生能綜合全文，概括篇章主旨是「介紹有關螢火蟲的知識」(6CR2 第 18 題)，這反映學生能掌握作者傳遞的信息。

## 實用文

- 表現良好的學生能掌握更多實用文的細節內容。學生能找出「局部麻醉」不是捐血的必須程序(6CR2 第 20 題 / 6CR3 第 20 題)。

## 寫作範疇

## 實用文

## 便條

- 表現良好的學生能掌握便條的格式，根據題目的要求，寫一則信息準確，格式完整的便條，而且用語得體。學生能明確表達三項主要信息，包括 (i) 告訴陳老師「我」造了一個筆筒 / 告訴表哥「我」造了一個相架；(ii) 告訴陳老師「我」想送筆筒給他 / 告訴表哥「我」想送相架給他；(iii) 感謝陳老師的教導 / 感謝表哥在功課上的指導。現節錄學生在撰寫主要信息方面的作答表現：

卷別	學生寫作表現	備註
6CW1	我在小息時到了教員室找您，但是您剛好不在。我找您是因為我在視覺藝術課造了一個筆筒，想感謝您一直以來耐心地教導我而送給您的。我會在大息時再到教員室等待您，謝謝！	能清楚寫出三項主要信息
6CW3	今天我在手工班造了一個相架，我打算去你家中親自送給你，但你剛好不在，所以留下此便條。我也十分感謝你多年來在我功課上的指導，希望你收下我的心意。	能清楚寫出三項主要信息

- 表現良好的學生能按照題目設定的情境，寫一篇內容豐富，感受深刻的日記，而且格式完備。表現良好的學生，對「我得到親人的讚賞」或「我得到老師的讚賞」的內容有較仔細描述，而且鋪排得宜，條理分明。在表達感受方面，學生也有細緻的描寫，能表達較深刻的感受和得着等。現節錄學生的表現：

卷別	學生寫作表現	備註
6CW2	我覺得非常高興，得到了媽媽的稱讚，還可以去吃自助餐，我也學會了「不進則退」這句說話，我以後還要更加努力地溫習，爭取佳績。	能寫出感受和學會的道理
6CW4	今天，我實在非常興奮。 我一收到這份言贊賞就立即多言謝老師，並感覺非常良好，非常興奮。 我下次一定要加油，繼續努力，不要令老師輩于我的期望失望。	能首尾呼應，表達興奮的感受

### 短文

- 在內容方面，表現良好的學生能緊扣題旨，剪裁合適的內容。在記敘文中，學生能描寫小偷的外貌、行動，亦詳細鋪陳偷竊的過程，如小偷會先在店舖內徘徊，打量周遭的環境，伺機以「迅雷不及掩耳」的動作，把物品放進袋子裏。學生在適當時候會加入心理描寫及悟出的人生道理，如明白做人必須腳踏實地等。在說明文方面，學生能寫一篇內容充實的文章，並就觀點加以解釋，有時能引用生活例子，使內容更豐富，說服力更強。
- 表現良好的學生在結構方面，能寫一篇情節完整且條理清晰的文章。學生在記敘文中，學生會先交代背景，然後按故事情節發展分成若干段落，記述事情的始末，最後作出總結，並抒發感受和悟出的道理。個別學生能以倒敘方式開展下文，引起懸念。部分學生能在結尾部分呼應前文，做到首尾呼應的效果。在說明文方面，學生先提綱挈領，再以分點說明的方法闡釋重點，且能適當組織篇章內容。不少學生能於末段作出總結，使文章結構更為完整。
- 表現良好的學生能準確運用詞語，如「繩之於法」、「亡羊補牢，為時未晚」、「水能載舟，亦能覆舟」等，使文章生色不少。部分學生在文中加入不同的修辭手法，使文章更精彩。在說明文中，學生會運用不同的問句，以突出內容重點，或加強文章氣勢。
- 表現良好的學生能書寫正確的常用字，錯別字較少。在標點符號的運用方面，能適當斷句和運用不同的標點符號，如句號、逗號、問號、頓號、專名號、書名號、感歎號等。

### 聆聽範疇

- 表現良好的學生除了專心聆聽外，還能兼顧話語各個要點和細節。學生能抓緊要點，辨識主要信息是「分享做專題研習的看法」(6CL1 第 15 題)。學生能留意話語細節，正確找出智樂提到自己去年做專題研習的經驗，目的是「表示寧可獨自完成專題研習」(6CL1 第 3 題 / 6CL2 第 3 題)。

### 說話範疇

#### 看圖說故事

- 表現良好的學生能根據圖畫，組織內容豐富、結構完整的故事，逾五成半學生在「能清楚講述不同類型的故事和作簡短口頭報告」和「能完整地順序講述故事」兩項基本能力上，取得四等或以上等級。部分學生能為圖畫中的人物加上名字，或代入角色，運用不同的聲線、語調，活潑地演繹「圖書館」、「中秋夜」和「校園意外」的故事情節。部分學生的內容別具創意，能在結尾部分抒發感受，表現理想。
- 結構方面，表現良好的學生除了能順序講述故事外，也能運用倒敘法，引起懸念。部分學生能善用關聯詞，連繫故事情節，使故事更具條理。部分學生能運用豐富的詞彙，發音準確，吐字清晰，表現不俗。

### 口頭報告

- 表現良好的學生普遍能作清楚的口頭報告，而且內容中心明確，並能運用準確的詞語報告事情的經過與感受。超過五成學生在「能完整地順序講述事件」一項中，取得四等或以上等級。表現良好的學生能根據題目要求，報告「參與比賽」、「一則印象深刻的新聞」及「看表演」的經過和感受，內容充實，條理亦見分明。
- 表現良好的學生說話聲音清晰響亮，發音準確，報告時充滿自信。部分學生能運用準確生動而富變化的詞語，或運用成語、諺語，使內容更豐富。

### 小組討論

- 表現良好的學生能主動投入參與討論，能圍繞主題，表達意見，論點清晰明確，理據充足。學生能專心聆聽同學發言，然後作適切回應，討論氣氛良好。部分學生用詞準確達意，表現理想。
- 部分學生能舉出不同的例子佐證，闡述觀點，如 6CSG02「有人建議當『寒冷天氣』警告生效時，學生不用上課，留在家中自修」及 6CSG03「校方建議學生每周其中一次午餐必須吃素」，學生能按着自己的觀點，援引例子並加以解釋，部分學生更能從多角度思考問題，表現值得讚許。

## 表現良好的小六學生寫作示例——實用文

6CW1 今天你在視覺藝術課造了一個筆筒，你到教員室送給班主任陳老師，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他的教導。

陳老師：

我今天在視覺藝術課做了一個筆筒，本來打算到教員室找您，把筆筒送給您，可是您碰巧不在。我把筆筒送給您是想感謝您對我們的耐心教導，令我們學到許多知識。希望您會喜歡這份禮物吧！

學生

可程上

即日下午三時

- 能寫出三項主要信息

- 告訴老師「我」造了一個筆筒

- 告訴老師「我」想送筆筒給他

- 感謝老師的教導

- 格式完整，用語得體

## 表現良好的小六學生寫作示例——實用文

6CW2 今天你得到親人的讚賞。請你寫一篇日記，記述事情的經過和感受。

六月十三日 星期二 雨

今天，天文台發出了八號颱風訊號，我只好留在家裏，不過我得到了媽媽的讚賞，令我十分高興。

在早上，我一大早便起床，為病了的媽媽和姐姐準備早餐，她們都很高興。看着她們的表情，我更有決心，要好好服侍她們。

之後，我主動清洗衣服，並為她們準備了午餐，午飯後，我更幫助清潔家裏呢！在晚上，媽媽對我說：「兒子，你真乖，懂得照顧家人。」聽到這句話，我十分高興。

今天我得到了媽媽的讚賞，雖然只是短短一句話，卻包含着溫暖和親情。  
無限的

- 選材適切，能詳細記述「我」得到親人讚賞的經過和抒發比較深刻的個人感受

- 格式完整

## 表現良好的小六學生寫作示例——實用文

6CW3 今天你在手工班造了一個相架，你到表哥家送給他，但他剛好不在。請你寫一則便條，說明你找他的原因，並感謝他在功課上的指導。

表哥：

今天我在社區中心的暑期手工班造了一個外框以木製的一個相架。我覺得它十分美麗，想把它送給作為畫家的你將已完成的畫作套上相架再吊在家中，可惜我到你家時，你不在家中，我只能寫這則便條給，我已附了相架在便條旁。我也想在此萬分感激你經常在我的功課上的悉心指導。

表弟

甘峰

即日六時五十分

- 能寫出三項主要信息

- 告訴表哥「我」造了一個相架

- 告訴表哥「我」想送相架給他

- 感謝表哥在功課上的指導

- 格式完整，用語得體

## 表現良好的小六學生寫作示例——實用文

6CW4 今天你得到老師的讚賞。請你寫一篇日記，記述事情的經過和感受。

六月十六日 星期五 陰天  
今天我因被老師的讚賞而感到非常高興。  
在第一小息的時候，我便跟平時一樣，與同學一起吃東西和玩耍。小息上各人都做不同的事，有的在分享食物，有的在玩遊戲，有的在看圖書，每人也非常享受小息的時間。  
「呀！」突然有個尖叫聲影響了全部人的樂趣。我沿着哭泣聲一直走過去，原來有個一年級同學因玩跳飛機而不小心跌了在地上，我看他流血了，便馬上送他到校務處休息。  
而且在小息完結時，還<sup>被老師</sup>在台上公開表揚我，我也不禁感到有些飄飄然。同學和師長也在讚我呢！  
所以我今天很高興，希望我能繼續發揮樂於助人的精神。

- 切題，選材適切，能詳細記述「我」得到老師讚賞的情形，並抒發具體而深刻的感受

- 格式完整

## 表現良好的小六學生寫作示例——短文寫作

6CW1 /  
6CW3

你在商店購物時，看到有人偷取物品。請你寫一篇文章，記述事情的經過和感受。(字數不限)

1 昨天，我興致勃勃地到了商場購物，可是正當我在其中一所連鎖店購物時，有個身穿黑色衣服的男子鬼祟地走進店裏。他的身材矮小，帶着狡猾的眼神，將一些櫃子上的物品放在袋裏就離開了。

2 當我緩過神，知道原來他在偷東西，就立刻衝出店鋪外尋找他。不用多久，我又看見他

在其他店鋪偷東西。剛好有兩位保安經過，我一邊拉着他們朝小偷的方向走，一邊一五一十地告訴這兩位保安剛才我目睹的事情。當其中一位保安按小偷偷在地上，他還沒反應得來，我和另一位保安報警求助。

3 最後，小偷被押上警車，等候審判。而我都幫忙警察錄了口供。

4 這一次的經歷令我感到非常有成就感，因為我幫助了警察們「捉賊」，真的令我感到非常自豪和難忘！

## 內容 □：

切題，能詳細記述「我」看見賊人偷取物品的經過，並抒發「成功」與「自豪」的感覺，內容較充實。

- 1 點題，記述「我」看見一位男子鬼鬼祟祟
- 2 記述「我」告訴保安員有人偷東西
- 3 事情的結果：小偷被捕
- 4 抒發「自豪」和「難忘」的感受

## 結構：

全文分為五段，條理分明。文章先記述小偷的外表和行為。當「我」知道「他」在偷東西，便立即告訴保安員。文章順序交代事情發展，最後小偷被押上警車。末段以個人感受作結。

## 文句 ◆◆：

文句通順、達意，表達清晰。

## 詞語運用 ~~~：

用詞豐富、準確，如「鬼祟」、「狡猾」、「緩過神」、「目睹」、「審判」、「經歷」、「自豪」。

## 錯別字：

偶有錯別字，如鬼崇(祟)、經過(過)。

## 標點符號：

能正確運用標點符號寫作。

## 表現良好的小六學生寫作示例——短文寫作

6CW2/  
6CW4

現今智能電話十分普及。請你寫一篇文章，說明智能電話對青少年的影響。(字數不限)

1 現今的科技發達，  
 電子產品在市場上大行  
 其道，而智能電話的型  
 號更是日新月異，受市  
 民廣泛使用，十分普及  
 。  
 隨着社會變遷，智  
 能電話推出了不同款式  
 的類型。由一部只能通  
 話的電話轉化成一部擁  
 有不同程式的電話。這  
 些電話能為青少年提供  
 便利，但也能造成禍害  
 。  
 2 首先，智能電話讓  
 青少年可以隨時隨地跟  
 朋友溝通，增進大家之  
 間的友誼，成為了彼此  
 溝通的主要橋樑。  
 3 其次，智能電話的  
 程式能為他們帶來娛樂  
 ，讓他們能夠在繁忙的  
 生活中減輕壓力。  
 雖然智能電話對他  
 們的好處多不勝數，但  
 如果他們不當使用，也  
 會帶來負面影響。  
 4 智能電話內的程式  
 大部份都是遊戲。青少  
 年會沉迷於電子遊戲的  
 世界，難以自拔。有些  
 遊戲甚至有色情或

## 內容 □：

切題，能從正反兩面說明智能電話對青少年的影響，並加以闡述，內容比較充實、豐富。

- 1 引言，點題
- 2 觀點一：方便和朋友溝通
- 3 觀點二：減輕壓力
- 4 觀點三：影響心理發展
- 5 觀點四：降低語文能力
- 6 觀點五：容易造成欺凌
- 7 結論：青少年應適當使用智能電話

## 結構 — — —：

能按內容重點分段，從正反兩面分點說明，並能運用標示語串聯段落，清晰說明自己的觀點，條理分明。

## 文句 — — —：

能正確運用句子寫作，文句通順、達意，如「這些電話能為青少年提供便利，但也能造成禍害」、「增進大家之間的友誼，成為了彼此溝通的主要橋樑」。

暴力的成傷，特別影響  
青少年的心理發展。

5 同時，智能電話的  
溝通媒體，例如：微信  
等程式設有語音功能，  
負責方便的青少年們自然  
會使用這些功能，那麼  
他們練字的時間少了，  
漸漸，語文能力就大大  
降低。

6 再者，這些溝通媒  
體能集成羣組，這樣一  
來，便更加容易產生集  
體欺凌。

7 智能電話有利也有  
弊，但我相信只要青少  
年們適當地使用，就能  
為他們帶來益處。

**詞語運用** ~~~~：

能恰當地運用書面字詞寫作，用詞豐富，如「大行其道」、「日新月異」、「廣泛」、「橋樑」、「多不勝數」、「難以自拔」、「欺凌」。

**錯別字：**

錯別字很少，如橋(橋)樑。

**標點符號：**

能正確運用標點符號寫作。

## 一般評論

### 閱讀範疇

#### 學生在理解篇章和實用文方面，表現平穩

- 達到基本能力水平的學生能「理解敘述性和說明性文字的段意及段落關係」和「理解簡單的實用文」，大致能「能理解作者概括出來的事理」、「理解篇章中具體事件的寓意」和「能理解篇章中例證的作用」，也尚能「理解所學詞語」。學生在閱讀範疇中，整體表現平穩。
- 學生在「理解敘述性和說明性文字的段意及段落關係」，比 2015 年略有進步。達到基本能力水平的學生能掌握篇章的段落大意，理解段落關係。
- 學生在「理解簡單的實用文」方面，表現持續平穩。學生能明白海報中的基本內容和主要信息。

#### 學生在閱讀範疇常犯錯誤說明

##### (一) 詞語題

部分學生未能根據篇章和題目的語境，正確回答詞語題，現以 6CR2 第 10 題和第 11 題為例，臚列學生常犯錯誤示例：

卷別	學生示例	備註
6CR2	10. 青少年容易受不良份子 <u>產生</u> 作違法的事，因此我們必須謹慎交友。	未能理解題目的語境和「引誘」的意思
	10. 青少年容易受不良份子 <u>催化</u> 作違法的事，因此我們必須謹慎交友。	
6CR2	11. 文中哪一個四字詞語有「彼此差異非常明顯」的意思？ <u>截然</u> 。	沒有按題幹要求找出四字詞語
	11. 文中哪一個四字詞語有「彼此差異非常明顯」的意思？ <u>逐步減少</u> 。	未能明白「彼此差異非常明顯」的意思

## (二) 篇章內容

部分學生未能根據篇章內容，複述或整理有關資料。在〈太陽知多少〉中，題目要求學生填寫什麼現象令太陽顏色有不同，部分學生未能理解基本內容。現列出學生常犯錯誤：

卷別	學生示例	備註
6CR1	13. 根據文章內容，在橫線上填寫答案。 因為 <u>光線</u> 現象，所以太陽的顏色才有不同。	未能理解篇章內容
	13. 根據文章內容，在橫線上填寫答案。 因為 <u>當陽光進入大氣層這個</u> 現象，所以太陽的顏色才有不同。	
	13. 根據文章內容，在橫線上填寫答案。 因為 <u>「散光」</u> 現象，所以太陽的顏色才有不同。	

## 寫作範疇

## 實用文

## 學生大致能寫實用文

- 學生在便條的表現，比 2015 年有所進步，日記方面則相若。學生大致能掌握兩種實用文類的格式要求，也大致能按照題目要求，選取適切的材料寫作。惟部分學生在內容上或格式上有疏漏和失誤。

## 學生在實用文寫作方面，常犯錯誤說明

## (一) 欠缺主要信息或選材有疏漏：

## (1) 便條

部分學生沒有仔細閱讀題目，在三項信息中欠缺「感謝老師的教導」/「感謝表哥在功課上的指導」的信息。錯誤例子如下：

學生寫作表現	備註
<p>親愛的陳老師：</p> <p>我想把我造的一個筆筒送給你，希望你喜歡。</p> <p>六月十三日</p> <p>即日午四時</p> <p>同濟上</p>	沒有感謝老師的教導

學生寫作表現	備註
<p>親愛的表哥：</p> <p>今天我去手工班，要教的手工是相架。我當時想起你說過你需要一個相架，所以我就用多餘的時間給你做了一個。下課後，我去了你家，本想把它送給你，但你又不在了，所以只好留下便條和相架在你桌上。下一回手工班會做手工玩具，如果你要一個就通知我。</p> <p>劉尚儒上 六月廿日</p>	沒有感謝表哥在功課上的指導

## (2) 日記

部分學生未能緊扣「我得到親人的讚賞」或「我得到老師的讚賞」去寫一篇日記。個別學生審題不清，給「我」讚賞的對象並不是「親人」或「老師」。在抒發感受方面，個別學生沒有着墨，或只以「我很高興」交代。錯誤例子如下：

學生寫作表現	備註
<p>七月四日 星期日 晴</p> <p>今天，我非常開心，因為我得到親人的讚賞。</p> <p>下午的時候，我和家人一起到酒樓吃點心。在回家的路上，看見一位老婆婆拿着沉重的水果，正要過馬路。她一不小心摔倒了，連同水果掉下來。我看到這個場景馬上把水果拾起來和扶起她，並帶她去安全的地方。婆婆看見我就這麼乖巧便把她從袋子取出來的橙給我。我連忙跟她道謝，然後離開！</p> <p>雖然我第一次見這位婆婆，但得到她的讚賞，我還是很開心。</p>	給我讚賞的並不是「親人」
<p>六月十三日 星期二 雨</p> <p>今天放學回家後我就教我弟弟做功課，教完弟弟後我就幫媽媽打掃家理，然後我媽媽去街市買食物之後幫爸爸去拿東西。之後爸爸和媽媽都稱讚我。</p>	沒有提及個人感受

## (二) 格式欠完整：

## (1) 便條

部分學生未能掌握便條的格式，有的錯置下款和日期/時間，有的則欠缺相關資料。錯誤例子如下：

學生寫作表現	備註
<p>陳老師：</p> <p>今天我在視覺藝術課造了一個筆筒，我想把它送給您。但您剛好不在，我送這個筆筒給您來感謝您的悉心教導！謝謝您，也希望您喜歡。</p> <p>今天下午二時</p> <p>泳澄敬上</p>	錯置下款和日期/時間
<p>表哥：</p> <p>今天我在手工班造了一個相架，為了感謝你昨天在功課上的指導。下課後，我到了你的家送這個相架給你，但你剛好不在，我只好留下這張便條給你，希望你喜歡這個相架。</p>	欠缺下款、日期/時間

## (2) 日記

部分學生在格式上有所疏漏，如欠缺「日期、星期、天氣」，又或是把相關資料次序顛倒。錯誤例子如下：

學生寫作表現	備註
<p>親人的讚賞</p> <p>今天下午，到了放學的時間，老師在課堂上喊放學，大家都不約而同的背起書包，擺好椅子，就往教室門外衝。</p>	欠缺日期、星期、天氣
<p>星期一 六月十三日 陰</p> <p>今天在回家的途中，我看一個小妹妹在哭，於是我便走過去問她發生甚麼事，原來她不見了媽媽。</p>	日期和星期的位置顛倒

短文學生大致能寫「內容」切題的文章

- 學生大致能按題目要求，寫一篇「切題」的文章，掌握「能按寫作提示，擬定內容」的基本能力。不少學生在「內容」方面表現不俗。
- 在記敘文中，學生大致能寫一篇關於「在商店購物時，看到有人偷取物品」的文章。學生大致能組織相關內容。惟內容剪裁方面，部分學生花大量篇幅描寫購物的經過，反而看到別人偷取物品的經過和感受只有寥寥幾筆。
- 在說明文方面，學生也能掌握題旨要求，在首段先點出現今智能電話十分普及，對青少年造成正反兩面的影響。然後分成若干段臚列觀點，說明智能電話對青少年的影響，最後做總結。閱卷員表示學生對論點的闡述過於簡略。

學生大致能做到適當分段，「結構」完整

- 學生具有分段意識，能按內容重點適當分段。在記敘文方面，學生大致能順序記述事件的經過，並以感受和學會的道理總結全文，逾七成學生取得三等或以上的成績。在說明文中，學生能按論點分段，並以標示語串聯文章，使文章更具條理，接近七成的學生獲得三等或以上的成績。

學生在「詞語」和「文句」方面，表現平穩

- 學生能運用書面字詞寫作，文句大致通順、達意。大部分學生能在「詞語」和「文句」取得三等或以上的成績，表現平穩。
- 在記敘文中，學生大致「能寫結構較複雜的句子」，有些學生更能適當插入對話，或是運用不同的修辭手法如比喻、擬人、排比和誇張等，為文章加添色彩。個別學生能準確運用日常生活詞語，如「誤入歧途」、「歷歷在目」、「知法犯法」、「若要人不知，除非己莫為」、「天網恢恢，疏而不漏」等。
- 在說明文中，學生大致會運用不同的問句來加強文章的說服力，例如「現在的年青人整天拿著手機，他們究竟是在善用？還是在濫用呢」，「智能電話令我們生活方便多了，可是你有沒有想過它對青少年的影響呢」。個別學生能靈活運用不同詞語和諺語來增加文章的色彩，如「消磨」、「隔膜」、「一日千里」、「目不轉睛」、「勤有功，戲無益」、「百害而無一利」等。
- 部分學生文句或用詞欠缺變化，且偶有疏漏。部分學生會以口語入文，又或是夾雜英語。

學生在「錯別字」和「標點符號」方面，表現平穩

- 學生在正確書寫常用字和運用標點符號，表現與 2015 年相若。學生的錯別字大致可分誤寫別字和部件疏漏，常犯錯別字如下：

音近而誤：

正寫	別字	正寫	別字	正寫	別字
警署	警處	繩之於法	乘之於法	以後	已後
天網恢恢	天網灰灰	戴眼鏡	帶眼鏡	衡量	行量

形近而誤：

正寫	別字	正寫	別字	正寫	別字
鬼祟	鬼崇	參觀	參歡	影響	影嚮
煩惱	煩腦	導致	導至	熒幕	營幕

筆畫錯漏：

正寫	別字	正寫	別字	正寫	別字
真	真	逛	犇	偷	偷
歉	歉	聊	聊	或	式

- 學生大致能正確運用標點符號。惟部分學生偶有疏漏，如省略號不足六個點，又或是在「等等」之後再加省略號。小部分學生有「一逗到底」的毛病。

## 聆聽範疇

### 學生在聆聽範疇中，表現理想

- 大部分學生能「理解話語的內容大要」，也能「理解語段間的銜接關係」。學生能正確回答超過八成的題目，在評估過程中，態度認真，專心聆聽，理解話語內容和理解語段間的銜接關係。小部分學生在「聽出話語中對人物、事件的簡單評價」方面，受局部信息干擾，未能理解話語的關鍵信息。

## 說話範疇

### 學生能按圖畫內容，講述故事

- 整體而言，學生在看圖說故事的表現比較理想。達到基本能力水平的學生普遍能按圖畫內容，組織具完整結構的故事。惟部分學生只是側重描述圖畫的表層信息，沒有加以解釋或闡述；部分學生觀察未夠仔細，忽略圖畫中某些細節，以致影響表現。
- 大部分學生能清晰、有條理地講述故事，惟部分學生所說故事結構不完整。詞語運用方面大致恰當，但欠缺生動和變化，部分學生詞彙貧乏，常以「好」來形容事物，少用不同的形容詞。

### 學生能作簡短的口頭報告

- 大部分學生能按題目，根據自己的生活經驗，把活動或事情的經過報告出來，並抒發感受。部分學生側重講述活動或事情的始末經過，欠缺重點，亦欠缺具體的感受。
- 學生大致用詞恰當，但欠缺變化。部分學生在內容安排方面，交代活動或事情的細節過長，以致抒發感受部分過於簡略。

### 學生能就日常話題，跟同學進行討論

- 大多數學生能主動投入參與討論，能根據題目表達意見，然後就同學的說話作適切的回應。惟部分能力稍遜的學生未能掌握討論的技巧，只是輪流地表達自己的意見，未能作恰當的回應；甚或有學生只是重複自己或同學的觀點，欠缺論據。
- 部分學生未有引例子佐證，以致內容空泛。此外，少數學生的回應流於公式化，如「同學，你有什麼意見？」或「我也同意你的看法」等語句。

### 視聽資訊評估

- 視聽資訊評估旨在評估學生處理視像信息和聆聽資訊兩方面的能力。學生獲取資訊後，經過整理和組合，掌握內容大要。視聽資訊設有兩張分卷，每張分卷分為兩部分。兩張分卷的第二部分主題都是「鞋匠」，屬共同題。分卷一及分卷二的第一部分則介紹香港交通工具「天星小輪」和「電車」的發展和變遷。兩張分卷短片的安排如下：

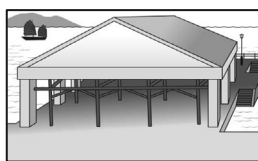
卷別	第一部分	第二部分
6CAV1	〈天星小輪〉	〈鞋匠〉
6CAV2	〈電車〉	〈鞋匠〉

- 短片「鞋匠」主要內容是介紹香港造鞋和補鞋行業的歷史。短片開首講述退休鞋匠潘伯伯希望找到有心人安置他的補鞋機器和工具，然後介紹造鞋和補鞋行業在香港的發展與興衰。最後長春社文化古蹟資源中心接收了潘伯伯的補鞋機器和工具，整理過後，更安排在中心展示給市民參觀。
- 短片「天星小輪」主要講述天星小輪的歷史和變遷。短片先講述香港開埠初期的交通情況，然後介紹印度商人米泰華拉創辦九龍渡海小輪公司，發展海上交通。接着講述天星碼頭的變遷，以及近數十年維多利亞港的變化。
- 短片「電車」主要內容是介紹電車的歷史和發展。短片開首講述電車的起源、演變和在香港島的發展，然後介紹電車在昔日與今天的不同之處。

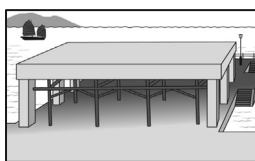
### 學生能明白視聽資訊中的信息

- 學生能根據「天星小輪」的內容，找出天星小輪船身的綠色是代表「海」的意思(6CAV1 第3題)。學生能根據畫面內容，找到天星碼頭最早期的外貌(6CAV1 第5題)。

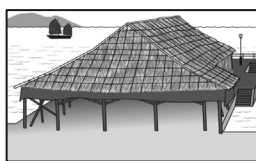
5. 根據短片內容，下列哪一幅圖畫最符合天星碼頭最早期的外貌？



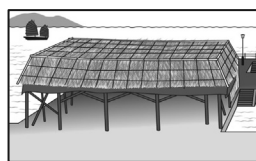
A



B



C

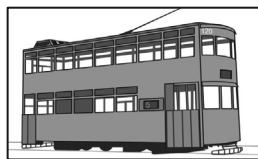


D

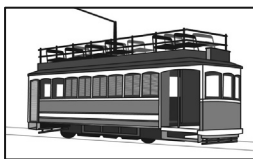
6CAV1 第5題 答案：「C」

- 在「電車」中，學生能根據受訪者的說話，掌握香港自開埠以來，大多數人聚居在香港島的北岸（6CAV2 第 1 題）。學生又能根據短片內容，了解電車設計的演變（6CAV2 第 3 題）。在「鞋匠」中，學生通過短片內容，掌握長春社文化古蹟資源中心將潘伯伯的補鞋機器和工具展示給市民參觀（6CAV1 第 12 題 / 6CAV2 第 12 題）。

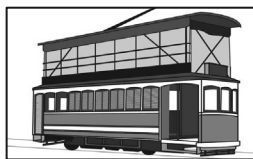
3. 根據短片內容，下列哪一項符合電車設計的演變？



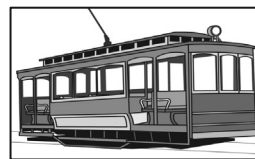
1



2



3



4

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

6CAV2 第 3 題 答案：「D」

### 學生大致能找出視聽資訊中的因果關係

- 在「鞋匠」中，學生能通過主持的講述，掌握潘伯伯後來主力做補鞋生意的原因是「購買手造鞋的人減少」（6CAV1 第 9 題 / 6CAV2 第 9 題）。

### 學生能掌握視聽資訊中內容重點

- 學生能整合短片的內容信息，辨識主題和重點。在「電車」中，學生能通過畫家江啟明的講述，掌握昔日的情況：電車乘客可以隨時下車（6CAV2 第 6 題）。

### 表現良好的學生能掌握視聽資訊中相關的細節

- 表現良好的學生能專注觀看短片，整合信息，找出短片的內容細節。在「天星小輪」中，學生能選出正確答案是「他曾經是一名廚師」和「他創立九龍渡海小輪公司」（6CAV1 第 2 題）。
- 在「電車」中，表現良好的學生能仔細聆聽受訪者的介紹，並識別跟短片內容相符的選項，選出正確答案是「電車廠由銅鑼灣遷往西環」（6CAV2 第 5 題）。

### 學生能辨識短片主要信息

- 大部分學生能辨識短片主要信息。在「天星小輪」中，學生能辨識短片的主要內容是「介紹天星小輪的歷史和變遷」（6CAV1 第 7 題）。在「鞋匠」中，學生大致能辨識短片的主要內容是「介紹造鞋和補鞋行業的歷史」（6CAV1 第 13 題 / 6CAV2 第 13 題）。

## 2013 年至 2017 年中文科小六學生表現一覽表

- 在 2017 年全港性系統評估中，達到基本能力水平的學生佔 78.3%。

表 6.19 2013 年至 2017 年中文科達到基本能力水平的小六學生百分率<sup>^</sup>

年份	達到基本能力水平的學生百分率
2013	78.1
2015	77.7
2017	78.3

<sup>^</sup> 2014 年和 2016 年小六全港性系統評估暫停舉行。由於此評估是學校以自願形式參與，而非全港小六學生參與的全港性系統評估，故此報告不會有全港數據。

- 根據小六學生在 2013 年至 2017 年系統評估的數據，臚列各學習範疇的強弱項，為教師提供資料，改善學與教。詳見表 6.20。

表 6.20 2013 年至 2017 年中文科小六學生表現一覽表

年份 閱讀	2013	2015	2017	備註
<b>強項</b>	<ul style="list-style-type: none"> <li>學生能理解和運用所學的詞語，表現理想。學生在填詞成句和詞語理解兩類的題型，表現相若。大部分學生能掌握篇章中詞語的意義，也能從上下文推理推敲詞義。</li> <li>學生在理解敘述性和說明性文字的段意和段落關係方面，表現比 2011 年進步。不少學生能辨識文章各段的內容，把握段落落在篇章的作用；或能掌握段落的關鍵句子，概括段落主題。</li> </ul>	<ul style="list-style-type: none"> <li>學生在和「理解作者概括出來的道理」中，比 2013 年略有進步。</li> <li>達到基本能力水平的學生能掌握篇章表層信息，也能尋找字裏行間的事理、因果關係、主要信息等。</li> </ul>	<ul style="list-style-type: none"> <li>學生在「理解敘述性和說明性文字的段意及段落關係」方面，比 2015 年略有進步。學生能掌握段落大意。</li> <li>學生能理解簡單的實用文。學生大致明白海報的內容，掌握海報所傳遞的主要信息。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生未能按題目要求作答，宜小心審閱題目。</li> </ul>
<b>弱項</b>	<ul style="list-style-type: none"> <li>學生大致能理解篇章中具體事件的寓意，掌握篇章的脈絡發展及要點，理解作者通過篇章傳達的信息，惟表現未見突出。</li> </ul>	<ul style="list-style-type: none"> <li>學生在「能理解篇章中具體事件的寓意」中，仍有進步空間。</li> </ul>	<ul style="list-style-type: none"> <li>學生在理解和運用所學的詞語方面，部分題目表現比往年略遜。</li> </ul>	

年份 寫作	2013	2015	2017	備註
<b>強項</b>	<ul style="list-style-type: none"> <li>學生在日記和周記兩種文體的整體表現與2011年相近。</li> <li>學生大致能寫日記和周記。在選材、敘事能力方面，學生表現不俗。</li> </ul>	<ul style="list-style-type: none"> <li>學生能根據題目，選取合適的材料，寫一篇日記。</li> <li>學生大致「能按寫作提示，擬定內容」。在記敘文中，學生能根據題目，並參考題目提供的例子來寫作。在說明文中，也能先點出主題，在中段概述幾個要點，最後做總結。他們大致能把內容組織，並分成若干段落，寫成一篇短文。</li> </ul>	<ul style="list-style-type: none"> <li>學生在撰寫便條方面，表現比2015年進步。</li> <li>學生大致能根據題目要求，擬定內容寫作。</li> <li>學生能按內容，適當分段寫作，條理大致清晰。</li> </ul>	<ul style="list-style-type: none"> <li>學生在撰寫日記方面，仍有進步空間。</li> <li>閱卷員指出部分學生口語入文，並有中英夾雜的情況，宜多加注意。</li> </ul>
<b>弱項</b>	<ul style="list-style-type: none"> <li>在實用文方面，學生大多能按時序組織相關資料，重點敘述事件的經過，但個人感受和體會，則着墨不多。</li> </ul>	<ul style="list-style-type: none"> <li>學生在撰寫便條上，在內容和格式上有比較多的疏漏。</li> <li>學生能大致做到切題，惟內容一般，敘事的經過比較簡單，說明的論點也缺乏闡釋。</li> </ul>	<ul style="list-style-type: none"> <li>學生在撰寫日記時，偶有剪裁不當的情況，感受過於簡略。</li> <li>學生在說明文方面，論點未有充分闡釋。</li> </ul>	

年份 聆聽	2013	2015	2017	備註
強項	<ul style="list-style-type: none"> <li>學生在「能理解話語的內容大要」、「能聽出話語中對人物、事件的簡單評價」和「能理解語段間的銜接關係」三項基本能力，皆比 2011 年優勝，表現不俗。</li> <li>整體而言，學生已具備第二學習階段的聆聽理解能力。</li> </ul>	<ul style="list-style-type: none"> <li>根據基本能力的描述，學生在聆聽範疇中，「能理解話語的內容大要」、「能聽出話語中對人物、事件的簡單評價」和「能理解語段間的銜接關係」，符合基本能力的要求。</li> <li>達到基本能力水平的學生能回答超過八成的題目，表現理想。</li> </ul>	<ul style="list-style-type: none"> <li>學生普遍具備不俗的聆聽要點能力。</li> <li>學生大致能理解話語的內容大要和理解語段間的銜接關係。</li> </ul>	<ul style="list-style-type: none"> <li>建議學生養成一邊聆聽話語內容，一邊摘記要點的習慣。</li> </ul>
弱項			<ul style="list-style-type: none"> <li>小部分學生在「能聽出話語中對人物、事件的簡單評價」方面，仍有待改進。</li> </ul>	
年份 視聽資訊	2013	2015	2017	備註
強項	<ul style="list-style-type: none"> <li>學生在「能明白視聽資訊中的信息」一項能力中，表現比 2011 年略為進步。學生對於一些擷取表層信息或結合視聽資料的題目，表現理想。</li> </ul>	<ul style="list-style-type: none"> <li>學生能複述視聽資訊中的內容，尋找視聽資訊中的因果銜接關係，也能概括內容和資訊，辨識主題和重點。</li> </ul>	<ul style="list-style-type: none"> <li>學生能複述短片內容，理解視聽資訊中的信息，也能辨識短片的主要信息。</li> </ul>	<ul style="list-style-type: none"> <li>本年度學生在需要觀看畫面信息的題目方面，比以往有明顯進步。</li> <li>建議學生養成摘記要點的習慣。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>學生大致能概括視聽資訊的內容，找出短片傳達的信息。</li> </ul>	<ul style="list-style-type: none"> <li>學生在理解個別細節和需要結合「視」、「聽」的題目，仍有進步空間。</li> </ul>	<ul style="list-style-type: none"> <li>學生在辨識事件的因果關係方面，仍有進步空間。</li> </ul>	

年份	2013	2015	2017	備註
說話				
強項	看圖說故事 ● 大部分學生能按圖畫講述故事，內容豐富，結構完整。本年度學生於字詞發音及說話音量方面，表現理想。 口頭報告 ● 絕大部分學生能對應題目重點作口頭報告，選材適切，內容充實，條理分明。學生在詞語運用方面見顯著進步。 小組討論 ● 大部分學生能按話題主動表達己見，表明立場，又能因應組員意見作適當的回應，互動性強，討論氣氛熱烈。本年度取得良好表現的學生人數是歷年最多。	看圖說故事 ● 大部分學生能根據圖畫內容，組織完整的故事。部分學生能代入圖畫中的角色，運用不同的聲線和語調，表現活潑生動。本年度學生在講述故事內容、條理和詞語運用方面，表現比往年佳。 口頭報告 ● 大多數學生能作清楚簡短的口頭報告，中心明確，並有條不紊地報告活動的經過和感受。部分學生聲音響亮，發音準確。部分學生能運用準確生動、多變化的詞語。 小組討論 ● 大部分學生態度有禮，認真地參與討論，能根據話題表達己見，然後對同學的發言作出適當的回應，討論氣氛良好。	看圖說故事 ● 大多數學生能按圖畫內容講述完整故事。部分學生能為圖畫中的人物加上名字，或自己代入角色。部分學生的內容別具創意，在結尾部分更抒發感受，表現良好。 口頭報告 ● 學生能作清楚簡潔的口頭報告，內容中心明確，並運用準確的詞語表達。部分學生能運用準確生動而富變化的詞語，或運用成語。學生說話聲音清晰響亮，發音準確。 小組討論 ● 學生能主動投入參與討論，能圍繞主題，表達意見，論點清晰明確，理據充足。學生能專心聆聽同學發言，然後作適切回應，表現不俗。	● 整體而言，學生在看看圖說故事的表現比較理想。 ● 在看圖說故事方面，學生宜細心觀察圖畫中的主要信息，運用準確的詞語講述故事，並抒發感受。 ● 在口頭報告方面，學生宜留意內容安排，不應只側重講述活動或事情的經過與細節。 ● 在小組討論方面，學生宜多留意社會時事，身邊的人和事，並加強多角度思考訓練。

年份 說語	2013	2015	2017	備註
弱項	<p>看圖說故事</p> <ul style="list-style-type: none"> <li>● 能力稍遜學生偏向描述圖片內容，忽略故事結構，未能構思成一個完整的故事。部分學生只提及表層信息，未能根據圖畫內容加以發揮，表現有待改善。</li> </ul> <p>口頭報告</p> <ul style="list-style-type: none"> <li>● 小部分學生未能好好掌握時間，側重報告的引子和總結，未能就事件作較詳細的敘述；部分學生未有就事件抒發感受，結構欠完整。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>● 部分能力稍遜的學生未能提出充合理由，支持自己的說法；也有部分學生未能將話題加以發揮，使內容流於空洞；更有部分學生不和組員溝通交流，只是自說自話。</li> <li>● 部分學生詞彙貧乏，欠缺變化。</li> </ul>	<p>看圖說故事</p> <ul style="list-style-type: none"> <li>● 部分學生觀察欠仔細，忽略圖畫中的某些細節，影響表現。部分學生只伯描述圖畫中表層的信息，未能加以發揮。</li> <li>● 部分學生的詞彙貧乏，偶有夾雜英語詞彙。</li> </ul> <p>口頭報告</p> <ul style="list-style-type: none"> <li>● 部分學生報告的內容過於流水帳，未能突出重點，也欠缺具體的感受。小部分學生審題不周。</li> <li>● 部分學生詳略鋪排失當，側重講述活動經過，抒發感受只有一兩句。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>● 有些學生只是重複自己或別人的觀點，欠缺有力的論據。部分學生只是輪流地表達己見，未能適切地回應同學。</li> <li>● 部分學生欠多角度思考，例證不足。</li> </ul>	<p>看圖說故事</p> <ul style="list-style-type: none"> <li>● 能力稍遜的學生側重描述圖畫的表層信息，沒有加以解釋或闡述；部分學生觀察未夠仔細，忽略圖畫中某些細節。</li> <li>● 部分學生詞彙貧乏，常以「好」來形容事物。</li> </ul> <p>口頭報告</p> <ul style="list-style-type: none"> <li>● 部分學生側重講述活動或事情的始末經過，欠缺重點，亦欠缺具體的感受。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>● 部分能力稍遜的學生未能掌握討論的技巧，只是輪流地表達自己的意見，未能作恰當的回應；有學生只是重複自己或同學的觀點，欠缺論據。</li> <li>● 部分學生欠缺例子佐證。</li> </ul>	

## 2017 年全港性系統評估中學三年級中文科成績

2017 年中三級學生在中文科達到基本能力水平的百分率為 77.1%。

### 中學三年級評估設計

#### 評估範疇及擬題依據

- 中文科的評估範疇包括閱讀、寫作、聆聽及說話，題目依據《中國語文課程第三學習階段基本能力（第一試用稿）》及參照《中學中國語文建議學習重點（試用本）（2007）》、《中國語文教育學習領域·中國語文課程指引（2002）》等課程文件擬訂。

#### 評估卷別

- 本科按不同學習範疇的特性，設獨立卷別，重點評估學生在該學習範疇的能力。惟由於在閱讀和聆聽範疇的「基本能力」中均列述了「能識別視聽資訊中主要的信息」一項，因此本評估另設一考卷以評估學生在這方面的能力。
- 評估涵蓋四個範疇。閱讀及寫作各設三張分卷，說話設四張分卷，聆聽設兩張分卷，視聽資訊設一張卷，合共 110 題。部分題目會在多於一張分卷內使用，藉此作為分卷間的聯繫。各分卷的題數詳見表 6.21a，題數已包括各分卷的重疊題目，以便計算等值分數。

表 6.21a 中三題數與分數分布

科目	題數(分數)				
	分卷一	分卷二	分卷三	分卷四	總數*
中文					
紙筆評估					
聆聽	16(16)	15(15)	--	--	23(23)
閱讀	23(23)	22(22)	22(22)	--	53(53)
寫作	2(30)	2(30)	2(30)	--	6(30)
視聽資訊	12(12)	--	--	--	12(12)
總數	53 (81)	39(67)	24(52)	--	94(118)
說話評估					
個人短講	2(16)	2(16)	2(16)	2(16)	8(16)
小組討論	2(16)	2(16)	2(16)	2(16)	8(16)

\*各分卷的重疊題目只計算一次

- 紙筆評估包括聆聽、閱讀、寫作及視聽資訊，時間合共 140 分鐘，在聆聽、閱讀及寫作範疇，每名學生只須答其中一張分卷，說話評估則以抽樣形式進行，各學習範疇的卷別及時限編排如下：

表 6.21b 中三各學習範疇的卷別編排

學習範疇	分卷	題數	評估時限
閱讀	9CR1	23	30 分鐘
	9CR2	22	
	9CR3	22	
聆聽	9CL1	16	約 20 分鐘
	9CL2	15	
寫作	9CW1	2	75 分鐘
	9CW2	2	
	9CW3	2	
說話*	9CSII-9CSI8	8 (個人短講)	準備時間：5 分鐘 說話時間：2 分鐘
	9CSG1-9CSG8	8 (小組討論)	準備時間：5 分鐘 討論時間：8 分鐘
視聽資訊	9CAV	12	約 15 分鐘

\*說話評估以隨機抽樣形式進行

## 評估方式

### 閱讀範疇

- 閱讀評估設有三張分卷(9CR1、9CR2、9CR3)，每名學生只須答其中一卷。
- 各卷主要評估學生的閱讀理解能力，分為三部分，共三類閱讀材料。第一類是語體文，共兩篇文章。第二類為文言文。第三類為實用文。

表 6.22 中三閱讀評估一分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
9CR1	語體文	2	14	選擇、短答、填充
	文言文	1	4	
	實用文-說明書	1	5	
9CR2	語體文	2	14	
	文言文	1	4	
	實用文-調查報告	1	4	
9CR3	語體文	2	13	
	文言文	1	4	
	實用文-通告	1	5	

表 6.23 中三閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號			題數
	9CR1	9CR2	9CR3	
BR3.1 能認讀一般閱讀材料中的常用字	此兩項已融入其他評估重點中			--
BR3.2 能理解篇章中大部分詞句的含義				--
BR3.3 能歸納篇章的內容要點	1、2、3、5、6、8、11、12、13、14	1、2、3、5、6、8、9、10、11、12	1、2、3、4、5、8、9、11、12、13	20*
BR3.4 能判別篇章的一般寫作方法	4、7、9、10	4、7、13、14	6、7、10	7*
BR3.5 能概略理解淺易文言作品	15、16、17、18	15、16、17、18	14、15、16、17	12
BR3.6 能概略理解常見的實用文	19、20、21、22、23	19、20、21、22	18、19、20、21、22	14
題目總數				53*

\*各分卷的重疊題目只計算一次

## 寫作範疇

- 寫作評估設有三張分卷(9CW1、9CW2、9CW3)，每名學生只須答其中一卷，每卷分為兩部分：實用文寫作和文章寫作。
- 實用文寫作要求學生按提供的材料及指示寫一篇實用文，評審準則旨在評估學生在表達信息或相關內容及掌握正確格式方面的能力表現，評審準則劃分為四個等級。
- 文章寫作採用開放式話題寫作，由學生自行決定表達方式，字數不限。評審準則項目包括：內容、結構、文句、詞語運用、錯別字和標點符號。「內容」、「結構」、「文句」和「詞語運用」劃分為五個等級，「錯別字」和「標點符號」則分為三個等級。

表 6.24 中三寫作評估—試卷安排

試卷編號	題目類別	題數
9CW1	實用文-邀請信	1
	文章寫作	1
9CW2	實用文-啟事	1
	文章寫作	1
9CW3	實用文-報告	1
	文章寫作	1
題目總數		6

## 聆聽範疇

- 聆聽評估設有兩張分卷(9CL1、9CL2)，每名學生只須答其中一卷。話語內容分為兩部分，題型為選擇題。

表 6.25 中三聆聽評估—分卷安排

分卷編號	題數	題型
9CL1	16	選擇
9CL2	15	

表 6.26 中三聆聽評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號		題數
	9CL1	9CL2	
BL3.1 能理解話語的主題和內容要點	2、3、4、6、7、8、11、12、13、14、15、16	2、3、4、6、7、8、10、11、13、15	16*
BL3.2 能透過說話者的語氣，聽出話語的實際意思	1、9	1、9	3*
BL3.3 能概略理解話語內容的前後關係	5、10	5、12、14	4*
題目總數			23*

\*各分卷的重疊題目只計算一次

## 說話範疇

- 說話評估分兩天，上、下午四個分節進行，學生只參與其中一個分節的評估，每個評估分節的「個人短講」及「小組討論」題目不同。
- 評估是以隨機抽樣形式進行，參與人數 12 或 24 名不等，視乎該校中三級實際人數而定。評估分為「個人短講」和「小組討論」兩部分，每名學生只須參與其中一部分。
- 「個人短講」的準備時間為五分鐘，學生須於五分鐘後依題目指示，以兩分鐘時間完成短講。「小組討論」的準備時間也是五分鐘，而討論時間則為八分鐘。
- 「個人短講」和「小組討論」的評審準則相同，包括「內容」、「條理」、「表情達意」及「語速和語氣」，其中「內容」和「表情達意」分五個等級，而「條理」及「語速和語氣」則分為三個等級。

表 6.27 中三說話評估一分卷安排

基本能力	方式	題目編號	題數
BS3.1 能按講題要求，確定說話內容，作簡單而清楚的短講	個人短講	9CSI1、9CSI2、9CSI3、 9CSI4、9CSI5、9CSI6、 9CSI7、9CSI8	8
BS3.3 說話能圍繞主題，大致有條理			
BS3.4 表情達意用語大致恰當			
BS3.5 說話的速度和語氣大致恰當			
BS3.2 對話和討論時，能抓住別人說話要點，並作出簡單回應	小組討論	9CSG1、9CSG2、9CSG3、 9CSG4、9CSG5、9CSG6、 9CSG7、9CSG8	8
BS3.3 說話能圍繞主題，大致有條理			
BS3.4 表情達意用語大致恰當			
BS3.5 說話的速度和語氣大致恰當			
題目總數			16

### 視聽資訊評估

- 由於在閱讀和聆聽範疇中設有「能識別視聽資訊中主要的信息」一項，故此部分另設一卷(9CAV)以作評估。

表 6.28 中三視聽資訊評估一卷別安排

試卷編號	題目數量	題型
9CAV	12	選擇

## 2017 年達到基本能力水平的中三學生表現

### 閱讀範疇

- 閱讀評估分三部分，分別是語體文、文言文和實用文閱讀理解，以下將就不同文類，陳述學生的理解能力表現。

#### (一) 語體文

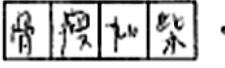
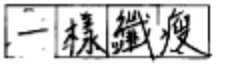
- 語體文閱讀理解部分旨在評估學生閱讀語體文時，擷取篇章主要信息及綜合理解篇章的能力。而一般認讀常用字和理解篇章字詞含義的能力，已融入基礎理解能力之中。
- 評估卷分別選錄主題不同的語體文，例如有讚頌桃花品格的〈愛桃說〉、反思人與鳥關係的〈與鳥握手〉，也有介紹香港岩石及地貌的文章，旨在評估學生在歸納篇章內容要點及判別一般寫作方法的能力。

#### 學生大致能理解篇章的內容要點

- 學生大致能理解篇章主要的信息，例如 9CR1 第 8 題問「作者為甚麼說『桃花，仿佛是年花中的一品仙子』(第 8-9 行)?」大多數學生可以根據第②段內容，找到作者認為桃花「親切可人」，堪稱花中的一品仙子的依據。
- 學生大致可以根據篇章的內容要點，推斷某些細節的含義，如 9CR1 第 6 題(即 9CR2 第 6 題)問「為甚麼作者的心『不禁顫動』(第 30 行)?」大部分學生能從第⑤段找到推斷的依據：作者想到饑民同樣因子女吃不飽而憂心，想到這裏，她的心不禁顫動。

#### 學生大致能歸納篇章的內容要點

- 學生大致能歸納篇章的內容要點。如 9CR1 第 2 題(即 9CR2 第 2 題)問「作者認為兒子與照片中的男孩在外形上有何相似的地方?」大多數學生能根據篇章各項信息，理解兒子與照片中的男孩同樣瘦弱。

卷別/題號	例子	說明
9CR1 第 2 題 (即 9CR2 第 2 題)		答案正確
		學生大致能理解兒子與照片中的男孩在外形上相似的地方。學生以「纖瘦」形容男孩子，用語雖然不算準確，但不予扣分。

### 學生大致能判別篇章的一般寫作手法

- 學生大致能掌握語體文常見的描寫和說明手法。如 9CR1 第 4 題(即 9CR2 第 4 題)學生能判別第④段運用了心理描寫及數字說明。又如 9CR2 第 14 題(即 9CR3 第 7 題)問「本文運用以下哪一種手法描寫鳥兒？」大多數學生能因應文中描寫鳥兒的部分，辨別出答案是「動態描寫」。

### (二) 文言文

- 評估卷分別選錄三篇主題不同的文言作品，旨在評估學生理解淺易文言文的能力。本年三篇考材均取材自淺易的文言故事。9CR1 的文言篇章選自《百喻經》，故事寫愚人發現食物加鹽後會更可口，後來愚人竟然只吃鹽，而不吃飯菜。9CR2 的文言篇章選自《獨醒雜誌》，文中記述王安石的軼事，藉王安石吃別人剩下的胡餅一事，凸顯他儉樸的性格。9CR3 的文言篇章選自《賢奕編》寫楚人學舟，因自滿而招致失敗的故事。

### 學生大致能理解淺易的文言作品

- 大多數學生尚能理解文言作品的主要情節。以 9CR1 第 15 題為例，問「愚人最初認為主人的食物如何？」絕大部分學生能理解愚人認為主人的食物淡而無味。
- 學生大致能掌握文言作品的主要信息。如 9CR2 第 16 題，大部分學生能找出與文言作品內容重點不符的選項，判別蕭氏子並沒有斥責王安石招待不周。又如第 18 題問「根據上文，王安石的為人是怎樣的？」學生大多能通過王安石吃蕭氏子剩下的胡餅一事，大致了解王安石的為人。

### (三) 實用文

- 實用文閱讀理解部分旨在評估學生閱讀實用文時，獲取相關資料、辨識主要信息及掌握格式方面的能力。實用文評估的選材多貼近現實生活，包括說明書(9CR1)、調查報告(9CR2)和通告(9CR3)。

### 學生大致能理解常見的實用文

- 學生大致能理解實用文的內容大意。以 9CR2 第 20 題為例，題目要求學生辨別與調查報告相符的調查結果，大多數學生能根據文中乙部的內容，選出正確答案。又如 9CR3 《特別交通安排通告》第 21 題問「以下哪一幅圖是 168 巴士改道後的路線？」學生能根據通告的內容，從四張展示不同巴士路線的圖片中，找出有關巴士改道後的路線。
- 大多數學生對於常見實用文的內容及格式要求有一定的認識。例如 9CR2 第 19 題及 9CR3 第 18 題要求學生為實用文選出適切的標題，大多數學生能根據實用文的內容及格式，判別正確答案。

## 寫作範疇

### (一) 實用文

- 實用文寫作旨在評估學生撰寫常見實用文的能力。學生須按照題目的要求，撰

寫配合語境、功能、內容與格式均正確無誤的實用文。實用文寫作評估設有三道題目，分別是邀請信（9CW1）、啟事（9CW2）及報告（9CW3）。在三道題目中，最多學生能運用恰當的實用文格式撰寫邀請信，而啟事的整體表現最佳。

### 學生大致掌握實用文的寫作要求

- 大多數學生能撰寫切合題目要求的邀請信。題目要求學生根據辯論學會主席黃志偉、課外活動主任何有容的對話和初中班際辯論決賽的海報，以黃志偉的名義寫信邀請常太光先生擔任比賽評判。在格式方面，大多數學生能以恰當的格式撰寫邀請信。部分以前稱式撰寫書信的學生，未有寫祝頌語；而部分以後稱式撰文的學生，則欠寫稱謂或位置有誤。在內容方面，大多數學生能點明決賽舉辦的時間、地點，然而部分學生未能清楚交代擔任評判的職責。個別學生錯寫比賽名稱、辯論題目，致使內容欠準確。
- 在三道題目中，以啟事表現較佳。題目要求學生以《愉快學生報》編輯的身分撰寫一則啟事，更正第五期「校園快訊」專欄報道。在格式方面，學生大多能以正確的格式寫職銜、署名及日期，但只有部分學生能以簡潔的文字，如「啟事」、「更正啟事」作為本文標題。在內容方面，學生一般能根據題目的要求交代資料錯誤的《愉快學生報》期數，惟部分學生錯寫專欄名稱。大多數學生能選取適切的資料撰寫啟事，可是較多學生只羅列參加人數等資料，而未有點明報道錯誤之處。
- 大多數學生能撰寫報告。題目附有環保小組舉辦「舊書回收行動」的活動資料及活動檢討會議的對話紀錄，為學生提供活動資料及提示未來舉辦活動的方向。學生大抵能掌握報告的格式，如上款、標題、小標題、下款及日期，但標題及小標題的文字偶爾未能對應題目要求，例如將「活動報告」誤作「調查報告」。學生大抵能抄錄與活動相關的資料，惟部分學生未有準確交代數字。大多數學生能依據題目的提示，就舉辦「舊書回收行動」的情況提出建議，但部分學生所提出的建議欠具體。

### （二）文章寫作

- 文章寫作旨在評估學生寫作文章的能力。學生須按寫作要求，擬定內容，並運用適切的表達方式撰文。文章寫作共有三道題目，學生須按題目要求寫一篇文章，字數不限。本評估採用半開放式題目或話題寫作。題目包括：「為\_\_\_\_\_鼓掌」（9CW1）、「雨過天晴」（9CW2）及「指南針」（9CW3）。而9CW2和9CW3為話題寫作，9CW1屬半開放式題型，要求學生填寫適當文字於橫線上，使之成為一道完整的題目。文章寫作題目沒有限定學生創作的文體和字數，學生可自行決定文章的表達方式——或記述自己、他人的經歷，或發表議論，或說明事理，或記述、抒情兼而有之，形式自由。

### 學生能根據題目要求寫作

- 大多數學生能按題目訂定的主題或話題寫作。大部分學生能因應題目從生活中選取合適的材料撰寫結構簡單的文章。作品大多文筆平實，惟內容一般。
- 9CW1「為\_\_\_\_\_鼓掌」一題，屬半開放式的題目。本題離題學生最少，大部分

學生能從生活、社會時事中選取合適的寫作材料。大部分學生直接讚揚父母、老師或為社會作出貢獻的人，然後舉事例說明值得為人物鼓掌的原因。也有學生想到早前「迷你倉庫」大火，消防員殉職的事件，藉此讚揚消防員不顧危險，保護市民生命及財產的安全。然而，大部分的作品對人物的描寫略嫌粗疏，未能清楚闡明人物有何值得讚揚之處。個別學生以「為嘗試鼓掌」、「為生命鼓掌」為題，立意、選材見心思。

- 9CW2「雨過天晴」一題的取材很多元化，今年較多學生運用描寫手法，借景抒情。不少學生以「雨過天晴」比喻事情由壞變好，有的學生寫與同窗的相處、學習的經歷；也有學生則描寫「雨過天晴」的景色變化；也有學生運用天文知識解說「下雨」及「放晴」的成因。絕大部分的學生能圍繞主題寫作，學生大多能清楚記述事件發生的經過及個人的感受，然而大多數的作品鋪陳的枝節較多，因此未能凸顯「下雨」時的彷徨、「放晴」時的喜悅。
- 9CW3「指南針」一題，學生的表現尚可。大部分學生能切題寫作，能圍繞「指南針」撰文。大多數學生以「指南針」比作良師、益友，以及家人，記敘他們對自己的勸勉，並道出他們對這些人生導師的感激之情。部分學生以說明手法寫「指南針」的外形、功用，以及款式的流變。作品大多能緊扣「指南針」三字，但內容平平。

### 學生大致能按內容重點分段

- 在結構方面，學生大致能適當地分段寫作。運用記敘手法的學生，大多數能交代事情發生的始末，並藉此抒發個人感受。然而大多數的作品結構較單一，只有少數學生能按內容表達的需要，編排內容重點。

### 學生大致能運用正確的文句及標點

- 學生能運用書面語和完整句子寫作，文句基本通順，文章條理清晰。詞語運用亦算恰當，但錯別字的情況較往年為多，較常見的毛病是筆畫缺漏及混淆同音字。
- 在標點符號運用方面，學生較常使用的符號是逗號、句號。個別學生只懂運用逗號及句號，未有按文意使用適當的標點符號。

### 聆聽範疇

- 聆聽評估旨在評估學生聆聽話語內容時，理解話語的主題和內容要點等方面的能力。聆聽評估兩張分卷，分別是 9CL1 和 9CL2。兩卷的主題相同，第一節錄音的話語片段和題目兩卷共用。聆聽資料取材自校園生活，以校園電視台顧問老師與兩位幹事的對話，以及校園電視台訪問節目為背景，講述韓國潮流文化對中學生的影響。

### 學生大致能理解話語的主題和內容要點

- 學生大致能理解話語的主題和內容要點。例如 9CL1 第 2 題（即 9CL2 第 2 題）問張老師、民樂、美美對校園電台節目主題的看法。大多數學生能根據師生三人的話語，指出張老師主要從「校園電台的宗旨」考慮節目的主題是否合宜。
- 9CL1 第 8 題（即 9CL2 第 8 題）問「以下哪一項是張老師、民樂和美美討論後

的決定？」大多數學生能根據師生三人的對話，找出「由美美邀請嘉賓」這正確答案。

### 學生大致能透過說話者的語氣，聽出說話者的實際意思

- 兩個聆聽錄音共有三道題目評估學生在這方面的能力，分別是 9CL1 第 1 題(即 9CL2 第 1 題)、9CL1 第 9 題及 9CL2 第 9 題，學生須重聽話語節錄，透過說話者的態度、口吻，聽出說話者的實際意思。以 9CL1 第 1 題(即 9CL2 第 1 題)為例，題目問「根據話語節錄，美美這樣說主要想表達甚麼意思？」大多數學生大致能透過說話者的語氣，判斷其話語背後隱含的意思，並選出「批評民樂只考慮個人的愛好」這個正確答案。

### 學生大致能概略理解話語內容的前後關係

- 大多數學生大致能概略理解話語內容的前後關係。本年度大部分學生大致能聯繫話語前後內容，判別說話者的實際意思。例如 9CL2 第 14 題，問「李副校長提及『雙刀劍』，主要想說明甚麼？」大多數學生大致能理解李副校長藉「雙刀劍」，說明學校只要善用韓國潮流文化的影響力，便可為教育帶來益處。從上述題目可見，學生必須聆聽和理解話語的具體涵義，才能掌握話語內容的前後關係。

## 視聽資訊評估

### 學生大致能識別視聽資訊中的內容重點

- 視聽資訊評估旨在評估學生在掌握視聽資訊方面的能力。本年短片介紹土樓的特點與福建人及客家人聚族而居的生活方式。學生需細心聆聽主持、受訪者的話語內容及觀看短片始能得出答案。例如第 8 題「短片提及二宜樓哪些建築設計的特點？」大多數學生大致能識別短片內容重點，找出二宜樓既能「防火」，也能「防盜」的建築特點。
- 另外，大多數學生大致能細心聆聽短片的內容，從而辨別短片未有提及的內容重點，如第 5 題「以下哪一項是短片沒有提及的祠堂用途？」大多數學生能找出正確答案。

## 說話範疇

- 說話評估旨在評估學生的說話能力。評核項目包括：內容、條理、表情達意和語速語氣。在釐定基本能力的水平時，說話評估的成績並不包括在內。學生在說話評估的整體表現，可參閱「一般評論」。

## 達到基本能力水平的中三學生寫作示例——實用文

9CW1 根據以下資料，試以愉快中學辯論學會主席黃志偉的名義，於2017年5月19日撰寫一封信，邀請常大光先生擔任辯論比賽評判。(字數不限)

資料一：課外活動主任何有容老師和辯論學會主席黃志偉的對話紀錄

何有容：志偉，本年度初中班際辯論比賽進展如何？  
黃志偉：初賽已順利完成！決賽訂於6月27日舉行。  
何有容：太好了！你邀請了評判嗎？  
黃志偉：校長及李明智老師已答允擔任決賽的評判，但我們仍未落實另一位評判的人選。  
何有容：你們可以邀請香城辯論協會顧問常大光先生。他在大學生辯論比賽中曾兩度奪得「最佳辯論員」獎，現在他經常到不同學校分享辯論心得。如果常先生能抽空擔任評判，並且在賽後點評比賽學生的表現，對他們改進辯論技巧應該很有幫助。  
黃志偉：好的，我馬上寫信邀請常先生擔任評判。  
何有容：信中除了要寫明去信目的，還有要清楚交代決賽詳情及你的手提電話號碼，以方便聯絡。

## 資料二：初中班際辯論決賽宣傳海報

## 初中班際辯論決賽

日期：2017年6月27日(星期二)

時間：下午3:45至5:30

地點：本校禮堂

決賽隊伍：中二甲班(正方)對中三丁班(反方)

辯論題目：學校禁售零食利多於弊

程序：

- 初中班際辯論決賽
- 由評判評析參賽學生表現
- 公布比賽結果及由校長頒發獎項

如有查詢，請與中五甲班  
黃志偉聯絡。  
(手提電話：4567 8888)

3a	常先生：
1a	愉快中學辯論學會將舉辦初中班際辯論決
1b	賽，本校想邀請你擔任決賽的評判。決賽日期
1c	為2017年6月27日的星期二，時間是由
1d	下午三時四十五分至五時三十分，在本校禮堂
	進行。當日會先進行決賽，再由評判評析參賽
	學生表現，最後公布比賽結果及由校長頒發獎
	項。希望你能抽時間出席。如果你要查詢及答
	應出席，請聯絡45678888。
	祝
3b	身體健康
	愉快中學辯論學會主席
	黃志偉上
3e	2017年5月19日

## 說明

- 在內容方面，學生大致能點明去信目的 [1b] 及初中班際辯論決賽的詳情，包括：比賽名稱 [1a]、比賽的時間及地點 [1c]，然而未有交代辯論題目。另外，學生只抄錄比賽程序 [1d]，未能清楚向受文者交代擔任評判的職責，致使內容欠準確。
- 文章層次尚算分明，先交代去信目的，再交代比賽細節及查詢方法。
- 格式完整，包括上款 [3a]、職銜 [3c]、署名 [3d] 和發文日期 [3e]。本文以前稱式撰文，祝頌語位置及內容正確 [3b]。

## 達到基本能力水平的中三學生寫作示例——實用文

9CW2 假如你是《愉快學生報》編輯黃志偉，請根據以下資料，於2017年5月19日撰寫一則啟事。(字數不限)

資料一：愉快中學學生會會長常大光和《愉快學生報》編輯黃志偉的對話節錄

常大光：志偉，《愉快學生報》第五期有一項資料錯誤。

黃志偉：真的？哪處出錯？

常大光：這期《愉快學生報》的「校園快訊」專欄報道了本年度學生會舉辦的活動，但把最受同學歡迎的活動弄錯了。

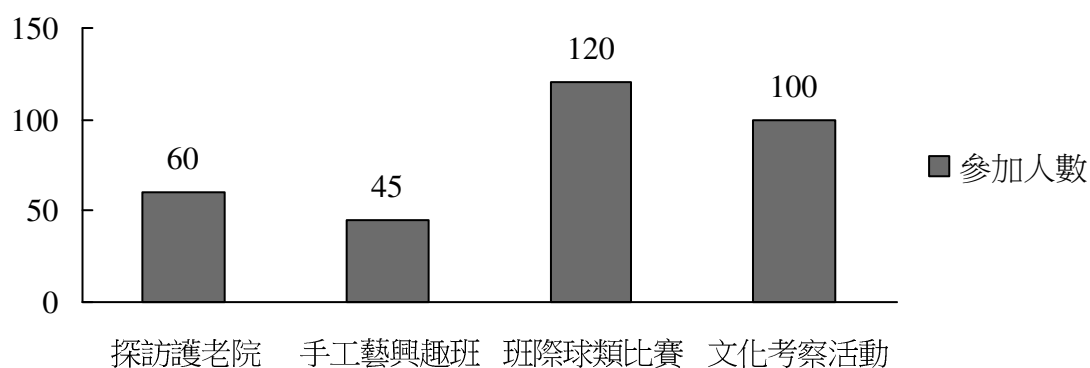
黃志偉：是嗎？本年度最多同學參與的學生會活動不是「文化考察活動」嗎？

常大光：不是！你看這是我整理的統計圖，「文化考察活動」雖然吸引了很多同學參加，但它並不是參加人數最多的活動。你們可不可以在《愉快學生報》的壁報張貼啟事更正錯誤？

黃志偉：唉！都怪我們大意，才沒有發現錯誤。我們不但會在啟事中指出專欄報道的錯誤，還會更正資料。

資料二：愉快中學學生會會長常大光整理的統計圖

2016/17年度愉快中學學生會活動參加人數



				3a	《愉快學生報》啟事								
1a					各位收到《愉快學生報》的同學請注意								
1b					，由於早前派出的《愉快學生報》第五期的其								
					中一項資料有錯誤，我在此跟大家說一聲抱歉								
1d					。《愉快學生報》的「校園快訊」專欄中，最受								
					歡迎活動為文化考察活動，該項專欄報道錯誤								
1c					，請大家改正為班際球類比賽，謝謝！								
					3b	《愉快學生報》編輯							
												3c	黃志偉
3d													
					二零一七年五月十九日								

## 說明

- 1 在內容方面，學生一般能根據題目的要求，交代資料出錯的《愉快學生報》期數 1b，並指出正確的資料 1c。文中雖然指出專欄報道將最受歡迎的活動弄錯，可是未有明確指出舉辦活動的學會名稱。加上，表述欠清晰，容易引起誤解 1d。此外，以「各位收到《愉快學生報》的同學請注意」為開端，措辭不合啟事要求 1a。
- 2 本文層次尚可，先交代撰寫啟事的原因，然後再更正資料。
- 3 學生已大致掌握啟事的格式，學生能以正確的格式寫職銜 3b、署名 3c 及日期 3d，但未能以簡潔的文字，如「啟事」、「更正啟事」作為本文標題 3a。

## 達到基本能力水平的中三學生寫作示例——實用文

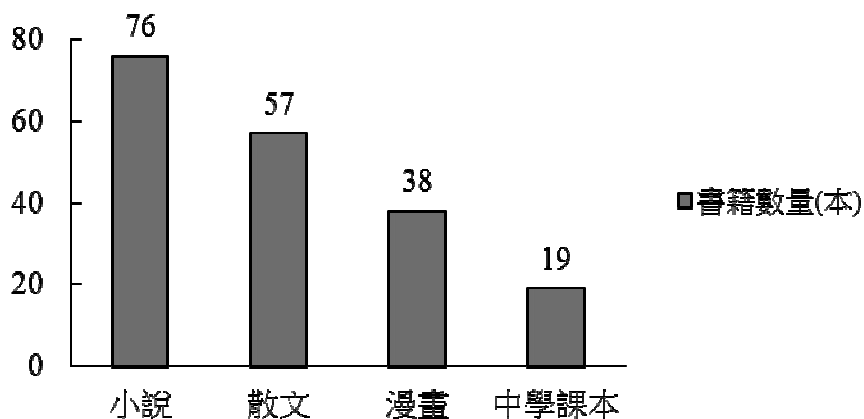
- 9CW3 愉快中學於2017年4月17日至28日舉辦了「舊書回收行動」。根據以下資料，試以環保小組主席黃志偉的名義，撰寫一份活動報告，於2017年5月19日呈交課外活動主任常大光老師。報告內容須包括**活動概況**及**兩項來年舉辦活動的具體建議**。（字數不限）

## 資料一：環保小組整理的資料

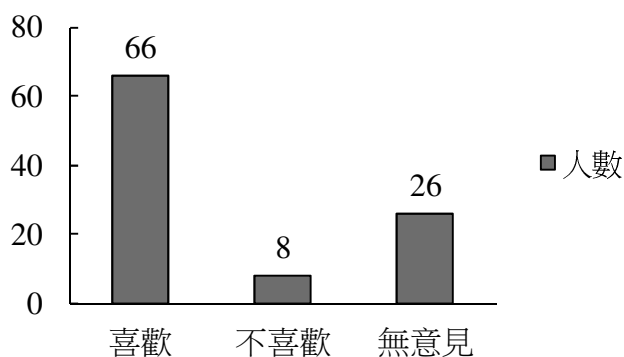
## 「舊書回收行動」

1. 參加活動人數：100人（初中學生：70人；高中學生：30人）

2. 捐贈書籍類別及數量



3. 參加者喜歡參與這項活動嗎？



**資料二：**環保小組幹事在「舊書回收行動」檢討會議的對話節錄

志偉： 本年舉辦的「舊書回收行動」宣傳策略很成功。同學共捐出了 190 本舊書。我們已把所有書本送到香城社區中心，並於七月將書本轉送給有需要的小學生。

有容： 這個活動很有意義，同學既可為環保出力，也可以幫助有需要的人。可惜活動舉辦期間正值學校假期，不少同學外遊，加上很多高中同學都忙於應付假期後的考試，無暇回校捐贈書籍。

明智： 「舊書回收行動」的確很有意義，不過我發現有同學捐出中學課本，這些書小學生怎會看得懂？

3a

課外活動主任老師:

3b

活動報告

甲、前言

本組為提高同學的環保意識，於本年4月17至28日舉辦了「舊書回收行動」，同學反應熱烈，現匯報活動概況及提出兩項來年舉辦活動的建議。

2a、3c

乙、活動概況

1a

有一百人參加了「舊書回收行動」，其中初中學生佔七十人，高中學生佔30人。最多同學捐贈的書籍類別是小說，有七十六本。最少同學捐贈的書籍類別是中學課本，只有十九本。而當我們問到參加者是否喜歡參加這項活動時，有六十六位同學喜歡，二十六位對此沒意見。

1b

本組將會把同學所捐出的一百九十本舊書送到香城社區中心，並於七月將書本轉送給有需要的小學生。

2b、3c

丙、具体建議

首先，本組認為這次活動的宣傳策略很成功，來年可以繼續保持。可惜活動舉辦期間正值學校假期，不少同學外遊，加上很多高中同學都忙於应付假期後的考試，无暇回校捐贈書籍，因此我認為下年的活動可以舉辦在上課日，例如考完試的一月份尾。

1c

其次，有同學指出中學課本，小學生是很難理解的，因此本組會在活動宣傳中把此情況寫明，令同學盡量少捐中學課本

~~保小組主席~~

3d

環保小組主席

3e

黃志偉啟

3f

二零一七年五月十九日

### 說明

1

在內容方面，本文大抵能以綜合方式交代活動概況，惟表述數字的方式偶有不一致的情況 [1a]。另外，文中未有準確交代學生對「舊書回收行動」的喜愛程度 [1b]。在建議方面，學生能依據題目的提示，就舉辦「舊書回收行動」提出建議，但第二項建議略嫌含糊 [1c]。

2

本文能根據題目要求依次交代活動概況 [2a] 及兩項建議 [2b]。

3

內容大致完整，學生大致能掌握報告的格式，包括：標題 [3b]、小標題 [3c]、上款 [3a]、職銜 [3d]、署名 [3e] 及發文日期 [3f]。但全文未有點出校名。

# 達到基本能力水平的中三學生寫作示例——文章寫作

9CW1 試以「為\_\_\_\_\_鼓掌」為題，寫一篇文章。  
(請在橫線上填上適當文字，使之成為一道完整的題目。)

注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

試以「為\_\_\_\_\_嘗試」為題，寫一篇文章。  
(請在橫線上填上適當文字，使之成為一道完整的題目。)

2a

人生，每一個人，都會嘗試過「嘗試」，做任何事情都一樣，你不去想，又如何「做」，你不去「做」，又如何「想」，你不去「想」或不去「做」，又如何會下一步，所以「想」和「做」都必然要一起實行，當「想」和「做」結合在一起，便會變成聖台物——嘗試。你

1a

想了很多東西和做了很多行動，結合起來，才會變成巨大的勇氣，你才能會有勇氣地嘗試。

2b

「嘗試」是一個很艱難的任務，也要作出很大的勇氣去實行。就正如學習一樣，學習最好就是要「讀」、「寫」、「眼」、「身」、「心」都要到，如果你因為懶，而不讀、不寫、又不背，只要靜坐著看著本書，而靈魂卻不知道飛在哪裏，又如果是因為懶，又覺得自己學不學習也一樣差的話，那就一

不成功，所以我們一定要嘗試，誰知道人生下一秒會發生甚麼事，我們不能隨便就判斷自己的人生，所以我們該要嘗試，只有嘗試，才能知道真正的自己，也許嘗試過後，才能發現自己是可以的。

1b

人生一定要經歷嘗試，正如唱歌、跳舞等等，你一定要開口發出聲音去唱歌，或搖擺自己的身體，擺出舞姿，才能知道自己的實力，再去一步步地努力進取，也許你嘗試過後，現在的唱力或舞力比以前好很多，如果你不嘗試，也許你現在還是很害怕自己唱歌的聲音會走音，或你還是不敢跳出舞姿來，害怕別人會取笑自己。所以「嘗試」真的要有勇氣才能做到，要有勇氣地嘗試下一步，不要被自己的才華埋沒着，所以要努力地嘗試嘗試，所以我們真的要為嘗試而鼓掌，因為真的不容易。所以成功是嘗試的下一步。

2c

### 說明

- 1 本文以「嘗試」作為主題，表示要為勇於「嘗試」的人鼓掌。本文立意見心思。文章先點出「嘗試」是「想」和「做」之間的階段，如沒有「嘗試」就無法成功 [1a]。文中雖然舉出學習、唱歌等生活事例 [1b]，可惜全文未有從不同的層面闡明「嘗試」的重要，論據亦略嫌單薄。
  - 2 結構大致完整，分段尚恰當。全文分為三段：第一段點明主旨 [2a]；第二段點明作出「嘗試」需要「勇氣」 [2b]；第三段指出「嘗試」是步向成功的其中一步 [2c]。
  - 3 本文用語尚算準確，但文句冗長，學生未能因應文意，運用適當的標點符號。
- 本文偶有錯別字，如將「靈魂」誤作「靈魄」。

## 達到基本能力水平的中三學生寫作示例——文章寫作

9CW2 試以「雨過天晴」為題，寫一篇文章。

注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

1a

「雨過天晴」

我站在路旁等候越過馬路呀，有一滴斗大的淚水從天落到我的眼鏡上。我脫下眼鏡並用衣角擦一擦它，又一滴淚水下到我的臉上，冰冰涼涼的。我仰起頭望着天空，天空不再是藍色的了，太陽伯伯也不是躲到那雲後，偷「賴」去。烏雲密佈的天空，標示着大雨的來臨。

紅綠燈的聲音把我拉回來，我緩緩地走過馬路，突然聽到身邊幾位女士大叫：「下雨了！快走呀！」她們血紅色的高跟鞋「恨恨」地敲打地面。真的下雨了！一滴、兩滴、三滴...越來越密的雨點像牛毛般落在我身上，輕輕的、溫柔的。這時我頭上突然多出了一把鮮黃的車子。一把低沉的聲音喚着我：「小姐，你還站在馬路中

2a

間，現在燈要轉了，你不走嗎？」他便牽着我越過馬路。

沒有了太陽的世界像變了一個樣子般。周遭變得十分黑暗，街道冷清清的又有雨點打在地面、**「陰蓬」**上，滴滴**「淅淅」**的雨聲。寒風**「凜凜」**般，我想太陽給我的溫暖。

1a

突然一絲淡淡的曙光打在我的臉上。有着微微溫暖的氣息。我想是太陽伯伯要歸位了，他推開重重的**「烏」**雲，重新回到崗位上。雨也漸漸地停了下來。方才冷清清的街道又開始熱鬧起來。但同時，多了一份清涼新鮮。被雨水沖洗過的街道在太陽的**「新」**照下顯得閃閃生輝，頓時**「換」**然一新。車來車往的馬路上的烏煙**「新」**氣都被雨水帶走。

1c

其實雨後的感覺都很不錯！

### 說明

- 1 本文緊扣題旨。全文描寫「雨過天晴」的經過、景色變化 **1a**，最後點出對「雨後放晴」的感受 **1c**。
  - 2 內容結構大致完整，然而文中花了較多篇幅寫路人的說話，枝葉較多，未能突出主題 **2a**。
- 〰 行文尚算流暢，偶有佳句。
- [ ] 本文錯別字較多，如將「偷懶」誤作「偷賴」，將「狠狠」誤作「恨恨」，將「煥然一新」誤作「換然一新」。

## 達到基本能力水平的中三學生寫作示例——文章寫作

9CW3 試以「指南針」為題，寫一篇文章。

## 注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

1a

指南針這個工具應該每個人都曾經用過，它用來指明路向，讓人們知道要向哪方前往，但每個人人生中是否都有一個指南針？

1b

人生中的指南針可以是各種人：老師、家人、朋友。他們能為人們指引路向，讓人向不同的路前進。

在我的人生中，我最常用的指南針是朋友，他們比誰都更加親近我。在學習上，遇上不懂的學問除了請教老師，我亦能請教朋友；在生活上遇到問題，朋友也是最能幫我們解決問題，因為我們遇到的問題，他們也有可能遇過。所以在某些時間，他們定能像指南針一樣，指出解決問題的方向。

在某些情況，指南針也會失效，這時他們無法為我們指引道路。這時我們也能成為他們的指南針帶領他們，朋友失落的時候，我能傾聽他們的心聲，帶他們走出這個失落的時刻。

1c

我認為每個人也可以成為一個指南針，在不同的情況，我們可帶領別人或被他人所帶領，在人生的道路前行。

## 說明

1

內容簡單，大致切合題目要求。學生先寫「指南針」的功用 1a，然後將「指南針」比作老師、家人及朋友 1b。文末點出自己也可成為別人的指南針 1c。這部分本是全文重點，但發揮一般。

2

全文結構大致完整。

3

行文尚算流暢，用語簡明。

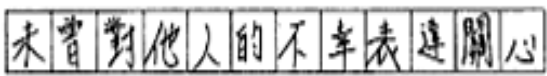
## 2017 年中三學生的良好表現

### 閱讀範疇

#### (一) 語體文

##### 學生能準確理解篇章內容要點

- 表現良好的學生不單理解篇章的內容要點，更能理解篇章內容的前後關係，如 9CR1 第 5 題(即 9CR2 第 5 題)問「作者『無法再理直氣壯地責備兒子』(第 28 行)」的原因。他們能根據第④段的內容，掌握作者要表達的主要信息：作者回想平日的言行，發現原來自己與兒子一樣不識人間疾苦，對他人的不幸也漠不關心。

卷別/題號	例子	說明
9CR1 第 5 題 (即 9CR2 第 5 題)		答案正確。

- 表現良好的學生能根據篇章內容要點，判別與篇章內容不符的選項。以 9CR3 第 12 題，題目問「以下哪一項不是本文的內容要點？」表現良好的學生能根據全文的內容，掌握篇章的內容要點，然後判別全文並沒有「說明香港的郊野具保育價值」。

##### 學生能判別篇章一般的寫作手法

- 表現良好的學生在判別篇章的寫作手法上，表現較穩定。以判別說明手法為例，9CR3 第 10 題問「作者在第④至第⑥段運用了哪兩種說明手法？」學生能根據篇章內容辨析有關段落運用了舉例及定義說明，闡明本港的岩石特點。

#### (二) 文言文

##### 學生能理解淺易的文言作品

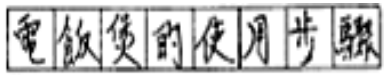
- 表現良好的學生能理解文言作品的內容大意。以 9CR2 第 17 題為例，表現良好的學生能理解王安石見蕭氏子不再下箸，便把他剩下的胡餅吃掉。
- 又如 9CR3 第 17 題問「以下哪一項不是楚人遇險的原因？」表現良好的學生大多能判別「船隻的機件故障」並不是楚人遇險的原因，可見學生能理解內容淺易的文言作品，並判別與內容情節不符的選項。

#### (三) 實用文

##### 學生能概略理解常見的實用文

- 表現較佳的學生能概略理解常見的實用文。例如 9CR1 第 23 題，學生能根據說

明書第二節的內容，並為該節擬訂小標題。

卷別/題號	例子	說明
9CR1 第23題		學生能掌握實用文內容，並以準確的文字表達內容重點。

## 寫作範疇

### (一) 實用文

#### 學生能寫格式正確，內容完整的實用文

- 表現良好的學生能根據題目提供的材料組織內容，並按題目所設的語境，撰寫語氣得體的實用文。他們在使用正確的格式之餘，能選取恰當的資料，組織成文。
- 表現良好的學生能撰寫符合題目要求的邀請信。他們所寫的邀請信能清楚交代初中班際辯論決賽舉辦的詳情，以及評判的職責。令人欣喜的是，他們能善用題目所附的資料，交代邀請常先生擔任評判的原因，措辭用語也切合寫作情境。
- 啟事一題，表現良好的學生較多。表現良好的學生能以簡潔、準確的文字擬訂啟事的標題。他們也能因應寫作目的，清楚點明報道錯誤的地方及更正錯誤資料。
- 至於報告一題，表現良好的學生大多能掌握正確格式，適當地使用材料，重整和篩選資料，撰寫一篇內容簡潔的報告。他們能列舉內容重點，準確地列出活動概況，並因應是次活動的不足提出建議，例如舉辦活動的日期不應與學校假期重疊。

### (二) 文章寫作

#### 學生能寫內容清晰、結構緊密的文章

- 表現良好的學生能因應題目的要求，撰寫內容清晰的文章。他們能夠因應題目引出他們對家人、朋友、社會，甚至大自然等方面的思考，內容建基於他們個人的生活經驗和平日的觀察。部分作品能藉常見的事物或自然現象，帶出自己與父母、同窗之情、引出自己對生活的觀感，立意不落俗套，令人欣喜。
- 9CW1「為\_\_\_\_\_鼓掌」一題，表現良好的作品往往能以小見大，從日常生活，引出個人體會及感受。例如有學生以「為大自然鼓掌」為題，先以考試結束後，「我」的心情鬱悶作為引子，寫雨後的一草一木，格外清新，「我」的煩悶立即一掃而空。文末作者表示只有以「鼓掌」，感謝大自然的恩澤，回應全文。也有學生以「小草」為寫作對象，寫小草的表面柔弱，但生命力頑強，並借物喻人，帶出對人生的反思。

- 9CW2「雨過天晴」一題，表現良好的作品往往能善用不同手法以突出主旨。例如：有學生懂得以對比、襯托等手法細緻描寫「雨過天晴」的景色變化，再引出自己對「下雨」及「放晴」的喜惡，接着寫自己在「雨過天晴」中的體會。他們能將日常可見的景象，加入主觀的情感，也因此令文章感情更見細膩。
- 9CW3「指南針」一題，表現良好的作品大多能從不同的角度，如從發明的背景、功能、外形，說明「指南針」的特點。又或以記敘抒情的手法撰文，藉「指南針」寫一直指導自己的良師、益友，闡明「指南針」對人的重要。
- 總的來說，這些作品的結構能做到層次分明。例如：有學生在敘述主要內容前，先說他事為主線作鋪墊；也有學生運用事例等說明手法，豐富文章的內容，加強說服力。

### 學生能寫文句通順、詞彙豐富的文章

- 表現良好的學生行文通順，詞彙豐富，無論是敘事抒情，或寫景狀物，或說理議事，均能用詞恰當，描述傳神。他們能善用修辭手法表達，描述恰到好處。部分作品更嘗試以不同寫作手法撰文，作品雖有斧鑿痕跡，但學生能將積累的知識加以運用，實在難能可貴。

### 學生能善用標點符號

- 表現良好的學生能善用標點符號以表達不同意思。除逗號、句號及問號外，亦能善用感歎號以加強語氣或表達慨歎，也能運用一般學生較少用的分號和省略號來陳述句子和表達感情。

## 聆聽範疇

### 學生能理解話語的內容重點

- 表現良好的學生能從說話者多次的發言中，辨識說話者的內容重點。如 9CL2 第 10 題問「以下哪一項符合『韓流關注組』的描述？」表現良好的學生能從陳太太及兩位主持的交談中，掌握他們話語的重點，並選出「它的成員都是家庭主婦」這個正確答案。

### 學生能聽出說話者的觀點和評論

- 表現良好的學生更能掌握說話者的觀點，如 9CL2 第 12 題問「陳太太提及有關整容的調查，主要想說明甚麼？」陳太太在訪問中談及有關整容的調查。表現良好的學生能從陳太太的發言中選取重點，然後判別她提及有關整容的調查，目的是希望藉此說明過度重視外表的風氣日益嚴重。

## 說話範疇

### 個人短講

- 內容方面，表現良好的學生能根據題目組織內容豐富，重點明晰，條理分明的短講，學生也能列舉具體的例子加以闡述，逾三成學生在內容方面取得四等或

以上的等級。學生能運用已有知識，在短講中加以發揮，例如 9CSI5「試介紹一位你心目中最欣賞的人物，並說明原因。」有學生介紹歷史人物諸葛亮，以不同例子說明他的機智、神機妙算和忠心，並表達自己欣賞他的性格為人。

- 結構方面，表現良好的學生能善用兩分鐘組織短講內容，先引子，後分述，繼而總結，內容詳略安排得當。部分學生能善用標示語和關聯詞，使內容條理清晰，脈絡分明。
- 表現良好的學生能運用豐富、富變化的詞語，或用成語、諺語等表達，並能因應內容需要變化語速和語氣，發音準確，說話清晰響亮，快慢有致，跟主考員有眼神接觸，表現滿有自信。

### 小組討論

- 表現良好的學生能積極參與討論，表現投入，能按話題清楚地闡述自己的見解，立場清晰明確，充分掌握討論時間，整體討論氣氛良好。超過三成學生在內容方面取得四等或以上的等級。
- 內容方面，表現良好的學生能從不同的角度思考，輔以例子佐證，清楚闡明觀點，理由充分。如 9CSG1「為了保持市容整潔，有人建議政府在街上不設垃圾箱，要求市民把垃圾帶回家棄置。你贊同這個建議嗎？為甚麼？」學生能從可行性、環境衛生、經濟效益等幾方面，分析「在街上不設垃圾箱」的好影響與壞影響，並加以闡述和解釋。
- 表現良好的學生能留心聆聽同學發言，以眼神或點頭表示同意，摘記討論要點，並就同學的觀點作出適切的回應，掌握討論的技巧，達至交流的效果。

## 視聽資訊評估

### 學生能識別視聽資訊中主要的信息

- 表現良好的學生能同時處理聽覺及視覺所得的資料，並辨別正確的答案。如回答第 4 題「松柏塱客家圍有甚麼建築特點？」大多數學生從旁白及短片展示的圖表得知松柏塱客家圍的建築特點，然後從選項中辨別正確的答案。
- 表現良好的學生不僅具備良好的視聽能力，也有良好的歸納能力。如第 11 題問學生「黃漢民認為怎樣才能令土樓成為『活的文化遺產』？」學生能理解黃漢民其中一段的話語重點，才能找出「協助居民繼續在土樓生活」這個答案。

## 表現良好的中三學生寫作示例——實用文

- 9CW1 根據以下資料，試以愉快中學辯論學會主席黃志偉的名義，於2017年5月19日撰寫一封信，邀請常大光先生擔任辯論比賽評判。(字數不限)

資料一：課外活動主任何有容老師和辯論學會主席黃志偉的對話紀錄

何有容：志偉，本年度初中班際辯論比賽進展如何？  
黃志偉：初賽已順利完成！決賽訂於6月27日舉行。  
何有容：太好了！你邀請了評判嗎？  
黃志偉：校長及李明智老師已答允擔任決賽的評判，但我們仍未落實另一位評判的人選。  
何有容：你們可以邀請香城辯論協會顧問常大光先生。他在大學生辯論比賽中曾兩度奪得「最佳辯論員」獎，現在他經常到不同學校分享辯論心得。如果常先生能抽空擔任評判，並且在賽後點評比賽學生的表現，對他們改進辯論技巧應該很有幫助。  
黃志偉：好的，我馬上寫信邀請常先生擔任評判。  
何有容：信中除了要寫明去信目的，還有要清楚交代決賽詳情及你的手提電話號碼，以方便聯絡。

## 資料二：初中班際辯論決賽宣傳海報

## 初中班際辯論決賽

日期：2017年6月27日(星期二)

時間：下午3:45至5:30

地點：本校禮堂

決賽隊伍：中二甲班(正方)對中三丁班(反方)

辯論題目：學校禁售零食利多於弊

程序：

- 初中班際辯論決賽
- 由評判評析參賽學生表現
- 公布比賽結果及由校長頒發獎項

如有查詢，請與中五甲班  
黃志偉聯絡。  
(手提電話：4567 8888)

2a

香城辯論協會顧問常先生：

1a

我是愉快中學辯論學會主席，本校奉行初中班際辯論決賽，我們邀請常先生來擔任決賽的評判。我們知道常先生在大學生辯論比賽中曾兩度奪得「最佳辯論員」獎，再者，常先生經常到不同學校分享辯論心得。如果常先生能抽空擔任評判，並且在賽後點評比賽學生的表現，我們深信這一定對他們改進辯論技巧很有幫助。

1b

本校初中班際辯論決賽將在大月二十七日，星期二下午三時四十五分至五時三十分本校礼堂進行。決賽隊伍為正方中二甲班對反方中三丁班，題目為學校禁售零食利多於弊。決賽程序首先是初中班際辯論決賽，其次為由評判評析參賽學生表現，最後公布比賽結果及由校長頒發獎項。

1c

希望你也能抽空出席，如有查詢，請與我聯絡。電話：4567 8888。

2e

祝  
工作順利！

2b

愉快中學辯論學會主席

2c

黃志偉敬啟

2d

二零一七年五月十九日

### 說明

1

內容正確扼要，清楚交代去信目的 [1a]、擔任評判的職責 [1b]，以及初中班際辯論決賽詳情，如：舉辦時間、地點、辯題 [1c]。信末亦有附上查詢方法。

2

格式大致完整，上款 [2a]、職銜 [2b]、署名 [2c] 及發文日期 [2d] 俱全。本文以前稱式撰文，祝頌語位置、內容正確 [2e]。

〰 行文用語大致恰當得體。

## 表現良好的中三學生寫作示例——實用文

9CW2 假如你是《愉快學生報》編輯黃志偉，請根據以下資料，於2017年5月19日撰寫一則啟事。(字數不限)

資料一：愉快中學學生會會長常大光和《愉快學生報》編輯黃志偉的對話節錄

常大光：志偉，《愉快學生報》第五期有一項資料錯誤。

黃志偉：真的？哪處出錯？

常大光：這期《愉快學生報》的「校園快訊」專欄報道了本年度學生會舉辦的活動，但把最受同學歡迎的活動弄錯了。

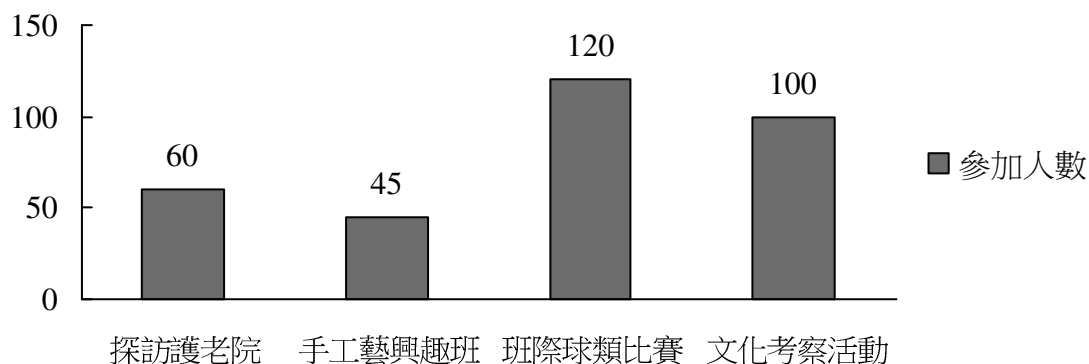
黃志偉：是嗎？本年度最多同學參與的學生會活動不是「文化考察活動」嗎？

常大光：不是！你看這是我整理的統計圖，「文化考察活動」雖然吸引了很多同學參加，但它並不是參加人數最多的活動。你們可不可以在《愉快學生報》的壁報張貼啟事更正錯誤？

黃志偉：唉！都怪我們大意，才沒有發現錯誤。我們不但會在啟事中指出專欄報道的錯誤，還會更正資料。

資料二：愉快中學學生會會長常大光整理的統計圖

2016/17年度愉快中學學生會活動參加人數



2a

啟事

第五期《愉快學生報》的「校園快訊」專欄

1a

報道了本年度學生會舉辦的活動，但卻不小心把最受歡迎的活動弄錯了。我們把「文化考察活動」弄錯了，以為是最多同學參加這項活動

1b

。但「班際球類活動」才是最高的，比較「文化考察活動」多出了2。人。這次事件屬人為失誤，如有不便，敬請原諒。

2b

愉快中學《愉快學生報》編輯

2c

黃志偉啟

2d

二零一七年五月十九日

## 說明

1

內容大致完備，文中能清楚點出報道出錯的期數，明確指出「校園快訊」專欄錯誤報道了本年度學生會最受歡迎的活動1a，並更正錯誤資料。可是本文將「班際球類比賽」誤作「班際球類活動」1b。

2

格式正確，標題 **2a**、職銜 **2b**、署名 **2c**、日期 **2d** 齊備。

## 表現良好的中三學生寫作示例——實用文

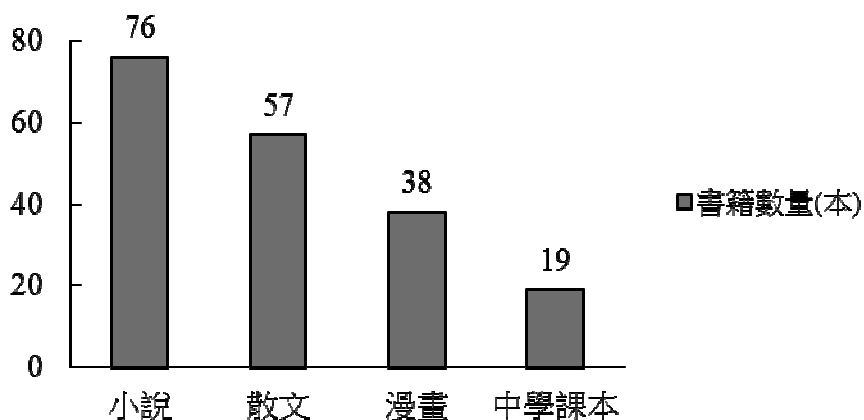
9CW3 愉快中學於2017年4月17日至28日舉辦了「舊書回收行動」。根據以下資料，試以環保小組主席黃志偉的名義，撰寫一份活動報告，於2017年5月19日呈交課外活動主任常太光老師。報告內容須包括**活動概況**及**兩項來年舉辦活動的具體建議**。（字數不限）

資料一：環保小組整理的資料

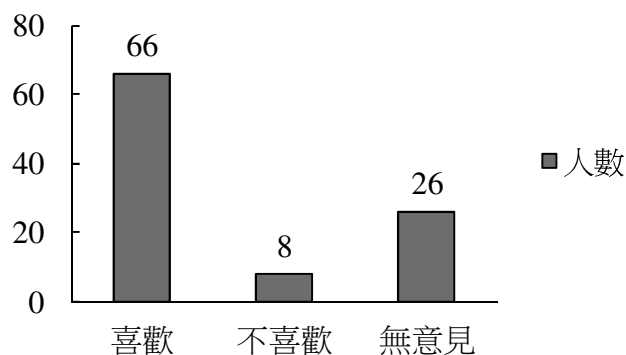
「舊書回收行動」

1. 參加活動人數：100人（初中學生：70人；高中學生：30人）

2. 捐贈書籍類別及數量



3. 參加者喜歡參與這項活動嗎？



**資料二：**環保小組幹事在「舊書回收行動」檢討會議的對話節錄

志偉： 本年舉辦的「舊書回收行動」宣傳策略很成功。同學共捐出了 190 本舊書。我們已把所有書本送到香城社區中心，並於七月將書本轉送給有需要的小學生。

有容： 這個活動很有意義，同學既可為環保出力，也可以幫助有需要的人。可惜活動舉辦期間正值學校假期，不少同學外遊，加上很多高中同學都忙於應付假期後的考試，無暇回校捐贈書籍。

明智： 「舊書回收行動」的確很有意義，不過我發現有同學捐出中學課本，這些書小學生怎會看得懂？

3a

常大光老師 :

3b

舊書回收行動」活動報告

甲、前言

本組為提高同學的環保意識，於本年4月17至28日舉辦了「舊書回收行動」，同學反應熱烈，現匯報活動概況及提出兩項來年舉辦活動的建議。

3c

乙、活動概況

1a

參與本次計劃的學生共一百人，其中初中學生佔七十人，高中學生佔三十人。本次共收集到一百九十本書，其中小說有七十六本，散文有五十七本，漫畫有三十本，中學課本有十九本，可見同學反應熱烈。本會進行了一項調查，調查結果顯示有六十六人喜歡參與這項活動，八人不喜歡，而其餘則表示沒意見。結果反映同學大部分都喜欢參加這次活動。

3c

丙、建議

就本次活動概況及調查結果，本組提出以下兩項改善建議：

1b

1. 活動舉辦其間是學校假期，不少同學外遊，加上高中同學又忙於應付假期後的考試，無暇回收捐出書籍。本組建議來年活動可於平日的上課日舉行，讓學生於小息、午膳時間都可以捐出書籍，增加回收的舊書數量及參加人數。

1c

2. 本次活動中收到不少中學課本，小學生未必能看懂，冀來年活動能收窄收集書本的範圍，讓更多人受惠。

3d

環保小組主席  
黃志偉啟

3e

2017年5月19日

### 說明

1

內容充實。學生羅列「舊書回收行動」的活動概況，包括參與學生人數、回收書籍類別及數量，以及學生對是次活動的喜愛程度[1a]。在建議方面，大致切合題目要求，如：提出活動宜在上課日子舉辦，以方便同學捐贈書籍[1b]。至於第二項建議，雖然點出改善方向，但建議較含糊[1c]。

2

本文能因應題目要求鋪排內容重點；能根據資料交代活動概況，並提出改善建議。

3

格式大致完整，包括：上款[3a]、標題[3b]、小標題[3c]、下款[3d]及日期[3e]，可惜全文未有點出校名。

用語準確。

## 表現良好的中三學生寫作示例——文章寫作

9CW1 試以「為\_\_\_\_\_鼓掌」為題，寫一篇文章。  
(請在橫線上填上適當文字，使之成為一道完整的題目。)

注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

試以「為\_\_\_\_\_鼓掌」為題，寫一篇文章。

(請在橫線上填上適當文字，使之成為一道完整的題目。)

為小草鼓掌

1a

我永遠也忘不了那一天，永遠也忘不了那風雨中的戰士。

2a

那是一個雨天。天空像被人蒙上了一層灰。雨點如碎石一般，「啪啪」地從天而降，宛如從天上傳下的怒吼。我撐開雨傘，狼狽不堪地跑到一座屋苑下避雨。

「天！真是倒霉了。」我暗罵道。低頭擦拭鞋子的那一瞬，我瞥見左邊花坛中的一片草。柔弱不堪的它們在風雨中搖擺不定。雨勢不可擋地砸在它們身上，像是要折斷它們的身軀。再看看附近的鮮花——啊！風雨中的它們早已黯然失色，無力地倒了下去。它們在陽光下可是很爭奇鬥艷的啊！我不禁有些心疼——這該死的雨！

1b

風，呼呼啦啦，依舊在颳。我原本抱着小草也將會倒下的心態，但數分鐘過後，我看到了令我目瞪口呆的一面：經過暴雨的洗禮，它們竟更顯青翠，放眼望去，像極了流動着的綠

2b

色海洋。雨珠如箭般瘋狂地刺下去，它們卻順着雨點彎下腰，再彈起來，彎下，彈起，彎下，彈起……那風雨中的戰士啊，憤怒地掙扎着，挺起胸膛面對着敵人。

我看呆了，敬佩之情油然而生。印象中的小草是那麼柔弱不堪如黛玉，這片草則令我刷新了對草的認知——多麼不屈不撓！多麼頑強！在我把雨當成麻煩的時候，它們卻當作是對生命的磨煉。這樣的小草，怎麼不令我敬佩呢？而今後，當我面對重重困難時，也應像它一樣，不輕易低頭，勇敢地對挑戰說：「我不怕。」

1c

雨，滴滴嗒嗒，仍然在下。我在心中為小草鼓起了掌。我想，這「小草精神」肯定會被更多人所發現，對小草的頌歌和掌聲，也將經

2c

久不息……

### 說明

1 內容豐富，緊扣主題。首段點題，指出「永遠也忘不了那風雨中的戰士」**1a**，然後描述小草在風雨之中仍屹立不倒，歌頌小草不輕易低頭**1b**，接着闡明作者對小草敬佩，並勉勵自己要向小草學習，為它鼓掌**1c**。

2 文章內容層次分明，先以「永遠也忘不了那風雨中的戰士」引起懸念**2a**，然後才寫作者無意間在風雨中看到小草，發現它面對風雨仍然不示弱**2b**，最後點出自己對小草的欣賞。文末重申要為小草鼓掌，緊扣文章題眼**2c**。

〰 行文流暢，修辭豐富，如運用比喻、反問。

➡ 用詞豐富，如「不屈不撓」、「黯然失色」。

□ 本文偶有錯別字，如將「已」誤作「己」。

## 表現良好的中三學生寫作示例——文章寫作

9CW2 試以「雨過天晴」為題，寫一篇文章。

注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

1a

2a

踏入盛夏，聲聲細雨，雨飛綿綿。人們總是嫌棄着瀝雨聲煩；可否忘了抬頭注意到放晴後的那一片空？

1b

2b

「雨過天晴」是多麼淺簡易懂的道理，可道理總歸道理，道理有沒有人理，倒是讓人若有所思。諸君，不妨聽聽吾父的故事。

父親是個頗為樂觀的人，笑意背後卻藏着許多只有他自懂的苦。他亦少自憐，總以下酒菜的味道訴着他的故事。年少時祖父便去世了，祖母帶着父親住進了生活質素惡劣的板房。可他總被祖母影響着，母子倆堅信着「雨過天晴」；父親不忍看着祖母含辛，更是發奮圖強，以半工半讀的形式，考取了獎學金，更是在會考中表現不俗，考進了心儀的大學。

2c

父親總說：「塵<sup>笑</sup>已定，若是執而不放，只會苦了自己，更苦了疼愛自己的人。」若是在祖父去世後，母子倆皆自暴自棄，我想祖母亦看不到那讓她驕傲的兒子，更別說過回重前的好日子了。

我總被父親這樣鼓勵着，<sup>懂</sup>悻悻着雨過後的天晴，世事不一定如意，可人總會有走過風雨的時候。「月有陰晴圓缺，人有悲歡離合<sup>明調</sup>」，若我們執念於悲<sup>離</sup>，無限放大於自己的苦<sup>離</sup>，無心<sup>亦</sup>無暇享受晴天的暖陽，是多麼可悲，卻又多麼可笑的事情啊。<sup>錯過許許多多的歡與合<sup>離</sup>被<sup>離</sup>無奈</sup>

1c

2d

我雖說沒經歷過什麼人生低谷，可在雨中漫行卻並不鮮有。在小五小六的時候，可能因為緊張和壓力，<sup>分</sup>試老不出應有的水準，家裏人拿着成績單，更是<sup>個個</sup>眉頭緊皺。可我還是抱着山窮水盡疑無路，柳暗花明又一村的心態，報考了心儀的中學。可能是因為天無絕人之路的原因吧，面試表現意外地讓我滿意；加上運氣加成，我現在已經有坐在心儀學校課桌邊的資格咯，雨過天自晴<sup>內</sup>！

我不是青衿燈，講故事來「找樂子」。我只是希望諸位在認為自己走投無路的時候，停下來稍等一會兒，幸福可能已無聲無息地跟着上來，或是在下個轉角等着。請不要自暴自棄，踏上不歸之路；人生如煙，來去漂渺亦希噓。生之時，千般嗟咤，離於世；死之時，萬般皆歎，留於世。烏雲背後是紅日，誰看透？風雨，暖日便近了；雨過了便是晴天——「雨過天晴」。

晴，總在咫尺距離，當你在風雨中狼狽不堪時，不妨抬起頭來望向遠方——那讓人奢渴的光芒，其實就在不遠處若隱若現着。雲深不知處，放着晴呢！

## 說明

- 1 本文緊扣題目，先寫盛暑多雨，人們大多討厭雨，但有多少人留意放晴後的天空 1a，然後再藉父親 1b 與自己 1c 的遭遇，表達對人生的看法，頗富哲理。
  - 2 結構完整，層次分明。本文先寫人們對「雨」及「放晴」的看法 2a，然後寫父親 2b 與自己的遭遇 2d，文中加插父親的教誨 2c，再點出個人對「雨過天晴」的感受 2e。
- 〰 行文大致通順，偶有佳句。
- ◆ 雖然偶有用語生澀或用語不當的毛病，但整體而言遣詞用語較豐富，如：「無聲無息」、「若隱若現」。
- [ ] 本文的錯別字較多，如將「塵埃」誤作「塵矣」，將「飄渺」誤作「漂渺」。本文偶有錯用標點的情況。

## 表現良好的中三學生寫作示例——文章寫作

9CW3 試以「指南針」為題，寫一篇文章。

注意事項：

1. 字數不限。
2. 可運用不同的表達方法，例如：記述、描寫、抒情或論說等。

1a

人生旅途就像走在煙霧彌漫的樹林裏，伸手不見五指。刺骨的寒風迎面而來，留在心頭的只有無限膽顫心驚，恐怕永遠被幽禁在這樹林裏。此時，指南針便能充分發揮他們的作用，引領我們走出這未知的領域。

2a

1b

父母，是我們人生中的第一個指南針。從牙牙學語的階段起，父母便充當着指南針的角色。在我們未懂事的時候，父母為我們選擇好的學校，引領我們上正途。他們總在我們遇上困難時遞上熱湯，默默地支持我們<sup>做</sup>認為正確的事。期間不時以他們豐富的人生經驗提點我們，讓我們少走歪路，盡快解決困難，離開讓人無所適從的煙霧森林。

2b

1b

朋友，亦是我們生命中重要的指南針。孔子說過：「友直，友諒，友多聞，益矣。」好的朋友在我們的人生中，是不可或缺的指南針。當我們走上歪路時，他們誠實地指出我們的錯處，並領我們回正路，使我們不至於迷失。好的朋友，亦有着豐富知識。他們用盡所有的知識及能力在我們有需要時提供協助，就像指

2b

1c

指南針一樣為我們指引方向，令我們得以逃離迷惘，戰勝恐懼，走出自己的方向。

我們自己，亦是人生旅途上最好的指南針。不論有多少個外來協助我們的指南針，唯一能起作用，領我們走出困局的，只有我們自己。雖說父母、朋友能助我們一臂之力，終須我們自己這指南針作出決定，落實方向，下定決心，踏出困境中的第一步，拯救自己。人生中無數的選擇題都只能靠自己作出決定，定下自己的方向。在別人不能左右我們時，自己便是唯一、最好的指南針。

人生旅途就像走在煙霧彌漫的樹林裏，充滿未知及挑戰。走出這片無人之境的辦法只有信自己、信家人、信朋友，堅持不懈，至力走上正路。如此一來，即使在伸手不見五指的樹林裏，我們亦能找到正確的方向，走出予自己的路。

## 說明

1 本文內容平實，能緊扣題旨。本文先寫出在人生旅途上要依靠「指南針」指引方向 1a，然後寫父母、朋友如何在我們的人生不同的階段扮演引導者的角色 1b，最後筆鋒一轉，指出自己也要為負起責任，努力自強 1c。

2 段落層次分明，結構完整。全文以「指南針」比作人生不同階段的「導師」 2a，然後闡釋「指南針」引導人們成長 2b。首段與末段前呼後應。

〰 行文尚算流暢。

➡ 全文用語大致準確，如「煙霧彌漫」、「刺痛」。

□ 本文偶有錯別字，如將「屬於」誤作「屬予」，將「致力」誤作「至力」。

## 一般評論

- 在閱讀、寫作、聆聽和說話各個學習範疇中，本年度以視聽資訊表現較佳，閱讀及聆聽範疇表現保持平穩，而寫作範疇的表現稍遜。

## 閱讀範疇

### 學生大致能理解篇章的內容要點

- 學生閱讀文章時，大致能掌握文章主要的信息，並直接從文章找出事實或依據回答問題。學生大致能回答關於提問直接信息的題目，能找出內容細節、辨析因果關係等。但對於未能直接在篇章中找到答案的題目或需要從不同段落擷取主要的信息的題目，學生的表現有待改進。

### 學生大致能理解淺易的文言作品

- 學生大致能通過關鍵字詞，推測上下文意，找出答案。可是部分學生仍未能完全掌握文言篇章的內容。學生平日宜多閱讀文言作品，積累常見的文言字詞、理解篇章的文化意涵，文言閱讀能力，可望有更佳的表現。

### 學生大致能概略理解常見的實用文

- 學生大致能理解常見的實用文，如 9CR2 第 19 題及 9CR3 第 18 題要求學生為實用文選出適切的標題，大部學生能根據實用文的內容及格式，判別正確答案。由此可見，學生對於常見實用文的內容及格式要求有一定的認識。
- 學生大多具備理解實用文內容的能力，但概括主要信息的能力仍有待改進。例如 9CR1 第 22 題，較少學生能根據說明書的內容，掌握使用電飯煲的步驟。

## 寫作範疇

### (一) 實用文

- 實用文的題目附有相關寫作材料，學生要因應題目要求，進行整合、補漏等工作，使它成為格式完整而又能清楚傳達信息的實用文。本年度只提供三道實用文題目。從評估結果顯示，最多學生能寫切合實用文格式要求的邀請信。此外，也有為數不少的學生能撰寫切合實用文格式要求的報告。本年度以啟事一題，有較多學生表現良好，但同時有較多學生未能掌握啟事應有的格式或誤用其他實用文格式撰文，致使該題有較多學生不予評級。

### 格式

- 學生大致能掌握書信格式，學生把書信和其他的實用文文類如通告混淆的情況較少。大多數學生能按照題目要求，以前稱式或後稱式撰寫邀請信。大多數學生的措辭用語尚算得體，然而個別學生似未能完全掌握書信的敬語，如將「閣下」誤作「貴先生」。
- 在三篇實用文寫作中，以啟事有較多學生表現較佳，但同時亦有頗多學生未能完全掌握啟事的格式。部分學生混淆啟事、書信及通告的格式，例如在標題後

加上稱謂、在文末加上「特此通告」。由此可見，個別學生仍未完全掌握上述實用文的寫作目的、對象及措辭用語。

- 學生大致掌握報告的格式，表現稍見進步。然而，部分學生尚未能因應報告內容，撰寫恰當的標題及小標題。

## 內容

- 大部分學生能依據題目及所附資料撰寫符合題目要求的邀請信。絕大多數學生能在信中闡明去信目的，然而部分學生未能清楚交代辯論比賽的詳情或評判的職責。
- 學生一般能根據題目的要求選取適切的資料撰寫啟事，並清楚寫出資料出錯的學生報期數、有關專欄的名稱。部分學生在啟事中致歉，內容也符合寫作的情境。然而部分學生只顧抄錄題目所附資料，而未能明確指出錯誤的地方及正確的資料，致內容有所缺漏。
- 學生大致能因應題目所附的資料撰寫報告，可是個別學生以為本文為調查報告，致使內容對焦不清。大多數學生能抄錄活動概況，惟部分學生未有準確交代資料。大多數學生能對應本年活動的不足提出建議，部分學生建議充實、具體。

## (二) 文章寫作

- 本年大多數學生能根據題目要求，以書面語撰寫內容淺易、結構簡單的文章。本年有較多學生取材自尋常的景物、個人經歷，甚至社會時事，例如有學生寫「為生命鼓掌」、「為小草鼓掌」，探討做人處世的原則。個別學生筆力雖不足，但這些嘗試值得嘉許。
- 表現良好的作品描寫細緻、情感真摯。例如「雨過天晴」一題，有學生描寫雨中尋人，最初失望而回，最終尋得佳人，此時剛好雨過天晴。全文文筆流暢，情景相生，屬可喜之作。
- 結構方面，大多數學生能分段寫作，但學生的文章結構略嫌鬆散，大多欠缺鋪排。學生宜因應文章內容組織素材，並因應內容適當分段。
- 寫作手法方面，本年較多學生採用記敘、抒情的手法撰文。不論記敘、抒情、描寫、說明或議論，學生較少使用不同的寫作手法和修辭技巧。
- 學生的文句尚能達意，大致通順，只是少作修飾，用字尚算穩妥。但部分學生文句流於累贅，也有文句殘缺或夾雜口語。學生平日應多積累詞彙和注意詞語的運用。本年學生寫錯別字的情況時有出現，較常見的毛病是筆畫缺漏，如把「值」誤寫成「値」，又或錯寫同音字，如將「弊」錯寫成「幣」。學生宜注意常用字的字形。另外，多了解文字的演變、字形與字義的關係，也有助學生掌握正確的字形。
- 學生大致能正確運用標點符號，較常使用的符號是逗號、句號。可是部分學生未有按文意斷句；也有學生通篇只運用逗號及句號，可見部分學生仍未能完全掌握運用標點的法則。

- 要提升寫作能力非一蹴而就。學生一方面要常常觀察生活中的一事一物，積累寫作材料；另一方面，也要通過大量閱讀，學習不同的寫作手法、規範用語，及使用正確的標點符號。

## 聆聽範疇

### 學生大致能理解話語主題及內容要點

- 大部分學生大致能理解說話者的某段話語內容要點。這類題目學生只要細心聆聽，摘記要點，便可找到答案。

### 學生大致能掌握話語的前後關係

- 學生大致能掌握話語的前後關係。學生大抵對說話者整段話語的內容，如前後語意、因果關係有一定的掌握。

### 學生在綜合話語內容方面，仍有待改善

- 聆聽評估中有不少題目要求學生對整段話語內容的理解，或歸納說話者的觀點看法。學生在回答這類綜合理解的題目時，表現仍有待改善。宜多嘗試摘錄課堂要點、多思考說話人的立場及表達方式，以提升聆聽能力。

## 說話範疇

### 學生能按短講題目要求，表達意見

- 本年學生在個人短講和小組討論的整體表現較去年稍見進步。達到基本能力水平的學生大致能按題目要求，確定說話內容，作簡單而完整的短講，惟大部分學生只能用約一分半鐘時間表達，未能充分運用兩分鐘時間。學生大致能表達自己的見解，惟內容流於空泛，欠缺例子說明，闡述亦見不足。

### 審題方面，有待進步

- 審題方面，部分學生未有留意題目中的關鍵字詞，例如 9CSI8「試介紹你居住社區的特色。」學生未能抓住「特色」一詞，只是概略描述自己居住社區的設施、交通、環境等，談不上有何特別之處。又如 9CSI6「假如你有機會跟校長會面，你會向他/她提出甚麼建議以改善學校的環境。為甚麼？」部分學生忽略了「以改善學校的環境」幾個重要字眼，只提出一些改善建議，而非針對改善學校的環境，以致說話內容未能扣緊題目，影響表現。

### 表達方面，尚算清楚、有條理

- 大部分學生在說話條理方面尚算清晰，部分學生沒有摘錄說話要點的習慣，也沒有善用標示語和關聯詞，以致內容結構鬆散。詞語運用方面大致恰當，惟欠缺變化。部分學生的詞彙貧乏，偶有夾雜英語詞彙或潮流用語。

### 說話技巧有待改進

- 部分學生於短講開始時便把題目隻字不漏地複述一遍；小部分學生在短講時只

是拿着題目紙「照稿」唸出來，鮮與主考員有眼神接觸。

- 學生普遍掌握說話時的語速和語氣，惟仍有小部分學生聲量不足。部分學生語調平淡，欠缺變化；部分學生說話時出現咬字欠準、「懶音」，或說「啦」、「呢」等「口頭禪」。近幾年，學生在短講時默不作聲的情況已愈來愈少，只有極少數學生在主考員多番鼓勵下仍然不開口說話。

### 小組討論方面，學生尚能就話題闡述意見，並作適切回應

- 大部分學生在討論時態度認真，樂於發言，能根據討論話題表達自己的意見，輔以論據，並就同學的發言作出適切的回應。

### 多角度思考、課外知識方面有待改進

- 部分學生對身邊事物的認知和生活體驗不足，未能從多角度思考問題，以致討論內容貧乏，舉例亦見不足；部分學生只能以自身經驗作例證。
- 部分學生討論時只是重複自己或別人的觀點，未有加以補充或延伸，以致內容空泛，表現未如理想。老師在課堂訓練時，除了注意要多作思維訓練外，亦要鼓勵學生多閱讀報章新聞和課外書籍，擴闊眼界。

### 討論技巧有待改進

- 部分學生在討論時只是輪流表達自己的意見，自說自話，欠缺承接的技巧，未能達至互相交流的效果。
- 一小部分學生的回應流於機械化，常用「我同意你的看法」等套語回應，但接着又自說自話。
- 極少數學生在討論時默不作聲，甚或在同學邀請下才勉強回應一、兩句。近年情況已有改善。

### 視聽資訊評估

- 學生大致能掌握短片的主要信息。本年學生在處理須兼顧視覺和聽覺才能回答的題目時，表現已見進步，但仍有部分學生未能同時處理畫面及旁白提供的信息。學生作答要兼顧視覺和聽覺的題目時，宜先摘記內容要點，並結合兩方面的資料思考問題。
- 部分學生在擷取主持、受訪者話語的內容重點方面，表現稍欠穩定。學生除了要留意視訊畫面的提示及指引外，也應該善用閱覽題目的時間，注意題幹及選項的關鍵詞。

## 2015 年至 2017 年中文科中三學生表現一覽表

- 今年是第十二次舉行中三級全港性系統評估，學生中文科達到基本能力水平的百分率為 77.1%

**表 6.29 2015 年至 2017 年中文科達到基本能力水平的中三學生百分率**

年份	達到基本能力水平的學生百分率
2015	77.2
2016	77.4
2017	77.1

- 2015 年至 2017 年中三級學生在中文科各學習範疇的表現，詳見表 6.30。

表 6.30 2015 年至 2017 年中文科中三學生表現一覽表

年份 閱讀	2015 年	2016 年	2017 年	備註
強項	<ul style="list-style-type: none"> <li>大多數學生能理解篇章內容大意。</li> <li>大部分學生尚能理解淺易文言作品。</li> <li>學生大致能理解實用文的主要信息。</li> </ul>	<ul style="list-style-type: none"> <li>大多數學生能掌握篇章的內容大意。</li> <li>部分學生大致能判別常見的描寫手法。</li> <li>學生在理解實用文的主要信息，表現較去年略好。</li> </ul>	<ul style="list-style-type: none"> <li>本年度學生大致能理解篇章的內容要點。</li> <li>學生大致能歸納篇章的內容要點，理解篇章主題。</li> <li>部分學生在判別文章寫作手法方面，表現較去年進步。</li> </ul>	<ul style="list-style-type: none"> <li>本年度學生大致能理解文章主要的信息，但在理解文章段落大意方面，仍有待改善。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>部分學生在歸納內容重點方面，表現未如理想。</li> <li>部分學生在判別篇章的寫作手法方面，表現一般。</li> <li>本年度部分學生在分析文言故事的深層意義上，表現較遜。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在分析文章主旨、推斷作者觀點方面，表現一般。</li> <li>部分學生未能準確掌握文言作品的內容重點。</li> <li>部分學生未能完全掌握實用文的寫作目的。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在理解文章段落大意方面，表現一般。</li> <li>部分學生在理解文言作品的主要情節方面，表現仍有待改善。</li> </ul>	

年份 寫作	2015 年	2016 年	2017 年	備註
強項	<ul style="list-style-type: none"> <li>大部分學生能寫格式正確及內容簡潔清晰的啟事。</li> <li>整體來說，學生誤用其他實用文類，如：書信、通告的情況比去年減少。</li> <li>大多數學生能掌握規範的書面語創作，撰寫內容淺易，結構簡單的文章。</li> <li>文章寫作方面，偶有學生能言之有物，嘗試不同的寫作方法，佈局謀篇，開首採用設問巧設懸念，吸引讀者興趣，最後又能帶出深層的聯想與感悟，平添文章的可讀性。</li> </ul>	<ul style="list-style-type: none"> <li>實用文方面，學生大致掌握啟事及報告應有的格式。</li> <li>文章寫作方面，小部分學生有獨特的構思，文章結構嚴謹，文筆流麗。</li> </ul>	<ul style="list-style-type: none"> <li>實用文方面，大部分學生能寫格式完備的書信。</li> <li>文章寫作方面，小部分學生言之有物，並嘗試運用不同的寫作手法，以凸顯主題。</li> </ul>	<ul style="list-style-type: none"> <li>本年度學生寫格實式正確，但部分學生仍未完全掌握啟事的格式。</li> <li>大部分學生能因應題目寫作，不過多數作品立意一般。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>文章寫作方面，不少學生立意不清，內容平淡，鮮有新意，故驚喜之作不多。</li> <li>學生詞彙貧乏；錯別字和錯用標點情況仍有待改進。</li> </ul>	<ul style="list-style-type: none"> <li>實用文方面，部分學生仍未掌握通告格式；大多數學生未能準確撰寫報告資料及提出具體建議。</li> <li>文章寫作方面，大多數作品內容平淡，選材狹窄。</li> <li>學生詞彙貧乏，用字生硬；部分學生字體過於潦草，難以辨識。</li> </ul>	<ul style="list-style-type: none"> <li>實用文方面，部分學生未能掌握啟事的格式。個別學生未能掌握實用文常用的行文用語。</li> <li>文章寫作方面，大多數作品能圍繞主題寫作，然而內容略嫌平淡，鮮有新意。</li> <li>部分學生詞彙貧乏，錯別字的情況仍有待改善。</li> </ul>	

聆聽 年份	2015 年	2016 年	2017 年	備註
強項	<ul style="list-style-type: none"> <li>與 2014 年比較，學生在聆聽方面的表現略有進步。</li> <li>大部分學生在聆聽和處理表層信息、說話者語脈絡方面見進步。</li> </ul>	<ul style="list-style-type: none"> <li>學生普遍具備不俗的聆聽要點能力。</li> <li>學生大致能聽出話語的內容重點和主題，並掌握話語的前後關係。</li> <li>部分學生在分別話語的實際意思方面，表現較去年略有進步。</li> </ul>	<ul style="list-style-type: none"> <li>學生普遍具備不俗的聆聽要點能力。</li> <li>學生大致能聽出話語的內容重點和主題。</li> <li>部分學生能大致判別話語的實際意思。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在掌握重話歸納及掌握話語的前後關係方面，仍有待改進。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>部分學生在歸納說話者的看法觀點方面，仍有待改進。</li> <li>部分學生在掌握話語的前後關係方面，表現欠穩定。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在歸納說話者的說話重點方面，仍有待加強。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在歸納說話者的說話重點方面，仍有待加強。</li> <li>部分學生在掌握話語的前後關係方面，仍有待改進。</li> </ul>	

年份 說話	2015 年	2016 年	2017 年	備註
強項	<p>個人短講</p> <ul style="list-style-type: none"> <li>• 整體上，本年度學生的表現較去年稍有進步；小部分學生在說話時顯得有自信，說話自然大方。</li> <li>• 學生的內容大致切題，離題者比去年少。</li> <li>• 部分學生能善用連接詞和標示語，使內容連接得更緊湊。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>• 學生大致表現平穩，大部分學生能積極主動發言，表達自己的意見，能恰當地舉例加以說明，對同學的說話作出適當的回應。</li> <li>• 大部分學生的表達尚見條理，不發言者極少。</li> <li>• 整體表現較個人短講為佳。</li> </ul>	<p>個人短講</p> <ul style="list-style-type: none"> <li>• 普遍學生能根據題目要求，作簡單而完整的短講，表現與去年相若，離題情況甚少。個別學生能援引恰當的例子，拓展內容，表現突出。</li> <li>• 部分學生能善用標示語和關聯詞，使內容條理分明。</li> <li>• 部分學生能運用豐富多變的詞彙表達，說話清晰自然。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>• 學生大多能積極及認真地參與討論，能表達己見及回應別人。</li> <li>• 部分學生能舉出不同的例子佐證，闡明觀點，理由充分；小部分學生更能提出獨特的見解。</li> <li>• 小部分學生能拓展討論空間，帶動同學參與討論。</li> </ul>	<p>個人短講</p> <ul style="list-style-type: none"> <li>• 本年學生整體表現比去年略見進步，學生大致能按題目要求，作簡單而完整的短講，離題情況甚少。個別學生能輔以例子說明，內容充實，表現突出。</li> <li>• 部分學生能運用準確、豐富的詞彙；說話有條理，清晰自然。</li> <li>• 部分學生能善用標示語和關聯詞組織說話內容，使內容連接更緊密。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>• 整體來說，學生表現大致平穩，大部分學生認真參與討論，表達自己的意見，對同學的說話作出適當的回應。</li> <li>• 部分學生能舉出不同的例證，闡述觀點；小部分學生見識豐富，能提出獨特的見解。</li> <li>• 少數學生能拓展討論空間，帶動同學參與討論，氣氛良好。</li> </ul>	<p>個人短講</p> <ul style="list-style-type: none"> <li>• 整體來說，本年度學生的表現比去年的表現略為進步，內容尚算清晰完整，離題情況甚少。惟學生在舉例方面仍需努力。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>• 總的來說，本年度學生的表現比去年的表現稍見進步，大部分學生能主動表達自己的意見，能輔以例子說明，表達大致具備條理，不發言者極少。部分學生的</li> </ul>

年份 說話	2015 年	2016 年	2017 年	備註
弱項	<p>個人短講</p> <ul style="list-style-type: none"> <li>部分學生的內容過於表面，欠深入闡述；忽略說話的重心，缺乏新意。</li> <li>部分學生的內容欠缺論據支持，例子亦不足。</li> <li>部分學生未能掌握說話技巧，語調平淡乏味，欠缺變化。</li> <li>小部分學生說話聲線微弱，或發音不準確。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>部分學生只是輪流地表達意見，甚至自說自話、重複自己或別人的觀點，未能達到互動交流的效果。</li> <li>部分學生的論點和例證不足，以致內容薄弱，表現稍遜。</li> <li>少數學生的回應公式化，常用「同學，你有甚麼意見呢？」或「我十分同意你的看法」等。</li> </ul>	<p>個人短講</p> <ul style="list-style-type: none"> <li>部分學生的短講內容貧乏，欠缺有力的例子佐證；亦欠缺新意。</li> <li>部分學生忽略題目中的關鍵字眼，以致內容未能扣緊題目。</li> <li>部分學生的詞彙貧乏；未能掌握說話的技巧，語調平淡。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>部分學生的內容薄弱，論點欠明確，欠缺有力的論據；對社會時事認識不足，缺乏多角度思考。</li> <li>部分學生只是輪流地表達意見，未能掌握同學發言的技巧。</li> <li>少數學生的回應流於機械化，常用「你有甚麼意見呢？」或「我也同意你的看法」等。</li> </ul>	<p>個人短講</p> <ul style="list-style-type: none"> <li>部分學生的內容薄弱，例證不足，闡述欠深入；亦欠缺新意。</li> <li>部分學生於審題時忽略題目中的關鍵字眼，以致內容未能緊扣主題。</li> <li>部分學生未能善用標示語和關聯詞，組織欠條理。</li> <li>部分學生的詞彙貧乏；未能掌握說話的技巧，語調平淡乏味。小部分學生說話聲音微弱，發音欠準確。</li> </ul> <p>小組討論</p> <ul style="list-style-type: none"> <li>部分學生只是輪流地表達自己的意見，未能掌握回應同學的技巧。</li> <li>部分學生的論點欠明確，欠缺例證，甚或不斷重複論點，以致內容薄弱；對身邊的事物認識不多，思考角度比較單一。</li> <li>小部分學生的回應流於機械化，常用「我同意你的看法」等說話回應，但接着又自說自話。</li> </ul>	<p>內容薄弱，論點欠明確，欠缺例證，討論技巧仍有待改進。</p>

視聽資訊 年份	2015 年	2016 年	2017 年	備註
強項	<ul style="list-style-type: none"> <li>學生表現見進步。對於短片主題和相關信息的題目，大部分學生多能夠回答。</li> <li>對於一些須兼以視覺和聽覺能力回答的題目，大多數學生的表現理想。</li> <li>學生大致能回答綜合性的題目，表現略勝去年。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能回答有關短片主題和相關信息的題目。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能回答有關短片主題和相關信息的題目。</li> <li>對於一些須兼顧視覺和聽覺能力回答的題目，學生表現見進步。</li> </ul>	<ul style="list-style-type: none"> <li>擷取語語重點方面仍有待改進。</li> </ul>
弱項	<ul style="list-style-type: none"> <li>對於一些否定式的題型，部分學生表現較遜。</li> <li>學生在歸納整段短片的主要信息方面，表現仍有待改善。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在回答綜合性題目方面，表現仍有待改進。</li> <li>對於一些須兼以視覺和聽覺能力回答的題目，部分學生表現稍遜。</li> </ul>	<ul style="list-style-type: none"> <li>部分學生在擷取主持、受訪者的語語重點方面，表現仍有待改進。</li> </ul>	

## 2017 年中文科小三、小六及中三學生表現比較

2004 年至 2017 年的小三、小六和中三各級各年達到基本水平的百分率如下：

表 6.31 中文科達到基本水平的學生百分率

年份 年級	達到基本水平的學生百分率													
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
小三	82.7	84.7	85.2	84.9	85.4	#	85.9	86.4	86.1	86.6	86.3	86.4	85.8 <sup>△</sup>	86.3 <sup>▽</sup>
小六	--	75.8	76.5	76.7	76.4	#	77.0	77.2	^	78.1	^	77.7	^	78.3
中三	--	--	75.6	76.2	76.5	76.5	76.8	76.7	76.9	77.1	77.0	77.2	77.4	77.1

#由於人類豬型流感肆虐，全港小學停課，教育局取消全港性系統評估，故沒有達標數據。

^ 2012、2014 及 2016 年小六全港性系統評估暫停舉行。由於此評估是學校以自願形式參與，而非全港小六學生參與的全港性系統評估，故此報告不會有全港數據。

△ 2016 年小三級以試行研究計劃形式進行，50 多所小學參與評估，從中計算出全港小三級學生的達標率。

▽ 2017 年小三級以基本能力評估研究計劃形式進行，計劃推展至全港小學。

數據顯示小三、小六及中三學生在中文科各範疇的表現，教師可針對學生的強弱項，調適教學策略和課程計劃。2017 年中文科小三基本能力評估研究計劃，小六及中三學生全港性系統評估的表現比較詳見下表：

表 6.32 2017 年中文科小三、小六及中三學生表現比較

年級 範疇	小三	小六	中三
閱讀	<ul style="list-style-type: none"> <li>學生能根據題目要求，在指定的段落範圍中，找出合適的詞語。</li> <li>學生能理解篇章內容要點，能理解句子的因果關係，能掌握段落大意，並理解故事中角色的性格。</li> <li>學生大致能理解篇章情節的發展和大致能掌握篇章主要信息。</li> <li>學生能複述實用文的資訊，理解實用文的內容要點，並掌握實用文的主要信息。</li> <li>個別學生在尋找段意和篇章主要信息方面，仍有進步空間。</li> </ul>	<ul style="list-style-type: none"> <li>學生在填詞成句及詞語理解兩種不同的題型中，表現一般。</li> <li>學生能理解敘述性和說明性文字的段意和段落關係，表現比前年略有進步。</li> <li>學生大致能理解篇章中具體事件的寓意，掌握篇章主旨。</li> <li>學生大致能理解作者概括出來的道理，包括句子的銜接關係和內容要點。</li> <li>學生能理解簡單的實用文，根據海報的內容，找出細節和主要信息。</li> </ul>	<ul style="list-style-type: none"> <li>本年度學生大致能理解篇章的內容要點，以及理解篇章主題。</li> <li>部分學生在判別文章寫作手法方面，表現比去年進步。</li> <li>學生大致能理解篇章的內容要點，然而部分學生在理解段落大意方面，仍有待改進。</li> </ul>
寫作	<ul style="list-style-type: none"> <li>大部分學生能寫賀卡，學生能寫出恭賀信息，並在相關內容或格式中，做到其中一項或以上。</li> <li>學生大致能根據題目，寫一篇切合題旨的文章，並大致能按內容重點分段，條理一般。</li> <li>小部分學生在「內容」上有所偏離，未能緊扣題旨，個別學生在「內容」方面，比較空泛。學生在構思內容方面，仍有進步空間。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能寫實用文。大部分學生能寫一則信息明確和格式完整的便條，日記表現一般。</li> <li>學生大致能根據題目要求擬定內容寫作。在記敘文方面，學生大致能組織相關內容，交代事件的始末，並表達感受，惟內容一般在說明文方面，學生大致能表達自己的觀點，惟闡述不足，有所疏漏。</li> </ul>	<ul style="list-style-type: none"> <li>實用文方面，學生大致能寫格式完備的書信。</li> <li>文章寫作方面，大多數作品能圍繞主題寫作，然而內容略嫌平淡。小部分學生言之有物，並嘗試運用不同的寫作手法。</li> <li>部分學生詞彙貧乏，錯別字的情況仍有待改善。</li> </ul>

年級 範疇	小三	小六	中三
寫作	<ul style="list-style-type: none"> <li>學生大致能運用所學詞語，用詞簡單。學生大致能寫完整句子，文句一般。</li> <li>學生大能正確書寫常用字和運用標點符號寫作，偶有錯別字，偶爾誤用標點符號。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能按內容重點分段，條理一般。</li> <li>學生大致能運用句子表情達意，用詞一般，有時流於重複，略欠變化。</li> <li>學生大致能正確書寫常用字，也能使用標點符號寫作，惟部分學生未能適當斷句，或部分標點符號有疏漏，宜加注意。</li> </ul>	
聆聽	<ul style="list-style-type: none"> <li>學生能「記憶簡單話語中敘說和解說的內容」、「聽出話語所表達的不同情感」和「概略理解語段間的銜接關係」，表現理想。</li> <li>個別學生未能注意話語細節，受局部信息干擾。</li> </ul>	<ul style="list-style-type: none"> <li>學生能「理解話語的內容大要」和「理解語段間的銜接關係」，表現理想。</li> <li>小部分學生在「聽出話語中對人物、事件的簡單評價」方面，仍有進步空間。</li> </ul>	<ul style="list-style-type: none"> <li>學生大致能理解說話者的說話重點。</li> </ul>
說話	<ul style="list-style-type: none"> <li>看圖說故事方面，學生能理解圖畫的主要信息，並根據情節，順序講述一個完整的故事。</li> <li>學生用詞準確，部分更能運用四字詞語和熟語，如「心滿意足」、「助人為快樂之本」等。</li> </ul>	<ul style="list-style-type: none"> <li>大多數學生能根據圖畫的信息，講述一個內容豐富，結構完整的故事。學生在發音和聲量方面，表現理想。</li> <li>大部分學生能因應口頭報告的題目，加入自己的生活經驗，有條理地作出報告。學生在發音和聲量方面，表現比前年進步。</li> </ul>	<ul style="list-style-type: none"> <li>大部分學生能按題目要求，短講內容簡單完整，清楚達意，惟部分學生的內容平平，欠缺新意，闡述亦見不足。學生大多能運用恰當的詞語表達，組織具條理的內容，惟詞彙貧乏，略欠生動和變化。</li> </ul>

年級 範疇	小三	小六	中三
說話	<ul style="list-style-type: none"> <li>大部分同學能掌握所學字詞的正確發音，聲音響亮。</li> <li>小組交談方面，學生能按話題指引與組員展開交談，並作出適當回應，表現認真。</li> <li>學生能運用日常生活用語與組員交談，準備表達自己的意思。</li> </ul>	<ul style="list-style-type: none"> <li>大多數學生積極參與討論，根據題目與同學作出交流。在表達己見的同時，又能回應組員。學生的表現比前年進步。</li> </ul>	<ul style="list-style-type: none"> <li>大多數學生能主動參與討論，表達自己的意見，並回應同學的發言，整體表現大致理想。惟部分學生對身邊的事物、生活常識認知不多，思考角度較單一，以致論據略嫌單薄，討論內容一般。小部分學生只是簡略地表達自己的意見，甚或附和同學的觀點，未能作深入的闡述和發揮。</li> </ul>
視聽資訊 (閱讀及聆聽)	<ul style="list-style-type: none"> <li>學生能「明白視聽資訊中簡單的訊息」。學生能複述短片內容和找出短片視像信息。學生大致能理解解短片內容要點，掌握短片主要信息。</li> <li>部分學生受局部信息干擾，未能找出內容細節。</li> </ul>	<ul style="list-style-type: none"> <li>學生能「明白視聽資訊中的信息」，學生能找出短片的視像信息，能複述內容，能理解內容要點，也能掌握主要信息。</li> <li>部分學生能掌握視聽資訊中相關的細節，表現不俗。</li> </ul>	<ul style="list-style-type: none"> <li>大部分學生能回答有關短片主題和相關信息；對於一些需綜合視覺和聽覺回答的題目，學生表現略見進步。</li> <li>部分學生未能擷取主持、受訪者的話語重點。</li> </ul>

## ***Results of Primary 3 English Language in Basic Competency Assessment Research Study 2017***

The percentage of Primary 3 students achieving English Language Basic Competency in 2017 is 81.1%.

### ***Primary 3 Assessment Design***

The assessment tasks for 2017 P.3 English Language were designed with reference to the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 80 items and 90 score points. Some items appeared in different written sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 30 minutes. The oral assessment was comprised of two components, ‘Reading Aloud and Personal Experiences’ as well as ‘Picture Description’, with six sub-papers in each component. The oral assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. 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 P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

**Table 7.1a Number of Items and Score Points for P.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Paper					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	2(12)
Total	40(45)	40(45)	40(45)	--	80(90)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Personal Experiences (short answers)	2(4)	2(4)	2(4)	--	6(4)
Picture Description (short answers and pronunciation)	2(6)	2(6)	2(6)	--	6(6)

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

**Table 7.1b Composition of P.3 Written Sub-papers**

Written Assessment			
Basic Competency	No. of Items (Score Points)		
<b>Listening</b>	<b>3EL1</b>	<b>3EL2</b>	<b>3EL3</b>
	19(19)	19(19)	19(19)
<b>Reading</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	20(20)	20(20)	20(20)
<b>Writing</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	1(6)	1(6)	1(6)

**Table 7.1c Composition of P.3 Speaking Sub-papers**

Speaking Assessment			
Basic Competency	No. of Items (Score Points)		
L2-R-3-P3BC (Reading aloud)	3ES01 & 3ES03 2(8)	3ES05 & 3ES07 2(8)	3ES09 & 3ES11 2(8)
L1-S-3-P3BC (Short answers)	3ES01 – 3ES04 4(16)	3ES05 – 3ES08 4(16)	3ES09 – 3ES12 4(16)
L3-S-1-P3BC (Picture description – pronunciation)	3ES02 & 3ES04 2(4)	3ES06 & 3ES08 2(4)	3ES10 & 3ES12 2(4)

### Primary 3 Listening Items

Each student was required to attempt one of the three sub-papers (about 20 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.2 and 7.3.

**Table 7.2 P.3 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	8
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	30
<b>TOTAL</b>		<b>38</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Lily's New Book <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Lily's Favourite Hobby <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Lily's English Day <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A Birthday Present for Judy <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Catch and Teach <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Lily's Exams <i>3EL3 Part 1B</i>	Multiple Choice	5(5)

### Primary 3 Reading Items

Each student was required to attempt three reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

**Table 7.4 P.3 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	40
<b>TOTAL</b>		<b>40</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	My Great Teacher <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Tom's School Timetable <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	At Christmas <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Judy's Birthday Party <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Tom's Summer Timetable <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Ben's New Shoes <i>3ERW3 Part 3</i>	Multiple Choice	8(8)

### Primary 3 Writing Tasks

Each student was required to attempt one writing task in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

**Table 7.6 P.3 Writing: Distribution of Tasks**

Basic Competency	Descriptor	No. of Items
L2-W-3-P3BC	Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues	1
L2-W-4-P3BC	Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
TOTAL		2

**Table 7.7 P.3 Writing: Task Description**

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC	At the Park	½(3)
L2-W-4-P3BC	3ERW1 / 3ERW2 Part 4	½(3)
L2-W-3-P3BC	My School Recess	½(3)
L2-W-4-P3BC	3ERW3 Part 4	½(3)

### Primary 3 Speaking Tasks

**Two components** were designed for P.3 oral assessment. The first was ‘**Reading Aloud and Expression of Personal Experiences**’ (RA & PE) which required students to read a text of approximately 35 – 40 words in length aloud and then answer a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners’ questions. For this task, students were given two minutes to prepare for the assessment, one minute to complete the RA text and two minutes to complete the questions for PE. The second task was ‘**Picture Description**’ (PD) which required students to answer the Oral Examiner’s questions based on a single picture or a series of smaller pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to complete the Oral Examiners’ questions.

Each component represented one half of the total sub-papers used for the oral assessment. RA & PE were comprised of sub-papers 3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES011 and PD were comprised of 3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12. A set of four sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an

assessment session. Sub-papers consisted of different topics: *My School Days (3ES01)*, *In the Classroom (3ES02)*, *My Favourite Sports (3ES03)*, *A Football Match (3ES04)*, *Playing at Home (3ES05)*, *Dinner Time (3ES06)*, *Watching TV (3ES07)*, *Too Much TV (3ES08)*, *My New Classmate (3ES09)*, *In the Music Room (3ES10)*, *Yummy Food (3ES11)* and *In the Cake Shop (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 4 and 5 May 2017. Descriptions of the speaking tasks are provided in Table 7.8.

**Table 7.8 P.3 Speaking: Distribution of Tasks**

Basic Competency	Descriptor	Task Description	No. of Items
L2-R-3-P3BC	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly	Reading Aloud <i>3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11</i>	6 (RA + PE)
L1-S-3-P3BC	Providing short answers to short and simple questions	Expression of Personal Experiences <i>3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11</i>	
L3-S-1-P3BC	Pronouncing simple and familiar words comprehensibly	Picture Description <i>3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12</i>	6 (PD)
L1-S-3-P3BC	Providing short answers to short and simple questions		

## ***Performance of Primary 3 Students Achieving Basic Competence in 2017***

### **Primary 3 Listening**

#### **Design of Listening Papers**

There are three listening sub-papers altogether, namely 3EL1, 3EL2 and 3EL3. In the sub-papers, there are six listening tasks:

<i>Tasks</i>	<i>Text Types</i>
Lily's New Book	Conversation
Lily's Favourite Hobby	Conversation
Lily's English Day	Conversation
A Birthday Present for Judy	Conversation
Catch and Teach	Story
Lily's Exams	Conversation

**Performance of Primary 3 Students Achieving Basic Competence in Listening Tasks**

Students achieving basic competence were able to:

- identify key words on familiar topics or on topics related to daily life experiences with straightforward verbal and pictorial cues
- understand the connection between ideas using cohesive devices
- understand the causal relationship between ideas
- understand basic differences in intonation and discriminate between common words with a small range of vowel and consonant sounds

**Task Name: Lily's New Book (Conversation)**

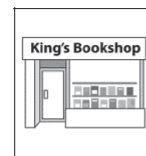
**Task Content:** Lily talked to her uncle about her new book. She talked about the author and the content of the book.

**Identifying Key Words on Familiar Topics with Straightforward Verbal Cues**

- Most students could identify key words on a familiar topic about places, with the help of cues in the spoken text. They were able to identify 'Happy Zoo' as the place where the children went when they heard:

Lily: *It is about some children going to a zoo. They see many animals, for example, tigers and lions.*

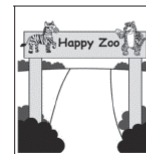
3. Where do the children in the story go?



☐ A.



☐ B.



☒ C.



☐ D.

3EL1/3 Part 1A Q.3

**Understanding the Connection between Ideas Using Cohesive Devices**

- Most students were able to identify the reasons why Lily liked her new book when the ideas were linked by 'and':

Uncle David: *Do you like your new book?*

Lily: *Yes. There are beautiful pictures and the words are very easy.*

5. Lily likes her book because \_\_\_\_\_.

- 1) it is new
- 2) it is thick
- 3) the words are easy
- 4) the pictures are beautiful

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

3EL1/3 Part 1A Q.5

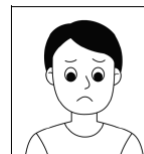
**Understanding Basic Differences in Intonation**

- Most students were able to point out that the speaker was surprised when they heard Uncle David saying ‘*Oh, so quickly!*’.

4. How does Uncle David feel?



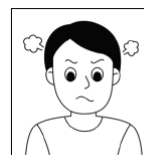
● A.



○ B.



○ C.



○ D.

3EL1/3 Part 1A Q.4

**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants ‘H’, ‘K’, ‘L’ and ‘S’. They could identify the author of Lily’s new book as ‘Ben Ho’ from ‘Ko’, ‘Lo’ and ‘So’ (3EL1/3 Part 1A Q.2).

**Task Name: Lily’s Favourite Hobby (Conversation)**

**Task Content:** Lily talked to her teacher about her favourite hobby – taking photos. She told Mr King when and where she took photos.

**Identifying Key Words on Familiar Topics with Straightforward Verbal Cues**

- Most students were able to identify key words with straightforward verbal cues. When asked when Lily took photos, students were able to choose ‘Sundays’ as the correct answer even with distractors built in the spoken text:

Mr King: *When do you take photos?*

Lily: *I am busy from Mondays to Fridays. On Saturdays, I finish my homework. So I take photos on Sundays.*

1. Lily takes photos on \_\_\_\_\_.

- A. Mondays  
○ B. Fridays  
○ C. Saturdays  
● D. Sundays

3EL1/2 Part 1B Q.1

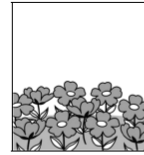
**Understanding the Connection between Ideas Using Cohesive Devices**

- Most students could understand the connection of ideas contrasted by 'but'. They were able to identify that Lily liked to take photos of flowers best when they heard:

Mr King: ...*What photos do you take? Birds, animals or trees?*

Lily: *All of them. **But** I like flowers the most.*

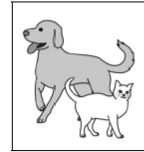
2. Lily likes to take photos of \_\_\_\_\_ best.



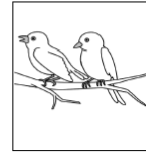
☒ A.



☐ B.



☐ C.



☐ D.

3EL1/2 Part 1B Q.2

- Most students could understand the connection of ideas linked by 'too'. They were able to identify the person who went to take photos with Lily when they heard:

Mr King: *Does your dad take you there?*

Lily: *No, my mum goes with me. My friend, Judy, goes **too**.*

4. \_\_\_\_\_ go to take photos with Lily.

- ☐ A. Lily's dad and Judy
- ☐ B. Lily's mum and dad
- ☒ C. Lily's mum and Judy
- ☐ D. Lily's dad and his friends

3EL1/2 Part 1B Q.4

**Understanding Basic Differences in Intonation**

- Most students were able to understand that the speaker was excited about the photo competition at school when they heard Lily saying 'Yes, I want to join it. The winner can get a \$300 book coupon!'.

5. How does Lily feel?



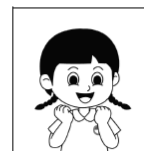
☐ A.



☐ B.



☐ C.



☒ D.

3EL1/2 Part 1B Q.5

**Discriminating a Small Range of Vowel Sounds**

- The majority of students were able to discriminate vowel sounds 'a', 'i', 'o' and 'u'. They could identify the name of the park Lily went to take photos as 'Ling Ling Park' from 'Lang Lang Park', 'Long Long Park' and 'Lung Lung Park' (3EL1/2 Part 1B Q.3).

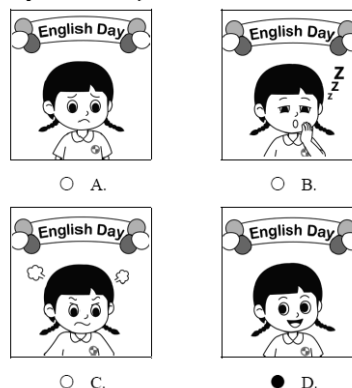
**Task Name: Lily's English Day (Conversation)**

**Task Content:** Lily talked to her grandpa about her English Day. She told grandpa about the show she watched and the games she played on that day.

**Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal and Pictorial Cues**

- Most students were able to identify key words with the help of straightforward verbal and pictorial cues. They could match the picture of Lily with a smiling face by using the verbal cue 'You look great!'.

1. Which photo shows Lily at school?

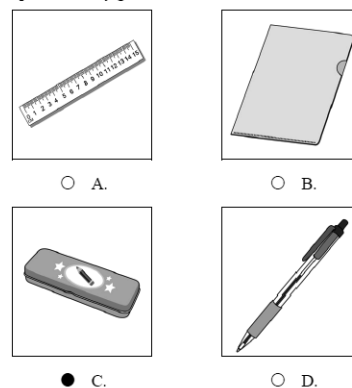


3EL1 Part 2 Q.1

- Most students could identify key words related to daily life experiences such as stationery items. They were able to identify the prize that Lily got on English Day when they heard:

Lily: *Some students got a ruler, a file or a pen.*  
*I got a pencil case.*

9. What prize did Lily get?



3EL1 Part 2 Q.9

**Understanding the Connection between Ideas Using Cohesive Devices**

- When talking about the show that Lily watched on English Day, many students were able to identify the things the students did in the show when the ideas were linked by 'also' in the spoken text:

Lily: *We watched a show. The students in the show put on interesting clothes. They also talked like people in cartoons.*

4. What did the students do in the show?

- 1) They put on interesting clothes.
- 2) They took some photos.
- 3) They watched cartoons.
- 4) They talked like people in cartoons.

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

3EL1 Part 2 Q.4

- Most students were able to make out that Lily liked the spelling games best when the ideas were contrasted by 'but' in the spoken text:

Grandpa: *Did you play any games?*

Lily: *Yes. There were puzzles, riddles and matching games. **But** I liked the spelling games most.*

- When asked about where Lily played the games on the English Day, most students were able to identify the venues when the ideas were linked by 'and' in the spoken text:

Grandpa: *Did you play the games in the classrooms or in the playground?*

Lily: *I played them in the hall **and** the computer room.*

6. Lily liked the \_\_\_\_\_ best.

- ☐ A. matching games  
☐ B. riddles  
☒ C. spelling games  
☐ D. puzzles

3EL1 Part 2 Q.6

8. Lily played the games in \_\_\_\_\_.

- 1) the classrooms  
2) the hall  
3) the playground  
4) the computer room

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

3EL1 Part 2 Q.8

### Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify 'The students were funny.' as the reason why Lily liked the show when they heard 'Yes, I liked it because the students were funny.'

5. Why did Lily like the show?

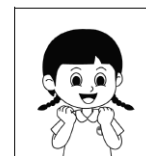
- ☒ A. The students were funny.  
☐ B. She enjoyed talking to Peter.  
☐ C. She put on interesting clothes.  
☐ D. The Chinese teacher talked in English.

3EL1 Part 2 Q.5

### Understanding Basic Differences in Intonation

- The majority of students were able to identify that the speaker was puzzled when they heard Lily saying '*Peter talked to me in English but I did not understand what he said.*'

3. How did Lily feel when Peter talked to her?



☐ A.



☒ B.



☐ C.



☐ D.

3EL1 Part 2 Q.3

**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants 'B', 'L', 'M' and 'T'. They could identify Lily's favourite game as 'Bingo' from 'Lingo', 'Mingo' and 'Tingo' (3EL1 Part 2 Q.7).

**Task Name: A Birthday Present for Judy (Conversation)**

**Task Content:** Lily talked to her dad about the present she wanted to buy for Judy on her birthday.

**Identifying Key Words on Familiar Topics with Straightforward Verbal Cues**

- Most students could identify key words with straightforward verbal cues. They were able to identify that Judy's birthday was on 17<sup>th</sup> June even with distractors built into the spoken text:

Lily: *Um... Today is the 14<sup>th</sup> of June. Then it is the 15<sup>th</sup> and the 16<sup>th</sup>. Ah... It's on the 17<sup>th</sup>.*

1. Judy's birthday is on \_\_\_\_\_.

- ☐ A. 14<sup>th</sup> June  
☐ B. 15<sup>th</sup> June  
☐ C. 16<sup>th</sup> June  
☒ D. 17<sup>th</sup> June

3EL2 Part 1A Q.1

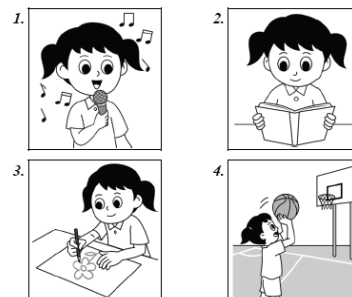
**Understanding the Connection between Ideas Using Cohesive Devices**

- Most students could understand the connection of ideas linked by 'and'. They were able to identify the things that Judy liked to do. Students were able to get the correct answer even though distractors were built into the spoken text:

Dad: *Does she like sports or reading?*

Lily: *No, she likes singing and drawing.*

2. Judy likes \_\_\_\_\_.



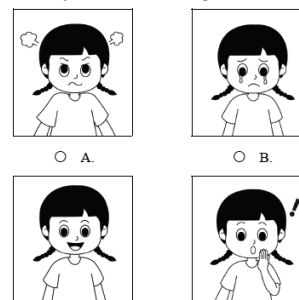
- ☐ A. 1 and 2  
☒ B. 1 and 3  
☐ C. 2 and 4  
☐ D. 3 and 4

3EL2 Part 1A Q.2

**Understanding Basic Differences in Intonation**

- Most students were able to identify that the speaker was happy about the hamburgers at Lam Coffee Shop when they heard Lily saying 'I like eating the hamburgers there!'.

5. How does Lily feel about the hamburgers?



- ☐ A.  
☐ B.  
☒ C.  
☐ D.

3EL2 Part 1A Q.5

**Discriminating a Small Range of Ending Sounds**

- The majority of students could discriminate ending sounds 'am', 'ap', 'ass' and 'ay'. They were able to identify that Lily wanted to go to 'Lam Coffee Shop' from 'Lap Coffee Shop', 'Lass Coffee Shop' and 'Lay Coffee Shop' (3EL2 Part 1A Q.4).

**Task Name: Catch and Teach (Story)**

**Task Content:** Lily's mum told Lily a story. It was about John and a monkey.

**Identifying Key Words Related to Daily Life Experiences/Familiar Topics with Straightforward Verbal and Pictorial Cues**

- Many students could identify key words on familiar topics such as 'names' with straightforward verbal cues. They were able to identify the name of the computer game which John bought when they heard:

Mum: *He goes to Tom's Toy Shop and buys a computer game called 'Catch and Teach a Monkey'.*

- The majority of students could identify key words related to familiar topics about adjectives. They were able to identify that the monkeys were lazy in the game when they heard '*In the game, John catches lazy monkeys.*'.

- Most students were able to identify key words related to daily life experiences such as 'sports' with straightforward pictorial cues. They could identify the picture of John playing football when they heard '*The monkey says, "You are here because you are lazy too. Now what sports do you want me to do with you? Badminton, tennis or basketball?" John says he wants to play football.*'.

2. The name of the computer game is \_\_\_\_\_.

- ☐ A. 'Catch a Monkey'  
☐ B. 'Teach a Monkey'  
☐ C. 'Buy and Catch a Monkey'  
☒ D. 'Catch and Teach a Monkey'

3EL2/3 Part 2 Q.2

3. The monkeys in the game are \_\_\_\_\_.

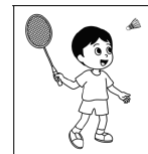
- ☒ A. lazy  
☐ B. little  
☐ C. new  
☐ D. sleepy

3EL2/3 Part 2 Q.3

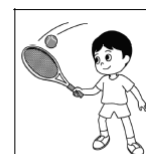
7. What does John want to play?



☐ A.



☐ B.



☐ C.



☒ D.

3EL2/3 Part 2 Q.7

**Understanding the Connection between Ideas Using Cohesive Devices**

- The majority of students could understand the connection of ideas linked by 'and'. They were able to understand what happened to John when he played computer games:

Mum: ... *John plays the game for many hours. He does not do his homework after school and sleeps very little.*

4. When John plays computer games, he \_\_\_\_\_.

- 1) plays for only one hour
- 2) does not do his homework
- 3) sleeps very little
- 4) does not go to school

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

3EL2/3 Part 2 Q.4

**Understanding the Connection of Ideas with Causal Relationship**

- The majority of students were able to understand the reason why John liked sports at the end of the story when they heard:

Mum: ... *John says, "No more computer games. I love sports now because they make me strong."*

9. At the end of the story, John likes sports because \_\_\_\_\_.

- ☐ A. he likes playing computer games
- ☒ B. they make him strong
- ☐ C. the monkey goes home
- ☐ D. the monkey turns off the computer

3EL2/3 Part 2 Q.9

**Understanding Basic Differences in Intonation**

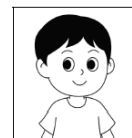
- Most students were able to identify the picture of John being scared when the monkey pulled him into the computer:

Mum: ... *John cries, "Oh, no! Help!"*

6. How does John feel when the monkey pulls him into the computer?



☒ A.



☐ B.



☐ C.



☐ D.

3EL2/3 Part 2 Q.6

**Discriminating a Small Range of Vowel Sounds**

- The majority of students could discriminate vowel sounds 'a', 'i', 'o' and 'u'. They were able to identify the name of the toy shop that John went to buy computer games as 'Tom's Toy Shop' from 'Tam's Toy Shop', 'Tim's Toy Shop' and 'Tum's Toy Shop' (3EL2/3 Part 2 Q.1).

**Primary 3 Reading****Design of Reading Papers**

There are three reading sub-papers altogether, namely 3ERW1, 3ERW2 and 3ERW3. In the sub-papers, there are six reading tasks:

<i>Tasks</i>	<i>Text Types</i>
My Great Teacher	Card
Tom's School Timetable	Timetable
At Christmas	Story
Judy's Birthday Party	Card
Tom's Summer Timetable	Timetable
Ben's New Shoes	Story

Following the recommendations of the Committee, the Moderation Committee modified the question items of the reading papers. The number of parts was reduced from four to three, and the number of words per task was limited to not more than 150, with the number of words of the whole paper capped at 400. The number of items in each sub-paper was around 20 to 24, with around 40 items in total. The text types and context were familiar to students, and options of multiple-choice items were simple and straightforward.

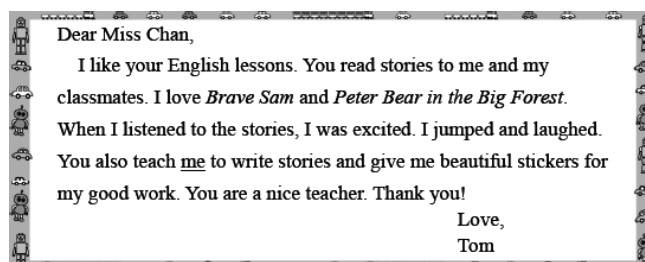
### **Performance of Primary 3 Students Achieving Basic Competence in Reading Tasks**

Students achieving basic competence were able to:

- recognise key words on familiar topics/related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection of ideas in a timetable/card
- understand the connection of ideas by following pronoun references in a card/story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

#### **Task Name: My Great Teacher (Card)**

**Task Content:** Tom wrote a card to his teacher.



### **Recognising Key Words on Familiar Topics**

- Most students could recognise key words on familiar topics such as 'names'. By referring to the card, the students were able to identify the recipient of the card as Miss Chan.
- The majority of students were able to recognise key words on familiar topics, e.g. 'adjectives to describe people'. When asked what Tom thought of Miss Chan, students could choose the correct answer by recognising the key words 'You are a nice teacher.' in the card.

1. Tom writes this card to \_\_\_\_\_.

- ☐ A. his classmates      ☐ B. Sam  
☒ C. Miss Chan      ☐ D. Peter

3ERW1/3 Part 1 Q.1

5. Tom thinks Miss Chan is \_\_\_\_\_.

- ☐ A. brave      ☐ B. big  
☐ C. beautiful      ☒ D. nice

3ERW1/3 Part 1 Q.5

### Understanding the Connection of Ideas by Following Pronoun References in a Card

- The majority of students could understand the connection of ideas by following pronoun references in a card. They were able to interpret 'me' as '**Tom**' when reading Love, Tom in the card. This showed the students were able to understand that Tom was the sender of the card.

3. Read line 5. The word 'me' refers to \_\_\_\_\_.

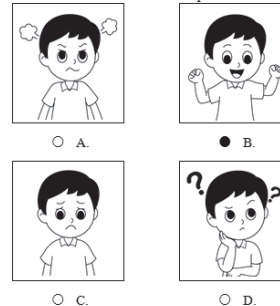
- ☐ A. the bear                      ☐ B. Sam  
☐ C. Miss Chan                      ☒ D. Tom

3ERW1/3 Part 1 Q.3

### Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- With the help of contextual clues and pictorial cues, most students were able to predict the meaning of unfamiliar words in the card. They could correctly predict the meaning of the unfamiliar word 'excited' with the help of the contextual clue 'I jumped and laughed.' and the pictorial cues given in the options.

2. Read line 4. Tom was excited. Which picture shows Tom?



3ERW1/3 Part 1 Q.2

### **Task Name: Tom's School Timetable (Timetable)**

**Task Content:** Tom read his new timetable.

Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 – 9:00	English	Chinese	English	Maths	Chinese
2	9:00 – 9:30	English	Chinese	English	Maths	Chinese
	9:30 – 9:45	1 <sup>st</sup> Recess				
3	9:45 – 10:15	G.S.	English	Maths	Chinese	G.S.
4	10:15 – 10:45	Maths	Maths	Chinese	English	Maths
	10:45 – 11:00	2 <sup>nd</sup> Recess				
5	11:00 – 11:30	Music	Art	Computer	*P.E.	Speaking
6	11:30 – 12:00	(Music Room)	(Art Room)	(Computer Room)	(Hall)	(English Room)

\*Wear P.E. uniforms

### Recognising Key Words on Familiar Topics

- Students could recognise key words on familiar topics in the timetable (e.g. *days of the week, books, places*). When asked when Tom should wear his P.E. uniform, most students were able to choose '**Thursday**' as the correct answer.

3. Tom must wear his P.E. uniform on \_\_\_\_\_.

- ☐ A. Tuesday                      ☐ B. Wednesday  
☒ C. Thursday                      ☐ D. Friday

3ERW1 Part 2 Q.3

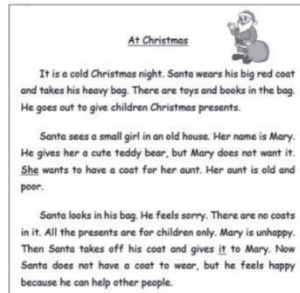
- Most students were able to recognise the key word 'Computer' as a lesson on Wednesday in the timetable. They could identify the picture of a computer book as the thing that Tom had to bring for the computer lesson (3ERW1 Part 2 Q.4). They could also recognise 'English Room' as the place where students would go at 11:00 on Friday (3ERW1 Part 2 Q.5).

**Understanding the Connection between Ideas**

- Most students could understand the connection of ideas in a timetable. They were able to identify 'Monday and Friday' as the days when Tom had G.S. lessons.

7. Tom has G.S. lessons on \_\_\_\_\_.
- ☐ A. Monday and Tuesday      ☒ B. Monday and Friday
- ☐ C. Tuesday and Wednesday      ☐ D. Wednesday and Friday

3ERW1 Part 2 Q.7

**Task Name: At Christmas (Story)****Task Content:** Tom read a story about Christmas.**Recognising Key Words Related to Daily Life Experiences**

- The majority of students could recognise key words related to their daily life experiences such as toys and feelings. When asked what present Santa gave Mary, they were able to choose the correct answer by recognising the key words 'a cute teddy bear'.
- The majority of students could recognise key words about 'feelings'. When asked how Mary felt when she found that Santa did not have a coat in his bag, students were able to recognise the key word 'unhappy' in the story.

2. Read line 6. Santa gives Mary \_\_\_\_\_.
- ☐ A. a book      ☐ B. a doll
- ☒ C. a teddy bear      ☐ D. a bag

3ERW1/2 Part 3 Q.2

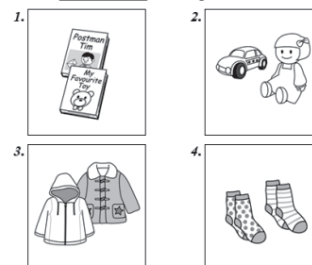
6. Mary is \_\_\_\_\_ because Santa does not have a coat in his bag.
- ☒ A. unhappy      ☐ B. cute
- ☐ C. helpful      ☐ D. cold

3ERW1/2 Part 3 Q.6

**Understanding the Connection between Ideas Using Cohesive Devices**

- The majority of students could understand the connection of ideas linked by 'and' in a story. They were able to identify that Santa had toys and books in his bag when the ideas were linked explicitly by 'and': 'There are toys and books in the bag.'

1. Santa has \_\_\_\_\_ in his bag.



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

3ERW1/2 Part 3 Q.1

**Understanding the Connection of Ideas by Following Pronoun References in a Story**

- Many students could understand the connection of ideas by following pronoun references in a story. They were able to interpret 'She' as 'Mary' by reading '*Mary does not want it. She wants to have a coat for her aunt.*'

3. Read line 7. Who does 'She' refer to?

- ☐ A. Santa's aunt      ☒ B. Mary  
☐ C. Mary's aunt      ☐ D. Santa

3ERW1/2 Part 3 Q.3

**Task Name: Judy's Birthday Party (Card)**

**Task Content:** Tom read a card from Judy about her birthday party.

**Recognising Key Words on Familiar Topics/Related to Daily Life Experiences**

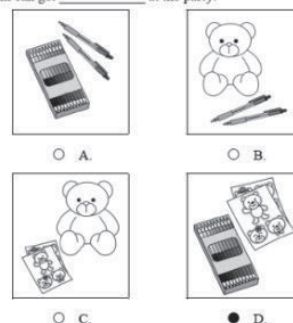
- The majority of students could recognise key words on familiar topics, e.g. '*food items*', '*names*' and '*dates*'. When asked what Tom could eat at the party, students were able to choose the picture of two hamburgers as the correct answer by recognising the key words 'hamburgers' in the card (3ERW2 Part 1 Q.1).
- Most students could also recognise key words about '*names*'. They were able to recognise 'Judy' as the sender of the card (3ERW2 Part 1 Q.2). When asked about the date of the party, students could recognise the key words '7<sup>th</sup> January' in the card (3ERW2 Part 1 Q.3).
- The majority of students could recognise key words related to daily life experiences such as '*time*' in a card. They were able to identify that the party would start at 2 pm by recognising key words '2 pm – 5 pm' in the card (3ERW2 Part 1 Q.4).



**Understanding the Connection between Ideas**

- The majority of students could understand the connection of ideas in a card. They were able to identify 'coloured pencils' and 'teddy bear stickers' as the presents Tom could get at the party.

5. Tom can get \_\_\_\_\_ at the party.



3ERW2 Part 1 Q.5

**Task Name: Tom's Summer Timetable (Timetable)**

**Task Content:** Tom looked at his summer timetable.

**Recognising Key Words on Familiar Topics/Related to Daily Life Experiences**

- Most students were able to recognise key words on familiar topics in a timetable, e.g. 'activities'. When asked what Tom would do at 8:30 am, students could choose the correct answer by recognising the key words 'watch cartoons' in the timetable (3ERW2/3 Part 2 Q.2). Most students could also recognise key words related to daily life experiences such as 'time'. When asked what time Tom went to bed, students were able to recognise '9:30 pm' in the timetable (3ERW2/3 Part 2 Q.7).

My Summer Timetable	
8:00 am	<ul style="list-style-type: none"> <li>get up</li> <li>brush teeth</li> <li>eat breakfast</li> </ul>
8:30 am	watch cartoons
10:00 am	play football or go hiking with Uncle David and Aunt Judy
12:00 noon	lunch
1:00 pm	<ul style="list-style-type: none"> <li>swimming classes (Monday and Wednesday)</li> <li>music class (Tuesday)</li> <li>computer class (Thursday)</li> <li>art class (Friday)</li> </ul>
3:00 pm	afternoon tea
3:30 pm	fun time (e.g. cook with Mum, ride a bicycle)
5:00 pm	study time with Mr Chan
6:30 pm	dinner
7:30 pm	read books, play computer games, watch TV
9:30 pm	bedtime

**Understanding the Connection between Ideas**

- Most students could understand the connection of ideas linked by cohesive devices in a timetable. They were able to answer that Tom would either 'play football or go hiking' at 10:00 am when the ideas were linked explicitly by 'or'.
- The majority of students could understand the connection of ideas in a timetable. When asked what Tom did at fun time, they were able to get the correct answers 'cooks' and 'rides a bicycle' by referring to the timetable.

3. What can Tom do at 10:00 am?

- 1) go hiking
- 2) go swimming
- 3) play football
- 4) ride a bicycle

- ☐ A. 1 or 2                      ☒ B. 1 or 3  
☐ C. 2 or 4                      ☐ D. 3 or 4

3ERW2/3 Part 2 Q.3

5. Tom \_\_\_\_\_ at fun time.

- 1) has lunch
- 2) rides a bicycle
- 3) cooks
- 4) brushes his teeth

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

3ERW2/3 Part 2 Q.5

## Primary 3 Writing

### Design of Writing Papers

There are two writing tasks in the three writing sub-papers:

<i>Tasks</i>	<i>Text Types</i>
At the Park	Story
My School Recess	Personal Description

Following the recommendations of the Committee, the Moderation Committee modified the design of the writing papers. For the task on picture-aided storytelling, more hints were given, e.g. more vocabulary relevant to each picture.

### Performance of Primary 3 Students Achieving Basic Competence in Writing Tasks

In general, students understood the task requirements in the writing tasks. For ‘*At the Park*’, students were able to provide a factual account of the story based on the pictures with almost no supporting details. For ‘*My School Recess*’, students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

### At the Park (3ERW1 / 3ERW2 Part 4)

In this writing task, students were asked to write a story about what happened when Peter played football at the park based on the given pictures.

**Part 4**  
 You are writing a story about Peter at the park.  
 Look at the pictures and write the story in about 30 words.  
 • You may use the words in the boxes to help you.  
 • What happens in the end? Finish the story.

## Student Exemplar 1



Handwritten text on lined paper with annotations:

[1] Today is sunny. I play football in the Happy Park [1] [Oh no! I kick my ball to the girl]. [The girl cry] [Then I say, 'Sorry.' I am unhappy today]

Annotations include arrows pointing to the text and small illustrations of the boy playing football and the girl crying.

**Content:**

- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

**Language:**

- ◆ Uses a limited range of vocabulary: *sunny, sorry*
- .... Writes short and simple sentences: *Today is sunny...Oh no! I kick my ball to the girl.*
- Uses a limited range of cohesive devices: *Then*
- ▲ Makes some grammatical mistakes: *I play football in the Happy Park...The girl cry.*

## Student Exemplar 2

Handwritten student work for 'Student Exemplar 2' showing a story written on lined paper with annotations. The story is: "Last Monday, Sam went to the Happy Park to play foot ball. After, he kick to the girl. The girl cry, she is sad so Sam said sorry to her and gave was her a sweet". Annotations include: a box '1' above the first sentence, a box '1' above 'kick', a box '2' below 'and', a box '1' above 'cry', a box '2' below 'and', a box '1' above 'sad', a box '2' below 'and', a box '1' above 'so', a box '2' below 'and', a box '1' above 'said', a box '2' below 'and', a box '1' above 'sorry', a box '2' below 'and', a box '1' above 'to', a box '2' below 'her', a box '1' above 'a', a box '2' below 'sweet'. Arrows point from the boxes to the corresponding parts of the story. Three small illustrations are included: a boy playing football in a park, a boy kicking a ball to a girl, and a boy giving a girl a sweet.

**Content:**

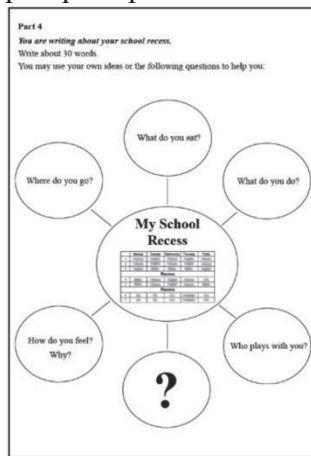
- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

**Language:**

- ◆◆ Uses a limited range of vocabulary: *sad, sorry*
- .... Writes short and simple sentences: *Last Monday, Sam went to the Happy Park to play foot ball.*
- ~ Uses a limited range of cohesive devices: *so, and*
- ▲ Makes some grammatical mistakes: *...he kick to the girl. The girl was cry...*
- Makes one spelling mistake: *foot ball (football)*

**My School Recess (3ERW3 Part 4)**

In this writing task, students were asked to write about what they did and how they felt during school recess with the help of prompts.

**Student Exemplar 3**

[My school recess, I eat some  
sweet with my classmates. We  
Then, we go to the compute  
room the play some game withe  
them] We all felt happy.  
This is my recess]

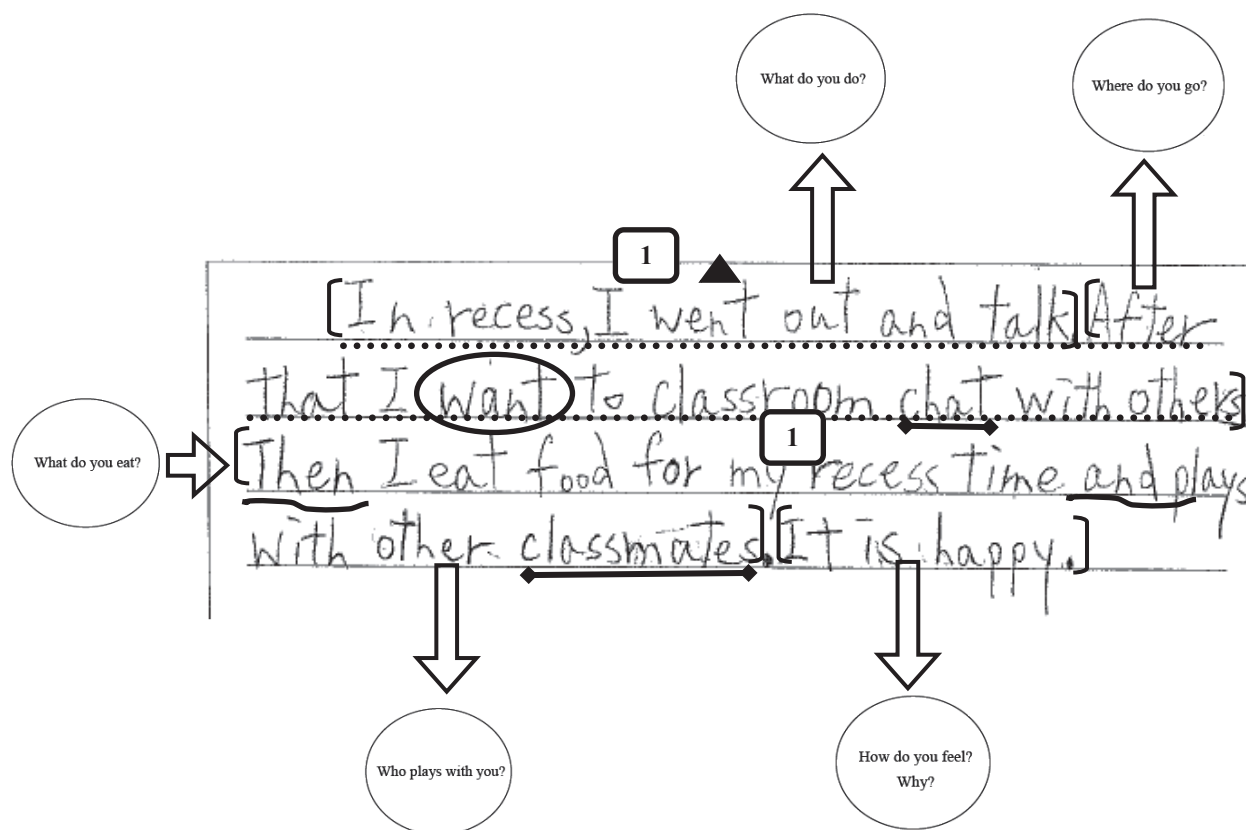
**Content:**

- 1** Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a limited range of vocabulary: *classmates, game*
- ... Writes short and simple sentences: *...I eat some sweet with my classmates...we all felt happy. This is my recess.*
- ▲ Makes some grammatical mistakes: *My school recess...we go to the compute room the play some game withe them...*
- Makes some spelling mistakes: *Than (Then), compute (computer)*

## Student Exemplar 4

**Content:**

- 1 Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a limited range of vocabulary: *chat, classmates*
- .... Writes short and simple sentences: *In recess, I went out and talk. After that, I want to classroom chat with others.*
- ~ Uses a limited range of cohesive devices: *Then, and*
- ▲ Makes one grammatical mistake: *...I went out and talk.*
- Makes one spelling mistake: *want (went)*

## Primary 3 Speaking

Depending on the size of the school, **a sample of either 12 or 24 students were randomly selected** to participate in the oral assessment. No attempt was made to report results of schools in terms of the percentage of students achieving basic competency in speaking because of the small sample size. However, a descriptive summary of the overall performance levels of students can be found in the ‘General Comments on Primary 3 Student Performances’ section.

## Good Performance of Primary 3 Students in 2017

### Primary 3 Listening

#### Good Performance in Listening Tasks

Students with good performance were able to:

- understand the connection between ideas using cohesive devices

For task contents, please refer to ‘*Performance of Primary 3 Students Achieving Basic Competence in Listening Tasks*’ Section.

#### Understanding the Connection between Ideas Using Cohesive Devices

- The more able students could understand the ideas connected by ‘so’. They could identify that John could go home when he was good at the ball game:

Mum: *Now John can play football very well.*

So *the monkey lets John go home.*

8. When John is good at the ball game, he \_\_\_\_\_.

- ☒ A. goes home
- ☐ B. plays with the monkey
- ☐ C. plays computer games
- ☐ D. buys a new computer game

3EL2/3 Part 2

‘Catch and Teach’ Q.8

### Primary 3 Reading

#### Good Performance in Reading Tasks

Students with good performance were able to:

- recognise key words related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection of ideas by following pronoun references in a story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

For task contents, please refer to ‘*Performance of Primary 3 Students Achieving Basic Competence in Reading Tasks*’ Section.

#### Recognising Key Words Related to Daily Life Experiences

- The more able students could recognise key words related to daily life experiences. They were able to identify ‘10:45’ as the time when the second recess started by recognising key words ‘*2<sup>nd</sup> recess*’ in the timetable and ‘*start*’ in the question.

6. When does the second recess start?

- ☐ A. at 9:00
- ☐ B. at 9:30
- ☐ C. at 9:45
- ☒ D. at 10:45

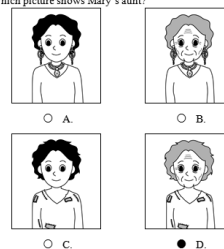
3ERW1 Part 2

‘Tom’s School Timetable’ Q.6

### Understanding the Connection Between Ideas Using Cohesive Devices

- The more able students were able to identify the correct picture showing Mary's aunt. This indicated that they could understand the connection of ideas linked by 'and' in the story: 'Her aunt is old and poor'.

4. Which picture shows Mary's aunt?

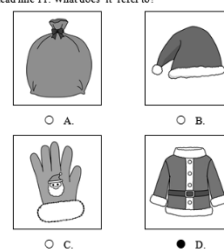


3ERW1/2 Part 3  
'At Christmas' Q.4

### Understanding the Connection of Ideas by Following Pronoun References in a Story

- The more able students could understand the connection of ideas by following pronoun references in a story. They could interpret 'it' as 'Santa's coat' when reading 'Then Santa takes off his coat and gives it to Mary.' This showed that students were able to follow pronoun references when the pronoun was close to the subject it referred to.

7. Read line 11. What does 'it' refer to?

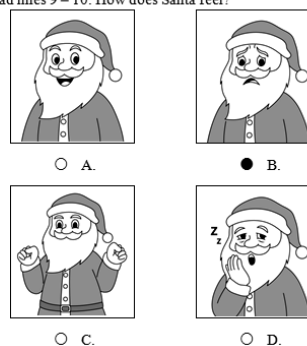


3ERW1/2 Part 3  
'At Christmas' Q.7

### Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- With the help of contextual clues and pictorial cues, the more able students could correctly predict the meaning of unfamiliar words in the story. When asked how Santa felt after he found there were no coats in his bag, the more able students were able to predict the meaning of the unfamiliar word 'sorry' with the help of the contextual clue 'There are no coats in it. All the presents are for children only.' and the pictorial cues given in the options.

5. Read lines 9 – 10. How does Santa feel?



3ERW1/2 Part 3  
'At Christmas' Q.5

## Primary 3 Writing

For 'At the Park', students with good writing skills were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. For 'My School Recess', students were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

**At the Park (3ERW1 / 3ERW2 Part 4)****Student Exemplar 5**

[Peter is playing football at Happy Park. He is happy.] [Suddenly his football hits a little girl's head. Peter feels sorry.] [The girl drops her doll and is crying.] [Peter takes a step foward to the little girl and says sorry to The girl. finally stops crying.]

**Content:**

- 1 Provides a story with some supporting details
- 2 An ending is given to the story

**Language:**


- ◆◆ Uses a small range of vocabulary: *Suddenly, finally*
- .... Uses a small range of sentence patterns: *Peter is playing football at Happy Park. He is happy. Suddenly, his football hits a little girl's head. Peter feels sorry.*
- Uses a small range of cohesive devices: *and*
- ▲ Makes one grammatical mistake: *Peter takes a step foward to the little girl and says sorry to*
- Makes one spelling mistake: *foward (forward)*

## Student Exemplar 6

[1] Today, Mum took me and my sister Mary to Happy Park.

When we arrive at Happy Park Then I take my football out and play with it. [1] Then I hit my sister's head 'Oh, no!' I cried [1] And my sister drops her favourite doll.

[2] At last, My mum shouts at me and take my football, What a bad day.]


**Content:**

- [1] Provides a factual account of the story based on the pictures with some supporting details. The description is clear and coherent.
- [2] Provides an ending to the story

**Language:**

- ◆ Uses a small range of vocabulary: *took, arrive, favourite, bad*
- .... Uses a small range of sentence patterns with no spelling mistakes: *Then I take my football out and play with it. Then I hit my sister's head. 'Oh, no!' I cried... What a bad day.*
- Uses a small range of cohesive devices: *and, Then, At last*
- ▲ Makes one grammatical mistake: *...take my football*

**My School Recess (3ERW3 Part 4)****Student Exemplar 7**

The image shows a handwritten student response on lined paper. The text is written in four sentences, each enclosed in brackets: "[In the recess, I eat my snacks I bring to my school]" on the first line, "[I usually sit down in the playground and talk to my friend Daniel]" on the second line, "[Sometimes I will play football with Daniel too]" on the third line, and "[I feel very happy because I can play with my friend]" on the fourth line. Annotations include: a box labeled '1' under 'snacks' with an arrow pointing to a bubble 'What do you eat?'; a box labeled '1' under 'bring' with an arrow pointing to a bubble 'Where do you go?'; a box labeled '1' under 'usually' with an arrow pointing to a bubble 'Who plays with you?'; a box labeled '1' under 'and' with an arrow pointing to a bubble 'What do you do?'; and a box labeled '1' under 'because' with an arrow pointing to a bubble 'How do you feel? Why?'. There are also arrows pointing from the first sentence to the second, and from the second to the third.

**Content:**

- 1** Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆◆ Uses a small range of vocabulary: *snacks, bring, usually*
- .... Uses a small range of sentence patterns with no grammatical and spelling mistakes: *In the recess, I eat my snacks I bring to my school...Sometimes, I will play football with Daniel too. I feel very happy because I can play with my friend.*
- Uses a small range of cohesive devices: *and, because*

## Student Exemplar 8

Where do you go?

What do you eat?

What do you do?

Who plays with you?

How do you feel?  
Why?

?

Handwritten text: [Today recess, I ate bread and drank water.] [I went to the hall because I had put on my project to do.] [Finished the project, I played side with Ryan and Sunny.] [I felt happy because I could play with my friends.] [We all said "Today was a good day!"]

Annotations: Arrows point from question bubbles to specific parts of the text. Boxed '1' marks are placed at the beginning of several sentences. A diamond symbol is placed above the first sentence. A wavy line is placed below the last sentence. A triangle symbol is placed above the second sentence.

**Content:**

1

Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆ Uses a small range of vocabulary: *drank, project*
- .... Uses a small range of sentence patterns with no spelling mistakes: *...I ate bread and drank water...I felt happy because I could play with my friends. We all said "Today was a good day!"*
- ~ Uses a small range of cohesive devices: *because, and*
- ▲ Makes a few grammatical mistakes: *Today recess...Finished the project, I played side with Ryan and Sunny.*

## Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

### Reading Aloud

- Students with good performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made very few or no pronunciation mistakes. Students could also express the excitement/enjoyment when reading these texts:

We have lots of fun! (3ES03)

We enjoy playing with our dog too! (3ES05)

### Expression of Personal Experiences

- Students with good speaking skills were able to provide relevant answers to most of the questions with some elaboration. They were able to respond naturally and readily to different topics.

### Picture Description

- Students with good performance were able to provide relevant answers to most of the questions naturally and readily with some elaboration. They could also speak clearly and readily with very few pronunciation mistakes.

## General Comments on Primary 3 Student Performances

### Primary 3 Listening

- Students in general were able to identify key words in both conversations and stories. They were able to follow the conversations between speakers and the development of the story.
- With the help of verbal and pictorial cues, students were able to identify key words on familiar topics (e.g. days, places, dates). They could also identify key words related to daily life experiences (e.g. stationery items, sports).
- Students were able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. Some students could also understand the causal relationship of ideas in the spoken texts linked by 'because'.
- Students were able to understand basic differences in intonation when speakers expressed happiness, surprise and excitement.
- Students were able to discriminate words with a small range of vowel and consonant sounds.

### Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. names, activities and food) and those related to daily life experiences (e.g. time, feelings and toys).

Students could use straightforward contextual clues and pictorial cues to help them get the correct answers.

- Students were generally able to understand the connection between ideas using cohesive devices such as ‘or’ and ‘and’. Students could also understand the connection of ideas in timetables and cards.
- Students in general were able to understand the connection between ideas by following pronoun references in a card/story. However, following pronoun references are still challenging for some students.
- Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues. However, predicting the meaning of unfamiliar words is still a challenge for some students.

### Primary 3 Writing

- There were two writing tasks in the three sub-papers. For ‘*At the Park*’, students were given word prompts ‘play’, ‘sandwiches / kick / hit’ and ‘drop / cry’ for the three pictures and were asked to write a story about what happened when Peter was playing at the park. They were also asked to provide an ending to the story. Students generally were able to write a factual account of the story with an ending. The description was quite clear. The performance of students also showed that the topic ‘*At the Park*’ was quite familiar to them. Students were also able to complete the story with relevant ideas related to the pictures.
- In ‘*My School Recess*’, students were expected to write about what they did during school recess. Question prompts were given to help students write: ‘*What do you do?*’, ‘*What do you eat?*’, ‘*Who plays with you?*’, ‘*Where do you go?*’ and ‘*How do you feel? Why?*’. Students were generally able to respond to the questions with relevant ideas. The ideas were quite clear. This indicated that the topic was familiar to the students.

#### *At the Park*

##### *Providing Ideas Based on the Pictures and Word Prompts*

- Students were able to write a short story based on the pictures using the word prompts ‘play’, ‘sandwiches’, ‘kick’ and ‘cry’: *Today, Peter went to Happy Park and played football with his sister and mother. His sister was ate sandwiches, and Peter kick the ball, and hit sister. His sister drop the sandwiches and she cried. His mother shouted a Peter. He was sad.* The description was quite clear and an ending was given. Some students were also able to describe how Peter felt at the end.
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:

- *Today it is a sunny day, Peter is playing football happily at the park. Then, suddenly, Peter kicks too high and hits a baby girl that she is holding a doll...she drops her favourite doll and cry...Peter feels very sorry...he says sorry to the girl and they play joyfully together!*

### **Providing an Ending to the Story**

- Students were able to provide a brief ending to the story:
  - *My mum is shout at me.*
  - *Peter says sorry to her, she happy again.*
  - *The girl dad is help the girl.*
- The more capable students were able to end the story with some supporting details. Some of the students were able to write about the lessons Peter learnt from the incident. For example:
  - *Peter regrets for being so careless for kicking the ball to the girl. Peter knows he is wrong, he will be more careful when he is playing football next time.*

### **Using Word Prompts in the Pictures**

- Some students used the word prompts given in the first picture to write the story: *One day, Peter was playing football in Happy Park.*

### **Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices**

- Students used a limited range of vocabulary in the story. The vocabulary was generally related to the topic: ‘sunny’, ‘football’, ‘girl’, ‘run’, ‘eat’, ‘sorry’, ‘sad’. The sentences given were usually short and simple, e.g. ‘Then he kicked the ball and hit a baby. She dropped the toy and start crying.’.
- Some students were able to use cohesive devices such as ‘then’, ‘and’ and ‘but’ to link or contrast ideas.
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). Incorrect usage of prepositions, pronouns, singular and plural nouns was common among students. They also misspelled some common words.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *But all of a sudden, the ball hit a girl’s face. The girl cried crazily, there’s no stopping her to cry. He picked up his ball. Oh no! The ball landed onto their sandwiches!*

### **My School Recess**

#### **Providing Ideas Based on the Question Prompts**

- Students were able to write about their school recess. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to tell what they did, where they went and what they ate during school recess. They were able to write about who played with them during the recess and how they felt. Relevant and brief ideas were given:
  - *My school recess is very funny....At the recess I eat the beef are rice...I run with Tom. After then, I read a book too.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example: *'I eat my brownies, they are so yummy. After that, I play table tennis, my friend Jason play with me.'*

#### **Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices**

- Students used a limited range of vocabulary in their writing. The vocabulary was generally related to the topic: 'snacks', 'computer room', 'run', 'read', 'classmates', 'happy' and 'good'. The sentences written by students were short and simple, e.g. *'I talk with my friends.'*, *'We eat our snacks.'*, *'I went to the playground.'*. Some students were able to link ideas using 'and', 'then' and 'because'.
- Students made some grammatical mistakes in tenses (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *At recess, I always eat my snacks and play with Justin but today he doesn't play with me so I eat my snacks by myself.*
  - *I talked with my good friend, Sam too. He was very tall. We talked about what we played on the Music Day three days ago.*

## **Primary 3 Speaking**

### **Reading Aloud**

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Some students were unable to pronounce blends in 'play' and 'friends'. Some dropped end consonants in 'lessons', 'sports', 'cartoons', 'cakes' and 'cookies'. When reading the texts aloud, some students also mispronounced words such as 'fun', 'kind', 'strong', 'favourite', 'sometimes', 'enjoy', 'feel', 'Lily', 'teaches', 'together', 'well' and 'chocolate'.

- Some students mispronounced ‘*fit*’ as ‘*fat*’ and ‘*new*’ as ‘*now*’.

### **Expression of Personal Experiences**

- Many students were able to provide relevant responses to the questions from the oral examiners. In general, students were able to provide relevant answers to Wh-questions (e.g. ‘*What is your favourite subject at school?*’, ‘*Who is your best friend in class?*’).
- Students had difficulty in answering questions that required providing a reason (e.g. ‘*Do you like your P.E. lessons? Why?*’, ‘*Do you like eating at restaurants? Why / Why not?*’).

### **Picture Description**

- Many students were able to provide natural and relevant responses based on the pictures. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. ‘*What is the girl eating?*’, ‘*How does the boy feel?*’).
- Students did not have the vocabulary to respond to some Wh-questions. For example, when asked ‘*What are the boys doing?*’ in 3ES04 (*A Football Match*), they did not know how to describe the boys who were fighting or pushing each other due to a lack of vocabulary.
- Some students also experienced difficulty in answering questions which asked for their opinions on an action (e.g. ‘*Is it right to do that? Why / Why not?*’).

### ***Overview of Primary 3 Student Performances in English Language in 2015-2017***

The percentage of students achieving Basic Competency in the last three years is provided in Table 7.9.

**Table 7.9    Percentage of Students Achieving English Language Basic Competency in 2015-2017**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2015	80.4
2016	81.1
2017	81.1

A comparison of the strengths and weaknesses of P.3 student performances in 2015-2017 provides useful information on how teachers can help students improve. Table 7.10 summarises the comparison.

Table 7.10 Overview of P.3 Student Performances in English Language in 2015-2017

Reading Year	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics (e.g. weather conditions). Contextual clues were found to be useful to students.</li> <li>Students were generally able to identify the connection between ideas linked by cohesive devices (e.g. 'and', 'too'). They could also identify the connection of ideas in a table and a poster.</li> <li>Students could identify information from the book cover (e.g. author and the title of the book) and the contents page (e.g. total number of parts in the book).</li> <li>When students were given pictorial cues and contextual clues, they could deduce the possible content of the book.</li> <li>Students could interpret a reference word when it referred to the sender or the receiver of a letter or a postcard.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. food) and those related to daily life experiences (e.g. time). Contextual clues and pictorial cues were useful to students.</li> <li>Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in advertisements and posters.</li> <li>Students could understand the connection of ideas by following pronoun references in a story.</li> <li>Students were able to predict the meaning of unfamiliar words in a poster with contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. names) and those related to daily life experiences (e.g. time) with contextual clues and pictorial cues.</li> <li>Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or').</li> <li>Students were able to understand the connection of ideas in timetables and cards.</li> <li>Students in general were able to understand the connection between ideas by following pronoun references in a card/story.</li> <li>Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>Following pronoun references and predicting the meaning of unfamiliar words were still a challenge for some students.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Only the more able students could identify key words on less familiar topics.</li> <li>It was still challenging for students to follow pronoun references in longer texts (e.g. letters and postcards).</li> <li>When applying simple reference skills to obtain information from the book cover, only the more able students were able to identify there was a page of stickers inside the book.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could follow pronoun references across a few lines.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to follow pronoun references in a story. They were able to interpret a reference word when the pronoun was close to the subject it referred to.</li> <li>Only the more able students were able to make use of the contextual clues and pictorial cues in the story to help them predict the meaning of unfamiliar words.</li> </ul>	

Year Writing	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Many students were able to provide a factual account of the story about 'A Naughty Cat' with almost no supporting details. For the writing task 'Helping Other People', students could write about their experiences in helping other people with given prompts.</li> <li>Some students were able to use cohesive devices such as 'and', 'but', 'so' to link or contrast ideas.</li> <li>More students were able to write relevant ideas with elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>In the writing task 'Late for School', students generally were able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'My Favourite Lesson', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>Some students were able to use cohesive devices to link ideas (e.g. 'because', 'and').</li> </ul>	<ul style="list-style-type: none"> <li>For 'At the Park', students were able to provide a factual account of the story. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given.</li> <li>In 'My School Recess', students were able to provide relevant ideas using the prompts (e.g. what they did and how they felt at recess).</li> <li>Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because').</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to provide relevant ideas in the writing tasks. They used a limited range of vocabulary and sentence patterns. Grammatical and spelling mistakes were common among students.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Spelling mistakes were common among students, e.g. <i>robot (robot), dropped (dropped), cak, calk (cake), tabe, tabld (table), git, gif (gift), etc.</i></li> <li>Grammatical mistakes were common: 'But the cat jump (jumps) on the cake...', 'His mum is bring (brings) a birthday cake to Tom.', 'There had (were) chicken wings, chips....'</li> </ul>	<ul style="list-style-type: none"> <li>Some students only provided brief ideas in their writing.</li> <li>Spelling mistakes were common among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement) were still common in students' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Students made some grammatical mistakes (e.g. error in tenses) in their writing.</li> </ul>	

<div>Year</div> <div>Listening</div>	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics (e.g. people, time) or on topics related to daily life experiences (e.g. classes, musical instruments).</li> <li>Students were able to identify the connection of ideas that were linked or contrasted by cohesive devices (e.g. 'also', 'but' and 'too'). They could understand the causal relationship of ideas linked explicitly by cohesive devices.</li> <li>Students could distinguish a small range of initial consonants, vowels and end consonants (e.g. 'Rock' from 'Rod', 'Ron' and 'Roy').</li> <li>Students could distinguish the tone of a speaker expressing anger and doubt.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words related to daily life experiences (e.g. vehicles, weather conditions) and those on familiar topics (e.g. places, food) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas that were linked or contrasted by cohesive devices such as 'and', 'also' and 'but'. Some students could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear.</li> <li>Students were able to discriminate words with a small range of consonant sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics (e.g. places) or those related to daily life experiences (e.g. sports) with straightforward verbal and pictorial cues.</li> <li>Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but).</li> <li>Students were able to discriminate between common words with a small range of vowel sounds (e.g. 'a', 'i', 'o' and 'u') and consonant sounds (e.g. 'B', 'L', 'M' and 'T').</li> <li>Students were able to distinguish basic differences in intonation (e.g. happy, surprised).</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics related to daily life experiences (e.g. places, weather conditions) and those on familiar topics (e.g. places, food) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas that were linked or contrasted by cohesive devices such as 'and', 'also' and 'but'. Some students could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear.</li> <li>Students were able to discriminate words with a small range of consonant sounds.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students were unable to identify the connection of more than one idea with causal relationship in the spoken text.</li> <li>Only students with good performance could distinguish '13' from '3', '30' and '33'.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were unable to identify key words with distractors built into the spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were unable to understand the connection between ideas when the ideas were connected by 'so'.</li> </ul>	

<div>Year</div> <div>Speaking</div>	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', students were able to read fluently and clearly with very few pronunciation mistakes.</li> <li>For 'Expression of Personal Experiences', students were able to provide relevant answers with some prompting.</li> <li>In 'Picture Description', students could provide relevant answers to most of the questions with little prompting. Students with good performance were able to provide elaboration to some questions.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions.</li> <li>In 'Picture Description', many students were able to provide relevant responses naturally based on the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes.</li> <li>In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.</li> <li>In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students were able to respond to questions with relevant answers related to personal experiences and the pictures.</li> <li>However, students had difficulty in answering questions that required providing a reason/asked for their opinions on an action.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', students continued to drop end consonants for words like 'teaches' and 'sunglasses'. Some students were not able to say 'Thank you' correctly. They said 'Thank you you' instead.</li> <li>For 'Expression of Personal Experiences', some students had difficulty answering simple questions. For example, 'What does she look like?' They did not understand the meaning of 'look like'.</li> <li>In 'Picture Description', some students were not able to express their ideas appropriately due to their limited choices of words.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. brother) and they mispronounced some words (e.g. race, winner).</li> <li>For 'Expression of Personal Experiences', some students were hesitant in responding to 'Wh' questions (e.g. 'Do you like summer? Why? Why not?').</li> <li>In 'Picture Description', even though students were familiar with the topics (e.g. 'In the Playground'), they did not have the vocabulary to respond to some Wh-questions.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'.</li> <li>For 'Expression of Personal Experiences', students had difficulty in answering questions that required providing a reason (e.g. 'Do you like your P.E. lessons? Why?').</li> <li>In 'Picture Description', some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').</li> </ul>	

## ***Results of Primary 6 English Language in Territory-wide System Assessment 2017***

The territory-wide percentage of P.6 students achieving English Language Basic Competency in TSA 2017 is 72.3%, indicating a slight increase in the percentage of students achieving basic competency in 2017 as compared to that of 2015.

### ***Primary 6 Assessment Design***

The assessment tasks for TSA 2017 P.6 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.6 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 120 items and 132 score points. Some items appeared in different written sub-papers, acting as inter-paper links. The duration of each Listening sub-paper was approximately 30 minutes, while that of each Reading and Writing sub-paper was 50 minutes. The oral assessment was comprised of two components, 'Reading Aloud and Teacher-Student Interaction' as well as 'Presentation', with six sub-papers in each component. The oral assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarised 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 P.6 written sub-papers is provided in Table 7.11b and that of the Speaking sub-papers is given in Table 7.11c.

**Table 7.11a Number of Items and Score Points for P.6**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Paper					
Listening	29(29)	29(29)	29(29)	--	58(58)
Reading	30(30)	30(30)	30(30)	--	60(60)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	60(66)	60(66)	60(66)	--	120(132)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Teacher-Student Interaction	2(7)	2(7)	2(7)	--	6(7)
Presentation	2(10)	2(10)	2(10)	--	6(10)

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

**Table 7.11b Composition of P.6 Written Sub-papers**

Written Assessment			
Basic Competency	No. of Items (Score Points)		
<b>Listening</b>	<b>6EL1</b>	<b>6EL2</b>	<b>6EL3</b>
	29(29)	29(29)	29(29)
<b>Reading</b>	<b>6ERW1</b>	<b>6ERW2</b>	<b>6ERW3</b>
	30(30)	30(30)	30(30)
<b>Writing</b>	<b>6ERW1</b>	<b>6ERW2</b>	<b>6ERW3</b>
	1(7)	1(7)	1(7)

**Table 7.11c Composition of P.6 Speaking Sub-papers**

Speaking Assessment			
Basic Competency	No. of Items (Score Points)		
L3-R-3-P6BC (Reading aloud)	6ES01 & 6ES03 2 (8)	6ES05 & 6ES07 2 (8)	6ES09 & 6ES11 2 (8)
L3-S-3-P6BC (Ideas)	6ES01 – 6ES04 4 (16)	6ES05 – 6ES08 4 (16)	6ES09 – 6ES12 4 (16)
L3-S-4-P6BC (Language use)	6ES01 – 6ES04 4 (12)	6ES05 – 6ES08 4 (12)	6ES09 – 6ES12 4 (12)
L4-S-1-P6BC (Pronunciation)	6ES02 & 6ES04 2 (6)	6ES06 & 6ES08 2 (6)	6ES10 & 6ES12 2 (6)
Eye contact (Not B.C.)	6ES02 & 6ES04 2 (2)	6ES06 & 6ES08 2 (2)	6ES10 & 6ES12 2 (2)

## Primary 6 Listening Items

Each student was required to attempt one of the three sub-papers (about 30 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.12 and 7.13.

**Table 7.12 P.6 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-L-1-P6BC	Discriminating between words with a range of vowel and consonant sounds	2
L4-L-2-P6BC	Understanding the use of a small range of language features in simple literary / imaginative spoken texts	4
L4-L-3-P6BC	Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	52
<b>TOTAL</b>		<b>58</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L4-L-3-P6BC	How to Spend Time with Family <i>6EL1/6EL2 Part 1A</i>	Multiple choice	6(6)
L4-L-3-P6BC	Phone Calls (Blank Filling) <i>6EL1 Part 1B</i>	Blank filling	6(6)
L4-L-3-P6BC L4-L-2-P6BC L3-L-1-P6BC	My Favourite Animal <i>6EL1/6EL3 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC	Leaving School <i>6EL1 Part 3</i>	Multiple choice	11(11)
L4-L-3-P6BC L3-L-1-P6BC	Phone Calls (Multiple Choice) <i>6EL2/6EL3 Part 1B</i>	Multiple choice	6(6)
L4-L-3-P6BC L4-L-2-P6BC	My Favourite Season <i>6EL2 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC L4-L-2-P6BC	Billy's Story <i>6EL2/6EL3 Part 3</i>	Multiple choice	11(11)
L4-L-3-P6BC	How to Celebrate Chinese Festivals <i>6EL3 Part 1A</i>	Multiple choice	6(6)

## Primary 6 Reading Items

Each student was required to attempt four reading tasks in one of the three Reading and Writing sub-papers (50 minutes each). About 25 minutes were allotted for completion of the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

**Table 7.14 P.6 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	51
L3-R-6-P6BC	Applying simple reference skills with the help of cues	4
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	5
<b>TOTAL</b>		<b>60</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-R-5-P6BC L4-R-4-P6BC	An E-Watch <i>6ERW1/6ERW3 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC	Healthy Fruity Smoothie <i>6ERW1/6ERW2 Part 2</i>	Multiple choice	6(6)
L3-R-5-P6BC L3-R-6-P6BC	Black-faced Spoonbill <i>6ERW1/6ERW2 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	Mary and Jenny <i>6ERW1 Part 4</i>	Multiple choice	10(10)
L3-R-5-P6BC	Chinese New Year Tours <i>6ERW2 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC L3-R-6-P6BC L4-R-4-P6BC	A Black Friday <i>6ERW2/6ERW3 Part 4</i>	Multiple choice	10(10)
L3-R-5-P6BC	Two Messages <i>6ERW3 Part 2</i>	Multiple choice	6(6)
L3-R-5-P6BC L3-R-6-P6BC	Hong Kong Weather Report <i>6ERW3 Part 3</i>	Multiple choice	7(7)

## Primary 6 Writing Tasks

Each student was required to attempt one writing task of about 80 words in one of the three Reading and Writing sub-papers (50 minutes each). About 25 minutes were allotted for completion of the writing task in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.16 and 7.17.

**Table 7.16 P.6 Writing: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-W-3-P6BC	Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues	1
L3-W-4-P6BC	Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
<b>TOTAL</b>		<b>2</b>

**Table 7.17 P.6 Writing: Item Description**

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC	Careless Tom	$\frac{1}{2}$ (4)
L3-W-4-P6BC	6ERW1/6ERW2 Part 5	$\frac{1}{2}$ (3)
L3-W-3-P6BC	My Dream Home	$\frac{1}{2}$ (4)
L3-W-4-P6BC	6ERW3 Part 5	$\frac{1}{2}$ (3)

## Primary 6 Speaking Tasks

Each selected student was required to attempt either ‘Reading Aloud and Teacher-Student Interaction’ or ‘Presentation’ in one of the 12 sub-papers (each sub-paper was about 5 minutes in length including preparation time). A set of four sub-papers were allocated to each session, totalling three sessions of oral assessment over 1.5 days. Sub-papers consisted of different topics: *After-school Activities* (6ES01), *In a Supermarket* (6ES02), *Mother’s Day* (6ES03), *Mother’s Day Surprise* (6ES04), *Tom’s Dream Job* (6ES05), *My Dream Job* (6ES06), *Where I Live* (6ES07), *Fighting in a Learning Centre* (6ES08), *Good Habits* (6ES09), *Tom’s Timetable* (6ES10), *Cooking in a Camp* (6ES11) and *A School Picnic* (6ES12). Descriptions of the speaking tasks are provided in Table 7.18.

**Table 7.18 P.6 Speaking: Distribution of Tasks**

Basic Competency	Descriptor	Task Description	No. of Items
L3-R-3-P6BC	Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation	Reading Aloud  <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	6
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues	Teacher-Student Interaction  <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	6
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes		
L4-S-1-P6BC	Pronouncing familiar words comprehensibly	Presentation  <i>6ES02, 6ES04, 6ES06, 6ES08, 6ES10, 6ES12</i>	6
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues		
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes		

## ***Performance of Primary 6 Students Achieving Basic Competence in Territory-wide System Assessment 2017***

### **Primary 6 Listening**

#### **Design of Listening Papers**

There are three listening sub-papers altogether, namely 6EL1, 6EL2 and 6EL3. In the sub-papers, there are eight listening tasks:

<b>Task</b>	<b>Text Type</b>
How to Spend Time with Family	Personal Description
How to Celebrate Chinese Festivals	Personal Description
Phone Calls (Multiple Choice)	Note and Message
Phone Calls (Blank Filling)	Note and Message
My Favourite Animal	Poem
My Favourite Season	Poem
Leaving School	Conversation
Billy's Story	Story

#### **Performance of Primary 6 Students Achieving Basic Competence in Listening Tasks**

Students achieving basic competence were able to

- extract a specific piece of straightforward information
- grasp main ideas on familiar topics
- predict the likely development of a text with the help of pictorial clues
- discriminate between words with a range of consonant sounds
- discriminate between intonations when the expression being explicitly presented
- understand the connection between ideas by identifying pronoun references

**Task Name: How to Spend Time with Family (Personal Description)**

**Task Content:** Three students talk about how they spend time with their family.

**Extracting a Specific Piece of Straightforward Information**

- Most students could extract a specific piece of straightforward information from a spoken text. They knew May's family goes swimming when they heard, '*...on hot sunny days in summer, we go to a public pool to swim.*'

3. When the weather is very hot, May's family \_\_\_\_\_.

- ☐ A. goes hiking
- ☐ B. goes to the park
- ☒ C. goes swimming
- ☐ D. goes to another country

6EL1/6EL2 P1A Q.3

**Task Name: My Favourite Season (Poem)**

**Task Content:** Miss Chan is reading a poem called 'My Favourite Season'.

**Extracting a Specific Piece of Straightforward Information**

- Most students could extract a specific piece of straightforward information from a spoken text. They knew the writer feels happy in this season when hearing, '*In this season it's so much fun to play!*'

6. The writer feels \_\_\_\_\_ in this season.



- ☐ A. ☐ B.



- ☒ C. ☐ D.

6EL2 P2 Q.6

**Task Name: Billy's Story (Story)**

**Task Content:** Miss Ho is telling a story about Billy to her class.

**Grasping Main Ideas on Familiar Topics**

- The majority of students could grasp main ideas of spoken texts on familiar topics. In this task, they were able to listen for the main idea of the story that 12-year-old Billy was naughty, '*It's about a 12-year-old boy called Billy. He was a very naughty student. He did not like going to school and doing homework. He spent most of his time playing video games and sleeping.*'

1. Which of the following is true about Billy when he was 12 years old?



- ☐ A. ☐ B.



- ☒ C. ☐ D.

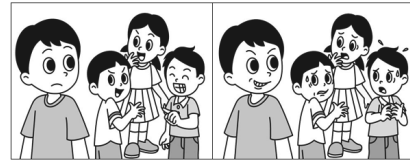
6EL2/6EL3 P3 Q.1

**Predicting the Likely Development of the Text with the Help of Pictorial Clues**

- The majority of students could predict what Billy's classmates would do to him by following the story and understanding the meaning of 'proud of him', 'He won some competitions and finally joined the Hong Kong Swimming Team. His classmates were proud of him.'

8. After Billy joined the Hong Kong Swimming Team, what would his classmates do?


☐ A.

☒ B.

☐ C.

☐ D.

6EL2/6EL3 P3 Q.8

**Task Name: My Favourite Animal (Poem)**

**Task Content:** Miss Chan is reading a poem about a favourite animal.

**Discriminating between Words with a Range of Consonant Sounds**

- Most students were able to distinguish the initial consonants /m/, /r/ and /s/ from /b/ when they heard 'It has a "bob" tail.'

4. The tail of a rabbit is called a '\_\_\_\_\_ 'tail.

- ☒ A. bob  
☐ B. mob  
☐ C. rob  
☐ D. sob

6EL1/6EL3 P2 Q.4

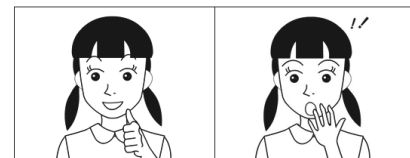
**Task Name: Leaving School (Conversation)**

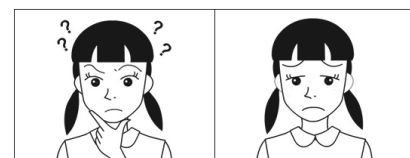
**Task Content:** Mr Lee, an English teacher, interviews a Primary 6 student on a school's radio programme.

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

- Most students were able to discriminate between expressions of happiness, fear, doubt and sadness. They could identify the correct picture of Mary when they heard the presenter's explicit expression, i.e. 'On the whole, I've enjoyed my school life here.'

2. How does Mary feel about her school life?


☒ A.

☐ B.

☐ C.

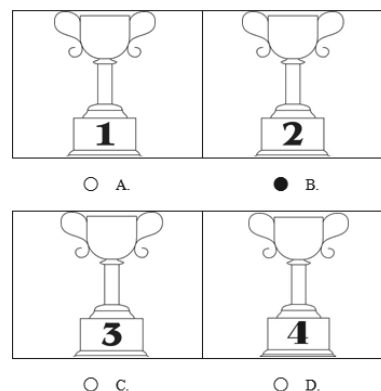
☐ D.

6EL1 P3 Q.2

**Understanding the Connection between Ideas by Identifying Pronoun References**

- Most students were able to connect ideas by identifying pronoun references. In this task, students were able to interpret 'it' in '*It was only a second place*' as the prize Mary won.

5. What prize did Mary win?



6EL1 P3 Q.5

## Primary 6 Reading

**Design of Reading Papers**

There are three reading sub-papers altogether, namely 6ERW1, 6ERW2 and 6ERW3. In the sub-papers, there are eight reading tasks:

Task	Text Type
An E-Watch	Advertisement
Healthy Fruity Smoothie	Recipe
Black-faced Spoonbill	Newspaper Article
Mary and Jenny	Story
Chinese New Year Tours	Poster
A Black Friday	Diary
Two Messages	Message
Hong Kong Weather Report	Weather Report

**Performance of Primary 6 Students Achieving Basic Competence in Reading Tasks**


Students achieving basic competence were able to

- extract specific information
- grasp the gist
- understand the use of onomatopoeia with the help of pictorial cues
- sequence events with the help of pictorial cues given as options
- identify main ideas
- make simple inferences with the help of pictorial cues given as options
- understand the connection between ideas by identifying pronoun references or cohesive devices
- interpret similes on familiar topics

**Task Name: An E-Watch (Advertisement)**

**Task Content:** Nancy is reading an advertisement about a new electronic watch.


## NEW SMART E-WATCH 2017





From \$1,599

Our new E-Watch is coming soon in July 2017. This watch will make buying things, getting on your flight and keeping your body fit easier.

**Easy Pay**  
Feel thirsty after playing basketball? Buy a drink in a supermarket with the E-Watch. 'Beep', then the drink is yours.








**Easy Health**  
Do more exercise and stay healthy. Set your *workout* goals with the E-Watch. Follow them every day and you will be strong.

**Easy Travel**  
Download the electronic plane ticket to the E-Watch. Get on the plane by showing it to the airline staff.



❖ Special price of \$1,299 for an E-Watch when ordering it online from 30 May to 5 June.

❖ \*Free gifts for the first 100 customers.

\*2 colourful E-Watch bands (worth \$560) OR 1-hour E-Watch training class (worth \$500)

**Extracting Specific Information**

- The majority of students were able to find the explicitly-stated price '\$1,299' in the advertisement and they also understood that 1 June was within the promotion period (*30 May to 5 June*) of selling E-Watches.

4. How much is an E-Watch if Nancy orders it on 1 June?

- ☐ A. \$500
- ☐ B. \$560
- ☒ C. \$1,299
- ☐ D. \$1,599

6ERW1/6ERW3 P1 Q.4

**Grasping the Gist**

- Many students were able to skim for gist of the advertisement. They knew that 'Easy Pay', 'Easy Health' and 'Easy Travel' were the different functions of an E-Watch.

7. This advertisement is about \_\_\_\_\_.

- ☐ A. free gifts from E-Watch shops
- ☒ B. ways of using an E-Watch
- ☐ C. where to buy an E-Watch
- ☐ D. the colour of an E-Watch

6ERW1/6ERW3 P1 Q.7

**Understanding the Use of Onomatopoeia with the Help of Pictorial Cues**

- Many students were able to understand that 'beep' was the sound made when paying for drinks by referring to the pictorial cues given in the task, i.e. a boy was buying a bottle of drink by using an E-Watch.

2. According to 'Easy Pay', 'beep' is the sound of \_\_\_\_\_.

- ☐ A. entering the supermarket
- ☒ B. paying for drinks
- ☐ C. drinking water
- ☐ D. playing basketball

6ERW1/6ERW3 P1 Q.2

**Task Name: Healthy Fruity Smoothie (Recipe)**

**Task Content:** Nancy is reading an online recipe about making a smoothie and people's comment after trying to make it.

**HEALTHY FRUITY SMOOTHIE**

By Margaret Woo

SHARE

5 10 15

easy → difficult

**Ingredients:**

- 3 strawberries
- 1 banana
- $\frac{1}{2}$  apple
- $\frac{1}{2}$  peach
- $\frac{3}{4}$  cup of soya milk
- 4 ice cubes

**Steps:**

1. Peel the banana and cut it into big chunks.
2. Wash the strawberries, apple and peach and cut them into small pieces.
3. Put the fruit, ice cubes and soya milk into an electric blender.
4. Blend until all the ingredients are mixed.
5. Pour the smoothie into glasses.

**Tip:**  
Instead of soya milk, you can use water.

**Comments:**

**Miss Exercise** 3 March 2017  
I love this smoothie. It keeps me healthy.

**HenryPopping** 4 April 2017  
This is the nicest homemade smoothie I've ever tried. It is easy to make too! I followed Margaret's tip and put water into the mixture.

**Sequencing Events with the Help of Pictorial Clues Given as Options**

- 6ERW1/6ERW2 Part 2 Q.3 involved sequencing the steps of making the smoothie with the help of pictorial clues given as options. This question was answered correctly by almost all students.

3. Put the following pictures in the correct order.



- ☐ A. 2 → 3 → 1 → 4  
☐ B. 2 → 4 → 3 → 1  
☒ C. 3 → 2 → 4 → 1  
☐ D. 3 → 4 → 1 → 2

6ERW1/6ERW2 P2 Q.3

**Task Name: Black-faced Spoonbill (Newspaper Article)**

**Task Content:** Terry is reading a newspaper article about the Black-faced Spoonbills' appearance and habitat.

Have you ever seen Black-faced Spoonbills in Mai Po, Hong Kong? They are big white birds with black faces. They have long beaks that look like spoons. 1

In summer, Black-faced Spoonbills can be found in Northeast Asia. They like places where very few people go. In winter, they travel south. Mai Po Wetland is one of the places they like coming to most. 5


Black-faced Spoonbills eat fish and shrimps in shallow water by the sea. However, many people have moved near the sea. They build factories there and also pollute the area. As a result, the birds cannot find food, so the number of Black-faced Spoonbills has continued to drop. Fewer and fewer Black-faced Spoonbills will be seen in the future if people keep polluting the birds' homes in nature. 10

**Identifying Main Ideas**


- The majority of students were able to identify the main idea of the given paragraph as places where Black-faced Spoonbills liked to go in summer and winter.
2. Paragraph 2 mainly talks about \_\_\_\_\_.
- ☐ A. places in Hong Kong
- ☒ B. places Black-faced Spoonbills go
- ☐ C. the weather in South Asia
- ☐ D. the people in Northeast Asia

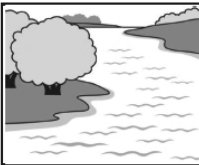
6ERW1/6ERW2 P3 Q.2

**Making Simple Inferences with the Help of Pictorial Clues Given as Options**


- The majority of students were able to infer simple information implicitly stated in a newspaper article. They inferred correctly the fact that the 'homes' of Black-faced Spoonbills were near the sea by referring to the contextual clues '*Mai Po Wetland*' and '*Black-faced Spoonbills eat fish and shrimps in shallow water by the sea*' as well as the pictorial clues given as options.
7. Which of the following is the 'home' of Black-faced Spoonbills?
- 

☐ A.



☐ B.
- 

☒ C.



☐ D.

6ERW1/6ERW2 P3 Q.7

**Task Name: Mary and Jenny (Story)**

**Task Content:** Terry is reading a story about two girls, Mary and Jenny. Mary did not like Jenny at the beginning but after something happened, they became good friends.

Read the **second part** of the story. Answer Questions 6 – 10.

The doorbell rang. Mary opened the door and saw Jenny. Jenny asked, “Are you okay? I smelt something bad and saw some smoke coming from your kitchen.” 1

Mary told her what had happened and began to sob. Jenny said, “Don’t worry. I used to be a bad cook. When I cooked beef the first time, it was just like stone.” Jenny helped Mary cook another bowl of noodles. 5

Mary smiled and said, “You are so kind and so good at cooking!”

Jenny said, “Because I love doing housework.”

The next day when Mary was sharing her chocolate with friends, she saw Jenny sitting alone. This time, Mary didn’t walk away. She ran over to Jenny quickly. 10

**Understanding the Connection between Ideas by Identifying Pronoun References**

- The majority of students were able to connect ideas by identifying pronoun references in a story. They understood that both ‘You’ and ‘I’ referred to Jenny when reading Mary and Jenny’s conversation.
9. Jenny could cook well because she \_\_\_\_\_.
- ☐ A. loved eating beef
- ☐ B. took cooking lessons
- ☐ C. was very kind
- ☒ D. enjoyed doing housework

6ERW1 P4 Q.9

**Interpreting Similes on Familiar Topics**

- Many students were able to interpret the meaning of ‘*When I cooked beef the first time, it was just like stone.*’ by associating the word ‘stone’ with something hard.
8. In lines 5 – 6, ‘it was just like stone’ means the beef was \_\_\_\_\_.
- ☐ A. soft
- ☒ B. hard
- ☐ C. salty
- ☐ D. spicy

6ERW1 P4 Q.8

**Task Name: A Black Friday (Diary)**

**Task Content:** Terry wrote about his bad day in his diary. A false fire alarm rang on Friday night and his family had to evacuate.

Read the **first part** of the diary. Answer Questions 1 – 6.

Saturday 14 December 20XX 1

It was really a Black Friday yesterday.

At around 11pm, when I was studying, I heard the fire alarm. My whole family woke up. Many people went out to the corridor to see what was happening. 5

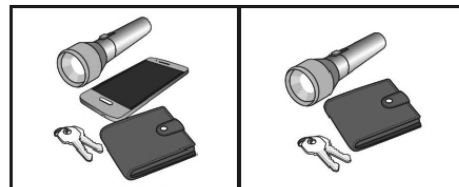
Mum said, "There may be a fire. Let's go downstairs." Dad told us to take some important things. I quickly took my wallet, keys and smartphone. However, I could not find a torch.

We live on the 15<sup>th</sup> floor but we could not take the lift. My brother Tom was crying, so Dad carried him down the stairs. I had 10 to look after my 80-year-old grandfather and we could only move like a snail.

**Understanding the Connection between Ideas by Identifying Cohesive Devices**

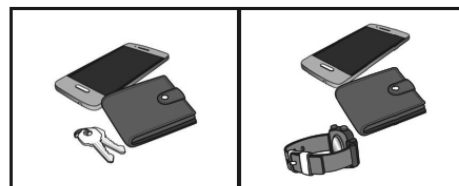
- The majority of students were able to use cohesive devices to connect and interpret ideas in the diary. In the task, students knew that Terry only took his wallet, keys and smartphone but not a torch by identifying 'and' and 'However'.

3. What did Terry take with him?



☐ A.

☐ B.



☒ C.

☐ D.

6ERW2/6ERW3 P4 Q.3

**Primary 6 Writing**

Students were required to complete one writing task in about 80 words. Students generally understood the task requirements. In terms of content, students were able to provide a factual account of the story based on the pictures with some details for 'Careless Tom' and they provided some relevant ideas with some details using the prompts for 'My Dream Home'. In terms of language, students were able to use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

**Careless Tom (6ERW1 / 6ERW2 Part 5)**

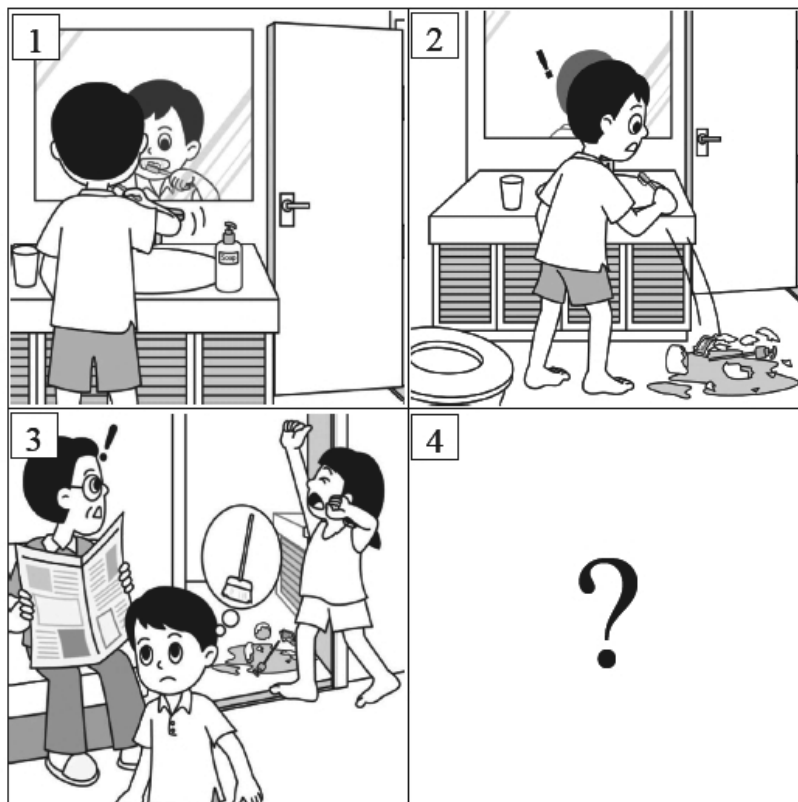
In this writing task, students were asked to write a story about what happened when Tom accidentally broke a bottle of soap in the bathroom based on the given pictures and guiding questions.

**Part 5**

*Last Sunday something happened in Tom's home.*

Write about what happened for the school magazine.

Write about 80 words. Use the following pictures and ideas for your writing.





- What was Tom doing in the bathroom?
- What did he hit?
- What happened to the bottle?
- What did Tom want to do?
- Who wanted to go into the bathroom?
- What did Dad do?
- What happened in the end?


The following Student Exemplars are written compositions that indicate students achieving basic competence in writing.

## Student Exemplar 1

Careless Tom

1 Last Sunday something happened in Tom's home.  
 1 Tom was cleaning his teeth in the bathroom this morning. When he was cleaning his teeth, the bottle broke. Tom felt scared. 'Dad, I broke the bottle,' Tom said. Tom wanted to sweep the bottle.  
 1 Suddenly, Tom's sister, Marry, is going to the bathroom. 'Stop, Marry,' Dad said loudly. Marry stopped. She looked at the bottle and said, 'Who broke my bottle?' Tom said, 'Sorry, it's me. I was breaking your bottle.' Marry said Tom was honest.  
 1 In the end, Tom and Marry go to the supermarket to buy the bottle.


**Content:**

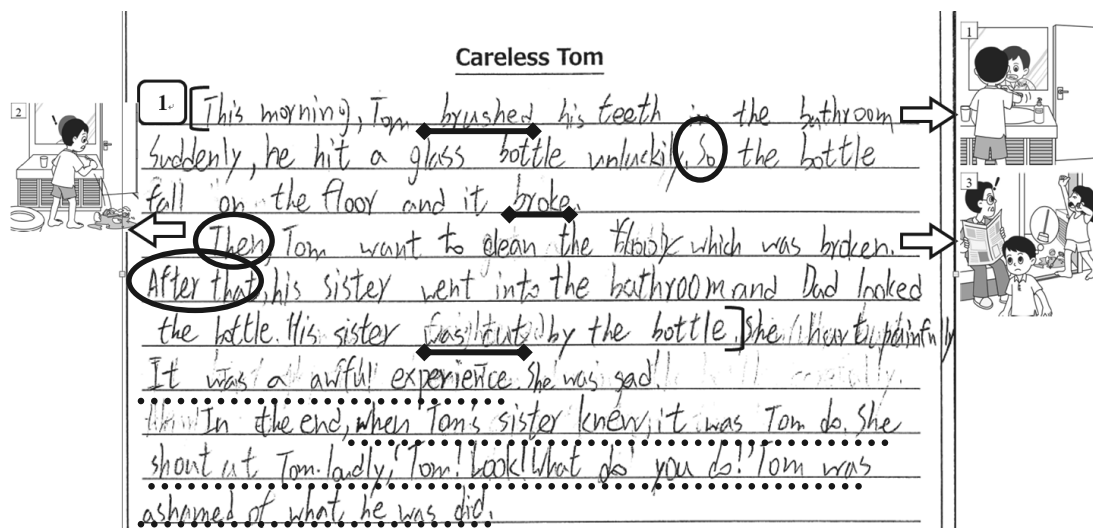
- 1 Provides a factual account of the story with some details but lacks clarity

**Language:**

- ◆ Uses a limited range of vocabulary: *scared, sweep the bottle, said loudly, honest*
- .... Uses a limited range of sentence patterns with some grammatical mistakes:  
*When he was cleaning his teeth, the bottle broke.*  
*Tom felt scared.*
- Uses a limited range of cohesive devices: *Suddenly, In the end*

## Student Exemplar 2

**Careless Tom**



1. This morning, Tom brushed his teeth in the bathroom. Suddenly, he hit a glass bottle unluckily. So the bottle fall on the floor and it broke.

Then Tom want to clean the floor which was broken. After that, his sister went into the bathroom and Dad looked the bottle. His sister was cut by the bottle. She hurt painfully. It was a awful experience. She was sad. In the end, when Tom's sister knew, it was Tom do. She shout at Tom loudly, 'Tom! Look! What do you do!' Tom was ashamed of what he was did.

**Content:**

- 1 Provides a factual account of the story with some details but lacks clarity

**Language:**

- ◆◆ Uses a limited range of vocabulary: *brushed, broke, was cut*
- .... Uses a limited range of sentence patterns with some grammatical mistakes:  
*It was a awful experience.*  
*...when Tom's sister knew, it was Tom do. She shout at Tom loudly...what he was did.*
- Uses a limited range of cohesive devices: *So, Then, After that*

**My Dream Home (6ERW3 Part 5)**

In this writing task, students were asked to write about their dream homes with the help of prompts.

**Part 5**  
*You are going to write an article for the school magazine about your dream home.*  
Write about 80 words. Use the following ideas for your article.

```
graph TD; A((My Dream Home)) --- B(Where is it?); A --- C(What rooms does it have?); A --- D(What does your bedroom look like?); A --- E(?); A --- F(How many people live there? Who are they?); A --- G(What can you see outside the windows?);
```

The diagram is a mind map for the topic "My Dream Home". It consists of a central circle with the text "My Dream Home" inside. Six lines radiate from this central circle to six surrounding ovals, each containing a prompt question. Starting from the top and moving clockwise, the prompts are: "Where is it?", "What rooms does it have?", "What does your bedroom look like?", "?", "How many people live there? Who are they?", and "What can you see outside the windows?".

## Student Exemplar 3

**1.** My Dream Home

Location: [I want to have a home which is on a montain. I can see a bentiful view of the whole view of Hong Kong.] Views outside the windows.

My bedroom: [I want it to have 6 rooms. One is my bedroom. I hope it will be big and comfortable.] Different rooms.

People living there: [I want to have 5 peoples to live there. It is my dad, mum, my brother, and little sister, and my self.]

**1.** [And also I wish my dream home can be bought with a cheap price. This is my dream home.]

**Content:**

- 1** Provides some brief ideas and communicates ideas quite clearly

**Language:**

- ◆ Uses a limited range of vocabulary with some spelling mistakes:  
*montain (mountain), bentiful (beautiful), comfortable, cheap price*
- .... Uses a limited range of sentence patterns with some grammatical mistakes:  
*I can see a bentiful view of the whole view of Hong Kong.*  
*I hope it will be big and comfortable.*  
*I want to have 5 peoples to live there...*
- Uses a limited range of cohesive devices: *And also*

## Student Exemplar 4

**My Dream Home**

Location: My dream home is at Kornhill Ho.

Different rooms: There are three bedrooms, a family room, a kitchen and a washroom. In my room there are two beds one is my bed and the other is my older sister's bed, my desk with a secret shelf inside, lots of wires example like my handheld PDA's wire and my lamp's wire. There hope there are 6 people live in they are my grandfather, my grandmother, my father, my mother, me and my sister. I can see the whole Tai Koo Shing outside the window.

1. I hope I can live at there because when I was zero years old to three years old I lived in Kornhill and also when I was zero years old to eight years old I lived with my grandfather and my grandmother along with my mother, father and my sister.

My bedroom.

People living there.

Views outside the windows.

**Content:**

- 1 Provides some relevant ideas with some details but lacks clarity

**Language:**

- ◆ Uses a limited range of vocabulary: *kitchen, washroom, example*
- .... Uses a limited range of sentence patterns with some grammatical mistakes:  
*...lots of wires example like...*  
*I hope there are 6 people live in...*  
*...when I was zero years old...*
- Uses a limited range of cohesive devices: *because, also, when*

**Primary 6 Speaking**

Depending on the size of the school, a sample of either 12 or 24 students were randomly selected to participate in the oral assessment. No attempt was made to report results of schools in terms of the percent achieving basic competency in speaking because of the small sample size. However, a descriptive summary of the overall performance of students can be found in the 'General Comments on P.6 Student Performances' section.

## Good Performance of Primary 6 Students in Territory-wide System Assessment 2017

### Primary 6 Listening

#### Good performance in Listening Tasks

Students with good performance were able to

- understand the connection between ideas by identifying contextual clues
- extract specific information
- grasp gist
- identify the sequence of events
- interpret personification
- interpret simile

For task contents, please refer to ‘Performance of Primary 6 Students Achieving Basic Competence in Listening Tasks’ section.

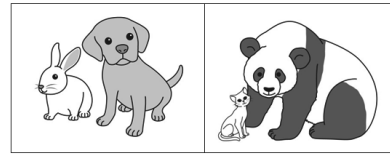
#### Understanding the Connection between Ideas by Identifying Contextual Clues

- Students with good performance were capable of drawing ideas from multiple contextual clues provided in a spoken text. They were able to figure out the tongue twister when hearing ‘*I (Mary) had entered an English tongue-twister competition*’, ‘*We had to say a difficult sentence*’ and ‘*The sentence was “She-sells-sea-shells-by-the-sea-shore”*’.
  - Good performing students could understand what Mr Lee means when he says, ‘*Yes, indeed. You’ve changed a lot*’ by connecting the idea that ‘*Mary’s changed a lot*’ with ‘*she likes talking with others now*’, ‘*I(Mary) was very shy when I first came to this school, but many people helped me. Now I like talking with others.*’
6. Which of the following was a tongue twister in Mary’s competition?
- ☐ A. She won a prize for the first time.
  - ☐ B. She went home late after the competition.
  - ☒ C. She sells sea shells by the sea shore.
  - ☐ D. She has many good memories.
- 6EL1 P3 Q.6
4. What does Mr Lee mean?
- ☒ A. Mary now likes talking with others.
  - ☐ B. Mary plays music very well.
  - ☐ C. Mary will miss her school.
  - ☐ D. Mary has a better memory.
- 6EL1 P3 Q.4

**Extracting Specific Information**

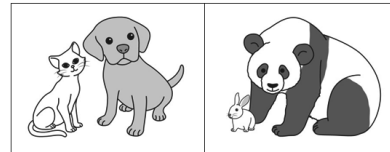
- Students with good performance were able to extract more than one piece of information from a spoken text. They understood that dogs and cats are most people's favourite when hearing 'Most people like dogs' and 'Cats are also favourite pets' in the poem.

2. The writer says that most people's favourite animals are \_\_\_\_\_.



☐ A.

☐ B.



☒ C.

☐ D.

6EL1/6EL3 P2 Q.2

**Grasping Gist**

- Good performing students could grasp the gist of a poem. They were able to hear some key words related to 'spring' in the poem, i.e. '*...the earth wakes up...new leaves on the trees...flowers begin to grow...birds saying hello....In this season, it's so much fun to play.*'

1. The poem is about \_\_\_\_\_.

- ☒ A. spring
- ☐ B. summer
- ☐ C. autumn
- ☐ D. winter

6EL2 P2 Q.1

**Identifying the Sequence of Events**

- Good performing students were able to identify the sequence of events in a spoken text. They were able to put the topics mentioned on a radio programme in the correct order.

11. The following sentences are about Mary.

- 1) Mary was completely wet.
- 2) Mary wanted to send her classmates a message.
- 3) Mary won a prize in a tongue-twister competition.
- 4) Mary was a very shy girl.

Put them in the correct order.

- ☒ A. 4 → 3 → 1 → 2
- ☐ B. 4 → 2 → 1 → 3
- ☐ C. 3 → 4 → 2 → 1
- ☐ D. 3 → 1 → 4 → 2

6EL1 P3 Q.11

**Interpreting Personification**

- Students with good performance were able to interpret personification of nature using words that describe people's behaviour. For example, when describing the feature of the earth in spring, it is described as '*the earth wakes up today*' meaning the earth becomes active again.

3. What happens to the earth?

- ☐ A. It goes to sleep.
- ☐ B. It moves around the sun.
- ☒ C. It becomes active again.
- ☐ D. It does not move.

6EL2 P2 Q.3

**Interpreting Simile**

- Students with good performance were able to interpret simile when making a comparison. They understood the expression '*as timid as a panda*' means that the rabbit is shy.
5. The writer says the rabbit looks \_\_\_\_\_.
- ☐ A. angry
  - ☒ B. shy
  - ☐ C. strong
  - ☐ D. like a cat

6EL1/6EL3 P2 Q.5

**Primary 6 Reading****Good Performance in Reading Tasks**

Students with good performance were able to correctly answer questions requiring them to

- make inferences by interpreting implicit meaning
- predict the likely development of the story
- work out the meaning of unfamiliar vocabulary
- understand parts of speech and use dictionary skills
- understand the use of onomatopoeia

For task contents, please refer to '*Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks*' section.

**Making Inferences by Interpreting Implicit Meaning**

- Students with good performance were able to interpret the implicit meaning in the diary. Students could infer the fact that Tom was three years old because Dad could carry him when walking down 15 floors by reading '*My brother Tom was crying, so Dad carried him down the stairs.*'
4. Tom is about \_\_\_\_\_ years old.
- ☒ A. 3
  - ☐ B. 15
  - ☐ C. 30
  - ☐ D. 80

6ERW2/6ERW3 P4 Q.4

**Predicting the Likely Development of the Story**

- Students with good performance were able to follow the development of the story and handle basic story elements such as characterisation, plot and setting. They also understood the message behind the story. They were able to figure out that after the incident happened in Mary's home, Mary was pleased with Jenny's help. They knew that at the end of the story, Mary wanted to make friends with Jenny by sharing snacks with her instead of letting her sit alone.

10. Read lines 10 – 11. Mary ran over to Jenny because \_\_\_\_\_.

- ☐ A. Jenny had snacks
- ☐ B. Jenny was with her friends
- ☒ C. Mary wanted to give her some snacks
- ☐ D. Mary had no friends

6ERW1 P4 Q.10

**Interpreting the Meaning of Unfamiliar Vocabulary**

- Students who performed well were capable of interpreting the meaning of the unfamiliar word 'workout' as physical exercise in the advertisement by using contextual clues provided, i.e. '*Do more exercise and stay healthy.*' and '*Follow them every day and you will be strong.*'

3. Read 'Easy Health'. What does 'workout' mean?

- ☒ A. physical exercise
- ☐ B. working hours
- ☐ C. working outdoors
- ☐ D. homework

6ERW1/6ERW3 P1 Q.3

### Understanding Parts of Speech and Using Dictionary Skills

- Capable students were able to find the meaning of the words using definitions, parts of speech and examples from a dictionary entry. In this question, they knew that 'drop' meant 'to become smaller in number' in the newspaper article by referring to the contextual clue, 'Fewer and fewer Black-faced Spoonbills will be seen in the future...'

also pollute the area. As a result, the birds cannot find food, so the number of Black-faced Spoonbills has continued to drop. Fewer and fewer Black-faced Spoonbills will be seen in the future if people keep polluting the birds' homes in nature. 10

6. In line 9, what does the word 'drop' mean?

<b>drop</b>	/drop/
verb	
1. to become smaller in number	
◇ The amount of apples collected from the farm dropped because of the bad weather.	
2. to stop doing something	
◇ I'm going to drop swimming because I'm very busy.	
3. to fall	
◇ The leaves dropped onto the ground.	
noun	
4. a small amount of liquid	
◇ I feel a drop of rain on my arm. I think it's going to rain.	

- ☒ A. 1  
☐ B. 2  
☐ C. 3  
☐ D. 4

6ERW1/6ERW2 P3 Q.6

### Understanding the Use of Onomatopoeia

- Students with good performance understood that 'crackle' was a sound of the pot burning in the story by referring to the contextual clue, '...there was a bad smell.' and '...saw that the pot was all black.'

forgot about the food! Suddenly, she heard a crackle and there was a bad smell. 10  
She rushed into the kitchen and saw that the pot was all black.

5. In line 10, 'crackle' is the sound of \_\_\_\_\_.

- ☒ A. something burning  
☐ B. someone running  
☐ C. water boiling  
☐ D. the television




6ERW1 P4 Q.5

## Primary 6 Writing

For 'Careless Tom', students with good writing skills were able to provide interesting ideas with plenty of supporting details and an appropriate ending. The description was very clear and coherent. For 'My Dream Home', students were able to provide relevant ideas with supporting details and an appropriate concluding remark. The ideas were clearly presented and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes.

**Careless Tom (6ERW1 / 6ERW2 Part 5)****Student Exemplar 5**

**Careless Tom**

1. Last Sunday, Tom woke up very early and went to the bathroom to brush his teeth. [He was almost done when 'wham!', his elbow hit the soap bottle next to him and it was smashed into pieces. He gapped at the broken soap bottle.] 1. 2.

Just when Tom wanted to get a mop to mop up the mess, his sister, Jenny, walked into the bathroom and slipped on the broken soap bottle. Father immediately walked over and scolded Tom for not cleaning the mess up. Tom then explained to Father that he was going to take a mop to clean it up. 1.

1. 2. [After Tom mopped up the mess, Jenny walked in and said, "Boo! I am the soap monster!" Tom jumped and saw Jenny covered in soap from the broken soap bottle. Jenny then grinned and wiped some soap off her mouth and said "Happy April Fools Day!"]

**Content:**

- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly
- 2 An appropriate ending

**Language:**

- ◆ Uses a small range of vocabulary and expressions with some grammatical mistakes : *smashed into pieces* , *gapped (grabbed) at the broken soap bottle*
- .... Uses a small range of sentence patterns:  
*Father immediately walked over and scolded Tom for not cleaning the mess up.*  
*Jenny then grinned and wiped some soap off her mouth...*
- Uses a small range of cohesive devices: *Just when, After, then*




## Student Exemplar 6

Careless Tom

Last Sunday morning, Tom woke up earlier to study for his examination. [So he went to the bathroom to brush his teeth.] While he was brushing his teeth, [he accidentally hit the bottle of soap and all soap spilt out.]

[So] Tom quickly went to the kitchen to get the mop to clean the floor. While Tom was finding the mop, his sister woke up and went into the bathroom to get dress, but she didn't realise that there were some broken glasses on the floor. When father was watching newspaper, he suddenly saw some glasses on the floor, so [he immediately told Tom's sister not to step on it.] And his sister was shocked when she saw the floor.

[At last, Tom and his sister helped to clean the floor and mop the floor. Sister asked Tom to go down to the supermarket to buy one new bottle in order to punish him of his carelessness.]




**Content:**

- 1 Provides a factual account of the story with some details and communicates ideas clearly and coherently
- 2 An appropriate ending

**Language:**

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes: *study for his examination, accidentally (accidentally), to get dress (dressed), immediately*
- .... Uses a small range of sentence patterns:
  - ...but she didn't realise that there were some broken glasses on the floor.
  - ...told Tom's sister not to step on it.
  - Sister asked Tom to go down...in order to punish him of his carelessness.
- Uses a small range of cohesive devices: *While, So, At last, in order to*

**My Dream Home (6ERW3 Part 5)****Student Exemplar 7**

**My Dream Home**

Location: [My dream house would be located on the peak.] [My house would be a big single house with two floors.] 1

Different rooms: [This house had three bedrooms for me, my family and some friends if they want to have a sleepover to live two toilets, a living room, a kitchen, an open-kitchen, a computer room with book shelves packed with plenty of books, a pool, a car garage, backyard and a fountain.] it should be wonderful. 1

People living there:

My bedroom: [My bedroom will be very creative. It will have a rainbow bed! colour and the rainbow wallpaper, with some books that I can read anytime, a blue bean bag seat, a orange wood-made seat with some green cushions.] How can't this be the best bedroom in the world? 1

Except big house, [my dream house's view would be stunning. The view is a lovely view of the mountains. The city's neon lights view at night and the spectacular view of the Victoria Harbour.] I think the visitors would be amazed by this view. Views outside the windows.

2 [Overall I think that my dream house is wonderful, isn't it?]

**Content:**

- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly
- 2 A concluding remark

**Language:**

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes: single house, toilets (toilets), creative, stunning, The city's neon lights view at night, spectacular (spectacular)
- .... Uses a small range of sentence patterns:
 

*My dream house would be located on the peak.*

*...the rainbow wallpaper, with some books that I can read anytime.*

*How can't this be the best bedroom in the world?*
- Uses a small range of cohesive devices: if, Overall

## Student Exemplar 8

**My Dream Home**

Location: This is my dream home at Stanley. I can see a beautiful beach and a blue sea. It is really beautiful.

1. It is very big. It has a big living room downstairs, a dining room and a kitchen. At the second level there are a study room and two bedrooms. There are two bedrooms at the third level too. There even a movie corner at the top level. It also have a pool and a garden. Of course there is also a big garage. I am a cars lover. My bedroom has a toilet and a king size bed.

Views outside the windows:

Different rooms:

1. My bedroom.

People living there: There are six family members in my house. Me, my wife, my kids and also my parents. There are also a maid. There are a dog and a cat.

2. This is my dream house. If I want to live in this dream house I ought to study hardly and make more money to buy this house.

**Content:**

- 1 Provides mostly relevant ideas with supporting details and communicates ideas clearly and coherently
- 2 A concluding remark

**Language:**

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes:  
*dinning (dining), There even a movie corner, garage, hardly (hard)*
- .... Uses a small range of sentence patterns with some grammatical mistakes:  
*I am a cars lover.*  
*There are also a maid.*  
*If I want to live in..., I ought to...*
- Uses a small range of cohesive devices: *too, also, If*

## Primary 6 Speaking

Students with good performance demonstrated competence in the following areas:

### Reading Aloud

- Students with good performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made very few or no pronunciation mistakes.

### Teacher-Student Interaction

- Students with good speaking skills **provided relevant answers** to most of the questions and **elaborated their ideas** to some of the questions. They were able to use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.

### Presentation

- Students with good performance **provided plenty of information and ideas relevant to the topic and communicated their ideas very clearly**. They presented well-organised ideas with few mistakes in pronunciation. They used a small range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors. Appropriate eye contact with the oral examiners was maintained throughout the presentation.

## ***General Comments on Primary 6 Student Performances***

### **Primary 6 Listening**

- The performance of students in listening has been steady over the previous few years.
- In previous years, most students performed satisfactorily in skills like extracting specific information and understanding the connection between ideas when pictorial cues were provided as multiple choice options. This year, students generally performed better in most skills, for example, predicting the likely development of the texts, grasping main ideas and interpreting intonation with pictures given as multiple choice options.
- Similar to previous years, students showed good performance in interpreting expression explicitly presented in the spoken text.
- Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'.
- Some students had difficulty in connecting ideas using contextual clues.
- Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.
- In the note-taking task 'Phone calls', students performed better in number writing than in word writing.

### **Primary 6 Reading**

- Students generally performed better if pictorial cues were given as options.
- Quite a number of students were able to understand the use of similes and onomatopoeia by referring to the contextual clues or pictorial cues. To understand the use of these language features seemed to be less challenging to students this year.
- Students were generally able to understand the connection between ideas by using pronoun references and identifying cohesive devices. However, some of them were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.
- Many students were able to interpret implied meaning in short and simple reading text if it required relatively straightforward inferencing.
- Many students were able to extract specific information from informational texts, e.g. posters and advertisements. However, some students were still careless and overlooked the key words though they were explicitly stated.

- Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided.
- The majority of students were able to get the correct answers if the questions required finding clearly stated information in the text. However, some students were rather weak in other questions which required understanding of the whole text and interpretation of the information given. It is therefore recommended that students read the whole text to understand the overall gist in addition to scanning the text for specific information.

## Primary 6 Writing

For both topics, ‘*Careless Tom*’ and ‘*My Dream Home*’, most students were able to write at least 80 words based on the prompts provided. However, they had problems in grammar, spelling and sentence structure.

### Careless Tom

- In general, students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given. Although the ideas provided were quite clear and relevant, more original ideas and elaboration could have been given. Capable students were able to provide interesting ideas and dialogues to enrich the content, e.g. ‘*Tom murmured beneath his breathe, ‘What should I do? What should I do?’ He started panicking as he did not know what to do.*’
- The majority of students were able to use cohesive devices, such as ‘*Next*’, ‘*Suddenly*’, ‘*Finally*’ to link ideas. However, many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing. Inappropriate word choice and poor spelling were still common in students’ writing. For example, quite a number of them used ‘*sweep*’ instead of ‘*broom*’ and they misspelt some basic vocabulary like ‘*sister*’ as ‘*sisther*’.
- A few students just copied the rubric of the task ‘*Last Sunday something happened in Tom’s home.*’ without any elaboration. They were not awarded any marks.

### My Dream Home

- As the topic was interesting to students, quite a number of them were able to provide interesting ideas with supporting details in their writing. In general, students wrote a complete description about their dream home according to the prompts given, while capable students were able to use their imagination in their writing:

*‘My home probably is a mansion. It will be located near a beach, so that I wake up everyday seeing the beautiful views of the sandy beach and the crystal blue sea...’*

- The majority of students were able to use a limited range of vocabulary, sentence patterns and verb forms appropriately but with some grammatical and spelling mistakes in their writing.
- Although some students were able to use cohesive devices to link ideas within a paragraph, they were not able to achieve overall coherence through careful structuring of their ideas. A sudden change of ideas or repetitive ideas in several paragraphs made it difficult for readers to follow the text.

## Primary 6 Speaking

### Reading Aloud

- Many students were able to read the texts aloud fluently and clearly despite a few mistakes in pronunciation. Some of them had difficulty pronouncing words like ‘drum’, ‘joined’ (6ES01), ‘habits’, ‘salt’ (6ES09), ‘Sai Kung’, ‘leader’ (6ES11). Moreover, they had difficulty pronouncing words with three or more syllables, such as ‘activities’ (6ES01), ‘celebrate’ (6ES03) and ‘properly’ (6ES09).
- Some students dropped end consonants for words like ‘weekends’ (6ES01), ‘support’ (6ES03) and ‘cook’ (6ES11).

### Teacher-Student Interaction

- More than half of the students provided relevant answers to most of the questions. Some of them were able to elaborate on some of the questions. Some students provided additional details on some familiar topics, such as *Good Habits* (6ES09) which was about things they should do for keeping healthy. They were able to tell what they should eat and what exercise they should do.
- Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.
- Although some students were familiar with the topic *After-school Activities* (6ES01), they did not know how to say the names of the activities in English which affected their performance.

### Presentation

- In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.
- Many students used a small range of vocabulary and sentence patterns with some grammatical mistakes.
- More than half of them spoke quite clearly and were able to provide appropriate responses to questions despite a few mistakes in pronunciation.

- Most students displayed an awareness of their audience by using appropriate eye contact with the oral examiners and were awarded a bonus score.
- However, some students did not read the rubric carefully. In *Mother's Day Surprise (6ES04)*, they were required to talk about two activities only but more activities were being told at the end. They should be more careful even though no marks were being deducted.
- In *Tom's Timetable (6ES10)*, students were required to talk about Tom's activities in a week as well as to comment on his timetable. However, some of them used most of the time only talking about the activities, without giving comments about the timetable. A better organisation and time management skills in both preparation and assessment time were recommended.

### **Overview of Student Performances in English Language at Primary 6 Territory-wide System Assessment 2013-2017**

The percentage of P.6 students achieving Basic Competency in 2017 was 72.3%, slightly higher than the percentage for the year 2015 as shown in Table 7.19.

**Table 7.19 Percentage of Students Achieving English Language Basic Competency in 2013-2017\***

Year	% of Students Achieving English Language Basic Competency
2013	72.4
2015	72.0
2017	72.3

Note: \* The 2014 and 2016 P.6 TSA were suspended. As participation in the 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

A comparison of the strengths and weaknesses of P.6 student performances in TSA from 2013 to 2017 provides useful information on how teachers can help students improve. Table 7.20 summarises such a comparison.

Table 7.20 Overview of Student Performances in English Language at P.6 Territory-wide System Assessment 2013-2017

Year Reading	2013	2015	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students generally performed better in reading tasks on familiar topics, e.g. weekend activities, sports day and extra-curricular activities.</li> <li>The majority of students could grasp the gist and extract simple facts from informational texts, e.g. notices.</li> <li>Only about half of the students were able to infer information which was not explicitly stated in continuous prose.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better in non-continuous prose with a lighter reading load, e.g. 'Mid-Autumn Festival 2015' and 'TV Guide' than continuous prose with a heavier reading load, e.g. 'An Email to a Pen-friend'.</li> <li>Many students could grasp main ideas and extract simple facts from informational texts, e.g. timetables.</li> <li>Many students could interpret similes on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better if pictorial cues were given as options.</li> <li>Students were able to understand the use of similes and onomatopoeia by referring to the contextual clues or pictorial cues.</li> <li>Students were able to understand the connection between ideas by using pronoun references and identifying cohesive devices.</li> <li>Many students were able to extract specific information from informational texts, e.g. posters and advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of students were able to get the correct answers if the questions required finding clearly stated information in the text. However, some students were rather weak in other questions which required understanding of the whole text and interpretation of the information given. It is therefore recommended that students read the whole text to understand the overall gist in addition to scanning the text for specific information.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Their performance in understanding the use of some language features, e.g. onomatopoeia, showed that many of them failed to interpret the meaning by using contextual clues.</li> <li>Some weak students made use of their personal experience rather than the contextual clues to predict the meaning. The data show that their dictionary skills still need development and many students had difficulty identifying basic parts of speech, e.g. an adjective, a noun and a verb.</li> </ul>	<ul style="list-style-type: none"> <li>Some students could not work out the meaning of unfamiliar words by using contextual clues.</li> <li>Weaker students could not find the meaning of words by using definitions and examples from a dictionary entry. They had difficulty identifying basic parts of speech although examples were provided. Their dictionary skills need development.</li> <li>Most students were not able to infer information from contextual clues in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.</li> <li>Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided.</li> <li>Skimming for gist of a poster was quite challenging for some students.</li> </ul>	

Year Writing	2013	2015	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>There was a slight improvement in writing performances for this year when compared to the previous years.</li> <li>For both types of writing, most students could write their ideas clearly and coherently with some details. Most of them were also able to provide a reasonable ending / concluding remarks at the end of their writing.</li> <li>Most students could use explicit cohesive devices to enhance the organisation of their writing.</li> <li>Most students were eager to write and some could write more than 80 words.</li> <li>Student performance on a narrative and on an expository piece of writing did not have any significant differences.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of students in writing was stable compared to that of previous years.</li> <li>For both topics, quite a number of students could provide some relevant ideas with some details. They could use a limited range of vocabulary and sentence patterns to elaborate their ideas.</li> <li>Many of them could use simple cohesive devices to tie the ideas together more smoothly and clearly.</li> <li>Most students were eager to write and could write at least 80 words based on the prompts provided.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given.</li> <li>Quite a number of students were able to provide interesting ideas with supporting details in their writing if the topic was interesting to them, i.e. 'My Dream Home'.</li> <li>Capable students were able to provide interesting ideas and dialogues to enrich the content.</li> <li>The majority of students were able to use cohesive devices to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Although the ideas provided were quite clear and relevant, more original ideas and elaboration could have been given.</li> <li>Although some students were able to use cohesive devices to link ideas within a paragraph, they could not achieve overall coherence through careful structuring of their ideas.</li> <li>Students should be advised to spare some time to proofread their writing to minimise their grammar errors.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students' skills in grammar and spelling need to be enhanced so as to enable students to strengthen their ability to compose sentences.</li> <li>Incorrect use of verb forms and spelling mistakes were common.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of tenses was still very common.</li> <li>Incorrect use of verb forms, spelling mistakes and problematic sentence structures were easily found in students' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing.</li> <li>Inappropriate word choice and poor spelling were still common in students' writing.</li> <li>A few students just copied the rubric of the task without any elaboration.</li> </ul>	

Year Listening	2013	2015	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>On the whole, students performed well in listening tasks on familiar topics.</li> <li>Most students performed well when pictorial cues were given as MC options, e.g. extracting specific information, grasping main ideas, and connecting ideas. This trend was extended to the skills in predicting the likely development of the text.</li> <li>A slight improvement in connecting ideas using contextual clues was observed this year.</li> <li>Students showed better performance in items with written cues given as MC options than items involving filling in blanks when listening to the same piece of material.</li> <li>Their performance was steady in identifying main ideas in a spoken text when more than one piece of information was given.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of students in listening was stable compared to that of previous years.</li> <li>Students generally performed well in listening tasks on familiar topics.</li> <li>Students performed better in shorter tasks with a lighter listening load, e.g. 'Survey', 'Riddles' than longer ones, e.g. 'Green Day'.</li> <li>Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between intonations when the expression being explicitly presented, and identify rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of students in listening has been steady over the previous few years.</li> <li>Students generally performed satisfactorily in most skills including predicting the likely development of a text with pictures given as multiple choice options.</li> <li>Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'.</li> <li>Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between words with a range of consonant sounds, and discriminate between intonations when the expression being explicitly presented.</li> </ul>	<ul style="list-style-type: none"> <li>Students did well in distinguishing between numbers.</li> <li>Some of them need to improve spelling.</li> <li>Students were able to distinguish different tones of speakers.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some weak students made use of their personal experience and/or common knowledge to interpret the listening texts rather than comprehending the spoken texts.</li> </ul>	<ul style="list-style-type: none"> <li>Some students had difficulty in connecting ideas by identifying cohesive devices / contextual clues.</li> <li>Some students could not predict the likely development of a text.</li> <li>In the note-taking task, students performed better in writing numbers than writing words, even when the word was simple like 'bed'.</li> </ul>	<ul style="list-style-type: none"> <li>Some students had difficulty in connecting ideas using contextual clues.</li> <li>Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.</li> <li>In the note-taking task 'Phone calls', students performed better in number writing than in word writing.</li> </ul>	

Speaking Year	2013	2015	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to read all or most of the texts aloud quite clearly and audibly.</li> <li>Most students were able to provide relevant responses to most of the questions. Some could even provide additional details on familiar topics.</li> <li>In 'Presentation', students were able to present their ideas or tell a story clearly using a limited range of vocabulary and basic sentence patterns although grammatical mistakes were apparent.</li> <li>Students with good speaking skills were able to provide a range of ideas relevant to the topics with some elaboration.</li> <li>Many of them showed confidence and could communicate their ideas quite clearly.</li> </ul>	<ul style="list-style-type: none"> <li>More than half of the students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. Some of them used appropriate pausing and intonation.</li> <li>Students were generally able to provide relevant responses to the questions.</li> <li>In 'Presentation', students were generally able to deliver a talk based on the prompts provided. Most of them were awarded a bonus score for having eye contact with the oral examiners.</li> <li>Students with better performance could provide a range of ideas relevant to the topics and elaborate with some details.</li> </ul>	<ul style="list-style-type: none"> <li>Many students read the texts fluently and clearly despite a few mistakes in pronunciation.</li> <li>Students were generally able to provide relevant answers to the questions. Some provided additional details on some familiar topics too.</li> <li>Students with good speaking skills were able to provide a range of ideas relevant to the topics and elaborate with some details. They presented well-organised ideas clearly with few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Students should study the rubric of the tasks carefully.</li> <li>Students should organise their ideas better when delivering a speech in 'Presentation'.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some students dropped end consonants. Words with more than three syllables were also problematic for the students.</li> <li>Some of them made mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Many students dropped end consonants and mispronounced the 'th' consonants.</li> <li>They tended to have difficulty pronouncing words with three or more syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were still not able to pronounce words with three or more syllables such as 'activities' and 'celebrate'.</li> <li>Some students still dropped end consonants frequently.</li> </ul>	

## Results of Secondary 3 English Language in Territory-wide System Assessment 2017

The percentage of S.3 students achieving English Language Basic Competency in 2017 is 69.7%, indicating a very slight increase in the percentage of students achieving basic competency in 2017 as compared to that of 2016.

### 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, Knowledge and Experience.

The S.3 written assessments consisted of three sub-papers for Listening, Reading and Writing, comprising a total of 129 items and 138 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 35 minutes, Reading sub-paper was 35 minutes and Writing sub-paper was 40 minutes. The oral assessment was comprised of two components, Individual Presentation and Group Interaction, with eight sub-papers in each component. The number of items on the various sub-papers is summarised in Table 7.21a. 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 7.21b.

**Table 7.21a Number of Items and Score Points for S.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Paper					
Listening	31(31)	31(31)	31(31)	--	54(54)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	68(79)	68(79)	68(79)	--	129(138)
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 7.21b Composition of S.3 Sub-papers**

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
<b>Listening</b>	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	31(31)	28(28)	29(29)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	0	3(3)	2(2)	L6-S-6-S3BC (organisation)	8(4)	0
<b>Reading</b>	9ER1	9ER2	9ER3	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L6-R-1-S3BC (reading strategies)	28(28)	34(34)	31(31)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
L6-R-2-S3BC (extracting and organizing information)	0	0	2(2)			
L5-R-3-S3BC (language features)	3(3)	0	3(3)			
L5-R-4-S3BC (reference skills)	5(5)	2(2)	0			
<b>Writing</b>	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)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
L5-W-5-S3BC (features)	1(2)	1(2)	1(2)			

## Secondary 3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 35 minutes each). All parts or sections were played twice. Descriptions of the listening tasks are provided in Tables 7.22 and 7.23.

**Table 7.22 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	3
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	51
<b>TOTAL</b>		<b>54</b>

Table 7.23 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Discussion – <i>MOOV TV</i> <i>9EL1 – Part 1</i> <i>9EL3 – Part 1</i>	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Conversation – <i>Puzzle Week</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Meeting – <i>Environmental Education Fund</i> <i>9EL1 – Part 3</i> <i>9EL2 – Part 2</i>	Multiple choice	8(8)
L5-L-1-S3BC L5-L-2-S3BC	Meeting – <i>KPOP Festival</i> <i>9EL2 – Part 1</i>	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>I Made A New Password</i> <i>9EL2 – Part 3</i> <i>9EL3 – Part 3</i>	Multiple choice	8(8)

## Secondary 3 Reading Items

Each student attempted three reading tasks in one of the three Reading sub-papers. 35 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.24 and 7.25.

**Table 7.24 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	62
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	2
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	3
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	5
TOTAL		72

**Table 7.25 S.3 Reading: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L5-R-4-S3BC	Book Cover, Book Blurb and Review – <i>The Three Monkeys</i> 9ER1 – Part 1 9ER2 – Part 1	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>Frank the Friendly Alien</i> 9ER1 – Part 2 9ER3 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L5-R-4-S3BC	Blog Page and Report Extract – <i>Hong Kong Neon &amp; Light Pollution in Hong Kong</i> 9ER1 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC	Article – <i>Pooch Wearing Diamond Collar Kidnapped</i> 9ER2 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC	Complaint Email, Attachment and Police Report – <i>BedNBrekkieHK</i> 9ER2 – Part 3 9ER3 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC	Instruction Manual and Press Release – <i>Foldy EEBIE</i> 9ER3 – Part 1	Multiple choice	12(12)

## Secondary 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 7.26 and 7.27.

**Table 7.26 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	
<b>TOTAL</b>		<b>3</b>

**Table 7.27 S.3 Writing: Item Description and Question Types**

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC L6-W-3-S3BC L5-W-5-S3BC	Game/Toy Description – <i>English Game/Toy Design Competition</i> 9EW1	1(12)
	Adventure Story – <i>Adventure Stories for the School Magazine</i> 9EW2	1(12)
	Speech – <i>Speech about your club/society for School Open Day</i> 9EW3	1(12)

## Secondary 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 4 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 7.28.

**Table 7.28 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 Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2017***

### **Secondary 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
MOOV TV	Discussion
Puzzle Week	Conversation
Environmental Education Fund Report	Meeting
KPOP Festival	Meeting
I Made A New Password	Poem

#### **Performance of Secondary 3 Students Achieving Basic Competence in Listening Tasks**

Students achieving 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, comprehend main ideas and use cohesive devices to connect ideas, use discourse markers and contextual clues, as well as work out the meaning of unfamiliar words/expressions
- understand intonation when dialogues were delivered clearly and in generally familiar accents

**Task Name: MOOV TV (Discussion).** This task has a section for students to fill in blanks while they listen to the conversation.

**Task Content:** The hosts of MOOV TV are discussing what's currently on TV and showing on the big screen.

#### **Connection – cohesive devices**

- Many students were able to listen and work out what Theo and Sammi reviewed on MOOV TV when Sammi said, *'Hi everyone. Welcome to MoovTV. Tonight we are going to review some movies and give you the rundown of what's on TV over the next few weeks that is worth watching.'*

1. On MoovTV Theo and Sammi review \_\_\_\_\_.

- A. TV shows only
- B. only movies
- C. the rundown of movies
- ☒ D. movies and TV shows

**Task Name: Puzzle Week (Conversation)**

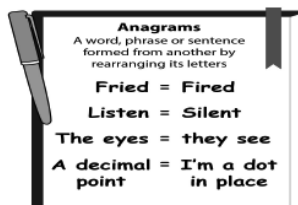
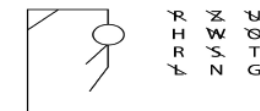
**Task Content:** Students and their teacher are discussing the puzzle week and how it will work.

**Specific Information**

- Many students were able to identify which puzzles were easy to do when they heard Paul say, *‘The wonderwords can be done simply and quickly, especially if they have the words we need to find listed at the bottom.’*

3. Paul says that \_\_\_\_\_ can be done easily.

- A. wonderwords  
B. cryptic crosswords  
C. hangman  
D. anagrams

**HANGMAN**

H \_ \_ N G \_ \_ N  
T H \_ \_ R \_ \_ !



9EL1/3 Part 2 Q.3

**Task Name: Environmental Education Fund (Meeting)**

**Task Content:** A meeting is being held to discuss the application for the Environmental Education Fund.

**Connection – cohesive devices**

- Many students were able to work out what May suggested they do with some of the funds when they heard May and Mrs. Lau speak.

**‘May – Student (excited):** Ooh I have some ideas as well Mrs. Lau!

**School Environment Officer – Mrs. Lau:** Yes May, let’s hear them.

**May – Student:** Firstly, an excursion to an organic farm.

**School Environment Officer – Mrs. Lau:** Oh, fantastic! And your other ideas May?

**May – Student:** Electricity generating bikes.’

7. May suggests \_\_\_\_\_.

- |                                 |  |
|---------------------------------|--|
| 1. making recycled wooden boxes | 2. an excursion to an organic farm                 |
| 3. electricity generating bikes | 4. an excursion to the Hong Kong Butterfly Reserve |

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

9EL1 Part 3/9EL2 Part 2 Q.7

**Task Name: KPOP Festival (Meeting)**

**Task Content:** The Music Club is meeting to find out details of the upcoming school music fair.

**Tone**

- The majority of students were able to correctly identify how Eva felt after hearing the news.

11. Eva screams loudly and says 'Oh my goodness!'. She is \_\_\_\_\_.

- A. upset  
☒ B. excited  
 C. angry  
 D. relaxed

9EL2 Part 1 Q.11

**Task Name: I Made A New Password (Poem)**

**Task Content:** The poem is about someone who thought up a new, foolproof password which they forgot, resulting in them being locked out of the computer.

**Rhyme**

- On hearing the first stanza of the poem many students worked out the rhyming words.

Stanza 1

I made a new password  
 That no one could guess.  
 It's long and confusing  
 And truly a mess.

2. The rhyming words in this stanza are \_\_\_\_\_.

- A. password, guess  
 B. guess, confusing  
 C. confusing, mess  
☒ D. guess, mess

9EL2/3 Part 3 Q.2

**Secondary 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
The Three Monkeys	Bookcover, Blurb and Review
Frank the Friendly Alien	Poem
Hong Kong Neon & Light Pollution in Hong Kong	Blog Page and Report Extract
Pooch Wearing Diamond Collar Kidnapped	Article
BedNBrekkieHK	Complaint Email, Attachment and Police Report
Foldy EEBIE©	Instruction Manual and Press Release

### Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks

Students achieving 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 bookcover, blurb and review, a poem, a blog page and report extract, an article, a complaint email, attachment and police report as well as an instruction manual and press release
- locate information in a bookcover and police report
- identify rhymes
- identify different text types
- work out the meaning of unfamiliar expressions and use reference skills
- identify connections between supporting ideas and main ideas

#### **Task Name: The Three Monkeys (Bookcover, Blurb and Review)**

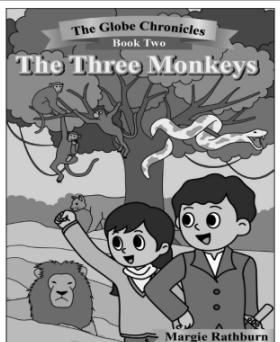
**Task Content:** The task is about the book *The Three Monkeys* with information being presented in the various text types.

#### Obtaining information about the reading materials from the blurbs, glossaries, book covers and table of contents

- The majority of students were able to work out what the title of the book was.

1. The title of the book is \_\_\_\_\_.

- ☐ A. The Three Monkeys  
☐ B. The Globe Chronicles  
☐ C. Book Two  
☐ D. Margie Rathburn

BOOK COVER	BOOK BLURB	REVIEW
	<p><i>The Three Monkeys</i> is a combination of jungle adventure and detective work. Margie Rathburn has taken completely opposite worlds and woven them together seamlessly.</p> <p>Orphaned seventeen-year-old twins Simon and Maddie Wadsworth inherit <i>The Three Monkeys</i>, an estate in India, from an uncle they didn't know they had. Travelling to India, Simon and Maddie discover his diary. Reading it they find out some things that make them think that their uncle's death wasn't an accident. They decide to try to find out exactly what happened.</p> <p>The search begins for the first clue mentioned in the diary. Simon and Maddie must work out the clues and soon, if they want to keep their inheritance and stay alive. There are people who would stop at nothing to get rid of the two siblings to get the estate and the riches hidden somewhere. Maddie and Simon don't know who to trust. With enemies everywhere the Wadsworth siblings are in for a wild ride.</p>	<p><i>The Three Monkeys</i> is an exciting tale of adventure. Simon and Maddie aren't typical teenagers. They have just discovered a dead uncle they didn't know they had AND they have to travel to India to get their inheritance, an old estate with a huge palace. When they get to India they find a strange diary. What they read sends them on a journey through India, in search of clues to solve their uncle's death.</p> <p>I really liked the character of Maddie. She is extremely likeable, friendly, smart and she loves her brother Simon. Simon, on the other hand, is annoying. He's a guy, so of course he is annoying! He thinks he knows everything.</p> <p>Simon doesn't listen to Maddie and ignores everything she says, until it is too late. The scene at the old temple in the jungle is a great example of Simon getting them into trouble and Maddie getting them out of it. Simon doesn't read the diary pages carefully and misses important information. Maddie yells at him to wait before going into the old temple. He doesn't, she follows and they get trapped in a room that fills up quickly with sand. Maddie works out the puzzle that stops the sand. A secret door opens and they escape the deadly sand room!</p> <p>They have many more adventures and meet lots of interesting secondary characters who are just as likeable. The villains are evil and horrible and it is a shock to eventually find out who is after Simon and Maddie. I was so upset I screamed. I am glad to know that there is a Book Three coming next year in which Simon and Maddie go on new adventures.</p>

9ER1/2 Part 1 Q.1

**Task Name: Frank the Friendly Alien (Poem)**

**Task Content:** The poem is about an alien called Frank.

**Rhyme**

- The majority of students were able to read stanza two and work out the rhyming pair.

3. In stanza two, the rhyming pair is \_\_\_\_\_.

- A. sharp and pointed
- B. big and red
- C. pointed and features
- ☒ D. red and head

9ER1/3 Part 2 Q.3

My teeth are sharp and pointed.

My eyes are big and red.

I have such friendly features

upon my friendly head.

**Task Name: Hong Kong Neon & Light Pollution in Hong Kong (Blog Page and Report Extract)**

**Task Content:** The blog page and report extract deal with neon signs and lights and the effects of light pollution.

**Connection between ideas**

- Many students were able to connect the ideas about neon lights.

7. Neon lights \_\_\_\_\_.

- |                                |                              |
|--------------------------------|------------------------------|
| 1. cause light pollution       | 2. save energy               |
| 3. can affect residents' sleep | 4. promote low-carbon living |

A. 1 and 2

☒ B. 1 and 3

C. 2 and 3

D. 3 and 4

9ER1 Part 3 Q.7



Growing environmental concerns in recent years have dealt another blow to the neon lights in the city. Hong Kong is one of the world's worst light polluters. Light levels in the city are a thousand times higher than normal at night. In response, the government launched a voluntary scheme asking businesses to switch off lights between 11 pm and 7 am. The aims are to stop the lights from affecting residents' sleep, to save energy and promote low-carbon living. Thousands of shopping malls, hotels, banks and other organisations have promised to switch off all external lights, apart from those needed for security purposes.

**Task Name: Pooch Wearing Diamond Collar Kidnapped (Article)**

**Task Content:** The article features the details of a dog kidnapping that made the headlines.

**Specific Information**

- Many students were able to work out what the dog was wearing.

2. The animal was wearing \_\_\_\_\_ when it was taken.

- A. a pink nightgown
- ☒ B. a diamond collar
- C. pink slippers
- D. a key to a lock

9ER2 Part 2 Q.2



The dog, Fifi La Rue, is a prize-winning, pure bred Lowchen, or lion dog worth around \$50,000. Police believe Fifi was stolen because she was wearing a collar covered with diamonds. The collar is worth half a million dollars. The robbers could not remove the collar from the dog because of its special lock. The key to the lock is kept in a bank safe at the HSBC Bank in Central.

**Task Name: BedNBrekkieHK (Complaint Email, Attachment and Police Report)**

**Task Content:** The email and additional information are about the experiences of a family coming to stay in Hong Kong on holiday.

**Sequencing**

- Many students were able to work out the order of what happened after the family arrived at their destination.

7. Lots of things happened after the family arrived at Green Mount Villas. What is the correct order of the things that they did?

- |                 |                           |
|-----------------|---------------------------|
| 1. got keys     | 2. found rubbish in rooms |
| 3. met Mrs. Lau | 4. took photos            |

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

9ER2/3 Part 3 Q.7

We took a taxi and met Mrs. Lau at the front entrance. She just gave us the keys, directions and left. We arrived to find the house in a mess. It looked like a pigsty. Not one room was tidy or clean. There was rubbish everywhere and the beds looked as if they had recently been slept in.

All calls to Mrs. Lau went to voicemail. We took photos and called the management office and police. They arrived, took photos and we made a report about the state of the house. We then handed the keys to the police and left. We caught a taxi to University Station, where we were only able to find a suite to accommodate us in the Grand Palisades Hotel for the rest of our stay in Hong Kong.

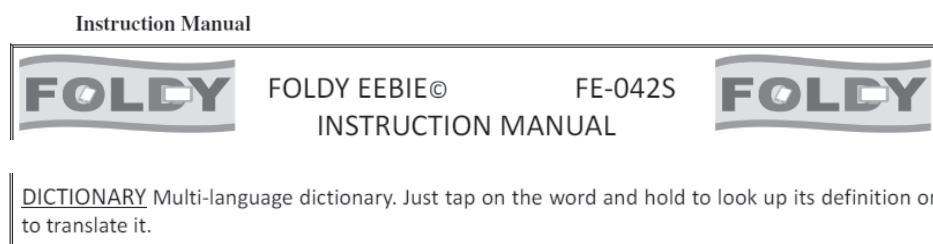
**Task Name: Foldy EEBIE© (Instruction Manual and Press Release)**

**Task Content:** The instruction manual is about the features of the Foldy EEBIE©. The press release provides more information about the Foldy EEBIE©.

**Inference**

- Many students were able to infer what the purpose of the EEBIE© dictionary was.
3. The EEBIE© dictionary allows the user to \_\_\_\_\_.
- ☐ A. read books in different languages
  - ☐ B. take notes
  - ☐ C. adjust font size
  - ☐ D. arrange books by author

9ER3 Part 1 Q.3

**Secondary 3 Writing****Design of the Writing Papers**

There are a total of three writing sub-papers, 9EW1, 9EW2 and 9EW3. In the sub-papers there are three writing tasks:

Tasks	Text Types
English Game/Toy Design Competition	Description
Adventure Stories for the School Magazine	Story
Speech about your club/society for School Open Day	Speech

Students were instructed to complete a written assessment of about 150 words in 40 minutes.

**Performance of Secondary 3 Students Achieving Basic Competence in Writing Tasks**

Students achieving 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

**Description – English Game/Toy Design Competition (9EW1)**

In this task, students were asked to write a description of their entry in the ‘English Game/Toy Design’ Competition. Picture prompts were provided.

You are entering the ‘English Game/Toy Design’ Competition. Read the poster and write a description that explains how your game/toy can be used to learn/teach English, what it does, what it looks like, how it works and anything else that is special to help the judges decide the winner.

You may use some of the ideas from the poster and/or your own ideas in your writing. Write the game/toy description in about 150 words.



# English Game/Toy Design Competition

**ENTER NOW!**

**What does your game/toy do?**  
**How can it be used to learn/teach English?**




**Instructions and Rules**

Write a description of your game/toy...

What makes it the perfect game/toy to learn/teach English?

Tell us what it is, what it does, how it works and why you designed it...

**Submission Rules**

- Write the description in at least 150 words
- Send entry via email to [englishsociety@skfgrss.edu.hk](mailto:englishsociety@skfgrss.edu.hk)

**Entries close: 13 July, 2017**



**Story – Adventure Stories for the School Magazine (9EW2)**

In this task, students were asked to write an adventure story. Picture prompts were provided.

**You are Jackie Ho, a student at SKFGLR Secondary School. Your class is writing adventure stories for the school magazine. Your teacher has given you some pictures to help you to write a story.**

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the adventure story in about 150 words. Provide a title for your story.



**Speech – Speech about your club/society for School Open Day (9EW3)**

In this task, students were asked to write a speech explaining their club/society to visitors to the school.

The school will be having its annual School Open Day soon. All heads and some members of the various school clubs and societies will be asked to give a speech about their club/society to the visitors in the hall. Write a speech in which you explain your club/society, the activities that have been run and how they have benefitted students.

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



TO: jowong299@skhlmst.edu.hk;pmak23@skhlmst.edu.hk;  
ccwong3C@skhlmst.edu.hk;suechan4D@skhlmst.edu.hk

SUBJECT: Speech about your club/society for School Open Day

SEND 

Dear Heads and Members of the school clubs and societies,

The school will be having its annual School Open Day soon. This year visitors will gather in the hall for a series of speeches before they tour the school. We would like each head/chosen member of the club or society to prepare a speech in which you explain your club/society.

You might like to include information about:-

- when, where and how often you meet
- membership numbers and details – senior form, junior form...
- the aim of the club/society
- the kinds of activities that you have run & how these activities have benefitted the students
- upcoming activities
- awards/prizes won
- teacher advisors

In your speech, please include any other information that can help to give the visitors a better understanding of the clubs and societies that students can participate in.

Thanks,  
Jackie

Head of the Student Union

The following Student Exemplars are written compositions of students achieving basic competence indicating the characteristics mentioned previously.

**Description – English Game/Toy Design Competition (9EW1) - Student Exemplar 1**

Category and type identified	<p style="text-align: center;"><u><b>English Game/Toy Design Competition</b></u></p> <p>My toy is called [robot] and it can be used to learn English. The colour of robot is grey. It can talk English. It has big round eyes, red round nose. Its head shape is square. Its head upper has a square. It is for collecting people massage. As if it collect the massage of people it will response is. It can talk to u by English. Also one kind of interesting thing is it only talk by English. It can't know how to talk Chinese, Korean, Japanese and so on.</p> <p>Further more [it know many things] such as English words, news for current, and so on. You can ask it these questions and it will reply you as soon as possible. It is easy to control, just press a button where is in its nose. Then it will move and talk.</p> <p>Also it is funny. It knows how to say joke. Humorous! It jokes is [A design it because] I'm entering the English Game/Toy Design Competition. It is very funny. Funnier than learn English. It is not end, this robot has long arms and long legs. It is very [convenience]. It can be a alarm if you want to wake up early. It can also help you everything like cooking, dancing, jumping, sleeping, eating, swimming, talking, anything, [writing] drawing, skipping, looking, seeing, moving, counting.</p>	Short but suitable introduction
1		
2		
3		

4

running, speaking, opening, closing, locking, smiling,  
drinking, wearing, answering ~~ask~~ asking, mumbling,  
crying, screaming, pulling, pushing, keeping, smoking,  
checking, waiting

No  
conclusion  
– just a list  
of gerunds

### Annotation - Student Exemplar 1



A short but appropriate introduction. Features of a toy description are evident but the description is not very clear.

Specified the type – *toy* and also provided the name – *robot*



1

2

3

The piece has been formed into paragraphs that make sense but there is no conclusion.



4

The last part of the final paragraph is just a list of 30 + gerunds that have no real link, connection or explanation of how the toy robot can help the user/owner do these things.



Errors in vocabulary/expression, some of which do affect meaning and understanding – *robort* instead of *robot*, *massage* instead of *message*, *it will response* instead of *it will respond*, *it know many things* instead of *it knows many things*, *it don't* instead of *it doesn't*, *pless* instead of *press*, *bottom* instead of *button*, *where is in it nose* instead of *that is in its nose*, *it can talk to us by English* instead of *it can talk to us in English*, *humulicus* instead of *humorous*, *convenience* instead of *convenient*, *help you everthings* instead of *help you do everything*, *writting* instead of *writing*, *awsering* instead of *answering*, *it can be a alrem* instead of *it can also be an alarm*, *I design it becauce* instead of *I designed it because*



Use of connectives – *furthermore*, *also*



Singular instead of plural – *joke* instead of *jokes*



The writer uses *and so on* instead of giving more information. Here it would be better to write something like *Korean, Japanese and languages other than English* instead of *Korean, Japanese and so on*, so that the information would be more specific rather than general (with the use of *and so on*.) It is better than using etc. though.

**Story – Adventure Stories for the School Magazine (9EW2) - Student Exemplar 2**

Appropriate title

There Was A Shark

1

Last month, my family and I went to Taiwan <sup>for tourism</sup>. Before <sup>arrived in Taiwan</sup> my sister and I was very excited. We <sup>planned to</sup> visit Taipei 101 Building and try some pineapple pie. After an hour, we had arrived Taiwan.

Short but suitable introduction

2

In Taiwan, we went to the hotel to check-in first. Then we decided to go to a beach because Taiwan was too hot for us. In Hong Kong was 29°C at the day we went to Taiwan, but Taiwan <sup>had 34°C</sup> at that day. Therefore, we found the nearest beach from our hotel and went by ourselves.

3

After half an hour, we finally found the beach. We were cheerful and ran to change our clothes. After that, my sister and I went to swim and Mum and Dad were doing sunbathing. The water was cool and I felt relax on the sea.

4

Suddenly, <sup>I found something that was in a triangle shape and in dark colour.</sup> It just looked like ... a <sup>shark shrink</sup>. 'There is a shark!' <sup>I thought to this</sup> and I called my sister loudly. <sup>It was very scared</sup> <sup>to me</sup> that I didn't see any real shark before.

5

But my sister was not afraid with the shark. She <sup>swam near</sup> the shark and <sup>bited</sup> the <sup>shark shrink</sup>. I thought she wanted to try <sup>shark shrink's</sup> taste. <sup>But</sup> There was no blood bleeding out from the <sup>shrink!</sup> When my sister swam to me, the shark went up! 'The shark' was a boy who wore a <sup>toy shrink</sup> on his head! He looked at us <sup>with angry</sup> and then <sup>swam to other place.</sup>

6

After we went back to the hotel, I told the story with 'the shark' to Mum and Dad. They could not stop laughing. I laughed too, but this was an unforgettable experience in my life.

Short but appropriate conclusion

**Annotation - Student Exemplar 2**

An appropriate title is provided for the story as is a suitable introduction, however there is no mention of how they got to Taiwan.

1

The piece of writing has an introductory paragraph which is topic related and details the start of the story, explaining why the writer and family went to Taiwan and what they planned to do once there.

2

3

The writing is divided into paragraphs that together make a cohesive story about what happened on a trip to Taiwan.

4

5

The concept of the sister biting the shark fin to see what it tastes like is a bit strange and doesn't make sense – most people would swim quickly to get out of the water and away from a dangerous shark, NOT bite it.

6

A conclusion is provided that finishes the story.



There are errors in vocabulary and expression which sometimes affect meaning and understanding – *for tourism* instead of *on holiday*, *arrived Taiwan* instead of *arriving in Taiwan*, *planed* instead of *planned*, *had 34°* instead of *it was 34°*, *with angry* instead of *with anger*, *bited* instead of *bit*, *I though* instead of *I thought*, *I found something that was in a triangle shape and in dark colour* instead of *I saw a dark coloured triangular shape in the water*, *swam to the other place* instead of *swam away*, *It was very scared to me that I didn't see any real shark before* instead of *I was very scared because I hadn't seen a real shark before*



One error made repeatedly which also affected meaning and understanding was the use of *shrink* – *shark shrink* instead of *shark fin* and *toy shrink* instead of *toy shark*, *shrink* instead of *fin*



Subject/verb agreement – *my sister and I was* instead of *my sister and I were*

**Speech – Speech about your club/society for School Open Day (9EW3) - Student Exemplar 3**

Good afternoon Ladies and Gentlemen. I would like to tell you something about the <sup>society</sup> ~~Angle~~. In this society, the aim of us is to help form 1 schoolmates to know more about the school. Also we will talk 1 schoolmates to form

Introduction

The relationship of our members are close. We often have lunch together. We will have the camp too! In this society, we only help form 1 students. We often have lunch with the form 1 classmates. Therefore, they won't be boring and think that the school life is wonderful.

On the otherhand, we will be close to the form 1 classmates. We always talk to them. Also, we will teach them with [the homeworks]. Make them be happier.

In the [further], we [will hold more] activities [to let classmates to join]. For example, we will [hold some] competition for form 1 classmates. In the competition, we will ask the questions which is about the school. Therefore, they can [know more about our school clubs, societies, history, etc.]

Lastly, ~~Angle~~ is a society which can help form 1 classmates. I hope it will be better in the [further].  
Thank you.

Short conclusion and ending is brief – Thank you

**Annotation - Student Exemplar 3**

- 1 The writer has written a speech that is clear in its purpose – providing information about the *Angle Society*
- 2 Paragraphing is distinct. The second paragraph deals with the relationship between the members of the society and what is done to foster these relationships.
- 3
- 4 The speech doesn't mention the members of the *Angle Society*; instead it focuses on the aims of the society, helping the form one students and the interactions with them. There is also no mention of any teacher advisors.
- 5
- [ ] There are errors in vocabulary and expression which sometimes affect meaning – *the homeworks* instead of *their homework*, *will hold more* instead of *will have/run*, *to let classmates to join* instead of *to enable other classmates to join in/join us*, *hold some* instead of *hold a*, *know more about* instead of *learn more about*, *further* instead of *future*
- ~ One error made repeatedly which also affected meaning and understanding was the use of *angle* instead of *angel*
- ↔ Subject/verb agreement – *The relationship of our members are close* instead of *The relationship between our members is close*
- Use of *etc.* This should not be used in writing a speech and is incorrectly used in this case because the listener will not know what other information students can learn unless the speaker informs them – *know more about our school clubs, societies, history etc.* It would be better to just write *learn more about our school clubs, societies and the history of the school*, or something similar.

**Secondary 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 Secondary 3 Student Performances'.

## ***Good Performance of Secondary 3 Students in Territory-wide System Assessment 2017***

### **Secondary 3 Listening**

#### **Good Performance in Listening Tasks**

Students with good 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 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 words 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 Secondary 3 Students Achieving Basic Competence in Listening Tasks*” Section.

**Task Name: MOOV TV (Discussion).** This task has a section for students to fill in blanks while they listen to the conversation.

#### **Knowledge of the world**

- The more able students were familiar with the term ‘reality TV’ and correctly identified what a reality TV show has.

7. *Hong Kong Super Chef* is a reality TV show. A reality TV show has \_\_\_\_\_.

- A. actors and actresses playing the roles
- ☐ B. real people being filmed doing things
- C. a mix of actors and real people
- D. actors who love/hate each other

9EL1/3 Part 1 Q.7

**Task Name: Puzzle Week (Conversation)**

#### **Prediction**

- The more able students were capable of predicting what the rest of the conversation between Mrs. Lau, Rita and Paul would be about.

8. The discussion hasn’t finished. Mrs. Lau, Rita and Paul will continue to talk about \_\_\_\_\_.

- A. Mrs. Lau’s puzzles
- B. puzzles Rita likes
- C. clues for 40 puzzles
- ☐ D. designing puzzles for Puzzle Week

9EL1/3 Part 2 Q.8

**Task Name: Environmental Education Fund (Meeting)****Unfamiliar word/expression**

- Students with good performance were capable of working out the meaning of the unfamiliar expression when they heard Mrs Lau saying ‘if we don’t dot all of the i’s and cross the t’s...’
4. Mrs. Lau says ‘if we don’t dot all of the i’s and cross the t’s...’. This is an expression which means someone \_\_\_\_\_.
- A. has to be successful  
B. is bored applying for money  
☒ C. has to pay attention to all of the details  
D. has to write the proposal and application

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

**Task Name: KPOP Festival (Meeting)****Prediction**

- Students with good performance were capable of working out why Eva was at the meeting after hearing what everyone was talking about.
8. Eva is at the meeting \_\_\_\_\_.
- A. but she was five minutes late  
B. and she has a class with Mrs. Pang  
☒ C. because she wants to find out what it’s all about  
D. but she has to go to another meeting with Mrs. Mack

9EL2 Part 1 Q.8

**Task Name: I Made A New Password (Poem)****Main Idea**

- The more able students were able to work out the possible title for the poem after listening to the poem about the password and the problems the writer encountered.
8. The title of the poem could be \_\_\_\_\_.
- ☒ A. I Made A New Password  
B. I Can Guess Your Password  
C. Breaking The Password  
D. The Easiest Password In The World

9EL2/3 Part 3 Q.8

## Secondary 3 Reading

### Good Performance in Reading Tasks

Students with good 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
- extract or locate specific information from different text-types such as articles, a poem, a poster and programme and a blog
- use inference skills in certain passages with familiar topics
- analyse and integrate relevant points from one or more texts

For task contents please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks*” Section.

### Task Name: The Three Monkeys (Bookcover, Blurb and Review)

#### Dictionary Skills

- Students with good performance were capable of working out the meaning of the word ‘estate’ in conjunction with the meanings and examples provided.

#### BOOK BLURB

*The Three Monkeys* is a combination of jungle adventure and detective work. Margie Rathburn has taken completely opposite worlds and woven them together seamlessly.

Orphaned seventeen-year-old twins Simon and Maddie Wadsworth inherit *The Three Monkeys*, an estate in India, from an uncle they didn't know they had. Travelling to India, Simon and Maddie discover his diary. Reading it they find out some things that make them think that their uncle's death wasn't an accident. They decide to try to find out exactly what happened.

The search begins for the first clue mentioned in the diary. Simon and Maddie must work out the clues and soon, if they want to keep their inheritance and stay alive. There are people who would stop at nothing to get rid of the two siblings to get the estate and the riches hidden somewhere. Maddie and Simon don't know who to trust. With enemies everywhere the Wadsworth siblings are in for a wild ride.



3. Maddie and Simon inherit an estate. Look at the word 'estate'. Which meaning corresponds to the word in the section?

- |  |   |
|--|---|
| 1. (n) a car with a large carrying area and rear door access | 2. (n) a property where coffee, rubber, grapes or other crops are grown |
|--|---|

*The estate was used to carry the materials for the farm.*

*The estate produced first class grapes that were made into wine.*

- |  |  |
|--|--|
| 3. (n) an area of land and modern buildings developed for residential, commercial or industrial purposes | 4. (n) all the money and property owned by a person, especially at death |
|--|--|

*Lucy and Tony work on the estate in that factory.*

*In John's will, he divided his estate between his wife and daughter.*

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

**Task Name: Frank the Friendly Alien (Poem)****Main Idea**

- The more able students were able to work out the possible title for the poem after reading the poem about the alien, Frank.

**Frank the Friendly Alien**

I'm Frank, the friendly alien.  
From deepest outer space.  
My face is fairly friendly.  
It's such a friendly face.

My teeth are sharp and pointed.  
My eyes are big and red.  
I have such friendly features  
upon my friendly head.

My horns are green and shiny.  
I have exactly three.  
My nose is long and crooked,  
the way a nose should be.

My ears are huge and scaly.  
My tongue is brown and blue.  
The people from my planet  
all look friendly like I do.

My claws are shaped like daggers.  
My hands are huge and hairy.  
I'd love to stay and tell you more  
but you look much too scary.



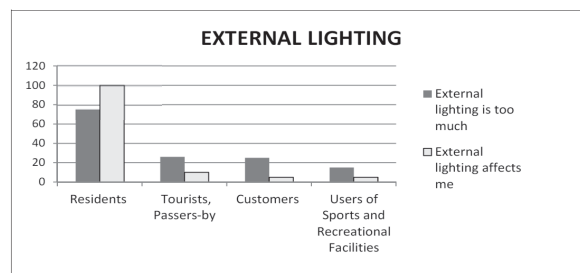
8. The poem is called 'Frank the Friendly Alien'. It could also be called \_\_\_\_\_.
- A. I'm Scared Of Aliens  
B. Monsters From Outer Space  
C. Who's Scariest, Me Or You?  
D. ☐ all of the above

9ER1/3 Part 2 Q.8

**Task Name: Hong Kong Neon & Light Pollution in Hong Kong (Blog Page and Report Extract)****Locating information in a simple chart**

- Students with good performance were able to use information provided in a chart to work out the two groups affected by external lighting.

The responses of those surveyed about external lighting being too much, even excessive, and whether it affects them can be seen in the table below.



15. Look at the chart about 'External Lighting'. Two groups affected by external lighting, with similar numbers are \_\_\_\_\_.
- A. tourists, passers-by and customers  
B. residents and tourists, passers-by  
C. tourists, passers-by and users of sports and recreational facilities  
D. ☐ customers and users of sports and recreational facilities

9ER1 Part 3 Q.15

## Task Name: Pooch Wearing Diamond Collar Kidnapped (Article)

### Specific information

- The more able students understood the meaning of 'reward' and were able to work out how much the reward being offered for the dog was.



Fifi La Rue

Police believe that the robbers will remove the collar and attempt to either sell the diamonds or smuggle them out of Hong Kong to sell on the international black market. An alert has been issued for the dog. Police have asked the public to be on the lookout for Fifi La Rue and to call Crime Watchers if they know or see anything. Mrs. Winston Huxtable Chong has also offered a reward of one million dollars to anyone who returns Fifi La Rue to her safe and sound.

8. The reward being offered for Fifi La Rue is \_\_\_\_\_ dollars.

- A. fifty thousand
- B. half a million
- ☒ C. one million
- D. diamonds worth half a million

9ER2 Part 2 Q.8

## Task Name: BedNBrekkieHK (Complaint Email, Attachment and Police Report)

### Predicting content

- Students were able to predict what Mr. Smith would do after getting all of the evidence provided by Mrs. Jones.

**Email**

TO: **complaintsdept@bednbrekkiehk.com**

SUBJECT: **Complaint about the rooms booked**

SEND

Dear Mr. Smith,

I am writing to complain about the accommodation I booked through your website BedNBrekkieHK. We (two adults & three children aged 10, 13 and 14) had booked to stay in a house in Green Mount Villas, Tai Po from the 20<sup>th</sup> of July to the 31<sup>st</sup> of July.

We arrived at Tai Po Market Station from the airport on the 20<sup>th</sup> at around 7:00 pm. We waited for the pick-up, which had been agreed to by the owner Mrs. Lau, but there was no pick-up. We waited for an hour and tried to call Mrs. Lau on the number she had provided in her email. We were unable to reach her until 8:00 pm. She stated that she had not organised, nor agreed to a car pick-up service.

We took a taxi and met Mrs. Lau at the front entrance. She just gave us the keys, directions and left. We arrived to find the house in a mess. It looked like a giggo. Not one room was tidy or clean. There was rubbish everywhere and the beds looked as if they had recently been slept in.

All calls to Mrs. Lau went to voicemail. We took photos and called the management office and police. They arrived, took photos and we made a report about the state of the house. We then handed the keys to the police and left. We caught a taxi to University Station, where we were only able to find a suite to accommodate us in the Grand Palaces Hotel for the rest of our stay in Hong Kong.

I am requesting a refund of the money paid for the stay in Green Mount Villas. Mrs. Lau has refused to refund the amount. I am also asking you to refund us for the taxi fare to Green Mount and the taxi to the hotel, as well as to compensate us for the stay in the hotel, which cost us more than what our stay would have cost.

I have attached pictures of the rooms as advertised, how we found them and the police report. I hope to hear from you soon.

Best regards,  
Margaret Jones

**Attachment**

**@PHOTOGRAPHS**

On website

What we found

**Police Report**

**HK POLICE REPORT**

**PARTICULARS OF THE INCIDENT**

Date: 20<sup>th</sup> July 2016 Time: 8:45 pm

Location: House 6, Green Mount Villas, Tai Po

i. Details: Called to the property at Green Mount Villas

ii. Arrived location: 8:30 pm

iii. BedNBrekkieHK booking not as promised

iv. House looked burgled

v. Tried contacting owner Mrs. Lau – calls unsuccessful (8:35 pm)

vi. Management Office notified & asked to call owner

vii. Photos taken

viii. Officers collected property keys

ix. Informants moved to hotel

x. Report filed (copies for informants & Management Office of Green Mount Villas) 9:00 pm

**PARTICULARS OF THE INFORMANT**

Name: Mr. and Mrs. K. Jones Sec: M & F

HK ID No.: N/A

Tourists – Passport numbers K984309(j) & K965483(x)

Address: 32 High Street, North Geelong, 3216, Victoria, Australia

Telephone Number: +61 3 52 787819

Email: k8mjones@hotmail.com.au

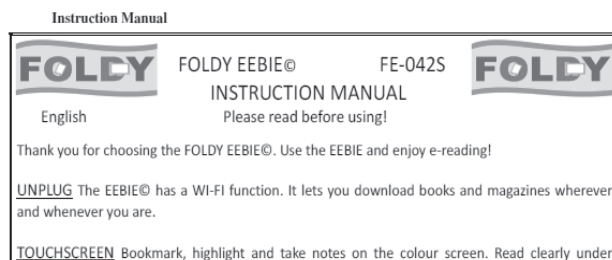
12. Given the evidence – the letter, photos and police report, Mr. Smith from BedNBrekkieHK® will most likely\_\_\_\_\_.

- A. not refund the Jones family any money
- ☒ B. give Mr. and Mrs. Jones the money to cover their expenses
- C. not ban Mrs. Lau from advertising on the website
- D. speak to the management office

9ER2/3 Part 3 Q.12

**Task Name: Foldy EEBIE© (Instruction Manual and Press Release)****Knowledge of the world**

- Students were able to use their existing knowledge and experience and apply it to answering the question.



6. An instruction manual \_\_\_\_\_.
- ☐ A. can be written in different languages
  - ☐ B. is not written in English
  - ☐ C. is used to learn about other products in the range
  - ☐ D. will be handed out at press conferences

9ER3 Part 1 Q.6

**Secondary 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 organisation
- paragraphs developed with supporting details
- coherent links within and between paragraphs
- a 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

**Description – English Game/Toy Competition (9EW1) - Student Exemplar 4****English Game/Toy Design Competition**

My toy is called English Robot and it is perfect for students these days to learn English.

First of all, I would like to talk about what it looks like. From its name, you know that my toy is a robot. Therefore, the appearance of English Robot is similar to other robots. It has a head, which is used to scan barcodes on textbooks. It also has a giant body, which contains a monitor to display results.

However, what actually makes the English Robot the perfect toy to learn English? Students nowadays are not paying attention during lessons, making them unable to catch up with the teaching [progress]. With the English Robot, this problem can be solved! The robot's head contains a code scanner, users can simply put their textbooks in front of its head and once the code is detected, all the information in the book [are inputted in the robot!]. All key elements, all grammar points, even pronunciation of the words are in the robot! The English Robot becomes the English teacher at home!

Users just need to press the button on the screen and the robot will start explaining the usage to the users. [One thing if the robot] is that the content <sup>is good</sup>

can be played as many times as you want until you understand the key elements. This is very important because teachers at school cannot spend too much time on one thing during lessons, students may not know how to apply it in exams or [in daily lives]. With the robot, however, the situation can be improved. Students can learn English at school and also at home!

The robot is not just a teaching machine. It contains lots of interactive games and interesting videos that can help students understand more. Students can [learn English with fun!]

In short, the English Robot is the perfect toy to learn English.

Category and type provided with brief explanation

Suitable and interesting conclusion

**Annotation - Student Exemplar 4**

I

This is a good piece of writing that has a simple but effective introduction, which specifies the game/toy – toy and its name – *English Robot*

C

It also has an interesting concluding paragraph and features of a description are evident.

1

The first paragraph is about the appearance of the toy – it is similar to other robots, it has a head which is used to scan barcodes on textbooks, and a giant body that contains a monitor which displays results.

2

Ideas are generally expressed clearly and effectively with elaboration. The writer talks about the toy by giving a description.

3

The third paragraph starts with a question which is an interesting way to get the reader's attention, and proceeds to explain how the robot can be used to learn English. This paragraph also explains some of the technical information using quite specific and accurate vocabulary – *code scanner, detected*

4



Good range and use of topic specific vocabulary – *perfect, scan barcodes, monitor, display, code scanner, detected, press the button, key elements, interactive*



Coherent links throughout the description with some connectives used as well – *first of all, however, in short*

[ ]

Some errors in vocabulary/expression have been made, but these do not affect meaning and understanding – *progrees* instead of *progress*, *are inputted in the robot* instead of *is transferred to the robot*, *one good thing of the robot* instead of *one good thing about the robot*, *in daily lives* instead of *in their daily lives*, *learn English with fun* instead of *and have fun learning English/enjoy learning English*

**Story – Adventure Stories for the School Magazine (9EW2) - Student Exemplar 5**

T

An Adventurous Day In the Country Park

Suitable and appropriate title for the story

I

It was a sunny day with a gentle breeze that indicated the beginning of autumn. I had been so excited the night before the annual Family Picnic Day.

1

The Family Picnic Day was a traditional event that my family had held ever since I was five. It was nice to get away from all those hustles and bustles from time to time.

2

First, as the weather was, lots of people were at the bus stop<sup>waiting</sup> for route 115 bus, which then took us all to the country park just 30-minute away. Trees, flowers and little animals like squirrels were seen everywhere there. Air was fresh with a smell of grass. I couldn't help comparing the difference between the air of natural habitat and that of the great city, as I took a deep breathe.

3

'Jackie! It's time for barbecue!' My little sister, Luna, who was only seven-year-old called for me. 'Coming,' as I ran towards my family and started helping out with the table setting. It was not long before we all sat down and enjoy our meal, looking at the beautiful view and chatting as we have our meal.

4

Just as we were enjoying ourselves, I felt something slippery with scales against my ankle. Confused, I looked down, only to saw a green snake passing by, brushing against my ankle as it went. It was a bit frightening at first but fear soon turned into curiosity since it was the first time for me to see a snake close up and to even feel it even!

C

After the meal, we went hiking up to the top of the mountain along the hiking trail. Looking out at the blue sky and white clouds with the great city not too far away underneath the sky, I felt peace.

Suitable and appropriate conclusion to the story

**Annotation - Student Exemplar 5**

An appropriate title is provided for the story – *An Adventurous Day in the Country Park*



The writer has provided an introduction which outlines the start of the story.



The conclusion that draws everything neatly together.

The purpose of writing is clear.

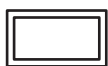


The piece has been formed into paragraphs that make sense and link together to form a complete story.



The second paragraph starts with *Fine as the weather was...* This construct is not correct, and doesn't fit with the rest of the sentence. The writer is trying to connect the fine weather with the large number of people at the bus stop and should have written something like *The weather was fine and (as a result) there were lots of people at the bus stop...*

The use and meaning of this construct *As fine as...was*, is usually to match a positive with a negative, so used correctly it would have been *As fine as the weather was, there weren't lots of people at the bus stop...*



The writer has also effectively integrated simple dialogue into the story.



The writer has used a variety and range of topic appropriate vocabulary and expressions – *An Adventurous Day, gentle breeze, traditional event, annual, comparing the difference, confused, natural habitat, that indicated...*



Some mistakes have also been made but these do not affect meaning or understanding – *hustles and bustles* instead of *hustle and bustle*, *breathe* instead of *breath*, *close up* instead of *up close*, *I felt peace* instead of *I felt at peace*, *the table setting* instead of *setting the table*, *curiosity* instead of *curiosity...*



Tense errors – *have* instead of *had*, *enjoy* instead of *enjoyed*, *saw* instead of *see*



Singular instead of plural – *30 minute away* instead of *30 minutes away*

**Speech – Speech about your club/society for School Open Day (9EW3) - Student Exemplar 6**

Suitable introduction that provides the name and function of the Quiz Society

Good afternoon Ladies and Gentlemen. I would like to tell you something about the Quiz Society. Oh. Don't be panicked. Our society is neither about quizzes nor tests during the lesson. We are not requiring members to attempt quizzes or tests about school subject! We are just a society for students to know more and learn more from the world! Knowledge of different aspects will be absorbed by our members so as to enrich their life!

Our club members meet on Tuesday and Wednesday every week. In other words, twice a week. Of course we will cancel the meeting when tests and exams come. I think our team meets quite often. The venue is at Room D15 — the former Music Room. Before this year, we met at C53 — the 6F Classroom, but this year, we changed because the former Music Room has more spaces for us to store our various resources, such as books, magazines, DVDs etc.

Our members come from both junior and senior form. They are selected through a selection by attempting some questions about history, geography, science. We welcome all students to sign up the application form. After that, we select members. Now we have 26 members, with half junior form and half senior form.

The aim of our school quiz society is to broaden our students' horizons. As you know, the world is much enormous than we think. Knowledge learnt from the books and lessons is not sufficient for us to know about the world thoroughly. Therefore, we hope to let our students

to know more about the world by our team. Various knowledge, such as culture, history, geography, literature, science... will be discussed during our meeting.

At this moment, you may be asking, 'What does quiz society really do?' We hope to broaden the students' horizons through a 'quiz' format. We have several sets of quiz buzzer for our members to press. Our members are advised to read some materials first. During the meeting, some of our members will ask questions about different knowledge. And some of our members answer after pressing the quiz buzzer. The fastest one will be given the chance to answer the questions. In this interesting way, students will be more keen on absorbing knowledge. Sometimes, students may think boring in our traditional learning: sitting at the classroom ~~receiving~~ listening and reciting. Our quiz society provided a more fun and exciting way for members to learn in order to become a knowledgeable teen.

All our members have a good relationship. We will ride bicycle together twice a year during summer. An annual dinner will be held at summer holiday to reunite with all the former members, as you know, quiz society has been existed for more than 20 years and it can be counted as one of our school's traditions.

Of course, we have joined different quiz competitions, and I am glad to announce that we won many prizes this year.

For examples, we have won the Champion in the Chinese Medicine Quiz Competition organized by the Chinese Medicine Society of HKBU. We ~~also~~ have also won the Gold Award in the Diplomatic Quiz Competition organized by the Education Bureau and the Diplomatic Department of China. Moreover, we have won many competitions of Basic Law and Criminal Laws. Some of our members gained interest of learning laws from these competitions and they went on studying law in the future. Such excellent results are contributed from the hard work of all teammates and the advise of teachers. Our teacher advisors are Mr Ng – Founder of Quiz Society, Mr Cheng and Mr Yip – Our former member. Now I would like to thank them for helping us. Thank you! This is the end of my sharing.

7

C

One sentence conclusion

### Annotation - Student Exemplar 6

N

This is quite a lengthy speech which provides information about the *Quiz Society*.

I

Introduction to the *Quiz Society* is provided.

C

Lots of information is included in the speech but in contrast, the conclusion is actually quite short – only one sentence, because the information that precedes this sentence is still about the club, its teacher founder, advisors and thanking them.

Paragraphing is evident with a clear introduction, body and conclusion.

1-7

In the first paragraph the writer introduces the Quiz Society and this continues in the second paragraph where details are provided about where, when and how often the club meets. The third paragraph deals with the members and the fourth goes on to talk about the aims of the club with this continuing in the fifth paragraph. In the next paragraph the writer mentions something other than the specific quiz club activities, instead talking about other activities that the club members have, like bike rides and an annual dinner.

The writer uses ... but as it is a speech this is acceptable as it indicates to the writer/speech giver that there is more information that could be included here.

Use of *etc.* This should not be used in writing a speech and is incorrectly used in this case because the listener will not know what other resources are stored in the former Music Room unless the speaker informs them – *such as books, magazines, DVD's... etc.* It would be better to just write *such as books, magazines, and DVD's*, or something similar.

◆ Good range and use of topic specific vocabulary – *aspects, the former Music Room, various resources, selected, several sets, pressing the quiz buzzer, broaden the students' horizons, annual dinner*

[ ] There are minor errors in vocabulary, expression and spelling but they do not affect meaning – *Don't be panicked* instead of *Don't panic*, *know more* instead of *learn more*, *to sign up the application form* instead of *fill in the application form*, *have joined* instead of *participated in*, *different knowledge* instead of *different topics*, *advise of teachers* instead of *advice of teachers*, *has been existed* instead of *has existed*, *are contributed from* instead of *are the result of*, *gained interest* instead of *became interested in*

└ Singular instead of plural – *teen* instead of *teens*, *buzzer* instead of *buzzers*, *their life* instead of *their lives*, *meeting* instead of *meetings*, *bicycle* instead of *bicycles*

⌋ The writer also uses some complex structures – accurate use of *neither....nor* in the first paragraph.

## Secondary 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?’ and ‘What do you think?’ They also encouraged other members to further elaborate their ideas by saying things like ‘Can you tell us more about...’ and ‘What do you think...’ They were effective group facilitators.

## ***General Comments on Secondary 3 Student Performances***

### **Secondary 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.
- A considerable number of students were also able to select answers based on contextual clues provided as well as connect ideas.
- Generally students were able to identify the context provided.
- Students were able to distinguish a speaker’s feelings/reactions from the information provided.

### **Secondary 3 Reading**

- Most students were capable of locating specific information from different text types.
- Most students were able to identify different text types.
- Many students could interpret the meaning of unfamiliar words and expressions using contextual clues/with meanings and examples provided.
- 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 or connect ideas.
- Students could also identify main ideas and details that support a main idea using the information provided.

- Many students were able to work out simple rhymes when reading a poem.
- Students were also able to work out the sequence of events.

### Secondary 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 – Description – English Game/Toy Design Competition and exemplar #5 – Story – Adventure Stories for the School Magazine and exemplar #6 – Speech – Explain your Club/Society)
- Although students could write well-organised paragraphs, few could elaborate in great detail on the topic and generally based their comments on the prompts/pictures provided. (Student exemplar #1 – Description – English Game/Toy Design Competition and student exemplar #2 – Story – Adventure Stories for the School Magazine)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, provide detailed information about the toy or game, commenting on the design, what had prompted the design, features of the toy/game, and suitability as well as give reasons to support their design choices. They elaborated on the prompts provided and also added their own information about their adventure. Students also used their own personal knowledge to write informative speeches providing information about what their society or club did, the activities that were run and teacher advisors and location of meetings. (Student exemplar #4 – Description – English Game/Toy Design Competition, exemplar #5 – Story – Adventure Stories for the School Magazine and exemplar #6 – Speech – Explain your Club/Society)
- When writing the story students generally used simple vocabulary and language patterns and their ideas generally lacked elaboration or connection to the topic – for example, the focus seemed to be on the picture prompts. Errors in spelling and grammar were evident and comprehension was sometimes hindered. Generally students also avoided using dialogue or just included very simple dialogue in their stories. (Student exemplar #2 – Story – Adventure Stories for the School Magazine)

- Capable students also wrote speeches in which they elaborated in detail on their club/society and its activities and the benefits for student members. (Student exemplar #6 – Speech – Explain your Club/Society)
- Students, in many instances, misused common words and expressions. They also 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 use simple tenses as well as using the singular or plural. Many students also used etc. when they should have provided more examples. (Student exemplar #1 – Description – English Game/Toy Design Competition, exemplar #2 – Story – Adventure Stories for the School Magazine and exemplar #3 – Speech – Explain your Club/Society)

## Secondary 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*

- Most 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, ‘pocket money’, ‘technology’, ‘society’, ‘environment’, ‘snacks’, ‘convenience’, ‘addiction’, and ‘chef’.
- Some students also confused ‘pocket money’ with ‘red packets’.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on memorised phrases.

### *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 the prompts provided.
- Students could generally use a limited range of formulaic expressions to respond to others, for example, ‘I agree with you’, ‘That’s very good. ... I think that’.

- 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 with limited eye contact and continued by making their own 'individual presentations', evidencing limited interaction strategies or knowledge of how to continue. Greater amounts of 'fixed' turn-taking (ie one student after another and this fixed order would be followed by the students instead of turn-taking being determined by those with ideas to contribute) were evident and conversations were stilted and unnatural as a result. Students also used 'I agree' but failed to add anything more as an explanation of why they agreed with what had been said – again evidence of limited understanding of interaction strategies or knowledge of how to interact to keep the discussion going naturally. Others just paraphrased what other students had said, contributing little to the conversation.

### ***Overview of Student Performances in English Language at Secondary 3 Territory-wide System Assessment 2015-2017***

The percentage of S.3 students achieving Basic Competency in 2017 was 69.7 %. The percentage for the year 2016 was 69.6 % as shown in Table 7.29.

**Table 7.29 Percentages of S.3 Students Achieving English Language Basic Competency in 2015-2017**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2015	69.4
2016	69.6
2017	69.7

An overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2015-2017 provides useful information on how teachers can help students improve their skills. Table 7.30 summarises such an overview.

Table 7.30 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2015-2017

Reading Year	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Many students were capable of distinguishing views through contextual clues in familiar topics.</li> <li>Many of the students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Students were also able to identify the features of various text types used.</li> <li>Many students were able to identify details that supported a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Students could generally use strategies to determine the meaning of texts written on familiar topics.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Students were also able to identify the features of various text types used.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Students were also able to identify various text types and their features.</li> </ul>	<ul style="list-style-type: none"> <li>Performance in the poem section indicates students are becoming familiar with and able to identify the various features of a poem.</li> <li>Students are able to work out general and specific information in familiar topics, however, 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.</li> <li>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.</li> <li>Students should not think of information in isolation, rather as a piece made up of different pieces of information that are linked together. This will then enable them to determine connections between ideas and work out the main</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts being provided.</li> <li>Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided.</li> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> <li>Students tended to see information in isolation and found it difficult in some instances to connect ideas and analyse and integrate relevant</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided</li> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> <li>Students found it difficult to predict content because they saw the information in isolation and had not thought to go beyond what was</li> </ul>	

		points from one or more texts and also to predict content.	provided in the task. <ul style="list-style-type: none"><li>Students had difficulty locating information in a simple chart</li></ul>	idea of a piece and also be able to predict content i.e. what would happen next, or what the actions of a person might be given the situation described.

	<ul style="list-style-type: none"> <li>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 trip to the theme park, exam revision and end-of-year activities.</li> <li>Some students did not use the appropriate opening and closing in the email and some neglected to include explanatory paragraphs in their speech and article to let the reader know what they were writing about.</li> </ul>	<p>Some students also found it difficult to express in their writing what they are able to imagine. This resulted in simple stories about the trip into space based solely on the prompts, with little detail or individual input/elaboration of students' ideas.</p> <ul style="list-style-type: none"> <li>Proofreading remains an issue with many simple words being misspelled and/or inaccurately used.</li> <li>Some students did not use the appropriate opening and closing in the email and some neglected to include explanatory paragraphs in their review and story to let the reader know what they were writing about and why.</li> </ul>	<p>Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting.</p> <ul style="list-style-type: none"> <li>A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail.</li> <li>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 adventure story.</li> </ul>	<p>familiar with the genre or its features at all – many students writing the adventure did so with no dialogue. Dialogue would make the story come alive and add another layer to elevate it to a proper story, rather than just a retelling of events.</p>
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Listening Year	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>Many students were adept at connecting ideas. A considerable number of students could interpret and evaluate information in dialogues using contextual clues.</li> <li>Students were able to apply their own knowledge of the world to various topics and correctly determine the answers.</li> <li>The majority of the students could correctly identify the tone of an individuals comment.</li> </ul>	<ul style="list-style-type: none"> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers.</li> <li>Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and also connect ideas using both cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>The majority of the students could correctly identify the tone of an individual's comment.</li> <li>Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and also connect ideas using both cohesive devices and discourse markers.</li> <li>Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading was an issue in the meeting notes section of MOOV TV, resulting in the misspelling of simple words, numbers and months. This 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</li> </ul>

	<ul style="list-style-type: none"> <li>• Quite a number of students were able to comprehend and make plausible conclusions about the meanings of unfamiliar expressions or words.</li> <li>• Spelling of vocabulary is problematic. Students were not able to spell stationery items correctly in the poster section of the Green Day Make 'n' Take Activity and the errors made also indicated that proofreading was not being done.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the students could correctly identify the tone of an individuals comment.</li> <li>• Spelling of vocabulary is an issue as was writing down simple numbers/number combinations. Students were not able to spell simple vocabulary associated with travelling in the meeting notes section of the Geography Club – Trip to Hong Kong Butterfly Reserve.</li> <li>• Students found it difficult to predict what might happen given the situation or what would be done with something like a flyer in a given situation – The District Education Fair.</li> </ul>	<ul style="list-style-type: none"> <li>• dialogues using discourse markers.</li> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary associated with the movies/TV shows in the notes section of the MOOV TV.</li> <li>• Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example in the meeting about KPOP or the discussion about Puzzle Week.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ability to predict what would happen in a certain situation was also limited. Students seem to be hampered here by not being able to imagine what might happen next, given what has already taken place.</li> </ul>
<b>Weaknesses</b>				

Speaking	Year	2015	2016	2017	Remarks
<b>Strengths</b>		<ul style="list-style-type: none"> <li>• Students were generally capable of expressing comprehensible ideas.</li> <li>• In “Individual Presentation”, more than half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>• In “Group Interaction”, most students could express and respond to ideas that were relevant to the topics.</li> <li>• Students could generally use a</li> </ul>	<ul style="list-style-type: none"> <li>• Generally students were able to express their ideas in a comprehensible manner.</li> <li>• 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.</li> <li>• In “Group Interaction”, most students were able to express themselves and respond to ideas that were relevant to the topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were generally capable of expressing comprehensible ideas.</li> <li>• In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>• In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics</li> </ul>	<ul style="list-style-type: none"> <li>• Students were expected to express relevant ideas using simple language patterns and vocabulary.</li> <li>• Students were generally able to use limited formulaic expressions to facilitate their conversation.</li> <li>• Students are recommended to further elaborate their ideas and provide adequate</li> </ul>

	<p>limited range of formulaic expressions to respond to others, for example, "I agree with you".</p> <ul style="list-style-type: none"> <li>Most students were able to sustain the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you".</li> <li>Most students were able to sustain the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Most students were able to sustain the discussion.</li> <li>Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you".</li> </ul>	<p>supporting details in the presentation or discussion and to try to go beyond the prompts and ideas provided.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Students should be familiar with a wide range of formulaic expressions but be careful not to overuse them.</li> <li>Conversations should flow naturally so students need to be aware and take care that turn-taking does not become rigid and affect the natural flow of the discussion.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some students had difficulties in organising their ideas coherently.</li> <li>In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas.</li> <li>In "Group Interaction" the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> <li>Many students responded mechanically or unnaturally to others.</li> </ul>	<ul style="list-style-type: none"> <li>In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas.</li> <li>In "Group Interaction" the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> <li>Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li> <li>In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas.</li> <li>In "Group Interaction" the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li> <li>Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li> </ul>	

## ***Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017***

This was the twelfth year that Secondary 3 students participated in the Territory-wide System Assessment at the end of Key Stage 3. The percentage of S.3 students achieving Basic Competency in 2017 was slightly higher than the percentage for the year 2016 as shown in Table 7.31.

**Table 7.31 Percentage of Students Achieving English Language Basic Competency**

Year Level	% of Students Achieving English Language Basic Competency													
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>P.3</b>	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 <sup>Δ</sup>	81.1 <sup>∇</sup>
<b>P.6</b>	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3
<b>S.3</b>	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6	69.7

# Due to Human Swine Influenza causing the suspension of primary schools, the TSA was cancelled and no data has been provided.

^ The 2012, 2014 and 2016 P.6 TSA were suspended. As participation in the 2012, 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

Δ The 2016 P.3 level assessment was conducted as part of the 2016 Tryout Study. The BC attainment rate was calculated using the data from some 50 participating schools.

∇ The 2017 P.3 level assessment was conducted as part of the 2017 Research Study, which was extended to all primary schools in the territory.

The following table compares Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017:

Table 7.32 Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017

Skill / Level	P.3	P.6	S.3
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. names) and those related to daily life experiences (e.g. time) with contextual clues and pictorial cues.</li> <li>Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or').</li> <li>Students were able to understand the connection of ideas in timetables and cards.</li> <li>Students in general were able to understand the connection between ideas by following pronoun references in a card/story.</li> <li>Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues.</li> <li>Only the more able students were able to follow pronoun references in a story. They were able to interpret a reference word when the pronoun was close to the subject it referred to.</li> <li>Only the more able students were able to make use of the contextual clues and pictorial cues in the story to help them predict the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better if pictorial cues were given as options.</li> <li>Students were able to understand the use of similes and onomatopoeia by referring to the contextual clues.</li> <li>Students were generally able to understand the connection between ideas by using pronoun references and identifying cohesive devices.</li> <li>Many students were able to extract specific information from informational texts, e.g. posters and advertisements.</li> <li>Some students were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.</li> <li>Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided.</li> <li>Skimming for gist of a poster was quite challenging for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Students were also able to identify various text types and their features.</li> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided</li> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> <li>Students found it difficult to predict content because they saw the information in isolation and had not thought to go beyond what was provided in the task.</li> <li>Students had difficulty locating information in a simple chart</li> </ul>
Skill / Level	P.3	P.6	S.3
<b>Writing</b>	<ul style="list-style-type: none"> <li>For 'At the Park', students were able to provide a factual account of the story. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given.</li> <li>In 'My School Recess', students were able to provide relevant ideas using the prompts (e.g. what they did and how they felt at recess).</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given.</li> <li>Quite a number of students were able to provide interesting ideas with supporting details in their writing if the topic was interesting to them, i.e. 'My Dream Home'.</li> <li>Capable students were able to provide interesting</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – the school club/society. They were able to use their personal experience and provide detailed information about the club/society and activities.</li> <li>Many students could write well-organised</li> </ul>

	<ul style="list-style-type: none"><li>Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because').</li><li>Only the more able students were able to provide ideas with some supporting details.</li><li>Spelling mistakes were common among students.</li><li>Students made some grammatical mistakes (e.g. error in tenses) in their writing.</li></ul>	<ul style="list-style-type: none"><li>ideas and dialogues to enrich the content.</li><li>The majority of students were able to use cohesive devices to link ideas.</li><li>Many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing.</li><li>Inappropriate word choice and poor spelling were still common in students' writing.</li><li>A few students just copied the rubric of the task without any elaboration.</li></ul>	<ul style="list-style-type: none"><li>paragraphs with coherent links.</li><li>In most cases students were able to provide some details to support main ideas.</li><li>An increasing number of students wrote off topic scripts and in a majority of cases the content was highly inappropriate, as was the language used.</li><li>Despite picture prompts being provided, students lacked the imagination to combine the pictures together to form a coherent story. Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting.</li><li>A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail.</li><li>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 adventure story.</li></ul>
<div>Level</div> <div>Skill</div>	P.3	P.6	S.3
Listening	<ul style="list-style-type: none"><li>Students were able to identify key words on familiar topics (e.g. places) or those related to daily life experiences (e.g. sports) with straightforward verbal and pictorial cues.</li><li>Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but).</li><li>Students were able to discriminate between common words with a small range of vowel sounds (e.g. 'a', 'i', 'o' and 'u') and consonant sounds (e.g. 'B', 'L', 'M' and 'T').</li><li>Students were able to distinguish basic differences in intonation (e.g. happy, surprised).</li><li>Some students were unable to understand the connection between ideas when the ideas were connected by 'so'.</li></ul>	<ul style="list-style-type: none"><li>The performance of students in listening has been steady over the previous few years.</li><li>Students generally performed satisfactorily in most skills including predicting the likely development of a text with pictures given as multiple choice options.</li><li>Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'.</li><li>Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between words with a range of consonant sounds, and discriminate between intonations when the expression being explicitly presented.</li></ul>	<ul style="list-style-type: none"><li>The majority of the students could correctly identify the tone of an individual's comment.</li><li>Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and also connect ideas using both cohesive devices and discourse markers.</li><li>Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers.</li><li>Many students could extract specific information from simple, clear and slower spoken texts.</li><li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary associated with the movies/TV shows</li></ul>

		<ul style="list-style-type: none"><li>Some students had difficulty in connecting ideas using contextual clues.</li><li>Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.</li><li>In the note-taking task 'Phone calls', students performed better in number writing than in word writing.</li></ul>	<ul style="list-style-type: none"><li>Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example in the meeting about KPOP or the discussion about Puzzle Week.</li></ul>
<div>Level Skill</div> <div>Speaking</div>	<div>P.3</div> <ul style="list-style-type: none"><li>In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes.</li><li>In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.</li><li>In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.</li><li>For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'.</li><li>For 'Expression of Personal Experiences', students had difficulty in answering questions that required providing a reason (e.g. 'Do you like your P.E. lessons? Why?').</li><li>In 'Picture Description', some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').</li></ul>	<div>P.6</div> <ul style="list-style-type: none"><li>Many students read the texts fluently and clearly despite a few mistakes in pronunciation.</li><li>Students were generally able to provide relevant answers to the questions. Some were able to provide additional details on some familiar topics too.</li><li>Students with good speaking skills were able to provide a range of ideas relevant to the topics and elaborate with some details. They presented well-organised ideas clearly with few mistakes in pronunciation.</li><li>Some students were still not able to pronounce words with three or more syllables such as 'activities' and 'celebrate'.</li><li>Some students still dropped end consonants frequently.</li></ul>	<div>S.3</div> <ul style="list-style-type: none"><li>Students were generally capable of expressing comprehensible ideas.</li><li>In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li><li>In "Group Interaction", most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics</li><li>Most students were able to sustain the discussion.</li><li>Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you".</li><li>Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li><li>In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas.</li><li>In "Group Interaction" the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally.</li><li>Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li></ul>

## ***Results of Primary 3 Mathematics in Basic Competency Assessment Research Study 2017***

The percentage of Primary 3 students achieving Mathematics Basic Competency in 2017 is 88.2%.

### ***Primary 3 Assessment Design***

The assessment tasks for P.3 were based on the Basic Competency at the end of KS1 for the Mathematics Curriculum (Trial Version) and the Mathematics Education Key Learning Area – Mathematics Curriculum Guide (P1-P6) (2000). The Assessment covered the four dimensions of the Mathematics Primary 1 to 3 curriculum, i.e. Number, Measures, Shape & Space and Data Handling, and tested the concepts, knowledge, skills and applications relevant to these dimensions.

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

The Assessment consisted of 96 test items (134 score points) covering all the 49 Basic Competency Descriptors of the four dimensions. These items were grouped into four sub-papers, each 40 minutes in duration and covered all four dimensions. Some items appeared in more than one sub-paper to act as inter-paper links and to enable the equating of test scores. Each student was required to attempt only one of the four sub-papers. The number of items in the various sub-papers is summarized in Table 8.1. These numbers include overlapping items.

**Table 8.1 Number of Items and Score Points for P.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>Mathematics</b>					
Written Paper					
Number	16(19)	14(19)	16(19)	15(19)	41(52)
Measures	8(13)	10(14)	8(12)	9(12)	28(39)
Shape and Space	7(10)	7(9)	7(10)	7(10)	21(29)
Data Handling	2(4)	2(4)	2(5)	2(5)	6(14)
Total	33(46)	33(46)	33(46)	33(46)	96(134)

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

## ***Performance of Primary 3 Students Achieving Basic Competence in 2017***

The assessment design for the Mathematics Assessment of the 2017 Research Study was based on the recommendations of the Committee. The principles for modifications of paper and item design are meeting the learning needs of students, alleviating the learning burden on students, aligning with the spirit of curriculum and reflecting the standards of basic competencies. Moderation Committee adopted the recommendations of the Committee. Comparing with 2015, the number of items in the Assessment was reduced, with a cut of around 20%. Only one basic competency was assessed in each item. Items requiring solving linking problems were minimized. Items were related to students' life experiences and tied in with their mental development.

### ***Primary 3 Number Dimension***

Students' performance in the Number Dimension was good. P.3 students were able to recognize the place values of digits in a whole number. They performed steadily in addition, subtraction, multiplication and division of whole numbers as well as in their mixed operations. In general, students were able to solve application problems and showed working steps in their solutions. They understood the basic concepts of fractions and were able to compare fractions. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

#### ***Understanding basic concepts of whole numbers and fractions***

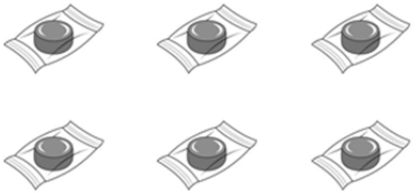
- Students performed very well in recognizing the place values of digits in a whole number (e.g. Q1/M1, Q1/M3) and the values represented by the digits (e.g. Q2/M2).
- The majority of students were able to order or write 5-digit numbers (e.g. Q2/M1, Q3/M3). However, in Q3/M3, a few students failed to give the correct answer according to specified criteria (see the examples of students' work as follows).

Q3/M3	
寫出一個比 59 873 大，又比 60 124 小的雙數。 • •	答案： <u>40598</u> Answer: <u>59 971</u>

- The majority of students were able to express a whole number in Arabic numerals (e.g. Q3/M1). However, some students wrongly expressed 'twenty thousand and sixty-eight' as '2 068' or '20 618'.

Q3/M1	
用 <u>阿拉伯</u> 數字寫出「二萬零六十八」。	Answer: <u>20 68</u> 答案: <u>20618</u>

- The majority of students were capable of using a fraction to represent part of a whole (e.g. Q15/M1, Q12/M2). However, a small number of students misunderstood the question in Q16/M1 and failed to give the correct answer (see an example of students' work as follows).

Q16/M1	
<p>俊文有 6 粒糖，牛奶糖佔全部的 <math>\frac{2}{3}</math>，其餘的是果汁糖。</p> 	<p>(a) 牛奶糖有 <u>2</u> 粒。</p> <p>(b) 果汁糖佔全部的 <math>\frac{\boxed{4}}{\boxed{6}}</math>。</p>

- Most students could recognize the relationship between fractions and 1 as the whole (e.g. Q14(a)/M4). However, in Q13(a)/M2, some students did not understand that the value of  $\frac{3}{3}$  is equal to that of  $\frac{2}{2}$  (see the examples of students' work as follows).

Q13(a)/M2	
<p>(a) <math>\frac{3}{3}</math> * 小於 / 等於 / <u>大於</u> <math>\frac{2}{2}</math>。</p> <p>(*圈出答案)</p>	<p>(a) <math>\frac{3}{3}</math> is *smaller than / equal to / larger than <math>\frac{2}{2}</math> .</p> <p>(*Circle the answer)</p>

- The majority of students were able to compare fractions (e.g. Q13(b)/M2, Q14/M2, Q14(b)/M4, Q15/M4).

### *Performing basic calculations with whole numbers*

- Students performed well in the addition of whole numbers including carrying and repeated addition of 3-digit numbers (e.g. Q4/M1, Q4/M3, Q3/M4).

- The majority of students were able to perform the subtraction of 3-digit numbers, involving decomposition and repeated subtraction (e.g. Q5/M1, Q6/M1, Q5/M3).
- The majority of students were good at performing the multiplication of whole numbers up to 1 digit by 3 digits involving carrying (e.g. Q7/M1, Q6/M2, Q6/M3, Q6/M4).
- Students in general could perform division of 3-digit numbers with 1-digit number (e.g. Q8/M1, Q7/M3, Q7/M4). However, in Q8/M1, a very small proportion of students mistook '212...2' for the answer. In Q7/M4, a few students failed to put a '0' in the quotient and chose the incorrect option B.
- The majority of students performed well in the mixed operations of addition and subtraction including small brackets (e.g. Q8/M3) as well as in those operations involving multiplication and subtraction (e.g. Q8/M4). However, in Q9/M1, some students neglected the computational rule of doing 'multiplication before addition' and chose the incorrect option D.

### ***Solving application problems***

- Students in general were capable of solving simple application problems involving addition, subtraction, multiplication, division or mixed operations (e.g. Q10/M1, Q11/M1, Q12/M1, Q9/M2, Q9/M3, Q11/M3). They could demonstrate working steps in presenting their solution as well (e.g. 14/M1, Q10/M2, Q11/M2, Q12/M3).
- In Q9/M2 and Q11/M2, some students confused multiplication with division in solving application problems (see the examples of students' work as follows).

Q9/M2
<p>Each pupil gets 5 pieces of drawing paper.</p> <p>75 pupils get <u>15</u> pieces of drawing paper altogether.</p>
Q11/M2
<p>麵包店有 140 個麵包。店員把麵包每 4 個裝成一袋，共可裝成多少袋？ (列式計算)</p> <p>共可裝成：  <math display="block">140 \times 4</math> <math display="block">= \underline{\underline{560}} \text{ (袋)}</math> </p>

- In Q12/M3, some students mixed up the ‘minuend’ with the ‘subtrahend’ in writing the mathematical expression, though they still got the correct answer (see an example of students’ work as follows).

Q12/M3
<p>店員應找回:</p> $9 \times 2 - 100$ $= 18 - 100$ $= 82 \text{ (元)}$

- In Q10/M2, some students missed the bracket in writing the mathematical expression, though they gave the correct step and answer (see an example of students’ work as follows).

Q10/M2
<p>三年級共有學生:</p> $329 - 107 + 96$ $= 329 - 203$ $= 126 \text{ (人)}$

- Although some students were able to write the correct mathematical expressions, they made mistakes in their calculations and got the wrong answers (see the examples of students’ work as follows).

Q14/M1	
<p>共須付:</p> $\frac{45+(8 \times 4)}{=45+36}$ $\underline{\underline{=81 \text{ (元)}}}$	<p>共須付:</p> $45+8 \times 4$ $=53 \times 4$ $=212 \text{ (元)}$

- The majority of students were able to solve problems involving the addition or the multiplication of money (e.g. Q13/M1, Q13/M3).

### Primary 3 Measures Dimension

The performance of P.3 students was good in the Measures Dimension. They could read price tags, identify and use Hong Kong money. The majority of students were capable of telling the dates and days of the week, telling time from a clock face or a digital clock, and recording the duration of time for different activities as well. They were able to

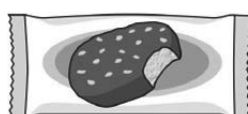
measure and compare the length and weight of objects. They also chose the appropriate tools for measuring and recording the length and weight of objects.

However, some students were not able to read the capacity of containers and there was room for improvement in money exchange. Further comments on students' performance are provided with examples from different sub-papers quoted in brackets as follows.

### *Hong Kong money*

- The majority of students could identify and use Hong Kong money (e.g. Q18/M1, Q15(b)/M2). Most students could read the price tags well (e.g. Q17(a)/M1, Q15(a)/M2).
- Students performed well in exchanging money directly (e.g. Q17/M4). However, in Q17(b)/M1, some students showed weakness in giving change of money, a very small proportion of them even confused '70 cents' with '7 dollars' (see the examples of students' work as follows).

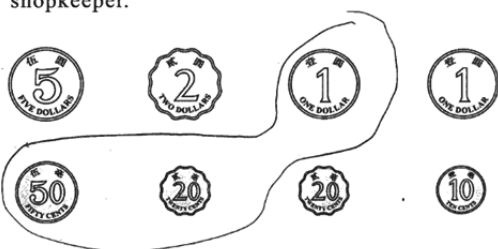
Q17(b)/M1




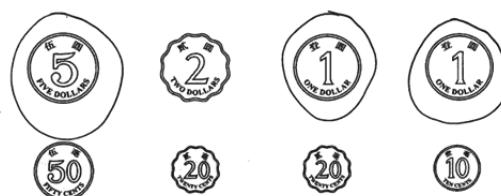
\$ 9.30

(b) Jimmy pays  to buy an ice-cream bar.

Circle the change returned to Jimmy by the shopkeeper.



(b) 志良付  購買一件雪糕批。圈出店員須找回的金額。



**Knowledge of time**

- Most students were capable of telling the dates and days of a week from a calendar (e.g. Q21/M1, Q19/M2). In Q19(a)/M2, a few students did not write down the correct date according to given conditions (see an example of students' work as follows).

**Q19(a)/M2**

根據下面五月份的月曆，回答下列各題。

五月						
星期日	星期一	星期二	星期三	星期四	星期五	星期六
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(a) 五月的第二個星期日是母親節，

那天是 5 月 7 日。

- Almost all students were capable of telling time from a clock face or a digital clock (e.g. Q22(a)/M1, Q21(a)/M4). They showed a satisfactory performance in measuring the duration of time for activities (e.g. Q22(b)/M1, Q21(b)/M4) (see an example of students' work as follows).

**Q22/M1**

以下兩個鐘面顯示一節評估開始和完結的時間。



開始時間



完結時間

(a) 評估的開始時間是上午 10 時 15 分。

(b) 現在是上午 10 時 25 分，評估還有

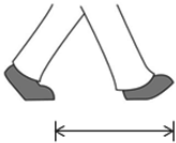


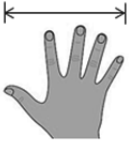
5 分鐘才完結。

- Most students were able to recognize and apply ‘24-hour time’ (e.g. Q23/M3). Only a small proportion of students failed to convert the 24-hour time to the time in the afternoon. Some students misunderstood the question and were not able to work out the duration of time (see an example of students’ work as follows).

Q23/M3
<p>以下是書店一天的營業時間。</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>營業時間 13:30 – 20:30</p> </div> <p>(a) 書店開始營業的時間是</p> <p>* 上午 / <u>下午</u> <u>13</u> 時 <u>30</u> 分。</p> <p>(* 圈出答案)</p> <p>(b) 書店全日共營業 <u>8</u> 小時。</p>

**Length, distance, weight and capacity**

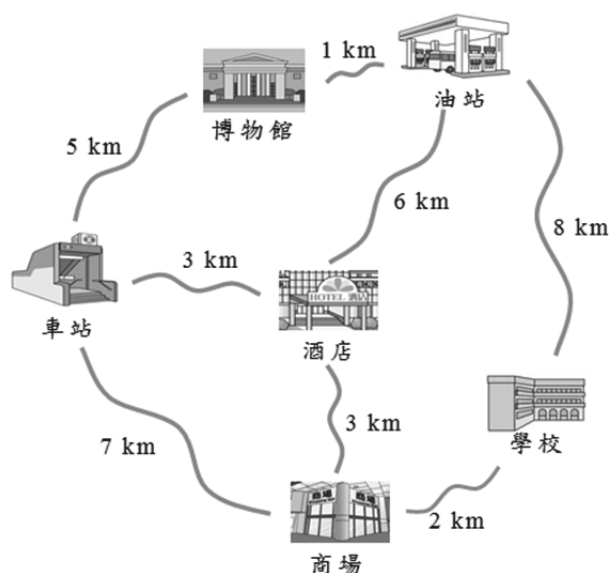
- Almost all students were able to compare the distances between objects directly (e.g. Q16/M2). Most students were capable of comparing the length of objects using improvised units (e.g. Q18/M4).
- The majority of students were able to use a ruler to measure the length of object (e.g. Q19/M3). However, they were relatively weak in choosing ‘ever-ready rulers’ such as finger span to measure the height of objects (e.g. Q20/M1) (see an example of students’ work as follows).

Q20/M1
<p>以下哪一項最適合用來量度雪櫃的高度？</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>● A.</p> </div> <div style="text-align: center;">  <p>○ B.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>○ C.</p> </div> <div style="text-align: center;">  <p>○ D.</p> </div> </div>

- Most students could use 'kilometre' (km) to express the distance between objects (e.g. Q18(a)/M3) though few students were not able to find the shortest distance between two places (e.g. Q18(b)/M3)(see the examples of students' work as follows).

## Q18(b)/M3

細閱下圖，把答案寫在橫線上。

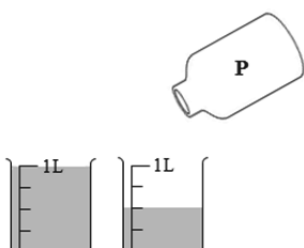


(b) 由車站去學校，最短的路程要走 6 km。




(b) The shortest route from Train Station to School is 9 km.

- Generally, students were able to compare the weight of objects directly (e.g. Q21/M2) as well as measure and compare the weight of objects using improvised units (e.g. Q22/M4).
- The majority of students were capable of measuring the weight of objects using 'kilogram' (kg) or 'gram' (g) (e.g. Q23(a)/M1, Q22/M2). They showed progress when they compared the weight of objects (e.g. Q23(b)/M1).
- Student performed well in comparing the capacities of containers directly (e.g. Q24/M1) as well as measuring and comparing the capacities of containers with improvised units (e.g. Q23/M4).
- Most students were able to use 'millilitre'(mL) to measure the capacity of container (e.g. Q24/M4). Nevertheless, in Q23/M2, some students were weaker in measuring

the capacity of container using ‘litre’(L) or ‘millilitre’(mL). They could not intuitively read that half of 1L equals to 500 mL (see the examples of students’ work as follows).

Q23/M2	
<p>把容器 P 注滿水，然後把全部水倒進兩個空的量杯裏。</p> 	<p>容器 P 的容量是 <u>1600</u> mL。</p> <p>容器 P 的容量是 <u>1400</u> mL。</p> <p>The capacity of container P is <u>500</u> mL.</p>

- The majority of students chose the appropriate tools to measure the length and weight of objects, and the capacity of containers (e.g. Q24/M2, Q21/M3, Q20/M3). Students in general were able to record the length and weight of objects with appropriate units (e.g. Q19/M1, Q22/M3, Q19/M4), but a small number of students mixed up and misused the measuring units (see the examples of students’ work as follows).





Q19/M1	
(a) 一枝牙刷	 長約 16 <u>m</u> 。
(b) 一個蘋果	 重約 200 <u>kg</u> 。
(b) An apple	 weighs about 200 <u>mm</u> 。
Q22/M3	
(a) 一袋米的重量約是 2 <u>克</u> 。	(b) 一個籃球場的長度約是 28 <u>km</u> 。
(a) The weight of a bag of rice is about 2 <u>cm</u> 。	
Q19/M4	
一包紙巾的厚度約是 20 <u>cm</u> 。	

## Primary 3 Shape & Space Dimension

P.3 students performed well in the Shape & Space Dimension. The majority of students were able to identify 3-D shapes, 2-D shapes, straight lines, curves, parallel lines, perpendicular lines and right angles. They were able to solve problems involving the four main directions. However, some students were comparatively weak in some basic concepts such as mixing up prisms and pyramids; cylinders and cones. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

### 3-D Shapes

- Students were able to identify 3-D shapes (e.g. Q25/M1, Q25/M2). A small number of students confused a pyramid with a prism and chose the incorrect option B in Q25/M2.
- Students in general could classify 3-D shapes (e.g. Q26/M1, Q26/M2). However, some students were not able to distinguish between prisms and pyramids; cylinders and cones (see the examples of students' work as follows).

Q26/M1	Q26/M2
<p>根據指示，寫出所有代表答案的英文字母。</p>  <p>A.                      B.                      C.</p>  <p>D.                      E.</p> <p>列出：</p> <p>(a) 角柱： <u>B、D</u></p> <p>(b) 圓錐： <u>A、C</u></p>	<p>Follow the instruction. Write down all the letters for the answers.</p>  <p>A.                      B.                      C.</p>  <p>D.                      E.</p> <p>List:</p> <p>(a) Cylinder(s): <u>D, B</u></p> <p>(b) Sphere(s): <u>A</u></p>

- The majority of students were able to compare the thickness of objects intuitively (e.g. Q27/M2)

### 2-D Shapes

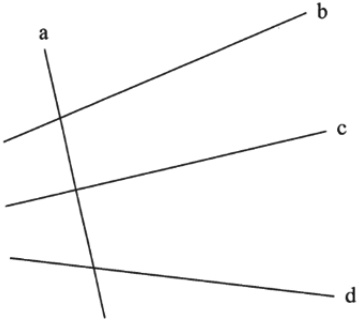
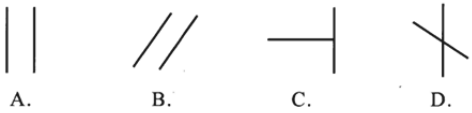
- The majority of students could identify 2-D shapes including hexagons, rectangles, parallelograms, trapeziums, rhombuses, circles and squares (e.g. Q27/M1, Q28/M2,

Q27/M3, Q28/M4). Only a very small proportion of students confused rectangles with parallelograms and were relatively weak in identifying trapeziums.

- Most students were able to recognize equilateral triangles, right-angled triangles and isosceles triangles (e.g. Q29/M1, Q29/M2, Q28/M3).
- Almost all students were able to find the relative positions of two 2-D shapes (e.g. Q29/M3).


### ***Straight Lines and Curves***

- Most students were good at identifying straight lines and curves (e.g. Q30/M3).
- The majority of students were able to identify parallel lines (e.g. Q30/M1) but some students could not recognize perpendicular lines (e.g. Q30/M2). In Q30/M4, a few students confused parallel lines with perpendicular lines.

Q30/M2	Q30/M4
<p>觀察下圖，寫出代表答案的英文字母。</p>  <p>直線 <u>a</u> 和 <u>b</u> 是一對垂直線。</p>	<p>Study the following figures. Write down the letter(s) for the answer.</p>  <p>A.      B.      C.      D.</p> <p>List the figure(s) formed by perpendicular lines.</p> <p>Answer: <u>A, D</u></p>

### ***Angles***

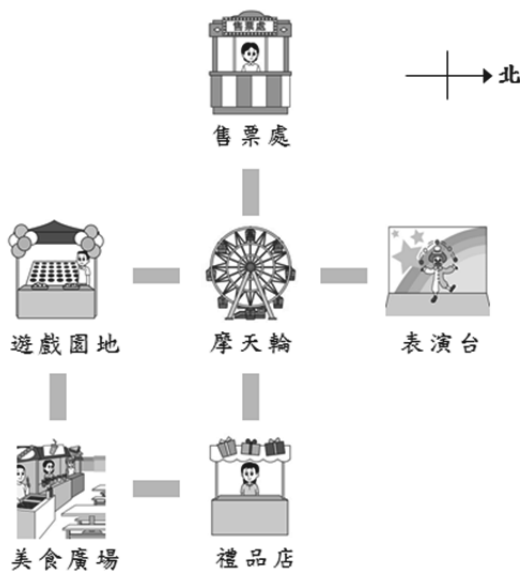
- Most students were able to recognize a right angle (e.g. Q28/M1) and compare the size of the angles (e.g. Q31/M2).

Q28/M1
 <p>A.      B.      C.      D.</p> <p>List the figure(s) with right angle(s).</p> <p>Answer: <u>D</u></p>

答案：X，Z，Y  
(最大) (最小)

- Students did well in recognizing the four main directions, namely, north, east, south and west (e.g. Q31/M1, Q31(a)/M3). However, some students were not able to find the correct position relative to the given reference point (e.g. Q31(b)/M3) (see the examples of students' work as follows).

下面是嘉年華會的位置圖。



(b) 美食廣場在遊戲園地的 西 方。

(b) Food Court is to the South of Games Booth.  
(direction)

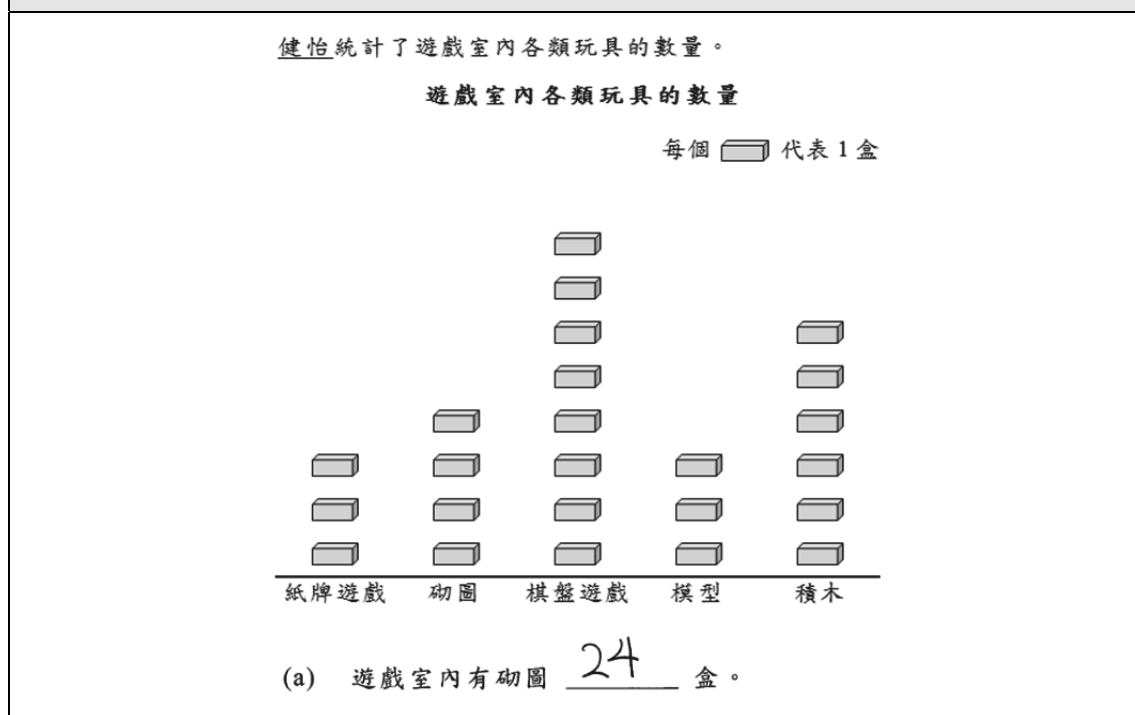
# Primary 3 Data Handling Dimension

The performance of P.3 students was very good in the Data Handling Dimension. Students were able to read the data given in pictograms and interpret them to answer straightforward questions. Most of them were good at constructing pictograms from tabulated data. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

## Reading and interpreting pictograms

- Most students did well in reading pictograms with a one-to-one representation. They were able to directly read the data given in pictograms (e.g. Q32(a)/M1, Q32(a)/M2, Q32(a)/M3), then compare the data or carry out simple calculations in order to answer the questions (e.g. Q32(b)/M1, Q32(b)/M2, Q32(b)/M3).
- In Q32(a)/M1, a few students were careless in reading the questions. They mistook the total number of boxes of toys for the answer (see an example of students' work as follows).

Q32(a)/M1



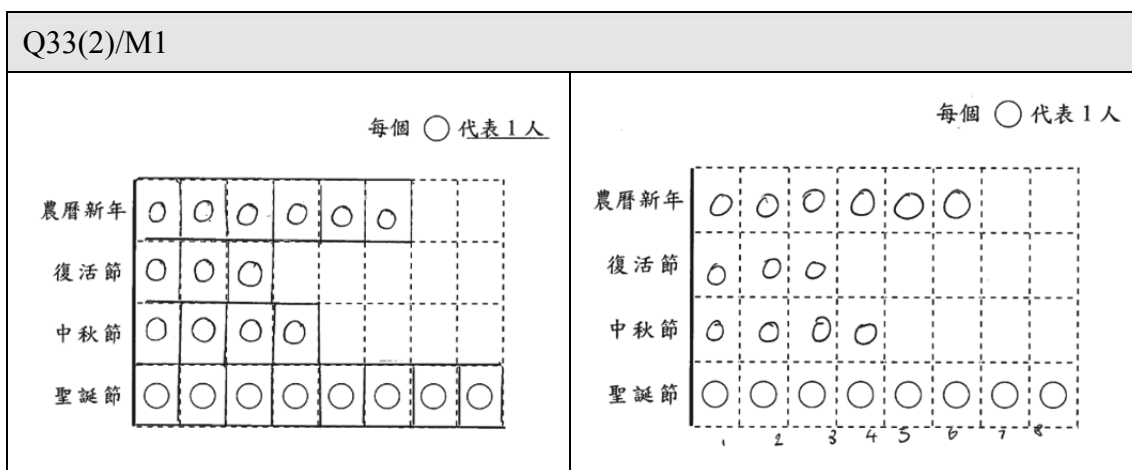
## Constructing pictograms

- Most students were capable of constructing pictograms from tabular data and providing a proper title for the pictogram (e.g. Q33/M1, Q33/M3, Q33/M4).

- In Q33(1)/M1 and Q33(b)(1)/M3, a small number of students were not able to give an explicit title in order to express the purpose of conducting the survey (see the examples of student's work on as follows).

Q33(1)/M1
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>3B班學生以一人一票方式選出最喜愛的節日</p> <p>(標題)</p> </div>
Q33(b)(1)/M3
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>最喜愛的飲品</p> <p>(標題)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 20px;"> <p>Pupils of P.3A voted for their favourite drinks</p> <p>(Title)</p> </div>

- A very small proportion of students unnecessarily drew a grid or added a 'frequency axis' to represent the data given by a pictogram (see the examples of student's work on as follows).



## General Comments on Primary 3 Student Performances

P.3 students performed well in the Number Dimension. The majority of students mastered the basic concepts of whole numbers and fractions as well as the computational skills of the four operations in Key Stage 1. They were able to solve daily application problems and present working steps of solutions. However, a few students mixed up multiplication with division and the 'minuend' with the 'subtrahend'.

The performance of P.3 students was good in the Measures Dimension. The majority of students were able to identify and use Hong Kong money, read the price tags properly, tell the dates and days of a week, tell time from a clock face or a digital clock, and find the duration of an activity. They were also able to measure and compare the length and weight of objects as well as the capacity of containers. They were able to measure and record the length and weight of objects with appropriate tools. However, some students need to deepen their understanding of money exchange and measuring units.

P.3 students performed well in the Shape & Space Dimension. The majority of students were able to identify 3-D shapes and 2-D shapes, straight lines and curves, parallel lines and perpendicular lines, right angles and the four main directions. However, some students should enforce their basic understanding of concepts such as pyramids/cones and prisms/cylinders; trapeziums and parallelograms.

P.3 students did very well in the Data Handling Dimension. Most students were able to read pictograms with a one-to-one representation and interpret the data given in the pictogram to answer simple questions. They could also construct pictograms from tabular data though a small number of students could not explicitly express the title.

### ***Good Performance of Primary 3 Students in 2017***

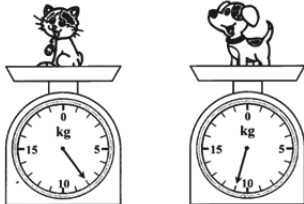




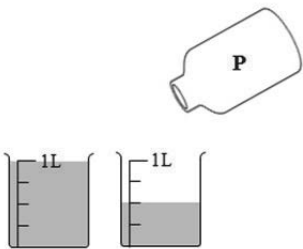
Students with good performance demonstrated mastery of the concepts and skills assessed by the sub-papers. They were more able in doing computations and could solve application problems with different contexts. They were also able to clearly present their solutions in solving problems (see the examples of students' work as follows).

Q10/M2	Q12/M3
$329 - (96 + 107)$ $= 329 - 203$ $= 126$ <p>三年級有學生126人。</p>	$100 - 9 \times 2$ $= 100 - 18$ $= 82$ <p>He gets \$82 change.</p>

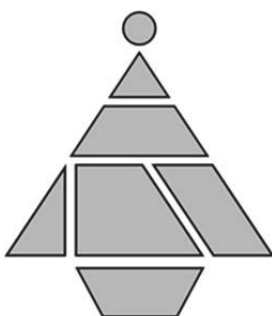
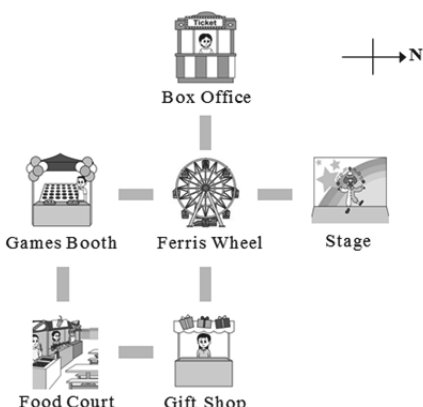
Students with good performance had thorough conceptual understanding of the fractions. They could recognize the relationship between fractions and one as a whole and compare fractions.

Students with good performance were able to identify and use money, read the price tags and correctly exchange money. They could tell the dates and days of a week, tell time from a clock face and digital clock, recognize and apply the '24-hour time' system

and find the duration of an activity. For the length and weight of objects, and the capacity of containers, they were able to compare, choose appropriate tools to measure and record with suitable units (see the examples of students' work as follows).

Q23/M1	Q23/M2
 <p>(a)  的重量是 <u>8</u> kg。</p> <p>(b)  比  *  / 重 <u>3</u> kg。</p> <p>(*圖出答案)</p>	<p>Fill up container P with water. Then pour all the water into two empty measuring cups.</p>  <p>The capacity of container P is <u>1500</u> mL.</p>

Students with good performance were capable of identifying 3-D shapes and 2-D shapes. They demonstrated good recognition of straight lines and curves, parallel lines and perpendicular lines, understanding angles and right angles. They could also solve problems with different contexts involving the four main directions (see the examples of students' work as follows).

Q28/M2	Q31/M3
<p>樂兒用不同的平面圖形拼砌了一幅圖畫。</p>  <p>(a) 上圖有 <u>1</u> 個平行四邊形。</p> <p>(b) 上圖有 <u>3</u> 個梯形。</p>	<p>The map of a fun fair is shown below.</p>  <p>(a) Cindy goes north from Ferris Wheel to * Box Office / <u>Stage</u> / Games Booth . (*Circle the answer)</p> <p>(b) Food Court is to the <u>east</u> of Games Booth. (direction)</p>

Students with good performance were able to read and analyze data from pictograms. They performed well in comparing data and simple calculations to answer the questions according to the relevant information in the pictograms. They could construct pictograms by referring to the given raw data and provide a proper title for a pictogram (see an example of students' work as follows).

**Q33/M3**

3A 班學生以一人一票方式，選出最喜愛的飲品。

(a) 根據統計紀錄，完成下表。

飲品種類	牛奶	汽水	檸檬茶	果汁
紀錄	正	正	正	正
人數	4	6	5	7

(b) 根據統計結果，完成以下的象形圖，並加上標題。

3A班學生最喜愛的飲品

(標題)

每個 ○ 代表 1 人


牛奶
汽水
檸檬茶
果汁

## Overview of Primary 3 Student Performances in Mathematics in 2015-2017

The percentages of P.3 students achieving Mathematics Basic Competency in 2015, 2016 and 2017 provided below.

**Table 8.2 Percentages of P.3 Students Achieving Mathematics Basic Competency in 2015-2017**

Year	% of Students Achieving Mathematics Basic Competency
2015	87.6
2016	89.9
2017	88.2

A comparison of the strengths and weaknesses of P.3 students in 2015, 2016 and 2017 provides useful information for teachers to help students improve their learning. The following tables provide an overview of student performances in each of the four dimensions for these years.

Table 8.3 Overview of P.3 Student Performances in Mathematics in 2015-2017

Year Number	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to recognize the place values of digits in a whole number and the values represented by the digits.</li> <li>Students did quite well in performing mixed operations of whole numbers.</li> <li>The majority of students performed steadily in solving simple application problems.</li> <li>Students performed well in understanding the basic concept of fractions and comparing fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognize the place values of digits in a whole number and the values represented by the digits.</li> <li>Students performed well in the mixed operations and solving application problems.</li> <li>Students could show the solution and the working steps in solving problems.</li> <li>Students were able to understand the basic concept of fractions and compare fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognize the places and the values of digits in a whole number.</li> <li>Students performed steadily in the mixed operations and solving application problems.</li> <li>Students were able to demonstrate working steps clearly in solving application problems.</li> <li>Students performed well in understanding the basic concept of fractions and comparing fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Students should read the question carefully and understand the content when solving the application problems.</li> <li>Students are recommended to examine the reasonableness of results after answering the questions.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Almost half of the students were weak in forming and ordering whole numbers up to 5 digits satisfying specific conditions.</li> <li>A few students read questions carelessly and could not give meaningful expressions.</li> <li>A very small proportion of students confused either the subtrahend with the minuend or the dividend with the divisor.</li> </ul>	<ul style="list-style-type: none"> <li>Some students did not understand the requirements of the questions and performed the calculations carelessly.</li> <li>Some students could not write the correct mathematical expressions in solving problems or present the answer with the correct unit and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Some students confused multiplication with division in solving application problems.</li> <li>A few students confused the minuend with the subtrahend in giving the mathematical expressions.</li> <li>A small number of students were not able to master the computational rule of doing 'multiplication before addition'.</li> </ul>	

<div>Year</div> <div>Measures</div>	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to identify Hong Kong money and read the price tags.</li> <li>Students performed well in telling the time on a clock face or digital clock.</li> <li>Students performed well in directly comparing the length and weight of objects, and the capacities of containers.</li> <li>Students did well in measuring objects with appropriate tools and recording answers with suitable measuring units.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify Hong Kong money and read the price tags.</li> <li>Students were capable of telling the dates and days of a week.</li> <li>Students performed well in telling the time on a clock face or digital clock.</li> <li>Students could measure and compare the length, weight and capacity of objects.</li> <li>Students performed well in choosing appropriate tools to measure the height and weight of objects.</li> <li>Students could record the length and weight of objects with appropriate units.</li> </ul>	<ul style="list-style-type: none"> <li>Students were capable of reading the price tags and using Hong Kong money.</li> <li>Students performed well in telling the dates and days of a week and the time on a clock face or a digital clock.</li> <li>Students were able to measure and compare the length and weight of objects.</li> <li>Students did well in choosing appropriate tools to measure the length and weight of objects, and the capacity of containers.</li> <li>Students were able to record the length and weight of objects with appropriate units.</li> </ul>	<ul style="list-style-type: none"> <li>Students can play more shopping games involving variety of contexts to enrich their experience in using money.</li> <li>Students should do more practical measuring activities to consolidate their understanding in measuring and recording the length and weight of objects, and the capacity of containers.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>The performance of students in recording the duration of activities was only fair.</li> <li>Students were weak in using suitable units to measure and compare the capacity of containers.</li> </ul>	<ul style="list-style-type: none"> <li>When the amount involved in change is quite large, some students made careless mistakes in calculation.</li> <li>Students were relatively weak in choosing the appropriate tools for measuring capacity.</li> </ul>	<ul style="list-style-type: none"> <li>A few students' performance was only fair in money exchange.</li> <li>Some students were comparatively weak in reading the capacity of containers.</li> </ul>	

Shape and Space	Year	2015	2016	2017	Remarks
Strengths		<ul style="list-style-type: none"><li>Students' performance was stable in identifying 2-D shapes and 3-D shapes.</li><li>Students were capable of recognizing the simple characteristics of triangles.</li><li>Students were capable of identifying straight lines, curves, parallel lines and perpendicular lines.</li><li>Students were able to recognize right angles and compare the size of angles.</li><li>The performance of students was quite good in recognizing the four directions.</li></ul>	<ul style="list-style-type: none"><li>Students' performance was stable in identifying 3-D and 2-D shapes.</li><li>Students were capable of identifying straight lines and curves as well as a pair of parallel lines.</li><li>Students performed well in recognizing the four directions.</li></ul>	<ul style="list-style-type: none"><li>Students were able to identify general 3-D and 2-D shapes.</li><li>Students had good knowledge of the simple characteristics of triangles.</li><li>Students were good at identifying straight lines, curves and parallel lines.</li><li>Students performed well in recognizing right angles and comparing the size of angles.</li><li>Student performances in recognizing the four main directions were good.</li></ul>	<ul style="list-style-type: none"><li>Let students observe different kinds of 3-D shapes and match the real objects / blocks with their pictures.</li><li>Encourage students to identify the perpendicular lines by using appropriate tools such as rulers.</li></ul>
	Weaknesses	<ul style="list-style-type: none"><li>Some students easily mistook a prism with triangular faces to be a pyramid.</li><li>A small number of students confused spheres with objects with round surfaces.</li><li>Some students were weak in recognizing right-angled triangles.</li><li>The performance of students dropped when the 'north' direction on a map was not pointing upward.</li></ul>	<ul style="list-style-type: none"><li>Some students were not able to recognize perpendicular lines or confused perpendicular lines with parallel lines.</li><li>Some students were not able to judge the correct direction relative to a given reference point.</li></ul>	<ul style="list-style-type: none"><li>Some students were not able to distinguish between prisms/cylinders and pyramids/cones.</li><li>A few students were not able to recognize perpendicular lines.</li><li>Some students were not able to judge the correct direction relative to a given reference point.</li></ul>	

Data Handling Year	2015	2016	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to read and compare the data given in pictograms in order to answer questions.</li> <li>Students performed steadily in answering open-ended question.</li> <li>Students were capable of constructing pictograms from tabular data.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to read information from the data given in pictograms and interpret data to answer straightforward questions.</li> <li>Students could construct pictograms by referring to the given raw data.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to read pictograms and retrieve data from the pictogram to answer simple questions.</li> <li>Students were able to construct pictograms by referring to the given raw data.</li> </ul>	<ul style="list-style-type: none"> <li>Students should choose appropriate words to compose an explicit title in order to express the purpose of conducting the survey.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>A small proportion of students were weak in answering open-ended question using the actual data given in pictograms.</li> <li>Some students used the wrong and ambiguous keywords for the titles.</li> </ul>	<ul style="list-style-type: none"> <li>A few students could not express explicitly in the title about the purpose of conducting the survey.</li> </ul>	<ul style="list-style-type: none"> <li>A few students were not able to give an explicit title for the pictogram.</li> </ul>	

## ***Results of Primary 6 Mathematics in Territory-wide System Assessment 2017***

The territory-wide percentage of P.6 students achieving Mathematics Basic Competency in TSA 2017 is 84.0% which is similar to that of the performance levels in 2013 and 2015.

### ***Primary 6 Assessment Design***

The assessment tasks for P.6 were based on the *Basic Competency at the end of KS2 for the Mathematics Curriculum (Trial Version)* and the *Mathematics Education Key Learning Area – Mathematics Curriculum Guide (P1-P6) (2000)*. The tasks covered the five dimensions of the Mathematics curriculum, i.e. Number, Measures, Shape & Space, Data Handling and Algebra.

The Assessment assumed students had already mastered the Basic Competencies covered in Key Stage 1 (Primary 1 to 3) and therefore focused primarily on the basic and important areas of the Key Stage 2 (Primary 4 to 6) curriculum, testing the concepts, knowledge, skills and applications relevant to these areas.

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

The Assessment consisted of 89 test items (130 score points) covering the five dimensions. These items were grouped into four sub-papers, each 50 minutes in duration and covering all five dimensions. Some items appeared in more than one sub-paper to provide inter-paper links. Each student was required to attempt only one of the four sub-papers.

**Table 8.4 Number of Items and Score Points for P.6**

Subject	Number of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total *
<b>Mathematics</b>					
Written Paper					
Number	21 (25)	21 (24)	18 (22)	17 (21)	47 (59)
Measures	6 (11)	7 (13)	7 (11)	7 (12)	17 (29)
Shape and Space	3 (6)	3 (6)	4 (7)	5 (9)	8 (14)
Data Handling	3 (5)	3 (6)	3 (7)	3 (5)	8 (15)
Algebra	3 (5)	2 (4)	4 (6)	4 (6)	9 (13)
Total	36 (52)	36 (53)	36 (53)	36 (53)	89 (130)

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

## ***Performance of Primary 6 Students Achieving Basic Competence in Territory-wide System Assessment 2017***

### **P.6 Number Dimension**

The performance of students was good in the Number Dimension. The majority of students understood the basic concepts including factors and multiples, conversion between fractions, decimals and percentages, arithmetic operations and methods of estimation. However, a small number of students confused the common factors with the common multiples of two numbers. Some students were weak in solving application problems involving fractions and percentages. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

#### ***Understanding basic concepts***

- Most students understood the concept of place values (e.g. Q1/M1, Q1/M3).
- Most students were able to arrange numbers in descending order (e.g. Q1/M4).

#### ***Multiples and factors***

- While the majority of students understood the concept of factors (e.g. Q2/M3), some students confused the factors with the multiples of a number and chose the options A or B in Q2/M1.
- P.6 students were able to use the listing method to find all the factors of 85 (e.g. Q3/M1).

However, some students mistook 15 for a factor of 85 or missed the factor 17 (see the examples of students' work below).


Q3/M1	
答案： <u>1, 15, 85</u>	答案： <u>1, 5, 85</u>

- The majority of students were capable of finding the common factors (e.g. Q2/M4) and common multiples of two numbers (e.g. Q6/M1). However, a small number of students confused the common multiples with the common factors of a number (e.g. Q3/M3).
- P.6 students were able to find the least common multiple (L.C.M.) (e.g. Q4/M3) and the highest common factor (H.C.F.) of two numbers (e.g. Q4/M1). However, some students confused the highest common factor with the least common multiple (see an example of students' work below).

Q4/M3
18 和 27 的最小公倍數 (L.C.M.) 是 <u>54</u> 。

### Fractions

- The majority of students understood fractions as parts of one whole (e.g. Q7/M1) (see an example of students' work below).

Q7/M1
 <p>答案：陰影部分佔全圖的 <math>\frac{5}{9}</math>。</p>

- Students in general were able to master the relationship between a fraction and the whole (e.g. Q5/M1, Q8/M3).
- Most students were capable of converting mixed numbers into improper fractions and vice versa (e.g. Q8/M1).
- The majority of students understood the concept of equivalent fractions (e.g. Q6/M3).

- The performance of students in comparing fractions was satisfactory (e.g. Q9/M1).

### Decimals

- The majority of students were able to record numbers with decimals (e.g. Q14/M4).
- The majority of students understood the place value of decimals (e.g. Q11/M1, Q9/M3). Some students confused the tens place with the tenths place as they wrongly chose the option A in Q7/M4 (see an example of students' work below).

Q7/M4
<p>Which of the following numbers has the digit '4' in its tenths place?</p> <p> <input checked="" type="radio"/> A. 20 345  <input type="radio"/> B. 2 034.5  <input type="radio"/> C. 203.45  <input type="radio"/> D. 20.345         </p>

- While the majority of students were capable of converting decimals into fractions (e.g. Q10/M1), a small number of students did not give the answer correct to two decimal places when converting a fraction into a decimal (e.g. Q7/M3).

### Percentages

- The majority of students understood the basic concept of percentages (e.g. Q20/M2). However, some students confused fractions with percentages in Q17(b)/M3.
- The majority of students were capable of converting fractions into percentages (e.g. Q17(a)/M3) whereas their performance declined when converting a percentage into a fraction (see an example of students' work below).

Q17(b)/M3
<p>把 0.5% 化為分數，並約至最簡。</p> <p>答案： <math>\frac{1}{2}</math></p>

- The majority of students were capable of converting percentages into decimals and vice versa (e.g. Q19/M1).

*Performing basic calculations*

- P.6 students were able to handle the four operations on whole numbers (e.g. Q12/M1, Q6/M4). Some students neglected the rule of ‘doing division before addition’ and wrongly chose the option B in Q11/M2.
- The majority of students were capable of carrying out the four arithmetic operations involving fractions (e.g. Q13/M1, Q14/M1, Q11/M3, Q12/M3).
- The majority of students were able to perform the four arithmetic operations involving decimals (e.g. Q15/M1, Q10/M3) but were weaker in the division of decimals (e.g. Q16/M1, Q10/M4).

*Solving application problems*

- P.6 students were able to solve application problems involving whole numbers and fractions (e.g. Q17/M1, Q17/M2, Q18/M3) (see an example of students’ work on Q17/M1 below).

Q17/M1

妹妹吃了全個蛋糕的:

$$\begin{aligned} & (1 - \frac{1}{4}) \times \frac{1}{2} \\ &= (\frac{4}{4} - \frac{1}{4}) \times \frac{1}{2} \\ &= \frac{3}{4} \times \frac{1}{2} \\ &= \frac{3}{8} \end{aligned}$$

- The majority of students were capable of solving application problems involving decimals (e.g. Q13/M4).
- Students performed well in solving problems involving money calculations (e.g. Q18/M1, Q16/M4) (see the examples of students’ work below).

Q16/M4

共須付:

$$\begin{aligned} & \$28.5 + (\$26.5 \times 5) \\ &= \$28.5 + \$132.5 \\ &= \underline{\underline{\$161}} \end{aligned}$$

$$\begin{aligned} & (28.5 \times 1) + (26.5 \times 5) \\ &= 28.5 + 132.5 \\ &= 161 \\ & \therefore \text{共須付 } 161 \text{ 元。} \end{aligned}$$

- Students were able to solve application problems on percentages (e.g. Q20/M1, Q21/M2) (see the examples of students' work below).

Q21/M2	
$(1-25\%) \times 60\%$ $= 75\% \times 60\%$ $= \frac{75}{100} \times \frac{60}{100}$ $= \frac{45}{100}$ $= 45\%$ <p>弟弟吃了全個薄餅的45%。</p>	<p>弟弟吃了全個薄餅的 =</p> $[(1-25\%) \times 60\%] \times 100\%$ $= (75\% \times 60\%) \times 100\%$ $= \left( \frac{75}{100} \times \frac{60}{100} \right) \times 100\%$ $= \frac{9}{20} \times 100\%$ $= 45\%$

- The majority of students could choose an appropriate method in estimating a number or an amount of money (e.g. Q21/M1, Q14/M3).

## P.6 Measures Dimension

Students performed well in the Measures Dimension. P.6 students mastered the basic concepts learnt in Key Stage 1. The majority of students could answer problems related to daily life including the dates, time, length, weight and capacity. They were able to find the area and perimeter of 2-D shapes. However, some students did not know the relationship between the capacity and the volume, or understand the relationship between the circumference and the diameter of a circle. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

### *Measurement of time, length, weight and capacity*

- The majority of students could write the correct day of a week and date according to a given calendar or context (e.g. Q23/M2).
- The majority of students were capable of reading a clock (e.g. Q22(a)/M1) and reported time using the '24-hour time' (e.g. Q22(b)/M1). They were able to measure the duration of time in 'minutes' (e.g. Q22(c)/M1).
- Most students were capable of recording the length of objects with an appropriate unit (e.g. Q22(a)/M2, Q20(a)/M4).
- The majority of students were able to record the weight of objects with an appropriate unit (e.g. Q22(b)/M2, Q20(b)/M4).

- Most students could record the capacity of containers with an appropriate unit (e.g. Q20(c) /M4).
- The majority of students could measure and compare the capacity of containers using 'litre' (L) or 'millilitre' (mL) (e.g. Q23/M1).

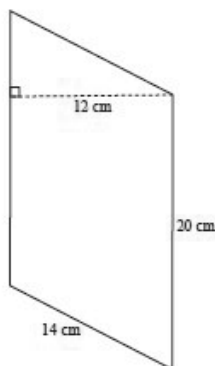
### *Finding perimeters*

- The majority of students could compare the perimeters of 2-D shapes (e.g. Q21/M4).
- Most students could calculate the perimeter of a rectangle (e.g. Q24(a)/M2).
- Many students did not recognize the relationship between the circumference and the diameter of a circle (e.g. Q25/M1).
- The majority of students could apply the circumference formula in solving problems (e.g. Q24(b)/M2, Q18(b)/M4).

### *Finding areas*

- Generally, students could estimate the area of an irregular 2-D shape using effective strategies (e.g. Q26/M2).
- The majority of students were capable of finding the areas of triangles and parallelograms (e.g. Q24/M1).
- Some students confused the side with the height of a parallelogram and calculated the area incorrectly (see an example of students' work on Q28/M2 below).

Q28/M2



上圖是一個平行四邊形。

它的面積是 280  $\text{cm}^2$ 。

### *Finding volumes*

- The majority of students were able to find the volume of 3-D solids with a correct unit (e.g. Q23/M3).
- The majority of students were able to calculate the volume of a cube (e.g. Q26/M1).
- Many students did not understand the relationship between the capacity and the volume (e.g. Q24/M3).
- The majority of students were capable of finding the volume of an irregular solid by displacement of water (e.g. Q25/M3).

### *Speed*

- Most students were able to choose the correct units of speed (e.g. Q27/M1).
- The majority of students were able to find the time using the speed formula (e.g. Q18(a)/M4) (see an example of students' work below).

Q18(a)/M4
<p>(a) Paul cycles once round the bicycle trail in  <u>110</u> seconds.</p>

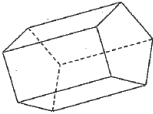
## **P.6 Shape & Space Dimension**

Students performed well in the Shape & Space Dimension. They could identify 2-D and 3-D shapes. They were capable of recognizing the characteristics of 2-D shapes as well as the eight compass points. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

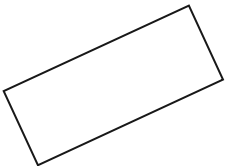
### *3-D and 2-D Shapes*

- The majority of students were capable of identifying 3-D shapes. They could distinguish between pyramids and prisms as well as recognizing the number of edges (e.g. Q28/M3).

- Some students confused 2-D shapes with 3-D shapes and wrongly chose the option A in Q29/M1 (see an example of students' work below).

Q29/M1
 <p>上圖的立體圖形是一個</p> <p> <input checked="" type="radio"/> A. 五邊形。  <input type="radio"/> B. 長方形。  <input type="radio"/> C. 角錐。  <input type="radio"/> D. 角柱。         </p>

- Most students recognized the characteristics of circles including the diameter (e.g. Q28(a)/M1).
- Some students mixed up isosceles triangles with equilateral triangles (e.g. Q28(b)/M1).
- Most students were able to identify rhombuses and trapeziums but a few confused parallelograms with trapeziums (e.g. Q26/M3).
- Most students recognized the characteristics of rectangles including the number of right angles (see an example of students' work on Q29/M2 below).

Q29/M2
 <p>上面的平面圖形是一個 * 梯形 / 菱形 / 長方形。</p> <p>(*圈出答案)</p> <p>它有 <u>4</u> 個直角。</p>

- Most students were able to classify 2-D shapes (e.g. Q27/M3).

### *The eight compass points*

- The majority of students recognized the eight compass points (e.g. Q31(a)&(b)/M1). When the north direction was not pointing upward on the map, students could also locate the position of the reference point and identify the correct directions (e.g. Q31(a)/M2).

- A small number of students wrote the wrong Chinese characters for the 'south' or 'west' directions (see the examples of students' work below).

Q31(b)/M1	Q31(b)/M2
家庭用品部在玩具部的 <u>西北</u> 方。	小青從草地向 <u>西</u> 方走到涼亭後

## P.6 Data Handling Dimension

Students performed well in the Data Handling Dimension. The majority of students were capable of reading and drawing pictograms and bar charts. They correctly extracted the data given in statistical graphs in order to answer the questions. They were able to calculate the average of a group of data and solve problems of averages. Further comments on their performance are provided below with examples from different sub-papers quoted in brackets.

### *Reading and interpreting pictograms and bar charts*

- Most students were able to read the data from pictograms (e.g. Q34/M2) including those with greater frequency counts (see an example of students' work on Q34/M4 below).

Q34/M4

快餐店上星期的顧客人數

每個 ☺ 代表 1000 人

星期一	☺ ☺
星期二	☺ ☺ ☺
星期三	☺ ☺ ☺
星期四	☺ ☺ ☺ ☺
星期五	☺ ☺ ☺ ☺
星期六	☺ ☺ ☺ ☺ ☺ ☺
星期日	☺ ☺ ☺ ☺ ☺

(a) 星期 一 的顧客人數最少，

有 2000 人。

(b) 上星期的顧客總人數是 27 000 。

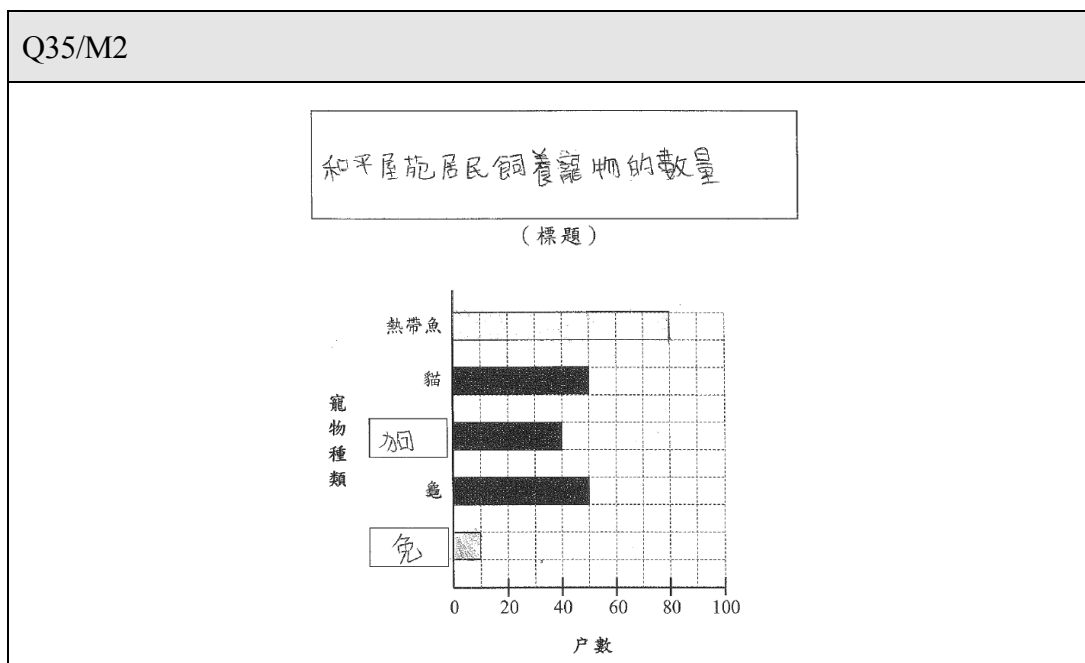
- The majority of students were capable of extracting the data from bar charts, including those with greater frequency counts (e.g. Q35/M1, Q36/M3) except a small number of students who were not able to answer simple questions using the data.

### Constructing pictograms and bar charts

- Most students were able to construct pictograms correctly and add suitable titles (see an example of students' work on Q34/M1 below).



- The majority of students were able to construct bar charts with correct heights of bars and added suitable types of pets (see an example of students' work on Q35/M2 below).



### Concept of averages and its applications

- The majority of students were able to calculate the average of a group of data (e.g. Q36/M2).
- Moreover, they were able to find the average value using the data provided in the problem (e.g. Q36/M1).

## P.6 Algebra Dimension

The performance of students was satisfactory in the Algebra Dimension. They were able to use symbols to represent numbers, solve equations up to two steps and use equations to solve simple application problems. More detailed comments on their performance are provided below with examples from different sub-papers quoted in brackets.

### *Using symbols to represent numbers*

- The majority of students were able to use symbols to represent numbers in accordance with the context (e.g. Q32/M2). However, some of them confused the subtrahend with the minuend or misunderstood the meaning of the question (e.g. Q30/M1).

### *Solving simple equations*

- The majority of students understood the concept of equations (e.g. Q31/M4) but some of them confused the arithmetic expressions with the equations (e.g. Q31/M3).
- The performance of students was good in solving equations of up to two steps (e.g. Q32/M1, Q32/M4). However, their performance declined slightly when fractions were involved in the equation (e.g. Q32/M3).
- Generally, students were able to solve application problems by the method of solving an equation corresponding to the context of a question (e.g. Q33/M1). However, some students missed the brackets in the equation or did not show any working steps (see an example of students' work on Q33/M2 below).

Q33/M2
<p>設該數是A</p> $A + 10 \div 6 = 40$ $A = 230$

## **General Comments on Primary 6 Student Performances**

The overall performance of P.6 students was good. The majority of students did well in the Measures, Shape & Space and Data Handling Dimensions. They performed satisfactorily in the Number and Algebra Dimensions.

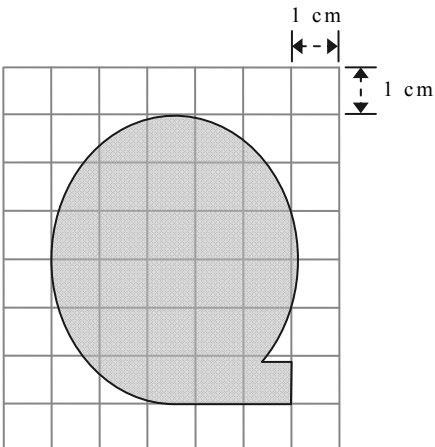
In general, students mastered the basic concepts and computational skills stipulated in the

document *Basic Competency at the end of KS2 for the Mathematics Curriculum (Trial Version)*. For instance, they understood the concepts of fractions, decimals and percentages, and performed the arithmetic operations correctly. However, some students were weak in basic concepts such as confusing the common factors and common multiples of two numbers, the tenths and hundredths places of a decimal. They need to deepen understanding of the relationship between the capacity and the volume, the relationship between the circumference and the diameter of a circle as well as the techniques of solving equations.

Some students were weak in the presentation of solutions to problems involving fractions or percentages though they could find the correct answer (see the examples of students' work below).

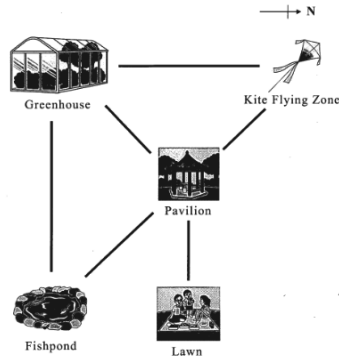
Q17/M1	Q21/M2
<p>妹妹吃了每個蛋糕的幾分之幾?</p> $(1 - \frac{1}{4}) \times \frac{1}{2}$ $= (\frac{3}{4} - \frac{1}{4}) \times \frac{1}{2}$ $= \frac{2}{4} \times \frac{1}{2}$ $= \frac{1}{2} \text{ (個)}$	$1 \times (1 - 25\%) \times 60\%$ $= 100 \times \frac{75}{100} \times \frac{60}{100}$ $= 75 \times \frac{60}{100}$ $= 45\%$ <p>弟弟吃了全個薄餅的45%</p>

Some students could not estimate the area of an irregular 2-D shape using effective tactics (see the examples of students' work below).

Q26/M2	
	
<p>陰影部分的面積約是 <u>15</u> cm<sup>2</sup>。 (以整數作答)</p>	<p>The area of the shaded part is about <u>20</u> cm<sup>2</sup>. (Give the answer as a whole number)</p>

When the north direction was not pointing upward on the map, a small number of students misjudged the direction or could not give the correct direction (see an example of students' work below).

Q31(b)/M2

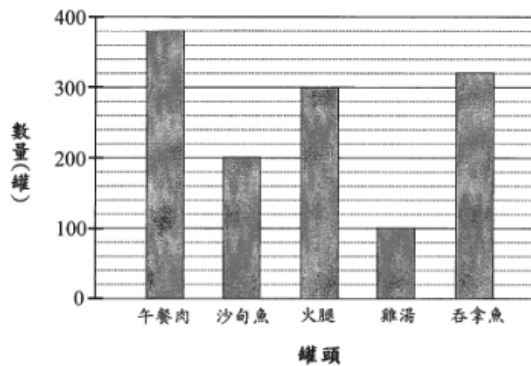


Starting from Lawn, Eva goes N to  
(direction)  
reach Pavilion. Then she turns ES to  
(direction)  
reach Fishpond.

Students in general could extract information from statistical graphs but some of them misunderstood the meaning of the question (see an example of students' work below).

Q35(b)/M1

超級市場五月份售出的罐頭數量



沙甸魚的售出數量是火腿的幾分之幾?

答案：沙甸魚的售出數量是火腿的  $1\frac{1}{2}$ 。

The majority of students were able to draw pictograms and bar charts except a few of them wrote incorrect or incomplete titles for the statistical graphs (see an example of students' work below).

Q35/M2

和平屋苑居民會司會

(標題)

Some students could write down a correct equation with a suitable description for the unknown. However, they made mistakes in the steps of solving the equation (see the examples of students' work below).

Q33/M2

設該數是A:

$$\frac{A+10}{6} = 40$$

$$\frac{A}{6} = 40 - 10$$

$$A = 30 \times 6$$

$$A = 180$$

∴ 該數是180。

設該數是y:

$$\frac{10+y}{6} = 40$$

$$\frac{10+y-10}{6} = 10+40$$

$$\frac{y}{6} = 50 \times 10$$

$$y = 40$$

該數是40

Some students missed the brackets in writing down an equation or neglected the information provided by the question (see the examples of students' work below).

Q33/M1

設小智原有零用錢x元,

$$x - 16 \times \frac{1}{3} = 30$$

$$x - 16 = 30 \div \frac{1}{3}$$

$$x - 16 = 90$$

$$x = 106$$

小智原有零用錢106元。

設小智原有零用錢x元。

$$x - 16 = 30$$

$$x - 16 + 16 = 30 + 16$$

$$x = \underline{\underline{46}}$$

∴ 小智原有零用錢46元。

# **Good Performance of Primary 6 Students in Territory-wide System Assessment 2017**

Students with good performance demonstrated mastery of the basic concepts and calculations taught in Key Stages 1 and 2 including the common multiples and common factors of two numbers, the least common multiple and the highest common factor. They were capable of solving problems involving fractions including the use of brackets (see the examples of students' work below).

Q18/M3	
<p>黃色和藍色的蠟筆共有:</p> $18 \times \left( \frac{2}{3} + \frac{1}{6} \right)$ $= 18 \times \left( \frac{4}{6} + \frac{1}{6} \right)$ $= 18 \times \frac{5}{6}$ $= 15 \text{ (枝)}$	$18 \times \left( \frac{2}{3} + \frac{1}{6} \right)$ $= 18 \times \left( \frac{4}{6} + \frac{1}{6} \right)$ $= 18 \times \frac{5}{6}$ $= 15$ <p>黃色和藍色的蠟筆共有15枝</p>

These students were also capable of solving application problems involving percentages (see the examples of students' work below).

Q21/M2	
$(1 - 25\%) \times 60\%$ $= 75\% \times 60\%$ $= \frac{75}{100} \times \frac{60}{100}$ $= \frac{45}{100}$ <p>弟弟吃了全個薄餅的45%。</p>	<p>弟弟吃了全個薄餅的:</p> $1 \times (1 - 25\%) \times 60\%$ $= 1 \times 75\% \times 60\%$ $= 1 \times \frac{75}{100} \times \frac{60}{100}$ $= \frac{9}{20}$ $= 45\%$

Students with good performance were able to calculate the perimeter and the area of 2-D shapes, the volume of solids and the capacity of containers. They were able to identify 3-D shapes and recognize the characteristics of 2-D shapes as well as the eight compass points. They were able to use symbols to represent numbers as well as tackle application

problems by solving an equation and showing the correct steps (see the examples of students' work below).

Q33/M1	Q33/M2
<p>Let \$x\$ be the amount of Billy's original amount of pocket money.</p> $(x - 16) \times \frac{1}{3} = 30$ $x - 16 = 30 \div \frac{1}{3}$ $x = 90 + 16$ $x = 106$ <p>Billy's original amount of pocket money was \$106.</p>	<p>設該數是P。</p> $(P + 10) \div 6 = 40$ $(P + 10) \div 6 \times 6 = 40 \times 6$ $P + 10 = 240$ $P + 10 - 10 = 240 - 10$ $P = 230$ <p>∴ 該數是230。</p>

## Overview of Student Performances in Mathematics at Primary 6 Territory-wide System Assessment 2013-2017

The percentages of students achieving Basic Competency in 2013, 2015 and 2017 are provided below.

**Table 8.5 Percentages of P.6 Students Achieving Mathematics Basic Competency in 2013-2017<sup>^</sup>**

Year	% of Students Achieving Mathematics Basic Competency
2013	84.2
2015	84.0
2017	84.0

<sup>^</sup> The 2014 and 2016 P.6 TSA were suspended. As participation in the 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

A comparison of the strengths and weaknesses of P.6 students in TSA 2013, 2015 and 2017 provides useful information for teachers to help students improve the effectiveness of their learning. The percentage of students achieving mathematics basic competency in 2017 is similar to that of 2013 and 2015. The following tables provide a comparison of the student performances for these years in each of the five dimensions.

Table 8.6 Overview of Student Performances in Mathematics at P.6 Territory-wide System Assessment 2013-2017

Year		2013	2015	2017	Remarks
Number	Strengths	<ul style="list-style-type: none"><li>Students were capable of performing arithmetic operations on whole numbers, fractions, decimals and percentages.</li><li>Students could understand the concept of a fraction as parts of one whole and compare fractions.</li><li>Students were capable of choosing the appropriate mathematical expression in estimation.</li></ul>	<ul style="list-style-type: none"><li>Students grasped the basic concepts including the place values in whole numbers and decimals, common factors and common multiples of two numbers.</li><li>Students understood the highest common factor and the least common multiple.</li><li>Students were capable of carrying out the arithmetic operations on whole numbers, fractions and decimals including small brackets.</li><li>The majority of students could choose suitable methods of estimation.</li><li>Students could solve application problems by clear presentation of steps and explanations.</li></ul>	<ul style="list-style-type: none"><li>Students were able to master basic concepts including the place values of digits in whole numbers and decimals; factors and multiples; fractions, decimals and percentages.</li><li>Students were able to perform the four arithmetic operations involving whole numbers, fraction, decimals and percentages.</li><li>Students presented their solutions and working steps clearly in solving application problems.</li><li>Students were capable of choosing appropriate methods of estimation.</li></ul>	<ul style="list-style-type: none"><li>There is room for improvement in the basic skills of calculation involving fractions and percentages.</li><li>Some students need to improve the presentation of their working in solving application problems.</li><li>More daily life examples should be used to explain the methods of estimation.</li></ul>
	Weaknesses	<ul style="list-style-type: none"><li>Students needed improvement in finding the common multiples and L.C.M. of two numbers.</li><li>Some students forgot the rule of “performing multiplication/division before addition/subtraction” when carrying out mixed operations.</li><li>Some students had difficulty in solving application problems involving fractions or unfamiliar contexts.</li></ul>	<ul style="list-style-type: none"><li>Some students confused factors with multiples.</li><li>Students needed to improve in calculations of fractions.</li><li>Some students could not manipulate mixed operations involving multiplication and division.</li><li>Students were weak in solving application problems, especially in contexts involving fractions.</li></ul>	<ul style="list-style-type: none"><li>Students easily confused the tens place and tenths place in decimals, the common factors and common multiples of two numbers, etc.</li><li>Some students neglected the rule of ‘doing division before addition’ in problems involving mixed operations.</li><li>There was room for improvement in answering application problems involving fractions or percentages.</li></ul>	

Measures Year	2013	2015	2017	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students could master the basic competencies learnt in Key Stage 1 (e.g. measuring length with a ruler, choosing the appropriate units of measurement for recording length, distance, weight and capacity; etc.).</li> <li>Students could measure and compare the capacity of containers.</li> <li>Students could calculate the volume of cubes and cuboids.</li> <li>Students improved a little bit on solving application problems of speed.</li> </ul>	<ul style="list-style-type: none"> <li>Students chose the appropriate units of measurement for recording length, distance, weight and capacity.</li> <li>Students were able to compare the weight of objects with improvised units.</li> <li>Students could measure and compare the capacity of containers.</li> <li>Students could find the perimeter and area of 2-D shapes and the volume of solids.</li> <li>Students could apply the formula of speed.</li> </ul>	<ul style="list-style-type: none"> <li>Students were capable of choosing appropriate units of measurement for recording length, weight and capacity.</li> <li>Students were able to measure and compare the perimeter of 2-D shapes as well as the capacity of containers.</li> <li>Students were able to find the perimeter and area of 2-D shapes.</li> <li>Students were capable of finding the volume of solids.</li> <li>Students were able to apply the formula of speed.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can demonstrate the relationship between the circumference and the diameter of a circle with practical examples.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>There was room for improvement in finding the perimeter and area of 2-D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>There was room for improvement in finding the area of irregular 2-D shapes.</li> <li>Students were relatively weak in understanding the relationship between the volume and the capacity.</li> </ul>	<ul style="list-style-type: none"> <li>There was room for improvement in finding the area of irregular 2-D shapes.</li> <li>Some students confused the concepts of capacity and the volume.</li> </ul>	

Shape & Space	Year	2013	2015	2017	Remarks
<b>Strengths</b>		<ul style="list-style-type: none"> <li>Students were capable of identifying 3-D shapes including the numbers of vertices, edges and faces.</li> <li>Students were capable of recognizing the characteristics of different 2-D shapes</li> <li>Students performed well in identifying parallel lines and perpendicular lines.</li> <li>Students were able to handle the eight compass points.</li> </ul>	<ul style="list-style-type: none"> <li>Students were good at identifying 2-D shapes and 3-D shapes.</li> <li>Students' performance was stable in recognizing the simple characteristics of triangles.</li> <li>Students were capable of recognizing the eight compass points.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance was stable in identifying 2-D shapes and 3-D shapes.</li> <li>Students were able to recognize the characteristics of different 2-D shapes.</li> <li>Students were capable of recognizing the eight compass points.</li> <li>The performance of students improved when the 'north' direction on a map was not pointing upward.</li> </ul>	<p>Teachers can demonstrate different examples to show the characteristics of 3-D shapes and 2-D shapes such as :</p> <ul style="list-style-type: none"> <li>familiar 3-D objects;</li> <li>2-D shapes shown in different orientations.</li> </ul>
<b>Weaknesses</b>		<ul style="list-style-type: none"> <li>Some students confused prisms with pyramids.</li> <li>Some students mis-classified 2-D shapes with curved sides as polygons.</li> <li>Some students could not find the correct direction relative to a reference point.</li> <li>A small number of students neglected the implication when the 'north' direction was not pointing upward on the map.</li> </ul>	<ul style="list-style-type: none"> <li>Some students had difficulty in judging the direction relative to a reference point.</li> <li>There was room for improvement in the sense of direction when the 'north' direction on a map was not pointing upward.</li> </ul>	<ul style="list-style-type: none"> <li>A small number of students were not capable of classifying 2-D shapes.</li> <li>Some students had difficulty in finding the reference point from given directions.</li> </ul>	

Year		2013	2015	2017	Remarks
Data Handling	Strengths	<ul style="list-style-type: none"><li>Students were capable of reading data presented in pictograms or bar charts. They could extract relevant information from given statistical graphs to make inferences.</li><li>Students were capable of drawing pictograms or bar charts.</li><li>Students were able to solve daily problems involving averages.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of reading data presented in statistical graphs.</li><li>Students performed well in drawing pictograms and bar charts.</li><li>Students were capable of finding the average of a group of data and solving simple problems of averages.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of reading data presented in statistical graphs and answering related questions.</li><li>Students performed well in drawing pictograms and bar charts.</li><li>Students were capable of finding the average of a group of data and solving simple problems of averages.</li></ul>	<ul style="list-style-type: none"><li>Teachers can show more daily examples of pictograms and bar charts in the classroom.</li></ul>
	Weaknesses	<ul style="list-style-type: none"><li>Some students unnecessarily added a ‘frequency axis’ to the pictogram.</li></ul>	<ul style="list-style-type: none"><li>A small number of students added inappropriate titles to statistical graphs.</li><li>Some students confused pictograms with bar charts or mistakenly added a ‘frequency axis’ to a pictogram.</li></ul>	<ul style="list-style-type: none"><li>Some students added inappropriate titles to statistical graphs.</li><li>A small number of students drew bars of incorrect height when constructing bar charts.</li></ul>	

Year		2013	2015	2017	Remarks
Algebra	<b>Strengths</b>	<ul style="list-style-type: none"><li>Students were able to use symbols to represent numbers and understood the concept of equations.</li><li>Students were able to solve equations up to two steps.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of using symbols to represent numbers and understood the concept of equations.</li><li>Students were capable of solving equations up to two steps.</li><li>Students' performance improved in solving application problems by using simple equations.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of using symbols to represent numbers and understood the concept of equations.</li><li>Students were capable of solving equations up to two steps.</li><li>In solving application problems by equations, students could define the symbol used and write down the correct equation and conclusion.</li></ul>	<ul style="list-style-type: none"><li>There is room for improvement in the techniques of solving equations.</li><li>Students have to pay more attention to the presentation in solving application problems by equations.</li></ul>
	<b>Weaknesses</b>	<ul style="list-style-type: none"><li>Students had room for improvement in solving application problems by equations.</li></ul>	<ul style="list-style-type: none"><li>A few students placed the coefficient after the symbol, for instance, writing <math>p \times 5</math> as <math>p5</math>.</li></ul>	<ul style="list-style-type: none"><li>In solving equations, some students made careless mistakes or did not write down any steps.</li></ul>	

## ***Results of Secondary 3 Mathematics in Territory-wide System Assessment 2017***

The percentage of Secondary 3 students achieving Mathematics Basic Competency in 2017 is 79.9%.

### ***Secondary 3 Assessment Design***

The design of assessment tasks for S.3 was based on the documents *Mathematics Curriculum: Basic Competency for Key Stage 3 (Tryout Version)* and *Syllabuses for Secondary Schools – Mathematics (Secondary 1 – 5), 1999*. The tasks covered the three dimensions of the mathematics curriculum, namely **Number and Algebra**, **Measures, Shape and Space**, and **Data Handling**. They focused on the Foundation Part of the S1 – 3 syllabuses in testing the relevant concepts, knowledge, skills and applications.

The Assessment consisted of various item types including multiple-choice questions, fill in the blanks, answers-only questions and questions involving working steps. The item types varied according to the contexts of the questions. Some test items consisted of sub-items. Besides finding the correct answers, students were also tested in their ability to present solutions to problems. This included writing out the necessary statements, mathematical expressions and explanations.

The Assessment consisted of 148 test items (204 score points), covering all of the 129 Basic Competency Descriptors. These items were organized into four sub-papers, each 65 minutes in duration and covering all three dimensions. Some items appeared in more than one sub-paper to act as inter-paper links and to enable the equating of test scores. Each student was required to attempt one sub-paper only. The number of items on the various sub-papers is summarized in Table 8.7. These numbers include several overlapping items.

**Table 8.7 Number of Items and Score Points for S.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>Mathematics</b>					
Written Paper					
Number and Algebra	23 (32)	23 (32)	21 (27)	21 (26)	65 (85)
Measures, Shape and Space	18 (24)	19 (26)	21 (29)	20 (29)	65 (88)
Data Handling	6 (9)	5 (7)	5 (9)	6 (10)	18 (31)
Total	47 (65)	47 (65)	47 (65)	47 (65)	148 (204)

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

The item types of the sub-papers were as follows:

**Table 8.8 Item Types of the Sub-papers**

Section	Percentage of Score Points	Item Types
A	~ 30%	<ul style="list-style-type: none"> <li>Multiple-choice questions: choose the best answer from among four options</li> </ul>
B	~ 30%	<ul style="list-style-type: none"> <li>Calculate numerical values</li> <li>Give brief answers</li> </ul>
C	~ 40%	<ul style="list-style-type: none"> <li>Solve application problems showing working steps</li> <li>Draw diagrams or graphs</li> <li>Open-ended questions requiring reasons or explanations</li> </ul>

## ***Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2017***

### ***Secondary 3 Number and Algebra Dimension***

S.3 students performed satisfactorily in this dimension. The majority of students demonstrated recognition of the basic concepts of directed numbers, rational and irrational numbers, rate and ratio, formulating problems with algebraic language and linear inequalities in one unknown. Performance was only fair in items related to numerical estimation, using percentages and manipulations of polynomials. Comments on students' performances are provided with examples cited where appropriate (question number  $x$  / sub-paper  $y$  quoted as Q $x$ /M $y$ ). More examples may also be found in the section ***General Comments***.

#### ***Number and Number Systems***

- Directed Numbers and the Number Line: Students performed well. They were able to use directed numbers to represent the floors of a shopping mall. They could also demonstrate recognition of the ordering of integers on the number line and the basic operations of directed numbers.
- Numerical Estimation: The majority of students were able to determine whether the value mentioned in a simple context was obtained by estimation or by computation of the exact value. They could judge the reasonability of the weight of copper from the expressions and results obtained. Nevertheless, some students were not able to estimate the number of seats in the theatre and judge whether the theatre has enough seats for 800 people according to the information given in the question.

Q45/M4

Exemplar Item (Estimate the number of seats in the theatre and judge whether the theatre has enough seats for 800 people)

A theatre has 22 rows of seats, and each row has 41 seats. Estimate the number of seats in this theatre and judge whether the theatre has enough seats for 800 people.

Based on the description above, give an approximation for each of the **UNDERLINED VALUES** respectively. Use these 2 approximations for estimation and briefly explain your estimation method.

Example of Student Work (Without giving approximations for the underlined values)

$$22 \times 41 = 902 \quad \because 902 > 800$$

$\therefore$  該劇院 \*☒ 能 / 不能 為 800 人提供足夠座位。 (\*圈出正確答案)

Example of Student Work (Using wrong method to find the approximations)

把 22 四捨五入為 20, 再把 41 四捨五入為 40

$$20 \times 40 = 800 \text{ 人} \leftarrow \text{準確值}$$

$\therefore$  該劇院 \*☒ 能 / 不能 為 800 人提供足夠座位。 (\*圈出正確答案)

Example of Student Work (Good performance)

$$\begin{aligned} \text{劇院有 } 22 \text{ 行} &\approx 20 \text{ 行} \\ \text{每行有 } 41 \text{ 個座位} &\approx 40 \text{ 個座位} \\ \therefore \text{共有座位} &= 20 \times 40 \\ &= 800 \text{ 個} \end{aligned}$$

$\therefore$  該劇院 \*☒ 能 / 不能 為 800 人提供足夠座位。 (\*圈出正確答案)

- Approximation and Errors: The majority of students were able to convert numbers in scientific notation to integers and round a number to 3 significant figures. Many students were capable of representing a large number in scientific notation.
- Rational and Irrational Numbers: The performance of students was good. They were able to represent a fraction on a number line. They could also demonstrate recognition of the integral part of  $\sqrt{a}$ .

### Comparing Quantities

- Using Percentages: Students were able to find the profit obtained by selling goods and solve problems regarding depreciations. Nevertheless, they were quite weak in finding simple interest and compound interest.

Q40/M2

Exemplar Item (Find the profit)

The cost of a jacket is \$420. It is sold at a profit of 35%, find the profit.

Example of Student Work (Mixed up profit per cent and loss per cent, profit and selling price)

$$\begin{aligned} & 420 (1 - 35\%) \\ & = 273 \text{元} \\ & \therefore \text{盈利是 } 273 \text{元} \end{aligned}$$

Example of Student Work (Mixed up profit and selling price)

$$\begin{aligned} & \text{盈利} = \\ & 420 \times (1 + 35\%) \\ & = \$567 \end{aligned}$$

Q41/M3

Exemplar Item (Find the new value after the depreciation)

The value of a notebook computer was \$8 400 two years ago and its depreciation rate is 25% per year. What is the value of the notebook computer this year?

Example of Student Work (Correct solution)

$$\begin{aligned} & \text{the value of the notebook computer this year:} \\ & 8400 \times (1 - 25\%)^2 \\ & = \$4725 \end{aligned}$$

Q40/M1

Exemplar Item (Find the simple interest)

Joseph deposits \$4 650 in a bank at a simple interest rate of 3% p.a. Find the amount he will receive after 2 years.

Example of Student Work (Confused simple interest with compound interest)

$$\begin{aligned} & 4650 (1 + 3\%)^2 \\ & = 4930 \text{ (corr. to 3 sign. fig.)} \\ & \therefore \text{he will receive } \$4930 \text{ after 2 years.} \end{aligned}$$

Example of Student Work (Considered the simple interest only, but not the amount)

$$\begin{aligned}
 &4650 \times 3\% \times 2 \\
 &= 4650 \times 0.03 \times 2 \\
 &= 4650 \times 0.06 \\
 &= 279 //
 \end{aligned}$$

- Rate and Ratio: Students in general were able to use rate and ratio to solve simple problems. However, some students mixed up rate and ratio.

### *Observing Patterns and Expressing Generality*

- Formulating Problems with Algebraic Language: The performance of students was quite good. They were able to distinguish the difference between  $2x$  and  $x^2$ ; substitute values into formulas and find the value of a variable and formulate equations from contexts. They were also capable of writing down the next few terms in Fibonacci sequence from several consecutive terms that were given. Many students could find the terms of the sequence from a given  $n^{\text{th}}$  term.
- Manipulations of Simple Polynomials: Students were weak in recognizing the terminologies of polynomials. Many students were not able to distinguish polynomials from algebraic expressions. Nevertheless, they did quite well in dealing with the additions, subtractions and expansions of simple polynomials.

Q25/M2

Exemplar Item (Terminologies of polynomials)

Find the coefficient of  $y$  in the polynomial  $5y^2 - 8y + 4$ .

Example of Student Work (Without considering the sign of the coefficient)

$y$  的係數是 8 。

Example of Student Work (Confused the coefficient with the degree)

$y$  的係數是 2 。

Q25/M4

Exemplar Item (Manipulations of polynomials)

Simplify  $(8x + 3) + 2x$ .

Example of Student Work (Good performance)

$$10x + 3$$

- Laws of Integral Indices: Many students performed quite well in using laws of integral indices to simplify algebraic expressions. However, some students misunderstood the laws and simplified the expressions with careless mistakes.

Q41/M2

Example of Student Work (Has mistakenly taken  $(a^m)^n = a^{m^n}$ )

$$\begin{array}{ll} \text{(a)} & a^{-4} \cdot a^7 \\ & = a^{-4+7} \\ & = a^3 \\ \text{(b)} & (a^{-4} \cdot a^7)^2 \\ & = a^{-16} \cdot a^{49} \\ & = a^{33} \end{array}$$

Example of Student Work (Has mistakenly taken  $a^m \cdot a^n = a^{mn}$ )

$$\begin{array}{ll} \text{(a)} & a^{-4} \cdot a^7 \\ & = a^{-28} \\ \text{(b)} & (a^{-4} \cdot a^7)^2 \\ & = a^{-28 \cdot 2} \\ & = a^{-56} \end{array}$$

Example of Student Work (Correct solution)

$$\begin{array}{ll} \text{a.} & a^{-4} \cdot a^7 \\ & = \frac{1}{a^4} \cdot a^7 \\ & = \frac{a^7}{a^4} \\ & = a^3 // \\ \text{b.} & (a^{-4} \cdot a^7)^2 \\ & = \left( \frac{1}{a^4} \cdot a^7 \right)^2 \\ & = \left( \frac{a^7}{a^4} \right)^2 \\ & = (a^3)^2 \\ & = a^6 // \end{array}$$

- Factorization of Simple Polynomials: Students were able to demonstrate recognition of factorization as a reverse process of expansion. They performed quite well in factorizing simple polynomials by using grouping terms, perfect square expressions and the difference of two squares. There was room for improvement in using the cross method to factorize expressions.

Q27/M1

Exemplar Item (Factorize the expression by using the cross method)

Factorize  $2x^2 - x - 1$ .

Example of Student Work (The constant was neglected)

$$\underline{x(2x-1)}$$

Example of Student Work (The coefficients and constant were only half of the original expression)

$$\underline{(x-1)(x+\frac{1}{2})}$$

Q27/M3

Exemplar Item ( Factorize the expression by using the difference of two squares)

Factorize  $1 - y^2$ .

Example of Student Work (Without considering the signs of the coefficient and constant)

$$\underline{(y-1)(y+1)}$$

Example of Student Work (Mistakenly took  $y(1-y)=1-y^2$ )

$$\underline{y(1-y)}$$

***Algebraic Relations and Functions***

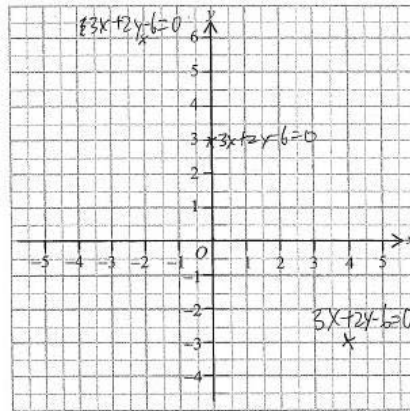
- Linear Equations in One Unknown: The majority of students were able to formulate equations from simple contexts and demonstrate understanding of the meaning of roots of equations. They were also capable of solving simple equations.
- Linear Equations in Two Unknowns: Students in general could plot graphs of linear equations in 2 unknowns according to the values in the table and formulate simultaneous equations from simple contexts. They were aware that the root obtained by the graphical method may not be exact. Their performance was quite good in solving linear simultaneous equations by algebraic methods.

Q44/M4

Example of Student Work (Though the 3 points were plotted correctly on the rectangular coordinate plane, a straight line was not drawn to represent the graph of the equation)

$$3x + 2y - 6 = 0$$

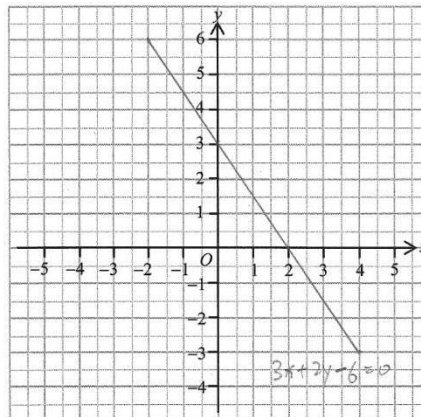
x	y
-2	6
0	3
4	-3



Example of Student Work (Did not extend at two ends)

$$3x + 2y - 6 = 0$$

x	y
-2	6
0	3
4	-3

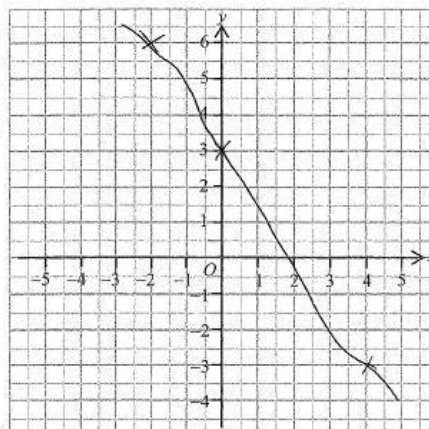


Q46/M3

Example of Student Work (Did not use a ruler to draw the graph)

$$3x + 2y - 6 = 0$$

x	-2	0	4
y	6	3	-3



Q47/M2

Example of Student Work (Solving simultaneous equations – only  $x$  was solved)

$$\begin{cases} y = 2x + 4 & \text{--- (1)} \\ x + y = 19 & \text{--- (2)} \end{cases}$$

Sub (1) into (2)

$$x + (2x + 4) = 19$$

$$3x + 4 = 19$$

$$3x = 15$$

$$x = 5$$

Example of Student Work (Solving simultaneous equations – although the student knew how to use the method of substitution, mistakes occurred in the computation )

$$\begin{cases} y = 2x + 4 & \text{①} \\ x + y = 19 & \text{②} \end{cases}$$

把②,  $x + y = 19$

$$x = 19 - y \quad \text{③}$$

把③代入①

$$y = 2(19 - y) + 4$$

$$y = 38 - 2y + 4$$

$$42 = -3y$$

把  $y = -14$  代入②

$$x + (-14) = 19$$

$$x = 19 + 14$$

$$x = 33$$

$\therefore x = 33, y = -14$

Example of Student Work (Correct solution)

解:

$$\begin{cases} y = 2x + 4 & \text{①} \\ x + y = 19 & \text{②} \end{cases}$$

把①代入②

$$x + 2x + 4 = 19$$

$$3x = 19 - 4$$

$$3x = 15$$

$$x = 5$$

把  $x = 5$  代入②

$$5 + y = 19$$

$$y = 19 - 5$$

$$y = 14$$

$\therefore x = 5, y = 14$

- Identities: More than half of the students were able to distinguish identities from equations. Their performance was fair in using perfect square expressions to expand simple algebraic expressions.

Q29/M1
Exemplar Item (Expand algebraic expressions by using perfect square expressions) Expand $(a + 8)^2$ .
Example of Student Work (Mistakenly took $(a + c)^2 = a^2 + c^2$ ) <u><math>a^2 + 8^2</math></u> <u><math>a^2 + 64</math></u>
Example of Student Work (Not able to demonstrate the recognition of expansion) <u><math>(a+4)(a+2)</math></u>

- Formulas: The majority of students were able to find the value of a specified variable in the formula. However, there was room for improvement in manipulation of algebraic fractions and performing change of subject in simple formulas.

Q29/M3
Exemplar Item (Change of subject) Make $T$ the subject of the formula $W = 5 + \frac{T}{2}$ .
Example of Student Work (Mistakenly thought that change of subject was just a direct exchange of $T$ and $W$ ) <u><math>T = 5 + \frac{W}{2}</math></u>
Example of Student Work (A bracket was omitted) <u><math>T = 2W - 5</math></u>

- Linear Inequalities in One Unknown: The performance of students was good. They were able to demonstrate good recognition of the properties of inequalities. They used inequality signs to compare numbers, formulate inequalities from contexts and represent inequalities on the number line.

## Secondary 3 Measures, Shape and Space Dimension

S.3 students performed quite well in this dimension. They were able to perform simple calculations regarding areas and volumes, solve problems about transformation and symmetry, congruence and similarity, angles related with lines and rectilinear figures and quadrilaterals. However, more improvement could be shown in items related to coordinate geometry and deductive geometry. Comments on students' performances are provided with examples cited where appropriate (question number  $x$  /sub-paper  $y$  quoted as Q $x$ /M $y$ ). More items may also be found in the section **General Comments**.

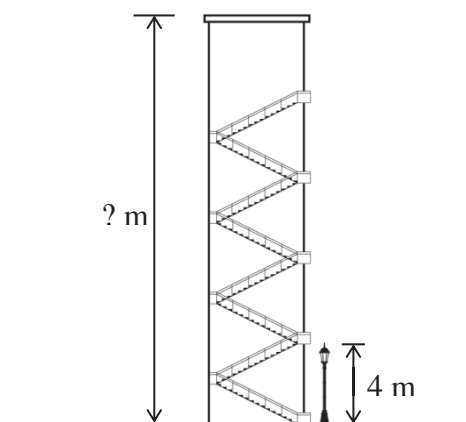
### Measures in 2-D and 3-D Figures

- Estimation in Measurement: The majority of students were able to find the range of measures from a measurement of a given degree of accuracy, choose an appropriate unit and the degree of accuracy for real-life measurements and estimate measures with justification. Most of the students were able to select the appropriate ways to reduce errors in measurements.

Q44/M3

Exemplar Item (Estimate the height of a building)

The figure shows a building and a lamppost. The height of the lamppost is 4 m . Estimate the height of the building and explain your estimation method.



Example of Student Work (Evidence of using estimation strategies, but the explanation contained errors)

估計高度為 20 m，因為一 4 m 的燈柱如兩層樓梯，而大廈大概有五層，所以估計它的高度為 20 m。

Example of Student Work (Estimated with reasonable justification)

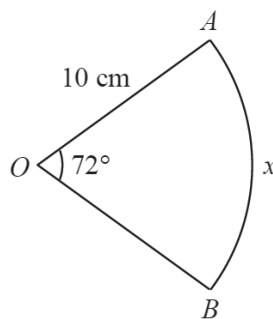
依題 一盞街燈為4m高，而一盞街燈就等於兩層樓  
梯高，大廈約有10層樓梯。  
 $\therefore 4 \times 10$   
 $= 4 \times 5^2$   
 $= 20 \text{ m}$   
 $\therefore$  一棟大廈約有 20 m 高。

- Simple Idea of Areas and Volumes: The performance of students was quite good. They were able to find the circumferences and areas of circles, surface areas and volumes of solids.
- More about Areas and Volumes: Many students were capable of calculating arc lengths, areas of sectors, volumes of spheres and the total surface areas of pyramids. Almost half of the students were able to use relationships between the sides and volumes of similar figures to solve problems and distinguish among formulas for areas of plane figures by considering dimensions.

Q42/M3

Exemplar Item (Find the arc length)

In the figure, the radius of sector  $OAB$  is 10 cm and  $\angle AOB = 72^\circ$ . If the arc length of the sector is  $x$ , find  $x$ . Express the answer in terms of  $\pi$ .



Example of Student Work (Has mistakenly calculated the area of the sector)

$$x = 10^2 \times \pi \div 360 \times 72$$

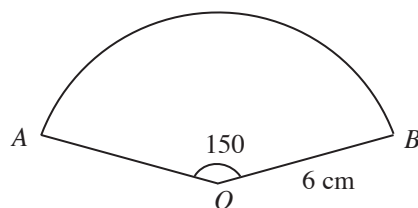
$$x = 100\pi \div 360 \times 72$$

$$x = 20\pi$$

Q42/M1

Exemplar Item (Find the area of a sector)

In the figure, the radius of sector  $OAB$  is 6 cm and  $\angle AOB = 150^\circ$ . Find the area of the sector. Give the answer correct to the nearest  $0.1 \text{ cm}^2$ .



Example of Student Work (Has mistakenly calculated the arc length of the sector)

$$\begin{aligned}
 & 2\pi(6) \times \frac{150^\circ}{360^\circ} \\
 &= 12\pi \times \frac{5}{12} \\
 &= \pi \times 5 \\
 &= 5\pi \\
 &= 15.7 \text{ cm}^2
 \end{aligned}$$

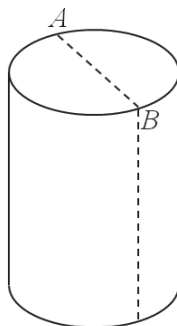
### Learning Geometry through an Intuitive Approach

- Introduction to Geometry: The majority of students were able to identify cuboids, acute angles and 3-D solids from given nets. They could sketch the diagram of a pyramid with square base and the cross-section of a simple solid. However, they were weak in determining whether a polygon is equilateral.

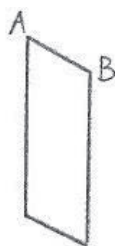
Q32/M4

Exemplar Item (Sketch the cross-section of a solid)

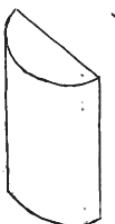
A right cylinder is placed horizontally as shown. It is cut vertically along the line  $AB$ . In the **ANSWER BOOKLET**, sketch the cross-section obtained.



Example of Student Work (Mistakenly thought that the cross-section is a parallelogram)



Example of Student Work (Not able to demonstrate the recognition of cross-section)

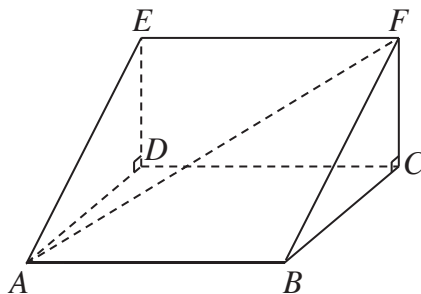


- Transformation and Symmetry: Students did well in this area. They were able to determine the number of axes of symmetry and the order of rotational symmetry from a figure. They could also identify the image of a figure after a single transformation.
- Congruence and Similarity: The majority of students were able to apply the properties of congruent and similar triangles to find sides and angles. They could identify the reasons for congruent triangles and those for similar triangles. Nonetheless, their performance was only fair in recognition of the conditions for congruent and similar triangles.
- Angles related with Lines and Rectilinear Figures: Students were able to demonstrate recognition of interior angles of polygons and corresponding angles. They were still strong in solving geometric questions involving numerical calculations. They were also capable of applying the formula for the sums of the interior angles of convex polygons to solve problems.
- More about 3-D figures: Students were able to identify axes of rotational symmetries of cubes, the nets of right prisms and match 3-D objects with various views. Students fared better when naming the projection of an edge on a horizontal plane than naming the angle between a line and a horizontal plane. Moreover, they were quite weak in recognizing the planes of reflectional symmetries of cubes.

Q34/M4

Exemplar Item (Name the angle between a line and a plane)

The figure shows a triangular prism.  $ABCD$  and  $CFED$  are rectangles.  $ABCD$  is a horizontal plane and  $CFED$  is a vertical plane. Name the angle between  $AF$  and the plane  $ABCD$ .



Example of Student Work (Not able to identify the correct angle)

- (1)  $\angle FAB$
- (2)  $\angle ACB$
- (3)  $\angle FAD$
- (4)  $\angle FBA$

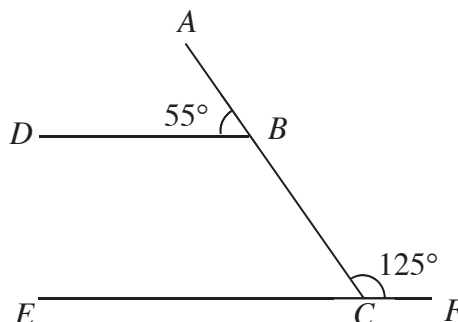
## *Learning Geometry through a Deductive Approach*

- **Simple Introduction to Deductive Geometry:** More than half of the students were able to write the correct steps of a geometric proof, but many of them could not provide sufficient reasons or complete the proof correctly. Besides this, quite a number of students were able to identify angle bisectors of a triangle.

Q46/M1

Exemplar Item (Geometric proof)

In the figure,  $ABC$  and  $ECF$  are straight lines.  $\angle ABD = 55^\circ$  and  $\angle ACF = 125^\circ$ . Prove that  $BD \parallel FE$ .



Example of Student Work (Incorrect logical reasoning in the proof – mistakenly used  $BD \parallel FE$  and obtained the value of  $\angle ECB$ , hence showed  $BD \parallel FE$ )

$\angle ABD = 55^\circ$  (已知)

$\angle ACF = 125^\circ$  (已知)

$\angle DBA = \angle ECB$

$= 55^\circ$  (同位角,  $BD \parallel EC$ )

$\therefore BD \parallel FE$

Example of Student Work (Not able to provide sufficient reasons)

~~$\angle ABD = \angle BCE = 55^\circ$~~

$\angle BCE = 180^\circ - 125^\circ$

$= 55^\circ$

$\therefore \angle ABD = \angle BCE = 55^\circ$

$\therefore BD \parallel FE$  (int.  $\angle$ )

Example of Student Work (Good performance)

$\angle ABD = 55^\circ$  (已知)

$\angle ACF + \angle ACE = 180^\circ$  (来自线上的邻角)

$125^\circ + \angle ACE = 180^\circ$

$\angle ACE = 55^\circ$

$\therefore \angle ABD = \angle ACE = 55^\circ$

$\therefore BD \parallel FE$  (同位角相等)

- Pythagoras' Theorem: Students were able to use Pythagoras' Theorem and the converse of Pythagoras' Theorem to solve simple problems.
- Quadrilaterals: Students performed well. They were able to use the properties of parallelograms in numerical calculations.

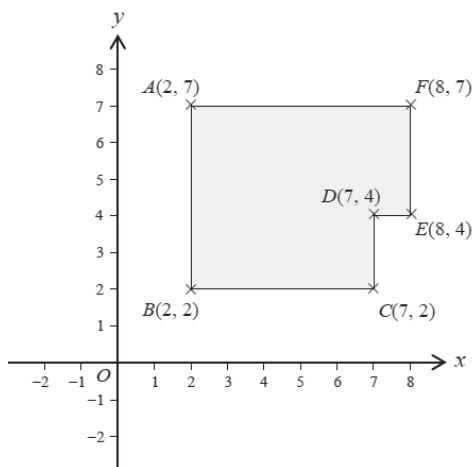
### Learning Geometry through an Analytic Approach

- Introduction to Coordinates: Students were able to grasp the basic concepts of the rectangular coordinate system, they were fair in problems regarding polar coordinates. They performed better in translation than in reflection. The performance of students was fair only in calculating areas of simple figures.

Q42/M4

Exemplar Item (Calculating areas of simple figures)

Find the area of the polygon  $ABCDEF$  in the figure.



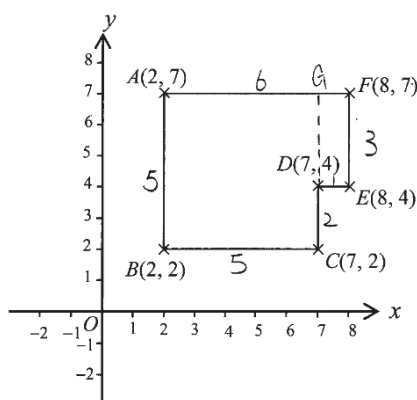
Example of Student Work (Wrong unit)

Draw the diagram as shown.

$$\begin{aligned} \text{Area of AGCB} &= 5 \times 5 \\ &= 25 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Area of GFED} &= 1 \times 3 \\ &= 3 \text{ cm}^2 \end{aligned}$$

$$\begin{aligned} \text{Area of ABCDEF} &= 25 + 3 \\ &= 28 \text{ cm}^2 // \end{aligned}$$



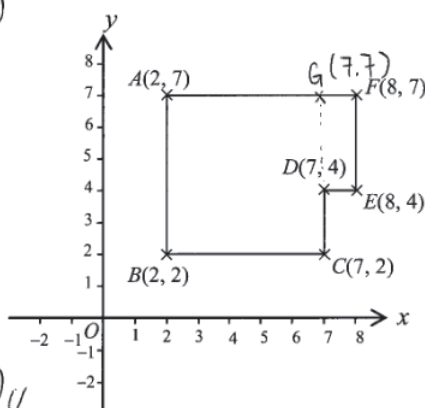
Example of Student Work (Good performance)

Let us cut a point  $G(7, 7)$  that  $AF \perp GD$ .

$$\begin{aligned} \text{Area of AGCB} &= (7-2)(7-2) \\ &= 25 \end{aligned}$$

$$\begin{aligned} \text{Area of GDFE} &= (7-4)(8-7) \\ &= 3 \end{aligned}$$

$$\begin{aligned} \text{Area of ABDEF} &= 25 + 3 \\ &= 28 \text{ (sq. units)} // \end{aligned}$$



- Coordinate Geometry of Straight Lines: Many students were able to use the formula of finding slopes, distance formula and the mid-point formula. Their performance was only fair in applying the conditions for parallel lines and perpendicular lines.

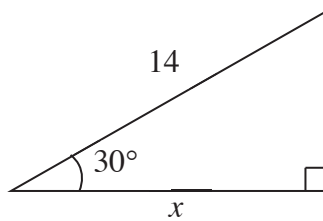
*Trigonometry*

- Trigonometric Ratios and Using Trigonometry: Students were able to grasp the basic concepts of trigonometric ratios. They were fair in recognition of the angle of elevation. They did quite well in solving simple 2-D problems involving one right-angled triangle.

Q37/M2

Exemplar Item (Finding the side)

Find the value of  $x$  in the figure. (Correct to 3 significant figures)



Example of Student Work (Has mistakenly taken  $x = 14 \tan 30^\circ$ )

$$x = \underline{8.083}$$

Example of Student Work (Has mistakenly taken  $x = 14 \sin 30^\circ$ )

$$x = \underline{7}$$

Example of Student Work (Has mistakenly taken  $x = 14 \div \cos 30^\circ$ )

$$x = \underline{16.2 \text{ cm}}$$

## Secondary 3 Data Handling Dimension

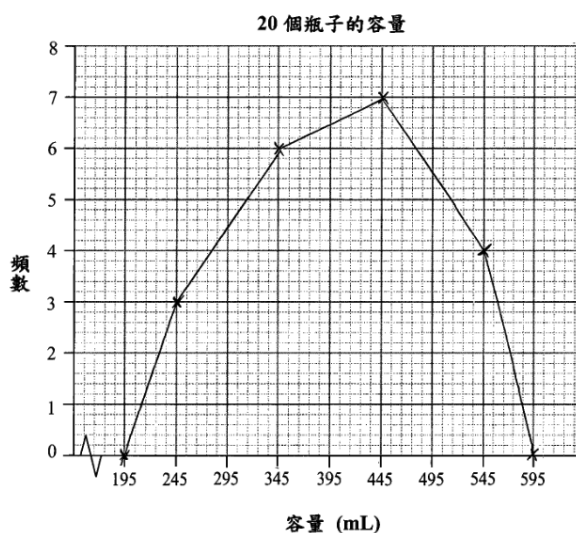
The performances of S.3 students were quite good in this dimension. They were able to use simple methods to collect data, organize the same set of data by different grouping methods, interpret statistical charts, choose appropriate diagrams/graphs to present a set of data, calculate probabilities and find mean and median from a set of ungrouped data. However, performance was weak when students were asked to construct histograms, distinguish discrete and continuous data and identify sources of deception in cases of misuse of averages. Comments on students' performance are provided below with examples cited where appropriate (question number  $x$  / sub-paper  $y$  quoted as Q $x$ /M $y$ ). More examples may also be found in the section *General Comments*.

### Organization and Representation of Data

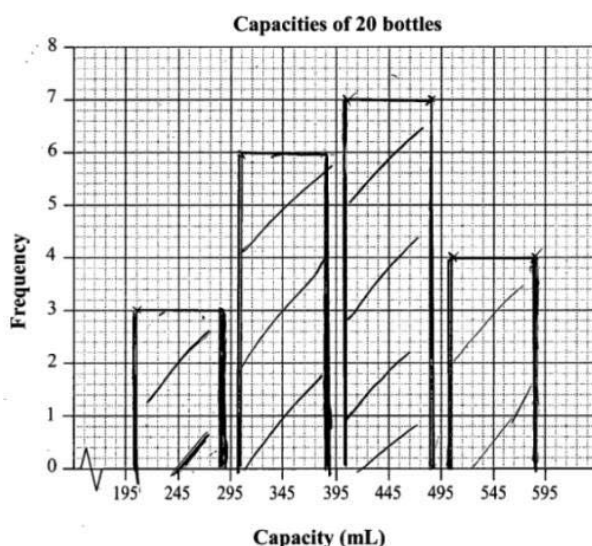
- **Introduction to Various Stages of Statistics:** Students were able to demonstrate recognition of various stages of statistics, use simple methods to collect data and organize the same set of data by using different grouping methods. However, many students could not distinguish between discrete and continuous data.
- **Construction and Interpretation of Simple Diagrams and Graphs:** Many students were not able to construct histograms correctly and compare the presentations of the same set of data by using statistical charts. Nonetheless, students in general were able to read relevant information from diagrams and choose appropriate diagrams/graphs to present a set of data.

Q47/M4

Example of Student Work (Construct histograms – Confused histograms with frequency polygons)



Example of Student Work (Construct histograms – Confused histograms with bar charts)



### Analysis and Interpretation of data

- Measures of Central Tendency: The majority of students were able to find the mean and median from a set of ungrouped data. In the case of grouped data, more than half of the students could find the mean if a table was given with guidance. However, more than half of the students were not able to identify sources of deception in cases of misuse of averages.

Q45/M1

Exemplar Item (Identify sources of deception)

Tom is a basketball player. In the past 5 competitions, he got the following scores:

6, 10, 8, 12, 42

It is given that the mean score of Tom in the 5 competitions is 15.6.

Hence Tom said, 'My score was higher than 15 in more than half of these 5 competitions.'

Do you agree with Tom's saying? Explain your answer.

Example of Student Work (Stating 42 was an extreme value only, without further explain why the student didn't agree with Tom's saying)

Reason:

The mean will be easily affected by extreme data. Tom has the mean score  $-15.6$  is because of the extreme data, 42. Therefore the mean not accurate to determine if his score was higher than 15 in more than half of the 5 competitions.

$\therefore$  I \* agree / disagree with Tom's saying. (\*Circle the correct answer)

Example of Student Work (Good performance)

理由：

因為在5場比賽得分中只有1場是超過15分的，而另外4場的得分都比15分低。

$\therefore$  我 \* 同意 / 不同意 志傑的說法。 (\*圈出正確答案)

### Probability

- Simple Idea of Probability: The performance of students was quite good in calculating the empirical probability and the theoretical probability.

## **General Comments on Secondary 3 Student Performances**

The overall performance of S.3 students was satisfactory. They did quite well in the Measures, Shape and Space Dimension and in the Data Handling Dimension. Performance was steady in the Number and Algebra Dimension.

The areas in which students demonstrated adequate skills are listed below:

### ***Directed Numbers and the Number Line***

- Use positive numbers, negative numbers and zero to describe situations like profit and loss, floor levels relative to the ground level (e.g. Q21/M1).
- Demonstrate recognition of the ordering of integers on the number line (e.g. Q21/M3).
- Add, subtract, multiply and divide directed numbers (e.g. Q21/M4).

### ***Approximation and Errors***

- Convert numbers in scientific notation to integers or decimals (e.g. Q2/M3).

### ***Rational and Irrational Numbers***

- Demonstrate, without using calculators, recognition of the integral part of  $\sqrt{a}$ , where  $a$  is a positive integer not greater than 200 (e.g. Q1/M4).
- Represent real numbers on the number line (e.g. Q23/M3).

### ***Rate and Ratio***

- Find the other quantity from a given ratio  $a : b$  and the value of either  $a$  or  $b$  (e.g. Q23/M1).
- Use rate and ratio to solve simple real-life problems (e.g. Q41/M1).

### ***Formulating Problems with Algebraic Language***

- Distinguish the difference between  $2x$  and  $2 + x$ ;  $(-2)^n$  and  $-2^n$ ;  $x^2$  and  $2x$ , etc. (e.g. Q3/M3).

### ***Laws of Integral Indices***

- Find the value of  $a^n$ , where  $a$  and  $n$  are integers (e.g. Q5/M1).

***Linear Equations in One Unknown***

- Formulate linear equations in one unknown from simple contexts (e.g. Q6/M3).

***Formulas***

- Substitute values of formulas (in which all exponents are positive integers) and find the value of a specified variable (e.g. Q29/M2).

***Linear Inequalities in One Unknown***

- Use inequality signs  $\geq$ ,  $>$ ,  $\leq$  and  $<$  to compare numbers (e.g. Q30/M4).
- Formulate linear inequalities in one unknown from simple contexts (e.g. Q8/M3).
- Represent inequalities, such as  $x < -2$ ,  $x \geq 3$ , etc., on the number line and vice versa (e.g. Q9/M1).

***Estimation in Measurement***

- Find the range of measures from a measurement of a given degree of accuracy (e.g. Q9/M3).
- Estimate measures with justification (e.g. Q44/M3).
- Reduce errors in measurements (e.g. Q10/M3).

***Simple Idea of Areas and Volumes***

- Use the formulas for volumes of prisms and cylinders (e.g. Q41/M4).

***Introduction to Geometry***

- Use common notations to represent points, line segments, angles and polygons (e.g. Q12/M1).
- Identify types of angles with respect to their sizes (e.g. Q12/M2).
- Make 3-D solids from given nets (e.g. Q12/M4).

***Transformation and Symmetry***

- Determine the number of axes of symmetry from a figure and draw the axes of symmetry (e.g. Q11/M1).
- Name the single transformation involved in comparing the object and its image (e.g. Q13/M3).

- Identify the image of a figure after a single transformation (e.g. Q13/M4).

### ***Congruence and Similarity***

- Demonstrate recognition of the properties of congruent and similar triangles (e.g. Q33/M2).

### ***Angles related with Lines and Rectilinear Figures***

- Demonstrate recognition of the terminologies on angles with respect to their positions relative to lines and polygons (e.g. Q15/M3).
- Use the angle properties associated with intersecting lines/parallel lines to solve simple geometric problems (e.g. Q33/M1).
- Use the properties of angles of triangles to solve simple geometric problems (e.g. Q32/M3).
- Use the relations between sides and angles associated with isosceles/equilateral triangles to solve simple geometric problems (e.g. Q42/M2).

### ***More about 3-D Figures***

- Identify the nets of cubes, regular tetrahedra and right prisms with equilateral triangles as bases (e.g. Q16/M3).
- Match 3-D objects built up of cubes from 2-D representations from various views (e.g. Q16/M2).

### ***Quadrilaterals***

- Use the properties of parallelograms, squares, rectangles, rhombuses, kites and trapeziums in numerical calculations (e.g. Q35/M3).

### ***Introduction to Coordinates***

- Use an ordered pair to describe the position of a point in the rectangular coordinate plane and locate a point of given rectangular coordinates (e.g. Q36/M1).

### ***Trigonometric Ratios and Using Trigonometry***

- Find the sine, cosine and tangent ratios for angles between  $0^\circ$  to  $90^\circ$  and vice versa (e.g. Q36/M4).

### *Introduction to Various Stages of Statistics*

- Use simple methods to collect data (e.g. Q19/M2).
- Organize the same set of data by different grouping methods (e.g. Q38/M2).

### *Construction and Interpretation of Simple Diagrams and Graphs*

- Interpret simple statistical charts (e.g. Q38/M1).
- Choose appropriate diagrams/graphs to present a set of data (e.g. Q19/M1).

### *Measures of Central Tendency*

- Find the mean, median and mode from a set of ungrouped data (e.g. Q38/M3).
- Find the modal class from a set of grouped data (e.g. Q39/M4).

### *Simple Idea of Probability*

- Calculate the empirical probability (e.g. Q39/M1).

Other than items in which students performed well, the Assessment data also provided some entry points to strengthen teaching and learning. Items worthy of attention are discussed below:

### *Rate and Ratio*

- Represent a ratio in the form  $a : b$  (or  $\frac{a}{b}$ ),  $a : b : c$  (e.g. Q3/M1): Quite a number of students chose the correct answer, option C. However, more than 10% of students still chose options B. They might mistakenly have thought that the number of pigs was 16.

Q3/M1

On a farm, there are 24 cows and some pigs. The number of pigs is greater than that of cows by 16. Find the ratio of the number of cows to the number of pigs.

- A. 3 : 1  
 B. 3 : 2  
 C. 3 : 5  
 D. 5 : 3

### *Manipulations of Simple Polynomials*

- Distinguish polynomials from algebraic expressions (e.g. Q4/M3): Only some students chose the correct answer, option D. Nearly 40% of students chose option A. They were not able to recognize this expression in fact is a polynomial.

Q4/M3

Which of the following is **NOT** a polynomial?

- A.  $w^2 + w + 3$
- B.  $w^2 + 3w$
- C.  $w^2 + \frac{w}{3}$
- D.  $w^2 + \frac{3}{w}$

- Demonstrate recognition of terminologies (e.g. Q4/M2): Only some of the students chose the correct answer, option A. However, option D was chosen by about 30% of students. They might have confused the degree with the constant of the polynomial.

Q4/M2

Find the degree of the polynomial  $5x^3 - 17x^2 + 9x + 6$ .

- A. 3
- B. 4
- C. 5
- D. 6

### *Linear Equations in One Unknown*

- Solve simple equations (e.g. Q5/M2): The item showed the working steps from 1<sup>st</sup> line to 5<sup>th</sup> line for solving the given equation. Almost half of the students were able to determine a mistake was first made on 4<sup>th</sup> line. However, about 30% of students thought it was first made on 3<sup>rd</sup> line. The result revealed that those students could not grasp the steps in solving equations or they had problems with basic arithmetic.

Q5/M2

Martin solved the equation  $8 - 3(1 + x) = 7 - 2x$  as follows:

1 <sup>st</sup> line	$8 - 3 - 3x = 7 - 2x$
2 <sup>nd</sup> line	$5 - 3x = 7 - 2x$
3 <sup>rd</sup> line	$5 - x = 7$
4 <sup>th</sup> line	$x = 7 - 5$
5 <sup>th</sup> line	$x = 2$

Determine on which line Martin first made a mistake.

- A. 1<sup>st</sup> line
- B. 2<sup>nd</sup> line
- C. 3<sup>rd</sup> line
- D. 4<sup>th</sup> line

*Linear Equations in Two Unknowns*

- Plot graphs of linear equations in 2 unknowns (e.g. Q44/M1 and Q44/M2): Two different items about plotting graphs of linear equations in 2 unknowns were set in the assessment in different sub-papers. Two equations are the same. The only difference among them is the design of the given table: the values of  $x$  and  $y$  were placed in two rows in one table and they were placed in two columns in the another one.

**Q44/M1**

Complete the table for the equation  $3x + 2y - 6 = 0$  in the **ANSWER BOOKLET**.

$x$	$y$
-2	6
0	
4	

According to the table, draw the graph of this equation on the rectangular coordinate plane given in the **ANSWER BOOKLET**.

**Q44/M2**

Complete the table for the equation  $3x + 2y - 6 = 0$  in the **ANSWER BOOKLET**.

$x$	-2	0	4
$y$	6		

According to the table, draw the graph of this equation on the rectangular coordinate plane given in the **ANSWER BOOKLET**.

- The result showed that the percentages of students answering the two items correctly were almost the same. Hence, the effect of the format of the table on students' performances still needs further exploration.

*Identities*

- Tell whether an equality is an equation or an identity (e.g. Q8/M2): More than half of the students chose the correct answer, option C. Each of the remaining options was chosen by more than 10% of students. For those who chose options A or B they

mistakenly thought that  $a(x-b) = ax-b$  and  $\frac{x-b}{a} = x - \left(\frac{b}{a}\right)$  are identities. For students who chose option D, they were not able to determine the difference between identities and equations.

Q8/M2

Which of the following is an identity?

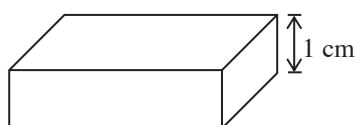
- A.  $2(x-6) = 2x-6$
- B.  $\frac{x-6}{2} = x-3$
- C.  $x-6 = -6+x$
- D.  $x-6 = 0$

**More about Areas and Volumes**

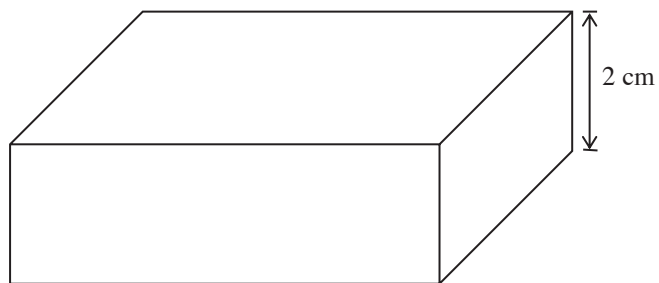
- Use the relationships between sides and surface areas/volumes of similar figures to solve related problems (e.g. Q11/M4): Almost half of the students chose the correct answer, option D. However, about 30% of students chose options A. Those students mistakenly took the ratio of the volumes of two similar solids as the ratio of their corresponding heights. Moreover, almost 10% of students chose C. They mistakenly took the ratio of the volumes of two similar solids as the ratio of the squares of their corresponding heights.

Q11/M4

In the figure, Solid A and Solid B are similar solids. Their heights are 1 cm and 2 cm respectively. The volume of Solid A is  $6 \text{ cm}^3$ . Find the volume of Solid B.



Solid A



Solid B

- A.  $12 \text{ cm}^3$
- B.  $18 \text{ cm}^3$
- C.  $24 \text{ cm}^3$
- D.  $48 \text{ cm}^3$

*Transformation and Symmetry*

- Demonstrate recognition of the effect on the size and shape of a figure under a single transformation (e.g. Q14/M2): Almost half of the students chose the correct answer, option A. However, option D was chosen by about 40% of students. As in previous years, many students thought that the shape of a figure will be changed after reflection.

Q14/M2



Will the size and shape of the above figure be changed after reflection?

	Size	Shape
A.	unchanged	unchanged
B.	changed	changed
C.	changed	unchanged
D.	unchanged	changed

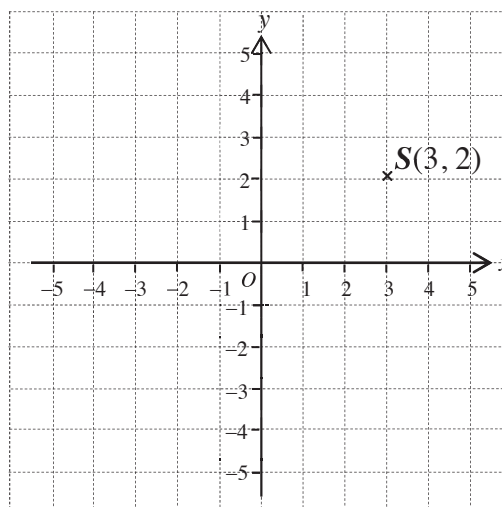
*Introduction to Coordinates*

- Match a point under a single transformation with its image in the rectangular coordinate plane (e.g. Q17/M3): More than half of the students chose the correct answer A, though there were about 20% of students who still chose option C. They confused reflecting a point about the  $x$ -axis with the  $y$ -axis.

Q17/M3

In the figure,  $S(3, 2)$  is reflected about the  $x$ -axis to  $S'$ . Find the coordinates of  $S'$ .

- A.  $(3, -2)$
- B.  $(-2, 3)$
- C.  $(-3, 2)$
- D.  $(-3, -2)$

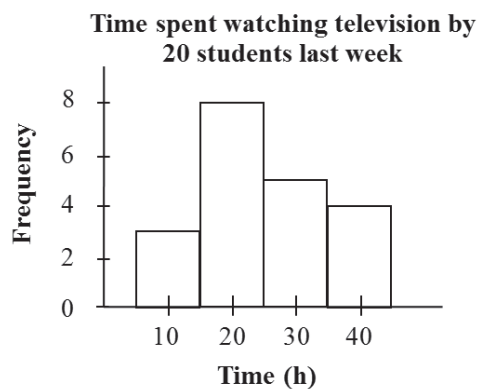


**Construction and Interpretation of Simple Diagrams and Graphs**

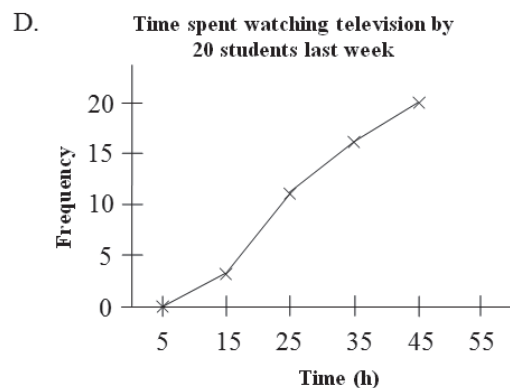
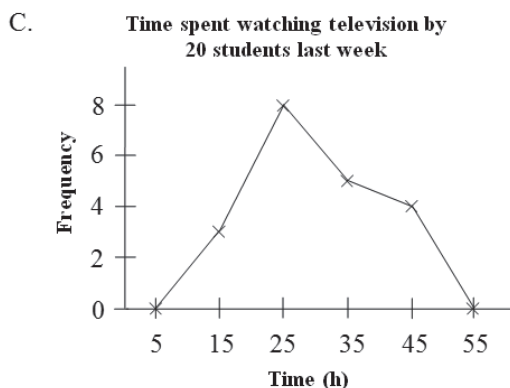
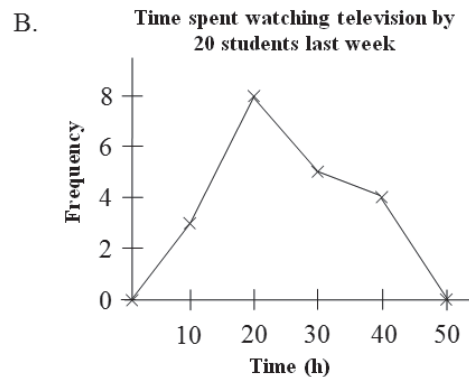
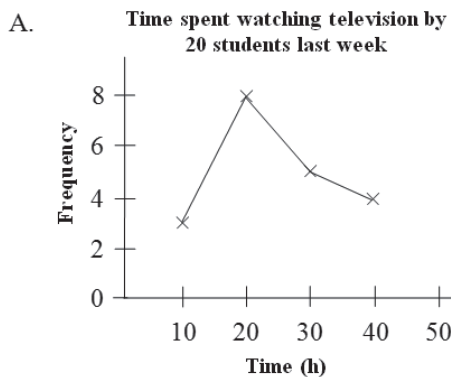
- Compare the presentations of the same set of data by using statistical charts (e.g. Q19/M3): Almost half of the students chose the correct answer, option B. However, option A was chosen by about 30% of students. They did not realise that the graph is incomplete. About 10% of students chose option C. They mistakenly thought that the values marked on the horizontal axes of frequency polygons are upper class boundaries.

Q19/M3

The histogram below shows the time spent (h) watching television by 20 students last week:



If the above data are presented by a frequency polygon, which of the following diagrams could be obtained?



### ***Good Performance of Secondary 3 Students in Territory-wide System Assessment 2017***

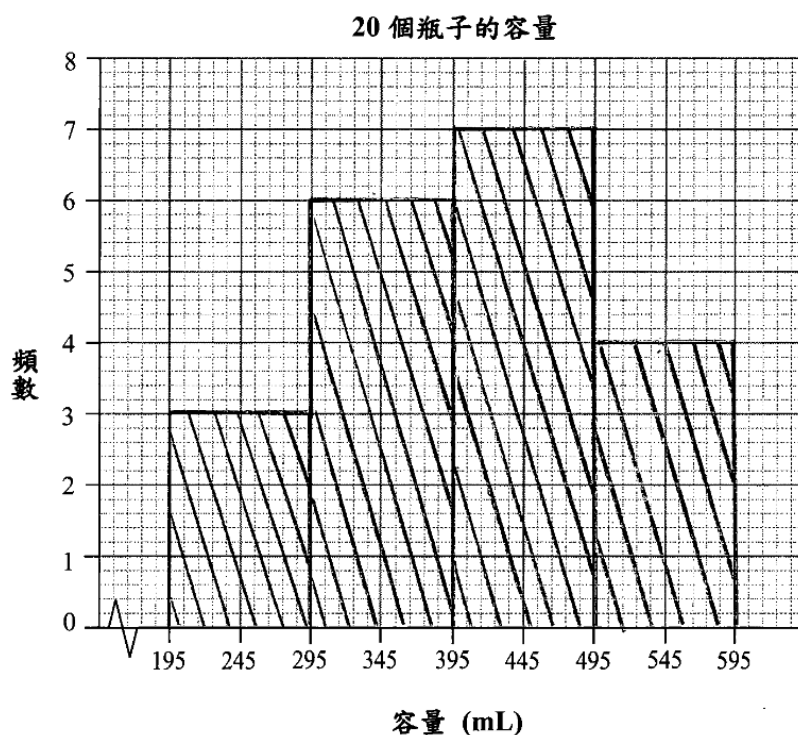
- Students with good performing demonstrated mastery of the concepts and skills assessed by the sub-papers. They were more able in numeracy skills and problem-solving skills, so they could solve various types of problems relating to directed numbers, percentages, numerical estimation, rate and ratio. Students had a thorough conceptual understanding of algebra and could observe patterns and express generality. They were able to deal with the basic operations, factorization and expansion of simple polynomials, and familiar with laws of indices and inequalities. They were capable of solving equations by using algebraic and graphical methods. They could also plot graphs of linear equations in 2 unknowns.
- Students with good performing were also capable of calculating the areas of simple plane figures and the surface areas and volumes of some solids. They were able to demonstrate good recognition of the concepts of transformation and symmetry, congruence and similarity, coordinate geometry, quadrilaterals, trigonometry, and Pythagoras' Theorem. In doing geometric proofs, they were able to write the correct steps and provide sufficient reasons to complete the proofs.
- Students with good performing had a good knowledge of the various stages of statistics. They were able to construct and interpret simple statistical charts, used statistical charts appropriately and read information from graphs. They were able to find the mean, median and mode/modal class, as well as identify sources of deception from a set of data. They could also grasp the basic concepts of probability.

The examples of work by these students are illustrated as follows:

Students were able to construct simple statistical charts by using the given data.

Q47/M4

Example of Student Work (Construct simple statistical charts)



Students were able to solve the problem correctly with complete and clear presentation.

Q43/M1

Example of Student Work (Find the total surface area of the pyramid)

解：該稜錐的總表面面積 =  $5 \times 5 + \frac{1}{2} \times 5 \times 8 \times 4$

$= 25 + 80$

$= 105 \text{ cm}^2$

∴ 該稜錐的總表面面積是  $105 \text{ cm}^2$

Students were able to make good use of the given conditions and solve the problem systematically.

Q44/M3

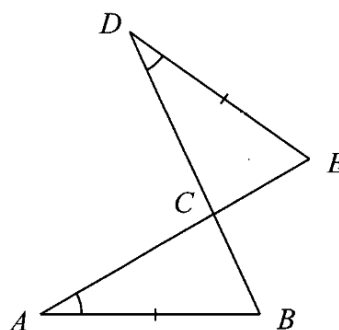
Example of Student Work (Estimate the height of the building)

Using the lamppost as a unit,  
 the height of the building can approximately fit 5 lampposts  
 $\therefore$  the height of the building  $\approx 5 \times$  height of lampposts  
 $= 5 \times 4$   
 $= 20 \text{ m.} //$

Q46/M4

Example of Student Work (Geometric proof)

在  $\triangle ABC$  和  $\triangle DEC$  中,  
 $AB = DE$  (已知)  
 $\angle DCE = \angle ACB$  (對頂角)  
 $\angle EDC = \angle BAC$  (已知)  
 $\therefore \triangle ABC \cong \triangle DEC$  (A.A.S.) //



Some common weaknesses of high-achieving students were that:

- Some students were not familiar with the concepts of some terminologies such as coefficients and degree.
- Some students were not able to distinguish discrete and continuous data.
- Some students were not able to recognize that the shape of a figure will not be changed after reflection.

### ***Overview of Student Performances in Mathematics at Secondary 3 Territory-wide System Assessment 2015-2017***

The percentage of students achieving Basic Competency in the Territory-wide System Assessment this year was 79.9% which was about the same as last year.

The percentages of students achieving Basic Competency from 2015 to 2017 are listed below:

**Table 8.9 Percentages of S.3 Students Achieving Mathematics Basic Competency from 2015 to 2017**

<b>Year</b>	<b>% of Students Achieving Mathematics Basic Competency</b>
2015	79.9
2016	80.0
2017	79.9

The performances of S.3 students over the past three years in each dimension of Mathematics are summarized in the following table:

Table 8.10 Overview of Student Performances in Mathematics at S.3 Territory-wide System Assessment 2015-2017

Number and Algebra Strengths		Year	2015	2016	2017	Remarks
			<ul style="list-style-type: none"><li>Students demonstrated recognition of the number line. They could also use directed numbers to describe real life situations.</li><li>Students were able to determine whether to estimate or to compute the exact value in a simple context.</li><li>Students were able to round off a number to a certain number of significant figures. They demonstrated recognition of scientific notation.</li><li>Students were able to solve simple selling problems and problems on depreciations.</li><li>Students were able to solve problems by using ratio.</li><li>Students were able to translate word phrases/contexts into algebraic languages.</li><li>Students were able to substitute values into formulas to find the unknown value.</li><li>Students were able to formulate equations from simple contexts.</li></ul>	<ul style="list-style-type: none"><li>Students could use directed numbers to describe real life situations. They also recognized the ordering of integers on the number line.</li><li>Students could determine whether to estimate or to compute the exact value in a simple context.</li><li>Students were able to round off a number to a certain number of significant figures.</li><li>Students were able to solve simple selling problems by using percentages.</li><li>Students were able to solve problems by using rate and ratio.</li><li>Students were able to substitute values into formulas to find the unknown value.</li><li>Students could formulate equations from simple contexts.</li><li>Students demonstrated recognition of inequalities.</li></ul>	<ul style="list-style-type: none"><li>Students did well in the operations of directed numbers. They demonstrated recognition of the number line. They could also use directed numbers to describe real-life situations.</li><li>Students were able to solve simple problems on depreciations.</li><li>Students were able to convert numbers in scientific notation to integers and round off a number to 3 significant figures.</li><li>Students were able to solve simple problems by using rate.</li><li>Students were able to solve a system of linear simultaneous equations by algebraic methods.</li><li>Students were able to substitute values into formulas to find the unknown values.</li><li>Students demonstrated recognition of inequalities.</li></ul>	<ul style="list-style-type: none"><li>Students were good at answering simple and straightforward questions involving simple calculations.</li><li>Many students were not familiar with the concepts of some terminologies (e.g. constant terms of polynomials, simple interest and compound interest) and so they answered incorrectly.</li><li>Quite a number of students estimated values by rounding off only, without considering the actual requirement of the question.</li><li>Many students were not able to master some basic concepts of mathematics. For example, they were weak in dealing with fractions and using brackets in expressions.</li><li>Statements/conclusions were often omitted when students attempted the long questions in Section C.</li></ul>

<div>Year</div> <div>Number and Algebra</div> <div>Weaknesses</div>	2015	2016	2017	Remarks
	<ul style="list-style-type: none"> <li>Students were quite weak in recognizing the concepts of profit, selling price and so many of them could not find the cost price correctly.</li> <li>Many students confused compound interest with simple interest, as well as amount with interest. Consequently, they used the incorrect methods in solving problems.</li> <li>Many students could not distinguish polynomials from algebraic expressions.</li> <li>Students' performance was only fair in factorization and expansion of simple polynomials.</li> <li>Without being given a table to assist calculation of coordinates, many students were not able to plot the graph of a linear equation correctly.</li> <li>Students' performance was weak when they were asked to perform change of subject in simple formulas.</li> </ul>	<ul style="list-style-type: none"> <li>Students mixed up simple interest and compound interest. Consequently, they used the incorrect methods in solving problems.</li> <li>Students were weak in recognizing the terminologies of polynomials.</li> <li>Students could not distinguish whether an equality is an equation or an identity.</li> <li>Students were weak in manipulating algebraic fractions.</li> </ul>	<ul style="list-style-type: none"> <li>Quite a number of students were not able to estimate values with reasonable justifications.</li> <li>Students mixed up the formulas for finding simple interest and compound interest.</li> <li>Quite a number of students were not able to distinguish polynomials from algebraic expressions.</li> <li>Students were weak in recognizing the terminologies of polynomials.</li> <li>Students' performance was only fair in change of subject in simple formulas.</li> </ul>	

Measures, Shape and Space <b>Strengths</b>	Year			
	2015	2016	2017	Remarks
	<ul style="list-style-type: none"> <li>Students were able to find the range of measures from a measurement of a given degree of accuracy and choose an appropriate unit and the degree of accuracy for real-life measurements.</li> <li>Students were able to find the areas of sectors and the volumes of pyramids.</li> <li>Students were able to identify the relationship between simple 3-D solids and their corresponding 2-D figures.</li> <li>Students were able to determine the order of rotational symmetry from a figure.</li> <li>When the object and its image were given, students were able to identify the single transformation involved.</li> <li>Students were able to demonstrate recognition of the conditions for congruent and similar triangles.</li> <li>Students were able to use the angle properties associated with intersecting lines/parallel lines and the properties of triangles to solve simple geometric problems.</li> <li>Students had good knowledge of the rectangular coordinate system.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to choose an appropriate unit and the degree of accuracy for real-life measurements.</li> <li>Students were able to select the appropriate ways to reduce errors in measurements.</li> <li>Students were able to find the volumes of cones.</li> <li>Students could identify the relationship between simple 3-D solids and their corresponding 2-D figures. They could also sketch simple solids.</li> <li>When the object and its image were given, students could identify the single transformation involved.</li> <li>Students could demonstrate recognition of terminologies on angles.</li> <li>Students could use the angle properties associated with intersecting lines/parallel lines and the properties of triangles to solve simple geometric problems.</li> <li>Students could recognize the axes of rotational symmetries of cubes.</li> <li>Students had good knowledge of the rectangular coordinate system.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to find the range of measures from a measurement of a given degree of accuracy and estimate measures with justification.</li> <li>Students were able to select the appropriate ways to reduce errors in measurements.</li> <li>Students were able to use the formulas of volumes of prisms, find the areas of sectors and the total surface areas of pyramids.</li> <li>Students were able to identify the relationship between simple 3-D solids and their corresponding 2-D figures.</li> <li>Students were able to demonstrate recognition of the concepts of transformation and symmetry.</li> <li>Students were able to use the angle properties associated with intersecting lines/parallel lines and the properties of triangles to solve simple geometric problems.</li> <li>Students were familiar with the properties of parallelograms.</li> <li>Students had good knowledge of the rectangular coordinate system.</li> </ul>	<ul style="list-style-type: none"> <li>Students could estimate measures. However, when they had to use their own words to explain the estimation methods, their explanations were very limited and incomplete.</li> <li>Students did not understand the differences between some theorems, for instance, the difference between 'corr. <math>\angle</math>s equal' and 'corr. <math>\angle</math>s, <math>AB \parallel CD</math>'.</li> <li>Many students wrote the wrong units for the answers.</li> <li>Many students used the mathematical symbols incorrectly.</li> </ul>

<div>Year</div> <div>Measures, Shape and Space</div> <div>Weaknesses</div>	2015	2016	2017	Remarks
	<ul style="list-style-type: none"> <li>Students were weak in abstract concepts (such as using relationship of similar figures to find measures).</li> <li>Many students could not determine whether a polygon is equiangular.</li> <li>Students could not demonstrate recognition of adjacent angles.</li> <li>Quite a number of students could not identify the angle between a line and a horizontal plane.</li> <li>Students in general could not complete the proofs of simple geometric problems related with angles and lines.</li> <li>Quite a number of students could not identify perpendicular bisectors of a triangle.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance was quite weak in finding the total surface areas of cylinders.</li> <li>Students were weak in abstract concepts (such as distinguishing among formulas for volumes by considering dimensions).</li> <li>Students could not demonstrate recognition of common terms in geometry.</li> <li>Quite a number of students were not able to recognize straight angles and concave polygons.</li> <li>Students could not demonstrate recognition of the conditions for congruent and similar triangles.</li> <li>Students in general could not complete the proofs of simple geometric problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students in general were unable to use relationship of similar figures to find measures and distinguish among formulas for areas by considering dimensions.</li> <li>Many students were not able to determine whether a polygon is equilateral.</li> <li>Students were quite weak in recognizing the conditions for congruent and similar triangles.</li> <li>Students were weak in identifying the planes of reflectional symmetries of cubes.</li> <li>Students in general were not able to complete the proofs of simple geometric problems.</li> <li>Many students were not able to name the angle between a line and a plane.</li> <li>Students' performance was only fair in applying the conditions for two perpendicular lines.</li> </ul>	

<div>Year</div> <div>Data Handling</div> <div>Strengths</div>	2015	2016	2017	Remarks
	<ul style="list-style-type: none"> <li>Students could use simple methods to collect data.</li> <li>Students could read information from diagrams and interpret the information.</li> <li>Students could choose appropriate diagrams/graphs to present a set of data.</li> <li>Students were able to calculate the theoretical probability by listing.</li> </ul>	<ul style="list-style-type: none"> <li>Students could use simple methods to collect data.</li> <li>Students could organize the same set of data by different grouping methods.</li> <li>Students could construct and interpret simple statistical charts.</li> <li>Students were able to compare the presentations of the same set of data by using statistical charts.</li> <li>Students could identify sources of deception in misleading graphs/accompanying statements.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to use simple methods to collect data.</li> <li>Students were able to interpret simple statistical charts.</li> <li>Students were able to choose appropriate diagrams/graphs to present a set of data.</li> <li>Students were able to find mean and median from a set of ungrouped data.</li> <li>Students' performance was quite good in calculating probabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Many students mixed up different types of statistical graphs.</li> <li>Students were willing to describe the sources of deception in cases of misuse of averages, but in general, they were not able to give sufficient explanations.</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>Students' performance was only fair in distinguishing discrete and continuous data.</li> <li>Students in general could not construct stem-and-leaf diagrams correctly.</li> <li>Many students could not compare the presentations of the same set of data by using statistical charts.</li> <li>Quite a number of students were not able to find averages from a set of grouped data.</li> </ul>	<ul style="list-style-type: none"> <li>Students could not read upper quartiles from diagrams/graphs.</li> <li>Without providing the table or tree diagram for guidance, quite a number of students were not able to calculate the theoretical probability.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance was only fair in distinguishing discrete and continuous data.</li> <li>Students in general were not able to construct histograms correctly.</li> <li>Quite a number of students were not able to identify sources of deception in cases of misuse of averages.</li> </ul>	

## Comparison of Student Performances in Mathematics in Primary 3, Primary 6 and Secondary 3 in 2017

The percentages of P.3, P.6 and S.3 students achieving Basic Competency from 2004 to 2017 are as follows:

**Table 8.11 Percentages of Students Achieving Mathematics Basic Competency**

Year Level	% of Students Achieving Mathematics BC													
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
P.3	84.9	86.8	86.9	86.9	86.9	#	87.0	87.0	87.3	87.5	87.4	87.6	89.9 <sup>Δ</sup>	88.2 <sup>∇</sup>
P.6	--	83.0	83.8	83.8	84.1	#	84.2	84.1	^	84.2	^	84.0	^	84.0
S.3	--	--	78.4	79.9	79.8	80.0	80.1	80.1	79.8	79.7	79.9	79.9	80.0	79.9

# Due to Human Swine Influenza causing the suspension of primary schools, the TSA was cancelled and no data has been provided.

^ The 2012, 2014 and 2016 P.6 TSA were suspended. As participation in the 2012, 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

Δ The 2016 P.3 level assessment was conducted as part of the 2016 Tryout Study. The BC attainment rate was calculated using the data from some 50 participating schools.

∇ The 2017 P.3 level assessment was conducted as part of the 2017 Research Study, which was extended to all primary schools in the territory.

A comparison of strengths and weaknesses of P.3, P.6, and S.3 students enables teachers to devise teaching strategies and tailor curriculum planning at different key stages to adapt to students' needs. The dimensions of Mathematics Curriculum at each key stage belong to different dimensions as shown below:

**Table 8.12 Dimensions of Mathematics Curriculum for Primary 3, Primary 6 and Secondary 3**

	Primary 3	Primary 6	Secondary 3
Dimension	Number	Number	Number and Algebra
		Algebra	
	Measures	Measures	Measures, Shape and Space
	Shape and Space	Shape and Space	
	Data Handling	Data Handling	Data Handling

The following table compares student performances in Mathematics in Primary 3, Primary 6 and Secondary 3 in 2017:

Table 8.13 Comparison of Student Performances in Mathematics in Primary 3, Primary 6 and Secondary 3 in 2017

Dimension	Level	P.3	P.6	S.3
Number		<ul style="list-style-type: none"><li>Students were able to recognize the places and the values of digits in a whole number.</li><li>Students performed arithmetic calculations with numbers up to 3 digits. However, some of them neglected the computational rule of doing 'multiplication before addition'.</li><li>Students were capable of solving application problems involving mixed operations by presenting correct working steps. A few students confused multiplication with division; the minuend with the subtrahend.</li><li>Students understood the concept of fractions as a part of one whole and recognized the relationship between fractions and the whole. They were able to compare fractions.</li><li>Students were able to solve application problems involving the addition or the multiplication of money.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of recognizing the place values in whole numbers and decimals.</li><li>Students could perform arithmetic operations on whole numbers, fractions and decimals.</li><li>Some students neglected the computation rule of "performing multiplication/division before addition/subtraction" when carrying out mixed operations.</li><li>Students could understand the concept of a fraction as parts of one whole and compare fractions.</li><li>Students could solve application problems and show the working steps.</li><li>Some students were weak in presenting solutions to application problems involving fractions or percentages.</li><li>Students were capable of choosing appropriate mathematical expressions for finding an estimate.</li></ul>	<ul style="list-style-type: none"><li>Students were able to perform the operations of directed numbers and use directed numbers to describe real-life situations.</li><li>Students could use rate and ratio to solve simple problems.</li><li>Students could judge the reasonableness of answers from computations. They tried to explain their estimation strategies. However, some of their explanations were incomplete or contained mistakes.</li><li>Students did well in using percentages to solve simple problems on selling and depreciations. Some students confused the formula of finding simple interest with that of compound interest.</li></ul>
	Algebra	N.A.	<ul style="list-style-type: none"><li>Students were capable of using symbols to represent numbers.</li><li>Students were capable of solving equations involving at most two steps in the solutions.</li><li>Students were capable of solving problems by simple equations.</li></ul>	<ul style="list-style-type: none"><li>Students were able to substitute values into formulas and find the value of unknowns.</li><li>Students were weak in recognizing the terminologies of polynomials.</li><li>Students' performance was quite good in addition, subtraction and expansion, and fair in factorization of polynomials.</li><li>Students were able to use the properties of inequalities to solve problems. They performed satisfactorily when they applied the laws of integral indices.</li></ul>

Dimension	Level	P.3	P.6	S.3
<b>Measures</b>		<ul style="list-style-type: none"> <li>Students were capable of reading the price tags and using Hong Kong money. A few students' performance was only fair in money exchange.</li> <li>Students could find the correct dates and days of a week from a calendar and tell time on a clock face and a digital clock.</li> <li>Students were able to measure and compare the length and weight of objects. However, some students were comparatively weak in reading the capacity of containers.</li> <li>Students were able to choose appropriate tools to measure the length and weight of objects, and the capacity of containers.</li> <li>Students in general could record the length and weight of objects with appropriate units.</li> </ul>	<ul style="list-style-type: none"> <li>Students could write the correct dates and days of a week.</li> <li>Students were capable of applying the '24-hour time' but some students could not measure the time duration of activities.</li> <li>Students were capable of recording the length, weight and capacity with appropriate units.</li> <li>Students were capable of measuring and comparing the capacity of containers.</li> <li>Students could apply the formula for finding the circumference.</li> <li>Students could calculate the perimeter and area of simple 2-D shapes as well as the volume of cubes and cuboids.</li> <li>Students could apply the speed formula to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to choose an appropriate unit and the degree of accuracy for real-life measurements. They could select the appropriate ways to reduce errors in measurements.</li> <li>Students were able to calculate arc lengths, areas of sectors, volumes of pyramids and prisms.</li> <li>Quite a number of students were able to estimate measures and give reasonable explanations.</li> <li>Students were weak in abstract concepts (such as distinguishing among formulas for areas by considering dimensions).</li> </ul>

Dimension	Level	P.3	P.6	S.3
<b>Shape and Space</b>		<ul style="list-style-type: none"> <li>Students were able to identify pyramids/cones, prisms/cylinders and spheres. Some of them could not classify prisms and pyramids; cylinders and cones.</li> <li>Students were capable of identifying different 2-D shapes.</li> <li>Students were good at identifying straight lines, curves and parallel lines. A few students were not able to recognize perpendicular lines.</li> <li>Students could recognize right angles and compare the size of angles.</li> <li>Students were able to recognize the four directions, namely, north, east, south and west.</li> </ul>	<ul style="list-style-type: none"> <li>Students could recognize cones, pyramids, cylinders, prisms and spheres.</li> <li>Students were capable of identifying 2-D shapes in different orientations and recognizing their characteristics.</li> <li>Students could recognize the eight compass points.</li> </ul>	<ul style="list-style-type: none"> <li>Students were not able to demonstrate recognition of some common terms in geometry (e.g. equilateral polygons, straight angles).</li> <li>Students could identify the relation between simple 3-D solids and their corresponding 2-D figures. They could also sketch simple solids.</li> <li>Some students could not name the angle between a line and a plane.</li> <li>Students were not familiar with the conditions for congruent and similar triangles.</li> <li>Students had good knowledge of the rectangular coordinate system. However, their performance was fair only when they had to find areas of simple figures.</li> <li>Students performed satisfactorily in applications of trigonometry.</li> <li>Students could deal with simple symmetry and transformation.</li> <li>Students performed quite well in writing proofs by using the conditions for congruent and similar triangles. When angles and lines were related, many students were not able to correctly provide reasons or complete the proofs.</li> </ul>

Level	P.3	P.6	S.3
Dimension <b>Data Handling</b>	<ul style="list-style-type: none"><li>Students were good at reading pictograms with one-to-one representation. They could retrieve data from the pictogram to answer simple questions.</li><li>Students were able to construct pictograms using one-to-one representation by referring to the given raw data.</li></ul>	<ul style="list-style-type: none"><li>Students were capable of reading pictograms and bar charts, including those of greater frequency counts.</li><li>Students could extract the information provided in statistical graphs in order to answer questions.</li><li>Students could construct pictograms and bar charts with suitable titles.</li><li>Students were capable of finding the average of a group of data and solving simple problems of averages.</li></ul>	<ul style="list-style-type: none"><li>Students recognized the basic procedures of statistical work and the data collection methods.</li><li>Quite a number of students were not able to distinguish between discrete and continuous data.</li><li>Students could interpret simple statistical charts and choose appropriate diagrams / graphs to present a set of data.</li><li>Some students were not able to construct histograms.</li><li>Some students were not able to identify sources of deception in misleading graphs or in cases of misuse of averages.</li><li>Some students were not able to calculate the mean from grouped data, but they performed well in the cases of ungrouped data.</li><li>Students' performance was quite good in calculating the probabilities.</li></ul>

## 9. CONCLUSION

BCs are the essential skills in the three subjects of Chinese Language, English Language and Mathematics acquired by students upon completion of the three key learning stages (i.e. P.3, P.6 and S.3), for proceeding effectively to the next learning stage. Therefore, BCA facilitates schools' understanding of students' learning situations, progresses and needs so as to help students learn more effectively.

According to the percentages of students achieving BCs at P.3, P.6 and S.3 each year and the statistical data of the students in the same cohort (see relevant data from the charts and tables in Chapter 4), it is observed that the BC attainment rates of students in Hong Kong in Chinese Language, English Language and Mathematics at P.3, P.6 and S.3 have been on continuous steady upward trends. This reflects that the Territory-wide System Assessment has provided schools with reliable and valid assessment information that allows schools to, starting from junior primary levels, holistically review their school-based curriculum planning, school-based assessment policy, teaching strategies, etc., and to adjust and formulate teaching plans to enhance student learning and realise 'assessment for learning' in daily classroom practice.

As in previous years, seminars on students' overall performance will be held for each subject at each level by the HKEAA after the release of results. In addition to deliberating the overall performance of students, analysis of various exemplars will also be used to illustrate students' performance in each subject by HKEAA's subject managers and senior officers. The seminars aim to enhance teachers' understanding of students' performance with a view to enhancing learning and teaching through optimal use of assessment data, and allow teachers to share their valuable experiences. The seminars will also introduce the functions and features of each type of reports to enable teachers to deploy related information in a more focused manner.

In addition to understanding students' academic levels, the 2017 Research Study also includes a questionnaire survey on students' learning attitude and motivation. The survey aims to gain a better understanding of the factors affecting student learning and to help schools to analyse students' learning needs from multiple perspectives with a view to supporting students' learning. The study is conducted by means of a questionnaire survey for schools and parents to participate on a voluntary basis to collect students' non-academic data. It is analysed together with the information on students' performance from the HKEAA. Each participating school will be given an individual questionnaire survey analysis report on their students' learning motivation, the relationship between

students' socio-economic status and their academic results, etc. Related information allows schools to have a comprehensive and full consideration of the diversity of students' learning at different learning stages, and the impact of factors including learning interests, attitude, habits, etc., on students' learning. Moreover, research results related to this questionnaire survey can also enhance parents' awareness concerning their children's learning.

The enhancement measures under the 2017 Research Study, including enhanced school reports which provide more detailed item analysis and a questionnaire survey on students' learning attitude and motivation, provide information on students' learning from multiple perspectives, facilitating teachers' complementary use of various tools including other school-based assessment activities or initiatives (such as STAR) with a view to understanding students' learning needs in a comprehensive manner. This enables schools to adjust school-based planning and teaching strategies, and to provide timely and focused follow-up teaching arrangements based on students' learning difficulties by incorporating WLTS. These enhancement measures better set the BCA initiative for realising 'assessment for learning' in a more concrete and comprehensive manner.